Building Skills for the TOEFL® iBT

Second Edition

Beginning

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Building Skills for the TOEFL® iBT Second Edition

Paul Edmunds · Nancie McKinnon · Jeff Zeter

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Introduction to the TOEFL® iBT

What to Expect on the TOEFL®

The TOEFL® (Test of English as a Foreign Language) is an Internet-based test designed to assess English proficiency in non-native speakers who want to achieve academic success and communicate effectively in English. Most people take the TOEFL® iBT to gain admission into universities and colleges where instruction is in English. Additionally, many employers and government agencies use the scores to determine a person's English ability. It is not meant to test academic knowledge or computer ability, and as such, questions are always based on information found in the test (computer tutorials are available for those not familiar with personal computers). We have designed this practice book to be as similar as possible to the actual TOEFL® iBT in format and appearance in order to better prepare you for the test.

The TOEFL® iBT is divided into four sections: reading, listening, speaking, and writing.

Major Changes to the Internet-Based TOEFL® (iBT)

- **General**
  - ⇨ The test measures all four language skills equally; a speaking section is included.
  - ⇨ The Test of Spoken English® (TSE®) will now be part of the TOEFL®. Test takers will no longer take the TSE® as a separate test.
  - ⇨ Order of sections on the test:
    - Reading
    - Listening
    - (10-minute break)
    - Speaking
    - Writing
  - ⇨ The test is approximately four hours long and is taken in one day.
  - ⇨ Tests are administered through the Internet in Educational Testing Service (ETS) test centers around the world.
  - ⇨ There is no structure section, as there was in previous tests.
  - ⇨ Note-taking is allowed in every section, and is not marked.
  - ⇨ The test is a linear exam, not computer adaptive; each test taker receives the same range of questions.
  - ⇨ The scores will be viewed online.

- **Reading / Listening**
  - ⇨ Passages for the reading and listening sections are longer than those in the computer-based test (CBT). Refer to the introduction of individual sections for further details.

- **Speaking / Writing**
  - ⇨ Tasks for the speaking and writing sections include integrated questions that require more than one skill to complete, i.e., reading and/or listening, then speaking or writing.
  - ⇨ For the speaking section, test takers speak into a microphone, and their responses are digitized and sent to the ETS Online Scoring Network.
  - ⇨ For the writing section, test takers must type their responses.

The TOEFL® iBT Format

Section	Number of Questions	Time (minutes)	Score
Reading	3–5 passages • 12–14 questions each • 700 words per passage	60–100	30 points
Listening	4–6 lectures • 6 questions each • 500–800 words (4–6 min.) 2–3 conversations • 5 questions each • 400–500 words (2–3 min.)	60–90	30 points
BREAK		10	
Speaking	2 independent tasks • 1 personal experience • 1 preference/choice 2 integrated tasks (Read-Listen-Speak) • Reading 100 words • Conversation 200 words (1–2 min.) • Lecture 200–300 words (1–2 min.) 2 integrated tasks (Listen-Speak) • Conversation 200 words (1–2 min.) • Lecture 200–300 words (1–2 min.)	20	30 points
Writing	1 independent task 1 integrated task (Read-Listen-Write) - Reading 250–300 words - Lecture 250–300 words (2 min.)	50	30 points

Study Tips

The only way to be certain of an excellent TOEFL® score is to be able to read, write, understand, and speak English like an educated native speaker. You have no doubt been developing your ability in these areas for many years now. Unfortunately, this is not something one can accomplish by studying in the traditional way. However, research conducted over the years by applied linguists, psychologists, and educators has yielded a considerable amount of information on the best methods for refining these skills for the purposes of standardized tests. By keeping the following study tips in mind, you can optimize your study habits and achieve the highest possible scores with the level of language proficiency you have obtained.

- Prepare a study area for yourself. This should include the following:
  - ⇨ A comfortable chair and spacious table or desk
  - ⇨ Suitable lighting
  - ⇨ Good ventilation and air quality – an open window or a house plant are good ideas
  - ⇨ An area free of distractions such as outside noise, television, or radio (unless you are using the television or radio to study)
  - ⇨ Proper space to keep all the materials you will need when studying, such as books, paper, pens, pencils, a tape recorder or other recording device, and if possible, a computer with Internet access

- Study regularly over a long period of time. Do not study to the point of exhaustion, as this has been shown to be ineffective in retaining information.

- "Cramming," i.e., studying intensely for a day or two before an exam, is not effective, as it strains your general health and well-being and does not lead to good long-term retention of information or skills.

- Psychologists have discovered a principle called "state-specific memory." This means you remember things better in the same conditions that you learned them. For example, if you always study math at night, you will do better on a math exam taken at night. Use this concept to your advantage. If you know when and under what conditions you will take the TOEFL®, simulate these in your study environment and habits. For instance, if you plan to take the TOEFL® on a Saturday afternoon, then make a point to study in the afternoons.

- Be well rested on the day of the exam. Do not stay up all night studying. Also, eat healthy foods including fruits and vegetables.

- Be relaxed and confident. Do the best that you can and do not worry excessively about any mistakes or uncertainties.

Registering For the TOEFL®

Students must get registration information for the TOEFL®. Registration information can be obtained online at the ETS website. The Internet address is www.ets.org/toefl. The website provides information such as testing locations, costs, and identification requirements. The website also provides other test-preparation material.

The registration information, such as the test center location, identification requirements, and costs, will vary depending on the country in which you take the test. Be sure to follow these requirements carefully. If you do not have the proper requirements in order, you may not be able to take the test. Remember that if you register online, you will need to have your credit card information ready.

What TOEFL® Scores Are Used For

The primary use of TOEFL® scores is for acceptance into universities, colleges, and other institutions where English is the main language of instruction. It is estimated that about 4,400 such institutions require TOEFL® scores for admission.

The highest possible score on the iBT is 120 points. Different institutions will have their own specific score requirements for admission. For that reason, it is very important to check with each institution individually to find out what its admission requirements are. For example, a passing score at one university may not be a passing score at another university. It is the responsibility of the student to find out what the requirements are for each institution.

Although TOEFL® scores are used primarily to satisfy the admissions requirements of universities, they are also necessary when applying for certain kinds of jobs. Many government agencies as well as multinational corporations require applicants to submit TOEFL® scores. Even English-teaching institutes may request TOEFL® scores in order to place students at the appropriate level of instruction.

Certainly, doing well on the TOEFL® can be very helpful for students in both their academic and professional careers. However, success requires consistent and dedicated practice. We hope that you will take full advantage of this practice book and study hard. Your hard work and dedication will provide you with the best opportunity to do well on the TOEFL® and meet your goals for the future.

Academic Subjects in the TOEFL®

The following is a list of academic subject areas typically seen in the TOEFL®:

Humanities	Social Sciences	Biological Sciences	Physical Sciences
Archaeology	Anthropology	Agriculture	Astronomy
Architecture	Business	Anatomy	Chemistry
Art History	Economics	Biology	Computer Science
Fine Arts	Education	Botany	Engineering
Linguistics	Geography	Entomology	Geology
Literature	History	Environmental Science	Mathematics
Music	Political Science	Medicine	Oceanography
Philosophy	Psychology	Zoology	Physics
	Public Health		
	Sociology		
	Urban Studies		

Building Skills for the TOEFL® iBT

READING

READING

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The TOEFL® iBT Reading Section

In the reading section of the TOEFL® iBT, you will be required to read three to five passages on varying topics. After each passage, you will answer twelve to fourteen questions that test your ability to understand vocabulary, sentence structure, and factual information, as well as implied information and the writer's intention. You will not see the questions until after you have read the passage. While answering the questions, you will be permitted to look back at the reading. You do not need any previous knowledge on the topic in order to answer the questions correctly.

- **Passage Types**
  1. Exposition – Material that provides information about or an explanation of a topic
  2. Argumentation – Material that presents a point of view about a topic and provides supporting evidence in favor of a position
  3. Narrative – An account of a person's life or a historical event

- **Question Types**

  Questions in the reading section of the TOEFL® iBT are multiple choice and much like those found in older versions of the TOEFL®. The following list explains the question types and number of each type on the test. Questions will not necessarily appear in this order.

Question Type	Number	Task
Factual Information	3-6	Select details or facts provided in the passage.
Negative Factual Information	0-2	Identify something that is not in the passage or not true according to the passage.
Inference	0-2	Select an answer based on information not actually stated in the passage, but that is implied or can be inferred.
Rhetorical Purpose	0-2	Identify the author's method in explaining a point, or why the author has mentioned something.
Vocabulary	3-5	Choose the best synonym.
Pronoun Reference	0-2	Identify the noun to which a pronoun refers.
Sentence Simplification	0-1	Choose the best paraphrase of part of the passage or a sentence and analyze its meaning.

The other three question types found in the TOEFL® iBT are not multiple-choice and are types not found on older versions of the TOEFL®. One is a sentence insertion activity, and the last question can be one of two types of activities: either a summary question or a table/chart question.

Text Insertion Question

This question shows you a sentence that could be added to the passage. You must decide where the sentence would best fit in the passage. While you are reading, you will notice several icons that look like this ■ on the actual Internet-based test. You will be required to click on the square [■] where you feel the new sentence should be added. For the purposes of this book, simply choose the letter beside the appropriate square. This question tests how well you understand the organization of the passage, as well as grammatical connections between sentences.

Table/Chart Question

For passages on topics that explain groups or categories of information, you may be asked to demonstrate your understanding of the groups or categories mentioned by completing a chart. There will be two or three categories and either five or seven correct choices. Two of the answer choices will not be used. This question requires the ability to organize important information and to understand relationships between major ideas presented in the passage.

- **Example:**

Frogs	Toads

(A) bumpy, dry skin
(B) eggs in a chain
(C) build nests
(D) shorter legs
(E) eggs in a bunch
(F) have live babies
(G) longer legs
(H) smooth, wet skin
(I) bulging eyes

- **Correct answers:**

Frogs	Toads
eggs in a bunch	bumpy, dry skin
longer legs	eggs in a chain
smooth, wet skin	shorter legs
bulging eyes	

- **Not used:** build nests, have live babies

The chart questions are worth up to three points if there are five correct answers and four points if there are seven correct answers. Partial credit is awarded for having some but not all correct answers.

Summary Question

In this type of question, you will be presented with an introductory sentence for a brief summary of the passage. You will then find six additional sentences. Three of the sentences express major ideas in the passage, and the others do not. Incorrect choices will be either minor ideas or ideas that are not presented in the passage. This question measures your ability to recognize important ideas from the passage and distinguish them from minor ideas or ideas that are not in the passage.

- **Example:**
  First sentence of introduction:
  Animals in the desert have different ways to live with little water.
  ⇨ Camels can live for a long time without water.
  ⇨ Desert plants do not need much water.
  ⇨ Desert reptiles and birds do not sweat.
  ⇨ Larger animals get the water they need from things they eat.
  ⇨ At night, desert temperatures can drop below ten degrees Celsius.
  ⇨ Some animals stay underground to keep water in their skin.

- **Correct answers:**
  First sentence of introduction:
  Animals in the desert have different ways to live with little water.
  ⇨ Desert reptiles and birds do not sweat.
  ⇨ Larger animals get the water they need from things they eat.
  ⇨ Some animals stay underground to keep water in their skin.

- **Not used:**
  ⇨ Camels can live for a long time without water. (minor detail)
  ⇨ Desert plants do not need much water. (incorrect information)
  ⇨ At night, desert temperatures can drop below ten degrees Celsius. (minor detail)

The summary question is worth up to 2 points. Partial credit is awarded for having some but not all correct answers.

Study Tips for Reading

- Practice reading passages of academic English regularly (the Internet can be a great source of practice materials).

- Become a master of vocabulary and constructions:
  ⇨ Make it your goal to understand all the words you come across when studying.

- ⇨ Keep a vocabulary notebook listing new terms and their definitions. Write out the definitions in English. Only refer to bilingual dictionaries if you cannot understand a word used in context or its definition from an English-only dictionary. Set aside a period of time every week to review your new vocabulary. Practice it by writing out your own sentences using the words.
- ⇨ Master any and all grammatical and rhetorical constructions you encounter. Discover their meanings and uses by asking a teacher or doing an Internet search and viewing multiple examples of their use. You can keep a notebook of constructions as well.

- Learn how to take notes. You are permitted to take notes during the reading section of the TOEFL®. Note-taking is not writing down every word of the reading. A good idea is to note the main idea and then note the information that supports it. Note-taking must be learned, and it takes time. The better your note-taking skills, the easier you should find the TOEFL® reading section, as well as other sections of the TOEFL® iBT.

- Do not use a pencil or your finger when you are reading. Your eyes move faster than your finger, so you slow yourself down if you trace lines with a pencil or finger while reading.

Test Management

- Questions cannot be viewed until after the passage has been read.

- You will be allowed to study the reading as you answer the questions.

- Use the Review icon at the top of the screen to return to previous questions.

- There is a glossary available. Simply select the particular word with the cursor to find its meaning.

- When reading passages, ask yourself the following questions:
  - ⇨ What is the main idea of the passage?
  - ⇨ How is the main idea developed/supported in the passage?

- For each paragraph or new point in the passage, ask yourself why the author mentions it and how it relates to the main idea.

- Keep in mind that you have 60 to 100 minutes to read the passages and answer all of the questions in the reading section. This means that you can spend roughly 20 minutes on each set. Try to pace yourself accordingly. For each set, first answer the questions that you can answer easily. Then go back and answer more difficult questions. If you find that you have exceeded 20 minutes for a particular section, it is best to guess an answer and move on to the next section rather than remain on a particularly difficult question for several minutes

Preview Test

Directions

You will read one passage and then answer reading comprehension questions about it. Most questions are worth one point, but the last question is worth more than one point. The directions indicate how many points you may receive.

You will have 20 minutes to read the passage and answer the questions.

You may see a word or phrase in the passage that is underlined in blue. Definitions or explanations for these words or phrases are provided at the end of the passage.

You can skip questions and return to them later as long as there is time remaining.

When you are ready, press **Continue**.

Track 1

Anthropomorphism

In literature, authors often use different techniques to express a certain idea to the reader. One technique that is commonly used by authors is called anthropomorphism. Anthropomorphism is the use of animals who display certain human characteristics. Another type of anthropomorphism uses non-human objects that are portrayed as humans. For example, an animal in a story may be able to speak and may wear human clothing. Similarly, an object or machine such as a train can be described as having human features like eyes or ears. Anthropomorphism is used widely in different kinds of literature to achieve different effects.

One has to look no farther than a children's book or story to find examples of anthropomorphism. Numerous fairy tales and bedtime stories involve animals that can talk. Authors use the technique because it helps children relate to the characters. By making the characters similar to humans in some ways, the author can help the child imagine the character becoming involved in human-like situations. This is important when the themes of the story may be hard for children to understand. In one tale, *The Tortoise and the Hare*, both of the main characters are animals. ■ **A)** The story is about a hare that ridicules the tortoise for being slow. ■ **B)** Since it appears to be a race easily won, the hare decides to take a nap before finishing. ■ **C)** When he wakes up, he realizes the tortoise has slowly reached the finish line and won the race. ■ **D)** The moral of the story is that it is important to take one's time when trying to achieve something. Though the morals may be a mature theme, the use of animals makes it easier for children to understand.

The technique is also used in literature for adults. Authors of books for adults use it to achieve many effects. It can be used to mock a government or politicians without directly identifying a real person. A famous example of this is George Orwell's satire, *Animal Farm*. In the book, Orwell presents many political figures as farm animals. His use of animals as characters helps him liken them to animals in their behavior and attitudes. For instance, Orwell portrays the leader of the revolution as a pig named Napoleon. In doing so, Orwell compares Napoleon to a pig. Thus, leaders like Napoleon are cast in a negative light.

▸ **moral**
a lesson learned from a story

▸ **mock**
to make fun of someone or something

▸ **satire**
a type of literature that pokes fun of something or somebody

1. According to paragraph 1, which of the following is true about anthropomorphism?
   (A) It relies upon the use of humans that act like animals.
   (B) It depicts humans as having animal-like features.
   (C) It can be used in the portrayal of animals or objects.
   (D) It involves how authors describe human clothing.

2. The author discusses trains in paragraph 1 in order to
   (A) explain that anthropomorphism can be used in various ways
   (B) suggest machines are common subjects for anthropomorphism
   (C) suggest that giving objects human qualities confuses readers
   (D) explain the various ways that machines are used in literature

3. The word numerous in paragraph 2 is closest in meaning to
   (A) simple
   (B) old
   (C) frequent
   (D) many

4. Which of the following best expresses the essential information in the highlighted sentence? *Incorrect* answer choices change the meaning in important ways or leave out essential information.
   (A) Children are unable to understand human-like situations unless animals are involved.
   (B) It is easier for a child to understand a story when animals are likened to humans.
   (C) After children imagine animals in human situations, they can make their own characters.
   (D) Authors help children be more imaginative about human situations by using animals.

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

   The tortoise then challenges the hare to a race.

   Where would the sentence best fit?
   (A) First square
   (B) Second square
   (C) Third square
   (D) Fourth square

6. The word reached in the passage is closest in meaning to
   (A) touched
   (B) arrived at
   (C) taken
   (D) gone toward

7. Which of the following can be inferred about morals?

(A) They can contain lessons that are not appropriate for children.
(B) They teach children how they should behave in public.
(C) They are often difficult for children to understand.
(D) Children enjoy stories more when they contain morals.

8. According to the passage, which of the following is NOT true about the use of anthropomorphism in children's literature?

(A) It helps children understand a story's themes.
(B) Children can imagine animals in human situations.
(C) It is used to make fun of animals or people.
(D) It's used to help children better relate to characters.

9. The word them in paragraph 3 refers to

(A) political figures
(B) farm animals
(C) characters
(D) attitudes

10. According to paragraph 3, why do authors use anthropomorphism in adult literature?

(A) To inspire readers to take action in social issues
(B) To suggest that humans and animals are alike
(C) To mock individuals or situations indirectly
(D) To pressure governments to make changes

11. The word cast in the passage is closest in meaning to

(A) placed
(B) listed
(C) honored
(D) saved

12. Directions: Complete the table by matching the phrases below. Select the appropriate phrases regarding the uses of anthropomorphism and match them to the type of literature to which they relate. TWO of the answer choices will NOT be used. ***This question is worth 3 points.***

Type of Literature	Statements
Children's Literature	• • •
Literature for Adults	• •

Answer Choices

(A) helps the reader understand mature messages
(B) can allow the reader to relate to the characters
(C) often presents a moral to the reader
(D) can provide the reader information about types of animals
(E) can refer to people without mentioning them by name
(F) can be used to compare people to animals in negative ways
(G) used by politicians and governments

Chapter 1 Fact Questions

Necessary Skills

- Identifying important information and facts stated in a passage
- Locating a specific piece of information in a passage quickly
- Understanding the distinction between main ideas and supporting details
- Focusing on facts, details, definitions, or other information presented in a passage

Example Questions

- According to the passage, who/when/where/what/how/why _____?
- According to paragraph X, which of the following is true of _____?
- The author's description of _____ mentions which of the following?
- According to paragraph X, _____ occurred because _____
- According to the passage, why did X do Y?

Strategies

- Look for transitional expressions to locate details such as examples, steps, time, reasons, or results.
- Pay attention to examples and descriptions that provide information and details.
- Eliminate choices presenting information that contradicts what is provided in the passage.
- Answer the specific question being asked. Do not select an answer just because it is mentioned in the passage.

Chapter 1

01 Biology

Read the following passage. Then fill in the diagram with the information that you read. Track 2

Invasive Species

Invasive species are plants or animals that come into an area and threaten to kill or drive out the local species.

The first characteristic of an invasive species is that it does not naturally occur in the area. In other words, it is not part of a normal ecosystem but invaders from an outside area. In many cases, the invasive species is brought in by humans. The Russian olive tree, for instance, now threatens the forests of North America. People using it for landscaping brought the species to the continent from Europe. After it was introduced, the Russian olive, well-suited to its new environment, overwhelmed nearby natural environments.

Invasive species are also defined by the way they upset an ecosystem. When particular species are put into an area, they invade the habitats of, and even kill, native species. Asian clams, for instance, were introduced to the coast of the Americas. In these areas, they have no natural predators. They also reproduce quickly. As a result, Asian clams are threatening to overtake many coastal areas. They do so by taking over the space and using the nutrients that local species would normally use. Clams consume plankton for nutrients—the same foods that many smaller fish eat. Thus, lacking nutrients, many fish species have died in areas invaded by the clams.

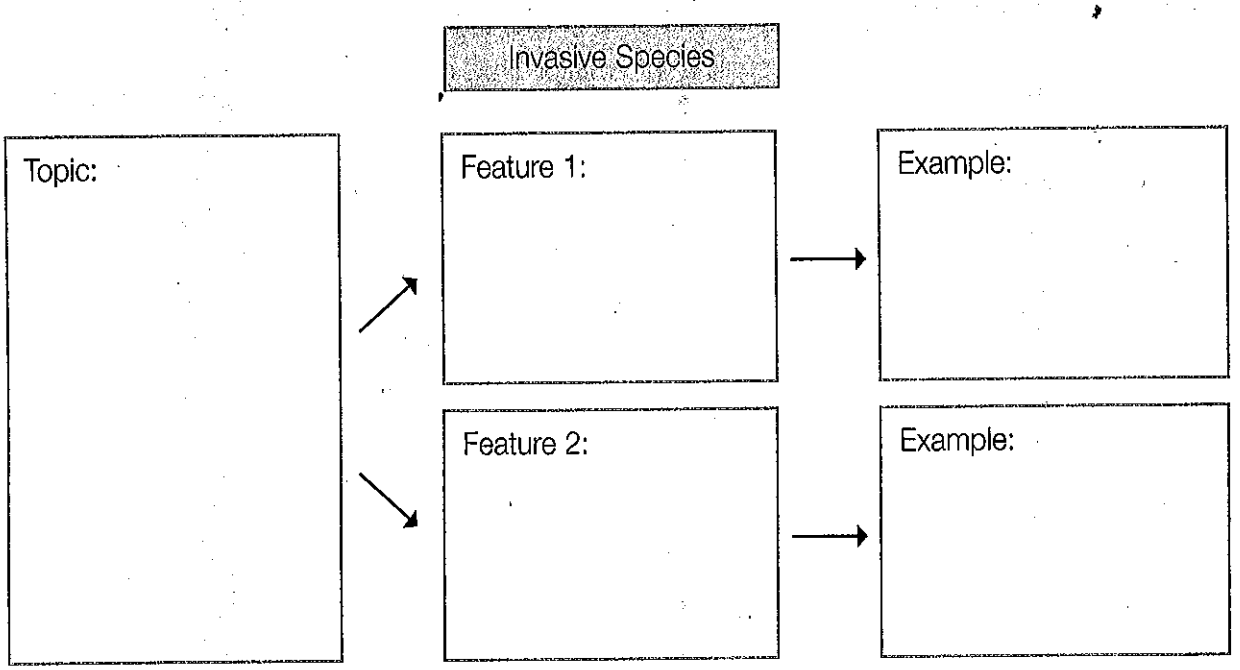
species:
a group of plants or animals that are similar to one another

ecosystem:
all of the plants and animals in an area

continent:
a large, continuous piece of land

native:
existing naturally in an environment

nutrient:
a substance that acts as food for an animal or plant



1. How does an invasive species differ from a native species, according to paragraph 2?

(A) It is more suited to live in an environment than native species.
(B) It requires a different set of nutrients than the native species.
(C) It is introduced from outside of the normal environment.
(D) It does not contribute to the health of the ecosystem.

2. According to paragraph 2, how did the Russian olive species first appear in North America?

(A) Its seeds were mistakenly planted by explorers.
(B) It was used to landscape areas by humans.
(C) It was brought from America to Europe by humans.
(D) It evolved from native species in North America.

3. How do invasive species threaten local species, according to paragraph 3?

(A) They reproduce more quickly than predators in an area.
(B) They crowd out the natural predators in an area.
(C) They feed upon a specific native species and use them for nutrients.
(D) They take space and nutrients from local species.

Fill in the blanks to complete the summary.

Plants and animals transported from a different _____ often threaten local environments. They are considered an invasive _____ because they upset the normal ecosystem. Some may reproduce fast, thus invading the space of the _____ species. When this happens, local species are deprived of _____ needed to survive. Russian olive trees and Asian clams are examples of invasive species.

02 Archeology

Read the following passage. Then fill in the diagram with the information that you read. Track 3

Humans in North America

Scientists have long debated the way that humans first colonized the Americas. It is widely believed that humans crossed the Pacific Ocean from Asia.

Scientists support this theory with anthropological evidence. To find similarities between the two cultures, scientists have studied teeth. Because teeth remain for a very long time, they provide accurate records of the past. Researchers have found that the structure of Native Americans' teeth is more similar to those of Asians than any other culture in the world. One study of over 15,000 cranial remains found that the teeth of Native Americans and Asians fell into a group of similar tooth patterns called sinodonty.

In addition, scientists have found archaeological evidence to support the theory. This evidence comes in the form of human remains found in a cave in Southeast Alaska. After researchers analyzed the remains, they found that he mainly survived on a diet of marine life such as fish. Fish, however, was not a diet that would have been readily available in that location. During that period of history, many coastal Asian cultures had diets of mainly marine life. Thus, the man only would have had access to fish if he had come from Asia.

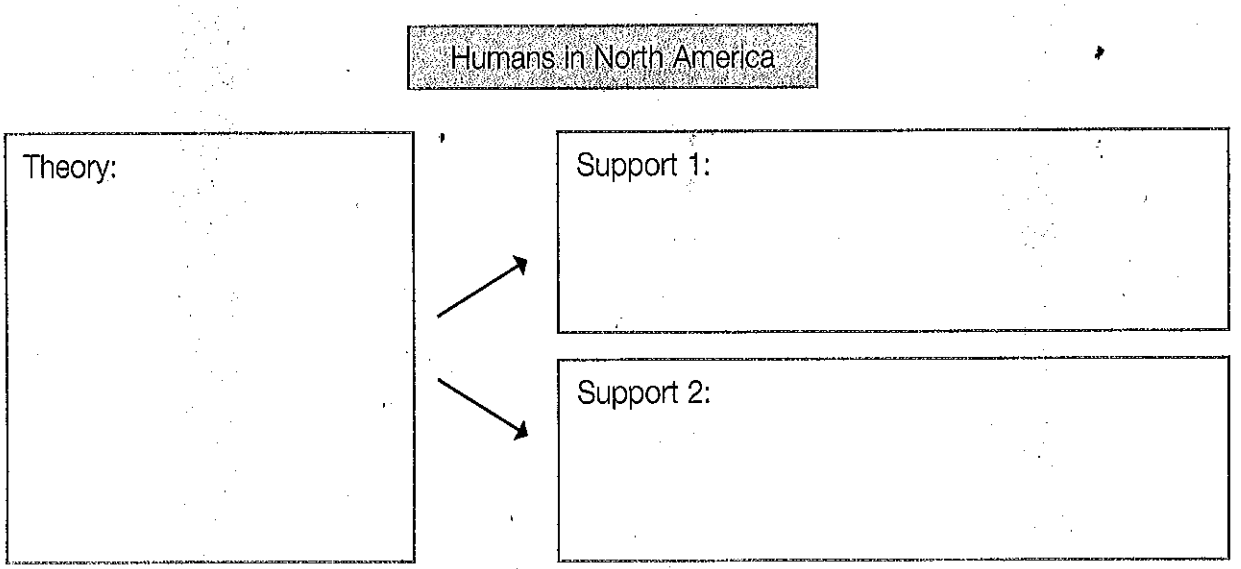
colonize:
to take control of an area of land and settle on it

record:
information about the past; to set down in writing

structure:
the way that something is arranged

cranial:
relating to the skull

remains:
the body of a person or animal that has died



1. Why do teeth provide accurate information about past cultures?

(A) They retain DNA evidence after a person has died.
(B) They remain long after a body has decayed.
(C) They show traits unique to different individuals.
(D) They can be used to determine a person's diet.

2. According to paragraph 2, sinodonty is

(A) a group of cultures with similar teeth
(B) the study of cranial and dental remains
(C) a category used to describe dental remains
(D) a method of analyzing the remains of teeth

3. What have scientists learned from the remains of a human found in Southeast Alaska?

(A) He survived on marine life found nearby.
(B) He died from a lack of food.
(C) He could not properly digest fish.
(D) He ate a diet common to Asia.

Fill in the blanks to complete the summary.

Scientists studied the way humans first came to _____ the Americas. Based on human _____ found in caves, they believe people came from Asia. Scientists were able to study the _____ of the teeth they found. They were able to _____ their findings and compare them with Native Americans. Scientists found many similarities in the tooth patterns between Native Americans and Asians.

Chapter 1

03 Botany

Read the following passage. Then fill in the diagram with the information that you read. Track 4

Companion Planting

Companion planting is a technique that uses the relationships between plants to allow plants to grow more easily.

The physical interaction of plants is the most apparent benefit of companion planting. The physical traits of each plant complement one another and lead to healthier plants. In nurse cropping, one plant is planted next to another to keep weeds out. Oats, for instance, are often planted along with hay. The oats crowd out weeds that would normally steal the nutrients that the hay needs to survive. However, the oats do not take nutrients and can be harvested along with the hay. In this case, the physical relationship between the hay and the oats results in a strong crop yield with fewer weeds.

The other type of relationship used in companion planting is chemical interaction. In this case, the chemical traits of one plant can be used to benefit other plants in the area. For example, legumes—plants such as beans and peas—can take nitrogen out of the air and put it into the soil for their benefit. This process helps other plants, too. Other plants can use the nitrogen brought into the soil by the legumes. In another case of chemical interaction, the African marigold can be planted in gardens. The marigold releases a chemical into the air that keeps pests away and serves to protect other plants in the area.

complement:
to add to something in a way that improves it

weed:
a type of plant that is unwanted in an area

yield:
the amount of something gained after it is made or grown

interaction:
a way in which two objects relate to one another

pest:
a destructive insect or animal that attacks crops or food

Companion Planting

Topic:

Type 1:

Example:

Type 2:

Example:

1. Physical relationships between plants are used in companion planting to

(A) reduce the amount of time needed for harvesting
(B) transfer nutrients from the soil directly to the roots
(C) use the chemicals released by one plant to keep pests away
(D) use the physical traits of plants to benefit others in an area

2. According to paragraph 3, what is a benefit of companion planting?

(A) Replacing the nutrients in the soil
(B) Keeping weeds away from plants
(C) Allowing nearby plants to receive nutrients
(D) Preventing plants from releasing chemicals

3. Which of the following plants could be used to keep away unwanted insects?

(A) Oats
(B) Hay
(C) Beans
(D) Marigolds

Fill in the blanks to complete the summary.

There are a number of benefits of companion planting which _____ healthier crops. When planted side by side, the traits of each plant _____ each other. The physical and chemical _____ between plants can prevent weeds or provide nutrients in the soil. The chemical traits of some plants keep _____ away from other plants. The chemical interaction of the marigold is an example of companion planting.

Chapter 1

04 Fine Arts

Read the following passage. Then fill in the diagram with the information that you read. Track 5

Ansel Adams

Ansel Adams was an American photographer that lived from 1902 until 1984. He is best known for his many photographs of the American West. Some of his many contributions to landscape photography become apparent through an examination of the two major stages of his career.

Adams's early career was defined by pictorialism—an effort to make photographs look more pleasing by changing their appearances. Adams was inspired by the Impressionist movement in painting. Such painters attempted to use extremely vivid colors that often mixed together in unexpected ways. This created a somewhat blurry appearance. Adams strove for similar effects. Though photography was limited to black and white, photographs were often altered after development to make them appear more artistic. One such technique, soft focus, alters the focus of the camera to make the subject of the photograph appear slightly blurred. This achieved an effect similar to Impressionist painting. During this period, he created a photograph titled "Monolith." A photograph of a rock formation in the Sierra Nevada mountains of California, "Monolith" used a red lens filter that made the sky appear black.

During Adams's later career, he abandoned many of his pictorialist leanings when he joined a group of photographers called Group f/64. This group encouraged "pure" photography. Rather than struggling to imitate other art forms, they wanted photography to be presented without any alteration. In addition, they stressed that photography should have no technique. It should, thus, be simply a way to capture and represent a moment in time. Adams's photography during this period is also his most famous. Perhaps his most famous photograph is of the moon rising above a small village in New Mexico. This photograph, rather than attempting to make the scene more beautiful through artistic alterations, simply captures the natural beauty of the moment.

vivid:
very clear and bright

blurry:
not clear; difficult to see clearly

strive:
to try hard to do something

alter:
to change

development:
the process of treating film with chemicals to create a photograph

leaning:
a tendency to do or like something

The Photography of Ansel Adams

Stage 1:	Stage 2:
Explanation:	Explanation:

1. According to paragraph 2, which of the following is a quality of Impressionism?

(A) Altering artwork after it is finished
(B) Mixing colors in unusual ways
(C) Limiting color use to black and white
(D) Changing the colors of objects in nature

2. Why did pictoralist photographers use various lenses to alter their work?

(A) To make photographs appear realistic
(B) To blur the photograph's background
(C) To change the color of a photograph
(D) To make photograph development easier

3. How did Group f/64 affect Ansel Adams's photography style?

(A) It taught him to leave his photographs unchanged.
(B) It encouraged him to photograph landscapes.
(C) It provided him with new developing techniques.
(D) It demonstrated the importance of artistic filters.

Fill in the blanks to complete the summary.

In his early career, Ansel Adams would _____ his photographs for more appeal. His inspiration came from Impressionist artists who used _____ colors in their paintings. In later years, he abandoned his _____ toward imitating other art forms. He joined a group that _____ to present pure, unaltered photography. His photography during this time is considered to be his best work.

05 Environmental Science

Read the following passage. Then fill in the diagram with the information that you read. Track 6

Urban Heat Islands

Urban heat islands are city zones that are significantly hotter than the area surrounding them. This is the result of many factors that cause the city to retain heat that would otherwise be lost. In many cases, urban heat islands—or UHIs for short—are several degrees warmer than nearby, non-city areas.

The most common cause of UHIs is the fact that the ground area has been paved over in cities. By and large, pavement soaks up far more heat than dirt on the ground or organic matter. As a result, the cities cool down far less than other areas during the night. During the same nighttime period, most natural, unpaved regions lose most of the heat that they have absorbed during the day; paved areas do not. Because of this, areas containing significant pavement are often warmer at night by three to four degrees Celsius.

In addition, the low number of plants in cities contributes to UHIs. Through a process called evapotranspiration, plants release water into the air when they are heated. This moisture is often much cooler than the surrounding air temperature. The moist air, in turn, causes the nearby area to become cooler. Since most of the ground in cities is paved or built over, there is little room for plants to grow. As a result, the natural cooling effect of plants is not as present in cities as it is in other areas. The heat of the area cannot benefit from the cooling effects of many plants.

Finally, UHIs are caused by the heat released by human activity within the city. The operation of cars and day-to-day urban activities in a city create a large amount of heat. This excess heat is called "waste heat" and may be more of a factor in UHIs than scientists first thought. In fact, many cities remain warm even on cloudy days due to waste heat being released. Thus, due to the high concentration of cars and people, heat is constantly generated.

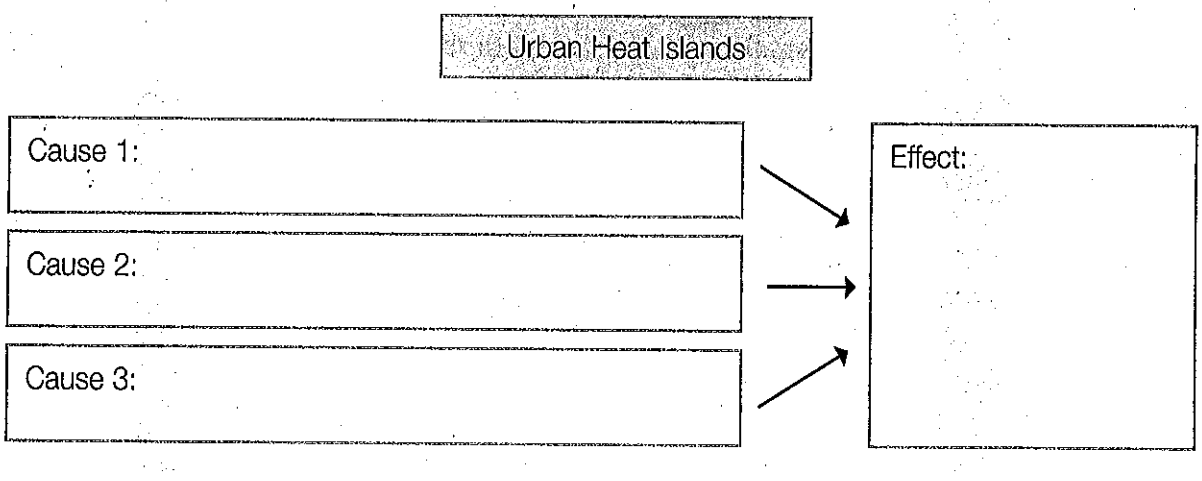
retain:
to keep something

urban:
relating to a city or town

pave:
to cover an area with pavement, as in a road

absorb:
to take in or soak up something

activity:
busy action or movement



1. How does pavement affect the heat present in a city?

(A) It continues to generate heat at night.
(B) Paved areas absorb and retain heat.
(C) It stops the transfer of heat from the air to the ground.
(D) It reflects the heat generated by sunlight.

2. Why do plants cause the area around them to be cooler?

(A) They absorb heat before it reaches the ground.
(B) They remove moisture from the air.
(C) They release oxygen to stop heat transfer.
(D) They release moisture into the air.

3. According to paragraph 4, waste heat is

(A) heat created by action within cities
(B) heat that is lost in the atmosphere
(C) the transfer of heat into the soil
(D) heat trapped by heavy cloud cover

Fill in the blanks to complete the summary.

_____ heat islands are city areas that are warmer than surrounding areas. Several factors cause the city to _____ heat that would otherwise be lost. The paved streets _____ and hold heat which results in warmer nights. The operation of cars and daily human _____ create excessive heat in cities. Unfortunately, the natural cooling effect of plants is not present in cities.

Chapter 1

06 Fine Arts

Read the following passage. Then fill in the diagram with the information that you read. Track 7

Art Nouveau

Art Nouveau was an artistic trend that began near the turn of the 20th century. The style was distinct from the styles before it, especially the "academic" art that had been popular in the 19th century. Both the approach and style of Art Nouveau established it as a unique movement that is still celebrated today.

Art Nouveau began with very non-traditional approaches. It split from the fine art of the 19th century that focused heavily on accurate portrayals of reality. It did not seek to create art that exactly represented reality. Rather, Art Nouveau sought to add to reality and make normal, everyday things beautiful with decoration. In this way, Art Nouveau was more functional than the art before it. Moreover, it did not focus only on classical types of fine art, such as statue and painting, but was a "total style"; that is, it applied artistic ideas to nearly everything. While some Art Nouveau artists did create images, one could just as easily produce tea cups, jewelry, or architecture in the style of decorative art. Alphonse Mucha, one of the most famous figures of Art Nouveau, became popular by producing posters that advertised stage productions. In Prague, Brussels, and several other places across Europe, the Art Nouveau style swept the city. It could be seen in buildings, train stations, and parks. In this way, Art Nouveau's approach was much different than art before it; rather than making "pure" art for museums, Art Nouveau was beautiful and served a purpose.

The style of Art Nouveau was a huge departure from the art before it. Once again, accurate depictions of reality were abandoned in favor of a decorative style. Most Art Nouveau images are two-dimensional. They cast aside rules of perspective that were so present in 19th century art. In addition, large amounts of decoration are added to a picture. In many of the poster images prepared by Mucha, for instance, several vine-like, curved lines frame his pieces. Over the entrances to the metro in Paris, ornate panes of glass expand outward from the entrance. In both cases, the decoration has no function other than adding a sense of beauty to what is otherwise very plain.

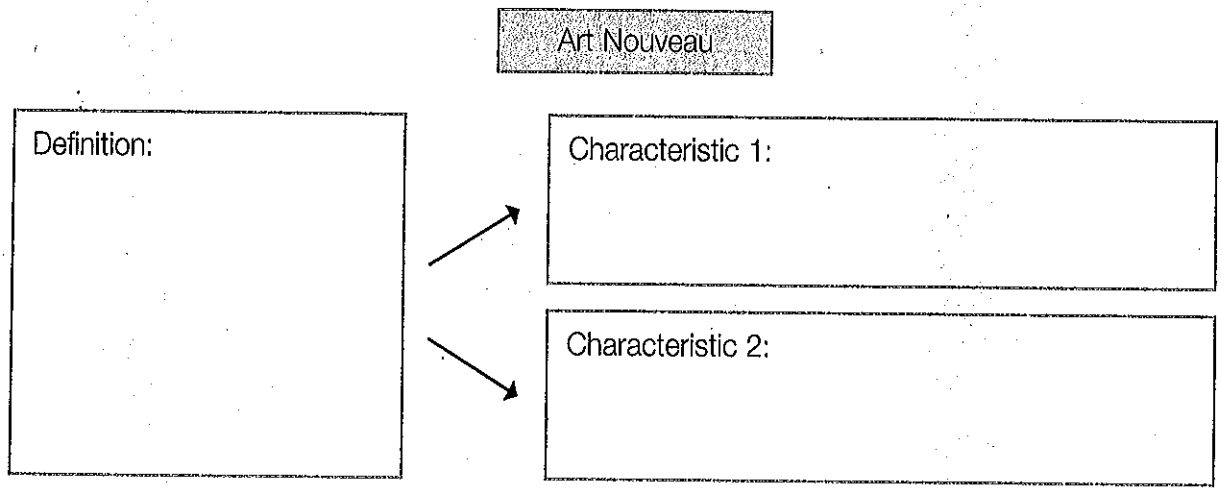
movement:
a drastic change in an art form

functional:
designed to be useful

departure:
a movement away from something

perspective:
a way to create art that gives the impression of distance or depth; a mental view or outlook

ornate:
decorated with complex shapes or patterns



1. How did Art Nouveau differ from the art before it?

(A) It attempted to make painting and sculpture more popular.
(B) It made normal, everyday objects more beautiful.
(C) It tried to make art that appealed to everyone.
(D) It made formal artistic techniques available to everyone.

2. According to paragraph 2, what was Alphonse Mucha well known for?

(A) Architecture
(B) Stage productions
(C) Posters
(D) Jewelry

3. Which of the following was a trait of Art Nouveau?

(A) It used large amounts of decoration.
(B) It was focused mostly on architecture.
(C) It paid special attention to perspective.
(D) It depicted subjects in unrealistic ways.

Fill in the blanks to complete the summary.

Art Nouveau was an art form that was a _____ from traditional art. It added a new _____ to the traditional art of the past. Art Nouveau was more _____ because it made everyday things more decorative. Traditional European window panes and doorways were more _____ and more beautiful. Even today, the unique style of Art Nouveau is widespread throughout the world.

Chapter 2 Negative Fact Questions

Necessary Skills

- Recognizing incorrect information as well as information not mentioned in the passage
- Identifying paraphrases that do or do not correctly summarize information from the passage
- Verifying that three answer choices are true and one is false

Example Questions

- All of the following are mentioned in paragraph X as _____ EXCEPT:
- According to the passage, which of the following is NOT _____?
- The author's description of _____ mentions all of the following EXCEPT:

Strategies

- Be aware that often, the three incorrect answer choices are spread across a paragraph or several paragraphs.
- Keep in mind that the correct answer either directly contradicts one or more statements in the passage or it is not mentioned in the passage at all.
- Check your answer to make sure that you understood the question accurately.

Chapter 2

01 Fine Arts

Read the following passage. Then fill in the diagram with the information that you read. Track 8

The Meisner Technique

The Meisner Acting Technique was created by Sanford Meisner in the mid 1900s. It does not focus on reading scripts. Instead, the Meisner Technique teaches students how to spontaneously act according to a situation. The technique is now taught in several acting schools and has been used to train several Hollywood stars.

The Meisner Technique begins by focusing on acting without planning. The actors are given a prompt and must move around as if they were in that setting. An actor might be told to act as if he were exploring the jungle. The actor then must move on stage without a script, wiping away sweat, swatting at bugs, etc. In this way, the Meisner Technique teaches actors to place themselves into the roles they are playing and move in a realistic way.

Next, the Meisner Technique teaches emotional speech. Actors are given a prompt and must interact and talk, while showing emotions that they would show in a "real life" situation. Since actors do not have a script to refer to, they have to imagine themselves in a similar emotional setting. For example, an actor would need to first analyze a situation and then react in a way that he or she normally would. Thus, the actor's lines are both more realistic and more emotional.

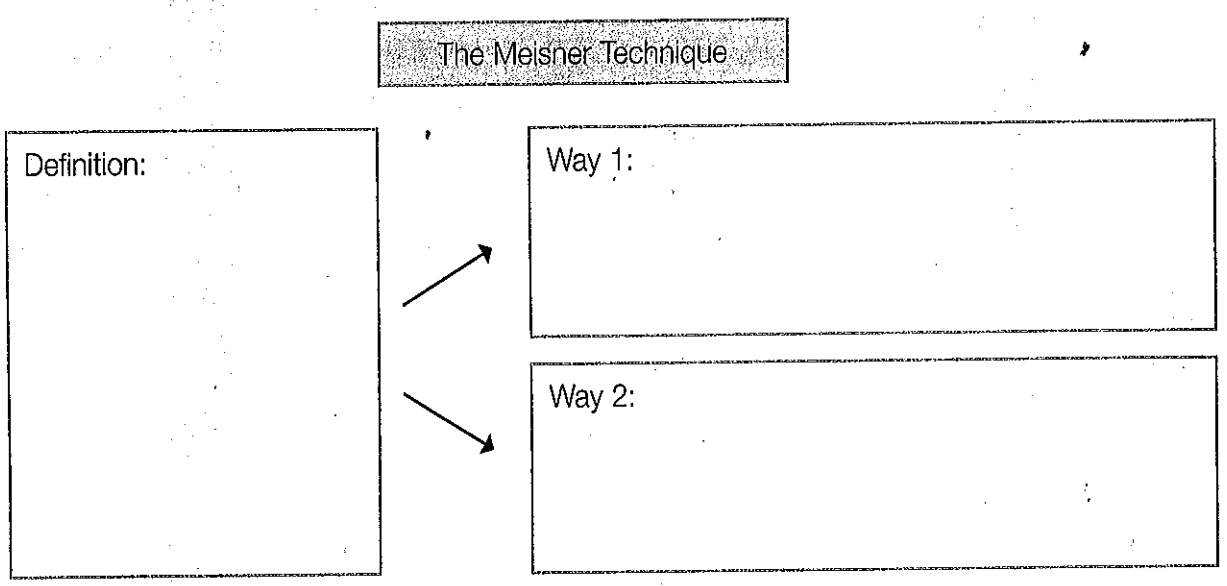
script:
the written words of a play or movie

spontaneously:
without planning

prompt:
a word or phrase setting out a course of action

swat:
to hit something with your hand, especially an insect

setting:
a location or situation where action takes place



1. All of the following are elements of the Meisner Technique EXCEPT:
   (A) Spontaneous acting
   (B) Acting without a script
   (C) Moving without planning
   (D) Exaggerating emotions

2. According to the passage, all of the following are goals of the Meisner Technique EXCEPT:
   (A) Attempting to become a character
   (B) Learning to move in a realistic way
   (C) Understanding how to read a script
   (D) Using emotional speech to interact

3. All of the following are true of the Meisner Technique EXCEPT:
   (A) Actors create their own lines.
   (B) Actors are often given a prompt.
   (C) Actors begin by evaluating the situation.
   (D) Actors study the performances of other actors.

Fill in the blanks to complete the summary.

The Meisner Technique is a form used to teach students to act _____. Students are given a _____ or situation to perform without a script. Students are taught to visualize and imagine themselves in a certain _____. An example would be a picnic scene where they might _____ a fly. Using the Meisner Technique would make the scene more realistic and believable.

02 Environmental Science

Read the following passage. Then fill in the diagram with the information that you read. Track 9

Shifting Jet Streams

Jet streams are strong winds that blow at high altitudes and are responsible for weather patterns around the world. New research suggests that jet streams are moving toward the poles, which will have dramatic effects on the Earth's weather.

The first effect of the jet streams' shift toward the poles will be a heightening of the severity of storms. Hurricanes, for instance, are often kept from forming by the high winds of the jet streams. A large amount of moisture in a small area is necessary for a hurricane to form. By constantly moving air, jet streams frequently thwart the formation of hurricanes. As jet streams move away from the equator, where hurricanes most often form, it is likely that hurricanes will become more frequent and more severe.

The shift in jet streams will also cause many areas near the equator to become drier. Jet streams carry water that evaporates off of the ocean onto land. This moisture then forms into clouds and falls onto the land in the form of precipitation. Since jet streams are moving away from regions along the equator, it is thought that these areas will receive less moisture. As some are already rather dry, this could cause severe droughts for many areas.

altitude:
how high something is above sea level; height

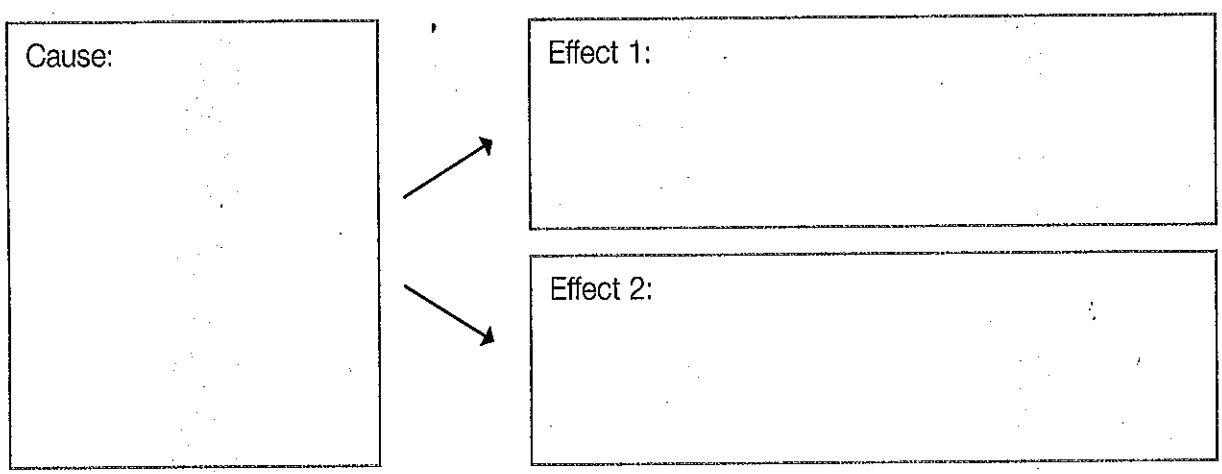
poles:
the northernmost and southernmost points on the Earth

heightening:
increasing

thwart:
to prevent something from occurring

evaporate:
to turn a liquid into a gas

Shifting Jet Streams



1. All of the following are results of the shift of jet streams EXCEPT:
   (A) A longer tropical rainy season
   (B) More frequent hurricanes
   (C) Drier weather near the equator
   (D) More severe hurricanes

2. According to the passage, all of the following are true of jet streams EXCEPT:
   (A) They exist at high altitudes.
   (B) They prevent many storms from forming.
   (C) They keep mountainous regions drier.
   (D) They move moisture toward land masses.

3. According to the passage, all of the following are true of jet streams EXCEPT:
   (A) The presence of jet streams increases the severity of storms.
   (B) Jet streams encourage precipitation on land.
   (C) The presence of jet streams changes storm patterns.
   (D) Jet streams appear to be moving away from the equator.

Fill in the blanks to complete the summary.

Winds blowing at a high _____ account for the world's weather patterns. These winds, called jet streams, are shifting, and their absence is _____ the severity of storms. Jet streams are important because they _____ the formation of hurricanes. Also, they carry water that _____ over the ocean and falls onto areas of dry land. If the jet streams shift, these areas could experience severe droughts. The shift of jet streams to the poles will be very harmful.

03 Biology

Read the following passage. Then fill in the diagram with the information that you read. Track 10

The Flu Virus

The flu virus, influenza, kills up to 500,000 people worldwide each year. In many cases, scientists create vaccines to protect against the virus, but the vaccines are not always effective. New research on the virus has led some to believe that the virus is evolving in the tropics and spreading outward from a single point.

In support of this idea, scientists studied different competing versions of the flu virus that affect people. There are two known versions of the flu virus that affect humans, H1N1 and H3N2. In years where H1NI is common, H3N2 is rare, and vice-versa. In non-tropical regions, there are flu "seasons": periods where several people are affected by the virus, which then dies off. In tropical regions, the flu has no season: it is constantly present. As a result, researchers believe that the two strains compete with each other in tropical regions. The successful strain moves outward to affect the rest of the world.

Researchers also studied the way strains of the virus spread across the globe. New strains of the virus appear in warm regions along the equator and move outward. This further suggests that the virus is evolving in a single area and moving out into other regions. After one strain becomes strong enough to affect several people in the tropics, it moves outward by infecting travelers and, in some cases, migrating birds. Scientists are hopeful that the region where each strain of the flu evolves can be pinpointed. That way, new vaccines can be created before the virus spreads.

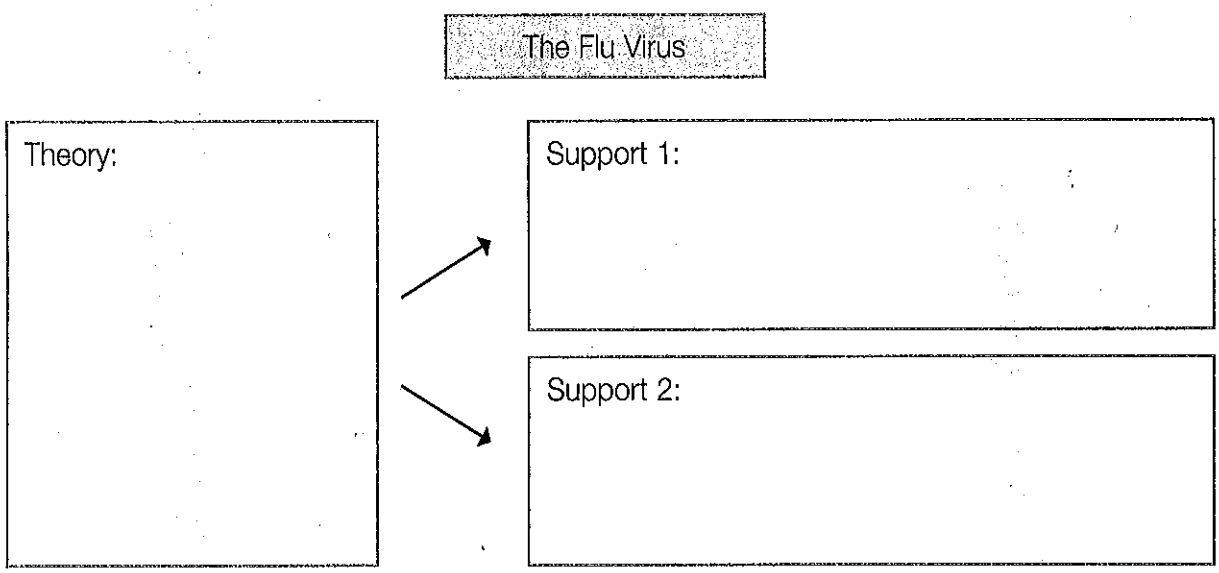
vaccine:
a substance used to provide protection from a disease

evolve:
to develop over time into a different form

outward:
away from a certain place

compete:
to try to be better than something else

pinpoint:
to find a precise location



1. According to the passage, all of the following are true of the flu virus EXCEPT:

(A) It does not affect people that have been vaccinated.
(B) It likely spreads outward from a single point.
(C) It can kill 500,000 people in a single year.
(D) It exists in two versions that affect humans.

2. All of the following statement about flu strains are true EXCEPT:

(A) The two strains of the flu virus compete with each another.
(B) H1N1 and H3N2 are the two versions of the flu that affect humans.
(C) The area in which the two strains compete is likely small.
(D) Both strains of flu emerge at the same time and spread outward.

3. According to paragraph 3, all of the following contribute to the spread of the flu EXCEPT:

(A) Infected travelers
(B) Bird migrations
(C) Ineffective vaccines
(D) Warm regions

Fill in the blanks to complete the summary.

Scientists are constantly searching for a new _____ that will prevent influenza. They have not been able to _____ the origin of the virus. They believe that there are two strains that _____ against each other. The strongest virus is spreading _____ and affecting people throughout the world. It can be transmitted to outer regions by travelers and possibly birds.

04 History

Read the following passage. Then fill in the diagram with the information that you read. Track 11

The Industrial Revolution

The Industrial Revolution was a period of intense and dramatic change. As technology reached a more advanced level, several countries in the 19th century began constructing factories. Although factories were able to produce finished goods at a very high rate, they needed hundreds of workers to function. As a result, the Industrial Revolution led to a number of social changes.

The most noticeable change brought on by the Industrial Revolution was the shift in population. Prior to factories being built, there was very little work in cities for members of the lower class. Most people lived in the country, where they farmed small pieces of land. Over three-fourths of Britain's population lived this way before the Industrial Revolution. The construction of factories, however, created a large demand for workers in the cities. Thus, many people flocked to the city in hopes of making more money. In this way, the Industrial Revolution is responsible for modern cities becoming huge population centers.

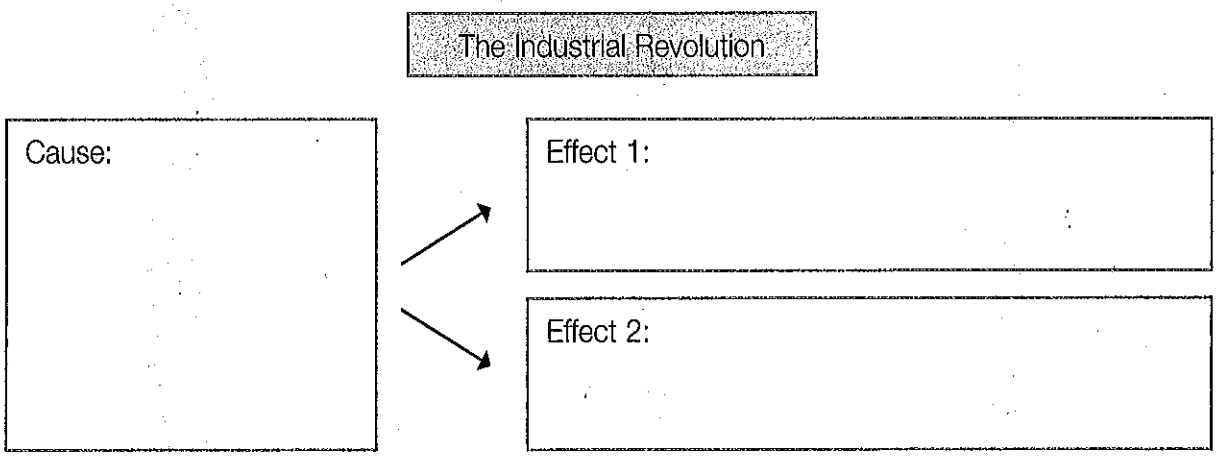
The Industrial Revolution also changed attitudes toward women. In the past, women were rarely allowed to work on farms; instead, they stayed at home and tended to the family. Labor in factories, however, was viewed differently. Women were allowed to work in factories. In fact, women were actually favored in some cases because they would often work for lower wages. This change in women's roles was a key part in helping women gain more rights, such as the right to vote. The Industrial Revolution is thus seen as playing a profound role in the evolution of women's rights.

finished goods: items that have been crafted into useable products from raw materials

flock: to move in a large group

favored: liked or wanted more than another thing

profound: very great



1. Which of the following is NOT true about the effects of the Industrial Revolution on population?

(A) Cities grew larger.
(B) Lower classes worked in factories.
(C) Many people moved to rural areas.
(D) Factories increased available jobs.

2. All of the following are true of the Industrial Revolution's impact on women EXCEPT:

(A) It led some factory owners to prefer women because they could be paid less.
(B) It resulted in women receiving lower wages than they did in the country.
(C) It is seen as a stepping stone for women gaining other rights.
(D) It changed people's feelings on allowing women to work outside of the home.

3. Which of the following is NOT true of the Industrial Revolution, according to the passage?

(A) It forced people to accept lower pay for doing more work.
(B) It started with the construction of factories.
(C) It encouraged people to move into the city.
(D) It began during the 19th century.

Fill in the blanks to complete the summary.

The Industrial Revolution had a _____ effect on several 19th century countries. Subsequently, people who had been farmers now could work in a _____. As more factories were built, people _____ to cities looking for work. Women worked for lower wages; therefore, they were more _____ than men. The Industrial Revolution is responsible for the growth of major cities today.

Chapter 2

05 Psychology

Read the following passage. Then fill in the diagram with the information that you read. Track 12

Tabula Rasa Theory

The tabula rasa theory dates back to Ancient Greek thought. The theory argues that humans are born with a "blank slate" (*tabula rasa* is Latin for blank slate). In other words, humans have no knowledge when they are born. They are not inclined to behave in any particular way. Instead, their upbringing and environment determine the kind of person that they will become. However, the tabula rasa theory has been nearly disproved by modern psychology.

One of the most basic parts of a person is his or her intelligence. A person's intelligence has a huge role in how they behave and act. Most studies today suggest that a person's genetic makeup determines one's intelligence. It appears that environment and upbringing have little effect on it. By measuring the IQ of siblings, researchers can compare the role of upbringing versus genetics in intelligence. In such tests, it was found that most siblings close to each other in age have a similar IQ only when they are young. Once siblings become teenagers, their IQs no longer correlate in any way. If the Tabula Rasa Theory were true, two siblings growing up in the same home would have the same IQ. This divergence between siblings' IQ continues even after they have both become adults. In short, data on siblings' IQ disproves the tabula rasa theory.

The personalities of siblings have also been studied. The results further disprove the tabula rasa theory. Once again, siblings were studied, but this time each of them was adopted from a different family. Since the two adopted children had different parents, their genetic structure—their "nature"—was entirely different. However, their family life—the "nurture"—was the same, as they were raised in the same home. Personality tests of adopted siblings raised in the same home showed that they were almost entirely different from one another. By adulthood, they were as likely to have the same personality type as two random strangers. This further disproves the tabula rasa theory by suggesting that a person may be born with certain traits. Upbringing seems to have little or no impact on one's personality.

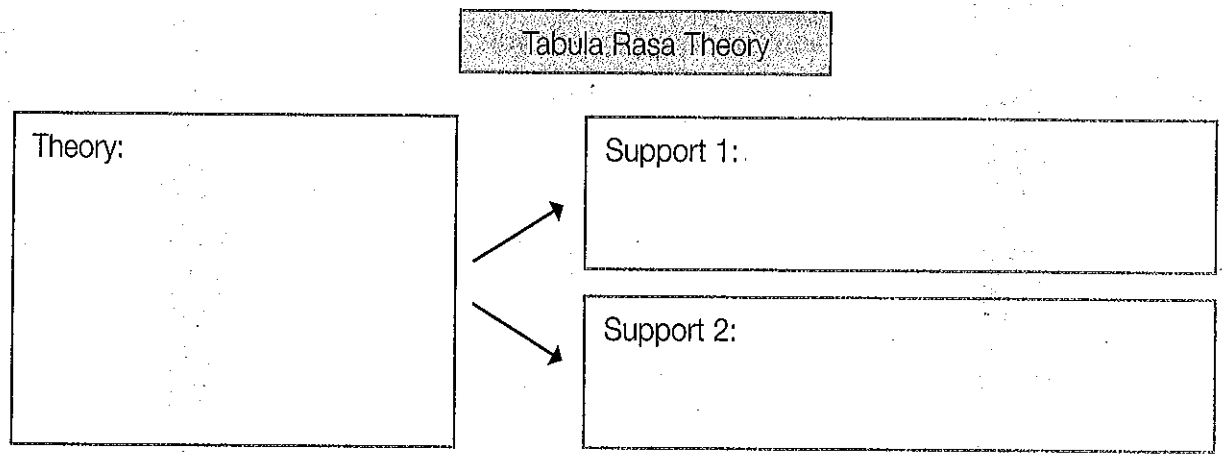
upbringing:
the process of a parent raising a child

IQ:
intelligence quotient: a measurement of one's intelligence

versus:
compared with

divergence:
a state of being separate or different

adopted:
made part of a new family



1. All of the following are true of the tabula rasa theory EXCEPT:

(A) It argues that people are born with no natural behaviors.
(B) It has been supported with research in modern psychology.
(C) It can be dated back to the ideas of the Ancient Greeks.
(D) It believes that personality is shaped by upbringing and environment.

2. According to the passage, all of the following were used to disprove the tabula rasa theory EXCEPT:

(A) Children's upbringings
(B) Similar sibling intelligence
(C) Intelligence tests
(D) Personality tests

3. All of the following are true of the study participants described in paragraph 3 EXCEPT:

(A) Their personalities seemed to be affected by genetic makeup.
(B) As adults, the subjects were not likely to have similar personalities.
(C) Upbringing seems to have little effect on their personality.
(D) The participants were raised in different homes.

Fill in the blanks to complete the summary.

Researchers have studied the theory of intelligence based on environment _____ genetics. Earlier theories suggested that a child's intelligence was determined by their _____. A _____ occurred when siblings with similar IQs as children had different ones when they aged. Children who were _____ from different families but raised in the same homes were studied. They did not have similar IQs, indicating intellect is based on genetics.

Chapter 2

06 Geology

Read the following passage. Then fill in the diagram with the information that you read. Track 13

The Earth's Magnetosphere

The magnetosphere is an area of magnetic energy that surrounds some astronomical objects. Magnetospheres radiate magnetic energy outward from the body of the object. In some cases, the magnetic field is very large; the Earth's magnetic field extends several tens of thousands of kilometers into space. This magnetic energy, in turn, can affect other objects around the body. Every body's magnetosphere is different and is affected by a number of factors. In the case of the Earth's magnetosphere, two main factors affect the magnetic energy the Earth radiates.

The first factor affecting the Earth's magnetosphere is the natural magnetism of the Earth itself. Deep in the core of the Earth, molten metals carrying an electric charge move. This is a process referred to as a dynamo process. As these metals flow around inside of the Earth, they generate a magnetic field around the planet. This is the same field that causes the needle of a compass to point north. This occurs because the magnetism on Earth is based at the poles. Though this magnetism is present on the planet, it also radiates far beyond the Earth, thus forming the magnetosphere.

In addition, the Earth's magnetosphere is altered by the solar wind. The solar wind is a stream of charged particles that flow outward from the sun. As the surface of the sun moves, certain points generate higher heat than usual. This heat, in turn, charges particles high in the atmosphere of the sun. Due to the extremely high temperatures, these charged particles move out from the sun at a very fast rate of about 400 kilometers per second. These released particles form a "wind" of sorts that blows through space. Due to its speed, the solar wind can greatly affect the magnetic fields of astronomical bodies that it comes into contact with. In the case of the Earth, the sun's solar wind has a dramatic effect on the magnetosphere. On the side of the Earth that faces the sun, the magnetosphere is dramatically compacted by solar wind. Similarly, the magnetosphere of the Earth on the side opposite of the sun radiates out farther than it normally would; the solar wind blows the magnetic waves outward.

astronomical:
relating to the planets, stars, and other objects in space

magnetic energy:
energy that causes things to push or pull on other objects

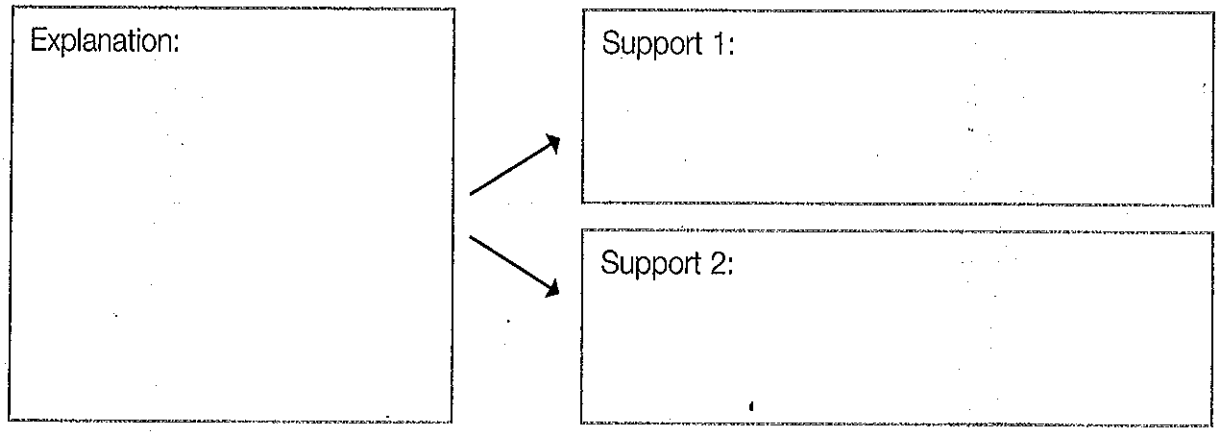
radiate:
to release energy

compass:
a navigational tool that always points to the north

charged:
containing electricity

compact:
to exert force on something so it becomes smaller

The Earth's Magnetosphere



1. According to the passage, all of the following are true of the Earth's magnetic field EXCEPT:
   (A) It is radiated from the poles of the planet.
   (B) Subtle changes in the magnetic field can also affect the magnetosphere.
   (C) It begins in the Earth's core and ends in the upper atmosphere.
   (D) It is generated by molten metals flowing in the core of the Earth.

2. All of the following statements are true of the Earth's magnetosphere EXCEPT:
   (A) It can be affected by small changes in the core of the Earth.
   (B) It does not affect other astronomical bodies.
   (C) It causes a compass's needle to point north.
   (D) It is compacted on one side by solar wind.

3. All of the following are true of solar wind EXCEPT:
   (A) It is released when temperatures on the sun decrease.
   (B) It can affect the magnetospheres it comes in contact with.
   (C) It moves away from the sun at a very fast rate.
   (D) It is composed of charged particles from the sun.

Fill in the blanks to complete the summary.

Magnetospheres _____ magnetic energy outward from the body of other objects. The Earth has natural magnetism causing a _____ to always point north. The _____ particles flowing outward from the sun are called solar winds. They greatly _____ the magnetosphere of the side of the Earth facing the sun. The magnetic winds blow the magnetic waves outward on the opposite side.

Chapter 3 Inference Questions

Necessary Skills

- Perceiving ideas that are suggested but not directly stated within a passage
- Drawing conclusions based on information given within a statement or section of a passage
- Determining logical implications of the author's words

Example Questions

- Which of the following can be inferred about _____?
- The author of the passage implies that _____
- Which of the following can be inferred from paragraph X about _____?
- Based on information in paragraphs X and Y, what can be inferred about _____?
- It is suggested in paragraph X that _____

Strategies

- Ensure that your answer does not contradict the main idea of the passage.
- Do not choose an answer because it seems important or true. The correct answer must be inferable from the passage.
- Check that you can defend your answer choice by referring to explicitly stated information in the passage that points to the inference you have chosen.

Chapter 3

01 Health

Read the following passage. Then fill in the diagram with the information that you read. Track 14

The Healing Benefits of Aromatherapy

Aromatherapy uses scents from many plants to aid both the body and the mind. For years, scientists have debated the scientific merit of aromatherapy. Recently, a number of studies have shown that aromatherapy does have medical benefits.

Many of the substances—called essential oils—used to produce scents have been shown in studies to affect the body. Perhaps the most surprising find was the ability of a number of oils to fight viruses. The herpes simplex virus is common in humans and can lead to infections, sores, and even some forms of cancer. A number of oils, including sandalwood oil and peppermint oil, were found to be effective in fighting the virus. Scientists believe that chemicals within the oils can destroy the cells of the virus without harming healthy cells.

More commonly, essential oils are used to help those with emotional problems. Scientists have begun research into aromatherapy's uses in anxiety disorders. In one study, mice were placed into high-stress situations. The scientists monitored their anxiety levels. Scientists released lemon oil vapors and reviewed the mice's anxiety levels. They found that lemon oil reduced the anxiety levels of the mice. The oil targets a specific area in the brain that is usually responsible for increased stress levels.

merit:
an advantage of something

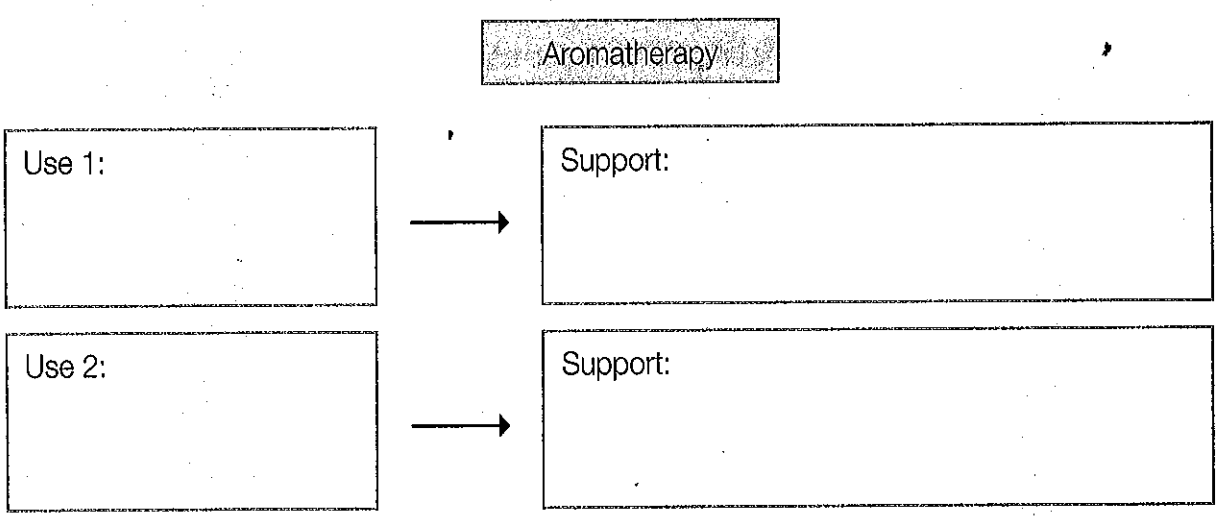
scent:
the way something smells

sore:
a small area of skin that is infected

anxiety disorder:
a condition that causes a person to fear or worry about many situations

vapor:
a gas

review:
to study or examine something again



1. According to paragraph 1, which of the following can be inferred about aromatherapy's history?
   (A) Some scientists in history have doubted its benefits.
   (B) It has been in use longer than traditional medicine.
   (C) It had not been researched until the 20th century.
   (D) Ancient societies widely used aromatherapy.

2. According to paragraph 2, what can be inferred about the herpes simplex virus?
   (A) It is a dangerous risk to most people's health.
   (B) It is more harmful than once thought.
   (C) It does not affect people who use aromatherapy.
   (D) Scientists aren't certain how essential oils affect it.

3. What does the author imply about the mice used to test the effects of aromatherapy?
   (A) They were selected because they had naturally high anxiety.
   (B) Essential oils were responsible for changes in their brain chemistry.
   (C) Only mice that had been exposed to lemons responded to the therapy.
   (D) Their brains did not contain the receptor that controls stress.

Fill in the blanks to complete the summary.

Scientists have debated for a long time about the _____ of aromatherapy. Studies show that the _____ of essential oils affects the body physically. Some oils have been found to clear a _____ caused by a virus. A _____ of a study of oils used on mice with anxieties was conducted. It found that the essential oils were effective in reducing anxieties.

Chapter 3

02 Anthropology

Read the following passage. Then fill in the diagram with the information that you read. Track 15

Trace Fossils

Prehistoric vertebrates that once roamed the Earth left evidence of their activity. This evidence is often found in the form of fossilized tracks and footprints called trace fossils. Trace fossils were created when animals stepped into soft mud or silt. Their imprints then filled with sand that later turned to stone. These imprints record clues about the lives of their makers as well as the world in which they once lived.

Paleontologists study trace fossils to learn about the behavior of prehistoric vertebrates. Dense patterns of tracks, for instance, offer clues about feeding and social behaviors. In some cases, they can be used to determine how an extinct animal moved around in its environment. For example, scientists used trace fossils to discover that an animal referred to as a giant sea scorpion crawled across the sea floor.

Trace fossils also provide evidence about past environmental conditions. Sometimes, they can even overturn previously held theories. For example, scientists once thought that the entire Red Gulch area of Wyoming was underwater during the Middle Jurassic period. However, scientists recently found tracks in Red Gulch made by dinosaurs that walked on land during that period. The prints are evidence that there was an area of land very near the sea. The coastlines were once home to several species of dinosaurs.

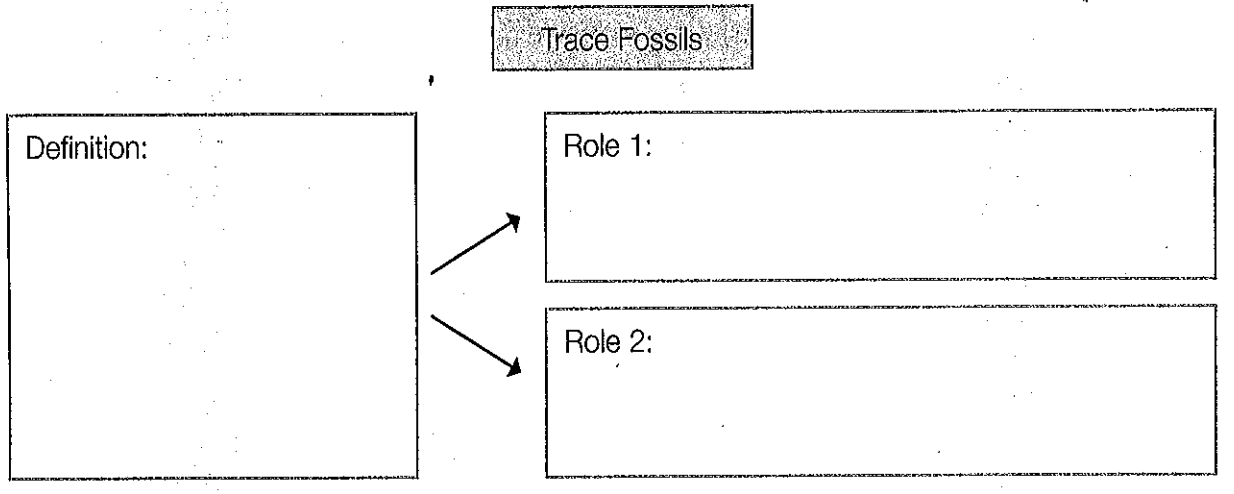
vertebrate:
an animal with a spine

roam:
to move across an area, often without a destination

track:
a mark that an animal leaves on the ground

overturn:
to say that something is wrong and change it

coastline:
the land near a sea



1. The author of the passage implies which of the following about trace fossils?
   (A) The species that made them are now extinct.
   (B) They are only made by large animals.
   (C) The best trace fossils form in deserts.
   (D) They are only found in rivers and beaches.

2. According to paragraph 2, what can be inferred about the giant sea scorpion?
   (A) It adapted to life in the desert.
   (B) It lived in the sea.
   (C) Trace fossils are the only evidence of its existence.
   (D) It created interesting patterns of tracks.

3. In paragraph 3, what does the author imply about the environment of Red Gulch during the Middle Jurassic?
   (A) Scientists once thought land dinosaurs could not live there.
   (B) The area was once populated by many species.
   (C) It was a good place for vertebrates to live.
   (D) It was similar to the environment there today.

Fill in the blanks to complete the summary.

A trace fossil is a _____ or footprint of a prehistoric animal. Trace fossils provide information on the animals that once _____ the Earth. These findings often _____ prior theories regarding the era of the dinosaurs. Evidence was found, revealing several species of dinosaurs that lived along the _____. Paleontologists also study trace fossils to learn about the behavior of the dinosaurs.

Chapter 3

03 Biology

Read the following passage. Then fill in the diagram with the information that you read. Track 16

Eating Habits of Starfish

One would think that Echinoderms—more commonly known as starfish—would struggle to stay alive in their underwater environment. Starfish have unusually tiny mouths given their diet of shellfish, dead fish, and other slow-moving creatures. In fact, their mouths are often many times smaller than their prey. Nonetheless, starfish are quite capable of catching and devouring large bivalve mollusks, a type of shellfish with two shells that clamp together, such as clams and mussels. They accomplish this task by relying on their arms and their stomachs.

Starfish use their powerful limbs first to grasp and then force open their prey's shell. They grasp their prey through the use of thousands of tubular projections called tube feet that line the underside of their arms. Starfish use their tube feet like suction cups to latch onto and restrain their prey. They then use water pressure within their bodies to pry open the mollusk's shell. With the shell open, starfish can access the edible part of the mollusk.

Starfish do not devour mollusks directly with their mouths but rather via a system of two stomachs: a cardiac stomach and a pyloric stomach. After prying open a mollusk's shell, the starfish pushes its cardiac stomach out of its body and into the mollusk's shell. The stomach expands and wraps completely around the soft tissue of the mollusk's body, thus beginning the process of digestion. When its prey is partially digested, the starfish pulls the cardiac stomach back into its body and transfers the partially digested food to its pyloric stomach for further digestion.

shellfish: aquatic animals that are covered in a shell

capable: able to do something

devour: to eat something completely

restrain: to hold something in a particular place

pry: to force something to open

Starfish's Eating Habits

Aspect 1:	→	Explanation:
Aspect 2:	→	Explanation:

1. What does the author imply about clams and muscles?

(A) They are difficult for starfish to digest.
(B) They are easy for starfish to catch.
(C) They are larger than a starfish's mouth.
(D) They are the starfish's preferred food.

2. In paragraph 2, what can be inferred about tube feet?

(A) Starfish use them to move across the sea floor.
(B) They help starfish find their prey.
(C) They can be used to carry the starfish's prey
(D) Starfish could not eat mollusks without them.

3. According to paragraph 3, what can be inferred about the functioning of the pyloric stomach?

(A) It is not as effective as the cardiac stomach.
(B) It is not pushed outside of the starfish's body.
(C) It digests less food than the cardiac stomach.
(D) It is only used when the starfish eats small prey.

Fill in the blanks to complete the summary.

The starfish is _____ of capturing its prey despite its small mouth. It is also able to _____ large bivalve mollusks like clams and mussels. Their tube feet act as suctions that capture and _____ their prey. Water pressure within their bodies enables them to _____ open mollusk shells. Their eating relies on their arms and stomachs, which are both unique.

Chapter 3

04 Geology

Read the following passage. Then fill in the diagram with the information that you read. Track 17

Mass Wasting

Many people think hurricanes and tornadoes are the most destructive forces on Earth. However, an equally destructive force is at work every day: mass wasting. Mass wasting, simply put, is the movement of surface rock and debris down a slope as a result of gravity. It is responsible for approximately $2 billion worth of damage and dozens of deaths annually in the United States. Overseas, catastrophes triggered by mass wasting have killed tens to hundreds of thousands of people in seconds.

One hazard that results from mass wasting is slope failure. This can occur when a large mass of rock detaches from a mountainside and slides down the slope. Such a collapse is often sudden and violent, causing a great mass of loose debris to cascade downhill. In other cases, an entire layer of the ground near a slope can detach and begin sliding down a mountainside. Due to heavy rainfall in Japan in 1999, thirty-one people were killed as a slope collapsed.

Landslides are another hazard that results from mass wasting. The technical term for a landslide is sediment flow, which better describes the fluid nature of its composition and movement. Most sediment flows are a mixture of rock debris, water, and air that flow downhill. Sometimes the movement is a scarcely noticeable centimeter per year. Other times, a volatile mixture of heavy rains and loose sediments creates high velocity mudslides reaching up to eighty kilometers per hour. A tropical storm in 1985 caused a mudslide that buried over 100 homes in Puerto Rico.

debris: loose fragments of rock and dirt

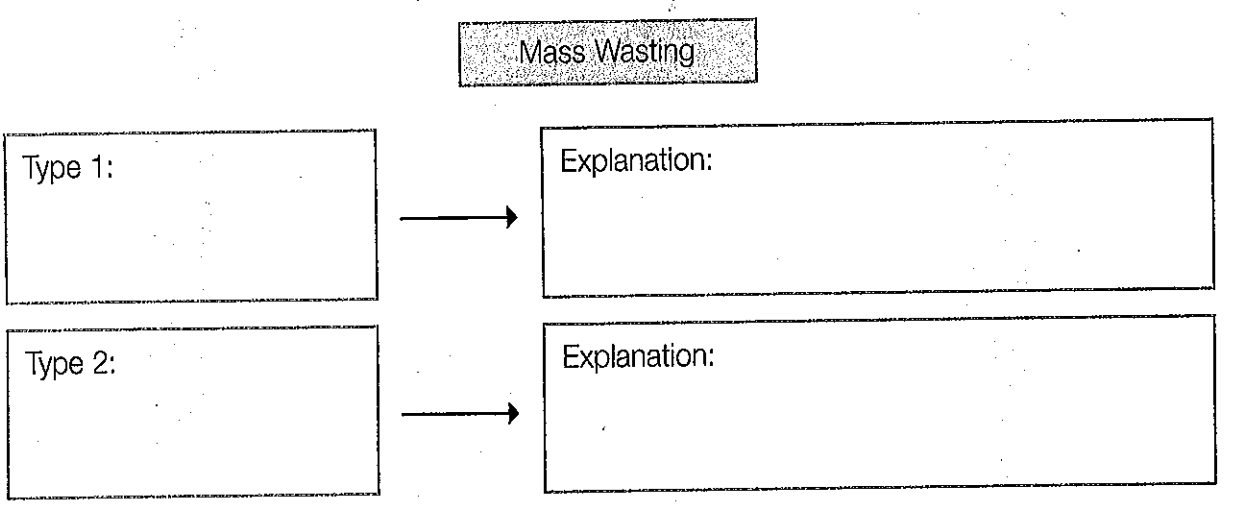
catastrophe: a very damaging or negative event

trigger: to make something happen

detach: to separate from something

sediment: matter deposited by water or air

volatile: easily becoming dangerous



1. According to paragraph 2, which of the following can be inferred about the dangers posed by slope failure?
   (A) It only poses risks to people living in mountains.
   (B) It poses less of a hazard than sediment flow.
   (C) It can destroy homes from above or below.
   (D) It is difficult to estimate the damage it can cause.

2. According to paragraph 3, which of the following can be inferred about mass wasting?
   (A) Its effects are not always immediately destructive.
   (B) It is less costly overseas than in the U.S.
   (C) More people die from mass wasting than other catastrophes.
   (D) It causes more damage than hurricanes and tornadoes combined.

3. In paragraph 3, which of the following can be inferred about mudslides?
   (A) They are the least dangerous form of mass wasting.
   (B) They often occur after storms.
   (C) They are the most fluid form of landslide.
   (D) They do not contain debris.

Fill in the blanks to complete the summary.

Mass wasting is a _____ that can be as destructive as a hurricane. Heavy rainfalls may _____ a landslide and kill many people in seconds. A large mass of rock can _____ itself from a mountainside, causing devastation. Tropical areas with numerous hills and heavy torrential rains are most _____. A mudslide can cover hundreds of homes in a matter of seconds.

05 Fine Arts

Read the following passage. Then fill in the diagram with the information that you read. Track 18

Radio Drama

Radio dramas are productions of plays done over the radio using voice actors and sound effects. Some dramas, called serial dramas, use multiple episodes to develop a long story. Most people today think that live-action theater and television are the best mediums for theatrical dramas. However, radio has been the medium of choice for several successful modern dramas. This is because it has two clear advantages over live theater productions.

The first advantage is cost. One of the most successful modern radio serial dramas was Douglas Adams's *Hitchhiker's Guide to the Galaxy*, a story about one man's voyage across the universe. This science fiction series built up its reputation with good storytelling and low-cost, audio special effects. Special effects helped the listeners imagine the fantastical settings and characters. This made the program very entertaining. To produce the series in a theater, Adams would have had to rely on elaborate sets, lighting, and special effects. However, Adams had a small budget. Thus, this would have been impossible.

The second advantage is that new technologies often make it easier to create a radio drama than a theatrical drama. A good example can be seen in the 2003 radio drama *Not From Space*. The program was made by a group of voice actors working in several different places. This was only possible because they made the program using the Internet, sending their own parts to be merged into a single drama. In traditional theater, such a production would be impossible. Live theater requires the presence of all actors in one place; radio dramas allow actors to have more flexible schedules. The success of programs like *Not From Space* suggests that, despite the successes of live theater and television, radio dramas still have a place in modern drama.

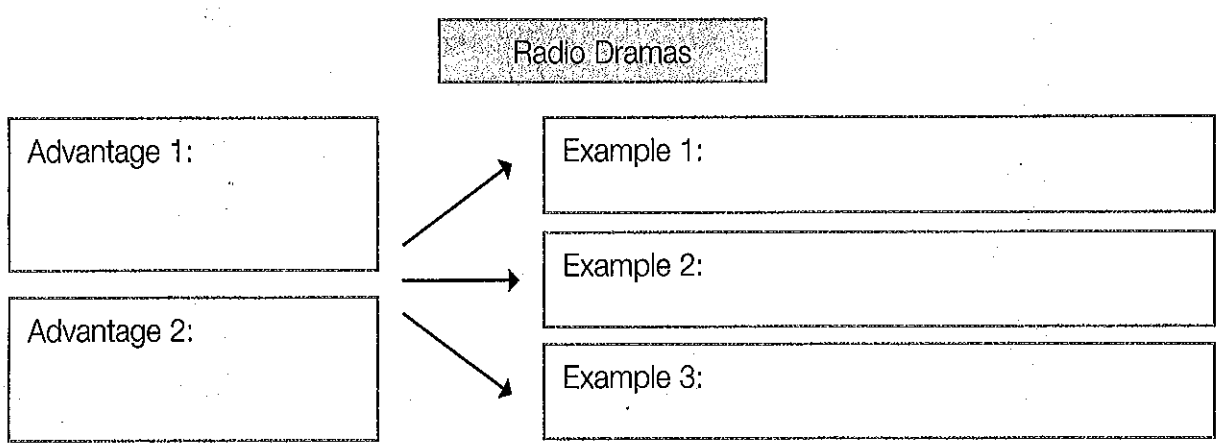
episode:
one show in a series

medium:
a way that something is transmitted

voyage:
a long trip

fantastical:
imaginary; made-up

merge:
to blend or unite



1. In paragraph 1, what does the author imply about serial dramas?
   (A) They are more popular when produced for TV.
   (B) Most serial dramas are not produced on radio.
   (C) TV dramas replaced many radio dramas.
   (D) Radio was the medium of choice in the past.

2. In paragraph 2, what can be inferred about visual special effects?
   (A) They cannot be used in live theater productions.
   (B) They are more costly than audio special effects.
   (C) They are not suited to science fiction serials.
   (D) They were not considered for Adam's production.

3. What can be inferred about the future of radio serials?
   (A) They will increasingly rely on the Internet.
   (B) They will be made in one place.
   (C) They will replace TV serials.
   (D) They will focus on science fiction.

Fill in the blanks to complete the summary.

For some, radio drama is a preferred _____ to present dramatic presentations. It enables listeners to imagine the _____ settings produced by sound effects. The voice actors' roles can be _____ into a drama via the Internet. The tale of a _____ becomes vivid in the minds of the listeners. Radio drama is less expensive to produce and provides actors with flexibility.

Chapter 3

06 Fine Arts

Read the following passage. Then fill in the diagram with the information that you read. Track 19

The Stages of Minoan Pottery

The Mediterranean people who lived on the island of Crete are famous for their pottery. During the years spanning the Bronze Age, the pottery evolved through three major stages.

The first stage was known as the Early Minoan period. This period of time from 3000 to 2000 BCE is considered the Early Bronze Age, and the Minoans, the people of Crete, were a thriving nation. The pottery they created consisted of plain and simple designs. Initially, they used interesting patterns of straight lines to decorate the clay. Eventually, this phased into designs of spirals in succession or curved motifs painted in a white or cream color on a dark background.

The Middle Minoan period, from 2000 to 1600 BCE, corresponded to the Middle Bronze Age. Decoration on this period's pottery was a further development of the previous period. The prevailing patterns were curved designs painted in yellow, white, or red, swirling around the surfaces of the round pottery. Newly included were modeled flowers and animals paired with painted motifs on the surface of the vases. The coloration used by potters during this middle period consisted of light colors painted on a dark background. It was during this middle period that the potter's wheel was invented, marking what is perhaps the most significant invention in the history of pottery. As a result, potters were able to create more delicate pottery than they could by hand. Some clay pots were as thin as eggshells.

During the start of the Late Bronze Age, around 1500 BCE, Minoan pottery developed into the marine style. It differs from earlier styles in that the light-on-dark style of painting was replaced by dark-on-light decoration. Moreover, marine style pottery moved away from once preferred floral subject matter. Rather, it focused on the realistic depiction of ocean creatures such as octopi, dolphins, and a variety of fish. These animals were set upon a background of rocks, sponges, and seaweed. The surfaces of pots were densely packed with marine imagery. Many regard it as the most successful style of Minoan pottery. It also was the last purely Minoan style of pottery created on Crete.

in succession:
in a series; one after another

motifs:
dominant themes or features

prevailing:
dominant; most common

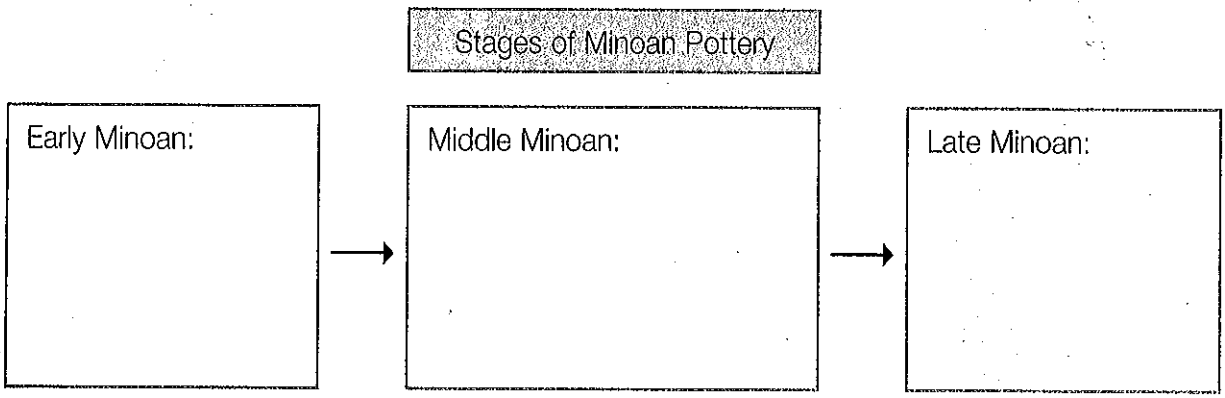
delicate:
easily broken

densely:
very close together

1.

2.

Fil



1. Which of the following can be inferred about the pottery in the Early Bronze Age?

(A) It was more fragile than later pottery.
(B) It was not created using a pottery wheel.
(C) It was made only for royal families.
(D) It was created as a hobby for many Minoans.

2. It can be inferred that artists in the Middle Minoan period became which of the following?

(A) More experimental with color and design
(B) Concerned with creating unusual shapes
(C) Worried about creating more durable pots
(D) More focused on accurate depictions of nature

3. From paragraph 4, which of the following can be inferred about the Late Minoan stage?

(A) It was the end of pottery making on Crete.
(B) Artists focused on depicting sailors in their art.
(C) Artists developed many new ceramic techniques.
(D) It was the peak of Minoan ceramic art design.

Fill in the blanks to complete the summary.

Early Minoan pottery had designs of spirals _____, painted in light colors. Brighter colors were added to the _____ patterns during the Minoan middle years. A more _____ pottery was created with the invention of the potter's wheel. Minoans began to _____ pack marine imagery onto the surfaces of their pots. This was the last Minoan style and is considered their best pottery.

Chapter 4 Rhetorical Purpose Questions

Necessary Skills

- Determining why the author has presented a piece of information in a certain place or way within a passage
- Understanding the role of a certain statement in a passage
- Inferring the author's intention in mentioning certain information
- Relating specific information to the main ideas of a passage in order to understand the purpose of the information

Example Questions

- The author discusses _____ in paragraph X in order to
- Why does the author mention _____?
- The author uses _____ as an example of

Strategies

- Learn and understand the meaning of certain words and phrases often used to describe rhetorical purposes: *definition, example, function, to illustrate, to explain, to contrast, to refute, to note, to criticize*.
- Focus on logical links between sentences and paragraphs in a passage.

Chapter 4

01 Astronomy

Read the following passage. Then fill in the diagram with the information that you read. Track 20

Martian Canals

In 1877, Mars's orbit brought the planet closer to Earth than in earlier years. This allowed for many new discoveries. It was then, for example, that astronomers saw two moons circling the planet. But, of even more interest, Giovanni Schiaparelli, through telescopic observation, identified lines on Mars, which he called canali—a discovery that changed human's beliefs about the solar system for a century.

A simple linguistic misinterpretation caused many to have false beliefs about the canali. In Italian, canali can mean "channels" or "grooves." Records show that is all Schiaparelli meant. The lines he saw on Mars were just surface grooves. However, the Italian word canali is very close to the English word "canal." A canal is a man-made channel for water. Newspapers sensationalized the stories around the world. This, in turn, led some astronomers to draw up maps of Mars showing oases, lakes, and canals in the planet's driest areas. Eventually, many agreed that there must be intelligent life on Mars, or such grand canals would not exist.

This belief, however, was later disproved. With an increase in technological capability came new data. In the 1970s, a robotic spacecraft flew close to Mars. It took clear pictures of the planet. The Martian "canals" proved to be nothing more than naturally occurring channels, perhaps formed at a time when Mars had liquid water.

orbit:
the path a planet takes as it moves through space

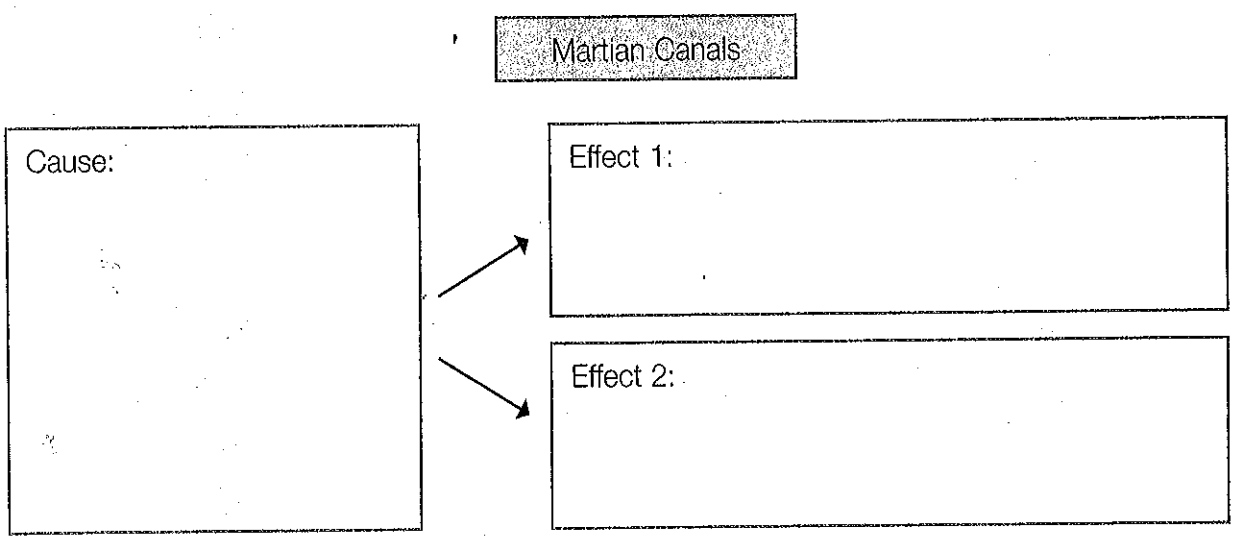
misinterpretation:
a wrong understanding of something

groove:
a line cut into the surface of an object

sensationalize:
to make an event seem more exciting than it really is

oasis:
a small, green area in a desert, usually having a source of water

grand:
very impressive



1. Why does the author bring up the two moons of Mars in paragraph 1?

(A) To explain the importance of Schiaparelli
(B) To give an example of a discovery
(C) To provide a definition for the word canali
(D) To show how human understanding of space changed

2. Why does the author describe the similarity between an Italian and an English word in paragraph 2?

(A) To describe how Mars canals were named
(B) To suggest that Schiaparelli made a mistake
(C) To argue that the lines on Mars were canals
(D) To show the origin of a misunderstanding

3. Why does the author mention technological capability in the passage?

(A) To explain how Mars was first explored
(B) To suggest that a theory was correct
(C) To show how a theory was disproved
(D) To show the role of robotic spacecraft

Fill in the blanks to complete the summary.

Astronomer Schiaparelli's term for lines he saw on Mars was cause for _____. Canali in Italian means _____; however, it is close to the word canal. Newspapers began to _____ the news of the discovery of canals on Mars. _____ canals on Mars led to the possibility of life on Mars. Modern technology has since disproved the idea of water canals on Mars.

Chapter 4

02 Fine Arts

Read the following passage. Then fill in the diagram with the information that you read. Track 21

Staging

In the study of the theater, staging—the way a play actually looks onstage—is extremely important. Staging can include scenery and props as well as costumes, lighting, and sound. The concept of staging has changed markedly over the years.

The Elizabethan theater of Shakespeare's day used almost no scenery or props, with one notable exception. Unlike plays that came before, costumes of the early 1600s were often quite elaborate. Indeed, many audience members came to the plays just to see the costumes worn by the actors. Otherwise, an actor's prop might be nothing more than a sword or a crown. Chairs or tables were commonly painted on backdrops. The setting was described through the actors' words, not through scenery or props onstage.

This all changed in the late 1800s. Now, rather than seeing a wall painted on a backdrop, the audience could see a real wall, made of wood and complete with a door and windows, onstage. Lighting, which had come from natural sources (typically the sun) in Elizabethan times, was now achieved through limelights, which created bright light by passing a flame through a cylinder of lime. Music and sound effects also influenced staging. Music added to the mood and meaning of a play, helping the audience better understand the action onstage.

scenery:
the painted background of a theater stage

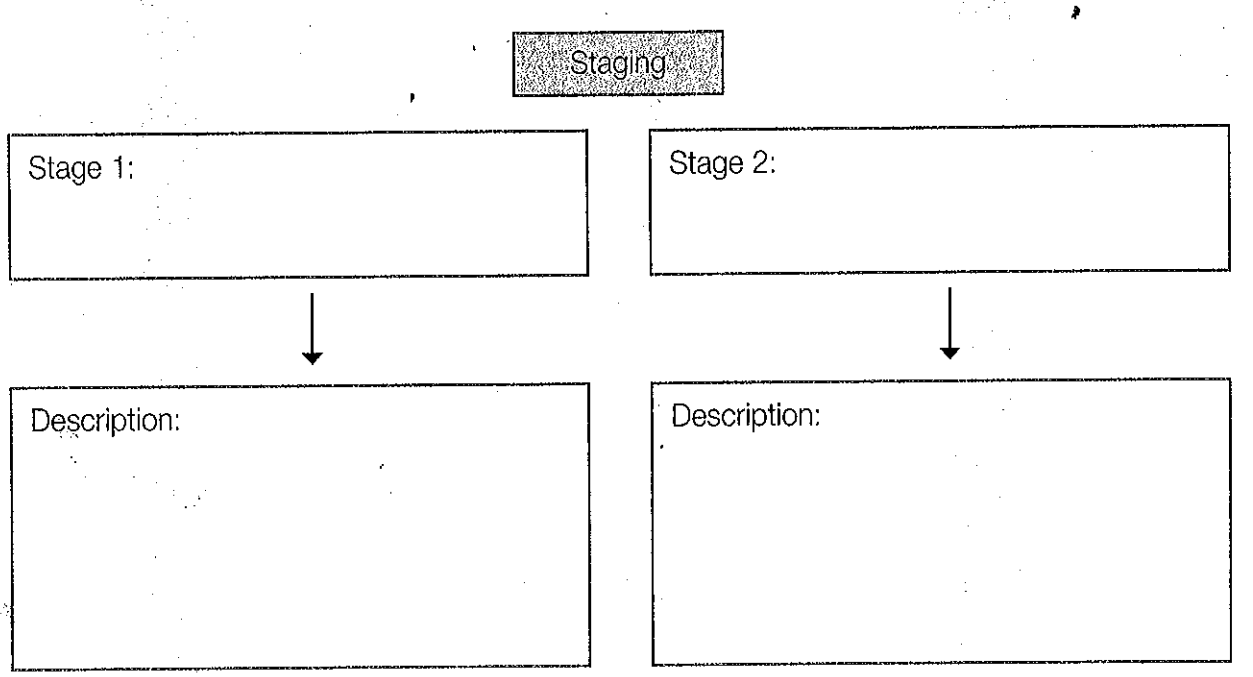
prop:
an object used in a stage production

markedly:
in a way that is easily noticed

exception:
something that is different and cannot fit into a certain statement

elaborate:
very detailed or complex

lime:
a mineral often used in building materials



1. Why does the author include the way a play actually looks onstage in the passage?
   (A) To compare two staging methods
   (B) To define a key term
   (C) To list a step in a process
   (D) To explain an aspect of staging

2. Why does the author describe actors' costumes in Elizabethan times?
   (A) To present a difference to the previous way of staging
   (B) To explain how costumes changed during that era
   (C) To suggest that costumes were more important than props
   (D) To give an example of a typical Shakespearean costume

3. Why does the author mention real walls in paragraph 3?
   (A) To explain the effects of walls upon lighting design
   (B) To argue that sets in the 1800s were not artistic
   (C) To demonstrate how painting was used in scenery
   (D) To show how sets had evolved by the late 1800s

Fill in the blanks to complete the summary.

Early stage productions consisted of basic _____ and actors used few props. The Elizabethan era was known for their _____ costumes when staging Shakespearian plays. With the _____ of costumes, Elizabethan stages had very few props. Staging has changed _____ from the previous painted backdrops to constructed walls. Staging today is very realistic with moving sets, working doors, and windows.

Chapter 4

03 Economics

Read the following passage. Then fill in the diagram with the information that you read. Track 22

Tulip Mania

Prices of goods rise or fall depending upon the good's supply and consumers' demand for it. If many people want to buy a scarce product, its price will most likely rise. At times, however, the price of a good may skyrocket to an unsustainable level in an economic event called a "bubble." History reveals that the price of a very unlikely good—the simple tulip—soared, actually resulting in a bubble, and then plunged shortly thereafter.

In 17th century Holland, tulip bulbs were valuable investments. Not only was there a limited supply of them, but many people wanted them. In fact, by 1623, a tulip bulb could cost as much as 1000 florins, the Dutch unit of currency at the time. Yet the average yearly income was a mere 150 florins. By 1635, a single bulb sold for 6,000 florins. The price had peaked.

By 1637, tulip sellers could no longer get such inflated prices. Buyers did not feel tulips were a good investment. Thus, no one was interested in paying such prices for a tulip bulb. As a result, the bubble popped, and the price of tulip bulbs fell rapidly. Many people lost all their money as a result of this crash. Holland's economy was crippled for many years after the tulip craze.

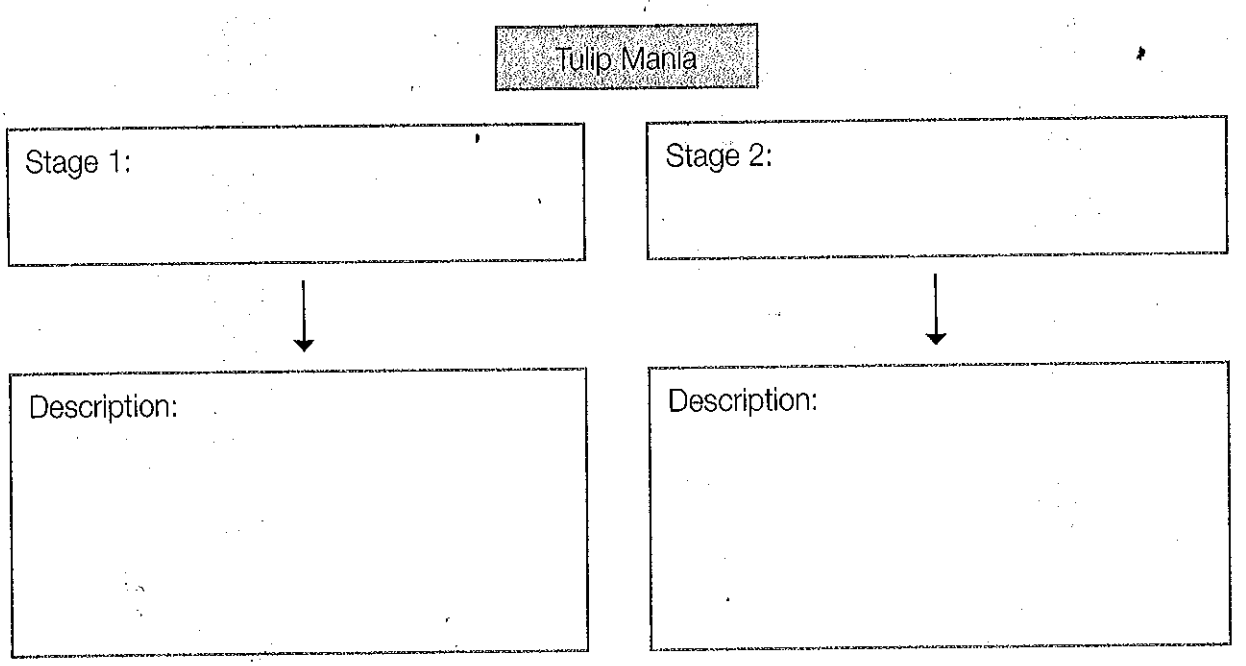
scarce:
short in supply; hard to find

skyrocket:
to rise quickly to a very high level

tulip:
a colorful flower that grows during the spring

plunge:
to fall quickly or suddenly

crippled:
very badly damaged



1. In paragraph 1, why does the author mention supply and demand?

(A) To explain the cause of a bubble
(B) To show its effect on prices
(C) To clarify how supply functions
(D) To describe how to limit rising prices

2. Why does the author use the word unlikely when introducing the tulip?

(A) The tulip was an item that was hard to find in Holland.
(B) It is surprising that the tulip would be desired by consumers.
(C) Tulips did not likely have an effect upon worldwide economies.
(D) The tulip does not seem important enough to cause a bubble.

3. Why does the author include the average annual 1620's Dutch salary?

(A) To suggest that most people could afford tulips
(B) To argue that tulips were underpriced goods
(C) To offer a basis of comparison for tulip prices
(D) To explain the cause of the tulip's rising prices

Fill in the blanks to complete the summary.

At one time, tulips were _____ in Holland, making them a valuable investment. The demand for tulip bulbs was high, which made the cost _____. When buyers would not pay the inflated prices, the market took a _____. This eventually _____ Holland's economy for many years after the tulip craze. It is called a "bubble" when prices reach an unsustainable economic level.

Chapter 4

04 History

Read the following passage. Then fill in the diagram with the information that you read. Track 23

Roman Clothing

In ancient Roman society, social status was a constant concern of all citizens. Most wanted to be seen as possessing a high position that commanded respect from the rest of the people. Rome was, in essence, a society that relied upon face-to-face interactions. Thus, the primary way to display a person's social status was through clothing.

This fact can be seen most easily in the garments actually worn by Roman citizens. The most common garment for Roman citizens was the tunic: two pieces of cloth sewn together that fell just above the knees. Nearly all citizens wore this type of garment, making it appropriate for the working classes. However, a more magnificent garment was the toga. Consisting of one large piece of cloth that was often draped over a tunic, togas were often uncomfortable. They were meant simply as public display garments. Those of high status—such as politicians—wore togas of high-quality wool to demonstrate their positions of power.

Color was also a marker of social status in Rome. This is especially apparent in the stripes that adorned many Roman tunics. The most basic tunic worn by the working class was colorless: it had no stripes or color whatsoever. Politicians, however, were entitled to tunics that had thick, brightly colored stripes that made their high social status apparent to any passerby. The toga shared similar qualities. While most citizens wore dull white togas, those of high status wore togas that had been colored. Some elected to bleach their togas a bright white. Others, such as emperors, stood out with bright purple togas.

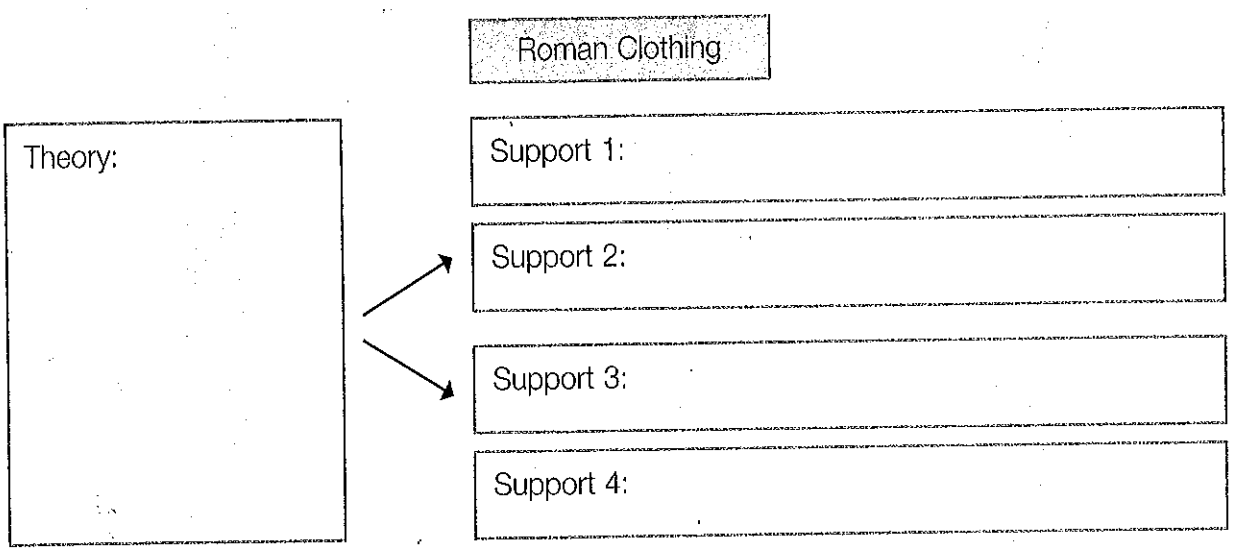
command:
to deserve and receive

garment:
a piece of clothing

sew:
to fasten clothes together using thread

drape:
to hang cloth

entitled:
having the right to do something



1. The author mentions face-to-face interactions in order to
   (A) explain an aspect of Roman society
   (B) show the importance of social status
   (C) describe Rome's social structure
   (D) illustrate how social status was gained

2. In paragraph 2, why does the author say that most togas were uncomfortable?
   (A) To suggest that many Romans disliked togas
   (B) To imply that they were not often worn
   (C) To explain that tunics were superior
   (D) To clarify the function of the toga

3. The author uses purple
   (A) to suggest that Romans preferred bright colors
   (B) as an example of a color used by Roman nobility
   (C) to support the idea that Romans used stripes
   (D) as a description of the common Roman tunic

Fill in the blanks to complete the summary.

The clothes worn in ancient Rome determined the respect one could _____. Those in high positions felt _____ to wear garments demonstrating their status. Common people would _____ two pieces of material together, called a tunic. The common tunic was worn by all; however, dignitaries wore an extra _____ called a toga. Those of a higher social status had more color in their garments.

Chapter 4

05 Biology

Read the following passage. Then fill in the diagram with the information that you read. Track 24

Peppered Moth Evolution

While some evolutionary events are major processes that take thousands of years, most changes are very minor. Such is the case with the peppered moth, which experienced a color change in a relatively short period of time. As scientists began exploring the causes of such evolution, the peppered moth became an intriguing case. After much study, they found that the peppered moth evolved due to human pollution during the Industrial Revolution.

Before the rise of industry, the peppered moth's color varied little. Nearly all members of the peppered moth family appeared as a light grey color. Rarely, they appeared a dark black color. Scientists studying the moth discovered a specific purpose of this coloration. The main habitats of the peppered moth are areas of grey-colored tree bark or fungus. Thus, the color of the moth allows it to naturally blend in with its environment. The predators of the peppered moth—various species of birds—are less able to tell the moth apart from its surroundings. In essence, the moth's coloration was a means of protection and survival.

During the Industrial Revolution, however, the face of the peppered moth's habitat changed. As coal factories were built and operated, vast amounts of pollution were released into the air. The pollution extended even into the areas in which the peppered moth dwelled. In many areas, the pollution was so severe that grey tree bark became covered in a black layer of coal soot. Grey moths no longer had the advantage of camouflage and were easy prey for birds. The black moths—previously few in number—benefited from the ability to blend in with the polluted area. From here, evolution took over, increasing the frequency of black peppered moths to nearly 98 percent.

moth:
a very small insect with wings

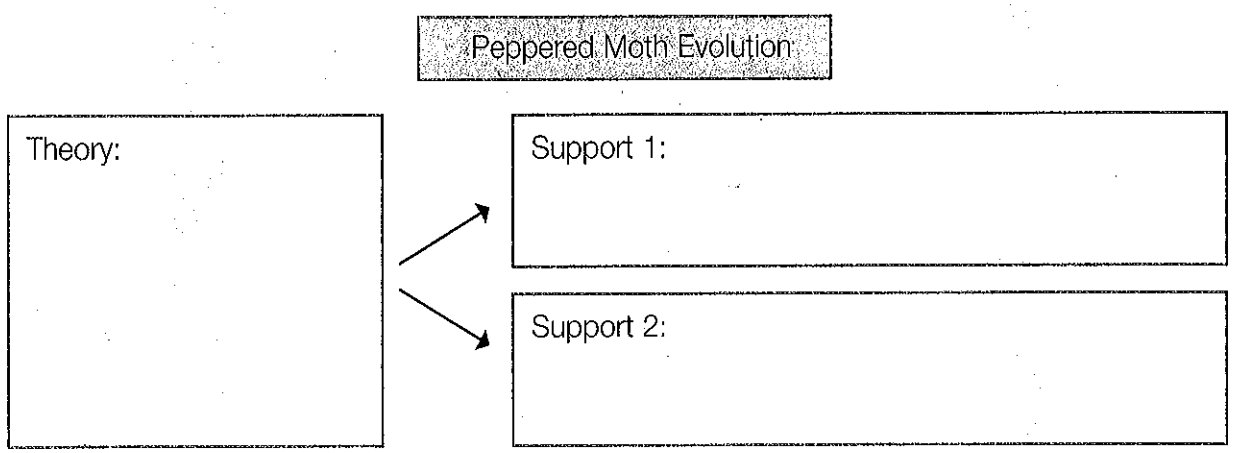
Industrial Revolution:
a period in 18th century Europe when machines and factories became common

face:
appearance; the way something looks

extend:
to continue from one place to another

dwell:
to live in a particular place

soot:
a black powder produced when something is burned



1. The author discusses pollution in paragraph 1 in order to
   (A) compare two similar events
   (B) define a term related to industry
   (C) explain peppered moth migration
   (D) illustrate a cause of evolution

2. The author includes the phrase various species of birds in order
   (A) to explain that moth evolution was caused by predation
   (B) to expand upon the function of the moth's coloration
   (C) to describe the conditions of the moth's environment
   (D) to suggest that the moth has many predators

3. Why does the author use the word even when describing the pollution of the Industrial Revolution?
   (A) To suggest that the pollution's effects were overstated
   (B) To highlight the damage caused by the pollution
   (C) To emphasize the extent of the pollution
   (D) To explain how the pollution spread

Fill in the blanks to complete the summary.

The Industrial Revolution brought new coal factories where the peppered moths _____. As the _____ of its habitat changed, the moth changed to survive. The pollution from the factories _____ into the area where they lived. The _____ from the factories changed the color of the tree bark. The moths could no longer camouflage themselves until they evolved to the same color as the black bark.

Chapter 4

06 Psychology

Read the following passage. Then fill in the diagram with the information that you read. Track 25

The Theory of Needs

Formulated by David McClelland, the acquired-needs theory attempts to explain how an individual's motivation develops. For example, his theory might try to find a source of a person's desire to pursue a particular career, such as politics. The driving forces behind all motivation are three categories of needs: achievement, power, and affiliation.

Many people are driven by a need to achieve. In essence, this need tends to cause people to pursue activities or careers that guarantee them success. A person driven by achievement is likely to avoid unfamiliar situations altogether. In one of McClelland's experiments, he asked a group of people to throw rings onto a peg from any distance they felt comfortable with. Individuals with a need to achieve chose distances from which they knew they could easily complete the task. This need for success can translate to all aspects of a person's life, including career choices.

Power is also a motivator of many needs. Many people need to feel a sense of power over others. In other cases, a person might feel a need for social power: to organize other people and help them gain power. According to McClelland, a need for personal power is often a negative quality. For example, one study at a company tested two leaders: one with a need for personal power and one with a need for social power. The former tended to make the employees feel resentful due to his overbearing management style. When swapped for the manager with a need for social power, however, the employees felt empowered.

Still others are driven by a need of affiliation. The main basis of this need is a desire to feel accepted by others. This can have a wide range of effects upon personality. While some greatly enjoy the company of others, some fear it. Such people, driven by their need to feel accepted, fear any situation where they may not find acceptance. This often agonizing feeling has been cited as a major cause of depression. One study also found that this can be harmful in the workplace, especially for managers. In a number of cases, a manager only did what would make him popular with his employees, not what was best for the business.

driving:
influencing another thing in a strong way

overbearing:
very controlling

empower:
to give a person more control or power in a situation

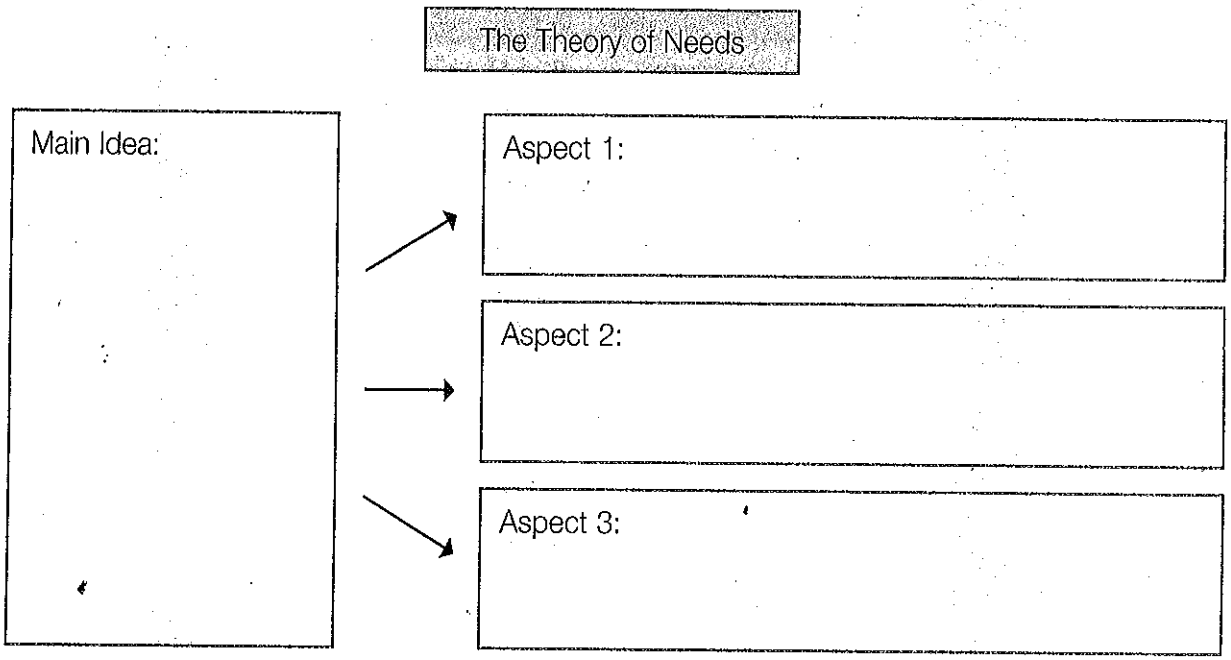
affiliation:
a connection with a group of people

agonizing:
extremely painful or difficult

1.

2.

Fill



1. The author mentions politics in order to
- (A) mention an application of a theory
- (B) explain the use of a term
- (C) describe the history of a theory
- (D) provide an example of an achievement

2. The author says that some people avoid unfamiliar situations to give an example of
- (A) a source of success for those with the need to achieve
- (B) a low-risk situation with no reward
- (C) a motivation of people who want power
- (D) an effect of the need to achieve

3. Why does the author discuss a study at a company in paragraph 3?
- (A) To argue that social power is harmful
- (B) To define the term "personal power"
- (C) To compare the effects of two types of power
- (D) To explain how personal power benefits managers

Fill in the blanks to complete the summary.

There are three _____ forces that motivate people in choosing career paths. Managers who are driven by power are often _____ to their employees. Managers who have a need for social power generally _____ their staff. Motivation of personal power is often a negative quality in a person. A manager's _____ feeling of non-acceptance can be harmful to a company.

Vocabulary Review 1

Instructions: Choose the best word or phrase to complete each sentence.

1. The towel _____ the spilled water on the floor.
(A) monitored
(B) plunged
(C) swatted
(D) absorbed

2. He _____ his jacket over the chair as he walked in.
(A) draped
(B) swatted
(C) sewed
(D) scurried

3. When the elevator lost power, Jim had to _____ the doors open.
(A) flock
(B) pry
(C) thwart
(D) compact

4. After the ship sank, _____ could be found all along the beach.
(A) voyages
(B) prompts
(C) departures
(D) debris

5. The flower is pretty, but it does not have much of a(n) _____.
(A) activity
(B) scent
(C) species
(D) vapor

6. After Rachel got a tutor, her grades _____.
(A) restrained
(B) roamed
(C) sensationalized
(D) skyrocketed

7. Fruit is a(n) _____ snack of parents because it is very healthy.
(A) native
(B) ornate
(C) adopted
(D) favored

8. The manager _____ the respect of all of his employees.
(A) devours
(B) monitors
(C) commands
(D) radiates

Instructions: Choose the word or phrase closest in meaning to the underlined word(s) in each sentence.

9. The product is <u>rare</u> because they can't make enough of it.
(A) scarce
(B) adopted
(C) vivid
(D) ornate

10. It is difficult to <u>locate</u> the source of a very quiet sound.
(A) compact
(B) pinpoint
(C) retain
(D) strive

11. Two people may have very different <u>viewpoints</u> of a single event.

(A) perspectives
(B) pests
(C) altitudes
(D) nutrients

12. While the pot is beautiful, it is also very <u>useful</u>.

(A) charged
(B) urban
(C) functional
(D) profound

13. The table was made of glass, so it was very <u>breakable</u>.

(A) fantastical
(B) crippled
(C) delicate
(D) overbearing

14. The theater's rising attendance <u>connects</u> with the start of summer.

(A) corresponds
(B) detaches
(C) merges
(D) evaporates

15. Not all species of penguins <u>live</u> in cold, arctic conditions.

(A) pave
(B) dwell
(C) alter
(D) retain

Instructions: Write the missing words. Use the words below to fill in the blanks.

continent promising triggered overturned reviewed

It is fairly common for a scientific theory to be **16.** _____ in light of recent scientific discoveries and, in many cases, these theories can be **17.** _____. In the past, scientists had suggested that the population of Southeast Asia originally migrated from a small population in Taiwan, which spread throughout the Asian **18.** _____. However, **19.** _____ new research using DNA testing has **20.** _____ a reversal of that theory; instead, they believe people migrated into Taiwan instead of leaving that area.

Instructions: Match the words that are similar in meaning.

21. strive	(A) location
22. agonizing	(B) watch
23. difference	(C) try
24. observe	(D) painful
25. area	(E) variation

Mini Test 1

01 History

Read the passage and answer the questions. Track 26

Cats and the Bubonic Plague

During the 14th century, a mysterious disease spread throughout Europe, killing millions of people. Doctors had no idea what the disease was or how it was spread. The terrifying illness took a toll on the society of the Middle Ages. People became very superstitious. One superstition was that cats were evil and were somehow responsible for the illness. This superstition led people to kill an estimated 200,000 cats until there were few left. Little did they know that cats could have helped prevent the disease in several ways.

One way that cats could have helped stop the disease, called the bubonic plague, was by killing rats. Later, when doctors studied the illness, they determined that the bubonic plague was spread by fleas living on the bodies of rats. At the time, millions of rats roamed freely in the city streets. People did not take any measures to defend themselves from the seemingly harmless rats. Thus, they were easily infected. As rats came into contact with humans, the infected fleas migrated from the rats' bodies onto humans. Thousands of humans were quickly infected this way. Had there been more cats in the city, they could have reduced the number of rats and slowed the spread of the disease.

Another way that cats could have prevented the bubonic plague was by keeping rats away from humans in the first place. In modern studies, scientists have found the mere smell of a cat will keep rats away from a house. This is because rodents have a gene that tells them to be afraid of cats. When they smell a cat, they know that they are in danger. That means that even if the cat doesn't hunt it, the rat will avoid a household that keeps a cat. But without cats during the Middle Ages, rats commonly came into homes in order to search for food. In the process, more people became infected with the bubonic plague.

- **Middle Ages** *a period in European history from the 5 CE to 1500 CE*
- **gene** *a unit that carries biological information*

1.
2.
3.
4.

1. According to paragraph 1, which of the following is true of people in the Middle Ages?
   (A) They were healthier than in previous societies.
   (B) They thought that cats were sacred.
   (C) Their beliefs changed because of the plague.
   (D) They made much advancement in medicine.

2. Why does the author discuss fleas in paragraph 2?
   (A) To show how the disease could have been prevented
   (B) To explain how the disease was spread to humans
   (C) To show how a theory about the disease was disproved
   (D) To describe how people first thought the disease spread

3. According to paragraph 2; which of the following is NOT true of the illness?
   (A) It was later termed the bubonic plague.
   (B) It was discovered to be spread by rats.
   (C) The plague took millions of lives in Europe.
   (D) Cats spread the plague to fleas.

4. According to paragraph 3, which of the following is true of rats?
   (A) They are naturally resistant to the bubonic plague.
   (B) They are biologically programmed to fear cats.
   (C) They can tell if a cat is near because they have good vision.
   (D) They are more likely to visit a home where a cat lives.

5. According to the information in paragraph 3, which of these is a likely function of rat genes?
   (A) Alerting rats to sources of danger
   (B) Preventing the spread of the plague
   (C) Helping rats find food sources
   (D) Teaching rats to approach certain species

6. According to paragraph 3, which of the following is NOT true of households in the Middle Ages?
   (A) They were vulnerable to rat infestation.
   (B) They were difficult for rats to enter.
   (C) They did not keep cats as pets.
   (D) They did not have a way of keeping rats away.

02 Biology

Read the passage and answer the questions. Track 27

Albinism and Leucism

Albinism and leucism are conditions which result in the discoloration of hair, feathers, and fur. The disorders are more common in certain species. However, both conditions are rather rare. Both disorders appear outwardly similar, and few people would be able to say with any certainty whether an animal is afflicted with albinism or leucism. However, both conditions have been subject to scientific studies. Biologists have found several features that set each disorder apart.

One way that albinism and leucism are different is the origins of the condition. Both disorders are caused by a genetic mutation. The mutation that causes albinism causes cells to produce reduced amounts of a specific type of pigment called melanin. The lack of melanin in albinistic animals occurs over their entire bodies. Meanwhile, the genetic mutation that causes leucism is characterized by the lack of cells that produce all pigments. A leucistic animal's inability to create pigments may occur over the entire body. However, it often only affects parts of the body. This results in patches of colored fur mixed with white fur. This is often seen in cows and horses, as well as some types of reptiles.

Another difference between albinism and leucism is the effect each condition has on eye color. The color of one's eyes is determined by pigment production in a particular part of the eye. Albinistic animals are not able to produce the eye pigment. Therefore they have no color in the eyes. Instead, most albinistic animals have red eyes because the lack of color allows the red blood vessels in the eyes to show through. On the other hand, the eyes of leucistic animals are not affected by the genetic mutation that causes discoloration in the other parts of the body. Their eyes are able to produce the pigment on their own. As a result, leucistic animals have normal-colored eyes.

▸ **pigment** *a material that provides color*

1. According to paragraph 1, which of the following is true of albinistic and leucistic animals?
   (A) They are found commonly in nature.
   (B) They look nearly identical.
   (C) Their skin often has unusual colors.
   (D) Their skin color develops more slowly.

2. Which of the following can be inferred about an animal that is only missing color in some parts of its body?
   (A) The colors will return over time.
   (B) It has a form of albinism.
   (C) The body produces some melanin.
   (D) It cannot produce pigments.

3. According to paragraph 2, which of the following is NOT true of leucism?
   (A) It is caused by a genetic mutation.
   (B) It causes increased melanin production.
   (C) It results in the lack of pigment.
   (D) It can create patches of color.

4. According to paragraph 3, how does albinism affect eyes?
   (A) The animal's vision worsens over time.
   (B) The blood vessels in the eye become larger.
   (C) The animal's eye color becomes brighter.
   (D) Production of the eyes' pigments stops.

5. The author mentions red blood vessels in order to
   (A) show how blood vessels stop red pigment production
   (B) describe the cause of a genetic mutation in animals
   (C) explain how blood vessels affect pigment production
   (D) highlight the cause of an unusual eye coloration

6. According to paragraph 3, which of the following is NOT true of the eyes of leucistic animals?
   (A) They can appear in many colors.
   (B) They can produce pigment.
   (C) They have white or red eyes.
   (D) Their blood vessels cannot be seen.

Chapter 5 Vocabulary Questions

Necessary Skills

- Identifying the meaning of individual words and phrases as they are used in a specific reading passage
- Choosing the correct meaning of a word or phrase in order to understand its relevance within a passage

Example Questions

- The word _____ in the passage is closest in meaning to
- In stating _____, the author means that

Strategies

- Do not choose an answer only because it may be a correct meaning of the word or phrase; choose the meaning that is being used in the passage.
- Try rereading the sentence in which the vocabulary word appears, substituting the answer choices for the word.

Chapter 5

01 Biology

Read the following passage. Then fill in the diagram with the information that you read. Track 28

Animals of Madagascar

Madagascar is an island that lies 300 miles from the African mainland. It is home to 250,000 animals that cannot be found anywhere else in the world. The number of endemic species in Madagascar is surprising to scientists. They have come up with theories about why it is home to so many unique species.

Much of the evidence collected by scientists shows that the animals on the island evolved separately from those in the rest of Africa. When the island, which was once attached to India, drifted away, many animals became isolated on it. Fossil evidence shows that early animals on the island were the same as those found on the African continent. Over time, they adapted to their new environment. The adaptations led to the creation of new species.

Another theory suggests that unique animals appeared because of changes in the climate. Scientists noticed that some animals can only be found in some areas of Madagascar. They think the isolation is a result of a climate change that occurred on the island during the Tertiary Period. The lowlands, where most animals lived, became cold and dry. Meanwhile, the highlands became warm and humid. Many animals moved to the highlands. Those that remained in the lowlands evolved in order to survive.

mainland:
the large main part of a country not including any islands

endemic:
able to be found in only one place

adapt:
to change in order to fit a specific use or situation

Tertiary Period:
a period in history from 65 million to 1.8 million years ago

lowland:
an area of land that is lower than surrounding regions

Animals of Madagascar

Theory 1:	→	Support:
Theory 2:	→	Support:

1. The word evolved in the passage is closest in meaning to

(A) revealed
(B) swam
(C) changed
(D) lived

2. The word isolated in the passage is closest in meaning to

(A) trapped
(B) cut off
(C) different
(D) mixed together

3. The word humid in the passage is closest in meaning to

(A) fertile
(B) higher
(C) rainy
(D) moist

Fill in the blanks to complete the summary.

Madagascar, an island off the African _____, contains 250,000 species of animals. These animals are _____ to this area and surprising to scientists. Studies have shown that animals evolved uniquely to _____ to this island. Observations show that most animals lived in the cold and dry _____. Over periods of time, animals evolved and adapted to the environments in order to survive.

Chapter 5

02 Sociology

Read the following passage. Then fill in the diagram with the information that you read. Track 29

Positivism vs. Anti-positivism

A new field of study called sociology began during the late 19th century. Scientists were not sure how to study it. As a result, two philosophies appeared. Positivism and anti-positivism were created during the same period. Still, the philosophies are different in several ways.

Each has distinct views about whether sociology is a science or not. Positivists believe that sociology is just like other sciences. They view society as an extension of the natural world. For example, they believe that societies are able to evolve, just as animals do. They relate the progress of societies to the evolution of animals. Meanwhile, anti-positivists think that sociology is not a science. For them, society is separate from the natural world because it has features like cultural norms and traditions. Those traits are not found in nature.

Each philosophy is also different in its methods. Positivists believe that society can be studied the same way that other sciences are studied. They only value knowledge that can be proven. Therefore, they encourage the use of the scientific method. In the process, data is collected by conducting experiments. On the other hand, anti-positivists think the scientific method can't reveal anything about societies. Instead, they try to gather information based on observations and interviews.

sociology: the study of societies

distinct: clearly different from something else

relate: to find the connection between two things

norm: an accepted standard for behavior

reveal: to show or make known

Positivism vs. Anti-Positivism

Positivism	Both	Anti-Positivism
•	•	•
•		•

1. The word field in the passage is closest in meaning to
   (A) land
   (B) kind
   (C) subject
   (D) book

2. The word extension in the passage is closest in meaning to
   (A) offer
   (B) division
   (C) example
   (D) addition

3. The word encourage in the passage is closest in meaning to
   (A) support
   (B) avoid
   (C) comfort
   (D) oppose

Fill in the blanks to complete the summary.

Two philosophies were created with _____ views regarding the field of sociology. Positivists regard sociology as a science and _____ societal progress to animals' evolution. Anti-positivism believes the _____ and traditions of society are not found in nature. The anti-positivists believe that scientific methods do not _____ anything about societies. Positivists collect data and conduct experiments and, anti-positivists gather information through observation.

Chapter 5

03 Economics

Read the following passage. Then fill in the diagram with the information that you read. Track 30

Herd Behavior

In economics, herd behavior refers to a phenomenon in which people follow the lead of others when making financial decisions. As a result, many people make the same choice at the same time. Economists think that herd behavior is driven by the confidence people place on the decisions made by a group. This theory is supported by several pieces of evidence.

One example that shows that people have more faith in group decisions can be seen in the case of a book called *The Discipline of Market Leaders*. The book didn't receive good reviews; in fact, it was widely criticized as being terrible. Yet, it was named a bestseller by a popular newspaper. It achieved that status because the authors themselves bought 50,000 copies when it was first released in stores. They did it in order to make the book popular. Following the book's placement on the bestseller list, many more copies were sold. In fact, the book remained a bestseller for some time afterwards. Its continued success shows that people were willing to buy a mediocre book based on the assumption that many others had already bought and enjoyed it.

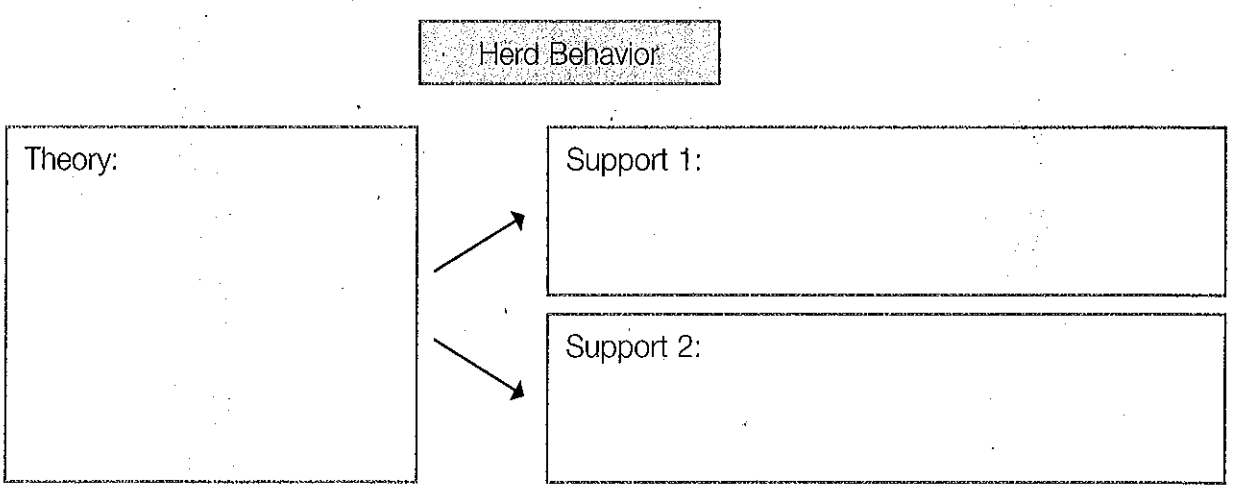
Research also shows that people herd more often when they know the decisions of others. In one study, scientists monitored the behavior of investors over three years. They found that investors that had stocks in large companies herded often. Economists link the herding behavior to the availability of information about large companies. Such information is available so widely that many people would rather make a decision based on that information rather than their own knowledge. As a result, they often make the same decisions as these large companies.

financial: relating to money

drive: to cause to function

assumption: the acceptance of something as true without proof

investors: people who put money into a company for profit



1. The word confidence in the passage is closest in meaning to
   (A) money
   (B) research
   (C) availability
   (D) trust

2. The word reviews in the passage is closest in meaning to
   (A) award
   (B) critique
   (C) revision
   (D) funding

3. The word mediocre in the passage is closest in meaning to
   (A) expensive
   (B) ordinary
   (C) unpopular
   (D) used

Fill in the blanks to complete the summary.

People often follow the lead of others when they make _____ decisions. Many do not have the individual _____ to make informed financial decisions. The _____ is that group decisions are better than chancing individual decisions. People tend to buy a book only after it is a _____. People following the lead of others have been labeled as displaying herd behavior.

Chapter 5

04 Environmental Science

Read the following passage. Then fill in the diagram with the information that you read. Track 31

Causes of Land Subsidence

Land subsidence is the downward shifting of the ground. The gradual sinking of the earth can result in millions of dollars worth of damages to roads and property. According to some reports, every state in the United States suffers from land subsidence to some degree. Although sometimes land can sink because of natural causes, the two most common reasons for land subsidence are caused by humans.

Humans encourage land subsidence by pumping groundwater. According to some estimates, 80 percent of all land subsidence in the world is caused by the extraction of water from underground sources, such as aquifers. When the water is pumped from under the surface of the earth, the ground above the well becomes weak. The loss of support from the water beneath it also causes the soil to become more compact. Thus, the soil takes up less space. Since the volume of the soil decreases, the ground shifts downward. In Mexico City, for example, the pumping of groundwater has had a dramatic effect on the ground level. Pumping has caused the ground to sink at least thirty feet over the past century.

Certain types of mining also cause land subsidence. Mining is the practice of digging into the Earth in order to extract minerals or metals. Before miners can reach the minerals, they must dig long shafts. In the process of digging the shafts, large chunks of ground are removed from the Earth. The shafts tunnel deep into the ground. For example, the longest mine shafts in the world are over two miles long. The creation of mines leaves large, empty pockets of space underground. Eventually, the ground above the pockets is not able to support itself. Engineers can help support the ground by refilling mines with concrete or sand after it is used. However, sometimes, the tunnels are simply abandoned. Without proper design, mining induces sinking in the ground directly over the area where the mine is built. It causes the surface to tilt and curve. This can be very costly if it affects buildings or infrastructure.

groundwater:
water stored underground

extraction:
the act of removing something

aquifer:
a layer of underground rock that holds water

shaft:
a long, vertical passage through the ground

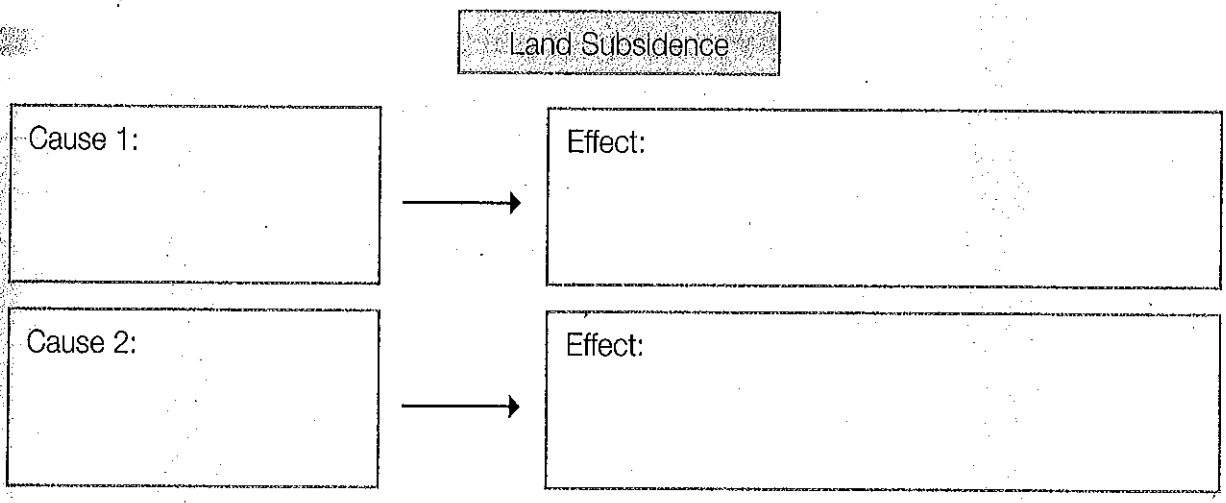
tunnel:
to dig a passage through the Earth

infrastructure:
basic services such as roads or electricity

1.

2.

Fill



1. The word gradual in the passage is closest in meaning to

(A) small
(B) dramatic
(C) slow
(D) downward

2. The word compact in the passage is closest in meaning to

(A) weak
(B) packed
(C) heavy
(D) wet

3. The word induces in the passage is closest in meaning to

(A) checks
(B) stops
(C) reduces
(D) generates

Fill in the blanks to complete the summary.

Mining and the _____ of water from underground sources cause land subsidence. Digging long _____ eventually causes the loss of large chunks of earth. The shafts _____ deep into the ground and can run two miles long. The sinking of the land may cause future problems with the _____. The pumping of groundwater has caused Mexico City to sink thirty feet.

Chapter 5

05 Zoology

Read the following passage. Then fill in the diagram with the information that you read. Track 32

Butterfly Defense Strategies

Butterflies are insects that attract attention around the world because of their colorful wings. There are about 17,500 different species of butterflies in the world. As beautiful as they are, they still face many of the dangers that other insects do. They are often targeted as food for larger animals, especially birds. For this reason, butterflies have developed certain strategies in order to help protect themselves from predators.

The colors and markings found on the wings of butterflies are important to the insect's defense. In some cases, the colors can help the butterfly camouflage itself, making it invisible to predators. For example, the Australian Leafwing butterfly resembles a dead leaf when it stands still. The Evening Brown butterfly is also able to imitate dead leaves when it is still. Camouflaging helps the butterfly vanish into its surroundings. Since the bird cannot see it, it leaves it alone. Other times, the colors can also trick predators into thinking that the butterfly is a different animal altogether. Some butterflies have large dark spots on their wings. To animals, these spots can be confused for eyes. Thinking that they might have disturbed a larger animal such as a snake, the predator will then retreat.

Butterflies also use chemicals in order to defend themselves. Some butterflies are able to produce toxins. The toxins are poisonous to bugs and other predators. Other butterflies cannot produce the toxins themselves. Instead, they get the poison from plants. One type of butterfly that does this is the Wanderer butterfly. By eating a milkweed plant, it is able to store the toxin in its wings. Then, if a bird tries to eat it, the poison will make it vomit. Afterward the bird will usually remember not to try to eat that type of butterfly again. However, none of the chemical attacks are as startling as that of the Tiger moth. When threatened, the Tiger moth produces a foamy poison that comes out of the sides of its head. To add to the effect, the poison produces a sizzling sound as it comes out.

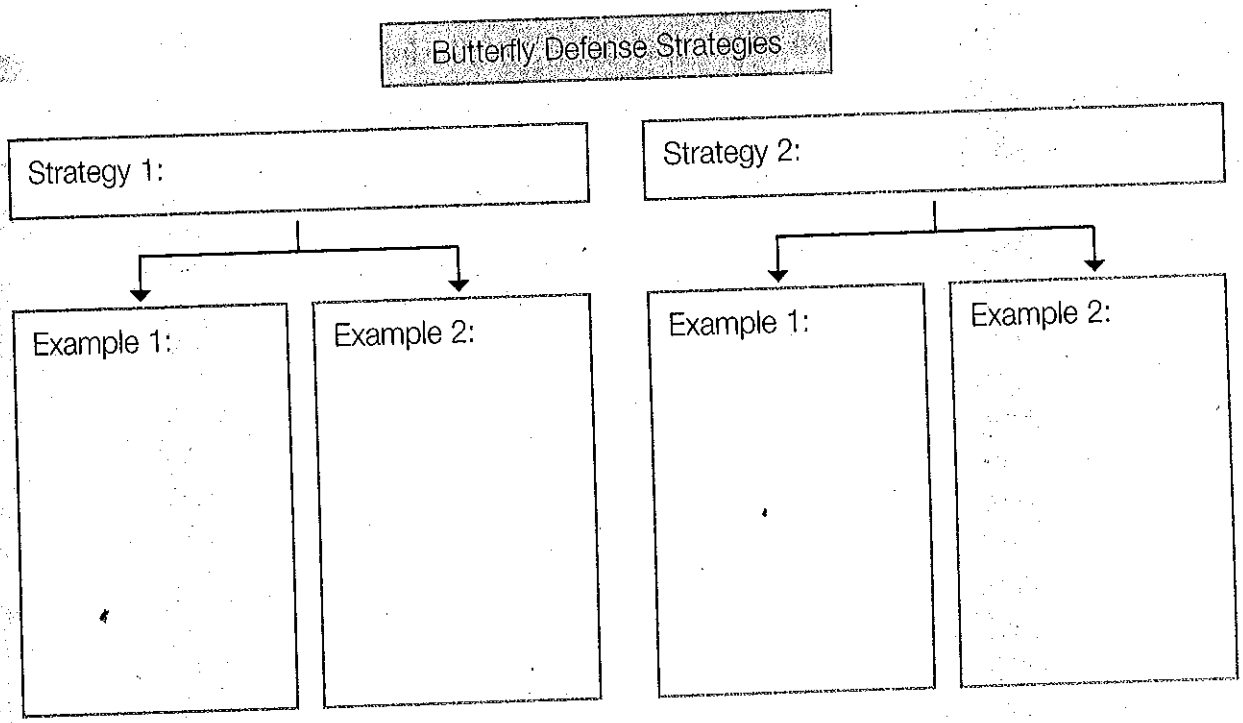
target:
to aim for

predator:
an animal that hunts and eats smaller animals

vanish:
to disappear or go away

retreat:
to withdraw and not do something

toxin:
a substance that is poisonous



1. The word camouflage in the passage is closest in meaning to

(A) paint
(B) hide
(C) protect
(D) cover

2. The word resembles in the passage is closest in meaning to

(A) hides
(B) looks like
(C) dresses
(D) goes toward

3. The word startling in the passage is closest in meaning to

(A) clumsy
(B) threatening
(C) slow
(D) surprising

Fill in the blanks to complete the summary.

Butterflies are colorful and attract attention, becoming a _____ for animals and birds. The butterflies' defense from _____ range from camouflage to producing various toxins. One method of camouflage enables the butterfly to _____ into its surroundings. Some have wing spots that resemble snake eyes, causing predators to _____. Others can produce toxins that are poisonous to bugs and other predators.

Chapter 5

06 Literature

Read the following passage. Then fill in the diagram with the information that you read. Track 33

Augustan Literature

Literature that is written within the same span of time is grouped into categories called literary periods. Augustan literature is a period in English literature. It includes all of the novels, essays, and poems written between 1700 and 1740. The period gets its name from Augustus Caesar. It was named after the ancient Roman emperor because the king of England at the time wanted to emulate him. However, it is appropriate because the literature of the period also shared many characteristics with that written during Augustus's reign.

One example of Classical influence on Augustan literature is the use of satire, which was employed frequently in Classical literature. Satire uses sarcasm and is usually humorous. Nonetheless, the function of it is to censure or mock someone. Ironically, in ancient Rome, writers used it to criticize the policies of Augustus. In Augustan literature, satires were very popular. Augustan writers like Tom Brown and Jonathan Swift wrote many poems and stories that were satirical. One of the most famous satires written during the period was Swift's *The Battle of the Books*. In the story, the books in a library come to life and begin to fight with each other. The books were trying to settle arguments between modern and ancient intellectuals. Modern intellectuals claimed that their knowledge had surpassed that of the ancients. The story is meant to make fun of intellectuals who take themselves too seriously. Swift criticizes them for being too prideful. He thinks it is disrespectful for them to believe that the work of ancients is inferior.

Another Classical influence on Augustan literature is observed in poetry. Greek poets used a specific kind of rhythm in their poetry. In English, the rhythm is called "heroic verse." The Greek poet Homer wrote the famous epic poem *Odyssey* using this rhythm scheme. During the Augustan period, poets began to use heroic verse once again in their work. In fact, the most well-known poet of the time, Alexander Pope, was an expert of using the rhythm. He used it when writing some of his most famous poems, including *The Dunciad*.

Classical:
relating to ancient Greece or Rome, especially the culture and traditions

sarcasm:
an expression where the speaker means the opposite of what is said

intellectual:
a highly educated person

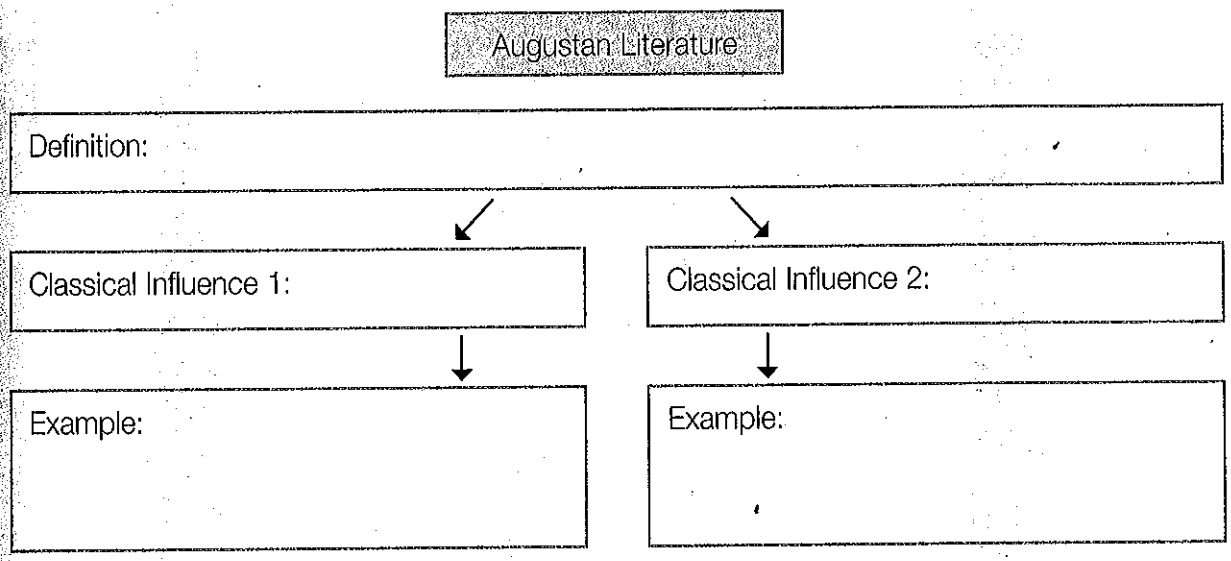
inferior:
of lesser quality

epic:
relating to poems that tell of ancient people, gods, and long and difficult events

1.

2.

Fill



1. The word emulate in the passage is closest in meaning to
   (A) admire
   (B) conquer
   (C) imitate
   (D) undo

2. The word censure in the passage is closest in meaning to
   (A) criticize
   (B) praise
   (C) block
   (D) silence

3. The word scheme in the passage is closest in meaning to
   (A) method
   (B) sound
   (C) plan
   (D) influence

Fill in the blanks to complete the summary.

Authors frequently used _____ to criticize the policies of rulers. During the Augustan period, books mocked the _____ for being too prideful. Modern intellects believed ancient works were _____ to the Classical style of that time. One of the most notable _____ poems using "heroic voice" is Homer's *Odyssey*. The Augustan literary period included novels, books of satire, essays, and poetry.

Chapter 6 Reference Questions

Necessary Skills

- Identifying the relationships between pronouns and their referents in a passage
- Determining to which person, place, or thing a pronoun refers in the context of a passage

Example Questions

- The word _____ in the passage refers to

Strategies

- Ensure that your answer choice matches the same number (singular or plural) and the person (first, second, third) as the pronoun being asked about.
- Try substituting your answer choice for the pronoun in the passage to see if your choice is sensible.
- Since there is often more than one answer choice that may seem correct, read the sentences around the pronoun's sentence carefully to ensure you choose correctly.
- Remember that the grammatical referent for a pronoun may appear in a preceding clause or sentence.

Chapter 6

01 Biology

Read the following passage. Then fill in the diagram with the information that you read. Track 34

Types of Roots

Most people forget that there are extensive root systems in the soil beneath their favorite plants. A plant's roots serve a number of important purposes; the function of a root depends on what type it is. Two common types of root systems include taproots and diffuse roots.

A taproot is an elongated root that grows downward from the main part. Vertical growth takes place at the center from which the secondary roots of the plant sprout. Taproots help plants by storing food for them to use later. They grow deep into the earth, which is why it's difficult to remove plants that have taproots, such as dandelions. Though the top part of the plant can be pulled out, there is usually a length of root that remains under the ground.

Diffuse roots are another type of root system that has many thin and short roots growing from the base of the plant. The main function of diffuse roots is to anchor the plant to the ground and help it resist getting blown away. On average, the roots grow at the same rate, which means that none of the parts of roots are bigger or thicker than other parts. There are many examples of plants with diffuse root systems, including marigolds, grass, and white clovers.

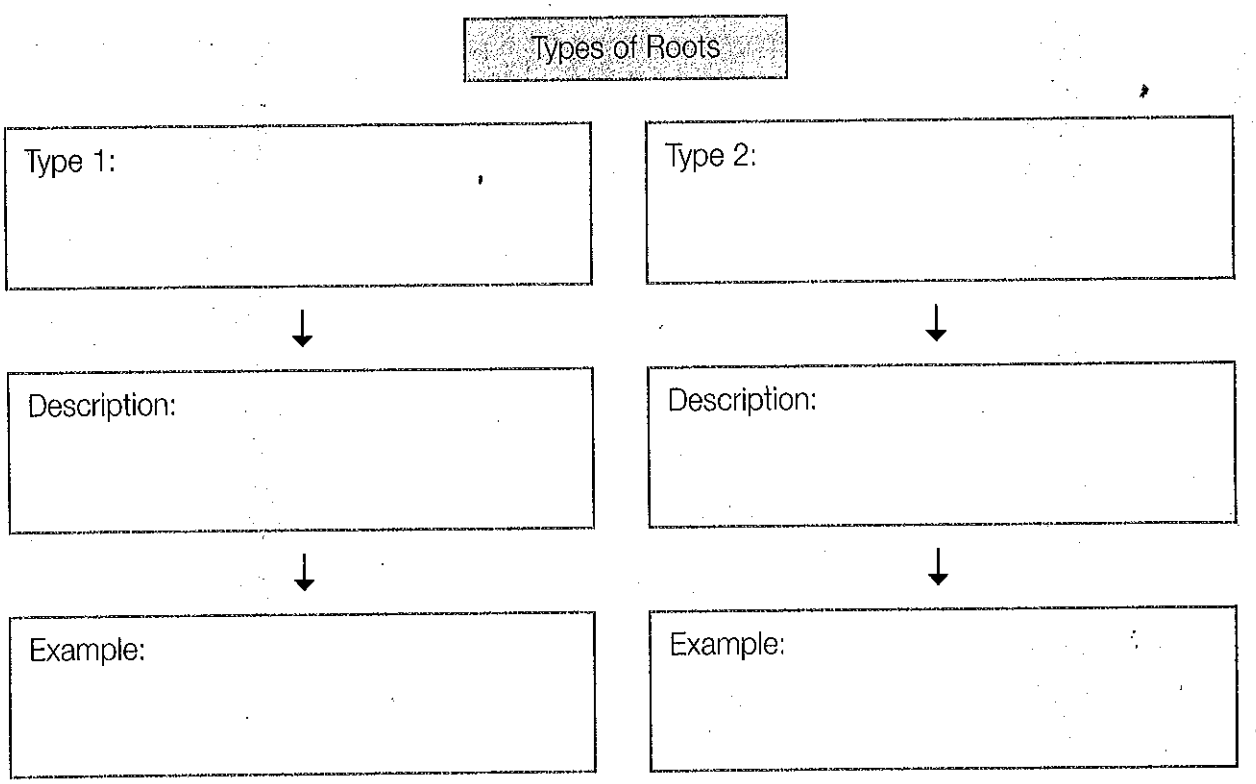
extensive: covering a large area

elongated: longer than normal

sprout: a new growth from a seed; to develop or grow new parts

secondary roots: minor roots that grow from a main root system

anchor: to fasten or hold



1. The word it in paragraph 1 refers to

(A) plant
(B) function
(C) root
(D) type

2. The word which in the passage refers to

(A) taproot
(B) root
(C) vertical growth
(D) center

3. The word it in paragraph 3 refers to

(A) base
(B) function
(C) plant
(D) ground

Fill in the blanks to complete the summary.

The passage discusses two types of _____ root systems found in the soil. The first kind is a taproot which is an _____ root. Many _____ grow or _____ from it. The second root type is a diffuse root system where many thinner, shorter roots grow at a similar rate. The main function of these roots is to anchor plants so they don't blow away.

Chapter 6

02 Geology

Read the following passage. Then fill in the diagram with the information that you read. Track 35

The Origins of Iron

Iron (Fe on the periodic table) is created through a long process that takes place in the center of stars. When a star reaches the end of its life cycle, it explodes, and the iron is released. The metal can be found in places all over the Earth, but scientists aren't sure exactly how it got here. They have come up with two separate theories to explain how iron showed up on the planet.

People from various ancient cultures, including the Egyptians and Greeks, believed that iron fell from the heavens in the form of meteorites. In fact, one ancient word for iron, "anbar," means "fire and sky." Some scientists agree with this early theory. They have found that iron is a material in some of the meteorites found on Earth. However, meteoric iron is rare and is mostly found in museums today.

Others think that iron was deposited onto the planet while it was still forming. Billions of years ago, a neighboring star exploded and shot out hot gases onto it. The gases turned into iron when they cooled. As the Earth continued to form, the iron sunk to the center of the planet. Scientists explain that, as a result, large amounts of it are found in the Earth's core.

heavens: the sky

meteorite: a part of a meteor that lands on Earth

meteoric: relating to a meteorite

deposit: to leave something in a place

neighboring: nearby

The Origins of Iron

Theory 1:	Support:
Theory 2:	Support:

1. The word it in paragraph 1 refers to
   (A) star
   (B) life cycle
   (C) metal
   (D) Earth

2. The word others in the passage refers to
   (A) Greeks
   (B) scientists
   (C) meteorites
   (D) museums

3. The word it in paragraph 3 refers to
   (A) Earth
   (B) iron
   (C) center
   (D) result

Fill in the blanks to complete the summary.

The passage is about the origins of iron and theories about why we find it on Earth. Ancient people like Greeks and Egyptians thought iron had fallen from the _____. They thought _____ full of iron had fallen from the sky. The truth is that meteoric iron is rare and usually found in museums. Other people think iron was _____ here when a _____ star exploded. They think gases from the star shot onto Earth, sunk into its center, and formed iron.

Chapter 6

03 Advertising

Read the following passage. Then fill in the diagram with the information that you read. Track 36

Liberation Marketing

During the 1990s, a new strategy called liberation marketing was created. Liberation marketing attempted to reverse the feeling of many consumers who felt that advertisements were degrading. Many advertisements seemed to treat average consumers as if they were stupid.

Unlike previous strategies, liberation marketing focuses not on ideals but rather on the qualities possessed by the masses. It embraces people's flaws instead of expecting a consumer to believe that every person is perfect. For example, previous advertising models focused on the notion of ideal beauty: a type of beauty that very few possess. One modern advertisement for soap reversed this strategy. It features a picture of a normal woman, not a model. The headline above the picture says, "There are 3 billion women who don't look like supermodels and only eight who do." The slogan implies that people should not try to look like supermodels. They should be happy with themselves. Yet, at the same time, the advertisement promotes the company's product.

In addition, liberation marketing focuses on the individuality possessed by all people. Previous concepts of advertising treated people like mindless masses watching television. One of the most famous instances of this comes from a commercial for a computer in the 1980s. It literally depicted the mindless masses; the commercial began with hundreds of people watching a giant screen. At one point, a woman runs from the back of the room, destroying the screen with a huge hammer. A line of text then describes how the company's new computer will free people from the sameness depicted in the commercial.

masses:
ordinary people; people in general

embrace:
to completely accept something

slogan:
a short phrase used to advertise something

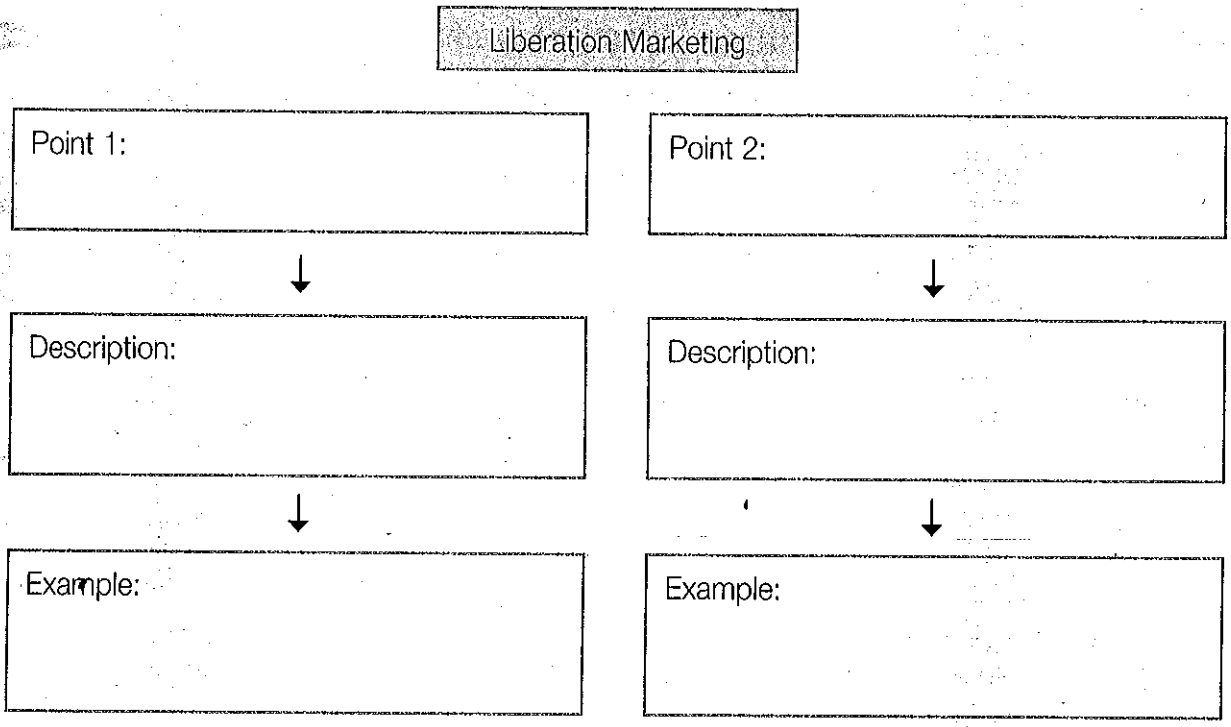
mindless:
unintelligent; not tending to think about one's actions

1.

2.

Fill

6



1. The word it in paragraph 2 refers to
(A) type of beauty
(B) advertisement
(C) soap
(D) strategy

2. The word they in the passage refers to
(A) expectations
(B) women
(C) people
(D) supermodels

3. The word it in paragraph 3 refers to
(A) advertising
(B) television
(C) commercial
(D) computer

Fill in the blanks to complete the summary.

This passage is about a kind of marketing from the 1990s called "liberation marketing." The idea was to focus on the qualities of the _____. That meant seeing people as they really were instead of trying to make everyone perfect. It _____ the flaws of everyday people. Instead of treating people as _____, it made everyone feel special. The _____ of these advertisements made people feel that they didn't have to reach an ideal.

Chapter 6

04 History

Read the following passage. Then fill in the diagram with the information that you read. Track 37

The Byzantine Empire Under Justinian

The Byzantine Empire was a term used to refer to the eastern portion of the Roman Empire. In the early 500s, the Byzantine Empire approached ruin several times. It was frequently targeted by northern invaders. The empire could only appease the armies by giving them large sums of money. Additionally, the young empire suffered from a lack of organization. It seemed that all of the previous magnificence of the empire had disappeared until Emperor Justinian took the throne in 527 ACE. Under his rule, the Byzantine Empire improved in several ways.

Justinian helped his people by recovering the lands that had once been part of the Roman Empire, many of which had fallen into the hands of invaders from the north. Justinian was tired of paying off the invaders in order to keep them at bay. He decided it was time to recover the lands. With the help of General Belisarius, the areas in Northern Africa were quickly taken back in 533. In 536, Justinian sent Belisarius to fight in Italy. Though outnumbered in battle, the general was victorious. During his reign, Justinian was also successful in conquering Spain again.

The Byzantine Empire also benefited under Justinian after he ordered that the multiple collections of Roman laws be analyzed and reorganized. Starting in 528, scholars began to study these laws. Their tasks were not easy. Some of the laws were over 400 years old. They discarded laws that no longer applied. They also updated laws that contradicted earlier laws. In total, they spent six years reorganizing the legal system. When they finished, the new laws were presented in a series of books called the Code of Justinian. The code made it easier for justice to be served in the empire.

invader:
a person or group of people that enters a land to conquer it

appease:
to cause someone to be calm or satisfied

magnificence:
beauty or high reputation

keep (something) at bay:
to stop something from doing harm

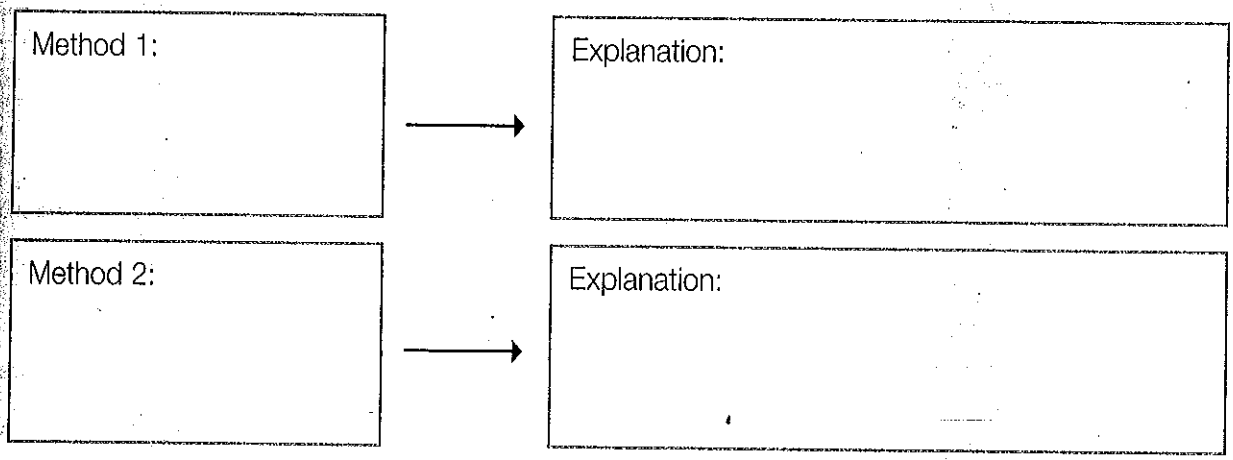
reign:
a period of time in which a person is king or queen

1.

2.

Fil

The Byzantine Empire Under Justinian



1. The word them in paragraph 1 refers to
   (A) early 500s
   (B) times
   (C) northern invaders
   (D) armies

2. The word them in paragraph 2 refers to
   (A) people
   (B) lands
   (C) hands
   (D) invaders

3. The word they in paragraph 3 refers to
   (A) collections
   (B) scholars
   (C) tasks
   (D) laws

Fill in the blanks to complete the summary.

The passage discusses the changes to the Byzantine Empire during Emperor Justinian's reign. Before him, this eastern part of the Roman Empire had many problems. Northern _____ often demanded large sums of money in order to be _____. Areas of land were lost to them, and the empire lost its _____. Under Justinian, this changed. He was tired of paying the people from the north to _____. General Belisarius helped him win back land in Spain, Italy, and other places.

05 Environmental Science

Read the following passage. Then fill in the diagram with the information that you read. Track 38

Pollution in the Amazon

In recent years, people have become aware of the negative consequences of pollution. In response to the associated problems, many companies have adopted new policies in order to help protect the environment. Automobile manufacturers have improved car design to decrease emissions of harmful gases. Furthermore, many companies have begun to look for other sources of energy. They no longer want to burn coal for energy. However, some scientists have recently suggested that clean air can actually have more negative consequences than pollutants. They think that reduced pollution in North America can set a series of events into motion that would ultimately kill the Amazon rainforest.

The reduction of emissions from burning coal affects temperatures. Most of the gases released when coal is burned are harmful to the environment. However, burning coal produces a gas that is important in controlling the temperature on the Earth. When it is burned, sulphate aerosol is released. Sulphate aerosol remains in the lower part of the atmosphere. It reflects heat energy from the sun onto nearby clouds. Clouds become brighter from the reflected sun rays. More importantly, the surface temperatures in areas with sulphate aerosol are cooler than areas without sulphate aerosol. In the past, the presence of sulphate aerosol in North America kept the surface from becoming too warm. This included the bodies of water near the continent, such as the Atlantic Ocean. Without sulphate aerosol, however, surface temperatures are rapidly changing.

The shift of water temperature affects weather patterns. Rain tends to form over bodies of warm water. The reduction of sulphate aerosol emissions has changed the temperature of the water in the North Atlantic Ocean. Without the gas, the sun's rays hit the water directly instead of being bounced off to the clouds. As the water in the North Atlantic Ocean begins to heat up, rain falls farther north than it did in the past. Meanwhile, the areas near the Amazon receive less rainfall. The change in climate is fatal to the rainforest. In 2005, a severe drought struck the Amazon rainforest. Scientists believe that the drought was caused by reduced emissions in North America. Rather than raining in the Amazon, the rain moved farther north. Scientists fear that if the pattern of warming were to continue, large portions of the Amazon could be drought-stricken. They project that by 2060 the rainforest could dry up completely.

ultimately:
in the end

Amazon rainforest:
an area in South America with large, green trees and a moist climate

shift:
a change

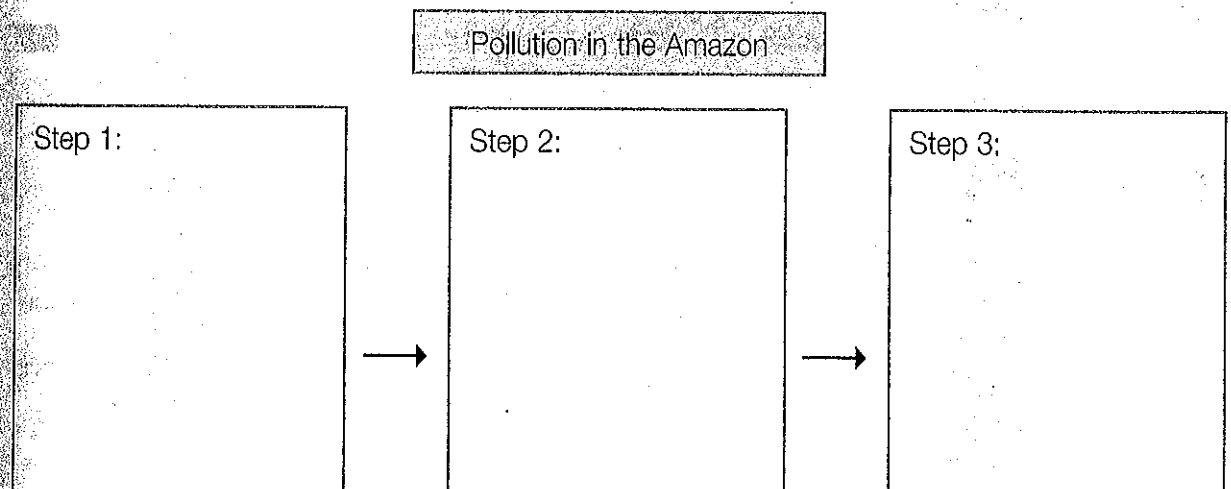
fatal:
having very serious effects; causing death

project:
to calculate an event in the future from information that is known

1.

2.

Fill



1. The word they in paragraph 1 refers to
   (A) companies
   (B) scientists
   (C) consequences
   (D) pollutants

2. The word it in paragraph 2 refers to
   (A) environment
   (B) coal
   (C) gas
   (D) Earth

3. The word it in paragraph 3 refers to
   (A) temperature
   (B) water
   (C) ocean
   (D) rain

Fill in the blanks to complete the summary.

The passage claims that burning less coal may be bad for the _____. Burning coal releases a gas that helps control temperatures because it cools the surface of the Earth. Since less coal is burned these days, there has been a _____ of temperatures. Weather has also changed, and less rain falls in the Amazon. This could be _____, and the rainforests may _____ die. Some scientists project that rainforests could be dried up by 2060.

Chapter 6

06 Astronomy

Read the following passage. Then fill in the diagram with the information that you read. Track 39

Ways to Detect White Dwarf Stars

Millions of stars dot the universe—some of which can be seen from the Earth. However, one type that can't easily be seen is a white dwarf star. White dwarfs are small stars that shine very dimly. In fact, some of them don't shine any brighter than a 100 watt bulb. White dwarfs emit a weak light because they have run out of material to burn. Since they are hard to see, it took scientists a long time to discover them. Since then, scientists have come up with different ways of seeing white dwarfs.

The first method involves monitoring other stars for anomalous behavior. Closer examination may show that the behavior is actually caused by a white dwarf. This method was how the first white dwarf was discovered. An astronomer in the 1800s observed a larger star moving back and forth slightly. He found that the movement resembled an orbit; however, the star did not appear to be orbiting anything. He suggested that, perhaps, the star was orbiting an invisible body. Then, almost twenty years later, another astronomer spotted this object in a telescope. Appearing only as a faint light, the object could not be identified. Years later, however, the large star was found to be near a white dwarf star, whose gravity pulled it slightly as it orbited the larger star. Researchers today still assume that a dwarf star is present when they see a larger star with abnormal movement.

Dwarf star detection has evolved since the 1800s. Today, white dwarfs can be observed with X-ray telescopes. Unlike typical telescopes that only magnify a person's view, X-ray telescopes can view types of light that are invisible to the human eye. They are effective in spotting white dwarfs because they don't try to spot the tiny object itself. Instead, they detect X-rays that come from inside of the white dwarf. White dwarfs contain massive quantities of heat that they release as X-rays, making them easy for an X-ray telescope to spot. During the 1990s, the X-ray telescope ROSAT, which is a satellite in orbit around the Earth, detected a white dwarf that had yet to be discovered using other methods.

dot:
to spread throughout an area

anomalous:
out of the ordinary; unusual

spot:
to see or notice something

X-ray:
a type of radiation that is invisible to the human eye

magnify:
to make larger

1.

2.

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How To Spot a White Dwarf

Method 1:	Method 2:
↓	↓
Example:	Example:

1. The phrase this object in paragraph 2 refers to
   (A) white dwarf
   (B) larger star
   (C) invisible body
   (D) astronomer

2. The word it in paragraph 2 refers to
   (A) faint light
   (B) large star
   (C) white dwarf star
   (D) gravity

3. The word they in paragraph 3 refers to
   (A) white dwarfs
   (B) X-ray telescopes
   (C) typical telescopes
   (D) types of light

Fill in the blanks to complete the summary.

The passage is about white dwarf stars which shine very dimly. While millions of stars _____ the universe, some are hard to see. White dwarf stars shine dimly because they have run out of material to burn. This makes them difficult to _____. Scientists first identified them through the _____ behavior of other stars. Now they use special telescopes that do two things that make such stars easier to find. They _____ view and detect X-rays coming from white dwarf stars.

Chapter 7 Sentence Simplification Questions

Necessary Skills

- Identifying the answer choice that has the same essential meaning as a highlighted sentence in a passage
- Eliminating answer choices that change the meaning in important ways or leave out essential information

Example Question

- Which of the following best expresses the essential information in the highlighted sentence? Incorrect answer choices change the meaning in important ways or leave out essential information.

Strategies

- Ensure that you understand the ways in which an answer can be incorrect. Either it contradicts a detail in the highlighted sentence, or it omits something important from the sentence.
- Be careful that your answer choice does not contradict the main argument of the paragraph in which the highlighted sentence occurs or the passage as a whole.

Chapter 7

01 Fine Arts

Read the following passage. Then fill in the diagram with the information that you read. Track 40

Art in African Cultures

Art has many roles in the daily lives of people from the past and present. It can be used to inspire and to provoke thought. Moreover, in many cultures, art was used to show who held political power. Several African cultures used art to indicate power.

Much of the artwork of the Ashanti people of West Africa was reserved for the exclusive use of leaders. Any artwork made of gold, such as jewelry, could only be used by the ruler. Additionally, the ruler had a special staff that was made of gold and wood. Gold was of particular importance to Ashanti art because it was the main source of wealth for the tribe, which, in turn, gave it much more trading power.

The Anang Ibibio peoples of the southwestern region of Nigeria also used art to demonstrate power. The tribe was not ruled by a single leader. Instead, the people were ruled by a council of men called Ekpo. Ekpo donned special masks when they enforced their laws. The masks, which were large and frightening, functioned as uniforms for the Ekpo; those who wore them were not seen as individuals but as representatives of the tribe.

provoke: to cause a reaction

reserved: kept separate for a particular group of people

staff: a rod that is carried by leaders as a symbol of authority

council: a group that makes decisions and represents others

don: to put on, especially clothing

Function of Art in African Cultures

Theory:

Support:

Support:

40

1. Which of the following best expresses the essential information in the highlighted sentence in paragraph 2? Incorrect answer choices change the meaning in important ways or leave out essential information.

(A) The Ashanti people were more powerful than other tribes because they thought that gold was important.
(B) Tribes with the most gold had the most power in trade relationships, such as the Ashanti.
(C) The Ashanti tribe became wealthy because they were powerful in global trade.
(D) The Ashanti tribe valued gold as a source of their wealth and a symbol of power in trade.

2. Which of the following best expresses the essential information in the highlighted sentence in paragraph 3? Incorrect answer choices change the meaning in important ways or leave out essential information.

(A) The Ekpo were required to use masks as part of their uniform for the group.
(B) The masks were like uniforms because they showed that whoever wore them acted as a representative for the tribe.
(C) The masks were made to look frightening in order to better function as uniforms for the Ekpo.
(D) The Ekpo wore the large masks only when representing the tribe in front of members of other tribes.

Fill in the blanks to complete the summary.

This passage looks at how art has been used to show power in African culture. While art is often used to inspire people and _____ thought, it can be used to display political strength. The Ashanti people of West Africa _____ works of art for use by their leaders. Their ruler carried a special _____ made of gold and wood. In Nigeria, there are people ruled by a council of men called Ekpo. They _____ masks to show their power.

Chapter 7

02 Environmental Science

Read the following passage. Then fill in the diagram with the information that you read. Track 41

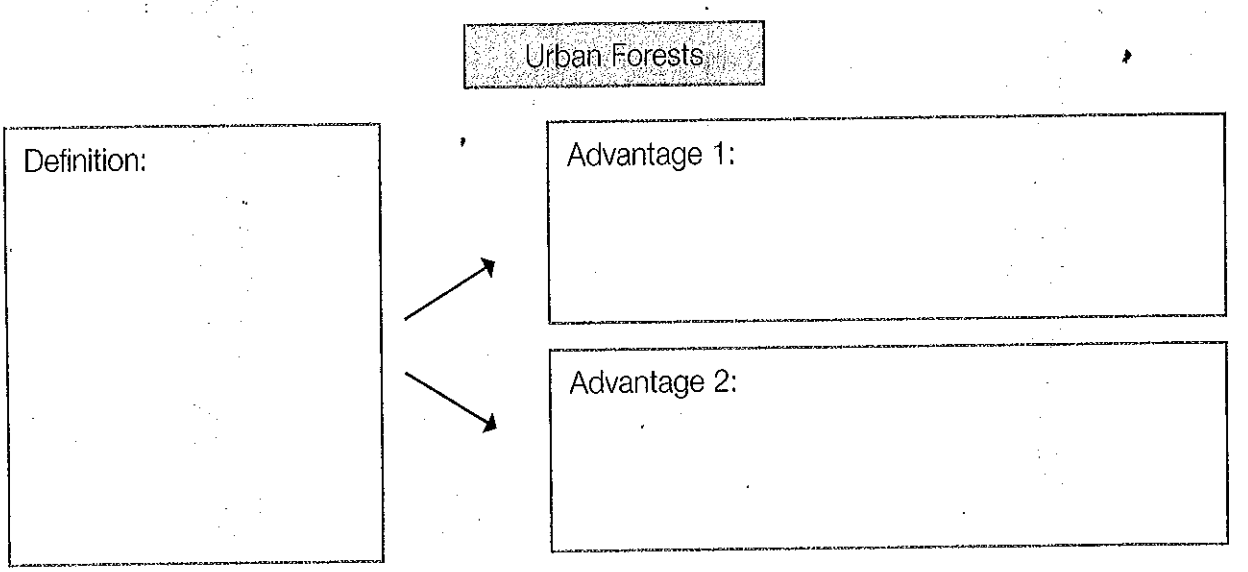
Advantages of Urban Forests

The size of many cities is increasing. In many places, the growth of cities has meant the destruction of forests; however, in others, planners have recognized the importance of maintaining nature. Many cities are home to urban forests, or collections of trees that grow within a city or near heavily populated areas. Urban forests provide a number of benefits.

Scientists have learned that urban forests can help reduce pollution in cities. Through a natural process, the leaves of a tree absorb harmful gases from the atmosphere. According to one study, a single tree can absorb about thirteen tons of carbon dioxide per year. Scientists have also found that trees are capable of removing many other pollutants that are believed to be responsible for global warming, such as carbon monoxide and ozone.

Urban forests are also beneficial to cities because they help regulate temperatures. The concrete used to construct buildings and sidewalks in cities soak up heat from the sun. It can be up to nine degrees warmer in cities than in nearby rural areas. However, trees help cool down urban areas by providing shade. During the winter, buildings are shielded from frigid blasts of air by trees. As a result, buildings do not become as cold.

populated: containing people
pollutant: a substance that makes something else dirty or harmful
regulate: to adjust or control
shield: to protect something
frigid: extremely cold



1. Which of the following best expresses the essential information in the highlighted sentence in paragraph 1? Incorrect answer choices change the meaning in important ways or leave out essential information.

(A) City planners can help reduce the destruction of forests by discouraging the growth of cities.

(B) Many city planners understand that nature is often harmed by construction within cities.

(C) Nature is recognized as an important factor in the growth and maintenance of cities.

(D) Destruction of forests can be stopped in cities by city planners.

2. Which of the following best expresses the essential information in the highlighted sentence in paragraph 2? Incorrect answer choices change the meaning in important ways or leave out essential information.

(A) Trees can affect the levels of carbon monoxide in an area, leading to global warming.

(B) Trees are able to remove carbon monoxide and ozone from the atmospheres but are responsible for global warming.

(C) Scientists think that trees can be used to find a link between pollutants and global warming.

(D) Trees can be used to reduce global warming by reducing harmful pollutants from the atmosphere.

Fill in the blanks to complete the summary.

The passage looks at the advantages of having urban forests in cities. Urban forests are large groups of trees that grow in cities. Having these trees in _____ areas can do a lot of good for the environment. Trees remove harmful _____ such as carbon dioxide from the air. They also help to _____ temperatures in cities. Trees provide shade in summer, and in winter, they shield buildings from _____ blasts of cold air.

Chapter 7

03 History

Read the following passage. Then fill in the diagram with the information that you read. Track 42

Mount Toba Eruption

Volcanic eruptions have been relatively common in the Earth's history. Between 70,000 and 75,000 years ago, the Earth was shaken by the eruption of Mount Toba, which is located on the island of Sumatra. The blast was 3,000 times more powerful than the explosion of Mount St. Helens. It was the most violent eruption in the recent history of the Earth. The eruption had many lasting effects on Earth; in fact, some scientists believe that it almost led to the extinction of the human population.

Ice sheets have been an important source of information about the event. The ice sheets have been around for millions of years. By studying them, scientists know that a climate change occurred around the time of the eruption. They believe the change was spurred by ash that was released from the volcano. The ash formed a blanket over much of the surface of the Earth. The blanket of ash made it difficult for the sun to heat the planet. As a result, temperatures decreased by five degrees Celsius around the world for several years. The drastic change made most parts of the world impossible for humans to live in.

The theory of massive climate change is also supported by genetic evidence. By studying human genes, scientists can learn about changes in the population. Gene studies have revealed that all of the humans in the world today descended from about 10,000 breeding pairs, or 20,000 people. The small number indicates that humans experienced a population bottleneck—an event in which a large percentage of a species is killed.

Mount St. Helens:
a volcano located in the state of Washington, USA

extinction:
the state of not existing anymore

ice sheet:
the large area of ice covering the North and South Poles

spur:
to encourage or bring about

drastic:
extreme or noticeable

descend:
to develop from something that existed before

Toba Catastrophe Theory

Theory:

Support 1:

Support 2:

1. Which of the following best expresses the essential information in the first highlighted sentence in paragraph 1? Incorrect answer choices change the meaning in important ways or leave out essential information.

(A) A volcano on the island of Sumatra erupted between 70,000 and 75,000 years ago.
(B) The explosion on Mount Toba occurred 75,000 years ago and then again 70,000 years ago.
(C) The eruption of Mount Toba led to the creation of the island of Sumatra between 70,000 and 75,000 years ago.
(D) A volcanic eruption on Earth 70,000 years ago had many consequences for Mount Toba.

2. Which of the following best expresses the essential information in the second highlighted sentence in paragraph 1? Incorrect answer choices change the meaning in important ways or leave out essential information.

(A) The last eruption on Earth almost resulted in the extinction of humans.
(B) Scientists think that the eruption affected humans in ways that lasted for a long time.
(C) The eruption affected humans on Earth for many years afterward.
(D) The eruption affected the Earth in many ways and almost completely eliminated humans.

3. Which of the following best expresses the essential information in the highlighted sentence in paragraph 3? Incorrect answer choices change the meaning in important ways or leave out essential information.

(A) A population bottleneck is when many people are killed in an event.
(B) The population bottleneck occurred because there were small numbers of humans.
(C) Scientists examine population bottlenecks to determine when populations change.
(D) The amount of breeding pairs show that many humans were killed in an event called a population bottleneck.

Fill in the blanks to complete the summary.

A volcanic eruption almost led to the _____ of humans. Scientists study _____ to find information about this. Between 70,000 and 75,000 years ago, Mount Toba erupted, and this _____ many changes. Earth got much colder because the volcano's ash stopped sunlight from getting in. This change was so _____ in many places that humans could not live there. The fact that today's humans descended from about 20,000 people supports this theory.

Chapter 7

04 Environmental Science

Read the following passage. Then fill in the diagram with the information that you read. Track 43

The Advantages of Nuclear Power

During the 1970s, the world demand for oil exceeded the limited supply of the substance. Consequently, the world experienced a fuel crisis. In response, many countries began to use nuclear power. The development and use of nuclear power during that time was met with much controversy; however, scientists have found that there are many advantages of nuclear power.

Unlike fossil fuels, nuclear power does not contribute to air pollution. The problem of air pollution is not to be underestimated. Contaminants in the air can cause damage to buildings. More importantly, air pollution is known to cause a variety of illnesses in humans. The main culprit of air pollution is carbon dioxide. The burning of fuels like coal and oil produces 21.3 billion metric tons of the gas per year. However, nuclear power does not produce any carbon dioxide. As a result, countries that use nuclear power as their primary source of energy enjoy much better air quality than those that use oil or coal. For example, France, which gets 80 percent of its energy from nuclear power, has the cleanest air out of any industrialized country.

Another advantage of using nuclear power is the facility of disposing of waste created in the production of the energy. Nuclear power produces less waste than fossil fuels. In fact, countries that use nuclear power instead of fossil fuels report that nuclear waste accounts for less than 1 percent of all toxic waste. The small amount of nuclear waste can easily be stored in containers. Then it is buried deep underground. Though nuclear waste is highly toxic, it loses its toxicity over time. Even the most dangerous nuclear waste becomes harmless after about forty years.

fossil fuels: fuels that are formed underground from plant and animal remains over millions of years, such as gas, coal and oil

underestimate: to place too low a value on something

contaminant: a substance that harms another thing

culprit: a source of a problem

facility: the ability to do something easily

Nuclear Power

Advantage 1:

Advantage 2:

43

1. Which of the following best expresses the essential information in the highlighted sentence in paragraph 1? Incorrect answer choices change the meaning in important ways or leave out essential information.
   (A) The early development of nuclear power was controversial because of the advantages associated with it.
   (B) Despite controversy surrounding nuclear power, it is known to have several advantages.
   (C) There has been much controversy about whether nuclear power is advantageous.
   (D) Scientists have developed many controversial arguments about the advantages of nuclear power.

2. Which of the following best expresses the essential information in the highlighted sentence in paragraph 2? Incorrect answer choices change the meaning in important ways or leave out essential information.
   (A) Coal or oil cannot be used as a primary source of power, while nuclear power can.
   (B) Nuclear power is responsible for cleaner air in countries that use oil and coal.
   (C) Using oil or coal makes the quality of air better than nuclear power does.
   (D) Countries that use mostly nuclear power have cleaner air than those that use fossil fuels.

3. Which of the following best expresses the essential information in the highlighted sentence in paragraph 3? Incorrect answer choices change the meaning in important ways or leave out essential information.
   (A) Waste created by nuclear power is one percent less toxic than that produced by fossil fuels.
   (B) Fossil fuels create nuclear waste that only makes up one percent of toxicity of all waste in countries.
   (C) Nuclear waste only accounts for one percent of all toxic waste in countries that use it.
   (D) Nuclear power and fossil fuels create the same amount of toxic waste, about one percent of all waste in the country.

Fill in the blanks to complete the summary.

The passage discusses good things about using nuclear power. The writer says that unlike fossil fuels, this kind of power doesn't produce air pollution. Pollution should not be _____. Many problems are caused by _____ in the air. They damage buildings and cause many human illnesses. The main _____ is carbon dioxide gas. When nuclear power is produced, there is a _____ for easy waste disposal. There is only a small amount of waste, and it is easy to store.

Chapter 7

05 Anthropology

Read the following passage. Then fill in the diagram with the information that you read. Track 44

Bergmann's Rule

The sizes of certain animal species vary from one part of the world to another. In 1847, a German scientist named Carl Bergmann made an important observation: animals that lived in northern climates were larger, while animals that lived in southern places tended to be smaller. He guessed that the size difference in animals was related to regulation of body temperature. Animals with larger bodies are able to create and store heat within the body. They are also better able to retain heat because of their shape. Therefore, large animals in the cold climates of the north are able to stay warm. Conversely, the animals that live in warmer temperatures in the south stay cool because their small bodies quickly lose heat. His conclusions are now known as Bergmann's Rule.

The pattern set out by Bergmann's Rule is easily correlated with the animal kingdom. The polar bear, for example, is appreciably larger than other bears. Polar bears live in the coldest parts of the world. As predicted by Bergmann's Rule, they have enormous bodies. Adults weigh up to 2,000 pounds and can be ten feet tall. The massive body of the polar bear helps it absorb and maintain heat in its freezing habitat. Meanwhile, bears that live in warm, tropical areas, such as the sloth bear, are much smaller. The sloth bear only weighs about 300 pounds and is about five feet long. Its small body actually has a large surface area, so it is able to release more heat through its skin in order to stay cool.

Bergmann's Rule is also demonstrated in human populations. In one study, scientists found that populations that live in colder climates have extremely different body types compared to those who live in hot regions. Those from colder areas are stockier in build. The Inuit people, for example, who inhabit Alaska, typically have thick and large bodies. The shape of their bodies helps them maximize the amount of heat produced by the body while simultaneously protecting them from heat loss. Meanwhile, the bodies of people in hot regions are often small. For instance, many people from the hot jungles of central Africa are less than five feet tall. Their short bodies help them release heat.

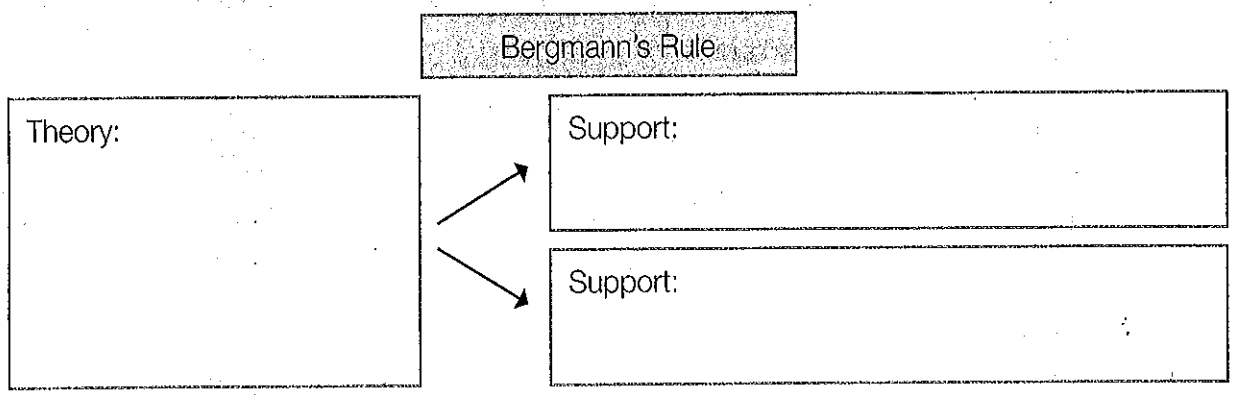
correlate: to show a relationship between

appreciably: significantly

surface area: how much area of an object is exposed

maintain: to keep

stocky: solid and thick



1. Which of the following best expresses the essential information in the highlighted sentence in paragraph 1? Incorrect answer choices change the meaning in important ways or leave out essential information.

(A) Carl Bergman noticed that animals from northern regions were larger after 1847, while smaller animals came from regions in the south before that date.
(B) During the mid-19th century, Bergmann noted that animals in the nothern climates were large and those from the south were small.
(C) Bergman realized that animals from the north of Germany had large bodies and those in the south had small bodies.
(D) Carl Bergmann noticed that in 1847, animals from the north were big and animals from the south were small.

2. Which of the following best expresses the essential information in the first highlighted sentence in paragraph 3? Incorrect answer choices change the meaning in important ways or leave out essential information.

(A) Scientists revealed that the study of populations from cold climates made their body types different from those that live in hot climates.
(B) Scientists determined that human body types don't differ from cold climates to hot climates.
(C) Populations from colder climates have extreme body types, scientists have found.
(D) Research shows that the body types of people differ depending on the kind of climate they live in.

3. Which of the following best expresses the essential information in the second highlighted sentence in paragraph 3? Incorrect answer choices change the meaning in important ways or leave out essential information.

(A) Body shapes of people in the north help them produce and retain heat.
(B) The role of heat production is linked to the body shape of people in cold climates.
(C) People from cold climates produce heat while defending against heat loss.
(D) Body shape maximizes the amount of heat a person produces but not how much they retain.

Fill in the blanks to complete the summary.

Animals and humans living in colder climates are usually larger than animals living in warmer climates. They use their large size to _____ heat. This is known as Bergmann's Rule. This pattern is easily _____ with the animal kingdom. For example, polar bears from the north are _____ larger than other bears. Inuit people from Alaska are also _____ in build. Sometimes, small bodies have a large surface area so as to release heat.

Chapter 7

06 Environmental Science

Read the following passage. Then fill in the diagram with the information that you read. Track 45

Uses of Cloud Seeding

Weather is usually considered uncontrollable. However, researchers who develop weather modification methods such as cloud seeding are able to manipulate weather slightly. Cloud seeding is the practice of inserting substances into clouds in order to change the type of precipitation a cloud produces or change the behavior of the cloud. Cloud seeding was first developed in the 1940s. Since then, scientists have continued to improve the strategy in order for it to be used in a variety of applications.

The most common use of cloud seeding is to bring about precipitation. Researchers think that the method could be useful in areas that suffer from droughts. In order to produce rain, planes with special equipment fly into the clouds and disperse chemicals. The chemicals initiate reactions that lead to the formation of rain. When rain is formed naturally, ice crystals must first form inside of clouds. As the ice crystals grow larger in size, they become too heavy and fall toward the surface of the Earth. Cloud seeding helps move the natural process along by using chemicals that stimulate the growth of ice crystals in the clouds. Research has shown that cloud seeding is modestly effective in the creation of precipitation. In a study conducted in the San Juan Mountains of Colorado, scientists found that cloud seeding increased snowfall by at least 30 percent.

Researchers are also interested in developing cloud seeding techniques for other applications; some scientists think it can be used to prevent lightning. Lightning causes millions of dollars in damage each year. Furthermore, it is a leading cause of forest fires. During a storm, the ice crystals in a cloud create an electrical charge. Lightning is generated when the charge builds up. For the suppression of lightning, planes don't use chemicals. Instead, they deposit tiny pieces of aluminum into the clouds. Scientists theorize that the aluminum can reduce the negative charge within the cloud. As a result, the lightning is not able to form. Early research from the 1960s indicated that the method may prove to be effective. However, more research is required in order to determine the usefulness of the technique.

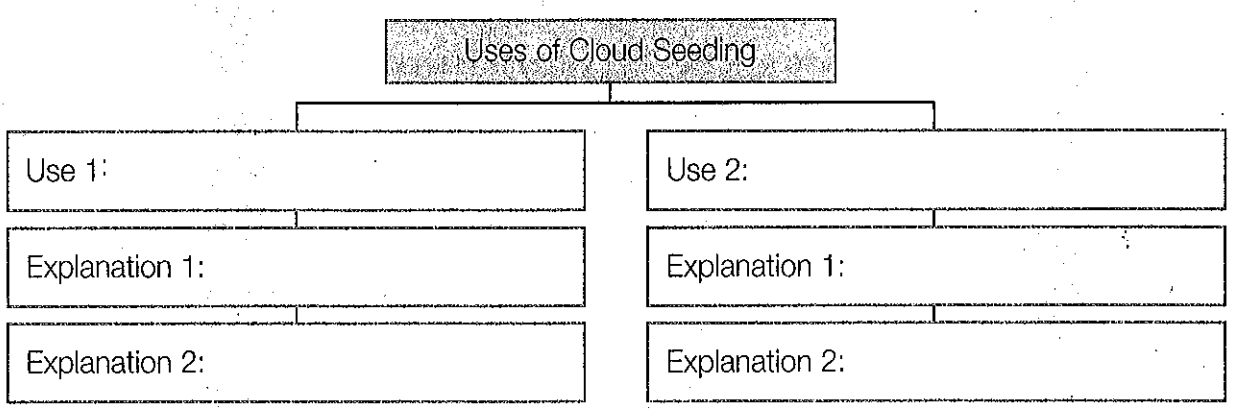
modification: a slight change

manipulate: to change or control something

drought: a period of dryness that causes damage to agriculture

disperse: to scatter

electrical charge: a quantity of electricity



1. Which of the following best expresses the essential information in the highlighted sentence in paragraph 1? Incorrect answer choices change the meaning in important ways or leave out essential information.

(A) Cloud seeding is used to change the type of precipitation the cloud releases by changing its behavior.
(B) Cloud seeding is practiced by those familiar with cloud behavior and precipitation.
(C) By practicing cloud seeding, substances inserted into clouds can be changed into different types of precipitation.
(D) In cloud seeding, the behavior and precipitation of clouds is changed by introducing materials to it.

2. Which of the following best expresses the essential information in the highlighted sentence in paragraph 2? Incorrect answer choices change the meaning in important ways or leave out essential information.

(A) Studies in Colorado showed that a 30 percent increase in cloud seeding can make snow fall more often.
(B) Scientists from Colorado found that cloud seeding made less than 30 percent of the year's snow fall in the San Juan Mountains.
(C) Scientists found that cloud seeding in the San Juan mountains was effective in increasing snowfall.
(D) Cloud seeding was found to cause 30 percent more snowfall in Colorado than in the San Juan Mountains.

3. Which of the following best expresses the essential information in the highlighted sentence in paragraph 3? Incorrect answer choices change the meaning in important ways or leave out essential information.

(A) Research shows that interest in cloud seeding can help prevent lightning.
(B) Cloud seeding techniques may be able to be used to prevent lightning.
(C) The lack of interest in cloud seeding has led to research for other applications of the technique.
(D) Researchers have found that people are interested in using cloud seeding to prevent lightning.

Fill in the blanks to complete the summary.

Cloud seeding is a form of weather _____ which is used to _____ weather. Scientists can cause more rain to form in clouds. They do so by getting planes to _____ special chemicals inside clouds. This is usually done in areas suffering from _____. By putting aluminum pieces inside clouds, they also hope to stop lightning. Lightning forms inside clouds when ice crystals create an electrical charge.

Chapter 8 Text Insertion Questions

Necessary Skills

- Understanding the logic of a reading passage and grammatical connections between sentences

Example Question

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

  [You will see a sentence in bold here.]

  Where would the sentence best fit?

Strategies

- Try inserting the bolded sentence in place of each square.
- Pay attention to both the structure of the bolded sentence and the logic of its placement.
- Watch for logical connecting words as they can give important clues about where the sentence should be placed.
- Ensure that the bolded sentence connects logically to both the sentence preceding it and the sentence following it.

Chapter 8

01 Anthropology

Read the following passage. Then fill in the diagram with the information that you read. Track 46

The Nazca Lines

Located in Peru, the Nazca Lines are a series of huge sketches drawn in the desert. ■ A) They are viewable only from the sky. ■ B) For years, researchers have puzzled over the purpose and origins of these pictures. ■ C) However, researchers have formulated several theories. ■ D)

Many researchers believe that the images were created by the Nazca people as art. ● A) They then viewed the massive sketches from the air. They did this both to aid in the creation of the pictures as well as to appreciate their art. ● B) In 1977, Jim Woodman suggested that the Nazca people must have used aircraft—likely hot air balloons—to view the drawings from the air. ● C) Woodman and his team even constructed a balloon out of materials that would have been available to the Nazca people. ● D)

Other researchers suggest that the lines were not meant to be viewed by humans. ◆ A) Many of the images depicting animals and figures were found at other religious sites and upon Nazca pottery. ◆ B) Thus, it is believed that the Nazca Lines were used as religious sites for ceremonies and rituals. ◆ C) In addition, historical data suggests that the Nazca people worshipped the land. ◆ D) This implies that their drawings may have been a method of marking areas as sacred.

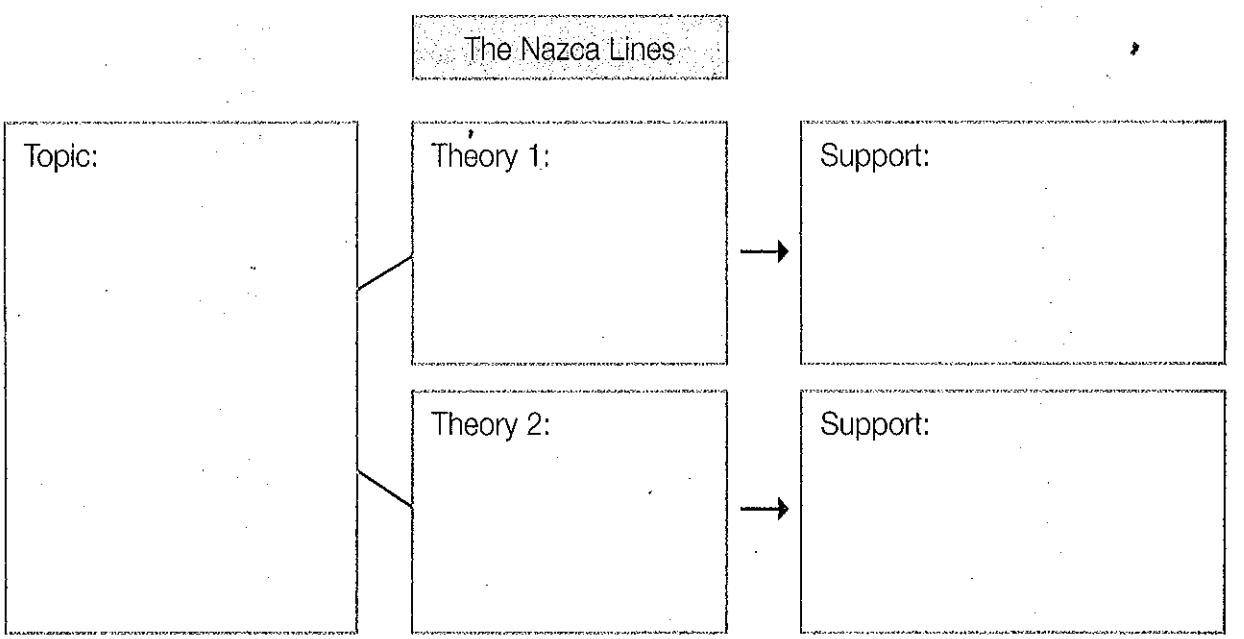
sketch:
a picture drawn with only lines and few details

puzzle over:
to think for a long time to try to understand something

formulate:
to develop something carefully

depict:
to show something with pictures

sacred:
related to religion



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

These mysteries are difficult to solve, however, as little evidence remains to explain the purpose of the lines.

Where would the sentence best fit?

(A) First square
(B) Second square
(C) Third square
(D) Fourth square

2. Look at the four circles [●] that indicate where the following sentence could be added to the passage.

This experiment was a success and served to support Woodman's theory.

Where would the sentence best fit?

(A) First circle
(B) Second circle
(C) Third circle
(D) Fourth circle

3. Look at the four diamonds [◆] that indicate where the following sentence could be added to the passage.

Instead, they were made for the gods that the Nazca people believed in.

Where would the sentence best fit?

(A) First diamond
(B) Second diamond
(C) Third diamond
(D) Fourth diamond

Fill in the blanks to complete the summary.

The Nazca Lines are huge _____ found on the desert of Peru. Researchers have _____ over these pictures for many years. They _____ theories about them. Some scientists believe they are art works that should be looked at from the air. Others believe the drawings are used to mark areas that were _____ to the Nazca people. The images depict animals and figures found at other religious sites.

Chapter 8

02 Geology

Read the following passage. Then fill in the diagram with the information that you read. Track 47

The Mount St. Helens Eruption of 1980

In 1980, the Mount St. Helens volcano, located in the state of Washington, USA, erupted. ■ **A)** It was the first eruption of the volcano in over 100 years. ■ **B)** The destructive effects of the lava and ash upon the environment were significant. ■ **C)** However, the eruption also had a number of unforeseen effects upon the area. ■ **D)** Many of these effects were economic, affecting the area's transportation systems and tourism industry.

The ash from the volcano's explosion affected transportation across the state of Washington. ● **A)** Directly after the explosion, driving was almost impossible. ● **B)** The presence of ash in the air made visibility almost zero. ● **C)** Thus, drivers could not use the roads. ● **D)** One major interstate in Washington remained closed for nearly two weeks. Airports were also affected. Over 1,000 flights were canceled after airports were forced to close. The cost of cleaning the ash also harmed many airports which were obligated to financially aid the cleanup.

Washington's economy was also hurt by the reduction in tourism. ◆ **A)** Of course tourism declined in the area of Mount St. Helens after the eruption. ◆ **B)** However, even many social gatherings, business meetings, and conventions in the state of Washington were canceled or moved to other cities. ◆ **C)** Many local businesses faced lower profits after the eruption as a result of these cancellations. ◆ **D)**

erupt:
to explode inside, as in a volcano

unforeseen:
unexpected

visibility:
the distance that you can see

obligated:
forced to do something

reduction:
the process of getting smaller

Mount St. Helens Eruption

Cause:	Effect 1:
	Effect 2:

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

The cost of this damage was over one billion dollars.

Where would the sentence best fit?

(A) First square
(B) Second square
(C) Third square
(D) Fourth square

2. Look at the four circles [●] that indicate where the following sentence could be added to the passage.

In fact, it is estimated that 1.8 million cubic meters of ash were cleared from roads and airports in the aftermath of the eruption.

Where would the sentence best fit?

(A) First circle
(B) Second circle
(C) Third circle
(D) Fourth circle

3. Look at the four diamonds [◆] that indicate where the following sentence could be added to the passage.

Thus, money that would have been generated by these assemblies was lost.

Where would the sentence best fit?

(A) First diamond
(B) Second diamond
(C) Third diamond
(D) Fourth diamond

Fill in the blanks to complete the summary.

Mount St. Helens erupted in Washington in 1980 and caused many _____ problems. The explosion affected transportation in the area very badly. There was so much ash in the air that _____ was almost zero. Roads closed down, and airports had to cancel flights. Later, the airports were _____ to give money to clean up the area. The airports lost a lot of money, and the area had a big _____ in tourism. People were scared of the volcano.

Chapter 8

03 Biology

Read the following passage. Then fill in the diagram with the information that you read. Track 48

The Eyes of Honeybees

Most insects have eyes significantly different from the eyes of other animals. The eyes of the common honeybee are called compound eyes. ■ **A)** In essence, a compound eye is made up of many different parts. ■ **B)** The compound eye benefits the honeybee in various ways. ■ **C)** The purpose of compound eyes is to allow a bee to more easily locate flowers and find nectar. ■ **D)**

The compound eye is more easily able to detect motion due to the flicker effect. This phenomenon is defined as a flash that occurs when an object is seen by each part of the compound eye separately. ● **A)** A bee can only see an object in detail from about one meter away. ● **B)** Thus, it must rely upon navigating by these flashes rather than by spotting objects at a distance. ● **C)** For example, flowers—the source of nectar for bees—tend to move easily in the wind. ● **D)** Thus, the compound eye, which detects motion, is suited perfectly for finding flowers.

In addition, the compound eye can sense ultraviolet (UV) light. ◆ **A)** UV is a type of light that the human eye cannot see. ◆ **B)** Researchers have been able to view flowers using UV technology. ◆ **C)** They have found that, to honeybees, flowers appear very differently than they do to humans. ◆ **D)** A flower that a bee can use to find nectar can often appear a much darker color than nearby flowers. The bee is thus guided directly to the nectar it needs. Once on the flower, the bee can easily distinguish between nectar and the other parts of the flower. This is because the nectar appears as a different color than the flower itself.

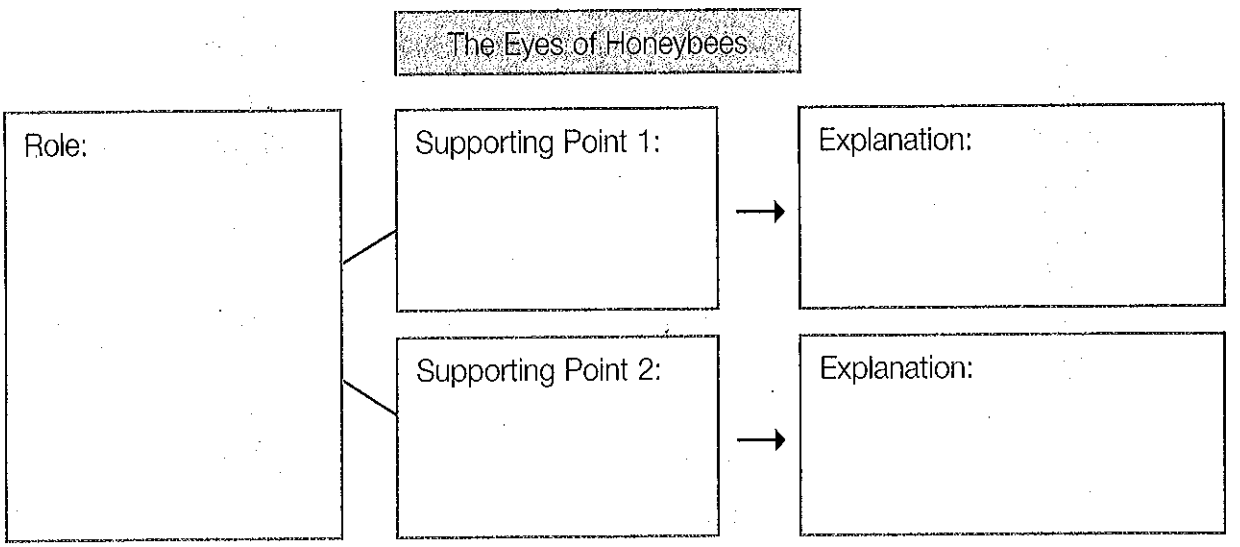
in essence: essentially; the real or ultimate nature of a thing

nectar: a liquid produced by some flowers

detect: to notice something

flicker: a series of fast flashes of light

distinguish: to see the differences between two or more things



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

All of these separate units receive visual information.

Where would the sentence best fit?

(A) First square
(B) Second square
(C) Third square
(D) Fourth square

2. Look at the four circles [●] that indicate where the following sentence could be added to the passage.

These movements of the flower are noticed by the bee before all other objects in the environment.

Where would the sentence best fit?

(A) First circle
(B) Second circle
(C) Third circle
(D) Fourth circle

3. Look at the four diamonds [◆] that indicate where the following sentence could be added to the passage.

However, it is visible to special cameras, allowing humans to view it with particular types of equipment.

Where would the sentence best fit?

(A) First diamond
(B) Second diamond
(C) Third diamond
(D) Fourth diamond

Fill in the blanks to complete the summary.

Honeybees have special eyes called compound eyes. They help bees find flowers and _____. They do so because they _____ motion very well. They can see flowers moving in the wind through flashes. This is called the _____ effect and helps the bees find food. Compound eyes also sense ultraviolet light. This helps the bee find flowers full of liquid because they are darker in color. Honeybees can also use their eyes to _____ between food and other flower parts.

Chapter 8

04 Meteorology

Read the following passage. Then fill in the diagram with the information that you read. Track 49

Stopping Tornadoes

Scientists have yet to discover exactly what causes a tornado to form. They have, however, found a number of weather conditions in which tornadoes usually form. ■ **A)** By understanding the conditions within storm systems that cause tornadoes to form, scientists believe that they can stop tornadoes before they begin. ■ **B)** One new technology uses microwaves to alter the air. ■ **C)** Another uses a type of powder that can dissipate storms. ■ **D)**

By shooting beams of microwaves, scientists may be able to reduce the likelihood that a tornado will form. ● **A)** The key to this theory lies within the cold downdraft that is believed to have a role in tornado formation. ● **B)** Some scientists believe that without the presence of the cold draft, a tornado could not form. ● **C)** Thus, beams of microwaves could be directed into a weather system in which a tornado might form. ● **D)** In fact, scientists believe the beams could be shot onto the cold air directly. The microwaves would heat the cold draft, stopping the possibility of a tornado forming. Though it sounds unlikely, one scientist used a computer simulation to demonstrate that this theory was indeed possible.

Another new technology comes in the form of a powder that can stop storms before they become severe. ◆ **A)** Called Dyn-O-Gel, the powder is made from a substance that can hold over 1,500 times its own weight in water. ◆ **B)** By dropping the powder into clouds, their moisture can be absorbed by the powder. ◆ **C)** Therefore, with the storm system gone, tornadoes cannot form. ◆ **D)**

microwave: waves that can carry heat or information

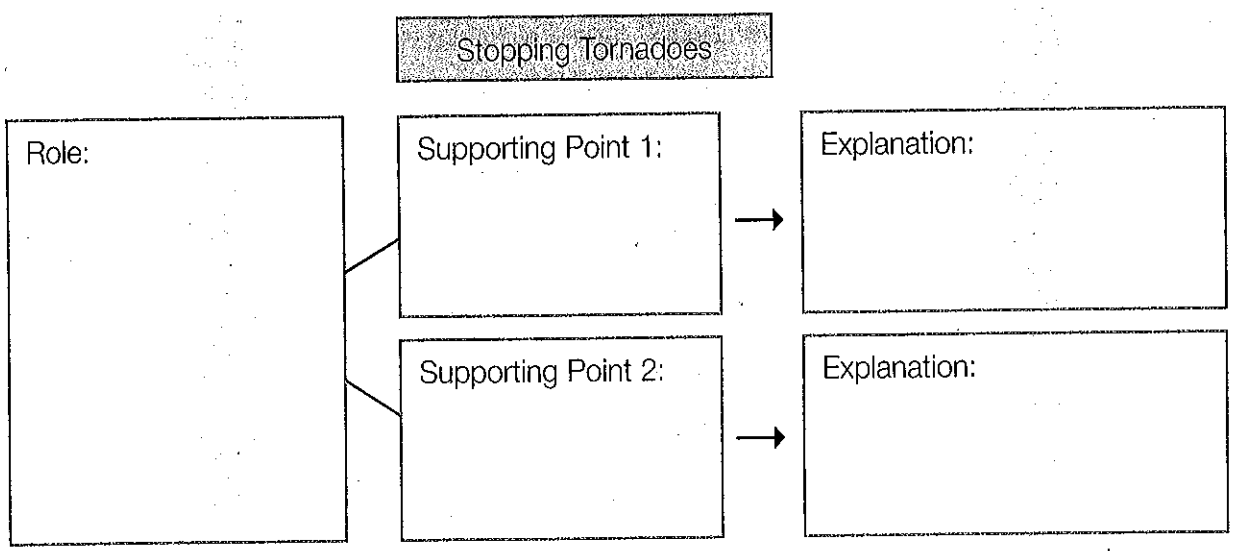
dissipate: to make something smaller until it disappears

beam: a line of energy

downdraft: a downward current of air

simulation: something that creates a situation that is not real but similar

severe: very serious



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

For example, it is common to see tornadoes appear when cold air moving downward meets warm air moving upward.

Where would the sentence best fit?

(A) First square
(B) Second square
(C) Third square
(D) Fourth square

2. Look at the four circles [●] that indicate where the following sentence could be added to the passage.

As this air moves downward, it interferes with warmer air moving upward, causing the tornado to form.

Where would the sentence best fit?

(A) First circle
(B) Second circle
(C) Third circle
(D) Fourth circle

3. Look at the four diamonds [◆] that indicate where the following sentence could be added to the passage.

This process removes all moisture from the cloud and destroys it altogether.

Where would the sentence best fit?

(A) First diamond
(B) Second diamond
(C) Third diamond
(D) Fourth diamond

Fill in the blanks to complete the summary.

Scientists think they may have found two ways to stop tornadoes from forming. One way is to shoot microwaves into weather systems where tornadoes might form. These are special _____ that warm the air so that the _____ causing tornadoes don't form. Using a computer _____, one scientist has shown how this might work. The other way is to use a special powder to _____ storms before they get too severe. This powder absorbs the moisture that makes storms happen.

Chapter 8

05 Economics

Read the following passage. Then fill in the diagram with the information that you read. Track 50

Currency Unions

In economics, the term *currency union* (also known as a monetary union) refers to a group of countries that have agreed to use the same currency. ■ **A)** Most recently, many countries in Europe began a currency union called the euro. ■ **B)** This currency was created in 1999 in order to unite a number of European countries under a singular, simple currency. Fifteen countries in total have joined the union, all of which have stated that they believe the union has been a resounding success. ■ **C)** Economists who study currency unions are beginning to understand their effects to determine if they really are successful. ■ **D)**

On the positive side, a currency union can vastly improve the travel experiences of citizens within the united countries. ● **A)** In the past, Europeans were subject to currency exchanges. ● **B)** In essence, this means that they were required to exchange the money from their own countries when they traveled. ● **C)** It is thought that a tourist visiting twelve European countries, before the union, would have lost 40 percent of their money's value after fees. ● **D)** However, a currency union negates these fees. Thus, traveling is made easier for Europeans. In addition, those moving to a new European country can easily move money across national boundaries. Thus, it is easier for Europeans to relocate or for a European to attend a university in a different country.

Furthermore, a currency union can help many businesses. ◆ **A)** The largest benefit is the absence of currency-exchange risk. ◆ **B)** Just as with individual tourists, businesses must exchange currency when doing business with other countries. ◆ **C)** Currency-exchange risk, then, is the danger that a company will lose money when investing it in another country due to the exchange rate. ◆ **D)** Economists agree that this behavior is harmful to all businesses as it limits their profits and the scope of their operations. A currency union, however, removes the need for currency exchanges. Since all businesses operate with the same currency, there is no barrier to doing business with other countries. Thus, both imports and exports in all countries involved can increase.

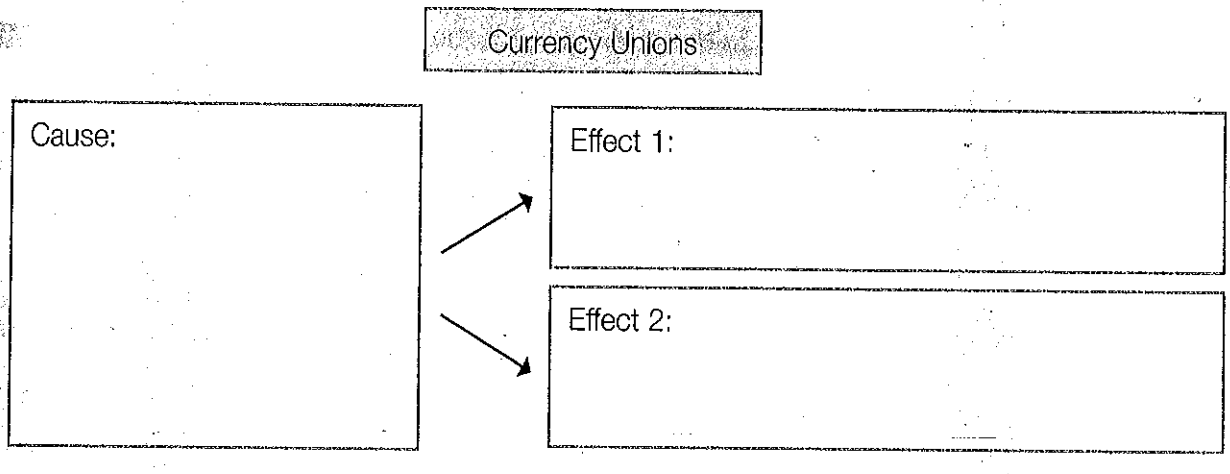
currency:
the money used by a country or group of countries

negate:
to cancel something

boundary:
a line that separates two things

absence:
the lack of something; a time when something does not exist

operation:
the way that a company does its business



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

It seems that many of these consequences are, in fact, very positive for citizens and businesses alike.

Where would the sentence best fit?

(A) First square
(B) Second square
(C) Third square
(D) Fourth square

2. Look at the four circles [●] that indicate where the following sentence could be added to the passage.

Such exchanges were also subject to fees.

Where would the sentence best fit?

(A) First circle
(B) Second circle
(C) Third circle
(D) Fourth circle

3. Look at the four diamonds [◆] that indicate where the following sentence could be added to the passage.

This worry causes many businesses to refuse to do international business at all.

Where would the sentence best fit?

(A) First diamond
(B) Second diamond
(C) Third diamond
(D) Fourth diamond

Fill in the blanks to complete the summary.

Many good things happen when countries share one _____. A good example is the European Union where fifteen countries share one kind of money. This stops people from losing money through exchange fees when they move between countries. These fees are _____ because all the countries share the same money. Travelers and businesses can move money across national _____. There is an _____ of risk. Business operations work better and more easily.

Chapter 8

06 Health

Read the following passage. Then fill in the diagram with the information that you read. Track 51

Light Pollution

As humans continue to develop towns and cities, rapidly increasing numbers of lights flood the sky with a dim glow. These vary from street lights, interior lighting of houses and buildings, and lighted advertisements. To some, such as novice astronomers, this can be an annoyance that makes stargazing difficult. However, many of the effects of light pollution are far more serious. Light pollution can harm human health and can even disrupt ecosystems.

Light pollution—especially indoors—can become a threat to human health. Office workers can very often see their health decline due to the high levels of fluorescent lighting in many offices. ■ **A)** A number of studies have found that bright office lighting can lead to an increased incidence of headaches, fatigue, and even high blood pressure. ■ **B)** According to one study, average levels of office lighting led to elevated blood pressure, up to eight points above normal. ■ **C)** In addition, high levels of light at night can adversely affect health by disrupting the body's natural cycles of daily light and dark. ■ **D)**

Additionally, light pollution can affect the mind. Once again, office workers are at increased risk. Both employers and scientists have repeatedly found that high levels of light can affect the mental health of employees in various ways. ● **A)** Employee performance was also lessened. ● **B)** One study found that the increased stress of workers led to more mistakes and slower performance. ● **C)** During one study, researchers analyzed the performance of workers before and after a lighting renovation. ● **D)** After the renovation, the company's productivity increased. Employees even cited that they were happier with their jobs.

Light pollution also disrupts ecosystems. Many plants and animals rely upon a natural cycle of night and day. In terms of plants, their natural behavior can be changed by outdoor lighting. ◆ **A)** For example, the Cereus flower blooms only at night. ◆ **B)** High levels of light can confuse the flower. ◆ **C)** Thus, thinking it is day, it never blooms at all. ◆ **D)** Since the flower must bloom to reproduce, the populations of the flower may fall drastically. Animals that only reproduce at night—such as saturniid moth species—can be affected in the same way.

disrupt:
to stop something from happening normally

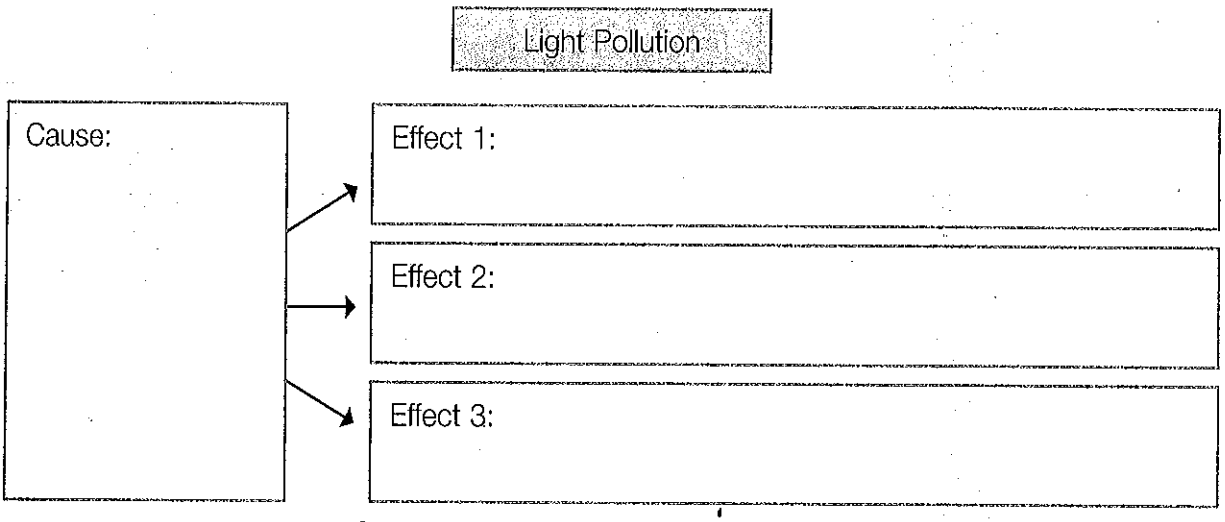
fluorescent lighting:
a bright indoor lighting used in many schools and offices

incidence:
the number of times that something happens

adversely:
in a negative way

renovation:
the act of repairing something to make it look new

productivity:
the rate at which someone does work



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

Such disruptions have been linked to many diseases, including breast cancer.

Where would the sentence best fit?

(A) First square
(B) Second square
(C) Third square
(D) Fourth square

2. Look at the four circles [●] that indicate where the following sentence could be added to the passage.

Under these conditions, workers often feel high levels of stress or anxiety.

Where would the sentence best fit?

(A) First circle
(B) Second circle
(C) Third circle
(D) Fourth circle

3. Look at the four diamonds [◆] that indicate where the following sentence could be added to the passage.

Then it closes at the first morning light.

Where would the sentence best fit?

(A) First diamond
(B) Second diamond
(C) Third diamond
(D) Fourth diamond

Fill in the blanks to complete the summary.

Pollution made by light can be bad for human health. It can also _____ ecosystems. High levels of fluorescent lighting can make office workers sick. Studies have found that there is a higher _____ of ill health among workers in offices that have bright lights. Health can be _____ affected if there is too much light at nighttime. When lighting _____ happen, workers often start to feel better. Their productivity also increases, and they feel happier at work.

Vocabulary Review 2

Instructions: Choose the best word or phrase to complete each sentence.

1. The wind can _____ a plant's seeds over a large area.

(A) disperse
(B) erupt
(C) extend
(D) project

2. Many critics believe *Gladiator* to be one of the greatest _____ movies of all time.

(A) sacred
(B) meteoric
(C) epic
(D) reserved

3. The area received no rain during the _____.

(A) pollutant
(B) drought
(C) facility
(D) reign

4. Deforestation may lead to the _____ of many species.

(A) exception
(B) sarcasm
(C) productivity
(D) extinction

5. Microscopes allow scientists to _____ small objects.

(A) compact
(B) correlate
(C) provoke
(D) magnify

6. The scientist made a minor _____ to make her theory stronger.

(A) modification
(B) slogan
(C) intellectual
(D) simulation

7. The cat _____ into the dark alleyway.

(A) deposited
(B) targeted
(C) vanished
(D) dotted

8. While many people resisted the new dress code, I _____ it.

(A) embraced
(B) appeased
(C) related
(D) spurred

Instructions: Choose the word or phrase closest in meaning to the underlined word(s) in each sentence.

9. The <u>cold</u> temperatures in Antarctica make life nearly impossible.

(A) driving
(B) urban
(C) frigid
(D) drastic

10. He <u>created</u> an outline before writing his essay.

(A) detected
(B) maintained
(C) negated
(D) formulated

11. The meerkat's claws allow it to easily <u>dig</u> into the earth.

(A) tunnel
(B) adapt
(C) provoke
(D) reveal

12. A plant's roots help to <u>hold</u> it in place.

(A) anchor
(B) deposit
(C) target
(D) drive

13. The noise from the <u>nearby</u> construction site was annoying to office staff.

(A) favored
(B) elongated
(C) anomalous
(D) neighboring

14. Listening to music <u>encouraged</u> her desire to play the drums.

(A) retreated
(B) shielded
(C) descended
(D) spurred

15. Many new laws attempt to <u>control</u> the airline industry.

(A) regulate
(B) disperse
(C) compete
(D) underestimate

Instructions: Write the missing words. Use the words below to fill in the blanks.

puzzled ultimately pollutant
incidence pests

As scientists attempt to understand the damage caused by global warming to many areas of the world, they have uncovered a surprising effect. DDT, a common chemical used to kill **16.** _____, is being released back into the environment as ice melts. DDT was banned after it was found to be a(n) **17.** _____ of many ecosystems. In recent studies of arctic species, scientists found a surprisingly high **18.** _____ of predators with DDT in their systems. Scientists **19.** _____ over this unexpected finding until they realized that DDT was carried on air currents up to the arctic. There, the chemical was frozen in ice. Later, the ice melted, and the contaminant **20.** _____ ended up in various species of the arctic food chain.

Instructions: Match the words that are opposite in meaning.

21. distinct	(A) victim
22. drastic	(B) proceed
23. culprit	(C) similar
24. inferior	(D) minor
25. retreat	(E) superior

Mini Test 2

01 Geology

Read the passage and answer the questions. Track 52

Creation of Cenotes

Some of the most spectacular sights in the world are created by the Earth's natural processes. Cenotes for example, are created through a natural drainage process. Cenotes are water-filled sinkholes that are part of extensive underground river and cave systems around the world, though they are most commonly found in the Yucatan Peninsula of southern Mexico. There are several basic steps in the creation of a cenote.

A cenote first begins to form when water seeps through limestone. The reason that most cenotes are found in the Yucatan Peninsula is because the region sits above a shelf of limestone. Limestone is different from other types of rock because it is extremely porous. ■ **A)** The water that drains through the limestone collects under the Earth's surface and forms long, underground rivers. ■ **B)** These river systems can be up to 100 kilometers long, and many of them are connected to the ocean. ■ **C)** Because the water travels through layers of rock, dirt and other contaminants are naturally filtered out. ■ **D)**

The next step in the creation of the cenote is the development of underground caves. The caves are carved out of the limestone by the moving waters of the underground river. All the while, rainwater continues to drip from the surface above. As the water drips down, it collects minerals that form large stalactites on the cave ceilings. The caves become larger over time, and the limestone roofs that cover them struggle to support themselves.

The cenote finally appears when the limestone roof of the cave collapses. The entry to the cenote is sometimes just a small spot where a chunk of the roof has fallen. As the cenote gets older, larger portions of the roof crumble, creating a large opening to the cenote.

- **sinkhole** *a hole that is created on the surface of the Earth and connected to an underground passage*
- **stalactite** *a cave formation that hangs from the ceilings of caves*

1. Which of the following best expresses the essential information in the highlighted sentence in paragraph 1? Incorrect answer choices change the meaning in important ways or leave out essential information.
   (A) There are many sinkholes in the Yucatan Peninsula region of southern Mexico.
   (B) Sinkholes filled with water are known as cenotes and are only located in southern Mexico.
   (C) A cenote is a sinkhole that is filled with water and found mostly in southern Mexico.
   (D) Sinkholes found in the Yucatan Peninsula of Mexico are given the title of cenotes.

2. The word it in paragraph 2 refers to
   (A) peninsula
   (B) shelf
   (C) limestone
   (D) rock

3. The word collects in paragraph is closest in meaning to
   (A) obtains
   (B) moves
   (C) gathers
   (D) forms

4. Look at the four squares [■] that indicate where the following sentence could be added to the passage.
   For this reason, the water in cenotes is very clear.
   Where would the sentence best fit?
   (A) First square
   (B) Second square
   (C) Third square
   (D) Fourth square

5. The word them in paragraph 3 refers to
   (A) stalactites
   (B) ceilings
   (C) caves
   (D) roofs

6. The word collapses in paragraph 4 is closest in meaning to
   (A) shows
   (B) stretches
   (C) falls
   (D) grows

02 Chemistry

Read the passage and answer the questions. Track 53

The Chemistry of Fireworks

Fireworks provide a colorful and fiery backdrop for celebrations and important days. Fireworks are, however, far more complex than simple colors in the sky. Behind those bright displays is a series of chemical processes that makes the creation of color possible. The trick to creating the colorful exhibitions relies on two factors: incandescence and luminescence.

The brightness of a firework is determined by incandescence. Incandescence is light that is released from an object as a result of its temperature. The color of the light depends on how hot it is. Generally, the hotter the material gets, the more brightly it will shine. For example, as a material begins to heat up, it emits a red light. As the temperature of the firework gets hotter, the color of the light will change from orange, then yellow, and then, at its hottest, it will shine an extremely bright white light. Firework makers use incandescence to help make the type of light they want in a display. By using specific materials, they can raise the temperatures of the materials. Magnesium and aluminum, for instance, are commonly used to increase the temperature of a display. As a result, fireworks using these materials burn very brightly.

The second factor in creating amazing firework displays is luminescence. It is also called cold light because it can occur at room temperature. Unlike incandescence, luminescence is light that is created by energy sources besides heat. ■ **A)** An example of such a source is chemical reactions. ■ **B)** In fact, fireworks use the energy from them to make colored light. ■ **C)** Makers of fireworks use a combination of chemicals. Burning chemicals starts a reaction that creates luminescence. ■ **D)**

▸ **fireworks** *explosive devices that produce striking displays of light*

1. The word exhibitions in paragraph 1 is closest in meaning to
   (A) lights
   (B) rarities
   (C) displays
   (D) designs

2. The word it in paragraph 2 refers to
   (A) object
   (B) temperature
   (C) color
   (D) light

3. The word emits in paragraph 2 is closest in meaning to
   (A) enters
   (B) releases
   (C) creates
   (D) burns

4. Which of the following best expresses the essential information in the sentence below? Incorrect answer choices change the meaning in important ways or leave out essential information.

   As the temperature of the firework gets hotter, the color of the light will change from orange, then yellow, and then, at its hottest, it will shine an extremely bright white light.

   (A) The light will change from orange to yellow and white as the firework's temperature increases.
   (B) As fireworks get hotter, their light can become a variety of colors, including bright white.
   (C) A firework can burn a variety of colors, including orange, yellow, and a very bright white.
   (D) The color of a firework demonstrates the temperature that the firework is burning at.

5. The word them in paragraph 3 refers to
   (A) displays
   (B) energy sources
   (C) chemical reactions
   (D) fireworks

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

   For example, to create blue fire, firework makers must burn a copper compound.

   Where would the sentence best fit?

   (A) First square
   (B) Second square
   (C) Third square
   (D) Fourth square

Chapter 9 Prose Summary Questions

Necessary Skills

- Recognizing the organization and relative importance of information presented in a passage
- Understanding and locating specific points in a passage key to the gist of a passage as a whole
- Organizing information presented in a passage into a mental outline

Example Question

- 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.***

[You will see a sentence in bold here.]

Strategies

- Distinguish main ideas from minor ideas, and essential information from non-essential information.
- Remember that correct answer choices will not be identical to any particular sentence in the passage.

Chapter 9

01 Biology

Read the following passage. Then fill in the diagram with the information that you read. Track 54

Ungulates

An ungulate is a unique type of mammal that carries its weight on the tips of its toes. Because of this, most ungulates have evolved hooves to carry their weight. Cattle, horses, pigs, and sheep are all ungulates. Although their feet may appear somewhat similar, there are two types of ungulates that are quite different from each another.

Odd-toed ungulates tend to be large animals such as horses and rhinoceros, which carry all of their weight on one toe. The toe forms into a single hoof on each foot that can carry the animal's large mass. The large hooves of a horse, for instance, are suited to carry its extreme weight. In addition to being strong, the hooves of odd-toed ungulates tend to be quite wide as well. The wide hoof helps them balance their large bodies.

Even-toed ungulates tend to be smaller animals such as antelopes and pigs. Their weight is borne by two toes on each foot. Each weight-bearing toe has evolved its own hoof. As such, they have "split" hooves that allow them to move quickly and maintain good balance. Unlike the hooves of odd-toed ungulates, even-toed ungulates' hooves are designed for mobility, not for holding large amounts of weight.

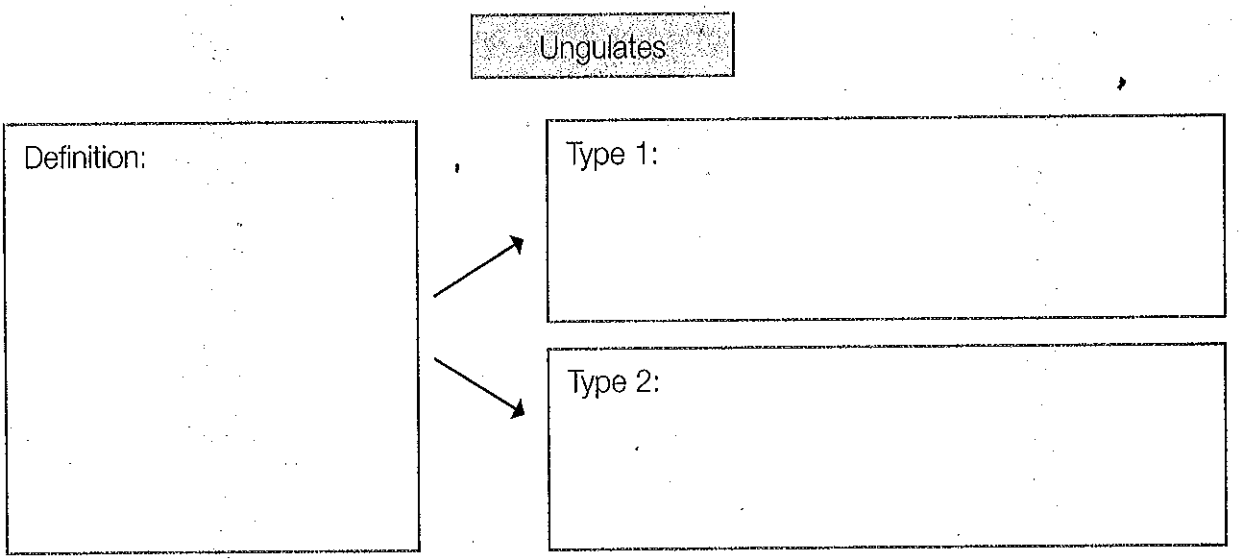
hoof:
the thick, hard part of an ungulate's foot

mass:
the amount of matter that a body contains

suited:
fit for a particular situation

balance:
to remain in a steady position so as to avoid falling

mobility:
the ability to move easily



1. An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the TWO 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.***

The passage describes the different types of ungulates.

-
-

Answer Choices

(A) Even-toed ungulates tend to be larger animals whose split hooves allow them to balance their large masses.
(B) The split hooves of even-toed ungulates offer them a good degree of mobility and are not designed to bear heavy weight.
(C) The solid hooves of odd-toed ungulates are suited to carry their large masses and offer good balance.
(D) Antelopes, pigs, horses, and cattle are identified as ungulates because of their hoofed feet.

Fill in the blanks to complete the summary.

The passage discusses mammals called ungulates that carry their weight on their _____. There are two types of ungulates. Odd-toed ungulates carry their large masses on hooves that are not split. The large hooves of a horse, for example, are _____ to carry its extreme weight. Odd-toed ungulates also have wide hooves, which help them _____ their large bodies. Even-toed ungulates have "split" hooves which are designed for _____, not for holding large amounts of weight.

Chapter 9

02 Health

Read the following passage. Then fill in the diagram with the information that you read. Track 55

The Health Benefits of Beverages

New research has discovered that caffeine and tea may have incredible health benefits. If they are consumed regularly, they can help prevent and fight a number of common diseases.

Caffeine was found to help prevent multiple sclerosis (MS). MS is a disease that causes a person's immune system to attack the tissue around nerve fibers. MS can cause loss of feeling in parts of the body and even the loss of vision. Caffeine, however, creates a protective layer around a person's nervous system. As a result, the caffeine acts as a barrier, preventing the immune system from damaging nerve cells. Mice that were given doses of caffeine were 75 percent less likely to get MS. In cases where mice did get MS, their cases were less severe.

Green tea is already well known for its antioxidants, which have been linked with lower rates of cancer. However, new findings suggest that both black and green tea may also be beneficial for another reason. Teas have natural chemicals, called catechins, which are believed to have anticancer effects. However, the digestion process breaks down many of the catechins in tea. It is unclear if catechins can be directly injected into the body and used without being digested. Still, even the amounts of catechins in tea can provide health benefits. In one study of the Kuna people native to Panama, the consumption of teas with catechins led the Kuna people to have less than a 10 percent incidence of stroke, heart failure, cancer, and diabetes.

caffeine: a chemical found in coffee and tea that stimulates the central nervous system

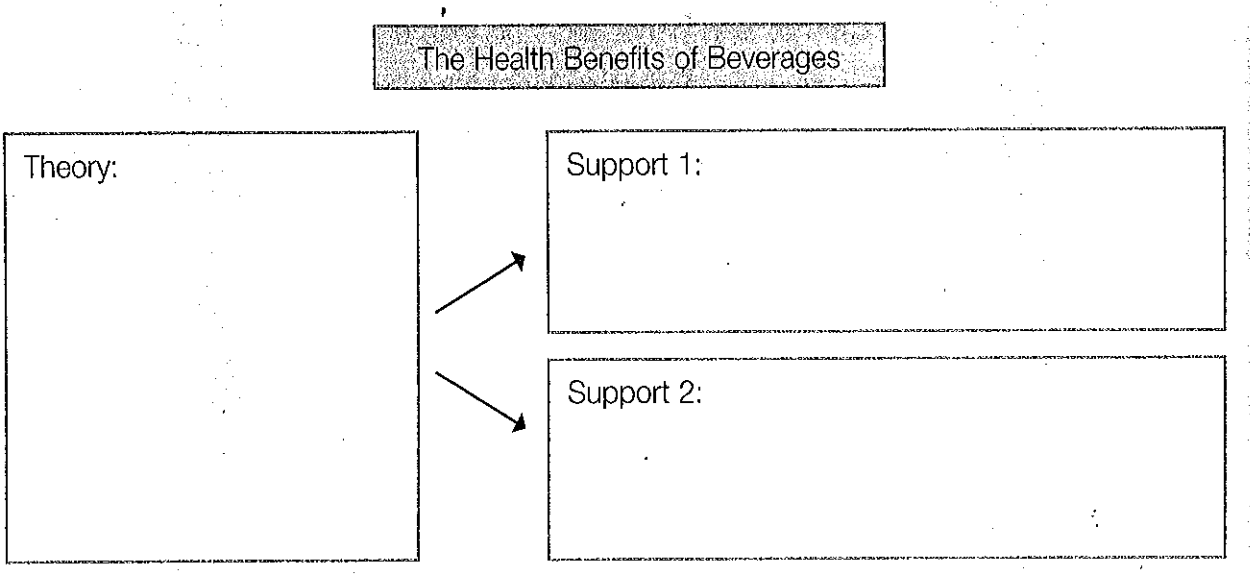
protective: keeping something safe

dose: a quantity of medicine taken to prevent or treat symptoms

digestion: the process of breaking food down for energy

incidence: the rate at which something happens

stroke: a medical condition in which blood cannot reach the brain



1. An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the TWO 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.***

The passage discusses two different beverages that may have health benefits.

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-

Answer Choices

(A) Certain teas contain catechins, which may help fight certain types of cancer.
(B) Caffeine protects the body's nervous system against MS by creating a barrier.
(C) Green tea contains antioxidants, which have been shown to reduce one's chances of getting cancer.
(D) Catechins may be more effective at fighting some types of cancer than others.

Fill in the blanks to complete the summary.

The passage explains that _____ and tea have many health benefits. Caffeine makes a _____ layer around a person's nervous system. This helps to prevent multiple sclerosis (MS). Mice given _____ of caffeine were 75 percent less likely to get MS. Teas contain chemicals called catechins which may help fight cancer. Even though the _____ process breaks down many catechins, drinking tea is still healthy. The Kuna people, who drink tea with catechins, have less than a 10 percent incidence of stroke.

Chapter 9

03 History

Read the following passage. Then fill in the diagram with the information that you read. Track 56

The Hanging Gardens of Babylon

The Hanging Gardens of Babylon were listed as one of the Seven Wonders of the World by the Ancient Greeks. The gardens did not actually hang but were rumored to have been planted in a soil bed held up by columns. There is some debate as to whether the gardens actually existed, however. While it remains uncertain, there is some evidence suggesting that the gardens did exist at one point.

A few years ago, most historians doubted that the gardens ever existed since little evidence had been found. They were originally described by a priest and later written about by several Greek historians. However, their description of its location was not in line with archaeological evidence. A building was found that might have housed the famous hanging gardens. It was not on the bank of the Euphrates River though, which is where historians claimed the gardens were located. However, recent excavation along the Euphrates has uncovered a large structure with 25-meter-thick walls. This could very well be the site of the hanging gardens.

In addition to the large walls, further findings at the site suggest that a garden may have been in the area. After clearing the area along the Euphrates River, several seeds were found scattered across the ground. There was an unusually large amount of seeds found in the area. This suggests that a large number of plants were growing in the area. This strengthens the case that the gardens did, in fact, exist.

Seven Wonders of the World:
seven of the most impressive creations of the ancient world

rumored:
suggested but not proven to be true

excavation:
the act of carefully removing buried objects from the ground

scattered:
found in several spots in an area

strengthen:
to make something stronger or more convincing

The Hanging Gardens of Babylon

Theory:

Support 1:

Support 2:

1. An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the TWO 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.***

The passage discusses evidence supporting the existence of the Hanging Gardens of Babylon.

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Answer Choices

(A) A large number of seeds were found in the excavation site, suggesting that several plants had grown in the area.
(B) A new excavation site along the Euphrates matches the location described by Greek historians.
(C) The hanging gardens were likely soil beds with plants in them that were held up by columns.
(D) Before the excavation along the Euphrates, most historians doubted that the hanging gardens ever existed.

Fill in the blanks to complete the summary.

The passage discusses the famous Hanging Gardens of Babylon. They were _____ to have been planted in a soil bed held up by columns. _____ by scientists along the Euphrates River uncovered the possible site of the gardens. Scientists cleared the area and found several seeds _____ across the ground. This suggests that many plants were growing in the area. It also _____ the case that the gardens existed.

Chapter 9

04 Fine Arts

Read the following passage. Then fill in the diagram with the information that you read. Track 57

The Pre-Raphaelite Brotherhood

The Pre-Raphaelite Brotherhood was a group of artists and critics that formed in 1848. Their views of and approach toward art differed from the popular trends of the time. Many of their artistic choices caused a stir among critics who felt that the art was too unconventional. Their approach to art was new and quite influential. In fact, some suggest that the group was the first avant-garde movement in art.

The Pre-Raphaelites, as the name suggests, preferred the art before Raphael. Popular art of the time added decoration and unrealistic elements to scenes. Many paintings of the era featured angels or other religious figures. The Pre-Raphaelites thought this approach to art to be too artificial. Instead, they chose to paint scenes as they appeared in reality. Their goal was to portray genuine art: art without any unrealistic or unnecessary elements. This realistic approach also caused many of their paintings to be highly detailed. Many popular art critics found the attention to details unattractive and criticized it as straying too far from popular conventions. These critiques led some to term the movement avant-garde.

Pre-Raphaelites also paid special attention to the medieval period. Most of their paintings were set in the medieval period; most members of the Brotherhood believed the time had a special spiritual aspect that was missing in other eras. As a result, many Pre-Raphaelite paintings are set in an antique setting. Many of the poses were medieval, as well; medieval art tends to show people in poses that were unusual—squatting, kneeling, etc. Their focus on such poses was also a source of criticism. Members of the Brotherhood did not have to adhere to these guidelines for their art. However, their shared sense of community caused many of these elements to appear in most of their paintings.

approach:
a way of doing or thinking about something

stir:
a situation in which many people are surprised or angry

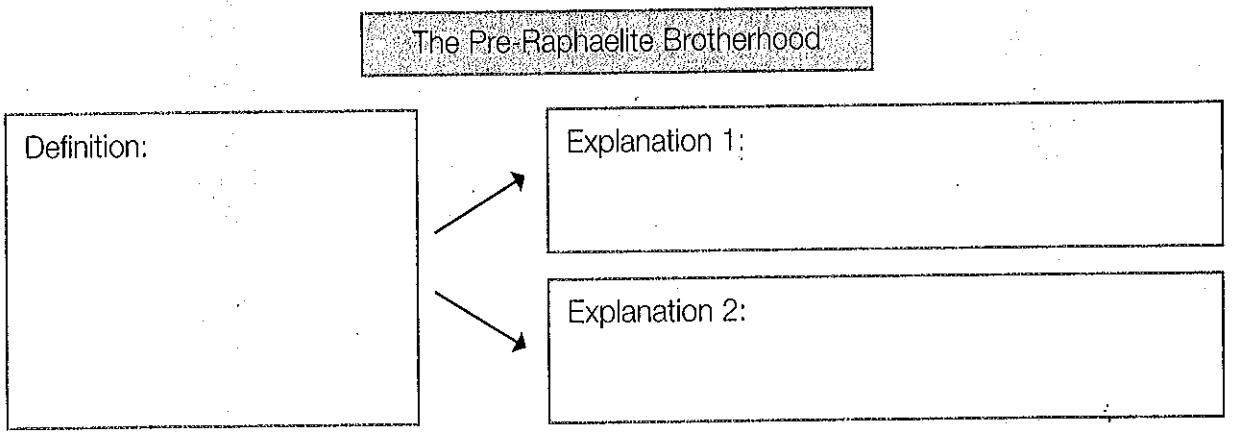
avant-garde:
very different from other forms of the same art

Raphael:
an influential Italian painter of the 16th century

medieval:
relating to the period of history between the 5th and 16th centuries

antique:
belonging to a period in the distant past

adhere:
to believe in or follow the practices of something or someone



1. An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the TWO 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.***

The passage discusses the Pre-Raphaelite Brotherhood's approach to art.

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Answer Choices

(A) Popular artists were influenced by Raphael and included supernatural elements in their work.
(B) Pre-Raphaelite art avoided mystical figures and instead sought to portray scenes in a realistic way.
(C) Members of the Brotherhood were required to follow certain standards in their art.
(D) They set their paintings in antique settings and used poses common in medieval art.

Fill in the blanks to complete the summary.

The passage discusses an art movement formed in 1848 called the Pre-Raphaelite Brotherhood. This movement had a new _____ to art which caused a _____ among art critics. It was so unusual that some people believe it was the first real avante-garde movement in art. The artists paid special attention to the medieval period. While artists were not forced to _____ to rules, they liked to use _____ settings. They also liked to paint in a realistic way.

Chapter 9

05 Geography

Read the following passage. Then fill in the diagram with the information that you read. Track 58

The English Channel

The English Channel is the body of water that separates the British Isles from Europe. It was formed roughly 200,000 years ago. Its presence played an important role on the evolution of the plants and animals that inhabit the British Isles today because of its effect on the movement of animals. The channel created a unique barrier that caused life to develop much differently on the mainland of Europe than it did on the isles. Today, the plants and animals present in the area vary greatly between mainland Europe and the isles.

During warmer periods in history, the English Channel was full of water. As a result, very few plants or animals migrated to the isles at this time. When the water level in the channel is at normal levels, the narrowest part is still twenty-one miles across. As such, no land-based animals could cross the channel during warm periods. However, several species of birds could cross the channel, and many settled on the isles. In addition, many such birds carried seeds over the channel, introducing plants to the isles during warm periods. Thanks to the warmer weather, new plant species were able to establish themselves in the isles during these periods.

During cold periods, much of the water in the sea was frozen. The cold weather prevented new plants from growing on the isles. It did, however, cause much of the sea to freeze, making it possible for some animals to cross over to the isles from Europe. Scientists have found that waters carved the channel out in much the same way that canyons are formed. Even though much of the sea had frozen, rivers from the mainland still ran into the channel itself. They carved a deep rift within the channel that made traversing it nearly impossible for nearly all land-based animals. Even when frozen, the channel still filtered out much of the animal life that existed on the mainland of Europe. For instance, the hippopotamus and the deer can be found in one area on the mainland of Europe. They cannot be found on the isles, however.

British Isles:
the islands of the United Kingdom and Ireland

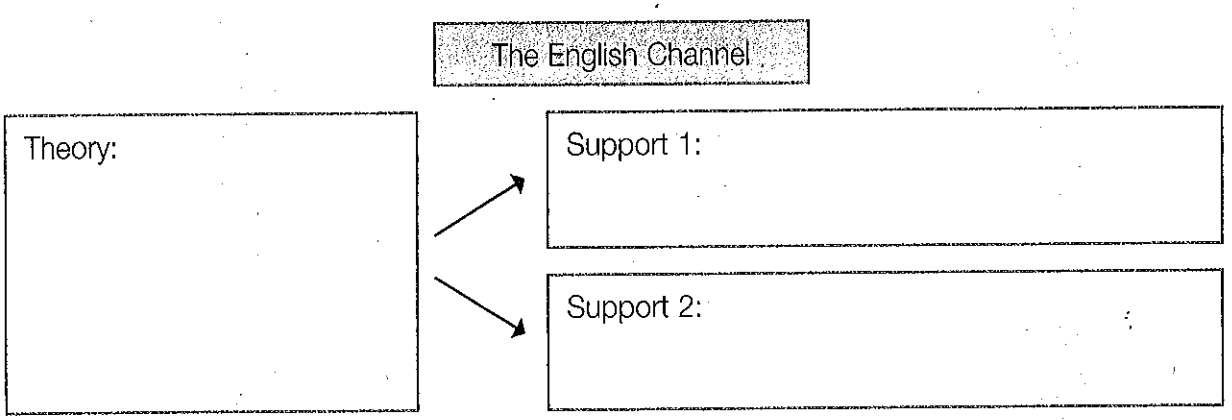
channel:
a length of water that joins two larger bodies of water

barrier:
an obstacle that prevents movement

establish:
to start to exist in an area

traverse:
to move across an area

filter out:
to remove something from a group



58

1. An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the TWO 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.***

The passage discusses the effects the English Channel had on the development of life on the British Isles.

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Answer Choices

(A) During warm periods, birds carried seeds across the channel, whereby new species were introduced to the islands.
(B) When full of water, the narrowest part of the English Channel is twenty-one miles across.
(C) During cold periods, animals could freely cross the British Isles into mainland Europe.
(D) Cold periods froze the water in the channel, allowing some animals to cross from Europe into the isles.

Fill in the blanks to complete the summary.

The passage discusses how the English _____ created a _____ between Europe and Britain. This piece of water stopped many animals and plants from traveling to the British Isles. The water was difficult for land animals to _____. In summer, it was full of water, and in winter, when it froze, it was too dangerous to cross. Some birds and plants were able to _____ themselves there in warmer periods. The water did, however, filter out most animals from Europe.

06 Environmental Science

Read the following passage. Then fill in the diagram with the information that you read. Track 59

Carbon Dioxide in the Oceans

The emission of carbon dioxide—or CO_2—into the Earth's atmosphere has increased greatly in the past several decades. Daily human activity, such as driving cars and burning oil or coal for energy, adds CO_2 to the atmosphere. The amount of CO_2 in the air since countries began industrializing has increased by about 35 percent. Much has been written about the potential effects of greenhouse gases on the planet's average temperatures. However, these increased CO_2 levels on Earth threaten life in the sea as well.

As CO_2 levels in the Earth's air increase, so do CO_2 levels in the oceans. The oceans absorb much of the CO_2 in the air. When CO_2 is dissolved into water, it is converted into an acid known as carbonic acid. This acid then increases the acidity of the oceans. Given the large increase of CO_2 in our air, the acidity of our oceans will likely increase as well. On the pH scale—a measurement of acidity—the oceans could soon become .5 points more acidic than their normal levels. Studying the fossil record, researchers have found that the last time the ocean became this acidic was roughly 65 million years ago. Scientists believe these planetary conditions aided in the extinction of the dinosaurs around the same time. This demonstrates the danger that our planet—and especially its oceans—is currently experiencing.

We cannot be sure of the precise impact of increased ocean acidity. However, much of the life in the oceans would not be able to survive in the increased acidity. Many scientists are worried that the effects of increased CO_2 levels in the oceans will be more devastating than they are on land, perhaps leading to mass extinctions of ocean life. Especially worrisome is the possibility that thousands of marine species would be unable to reproduce. Some scientists believe that the increase of CO_2 in the water could make marine animals themselves acidic: a condition called hypercapnia. If this were to happen, not only would many of these animals die, but thousands more would be unable to reproduce as the acidity of their bodies prevents reproduction.

emission: the process of sending a substance into the air

threaten: to likely cause harm to something

precise: exact

devastating: highly destructive

worrisome: causing a feeling that something bad may happen

Carbon Dioxide in the Oceans

Theory:	→	Explanation:	→	Effect:

1. An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the TWO 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.***

The passage explains the impact of increased CO_2 levels on life in the ocean.

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Answer Choices

(A) The ocean's carbon dioxide is made more acidic by pollution that is absorbed into the water.
(B) The last time the acidity of the oceans increased significantly was roughly 65 million years ago.
(C) Scientists fear that acidity will affect many animals, either killing them or preventing reproduction.
(D) Additional CO_2 will likely be absorbed by the ocean, increasing its acidity and hurting marine life.

Fill in the blanks to complete the summary.

The passage looks at why _____ of carbon dioxide gas are dangerous for the sea. The gas makes the sea more acidic, and this could _____ sea life. Many sea animals and plants cannot live in this kind of environment. Scientists are not sure of the _____ impact this will have. They are scared it could be _____. They also find it worrisome that many sea animals may not be able to reproduce.

Chapter 10 Table/Chart Questions

Necessary Skills

- Recognizing the organization and purpose of a passage
- Understanding rhetorical functions such as cause-effect relationships, compare-contrast relationships, and arguments
- Identifying and organizing important ideas and points from a passage and placing them in the appropriate context

Example Question

- Complete the table below to summarize information about concepts discussed in the passage. Match the appropriate statements to the concepts with which they are associated. TWO of the answer choices will NOT be used. ***This question is worth 3 points.***

Strategies

- Separate main ideas from minor ideas, and essential information from non-essential information.
- Remember that major ideas are ones that would be included in a fairly detailed outline of the passage.

Chapter 10

01 History

Read the following passage. Then fill in the diagram with the information that you read. Track 60

Inca and Aztec Civilizations

Both located in the Americas, the Inca and Aztec civilizations were quite similar. They were so similar, in fact, that even some scholars struggle to remember the difference between them. However, two main distinctions help separate the two cultures.

The main difference between the Inca and Aztec civilizations is their geographical locations. The Incan Empire extended across much of South America. Those areas have become Peru, Argentina, and other nearby countries. The Aztec Empire, on the other hand, was located nearly 1,600 kilometers to the north. The empire stretched across much of modern-day Mexico. The Aztec capital, Tenochtitlan, has now become Mexico City.

The development of the empires also differed. In the case of the Incas, their civilization never had the chance to fully develop into a unified empire. They began as a small tribe and spread quickly across South America. Over 700 different languages were spoken among the many smaller groups of the Incan Empire. These groups never had a chance to become a single group. The empire was destroyed a short ninety-six years after it began. The Aztecs, however, enjoyed a prosperous empire for about 150 years. They even managed to build educational systems that required children—even girls—to receive education beginning at a young age.

distinction:
a difference between two things

empire:
a group of countries ruled by one person or group

unified:
working well together as one group

tribe:
a group of families that live together in an area

prosperous:
successful

Incas vs. Aztecs

Incas 1:	Aztecs 1:
Incas 2:	Aztecs 2:

Directions: Complete the table by matching the phrases below. Select the appropriate phrases from the answer choices and match them to the civilization to which they relate. TWO of the answer choices will NOT be used. ***This question is worth 3 points.***

Incas vs. Aztecs	Statements
Inca Civilization	• •
Aztec Civilization	• • •

Answer Choices

(A) required girls to attend school at a young age
(B) developed over 900 new languages
(C) was destroyed before it fully developed
(D) stretched across much of South America
(E) had its capital located in modern Mexico City
(F) had an empire spanning 1600 kilometers
(G) thrived for nearly 150 years

Fill in the blanks to complete the summary.

The passage looks at _____ between the Incas and Aztec people. The main ones are that they lived in different places. The Incas lived across much of South America, and they never had a _____ empire like the Aztecs. They began as a small _____ and had many groups. They spoke over 700 different languages. The Aztecs lived across much of modern-day Mexico. They were very _____ for more than 150 years.

Chapter 10

02 Health

Read the following passage. Then fill in the diagram with the information that you read. Track 61

The Development of Ayurveda

Ayurveda is an ancient form of medicine. It originated thousands of years ago in India. The system is still practiced by many people in India and Sri Lanka. Unlike western medical practices, Ayurveda seeks to heal not only the body but the mind and the spirit as well. Several factors have been particularly important to new developments in Ayurveda.

Schools called gurukuls were crucial to the development of the practice. Ayurvedic medicine was created long before there was a system of writing in India. Thus, practitioners of Ayurveda had no way of recording their discoveries. However, at the gurukuls, information was passed down orally from teacher to student over time. As a result, the secrets of Ayurveda were preserved until a writing system was invented.

Buddhism was also important to its development. While at war, the Indian emperor came into contact with Buddhism. Deeply affected by the teachings, the emperor prohibited bloodshed in the kingdom in 250 BCE. Practitioners of the medicine were forced to stop using surgery for a brief period of time as a result. During that time, they came up with new drugs and new healing methods. Combined with surgical techniques developed after the ban was lifted, it has become one of the most advanced forms of traditional medicine in the world.

practice:
to do work in the medical field

crucial:
necessary; very important

record:
to write down information

Buddhism:
a set of beliefs originating in India

prohibit:
to officially state that something cannot be done

The Development of Ayurvedic Medicine

Cause 1:	→	Effect:
Cause 2:	→	Effect:

Directions: Complete the table by matching the phrases below. Select the appropriate phrases from the answer choices and match them to the factors by which they were influenced. TWO of the answer choices will NOT be used. ***This question is worth 3 points.***

Factors Important to the Development of Ayurveda	Statements
Gurukul	• • •
Buddhism	• •

Answer Choices

(A) caused the Indian emperor to prohibit surgeries
(B) helped spread information without a writing system
(C) increased knowledge of new medicines
(D) led to the development of new surgical techniques
(E) spread the secrets of Ayurveda to new countries
(F) passed knowledge orally to new students
(G) allowed Ayurveda to be remembered to the present day

Fill in the blanks to complete the summary.

Ayurveda is a very old form of medicine still _____ in India and Sri Lanka. Schools called gurukuls were _____ to its development. These people had no way of _____ their discoveries. Information was passed down orally between teachers and students. Buddhism also helped Ayurveda. It made the emperor _____ bloodshed in his kingdom. That meant no one did surgery for a long time. Instead, they found new ways of healing the sick.

Chapter 10

03 Biology

Read the following passage. Then fill in the diagram with the information that you read. Track 62

The Etruscan Shrew

The Etruscan Shrew is one of the smallest mammals in the world. It weighs only two grams and grows to be about four centimeters long. Despite its small size, the shrew is a skilled hunter. The shrew's diet consists mainly of insects, some of which are the same size or larger than the shrew itself. It relies on various strategies to help it hunt effectively in the dark.

To avoid being caught by predators during the day, the shrew must hunt during the cover of night. Ironically, this nocturnal animal has rather poor night vision. Since the shrew's vision is impaired by the darkness, it must rely heavily on its sense of touch. The shrews have long, sensitive whiskers which help them hunt at night. The whiskers act as feelers for the shrew. It helps them to quickly recognize prey simply by touching them. In one study, scientists placed a plastic cricket, which has no smell and did not move, in a cage with a shrew. The shrew attacked the fake cricket viciously. This suggests that shrews depend on their sense of touch over any other sense when hunting.

Scientists have also found that the Etruscan Shrew quickly changes its hunting strategy depending on what type of prey it is facing. As a result, the shrew's prey is rarely able to escape. For example, when a shrew is exposed to an animal it doesn't normally hunt, such as a giant cockroach, it doesn't bite the back of the giant cockroach, which it normally does with smaller insects. Instead, the shrew quickly learns to bite the belly of the cockroach, which is more vulnerable.

shrew:
a small mammal that looks much like a mouse

cover:
something that hides or protects

nocturnal:
active at night

impaired:
unable to function as usual

whisker:
a long, thin hair that is sensitive to the touch

viciously:
aggressively or fiercely

expose:
to bring into contact with

Hunting Strategies of the Etruscan Shrew

Strategy 1:	Strategy 2:
↓	↓
Example:	Example:

62

Directions: Complete the table by matching the phrases below. Select the appropriate phrases from the answer choices and match them to the adaptation to which they relate. TWO of the answer choices will NOT be used. ***This question is worth 3 points.***

Adaptations of the Etruscan Shrew	Statements
Nocturnal adaptations	• • •
Strategy adaptations	• •

Answer Choices

(A) changes its attack depending on its prey
(B) uses its long, sensitive whiskers to identify prey
(C) often seeks out other smaller mammals as prey
(D) can recognize prey without use of smell
(E) relies on sound and touch to find prey
(F) knows to bite different parts of certain animals
(G) does not use its sense of vision to hunt

Fill in the blanks to complete the summary.

The Etruscan _____, which hunts during the cover of night, is a nocturnal animal. Its vision is _____ by the darkness, so it uses its sense of touch to hunt. In one study, a shrew _____ attacked a plastic cricket which had no smell or movement. This suggests a shrew depends the most on touch when hunting. Also, a shrew can change its hunting strategy when _____ to bigger animals. It can attack both small insects and giant cockroaches.

Chapter 10

04 Geology

Read the following passage. Then fill in the diagram with the information that you read. Track 63

Effects of Permafrost Loss

Under the surface of the continent, there is a thick layer of frozen soil called permafrost. Permafrost makes up the foundation for ecosystems in northern regions. It provides a stable platform for forests and other plant life to grow on. Twenty percent of the Earth's landmasses are covered in permafrost. Scientists have learned that permafrost has started to thaw, and they are beginning to question the consequences of this loss of permafrost.

Since permafrost forms the foundation of northern forests, many problems arise when it thaws. The loss of permafrost means that the land above it loses its support. As a result, when permafrost melts, the soil found at the surface begins to sink. There are a host of problems associated with sinking soil. The most serious is that the land becomes more vulnerable to flooding. In developed areas, flooding can cause damage to property and roads. Even more consequential, scientists have found that flooding also increases amounts of methane, a greenhouse gas, in the atmosphere. Methane, previously trapped in the frozen remains of plants and animals, is slowly released as these remains thaw.

Some scientists, however, don't think that the melting of permafrost is a cause for concern. Many changes occur in the environment because of the flooding caused by permafrost loss: soil becomes pervaded by nutrients that help plants thrive, and completely new types of plants start to grow. According to a study, the flooding is good for the environment. They found that many new plants grew in areas where flooding occurred. Besides an increase in the diversity of plants, this increase in flooding may actually lead to a decrease in global warming. Plants are able to absorb greenhouse gases, thus, removing them from the atmosphere. Many of these claims, however, have not been proven by scientific tests.

platform:
a horizontal flat surface that provides support

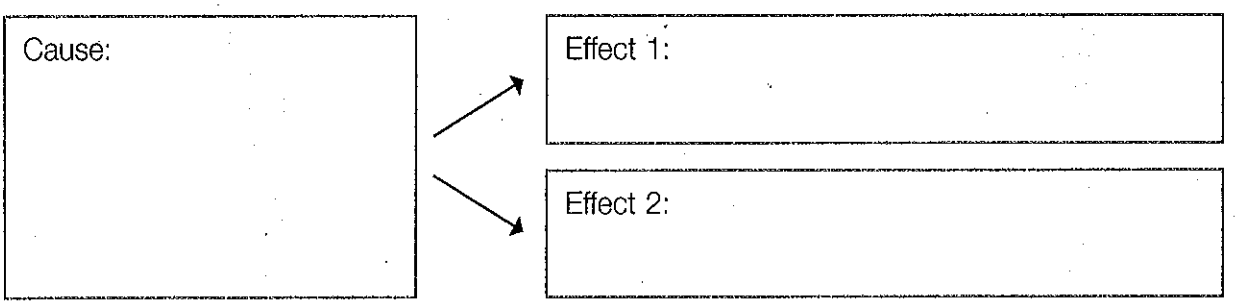
sink:
to move downward to a lower area

greenhouse gas:
gases that contribute to global warming

trapped:
kept in a particular place

pervade:
to spread throughout something

Effects of Permafrost Loss



Directions: Complete the table by matching the phrases below. Select the appropriate phrases from the answer choices and match them to the effect to which they relate. TWO of the answer choices will NOT be used. ***This question is worth 3 points.***

Effects of Permafrost Loss	Statements
Possible problems of permafrost loss	• •
Possible benefits of permafrost loss	• • •

Answer Choices

(A) soil sinks and leads to increased flooding
(B) more plants grow to absorb greenhouse gases
(C) methane is released from frozen remains
(D) 20 percent of the Earth is covered in permafrost
(E) floods make soil more fertile
(F) permafrost absorbs greenhouse gases
(G) new types of plants grow in flooded areas

Fill in the blanks to complete the summary.

The passage discusses permafrost, a thick layer of frozen soil. Permafrost provides a stable _____ for plant life to grow on. When permafrost melts, the land above it begins to _____. This melting can lead to flooding and increase the amount of methane, a _____. The methane _____ in the frozen remains of plants and animals is released when they thaw. Some think that the melting of permafrost is good because it allows soil to become _____ by nutrients.

Chapter 10

05 Zoology

Read the following passage. Then fill in the diagram with the information that you read. Track 64

Fish Populations

Most people assume that fishing unavoidably decreases fish populations in exploited areas. However, many scientists have been surprised to find that this is not always the case. In reality, fishing can have varying effects upon fish populations, even serving to increase fish populations to dangerous levels. One study recently found that fishing often leads to a cycle that occurs in two stages.

During the first stage, populations grow rapidly as fishermen target older fish rather than young fish. Older fish are more desirable to fishermen because they are larger. In fact, some governments pass laws saying that fish that are under a certain size must be released back into the water. Young fish reproduce at faster rates than older fish. As a result, in a short period, the population of young fish mushrooms. Very quickly, the rapid increase in fish population puts a strain on natural resources.

At this point, the fish population begins to decline. With older, larger fish gone, the population becomes unstable. For one, as food resources decrease, many fish simply die of starvation. In addition, the fish population finds itself unable to grow. Gone is the stability afforded by older fish, which generally provide fewer but stronger offspring. With those larger fish gone, most new offspring are considerably weaker. Thus, fish populations are further decreased by the lack of fit offspring. As a result—as is the case with the Atlantic Swordfish—the entire fish population decreases, and the remaining fish are weaker than they had been previously. As the few remaining fish grow into adulthood, the cycle begins again.

exploited:
used in a way that takes as much as possible from something

desirable:
having pleasing qualities

mushroom:
to grow rapidly

natural resources:
food and other substances important to a population but not man made

starvation:
a situation in which something dies because it has no food

How Fishing Causes Growth and Decline in Fish Populations

Step 1:

↓

Step 2:

Directions: Complete the table by matching the phrases below. Select the appropriate phrases from the answer choices and match them to the event to which they relate. TWO of the answer choices will NOT be used. ***This question is worth 3 points.***

Events in Fish Population	Statements
Population growth	• • •
Population decline	• •

Answer Choices

(A) causes the ecosystem to be overrun with young fish
(B) allows small fish to deplete natural resources
(C) encourages the government to place restrictions on fishing
(D) causes many larger fish to die of starvation
(E) leads to the weakening of fish offspring
(F) caused the Atlantic Swordfish to become extinct
(G) prevents many fish from growing into adulthood

Fill in the blanks to complete the summary.

The passage discusses how fishing in _____ areas does not always decrease fish populations. Older, larger fish are more _____ for fishermen to catch. Then young fish reproduce more quickly than the older fish. The population of these young fish _____. This immediately puts a strain on natural resources. There is not enough food, and many fish die of _____.

Chapter 10

06 Environmental Science

Read the following passage. Then fill in the diagram with the information that you read. Track 65

African Dust

Coral are small, colorful marine organisms that form the basis of many marine ecosystems. They provide a home to millions of small fish. They are also extremely fragile and can be damaged easily. Coral loss can lead to the collapse of entire marine communities. Accordingly, when coral in the Caribbean Sea began to die inexplicably, scientists were worried. They couldn't figure out what was killing the coral. When two scientists theorized that the coral was dying because of dust that had blown about 3,000 miles from Africa, many found this claim ridiculous. However, many scientists now believe that this is, in fact, a leading cause of coral death in the Caribbean.

Scientists first linked African dust to coral loss when they realized that the coral began to die shortly after the dust was created in Africa. In the 1970s, many parts of Africa were plagued by a long drought. The loose, dry soil became dust and was easily picked up by strong winds called trade winds. According to scientists, about a billion tons of dust is transferred across the Atlantic Ocean in this way each year. After a five day journey, the dust is deposited into the water in the Caribbean Sea. Yet, to these scientists, the questions still remained as to how the dust caused the death of coral.

This led scientists to study the dead coral in more detail, at which point they discovered the presence of a fungus that was known to be fatal to the coral. The scientists found that dead coral from the Caribbean Sea contained a fungus called aspergillus. Aspergillus has been known to infect many plants and even humans. Indeed, in this case, it seemed that it was killing the coral. In order to test his theory, the scientist injected the fungus into the live coral. Not much later, the coral injected with the fungus died as well. Later, when scientists took samples of the dust from Africa, they found that it contained large amounts of the same fungus. Additionally, DNA studies conducted afterward showed that the aspergillus found in the Caribbean Sea was identical to that found in African dust.

fragile:
easily broken or destroyed

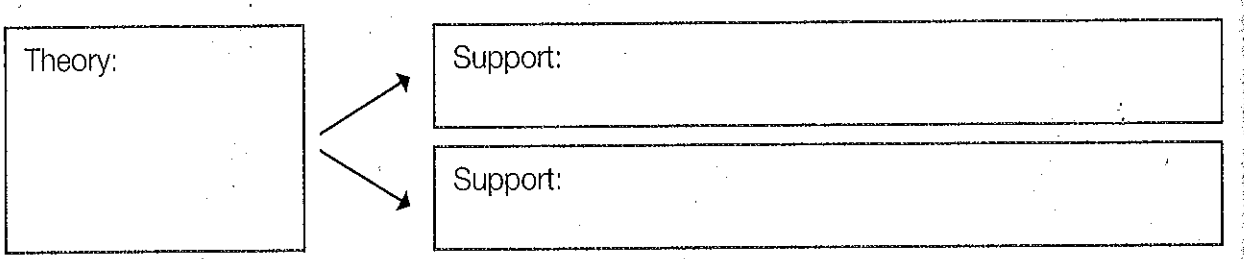
accordingly:
as a result of something else

inexplicably:
incapable of being explained

trade winds:
a pattern of winds that blow continuously throughout the year

identical:
the same

The Effect of African Dust on Caribbean Coral



Directions: Complete the table by matching the phrases below. Select the appropriate phrases from the answer choices and match them to the period of discoveries to which they relate. TWO of the answer choices will NOT be used. ***This question is worth 3 points.***

Evidence That African Dust Kills Coral	Statements
Early discoveries	• •
Later discoveries	• • •

Answer Choices

(A) found that the coral began to die after being covered by dust
(B) learned that dust was carried to the Caribbean via trade winds
(C) proved that aspergillus commonly infects corals around the world
(D) used DNA tests to show that aspergillus originated in Africa
(E) showed that coral injected with aspergillus quickly died
(F) discovered that African soil turned to dust because of a lack of moisture
(G) connected the aspergillus in the Caribbean to the dust in Africa

Fill in the blanks to complete the summary.

Coral is very _____ and can easily be damaged. If coral dies, whole marine communities can die, too. Accordingly, scientists get very worried when this happens. When coral began to _____ die in the Caribbean Sea, scientists studied why. They found that dust blown into the sea by _____ was the problem. The dust was full of a deadly fungus that killed the coral. The dust came from Africa and was _____ to dust found in the sea.

Vocabulary Review 3

Instructions: Choose the best word or phrase to complete each sentence.

1. The product's high price _____ its few benefits.

(A) practices
(B) adheres
(C) negates
(D) pervades

2. The group had to _____ a huge desert to reach its destination.

(A) traverse
(B) prohibit
(C) threaten
(D) balance

3. The company's offensive ad caused a _____ in the city.

(A) whisker
(B) stir
(C) dose
(D) boundary

4. The accountant _____ the numbers in the book.

(A) dissipated
(B) mushroomed
(C) exposed
(D) recorded

5. The _____ lived in the southern areas of Iceland.

(A) flicker
(B) channel
(C) starvation
(D) tribe

6. After its first plan failed, the group _____ a new, better plan.

(A) formulated
(B) prevented
(C) manipulated
(D) filtered

7. Magnets can be used to _____ metal hidden underground.

(A) sink
(B) detect
(C) provoke
(D) depict

8. Special exercises can be used to _____ weak muscles.

(A) strengthen
(B) pervade
(C) disrupt
(D) correlate

Instructions: Choose the word or phrase closest in meaning to the underlined word(s) in each sentence.

9. Because the city was built along a popular ancient trade route, it became large and <u>wealthy</u> very quickly.

(A) rumored
(B) medieval
(C) worrisome
(D) prosperous

10. Language is an <u>obstacle</u> for many people traveling.

(A) hoof
(B) mobility
(C) barrier
(D) soot

11. The fire caused a <u>decrease</u> in the park's attendance.

(A) reduction
(B) emission
(C) reign
(D) sarcasm

12. The new manager led to an <u>extreme</u> increase in sales.

(A) reserved
(B) desirable
(C) drastic
(D) antique

13. The elephant's long trunk is a <u>helpful</u> trait.

(A) obligated
(B) favorable
(C) suited
(D) devastating

14. Global warming may have many <u>unexpected</u> consequences.

(A) unforeseen
(B) precise
(C) unified
(D) impaired

15. The <u>lack</u> of light in the room made Lisa nervous.

(A) absence
(B) stroke
(C) approach
(D) platform

Instructions: Write the missing words. Use the words below to fill in the blanks.

capable established extensive
incidence viciously

A typhoon is a violent storm that is **16.** _____ of causing **17.** _____ damage to cities located along coastlines. Small farming towns and villages **18.** _____ in lowlands may be in particular danger when typhoons hit. High winds and flooding may **19.** _____ wipe out such towns. In the near future, scientists believe the **20.** _____ of typhoons will rise as a result of global warming.

Instructions: Match the words that are similar in meaning.

21. empire	(A) important
22. occur	(B) severe
23. drastic	(C) happen
24. crucial	(D) complete
25. finish	(E) kingdom

Mini Test 3

01 Biology

Read the passage and answer the questions. Track 66

Chemical Senses

Every day, people use their senses to navigate the world. However, not all of the senses are created equally. Unlike the senses of vision, hearing, and touch, some senses depend on receptors that are stimulated by chemical molecules. These are called chemical senses. Humans have two chemical senses: taste and smell.

The sense of taste, called the gustation, is activated when the chemicals found in the food come into contact with receptor cells in the mouth. This occurs because most of the receptor cells for taste are found on the tongue rather than elsewhere in the mouth. These receptors are called taste buds. Other taste receptors are located on the top of the mouth and in the throat but are far fewer in number than those on the tongue. There are different types of taste buds for different flavors. For example, some are able to taste bitterness or sourness. These are the most sensitive taste receptors, possibly because bitter or sour foods are more likely to be poisonous or otherwise not suitable for eating. Other receptors identify salty or sweet flavors. Finally, some receptors in the mouth perceive savory flavors.

The sense of smell, called the olfaction system, is also activated by chemical molecules. The receptors for olfaction are located in the nose. The human nose contains more than five million receptors that send signals to the brain about the odors it comes into contact with. The type of odor perceived depends on the shape of the molecule. Unlike the tongue, there are up to 400 different types of receptors, each capable of sensing a different odor. While some receptors are dedicated to detecting certain odors, other receptors can even tell how strong an odor is.

- **receptor** *a type of cell that responds to stimuli from the senses*
- **molecule** *a small unit made up of one or more atoms*

Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the TWO 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.***

The chemical senses of the body are activated by chemical reactions.

-
-

Answer Choices

(A) The senses of vision and hearing are activated by chemicals.
(B) Chemical molecules allow a person to perceive a chemical sense.
(C) Gustation depends on taste buds that are stimulated by chemicals in food.
(D) There are taste receptors on the tongue and parts of the throat.

02 Anthropology

Read the passage and answer the questions. Track 67

On Two Feet

Studying fossils helps scientists understand how humans evolved. By researching bones and fragments, they learn about when and why humans developed certain features. However, one feature that scientists have struggled to explain is why humans began to walk on two feet. There are several theories that attempt to prove the cause of humans adopting bipedalism.

The first theory is that early humans, called hominins, began to walk on two feet in order to carry their children around. Scientists believe that at a certain age, the young hominins were unable to hold onto their parents. Adult hominins were forced to evolve in order to protect their young. By walking on their feet rather than on all fours, their arms would be free to carry objects. Some scientists, however, suggest that this cannot be the case. Examinations of the body type of early humans show that carrying objects in this way would require a large amount of energy. Additionally, scientists have learned that the young hominins were able to grip with both their arms and their feet. This means that they could hold on to the back of their parents and didn't need to be carried.

Another theory for why humans began to walk upright is that bipedalism made it easier for them to move in trees. According to this theory, bipedalism developed not in hominins but in the more distant relative of the humans, the orangutan. Scientists developed this theory when they observed that in the wild, orangutans can walk on two feet as well as humans. They realized that orangutans could reach up to the highest branches of trees by standing up. Further examinations of early humans, moreover, suggest that they lived in forests. This links humans to trees and may explain why humans became bipeds.

▷ **bipedalism** *the ability to use two feet to move around*

Directions: Complete the table by matching the phrases below. Select the appropriate phrases from the answer choices and match them to the theories to which they relate. TWO of the answer choices will NOT be used. ***This question is worth 3 points.***

Theories	Statements
Transport of children	• • •
Movement	• •

Answer Choices

(A) Children could not grip their parents.
(B) Early humans may have lived in trees.
(C) Wild orangutans can walk on two feet.
(D) Parents were forced to evolve.
(E) Humans became bipeds before other apes.
(F) It would take more energy to carry objects this way.
(G) Orangutans waste energy by walking upright.

Building Skills for the TOEFL® iBT

LISTENING

LISTENING

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The TOEFL® iBT Listening Section

In the listening section of the TOEFL® iBT, you will hear a variety of conversations and lectures, each of which lasts from three to six minutes. A total of six listening passages will be presented. After each passage, you will then be asked to answer five to six questions about what you heard. Like the reading section of the TOEFL® test, the questions are designed to assess your understanding of the main idea and factual information and to assess your ability to infer. You will not be asked questions regarding vocabulary or sentence structure.

- **Passage Types**
  1. Conversation—Two people discussing a campus-related problem, issue, or process
  2. Lectures—A professor presenting information related to an academic topic
  3. Classroom interaction—Similar to a lecture, but with some interaction between the professor and one or more students

- **Question Types**

  Questions for the listening section of the TOEFL® typically appear in the following order:

Question	Type	Description
1	Main Idea	Choose the best phrase or sentence.
2-3	Factual Information / Detail / Content	Choose the statement that is true according to what was said. Select multiple answers to complete a chart.
4	Purpose / Inference / Organization	Recognize the speaker's purpose, draw an inference, or explain how the speaker communicated certain information.
5-6	Repeated Listening	Hear a particular portion of the listening passage again and recognize the speaker's purpose, attitude, or the implied meaning of a statement.

Study Tips for Listening

- Practice listening to North American English as much as possible. For the purposes of the TOEFL®, educational programs, documentaries, and news programs are excellent sources.
- When you are practicing for the listening section of the TOEFL®, listen to the material only once and then answer the questions. Then review the answers while listening a second or third time. Remember, though, during the real test you are only permitted to hear the conversation or lecture once before answering the questions.
- Pay attention to how pauses and intonation are used to organize the passage, emphasize important information, and show transitions.
- Make a recording of the programs you use to practice listening: Replay any sections you have difficulty understanding.
- Keep in mind such things as the main idea, the development and support of the main idea, and the speaker's reasons for mentioning certain points.
- Develop your note-taking skills. While you are listening, try to write down key words in an organized, graphic way that makes sense to you.
- Create a list of vocabulary words related to university campus life as well as various academic subjects.

Test Management

- A picture will be shown on the screen to allow test takers to recognize each speaker's role and the context of the conversation. Along with this picture, a subject title will be given for each lecture.
- Before you begin the listening section, listen to the headset directions. Pay particular attention to how you change the volume. It is very important that you are able to hear clearly during the listening section of the test.
- If you miss something that is said in a conversation or lecture, do not panic. Simply keep listening. Even native speakers do not hear everything that is said.
- Note-taking during the lecture is permitted. Paper will be provided by the test supervisor. These notes can be studied while answering the questions, and will not be seen by test graders.
- Like the reading section, questions cannot be viewed until after the lecture or conversation has been completed.
- In the listening section, you must answer each question before moving on; you cannot return to a question later. If you are unsure of an answer, guess.

Preview Test

Track 68

Directions

You will listen to two lectures and one conversation. You will hear each lecture and conversation one time.

After each listening passage, you will answer some questions about it. Most questions are worth one point, but some questions are worth more than one point. The directions indicate how many points you may receive.

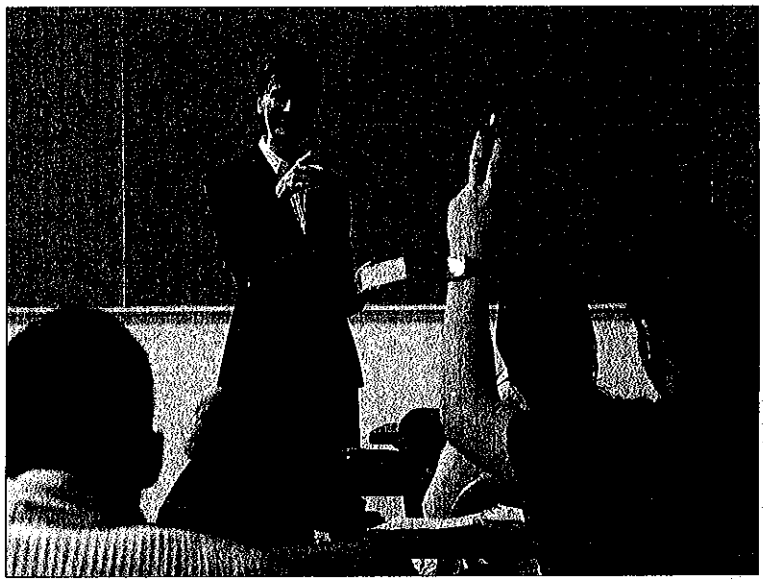
You will have 15 to 20 minutes to both listen and answer the questions. The questions ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude.

You may take notes while you listen. You may 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 you will hear part of the lecture or conversation again.

When you are ready, press **Continue.**

Listen to a lecture in a science class.



1. What is the main topic of the talk?

(A) How tundra plants are pollinated
(B) Ways that tundra wildlife stay warm
(C) Types of flowering plants in the Arctic
(D) How plants survive in cold environments

2. Listen to part of the lecture again. Then answer the question.

Why does the professor say this?

(A) To set a scene
(B) To introduce a solution
(C) To explain a concept
(D) To give an example

3. What can be inferred about the Arctic tundra from the passage?

(A) Too much snowfall kills tundra plants.
(B) Temperatures there never reach above freezing.
(C) Trees are not often found on the tundra.
(D) Most tundra wildlife has fur to keep warm.

4. According to the lecture, how does snow help tundra plants to survive?

(A) It warms the plants underneath.
(B) It keeps the plants moist.
(C) It protects the plants from the cold.
(D) It hides the plants from foraging animals.

5. Why does the professor talk about crowds of people?

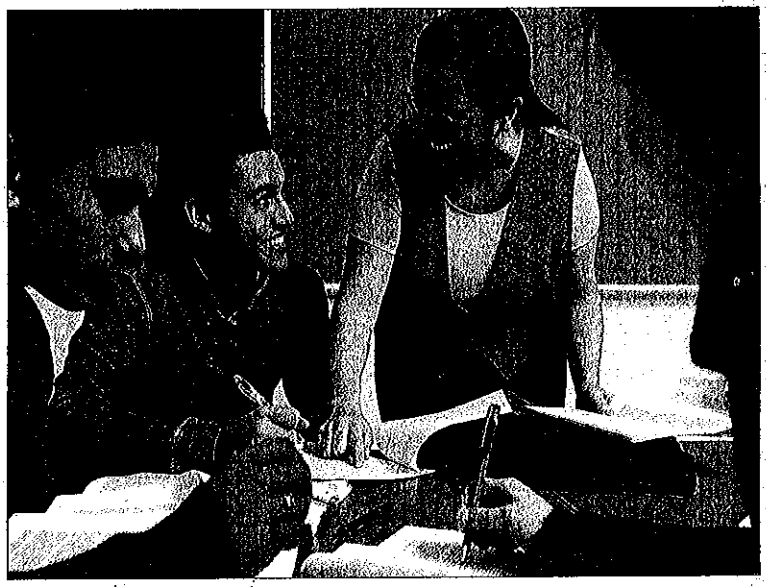
(A) To get her students involved in the lecture
(B) To familiarize her students with an idea
(C) To switch to a new topic of discussion
(D) To express to her students a well-known fact

6. Match the characteristics of each plant.

For each characteristic, place a check mark in the correct plant column.

	Labrador Tea	Saxifrage	Marsh Marigold
Has hairy leaves			
Grows in clumps			
Flowers follow the sun			
Grows close to ground			

Listen to a discussion in a geography class. Track 69



1. What is the discussion mainly about?
   (A) The similarities between the Himalayas and Appalachians
   (B) The definition and process of continental collision
   (C) A description of the process that formed the Himalayas
   (D) An explanation of how volcanic mountains are formed

2. What is the process of orogeny?
   (A) How volcanic action forms mountains
   (B) How young mountains start to form
   (C) Why mountains get smaller over time
   (D) When plates collide to form mountains

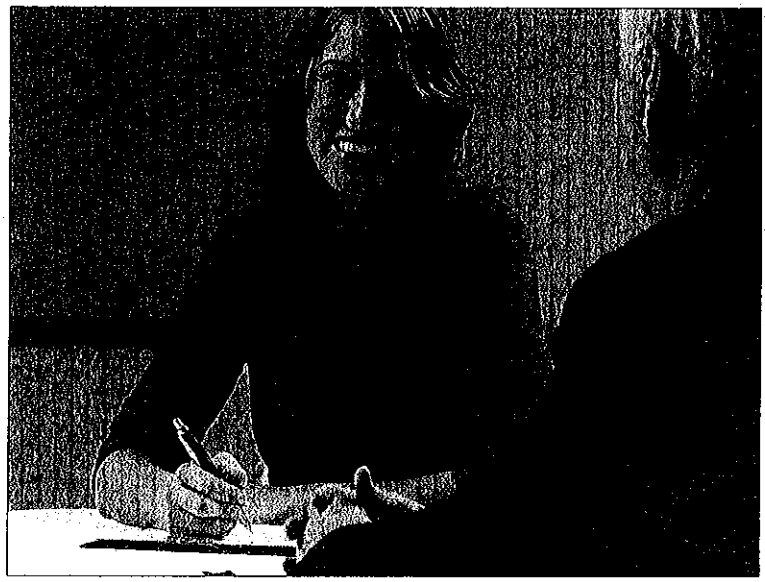
3. Listen to part of the discussion again. Then answer the question.
   Why does the professor say this?
   (A) To introduce a contrasting point
   (B) To see if the students are paying attention
   (C) To try and remember what she was saying
   (D) To ask the students about her location

4. Why does the professor talk about the Appalachian mountains?
   (A) To compare their formation to that of the Himalayas
   (B) To explain why younger mountains are often taller
   (C) To describe the complex process of orogeny
   (D) To suggest that they are older than they appear

5. What can be inferred about old mountain ranges?
   (A) They were once much taller.
   (B) They have more folds than the Himalayas.
   (C) They were produced by orogeny.
   (D) They have not experienced erosion.

6. Why are the Himalayas folded?
   (A) They experience much volcanic action.
   (B) India and Asia continue to collide.
   (C) The mountains are younger than most.
   (D) They have not underwent erosion.

Listen to a conversation between a student and a counselor. Track 70



1. Why does the woman visit the counselor?

(A) To conduct a mock interview
(B) To receive advice on job possibilities
(C) To get information on graduation
(D) To create a list of companies

2. What is one quality the woman is looking for in a career?

(A) A full-time job
(B) A teaching position
(C) A career in fine arts
(D) A chance to advance

3. What can be inferred about the woman?

(A) She won't apply for a job at the Youth Center.
(B) She has been having trouble locating a good job.
(C) She is excited about her upcoming career opportunities.
(D) She doesn't have enough money to go to graduate school.

4. Listen to part of the conversation again. Then answer the question.

Why does the counselor say this?

(A) He's hinting at the right answer.
(B) He's reminded of a previous question.
(C) He's telling the student that she's correct.
(D) He's answering the student's question.

5. Which of the following does the counselor suggest the woman do?

For each action, place a check mark in the YES or NO column.

	YES	NO
Look up companies in the phone book		
Make and sell her own artwork		
Apply to teach art to kids		
Schedule a mock interview		

Chapter 1 Main Idea Questions

Necessary Skills

- Understanding the overall topic or basic idea of a lecture or conversation
- Understanding the speaker's general purpose in giving a lecture or having a conversation
- Inferring the speaker's purpose or main idea when it is not directly stated

Example Questions

- What is the main topic of the lecture?
- What is the main topic of the conversation?
- What are the speakers mainly discussing?
- What aspect of _____ does the professor mainly discuss?
- What aspect of the problem does the _____ help with?
- What features of each type of _____ does the professor focus on?
- What is the woman's main concern about _____?
- What concerns does the student have about _____?
- Why did the professor mention _____?
- What is the student's motivation for _____?

Strategies

- Pay attention to expressions that indicate the topic:
  - Today's talk is on . . .
  - Today we're going to talk about . . .
  - Now we are going to discuss . . .
- In a conversation, listen for cues that will indicate a speaker's main purpose.
  - How can I help?
  - What do you need?
  - Can you help me with . . .
- Listen for key words that are emphasized or repeated.
- Keep in mind that two or more major ideas together may define the overall topic.

Chapter 1

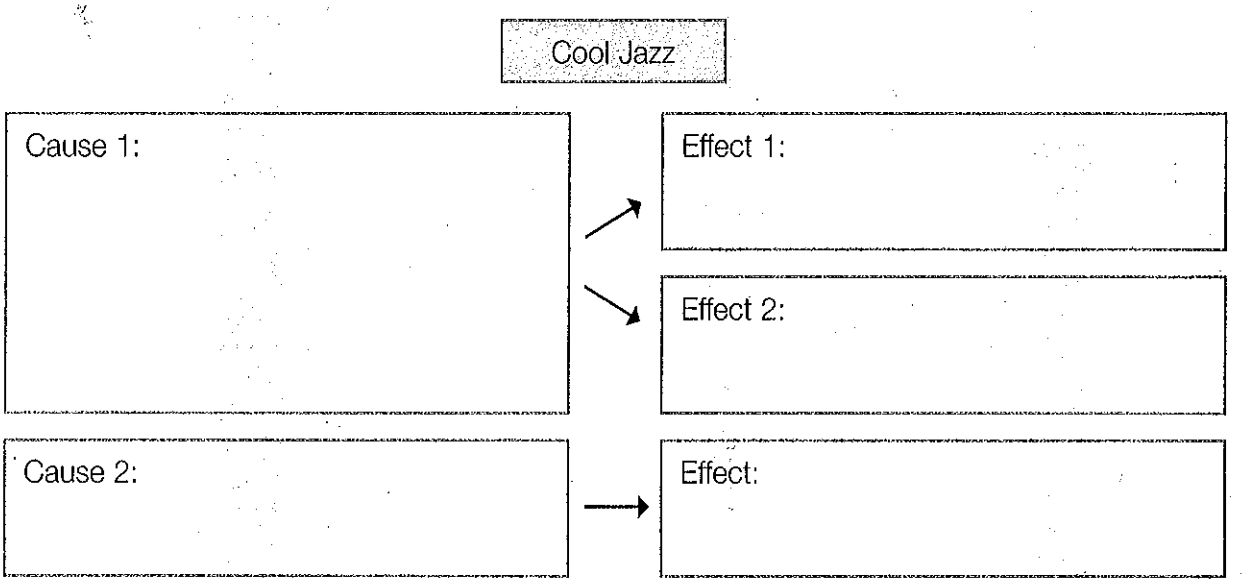
01 Music

Listen to a lecture in a music class, and fill in the diagram with the information that you hear.

Track 71

Key Vocabulary

icon: an object or person that has an uncritical following
orchestrate: to write and arrange music for an orchestra
tuba: a large, metal, wind instrument that is shaped like a tube with a wide open end
recognition: specific notice or attention
recording: a copy of music onto a CD, tape, record, etc.



1. What is the main topic of the lecture?

(A) The effects of cool jazz
(B) The origins of a type of music
(C) A form of musical theory
(D) A comparison of two band leaders

2. What is the main idea of the lecture?

(A) How cool jazz changed jazz music
(B) A jazz musician and his influences
(C) Why cool jazz had a slow tempo
(D) The type of instruments cool jazz used

Fill in the blanks to complete the summary.

The professor is talking about cool jazz from the 1940s and '50s. This jazz had more classical European influences than earlier forms of jazz. This meant that jazz musicians could also use instruments like flutes and _____. The music sounded lighter and softer and jazz bands became bigger. Bands grew to be mid-sized _____ groups and also gave individuals more focus. The first true cool jazz _____ was Miles Davis. He made a famous _____ that brought him much _____ as a musical artist.

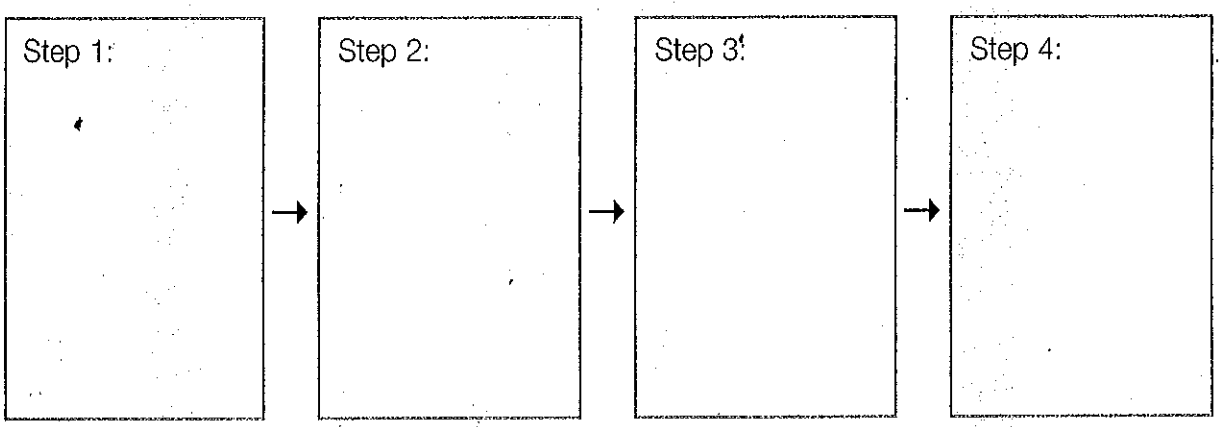
02 Geology

Listen to a lecture in a geology class, and fill in the diagram with the information that you hear. Track 72

Key Vocabulary

carbon: a nonmetal element that can exist as diamonds, coal, or organic compounds
crystallize: to cause the formation of crystals
erupt: to burst out suddenly and violently
magma: hot, liquid rock that is contained within the Earth
weather: to expose something to the open air so that it breaks down

How Diamonds are Formed



1. What is this lecture mainly about?

(A) A natural process that results in a transformation
(B) How to classify different types of diamonds
(C) A comparison of how coal and diamonds are formed
(D) The geological process that results in volcanoes

2. What aspect of diamonds does the professor discuss?

(A) How they are cut
(B) Where to find them
(C) How they are created
(D) Why they are valuable

Fill in the blanks to complete the summary.

The professor explains how diamonds are formed from lumps of coal. Coal is made from _____ molecules that change due to heat and pressure. The coal lumps are found about 160 kilometers inside the Earth. The temperature here is about 2200 degrees Fahrenheit. These conditions change the molecules of coal which _____ to form a diamond. When volcanoes _____, molten rock, or _____, containing diamonds is pushed upwards. The rock then hardens and _____ away over time to reveal the diamonds.

03 Office Visit

Listen to a conversation between a student and a professor, and fill in the diagram with information that you hear. Track 73

Key Vocabulary

apply: to make a request especially in the form of a written application
appreciate: to be thankful for
GPA: grade point average; the grade points a student earns divided by the number of credits
recommendation: a praise or commendation of one as being worthy or desirable
scholarship: a fund of money awarded to a student for school

School Trip

Problem:

→ Solution 1:

→ Solution 2:

1. Why does the student go to the professor?

(A) To pick up an application form
(B) To talk about her class grade
(C) To discuss an upcoming trip
(D) To ask for a recommendation

2. What are the speakers mainly discussing in the passage?

(A) If the student is eligible to study abroad
(B) How to apply for scholarships
(C) Information on funding opportunities
(D) How to collect information about a scholarship

Fill in the blanks to complete the summary.

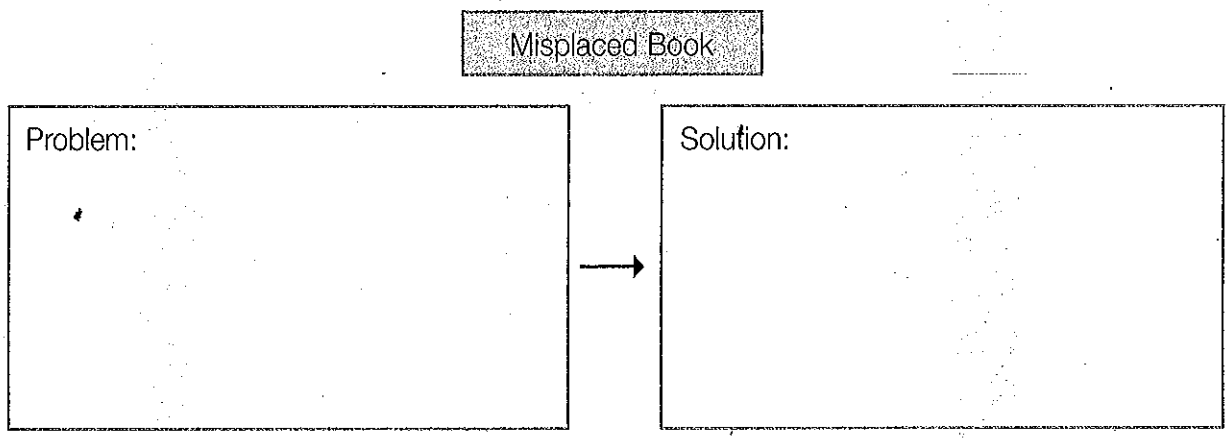
A student speaks to her professor about going on a summer trip to study the Great Barrier Reef. Kim is in college, and this trip is organized by her school. She can't afford it, so the professor tells her to _____ for a _____ that is awarded to ten students per semester. She needs a _____ of 3.0 to get it, and her's is _____. The professor agrees to write her a _____, and Kim says she _____ his help.

04 Service Encounter

Listen to a conversation between a student and a librarian, and fill in the diagram with information that you hear. Track 74

Key Vocabulary

biography: the written history of a person's life
call number: a number used by libraries to classify a book and indicate its location on the shelves
catalogue: a complete set of items that has been arranged by a system of numbers
database: a large collection of information organized for quick use on a computer
document: an important piece of paper that contains written information



1. Why does the student talk to the librarian?
(A) To ask about a poet
(B) To get help finding a book
(C) To learn about the electronic reserve
(D) To ask about the library's resources

2. What are the speakers mainly discussing in this passage?
(A) How to use call numbers to find cataloged books
(B) The library's new database of electronic reserves
(C) Where to find a biographical source on James Wright
(D) How to print electronic reserves in the library

Fill in the blanks to complete the summary.

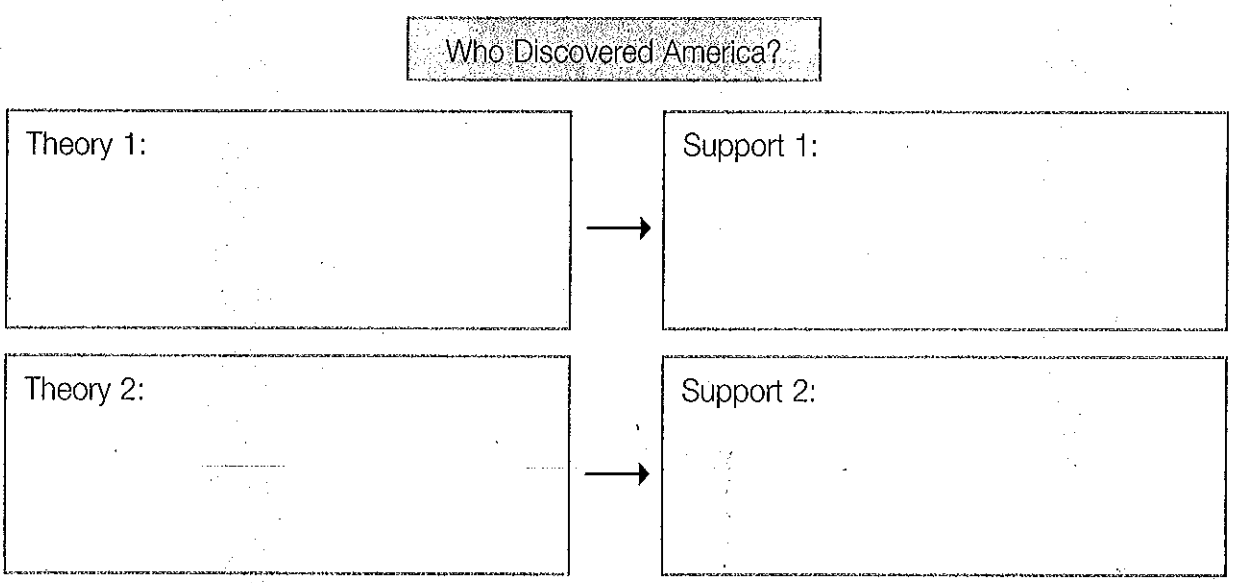
A student is searching the library for a _____ of poet James Wright. He asks the librarian for help so she asks him for the book's _____. She uses this number to search the library _____ for the book. The librarian cannot find it there but realizes it may have been scanned as a _____. By checking the computer _____, she finds it. Now the student can print it out to complete his paper on time.

05 History

Listen to a discussion in a history class, and fill in the diagram with the information that you hear. Track 75

Key Vocabulary

convinced: sure of something
disprove: to prove that something is wrong
evidence: something that can be used as proof of something else
predate: to happen at an earlier time than something else
outsider: someone who is not part of a core group of individuals



1. What is this discussion about?

(A) The Polynesian effect on the Americas
(B) What caused Columbus to discover America
(C) Evidence that supports a new theory
(D) A comparison of two theories of discovery

2. What is the main idea of this passage?

(A) Columbus brought Polynesian chickens to America.
(B) Polynesians came to the Americas before Columbus.
(C) DNA is now used to solve mysteries of discovery.
(D) A chicken bone has been discovered in Polynesia.

Fill in the blanks to complete the summary.

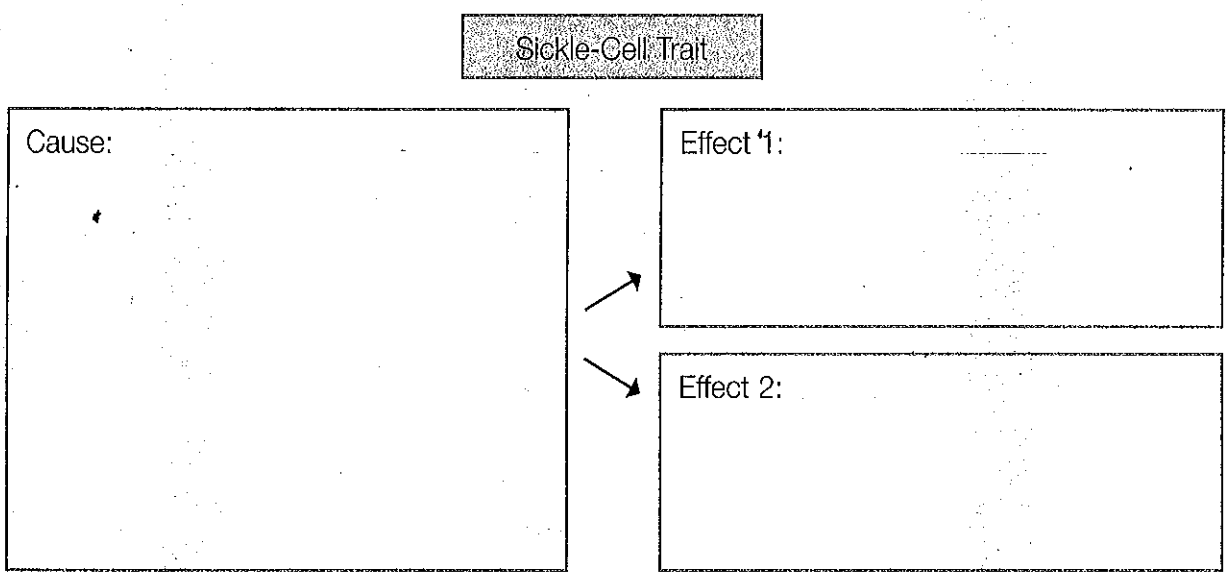
A history professor is talking about Christopher Columbus. He believes Columbus was not the first _____ in the Americas. He says new _____ has shown that Polynesians came there before 1492. Scientists know this from a chicken bone found in Chile. The bone was from a chicken from the Polynesian Islands. One of the students is not _____ that the bone _____ Columbus was there first. The professor explains that the bone _____ Columbus's arrival by more than one hundred years.

06 Biology

Listen to a lecture in a biology class, and fill in the diagram with the information that you hear. Track 76

Key Vocabulary

genetic: relating to, caused by, created by, or affected by genes
immune: having a high level of resistance against something harmful
inherit: to obtain a trait genetically from one's parents
parasite: an organism that needs to live in, on, or with another animal or person in order to survive
trait: an inherited characteristic



1. What is this lecture about?

(A) A new theory that refutes an old theory
(B) The positive and negative effects of a trait
(C) A comparison of two deadly parasites
(D) The classification of the sickle-cell trait

2. What is the main idea of the passage?

(A) Dangerous diseases found in Africa
(B) A means of protection against malaria
(C) The harmful effects of sickle-cell disease
(D) How to inherit the sickle-cell trait

Fill in the blanks to complete the summary.

The biology professor is discussing sickle-cell disease. This disease is _____, which means you _____ it from your parents. If you get it from both your parents, you will get sick and die. If you get the sickle-cell _____ from only one parent, you will live. You will also be _____ to malaria, another dangerous disease. Malaria is a _____ disease carried by mosquitoes.

07 Office Visit

Listen to a conversation between a student and a professor, and fill in the diagram with the information that you hear. Track 77

Key Vocabulary

assistant: someone whose job is to help out another individual
culture: the behaviors and beliefs characteristic of a particular social, ethnic, or age group
fascinate: to interest
tribal: relating to a social group of people consisting of several families or clans
warrior: someone from a group who participates in fighting against another group

Retaking a Class

Problem:	→	Solution:

1. Why does the student talk to the professor?

(A) To ask about becoming a teacher's assistant
(B) To discuss a course she needs for graduation
(C) To change the focus of her college major
(D) To ask if she can retake his class

2. What is the student's problem?

(A) She didn't receive credit for her class.
(B) The course won't count for credit.
(C) The professor already has an assistant.
(D) She's not allowed to take the class.

Fill in the blanks to complete the summary.

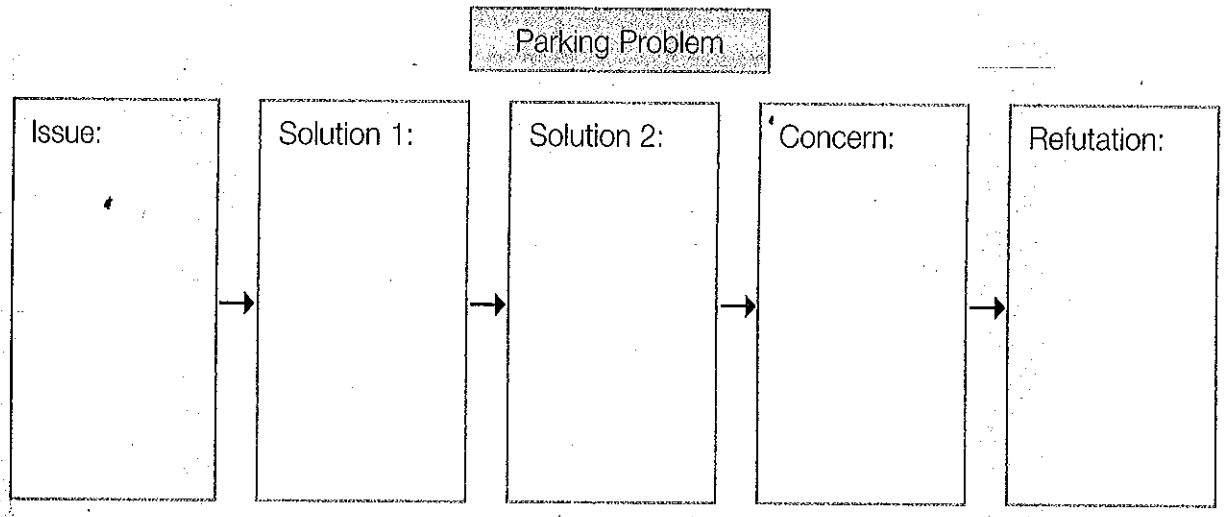
Brenda is talking to Professor Brown about his _____ course. She is _____ by it and wants to repeat the class. Professor Brown tells Brenda about his course for the next semester. It will focus on a tribe of African _____ called the Masai. He also tells her she will not get any credits for taking his class a second time. He suggests that she become his teacher's _____. Then she will get a credit for repeating his class.

08 Service Encounter

Listen to a conversation between a student and a university employee, and fill in the diagram with the information that you hear. Track 78

Key Vocabulary

increment: a specified amount of something being gained
parking meter: a device that allows someone to pay for temporary parking
permit: a written license that allows someone to do something
structure: a building
tow: the act of pulling something away, like a truck taking away a car



1. Why does the student go to the Department of Transportation?

(A) To complain about parking
(B) To buy a permit for her car
(C) To find out where to park
(D) To ask about the parking structure

2. What is the student's major concern?

(A) Inconvenient parking spots
(B) A costly ticket fee
(C) A damaged car
(D) The costs of parking

Fill in the blanks to complete the summary.

A student wants to buy a parking _____ for one semester. The student does not want to pay for the whole year because she is going to graduate soon. The man explains that the university doesn't sell semester _____ and tells her to try the _____. The student says she won't have time to fill the meter. She is scared her car will be _____ or ticketed. The man says she could park at the visitor's parking _____.

09 History

Listen to a discussion in a history class, and fill in the diagram with the information that you hear. Track 79

Key Vocabulary

analyze: to observe and study
core: the central or innermost part
drought: a long period of time when there's no rain
sediment: dirt and other material that settles at the bottom of water
segment: a small part of a whole

Mayan's Disappearance

Theory:	→	Support:

1. What is the main topic of the discussion?
   (A) The economics of an ancient society
   (B) The effects of a natural disaster
   (C) A new theory on the Mayans
   (D) An archeological experiment

2. What is the main idea of the discussion?
   (A) A series of droughts destroyed the Mayans.
   (B) Spanish invaders conquered the civilization.
   (C) Corn was a major source of Mayan income.
   (D) New methods have improved archeology.

Fill in the blanks to complete the summary.

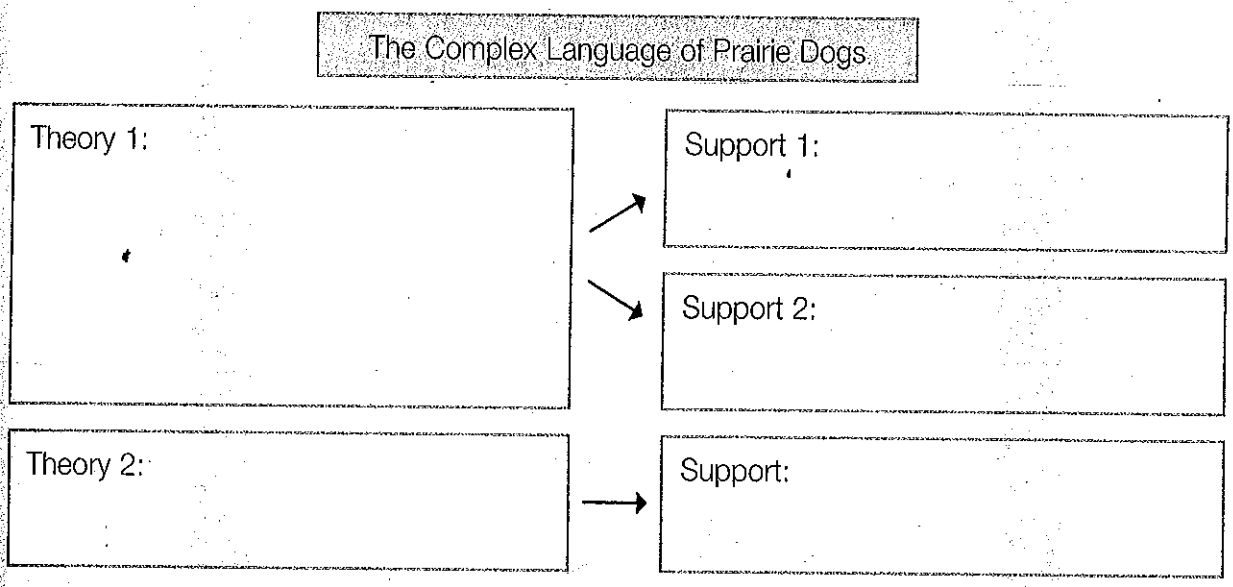
The professor explains to his history class that _____ destroyed the Mayan people. They needed water to produce corn. Without water, their major food source did not survive and so their civilization perished. Scientists have made some amazing discoveries to prove this. They _____ parts or _____ of the ocean floor near Venezuela. The _____ of the ocean floor are made of layers of light and dark _____. The layers show how little rain fell there hundreds of years ago.

10 Zoology

Listen to a discussion in a zoology class, and fill in the diagram with the information that you hear. Track 80

Key Vocabulary

defend: to avoid or drive away a dangerous attack
dialect: regional versions and varieties of a language
distinguish: to tell one thing apart from another
oval: an elongated circle
sophisticated: complicated and well developed



1. What is the discussion mainly about?
   (A) The complex language of prairie dogs
   (B) Experiments involving desert reptiles
   (C) Different languages found in nature
   (D) Prairie dogs' main source of food

2. Why is the professor discussing prairie dogs?
   (A) To explain a new theory
   (B) To show the effects of communication
   (C) To contrast two major assumptions
   (D) To show the pros and cons of language

Fill in the blanks to complete the summary.

The professor says prairie dogs may have the most _____ language in the animal world. Scientists recorded their barks and yips and analyzed them. They found that these dogs use nouns, verbs, and adjectives and _____ between colors. Their language is not universal, and they use different _____ in different areas. The dogs also make up new words. During a test, they made up a word for an _____ shape. They use their language to _____ themselves.

Chapter 2 Detail Questions

Necessary Skills

- Taking note of major points and important details of a lecture or conversation
- Listening for signal expressions that identify details, such as the following: *for example, the reason is, on the other hand, I would say*
- Eliminating incorrect answer choices
- Identifying a statement that is not mentioned

Example Questions

- According to the lecture, what is _____?
- According to the lecture, which of the following is true?
- What does the speaker say about _____?
- What connection does the speaker make between _____ and _____?
- What does the professor suggest the student do?
- Which of the following is true of _____?
- What advice does the professor give to the student about _____?
- According to the discussion, how did _____?
- According to the speaker, why do _____?
- According to the conversation, why must the student _____?
- According to the speaker, who were _____?
- According to the lecture, what kinds of _____? Choose 2 answers.

Strategies

- Since answers to questions are generally found in order in the passage, it is helpful to take notes in the order of what you hear.
- Detail questions do not require inference. Choose what speakers actually say.
- In a lecture, detail questions are about information related to the following: new facts, descriptions, definitions of terms/concepts/ideas, reasons, results, and examples.
- Incorrect choices may repeat some of the speakers' words but do not reflect correct information from the lecture or conversation.

01 Astronomy

Listen to a lecture in an astronomy class, and fill in the diagram with the information that you hear. Track 81

Key Vocabulary

atmosphere: a cover of cloud, made by gases, that surrounds a planet
distance: the amount of space between two objects
evaporate: to change from a liquid or solid state into a gas
greenhouse gas: gas in the Earth's atmosphere which reduces the loss of heat into space
surface: the exterior of an object

Why Venus is Hotter than Mercury

Cause:

Effect 1:

Effect 2:

1. What is one characteristic of the planet Mercury?
   (A) It is filled with greenhouse gases.
   (B) It has extreme temperatures of hot and cold.
   (C) It is the hottest planet in the solar system.
   (D) It has an atmosphere of carbon dioxide.

2. What does the thick cloud of sulfur dioxide around Venus do?
   (A) It keeps heat from escaping.
   (B) It reflects lots of sunlight.
   (C) It absorbs surface water.
   (D) It makes up most of Venus' atmosphere.

3. Why is Venus so hot?
   (A) It has lots of volcanic activity on its surface.
   (B) Its has no vegetation to regulate temperature.
   (C) It contains a large amount of greenhouse gases.
   (D) Its atmosphere keeps sunlight from escaping.

Fill in the blanks to complete the summary.

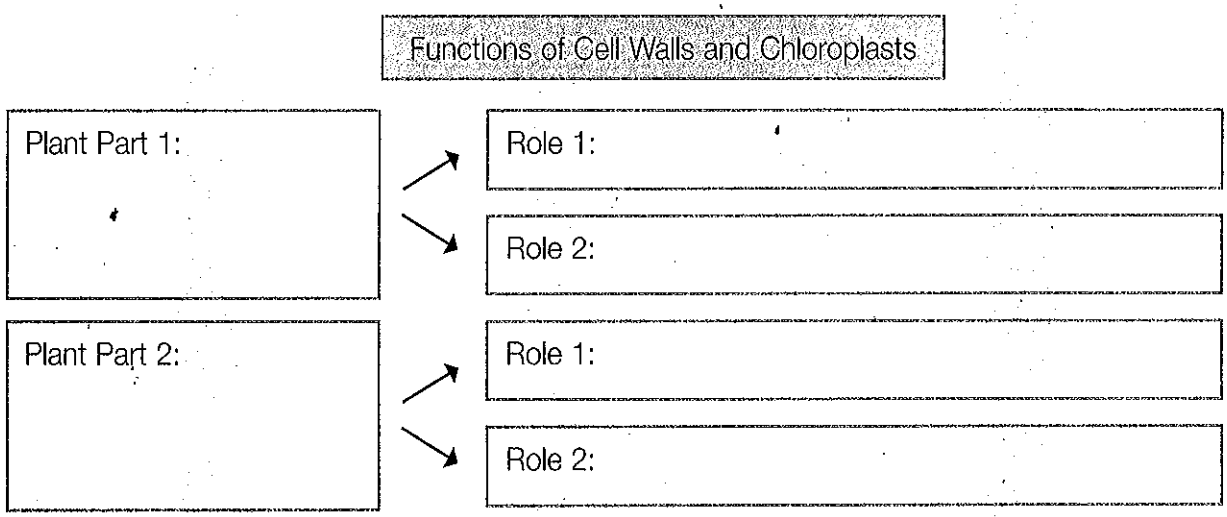
A professor explains to his astronomy class why Venus is hotter than Mercury. Venus is twice the _____ from the sun than Mercury is, yet it is much hotter. This is because Venus has a thick _____ while Mercury has none. The sun's heat is thus trapped on the _____ of the planet by carbon dioxide gas. Venus used to contain water like Earth, but it _____ long ago. This helped create a lot of _____ which trap heat.

02 Botany

Listen to a lecture in a botany class, and fill in the diagram with the information that you hear. Track 82

Key Vocabulary

absorb: to soak up
membrane: a thin layer that helps a cell process energy
organelle: a part of a cell whose specific function helps the cell survive
rigid: stiff; inflexible
skeleton: a structure of bones that gives animals their shape and support



1. What is one function of cell walls?
(A) Giving plants their loose structure
(B) Making up the plant's skeleton
(C) Protecting the plant's cell membrane
(D) Keeping out harmful substances

2. According to the lecture, what is one difference between plant cells and animal cells?
(A) How they protect themselves
(B) The presence of cell membranes
(C) How they generate energy
(D) The presence of organelles

3. What gives a plant its green color?
(A) A characteristic of cell walls
(B) The food that the cell creates
(C) A feature of chloroplasts
(D) The sunlight the cell absorbs

Fill in the blanks to complete the summary.

The teacher is discussing the differences between plant and animal cells. Animals have _____ to give their bodies shape and structure. Plant cells have cell walls to provide shape and structure. The cell walls are _____ structures around the cell _____. They give cells support and stop harmful substances from getting in. Plant cells also contain _____ called chloroplasts which _____ sunlight. They use this light along with water and carbon dioxide to make food for the plant.

03 Office Visit

Listen to a conversation between a student and a professor, and fill in the diagram with the information that you hear. Track 83

Key Vocabulary

due: owed
enforce: to carry out with force
neighbor: a person that lives close by
recession: a period of reduced economic activity
skip: to miss out on

Turning in a Late Project

Issue:	→	Solution:	→	Concern:	→	Refutation:

1. Why didn't the student turn in his project?

(A) He was at home sick.
(B) He ate lunch with friends.
(C) He had no Internet access.
(D) He had a broken-down car.

2. Why doesn't the professor want to accept the student's project?

(A) It's against her policy.
(B) It's against school rules.
(C) He purposefully skipped class.
(D) He turned in late projects before.

3. Why didn't the student contact the professor?

(A) He was delayed by a traffic jam.
(B) His computer wasn't working.
(C) He didn't have access to the Internet.
(D) The phone number in the syllabus was wrong.

Fill in the blanks to complete the summary.

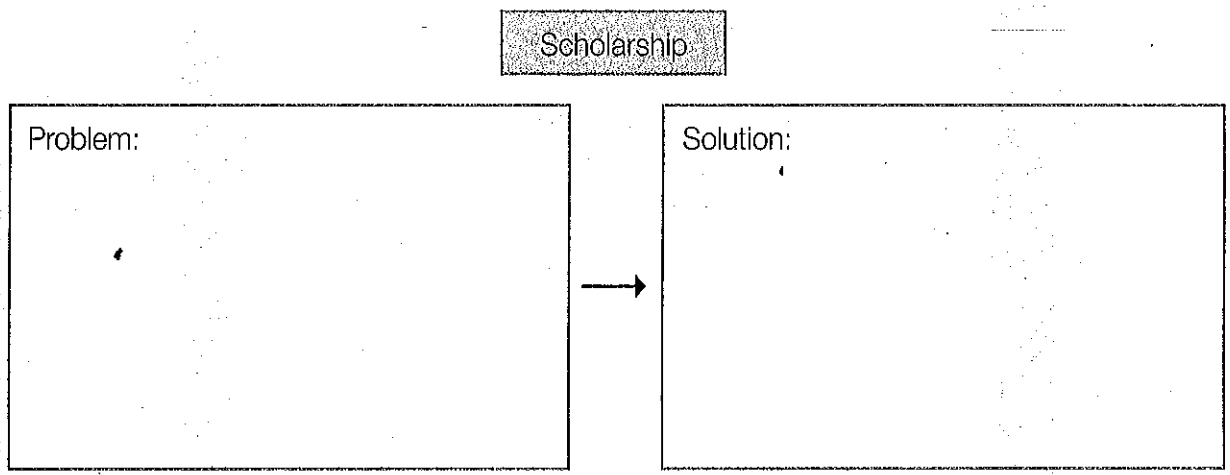
A student's essay on the economic _____ is late. The professor is not happy because the student _____ class. The student tells the professor he was sick the day the essay was _____. He says he knows that the professor likes to _____ the rule about late work. He says that he worked really hard and couldn't find a number to call. The professor tells him it's okay but that next time he should email her from a _____ house.

04 Service Encounter

Listen to a conversation between a student and a university employee, and fill in the diagram with the information that you hear. Track 84

Key Vocabulary

case: situation
committee: a group of people who make decisions about something in particular
drop: to stop attending
review: to look over
transfer: to move the value of one thing into that of another



1. What problem does the woman mention?
(A) She isn't going to receive a scholarship.
(B) She won't earn 15 credits for the semester.
(C) She can't drop her algebra class.
(D) She isn't able to retake the class.

2. What must the student do to gain permission?
(A) Get approval from her algebra professor
(B) Fill out the necessary application
(C) Write to the scholarship committee
(D) Talk to the department head

3. What will the student do if she receives permission?
(A) Take on an extra class
(B) Retake the Algebra course
(C) Take a summer class
(D) Transfer to another course

Fill in the blanks to complete the summary.

A student must _____ a class due to a work conflict. If she stops taking the class, she will lose her scholarship. It's also too late in the semester to _____ to another course. The registrar suggests she take a summer course that will give her the credits she needs. To get into this program, she needs to write a letter to the university's scholarship _____. She must explain her situation, and then they will _____ her _____ and decide.

05 Literature

Listen to a discussion in a literature class, and fill in the diagram with the information that you hear. Track 85

Key Vocabulary

greed: a desire to possess something that one does not need or deserve
morality: right and wrong conduct
vice: a bad quality or trait
virtue: a good quality or trait
villain: an evil person in the story that goes against the main character

Greek and Roman Plays vs. Morality Plays

Greek and Roman Plays 1:	Both Plays:	Morality Plays 1:
Greek and Roman Plays 2:		Morality Plays 2:

1. What do Greek and Roman plays have that Morality plays do not?
(A) Developed characters
(B) Moral decisions
(C) Main characters
(D) Villains

2. What is the Everyman?
(A) An actor
(B) A generalized character
(C) An actual person
(D) A Classic hero

3. Generally speaking, what does the Everyman face?
(A) A flaw within himself
(B) An outside vice
(C) An invading army
(D) A complex villain

Fill in the blanks to complete the summary.

This literature class is studying _____ plays from the Middle Ages. The professor explains that many characters in these plays were simple and not complex. They represented good qualities called _____, or bad qualities called _____. The most evil character represented vices like _____. He was the _____ of the play. He always tried to make the main character, Everyman, follow him. Everyman had to choose between following him and doing the right thing.

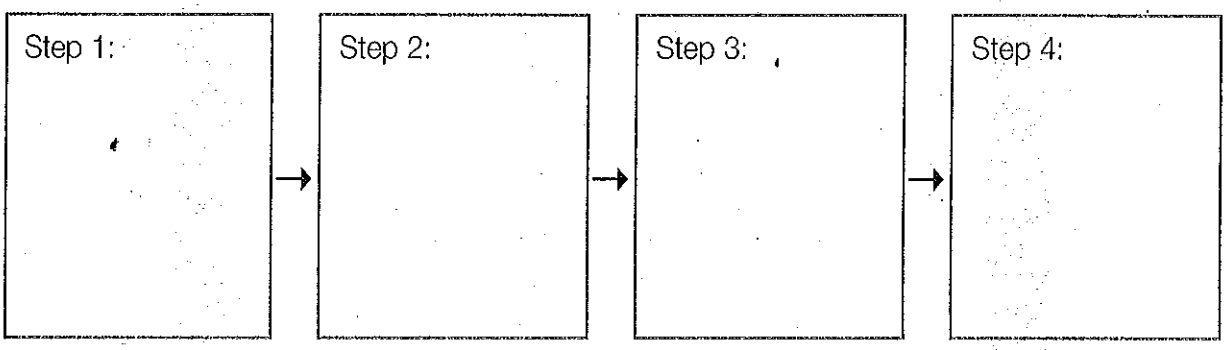
06 Geology

Listen to a lecture in a geology class, and fill in the diagram with the information that you hear. Track 86

Key Vocabulary

chain: a series of closely connected things
lava: hot liquid rock, or magma, that leaves the earth
produce: to make or create
spew: to send or give out
stream: a flow of a liquid

Formation of the Hawaiian Islands



1. What does the professor say about the Hawaiian hotspot?
   (A) It moves a few centimeters each year.
   (B) It is created by the eruption of lava.
   (C) It continually forms new islands.
   (D) It takes hundreds of years to form islands.

2. What role does a plate play in the formation of the Hawaiian Islands?
   (A) It creates the hotspot.
   (B) It moves the islands.
   (C) It turns volcanoes into islands.
   (D) It shifts the flow of the lava.

3. What does the professor mention about the Midway Islands?
   (A) They are currently active volcanoes.
   (B) They are part of the Hawaiian Island chain.
   (C) They were formed by the Hawaiian hotspot.
   (D) They slowly moved with the hotspot.

Fill in the blanks to complete the summary.

The professor mentions that there is a volcanic hotspot located under the Hawaiian _____ of islands. This hotspot formed these islands. How this works is that a _____ of hot _____ erupts onto the ocean floor. The lava cools and hardens, forming a volcano. This lava keeps _____ out until the volcano builds up to such a size then an island is _____. When this island moves, more lava produces more islands in the gap. Then an island chain is formed.

07 Office Visit

Listen to a conversation between a student and a professor, and fill in the diagram with the information that you hear. Track 87

Key Vocabulary

conflict: a problem of opposition
final: the last test of an academic course
mandatory: being something that is required
recital: a public performance given by students of music or dance
reschedule: to set up a new time for a previously scheduled event

Rescheduling

Problem:	→	Solution:

1. Why can't the student miss the recital?
(A) He's receiving a special honor.
(B) It counts as his dance final.
(C) It's required for his major.
(D) He can't let his partner down.

2. What does his professor say to the student?
(A) He can make up the English final.
(B) His English grade is more important.
(C) He should talk to the department head.
(D) He can take the final later in the week.

3. What will the student need to provide as proof?
(A) A written document
(B) A schedule of his recital
(C) A phone call from the dance professor
(D) A note from the English professor

Fill in the blanks to complete the summary.

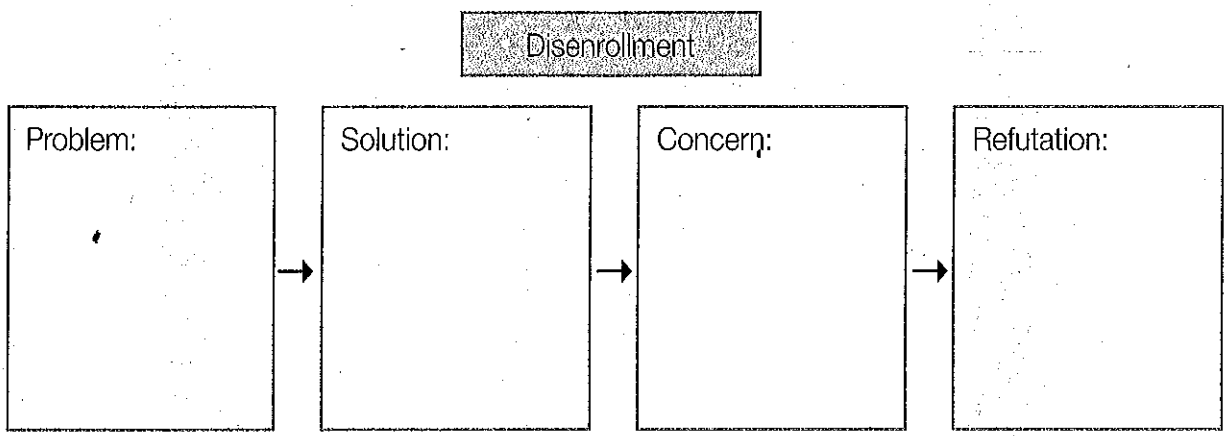
Steven is a dance major who wants to _____ his English _____. This is because he has a _____ dance _____ on the same day as his English exam. There is a scheduling _____ between the two exams. His professor tells him he will have to talk to the head of the English department. He must prove that the dance exam conflicts with the English one by getting notes from his dance teachers.

08 Service Encounter

Listen to a conversation between a student and a university employee, and fill in the diagram with the information that you hear. Track 88

Key Vocabulary

- **capacity:** the maximum amount that can be contained by something
- **credit:** to add an amount to an account
- **disenroll:** to be removed from classes in school
- **register:** to sign up for something, like classes
- **student ID:** a school distributed identification card



1. Why was the student disenrolled?
   (A) He didn't pay for a class on time.
   (B) He accidentally dropped all his classes.
   (C) The student had dropped his Yoga class.
   (D) A class was filled to capacity.

2. Why does the cashier need the student's ID?
   (A) To re-enroll the student
   (B) To credit his account
   (C) To find his information
   (D) To pay a late fee

3. What does the cashier recommend that the student do?
   (A) Sign up for classes again
   (B) Pay the overdue Yoga fee
   (C) Ask his professor for help
   (D) Credit the class to his account

Fill in the blanks to complete the summary.

A student has been _____ from his classes. The cashier uses his _____ to check what the reason is. She tells him this has happened because he owes $75 for a yoga class which he forgot to pay. He will also have to _____ again for all his classes. He has been _____ for what he's paid so he won't have to pay again. To keep his class that's filled to _____, he must explain the situation to his professor.

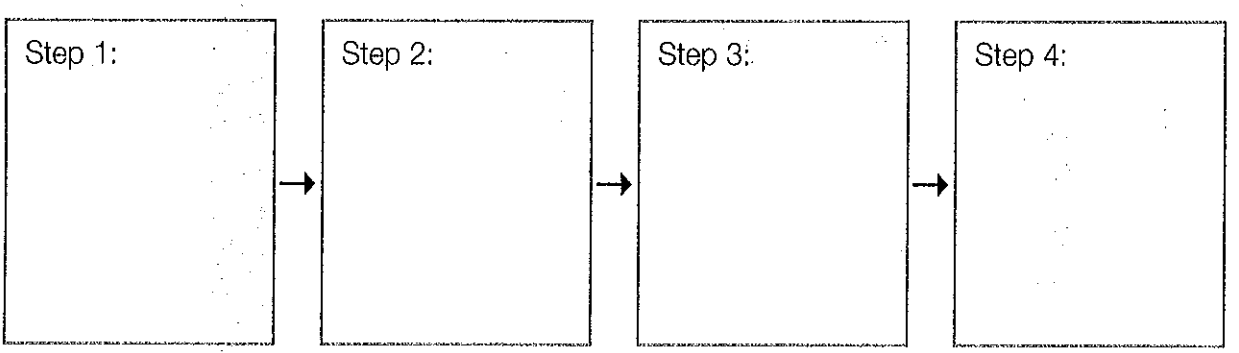
09 Botany

Listen to a discussion in a botany class, and fill in the diagram with the information that you hear. Track 89

Key Vocabulary

agonizing: very painful
canopy: the uppermost part of a forest; the top of the trees
merge: to connect
encase: to close around something like a case
rot: to decay

How a Strangler Vine Kills a Tree



1. How does the strangler vine seed start growing?

(A) An animal drops it on the ground.
(B) It grows downward from the tree's canopy.
(C) It grows out of the fruit from a fig tree.
(D) It begins to grow at the base of a tree.

2. What happens to the vine after the tree dies?

(A) It starts to die along with the tree.
(B) It attaches itself to a new tree host.
(C) It uses the tree's remains as a food source.
(D) It continues growing without the tree.

3. How does the vine kill the tree?

(A) It blocks the tree's roots from getting water.
(B) It squeezes the tree's roots until it dies.
(C) It blocks the tree's branches from sunlight.
(D) It eats away at the tree for over a century.

Fill in the blanks to complete the summary.

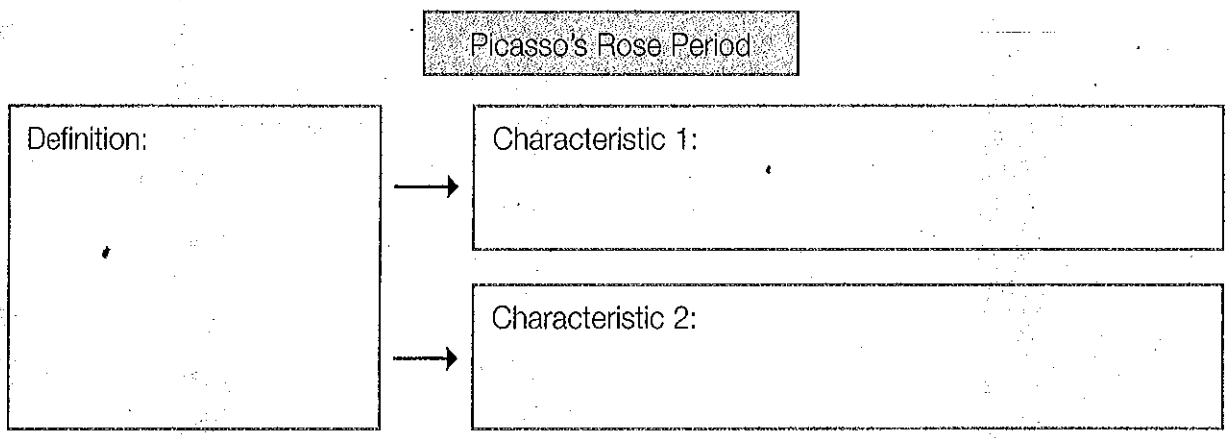
The professor is talking about the strangler vine. Plants killed by this vine experience an _____ death. The vine's seeds grow on top of the leaf _____ in South American rainforests. They then begin to grow downwards. Once they are rooted in the ground, they _____. They get thicker and flatten out so that they can _____ trees completely. The trees die from being squeezed or getting no sunlight. Then they _____ away, leaving the vine in their form.

10 Fine Arts

Listen to a discussion in an art class, and fill in the diagram with the information that you hear. Track 90

Key Vocabulary

checkered: patterned with alternating dark and white squares
depressing: causing sad feelings of gloom
mourn: to grieve over the loss of someone
optimistic: hopeful or positive
pigment: color



1. What event inspired Picasso's Rose Period?
   (A) His affection for a woman
   (B) His success as an artist
   (C) His job as a circus performer
   (D) His recovery from a friend's death

2. What is a harlequin?
   (A) A checkered pattern worn by circus performers
   (B) An artist who lives outside of normal society
   (C) A clown that appears in many Rose Period paintings
   (D) A pigment of pink that was used in Rose Period paintings

3. How did Picasso become commercially successful?
   (A) People loved his Blue Period paintings.
   (B) He was able to sell his work at the circus.
   (C) He painted more mainstream art in the Rose Period.
   (D) A former circus performer displayed his art.

Fill in the blanks to complete the summary.

The professor is discussing the work of Pablo Picasso. Students have learned that during his "blue" period, Picasso painted using dark, _____ colors. This was because he was _____ the death of a close friend who died in 1901. When Picasso fell in love around 1904, he became more _____. In his "rose" period, he used happy pink _____ and joyful oranges. He started painting circus performers in their _____ patterned clothing. These happy paintings sold well.

Vocabulary Review 1

Instructions: Choose the best word or phrase to complete each sentence.

1. Jim knew that he would need a _____ from his boss to apply for a new job.
(A) recording
(B) increment
(C) recommendation
(D) database

2. William Shakespeare _____ some of the greatest plays in the world.
(A) applied
(B) produced
(C) disproved
(D) mourned

3. Mahatma Gandhi is an _____ of peace for many people who admire him.
(A) icon
(B) organelle
(C) evidence
(D) outsider

4. A series of _____ may have caused the collapse of the largely agricultural Mayan society.
(A) traits
(B) segments
(C) structures
(D) droughts

5. The man was now _____ to the disease because he had gotten it as a child.
(A) immune
(B) genetic
(C) optimistic
(D) sophisticated

6. The _____ that is underneath the Earth sometimes rises to the surface.
(A) carbon
(B) greenhouse gas
(C) magma
(D) greed

7. According to my mother, I _____ my eyes from my grandfather.
(A) enforced
(B) credited
(C) registered
(D) inherited

8. I received a _____ that allowed me to park anywhere on campus.
(A) call number
(B) sediment
(C) permit
(D) recession

Instructions: Choose the word or phrase closest in meaning to the underlined part.

9. The Spartan culture consisted mostly of <u>fighters</u> who fought in great battles.
(A) warriors
(B) assistants
(C) committees
(D) skeletons

10. Attendance was <u>required</u> in Ms. Randall's class.
(A) due
(B) depressing
(C) mandatory
(D) checkered

11. The outside area of the planet is made up of a thin outer layer of rock.

(A) membrane
(B) pigment
(C) surface
(D) oval

12. Over time, the marble statue slowly wore away until there was hardly anything left.

(A) weathered
(B) predated
(C) crystallized
(D) absorbed

13. Jonathon examined the data carefully, but he still couldn't figure out the answer.

(A) distinguished
(B) transferred
(C) evaporated
(D) analyzed

14. Joseph had to read the whole life story of Albert Einstein for his project.

(A) scholarship
(B) documentary
(C) biography
(D) recognition

15. Yesterday, my two sisters had a huge disagreement which made both of them cry.

(A) dialect
(B) conflict
(C) recital
(D) vice

Instructions: Write the missing words. Use the words below to fill in the blanks.

canopy	encase	merge
parasite	defend	

Every day, plants must **16.** _____ themselves against different enemies. Yet, sometimes, the worst enemies of plants are other plants. This is true for the trees in Costa Rican rainforests. They often become the victim of the dreaded strangler vine. The strangler vine is a **17.** _____ that uses trees in order to grow. First, a seed of the strangler vine is dropped onto the tree's **18.** _____. The vine then grows downward. It spreads out across the tree's trunk, forming many smaller vines. Eventually, these vines **19.** _____ together until they completely **20.** _____ the tree. Finally, the tree itself dies. The strangler vine, on the other hand, continues to live on.

Instructions: Label each pair of words as similar (S) or opposite (O).

21. _____	fascinate	bore
22. _____	neighbor	foreigner
23. _____	agonizing	painless
24. _____	appreciate	value
25. _____	case	situation

Mini Test 1

01 Biology

Listen to a lecture in a biology class. Track 91

Key Vocabulary

ancestor: forefathers and mothers; a family member that came before us
descendant: an offspring; one that comes from an older generation
gene: a part of human DNA that passes characteristics from parent to child
mutation: something that changes form
outbreak: sudden case of disease or violence
plague: a deadly epidemic; a disease that affects many
possess: to have or own
strike: to hit, deliver, or inflict
survive: to live on after something life-threatening has happened
victim: a person who experiences illness or suffering

1. What is the lecture mainly about?
(A) How people survived the plague
(B) Plague outbreaks throughout the ages
(C) The consequences of plague in England
(D) The true origin of the plague

2. What directly caused the plague in humans?
(A) Rats
(B) Bacteria
(C) Fleas
(D) A virus

3. What is the main topic of the lecture?
(A) The impact plague had on Europe
(B) The effect of a genetic mutation
(C) The process of how people got sick from plague
(D) An explanation of why plague is so deadly

4. How do scientists know that some 14th century Europeans possessed delta 32?
(A) By interviewing plague survivors
(B) By looking through old records
(C) By testing their descendents
(D) By examining a mutation

5. How did the gene protect some survivors from the plague?
(A) By signaling the immune system to destroy it
(B) By removing the plague from the body
(C) By preventing it from coming into cells
(D) By attacking and killing the disease

02 History

Listen to a discussion in a history class. Track 92

Key Vocabulary

alternative: a choice, something one can do instead of something else
backtrack: to go back or return to an earlier point
bridge: a structure that allows one to cross over something (e.g., a river)
estimate: to judge, ascertain, or calculate
evidence: facts or materials we use to prove something true
ice age: a long period of time when large parts of the Earth were covered with ice
migration: the movement of many animals or people from one place to another
strait: a narrow area of water or ice that connects bigger parts of water
suspect: to mistrust or doubt something
theory: an unproven idea about something

1. What is the lecture mainly about?
(A) How the first people came to the Americas
(B) What happened during the world's last ice age
(C) The first human settlements in America
(D) Why humans migrated to North America

2. Why is the Bering Strait land bridge no longer around?
(A) It eventually fell apart.
(B) It was flooded by water.
(C) It collapsed in an earthquake.
(D) It was covered with ice.

3. What is the main topic of the lecture?
(A) The complete refutation of a theory
(B) The process of a great human migration
(C) Support for an alternative theory
(D) The role of the Bering Strait land bridge

4. According to the professor, how did the first people come to the Americas?
(A) Across the Bering Strait land bridge
(B) By boat from Europe
(C) Across the ice glaciers
(D) By boat from Asia

5. What does the professor say about the Bering Strait land bridge?
(A) It only existed for a short time.
(B) People probably went across it.
(C) The earliest Americans crossed it.
(D) The theory is entirely inaccurate.

03 Service Encounter

Listen to a conversation between a student and a university employee. Track 93

Key Vocabulary

amendment: correction, change or improvement
application: a formal document requesting something (e.g., a job)
complicate: to make complex or more difficult
deny: to turn down, refuse, or reject
full time: occupied for the full amount of time
income: earnings; money made from working
rent: money paid to hire something (e.g., a room or car)
status: your standing, position, or rank
submit: to offer or put forward
tuition: teaching or instruction

1. Why does the student visit the financial aid advisor?

(A) She needs information about financial aid.
(B) She hopes to change to a full-time student.
(C) She wants to complain about a letter.
(D) She wants to submit a new application for financial aid.

2. What is the main idea of the conversation?

(A) Why the woman can't get financial aid
(B) How to correct the woman's file
(C) Alternative ways to apply for aid
(D) How to pay for her school fees

3. Why does the student require assistance?

(A) So her parents don't have to pay tuition
(B) So she doesn't have to work any more
(C) So she can get help paying her rent
(D) So she can afford to go to school full time

4. Why does the student need to fill out the extra paperwork?

(A) To prove her parents don't support her financially
(B) To choose which kind of financial aid she wants
(C) To show she is now a full-time student
(D) To submit a new application for financial aid

5. What does the financial aid advisor say he'll do for the woman?

(A) Make an amendment to her file
(B) Allow her to reapply for aid
(C) Fill out the necessary paperwork
(D) Look over her original application

Chapter 3 Function Questions

Necessary Skills

- Understanding what a speaker is trying to achieve through what is said
- Inferring a speaker's reason for saying a certain sentence or phrase
- Using the context to figure out the real meaning of a sentence or phrase
- Recognizing the tone of voice, intonation, and sentence stress that a speaker uses to show his or her intended meaning

Example Questions

Function questions will not appear during the test. You will only hear them.

- Listen again to a part of the conversation. Then answer the question.

You will hear a few lines of the lecture or conversation again.

- Why does the _____ say this:

You will hear part or one line of the previous excerpt again.

- The following types of function questions may appear during the test:
  - What is the purpose of the _____ response?
  - What does the _____ imply when he/she says this:
  - What can be inferred from the _____ response to the _____?

Strategies

- Listen for the overall organization of the lecture or conversation and think about whether the purpose is to describe, explain, compare, or give an opinion.
- Consider the relationship between the speakers and the context in which the speakers meet.
- Use clues like intonation to help you understand the meaning behind the words.

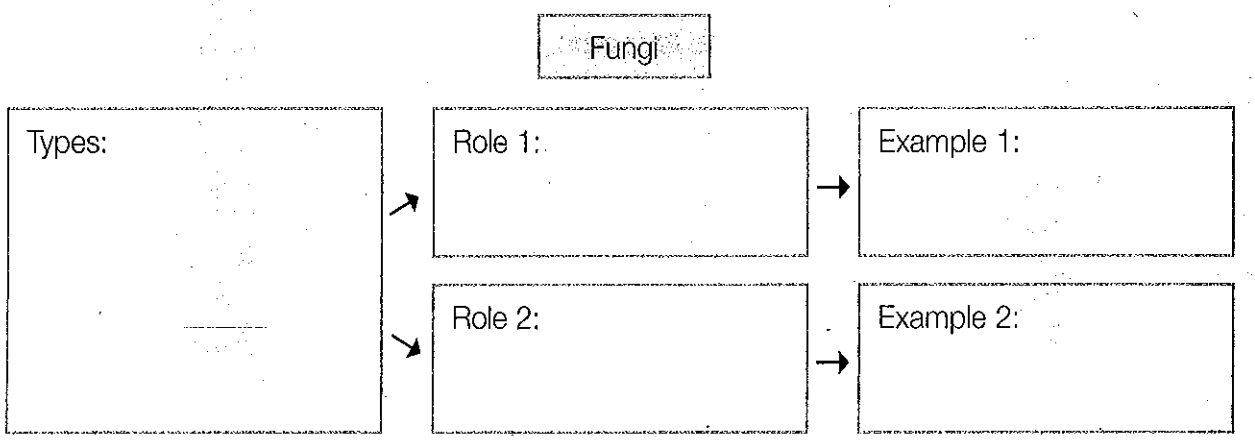
Chapter 3

01 Biology

Listen to a lecture in a biology class, and fill in the diagram with the information that you hear. Track 94

Key Vocabulary

acid: a very sour substance; a chemical with a PH value of 7 or lower
disgusting: gross, unpleasant, and sickening
mold: a green, blue, or white substance that grows on old food or on things that are not kept dry
organism: a living creature
stale: no longer fresh



1. Listen to part of the lecture again. Then answer the question.

Why does the professor say this?

(A) To ask his students for an answer
(B) To establish a drawback of fungi
(C) To introduce what he will be discussing
(D) To address an unrelated thought

2. Listen to part of the lecture again. Then answer the question.

Why does the professor say this?

(A) To help his students focus
(B) To suggest a discussion topic
(C) To emphasize important information
(D) To transition to an interesting fact

3. Listen to part of the lecture again. Then answer the question.

Why does the professor say this?

(A) This fact is important for the students to know.
(B) Fungi are not common ingredients of soda.
(C) This information may be surprising to some students.
(D) He's afraid his students didn't hear him the first time.

Fill in the blanks to complete the summary.

The biology teacher is discussing types of fungi. Fungi are living _____ that have many uses. The professor says that _____ growing on _____ food like old fruit and bread can sometimes save lives. Some, like penicillin, fight infections. Other types of fungi are used to make breads, candy, or soda by producing a special kind of _____. Fungi also give soy sauce its tasty flavor. So, while they may often seem _____, they are really quite useful.

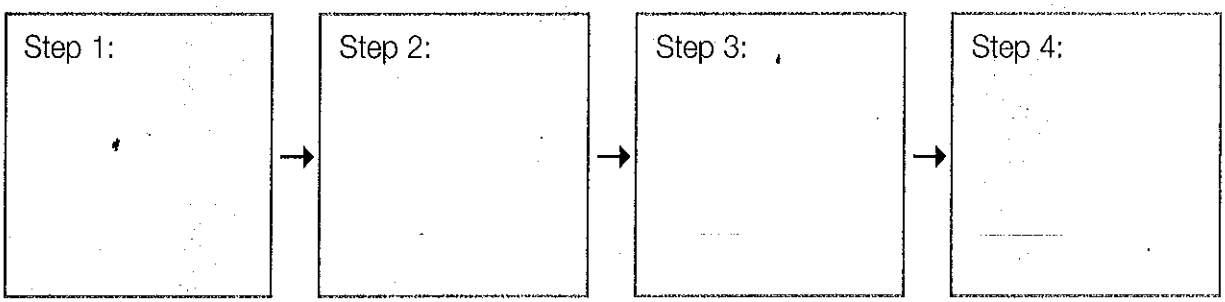
02 Astronomy

Listen to a lecture in an astronomy class, and fill in the diagram with the information that you hear. Track 95

Key Vocabulary

illusion: something that looks real but isn't
molecule: a type of particle that makes up all substances
random: without a specific pattern
ray: a narrow beam of light
uniform: always the same

The Process of Atmospheric Distortion



1. Listen to part of the lecture again. Then answer the question.

Why does the professor say this?

(A) To give students a command
(B) To begin the subject of his lecture
(C) To explain an in-class activity
(D) To point out a strange event

2. Listen to part of the lecture again. Then answer the question.

Why does the professor say this?

(A) It will probably be on an upcoming test.
(B) It might be hard for the students to understand.
(C) It's important to know for the process she's about to describe.
(D) It's something that most people don't know about.

3. Listen to part of the lecture again. Then answer the question.

Why does the professor say this?

(A) The light isn't actually coming from many directions.
(B) Her students might see stars differently than she does.
(C) The eye is very good at detecting starlight.
(D) Not everyone notices the stars twinkling.

Fill in the blanks to complete the summary.

The professor explains that when stars twinkle, it is an _____ called atmospheric distortion. When stars give off _____ of light, the rays travel into the Earth's atmosphere. The atmosphere is not one big _____ blanket of _____. It is made up of air currents called "pockets" that move at different speeds. When starlight enters the atmosphere and hits these pockets, the light bends in _____ directions. Then, when it enters our eyes, it appears as if the stars are twinkling.

03 Office Visit

Listen to a conversation between a student and a professor, and fill in the diagram with the information that you hear. Track 96

Key Vocabulary

alter: to change
dilemma: a problem
familiarize: to make known
post: to put up
proceed: to go ahead

Hard to Understand Professor's Lectures

Problem:	→	Solution:	→	Reason for the Solution:

1. Listen to part of the conversation again. Then answer the question.

Why does the professor say this?

(A) To ask the student to come into his office
(B) To encourage the student to continue talking
(C) To request something from the student
(D) To assure the student that he can help her

2. Listen to part of the conversation again. Then answer the question.

Why does the professor say this?

(A) To test what the student knows
(B) To offer a suggestion to the student's problem
(C) To determine if the student has a suggestion
(D) To find out which solutions the student has tried

3. Listen to part of the conversation again. Then answer the question.

Why does the student say this?

(A) To apologize for not knowing the vocabulary
(B) To ask the professor to clarify what he said
(C) To request that the professor help her
(D) To explain that she can't understand his lectures

Fill in the blanks to complete the summary.

Anja wants help from her English professor. He asks her to _____, so she explains that she struggles to understand his English classes. This is because English is her third language. The professor understands Anja's _____ but says he can't _____ his lectures just for her. He suggests that she check the class website before lectures. The professor _____ lecture notes there which Anja can use to _____ herself with class vocabulary.

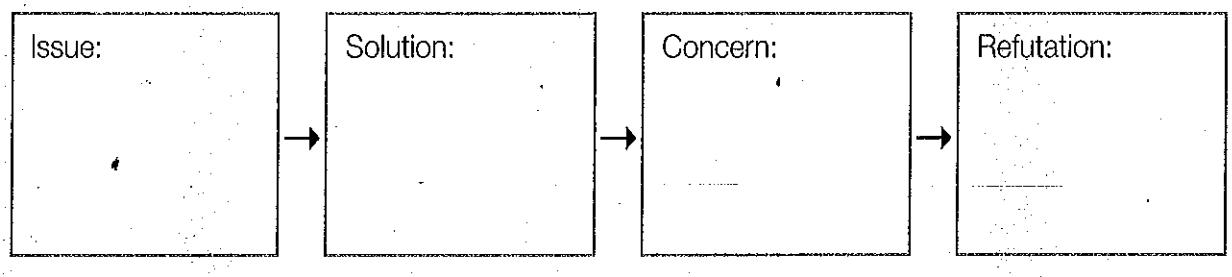
04 Service Encounter

Listen to a conversation between a student and a counselor, and fill in the diagram with the information that you hear. Track 97

Key Vocabulary

admit: to let in
ensure: to guarantee
restricted: limited
sophomore: a student in the second year of college
strategy: a plan or method for achieving something

Problems Registering for a Class



1. Listen to part of the conversation again. Then answer the question.

Why does the counselor say this?

(A) To find out if the student is enrolled in business school
(B) To determine if the student is eligible for the course
(C) To figure out if the student is graduating soon
(D) To see if the student is older than he looks

2. Listen to part of the conversation again. Then answer the question.

Why does the counselor say this?

(A) To indicate that the student must apply to business school
(B) To state that only business students can take these courses
(C) To describe the process of registering for classes
(D) To explain why the student cannot register

3. Listen to part of the conversation again. Then answer the question.

Why does the student say this?

(A) He thinks the class is important to take.
(B) He doesn't know how popular the class is.
(C) He is worried he won't get into the class.
(D) He wants to know how long he should wait.

Fill in the blanks to complete the summary.

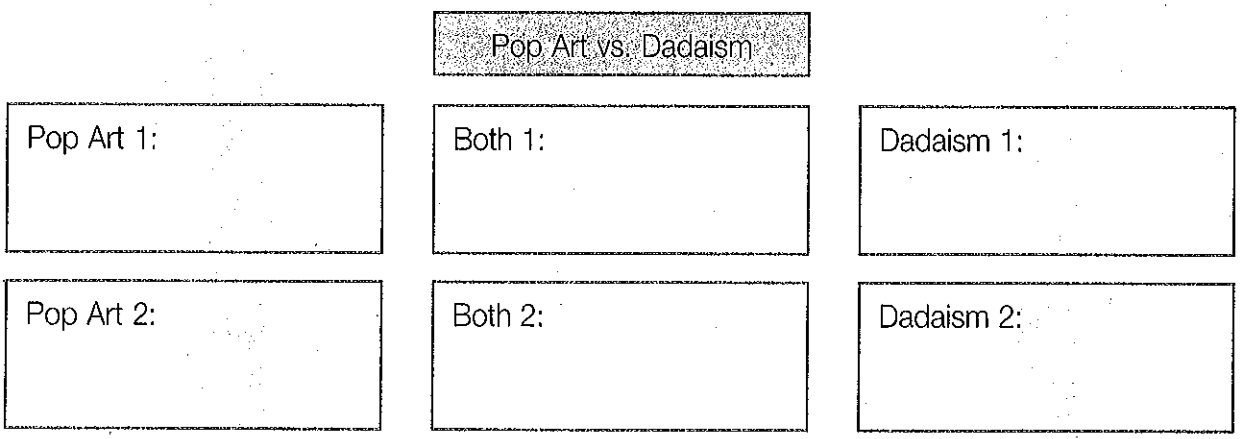
A student tells the counselor that he tried to register online for a course called "Marketing _____." The course is currently _____ for freshmen. Only _____ and upper class business school students can register for this course. A freshman who has not been _____ to the business school has to wait to register. First, the older students must sign up for the classes they need. This _____ that business students can take the courses they need.

05 Fine Arts

Listen to a discussion in an art class, and fill in the diagram with the information that you hear. Track 98

Key Vocabulary

embrace: to accept
excess: a larger amount of something than is necessary
opposition: resistance; something that opposes
reject: to refuse to accept
somber: serious and troubling



1. Listen to part of the discussion again. Then answer the question.

Why does the professor say this?

(A) To support a key definition
(B) To give examples of Dada art
(C) To explain the uses of Pop Art
(D) To get the students' attention

2. Listen to part of the discussion again. Then answer the question.

Why does the professor say this?

(A) She is not sure if she has the right information.
(B) She wants to find out if the students agree with her.
(C) She expects the students to already know what she's telling them.
(D) She is asking the students to look up the answer in their books.

3. Listen to part of the discussion again. Then answer the question.

Why does the professor say this?

(A) She forgot what she was going to say.
(B) She is trying to find out where she should go.
(C) She is not sure that what she's saying is correct.
(D) She is introducing a new point.

Fill in the blanks to complete the summary.

The professor is talking about Dadaism and Pop Art. She says that both movements developed in _____ to "high art." Both _____ high art concerns like beauty and technique. The two movements were also different in many ways. Dadaists wanted to show the _____ and wastefulness of society. Their art was often _____ whereas Pop Art was more playful. Pop artists _____ pop culture and its products.

06 Biology

Listen to a lecture in a biology class, and fill in the diagram with the information that you hear. Track 99

Key Vocabulary

deform: to distort or bend
desirable: worth having
generation: the entire body of individuals born and living at about the same time
muscle: flesh that connects one bone to another and is used for bodily movement
psychological: mental

Single-Trait Breeding

Advantage 1:	Disadvantage 1:
Advantage 2:	Disadvantage 2:

1. Listen to part of the lecture again. Then answer the question.

Why does the professor say this?

(A) The student guessed correctly.
(B) The definition makes the term obvious.
(C) The students called out the right term.
(D) The professor expects students to reply.

2. Listen to part of the lecture again. Then answer the question.

Why does the professor say this?

(A) He thinks single-trait breeding is convenient.
(B) He believes it's easy to make a mistake.
(C) He doesn't want to ask for anything else.
(D) He feels that single-trait breeding is common.

3. Listen to part of the lecture again. Then answer the question.

Why does the professor say this?

(A) He wants the students to look at a photograph.
(B) He is going to introduce a new concept.
(C) He is trying to change the subject.
(D) He is about to give an example.

Fill in the blanks to complete the summary.

In order to increase _____ traits in animals, breeders carefully choose which animals to mate. An example would be to breed chickens with big _____. This technique is called single-trait breeding. This process is so quick that in one year they can breed two _____ of chickens. There are also dangers to this breeding style. For example, fat chickens will have _____ legs because they are so heavy. It can also cause _____ damage to animals.

07 Office Visit

Listen to a conversation between a student and a professor, and fill in the diagram with the information that you hear. Track 100

Key Vocabulary

access: the ability to use something
generate: to make
install: to put in place
purchase: to buy
require: to make necessary

Expensive Software

Problem:	Solution:

1. Listen to part of the conversation again. Then answer the question.

Why does the professor say this?

(A) He is making a joke.
(B) He is asking the student's opinion.
(C) He thinks the student doesn't like him.
(D) He doesn't want to teach the course.

2. Listen to part of the conversation again. Then answer the question.

Why does the professor say this?

(A) He wants all his students to have the same software.
(B) He's telling the student what item to purchase.
(C) He's hoping the students will buy similar materials.
(D) He wants all his students to turn to a certain page.

3. Listen to part of the conversation again. Then answer the question.

Why does the student say this?

(A) To convince the professor to loan her the software
(B) To complain that the course requirements are unfair
(C) To explain the reason she came to speak with him
(D) To ask permission to purchase a less costly item

Fill in the blanks to complete the summary.

A student wants to take a computer graphics course. She is worried because the software she needs to _____ on her computer is expensive. The professor tells her this software is _____ so that students can _____ graphics on their computers. Without _____ to the software, the class will not be of much use. The professor says the student can _____ the software for half price at the university bookstore.

08 Service Encounter

Listen to a conversation between a student and a counselor, and fill in the diagram with the information that you hear. Track 101

Key Vocabulary

attend: to be present at
budget: money set aside for a specific purpose
contribute: to add or donate
sponsor: to fund a person or event
Student Senate: a governing body at universities elected to represent the students

How to Get Funds to Attend a Conference

Problem:	Solution 1:
	Solution 2:

1. Listen to part of the conversation again. Then answer the question.

Why does the counselor say this?

(A) To guess what the student will ask
(B) To interrupt the student
(C) To ask the student where he wants to sit
(D) To invite the student into her office

2. Listen to part of the conversation again. Then answer the question.

Why does the counselor say this?

(A) To encourage the student to go to the conference
(B) To convince the student to pay the high conference fee
(C) To answer the student's question about the conference
(D) To help the student choose which conference to attend

3. Listen to part of the conversation again. Then answer the question.

Why does the student say this?

(A) He wants to know the exact number of students applying.
(B) He wants to ask the counselor for another suggestion.
(C) He wants to find out whether it would be worth applying.
(D) He wants to know more about the application procedure.

Fill in the blanks to complete the summary.

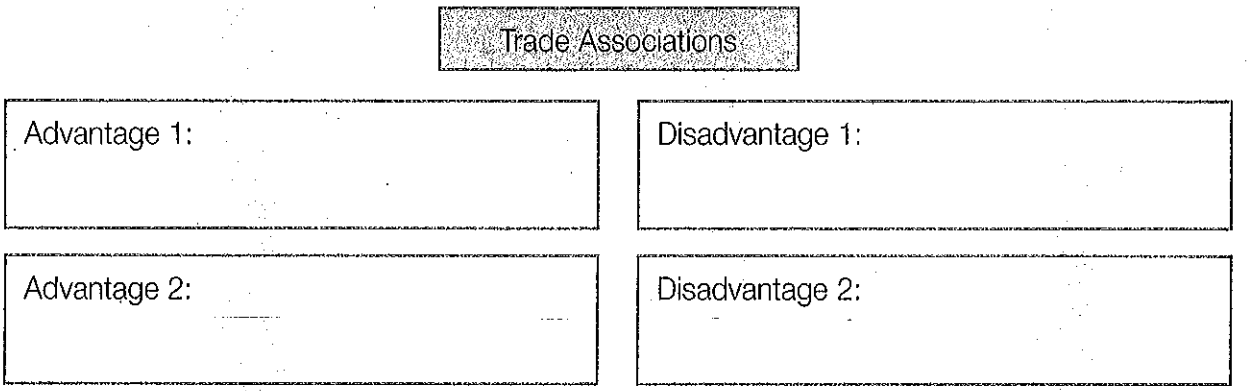
A student wants to _____ a conference in Houston but is worried about money. He wants to know how to raise the money to go. The woman tells him that the science department _____ $100 to every student who goes to a conference. She says he can also apply to the _____. They usually _____ academic projects or trips, and they have a large _____.

09 Economics

Listen to a discussion in an economics class, and fill in the diagram with the information that you hear. Track 102

Key Vocabulary

corporation: a large company or business organization
immoral: wrong; lacking morals
offender: someone who does wrong
pool: to contribute to a common stock
standard: level or quality



1. Listen to part of the discussion again. Then answer the question.

Why does the professor say this?

(A) To explain her own confusion
(B) To encourage a student to speak
(C) To decide whether to define a term
(D) To determine what she should say

2. Listen to part of the discussion again. Then answer the question.

Why does the professor say this?

(A) She is getting off the main topic.
(B) She is trying to think of examples.
(C) She wants the students to pay attention.
(D) She wants the students to look at something.

3. Listen to part of the discussion again. Then answer the question.

Why does the professor say this?

(A) Big corporations can often influence public policy on their own.
(B) Business owners must expand to influence public policy.
(C) Most big corporations don't need to join trade associations.
(D) Small businesses aren't involved with government decisions.

Fill in the blanks to complete the summary.

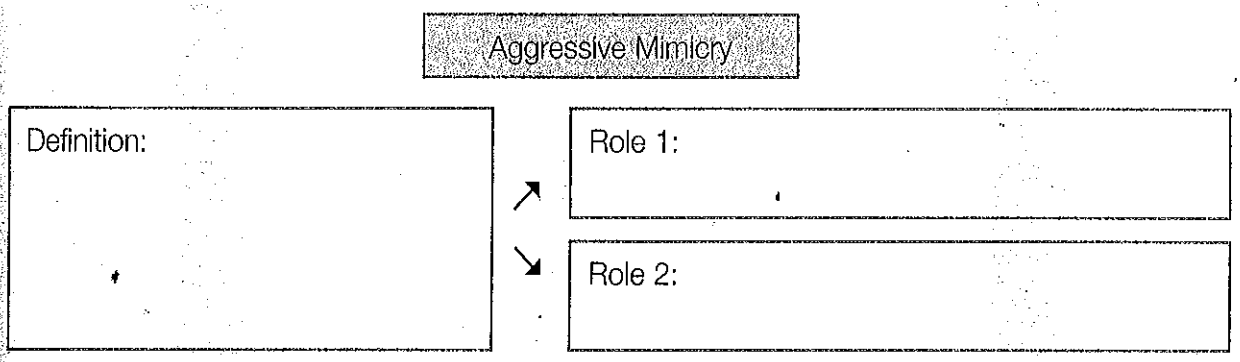
The professor is talking about trade associations. They form when businesses work together and _____ resources. By doing this, they have more influence. Huge _____ have power to act alone, but small businesses need help. Trade associations set _____ for good conduct. They don't support businesses that act in _____ ways. The problem with these groups is that they sometimes stop new businesses from _____ them. They also don't have much power to punish _____.

10 Biology

Listen to a discussion in a biology class, and fill in the diagram with the information that you hear. Track 103

Key Vocabulary

crustacean: a type of aquatic arthropod including crabs and lobsters
edible: fit to eat
host: a plant or animal that a parasite lives on
predator: an animal that kills other animals for food
prey: an animal that is hunted by another animal



1. Listen to part of the discussion again. Then answer the question.

Why does the professor say this?

(A) To congratulate the students on turning in their assignments
(B) To show that he's impressed with how much the students know
(C) To encourage the students to participate in the discussion
(D) To find out whether the students did their homework

2. Listen to part of the discussion again. Then answer the question.

Why does the professor say this?

(A) To review the previous topic of discussion
(B) To direct the students to a new point
(C) To find out if the students read the material
(D) To ask the students to summarize what they read

3. Listen to part of the discussion again. Then answer the question.

Why does the professor say this?

(A) To emphasize that the student's answer is wrong
(B) To point out that this information doesn't seem logical
(C) To indicate that the student isn't making any sense
(D) To convince the student to agree with his opinion

Fill in the blanks to complete the summary.

The professor is discussing aggressive mimicry which is when a _____ acts harmless to get near its _____. Then the organism it is hunting doesn't get scared or run away. Examples of this are turtles whose tongues look like worms and help them catch fish. Sometimes parasites look _____ because they want to get eaten so that they can live off their _____. Examples are worms that look like small _____. They get eaten by large fish and live off them.

Chapter 4 Stance Questions

Necessary Skills

- Understanding the speaker's general feeling about what is discussed
- Recognizing words or phrases that indicate the speaker's feeling or opinion
- Recognizing tone of voice, intonation, and sentence stress that the speaker uses to show his or her feeling or opinion

Example Questions

- Which of the following best describes the professor's opinion?
- What is the professor's opinion of _____?
- What is the student's attitude toward _____?
- What is the woman's initial attitude toward the student's request?
- What is the student's attitude toward the suggestion of _____?
- How sure is the man that the woman can _____?
- How certain is the professor that the student can _____?
- What can be inferred about the student?
- Listen again to part of the _____. then answer the question.
  You will hear a sentence or a few lines again.
  What does the professor mean when he/she says this:
- What does the student mean when he/she says this:

Strategies

- Pay attention to adjectives and verbs related to feelings. These may help you recognize words or phrases that indicate the speaker's feeling or opinion.
  → Example: A: *The course Chemistry 204 was very helpful.*
  B: *Yeah. I really enjoyed the classes with Professor Jones.*
- Guess the speaker's attitude by the tone of voice, intonation, and the sentence stress that the speaker uses to show his or her feeling or opinion.
  → Example: (With surprise) *You liked it?* (The speaker does not agree.)
  (Happily) *You liked it!* (The speaker is pleased.)
- Consider the degree of certainty in what a speaker says.
  → Example: *You want to know when it was discovered? Hmm, let me think. Probably around 1600.* (The speaker is not sure of the information.)

Chapter 4

01 History

Listen to a lecture in a history class, and fill in the diagram with the information that you hear. Track 104

Key Vocabulary

anchor: to secure or hold
excessive: a ridiculous amount of something
plain: large area of flat treeless land
plow: to turn over the soil before planting seeds using a piece of farming equipment
soil: the top layer of earth that is dug or plowed away to plant crops

How Over-Plowing Caused the Dust Bowl

Cause:	→	Immediate Effect:	→	Further Effect (economic):

1. What attitude does the professor have toward over-plowing?

(A) He blames it for causing the Dust Bowl.
(B) He thinks that it was developed too fast.
(C) He feels that farmers shouldn't have used it.
(D) He believes it did nothing to help farmers.

2. Listen to part of the lecture again. Then answer the question.

How does the professor feel about this?

(A) Disappointed that farmers over-plowed their fields
(B) Angry about the needless plowing that occurred
(C) Annoyed with farmers for their bad decisions
(D) Uncomfortable with the concept of over-plowing

3. How does the professor feel about the Dust Bowl?

(A) It forever changed the way people farm.
(B) It made the Great Depression worse.
(C) It wouldn't have been so bad at a different time.
(D) It forced farmers into the Depression.

Fill in the blanks to complete the summary.

The professor is discussing the causes of the Dust Bowl, a period of dust storms that destroyed many crops during the Great Depression of the 1930s. The professor explains that the crop failure was the result of farmers _____ the Great _____. By doing an _____ amount of this, grasslands were left exposed. Farmers could not always afford to seed them. Without grass, there was nothing to _____ the _____. When disastrous droughts came, winds blew it away.

02 Biology

Listen to a lecture in a biology class, and fill in the diagram with the information that you hear. Track 105

Key Vocabulary

aphid: a type of small bug often preyed on by ladybugs
contaminate: to soil, stain, or corrupt
ladybug: a bug that is red with black spots
plight: a difficult situation
starvation: death by lack of food

GMOs

Advantage 1:	Disadvantage 1:
Advantage 2:	Disadvantage 2:

1. How does the professor feel about farmers living in poverty?
   (A) She feels there are other ways to help them.
   (B) She is sympathetic toward their condition.
   (C) She believes they require encouragement.
   (D) She believes they are wrong to use GMOs.

2. How does the professor feel about the effects of GMOs?
   (A) She's uncertain about their effects.
   (B) She's scared about their outcomes.
   (C) She's anxious about their consequences.
   (D) She's excited to see the results.

3. What's the professor's attitude toward the facts found in the article?
   (A) She thinks they're unimportant.
   (B) She finds them to be inaccurate.
   (C) She believes they're unclear.
   (D) She finds them troubling.

Fill in the blanks to complete the summary.

The biology professor is discussing Genetically Modified Organisms, special types of plants like cotton or corn. They have been modified in labs to grow better. This was done to help countries that struggle with _____ and poverty. The professor understands the _____ of the poor. She is also worried about GMOs' long-term effects. She uses the example of _____ that ate _____ that fed off these plants. Their lifespan was reduced by half. GMOs also _____ natural crops.

03 Office Visit

Listen to a conversation between a student and a professor, and fill in the diagram with the information that you hear. Track 106

Key Vocabulary

director: someone who is in charge of something
exception: something that is different from other things and cannot be included in a general rule
internship: an opportunity for a student or graduate to gain experience in a desired field
offer: to present or put forth
qualify: to meet the requirements

Applying for an Internship

Problem:	→	Solution:

1. What is the professor's stance on writing the letter?
   (A) He is happy to write a recommendation for his student.
   (B) He thinks there are better ways to achieve the student's goal.
   (C) He believes it will help the student to achieve an internship.
   (D) He feels that it will not do much good for the student.

2. Listen to part of the conversation again. Then answer the question.
   How does the professor feel when he says this?
   (A) Slightly confused
   (B) Somewhat irritated
   (C) Highly honored
   (D) Very proud

3. How does the student feel by the end of the conversation?
   (A) She's hopeful that she'll get the internship.
   (B) She's angry that the professor won't write the letter.
   (C) She's excited to be taking the internship.
   (D) She's grateful for the professor's kindness.

Fill in the blanks to complete the summary.

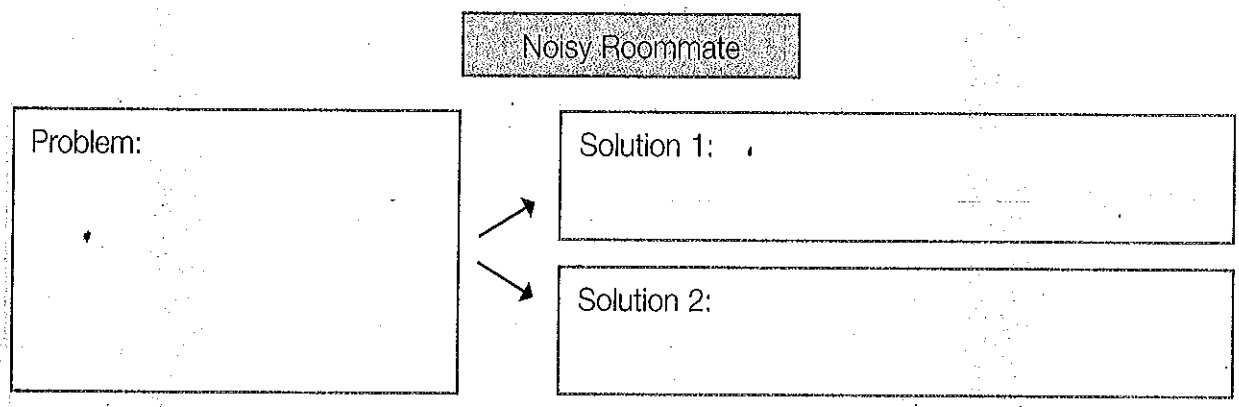
Jill wants to take an English _____ her university _____. In order to _____ for it, she needs to have taken a special English course. Her professor is not the _____ of the program, but Jill thinks he can help her. She hopes the university will make an _____ for her. This is because her English course is very similar to the required course. Her professor agrees to give his recommendation by visiting Mr. Peterson personally.

04 Service Encounter

Listen to a conversation between a student and a resident advisor, and fill in the diagram with the information that you hear. Track 107

Key Vocabulary

bug: to annoy
dormitory: a place of living with many sleeping rooms, especially at a university
intervene: to come in a situation in order to stop, settle, or change it
ordinance: a law, regulation, or rule
violate: to break, or fail to keep



1. How does the student feel at the beginning of the conversation?
   (A) Ashamed
   (B) Unconcerned
   (C) Annoyed
   (D) Disappointed

2. How does the resident advisor feel about the student's roommate?
   (A) He feels that she's rude for being so noisy.
   (B) He thinks that she deserves to be punished.
   (C) He believes that she is unaware of her actions.
   (D) He thinks that she won't change her behavior.

3. What emotion best describes the student at the end of the conversation?
   (A) Hopeful that her roommate will listen
   (B) Doubtful that the situation will change
   (C) Angry at the resident advisor
   (D) Calm about the entire affair

Fill in the blanks to complete the summary.

A student wants some advice from her Resident Advisor. She lives in a _____ and has problems with her noisy roommate, Susan. The advisor says that if Susan keeps _____ the university's noise _____, she will be fined $30. The advisor suggests that the girl first speak to Susan and explain things. He says Susan may not know that she is _____ the girl. He wants them to talk before he _____.

05 Biology

Listen to a discussion in a biology class, and fill in the diagram with the information that you hear. Track 108

Key Vocabulary

adaptation: the process of changing something
evolution: the process of development in a species
flawed: having less than perfect traits
fossil: ancient remains of animals, plants, or humans
gradual: happening over a long period of time

Darwinian Evolution vs. Punctuated Equilibrium

Darwinian Evolution:	Both:	Punctuated Equilibrium:

1. What is the professor's opinion in regards to Darwin's theory?

(A) She feels that Darwin was completely wrong.
(B) She believes Darwin's theory is more logical.
(C) She thinks Darwin was only slightly accurate.
(D) She feels Darwin's theory needs to be modified.

2. How does this student feel about the theory of punctuated equilibrium?

(A) Optimistic
(B) Unconvinced
(C) Satisfied
(D) Unimpressed

3. What does the professor conclude about both theories?

(A) Each is partially correct.
(B) Neither makes much sense.
(C) One is better than the other.
(D) They should be discarded.

Fill in the blanks to complete the summary.

The teacher is discussing two different theories of _____. One of these is Darwin's idea. His theory states that _____ happen slowly. He believed change took a long time. Another theory says changes happen quickly. This theory states that _____ evolution does not happen. The professor says that Darwin's theory is _____ but not wrong. She says _____ records show that changes usually happen slowly.

06 Astronomy

Listen to a lecture in an astronomy class, and fill in the diagram with the information that you hear. Track 109

Key Vocabulary

creature: a living thing
eject: to throw out or expel
groove: a line cut into the surface of something
meteorite: a small rock that falls from outer space and hits the earth
microscope: a lab tool that's used to see tiny objects that the eye cannot see by itself

Life on Mars

Support 1:	Criticism 1:
Support 2:	Criticism 2:

1. What were the scientists' reactions when they first announced their findings?
   (A) They were skeptical.
   (B) They were overly excited.
   (C) They were slightly doubtful.
   (D) They were interested.

2. How did the other scientists feel about the announced discovery?
   (A) Critical
   (B) Supportive
   (C) Fascinated
   (D) Indifferent

3. What is the professor's opinion of the public's reaction to claims of life on other planets?
   (A) He feels people are accurate in their judgments.
   (B) He thinks that people's reactions are unpredictable.
   (C) He believes that the public's reaction was abnormal.
   (D) He thinks that people believe what they want to believe.

Fill in the blanks to complete the summary.

The professor is talking about the 1996 discovery of a _____ in Antarctica. This space rock was _____ from the planet Mars about 10, 000 years ago. Scientists found calcium carbonate in cracks on the rock. This is often made by tiny living _____ called microorganisms. The scientists got excited and looked at the rock through a powerful _____. They found tiny _____ in the rock's cracks. They thought this showed there was life on Mars, but they were wrong.

07 Office Visit

Listen to a conversation between a student and a professor, and fill in the diagram with the information that you hear. Track 110

Key Vocabulary

additional: more
concept: a general idea or notion
grasp: to understand
participate: to include oneself in an activity
volunteer: offering one's free time to help

Doing Badly in a Course

Issue:	→	Solution:	→	Concern:	→	Refutation:

1. How does the student feel about the concepts in the psychology course?

(A) He finds them confusing.
(B) He believes they're unfair.
(C) He thinks they're unnecessary.
(D) He feels they're too easy.

2. How does the student feel about doing the experiments at first?

(A) Nervous
(B) Hopeful
(C) Frustrated
(D) Excited

3. How does the student feel about the experiments by the end of the conversation?

(A) He is unsure about them.
(B) He thinks they're harmful.
(C) He is willing to participate.
(D) He is still concerned.

Fill in the blanks to complete the summary.

Jake is a psychology student who needs to raise his grade average. He's been having trouble _____ all of the _____ and did badly on two tests. The professor tells him he can earn additional points which will raise his grade. He can _____ in psychology experiments run by the graduate students. Jake is afraid to _____, but the professor assures him it is completely safe.

08 Service Encounter

Listen to a conversation between a student and a university employee, and fill in the diagram with the information that you hear. Track 111

Key Vocabulary

advise: to give opinions in regards to a problem
entrance exam: an examination that many educational institutions use to select students for admission
introductory: beginning
placement: the act of placing or arranging
waive: to give permission to skip a requirement

Skipping an Introductory Course

Problem:	Solution 1:
	Solution 2:

1. How does the student feel about taking an introductory math course?
   (A) Unwilling
   (B) Patient
   (C) Disappointed
   (D) Prepared

2. What does the professor think about retaking the college entrance exam?
   (A) He believes it'll help the student.
   (B) He thinks it's an obvious solution.
   (C) He feels it's the best choice.
   (D) He thinks it's a bad idea.

3. Listen to part of the conversation again. Then answer the question.
   How does the professor react?
   (A) Fearfully with a reply
   (B) Eagerly with a solution
   (C) Angrily with a rebuke
   (D) Doubtfully with an answer

Fill in the blanks to complete the summary.

A student enquires why she must do an _____ math course. She thinks there has been a mistake with her _____ results. She wants the department head to _____ her out of the course. The head asks for her college _____ score and discovers she didn't do well enough. He doesn't _____ her to retake the test. Instead, he suggests she take the College Level Examination Program test and receive credit.

09 History

Listen to a discussion in a history class, and fill in the diagram with the information that you hear. Track 112

Key Vocabulary

agriculture: farming or cultivation
expertise: knowledge or skills
faulty: flawed; damaged
paradise: a perfect place or situation
settlement: a small community or group of houses in a thinly populated area

Gilpin's View vs. Powell's View of the West

Gilpin's View 1:	Powell's View 1:
Gilpin's View 2:	Powell's View 2:

1. What does the professor think about Gilpin's view of the West?

(A) He generally agrees with it.
(B) He believes it was fairly accurate.
(C) He feels it was totally wrong.
(D) He thinks it was partially justified.

2. Listen to part of the discussion again. Then answer the question.

What best describes the student's attitude toward Powell?

(A) Shocked
(B) Impressed
(C) Uncertain
(D) Excited

3. How does the professor feel about the American government's decision regarding Western settlement?

(A) It was an unwise decision.
(B) It was supported with logical reasons.
(C) It was unfair to Powell.
(D) It was not very important.

Fill in the blanks to complete the summary.

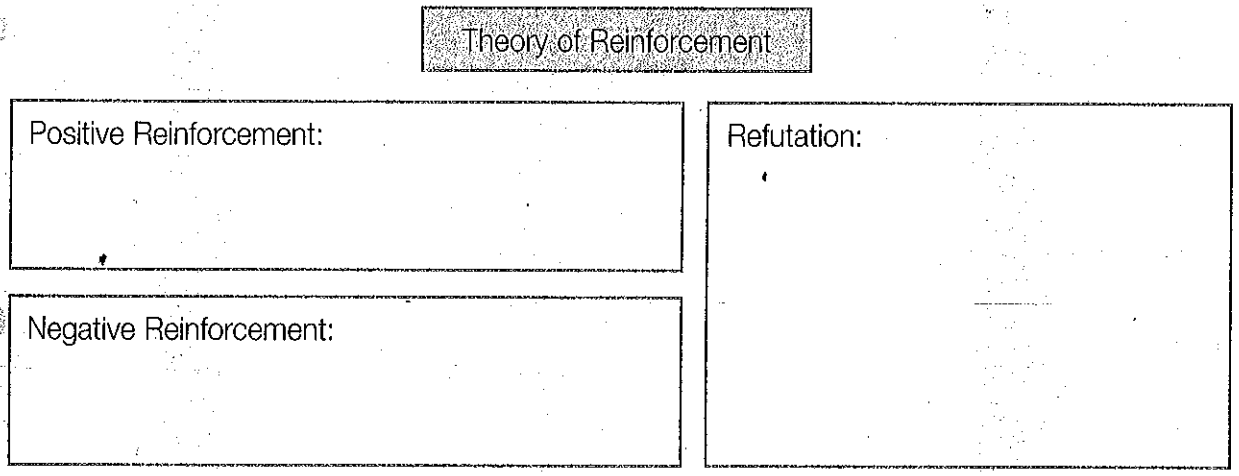
The history professor is telling his class about two American explorers. The first, William Gilpin, had a _____ view of the American West. He described it as a _____ and said it was ideal for human _____. Gilpin said this area would be good for highly successful _____. He said there was a lot of water. The professor says people depended on Gilpin's _____ but what he said was wrong. John Wesley Powell's views were right on target.

10 Psychology

Listen to a discussion in a psychology class, and fill in the diagram with the information that you hear. Track 113

Key Vocabulary

behavior: the way that someone acts
condition: to modify an action
presentation: the act of putting an object in front of someone
reinforce: to make something stronger by adding support
underestimate: when someone misjudges or undervalues something



1. How does the dog feel about the object used in negative reinforcement?
   (A) It ignores it.
   (B) It dislikes it.
   (C) It desires it.
   (D) It enjoys it.

2. How does the professor feel about the theory of behaviorism?
   (A) She feels that it works most of the time.
   (B) She believes that it predicts people's behavior.
   (C) She feels that it is an outdated theory.
   (D) She thinks behaviorism isn't entirely accurate.

3. Listen to part of the discussion again. Then answer the question.
   What best describes the professor's reaction toward the student?
   (A) She completely disagrees with him.
   (B) She is surprised by his answer.
   (C) She generally agrees with him.
   (D) She becomes irritated with him.

Fill in the blanks to complete the summary.

The class is discussing B.F. Skinner's theory of behaviorism. This is a theory about how animals and people learn things. It suggests that they learn things based on what they receive. If they receive something nice, they do the act again. The _____ of the object is considered positive. The object should _____ their action. Their _____ can thus be changed or controlled. Skinner believed that you could _____ animals and people like this. The class thinks Skinner _____ people and animals.

Vocabulary Review 2

Instructions: Choose the best word or phrase to complete each sentence.

1. Simon's report on the Middle Ages _____ a lot of interest in his class.

(A) ensured
(B) generated
(C) attended
(D) rejected

2. The large _____ employed half the people in the city.

(A) corporation
(B) groove
(C) host
(D) presentation

3. Even though Dana didn't have the required credits, the teacher made an _____ to the rule.

(A) ordinance
(B) aphid
(C) exception
(D) opposition

4. Joe fell asleep immediately. He had _____ how tired he was.

(A) anchored
(B) grasped
(C) familiarized
(D) underestimated

5. The _____ chased the buffalo across the field and finally caught it.

(A) predator
(B) crustacean
(C) prey
(D) ladybug

6. The crackers had gone _____ after three months.

(A) faulty
(B) stale
(C) immoral
(D) edible

7. Their fight was getting so loud that I was forced to _____.

(A) intervene
(B) volunteer
(C) admit
(D) post

8. Mr. Hsu felt like Hawaii was a _____ on Earth.

(A) paradise
(B) adaptation
(C) generation
(D) internship

Instructions: Choose the word or phrase closest in meaning to the underlined part.

9. Amy had such a terrible <u>problem</u> that she didn't know what to do.

(A) condition
(B) excess
(C) placement
(D) dilemma

10. The scientist's results were complicated and ultimately <u>incorrect</u>.

(A) flawed
(B) random
(C) restricted
(D) somber

11. The principal gave Antonia permission to <u>skip</u> the class requirement.

(A) require
(B) qualify
(C) waive
(D) eject

12. Ling had the necessary <u>skills</u> to be the new assistant manager.

(A) plights
(B) expertise
(C) strategies
(D) concepts

13. <u>Farming</u> has been around in this part of the world for thousands of years.

(A) standard
(B) settlement
(C) agriculture
(D) behavior

14. Sandra just <u>set up</u> a new program on her computer.

(A) installed
(B) deformed
(C) altered
(D) reinforced

15. The <u>development</u> of the species was very slow.

(A) starvation
(B) fossil
(C) organism
(D) evolution

Instructions: Write the missing words. Use the words below to fill in the blanks.

mold	disgusting	contaminates
acid	contribute	

Have you ever noticed a **16.** _____ blue substance that grows on bread when it's left out too long? That substance is known as **17.** _____, and it is a part of the fungi family. Fungi offer many advantages and disadvantages to mankind. They often grow on old food and can sometimes cause diseases. Yet despite these disadvantages, fungi also **18.** _____ to some highly helpful products. Remember the mold that **19.** _____ bread? Well, one type of mold that grows on bread is penicillin. This is one of the most beneficial medicines yet discovered. Other types of fungi produce an **20.** _____ that is used in food products like soda and soy sauce. Fungi truly are useful organisms to have on our planet.

Instructions: Choose the one word that does not belong.

21.	violate	disobey
	abide	defy
22.	offender	criminal
	lawbreaker	sponsor
23.	illusion	reality
	fantasy	trick
24.	gradual	slow
	desirable	time-consuming
25.	fade	proceed
	go	continue

Mini Test 2

01 Biology

Listen to a lecture in a biology class. Track 114

Key Vocabulary

adapt: to adjust; to change
choke out: to repel or drive away (by removing oxygen)
destruction: when things are ruined or pulled down
disastrous: very bad or unfortunate; ruinous
ecosystem: community of living things in an environment
invasive: penetrating; encroaching (another's territory or area)
sea urchin: a small marine animal with a round or oval shell
scenario: an outline or sketch of something
thrive: to grow or do very well
threaten: to indicate or declare harm
toxic: poisonous
unpredictable: unexpected; cannot be foretold

1. Listen to part of the lecture again. Then answer the question.

Why does the professor say this?

(A) To restate a previous point
(B) To illustrate the problem
(C) To introduce the main topic
(D) To show classification

2. Listen to part of the lecture again. Then answer the question.

Why does the professor say this?

(A) To explain the negative effects of Caulerpa
(B) To indicate that this situation is not normal
(C) To show that this topic is coming to an end
(D) To summarize the point he's about to discuss

3. How certain are the scientists in their understanding of why Caulerpa thrives in the Mediterranean?

(A) Completely unsure
(B) Somewhat unsure
(C) Absolutely certain
(D) Quite confident

4. Listen to part of the lecture again. Then answer the question.

Why does the professor say this?

(A) To give students an example
(B) To emphasize the food chain
(C) To suggest Caulerpa's power
(D) To signal a change in topic

5. What is the professor's attitude toward the introduction of Caulerpa to the Mediterranean?

(A) Unconcerned
(B) Amused
(C) Patient
(D) Troubled

6. How does the professor feel about the future of Caulerpa in the Mediterranean?

(A) He's positive it will kill most native species.
(B) He's quite confident it will remain there.
(C) He's certain that it will spread even more.
(D) He's convinced that it will be destroyed.

02 Geology

Listen to a discussion in a geology class. Track 115

Key Vocabulary

accuracy: correctness; preciseness
damage: hurt, injury, or harm
earthquake: the vibration of earth caused by a shift of tectonic plates
exact: precise; absolutely correct or accurate
fault line: a weak point in the Earth's crust where quakes happen
monitor: to check, supervise, or watch for change
occur: to happen; come to pass
predict: to foretell; to say what will happen in the future
pressure: force; the act of pressing
strain: a point of stress or pressure
weather forecast: a report on weather conditions for the future

1. Listen to part of the discussion again. Then answer the question.

   Why does the professor say this?

   (A) To explain that they aren't very effective
   (B) To show that they aren't always accurate
   (C) To emphasize that they don't belong in science
   (D) To describe how they could save human lives

2. Listen to part of the discussion again. Then answer the question.

   Why does the professor say this?

   (A) It cannot be done.
   (B) It involves the weather.
   (C) It is a difficult task.
   (D) It is a popular job.

3. How does the professor feel about short-term earthquake detection?

   (A) It's fairly accurate.
   (B) It's not dependable.
   (C) It's slightly reliable.
   (D) It's completely ineffective.

4. How does the student feel about using animals to predict earthquakes?

   (A) Impressed with the idea
   (B) Curious about the thought
   (C) Doubtful that it would work
   (D) Uninterested in the concept

5. Listen to part of the discussion again. Then answer the question.

   Why does the professor say this?

   (A) To return to the main point
   (B) To signal that he's going off-topic
   (C) To answer the student's question
   (D) To clarify what he just said

6. What is the professor's opinion of long-term earthquake prediction?

   (A) He is frustrated by it.
   (B) He is excited by it.
   (C) He feels it's useful.
   (D) He doesn't trust it.

03 Office Visit

Listen to a conversation between a student and a professor. Track 116

Key Vocabulary
assign: to allot; to give as a task or responsibility
historian: a writer of or expert on history
imagine: to think about; to see in one's mind
individual: a single person; standing alone; not in a group
interpret: to explain the meaning of; to give your version or impression of something
prefer: to like more than something else
primary: first; most important
recent: not long ago; close to present time
source: something which provides information

1. What is the professor's attitude toward the student's absence from class?

(A) Anxious
(B) Slightly irritated
(C) Patient
(D) Worried

2. Listen to part of the conversation again. Then answer the question.

Why does the professor say this?

(A) To tell the student to forget about her car
(B) To reassure the student about the project
(C) To advise the student against worrying
(D) To encourage the student to stay

3. Listen to part of the conversation again. Then answer the question.

Why does the professor say this?

(A) To remind the student of the assignment
(B) To give an example of primary sources
(C) To make a point about secondary sources
(D) To persuade the student to collect diaries

4. Listen to part of the conversation again. Then answer the question.

Why does the professor say this?

(A) To clarify what he means
(B) To provide an example
(C) To change the subject
(D) To describe the project

5. What is the student's attitude toward reading old books?

(A) Excited about the task
(B) Unconcerned about the reading
(C) Uncomfortable about the books
(D) Relaxed about the assignment

6. What is the student's opinion of the project after talking with the professor?

(A) She's more interested in it.
(B) She's more anxious about it.
(C) She's still frustrated with it.
(D) She's unconcerned by it.

Chapter 5 Organization Questions

Necessary Skills

- Recognizing the organization of information in a lecture or a conversation
- Recognizing the sequence of information
- Identifying the main steps of a process
- Summarizing a process with its main steps

Example Questions

- Why does the professor mention _____?
- Why does the professor tell the students about _____?
- Why does the professor discuss _____?
- Why does the professor make a distinction between _____ and _____?
- How is the discussion organized?
- How does the professor organize the information about _____?
- How does the professor support the idea that _____?
- How does the professor clarify her point about _____?

Strategies

- Use diagrams, arrows, and an outline format while taking notes to indicate the organization and relative importance of information.
- Listen for transitions that indicate sequencing of information:
  - *first, now the first step is*
  - *next, (and) then*
  - *so now*
  - *the last step is, finally*

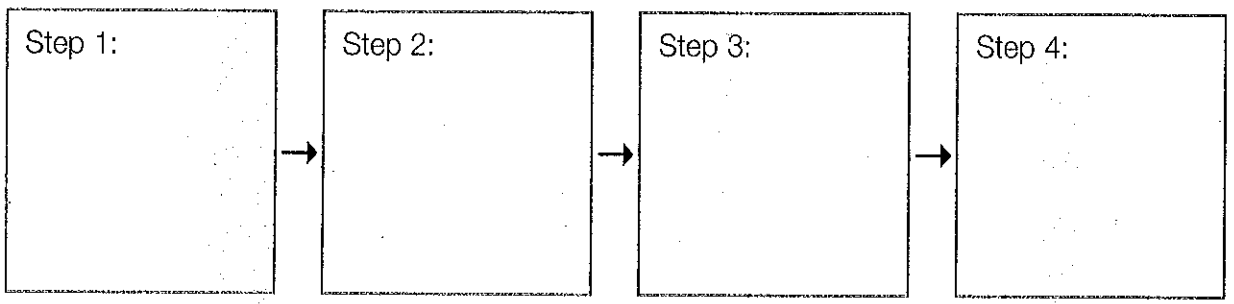
01 Geology

Listen to a lecture in a geology class, and fill in the diagram with the information that you hear. Track 117

Key Vocabulary

expand: to get larger and/or wider
precondition: something necessary for something else to happen
tropics: hot humid areas near the equator
volume: an amount of something
wedge: something used to force something else apart

Ice Weathering



1. How does the professor organize the information he presents to the class?
   (A) By talking about the roles of ice weathering
   (B) By comparing weathering caused by ice and water
   (C) By discussing the steps in the process of ice weathering
   (D) By discussing a specific example of ice weathering

2. Why does the professor mention the tropics?
   (A) To give an unusual example of ice weathering
   (B) To contrast weathering found in two different environments
   (C) To show that climate limits where ice weathering can occur
   (D) To explain how ice weathering can be found in extreme conditions

3. Why does the professor talk about the power of ice to break mountains?
   (A) To provide a concluding illustration
   (B) To introduce a new topic
   (C) To summarize the main idea
   (D) To make a joke

Fill in the blanks to complete the summary.

The professor explains that ice weathering can break down rocks. It needs two particular _____ to do this: water and cold temperatures. Both of these preconditions are not found in the _____. When water flows into cracks in rocks, it first freezes and then _____. Its _____ increases by nine percent, letting the ice act like a _____ and putting pressure on the crack. This expands the crack, so after the ice melts, there is a wider crack left in the rock.

02 Agriculture

Listen to a lecture in an agriculture class, and fill in the diagram with the information that you hear. Track 118

Key Vocabulary

- **affordable:** reasonably priced; not too costly
- **ecosystem:** the community of living things in an environment
- **fertilize:** to add a substance to soil that helps make plants grow
- **harvest:** the activity of collecting a crop
- **preserve:** to maintain and protect

Slash-and-Burn Farming

Definition:	Advantage 1:
	Advantage 2:

1. How does the professor organize the information she presents to the class?
   (A) By explaining the process of slash-and-burn farming
   (B) By discussing the different types of slash-and burn farming
   (C) By defining slash-and-burn farming and giving its advantages
   (D) By comparing slash-and-burn farming with other farming practices

2. Why does the professor mention modern farming?
   (A) To explain how it is better than slash-and-burn farming
   (B) To illustrate the many different methods of farming
   (C) To suggest that it can reduce the costs of slash-and-burn farming
   (D) To contrast its costs with those of slash-and-burn farming

3. Why does the professor discuss forest ecosystems?
   (A) To show the disadvantages of slash-and-burn farming
   (B) To discuss the relationship between people and forests
   (C) To explain one advantage of slash-and-burn farming
   (D) To suggest why people should practice slash-and-burn farming

Fill in the blanks to complete the summary.

The professor explains that farmers use slash-and-burn farming to clear forests. They cut down and burn trees and plants to _____ the soil and then crops are planted. After the _____, the farmers abandon the fields and the forest grows back. This type of farming is firstly an _____ way for poor families to get food. Secondly, people can help _____ their _____ by using this method. It also makes sure that no one area is farmed too much.

03 Biology

Listen to a lecture in a biology class, and fill in the diagram with the information that you hear. Track 119

Key Vocabulary

cancer: a type of disease
consumption: eating
critic: someone who is critical of something
propose: to suggest
substitute: one thing that replaces another thing

Aspartame's Safety

Theory	Support

1. How does the professor present the information?

(A) By contrasting two theories
(B) By refuting a theory with a study
(C) By introducing a study and then a theory
(D) By introducing a theory and then supporting it

2. Why does the professor talk about the rats?

(A) To oppose the use of sugar substitutes
(B) To provide evidence about aspartame
(C) To suggest the need for more research
(D) To compare the rats to humans

3. What point is the professor making when he mentioned the other studies?

(A) The rat study is not true.
(B) Aspartame is probably safe.
(C) More evidence is still needed.
(D) No human studies have been performed.

Fill in the blanks to complete the summary.

The professor states that many food producers use sugar _____ in their products. These are also found in diet sodas and snacks. An example is aspartame which some _____ is unsafe. These _____ think the long-term _____ of aspartame may cause _____. An experiment done on rats revealed this. Those who had more aspartame were more likely to get sick. Many other experiments show different results, but recent studies do suggest there is a link.

04 Meteorology

Listen to a lecture in a meteorology class, and fill in the diagram with the information that you hear. Track 120

Key Vocabulary

climate: the weather and environmental conditions
defect: a flaw or imperfection
glow: to give off light
intense: very strong
temporary: not permanent

Fulgurites

Definition:	Role 1:
	Role 2:

1. How does the professor present the information?
   (A) She compares and contrasts fulgurites with petrified lightning.
   (B) She defines fulgurites and gives reasons for their study.
   (C) She describes the process of how fulgurites are formed.
   (D) She discusses two studies that support the theory of fulgurites.

2. Why does the professor talk about heating fulgurites?
   (A) To illustrate how scientists can learn their age
   (B) To give an example of how they store the energy of lightning
   (C) To show how they are studied to learn about past climates
   (D) To contrast them with other forms of radiation

3. Why does the professor talk about gas bubbles in fulgurites?
   (A) To demonstrate that fulgurites aren't entirely solid
   (B) To describe how their age can be determined
   (C) To show how scientists can tell what past climates were like
   (D) To explain how they're responsible for the glow in fulgurites

Fill in the blanks to complete the summary.

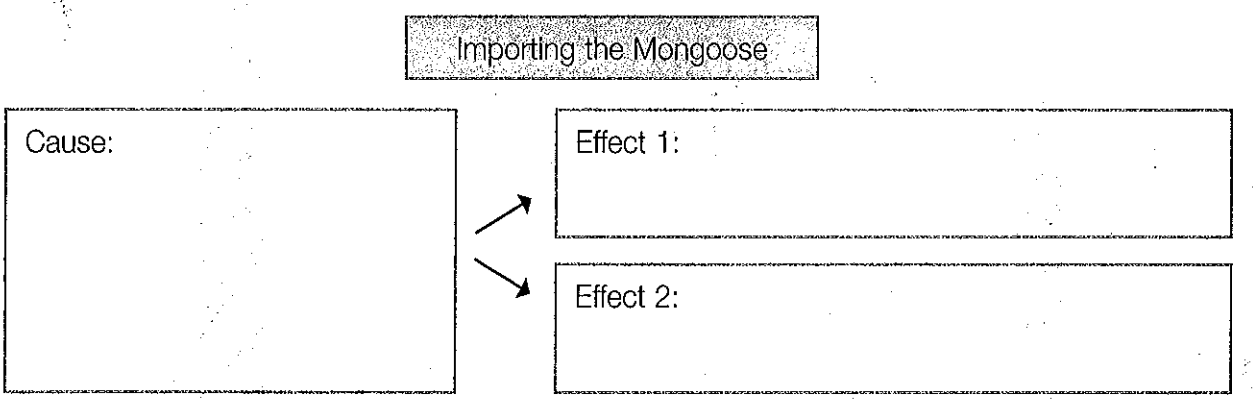
This lecture is on fulgurites which form when lightning strikes some sand. Though lightning seems _____, it leaves evidence. When it strikes, the _____ heat melts sand, turning it into glass. Scientists find this glass interesting because it carries information about past _____. Scientists look at gas bubbles inside fulgurites to learn about this. When fulgurites are heated they _____, and the more _____ they have, the brighter they are. This way the scientists know how old fulgurites are.

05 Biology

Listen to a lecture in a biology class, and fill in the diagram with the information that you hear. Track 121

Key Vocabulary

decimate: to completely destroy
import: to bring something that is found or produced in one country into another country
native: belonging to a particular place by birth
opportunistic: taking advantage of any opportunity
reduce: to lessen



1. How does the professor present the information to the class?

(A) By comparing advantages and disadvantages
(B) By discussing a cause and its effects
(C) By explaining the importance of an animal
(D) By describing the mongoose's physical features

2. Why does the student mention sugar cane?

(A) To explain why people imported the mongoose
(B) To discuss what the mongoose eats
(C) To compare the environment of Jamaica and Hawaii
(D) To give an example of a non-native species

3. What does the professor show by mentioning the Hawaiian goose and Newell's shearwaters?

(A) Non-native bird species can damage the environment.
(B) The mongoose has no natural predators in Hawaii.
(C) Introducing the mongoose to Jamaica was a big mistake.
(D) The mongoose was particularly harmful to native bird species.

Fill in the blanks to complete the summary.

The professor says introducing species not _____ to a place can be risky. Animals and plants that are _____ often have an unexpected effect. The professor gives the example of a mongoose brought to Jamaica and Hawaii. This was done to _____ rat numbers. People hoped the mongoose population would eat all the rats. They didn't just eat rats. As _____ hunters, they ate many small animals they found. They _____ many of the natural species like the Hawaiian goose.

06 Biology

Listen to a lecture in a biology class, and fill in the diagram with the information that you hear. Track 122

Key Vocabulary

chemical: a substance obtained by a chemical process or used for a chemical effect
lethargic: not having energy
mood: temper or attitude
regulate: to control
thermostat: a device used to control temperature in a building

Brain Chemistry and Depression

Cause 1:	→ Effect 1:
Cause 2:	→ Effect 2:

1. How does the professor present the information in the lecture?
   (A) She discusses the process for recovering from depression.
   (B) She defines brain chemistry and gives examples of it.
   (C) She explains how changes in serotonin levels cause changes in mood.
   (D) She shows different ways people can improve their mood.

2. Why does the professor mention that serotonin is also found in certain foods?
   (A) To compare the levels of this chemical in the brain and in food
   (B) To explain how people get serotonin in their bodies
   (C) To give an example of how a healthy diet can improve mood
   (D) To preview a topic that she will talk about later

3. How does the professor illustrate the way serotonin affects mood?
   (A) By using the analogy of a thermostat
   (B) By explaining how the chemical enters the brain
   (C) By contrasting it with depression
   (D) By talking about its role in regulating temperature

Fill in the blanks to complete the summary.

The professor says scientists now better understand the link between brain chemistry and _____. She says a brain _____ called serotonin can _____ how we feel. Serotonin is like a _____ that affects feelings. When levels are low, people feel depressed. They become sad and _____ and often get no pleasure from life. By getting exercise, changing their diet, or taking medicine, people can get better.

07 Fine Arts

Listen to a discussion in an art class, and fill in the diagram with the information that you hear. Track 123

Key Vocabulary

chaos: disorder and confusion
elevate: to lift up
expressive: communicating ideas and emotions
imitate: to copy or reproduce
manipulate: to cause to change

Stieglitz's Photography: Early and Late

Early Photography 1:	Both:	Late photography 1:
Early Photography 2:		Late photography 2:

1. How does the professor present the information to the class?

(A) He compares Stieglitz's photography to painting.
(B) He contrasts two stages of Stieglitz photography.
(C) He discusses the photographers Stieglitz influenced.
(D) He explains how Stieglitz made fine art prints.

2. Why does the professor talk about the subject matter of Stieglitz's early photography?

(A) To show how it imitated subjects found in painting
(B) To illustrate how simple his photographs were
(C) To give examples of how he was interested in everyday life
(D) To demonstrate why people love his photographs

3. Why does the professor mention the First World War?

(A) To give an example of the subject of Stieglitz's later photography
(B) To illustrate when photography became a fine art
(C) To explain why Stieglitz saw the modern world as chaotic
(D) To show an important turning point in Stieglitz's career

Fill in the blanks to complete the summary.

The lecture is on the great American photographer, Alfred Stieglitz. His main goal was to _____ the status of photography. Before his time, photography was seen as less _____ than other visual arts. Stieglitz aimed to _____ the style and composition of painting. He did so by carefully _____ his prints. After the First World War, his style changed. He now wanted to show the _____ and motion of everyday life.

08 Biology

Listen to a discussion in a biology class, and fill in the diagram with the information that you hear. Track 124

Key Vocabulary

catastrophic: disastrous
emerge: to come out
mass extinction: a large scale death of many species
particle: an extremely small piece of something
wipe out: to kill entirely

Meteors and Mass Extinctions

Theory:	Support:

1. How does the professor present the information?
   (A) He defines a mass extinction and gives an example.
   (B) He gives evidence to support a theory.
   (C) He compares two different extinctions.
   (D) He presents events in chronological order.

2. Why does the professor mention the dinosaurs?
   (A) To introduce a topic by using a familiar example
   (B) To compare different causes of mass extinctions
   (C) To show that life evolved differently in the past
   (D) To describe some species that are now extinct

3. Why does the professor mention Antarctica?
   (A) To show where the climate change took place
   (B) To indicate how long it took for dinosaurs to evolve
   (C) To describe why dinosaurs couldn't live there
   (D) To show where evidence has been found

Fill in the blanks to complete the summary.

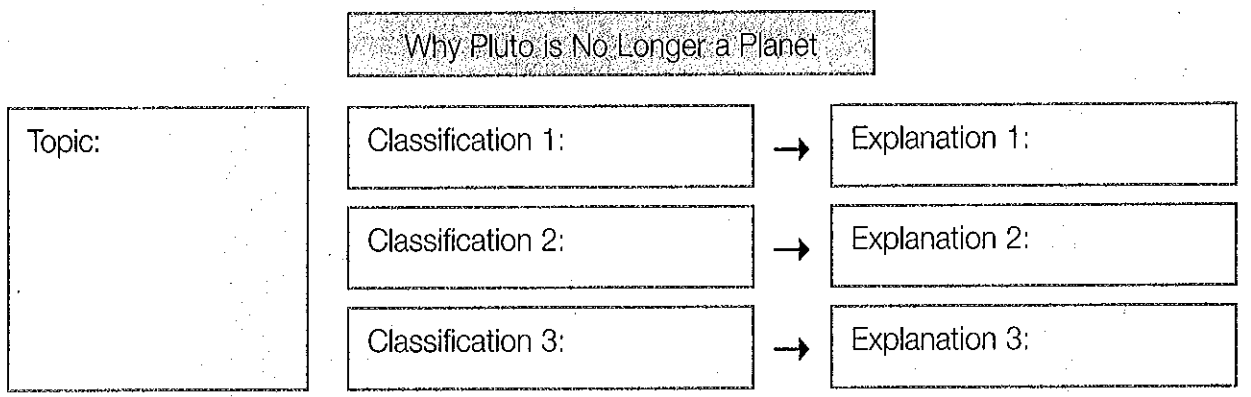
The professor explains that dinosaurs disappeared very suddenly. He says a similar _____ occurred before dinosaurs lived. Most life on Earth was _____. Researchers think a meteor hit the Earth, causing climate change. This _____ event is what killed early life forms. They know this because they found metal _____ in Antarctica. These tell us that a meteor fell. Another meteor killed dinosaurs. We have life on Earth today because new forms _____ when old ones die out.

09 Astronomy

Listen to a discussion in an astronomy class, and fill in the diagram with the information that you hear. Track 125

Key Vocabulary

erratic: changing irregularly; not predictable
orbit: to move around a larger object in space
overlap: to extend over and cover a part of an object
strict: severe; precise
unobstructed: not blocked by other things



1. How does the professor present the information?

(A) By discussing how the definition of planets has changed over time
(B) By stating the reasons why Pluto should be considered a planet
(C) By comparing Pluto to other planets in the solar system
(D) By showing why Pluto does not fit the new definition of a planet

2. Why does the professor mention asteroids?

(A) To explain that Pluto is now considered an asteroid
(B) To give an example of an non-round space object
(C) To introduce the next topic of discussion
(D) To show how narrow the new definition of planethood is

3. Why does the professor contrast Pluto's orbit with that of Neptune?

(A) To explain why Pluto should be considered a planet
(B) To point out that Neptune and Pluto are neighbors
(C) To discuss the different shapes of these two space objects
(D) To demonstrate that Pluto does not match all the requirements

Fill in the blanks to complete the summary.

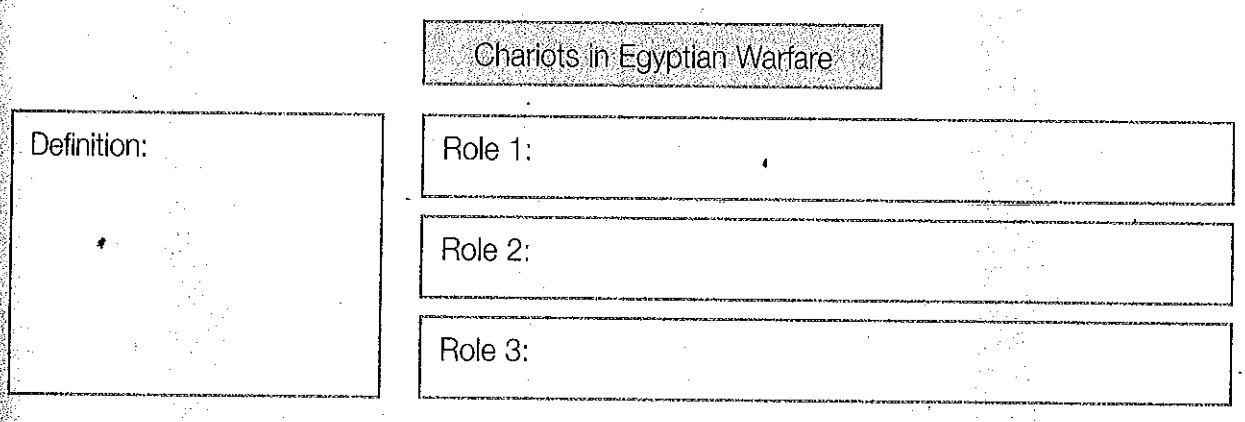
The professor is discussing why Pluto is not really a planet. There is now a _____ definition of what it takes to be a planet. There are three things a space object must do to be called a planet. Firstly, it must _____ the sun, and secondly, it must have enough mass for a round shape. The third thing is that the object's orbit must be _____. Pluto fails because it has an _____ orbit which sometimes _____ with Neptune's.

10 History

Listen to a discussion in a history class, and fill in the diagram with the information that you hear. Track 126

Key Vocabulary

army: a military or armed forces
arrow: a pointed weapon that is shot by a bow
chariot: a vehicle used in ancient times that had two wheels and was pulled by horses
conquer: to overcome or defeat
tactical: planned or strategic



1. How does the professor present the information he gives to the class?
   (A) By contrasting Egyptian chariots with modern weapons
   (B) By listing historic events in chronological order
   (C) By comparing Egyptian chariots with chariots from other lands
   (D) By describing the advantages Egyptians received from chariots

2. Why does the professor discuss the Hyksos?
   (A) To explain how the chariot came to Egypt
   (B) To describe the weapons of Egypt's enemies
   (C) To introduce the reader to Egyptian warfare
   (D) To describe the Egyptians' earliest soldiers

3. Why does the professor compare chariots to gunpowder?
   (A) To show how influential chariots were to Egyptian warfare
   (B) To demonstrate similar ways in which chariots were used
   (C) To explain how important chariots were to Egyptian defense
   (D) To show how superior chariots were to other weapons

Fill in the blanks to complete the summary.

The professor says a two-wheeled vehicle called a _____ transformed ancient Egypt. People called the Hyksos used these to _____ Egypt in 1700 B.C.E. The Egyptians fought back and gained control of their country again. Then they built lighter, faster vehicles like this, which changed their warfare style. The Egyptian _____ now made war with people outside their lands because they could travel farther. Chariots also gave them a _____ advantage. One soldier drove while another shot _____.

Chapter 6 Content Questions

Necessary Skills

- Understanding relationships between different pieces of information
- Identifying key category words in a lecture or a conversation
- Understanding the characteristics of different categories
- Comparing the characteristics of different categories
- Determining whether a certain point is discussed in relation to a category

Example Questions

- Based on information from the lecture, indicate whether or not each statement is correct. Place a check mark in the correct box.
- Based on information from the lecture, indicate for each example which feature of _____ it relates.
- What does _____ demonstrate?
- What does the professor demonstrate by discussing _____?

Strategies

- Questions with tables only appear after the listening is finished, so it is important to take notes while you listen.
- When taking notes, pay special attention to category words, the characteristics of categories, and examples.
- For questions asking whether or how each phrase or sentence applies, be sure to click the appropriate box for each answer choice.
- Keep in mind that there are different types of tables to complete: some in which you need to click Yes or No, and others in which you need to click the correct category.

Chapter 6

01 Fine Arts

Listen to a lecture in an art class, and fill in the diagram with the information that you hear.

Track 127

Key Vocabulary

bench: a long, hard seat made for more than one person that is usually found outside
circular: round
immense: great, large
narrate: to relate or tell, as in a story
stage: a platform in the theater where the actors or singers perform

Greek Theaters vs. Elizabethan Theaters

Greek Theaters 1:	Both 1:	Elizabethan Theaters 1:
Greek Theaters 2:	Both 2:	Elizabethan Theaters 2:

What are the characteristics of each type of theater? Place a check mark in the correct box.

	Greek Theaters	Elizabethan Theaters	Both
Built on hills			
Open-air stages			
Contained "pits"			
Had areas for singers and dancers			

Fill in the blanks to complete the summary.

This lecture is on Greek and Elizabethan theaters. Greek theaters were built outside on hillsides and had stone _____ for the audience. The _____ of these theaters were _____ in shape. Dancers would perform, and singers would _____ stories here. They were _____ in size, seating about 15,000 people. Elizabethan theaters were made of wood, and their stages were roofless. They were the same shape as Greek theaters and also seated 15,000 people, but they had "pits."

02 Geology

Listen to a lecture in a geology class, and fill in the diagram with the information that you hear. Track 128

Key Vocabulary

crust: the outer layer of the Earth
displace: to move something out of its position
impact: the striking of one thing against another
massive: large
shove: to push

Creation of Tsunamis

Trigger 1:	→	Effect of Tsunami 1:
Trigger 2:	→	Effect of Tsunami 2:

Which phrases describe causes or effects of a tsunami? Place a check mark in the correct box.

	Causes of Tsunamis	Effects of Tsunamis
Series of fast-moving waves		
Underwater earthquake		
Meteor Impact		

Fill in the blanks to complete the summary.

The professor is telling her class about tsunamis, which are giant waves. They form when _____ amounts of water are _____. There are two things that can trigger this. One is a meteor _____, which is when a space rock falls into the ocean, making big waves. The other trigger is when earthquakes _____ part of the Earth's _____ upwards. This force can also create tsunamis, and the result is often large-scale destruction.

03 Office Visit

Listen to a conversation between a student and a professor, and fill in the diagram with the information that you hear. Track 129

Key Vocabulary

concerned: to be worried about
favorite: liked the most
location: a place
section: a class
switch: to change

Falling Asleep in Class

Problem:	Solution:

What reasons does the student give for falling asleep in class? Place a check mark in the correct box.

	Reasons Given	Reasons Not Given
He works at night.		
He finds the class is boring.		
He stays up late studying.		
He does not sleep enough.		

Fill in the blanks to complete the summary.

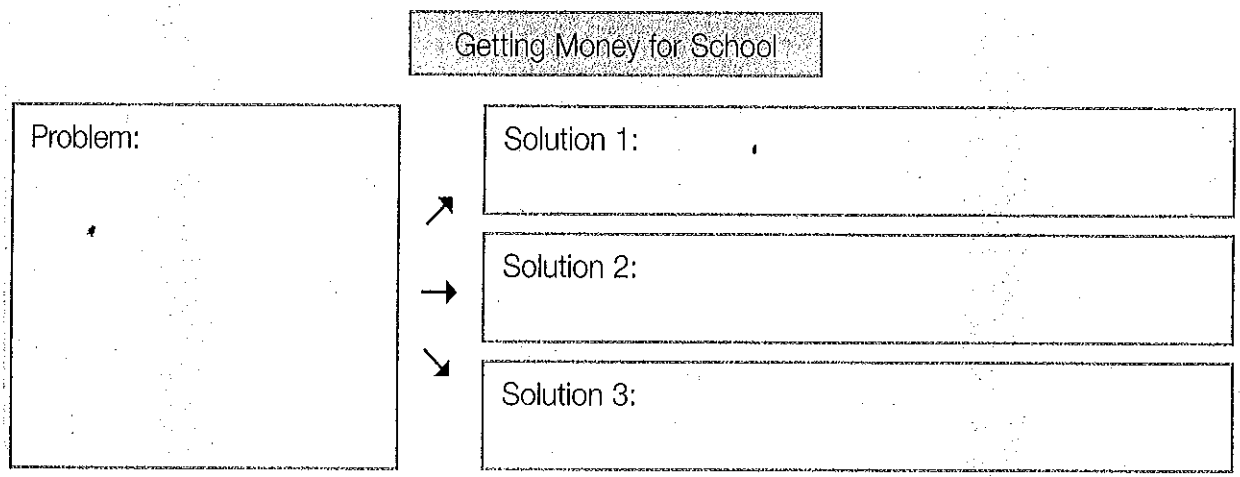
John's professor is _____ because he often falls asleep in class. John explains that this is his _____ class, but his delivery job is the problem. He works late hours delivering pizzas and doesn't sleep enough. The professor suggests John sign up for the afternoon _____. Since the class is in the same _____ and covers the same work, John can _____ classes.

04 Service Encounter

Listen to a conversation between a student and a university employee, and fill in the diagram with the information that you hear. Track 130

Key Vocabulary

eligible: qualified to be chosen
expensive: something that costs a lot
financial aid: money used to help pay for college
tuition: the fee charged to attend college
visa: an official document needed to visit or live in a foreign country



What suggestions does the advisor give the student? Place a check mark in the correct box.

	Suggestions Given	Suggestions Not Given
Get a work visa		
Find a part-time job		
Apply for government scholarships		
Research internships		

Fill in the blanks to complete the summary.

Juan is an international student. He is not _____ for government scholarships or _____ like other students. He still has a problem paying for his _____ and books because these are very _____. The advisor asks Juan if his student _____ allows him to work. Juan says it does, so she suggests he get a part-time job or he apply for private funding.

05 Geology

Listen to a discussion in a geology class, and fill in the diagram with the information that you hear. Track 131

Key Vocabulary

crater: a bowl-shaped depression
conical: cone-shaped
geological: pertaining to the Earth
magma chamber: a space inside a volcano that contains liquid rock when full
typical: usual

Calderas

Topic:	Classification 1:	Cause 1:
	Classification 2:	Cause 2:

What characteristics describe each volcano? Place a check mark in the correct box.

	Mt. St. Helens	Kilauea	Both
Caldera can be seen today			
Magma chambers collapsed			
Caldera created by explosion			
Remains an active volcano			

Fill in the blanks to complete the summary.

The professor is explaining what volcanic calderas are. He tells students there are two types of this _____ feature. The _____ shape of a volcano is _____. It also has a big _____ at the top of it, which is the caldera. This type is formed when a volcano explodes and leaves a big hole. The other type of caldera is formed when a _____ empties and collapses. There is no violent explosion in this case.

06 Physics

Listen to a lecture in a physics class, and fill in the diagram with the information that you hear. Track 132

Key Vocabulary

facility: buildings and equipment used for a particular purpose
harness: to capture and use
pollution: chemicals and dirt that harms the environment
steam: heated water that becomes a gas
sustainable: able to continue without damaging the environment

Geothermal Energy

Advantage 1:	Disadvantage 1:
Advantage 2:	Disadvantage 2:

What are the advantages and disadvantages of geothermal energy? Place a check mark in the correct box.

	Advantages	Disadvantages
Available locations		
Cost		
Pollution level		
Reliability		

Fill in the blanks to complete the summary.

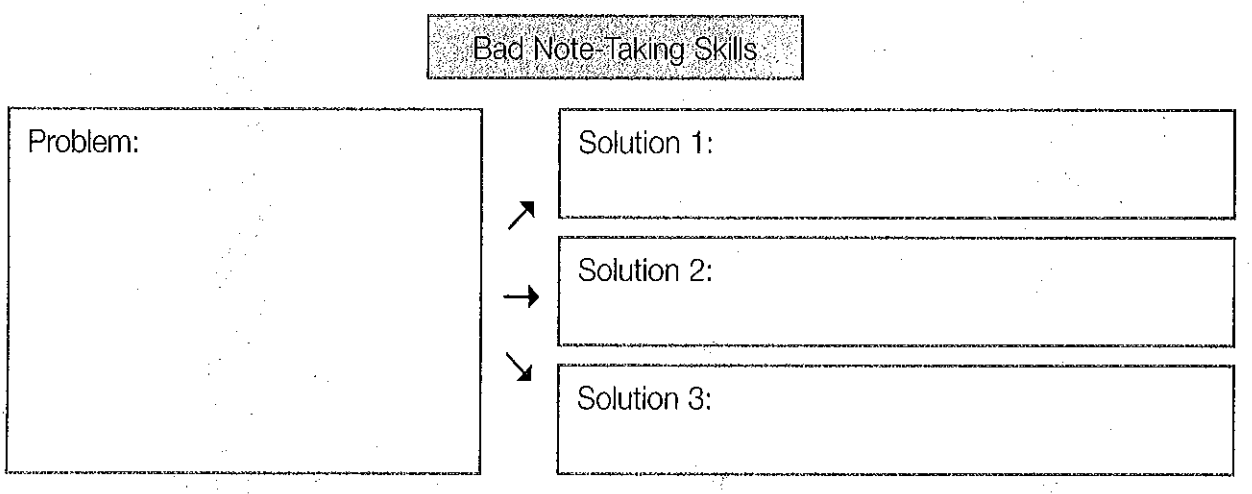
The professor is telling his students about geothermal energy. He says this is a good, _____ energy source which allows us to _____ the Earth's heat. It involves digging holes in the Earth to collect _____. It has big advantages because it costs very little once _____ have been built. Another advantage is that it produces no _____. The bad thing is that steam is only found in certain places and is very unpredictable.

07 Office Visit

Listen to a conversation between a student and a professor, and fill in the diagram with the information that you hear. Track 133

Key Vocabulary

abbreviate: to shorten a word by only writing a few letters of that word
cramp: to cause a painful tightening of a muscle
incomplete: lacking some part
outline: the main ideas and points of a lecture but not the details
subtopic: a topic that covers a more specific feature of a main topic



What suggestions does the professor give the student? Place a check mark in the correct box.

	Suggestions Given	Suggestions Not Given
Sit at the front of the class		
Copy the professor's outline		
Write every word said		
Use abbreviations and symbols		

Fill in the blanks to complete the summary.

A student is missing important information in his notes. His professor thinks his notes are _____, and his style needs improvement. She suggests that he copy down her _____ so he can keep up with the main ideas. She says this can also help him fill in the _____. She says understanding a lecture's organization is important. She also wants him to try and _____ words and use symbols so his hand doesn't _____.

08 Service Encounter

Listen to a conversation between a student and a university employee, and fill in the diagram with the information that you hear. Track 134

Key Vocabulary

compatible: able to work together or get along
login name: a name that allows you to get onto a computer
password: a secret word or phrase one needs to get into something
software: a computer program
web browser: a program used to surf the Internet

Difficulty Registering for Classes

Problem:	Solution:

What should the student do to register? Place a check mark in the correct box

	Should Do	Doesn't Need to Do
Use a computer on campus		
Download a different browser		
Register in person		
Use her login name and password		

Fill in the blanks to complete the summary.

A student wants to register using the university website but is having trouble. When she types in her _____ and her _____, the server remains unavailable. The man asks her what _____ she is using on her home computer. He explains that this software is not _____ with the university's _____. He tells her about a free program she can download to register from home.

09 History

Listen to a discussion in a history class, and fill in the diagram with the information that you hear. Track 135

Key Vocabulary

ancestor: a relative from the past
assemble: to bring together
monarchy: rule by a single person
nobility: the ruling class of people below the king
thorough: complete

Norman Conquest and English Culture

Cause:	→	Effect 1:
	→	Effect 2:
	→	Effect 3:

Which of the following were results of the Norman Conquest? Place a check mark in the correct box.

	Results	Not Results
English borrowed German words		
Church leadership changed		
England got a new king		
Anglo-Saxons moved to France		

Fill in the blanks to complete the summary.

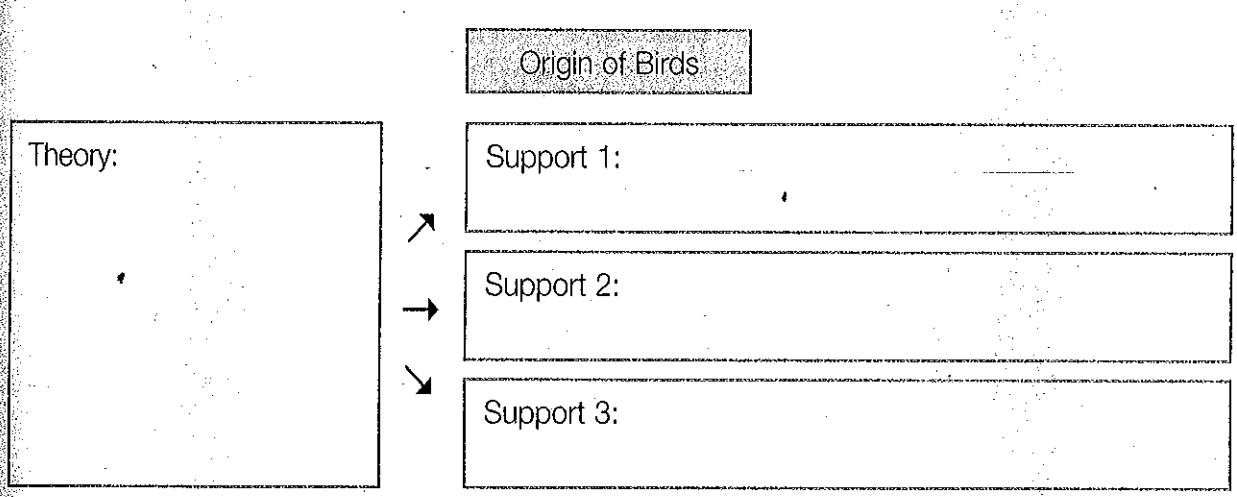
The class is discussing the Norman conquest of England by William the Conqueror. This king _____ an army in 1066 and invaded England. The people in England were called Anglo-Saxons, and their _____ were German. William took all the land and power from the Anglo-Saxon _____. He also removed their leaders from powerful positions in the Church. He was very _____ because he wanted his conquest to last a long time. He made his _____ the most powerful in Europe.

10 Biology

Listen to a discussion in a biology class, and fill in the diagram with the information that you hear. Track 136

Key Vocabulary

controversial: causing lots of disagreement
hollow: to be empty inside; not solid
scale: stiff plate covering reptiles instead of skin
skeletal: relating to the skeleton or the bone structure of an organism
tissue: material formed from plant or animal cells



Which evidence does the professor mention to support the theory that birds are descendants of dinosaurs? Place a check mark in the correct box.

	Mentions as Evidence	Doesn't Mention as Evidence
Dinosaurs laid eggs like birds		
Some dinosaurs had hollow bones		
Some dinosaurs could fly		
Feathers and scales grow from similar tissue		

Fill in the blanks to complete the summary.

The teacher discusses a _____ theory about the origin of birds. This popular theory claims birds are direct descendants of dinosaurs. Bird bones are _____ inside, just like those of certain dinosaurs. She says that these dinosaurs also had feathers like birds. She tells the class that birds also have _____ on their feet, making them like dinosaurs. These grow from the same type of _____ that produces feathers. The third similar thing is their structural _____ features.

Chapter 7 Inference Questions

Necessary Skills

- Guessing the implied meaning of a sentence or phrase
- Making a generalization from what is said
- Drawing a conclusion based on the main points of a lecture or a conversation
- Recognizing how intonation or stress indicates implied information or opinions
- Inferring what is likely to happen from what a speaker says

Example Questions

Some inference questions will not appear during the test. You will only hear them.

- Listen again to part of the conversation. Then answer the question.

You will hear a few lines of the lecture or conversation again.

- What does the professor imply when she says this:

You will hear part or one line of the previous excerpt again.

The following types of inference questions may appear during the test:

- What does the professor imply about _____?
- What can be inferred about _____?
- What will the professor likely discuss next?
- What will the student probably do next?

Strategies

- Try to guess the implied meaning of the given information. The correct answer is not directly stated.
- Pay attention to clues expressed by certain words, word stress, intonation, or pace of what is said. The same sentence can express different meanings when said in different ways.
  → Example: *Oh, you've never heard of that.* (I may need to explain more than I thought.)
  Oh, you've never heard of that? (I'm surprised that you've never heard of that.)
- Pay attention to the last part of a conversation. For example, if a speaker agrees with the other speaker's suggestion at the end, we can infer that the speaker will do what is suggested.

Chapter 7

01 Zoology

Listen to a lecture in a zoology class, and fill in the diagram with the information that you hear. Track 137

Key Vocabulary

divorce: a formal separation of husband and wife, or mates
initial: first
mate: the partner of an animal
monogamous: having only one romantic partner at a time
phenomenon: an observable, and sometimes remarkable, occurence

Divorce Among Blue Tits

Cause:

↗ Effect 1:

↘ Effect 2:

1. What can be inferred about divorce in the animal world?

(A) There are some birds that also divorce.
(B) Divorce is very common among animals.
(C) Humans divorce more than blue tits do.
(D) Divorce rarely occurs outside the human species.

2. What does the professor imply about female blue tits?

(A) They do not take care of the young.
(B) They prefer males with better territory.
(C) They have their own territory.
(D) They are less aggressive than males.

3. What does the professor imply about divorce among blue tits?

(A) Females benefit most from divorce.
(B) Males do not initiate divorce.
(C) Divorce can happen many times.
(D) Males do not benefit from divorce.

Fill in the blanks to complete the summary.

The professor explains that _____ is not just a human _____. It occurs among birds such as blue tits too. These birds are socially _____ but have a 50% divorce rate. After divorce, the male stays, and the female leaves the nest. Blue tits divorce because of female competition, not because females leave their _____ for another male. Bigger females chase weaker females from the territory. In this way, the stronger female breaks up the _____ mating pair.

02 Linguistics

Listen to a lecture in a linguistics class, and fill in the diagram with the information that you hear. Track 138

Key Vocabulary

assertive: behaving in a confident way
cooperative: involving cooperation or working together
intonation: the way in which your voice rises and falls when you speak
phrase: to express something in a particular way
unsure: not confident or certain

Women's Use of Intonation in Statements

Advantage:	Disadvantage:

1. What can be inferred about assertive behavior?
   (A) Women cannot speak as assertively as men.
   (B) Women don't like it when people are assertive.
   (C) Men prefer assertiveness in conversation.
   (D) Men use intonation to sound more assertive.

2. What does the professor imply about how men see conversation?
   (A) They see it as straightforward and simple.
   (B) They don't see rising intonation as cooperative.
   (C) They avoid the use of intonation when talking.
   (D) They prefer to talk with men rather than women.

3. What does the professor imply about women in business?
   (A) They have trouble taking charge over men.
   (B) Cooperation is less important than competition.
   (C) Women aren't able to succeed as well as male workers.
   (D) Male co-workers might see them as lacking confidence.

Fill in the blanks to complete the summary.

The professor is discussing how women use rising _____ which makes them sound like they're asking questions. They don't sound like they're stating facts. In a business environment, this is good and bad. To females, conversations are _____ activities. Women feel that by _____ statements as questions, they give listeners a chance to reply. Males think rising intonation shows weakness. They think women who do this seem _____ of themselves. Men think it is good to sound _____ when speaking.

03 Office Visit

Listen to a conversation between a student and a professor, and fill in the diagram with the information that you hear. Track 139

Key Vocabulary

deadline: a point in time before which you have to complete something
feedback: comments about how well or how badly someone did something
freshman: a student in his/her first year of college
senior: a student in his/her final year of college
syllabus: paper describing information about a class

Research Paper Assignment

Problem:	Solution:

1. What does the professor imply about other freshmen?

(A) They don't usually see him before handing in their papers.
(B) They have written research papers before.
(C) They are usually happy with their grades in his class.
(D) They are rarely nervous about research papers.

2. What does the professor imply about seniors?

(A) They also are nervous about research papers.
(B) He doesn't allow them into introductory classes.
(C) They don't often come to talk with him.
(D) He expects their work to be better than a freshman's.

3. What can we assume about the student?

(A) She wrote research papers in high school.
(B) She hasn't been doing well in the class.
(C) She has previously received a syllabus.
(D) She enjoys the way the professor teaches.

Fill in the blanks to complete the summary.

The student talks to the professor about her research paper. She says she is nervous about it because it is her first paper. He says this attitude is common among _____ and that writing like a _____ takes time. He says she could write a draft before the _____, and he will provide _____ on it. She agrees to send a draft to the email address on the _____.

04 Service Encounter

Listen to a conversation between a student and a cafeteria worker, and fill in the diagram with the information that you hear. Track 140

Key Vocabulary

allergic: not able to eat or drink something without getting sick or feeling bad
dairy: foods made from milk
feature: to display something as special
international: from another country
policy: a set of rules or guidelines

Problems with Meal Plans

Problem:	Solution:

1. What does the employee imply about the university?
   (A) It has lots of dining places on campus.
   (B) It requires all freshmen to purchase a meal plan.
   (C) It offers a variety of meal plans for its students.
   (D) It does not offer any soy food products.

2. What does the student imply about her high school meal plan?
   (A) She wasn't required to purchase one.
   (B) It did not offer non-dairy options.
   (C) It was not very expensive.
   (D) She really liked it a lot.

3. What can be inferred about eating at the university?
   (A) The food is costly for students to purchase.
   (B) It features lots of dairy products in the meal plan.
   (C) All students must purchase meals on-campus.
   (D) There are many different foods to eat.

Fill in the blanks to complete the summary.

A freshman must buy a meal plan because this is university _____. The student is _____ to _____ products but does not want to buy food anywhere else. She is told that dining services do offer non-dairy meals. They offer soy milk and soy-based products. They also have special meal days for _____ students. These _____ foods from different countries. That way, all students get a taste of home.

05 Economics

Listen to a discussion in an economics class, and fill in the diagram with the information that you hear. Track 141

Key Vocabulary

acceptance: the act of receiving with approval
authority: the power you have to lead
obey: to do what you are told
obligation: a requirement
order: a command

Management: Classical View vs. Acceptance View

Classical View 1:	Both:	Acceptance View 1:
Classical View 2:		Acceptance View 2:

1. What does the professor imply about both theories?

(A) They are equally present in the business world.
(B) They do not apply for illegal forms of authority.
(C) They share no similarities with one another.
(D) They don't give authority to the employee.

2. What does the professor imply about the acceptance view?

(A) A worker is not required to obey orders.
(B) Managers have more authority than workers.
(C) It makes organizations less orderly.
(D) It is popular among companies today.

3. What can be inferred about managers who have a classical view of their authority?

(A) They will work in well-organized companies.
(B) They will have employees that are happier.
(C) They will demand obedience from their workers.
(D) They will cause workers to get angry.

Fill in the blanks to complete the summary.

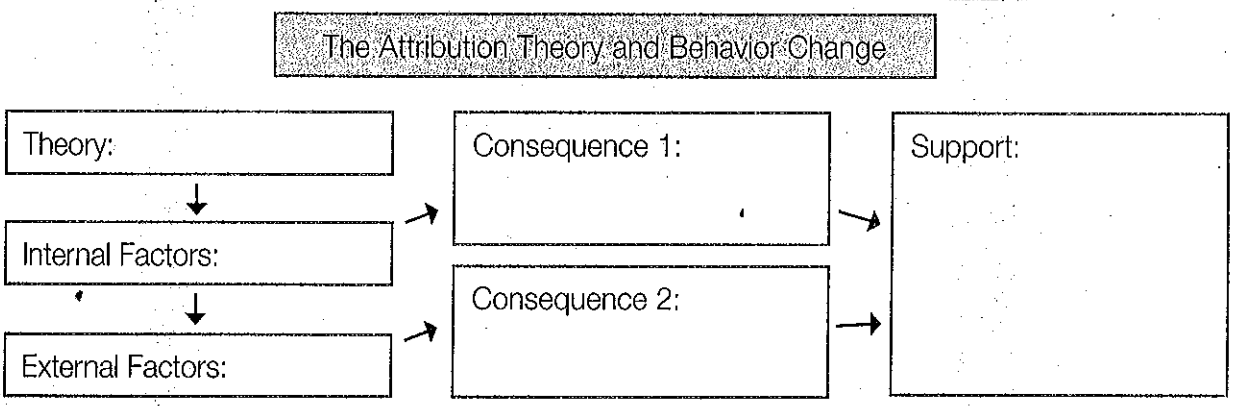
The professor discusses two ideas about how to be a manager. These ideas have to do with legal _____. The classical view of management is top down. Managers give _____ and believe workers have an _____ to follow them. They think workers should _____ them. They think they deserve obedience. Another view sees authority as being in the hands of workers. This is called the _____ view. A manager using this idea thinks he should gain the obedience of workers.

06 Psychology

Listen to a lecture in a psychology class, and fill in the diagram with the information that you hear. Track 142

Key Vocabulary

attribute: to give credit for something
factor: a cause
neat: not messy, clean and orderly
reverse: the opposite
wrapper: the plastic around a piece of candy that you take off before eating it



1. What is implied by the entire passage?
   (A) The Attribution Theory can not be applied to teachers.
   (B) Changes in behavior are difficult to make.
   (C) A change in perception can reduce a bad habit.
   (D) Schools often use attribution theory in the classroom.

2. Listen to part of the lecture again. Then answer the question.
   What does the professor imply?
   (A) The Attribution Theory is not a logical theory.
   (B) People think that success comes with hard work.
   (C) Most events are thought to be caused by internal factors.
   (D) People tend to attribute negative results to external factors.

3. What can be inferred about behavior when people attribute results to external factors?
   (A) They will try to motivate others to change their behavior.
   (B) They are less likely to try to change their own behavior.
   (C) They will not understand the real causes of results.
   (D) They are more likely to try to change their own behavior.

Fill in the blanks to complete the summary.

The Attribution Theory is how people explain results. Results can be caused by either external or internal _____. People _____ success or failure to these factors. If a person thinks something happens because of internal things, they change their behavior. When people think something happens due to externals, the _____ is true. In an experiment, teachers gave children candy. The children threw the _____ on the floor until they learned to be _____. Then they threw them in the trash can.

07 Office Visit

Listen to a conversation between a student and a professor, and fill in the diagram with the information that you hear. Track 143

Key Vocabulary

flunk: to fail or receive a grade that is below the passing mark
extra credit: an extra assignment done to improve one's grade
remaining: left over
semester: one of the two terms that the school year is divided into
throw out: to get rid of

Trouble with a Math Test

Problem:	Solution:

1. What can be inferred about the first test?
   (A) It is worth 10% of the grade.
   (B) It is just a practice test.
   (C) Most students do well on it.
   (D) It is the least important test.

2. What does the professor imply about her upper-level classes?
   (A) They are easier than this one.
   (B) They have fewer tests than in this one.
   (C) She has less students in those classes.
   (D) She allows students to do extra credit assignments.

3. What does the student imply about his failed test?
   (A) It won't make much difference.
   (B) Failing it wasn't his fault.
   (C) He didn't study hard enough.
   (D) The teacher was partially at fault.

Fill in the blanks to complete the summary.

Trey is worried he may _____ math. He asks his professor if he can do some _____ to bring his test grade up. His history professor let him do this last _____. Trey explains that he was sick when he took the math test and has a note from the nurse to prove it. The professor says she will think about _____ his grade for the test if he gets better than a B-average on the _____ tests.

08 Service Encounter

Listen to a conversation between a student and a university employee, and fill in the diagram with the information that you hear. Track 144

Key Vocabulary

compensate: to pay money to replace something lost or destroyed
form: paperwork
leak: an unintended hole or crack through which water enters
stink: to smell bad
wardrobe: a person's clothes

A Leaky Roof

Problem:	Solution:

1. What does the man imply when he mentions the weather forecast?
   (A) The woman can dry her clothes outside.
   (B) The woman doesn't need to worry about more leaks.
   (C) The woman should enjoy the weather now.
   (D) There will be less rain this time.

2. What can be inferred about the other students who complained?
   (A) They also got compensation.
   (B) They also had clothes ruined.
   (C) They live in Ellison Hall.
   (D) They were not friendly to the man.

3. What will the woman probably do next?
   (A) Try to wash her clothes again
   (B) Go out and buy new clothes
   (C) Fill out the form and bring it back
   (D) Go back to her room and clean up

Fill in the blanks to complete the summary.

A student wants to file a complaint with the housing department because of a _____ in her ceiling. The leak caused filthy water to come into her closet. Many of her clothes were ruined, and they also _____. She complains that she lost half of her _____. The man apologizes and says it's because of unexpectedly heavy rain. He tells her to fill out a _____ so that a check can be written to _____ her for her loss.

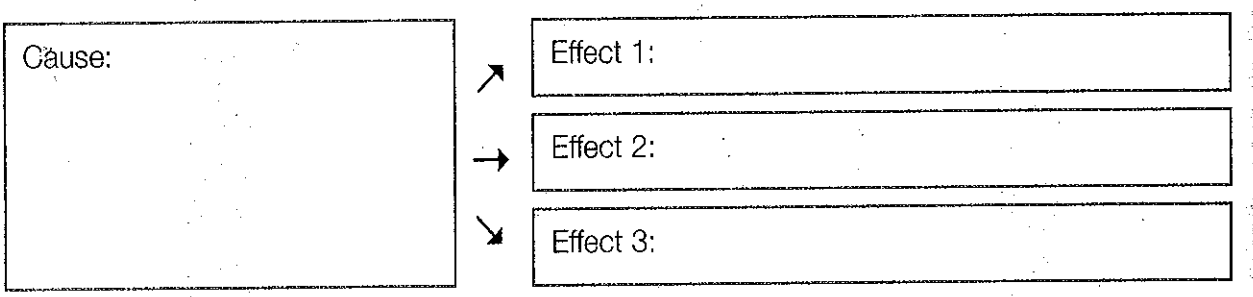
09 History

Listen to a discussion in a history class, and fill in the diagram with the information that you hear. Track 145

Key Vocabulary

abundant: plentiful; having a lot
economy: the system in which a country's trade and industry are organized
essential: necessary
latter: the second item when two items are compared
principal: most important

The Decline of the Easter Island Civilization



1. What can be inferred about the Easter Islanders the European met?

(A) They were not related to the people who built the civilization.
(B) They had forgotten about how their old civilization was created.
(C) They consisted of a few disorganized tribes without a leader.
(D) They had discovered other ways to catch fish and farm.

2. What does the professor imply about the decline of the Easter Island civilization?

(A) It took place over a long period of time.
(B) It could have been prevented with better leadership.
(C) It was influenced by the first Europeans.
(D) Nothing could have been done to stop it from happening.

3. What can be inferred about the art and sculpture of Easter Island?

(A) It was too strange for the Europeans to understand.
(B) It was sold off as the economy began to decline.
(C) It was no longer created once the political order collapsed.
(D) It was taken away by the Europeans when they arrived.

Fill in the blanks to complete the summary.

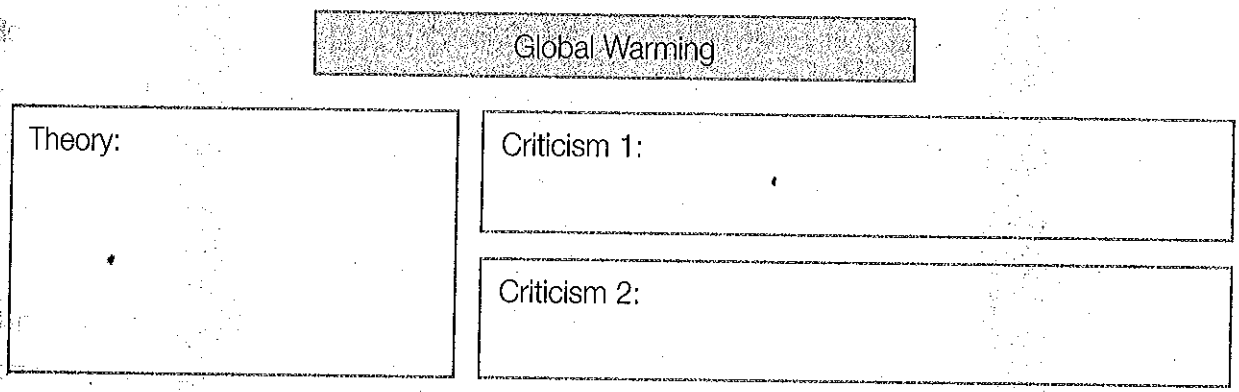
The professor is discussing why the great civilization of Easter Island ended. He says a new theory suggests the _____ cause was deforestation. Once, the island was covered with _____ forests and palm trees. Islanders used these trees to build houses and boats. The _____ were used for fishing, which formed the core of the island's _____. In other words, these forests were _____ to the islanders' survival. When the trees were gone, they could no longer survive.

10 Environmental Science

Listen to a discussion in a science class, and fill in the diagram with the information that you hear. Track 146

Key Vocabulary

contend: to argue
cycle: a series of events that happen again and again throughout time
fossil fuel: energy sources like coal, oil, and natural gas
layer: one thickness lying over or under one another
urban: pertaining to cities



1. What does the professor imply about the theory of global warming?
   (A) It is becoming more accepted by scientists.
   (B) The students are probably already familiar with it.
   (C) He will need a lot of time to discuss this theory.
   (D) The arguments against it are not realistic.

2. What can be inferred about the lower troposphere?
   (A) Human activity does not cause it to change.
   (B) People have not studied it for very long.
   (C) It's an important indicator of global warming.
   (D) It was very unpredictable in the past.

3. What does the professor imply about increases in land temperatures?
   (A) They are more important than changes in the troposphere.
   (B) They are not related to the burning of fossil fuels.
   (C) They are a sign that manmade global warming is occurring.
   (D) They can be predicted with complex computer models.

Fill in the blanks to complete the summary.

The professor is discussing global warming. This theory states that burning _____ produces gases. These gases heat up the Earth. Some critics argue against this theory because for many years, a lower _____ of the Earth's atmosphere has not heated up. It is called the troposphere. Critics _____ that land gets hot in _____ areas because trees are cut down. They also say the Earth's temperature always changes in _____.

Vocabulary Review 3

Instructions: Choose the best word or phrase to complete each sentence.

1. My favorite place to visit is Florida. I like it because its _____ is so warm.

(A) climate
(B) steam
(C) ray
(D) ecosystem

2. George knew that he couldn't afford a new car with his current _____.

(A) sediment
(B) committee
(C) excess
(D) budget

3. One of the problems in big cities is the large amount of _____ in the air.

(A) molecule
(B) virtue
(C) pollution
(D) consumption

4. I'm looking for an _____ couch to buy. I can't spend too much money on it.

(A) affordable
(B) opportunistic
(C) unobstructed
(D) intense

5. Jane didn't dare bother her father. He was in a bad _____.

(A) subtopic
(B) muscle
(C) opposition
(D) mood

6. It's believed that the burning of _____ is harmful to our environment.

(A) fossil fuels
(B) greenhouse gases
(C) atmosphere
(D) organelles

7. One of my _____ was the queen of Poland.

(A) ancestors
(B) outsiders
(C) substitutes
(D) warriors

8. When writing a research paper, it's often helpful to create an _____ first.

(A) outline
(B) army
(C) organism
(D) arrow

Instructions: Choose the word or phrase closest in meaning to the underlined part.

9. The purse Lola wanted to buy was very <u>costly</u>.

(A) sustainable
(B) psychological
(C) desirable
(D) expensive

10. The invading army finally <u>defeated</u> its enemies.

(A) absorbed
(B) disenrolled
(C) rejected
(D) conquered

11. Which <u>place</u> did you want her to meet you at?

(A) bench
(B) capacity
(C) location
(D) pool

12. The repairman has a <u>responsibility</u> to do the best job he can for the customer.

(A) groove
(B) tuition
(C) placement
(D) obligation

13. The mother loved to <u>tell</u> stories to her kids.

(A) narrate
(B) displace
(C) bug
(D) participate

14. The asteroid's <u>force</u> resulted in the creation of a large crater.

(A) cycle
(B) impact
(C) plain
(D) section

15. Professor Mims gave a very <u>detailed</u> explanation of the process.

(A) excessive
(B) faulty
(C) thorough
(D) skeletal

Instructions: Write the missing words. Use the words below to fill in the blanks.

decimate	crater	catastrophic
erupt	crust	

Volcanoes are landmarks that are created in regions which are geologically active. They occur where there are openings in the Earth's **16.** _____. These openings allow lava to pour out onto the ground. Over time, this lava builds up and hardens until a volcano is formed. At the top of a volcano is a **17.** _____ called a caldera. The lava flows out from this area. When volcanoes **18.** _____, they release lava, rock, and gases into the air that can be harmful to many living things. In some cases, volcanoes can be downright **19.** _____. Their eruptions have been known to **20.** _____ whole islands full of animals.

Instructions: Choose the word that does not belong.

21. assemble — bring together
collect — orchestrate

22. strict — severe
relaxed — firm

23. reduce — increase
lessen — decrease

24. urban — city
rural — town

25. neat — dirty
clean — tidy

Mini Test 3

01 Psychology

Listen to a lecture in a psychology class. Track 147

Key Vocabulary

accomplishment: something achieved (usually well, with a sense of success)
aspect: part of; way of viewing
bias: an influence that makes you like one thing more than another
breakthrough: an achievement through force, struggle, or hard work
capacity: ability; the power of the mind to do something
combine: to join or bring together
factor: something that influences; something to be considered
innate: what you are born with; instinctive
intelligence: the capacity to reason, to solve problems, and to learn
rural: relating to the country, not the city

1. How does the professor organize the information about intelligence tests he presents?

(A) By presenting a theory and supporting it with examples
(B) By discussing their advantages and disadvantages
(C) By introducing their flaws as separate subtopics
(D) By defining them and describing their purpose

2. Why does the professor mention the words skyscraper, subway, and personal computer?

(A) To highlight the differences between urban and rural life
(B) To illustrate how IQ tests can be culturally biased
(C) To conclude that IQ tests reflect learned experiences
(D) To compare different types of cultural biases

3. Based on the information in the lecture, indicate whether intelligence tests do the following. For each phrase, place a check mark in the YES or NO column.

	YES	NO
Predict success in school		
Reflect prior knowledge		
Measure creativity		
Select good leaders		

4. What does the professor imply about creativity?

(A) It is a factor in intelligence.
(B) It takes quite a bit of talent.
(C) It depends on past knowledge.
(D) It can affect IQ test scores.

5. Based on the information presented in the lecture, what can be inferred about intelligence tests?

(A) They help psychologists better define intelligence.
(B) They are a good measure of intelligence.
(C) They aren't as useful as they claim to be.
(D) They shouldn't be given to students.

02 Chemistry

Listen to a discussion in a chemistry class. Track 148

Key Vocabulary

blast: an explosion
collapse: to fall in on or fall down
disturbance: an interruption that often causes disorganization
friction: heat made by things rubbing together
fusion: melting together; the act of becoming united or joined
lump: a mass without shape or form
nursery: place where infants or living things (usually plants) are raised
spent: used up
stellar: having to do with a star or stars

1. How is the discussion organized?
   (A) Into arguments for and against a theory
   (B) From least to most important causes
   (C) In the order in which events occur
   (D) Into several supporting points

2. How does the professor clarify the points he makes about the death of the Sun?
   (A) By describing how it will affect Earth
   (B) By comparing the Sun to a tank of fuel
   (C) By defining what he means by "white dwarf"
   (D) By explaining how nuclear fusion works

3. Put the following information in chronological order. Place a number in the box next to each phrase in the order of events.

Friction causes hydrogen atoms to fuse into helium	
Sun totally runs out of hydrogen	
Gas and dust collapse inside stellar nursery	
Sun expands to 30 times its current size	

4. What does the professor imply about the Sun?
   (A) It's the biggest star in our solar system.
   (B) It's reaching the middle of its life span.
   (C) It has almost run out of hydrogen gas.
   (D) Its death will destroy the planet Earth.

5. What can be inferred about nuclear bombs?
   (A) They break down helium into hydrogen.
   (B) They are understood better than the Sun.
   (C) They were originally inspired by the Sun.
   (D) They rely on the same energy process as the Sun.

03 Biology

Listen to a discussion in a biology class. Track 149

Key Vocabulary

battle: a big fight between opposing forces (often in a war between armies)
co-exist: to live together
compete: to seek for something through rivalry
decay: to rot
definitely: for sure
primate: the highest order of mammals: monkeys, apes, and humans
primitive: rudimentary, simple, or crude; from the beginning
remnant: a small part left over
unlikely: not promising or probable; not sure to happen
weapon: an object used for defense or war (usually like a knife, sword, or gun)

1. How does the professor organize the information he presents to the class?

(A) By giving a theory and supporting it with details
(B) By comparing two opposing theories
(C) By describing a cause and listing its effects
(D) By defining a term and illustrating its role

2. How does the professor present the information on Giganto's diet?

(A) By illustrating the decline of the bamboo forests
(B) By describing evidence found in Giganto fossils
(C) By comparing Giganto to prehistoric humans
(D) By pointing out that Giganto competed with pandas

3. Based on the information in the lecture, indicate whether the statement is a fact or a theory. Place a check mark in the correct column.

	FACT	THEORY
Giganto co-existed with early humans.		
Early humans hunted Giganto.		
Giganto ate bamboo.		
Giganto had pitted teeth.		

4. What does the professor imply about bamboo?

(A) It causes tooth problems in animals.
(B) It was eaten by many ancient creatures.
(C) It nearly went extinct thousands of years ago.
(D) It was once consumed by humans as well.

5. Based on the information presented in the lecture, what can be inferred about the larger brains of homo sapiens?

(A) They made it possible for humans to make weapons.
(B) They helped early humans kill more Gigantos.
(C) They allowed early humans to hunt better.
(D) They prevented Giganto from outsmarting early humans.

Building Skills for the TOEFL® iBT

SPEAKING

SPEAKING

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The TOEFL® iBT Speaking Section

The prompts for speaking questions on the iBT TOEFL® can be categorized into six types:

Question	Time			
	Reading	Listening	Preparation	Speaking
Independent Q1			15 seconds	45 seconds
Independent Q2				
Integrated Q3	45 seconds	1-2 minutes	30 seconds	60 seconds
Integrated Q4				
Integrated Q5		1-2 minutes	30 seconds	60 seconds
Integrated Q6				

The purpose of the speaking section is to evaluate your ability to speak coherently both on your opinions and experiences as well as on information that you have read or have heard. The speaking questions fall into two categories; independent and integrated. For the two independent speaking questions, you should draw upon your own experience and knowledge. For the remaining four speaking questions, you will speak about what you read and/or hear. Your ideas need to be well-organized, and the language you speak needs to be accurate enough to be easily understood.

In particular, each question type will require test-takers to organize their ideas and speak toward different goals:

Question	Task	Materials	Length	Tasks
1	Independent	none		Describe your experience.
2	Independent	none		Give your opinion and explain why you think this.
3	Integrated	Reading Conversation	100 words 200 words 60-90 seconds	Restate the opinion of the speaker and the examples used.
4	Integrated	Reading Lecture	100 words 200 words 60-90 seconds	Explain how the example from the lecture supports the passage.
5	Conversation-based	Conversation	300 words 90-120 seconds	Restate suggestions and tell which you think is better.
6	Lecture-based	Lecture	300 words 90-120 seconds	Summarize what you heard.

Study Tips for Speaking

- Master the North American English phonetic system as best as you can. Pay special attention to difficult distinctions such as: b/v, f/p, r/l, s/th, j/z, si/shi, the vowel sounds in bat/bet, it/eat, and shirt/short. Also, practice pronouncing the diphthongs (combined vowels) as one short, continuous sound rather than two separate ones. These include the sounds in the following: ail, bye, boy, and house.
- Practice speaking with a North American inflection. This involves moving the lips and opening the mouth wider and speaking more from the mouth and nose than from the back of the throat.
- Practice using the pauses and intonations you learn when studying for the listening section of the TOEFL® iBT.
- Practice speaking at home. Use one of the independent writing topics as a speaking topic. Give yourself 15 seconds of preparation time. Use this time to think of your main idea and details or examples to support it. Speak for approximately 45 seconds on the topic. Also practice with 30 seconds of preparation time and one minute of speaking time, as this will be the case for the integrated exercises.

Test Management

- You will speak into a microphone attached to a headset.
- Independent Speaking questions come first.
- You can take notes and then use your notes when preparing your response.
- Check the time with the clock shown in the title bar on the computer screen.

How Speaking Will Be Scored

ETS graders will score test-takers' responses according to the following scale:

Score	General Description	Key Points
4	The response answers the question or prompt well. The speaker is easy to understand and there are only minor mistakes with grammar or pronunciation.	Fluent speech that is easy to understand and follow, appropriate use of grammar and vocabulary, ideas explained clearly
3	The response answers the question or prompt, but not all of the ideas are fully developed. The speaker can be understood, but there are some clearly noticeable mistakes in speaking.	At least two of these problems are present: pronunciation, pace of speech, wrong word choice, limited use of grammar structures, or incorrect grammar
2	The response gives only a basic or minimal answer to the question or prompt. Most sentences can be understood, but some effort is required by the listener because speech is not fluent and pronunciation is not accurate. Some ideas are not clearly explained.	At least two of these problems are present: speech is choppy (not fluent), mistakes in pronunciation, wrong word choice, only use basic grammar, poor use of grammar, only basic ideas are presented, explanation is absent or limited
1	The response is very short, does not show full understanding of the question or prompt, and is hard for the listener to understand.	At least two of these problems are present: poor pronunciation, speech is choppy (not fluent), long or frequent pauses, poor grammar makes ideas difficult to understand, use of obviously practiced or formulaic expressions, lots of repetition of expressions in the prompt
0	There is no response or the response is not related to the question or prompt.	No response to grade or response is not related to the question or prompt

Preview

Question 1

The following is a sample Question 1 similar to the one that you will see when you take the test.

You will first see a prompt on your screen, similar to the one below, describing the task.

Describe your most rewarding experience. What made it so rewarding? Use details and examples to support your answer.

On the real test, you will have 30 seconds to prepare a response and 60 seconds to speak your response into the microphone. A sample outline of a response can be found below.

Sample Outline

Introduction:

Thesis statement

Body:

Reason 1

Topic sentence

Reasons, examples, and details

Reason 2

Topic sentence

Reasons, examples, and details

Sample Response

Thesis statement

My most rewarding experience was when I went camping with my friends.

Topic Sentence

During the trip, I had to prepare my own meals. I had never done that before. I felt proud of myself for being self-reliant.

Reasons, examples and details

Topic Sentence

In addition, I also had to gather firewood. My friends were depending on me to find wood so we could all stay warm. That taught me responsibility.

Reasons, examples and details

Question 2

The following is a sample Question 2 similar to the one that you will see when you take the test.

You will first see a prompt on your screen, similar to the one below, describing the task.

Do you think students should be required to take physical education courses, or should they only focus on academic subjects? Use reasons and examples to support your answer.

On the real test, you will have 30 seconds to prepare a response and 60 seconds to speak your response into the microphone. A sample outline of a response can be found below.

Sample Outline

Introduction:

Thesis statement

Body:

Reason 1

Topic sentence

Reasons, examples, and details

Reason 2

Topic sentence

Reasons, examples, and details

Sample Response

Thesis statement

I think students should have to take physical education courses.

Topic Sentence

Reasons, examples and details

People today don't get enough exercise. I am too busy after school to exercise, so I am glad I have physical education classes. They help keep me healthy.

Topic Sentence

In physical education classes, students often play team sports. They have to work with other students. This helps students learn to cooperate.

Reasons, examples and details

Question 3

The following is a sample Question 3 similar to the one that you will see when you take the test.

You will first see a short reading passage about a campus-related topic. Please read the following sample reading passage. You will have 45 seconds to read the announcement.

> University Announcement
>
> Starting on Monday, any vehicles parked in the student parking lots will be ticketed if they do not have an official university parking pass. Before, only vehicles parked there between 7:00 am and 5:00 pm were required to have passes. Due to the large amount of students currently taking evening courses, we have changed our policy. The additional money will be used to expand the student parking areas.

After 45 seconds, you will be asked to listen to a conversation about the passage you just read. Please read the conversation below. Keep in mind that this conversation will only be heard on the real test and will not appear on your screen.

> M: Hey, Jill! Did you see this?
> W: I sure did. And I think it's great.
> M: Really? Why?
> W: Because I didn't think it was fair that students taking evening classes didn't have to buy parking passes like the rest of us. They had the privilege of parking in the student lot for free just because their classes start later. Most of them are full-time students and park there every day. Why shouldn't they have to buy parking passes?
> M: I guess I never thought about it that way.
> W: Besides, if more students have to buy parking passes, then the university probably won't raise the prices on them like they've been doing every year to cover the costs of shuttle services and maintenance. That will save all the students who attend class during the day money.

After the conversation concludes, you will see a prompt on your screen similar to the one below.

The woman offers her opinion of the announcement made by the university. State her opinion. Then explain the reasons she gives for holding that opinion.

You will then have 30 seconds to prepare a response and 60 seconds to speak your response into the microphone. A sample outline of a response can be found on the next page.

Sample Outline

Introduction:

Summary and speaker's opinion

Body:

Reason 1

Topic sentence

Reasons, examples, and details

Reason 2

Topic sentence

Reasons, examples, and details

Sample Response

Summary and speaker's opinion

The woman thinks it is good that the university is requiring all student vehicles to have a parking pass.

Reasons, examples and details

Topic Sentence

She states that the previous policy wasn't fair. Before, evening students could park for free. However, they use the parking lot as much as other students.

Topic Sentence

She also says that the new policy could save students money. Before, the university raised parking pass prices every year. If more students buy them, then the university will have enough money to pay for expenses.

Reasons, examples and details

Question 4

The following is a sample Question 4 similar to the one that you will see when you take the test.

You will first see a short reading passage about an academic topic. Please read the following sample reading passage. You will have 45 seconds to read the passage.

> **High Altitude Adaptation**
>
> The air is thinner at higher altitudes. There is also less oxygen. With less oxygen, the human body undergoes changes to increase the delivery of oxygen to cells and tissues. It has been noted that people vary in their ability to adapt to high elevations. Some people adjust very quickly, while others cannot adjust at all. However, there are some populations who live permanently at elevations of 2000 meters and above. Scientists attribute their ability to live at these extreme altitudes through genetic adaptations and breathing speed.

After 45 seconds, you will be asked to listen to a lecture about the passage you just read. Please read the lecture below. Keep in mind that this lecture will only be heard on the real test and will not appear on your screen.

> M: Today we'll be discussing Sherpas. Sherpa villages can be found at altitudes ranging between 1800 to 4930 meters above sea level. An elevation of 2000 meters can cause altitude sickness in some people. So, how do Sherpas manage to live so high up?
>
> First of all, it is believed that 95% of Sherpas have a specific gene mutation, or a permanent change to their DNA. This mutation seems to produce more red blood cells. Red blood cells carry oxygen to the tissues in our bodies. When tissues get enough oxygen, our bodies function as they should. People who don't have this gene mutation cannot provide enough oxygen to their tissues at extremely high altitudes. This helps explains why Sherpas can haul twice their body weight up Mt. Everest for days at a time. Meanwhile, non-Sherpas, who aren't loaded down with equipment, are gasping for air and dragging themselves to the top.
>
> Second, it has been observed that Sherpas tend to breathe faster than other people. This allows them to take in as much oxygen as possible so their bodies function correctly. At sea level, the air contains about 21% oxygen. At a height of 3,658 meters, there's about 40% less oxygen in the air than at sea level. Since most people are used to breathing slow and steady, once they reach high elevations, they aren't drawing enough oxygen into their lungs. It would seem that over the centuries, Sherpas have developed ways to adapt to the high elevation of their mountain home.

After the lecture concludes, you will see a prompt on your screen similar to the one below.

Using the information in the lecture, explain how Sherpas are able to live at such high altitudes.

You will then have 30 seconds to prepare a response and 60 seconds to speak your response into the microphone. A sample outline of a response can be found below.

Sample Outline

Introduction:

Summary of the lecture's main point

Body:

Reason 1

Topic sentence

Details from the lecture

Reason 2

Topic sentence

Details from the lecture

Sample Response

Summary of the lecture's main point

The lecture offers reasons why Sherpas are able to live at extremely high altitudes.

Topic Sentence

Details from lecture

Sherpas have a gene mutation that produces more red blood cells. The increased red blood cells allow more oxygen to reach the body's tissues. This explains why Sherpas are still able to perform physically demanding tasks at high elevations.

Topic Sentence

Sherpas also tend to breathe faster than other people. This allows them to take in as much oxygen as possible from the thin air. In turn, their bodies are able to function properly.

Details from the lecture

Question 5

The following is a sample Question 5 similar to the one that you will see when you take the test.

During this task, you will listen to a conversation between two students about a campus-related problem. Please read the conversation below. Keep in mind that this conversation will only be heard on the real test and will not appear on your screen.

W: Hi, Matt. You look stressed.
M: Yeah, I'm trying to find a job, but I can't decide if I should work on campus or off campus.
W: Well, I hear the university's got some great work-study programs. Maybe you should check into those.
M: But I already spend so much time here on campus. I go to classes, I live in the dorm, and I eat in the dining hall. If I work on campus, it'd be like I was stuck here all the time. A job off campus would give me a break from university life for a couple of hours.
W: That's true. So maybe you should look in the city paper for a job off campus.
M: What if I have to drive across town to work? My whole paycheck will just be spent buying gas. If I got a work study position here on campus, I could just walk to work. I could save more money that way.
W: That's also a good point. Well, I'm sure you'll figure out what's best for you.
M: I sure hope so.

After the conversation concludes, you will see a prompt on your screen similar to the one below.

The students discuss two possible solutions to the man's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

You will then have 30 seconds to prepare a response and 60 seconds to speak your response into the microphone. A sample outline of a response can be found below.

Sample Outline

Introduction:

Summary of the problem

Your preferred solution

Body:

Reason 1

Topic sentence

Reasons, examples, and details

Reason 2

Topic sentence

Reasons, examples, and details

Sample Response

Summary of the problem

The man is trying to decide if he should work on campus or off campus. I think he should get a job off campus.

Your preferred solution

Topic Sentence

It would give him a break from the university environment. He already spends a lot of time on campus. If he works there, he may not like being at the university anymore.

Reasons, examples and details

Topic Sentence

He could find a job that is off campus but close to the university. He could walk to work then. That way he would still be able to save money on gas.

Reasons, examples and details

Question 6

The following is a sample Question 6 similar to the one that you will see when you take the test.

During this task, you will listen to a lecture about an academic topic. Please read the lecture below. Keep in mind that this lecture will only be heard on the real test and will not appear on your screen.

W: Today we're going to talk about animal behavior. More specifically, we're going to talk about the learning processes of animals, which help animals survive when they're young.

First, let's look at imprinting. Imprinting is found in several species, but the most citied examples are bird species – for instance, chickens and ducks. When chicks and ducklings come out of their eggs, they become socially attached to the first moving object they see. In most cases, the first moving object they see is their mother. This ensures they stay close to their mother so she can keep them safe from danger. If the mother is not the first thing they see, they imprint on something or someone else to ensure their survival. Austrian naturalist Konrad Lorenz decided to put this to the test. He made sure he was the first thing some goslings saw when they hatched. They ended up following him around until they reached adulthood.

Another learning process is imitation. Imitation learning usually occurs when one member of a species observes another member performing some action. The observer then performs the same action. By imitating, animals learn things important to survival, like fighting or how to get food. For example, in Southampton, England during the 1920s, milk bottles were delivered to houses in the morning, with tin foil covering the tops, and left on the doorstep. A species of bird was observed removing the tin foil and drinking the milk. In the 1930s and 40s, this same species of bird was seen throughout England removing the foil caps and drinking milk, indicating that this was a behavior learned through imitation.

After the conversation concludes, you will see a prompt on your screen similar to the one below.

Using points and examples from the lecture, explain the two processes through which animals learn.

You will then have 30 seconds to prepare a response and 60 seconds to speak your response into the microphone. A sample outline of a response can be found on the next page

Sample Outline

Introduction:

Main topic

Body:

Key point 1

Topic sentence

Reasons, details, and examples

Key point 2

Topic sentence

Reasons, details, and examples

Sample Response

Main topic

The lecture talks about the learning processes animals use for survival.

Topic Sentence

First, it mentions imprinting. Imprinting ensures that some young animals stay close to their mothers. This way, they are kept safe from danger to help their chances of survival.

Topic Sentence

Reasons, examples and details

Second, the lecture talks about imitation learning. This allows animals to learn behaviors from each other needed for survival. For example, birds in England learned through imitation how to open bottles to get milk.

Reasons, examples and details

Part 1

- Chapter 1 Independent Speaking: Organizing Speech
- Chapter 2 Integrated Speaking: Synthesizing Information
- Chapter 3 Integrated Speaking: Stating Opinions and Summarizing
- Vocabulary Review 1
- Vocabulary Review 2

Chapter 1 Independent Speaking: Organizing Speech

Necessary Skills

- Describing a personal experience or expressing a personal preference
- Organizing ideas
- Expressing a clear topic statement and supporting points
- Speaking clearly and accurately with knowledge of grammar, vocabulary, and pronunciation

Strategies

Though preparation time is limited in the speaking portion of the test, it is nevertheless important to use this time in planning the organization of your response. In this way, your response will be more relevant and coherent. An organizational process for preparing your speech is detailed below. In each step, there are certain things that you need to keep in mind.

Process	Strategy
Read the question and understand the task.	Be sure that you understand the question and what the question requires you to do.
Identify the main idea and create a topic statement.	Decide on the main idea or choose one of the positions. Use the relevant parts of the prompt in making up your topic statement.
Brainstorm and select supporting ideas.	Quickly think of the supporting ideas from your experience. Choose those ideas that most clearly support your topic statement.
Organize the ideas.	Arrange your ideas, putting them in order from most important to least important.

Q1 Practice 1 – Personal Preference

Step 1

Read the prompt below. Write down your answer and related key points in the blanks.

> What is your favorite possession? Why do you value it so much? Give reasons and examples to support your answer.

My favorite possession is _____

Reason 1:

It is my favorite possession because _____

_____

Reason 2:

Another reason I like it so much is _____

_____

Read the related ideas and expressions below. Add at least two of your own.

Related Ideas and Expressions

Favorite:

preferred, most wanted, beloved, _____, _____

Possessions:

digital camera, books, jewelry, _____, _____

Special occasions:

birthdays, graduations, reunions, _____, _____

beloved: loved very much

possession: something a person owns

digital camera: a camera that stores pictures as electronic signals

occasion: a time when something happens

reunion: an event where people who have not seen each other in a long time get together

Step 2

Listen to a sample response. Write down any useful expressions. Track 150

Notes

Step 3

Now create your own response using words and expressions from Steps 1 and 2. Use the prompts below to help you.

My favorite possession is _____. I love it because_____

_____. It _____ so I _____. Also, it

_____. I can _____.

Step 4

Read the response you wrote above out loud. Try to read the response slowly and clearly. Practice saying the whole response several times. Then close your book and say the response without looking at the words.

Q1 Practice 2 – Personal Experience

▸ Step 1

Read the prompt below. Write down your answer and related key points in the blanks.

> What is the best advice you ever received? Explain how it helped you. Give reasons and examples to support your answer.

The best advice I ever received was _____

Reason 1:

First, it was good advice because _____

_____

Reason 2:

Second, the advice helped me _____

_____

Read the related ideas and expressions below. Add at least two of your own.

Related Ideas and Expressions

Advice:

recommendation, suggestion, counsel, _____,

_____

Prepare:

get ready, practice, organize, _____, _____

Abroad:

overseas, out of the country, foreign, _____,

_____

recommendation:
advice about how to solve a problem

counsel:
to give advice about what to do

prepare:
to make ready for a future event

abroad:
in or to a foreign country

overseas:
existing in a country across the ocean from a person's home country

Step 2

Listen to a sample response. Write down any useful expressions. Track 151

Notes

Step 3

Now create your own response using words and expressions from Steps 1 and 2. Use the prompts below to help you.

The best advice I received was _____. First, I think it was good since _____. This is because _____.

Second, the advice has also helped me _____. For example, _____.

Step 4

Read the response you wrote above out loud. Try to read the response slowly and clearly. Practice saying the whole response several times. Then close your book and say the response without looking at the words.

Q1 Practice 3 – Personal Experience

Step 1

Read the prompt below. Write down your answer and related key points in the blanks.

> What scared you when you were younger? Why were you afraid? Please use details and examples to support your response.

_____ scared me when I was younger.

Reason 1:

First of all, it scared me because _____

_____

Reason 2:

Another reason I was frightened was _____

_____

Read the related ideas and expressions below. Add at least two of your own.

Related Ideas and Expressions

Scary things:

thunder, horror movies, the dark, _____, _____

Loud:

noisy, deafening, thunderous, _____, _____

Surprise:

unexpected, sudden, startle, _____, _____

horror movie:
a movie that is intended to frighten people

deafening:
so loud that it could damage one's hearing

thunderous:
very loud

unexpected:
surprising

startle:
to alarm or surprise suddenly

Step 2

Listen to a sample response. Write down any useful expressions. Track 152

Notes

Step 3

Now create your own response using words and expressions from Steps 1 and 2. Use the prompts below to help you.

_____ scared me more than anything else when I was younger. I was afraid because _____. I would _____. It also frightened me since _____. I didn't like _____.

Step 4

Read the response you wrote above out loud. Try to read the response slowly and clearly. Practice saying the whole response several times. Then close your book and say the response without looking at the words.

Q2 Practice 1 – Personal Preference

Step 1

Read the prompt below. Write down your answer and related key points in the blanks.

> Which would you prefer to live in–a house or an apartment? Include reasons and examples to support your answer.

I would prefer to _____

Reason 1:

One reason I think this is _____

_____

Reason 2:

Another reason I feel this way is _____

_____

Read the related ideas and expressions below. Add at least two of your own.

Related Ideas and Expressions

Dwellings:

house, apartment, cabin _____, _____

Live in:

reside, dwell, inhabit, _____, _____

Restrict:

disallow, ban, prohibit, _____, _____

dwelling:
a place where someone lives

reside:
to live in a particular place

inhabit:
to live in or on; to occupy

restrict:
to confine or limit

ban:
to bar or forbid something

Step 2

Listen to two sample responses. Write down any useful expressions. Track 153

Notes

Step 3

Now create your own response using words and expressions from Steps 1 and 2. Use the prompts below to help you.

I would prefer to live in _____. That is because _____.

I would like _____. Also, it is better to reside in

_____ since _____. I would have _____

_____.

Step 4

Read the response you wrote above out loud. Try to read the response slowly and clearly. Practice saying the whole response several times. Then close your book and say the response without looking at the words.

Q2 Practice 2 – Personal Preference

Step 1

Read the prompt below. Write down your answer and related key points in the blanks.

> If you were going on vacation to a foreign country, would you prefer to go with a tour group or on your own? Include details and examples to support your reason.

If I were going on vacation to a foreign country, I would prefer to go _____

Reason 1:

First of all, it would be better to go _____ because _____

_____

Reason 2:

Secondly, I would want to go _____ since _____

_____

Read the related ideas and expressions below. Add at least two of your own.

Related Ideas and Expressions

Places to visit on vacation:

museums, attractions, landmarks, _____, _____

Tour:

explore, sightseeing, excursion, _____, _____

Guide:

leader, docent, director, _____, _____

attraction:
interesting or enjoyable place to visit

landmark:
a famous object that is seen and easily recognized

sightseeing:
the activity of going around to see interesting things

excursion:
a short visit to an interesting place

docent:
a person who leads tours through museums or art galleries

Step 2

Listen to two sample responses. Write down any useful expressions. Track 154

Notes

Step 3

Now create your own response using words and expressions from Steps 1 and 2. Use the prompts below to help you.

If I were going on vacation to a foreign country, I would prefer to _____. First, I think this is better because _____. That way, I _____ _____. Second, I would prefer vacationing _____ because _____. Thus, _____.

Step 4

Read the response you wrote above out loud. Try to read the response slowly and clearly. Practice saying the whole response several times. Then close your book and say the response without looking at the words.

Q2 Practice 3 – Personal Experience

Step 1

Read the prompt below. Write down your answer and related key points in the blanks.

> Some people think their family's expectations help them while others think their family's expectations cause problems. Have your family's expectations been helpful, or have they been a problem? Include details and reasons to support your answer.

I think my family's expectations have _____ me.

Reason 1:

To begin with, my family's expectations _____

_____

Reason 2:

Another way my family's expectations have affected me is _____

_____

Read the related ideas and expressions below. Add at least two of your own.

Related Ideas and Expressions

Expectations:

good student, talented athlete, famous piano player, _____,

_____

Generous:

giving, kind, charitable, _____, _____

Result:

outcome, ending, effect, _____, _____

expectation:
a belief or mental picture of the future

talented:
to be very good at something

generous:
kind, friendly and helpful

charitable:
having a kind attitude toward those in need

outcome:
the final result of something

Step 2

Listen to two sample responses. Write down any useful expressions. Track 155

Notes

Step 3

Now create your own response using words and expressions from Steps 1 and 2. Use the prompts below to help you.

My family's expectations have _____. My family expects me to _____. Because of these expectations, _____. In addition, they expect me to _____. As a result, _____.

Step 4

Read the response you wrote above out loud. Try to read the response slowly and clearly. Practice saying the whole response several times. Then close your book and say the response without looking at the words.

Sample Responses

Chapter 1 Independent Speaking: Organizing Speech

Q1 Practice 1

My favorite possession is my digital camera. I love it because it is easy to use. It focuses automatically, so I can always take good pictures. Also, it allows me to create lasting memories. I like to take pictures of my friends and family on special occasions, so I can remember what a good time we had.

Q1 Practice 2

The best advice I received was to study English. First, I think it was good because learning English helps me prepare for college. This is because I want to study abroad in an English-speaking country. Second, the advice has also helped me socially. For example, since I am studying English, I joined the English club at school and made some new friends.

Q1 Practice 3

Thunder scared me more than anything else when I was younger. I was afraid because it made such a loud noise. I would put my hands over my ears to block it out. It also frightened me since I never knew when it was coming. I did not like feeling anxious while I waited for the next thunderclap.

Q2 Practice 1

Opinion 1:

I would prefer to live in a house. That is because many apartment buildings do not allow you to have pets. I want a dog, and if I lived in an apartment, I probably could not have one. Also, it is better to reside in a house since it is bigger. I would have an easier time being alone if I wanted to.

Opinion 2:

I would prefer to live in an apartment. That is because it is easy to get to know your neighbors when you live in an apartment building. I would like to be able to make new friends. Also, it is better to reside in an apartment since it is cheaper. I would have more money to spend on other things.

Q2 Practice 2

Opinion 1:

I would prefer to go on vacation in a foreign country with a tour group. First, I think it is better because I would not have to plan out everything. That way, I could relax and enjoy my vacation. Second, it is also better to go with a group because you are with a bunch of other tourists. Thus, you get to meet other people and make friends in your group.

Opinion 2:

I would prefer to go on vacation in a foreign country on my own. First, I think this is better because I would have more freedom. That way, I could change my plans if I am in an interesting place and want to stay longer. Second, it is also better to go alone because then I am not dependent on other people. Thus, I would not have to wait on tour group members who got lost.

Q2 Practice 3

Opinion 1:

My family's expectations have helped me. My family expects me to be a good student. Because of their expectations, I am at the top of my class, which will help me get into college. In addition, they expect me to be generous to others. As a result, I have learned to give to other people, so I have lots of friends.

Opinion 2:

My family's expectations have been a problem. My family expects me to be an excellent musician. Because of their expectations, I have to take piano lessons, even though I do not like them. In addition, they expect me to practice the piano every day after school. As a result, I can't play soccer with my friends which is what I really enjoy doing.

Chapter 2 Integrated Speaking: Synthesizing Information

Necessary Skills

- Understanding information in reading and listening passages
- Taking notes of important information and using this information in your spoken response
- Synthesizing background information with more specific information
- Synthesizing the information given in the reading and listening; using the points in the listening to highlight principles or differences in the reading
- Recognizing a speaker's purpose and attitude
- Paraphrasing information

Strategies

An organizational process for responding to a prompt based on integrated material is detailed below. In each step, there are certain things that you need to keep in mind.

Process	Strategy
Read and listen.	Take notes of the important information in the reading and listening passages.
Read the question and understand the task.	Identify the relationship between the information from the listening passage and that from the reading passage. What aspects of each does the prompt want you to discuss?
Organize the ideas.	Arrange the ideas from the listening and reading passages. Think of a topic sentence that reflects the information.

Q3 Practice 1 – Reading and Conversation

Step 1

Read the following information. Write five keywords or key phrases that would be useful in explaining this passage to someone else. While reading, try to guess what the conversation will be about.

Notice to Museum Patrons

Starting next month, the university art museum will begin charging an admission fee of $6 to offset costs. This summer the museum will begin construction on a new wing to house its collection of ancient Greek pottery. In addition, the museum will be hiring a tour guide to give patrons the most educational experience possible. To encourage students to use the museum, it is offering a 50% discount when a university ID is presented.

admission:
the amount of money paid to enter a place

offset:
to balance the effect of something

collection:
works of art that are kept together

encourage:
to motivate

discount:
a decrease in the price of something

Keywords / Key Phrases	

Cover the passage, and look at the keywords and key phrases only. Restate the passage in your own words.

Step 2

Now listen to a conversation related to the passage in Step 1. As you listen, take notes on important information. Write down five keywords or key phrases that would be useful in explaining this information to someone else. Track 156

Keywords / Key Phrases	

charge:
to ask a price or fee
donor:
someone who gives money to an organization
adequate:
good enough or large enough for a particular purpose
funding:
money that an organization gives for a specific purpose
strange:
unusual or unexpected

Restate what you heard in the conversation using the notes or keywords you wrote above.

Step 3

Read the prompt below. Circle the most important ideas in your notes from both the reading and the listening. Write down the main points you need to speak about.

> The man expresses his opinion regarding the announcement. State his opinion and explain the reasons he gives for holding that opinion.

Opinion: The man thinks it is _____ for the museum to charge admission.

Reason 1: The museum already has enough _____.

Detail: Private _____ and university _____ provide adequate money for new _____ and _____.

Reason 2: _____ have to go to the museum to _____ for art history classes.

Detail: Students already have to _____, so they should not have to pay admission.

Step 4

Listen to a sample response. Write down any useful expressions. Track 157

Notes

Step 5

Now create your own response using words and expressions from Steps 1 and 2. Use the prompts below to help you.

The man _____ with the policy of charging admission to _____. He thinks it is _____ since the museum _____ for a new _____ and to hire a new _____. It receives plenty of funding from _____ and _____. Also, he does not think _____ should pay. They are required to go to _____ and already_____.

Step 6

Read the response you wrote above out loud. Try to read the response slowly and clearly. Practice saying the whole response several times. Then close your book and say the response without looking at the words.

Q3 Practice 2 – Reading and Conversation

Step 1

Read the following information. Write five keywords or key phrases that would be useful in explaining this passage to someone else. While reading, try to guess what the conversation will be about.

Department Notice

The History Department is now offering its eight week Research Methods seminar free of charge beginning September 28. The seminar used to be available to students at a cost of $120. Due to lack of interest, the department has decided to offer them for free in hopes of attracting students. The seminar is being held on Saturday mornings from 9:30 am until 11:30 am so it will not conflict with students' class schedules during the week.

offer:
to present something that can be accepted or declined

seminar:
a meeting at which a group of people discuss a subject

method:
a way of doing something

lack:
an absence of or not enough of something that is needed

attract:
to create interest and cause one to approach

Keywords / Key Phrases	

Cover the passage, and look at the keywords and key phrases only. Restate the passage in your own words.

Step 2

Now listen to a conversation related to the passage in Step 1. As you listen, take notes on important information. Write down five keywords or key phrases that would be useful in explaining this information to someone else. Track 158

Keywords / Key Phrases	

bribe:
to give something desirable to someone so they will do what you want

schedule:
a plan of activities or events and when they will happen

conflict:
a situation in which two things clash

participate:
to take part in something

assume:
to believe something is true with no proof

Restate what you heard in the conversation using the notes or keywords you wrote above.

Step 3

Read the prompt below. Circle the most important ideas in your notes from both the reading and the listening. Write down the main points you need to speak about.

> The woman gives her opinion regarding the announcement. State her opinion and explain the reasons she gives for holding that opinion.

Opinion: The woman _____ with the _____

Reason 1: The History Department is _____

Detail: Many students will only attend because _____

Reason 2: The _____ will _____ with students' schedules.

Detail: Many students _____ on Saturday mornings.

Step 4

Listen to a sample response. Write down any useful expressions. Track 159

Notes

Step 5

Now create your own response using words and expressions from Steps 1 and 2. Use the prompts below to help you.

The woman _____ with the History Department offering the _____.

She says that they are _____. She thinks _____ are not going to be interested in _____; they will only _____ the seminar so they can _____.

Also, she says that even though the seminar is _____, it will still conflict with _____. Many students _____ on the weekends to _____.

Step 6

Read the response you wrote above out loud. Try to read the response slowly and clearly. Practice saying the whole response several times. Then close your book and say the response without looking at the words.

Q3 Practice 3 – Reading and Conversation

Step 1

Read the following information. Write five keywords or key phrases that would be useful in explaining this passage to someone else. While reading, try to guess what the conversation will be about.

Tuition Notice

During their latest meeting, university administrators decided to raise tuition by 4.5% starting next fall. The additional money will be used to build new dormitories, which are needed for two reasons. Currently, the existing dorms are overcrowded. New dorms will mean more space for students. Secondly, having new dorms will make our university more attractive. It will present a better image to current and future students.

administrator: someone who manages a business or institution
additional: extra
dormitory: a large building at a university where students live
overcrowded: filled beyond the limit
image: appearance

Keywords / Key Phrases	

Cover the passage, and look at the keywords and key phrases only. Restate the passage in your own words.

Step 2

Now listen to a conversation related to the passage in Step 1. As you listen, take notes on important information. Write down five keywords or key phrases that would be useful in explaining this information to someone else. Track 160

Keywords / Key Phrases	

benefit: to help or give an advantage
campus: area containing all the main buildings of a school or university
condition: the physical state of something
improve: to make something better
appearance: the way someone or something looks

Restate what you heard in the conversation using the notes or keywords you wrote above.

Step 3

Read the prompt below. Circle the most important ideas in your notes from both the reading and the listening. Write down the main points you need to speak about.

> The man expresses his opinion regarding the notice. State his opinion and explain the reasons he gives for holding that opinion.

Opinion: The man disagrees with _____.

Reason 1: If all students have to pay _____, then money should be used for something that can _____.

Detail: Only _____ will benefit from _____.

Reason 2: New dorms will not _____.

Detail: If they want to make the _____ more attractive, then they should _____ _____ because they are old and in bad condition.

Step 4

Listen to a sample response. Write down any useful expressions. Track 161

Notes

Step 5

Now create your own response using words and expressions from Steps 1 and 2. Use the prompts below to help you.

The man _____ the university's decision to _____ to build new dorms. First, he does not think that it is _____ because not everyone _____ from the new dorms. He says _____ should be used for something _____ can use. Second, he thinks the new dorms will not make the campus _____. The man says they should fix the _____ instead. For these reasons, he _____ with the decision to raise tuition.

Step 6

Read the response you wrote above out loud. Try to read the response slowly and clearly. Practice saying the whole response several times. Then close your book and say the response without looking at the words.

Q4 Practice 1 – Reading and Lecture

Step 1

Read the following information. Write five keywords or key phrases that would be useful in explaining this passage to someone else. While reading, try to guess what the conversation will be about.

Folkways

In sociology, norms are the understood rules of behavior that govern how people act. One type of norm is folkways. Folkways are the everyday rules of behavior that people in a society are expected to follow.

One feature of folkways is that they do not affect how society functions, so there is some tolerance when they are not adhered to. Another feature of this kind of norm is that they are constantly changing within a society.

govern: to control or strongly influence
function: to work or operate correctly
tolerance: attitude of accepting another's beliefs or way of life
adhere to: to obey a rule, law, etc
constantly: always or regularly

Keywords / Key Phrases	

Cover the passage, and look at the keywords and key phrases only. Restate the passage in your own words.

Step 2

Now listen to a lecture related to the passage in Step 1. As you listen, take notes on important information. Write down five keywords or key phrases that would be useful in explaining this information to someone else. Track 162

KeyWords / Key Phrases	

consequence: a result or effect of something

violate: to do something that is against a law or principle

adequate: good enough for a particular purpose

censure: severe criticism

convention: a way of behaving that is considered normal and right

Restate what you heard in the conversation using the notes or keywords you wrote above.

Step 3

Read the prompt below. Circle the most important ideas in your notes from both the reading and the listening. Write down the main points you need to speak about.

Using the information from the lecture, explain the two features of folkways.

Main Idea: Folkways have _____.

Key Point 1: They do not have _____ if not followed.

Example: A person does not _____.

Key Point 2: _____ are constantly _____ in society.

Example: _____ hair length has _____ over the _____.

Step 4

Listen to a sample response. Write down any useful expressions. Track 163

Notes

Step 5

Now create your own response using words and expressions from Steps 1 and 2. Use the prompts below to help you.

The lecture explains _____. People are _____ to follow folkways, but there are _____ when they do not. The example given is of someone _____ the folkway of _____ and facing no serious consequences. Also, folkways are _____ within society. _____ is an example of this. Over the _____, society's _____ have required men to wear their hair _____ or _____ depending on what was _____ at the time.

Step 6

Read the response you wrote above out loud. Try to read the response slowly and clearly. Practice saying the whole response several times. Then close your book and say the response without looking at the words.

Q4 Practice 2 – Reading and Lecture

Step 1

Read the following information. Write five keywords or key phrases that would be useful in explaining this passage to someone else. While reading, try to guess what the conversation will be about.

Non-Verbal Communication

Linguistic communication takes many forms—speech, sign language, and even computer languages. These are all considered varieties of linguistic communication. There is a very powerful method of communication known as non-verbal communication. This is defined as "any message expressed by non-linguistic means." These include facial expressions, gestures, and body stance.

Non-verbal communication serves many functions. It can mirror, or repeat, one's spoken words. Furthermore, non-verbal communication can be used to accent one's spoken language. Used in that way, the meaning of a word is emphasized.

variety:
a collection of people or things that are all different from each other

powerful:
having great strength or influence

stance:
a way of standing or holding your body

accent:
a special emphasis given to something

emphasize:
to give importance or attention to something

Keywords / Key Phrases	

Cover the passage, and look at the keywords and key phrases only. Restate the passage in your own words.

Step 2

Now listen to a lecture related to the passage in Step 1. As you listen, take notes on important information. Write down five keywords or key phrases that would be useful in explaining this information to someone else. Track 164

Keywords / Key Phrases	

illustrate:
to clarify by using examples
repeat:
to do again
direction:
the way toward something
basically:
for the most part; mainly
blame:
to hold responsible for something done wrong

Restate what you heard in the conversation using the notes or keywords you wrote above.

Step 3

Read the prompt below. Circle the most important ideas in your notes from both the reading and the listening. Write down the main points you need to speak about.

Using the examples in the lecture, explain the functions of non-verbal communication.

Main Idea: There are two _____ of non-verbal _____.

Key Point 1: _____ communication can be used to _____ something spoken.

Example: Saying _____ something is and _____ to it.

Key Point 2: Non-verbal communication can be used for _____ something said.

Example: Pointing in order to _____ your _____.

Step 4

Listen to a sample response. Write down any useful expressions. Track 165

Notes

Step 5

Now create your own response using words and expressions from Steps 1 and 2. Use the prompts below to help you.

The passage defines _____ as non-linguistic communication, including _____. Two of its functions are _____ and _____. First, the professor illustrates _____. He says when you say the _____ of a place and then _____ to the location, that you are basically repeating your _____ with a _____. Next, he says _____ at a friend to _____ fault is an example of _____.

Step 6

Read the response you wrote above out loud. Try to read the response slowly and clearly. Practice saying the whole response several times. Then close your book and say the response without looking at the words.

Q4 Practice 3 – Reading and Lecture

Step 1

Read the following information. Write five keywords or key phrases that would be useful in explaining this passage to someone else. While reading, try to guess what the conversation will be about.

Geophagy

Geophagy refers to the practice of eating dirt and soil, and it has been going on for thousands of years. Generally, mineral-rich soils like clay are eaten by those who engage in geophagy.

Geophagy can be observed in many species of animals. Birds, deer, dogs, and butterflies are just a few examples of animals that eat dirt to help them digest their food. In addition, different human groups around the world eat dirt as a nutritional dietary supplement.

practice:
a way of doing something

soil:
the top layer of the Earth's surface in which vegetation grows

clay:
a type of heavy, wet dirt

dietary:
related to the foods one eats

supplement:
something added to make up for a deficiency

Keywords / Key Phrases	

Cover the passage, and look at the keywords and key phrases only. Restate the passage in your own words.

Step 2

Now listen to a lecture related to the passage in Step 1. As you listen, take notes on important information. Write down five keywords or key phrases that would be useful in explaining this information to someone else. Track 166

Keywords / Key Phrases	

parasite:
an organism that lives in or on another organism and feeds on it

engage in:
to take part in a particular activity

grind:
to break something into very small pieces

various:
of different kinds

mineral:
a natural substance that is needed for good health

Restate what you heard in the conversation using the notes or keywords you wrote above.

Step 3

Read the prompt below. Circle the most important ideas in your notes from both the reading and the listening. Write down the main points you need to speak about.

> The professor gives examples of geophagy. Discuss how these examples explain the practice of geophagy.

Main Idea: There are _____ why people and animals _____.

Key Point 1: Animals, such as _____, eat dirt.

Example: Birds eat dirt because _____.

Key Point 2: Humans practice geophagy mainly to _____.

Example: Pregnant women and _____ often eat dirt to get _____.

Step 4

Listen to a sample response. Write down any useful expressions. Track 167

Notes

Step 5

Now create your own response using words and expressions from Steps 1 and 2. Use the prompts below to help you.

The passage talks about geophagy, or _____. The lecture gives examples and reasons why _____. First, the lecture gives the example of _____. They eat dirt because it helps _____. Second, humans eat dirt to get _____ in their _____. The lecture supports this by saying _____ in traditional societies practice _____ to get minerals needed to stay _____.

Step 6

Read the response you wrote above out loud. Try to read the response slowly and clearly. Practice saying the whole response several times. Then close your book and say the response without looking at the words.

Sample Responses

Chapter 2 Integrated Speaking: Synthesizing Information

Q3 Practice 1

The man disagrees with the policy of charging admission to the university museum. He thinks it is bad since the museum already has enough money to pay for a new wing and to hire a new employee. It receives plenty of funding from the university and private donors. Also, he does not think students taking art classes should pay. They are required to go to the museum and already pay tuition for their classes.

Q3 Practice 2

The woman disagrees with the History Department offering the seminar. She says that they are bribing students to attend. She thinks a lot of students are not going to be interested in learning anything; they will only attend the seminar so they can get extra credit. Also, she says that even though the seminar is on Saturdays, it will still conflict with students' schedules. Many students work on the weekends to help pay for school expenses.

Q3 Practice 3

The man does not like the university's decision to raise tuition to build new dorms. First, he says not everyone will benefit from the new dorms. Instead, the money should be used for something all students can use. Second, he thinks the dorms will not make the campus more attractive. The man says the way to do that is to fix the classrooms and the library. For these reasons, he disagrees with the decision to raise tuition.

Q4 Practice 1

The passage says folkways are social norms which do not have severe punishments when they are not followed and that they are always changing. To start, the lecture demonstrates how there are no serious consequences when a folkway is ignored. An example is given of someone not returning a greeting and just being thought rude. Also, folkways are always changing within society. Over the centuries, society's conventions have required men to wear their hair long or short, depending on what was fashionable at the time.

Q4 Practice 2

The passage defines non-verbal communication as non-linguistic communication, including expressions, gestures, and body stance. Two of its functions are repeating and accenting. First, the professor illustrates the repeating function. He says when you say the location of a place and then point to the location, you are basically repeating your words with a gesture. Next, he says pointing your finger at a friend to emphasize fault is an example of the accenting function.

Q4 Practice 3

The passage talks about geophagy, or eating dirt. The lecture gives examples and reasons why people and animals engage in geophagy. First, the lecture gives the example of birds. They eat dirt because it helps their gizzards grind up food. Second, humans consume dirt to get nutrients that they do not get enough of in their regular diets. The lecture supports this by saying pregnant women and children in traditional societies practice geophagy to get minerals needed for growth and development.

Chapter 3 Integrated Speaking: Stating Opinions and Summarizing

Necessary Skills

- Understanding the key information in listening passages
- Taking notes of important information and using this information in your spoken response
- Paraphrasing information
- Expressing an opinion or preference
- Supporting an opinion with reasons or examples

Strategies

An organizational process for preparing your speech is detailed below. In each step, there are certain things that you need to keep in mind.

Process	Strategy
Listen to a conversation or lecture.	Take notes of the key points and important details.
Read the question and understand the task.	Identify what you will need to discuss.
Organize the ideas.	Decide on your topic sentence and the supporting details. Be sure to include reasons and examples for any personal opinions expressed.

Q5 Practice 1 – Conversation

Step 1

Listen to a conversation. As you listen, take notes on the person's problem and the solutions suggested. Track 168

Problem: The man is having trouble _____

_____.

Solution 1: He could visit _____

_____.

Solution 2: He could go to _____

_____.

concept:
a general idea
consider:
to think about an option
pay attention:
to listen to or watch very carefully
confused:
being unable to understand

Step 2

Read the prompt below. Write down your opinion.

The speakers discuss the man's problem. Think about the problem and the two solutions. Then choose the solution you think is better for the man, and explain why.

Problem: The man needs to _____

Best solution: I think the _____ solution is _____

Reason 1: It is a good idea because _____

Reason 2: Another reason is _____

Step 3

Listen to two sample responses. Write down any useful expressions. Track 169

Notes

Step 4

Now create your own response using words and expressions from Steps 1 and 2. Use the prompts below to help you.

The man is having problems with _____ that will be _____. I think he should _____. Professors have _____ so they can help students. It is _____. Also, the professor could _____. He could _____ _____.

Step 5

Read the response you wrote above out loud. Try to read the response slowly and clearly. Practice saying the whole response several times. Then close your book and say the response without looking at the words.

Q5 Practice 2 – Conversation

Step 1

Listen to a conversation. As you listen, take notes on the person's problem and the solutions suggested. Track 170

Problem: The woman wants to _____

_____, but _____.

Solution 1: She could ask _____

_____.

Solution 2: She could make money by _____.

_____

invite:
to ask someone to participate

borrow:
to take something of another's with the promise to return it later

overtime:
extra hours worked at a job

earn:
to gain in return for one's work

tough:
difficult or hard

Step 2

Read the prompt below. Write down your opinion.

The speakers discuss the woman's problem. Think about the problem and the two solutions. Then choose the solution you think is better for the woman, and explain why.

Problem: The woman needs money to _____.

Best solution: The woman should _____.

Reason 1: This choice is good because _____.

Reason 2: Her parents _____.

Step 3

Listen to two sample responses. Write down any useful expressions. Track 171

Notes

Step 4

Now create your own response using words and expressions from Steps 1 and 2. Use the prompts below to help you.

The woman's problem is that she _____, but she _____. I think the woman should _____. First, _____. She should _____. Second, her parents _____. They _____ because _____.

Step 5

Read the response you wrote above out loud. Try to read the response slowly and clearly. Practice saying the whole response several times. Then close your book and say the response without looking at the words.

Q5 Practice 3 – Conversation

Step 1

Listen to a conversation. As you listen, take notes on the person's problem and the solutions suggested. Track 172

Problem: The man needs to _____

_____.

Solution 1: He can send _____

_____.

Solution 2: He could talk to _____

_____

scholarship: an amount of money given to someone to attend a school or university

intimidating: giving feelings of nervousness, fright or less confident

uncomfortable: feeling uneasy

assignment: a task given

assistant: a helper to someone of a higher position

Step 2

Read the prompt below. Write down your opinion.

The speakers discuss the man's problem. Think about the problem and the two solutions. Then choose the solution you think is better for the man, and explain why.

Problem: The man needs to notify _____.

Best solution: The man should _____.

Reason 1: This is a good idea because _____.

Reason 2: It allows him to _____.

Step 3

Listen to two sample responses. Write down any useful expressions. Track 173

Notes

Step 4

Now create your own response using words and expressions from Steps 1 and 2. Use the prompts below to help you.

The man needs to notify _____ he will _____ but does not want to tell him _____. I think he should _____. That is because _____. The professor _____, so _____. Also, he would _____. That way, _____.

Step 5

Read the response you wrote above out loud. Try to read the response slowly and clearly. Practice saying the whole response several times. Then close your book and say the response without looking at the words.

Q6 Practice 1 – Lecture

Step 1

Listen to a lecture. Fill in the missing information in the notes. Track 174

Topic: Two _____ allowed European _____ growth.

Thesis: Farmers could _____ more land for _____ much more _____.

Key Point 1: The _____ plow allowed soil to _____ and water to _____.

Key Point 2: The horse _____ allowed animals to use _____ for _____ and _____.

population: the total number of people living in an area

invention: a machine or tool that has been made for the first time

prior: happening or existing before a certain time

drainage: the process of removing water by allowing it to flow away

padded: softened by the addition of thick cushions

Step 2

Read the prompt below. Using the information above, write the first sentence you would say to answer this prompt.

Using points and examples from the talk, explain how the horse collar and wheeled plow contributed to the population rise in Europe during the early to mid-Medieval period.

First sentence: _____

_____

_____

_____

Step 3

Listen to a sample response. Write down any useful expressions. Track 175

Notes

Step 4

Now create your own response using words and expressions from Steps 1 and 2. Use the prompts below to help you.

The professor describes two _____ that allowed _____ in the Medieval period. First, the _____ not only cut through the soil but also _____. This made a better place to _____ and also allowed _____. Even more important was the _____. _____ and comfortable, it did not cut off the animals' _____, like the ones before it did. Thus, the animals did not have to _____ so much.

Step 5

Read the response you wrote above out loud. Try to read the response slowly and clearly. Practice saying the whole response several times. Then close your book and say the response without looking at the words.

Q6 Practice 2 – Lecture

Step 1

Listen to a lecture. Fill in the missing information in the notes. Track 176

Topic: How _____ use tools.

Thesis: Animals _____ and _____ tools to obtain food.

Key Point 1: Chimpanzees _____ sticks so they can be used to _____ food.

Key Point 2: Birds _____ thin _____ or cactus spines to assist them in getting food.

primarily: mainly
modified: changed in form, usually for the better
swarm: traveling in crowded groups
fray: to cause the fibers along the edge to separate
narrow: small in width

Step 2

Read the prompt below. Using the information above, write the first sentence you would say to answer this prompt.

Using points and examples from the talk, explain how animals make and use tools.

First sentence: _____

_____

_____

_____

Step 3

Listen to a sample response. Write down any useful expressions. Track 177

Notes

Step 4

Now create your own response using words and expressions from Steps 1 and 2. Use the prompts below to help you.

The lecture talks about _____ that make and use _____. They do this primarily to _____. For example, chimpanzees will take a stick and _____ on one end to make it into a _____. Then they stick it into _____ to catch _____ to eat. Some species of _____ act similarly. They find small _____ or _____ and use them to _____ insects or grubs hiding in trees and plants.

Step 5

Read the response you wrote above out loud. Try to read the response slowly and clearly. Practice saying the whole response several times. Then close your book and say the response without looking at the words.

Q6 Practice 3 – Lecture

Step 1

Listen to a lecture. Fill in the missing information in the notes. Track 178

Topic: How new _____ become part of _____

Thesis: Languages get new words by _____ from other _____ or by combining words to _____ a new word.

Key Point 1: The _____ language is filled with words that are borrowed from _____ languages.

Key Point 2: Most _____ in the English language are made by _____ two words or word _____ into one new word.

regional:
relating to a particular area of a country
continue:
to go on
contact:
a person through whom connections are made and information is gathered
motorist:
someone who drives a car

Step 2

Read the prompt below. Using the information above, write the first sentence you would say to answer this prompt.

Using points and examples from the talk, explain how new words are created.

First sentence: _____

_____

_____

_____

Step 3

Listen to a sample response. Write down any useful expressions. Track 179

Notes

Step 4

Now create your own response using words and expressions from Steps 1 and 2. Use the prompts below to help you.

The lecturer talks about two ways that _____. He uses _____ as an example. First, a _____ can borrow words from _____. For example, English _____ denim and garage from the French language. Second, a language can _____ two words, or parts of words, to make a _____. _____ and _____ are two examples of this in English.

Step 5

Read the response you wrote above out loud. Try to read the response slowly and clearly. Practice saying the whole response several times. Then close your book and say the response without looking at the words.

Sample Responses

Chapter 3 Integrated Speaking: Stating Opinions and Summarizing

Q5 Practice 1

Opinion 1:

The man is having problems with biology concepts that will be on the midterm. I think he should speak to his professor. Professors have office hours so they can help students. It is unlikely that she will think he is lazy. Also, the professor could give him some hints about what will be on the test. He could then focus on studying the information that is important for the test.

Opinion 2:

The man is having problems with biology concepts that will be on the midterm. I think he should get a tutor. Tutors are available so they can help students. It is likely they have taken the class and know what the man should study for the midterm. Also, he is not likely to have another bad experience with a tutor. He could get a great tutor that is very helpful.

Q5 Practice 2

Opinion 1:

The woman's problem is that she wants to go on vacation, but she does not have enough money. I think the woman should ask her parents for the money. First, they gave her money before, so they will probably do it again. Second, her parents should help her out when she needs it. They would probably give her the money because they do not want her grades suffer from working overtime.

Opinion 2:

The woman's problem is that she wants to go to the beach for a vacation, but she needs more money. I think the woman should work overtime to earn the money. First, it will show that she is responsible. Second, her parents already loaned her some money for school. They probably do not want to lend her any money for a vacation because it is not something that is necessary.

Q5 Practice 3

Opinion 1:

The man needs to notify his professor that he will be absent from class but does not want to tell him in person. I think he should email the professor. That is because email is a common way to communicate. The professor probably checks his email daily, so he would receive the man's message. Also, he would be communicating directly with the professor. That way, the professor would be able to tell him how to prepare for the next class.

Opinion 2:

The man needs to notify his professor that he will not be in class but does not want to tell him face to face. I think he should tell the teaching assistant. That is because he is less intimidating than the professor. The professor makes the man uncomfortable, so he could avoid that by talking to the assistant. Also, he would have someone to verify his reason for missing class. That way, the assistant can support him if the professor asks why he was gone.

Q6 Practice 1

The professor describes two inventions that allowed the population to increase in Europe in the Medieval period. First, the wheeled plow not only cut through the soil but also turned it. This made a better place to plant seeds and also allowed water to drain. Even more important was the horse collar. Padded and comfortable, it did not cut off the animals' airflow, like the ones before it did. Thus, the animals did not have to stop and rest so much.

Q6 Practice 2

The lecture talks about how some animals in the natural world make and use tools. They do this primarily to get food. For example, chimpanzees will take a stick and chew on one end to make it into a food-gathering tool. They then stick it into termite holes to catch termites to eat. Some species of birds act similarly. They find small cactus spines or twigs and use them to spear insects or grubs hiding in trees and plants.

Q6 Practice 3

The lecturer talks about two ways that new words can be added to languages. He uses English as an example. First, a language can borrow words from other languages. For example, English took denim and garage from the French language. Second, a language can combine two words or parts of words to make a new word. Brunch and motel are two examples of this in English.

Vocabulary Review 1

Instructions: Choose the best word or phrase to complete each sentence.

1. My professor is _____ late for class.
   (A) generously
   (B) basically
   (C) constantly
   (D) adequately

2. He has every _____ that the bake sale will be a success.
   (A) expectation
   (B) occasion
   (C) convention
   (D) direction

3. The actor's performance _____ the enthusiasm needed for the role.
   (A) distanced
   (B) participated
   (C) disturbed
   (D) lacked

4. Jackie _____ my book a while ago, but she hasn't returned it yet.
   (A) loaned
   (B) borrowed
   (C) earned
   (D) contacted

5. _____ money will be needed before the city can build the new park.
   (A) cheap
   (B) discount
   (C) multiple
   (D) additional

6. I was not sure what she said, so I asked her to _____ it.
   (A) repeat
   (B) regret
   (C) reschedule
   (D) react

7. The price of _____ to see a movie at the theater has gone up.
   (A) docent
   (B) reunion
   (C) admission
   (D) practice

8. The entrance exam was really _____; I'm not sure I passed.
   (A) confused
   (B) tough
   (C) popular
   (D) frayed

Instructions: Choose the word or phrase closest in meaning to the underlined word.

9. The bank is offering a <u>seminar</u> on how to manage your money.
   (A) scholarship
   (B) stance
   (C) swarm
   (D) course

10. The Eiffel Tower is one of Paris's most famous <u>landmarks</u>.
    (A) methods
    (B) dwellings
    (C) supplements
    (D) attractions

11. My best friend is making plans to travel overseas this summer.

(A) excursion
(B) outcome
(C) abroad
(D) practice

12. The forest is inhabited by many different kinds of animals.

(A) populated
(B) residence
(C) dwell
(D) restricted

13. She blamed her sister when she could not find her favorite sweater.

(A) governed
(B) illustrated
(C) accused
(D) improved

14. The announcement that the company president was retiring was unexpected.

(A) thunderous
(B) surprising
(C) variety
(D) grinding

15. There was not adequate funding for the new convention center.

(A) padded
(B) charitable
(C) inhabited
(D) enough

Instructions: Write the missing words. Use the words below to fill in the blanks.

collections excursion various
encourage sightseeing

This past summer, my family and I took a trip to New York City to do some **16.** _____. My favorite **17.** _____ was the Metropolitan Museum of Art. We spent all day looking at the **18.** _____ items in the museum's **19.** _____. I would **20.** _____ anyone who appreciates art to visit the Met if they ever go to New York.

Instructions: Choose one word in each group that does not belong.

21.	home	dwelling	direction	residence
22.	censure	criticize	conflict	condemn
23.	loud	deafening	generous	noisy
24.	result	product	outcome	purpose
25.	thin	narrow	slender	padded

Vocabulary Review 2

Instructions: Choose the best word or phrase to complete each sentence.

1. There are _____ about what kind of pets you can have on campus.
   (A) inventions
   (B) violations
   (C) restrictions
   (D) participations

2. The _____ of studying right before a test does not work for everyone.
   (A) method
   (B) seminar
   (C) schedule
   (D) function

3. She is a very _____ violinist, even though she says she would rather play the guitar.
   (A) talented
   (B) emphasized
   (C) beneficial
   (D) intimidating

4. I chose the chocolate mousse for desert based on the waiter's _____.
   (A) assistant
   (B) dialect
   (C) concept
   (D) recommendation

5. The professor does not have any _____ for students who are late to class.
   (A) cheap
   (B) tolerance
   (C) multiple
   (D) additional

6. Jack _____ to help Susan move to her new apartment.
   (A) frayed
   (B) practiced
   (C) offered
   (D) swarmed

7. There are a _____ of ice cream flavors at the shop on the corner.
   (A) dietary
   (B) conflict
   (C) reunion
   (D) variety

8. He did not think there would be any _____ for his actions.
   (A) stances
   (B) consequences
   (C) possessions
   (D) supplements

Instructions: Choose the word or phrase closest in meaning to the underlined word.

9. Many <u>donors</u> gave money to help the library purchase new children's books.
   (A) supporters
   (B) administrators
   (C) parasites
   (D) docents

10. The family always celebrates special <u>occasions</u> by going out to dinner.
    (A) attractions
    (B) restrictions
    (C) events
    (D) assignments

11. He <u>modified</u> the cabinets so that they would fit in the space better.

(A) paid attention to
(B) engaged in
(C) made changes to
(D) figured out how

12. She had never met him <u>prior to</u> last night's dinner party.

(A) after
(B) invite
(C) during
(D) before

13. Police dog trainers often wear <u>padded</u> vests when working with the animals.

(A) mineral
(B) cushioned
(C) regional
(D) drainage

14. The <u>docent</u> led our group through the historic mansion while telling us about its history.

(A) guide
(B) assistant
(C) dialect
(D) donor

15. The <u>motorist</u> had to pull over to the side of the road so she could change a flat tire.

(A) mechanic
(B) driver
(C) salesperson
(D) passenger

Instructions: Write the missing words. Use the words below to fill in the blanks.

basically reside strange
dialect assume

Portuguese is the third most spoken European language in the world, although the majority of its speakers **16.** _____ in South America. While many might **17.** _____ Spanish is the most frequently spoken language in South America, it is actually Portuguese. Though this may seem **18.** _____, Portuguese is spoken in Brazil, which is larger than the United States. Also, many people believe that Portuguese is **19.** _____ the same **20.** _____ as Spanish because they both originated in the Iberian Peninsula, but this is not true either.

Instructions: Match the words that have opposite meanings.

21. charge
22. improve
23. continue
24. beloved
25. ban

(A) wreck
(B) disliked
(C) free
(D) allow
(E) stop

Chapter 4 Independent Speaking: Test Questions 1 and 2

Chapter 5 Integrated Speaking: Test Questions 3 and 4

Chapter 6 Integrated Speaking: Test Questions 5 and 6

Vocabulary Review 1

Vocabulary Review 2

Chapter 4 Independent Speaking: Test Questions 1 and 2

A response to the independent speaking question generally includes the following:

- An introduction to the general topic of the essay—usually one sentence
- A statement of your opinion—usually one sentence
- Your reasons + examples/details to support them—one or two sentences each

Within 60 seconds, the time given for your response, you should be able to say about eight sentences. These sentences should be similar in length to the following: "I often take my guitar to parties and play music for my friends there."

Before speaking:

- Choose an opinion that is easily supported.
- Organize the flow of your response in your mind.
- Make sure that you have adequate reasons and examples.

When speaking:

- Make a clear statement of your opinion on the given topic.
- State clear reasons for your opinion.
- Use concrete examples.
- Use transitions to order the flow of your speech.

Q1 Practice 1 – Personal Experience

Step 1

Read and think about the prompt below.

> Everyone has situations that cause them anxiety, such as speaking in front of a large group. What situation do you find the most stressful? Why do you become stressed by it?

The sentences below make up a response to the question above. Read the sentences, and underline any transitions you find.

(A) Knowing this, I get more and more nervous as the time passes.
(B) The most stressful situation for me is taking exams.
(C) Second, I worry about my future.
(D) For example, if I fail an exam, I start to feel pressure that I will not get into a good university.
(E) First, I never seem to be able to complete exams within the given time limit.

stressful:
causing a lot of pressure or worry
situation:
a set of conditions at a particular time and place
time limit:
an amount of time in which something needs to be done
pressure:
a constraining force
complete:
to finish

Look at the sentences again. Think of the role of each sentence in the response. Put the sentences in the right order.

A

Step 2

Do NOT look at the sentences in Step 1. Answer the following questions.

1. What situation causes the speaker to feel stressed?

   _____

2. What is one reason why this situation causes the speaker stress?

   _____

3. What is another reason why this situation causes the speaker stress?

   _____

Using the short answers you wrote above, try to speak for 60 seconds explaining the speaker's response. Use the words and phrases below while you are speaking. Time yourself and record the time below.

second　　if　　for example　　and　　first　　that

Response 1:　　Speaking time: _____ seconds

Step 3

Now listen to a sample response. How is this response different from yours? What parts of the response can you use in your own? Write down any helpful expressions used in the sample response. Track 180

Notes

Listen again and repeat after the response. Pay close attention to pronunciation, intonation, and word stress. Track 181

Step 4

Now write your own answers to these questions.

1. What is a situation that you find stressful?

   _____

2. What is one reason this situation causes you stress?

   _____

3. What is another reason this situation causes you stress?

   _____

Using the short answers you wrote above, give a spoken response to the prompt below. Try to incorporate helpful expressions from Step 3 while also paying attention to your pronunciation and intonation. Record your time.

> Everyone has situations that cause them anxiety, such as speaking in front of a large group. What situation do you find the most stressful? Why do you become stressed by it?

Response 2: Speaking time: _____ seconds

Q1 Practice 2 – Personal Experience

Step 1

Read and think about the prompt below.

> Describe your favorite game or sport, and explain why you enjoy it.

The sentences below make up a response to the prompt above. Read the sentences, and underline any transitions you find.

(A) There is always excitement and activity while playing soccer.
(B) Also, I like it because it is straightforward to play.
(C) I love soccer because it is a fast game.
(D) Once you have those things, you can easily have a recreational game of soccer.
(E) You just need a field, a ball, and some friends to get a match going.
(F) My favorite sport is soccer.

excitement: something that excites
activity: a situation where people are busy
straightforward: direct or uncomplicated; easy to understand
match: a game
recreational: done or used for enjoyment

Look at the sentences again. Think of the role of each sentence in the response. Put the sentences in the right order.

C

Step 2

Do NOT look at the sentences in Step 1. Answer the following questions.

1. What is the speaker's favorite game or sport?

_____

2. What is one reason the speaker gives for enjoying this game or sport so much?

_____

3. What is another reason the speaker gives for enjoying this game or sport so much?

_____

Using the short answers you wrote above, try to speak for 60 seconds explaining the speaker's response. Use the words and phrases below while you are speaking. Time yourself and record the time.

and also when since while to

Response 1: Speaking time: _____ seconds

Step 3

Now listen to a sample response. How is this response different from yours? What parts of the response can you use in your own? Write down any helpful expressions used in the sample response. Track 182

Notes

Listen again and repeat after the response. Pay close attention to pronunciation, intonation, and word stress. Track 183

Step 4

Now write your own answers to these questions.

1. What game or sport do you enjoy the most?

   _____

2. What is one reason you enjoy this game or sport so much?

   _____

3. What is another reason you enjoy this game or sport so much?

   _____

Using the short answers you wrote above, give a spoken response to the prompt below. Try to incorporate helpful expressions from Step 3 while also paying attention to your pronunciation and intonation. Record your time.

> Describe your favorite game or sport and explain why you enjoy it.

Response 2: Speaking time: _____ seconds

Q1 Practice 3 – Personal Experience

Step 1

Read and think about the prompt below.

> If you could purchase one expensive item right now, what would it be and why?

A sample outline of a response is given below. Write down transition words or phrases that can be used in linking these ideas.

Expensive item: laptop computer

- Reason 1: It would be useful.
- Reason 2: It would be portable.

Transition words:

_____ _____

_____ _____

_____ _____

Using this outline, give a spoken response to the prompt above. Time yourself and record the time.

Response 1: Speaking time: _____ seconds

Step 2

Now listen to a sample response. How is this response different from yours? What parts of the response can you use in your own? Write down any helpful expressions used in the sample response. Track 184

Notes

expensive:
costly; very high-priced

homework:
schoolwork that is assigned to be done outside of the classroom

laptop:
a portable computer that folds in half and can fit on one's lap

portable:
easily carried and moved from place to place

light:
not weighing much

Listen again and repeat after the response. Pay close attention to pronunciation, intonation, and word stress. Track 185

Step 3

Now give a spoken response to the prompt without listening to the sample. Try to incorporate helpful expressions from Step 2 while also paying attention to your pronunciation and intonation. Record your time.

Response 2: Speaking time: _____ seconds

Step 4

Make up your own outline for the prompt. Try to incorporate transition words and useful words or phrases introduced earlier in the practice.

Expensive item: _____

- Reason 1: _____
- Reason 2: _____

Transition words:

_____ _____

_____ _____

_____ _____

Using this outline, give a spoken response to the prompt below. Time yourself and record the time.

If you could purchase one expensive item right now, what would it be and why?

Response 3: Speaking time: _____ seconds

Q1 Practice 4 – Personal Experience

Step 1

Read and think about the prompt below.

> Describe your favorite childhood memory. Why is it so special to you?

A sample outline of a response is given below. Write down transition words or phrases that can be used in linking these ideas.

Childhood memory: going to the beach

- Reason 1: It was the first time seeing the ocean.
- Reason 2: It was the first time fishing.

Transition words:

_____ _____

_____ _____

_____ _____

Using this outline, give a spoken response to the prompt above. Time yourself and record the time.

Response 1: Speaking time: _____ seconds

Step 2

Now listen to a sample response. How is this response different from yours? What parts of the response can you use in your own? Write down any helpful expressions used in the sample response. Track 186

Notes

memory:
a mental impression of an event in the past

impression:
the first and immediate effect of an experience

vast:
of very great area

fishing:
the sport or business of catching fish

enormous:
very large in size

Listen again and repeat after the response. Pay close attention to pronunciation, intonation, and word stress. Track 187

Step 3

Now give a spoken response to the prompt without listening to the sample. Try to incorporate helpful expressions from Step 2 while also paying attention to your pronunciation and intonation. Record your time.

Response 2: Speaking time: _____ seconds

Step 4

Make your own outline for the prompt. Try to incorporate transition words and useful phrases introduced earlier in the practice.

Childhood memory: _____

- Reason 1: _____
- Reason 2: _____

Transition words:

_____ _____

_____ _____

_____ _____

Using this outline, give a spoken response to the prompt below. Time yourself and record the time.

> Describe your favorite childhood memory. Why is it so special to you?

Response 3: Speaking time: _____ seconds

Q2 Practice 1 — Personal Preference

▶ Step 1

Read and think about the prompt below.

> Some people prefer to have many friends while others prefer to have just one or two close friends. Which do you prefer? Use specific reasons and examples to support your opinion.

The sentences below make up a response to the question above. Read the sentences, and underline any transitions you find.

(A) When I had a lot of friends, it seemed like they were always getting into arguments with each other.
(B) That way I can develop lifelong friendships with them.
(C) Also, having a lot of friends can cause problems.
(D) I can spend more time with a few close friends and get to know them really well.
(E) I prefer to have just a few close friends instead of many friends.

instead:
in place of
spend time:
to take time doing something
develop:
to cause to grow
lifelong:
lasting throughout all or much of one's life
argument:
an oral disagreement

Look at the sentences again. Think of the role of each sentence in the response. Put the sentences in the right order.

B

Step 2

Do NOT look at the sentences in Step 1. Answer the following questions.

1. What is the speaker's opinion about how many friends a person should have?

_____

2. What is one of the reasons the speaker gives for having this opinion?

_____

3. What is another reason the speaker gives for having this opinion?

_____

Using the short answers you wrote above, try to speak for 60 seconds explaining the speaker's response. Use the words and phrases below while you are speaking. Time yourself and record the time below.

instead of and also because when

Response 1: Speaking time: _____ seconds

Step 3

Now listen to a sample response. How is this response different from yours? What parts of the response can you use in your own? Write down any helpful expressions used in the sample response. Track 188

Notes

Listen again and repeat after the response. Pay close attention to pronunciation, intonation, and word stress. Track 189

Step 4

Now write your own answers to these questions.

1. What is your opinion on whether it is better to have many friends or just a few close friends?

_____

2. What is one reason for your opinion on the subject?

_____

3. What is another reason for your opinion on the subject?

_____

Using the short answers you wrote above, give a spoken response to the prompt below. Try to incorporate helpful expressions from Step 3 while also paying attention to your pronunciation and intonation. Record your time.

> Some people prefer to have many friends, while others prefer to have just one or two close friends. Which do you prefer? Use specific reasons and examples to support your opinion.

Response 2: Speaking time: _____ seconds

Q2 Practice 2 – Personal Preference

Step 1

Read and think about the prompt below.

> While at university, is it better to take courses in many different fields or to take many courses in the same field? Use specific reasons and examples to support your opinion.

The sentences below make up a response to the prompt above. Read the sentences, and underline any transitions you find.

(A) I am certain that I would get tired of constantly studying the same thing, even if it was something I really liked.
(B) I will be able to learn about new things.
(C) I think it is better to take many different courses at university.
(D) In addition, I will be able to meet people who have different interests than me.
(E) First, it is an opportunity to gain a lot of knowledge.

different:
not the same as another thing
opportunity:
a chance to do something
gain:
to get as a result of one's efforts
select:
to choose something
certain:
free from doubt

Look at the sentences again. Think of the role of each sentence in the response. Put the sentences in the right order.

B

Step 2

Do NOT look at the sentences in Step 1. Answer the following questions.

1. What is the speaker's opinion on whether it is better to take courses in many different fields or many courses in the same field while at university?

_____

2. What is one reason the speaker gives for having this opinion?

_____

3. What is another reason the speaker gives for having this opinion?

_____

Using the short answers you wrote above, try to speak for 60 seconds explaining the speaker's response. Use the words and phrases below while you are speaking. Time yourself and record the time below.

as even if in addition about while to

Response 1: Speaking time: _____ seconds

Step 3

Now listen to a sample response. How is this response different from yours? What parts of the response can you use in your own? Write down any helpful expressions used in the sample response. Track 190

Notes

Listen again and repeat after the response. Pay close attention to pronunciation, intonation, and word stress. Track 191

Step 4

Now write your own answers to these questions.

1. What is your opinion on whether it is better to take courses in many different fields or many courses in the same field at university?

_____

2. What is one reason for your opinion about the subject?

_____

3. What is another reason for your opinion about the subject?

_____

Using the short answers you wrote above, give a spoken response to the prompt below. Try to incorporate helpful expressions from Step 3 while also paying attention to your pronunciation and intonation. Record your time.

> While at university, is it better to take courses in many different fields or many courses in the same field? Use specific reasons and examples to support your opinion.

Response 2: Speaking time: _____ seconds

Q2 Practice 3 – Personal Preference

Step 1

Read and think about the prompt below.

> Is it better to make detailed plans for a vacation or travel without a definite plan? Use specific details and examples to support your answer.

A sample outline of a response is given below. Write down transition words or phrases that can be used in linking these ideas.

Vacation: Detailed plans

- Reason 1: You will not waste time.
- Reason 2: You will have what is needed.

Transition words:

_____ _____

_____ _____

_____ _____

Using this outline, give a spoken response to the prompt above. Time yourself and record the time.

Response 1: Speaking time: _____ seconds

Step 2

Now listen to a sample response. How is this response different from yours? What parts of the response can you use in your own? Write down any helpful expressions used in the sample response. Track 192

Notes

detailed:
including many small facts

waste:
to consume needlessly

figure out:
to solve

arrive:
to come to a certain point

secure:
to obtain

Listen again and repeat after the response. Pay close attention to pronunciation, intonation, and word stress. Track 193

Step 3

Now give a spoken response to the prompt without listening to the sample. Try to incorporate helpful expressions from Step 2 while also paying attention to your pronunciation and intonation. Record your time.

Response 2: Speaking time: _____ seconds

Step 4

Make your own outline for the prompt. Try to incorporate transition words and useful phrases introduced earlier in the practice.

Vacation: _____

- Reason 1: _____
- Reason 2: _____

Transition words:

_____ _____

_____ _____

_____ _____

Using this outline, give a spoken response to the prompt below. Time yourself and record the time.

> Is it better to make detailed plans for a vacation or travel without a definite plan? Use specific details and examples to support your answer.

Response 3: Speaking time: _____ seconds

Q2 Practice 4 – Personal Experience

Step 1

Read and think about the prompt below.

> Do you think it is better to be an only child or to have brothers and sisters? Use specific details and examples to support your answer.

A sample outline of a response is given below. Write down transition words or phrases that can be used in linking these ideas.

Better to: Have brothers and sisters

- Reason 1: You will not be lonely.
- Reason 2: They will help you.

Transition words:

_____ _____
_____ _____
_____ _____

Using this outline, give a spoken response to the prompt above. Time yourself and record the time.

Response 1: Speaking time: _____ seconds

Step 2

Now listen to a sample response. How is this response different from yours? What parts of the response can you use in your own? Write down any helpful expressions used in the sample response. Track 194

Notes

only:
being the single one
sibling:
a brother or sister
lonely:
unhappy because you are alone
together:
being with other people
count on:
to depend on

Listen again and repeat after the response. Pay close attention to pronunciation, intonation, and word stress. Track 195

Step 3

Now give a spoken response to the prompt without listening to the sample. Try to incorporate helpful expressions from Step 2 while also paying attention to your pronunciation and intonation. Record your time.

Response 2: Speaking time: _____ seconds

Step 4

Make up your own outline for the prompt. Try to incorporate transition words and useful phrases introduced earlier in the practice.

Better to: _____ **Transition words:**

- Reason 1: _____ _____ _____
- Reason 2: _____ _____ _____
_____ _____

Using this outline, give a spoken response to the prompt below. Time yourself and record the time.

> Do you think it is better to be an only child or to have brothers and sisters? Use specific details and examples to support your answer.

Response 3: Speaking time: _____ seconds

Sample Responses

Chapter 4 Independent Speaking: Test Questions 1 and 2

Q1 Practice 1

The most stressful situation for me is taking exams. First, I never seem to be able to complete exams within the time limit. Knowing this, I get more and more nervous as the time passes. Second, I worry about my future. For example, if I fail an exam, I feel pressure that I will not get into a good university.

Q1 Practice 2

My favorite sport is soccer. I love soccer because it is a fast game. There is always excitement and activity while playing soccer. Also, I like it because it is straightforward to play. You just need a field, a ball, and some friends to get a match going. Once you have those things, you can easily have a recreational game of soccer.

Q1 Practice 3

If I could purchase an expensive item right now, I would buy a laptop computer. First, they are very useful. I could use it to play computer games. I could also use it to do my homework, which is what I would like most about having a laptop. Also, I like that it is portable. I could carry it with me wherever I go. It is small and light and would fit in my backpack.

Q1 Practice 4

My favorite childhood memory is when I went to the beach for the first time. I love this memory because I had never seen the ocean before. My impression of it was that it was vast and beautiful. It was also the first time I went fishing. My father taught me how to fish that day, and I caught two enormous fish.

Q2 Practice 1

I prefer to have just a few close friends instead of many friends. I can spend more time with a few close friends and get to know them really well. That way I can develop lifelong friendships with them. Also, having a lot of friends can cause problems. When I had a lot of friends, it seemed like they were always getting into arguments with each other.

Q2 Practice 2

I think it is better to take many different courses at university. First, it is an opportunity to gain a lot of knowledge. I will be able to learn about new things. In addition, I will be able to meet people who have different interests than me. I am certain that I would get tired of studying the same thing constantly, even if it was something I really liked.

Q2 Practice 3

I think it is better to make detailed plans for a vacation. To start, it lets you make the most of your vacation time. For instance, I had detailed plans when I went to Paris, so I did not waste time figuring out directions. Also, making detailed plans ensures you will have what you need when you arrive. That way, you do not have to worry about securing a hotel room or finding places to eat.

Q2 Practice 4

I think it is better to have brothers and sisters than to be an only child. This is because without siblings you will be lonely. For example, my brother and I are really close and like to do things together. Another reason is that siblings will always help you out. I can count on my brother to give me good advice when I have problems.

Chapter 5 Integrated Speaking: Test Questions 3 and 4

A response to the integrated speaking questions generally includes the following:

Question 3

- A statement of the problem or situation, as expressed in the reading
- A statement of the speaker's opinion, as introduced in the conversation
- His or her reasons + additional information, as taken from the conversation

Question 4

- A statement of the main idea or topic of the reading and lecture
- Key points that are similar
- Key points that contrast

Before speaking:

- Identify the topic and supporting details.
- Organize the flow of your response in your mind.
- Make sure that you have adequate reasons and examples.

While speaking:

- Begin your response by clearly stating the opinion / main idea of the reading and the conversation/lecture.
- Give reasons or details from the dialog or lecture to support your opinion.
- Make sure statements are clearly connected so that the scorer will more easily understand your points.

Q3 Practice 1 – Reading and Conversation

Step 1

Read the passage below, and underline important information.

Registrar's New Policy

A new policy takes effect this term pertaining to all first-year students. Freshmen now need to get an academic advisor's approval before withdrawing from a class. The policy has been adopted for two reasons. First, it will keep students from withdrawing from classes without having a good reason for doing so. In addition, the policy will ensure that advisors are more involved with the students assigned to them.

policy:
a definite course of action
pertain to:
to be directly related to something
withdraw:
to remove oneself from an activity
adopt:
to accept or act in accordance with
ensure:
to guarantee

Write down the main idea and any important key points.

Notes

Now listen to a related conversation. Take notes on the man's opinion. Track 196

Man's opinion: _____

Reason 1: _____

Reason 2: _____

term:
one of two or more divisions of a school year
drop:
to quit
realize:
to understand clearly
repeat:
to do something again
comfortable:
producing feelings of ease or security

Step 2

Read and think about the prompt below.

> The man gives his opinion regarding the announcement. State his opinion, and explain the reasons he gives for holding that opinion.

WITHOUT looking at the original reading passage, review your notes from the reading and listening passages. Select the information you think is important. Fill in the blanks in the sample response below.

The man thinks the policy of _____ get their _____ before withdrawing from classes is _____. First, he agrees with it because it will keep students from _____ that can hurt them _____. For instance, _____ his biology class but will have to _____. Second, he says the policy will _____ work better with their advisors. He thinks the more they _____, the better the advisors can _____.

After you have filled in the blanks, read the response out loud. Pay attention to your pronunciation, intonation, and word stress.

Step 3

Now listen to a sample response. How does it differ from your response? Write down any differences in information or phrasing. Track 197

Notes

Listen again and repeat after the response. Pay close attention to pronunciation, intonation, and word stress. Track 198

Step 4

Now give your own spoken response to the prompt. Try to incorporate helpful expressions from Steps 2 and 3 while also paying attention to your pronunciation and intonation. Record your time.

Response: Speaking time: _____ seconds

Q3 Practice 2 – Reading and Conversation

Step 1

Read the passage below, and underline the important information.

New Shuttle Hours

The university will change the campus shuttle schedule next semester. Shuttles from the student parking lots to campus and vice versa will stop running at 6:00 p.m. The reason for the change is that most classes end by 5:00 p.m. Few students ride the parking lot shuttles after that time. Additionally, reducing the schedule will save money so that the university can lower the price of parking passes. Parking passes will cost 10% less next semester.

shuttle:
public transportation that goes back and forth over a particular route at regular intervals
vice versa:
in reverse order from that stated
run:
to operate
reduce:
to make smaller or less
pass:
a ticket or permit that lets you do something

Write down the main idea and any important key points.

Notes

Now listen to a related conversation. Take notes on the woman's opinion. Track 199

Woman's opinion: _____

Reason 1: _____

Reason 2: _____

service:
a system provided for people's use
safe:
protected from being hurt or damaged
save:
to avoid using
provide:
to supply
ride:
a trip in a vehicle

Step 2

Read and think about the prompt below.

> The woman gives her opinion regarding the announcement. State her opinion, and explain the reasons she gives for holding that opinion.

WITHOUT looking at the original reading passage, review your notes from the reading and listening passages. Select the information you think is important. Fill in the blanks in the sample response below.

The woman thinks it is _____ for the university to _____ _____. One reason is because _____. They use the shuttles and will no longer have _____. Also, she thinks most students would rather have _____ than _____. She says that a 10% savings is not going to make much of a difference in _____.

After you have filled in the blanks, read the response out loud. Pay attention to your pronunciation, intonation, and word stress.

Step 3

Now listen to a sample response. How does it differ from your response? Write down any differences in information or phrasing. Track 200

Notes

Listen again and repeat after the response. Pay close attention to pronunciation, intonation, and word stress. Track 201

Step 4

Now give your own spoken response to the prompt. Try to incorporate helpful expressions from Steps 2 and 3 while also paying attention to your pronunciation and intonation. Record your time.

Response: Speaking time: _____ seconds

Q4 Practice 1 – Reading and Lecture

Step 1

Read the passage below and underline important information.

The Fairy Tale

Fairy tales are common in cultures all over the world. Likely originating in oral traditions, the fairy tale is an effective storytelling method—especially for children. For one, they are effective because they have simple characters. These characters are often very clearly good or evil. This makes finding their roles in a story easy for children. Also, fairy tales contain strong, clear themes. It is easy for children to identify a story's moral.

originating: beginning
simple: easy to understand
role: the function of a character in a story
theme: the main point or unifying idea
moral: a practical lesson contained in a story or experience

Write down the main idea and any important key points.

Notes

Now listen to a related lecture. Fill in the missing information.

Track 202

Main Idea: Why the story of _____ is so _____.

Key Point 1: The _____ are easy for _____ to understand.

Key Point 2: It _____ a clear _____ for children.

immensely: to an exceedingly great extent
contrast: a noticeable difference
harsh: unkind
interaction: the process of people communicating and reacting to each other

Step 2

Read and think about the prompt below.

> Using examples from the lecture, explain how Cinderella fits the definition of a fairy tale.

WITHOUT looking at the original reading passage, review your notes from the reading and listening passages. Select the information you think is important. Fill in the blanks in the sample response below.

The lecture talks about _____ and why it is an _____ for children. For one, *Cinderella* has _____ that are clearly _____ or _____, which the _____ said was important for making a _____ effective. In addition, *Cinderella* has a clear _____ that good can _____ evil. The reading said that such _____ were an _____ part of fairy tales.

After you have filled in the blanks, read the response out loud. Pay attention to your pronunciation, intonation, and word stress.

Step 3

Now listen to a sample response. How does it differ from your response? Write down any differences in information or phrasing. Track 203

Notes

Listen again and repeat after the response. Pay close attention to pronunciation, intonation, and word stress. Track 204

Step 4

Now give your own spoken response to the prompt. Try to incorporate helpful expressions from Steps 2 and 3 while also paying attention to your pronunciation and intonation. Record your time.

Response: Speaking time: _____ seconds

Q4 Practice 2 – Reading and Lecture

Step 1

Read the passage below and underline important information.

Dance Therapy

Dance therapy is the use of movement to help diagnose and treat various health problems. It is thought to be one of the more effective methods of expressive therapy. This is because almost everyone is capable of some type of movement, so it can be used with a variety of patients.

Dance therapy is effective for physical ailments, leading to improvement in the overall physical condition. It has also been shown to increase the mental and emotional well-being of those suffering from psychological problems.

therapy: a form of treatment for a medical condition
diagnose: to identify the disease or illness that one is suffering from by doing a medical examination
patient: a person who is under medical care
ailment: an illness
overall: covering or including everything

Write down the main idea and any important key points.

Notes

Now listen to a related lecture. Fill in the missing information.

Track 205

Main Idea: Effectiveness of _____

Key Point 1: Dance therapy helps _____

Key Point 2: Dance therapy helps _____

expressive: showing the essential features of an emotion, idea or quality
coordination: the skillful movement of different body parts at the same time
respiration: the process of breathing
circulation: the continuous movement of blood through the body
release: a freeing from anything that restrains or holds one back

Step 2

Read and think about the prompt below.

> The lecture discusses the benefits of dance therapy. Describe dance therapy and how the examples support the idea that dance therapy is beneficial.

WITHOUT looking at the original reading passage, review your notes from the reading and listening passages. Select the information you think is important. Fill in the blanks in the sample response below.

The passage and the lecture talk about _____ and its _____.

First, the professor describes the _____. Dance therapy gives people _____

while improving their _____ and _____, as well as improving

circulation and respiration. Second, it also has benefits for patients who are _____.

It gives them a way to _____ themselves and builds _____ and

_____.

After you have filled in the blanks, read the response out loud. Pay attention to your pronunciation, intonation, and word stress.

Step 3

Now listen to a sample response. How does it differ from your response? Write down any differences in information or phrasing. Track 206

Notes

Listen again and repeat after the response. Pay close attention to pronunciation, intonation, and word stress. Track 207

Step 4

Now give your own spoken response to the prompt. Try to incorporate helpful expressions from Steps 2 and 3 while also paying attention to your pronunciation and intonation. Record your time.

Response: Speaking time: _____ seconds

Sample Responses

Chapter 5 Integrated Speaking: Test Questions 3 and 4

Q3 Practice 1

The man thinks the policy of having freshmen get their academic advisor's permission before withdrawing from a class is a good idea. First, he agrees with it because it will keep students from making mistakes that can hurt them academically. For instance, his roommate dropped his biology class but will have to repeat it in the summer. Second, he says the policy will help students work better with their advisors. He thinks the more they talk, the better the advisors can help the students.

Q3 Practice 2

The woman thinks it is a bad idea to cut the nighttime shuttle service to the parking lots. One reason is because she has many friends who take night classes. They use the shuttles and will no longer have a safe way to get to their cars. Also, she thinks most students would rather have a shuttle that gets them safely to their cars at night than save a little money on the parking passes. She says that a 10% discount is not going to make much of a difference in lowering expenses.

Q4 Practice 1

The lecture talks about *Cinderella* and why it is an effective story for children. For one, *Cinderella* has characters that are clearly good or evil, which the reading said was important for making a fairy tale effective. In addition, *Cinderella* has a clear message that good can overcome evil. The reading said that such clear themes were an important part of fairy tales.

Q4 Practice 2

The passage and lecture talk about dance therapy and its benefits. First, the professor describes the physical benefits. Dance therapy gives people exercise while improving their motion and coordination, as well as improving circulation and respiration. Second, it also has benefits for patients who are mentally ill. It gives them a way to express themselves and builds confidence and self-esteem.

Chapter 6 Integrated Speaking: Test Questions 5 and 6

A response to the integrated speaking questions generally includes the following:

- A statement of the problem or situation, as expressed in the conversation
- A statement of suggested solutions, as mentioned in the conversation
- Your opinion of these suggested solutions
- Your reasons + examples and details to support them
- A summary of the main points of the lecture

Before speaking:

- Choose an opinion most easily supported.
- Organize the flow of your talk in your mind.
- Make sure that you have adequate reasons and examples.

When speaking:

- Make a clear statement of your opinion on the given topic.
- State clear reasons for your opinion.
- Use concrete examples.
- Use transitions to indicate the flow of your speech.

To describe problems:

- She/He is having a problem with _____.
- The problem is _____.
- She/He needs help with _____.
- She/He is having trouble _____.
- She/He cannot figure out _____.

To present opinions/solutions:

- She/He needs to _____.
- She/He should _____.
- One (Another) thing she/he can do is _____.
- The best thing she/he can do is _____.
- If I were her/him, I would _____.

Q5 Practice 1 – Conversation

Step 1

Listen to a conversation. Take notes on the problem presented and the possible solutions suggested. Track 208

Problem: The woman has missed _____

_____.

Solution 1: She could talk to _____.

Possible benefit: The editor might _____.

Possible benefit: _____.

Solution 2: She could wait for the _____.

Possible benefit: She would not have to _____.

Possible benefit: _____.

submit: to give something to someone so they can make a decision about it

literary: of or related to the activity of reading, writing, or studying books

deadline: a specific time or date by which you have to do something

make an exception: to deal with something in a different way than usual

entitled: having the right to do something

On your own, think of some of the possible benefits to each of the solutions suggested in the conversation. Write them in the second space for possible benefits under each solution above.

Step 2

Read and think about the prompt below. Answer the following questions.

> The speakers discuss the woman's problem. Describe the problem and the two solutions. Then choose the solution you think is better for the woman and explain why.

1. What is the woman's problem?

_____

2. What should the woman do?

_____

3. Why?

_____

Step 3

Now create your own response to this topic using words and expressions from Steps 1 and 2.

The woman wants to_____, but she has missed the deadline. I think that the woman should _____. The editor might_____. Instead of _____, she may think _____. Also, the literary magazine _____. If the woman does not_____ she may _____.

Now listen to a sample response. How does it differ from your own response? Write down any differences in information or phrasing. Track 209

Notes

Listen again and repeat after the response. Pay close attention to pronunciation, intonation, and word stress. Track 210

Step 4

Now give your own spoken response to the prompt. Try to incorporate helpful expressions from Step 3 while also paying attention to your pronunciation and intonation. Record your time.

Response: Speaking time: _____ seconds

Q5 Practice 2 – Conversation

Step 1

Listen to a conversation. Take notes on the problem presented and the possible solutions suggested. Track 211

Problem: The guest speaker _____

_____.

Solution 1: He can ask _____.

Possible benefit: He _____.

Possible benefit: _____.

Solution 2: He can _____.

Possible benefit: The lecture _____.

Possible benefit: _____.

crisis:
a difficult situation

solution:
a way to solve a problem

sponsor:
someone who supports an event or activity

postpone:
to put something off until a later date

prep:
to prepare

On your own, think of some of the possible benefits to each of the solutions suggested in the conversation. Write them in the second space for possible benefits under each solution above.

Step 2

Read and think about the prompt below. Answer the following questions.

> The speakers discuss the man's problem. Describe the problem and the two solutions. Then choose the solution you think is better for the man and explain why.

1. What is the problem?

_____

2. What should the man do?

_____

3. Why?

_____

Step 3

Now create your own response to this topic using words and expressions from Steps 1 and 2.

The man's problem is that _____ has invited a _____, but she has canceled. I think the man should _____. First, _____. _____ if they have _____. Also, _____. Even though _____, they would probably _____ _____.

Now listen to a sample response. How does it differ from your own response? Write down any differences in information or phrasing. Track 212

Notes

Listen again and repeat after the response. Pay close attention to pronunciation, intonation, and word stress. Track 213

Step 4

Now give your own spoken response to the prompt. Try to incorporate helpful expressions from Step 3 while also paying attention to your pronunciation and intonation. Record your time.

Response: Speaking time: _____ seconds

Q6 Practice 1 – Lecture

Step 1

Listen to a lecture. Take notes on the information presented. Track 214

Main Topic: Styles of _____ and important _____

Key Point 1: The most common style is _____.

Example: The advantage is that the _____ can easily see action _____.

Key Point 2: _____ theater was popular in the _____.

Example: The audience and _____ are not clearly _____.

venue: the scene of an action or event
majority: the greater part or number
distinct: clearly defined
recognizable: easily perceived
omit: to leave out

Step 2

Read and think about the prompt below. Answer the following questions.

Using points and examples from the lecture, explain the purposes and advantages of the two styles of theaters.

1. What are the two styles of theaters?

_____

2. What are the characteristics of the first type of theater?

_____

3. What are the characteristics of the second type of theater?

_____

Step 3

Now create your own response to this topic using words and expressions from Steps 1 and 2.

The lecturer discusses the two _____ venues and their important _____. She first describes the _____, which she says is _____. It has seats in a _____, and the curtain is supported by _____. Another type of theater is called the _____. Its _____ and _____ blend together, and it does not have _____.

Now listen to a sample response. How does it differ from your own response? Write down any differences in information or phrasing. Track 215

Notes

Step 4

Now give your own spoken response to the prompt. Try to incorporate helpful expressions from Step 3 while also paying attention to your pronunciation and intonation. Record your time.

Response: Speaking time: _____ seconds

Q6 Practice 2 – Lecture

Step 1

Listen to a lecture. Take notes on the information presented. Track 217

Main topic of lecture: The theory of multiple _____

Key Point 1: It can help _____.

Example: Teachers can _____ lesson plans to reach all _____.

Key Point 2: Adults also _____ from _____.

Example: They can _____ areas of multiple intelligences to _____ at their jobs.

multiple: involving many people, things, or parts
traditionally: typical of the way things are usually done
define: to state the meaning of
design: to prepare plans
visual: relating to seeing or sight

Step 2

Read and think about the prompt below. Answer the following questions.

Using points and examples from the talk, explain the benefits of the theory of multiple intelligences.

1. What is the theory of multiple intelligences?

_____

2. How does it benefit children?

_____

3. How does it benefit adults?

_____

Step 3

Now create your own response to this topic using words and expressions from Steps 1 and 2.

The professor talks about _____. The theory states that people have _____ different areas of _____. First, the professor says all children in a _____ learn better when teachers _____ that cover all eight areas of intelligence. _____ can also be more successful when using the intelligence they are _____. For example, one man learns well by _____ while his co-worker learns new things by _____ to herself.

Now listen to a sample response. How does it differ from your own response? Write down any differences in information or phrasing. Track 218

Notes

Listen again and repeat after the response. Pay close attention to pronunciation, intonation, and word stress. Track 219

Step 4

Now give your own spoken response to the prompt. Try to incorporate helpful expressions from Step 3 while also paying attention to your pronunciation and intonation. Record your time.

Response: Speaking time: _____ seconds

Sample Responses

Chapter 6 Integrated Speaking: Test Questions 5 and 6

Q5 Practice 1

The woman wants to submit an essay to the literary magazine, but she has missed the deadline. I think that the woman should see the editor. The editor might make an exception. Instead of thinking the woman is pushy, she may think she really wants her essay published and accept it. Also, the literary magazine might lose their funding. If the woman does not ask the editor to make an exception, she may never get her essay published.

Q5 Practice 2

The man's problem is that the Anthropology Club has invited a guest lecturer, but she has canceled. I think the man should postpone. First, more people would come. Not many people will attend if they have already heard the club sponsor's lectures. Also, scheduling it next month should not be a problem. Even though students will be studying for finals, they would probably be willing to take an hour or two off to attend the seminar if they were interested in it.

Q6 Practice 1

The lecturer discusses the two types of theater venues and their important characteristics. She first describes the proscenium style, which she says is very popular. It has seats in a horseshoe shape, and the curtain is supported by a huge arch. Another type of theater is called the open theater. Its stage and audience areas blend together, and it does not have a curtain.

Q6 Practice 2

The professor talks about the theory of multiple intelligences. The theory states that people have eight different areas of intelligence. First, the professor says all children in a classroom learn better when teachers design lessons that cover all eight areas of intelligence. Adults can also be more successful when using the intelligence they are strongest in. For example, one man learns well by drawing pictures while his co-worker learns new things by singing to herself.

Vocabulary Review 3

Instructions: Choose the best word or phrase to complete each sentence.

1. Since Harry did not pass his chemistry class, he has to _____ it next year.
(A) withdraw
(B) allow
(C) complete
(D) repeat

2. His criticism of her work was very _____, and it upset her.
(A) visual
(B) harsh
(C) light
(D) secure

3. We went to the movies _____, but then she left for an appointment afterward.
(A) overall
(B) together
(C) separately
(D) couple

4. The doctor _____ my aunt with a very bad cold.
(A) ensured
(B) experienced
(C) diagnosed
(D) aware

5. Susan _____ her report to her boss this afternoon.
(A) spread
(B) motioned
(C) submitted
(D) entitled

6. My professor has a _____ that students cannot turn assignments in late.
(A) policy
(B) memory
(C) discovery
(D) design

7. She has two _____, one older brother and one younger sister.
(A) characters
(B) offspring
(C) activities
(D) siblings

8. The university provides a free tutoring _____ to its students.
(A) therapy
(B) service
(C) deadline
(D) knowledge

9. The painting is very _____ of the artist's mood when he painted it.
(A) expressive
(B) enormous
(C) careless
(D) literary

10. It is very _____ when the instructor calls on me, since I am afraid I will give the wrong answer.
(A) startling
(B) straightforward
(C) safe
(D) stressful

11. I used to enjoy _____ when I was younger, except for baiting the hook.

(A) fishing
(B) designing
(C) adopting
(D) riding

12. Many fans take _____ folding seats to sporting events.

(A) folk
(B) elderly
(C) portable
(D) expanding

13. Mandy was able to get a backstage _____ for the concert.

(A) promise
(B) pass
(C) impression
(D) feature

14. My _____ is really bad; I'm a terrible dancer.

(A) coordination
(B) comfort
(C) circulation
(D) design

15. They are hoping to have the new convention center _____ by next summer.

(A) submitted
(B) applied
(C) completed
(D) understood

Instructions: Choose the word or phrase closest in meaning to the underlined word.

16. The instructions were straightforward, but he still had a hard time putting the shelves together.

(A) vast
(B) connected
(C) disruptive
(D) simple

17. My great-aunt says she is always suffering from various ailments, but her doctor says she is very healthy.

(A) matches
(B) illnesses
(C) memories
(D) versions

18. That is an enormous piece of chocolate cake.

(A) light
(B) imbalanced
(C) huge
(D) accomplished

19. They went to the championship football match last weekend, but their team lost.

(A) activity
(B) practice
(C) future
(D) game

20. She and I got into an argument about where to go for dinner.

(A) solution
(B) disagreement
(C) difference
(D) venue

21. Refreshments will be <u>provided</u> at the meeting on Saturday.

(A) ensured
(B) dropped
(C) supplied
(D) produced

22. It is important to have money <u>saved</u> in a bank account in case of an emergency.

(A) count on
(B) kept
(C) spent
(D) defined

23. I had a hard time trying to <u>select</u> which car I wanted.

(A) release
(B) develop
(C) choose
(D) postpone

24. She shows a lot of <u>excitement</u> for the work she is doing at her new job.

(A) recreation
(B) knowledge
(C) enthusiasm
(D) character

25. I am glad that he feels <u>comfortable</u> around his new roommates.

(A) relaxed
(B) visual
(C) different
(D) traditional

26. We had to <u>postpone</u> our trip because something came up.

(A) gain
(B) delay
(C) secure
(D) ensure

27. The desert looks like a <u>vast</u> ocean of sand with little or no vegetation.

(A) light
(B) large
(C) little
(D) limited

28. It says it is <u>simple</u> to put together, but I am having a hard time.

(A) reduce
(B) crisis
(C) easy
(D) safe

29. That new watch looks like it is very <u>expensive</u>.

(A) cheap
(B) casual
(C) costly
(D) classy

30. The hardest problems always seem to have the easiest <u>solutions</u>, but you just do not realize it.

(A) answers
(B) opportunities
(C) themes
(D) contrasts

Instructions: Write the missing words. Use the words below to fill in the blanks.

multiple	recognized	certain	safe
different	origin	distinct	role
theme	detailed		

The Unicorn Tapestries are a **31.** _____ example of Medieval art. A tapestry is a heavy cloth, usually made of wool, that has **32.** _____ pictures or patterns woven into it. It is believed there was once **33.** _____ tapestries in the set, but only seven have survived. These widely **34.** _____ works of art are thought to have their **35.** _____ in Brussels sometime between 1495 and 1505. The **36.** _____ of the tapestries is a unicorn hunt. Hunting played a large **37.** _____ in the life of wealthy Europeans at the time the tapestries were made. 101 **38.** _____ species of plants can be found in them, and over eighty-five of them have been identified for **39.** _____. Now, the tapestries are kept **40.** _____ at the Cloisters, a medieval museum in New York City.

Instructions: Choose one word from each group that does not belong.

41.	gain	increase	design	expand
42.	secure	ensure	safe	protected
43.	lessen	decrease	shrink	light
44.	emergency	pressured	disaster	crisis
45.	limited	single	lone	only

Instructions: Label each pair of words as similar (S) or opposite (O).

46.	_____	release	let go
47.	_____	majority	minority
48.	_____	omit	exclude
49.	_____	light	heavy
50.	_____	contrast	compare

Vocabulary Review 4

Instructions: Choose the best word or phrase to complete each sentence.

1. Fables are stories that usually feature animals and have a _____.
(A) moral
(B) term
(C) ride
(D) memory

2. I only met her yesterday, but I already like her _____.
(A) enormous
(B) literary
(C) immensely
(D) simply

3. I have to finish my _____ before I can go to the movies.
(A) homework
(B) laptop
(C) policy
(D) service

4. He says he can always _____ his parents for good advice.
(A) aside from
(B) make an exception
(C) count on
(D) pertain to

5. She decided to _____ her philosophy class because she was doing poorly in it.
(A) drop
(B) enroll
(C) fall
(D) reduce

6. The _____ required our immediate attention before things got worse.
(A) application
(B) evolution
(C) situation
(D) communication

7. The committee decided to _____ a new method of voting on issues.
(A) complete
(B) accomplish
(C) memorize
(D) adopt

8. My first _____ is of me riding a purple tricycle in the driveway of our house.
(A) impression
(B) memory
(C) feature
(D) effort

9. He plays in a _____ baseball league on Saturday afternoons.
(A) future
(B) activity
(C) recreational
(D) charitable

10. I do not know what I would do without my _____; I take it everywhere with me.
(A) laptop
(B) shuttle
(C) course
(D) administrator

11. It can be pretty _____ when you do not have any siblings.

(A) overcrowded
(B) thunderous
(C) lonely
(D) flawed

12. Regular exercise helps increase _____.

(A) circulation
(B) application
(C) collection
(D) recommendation

13. We went for a _____ in her new car this morning.

(A) shuttle
(B) ride
(C) interaction
(D) match

14. I am hoping my professor will _____ and let me turn in my essay a day late.

(A) make an exception
(B) pertain to
(C) vice versa
(D) pay attention

15. Since she damaged her knee, she has been going to physical _____.

(A) conditions
(B) occasion
(C) counsel
(D) therapy

Instructions: Choose the word or phrase closest in meaning to the underlined word.

16. My first <u>impression</u> about him was that he would make a good friend.

(A) deception
(B) conflict
(C) thought
(D) influence

17. She is planning to take some political science courses next <u>term</u>.

(A) class
(B) semester
(C) admission
(D) deadline

18. He had the <u>opportunity</u> to go to a really good school.

(A) chance
(B) encouragement
(C) venue
(D) recommendation

19. He is going to <u>pull out</u> from the competition because it is causing a conflict in his schedule.

(A) withdraw
(B) apply
(C) enter
(D) fray

20. I always feel <u>pressured</u> when I know people are waiting for me to finish something.

(A) awareness
(B) uncomfortable
(C) distinct
(D) anxious

21. He omitted the fact that he was the last one to see the file.

(A) excluded
(B) disagreed
(C) connected
(D) divided

22. She provided her name and address to the delivery service.

(A) ran
(B) reduced
(C) gave
(D) scheduled

23. They did not realize how important it was that they attend the lecture.

(A) understand
(B) reveal
(C) accomplish
(D) ensure

24. Karen completed her assignment on time, but just barely.

(A) realized
(B) finished
(C) appealed
(D) related

25. Just because she has a lot of money does not entitle her to be rude.

(A) permit
(B) assign
(C) aware
(D) provide

26. There is a lot of activity downtown this weekend.

(A) trust
(B) design
(C) action
(D) contact

27. Mary developed a plan to encourage more people to attend sporting events.

(A) denied
(B) requested
(C) created
(D) adjusted

28. The buses run twenty four hours a day, except for Sunday.

(A) operate
(B) control
(C) shuttle
(D) ride

29. She prepped for the test by attending a study group.

(A) got ready
(B) figured out
(C) made an exception
(D) vice versa

30. The deadline for the contest is next Monday.

(A) time off
(B) closing date
(C) ending
(D) beginning

Instructions: Write the missing words. Use the words below to fill in the blanks.

overall	homework	instead	save
light	laptop	arrive	portable
expensive	opportunity		

There are many different kinds of **31.** _____ computers out on the market today. Some are small and **32.** _____, while others are heavier and larger. However, one thing all laptops have in common is that they are **33.** _____. That is what makes them so great for students; they give them the **34.** _____ to do their **35.** _____ almost anywhere **36.** _____ of being stuck at their desks. Students can **37.** _____ at their favorite locations with their laptops, and in a matter of minutes, they are ready to start working. However, if your laptop is not plugged into an electrical outlet, you should **38.** _____ your work often in case your battery runs out. **39.** _____, laptops are a good choice for students, although they can be **40.** _____.

Instructions: Choose the one word which does not belong.

41.	finished	done	progress	complete
42.	busy	active	hectic	crisis
43.	large	multiple	vast	enormous
44.	safe	secure	save	harmless
45.	ailment	illness	imbalance	sickness

Instructions: Match the words that are opposites.

46.	argument	(A)	complicated
47.	origin	(B)	remain
48.	simple	(C)	retain
49.	submit	(D)	agreement
50.	withdraw	(E)	ending

Part 3

Speaking Naturally

- Chapter 7 Pronunciation
- Chapter 8 Word and Sentence Stress
- Chapter 9 Pausing

The tips below can help you to improve both your fluency and clarity of speech:

During the speech:

- Open your mouth while speaking. Try not to mumble.
- Pay special attention to the pronunciation of content words and key terms.
- Stress each syllable correctly and accurately.
- Clearly pronounce both vowels and consonants.
- Smoothly link sounds between words within a phrase and in consonant clusters.
- Change pitch between stressed and unstressed syllables.
- Speak in sentences or phrases, not word by word.
- Speak with appropriate speed, not too quickly.

When practicing:

- Practice speaking by writing down every word you say and marking each place where you pause or vary intonation.
- Examine this transcript of your speech and look for possible mistakes. Practice these parts again, focusing on correcting the previous mistakes.
- Record and listen to your speech. Note any areas for improvement.

In order to speak coherently, a speaker must consider not only the content and organization of the speech but also its delivery. A speaker's speech has to be clear enough to convey all the necessary information to the listeners. Some English sounds are difficult to pronounce and mispronunciation of these sounds can result in a change in the meaning of the word.

Chapter 7 Pronunciation

Step 1 Final consonant sounds

In English, most words end in consonant sounds. In many other languages, however, words that end in vowel sounds are more common, leading many non-native speakers to mispronounce final consonant sounds. Mispronunciation of final consonant sounds can lead to confusion and misinterpretation on the part of the listener.

Read each of the following sentences out loud, accurately pronouncing the final consonants.

1. I was not sure what she meant.
2. The cat sat on his lap.
3. We will be there in an hour.
4. You should not be so upset.
5. She has not come yet.
6. Put the book in the stack.

Now, listen and repeat. Track 220

Step 2 Commonly mispronounced sounds: /th/, /d/, and /s/

Another common problem for non-native English speakers is the pronunciation of /th/, /d/, and /s/. The following pairs of words often cause difficulties for non-native speakers.

Listen to the audio recording, paying particular attention to the /th/, /d/, and /s/ sounds. Mark the first word spoken in each pair. Track 221

1. ☐ math ☐ mass	2. ☐ bread ☐ breath	3. ☐ sink ☐ thihk	4. ☐ thumb ☐ dumb
5. ☐ worth ☐ word	6. ☐ thick ☐ sick	7. ☐ dust ☐ thrust	8. ☐ path ☐ pass

Now, listen and repeat.

Step 3 Commonly mispronounced sounds: /l/ and /r/

Many non-native English speakers also have difficulty clearly pronouncing the /l/ and /r/ sounds. The following sentences give examples of blends that cause difficulty for many speakers.

Listen to the audio recording. Fill in the blanks with words from the box below. Track 222

fair fail | reading leading | crowd cloud | tile tire | light right

1. He might _____ the test tomorrow.
2. I do not know what she is _____.
3. There is a big _____ over there.
4. I need to replace that _____.
5. Make a turn at the _____.

Now, listen and repeat.

Step 4 Long and short vowel sounds

The following pairs of words have short and long vowel sounds that can seem quite similar to some non-native speakers of English.

Listen to the audio recording, paying particular attention to the vowel sounds. Mark the first word spoken in each pair. Track 223

1. ☐ green ☐ grin	2. ☐ mood ☐ mud	3. ☐ feel ☐ fill	4. ☐ luck ☐ look
5. ☐ leaving ☐ living	6. ☐ shoot ☐ shut	7. ☐ pill ☐ peel	8. ☐ buck ☐ book

Now, listen and repeat.

Word or sentence stress is also very important in English. The rhythm of spoken English alerts listeners to the message presented within the information. Words or phrases important to the content of the message tend to be stressed in English. Thus, native speakers of English rely on these stresses to understand a speaker's message.

Chapter 8 Word and Sentence Stress

Step 1 Stress related to parts of words

Stressing the correct syllables of words when speaking helps the listener to more clearly understand your message. In many cases, the stress of a word changes when the word form changes. Notice how word stress changes when the following suffixes are added: *-able, -age, -al, -ate, -ible, -ic, -ity, -ment, -ology, -ous,* and *-tion.*

Listen to the audio recording. Circle the part of each word that receives the primary stress. How does the placement of stress differ between the words in each pair? Track 224

1.	a. advertise	b. advertisement
2.	a. education	b. educational
3.	a. curious	b. curiosity
4.	a. knowledge	b. knowledgeable
5.	a. electric	b. electricity
6.	a. pronounce	b. pronunciation
7.	a. refrigerate	b. refrigeration
8.	a. marriage	b. marriageable
9.	a. technology	b. technological
10.	a. division	b. divisible

Now, listen and repeat.

Step 2 Stress related to content words

Placing the correct stress on parts of a sentence or phrase is equally important as placing the correct stress on parts of words. Certain words within a sentence are given importance because of the meaning they convey. These are known as content words.

Practice saying these phrases, stressing the content words marked in bold.

Phrases

1. on the **shores** of the **beach**
2. the **flowers** are **pretty colors**
3. **beginning** of the **end**
4. **nothing** is **wrong**
5. a **piece** of **cake**
6. on **top** of the **table**
7. both **chocolate** and **vanilla**
8. **easier** than **walking**
9. not only a **vacation** but an **adventure**
10. in the **warmth** of the **sun**

Now, listen and repeat. Track 225

Sentences

Look at the following sentences. Underline the words you think should be stressed in each sentence.

1. She likes to listen to stories.
2. I feel worse than before.
3. Carl is learning about how gravity works.
4. The teacher assigned us homework.
5. They walked across the bridge to the other side.
6. Exercise is important for good health.

Now, listen and repeat. Track 226

Having appropriate pauses is also an important part of spoken English. Pauses are given after each message unit in order to give listeners time to process the information. If a speaker speaks too rapidly or without thought to the grouping of the information presented, listeners may have difficulty distinguishing the important content of the message.

Chapter 9 Pausing

Pausing, like stress and pronunciation, greatly adds to the coherence of speech. It is important to be aware of pauses and breaks within sentences. Pause after each thought group such as a long subject, prepositional phrase, or that-clause. Furthermore, it is helpful to pause after a complicated idea so that the listener has time to understand it. Finally, there should also be a pause after transitional words.

Step 1

Look at the following sentences. Circle any "/" that indicates an appropriate pause.

1. By the time / the play was finished / it was too late to go / anywhere else.
2. Our plane left / two hours late / so we missed our / connecting flight in Paris.
3. The traffic / on the freeway was so bad / she thought / she would never get home.
4. When taking a test / it is important to make sure / you read the instructions / carefully.
5. The dog got / out of the yard / and he dug holes / in the neighbor's garden.
6. Do not forget / to thank Molly / she was a big help/ organizing the event.

Now listen and check your answers. Track 227

Step 2

Practice saying the following sentences and write a "/" where you think there should be a pause.

1. Personally I think that Hawaii would be a perfect place for a vacation.
2. Next year my family will be moving and I will have to attend a new school.
3. Because it was so noisy in the auditorium I could not hear what the speaker was saying.
4. If the books are shelved correctly they should all be in alphabetical order.
5. After the television program was over she was so tired that she went to bed.
6. It remains to be seen however if his plan for improving the city will actually work.
7. In order to stay healthy my doctor recommended that I start taking vitamins every day.
8. For your homework tonight please read the first chapter of your history textbook.

Now listen and check your answers. Track 228

Building Skills for the TOEFL® iBT

WRITING

WRITING

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The TOEFL® iBT Writing Section

The writing section of the test is designed to assess your ability to organize and support your ideas in essay format. You will have two writing tasks. One task is based both on a reading and on a lecture. You will be required to summarize the information you have heard and to relate the information heard in the lecture to the information in the passage. The second task requires you to generate an essay based on your own experience. In this second task, you will be given no material to work with; it will be based completely on your own ideas.

- **Question Types**
  Questions for the writing section of the TOEFL® will appear in the following order:

Question Type	Type	Suggested Time	Response Length	Description
1	Integrated: 250-300 word reading 250-300 word lecture	20 minutes	150-225 words	Contrast information presented in the reading passage with the information presented in the lecture
2	Independent	30 minutes	300+ words	Present a personal opinion or describe an experience, including details and examples

Study Tips

- **Integrated Writing**
  - ⇨ Look for magazine or newspaper articles that are about 300 words long. Time yourself as you read the articles. You should aim to read 300 words in less than three minutes. After reading, try to outline the article. Then, without looking back at the article, try to write a summary of the article from your outline.
  - ⇨ Practice listening to short reports given in English. There are many websites where such reports are available online. While you listen to a report, take notes. Try to summarize the report from your notes.
  - ⇨ Look for a variety of exercises in writing books you have studied that practice paraphrasing. Study the methods such books suggest for paraphrasing. Focus especially on exercises that practice the usage of synonyms and/or changing the grammar of given sentences in order to paraphrase them.
  - ⇨ Review useful phrases and expressions for citing sources. Pay attention to where these citation phrases can be placed in sentences and how the phrases should be punctuated.
  - ⇨ Practice your typing skills in English. You must type your essay for the TOEFL®.

- **Independent Writing**
  - ⇨ Practice writing TOEFL® essays. Get a list of sample topics at www.ets.org/Media/Tests/TOEFL/pdf/989563wt.pdf. Select a topic at random and write a 30-minute draft essay. Correct the essay, with the assistance of a teacher if possible, and rewrite it with the suggested corrections.
  - ⇨ When you are studying a group of writing topics, practice sorting the topics into "opinion" or "experience" topics. This will help you quickly determine the appropriate writing task you will have when you take the test.
  - ⇨ Practice outlining ideas before you write. You can do this by taking five or six topics for writing and making a short outline for each one. Don't write the essays, just write the outlines. You can also use different techniques for prewriting, such as making simple charts of information, drawing bubble diagrams, or creating lists of ideas.
  - ⇨ Look for a variety of exercises in writing books you have studied that practice writing introductions and conclusions. Study the methods that these books suggest for writing introductions and conclusions. Pay attention to tips for beginning and ending introductions and conclusions.
  - ⇨ Practice your typing skills in English. You must type your essay in the actual TOEFL®.

Test management

- In the integrated writing, you will read a passage and listen to a lecture afterwards. The reading passage disappears during the listening and reappears after the listening, so don't worry about taking notes about all of the key points in the reading. You will NOT be able to hear the listening again, so it is very important to take good notes while you listen.

- You have to type in your answers. You can use icon buttons at the top of the screen for editing. The editing tools include cut, paste, undo, and redo.

- Keep the style of essay writing in English in mind. First select a main idea, explain it clearly, then support and develop it using details and/or examples. Be sure your essay has a logical flow. There should be a reason for every sentence in your essay. Such reasons include introducing a new example or detail to support the main idea, or explaining or supporting an example or detail mentioned previously. Do not write any sentences that are unrelated to your main idea or that do not fit into the organizational structure of your essay just to increase your word count.

- Make every effort to use effective language and appropriate sentence structure and vocabulary. Try NOT to use vocabulary or constructions that you are not confident with, as these will increase your chances of making errors.

- Use a variety of language. English has a large number of synonyms and analogous constructions, so using the same construction repeatedly is considered poor style.

- Keep the 50-minute time limit for the entire writing section in mind. Remember that graders are expecting to read draft essays, not finely polished final products. If you find yourself stuck in a particular part of your essay, it is best to move on and complete the essay, then go back and fix the difficult area.

- Try to leave at least five minutes for revision. When revising, be sure to look for spelling or grammatical errors (remember, there is no spell checker on the test!) as well as ways to improve the structure and flow of your essay.

How Writing Will Be Scored

ETS graders will score test takers' essays for **integrated** writing tasks according to the following scale:

Score	General Description	Key Points
5	The essay includes important information from both the reading and the lecture and appropriately explains the information with regard to the prompt.	The essay is well organized; it may include minor errors in grammar or word choice, but the errors do not make sentences difficult to understand.
4	The essay includes most of the key points from the reading and the lecture as they relate to the prompt. Some points may not be fully explained or the explanation may be vague.	There are several minor errors with language; some ideas may not seem connected, but there are no real problems with clarity.
3	The essay has one or more of the following problems: does not include a key point from the lecture or reading, shows only a limited understanding of the information, incorrectly explains a key point, has problems with grammar or word choice that make some sentences unclear.	Errors in sentence structure and word choice may make the meaning of some sentences unclear; transitions or connections between ideas are not always easy to follow; overall, the important ideas in the essay can be understood.
2	The essay has one or more of the following problems: does not include sufficient information from the reading, lecture, or both, contains many problems with grammar or word choice so the reader cannot follow connections between ideas.	Errors in sentence structure and word choice make ideas in the essay difficult to understand in key points; readers unfamiliar with the reading and lecture may not be able to follow the essay.
1	The essay includes few or none of the key points from the reading, lecture, or both. The essay is poorly written and difficult to understand.	Frequent and serious errors in grammar and word choice make some sentences in the essay impossible to understand.
0	The essay only copies words from the prompt or is not related to the topic at all.	There is not enough of the student's writing available to score.

How Writing Will Be Scored

ETS graders will score test takers' essays for **independent** writing tasks according to the following scale:

Score	General Description	Key Points
5	The response answers the question or prompt well. The essay is easy to understand and well organized.	There is good use of language, including correct choice of words and idioms to express ideas. Minor errors in grammar and word choice are acceptable.
4	The response answers the question or prompt, but not all of the ideas are fully developed. The essay can be understood, but there are some clearly noticeable mistakes in the writing.	There is good use of language, including a variety of sentence structures and appropriate range of vocabulary. There are some minor errors in sentence structure, word form, or the use of idioms, but these errors do not make comprehension difficult.
3	The essay gives a basic answer to the question or prompt, but not many examples or details are provided. Most sentences can be understood, but errors in grammar or word choice could make the meaning of some sentences unclear.	Little use of connectors to link ideas or show progression of thought. Sentence constructions are very simple, or there are frequent errors in more complex sentence structures. Word choice and poor grammar may make some sentences vague or difficult to comprehend.
2	The essay is very short and not well organized. The ideas are not connected and examples are not explained.	Errors in grammar or word choice appear in almost every sentence. Overall, ideas are difficult to follow.
1	The essay is short and confusing. Little or no detail is given to support ideas, and irrelevant information is included. Some sentences cannot be understood by the reader.	There are serious errors in grammar and word choice.
0	The essay only copies words from the prompt or is not related to the topic at all.	Not enough of the student's writing is available to score.

Preview Integrated Writing Task Preview

The following is a sample Integrated Writing task similar to the one that you will see when you take the test. First, read the passage. On the real test, the reading passage will remain on your screen throughout the task.

One of the biggest trends in fighting crime is surveillance cameras. Cities around the world are using them, and many people feel safer knowing the cameras are present. Public surveillance cameras prevent crimes from happening and help send police to an area where a crime is occurring.

First, surveillance cameras stop people from committing crimes because there is a good chance they will be caught on video. Not very many people are willing to risk doing something illegal when they know that the police will have a video of them. The video can be used as evidence in a criminal trial. In some cities, surveillance cameras have helped reduce the crime rate up to fifty percent.

Next, public surveillance cameras allow the police to know exactly where a crime is being committed. This allows officers to respond immediately. They do not have to wait for someone to report a crime that is happening or patrol until they happen upon a crime in progress. Some cameras also have audio technology that alerts police as soon as gunshots are fired so they can respond right away. Many police officers support the use of cameras because it helps them keep people safe.

Now read the professor's lecture below. On the real test, you will listen to this lecture in your headphones. The lecture will NOT appear on your screen.

OK, today we're going to talk about crime surveillance cameras. Cities have been spending a lot of money on these cameras because they make people feel safer and they reduce crime. In truth, the cameras have very little impact on crime.

First of all, there are claims that the use of surveillance cameras has lowered the crime rate by fifty percent in some areas. But they leave out some important information. What they don't say is that the crimes they are referring to are known as "quality-of-life" crimes. These are crimes like graffiti, not crossing the street at the right place, and vandalism. You might notice that these are all crimes that don't hurt other people. On the other hand, surveillance cameras have been shown to have little effect preventing violent crimes in which people are hurt.

Another issue is that there have been many instances where a surveillance camera has recorded a crime in progress, but it went unnoticed by the police officer monitoring the cameras. It is impossible for one police officer to observe dozens of videos all at once. For example, in London there is approximately one camera for every fourteen people. That's about four million cameras throughout the city. So, even if there were teams of police officers assigned to monitor these surveillance videos, they still wouldn't be able to keep track of everything that is going on.

As you can see, surveillance cameras don't really stop crime. While these cameras may make people feel safer, it is actually a false sense of security.

When the lecture concludes, you will be given a prompt that will ask you to give your response for this task. A prompt for this task might be as follows:

Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

The reading passage will appear once again on your screen. You will have 20 minutes to plan and write your response for this task. A sample outline of a response and a sample response can be found below.

Sample Outline

Introduction:

Topic
Main idea of the reading passage
Main idea of the lecture

Body:

Key point 1
  Supporting information from the reading passage
  Supporting information from the lecture
Key point 2
  Supporting information from the reading passage
  Supporting information from the lecture
Key point 3 (optional)
  Supporting information from the reading passage
  Supporting information from the lecture

Conclusion:

Summary of the main ideas from the reading passage and the lecture

Sample Essay

Topic

Both the reading and lecture discuss crime surveillance cameras. The reading says that surveillance cameras reduce crime and allow police to respond to crimes faster. The lecture disagrees and says that surveillance cameras are not effective.

Main Idea of Reading

Main Idea of Lecture

Key Point 1

Supporting Info from Reading

The reading and lecture first discuss whether surveillance cameras reduce crime. The reading says the cameras deter criminals because they do not want to risk being caught doing something illegal on video. However, the lecture states that the cameras only reduce the amount of nonviolent crimes and that they are not effective in preventing crimes where people get hurt.

Key Point 2

Supporting Info from Lecture

Supporting Info from Reading

Next, the reading and lecture discuss how surveillance cameras are used by the police. The reading says the cameras allow police to respond quickly to crimes being committed. The lecture argues that crimes can go unobserved by the police officers monitoring the cameras because it is impossible for them to pay attention to so many videos at once.

Supporting Info from Lecture

Summary of Reading and Lecture Key Points

In conclusion, the lecturer says that surveillance cameras are not effective to deter crime, nor do they really help the police. The lecturer states that cameras may make people feel safer, but it is a false sense of security.

Independent Writing Task Preview

The following is a sample Independent Writing task similar to the one that you will see when you take the test.

You will first see a prompt on your screen describing the task. Below is a sample prompt similar to what you will see on the real test.

Some people choose to live in one place their entire lives, while others like to move around. Which do you think is better? Give reasons and examples to support your answer.

You will then have 30 minutes to plan and write your response for this task. A sample outline of a response and a sample response can be found below.

Sample Outline

Introduction:

- Topic
- Thesis statement

Body:

- Key point 1
  - Topic sentence
  - Reasons, examples, and details
- Key point 2
  - Topic sentence
  - Reasons, examples, and details
- Key point 3 (optional)
  - Topic sentence
  - Reasons, examples, and details

Conclusion:

- Restatement of thesis and concluding sentence

Sample Essay

Topic

Many people are content to live in one location for their entire lives. However, I do not think I would be happy doing that. I think it is better to move to new places than to stay in the same place. There are a couple of reasons why I feel this way.

Thesis Statement

Topic Sentence

First of all, if people live in the same location their whole lives, they will never get to experience new places. For example, when I was younger, we moved from New Mexico to Alaska. I loved living in Alaska. If my family had not moved, I would never have known how beautiful it is there. Now I know I would like to live in Alaska again when I am older.

Reasons, Examples, and Details

Topic Sentence

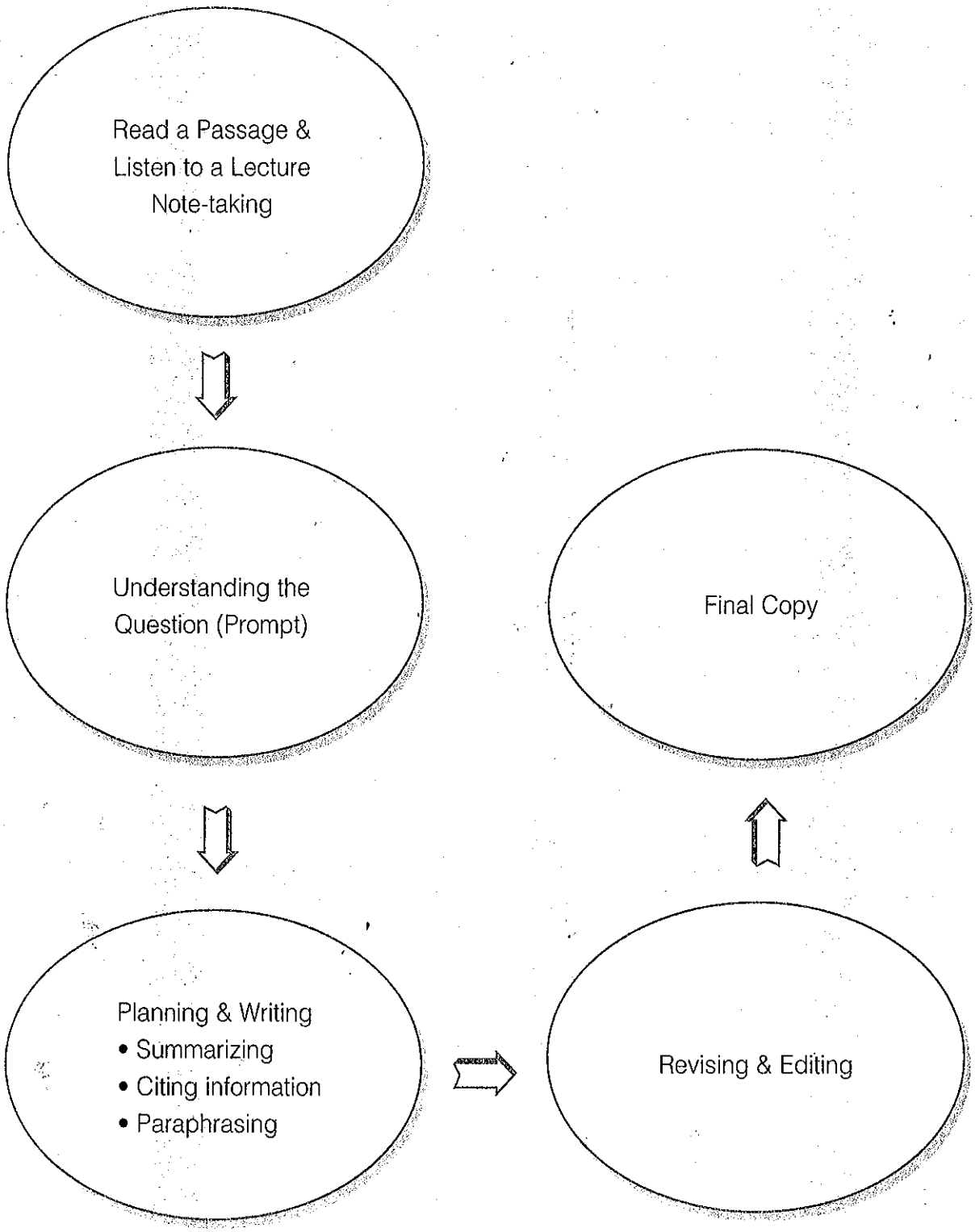
Second, people should not live in one place their entire lives since they could miss out on good opportunities. For instance, they could be passing up the chance to attend a better university or have a better job. Later on, they might regret not taking the opportunity to live somewhere else. I think people are limiting themselves when they choose not to go somewhere new.

Reasons, Examples, and Details

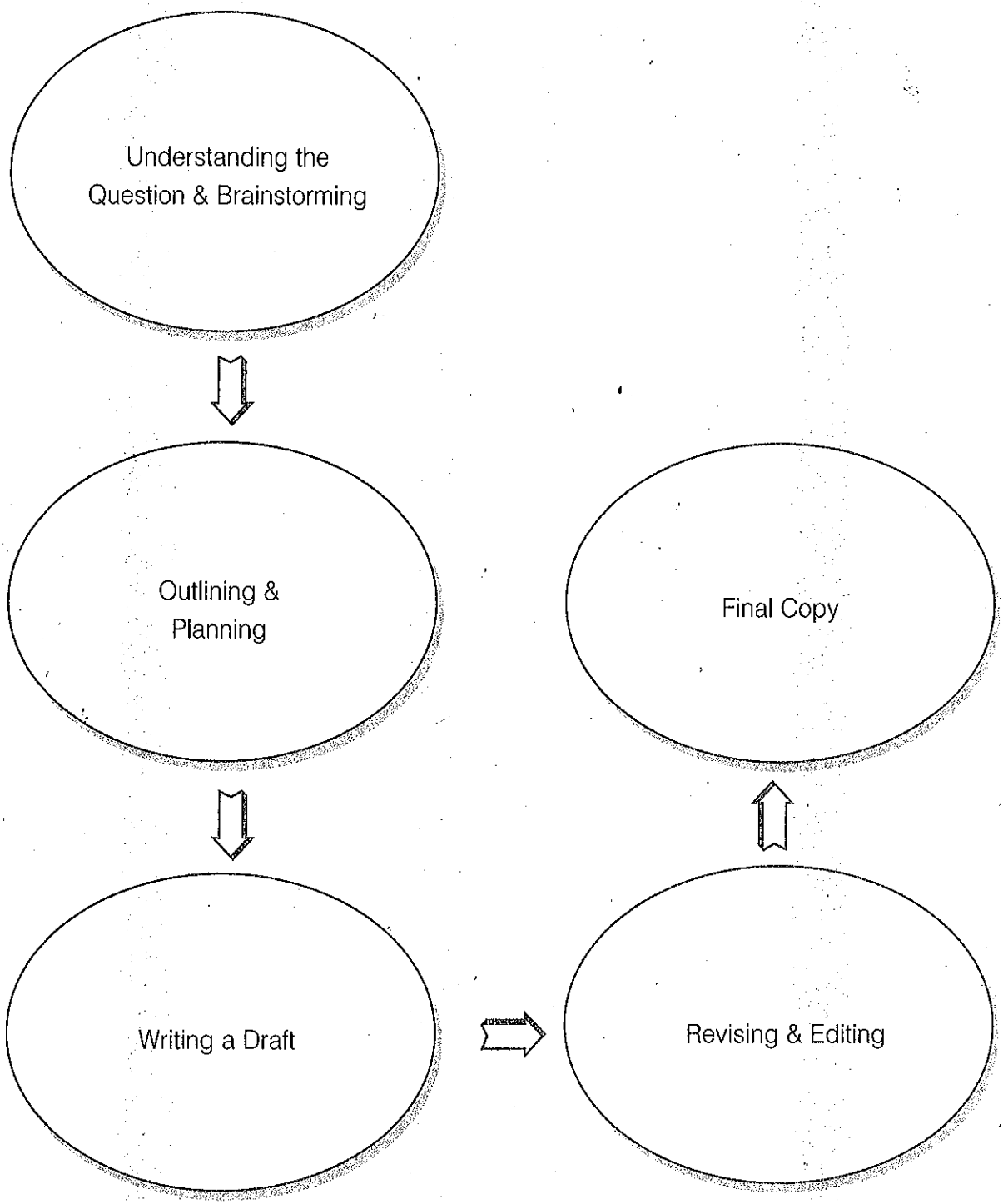
Restatement of Thesis

Therefore, I think it is better for people to move to new places instead of living in the same place their entire lives. That way, they can experience new places and seek out new opportunities.

Integrated Writing Process



Independent Writing Process



1. Read the question carefully and understand the task.
2. Make a mind map or a traditional outline.
3. Study your mind map or outline, and decide on a thesis statement.
4. Make sure that the topic sentences support the thesis statement.
5. Make sure that all supporting ideas relate to the topic.
6. Add more details if necessary.

Part 1

Integrated Writing

- Chapter 1 Organizing Information
- Chapter 2 Paraphrasing
- Chapter 3 Making Connections
- Vocabulary Review 1
- Vocabulary Review 2

Chapter 1 Organizing Information

Necessary Skills

- Understanding information from both reading and listening passages
- Taking notes on the reading and listening passages
- Using information from your notes in your writing
- Synthesizing the information taken from both the reading and listening passages

Strategies

- Though preparation time is limited in the writing portion of the test, it is nevertheless important to use this time to plan the organization of your response. This way, your response will be more relevant and coherent. An organizational process for preparing your response is detailed below. In each step, there are certain things to keep in mind.

Process	Strategy
Read, listen, and take notes	You will not see the prompt until after you finish reading and listening, so taking notes is essential. Take notes on major points from both reading and listening.
Read the question and understand the task	Identify what kind of relationship between the reading and the listening the question asks you to discuss.
Select ideas from your notes	Choose the points that you need to discuss. Think about how the points in the lecture relate to the points in the reading. The listening passage will present details that will either challenge the information presented in the reading, present a counter example, or describe the consequences of an attempt to solve a problem presented in the reading.
Organize the ideas	Include information from both the reading and listening passages. Clearly show the relationship between the information presented in the listening and that presented in the reading passage. Limit the time for organizing to less than two minutes in order to give yourself more time for writing and editing.

Chapter 1

01 Biology

Practice 1

Step 1

Read the following passage. Then look at the note diagram, and fill in the missing information.

The appendix is a tiny organ located on the right side of the abdomen. It is unique because it doesn't serve any function in modern humans. However, that doesn't mean it never had any purpose. Scientists think that in the past, the appendix aided humans with digestion.

Long ago, the human diet was very different. It consisted of a lot of leaves, which are hard for humans to digest. Scientists believe that in the past, the chemicals in the appendix helped break down the leaves for digestion. But as humans evolved, they stopped eating so much foliage. Humans began to eat more meat and vegetables. Eventually, the body no longer had a use for the appendix, so it began to shrink.

Biologists know that the function of the appendix is to help with digestion of leaves because they have observed other animals that still have large appendixes. The koala, for example, has an appendix that is much larger than the human appendix. Scientists have concluded that the reason the appendix is so large in koalas is because their diet is made up entirely of leaves.

abdomen: front part of the body below the waist

unique: not the same as anything else

digestion: process of changing food into substances the body needs

consist of: to be made of to changes

evolve: to changes over a long period of time

foliage: the leaves of a plant or a tree

shrink: to become smaller in size

Main Idea: function of _____ in humans is to aid with digestion

Key Point 1: human diet was _____ in past
- appendix helped humans break down _____ for digestion
- once diet changed due to _____, appendix began to shrink

Key Point 2: other animals have much _____ appendixes than humans
- koalas only eat _____
- koalas have much larger _____ than humans

Step 2

Now listen to a lecture related to the topic in Step 1. Fill in the blanks of the note diagram below with the keywords or key phrases shown. Not all of the words or phrases will be used. Track 229

Main Idea: appendix _____ good bacteria in human body

Key Point 1: _____ of appendix is key to its function
- when bad bacteria enters body, good bacteria _____ in appendix
- safe place for good bacteria until _____ is flushed from body

Key Point 2: coincidence that _____ have big appendixes
- panda bears eat a lot of leaves but do not have _____
- do not need appendix to _____ leaves

patient: someone who is receiving medical treatment
bacteria: single-celled living things that cause illness
intestine: a tube in the body that processes food and carries out waste
refuge: a place that offers protection
flush: to force someone or something out from a hiding place
coincidence: a situation in which separate things happen by chance
organism: a living thing such as a person, animal, or plant

Keywords/ Key Phrases	location	digest	hides	maintains	bad bacteria
	function	koalas	foliage	evolve	appendixes

Step 3

Review your notes from both the reading and the lecture. Pay attention to the main ideas and supporting details. Rewrite the ideas as complete sentences.

Reading:

Main Idea: _____

Key Point 1: _____

Key Point 2: _____

Lecture:

Main Idea: _____

Key Point 1: _____

Key Point 2: _____

▶ Step 4

Use the main ideas and details from Steps 1, 2, and 3 to complete the passage. Include information from both the reading and the lecture.

Both the lecture and the passage talk about the function of the _____ in humans. The passage says that the appendix was used to help humans with _____ in the past. However, the lecture states that the real purpose of the appendix is to _____ good bacteria in the body.

The passage claims that the appendix was once used by humans to aid in the digestion of _____. When the human _____ stopped including so much foliage, the appendix began to shrink. The lecture refutes this claim by stating that the appendix actually provides protection for _____ until _____ in the body is flushed out. It explains that despite the small size of the human appendix, it is still able to protect good bacteria in the body.

The passage then says that scientists know that the function of the appendix is for digestion because other animals whose diets are made up mostly of leaves, such as _____, still have large appendixes. Again, the lecturer disagrees. He says that although koalas have large appendixes, other animals that eat a lot of leaves, such as _____, do not have _____ at all.

02 Social Science

Practice 2

Step 1

Read the following passage. Then look at the note diagram, and fill in the missing information.

Eyewitness testimony is when somebody who has seen a crime speaks in court about what he or she saw. When a crime occurs, investigators usually seek out witnesses first to hear their accounts of what happened. Eyewitness testimony is one of the most effective ways of solving a crime and bringing justice against the guilty.

For most people, seeing is believing. That means that they are convinced by the events that they have witnessed. An eyewitness can give details about where and when a crime occurred. More importantly, the witness can tell who he or she saw commit the crime. These details provide a solid argument against an accused criminal. Since the witness was present during the crime, his or her testimony is hard to refute.

Another strength of eyewitness testimony is that it is regulated by laws, so jurors can be sure that eyewitness accounts given in court are true. A person cannot testify in a courtroom unless he or she is thought to be believable and honest. Before telling a jury what he or she saw, the witness is asked to swear before the court of law that the truth will be told. If the witness does not, then he or she can be punished by the law.

testimony:
a statement about what someone saw, usually given in a court of law
account:
a written or spoken report
effective:
when something works well
convince:
to make someone believe something is true
accuse:
to say someone has done something wrong
refute:
to say a statement is not true without giving proof
regulate:
to control an activity, process, or industry by using rules

Main Idea: _____ testimony _____ for catching criminals

Key Point 1: people who _____ crimes reliable sources of information

- give details about _____ and _____ crime occurred
- can identify _____ committed the crime

Key Point 2: eyewitness _____ regulated by law

- ensures testimony is _____
- if eyewitness not truthful, can be _____ by law

Step 2

Now listen to a lecture related to the topic in Step 1. Fill in the blanks of the note diagram below with the keywords or key phrases shown. Not all of the words or phrases will be used. Track 230

Main Idea: eyewitness testimony not always _____

Key Point 1: eyewitnesses can make mistakes _____ what they saw

- human memory is not _____
- study showed after _____, people start to forget an event

Key Point 2: _____ to guarantee testimony is true

- witness could be influenced by _____
- _____ show people mistakenly identified by witnesses

irrefutable: impossible to prove wrong

guarantee: to make certain something will happen or exist

statistics: a group of numbers that represent facts or describe a situation

consider: to think about something carefully before making a decision

obtain: to get something wanted or needed by going through a process

reliable: meaning something can be trusted to be correct

Keywords/ Key Phrases					
	police	statistics	remembering	consider	effective
	20 minutes	perfect	no way	reliable	obtain

Step 3

Review your notes from both the reading and the lecture. Pay attention to the main ideas and supporting details. Rewrite the ideas as complete sentences.

Reading:

Main Idea: _____

Key Point 1: _____

Key Point 2: _____

Lecture:

Main Idea: _____

Key Point 1: _____

Key Point 2: _____

Step 4

Use the main ideas and details from Steps 1, 2, and 3 to complete the passage. Include information from both the reading and the lecture.

The lecture and the passage talk about the value of eyewitness testimony in criminal trials. The passage says that eyewitness _____ is a good tool for lawyers trying to prove their client's innocence. The lecture, however, gives examples of how _____ testimonies are flawed.

The passage says that the strength of eyewitness testimony is that it is hard to argue against something that has been _____. The lecturer challenges this claim by saying that eyewitness testimony is based on _____, and there are many problems with the _____ memory. He supports this by talking about a study that found that people usually start _____ an event 20 minutes after it happened.

Next, the passage states that eyewitness testimony is sure to be _____ because it is regulated by _____. Again, the lecture says this is wrong. The lecturer says there is no way to _____ that a testimony is _____. He supports this by saying that over 200 people have been released from prison because eyewitnesses did not tell the truth about what they saw.

03 Biology

Practice 3

Step 1

Read the following passage. Then look at the note diagram, and fill in the missing information.

Dairy products are an important source of vitamins for humans. However, many people are unable to eat dairy foods without becoming ill. A person is lactose intolerant if they cannot digest dairy products such as milk, cheese, or ice cream. People who are lactose intolerant lack specific enzymes that help their bodies break down the dairy products. Scientists believe that when dairy is not a large part of one's regular diet, the body stops making the enzyme. That is why lactose intolerance develops.

Biologists have found that the condition occurs most often in cultures which do not eat a lot of dairy foods. For example, ancient books prove that the Chinese never drank milk in the past. After milk was introduced to Chinese culture, most of the population had a hard time consuming it. In fact, it is estimated that about 90 percent of the Chinese population is lactose intolerant.

Lactose intolerance is also found in people who do not regularly consume some amount of dairy products over a long period of time. For instance, in Japan most people do not eat dairy at all after infancy. After this stage in life, the Japanese lose about 80 percent of their ability to digest dairy products.

vitamin: a natural substance found in food that helps keep the body healthy

intolerant: unable to eat a type of food because it makes one sick

specific: relating to one particular thing

enzyme: a natural chemical that causes reactions and other processes to start

consume: to eat or drink something

estimate: to calculate or guess an amount of something

infancy: the time when a person is a baby or very young child

Main Idea: lactose _____ results from people not _____ dairy foods

Key Point 1: lactose intolerance in _____ that do not consume dairy
- _____ never drank _____ in the past
- when milk was introduced, Chinese had hard time _____ it

Key Point 2: occurs in _____ who do not _____ consume dairy products
- after _____, Japanese do not eat _____ at all
- lose about _____ of ability to _____ dairy products

Step 2

Now listen to a lecture related to the topic in Step 1. Fill in the blanks of the note diagram below with the keywords or key phrases shown. Not all of the words or phrases will be used. Track 231

Main Idea: lactose intolerance _____ from _____ genetically

Key Point 1: lactose intolerance _____ in cultures that eat a lot of dairy
- about half of the _____ in India lactose intolerant
- Indian population drinks a lot of _____

Key Point 2: condition can develop as people get _____
- happens in many _____, not just those that do not _____ dairy products
- _____ population loses ability to digest dairy products as they age

condition: an illness or health problem that lasts a long time
inherit: to be born with a gene that increases your risk of having a medical condition
address: to try and deal with a problem by thinking carefully about it
traditional: typical of the things people have usually done
genetic: relating to genes and the study of them
influence: to affect the way something happens

Keywords/ Key Phrases						
	inherited	Mexican	diet	population	milk	consume
	traditional	older	parents	develops	cultures	influences

Step 3

Review your notes from both the reading and the lecture. Pay attention to the main ideas and supporting details. Rewrite the ideas as complete sentences.

Reading:

Main Idea: _____

Key Point 1: _____

Key Point 2: _____

Lecture:

Main Idea: _____

Key Point 1: _____

Key Point 2: _____

▷ Step 4

Use the main ideas and details from Steps 1, 2, and 3 to complete the passage. Include information from both the reading and the lecture.

Both the _____ and the passage talk about the development of _____ _____. The passage says that lactose intolerance occurs when dairy is not a regular part of one's diet. However, the lecture argues that lactose intolerance is a _____ condition passed down by one's parents since it occurs in populations that consume dairy products regularly.

The passage says that lactose intolerance occurs the most in _____ where dairy is not consumed that much. It says that the _____ population is about 90 percent lactose intolerant because they did not drink _____ in the past. The lecture refutes this by saying that lactose intolerance often occurs in cultures that consume a lot of dairy, like _____.

The passage also claims that lactose intolerance develops in people that don't eat dairy products regularly. It talks about how Japanese people lose about 80 percent of their ability to _____ dairy products after _____. The lecturer points out that people of other cultures also lose their ability to digest dairy as they get _____, regardless of diet. She gives the example of Mexicans, who lose their _____ to digest milk as they age.

04 Music

Practice 4

Step 1

Read the following passage. Then look at the note diagram, and fill in the missing information.

For many years, scientists have known that music can help soothe babies. Then they discovered that listening to music, Mozart in particular, can help babies in ways they hadn't imagined before. The phenomenon, called the Mozart Effect, was found to have positive benefits on intelligence and creativity.

In one study, psychologists gave study participants three tests. During each of the tests, the participants of the study listened to either Mozart, relaxation music, or nothing at all. The results of the study showed that all of the participants scored better on the tests after listening to Mozart. On average, the participants added about nine points to their IQ after listening to Mozart.

The Mozart Effect also affects the creativity of babies. In his book, American author Don Campbell described how playing Mozart for babies before they are born can help them become more creative as adults. According to Campbell, the music helped stimulate their mental development. By the time the babies were born, they were already more creative than babies who did not listen to Mozart. His argument was so strong that some hospitals decided to give all new mothers CDs of Mozart's music.

soothe: to make someone calm when they are upset

in particular: especially

phenomenon: something impressive or surprising

psychologist: someone who studies how people's minds work and how they affect their behavior

participant: someone who takes part in something

IQ: abbreviation for intelligence quotient, which is a number representing a person's intelligence based on a test

stimulate: to encourage something to happen

Main Idea: music by _____ has _____ effects on babies

Key Point 1: Mozart improves _____

- participants in study that _____ to Mozart did better on _____
- Mozart group's _____ went up by 9 _____

Key Point 2: Mozart promotes _____

- playing Mozart before _____ are born makes them more _____ as adults
- babies who listened to Mozart before born are _____ creative than other babies

Step 2

Now listen to a lecture related to the topic in Step 1. Fill in the blanks of the note diagram below with the keywords or key phrases shown. Not all of the words or phrases will be used. Track 232

Main Idea: _____ Effect has been _____

Key Point 1: _____ proving Mozart increases
_____ not accurate
- _____ were college students, not babies
- _____ on intelligence did not last

Key Point 2: no _____ proof that Mozart makes babies more _____
- claims made so expectant parents will _____ CDs
- since there is no proof, most likely it is a _____ tool

refer to: to mention something or someone when speaking or writing

disprove: to establish that something is not correct or true

overlook: to choose to ignore a mistake or fault

creative: used to describe someone or something that uses imagination and new ideas

expectant: used to describe a person who will soon be a parent of a new baby

marketing: the ways in which a company gets people to buy its products

imaginative: involving the use of clever and original ideas

Keywords/ Key Phrases						
	intelligence	creative	marketing	benefits	purchase	study
	scientific	participants	disproved	Mozart	overlook	effects

Step 3

Review your notes from both the reading and the lecture. Pay attention to the main ideas and supporting details. Rewrite the ideas as complete sentences.

Reading:

Main Idea: _____

Key Point 1: _____

Key Point 2: _____

Lecture:

Main Idea: _____

Key Point 1: _____

Key Point 2: _____

Step 4

Use the main ideas and details from Steps 1, 2, and 3 to complete the passage. Include information from both the reading and the lecture.

The lecture and the passage both discuss a phenomenon called the Mozart Effect. According to the passage, the _____ is the positive impact that _____ to Mozart's music has on babies. However, the lecture suggests that the Mozart Effect does not _____.

The passage first talks about a _____ in which participants were asked to complete three different tests. Afterwards, the participants were found to have an additional nine points added to their _____after listening to Mozart. Yet, according to the _____, the study did not test _____, but college students. The lecture also said that the increased IQ of those who had listened to Mozart only lasted for 15 minutes.

Next, the passage says that playing Mozart for babies before they are _____ makes them more creative and imaginative than those who didn't listen to Mozart. The lecture also refutes this by pointing out there is no _____ proof that listening to Mozart makes children more creative. Furthermore, the lecture suggests that such claims are used to help sell products to _____ parents.

Chapter 2 Paraphrasing

Necessary Skills

- Understanding the original text accurately
- Using your own words to convey essential information and ideas from the reading and listening
- Being able to express the same information using different vocabulary and sentence structure

The Process of Paraphrasing

- Understand the full meaning of the original text.
- Take notes on the passage. Write down key information including a few phrases, major points, and important details.
- WITHOUT looking at the original passage, paraphrase the information in your own words, just by looking at your notes.
- Check the original passage for any missed key information.

Strategy

- Use related words and phrases, including synonyms and antonyms of words and concepts in the original passage.
  Example: The average daytime temperature in the Gobi desert does not often go below 38°C. → The average daytime temperature in the Gobi desert is usually at or above 38°C.
- Change word forms, and rephrase to make things simpler.
  Example: for organization → in order to organize
  people at the age of thirty → thirty-year-old people
- Use different sentence structure.
  Example: Many Asian countries export rice to North America. → Rice is exported to North America by many Asian countries.
- Change the order of presentation of the information.
- Cite information from the original source by using signal words.
  Example: According to the professor/passage . . .
  The professor says/mentions/states/argues/believes/found that . . .

Chapter 2

01 Biology

Practice 1

Step 1

Read the following passage. Underline the main idea. Predict how the listening passage may contrast with the reading.

Muscles are a type of human tissue with many different functions. They assist people with standing up straight and movement. Unfortunately, while doing these things, muscles can become injured. When forced to perform beyond their means, they can become sore, pulled, or torn. An injured muscle requires special care to make sure it heals properly. Over time, doctors have found that the best treatment for an injured muscle is to apply heat to it.

The effectiveness of heat has been proven time and time again. When a muscle is injured, placing a heating pad on it visibly reduces the swelling of the muscle. The reason this works is because heat helps draw blood into the sore tissues. The improved circulation brings in additional nutrients and oxygen, which helps the muscle heal faster.

Another advantage of using heat on an injured muscle is that it helps relax and soothe the muscle. An untreated injured muscle is likely to contract more often than usual. Heat can help reduce the contractions of the muscle. Once the muscle tissue is relaxed, it makes it easier for a person to move the injured muscle without causing further damage.

function: something that a part of the body does

treatment: the process of providing medical care

effectiveness: capability of producing a desired effect

visibly: in a way easy to see or notice

reduce: to make something smaller in size or amount

circulation: the movement of blood around the body

contract: the tightening of a muscle

Step 2

Below is important information from the reading above. After each sentence are two possible paraphrases of it. Choose the best paraphrase for each sentence.

A. The reason heat works is because it helps draw blood into the sore tissues.

1. Heat is effective since it assists in getting blood to the damaged muscle.
2. The muscle has to work to pull blood into it and heat helps accomplish this.

B. Heat can help reduce the contractions of the muscle.

1. Heat helps the muscles by causing small contractions.
2. Heat eases the tightening of the muscle.

C. In the space below, write a paraphrase of the main idea that you underlined.

_____

_____

Step 3

Now listen to a lecture related to the topic in Step 1. Fill in the blanks of the note diagram below with the key words or key phrases shown. Not all of the words or phrases will be used. Track 233

Main Idea: putting _____ on injured muscles is _____

Key Point 1: should not put heat on _____ right away
- will _____ the swelling
- should use _____ first, then heat

Key Point 2: heat can _____ the muscle too much
- may _____ how badly muscle is injured
- if muscle is moved too much, can _____ it more

proper: appropriate for the purpose or situation
encourage: to suggest someone does something with the belief it will be good for them
negative: harmful or bad
immediately: very quickly and without delay
distinction: a difference between two things
swell: to become larger than normal
underestimate: to think or guess something is less than it really is

Keywords/ Key Phrases						
	underestimate	applied	muscles	relax	encourage	heat
	increase	damage	ice pack	bad	injury	important

Step 4

Look at the phrases and sentences from the lecture notes. Try to think of synonyms for the words listed. Write correct sentences to paraphrase these notes using the synonyms that you thought of.

A. should use ice pack first, then heat

synonyms: ice pack - _____
first - _____

paraphrase: _____

B. heat should not be applied to muscles right after an injury

synonyms: applied - _____
after - _____

paraphrase: _____

Step 5

A. *Changing Keywords*

Below are two incomplete paraphrases of key information from the lecture. Fill in the missing parts with words or phrases from the box. These words and phrases are synonyms or are similar in meaning to the actual words used in the lecture.

1. throbbing / aching / agonizing	4. rest / lighten up / loosen up
2. puff up / broaden / increase	5. hurt /broken / wrecked
3. compact / reduce / condense	6. wound / impairment / damage

1. Applying heat to a(n) (1) _____ muscle can make it (2) _____ even more, so you should use an ice pack to (3) _____ the swelling first.

2. Heat can (4) _____ the muscle enough that you can move it even though it is (5) _____, but it can also lead to underestimating how bad the (6) _____ is.

B. *Changing Sentence Structure*

Try to complete the following paraphrase of the sentences from Part A above.

1. In order to prevent an injured muscle from swelling even more, _____
_____

2. Although heat will allow you to move an injured muscle, _____
_____

Step 6

Read the following sentences taken from the reading and the lecture. Create new sentences by combining the ideas in each pair of sentences.

(A) An injured muscle requires special care to make sure it heals properly.
(B) It is always important to take into account how bad the injury is and follow the doctor's orders.

1. _____
_____
_____

(A) Another advantage of using heat on an injured muscle is it helps relax and soothe the muscle.
(B) The problem here is that the heat can relax the muscle so much that you underestimate just how bad the injury is.

2. _____
_____
_____

02 Chemistry

Practice 2

Step 1

Read the following passage. Underline the main idea. Predict how the listening passage may contrast with the reading.

Every meal that a person eats is the result of a number of chemical processes. Knowing about the chemistry of the food can help people make decisions about how to prepare their food or, in some cases, not prepare it all. That is because, according to some research, foods such as vegetables are healthier if they are not cooked.

One study found that vegetables that haven't been cooked contain more vitamins. That is because when vegetables are cooked, the heat breaks down the vitamin compounds in the food. When vegetables are boiled, the water draws out the vitamins from the food. Once the water is disposed of, so are the vitamins. The vegetables that end up on the dinner plate, meanwhile, are left with very few nutrients.

Raw vegetables have also been found to be easier to digest than cooked vegetables. Scientists think that this is because all vegetables naturally contain enzymes that help the human body break them down after they have been eaten. But if the vegetables are cooked, the enzymes are destroyed by the heat, making it harder for the body to digest the cooked vegetables.

chemical: involving chemistry or a method used in chemistry
decision: a choice that is made after thinking carefully
prepare: to make food ready to be cooked or eaten
compound: a chemical substance made of two or more elements
dispose: to get rid of something
nutrient: a substance in food that is needed to live and grow
raw: not cooked

Step 2

Below is important information from the reading above. After each sentence are two possible paraphrases of it. Choose the best paraphrase for each sentence.

A. One study found that vegetables that haven't been cooked contain more vitamins.

1. Research has discovered that raw vegetables are healthier for people.
2. Studies show uncooked vegetables are preferred by people because they are healthier.

B. When the water is disposed of, so are the vitamins.

1. The water and the vitamins are no longer at a person's disposal.
2. The vitamins are thrown out along with the water.

C. In the space below, write a paraphrase of the main idea that you underlined.

_____

_____

Step 3

Now listen to a lecture related to the topic in Step 1. Fill in the blanks of the note diagram below with the key words or key phrases shown. Not all of the words or phrases will be used. Track 234

Main Idea: _____ vegetables are not _____

Key Point 1: raw vegetables and _____ vegetables have same amount of _____
- it depends on _____ the vegetables are cooked
- cooking vegetables softens _____ so body _____ vitamins better

Key Point 2: raw vegetables are not _____ easier to digest
- easier for body to _____ a baked potato than a _____ potato
- baked potato has more _____ in it so body breaks it down easier

discussion: a conversation about something
focus: to concentrate on something
misconception: a wrong belief or opinion
eliminate: to get rid of something
depends on: to be determined
significant: very large or noticeable
absorb: to take in gas, liquid, or other substance

Keywords/ Key Phrases	how long	water	depends	cell walls	eliminate	raw	healthier
	uncooked	always	cooked	vitamins	absorbs	healthy	digest

Step 4

Look at the phrases and sentences from the lecture notes. Try to think of synonyms for the words listed. Write correct sentences to paraphrase these notes using the synonyms that you thought of.

A. raw vegetables and cooked vegetables have the same amount of vitamins

synonyms: amount - _____
raw - _____

paraphrase: _____

B. cooking vegetables softens vegetable cell walls so body absorbs vitamins better

synonyms: softens - _____
better - _____

paraphrase: _____

Step 5

A. *Changing Keywords*

Below are two incomplete paraphrases of key information from the lecture. Fill in the missing parts with words or phrases from the box. These words and phrases are synonyms or are similar in meaning to the actual words used in the lecture.

1. period / episode / length	4. untruth / deceit / fiction
2. demonstrate / cause / happen	5. misplaced / removed / gone
3. important / momentous / considerable	6. method / procedure / course

1. Cooking vegetables for a brief (1) _____ does not (2) _____ a(n) (3) _____ loss of vitamins.

2. One (4) _____ about raw vegetables is that they are healthier since vitamins are not (5) _____ during the (6) _____ of cooking.

B. *Changing Sentence Structure*

Try to complete the following paraphrase of the sentences from Part A above.

1. Significant loss of vitamins does not occur if vegetables are _____
_____

2. It is mistakenly believed that uncooked vegetables _____
_____

Step 6

Read the following sentences taken from the reading and the lecture. Create new sentences by combining the ideas in each pair of sentences.

(A) Raw vegetables have also been found to be easier to digest than cooked vegetables.
(B) While that is true for some vegetables, it doesn't apply to all of them.

1. _____
_____
_____

(A) When vegetables are cooked, the heat breaks down the vitamin compounds in the food.
(B) Boiling your vegetables for a long time isn't going to help the food keep its vitamins.

2. _____
_____
_____

03 Linguistics

Practice 3

▸ Step 1

Read the following passage. Underline the main idea. Predict how the listening passage may contrast with the reading.

Learning a second language is a time-consuming task. Sometimes people become so frustrated by the process that they simply give up. However, this doesn't seem to be the case with children, who are able to learn languages without any apparent difficulty. Scientists have devoted much time to figuring out how people learn new languages. Their studies have tested the theory that children can learn new languages more easily than adults and revealed many interesting findings.

Study after study has shown that children are able to learn new languages faster than adults. In the time it takes an adult to learn the basics of the new language, a child may have already achieved near fluency in the language. Additionally, not only are children able to learn a new language faster, but they also are able to speak without an accent.

Studies also suggest that the minds of young children are more flexible than those of adults. A child's mind can be compared to a sponge that is constantly absorbing new information and expanding. This is unlike an adult's brain, which loses its ability to learn certain skills after a certain age. Psychologists think that this flexibility makes it much easier for children to learn new languages.

time-consuming: taking a long time to complete

apparent: easy to see or understand

devote: to spend a lot of time or effort doing something

reveal: to let something become known

achieve: to succeed in doing or having something

fluency: quality of being able to speak a foreign language very well

flexible: able to make changes

▸ Step 2

Below is important information from the reading above. After each sentence are two possible paraphrases of it. Choose the best paraphrase for each sentence.

A. An adult's brain loses its ability to learn certain skills after a certain age.

1. The adult brain resists learning new things past a certain age.
2. It is not easy for adults to learn new skills once they reach a certain age.

B. In the time it takes an adult to learn the basics of a new language, a child may have already achieved near fluency in the language.

1. Children are able to learn a new language much quicker than adults.
2. Adults are unable to become fluent in a new language, unlike children.

C. In the space below, write a paraphrase of the main idea that you underlined.

_____

_____

Step 3

Now listen to a lecture related to the topic in Step 1. Fill in the blanks of the note diagram below with the keywords or key phrases shown. Not all of the words or phrases will be used. Track 235

Main Idea: _____ do not learn a new _____ easier than adults

Key Point 1: children's level of _____ is different than adults'
- _____ and _____ structure are simpler
- children able to _____ expected levels sooner

Key Point 2: _____ children do not have more _____ minds
- study of two groups of children, _____ did better _____ new language
- older children had better _____ of _____, used when learning new language

acquisition: the process of learning skills or getting knowledge
clarify: to explain something more clearly
acknowledge: to accept something is true
disproves: to prove false
achieve: to accomplish

Keywords/ Key Phrases	understanding	grammar	sentence	achieve	language	adults	older
	vocabulary	children	flexible	younger	learning	fluency	clear

Step 4

Look at the phrases and sentences from the lecture notes. Try to think of synonyms for the words listed. Write correct sentences to paraphrase these notes using the synonyms that you thought of.

A. older children had better understanding of grammar, used when learning new language

synonyms: understanding - _____
used - _____

paraphrase: _____

B. appears children learn new languages easier than adults, but they actually do not

synonyms: appears - _____
actually - _____

paraphrase: _____

Step 5

A. *Changing Keywords*

Below are two incomplete paraphrases of key information from the lecture. Fill in the missing parts with words or phrases from the box. These words and phrases are synonyms or are similar in meaning to the actual words used in the lecture.

1. question / accept / verify	4. a lot faster / more swift / quickly
2. take into account / regard / think on	5. level / qualification / degree
3. anticipated / predicted / expected	6. dialogue / language / communication

1. Before we (1) _____ that children learn new languages faster than adults, we have to (2) _____ the level of fluency (3) _____ for children and for adults.

2. Children seem to learn new languages (4) _____ than adults, but the (5) _____ of a child's (6) _____ is lower than that of an adult's.

B. *Changing Sentence Structure*

Try to complete the following paraphrase of the sentences from Part A above.

1. We have to examine the levels of fluency for children and adults before _____

_____

2. While children appear to be able to learn a new language more quickly than adults, _____

_____

Step 6

Read the following sentences taken from the reading and the lecture. Create new sentences by combining the ideas in each pair of sentences.

(A) Study after study has shown that children are able to learn new languages faster than adults.

(B) Children seem to learn languages a lot faster than adults, but we need to think about how simple children's speaking really is.

1. _____

_____

_____

(A) Sometimes people become so frustrated by the process of learning a new language that they simply give up.

(B) We've been discussing the process of language acquisition and how difficult it is.

2. _____

_____

_____

04 Biology

Practice 4

Step 1

Read the following passage. Underline the main idea. Predict how the listening passage may contrast with the reading.

During the mid-17th century, a Dutch scientist looked through a microscope and discovered bacteria. He proposed that the dirty conditions in which bacteria grow could cause illness. This led to a change in how people lived. Doctors were careful to sanitize their instruments. People were more careful to clean their homes properly to prevent disease. However, some studies show that people have taken cleaning too far. Scientists think that overly sanitized conditions are causing more illnesses in children.

Doctors think that in most modern homes, children are not exposed to as many allergens as children from past generations. Allergens are actually harmless substances. Although, if the body does not recognize the substance as harmless, it reacts negatively to it. This causes an allergic reaction. Doctors fear that since children are exposed to fewer allergens, they do not gain immunity to certain substances. When they do encounter the allergen, the child may suffer from a severe allergic reaction.

Knowledge about sanitation also makes parents wary about the conditions their children are exposed to. They may believe that the cleaner their children's surroundings are, the healthier they will be. But physicians think that if children have more contact with common allergens and even with animals, they may not develop as many allergies.

propose:
to suggest a plan, an idea, or an action

conditions:
existing circumstances

sanitize:
to make something clean and healthy

immunity:
the protection the body gives against illness

encounter:
to experience or deal with something

severe:
very serious and worrying

wary:
careful or nervous about something

Step 2

Below is important information from the reading above. After each sentence are two possible paraphrases of it. Choose the best paraphrase for each sentence.

A. When they do encounter the allergen, the child may suffer from a severe allergic reaction.

1. Children may have allergic reactions to allergens they have not been in contact with before.
2. Whenever children are exposed to an allergen, they have an allergic reaction to it.

B. Knowledge about sanitation also makes parents wary about the conditions their children are exposed to.

1. Parents become nervous about their children being exposed to places that are unsanitary.
2. Parents should teach children about the unsanitary conditions they may be exposed to.

C. In the space below, write a paraphrase of the main idea that you underlined.

_____

_____

Step 3

Now listen to a lecture related to the topic in Step 1. Fill in the blanks of the note diagram below with the keywords or key phrases shown. Not all of the words or phrases will be used. Track 236

Main Idea: _____ is not always a good thing

Key Point 1: by _____ everything, common _____ are eliminated
- allergy sufferers have _____ in the past 20 years
- people are not _____ to enough allergens, so no _____ to them

Key Point 2: children should be exposed to _____
- children around farm animals did not have as many _____ as children who were not around them
- children around animals _____ likely to develop _____ diseases

topic:
a subject you write or speak about

emphasize:
to give particular importance to something

reaction:
a bad effect on the body caused by a substance

organization:
a group of people who have a shared interest

sufferer:
someone who has a particular problem or disease

expose:
to allow an action, influence or condition to happen

autoimmune:
relating to diseases where the body's immune system attacks normal cells

Keywords/ Key Phrases						
	autoimmune	increased	exposed	allergens	cleanliness	more
	sanitizing	immunity	animals	allergies	less	health

Step 4

Look at the phrases and sentences from the lecture notes. Try to think of synonyms for the words listed. Write correct sentences to paraphrase these notes using the synonyms that you thought of.

A. by sanitizing everything, common allergens are eliminated

synonyms: common - _____
eliminated - _____

paraphrase: _____

B. too much sanitization can cause health problems

synonyms: sanitization - _____
problems - _____

paraphrase: _____

Step 5

A. *Changing Keywords*

Below are two incomplete paraphrases of key information from the lecture. Fill in the missing parts with words or phrases from the box. These words and phrases are synonyms or are similar in meaning to the actual words used in the lecture.

1. manufacture /develop /produce	4. underline / clarification / stress
2. answer / consequence / effect	5. usually / habitually / routinely
3. miserable / anguished / pained	6. ordinary / universal / frequent

1. People cannot (1) _____ any immunity to allergens because they are not being exposed to them, and as a(n) (2) _____, they are made (3) _____ by allergies.

2. I want to (4) _____ that allergens are (5) _____ harmless substances; some (6) _____ ones are peanuts and cat fur.

B. *Changing Sentence Structure*

Try to complete the following paraphrase of the sentences from Part A above.

1. People suffer from allergies because they _____
_____

2. I'd like to point out that allergens are _____
_____

Step 6

Read the following sentences taken from the reading and the lecture. Create new sentences by combining the ideas in each pair of sentences.

(A) Physicians think if children have more contact with animals, they may not develop as many allergies.
(B) Children who spent more time around animals were less likely to develop autoimmune diseases.

1. _____
_____
_____

(A) Some studies show that people have taken cleaning too far.
(B) We know that sanitization is mostly a good thing, but when we sanitize everything, we eliminate common allergens.

2. _____
_____
_____

Chapter 3 Making Connections

Strategies

- After determining the framework of your essay, further consideration must be given to the organization within the paragraphs themselves.

First paragraph contains:	Supporting paragraphs contain:
• the main idea of the whole response • one key point • examples and/or connection to the reading	• additional key points • examples and/or connection to the reading

- When developing your points, make sure that the statements are well connected so that the relationships between ideas can be seen clearly.
- Use transitional words and phrases to indicate the relationships among ideas.
- Use appropriate expressions to indicate when citing the source.

To Cite Information

- According to the lecture/passage . . .
- The reading stated that . . .
- In the reading, the author states that/discusses how . . .
- In the author's/professor's opinion . . .
- According to the theory in the reading/lecture . . .
- The professor made the point that . . .
- The lecture supports/illustrates the idea that . . .
- The lecture contradicts/refutes the idea that . . .

To Compare and Contrast

- similarly, likewise, also, just as, both, by comparison, compared to, but, yet, although, in contrast, on the contrary, contrary to, on the other hand, however, conversely, is the opposite of, while, whereas, nevertheless, although, meanwhile, after all, although this may be true, in spite of, despite

To Show Cause and Effect

- because, since, for, thus, therefore, hence, as a result, accordingly, for the same reason

Chapter 3

01 Biology

Practice 1

▸ Step 1

Read the following passage. Then look at the note diagram, and fill in the missing information.

For many years, scientists believed that sharks lived and hunted on their own. But recently, marine biologists have revisited the topic. The more scientists learn about sharks, the more evidence they gather to suggest that sharks are not lone hunters as they previously thought. Instead, it is more likely that sharks hunt in packs, much like wolves.

The nature of shark hunting patterns was questioned after marine biologists examined a number of shark attacks on humans. In a number of reported attacks, the human was first attacked by one shark. But soon after, several other sharks, up to ten more, would arrive and attack the human. Scientists don't think this was a coincidence. They think that the group attack is part of the shark hunting pattern.

There is more evidence of sharks hunting in packs in nature. When sharks have been observed ambushing their prey in the wild, scientists notice they usually do it as a group. Usually, one sneaks up on the victim first and stuns them with the initial attack. Soon after, many arrive and continue the attack. This ensures that the whole pack gets to eat.

revisit:
to consider or discuss something again

lone:
single or only

previously:
before the present time or before the time being discussed

pack:
a group of wild animals that live and hunt together

ambush:
to attack after hiding and waiting for the target to appear

stun:
to shock and surprise something or someone so much they cannot react immediately

initial:
happening at the beginning of a process

Main Idea: _____ hunt in _____

Key Point 1: _____ were _____ by more than _____ shark
- _____ attacked by one shark
- more sharks would _____ and attack

Key Point 2: sharks hunt other animals in _____
- usually _____ prey in _____
- this way, entire _____ gets to eat

Step 2

Now listen to a lecture related to the topic in Step 1. Fill in the blanks of the note diagram below. Track 237

Main Idea: sharks hunt in groups

Key Point 1: _____ confirm more than one shark was present at an attack
- _____ have seen more than one shark attack a victim
- bite _____ can show if more than one shark _____ a victim

Key Point 2: sharks _____ other animals in _____
- one shark _____ baby whales, which _____
- entire group of _____ then showed up to eat the baby whales

behavior: the way something or someone acts
monstrous: very large and frightening
survivor: someone who lives through an event that could have killed them
wound: an injury causing damage to the flesh
observe: to notice something happening
panic: to have a sudden, strong feeling of fear or worry
corner: to force a person or animal into a place they cannot move away from

Step 3

Fill in the note diagram below, and notice how the points of lecture support the points made in the reading.

Step 1 Reading Passage

Main Idea: sharks hunt in _____

Key Point 1: victims reported being _____ by one shark, but then more sharks showed up to continue the attack

Key Point 2: in nature, _____ hunt in packs; _____ their prey and whole pack gets to _____

→

Step 2 Lecture

Main Idea: _____ hunt in groups

Corresponding Point: _____ confirms there is often more than one shark present at an attack; this information comes from _____ and studying bite _____ on victims

Corresponding Point: sharks hunt other _____ in groups; single shark approached baby whales then more sharks appeared to attack and eat

Step 4

Read the sample response below. Identify the role of each statement, and fill in the blanks with the appropriate words in the box.

The passage and the lecture talk about the hunting patterns of sharks. While before, people thought that sharks hunted alone, the passage says that sharks actually hunt in groups. The lecture supports this and (1) _____ to demonstrate this theory.

First, the passage says that scientists began studying shark attacks on humans. Their research revealed that many times, humans were attacked by multiple sharks. The lecture (2) _____ by giving an example of a recent case. Witnesses saw a teenager in Australia being attacked by more than one shark.

(3) _____, the passage says that sharks attack in groups in nature as well. According to the passage, one shark attacks and stuns the prey. Then the rest of the pack arrives to feed. The lecture (4) _____ talks about some researchers who saw a pack of sharks attack a group of baby beluga whales. The baby whales were first herded into some rocks by a single shark. Soon after, the rest of the pack showed up and ate the whales. According to both the lecture and the reading, there is a significant amount of proof that sharks hunt in packs.

also / supports this / gives examples / in addition

Underline the main point, an example, and the final summary statement in the sample response. Then, change those sentences using your own words. Try to make your sentences as short and clear as possible.

Main Point: _____

Example Sentence 1: _____

Example Sentence 2: _____

Summary Sentence: _____

Step 5

Write your own response with the help of the sample and the words/phrases you wrote in Step 4.

_____

_____

_____

_____

_____

_____

_____

02 Anthropology

Practice 2

▸ Step 1

Read the passage below and underline important information.

Totem poles are tall, wooden carvings constructed by Native American groups in the northwestern United States. They depict different things about the communities in which they are made. Since they are made from wood, totem poles decompose easily. This can make it difficult for anthropologists to study them. However, by studying the poles that still exist, anthropologists have been able to learn more about the Native Americans that made them.

The main function of the totem pole is religious worship. Anthropologists think that the poles were the center of religious ceremonies. They know this because the carvings on the poles often show large figures that were the animal representations of gods. By studying the poles, anthropologists can discover information about the religions of the Native Americans in the northwest.

Totem poles also tell scholars about Native American culture. The tall poles often have different stories and figures on them. By examining the position of the figures on the pole, scientists can tell how important they were to the culture. Anthropologists have determined that the most important figures go on the top, while the least important figures are on the bottom of the pole.

depict: to describe something in words or pictures

decompose: to be destroyed by slow, natural processes

anthropologist: someone who studies human societies and beliefs

worship: showing love and respect for a god

carving: an object made by cutting stone or wood

determine: to decide something

Main Idea: _____ learn about Native Americans by _____ totem poles

Key Point 1: main _____ of totem poles is _____
- totem poles may have been _____ of religious ceremonies
- _____ figures on totem poles are gods

Key Point 2: totem poles can also help _____ understand _____ culture
- totem poles have _____ stories and _____
- can tell how _____ figures were by _____ on the totem pole

Step 2

Now listen to a lecture related to the topic in Step 1. Fill in the blanks of the note diagram below. Track 238

Main Idea: totem poles do not reflect Native American _____

Key Point 1: _____ guessed what totem poles were for
- animals represent _____ within the tribe, not gods
- _____ not treated like objects of _____ .

Key Point 2: no _____ position on totem pole is _____
- on many totem poles, _____ of _____ vary
- _____ think position doesn't mean anything

tribe: related families who live in the same area and share a culture
construction: the way something is built
myth: something that is wrongly believed
explorer: someone who travels into little known regions
structure: something large built from parts
vary: to be different

Step 3

Fill in the note diagram below, and notice how the points of lecture support the points made in the reading.

Step 1 Reading Passage		Step 2 Lecture
Main Idea: totem poles tell anthropologists about _____ culture		**Main Idea:** totem poles do not reflect Native American _____
Key Point 1: purpose of totem poles was for _____ and were the center of _____ ceremonies, and _____ on poles are of gods	→	**Corresponding Point:** _____ simply guessed their _____; poles are not treated like _____ of worship, and _____ on poles represent clans within the tribe, not gods
Key Point 2: totem poles help _____ study Native American culture; different _____ on poles and _____ of figures tell how important they are	→	**Corresponding Point:** no evidence _____ is important; position of figures _____ and anthropologists don't think position means anything

Step 4

Read the sample response below. Identify the role of each statement, and fill in the blanks with the appropriate words in the box.

Both the passage and the lecture talk about totem poles. The passage makes several claims about the function and the significance of totem poles. The lecture, (1) _____, says that the claims are wrong.

(2) _____, the passage says that the poles were used by the Native Americans for worship. The passage claims that the figures on them represented the Native American gods. (3) _____, the lecture says this is wrong. It states that this myth was created by the first explorers who saw the poles and that the animals depicted on the poles represent clans within the tribe, not gods. The lecturer supports this claim by arguing that if the poles were objects of worship, Native Americans wouldn't leave them behind to rot when they moved from place to place.

Next, the passage says that the position of figures on the pole represented how important they were to the culture. (4) _____, the lecturer disagrees. She says that important people were placed in different positions, so the position of the figures on the pole must not mean anything.

first / again / however/ on the other hand

Underline the main point, an example, and the final summary statement in the sample response. Then, change those sentences using your own words. Try to make your sentences as short and clear as possible.

Main Point: _____

Example Sentence 1: _____

Example Sentence 2: _____

Summary Sentence: _____

Step 5

Write your own response with the help of the sample and the words/phrases you wrote in Step 4.

_____

_____

_____

_____

_____

_____

_____

_____

03 Biology

Practice 3

Step 1

Read the passage below, and underline important information.

In ancient times, before humans ever existed, everything was much bigger than it is today. Giant plants sprouted from the ground and massive bugs roamed the Earth alongside the dinosaurs. Recently scientists have evidence that even the toads were larger back then. In fact, the discovery proves that one ancient species of toad was much bigger than any species known today.

The giant toads are known as Devil Toads to paleontologists. The first evidence the Devil Toad existed was found in 1993 by an American paleontologist. This extinct species was much larger than its modern relatives. The skull was much thicker than that of modern toads. The toad also seemed to have a protective armor that probably prevented it from getting eaten. Judging by the teeth and powerful jaws of the fossils, paleontologists can guess that the toads were able to eat baby dinosaurs.

The fossils of the Devil Toad were discovered throughout Madagascar. At first, scientists thought that the Devil Toad must be related to a modern African toad species. However, comparisons with other toads found in Africa shows that they are not related to any species of African toads. Interestingly, the closest living relative to the Devil Toad is actually found in South America.

ancient: very old
exist: to appear in the world
sprout: to begin to grow
massive: very large or heavy
paleontologist: someone who studies the history of the Earth
fossil: an animal or plant preserved in rock
comparison: the process of finding things similar or different

Main Idea: one ancient _____ of toad was bigger than any seen _____

Key Point 1: giant toads much larger than modern _____
- _____ was much thicker
- had _____ armor and powerful _____

Key Point 2: closest _____ relative to _____ is found in South America
- scientists thought it was related to _____ toad species
- _____ to African toad species show they are not _____

Step 2

Now listen to a lecture related to the topic in Step 1. Fill in the blanks of the note diagram below. Track 239

Main Idea: _____ is bigger than any living toad species today

Key Point 1: size differences between Devil Toad and _____ toad species
- Devil Toad weighed about _____ pounds; largest living _____ species about _____ pounds
- Devil Toad could grow up to 16 _____ long

Key Point 2: possible modern _____ of Devil Toad
- closest living relative is South American _____
- similar features such as _____ mouth with large _____ and powerful _____

approximately: roughly; about
briefly: in a way that does not take a lot of time
additional: extra
possible: most likely
fragment: a small piece of a larger object
similar: sharing qualities with something not the same

Step 3

Fill in the note diagram below, and notice how the points of lecture support the points made in the reading.

Step 1 Reading Passage

Main Idea: _____ of ancient toad was _____ than any toad seen today

Key Point 1: _____ was much larger than modern toads and had a _____ skull, protective armor, and powerful jaw

Key Point 2: Devil Toad's closest living _____ is in South America, though scientists thought it would be in _____ until comparisons showed the Devil Toad and African species were not related

→

Step 2 Lecture

Main Idea: Devil Toad was much _____ than any toad _____ living today

→ **Corresponding Point:** size differences show the _____ weighed about 10 pounds and was 16 inches long–much larger than modern toad species

→ **Corresponding Point:** closest living relative of Devil Toad is the South American _____, which has similar features such as wide mouths, large teeth, and powerful _____

▷ Step 4

Read the sample response below. Identify the role of each statement, and fill in the blanks with the appropriate words in the box.

Both the passage and the lecture talk about an ancient species of the toad called the Devil Toad. The passage gives information about the size of the toad and where it came from originally. The lecture (1) _____ with more details about the toad.

First, the passage says that the toad was much larger than any modern species. It describes the toad as large with a protective armor. It also mentions that it was probably able to eat baby dinosaurs. The lecture agrees with the reading (2) _____ says that the Devil Toad could grow up to 10 pounds and be 16 inches long.

(3) _____, the passage explains that though the fossils of the Devil Toad were discovered in Africa, the closest living relative of the Devil Toad is from South America. Again, the lecture agrees with this. To support the claim, the lecturer lists the similarities between the Devil Toad and the South American Horned Toad. (4) _____, both had wide mouths, large teeth, and powerful jaws.

In conclusion, both the passage and the lecture agree that the Devil Toad was larger than any toad species found today.

and / supports this information / next / for example

Underline the main point, an example, and the final summary statement in the sample response. Then, change those sentences using your own words. Try to make your sentences as short and clear as possible.

Main Point: _____

Example Sentence 1: _____

Example Sentence 2: _____

Summary Sentence: _____

▷ Step 5

Write your own response with the help of the sample and the words/phrases you wrote in Step 4.

04 Sociology

Practice 4

Step 1

Read the passage below and underline important information.

Every decision that parents make affects their children. One of the first decisions that a parent makes about their child is what to name them. While some parents give their children common names, others give them odd names that are based on characters from movies or places they have been to. Sociologists have found that children with odd names have a much harder time in life than those with common names.

One way that children with odd names suffer is that they do worse in school. One study showed that oddly-named children get lower grades than other kids. Sociologists think that their lower performance is related to the teasing they likely encounter as a result of their strange names. This makes children dislike school and become distracted from their studying.

As adults, oddly-named children are also thought to be less successful than their peers. Some sociologists believe that a person with an odd name is more likely to quit college. Additionally, according to research, a person with an odd name might not get hired for a job they applied for. Sociologists have a theory that employers might reject oddly-named job applicants because it could prevent clients from taking them and the business they work for seriously.

odd:
unusual or unexpected

base:
to use something as a model

tease:
to make fun of someone

encounter:
to experience or deal with something

according to:
to say where ideas came from

hire:
to pay someone to work for a business

applicant:
someone who applies for a job

Main Idea: _____ with odd _____ have more difficult lives

Key Point 1: children with odd names do _____ in _____
- they get _____ grades
- lower performance may be caused by _____

Key Point 2: oddly named children less _____ as adults
- may be more likely to quit _____
- may affect chances of being _____ for a job

Step 2

Now listen to a lecture related to the topic in Step 1. Fill in the blanks of the note diagram below. Track 240

Main Idea: having an _____ name does not make a _____

Key Point 1: study shows why _____ with odd names may do worse in _____
- more likely to have _____ parents
- not enough _____ support at home

Key Point 2: children with odd names are not _____ as adults
- did not have _____ finding jobs
- odd names make them more _____ to _____

weird: strange and unusual
failure: someone who has not achieved success
survey: questions asked of people to get opinions
source: the cause of a problem
shame: a guilty or embarrassed feeling
curious: wanting to find out about something

Step 3

Fill in the note diagram below, and notice how the points of lecture support the points made in the reading.

Step 1 Reading Passage

Main Idea: children with _____ names may do _____ in life

Key Point 1: children with odd names do not perform as well in _____ because they are _____ and distracted from _____

Key Point 2: children with odd names grow up to be less _____ adults since they are more likely to _____ college and have trouble finding _____

→

Step 2 Lecture

Main Idea: odd names do not make a _____ in life

Corresponding Point: study showed that children with odd names were more likely to have _____ parents and did not get enough academic _____ at home, resulting in poorer grades

Corresponding Point: children with odd names do not grow up to be failures as _____ since they do not have trouble finding jobs and unusual name may make them more memorable to _____

Step 4

Read the sample response below. Identify the role of each statement, and fill in the blanks with the appropriate words in the box.

The lecture and the passage discuss whether having an odd name makes life difficult for a person. The passage says that children with odd names often have harder lives than those with more common names. (1) _____, the lecture disagrees. It says that having an odd name doesn't make a difference how difficult one's life is.

(2) _____, the passage mentions a study where children with odd names have lower grades than other children. The author says this is because children get teased a lot and are distracted from school. The lecturer says this is wrong and states that children with odd names are more likely to have uneducated parents, so they cannot get academic help at home.

Next, the passage talks about how people with odd names are more likely to quit school and not get hired for jobs because of their names. (3) _____, the lecture disagrees with this point. The lecturer says that surveys show that people with odd names are proud of their names and do not have any trouble finding jobs. (4) _____, the lecturer mentions that because they stand out more, it might be easier for them to find jobs.

again / to begin with/ in addition/ however

Underline the main point, an example, and the final summary statement in the sample response. Then, change those sentences using your own words. Try to make your sentences as short and clear as possible.

Main Point: _____

Example Sentence 1: _____

Example Sentence 2: _____

Summary Sentence: _____

Step 5

Write your own response with the help of the sample and the words/phrases you wrote in Step 4.

Vocabulary Review 1

Instructions: Choose the best word or phrase to complete each sentence.

1. I can't listen to music while I study because it _____ me.
(A) motivates
(B) distracts
(C) stimulates
(D) represents

2. We made _____ to stay at a hotel just outside of town.
(A) details
(B) agreements
(C) mistakes
(D) arrangements

3. Many people could not _____ concert tickets because they sold out so quickly.
(A) obtain
(B) access
(C) enter
(D) achieve

4. There was a photograph of a very _____ sculpture in the art history book.
(A) twice
(B) unselect
(C) unique
(D) poor

5. He was _____ upset when he found out he was in danger of failing the course.
(A) rarely
(B) visibly
(C) perfectly
(D) doubtfully

6. The city council will _____ the proposal and make a decision by the end of the week.
(A) eliminate
(B) appreciate
(C) emphasize
(D) consider

7. She and I had a _____ about whether dogs or cats make better pets.
(A) lecture
(B) discussion
(C) speech
(D) communication

8. The _____ parents play in their children's lives is important to their development.
(A) position
(B) quality
(C) role
(D) characteristic

Instructions: Choose the word or phrase closest in meaning to the underlined word.

9. It was hard to come up with the correct <u>answer</u> to the math problem.
(A) consequence
(B) solution
(C) ending
(D) reaction

10. The trip to Greece was a <u>satisfying</u> experience for the entire family.
(A) filling
(B) frustrating
(C) fulfilling
(D) disappointing

11. People who work in the medical <u>profession</u> often have to attend specific kinds of schools.

(A) business
(B) jobs
(C) field
(D) work

12. The <u>subject</u> of the professor's lecture was how fairy tales have changed over the centuries.

(A) area
(B) issue
(C) question
(D) topic

13. There are government agencies that <u>control</u> what businesses can and cannot do.

(A) regulate
(B) adjust
(C) organize
(D) correct

14. The restaurant's chef was held <u>responsible</u> for the poor quality of the meals.

(A) dependable
(B) reliable
(C) accountable
(D) chargeable

15. He <u>gives</u> tutoring to students who are having trouble understanding chemistry.

(A) receives
(B) provides
(C) teaches
(D) encourages

Instructions: Write the missing words. Use the words below to fill in the blanks.

significant attractions experience extra delicious

One of my favorite places to visit is Savannah, Georgia. I always go down to the Riverfront in the Historic District. There are many restaurants there that serve **16.** _____ food. There are also many interesting **17.** _____, like the Pirate House. Tybee Island is nearby, and I often spend a **18.** _____ amount of time on the beach there during my visits. When it's time to go home, I always wish I had a few **19.** _____ days of vacation. However, I know that I'll go back again sometime and **20.** _____ more of what Savannah has to offer.

Instructions: Match the words that are opposites.

21. advance
22. punish
23. oppose
24. secluded
25. focus

(A) reward
(B) public
(C) retreat
(D) distract
(E) support

Vocabulary Review 2

Instructions: Choose the best word or phrase to complete each sentence.

1. I like to eat _____ carrots, but I do not like cooked carrots.
   (A) chemical
   (B) raw
   (C) prepared
   (D) nutrition

2. In autumn, the _____ in New England is supposed to be very beautiful.
   (A) condition
   (B) circulation
   (C) marketing
   (D) foliage

3. While walking through the park, we startled a rabbit that took _____ in the bushes.
   (A) harbor
   (B) protector
   (C) refuge
   (D) arrangement

4. All of the marathon _____ were asked to assemble near the starting line.
   (A) accomplices
   (B) participants
   (C) members
   (D) starters

5. Professor Jenkins is very _____ about the correct formatting for Chemistry lab reports.
   (A) personal
   (B) pleasant
   (C) patient
   (D) particular

6. It is recommended that people _____ no more than three glasses of milk in one day.
   (A) consume
   (B) use
   (C) reduce
   (D) acquire

7. Unable to keep a secret, Carrie _____ they were planning a surprise party.
   (A) overlooked
   (B) concealed
   (C) revealed
   (D) opened

8. It was _____ that over 10,000 people attended the county fair this year.
   (A) estimated
   (B) accused
   (C) considered
   (D) eliminated

Instructions: Choose the word or phrase closest in meaning to the underlined word.

9. The <u>acquisition</u> of new skills often takes time and patience, so you should not give up.
   (A) purchase
   (B) teaching
   (C) possession
   (D) accomplish

10. The student council <u>proposed</u> holding a bake sale to raise money for new band uniforms.
    (A) decided
    (B) agreed
    (C) suggested
    (D) argued

11. His cold was so <u>severe</u> that we all encouraged him to go see his doctor.

(A) upset
(B) cruel
(C) serious
(D) stern

12. I <u>acknowledged</u> that I was the one who made the mistake and gave a suggestion to fix it.

(A) spoken
(B) confessed
(C) denied
(D) observed

13. She made the <u>assertion</u> that she would graduate at the top of her class.

(A) quality
(B) argument
(C) fluency
(D) claim

14. It seems like they are <u>constantly</u> arguing about which sport is better.

(A) always
(B) quickly
(C) clearly
(D) drastically

15. He needed the right <u>equipment</u> in order to assemble the shelves correctly.

(A) instructions
(B) process
(C) manufacturer
(D) tools

Instructions: Write the missing words. Use the words below to fill in the blanks.

accomplish popular achieved
appreciate correspondence

Jane Austen is one of the most **16.** _____ authors in the English language. Her readers often **17.** _____ her realistic observations of society. During her lifetime, she **18.** _____ great recognition, which was unusual for a female writer at that time. She was able to **19.** _____ the writing of six novels before her death at age 41. Much of what is known about Jane Austen's personal life is through her **20.** _____ to her family members and friends.

Instructions: Choose the one word that does not belong in each group.

21.	discuss	converse	example	talk
22.	situation	environment	conditions	room
23.	remove	eliminate	wasting	rid
24.	large	significant	important	signify
25.	explain	enlighten	speak	clarify

Chapter 4 Brainstorming

Chapter 5 Writing Thesis Statements and Topic Sentences

Chapter 6 Making Ideas Flow

Vocabulary Review 1

Vocabulary Review 2

Chapter 4 Brainstorming

Necessary Skills

- Describing a personal experience
- Expressing an opinion on an issue and supporting it with concrete examples and details
- Organizing ideas in an effective way

Process	Strategy
Read the question and understand the task	Be sure that you understand the question and what the question requires you to do.
Brainstorm	Try to take less than 5 minutes to brainstorm. Write down all the ideas you can think of to support your opinion. Think of ways to express those ideas in English. Do not try to organize these points. You will select major ideas and organize them in the next step.
Organize ideas	Select major ideas that can be developed into topics. Do NOT include ideas that are unconnected to the task or topics. Organize so that minor ideas act to support the major ideas. Select examples that clearly support the topics.

- Your organization may look like this:

Introduction	**Body**	**Conclusion**
Restatement of the question	Support idea 1 + examples	Restatement of
Thesis statement	Support idea 2 + examples	the thesis
	Support idea 3 + examples	

Chapter 4

01 Experience

Practice 1

▸ Step 1

Read the prompt and think about your own experience. List some ideas about your experiences in the blanks.

It is said that people are using text messaging and email more than writing notes or letters by hand. Which do you prefer to do? Give reasons and examples to explain your preference.

Text Messaging and email:

- faster to use and send
- typewriting helps understanding

_____

_____

Handwritten notes or letters:

- more thought goes into them
- can be read anywhere

_____

_____

▸ Step 2

Read the sample response below, and underline three sentences that are central to the organization of the passage.

As technology improves in the modern world, methods of communication are changing constantly. It is now possible for people to contact each other using text messaging and email. Some people prefer to communicate through more traditional methods, such as handwritten notes or letters. I prefer to communicate through text messaging and email for several reasons.

One reason I prefer to use text messaging and email instead of handwritten notes is because it is faster to use. I can type out a letter in just a few minutes, but it takes me a long time to write things out by hand. It can take me up to an hour to write a single letter. It is also faster in the sense that it takes less time to deliver. With just a click of a button, the recipient will receive my message in just a couple of seconds. If I handwrote the letter and sent it by mail, it could take up to a week to get there!

I would also rather use text messaging and email because it is guaranteed to be readable. Text messaging and email use a standard, easy-to-read font that people can understand. When I write things out by hand, people don't always understand my handwriting. I've had several misunderstandings with people because they couldn't read what I wrote. However, if I type it, it is easy to read and understand.

While some people like writing letters and messages by hand, I find text messaging and sending email to be a far more convenient, speedy, and clear means of communication.

constantly: always or regularly

communication: process of speaking or writing to someone

contact: to write to someone or talk to them on the telephone

recipient: someone who receives something

font: a set of numbers and letters in one size and style

misunderstanding: a failure to understand correctly

Step 3

Answer the following questions in relation to the thesis and topic of the response in Step 2.

1. What is the thesis statement of the essay? (Write it)

2. What is the topic sentence of body paragraph 1? (Write it)

3. What is the topic sentence of body paragraph 2? (Write it)

Step 4

Answer the following questions in relation to the organization of the response in Step 2.

1. Which "side" of the prompt does this essay take?

2. What examples does the writer give to support the thesis statement?

3. Does the writer present a comment or idea from the other side in the conclusion? If so, what is the comment or idea?

4. What is the main idea of the conclusion?

Read the sample response presenting another possible answer to the prompt from Step 1.

Technology has changed many things in the world, including how people communicate with each other. Now people can use ultra-fast methods like writing emails or text messaging. But some people still prefer to write letters and cards by hand. When I need to write a letter, I do it by hand for several reasons.

One good thing about writing letters by hand is that I get to put more thought into them. It takes extra time to write something by hand, which means that you really think about what you're writing about. When you handwrite something, it is not as easy to delete and edit your words. Because of this, I am always more careful about what I write. It might take longer than typing out text, but the result is always a more personal correspondence.

Another reason I'd rather write my letters and notes by hand is because then the recipient can read it anywhere. In order to read emails or text messages, you need to have access to a computer or phone. But this isn't always possible for everybody. In some places, it is impossible to get the Internet or a mobile phone signal. By simply sending out handwritten letters, the person can read it whenever and wherever they want without needing any extra equipment.

Though I appreciate the speed of sending emails and text messages, I still believe the personal touch of a hand written letter, which can reach even those without the Internet or mobile phone signal, is a far more special and intimate way of communicating with friends and loved ones.

ultra-:
extremely; used with many adjectives

extra:
in addition to the usual or expected amount

delete:
to remove something that has been written

personal:
private and not known to most people

correspondence:
the process of writing and receiving letters

access:
the right to have or use something

equipment:
the tools, machines, or other things needed for a particular activity

Step 5

After studying the two sample responses, give your own opinion on the prompt. Brainstorm your own ideas below. Then, type your essay on a computer.

Brainstorming

02 Experience

Practice 2

Step 1

Read the prompt and think about your own experience. List some ideas about your experiences in the blanks. They do not have to agree with the examples given.

More and more people eat in restaurants. Do you think food prepared at a restaurant tastes better than food prepared at home? Use specific reasons and details to support your answer.

Restaurant:

- does not taste as good as home cooked meals
- does not use fresh ingredients

_____

_____

Home:

- unique recipes
- fresh ingredients

_____

_____

Step 2

Read the sample response below, and underline three sentences that are central to the organization of the passage.

When it comes to eating, there are many choices for people. They can either eat at restaurants or cook food at home. Some people prefer to eat in restaurants because they think the food tastes better. However, I think that home-cooked meals taste the best for a couple of reasons.

First of all, the food cooked at home represents unique recipes that have been passed down in my family. Those are the meals I grew up eating and are a part of my culture. For example, my mother prepares a very tasty dish called mole. It is basically a sauce made out of chocolate and chilies that she pours over chicken. When I have tried the same dish in restaurants, it never tastes as good as my mother's. That's because I prefer my mother's recipe to anybody else's.

Another reason I think home-cooked meals taste better than food in restaurants is because people use fresher ingredients at home. Every week, people must go to the market or grocery store to buy their food. Most restaurants, meanwhile, use frozen foods to make their meals. When the ingredients are cooked, I can taste the difference. Fresh ingredients taste the best when cooked and have better flavors than food that has been frozen. I think fresh ingredients produce the most delicious flavor.

It may be fun to eat out at a restaurant every now and then, but in my opinion nothing beats the uniqueness of a home-cooked meal made with care, using fresh, tasty ingredients.

represent:
to symbolize or serve as an example

unique:
very special, unusual, or good

chili:
a red or green vegetable with a hot taste

dish:
food prepared in a particular way

ingredient:
one of the things used for making a particular meal

market:
a public place where people sell goods

delicious:
with a very pleasant taste or smell

▸ Step 3

Answer the following questions in relation to the thesis and topic of the response in Step 2.

1. What is the thesis statement of the essay? (Write it)

_____

_____

2. What is the topic sentence of body paragraph 1? (Write it)

_____

_____

3. What is the topic sentence of body paragraph 2? (Write it)

_____

_____

▸ Step 4

Answer the following questions in relation to the organization of the response in Step 2.

1. Which "side" of the prompt does this essay take?

_____

_____

2. What examples does the writer give to support the thesis statement?

_____

_____

3. Does the writer present a comment or idea from the other side in the conclusion? If so, what is the comment or idea?

_____

_____

4. What is the main idea of the conclusion?

_____

_____

Read the sample response presenting another possible answer to the prompt from Step 1.

The modern world is full of many conveniences, like eating in restaurants. In the past, most people ate at home because they didn't have many other choices. Now there are restaurants of all types all over the place. Some people think that food cooked at home tastes better. However, I think that restaurants have the best-tasting food for several reasons.

One of the reasons that I think restaurants make better tasting food is because they specialize in a certain type of food. A restaurant cannot be successful unless they can provide food that you cannot make at home without a lot of effort. When someone is thinking about opening a restaurant, they have certain recipes in mind that are different from what people can just make at home. Because of this, the food in restaurants always tastes better.

Another reason why I think the food in restaurants taste better than food made at home is because it is made by someone else. What I mean is that sometimes when you are cooking your own food, you have to keep on tasting it to make sure it is good. By the time you're ready to eat, you have already become tired of it, so it doesn't taste as good. At a restaurant, when the plate is brought to you, you get to experience it for the first time and enjoy the flavor better.

The specialization of restaurant food and all the effort that goes into preparing these meals make them better and tastier than anything one could ever prepare at home. The entire experience of eating out is much better than slaving over a stove and losing your sense of taste.

modern:
relating to or belonging to the present time

convenience:
something that makes things easier for people

specialize:
to concentrate attention and effort on something

certain:
referring to someone or something without being specific

successful:
having achieved wealth or honors from doing good work

provide:
to give someone something that they want or need

experience:
to feel an emotion or physical feeling

Step 5

After studying the two sample responses, give your own opinion on the prompt. Brainstorm your own ideas below. Then, type your essay on a computer.

Brainstorming

03 Experience

Practice 3

▸ Step 1

Read the prompt and think about your own experience. List some ideas about your experiences in the blanks. They do not have to agree with the examples given.

Do you agree or disagree with the following statement? *Teachers should be held responsible if students do poorly in school.* Provide reasons and examples to support your viewpoint.

Agree - should be responsible
- may not be doing their job
- more motivated to teach

_____

_____

Disagree - should not be responsible
- don't always have control over factors
- students have power over teacher

_____

_____

▸ Step 2

Answer the following questions about how you would organize a response to the prompt.

1. Which "side" of the prompt would your essay take? Briefly write your opinion.

_____

_____

2. With what points or details would you support your opinion?

_____

_____

3. Give one example for each detail you wrote above.

_____

_____

Step 3

Look at the two sample responses. Of the two, which agrees more with your response? Write down any keywords and key phrases that would be useful in your answer.

Teachers hold a large amount of responsibility in the education of children. It is their job to make sure that students learn and are able to advance in their education. Some people think that given their important role, teachers should be held responsible for students performing poorly in school. I think this is a bad idea for several reasons.

One reason I think that teachers should not be held accountable for poor student performance is because they only have control over certain things in their classrooms. A student may do badly on a test, but one doesn't know all of the factors that caused him or her to fail. Perhaps he or she isn't able to get help from a parent at home, or maybe the student did not get enough sleep the night before the test. These things are not the teacher's fault, so they should not be punished for it.

Another reason I think it's a bad idea to blame teachers is because it might make students uncontrollable. In order to do a good job, teachers must have control over the students in their classrooms. Holding teachers responsible for the student's performance gives students power over their teachers. Students could perform poorly on purpose just to get their teachers into trouble.

Teachers may have a responsibility to help their students do well in school, but they are not the only influence on students and blaming them for poor performance seems unfair when home life and lack of sleep could also play a big role.

responsibility:
duties that one is held accountable for

advance:
to progress and become better

role:
the influence of someone in a situation

accountable:
responsible

factor:
one of the things that influence an event

distract:
to prevent someone from concentrating

punish:
to make someone suffer as a result of something they have done

Keywords

_____ _____ _____

_____ _____ _____

Education is important for all people. But when there are problems with education, who should be blamed? While some people are opposed to punishing teachers when students perform poorly, I think that teachers should be held responsible when students do badly in their studies for several reasons.

One reason I think that teachers should be punished is because if the students are not learning, that means the teachers are not doing their jobs. In any other field, when someone is not doing their job, they have to face consequences from their employers. Imagine if doctors weren't punished for doing their jobs incorrectly! It only seems fair that teachers, like any other professional, should be held responsible when they make mistakes at work.

Another reason I think that teachers should be held responsible for poor student performance is because then they would feel more motivated to push students to do well. By making them accountable, they will feel that they are more involved in the job they do. A lot of the time, teachers think there is only so much they can do to help their students. However, if they know they will be held responsible for their students' work, they will want to make sure that all of their students do as well as they possibly can.

I really believe we need to punish teachers when students do badly. This is the only way to make teachers truly accountable and ensure that they do a better job helping students give their best.

solution:
a way to solve a problem

opposed:
not supportive of something

field:
an area of work or profession

consequence:
a result or effect of something

professional:
someone who has special skills and qualifications

motivate:
to make someone feel determined about doing something

involved:
affected by or included in an activity

Keywords

_____ _____ _____

_____ _____ _____

Which response agrees with your answer and why?

_____

_____

04 Experience

Practice 4

Step 1

Read the prompt, and think about your own experience. List some ideas about your experiences in the blanks. They do not have to agree with the examples given.

When on vacation, some people like to visit popular tourist attractions, while others enjoy exploring lesser known spots that are popular with the residents of an area. Which would you prefer doing?

Popular attractions

- guaranteed to be interesting
- easier to organize trips

_____

_____

Lesser known spots

- meet local people
- see something new

_____

_____

Step 2

Answer the following questions about how you would organize a response to the prompt.

1. Which "side" of the prompt would your essay take? Briefly write your opinion.

_____

_____

2. With what points or details would you support your opinion?

_____

_____

3. Give one example for each detail you wrote above.

_____

_____

Step 3

Look at the two sample responses. Of the two, which agrees more with your response? Write down any keywords and key phrases that would be useful in your answer.

Since people don't have a lot of time to take vacations, they are usually particular about how they spend their time off from work or school. Many people like to visit popular tourist attractions during their vacations. Personally, I would rather go to places that aren't very popular with tourists for several reasons.

I think that it is better to go to less popular places because then you have a better chance of meeting local people. When I travel, I want to discover different cultures. So if I go to a place that doesn't have a lot of tourists, I can meet the locals and learn first-hand about what life is like for them. They can teach me about the food and the language of their home country.

Another reason I would rather go to a less popular area instead of a tourist attraction is because then I could appreciate something that many people haven't seen. I think a lot of the time, people forget about the more secluded attractions because it is easier to go to the most popular ones. But with a little research and preparation, you can go to a place that is equally as beautiful and have a unique experience that is all your own.

For me, the thrill of discovering a new place off the beaten track and meeting the local people will always be more exciting and attractive than vacationing in a popular tourist destination.

particular:
very selective or clear about one's likes and dislikes

attraction:
an interesting place or thing that people like to visit

discover:
to find out something you did not know before

appreciate:
to recognize the good or special qualities of a person, place, or thing

secluded:
private, peaceful, and not near other people or places

preparation:
the process of getting ready for something

Keywords

_____ _____ _____

_____ _____ _____

Vacations are the rare times that people have to do whatever they want. People can do a number of things. A lot like to visit places that aren't full of tourists. However, I prefer to visit large tourist attractions for several reasons.

I prefer to go to tourist attractions because I know that it's guaranteed to be an interesting and fulfilling experience. I figure that if it weren't those things, it wouldn't be so popular in the first place. Vacations don't usually last that long, so I have to make sure that I spend time doing things I'm sure to enjoy. With tourist attractions, I know the places are going to be fun. Plus, I can be sure of what I'm getting myself into without having to worry that it might end up being a waste of my vacation time.

Another reason I like to visit tourist attractions instead of less popular places is because it's much easier to organize trips to tourist attractions. There are usually a lot of materials available about more popular attractions, like travel guides and brochures. These types of materials make it easier to find places to stay and eat during my trip. That way I can enjoy my vacation instead of being stressed out about making those types of arrangements.

I think popular tourist destinations offer the best of everything because they are easy to organize, there is lots of information available about them, and they always offer lots to do. For all these reasons, I would always choose a popular vacation spot over a lesser known one.

rare:
not happening very often

fulfilling:
making a person feel happy and satisfied

get into:
to become involved in

material:
documents, etc. that are used for a particular activity

waste:
to fail to make effective use of something valuable

brochure:
a small magazine containing details and pictures of something

arrangement:
practical plans for managing the details of an event

Keywords

_____ _____ _____

_____ _____ _____

Which response agrees with your answer and why?

_____

_____

Chapter 5 Writing Thesis Statements and Topic Sentences

Necessary Skills

- Stating your opinion or thesis clearly
- Stating clear and strong topic sentences that support the thesis

Strategy

- Make your thesis statement clear and concise.
- For your thesis, do not write, "I agree with this opinion." Restate the question when giving your opinion, such as "I agree with the statement that when people reach a certain age, they should no longer be able to drive."
- Make your topic sentence a summary of all the points you will cover in the paragraph.
- Write clear topic sentences that will naturally lead into the rest of the information in the paragraph.

  Example:

  Weak topic sentence → I think cows are more useful than horses.

  Strong topic sentence → Cows are more useful than horses for two main reasons.

Chapter 5

01 Thesis Statements

Step 1

Read the following prompt and sample thesis statements. Underline all of the words in the questions that are also in the thesis statements.

Prompt 1:

> Do you think that it is more important to do things to make other people happy than it is to do things to make yourself happy? Use specific reasons and examples to support your answer.

Thesis Statement 1:

It is more important to do things that make other people happy because I would feel selfish if I only thought about myself.

Prompt 2:

> In many schools, students with special needs are taught in separate classrooms from other students. However, it is being argued that all students should be taught together in the same classrooms. Do you think this is a good idea? Why? Give specific reasons and examples to develop your essay.

Thesis Statement 2:

I believe that all students should be taught together in the same classroom because it would help develop social awareness for students and it might help them learn better.

Prompt 3:

> Do you think people should only do the things they are good at, or should they try to improve at the things they do not do well? Provide reasons and examples for your choice.

Thesis Statement 3:

I think people should keep trying to improve at things they do not do well instead of giving up on them completely.

Prompt 4:

> Books are often made into movies. Which do you prefer, reading the book or watching a movie that is based on the book? Support your preference using specific details and reasons.

Thesis Statement 4:

I prefer to read the book because things from the book often get left out when they are made into movies.

Step 2

Read each of the following prompts. Decide if the question asks for your experience or your opinion. Then write the thesis statement that you would use in a short essay to answer each question.

Prompt 1:

> There is a saying that history repeats itself. Do you agree or disagree? Give reasons and examples with specific details to support your answer.

Does this question ask you to explain your opinion or your experience? Select one.

opinion ☐ experience ☐

Thesis statement: _____

_____

_____

Prompt 2:

> There is a saying that honesty is the best policy; however, it is very difficult to be honest all the time. When was a time you were not honest? Describe the situation and the reason why to develop your essay.

Does this question ask you to explain your opinion or your experience? Select one.

opinion ☐ experience ☐

Thesis statement: _____

_____

_____

Prompt 3:

When was a time that you had to speak in public in front of a large group? Were you nervous or calm about it? Describe the situation and your reaction to it using specific details.

Does this question ask you to explain your opinion or your experience? Select one.

opinion ☐ experience ☐

Thesis statement: _____

_____

_____

Prompt 4:

Many young adults have activities outside of school like sports or music lessons. Do you think these activities are beneficial, or do they take away from time that should be spent studying? Support your answer with reasons and examples.

Does this question ask you to explain your opinion or your experience? Select one.

opinion ☐ experience ☐

Thesis statement: _____

_____

_____

02 Topic Sentences

Step 1

Read the prompt and three sentences that could be used in a response to each question. One of the sentences is a thesis statement. One of the sentences is the topic sentence of the body paragraph. The other sentence is a support or example used in the body paragraph. Number the sentences as follows:

Thesis statement (1)
Topic sentence (2)
Support or Example (3)

prompt 1:

Some educators argue that homework should no longer be assigned because it does not help students learn. Do you agree or disagree? Why? Give reasons and details to support your answer.

( ) Without homework, students would just learn things by listening and not by doing them.
( ) I believe that homework is an important part of a student's education.
( ) Homework helps students because it helps them practice what they learned in class.

prompt 2:

Studies show that obesity is on the rise worldwide. What do you think is causing it? Give specific reasons and examples to support your opinion.

( ) Today, people drive cars instead of walking and use elevators or escalators instead of walking up and down stairs.
( ) People do not get as much exercise as they used to, which contributes to the rise in obesity.
( ) I think people are gaining weight around the world because of fast food and a lack of exercise.

prompt 3:

Do you think it is more important for land to be used for human progress than conserved for plants and animals? Provide reasons and examples to support your answer.

( ) It is important for humans to share the Earth with plants and animals.
( ) Plants help produce oxygen and get rid of carbon dioxide, which benefits humans.
( ) If humans take all of the land for themselves, the quality of the air we breathe will decline.

Prompt 4:

> Some people prefer to have a few close friends, while others like to have many friends. Which do you prefer and why? Provide specific reasons and examples to support your answer.

( ) If I call a friend to see if he or she wants to go to a movie and he or she is busy, I can always call another friend to go with me.
( ) Since I have a lot of friends, I always have someone to do something with.
( ) Having a lot of friends is better than having just a few friends.

▸ Step 2

Read each of the following prompts. Complete the thesis statement. Then write three ideas about which you would explain or give details in a short essay to answer each question.

Prompt 1:

> Do you think you can trust your own judgment, or do you ask for advice from friends and family before making a big decision? Why? Use specific reasons and examples to support your answer.

When faced with making a big decision _____

Reason 1: _____

Reason 2: _____

Reason 3: _____

Choose one of the ideas you listed above. Rewrite the idea as a full sentence that could be used as the topic sentence of a body paragraph.

Topic sentence: _____

_____

Prompt 2:

> The social skills students learn while interacting with others at school is more important than academic learning. Do you agree or disagree with the statement? Give reasons and examples to support your response.

I think that while at school, _____

Reason 1: _____

Reason 2: _____

Reason 3: _____

Choose one of the ideas you listed above. Rewrite the idea as a full sentence that could be used as the topic sentence of a body paragraph.

Topic sentence: _____

_____

Prompt 3:

> If you could choose to be a famous entertainer or a professional athlete, which would you choose? Give specific reasons and examples to support your answer.

I would choose to be _____

Reason 1: _____

Reason 2: _____

Reason 3: _____

Choose one of the ideas you listed above. Rewrite the idea as a full sentence that could be used as the topic sentence of a body paragraph.

Topic sentence: _____

_____

Prompt 4:

> Giving children chores helps teach them about responsibility. Do you agree or disagree with the statement? Give reasons and examples to help develop your essay.

I believe giving children chores _____

Reason 1: _____

Reason 2: _____

Reason 3: _____

Choose one of the ideas you listed above. Rewrite the idea as a full sentence that could be used as the topic sentence of a body paragraph.

Topic sentence: _____

_____

Chapter 6 Making Ideas Flow

Strategies

- Do NOT try to say everything in the introduction; save details and examples for the body of your essay.
- Do NOT start with a statement that is too general; a more specific statement better sets up the information to follow.

Characteristics of a good introduction:
- is one (1) paragraph
- is an introduction to the general topic of the essay
- includes the thesis statement and a restatement of the question
- includes points that will be discussed or elaborated on in the body

- Write an accurate and clear topic sentence for each body paragraph.
- Make sure there are logical connections between statements.

Characteristics of a good body paragraph:
- can be several (1–3) paragraphs
- has a topic sentence for each paragraph that states the main idea of that paragraph
- has specific examples, reasons, or other details
- includes other sentences that link ideas or show transitions between ideas

- Do NOT use the exact same words and expressions in your conclusion that you used in your introduction.
- Do NOT introduce new ideas or concepts that should belong in a new body paragraph.

Characteristics of a good conclusion:
- is one (1) paragraph
- has a restatement of your thesis in different words
- has a summary of your main points
- includes one or both of the following: a consideration of the opposite opinion and a recommendation

Chapter 6

01 Opinion

Practice 1

▸ Step 1

Read the prompt, and think of ideas to list in the blanks.

Some people prefer to read fictional books, while others like to read non-fiction books. Which do you prefer? Provide reasons and examples to support your preference.

Fiction books:

Good points	**Bad points**
help relax	don't teach anything useful
stimulate the imagination	do not often relate to real life
_____	_____
_____	_____

Non-fiction books:

Good points	**Bad points**
informative about world around us	can be dry and boring
written about real events	do not offer escape from real world
_____	_____
_____	_____

Step 2

Now look at the sample response. Think of the role of sentences in each part of the essay. Look for any transitions that link the ideas, and underline them. Then, put the sentences in the right order.

Introduction:

_____ _____ _____

(A) Some are based on real events, while others are made up.
(B) However, while some people prefer to read non-fiction books, I prefer to read fiction books for several reasons.
(C) People like to read books for fun, and there are many different types of books.

Body 1:

_____ _____ _____ _____

(A) In addition, I find myself feeling attached to the characters, and I care about what happens to them in the story.
(B) The main reason I prefer to read fiction novels is because they help me escape from the stress of the real world.
(C) Since they're completely made up, I feel more like I can become completely involved in the story.
(D) It's also easier to escape with a fiction book because they usually have clear storylines rather than a bunch of information.

Body 2:

_____ _____ _____ _____

(A) Therefore, when I read them, I feel that some of that creativity rubs off on me.
(B) For example, whenever I read a well-written book, I usually feel like writing too, so I can let my imagination go wild.
(C) Fiction novels are very creative and authors express very ordinary things in new and interesting ways.
(D) I also prefer to read fiction novels because they make me feel more imaginative.

Conclusion:

_____ _____

(A) Fiction books give me a chance to escape reality, and they also motivate me to write.
(B) In conclusion, I get more satisfaction from reading fiction books than I do reading non-fiction books.

made-up:
imaginary or false
attached:
liking or loving someone very much
escape:
to get away from an unpleasant situation
storyline:
the events in a book, movie, etc
rub off on:
to transfer to something or someone by association
express:
to tell someone about a feeling or opinion by speaking or writing about it

Step 3

Look back at the ideas you wrote in the blanks for Step 1. Write your own response to the prompt using one of your own ideas or another idea from Step 1.

02 Opinion

Practice 2

▸ Step 1

Read the prompt, and think of ideas to list in the blanks.

Many students go to universities in a country other than their own. Would you choose to go to school in your own country or abroad? Use specific reasons and examples to support your answer.

School in own country:

Good points	**Bad points**
familiar	do not go anywhere new
family and friends nearby	might regret it later
_____	_____
_____	_____

School abroad:

Good points	**Bad points**
exposed to a new culture	will not know anyone
learn new language	have to get used to a new culture
_____	_____
_____	_____

▸ Step 2

Now look at the sample response. Think of the role of sentences in each part of the essay. Look for any transitions that link the ideas, and underline them. Then, put the sentences in the right order.

Introduction:

_____ _____ _____

(A) For some people, attending university close to home is the easiest solution.
(B) Personally, I would rather go to university in another country for several reasons.
(C) Choosing a university to attend is a very important decision.

Body 1:

_____ _____ _____ _____

(A) When people get older, they rarely have the chance to live in other countries because of responsibilities.
(B) I think it is a good idea to attend university in another country since it gives students an idea of what it is like to live somewhere else.
(C) But if they take the opportunity to study abroad, students can expand their knowledge and learn about another culture.
(D) As a result, they will become more well-rounded people.

Body 2:

_____ _____ _____ _____

(A) Then I could be close to the areas I was interested in studying and, therefore, have more access to the resources that country has to offer.
(B) When a student knows they are going to specialize in something, they will want to find the place where they can learn the most, and sometimes that place is in a different country.
(C) Another reason why I would want to go to university in another country is because the resources in a particular field may be better there.
(D) For example, if I knew that I wanted to study ancient archeology, it would be a good idea for me to study in Italy or Greece.

Conclusion:

_____ _____

(A) I would rather go to university abroad so I could learn about new cultures and get the best education possible.
(B) To conclude, choosing a university is a very difficult personal decision regardless of whether one stays close to home or goes abroad.

attend:
to go regularly to a place

abroad:
in or to a foreign country

expand:
to become larger in size

resource:
something that can be used to help in work or study

possible:
capable of happening or being done

Step 3

Look back at the ideas you wrote in the blanks for Step 1. Write your own response to the prompt using one of your own ideas or another idea from Step 1.

03 Opinion

Practice 3

▸ Step 1

Read the prompt, and think of ideas to list in the blanks.

Almost all students receive grades for tests or assignments, and a lot of emphasis is placed on them. Do you think that grades are an accurate measure of how intelligent a student is? Give reasons and examples to support your viewpoint.

Grades:

Good Points

standardized way of scoring
measures how well students understand material

_____

_____

Grades:

Bad Points

not an accurate measure of intelligence
different kinds of intelligence besides academic

_____

_____

▸ Step 2

Now look at the sample response. Think of the role of sentences in each part of the essay. Look for any transitions that link the ideas, and underline them. Then, put the sentences in the right order.

Introduction:

_____ _____ _____

(A) However, I think that tests do not really measure how intelligent a student is for several reasons.
(B) Some people think that tests are a good way to judge how intelligent someone is.
(C) From the time that students enter school, they are taught that all of their knowledge and achievements will be judged based on a single test.

Body 1:

_____ _____ _____ _____

(A) For example, a math test may check how well the student has learned the concepts taught in class, but it couldn't really show how well the student would do in applying those concepts in real life.
(B) Since tests only measure certain skills, I don't think that anyone could say that they accurately show someone's level of intelligence.
(C) First of all, the point of tests is to test the student's skills.
(D) Yet, it would be impossible to write a test that challenges students in every level that would accurately show how intelligent he or she is.

Body 2:

_____ _____ _____ _____

(A) Another reason I don't think that tests accurately measure intelligence is because students often perform poorly when they get anxious.
(B) So, just because you do poorly on a test doesn't mean that you aren't smart.
(C) There have been several times that I have gotten so nervous about doing well on a test that I couldn't even concentrate and ended up doing terribly.
(D) This has happened even when I knew the material very well.

Conclusion:

_____ _____

(A) To sum things up, I do not believe that grades are an accurate assessment of how intelligent a student is.
(B) There are a lot of factors that can affect test or assignment performance, and too much emphasis is placed on grades.

judge:
to critique and form an opinion about something or someone

base on:
to use ideas or facts to make a decision

check:
to look at something to make sure it is correct

concept:
an idea of something that exists

challenge:
to test someone's skills or abilities

anxious:
worried because something bad might happen

concentrate:
to give full attention to something

Step 3

Look back at the ideas you wrote in the blanks for Step 1. Write your own response to the prompt using one of your own ideas or another idea from Step 1.

04 Opinion

Practice 4

Step 1

Look at the prompt, and try to figure out your task.

Who do you admire more–famous people or people you know personally? Give reasons and examples to support your choice.

Read the two ideas for possible responses to the prompt. Write one more idea of your own.

1. People I know are easier to admire because I can relate to them.
2. I can judge if people I know are sincere and worthy of admiration.
3. _____

Step 2

Read the sample introduction below. Then, in the space provided, try to write body paragraphs for two of the ideas above. Try to write 3-5 sentences for each body paragraph. Then read the sample conclusion paragraph.

Introduction:

Everybody has someone in the world to look up to. Having someone to admire helps people set goals for themselves. It can also help them get through hard times. Some people admire famous people. But I usually admire people I know personally for several reasons.

Body 1:

_____

_____

_____

_____

_____

_____

_____

Body 2:

Conclusion:

To sum things up, I believe that it is important for people to have someone to admire. While other people may admire famous people for their status and fortune, I prefer to admire people I know personally since I can tell if they are being sincere and I find them easier to relate to.

Step 3

Write your own response to the prompt in Step 1. Write from the opposite side of the argument. First, think of 2 or 3 ideas for body paragraphs. Then, try to write a response using your ideas.

Step 4

Now read the sample response below. What similarities and differences do you see with the paragraphs you wrote?

Sample Response

Everybody has someone in the world to look up to. Having someone to admire helps people set goals for themselves. It can also help them get through hard times. Some people admire famous people. But I usually admire people I know personally for several reasons.

One reason I often admire people I actually know is because you can be sure that their admirable qualities are real and sincere. When you get to know someone very well, you begin to learn about the qualities that make them unique and individual. These qualities are the parts of the person that I admire. With famous people, you can't be sure that the way they act in public is how they really are. I can place a lot more confidence and admiration in someone I know.

Another reason I admire people I know personally more is because I find them easier to relate to. I think it is more impressive that someone who is in a similar situation as me has qualities that I admire. Because they have lives like my own, I feel inspired to reflect that. With famous people, I can't always relate to their situations. It seems that their lifestyles are so different than mine. Because of that, I can't always see myself being able to imitate them.

To summarize, I believe that it is important for people to have someone to admire. While other people may admire famous people for their status and fortune, I prefer to admire people I know personally since I can tell if they are being sincere and I find them easier to relate to.

admire:
to have a feeling of great respect for someone

famous:
used to describe someone well known

sincere:
talking and acting in a way that is true and honest

individual:
relating to one person

confidence:
the belief that someone is good and trustworthy

relate to:
to understand how someone feels and thinks

inspire:
to give someone enthusiasm to do something

05 Opinion

Practice 5

▸ Step 1

Look at the prompt, and try to figure out your task.

If you could purchase any car, would you choose one that has a powerful engine and uses a lot of gas, or one that costs less and is environmentally friendly? Provide reasons and examples to explain your choice.

Now look at the outline of a possible response to this prompt. Circle your choices, and fill in the blank for responding to this prompt.

Thesis: I would choose a car that is (powerful and uses a lot of gas / cheaper and environmentally friendly).

Support: A car that is (fast / cheaper / better for the environment) would suit me because it fits my personality.

Conclusion: Opposite side–The other car may be (faster / less expensive / ecologically friendly). However, I think my choice of car is _____

_____

▸ Step 2

Read two sample body paragraphs for an essay answering this prompt.

Body 1:

I would not want to spend a lot of money to put gas in my car constantly. Recently, the price of gasoline has increased significantly. I wouldn't want to put stress on my budget just so that I could have a fast car. By purchasing a car that uses less gas, I could save a lot of money. Ultimately, this would be important to me because there are a lot of things I would rather spend my money on besides gas, like books or clothes.

Write a thesis statement to match this body paragraph.

_____

_____

Body 2:

Another reason I would rather have a car that uses less gas is because they are better for the environment. Every day, there are new reports showing that the emissions from vehicles are ruining the environment. Scientists even think that the Earth is warming up as a result, which could lead to disaster over time. I could purchase a car that uses less gas and do my part to help save the environment for the generations after me.

Write a thesis statement to match this body paragraph.

Step 3

Now write an introduction and a conclusion for the prompt in Step 1. Use your thesis statement from Step 2. Try to write 3-5 sentences for each paragraph.

Introduction:

Conclusion:

Step 4

Write your own response to the prompt. First, make a short outline like the example above. Then, try to write a response using your outline.

Step 5

Now read the sample response below. What similarities and differences do you see with the paragraphs you wrote?

Sample Response

In some parts of the country, people cannot rely on public transportation to get from one place to another. Because of this, it is necessary to buy a car. There are many cars to choose from. Some people choose to buy powerful cars that can run very fast. Personally, I would prefer to buy a car that doesn't use as much gas for several reasons.

I would not want to spend a lot of money to put gas in my car constantly. Recently, the price of gasoline has increased significantly. I wouldn't want to put stress on my budget just so that I could have a fast car. By purchasing a car that uses less gas, I could save a lot of money. Ultimately, this would be important to me because there are a lot of things I would rather spend my money on besides gas, like books or clothes.

Another reason I would rather have a car that uses less gas is because they are better for the environment. Everyday, there are new reports showing that the emissions from vehicles are ruining the environment. Scientists even think that the Earth is warming up as a result, which could lead to disaster over time. I could purchase a car that spends less gas and do my part to help save the environment for the generations after me.

In conclusion, I would rather purchase a car that does not use a lot of gas and help the environment in the process.

rely on: to trust something or someone

transportation: a system used for moving people

budget: an amount of money a person has to spend

emission: a substance that goes into the air

ruin: to severely damage something

disaster: something bad that happens

generation: a group of people in society who are born and live around the same time

06 Opinion

Practice 6

Step 1

Look at the prompt, and try to figure out your task.

Do you agree or disagree with the following statement? *Young people's behavior is influenced more by their friends than their families.* Give reasons and examples to support your response.

Now look at the outline of a possible response to this prompt. Write one more idea of your own.

Young people are influenced more by their friends.

1. Young people want to fit in with people their own age.
2. Young people can relate better to people their own age rather than to family members.
3. _____

Step 2

Read the sample introduction below. Then, in the space provided, try to write body paragraphs for two of the ideas above. Try to write 3-5 sentences for each body paragraph. Then read the sample conclusion paragraph.

Introduction:

Sometimes people find it hard to understand the behavior of teenagers. People have different ideas to explain why young people act the way they do. Some people think that the behavior of teenagers is mostly influenced by their family. However, I think that young people are more influenced by their friends for several reasons.

Body 1:

_____

_____

_____

_____

_____

_____

_____

Body 2:

Conclusion:

For the above reasons, I believe that young people are more influenced by their peers than their family. While they are growing up, it is common for young people to think their parents don't understand them and to have a desire to find their own identity away from their families.

▸ Step 3

Write your own response to the prompt in Step 1. Write from the opposite side of the argument. First, think of 2 or 3 ideas for body paragraphs. Then, try to write a response using your ideas.

Step 4

Now read the sample response below. What similarities and differences do you see with the paragraphs you wrote?

Sample Response

Sometimes people find it hard to understand the behavior of teenagers. People have different ideas to explain why young people act the way they do. Some people think that the behavior of teenagers is mostly influenced by their family. But I think that young people are more influenced by their friends for several reasons.

The teenage years are a time when people are searching for their identity. Young people want to know who they are outside of their family. For that reason, they look to their friends for models and cues about how they should act. Their friends are people who are going through the same things that they are and have very similar lives in many respects. Because of this, it is much easier for teenagers to relate to their friends than it is to relate to their own families.

Another reason I think that teenagers are more influenced by their friends than their family is because at that time in one's life, it seems very important to be popular with one's peers. No teenager wants to be left out or be friendless at school. In order to be accepted, the person may behave differently than they would at home. Over time, the opinions of their friends probably become more important because it allows them to be part of the group.

For the above reasons, I believe that young people are more influenced by their peers than their family. While they are growing up, it is common for young people to think their parents don't understand them and to have a desire to find their own identity away from their families.

identity:
the qualities that make someone who they are

model:
someone who is a good example of a particular quality

cue:
an action or statement that tells someone they should do something

respect:
an aspect of something

popular:
liked by most people

peer:
someone who is the same age as another person

Vocabulary Review 3

Instructions: Choose the best word or phrase to complete each sentence.

1. The instructor _____ went over the information covered in the last lecture before moving on to today's topic.
   (A) previously
   (B) curiously
   (C) briefly
   (D) suddenly

2. The two brothers are very _____ in appearance, except one is much taller than the other.
   (A) similar
   (B) approximate
   (C) basic
   (D) modern

3. The restaurant conducted a _____ of its customers to see which menu items they liked and disliked.
   (A) check
   (B) research
   (C) survey
   (D) response

4. Many people like to use public _____ instead of driving in large cities.
   (A) movers
   (B) transportation
   (C) guidance
   (D) stations

5. This book's _____ was a little difficult to follow, but the author's writing was great.
   (A) chapter
   (B) page
   (C) review
   (D) storyline

6. In an emergency situation, the best thing is to remain calm and try not to _____.
   (A) anxiety
   (B) relax
   (C) panic
   (D) resist

7. You shouldn't make judgments about people _____ how they are dressed.
   (A) relate to
   (B) rely on
   (C) subject to
   (D) based on

8. Some children are _____ to a stuffed animal, blanket, or a favorite toy that must go everywhere with them.
   (A) attached
   (B) required
   (C) inspired
   (D) considered

9. Job _____ should always make sure they are dressed appropriately when they go for an interview.
   (A) hires
   (B) applicants
   (C) employees
   (D) volunteers

10. Older siblings often _____ their younger brother or sister. This often gets them in trouble with their parents.
    (A) shame
    (B) replace
    (C) tease
    (D) share

11. I wish some of her gracefulness would _____ me, so I wouldn't be so clumsy.

(A) turn off
(B) go off
(C) rub off on
(D) well off

12. Encyclopedias are a valuable _____ when doing research on almost any topic.

(A) method
(B) supply
(C) alternative
(D) resource

13. Many people's taste in music _____; rarely does someone only listen to one type of music.

(A) varies
(B) multiplies
(C) decomposes
(D) regulates

14. Carbon-dating _____ of things like pottery and tools helps archaeologists determine when the items were built.

(A) waste
(B) fragments
(C) decay
(D) materials

15. He felt like a _____ because he did not pass his driver's test on the first and second try.

(A) model
(B) survivor
(C) success
(D) failure

Instructions: Choose the word or phrase closest in meaning to the underlined word.

16. The seeds we planted in the garden began to <u>grow</u> a month after we planted them.

(A) push
(B) shoot
(C) sprout
(D) wilt

17. He says the <u>cause</u> of his financial problems was making some bad investments last year.

(A) source
(B) effect
(C) matter
(D) test

18. There are many <u>groups</u> of Native Americans still living in the United States today.

(A) types
(B) relatives
(C) connections
(D) tribes

19. Emma tells the best <u>imaginary</u> stories about fairies who live in the woods behind her house.

(A) realistic
(B) made-up
(C) fantastic
(D) unbelievable

20. I thought it was rather <u>unusual</u> that she was wearing two different colored socks today.

(A) disastrous
(B) freakish
(C) odd
(D) ordinary

21. Frederic Remington was a 19th century artist whose works <u>showed</u> scenes from the American West.

(A) depicted
(B) watched
(C) studied
(D) created

22. A <u>single</u> animal is usually not dangerous to people unless it is injured or feels extremely threatened.

(A) separate
(B) lone
(C) detached
(D) initial

23. Though the sphinx is a creature often associated with <u>olden</u> Egypt, it has also been found in other cultures around the world.

(A) ancient
(B) past
(C) antique
(D) traditional

24. When fruit begins to <u>rot</u>, mold begins to form on the outside, and it gets squishy on the inside.

(A) decompose
(B) vanish
(C) ripen
(D) evolve

25. Some animals work together to <u>attack</u> their prey, which allows the entire group to eat.

(A) track
(B) ambush
(C) wound
(D) stun

26. Everyone has <u>experienced</u> unpleasant people at work or at school, but you should not let them spoil your day.

(A) encouraged
(B) numbered
(C) encountered
(D) admired

27. My sister knocked over her glass of grape juice at breakfast, and it <u>damaged</u> the tablecloth.

(A) broke
(B) cured
(C) cued
(D) ruined

28. Coast Redwoods, also known as Sequoias, are a <u>gigantic</u> species of trees found in California and Oregon.

(A) measured
(B) constant
(C) massive
(D) considerable

29. The dog's <u>actions</u> improved greatly after its owners took it to an obedience class at a local pet store.

(A) spirit
(B) character
(C) personality
(D) behavior

30. I always become nervous before I have to speak in front of a large group of people.

(A) concerned
(B) anxious
(C) upset
(D) angry

Instructions: Write the missing words. Use the words below to fill in the blanks.

comparison	similar	ancient
depicted	based on	disaster
construction	massive	determined
fragments		

The Colossus of Rhodes is one of the Seven Wonders of the **31.** _____ World. This **32.** _____ bronze statue stood 110 feet tall on the island of Rhodes in the Aegean Sea. It **33.** _____ the sun god, Helios, and its **34.** _____ took 12 years to complete. It is believed to have looked **35.** _____ to the Statue of Liberty. In fact, it is believed the design of the Statue of Liberty is **36.** _____ the Colossus of Rhodes. A **37.** _____ between the two reveals the statues probably had the same-size body and both wore spiked crowns. However, it has been **38.** _____ that the Statue of Liberty is taller because of the pedestal she stands on and her raised torch. Only 58 years after the Colossus was completed, **39.** _____ struck in the form of an earthquake. Huge **40.** _____ of the Colossus lay near the harbor for centuries before being broken down into smaller pieces and sold for scrap metal.

Instructions: Choose the one word that does not belong in each group.

41.	surprise	shock	stun	stagger
42.	similar	alike	unique	comparable
43.	observe	watch	view	scent
44.	trap	corner	confine	bend
45.	peculiar	strange	weird	frequent

Instructions: Label each pair of words as similar (S) or opposite (O).

46.	_____	wound	injury
47.	_____	hire	terminate
48.	_____	monstrous	gigantic
49.	_____	shame	proud
50.	_____	challenge	difficult

Vocabulary Review 4

Instructions: Choose the best word or phrase to complete each sentence.

1. It is important for employers to have _____ in an employee's abilities.

(A) respect
(B) confidence
(C) predictability
(D) dependence

2. Studying _____ is popular with many college-aged students since it gives them a once-in-a-lifetime opportunity.

(A) abroad
(B) locally
(C) nearby
(D) farther

3. Many people become so _____ in an activity that they do not notice what is going on around them.

(A) concentrated
(B) unavailable
(C) reserved
(D) engaged

4. It is always nice to receive a(n) _____ compliment from somebody you've just met.

(A) straight
(B) open
(C) sincere
(D) limited

5. Many cities require _____ tests for vehicles as a way to reduce air pollution.

(A) transportation
(B) emissions
(C) gasoline
(D) construction

6. Sometimes it is hard to _____ myself verbally, so I will write a letter instead.

(A) inspire
(B) express
(C) cue
(D) say

7. Dinosaur _____ are the best resource we have for learning about those prehistoric creatures.

(A) fossils
(B) comparisons
(C) paleontologists
(D) materials

8. It is believed that many folk stories are actually _____ on things that really happened.

(A) told
(B) sourced
(C) based
(D) relayed

9. Financial experts often say people should make a _____, so they know exactly how much money they have every month.

(A) check
(B) budget
(C) survey
(D) balance

10. There is a theory that wolves live in _____ because it allows them to hunt large animals.

(A) flocks
(B) tribes
(C) packs
(D) structures

11. In order to assemble the furniture correctly, you are _____ to follow the instructions step by step.

(A) reduced
(B) required
(C) resisted
(D) revealed

12. Sometimes three or more _____ of a family live in the same house.

(A) models
(B) decades
(C) generations
(D) peers

13. Laura insists that when she _____ someone based on her first impression of them, she is always right.

(A) judges
(B) relates
(C) meets
(D) contacts

14. When the rainstorms caused many towns across the country to flood, the president declared it a national _____.

(A) damage
(B) disaster
(C) wreck
(D) ruin

15. My grandmother always said the best way to _____ my knowledge about anything was to read books.

(A) inflate
(B) swell
(C) expand
(D) shrink

Instructions: Choose the word or phrase closest in meaning to the underlined word.

16. I <u>depend on</u> my friends and family whenever I need advice about something important.

(A) build on
(B) rely on
(C) decide on
(D) hold on

17. After seeing how poorly everyone did on the test, the teacher decided to <u>repeat</u> the unit on chemical compounds.

(A) start
(B) oversee
(C) skip
(D) revisit

18. Occasionally, some species of animals still <u>live</u>, even though scientists believe them to be extinct.

(A) occur
(B) populate
(C) exist
(D) are

19. Charlie swept up the <u>pieces</u> of the broken glass but warned everyone to be careful in case he missed some of them.

(A) fragments
(B) waste
(C) whole
(D) entirety

20. Many religions have symbols which followers <u>respect</u> as part of their faith.

(A) judge
(B) believe
(C) choose
(D) worship

21. Small children are very interested in the world around them and need to be watched carefully so they don't put themselves in danger.

(A) nosy
(B) questioning
(C) curious
(D) puzzled

22. Consumers were offered a coupon if they would take a questionnaire about the product and why they were interested in buying it.

(A) test
(B) feedback
(C) opinion
(D) survey

23. The automobile manufacturer recalled about 25,000 new vehicles because of a problem with the stereos that were installed.

(A) approximately
(B) more
(C) additionally
(D) several

24. Since that band is very well liked, I'm worried we won't be able to get tickets to the concert next month.

(A) satisfactory
(B) popular
(C) stylish
(D) acceptable

25. In the end, it is the student's responsibility to make sure his or her assignments are completed on time.

(A) Furthermore
(B) Additionally
(C) Eventually
(D) Ultimately

26. Every once in a while, it is a good idea to test yourself by doing something difficult.

(A) confront
(B) analyze
(C) challenge
(D) defy

27. Sara is going find a tutor for physics, as there are several theories she still does not quite understand.

(A) concepts
(B) models
(C) cues
(D) notions

28. I always forget if I've locked the front door, so I have to go back to ensure that I did.

(A) witness
(B) prove
(C) try
(D) check

29. The bank manager decided to employ her even though she had not worked in several years.

(A) pay
(B) hire
(C) appoint
(D) choose

30. Though they had been to the amusement park before, they forgot how crowded it was on the weekends.

(A) first
(B) sooner
(C) previously
(D) formerly

Instructions: Write the missing words. Use the words below to fill in the blanks.

challenge	possible	approximately
monstrous	resource	admire
according to	curious	previously
fossil		

Sue is the name of the largest, most complete Tyrannosaurus Rex **31.** _____ ever found. Sue is on display at the Field Museum in Chicago where **32.** _____ visitors can see her. It is believed she lived **33.** _____ 67 million years ago, so it is remarkable her bones have been so well-preserved. **34.** _____ , Tyrannosaurus Rex skeletons on display at museums have been made of plaster or a composite of different dinosaur bones. The only part of Sue that is not real is her skull because it was so heavy that it was not **35.** _____ for the steel bars that connect the rest of Sue's bones to support it. However, visitors can **36.** _____ her **37.** _____ 600-pound skull on exhibit elsewhere in the museum. It was a **38.** _____ for museum workers to clean and repair all the bones, a process that took 25,000 hours. **39.** _____ museum officials, 3,500 hours were spent on the skull alone. Sue is a valuable **40.** _____ for scientists to discover more about the Tyrannosaurus Rex species.

Instructions: Choose the one word that does not belong in each group.

41.	same	similar	matching	known
42.	hire	employ	appoint	interview
43.	decide	choose	determine	observe
44.	decay	rot	ruin	decompose
45.	respect	admire	esteem	model

Instructions: Label each pair of words as similar (S) or opposite (O).

46.	_____	abroad	home
47.	_____	expand	enlarge
48.	_____	famous	unknown
49.	_____	pack	group
50.	_____	anxious	calm

Chapter 7 Verb Forms
Chapter 8 Sentence Formation

Chapter 7 Verb Forms

Tips

In order to make an essay clear and understandable, you need to do the following:

- Organize a coherent essay
- Use transitional expressions to clarify the flow of ideas
- Incorporate appropriate vocabulary to express ideas precisely
- Use a range of grammar and structures

When you review your essay, these tips can help you make it better:

- Check for errors in tense
- Check for word forms
- Make certain each verb agrees with its subject

Chapter 7

Verb Forms

Verb Tense

To discuss things in present or past time, use the tenses below.

Tense Time	Present Simple	Present Continuous	Present Perfect
Present	Dave teaches history twice a week.	Right now, Dave is teaching history in class.	Dave has taught history for ten years.

Tense Time	Past Simple	Past Continuous	Past Perfect
Past	Dave taught a history class yesterday.	Dave was teaching history when I arrived in class.	Dave had taught archeology before he taught history.

▶ Exercise 1

Each of the paragraphs below has eight errors in verb tense. Find the errors and correct them.

1. My sister Margaret studies ballet since she was six years old. Earlier this year, she has gone to New York City to audition for a ballet company. The company director was so impressed that he is offering her a position right away. Margaret packed her things and moved to the city. She felt lonely when she first got there, but she makes friends with some of the other dancers. Now, she was happy because she performs onstage almost every weekend, and she enjoys going places with her new friends. She had written me every week since she left. Sometimes, she sent me postcards, which I like because I can see what Margaret's new home is looking like.

2. Last night was a very interesting evening. Around 8:30, I had helped my mom clean up the house when I had heard a strange noise coming from the laundry room. I thought it was probably just some mice. Mice often came into our house, especially in the wintertime. I went into the laundry room and was hearing the sound again. It was coming from behind the washing machine. I have moved the washing machine aside and was seeing something that made my heart race. Suddenly, something is jumping out at me. I was terrified! Very quickly, however, I realized what was behind the washing machine. It is just Whiskers, our old cat.

Exercise 2

Write the correct form of the verb.

1. Perhaps my favorite teacher in high school was Mr. McGee, my science teacher. By the time I _____ (know) him, he was already in his early 60s. In fact, teaching was a second career for him. He _____ (work) at a government agency before he taught science. At the government agency, he _____ (do) a lot of climate studies. He described the work to us, making class very interesting. I graduated a few years ago and _____ (be) now in college. Since graduating, I _____ (go) back to my old high school every year just to say "hi" to Mr. McGee–my favorite teacher.

2. One of my favorite things to do on weekends _____ (be) visit the zoo. I _____ (go) to the zoo since I was only five or six years old. They change the exhibits often, so I never grow tired of it. In fact, I _____ (go) there this past weekend because they just opened up the polar bear exhibit. When I arrived at the exhibit, one of the bears _____ (lay) on the rocks and enjoying the sunshine. Another one _____ (play) with a big piece of ice in the water. It was great!

Word Forms

One of the most common mistakes in using word forms is the misuse of noun forms and verb forms. It is helpful to know word endings in order to use the word forms correctly. Some words have the same form for both nouns and verbs.

Noun (person)	-er, -or, -ist, -ian
Noun (thing)	-ance, -ism, -ness, -ology, -ion, -ty
Verb	-ate, -ize, -fy
Verb and Noun	influence, comment, ruin, attempt

Since some words have the same or similar forms as nouns and verbs, you must know the correct position in which to use the word. A noun cannot be used in the position of a verb, and a verb cannot be used in the position of a noun. In this case, verbs such as *make*, *have*, *take* and *do* are often used with nouns.

Example.

Verb:	We <u>contributed</u> to the charity.	(Correct)
Noun:	We <u>contribution</u> to the charity.	(Incorrect)
Verb + Noun:	We <u>made a contribution</u> to the charity.	(Correct)

Verb/Noun

create / creation	complain / complaint	argue / argument	comment / comment
suggest / suggestion	develop / development	improve / improvement	decide / decision
ruin / ruin	influence / influence	conclude / conclusion	contrast / contrast

Exercise 1

Choose the correct form of the word.

1. The trail guide asked everyone to _____ her down the path.
(A) follow (B) follower

2. The scientist's _____ was on display at the local science and technology center.
(A) invent (B) invention

3. My friend asked for my _____ because he forgot to meet me after school.
(A) forgive (B) forgiveness

4. The president has the _____ to veto any proposals made by the council.
(A) authorize (B) authority

5. Several area newspapers typically _____ a special section of local advertisements every Wednesday.
(A) distribute (B) distributor

6. The city council has yet to _____ the plans to build a new library downtown.
(A) finalize (B) finalist

7. After three months of searching, he finally found _____ with a local company.
(A) employ (B) employment

8. The woman was in the checkout line when she _____ she had forgotten her purse at home.
(A) realized (B) realization

9. The hotel provides a workout _____ for its guests to use during their stay.
(A) facilitate (B) facility

10. There was a loud _____ in the hallway, so she went to investigate.
(A) disturbing (B) disturbance

Exercise 2

Find the five incorrect words in each of the paragraphs below. Correct the words. There can be more than one incorrect word within a sentence.

1. Good study skills are important for any student. Poor study skills can lead to wasted time, frustrate, and low grades. One of the biggest problems for students is time management. Making a schedule can help you make the most out of your time. When you development your study schedule, be sure to inclusion your social activities as well so you know how much time you can devote to academics. You need to account for how you spend your time each day. Keep in mind your schedule can always be revision if needed. However, you must make a commit to stick to it as much as possible for it to be effective.

2. In ancient Greece there was a city called Sybaris, which was said to be the wealthiest trading port at the time. The residents of Sybaris had accumulation so many riches that they spent most of their time indulgence in fun activities. This included the Sybarite army that taught the horses to dance to pipe musician. A neighboring city decision to attack Sybaris, but its army was much smaller. They came up with a good solution. The invader army carried musical pipes and began playing them when they reached Sybaris. The Sybarite horses began dancing, and the Sybarites could not get them to stop, which allowed the city to be captured.

Subject - Verb Agreement

In academic English, the verb must always be in the correct form for its subject. This chart shows many of the forms that non-native speakers commonly have trouble with.

3rd person singular	He walks to school.
Uncountable noun	The furniture was delivered yesterday.
***There is/are* + noun**	There is a cat on the chair. There were dogs in the backyard.
Each, every* + noun** ***any/every/no/some* + *body/thing/one	Everyone likes ice cream. Something is missing from my desk.
Subject with phrases	The teachers at school are happy about the new lounge.
With quantity expressions	One of the mice has escaped from the cage. Some of the members have decided to resign. A piece of apple pie was on the plate.

Exercise 1

For each sentence below, underline the subject once, and underline the verb twice. Then, write *C* for the correct sentences and *IC* for the incorrect sentences.

_____ **1.** The mail are on the kitchen counter.

_____ **2.** Everybody is seated at the table for dinner.

_____ **3.** He race dirt bikes on weekends at the local track.

_____ **4.** A lot of people are waiting in line at the movie theater.

_____ **5.** Some of the children have gone to the park to play baseball.

_____ **6.** Several people is absent from the meeting tonight.

_____ **7.** Nobody want to take the trash out to the dumpster.

_____ **8.** She return from her trip next Saturday.

_____ **9.** A portion of the exam was very difficult for me.

_____ **10.** There were sand in my shoes from walking on the beach.

_____ **11.** Each person thinks differently about what should be done about the problem.

_____ **12.** A notice are posted on the bulletin board by the front door.

_____ **13.** Several of the students was sent home due to illness.

_____ **14.** Every summer, Kate goes to her grandmother's house in Oregon.

_____ **15.** Coffee were served at the meeting yesterday morning.

_____ **16.** Sheryl and Sarah has not decided on a restaurant yet.

Exercise 2

Write the correct form of the verb. Use the present simple tense.

1. He _____ (work) at the Metro Bank Building on Corbett Street.
2. My boss always _____ (pour) herself a cup of coffee in the morning.
3. Babies usually _____ (cry) when they are hungry.
4. My grandfather _____ (watch) the six o'clock news every night.
5. Calculus _____ (be) a difficult subject to learn for some people.
6. Nobody _____ (agree) on where we should go for our family vacation.
7. I don't _____ (read) fashion magazines anymore.
8. Olivia _____ (speak) French very well and without much of an accent.
9. The rose bushes in the garden _____ (bloom) during the summer.
10. When on vacation, the Abbotts _____ (leave) their dog at the kennel.
11. For one of his tricks, the magician _____ (disappear) right before our eyes.
12. Many young people _____ (dream) about fame and fortune.
13. Sometimes I do not _____ (pay) attention as well as I should.
14. All of her jewelry _____ (look) very expensive.
15. Each day, the sun _____ (rise) in the east.
16. Many people _____ (believe) in ghosts and creatures like the Loch Ness Monster.

Chapter 8 Sentence Formation

Tips

In order to make an essay clear and understandable, you need to do the following:

- Organize a coherent essay
- Use transitional expressions to clarify the flow of ideas
- Incorporate appropriate vocabulary to express ideas precisely
- Use a range of grammar and structures

When you review your essay, these tips can help you make it better:

- Avoid sentence fragments and run-ons
- Use noun phrases and noun clauses correctly
- Make sure sentences are connected using the appropriate conjunctions and adverbs

Chapter 8

Sentence Formation

Sentence Fragments

Every sentence must have both a subject and a verb. If a sentence is missing either of these, it is considered a sentence fragment. These are the problems associated with sentence fragments:

1) No subject
   Example: Sometimes goes to bed early.
2) No verb
   Example: The cat on the chair.
3) No subject or verb
   Example: And not sad.

Run-on Sentences

Run-on sentences are two or more sentences written together without proper punctuation or without a proper connecting word.

Example: My car is making funny noises I need to take it to a mechanic.

Run-on sentences can be fixed in two ways:

1) By adding punctuation to separate the clauses
   Example: My car is making funny noises. I need to take it to a mechanic.
2) By adding connecting words such as coordinating conjunctions, subordinators, or transitions
   Example: My car is making funny noises, so I need to take it to a mechanic.

Exercise 1

In each line below, one of the two sentences is a fragment. Underline the fragment. Then combine the sentence and the fragment to make one complete sentence.

1. It is easy to ride a bike. Once learn how to do it.

2. Amy studied really hard for her test. And got a perfect score on it.

3. On my way to work. I stopped to visit my aunt yesterday.

4. Jack was very tired today at work. Stayed up too late last night.

5. Unsafe to enter. So, you can't go in there.

6. I skipped lunch today. Hungry when I got home.

7. Melissa made a new friend today. Invited her over for dinner.

8. Soaking wet on my way to work. I forgot my umbrella at home this morning.

9. My uncle travels to a lot of foreign countries. Tells me interesting stories about them.

10. I hate going to the dentist. Appointment this afternoon.

11. My flight was terrible. A lot of turbulence.

12. Susan's report not completed yet. She was having problems with her computer.

13. The new horror movie at the theater. I was too scared to go to sleep that night.

14. The community theater will have a new production. Going to be *Camelot*.

15. I don't like to eat vegetables. Like fruit, though.

16. The dog got out of the yard. Digging a hole under the fence.

▸ Exercise 2

Read the following sentences. Write *RO* for run-on sentences. Write *F* for sentence fragments. Write *CS* for complete sentences. Correct the run-ons and the fragments.

_____ 1. In many countries, soccer is a very popular sport it is played on a field.

_____ 2. I called the travel agency you recommended. Did not have the tour I wanted.

_____ 3. The company picnic seemed to be a success a lot of employees showed up for it.

_____ 4. I went to the bank on Friday afternoon and waited a long time before I received help.

_____ 5. I have never been to Scotland I hear it is very beautiful in the Highlands.

_____ **6.** The audience gave a standing ovation for the musicians. Gave an encore performance.

_____ **7.** Although air travel is quicker, I prefer to travel by car because flying makes me sick.

_____ **8.** The circus is coming to town this weekend I think we should definitely go see it.

_____ **9.** The award presentation was delayed because the person receiving the award was late.

_____ **10.** My cousin is allergic to peanuts. And chocolate.

_____ **11.** It is very important to have the brakes on your car checked once a year.

_____ **12.** The lecture was boring and it lasted a long time some people actually fell asleep.

_____ **13.** Emma has trouble sitting still for long periods of time. Has a lot of energy.

_____ **14.** There is a petting zoo nearby that has goats, sheep, pigs, rabbits, and other animals.

_____ **15.** Steve likes to play golf in the autumn but not in the summer. Says it is too hot.

_____ **16.** Several students were selected to go on the trip to California they were very excited.

Noun Phrases, Clauses, and Their Equivalents

In sentences, subjects, objects, and complements are not only made with nouns or noun phrases but also with other elements like infinitives, gerunds, or that-clauses that serve as equivalents of noun phrases or clauses.

As a subject

Noun/Noun phrase	The problem was simple.
Infinitive	To give an explanation for the problem was simple. - It was simple (for me) to give an explanation for the problem.
Gerund	Giving an explanation for the problem was simple.
***That*-clause**	That the movie made a million dollars should not surprise anyone.

As an object

Noun/Pronoun	I like the car.
Infinitive	I like to drive the car.
Gerund	I like driving to different places.
***That*-clause**	I believe that I am ready to drive a car.

As a complement

Noun/Pronoun	My plan is this.
Infinitive	My plan is to save money.
Gerund	My plan is saving money.
***That*-clause**	My plan is (that) I should save money.

Exercise 1

Identify the noun phrases, clauses, and their equivalents(infinitives, gerunds) in each sentence below. Then write *C* for the correct sentences and *IC* for the incorrect sentences.

_____ **1.** My friend asked me to study with her on Wednesday night.

_____ **2.** Move to a new place is scary and exciting at the same time.

_____ **3.** His proposal was to find a cheaper supplier for materials.

_____ **4.** We should have known that was too good to be true.

_____ **5.** I saw a stray dog in my backyard yesterday afternoon.

_____ **6.** Traveling around the world is fun to do.

_____ **7.** Her idea is that the company should hire more people.

_____ **8.** It is hard for her decide if she should purchase a new television set.

_____ **9.** She assumed that I had already heard the good news.

_____ **10.** I want try the new Thai restaurant on Brookfield Street.

_____ **11.** She would not like work in a factory.

_____ **12.** To create a work of literature takes a lot of imagination.

_____ **13.** I think to doing that would be a very big mistake.

_____ **14.** He prefers to watch educational shows instead of sitcoms.

_____ **15.** Many people would like win the lottery.

_____ **16.** Their marketing concept is sponsor a local baseball team.

Exercise 2

Rewrite the sentences below with *that*-clauses or with infinitives.

1. Everybody decided to meet at the restaurant at seven o'clock.

   ⇨ (that) _____

2. She likes vacationing somewhere that has a beach.

   ⇨ (to) _____

3. I have a hard time apologizing when I know I am wrong.

   ⇨ (to) _____

4. Karla figured everyone left the house already.

   ⇨ (that) _____

5. The professor held a study session in which he reviewed the material for the midterm.

   ⇨ (to) _____

6. They recycled all of their paper products to help the environment.

   ⇨ (that) _____

7. Many people prefer giving gifts rather than receiving them.

   ⇨ (to) _____

8. Jack agreed to stay late to finish the project.

   ⇨ (that) _____

9. We have nothing in common but we are best friends anyway.

   ⇨ (that) _____

10. I think it is better going left down Main Street and then right on Butler Avenue.

    ⇨ (to) _____

Coordinating Conjunctions and Coordinating Adverbs

There are several ways to combine sentences. Among those, there has often been confusion using coordinating conjunctions and coordinating adverbs. Although many conjunctions and adverbs have almost the same meaning, they are used differently. Look at how the following sentences are combined and how they are punctuated.

Coordinating Conjunctions	Coordinating Adverbs
I like Italian food, and I like Mexican food.	I need my history book back. Also, you must return my notes so I can study.
I washed the dishes, and I did the laundry.	I went to see a movie. Then, I went to get something to eat.
I was bored, so I decided to read a book.	I didn't study hard enough; therefore, I got a bad grade on my test. I didn't study hard enough. Therefore, I got a bad grade on my test.
I tried to put the bookcase together, but I didn't have the right tools.	I ran as fast as I could; however, it wasn't fast enough. I ran as fast as I could. However, it wasn't fast enough.
We can watch television, or we can rent a movie.	We can go fishing this weekend. Alternatively, we can go on a picnic.

- In a formal essay, the coordinating conjunctions *and*, *so*, *but*, *or*, and *nor* are not used at the beginning of a sentence.

  Example: I got up. And I ate breakfast. (Informal)

Exercise 1

Find the error in each sentence below and correct it.

1. I tried to move the sofa so I could clean underneath it. But it was too heavy.
2. Susan is taking classes at the community college during the day also works at night.
3. We could go ice skating. Or go sledding.
4. I want to buy a new computer. So I am saving my money.
5. Mr. Alvarez thinks he is a good candidate for the job however Mr. Jackson disagrees.
6. They need to decide which restaurant they want to go to. Or they can just order in pizza.
7. He thinks we should make an outline first then we can start writing the report.
8. I like chocolate ice cream but my sister likes vanilla therefore we always have both at our house.
9. This summer we are going to England. And in the winter we are going to Mexico.
10. Our team is down by 20 points however we haven't given up yet.
11. She wanted to go to the store and the library. But she did not have enough time to do both.
12. I believe in wishing on stars however my brother says that it's nonsense.
13. We drove to Shelley's to pick her up then we all went to Alex's house together.
14. They like to go hiking when it's warm out also they enjoy water skiing.
15. He is faster than the rest of us therefore he should be the last runner on our relay team.
16. I like to take pictures with my camera but, they never come out the way I want them to.

Exercise 2

Write the missing words. Use the words below to fill in the blanks. Use each word once.

whereas	however	additionally	then
therefore	on the other hand	for example	so
but	and	although	or

1. While the game of baseball was invented in America, it was modeled on the British game of rounders. The first game of baseball happened around 1834, _____ the first game of rounders was played in 1744. The two games have quite a few similarities. _____, both games are played on diamond-shaped fields. Both games also have pitchers, _____ in rounders, they are called bowlers. _____, both baseball and rounders have fielders to catch or chase after balls. If a fielder catches a ball after it has been hit in rounders, _____ the batter is out, just like in baseball. It is believed that rounders made its way across the ocean to America in the last half of the 18th century _____ eventually evolved into the game of baseball.

2. Everyone knows zebras have stripes, _____ have you ever wondered what they are for? Scientists believe zebras' stripes help them hide from predators. When in danger, zebras huddle together, _____ they look like one big mass of stripes. _____, it is hard for a predator to single out one zebra to attack. There are actually eight kinds of zebras and each kind has a different style of stripes. _____, most people are familiar with the plains zebra, which has very thick vertical stripes on its body. People probably cannot pick out one zebra from another. _____, zebras are able to identify each other individually by their stripes. No two zebras have the same stripe pattern. Although most zebras are striped, there are some that are either all black _____ all white.

Building Skills for the TOEFL® iBT

READING / LISTENING / SPEAKING / WRITING

Practice Test

Practice Test



Reading Section

Directions

In this section, you will read two passages and then 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.

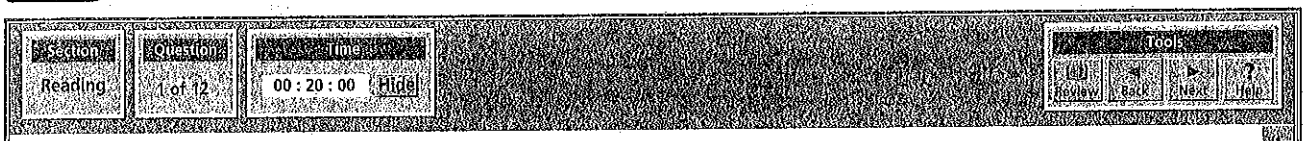
You will have 40 minutes to read all of the passages and answer the questions. Some passages include a word or phrase that is underlined in blue. For those words, you will see a definition or an explanation below the passage.

You can skip questions and go back to them later as long as there is time remaining.

When you are ready to continue, press **Continue** to go to the next page.

01 Botany

Track 241



Fungi

Fungi are a group of organisms that, despite being plants, have no leaves or flowers. In fact, fungi do not even share the green color that most other plants display. Scientists estimate that there are over 1.5 million different species of fungi in the world. Though, to date, only 100,000 have been identified, leaving many more that have not been found. One interesting feature of fungi is that they often interact with other organisms in order to survive. These relationships are at times beneficial to both organisms. Other times, the fungus benefits without causing harm to the other organism.

Many types of fungus have beneficial relationships with plants. Initially, many gardeners would be concerned to know that their plants were colonized by a fungus. ■ **A)** This is because some fungi can cause plants to die. ■ **B)** However, many plants actually depend on certain types of fungi to help it stay healthy. ■ **C)** Fungi are important to plants because they help plants absorb more minerals from the soil than they could on their own. ■ **D)** The reason for this has to do with how fungi obtain food. Unlike green plants, fungi cannot make their own food. They must absorb their food. When the fungi absorb minerals from the soil, they draw the nutrients closer to the roots of the plant, so the plant is able to use them as well. The fungus also benefits from this relationship. Using the minerals from the soil, as well as sunlight, the plant is able to produce sugars and other nutrients. Then the fungus absorbs the nutrients from plant roots and uses them to survive.

Not all relationships are beneficial for both organisms; in some interactions, only the fungus benefits. Still, for some fungus species, contact with other organisms is essential. And though the fungi do not provide any benefits for the other organism, they do not harm it either. One example of this is a species called Pilobolus. This fungus relies on other animals to help it reproduce. The pilobolus grows in animal dung. When it becomes mature, it shoots its spores away from the dung pile. The spores land in the grass where cows graze. The spores are consumed by the animal but do not grow while inside the stomach. They travel through the body of the animal until they are passed and deposited in another area, where they continue to grow.

▸ **dung**
manure; waste produced by animals

▸ **spore**
a reproductive body that is able to develop into a new organism of the same type

1. According to paragraph 1, which of the following is true of fungi?
   (A) Many species have yet to be discovered.
   (B) Fungi can grow on mushrooms.
   (C) They can have green or dull brown colors.
   (D) There are 100,000 species left to identify.

2. The word they in paragraph 1 refers to
   (A) mushrooms
   (B) scientists
   (C) environments
   (D) fungi

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

   In fact, the Irish potato famine was caused by a fungus that killed entire crops of potatoes.

   Where would the sentence best fit?
   (A) First square
   (B) Second square
   (C) Third square
   (D) Fourth square

4. The word absorb in paragraph 2 is closest in meaning to
   (A) move
   (B) throw away
   (C) change
   (D) take in

5. Which of the following can be inferred from paragraph 2 about how plants get food?
   (A) They absorb food from the soil.
   (B) They can't make food without sugar.
   (C) They can make their own food.
   (D) They use the fungus as food.

6. Which of the following best expresses the essential information in the highlighted sentence? Incorrect answer choices change the meaning in important ways or leave out essential information.
   (A) The plant is able to benefit when the fungus uses up all the nutrients in the soil.
   (B) The fungus uses the same minerals previously absorbed by the plant.
   (C) After the plant has absorbed the nutrients, the fungus is able to use them, too.
   (D) The plant uses nutrients that the fungus attracts to the nearby soil.

7. According to paragraph 2, which of the following is NOT true about fungus growing on or near plants?
   (A) It can help maintain the plant's health.
   (B) It neither benefits nor harms the plant.
   (C) It is sometimes dangerous for plants.
   (D) It grows near the roots of the plant.

8. The author discusses cows and horses in paragraph 3 in order to
   (A) illustrate how fungus can be harmful
   (B) explain how a type of fungus reproduces
   (C) give examples of animals that eat fungus
   (D) show that fungus can be found anywhere

9. The word beneficial in paragraph 3 is closest in meaning to

(A) rapid
(B) direct
(C) helpful
(D) valuable

10. According to paragraph 3, which of the following is true of the Pilobolus fungus?

(A) It doesn't benefit from its relationship with animals.
(B) It needs other organisms in order to reproduce.
(C) It matures inside the stomachs of cows and horses.
(D) It causes horses and cows to become ill.

11. The word graze in paragraph3 is closest in meaning to

(A) eat
(B) live
(C) view
(D) grow

12. Directions: Complete the table by matching the phrases below. Select the appropriate phrases from the answer choices and match them to the type of relationship to which they relate. TWO of the answer choices will NOT be used. ***This question is worth 3 points.***

Fungi Relationships	Statements
Fungus-Plant Relationship	• • •
Pilobolus-Cow Relationship	• •

Statements

(A) is beneficial to both organisms
(B) benefits only one of the organisms
(C) harms one of the organisms
(D) helps the fungus get food
(E) helps the fungus reproduce
(F) starts in the stomach of the organism
(G) takes place in the soil

02 Biology

Track 242



Will o' the Wisp

In many countries across the globe, people have reported the appearance of mysterious lights that appear over bogs and swamps at night. Still more strange, the lights disappear when approached. There are many names for this curious occurrence, the most common being the will o' the wisp. Explanations for the will o' the wisp have been offered by both folktales as well as by science.

The will o' the wisp has become the subject of many folktales. ■ **A)** In one version, popular through parts of Scotland, the lights are produced by evil spirits. ■ **B)** They create the lights in order to lure travelers away from the road and get them lost. ■ **C)** In other versions, they lead travelers into the water with the light until they've stepped into the bog. ■ **D)** The traveler is left alone in the dark, in the middle of the swamp, with no guide to get them back to the road. While many folktales consider seeing the will o' the wisp as ominous, some cultures believe that it is good luck to observe the will o' the wisp. For example, in Scandinavian countries, people think that the lights indicate that a large treasure trove is buried beneath the spot where the light shines. According to this legend, the guardian of the treasure uses fire to clean the silver and gold that are buried at that spot. This is why the light can be seen over the bog.

The ancient explanations provided by folktales are challenged by some modern scientists who have different ideas about the origin of the will o' the wisp. According to some scientists, the lights are not supernatural at all. Instead, they are caused by a natural process. They think that when fish die in the bog, they create a number of gases that are released into the water. When the gases encounter oxygen, a chemical reaction occurs. The by-product of the reaction creates the lights over the water. In order to prove this theory, a pair of Italian scientists conducted a series of experiments. In the experiments, they tried to reproduce the conditions in bogs to see if the lights would appear. They collected the same chemicals that are produced by the rotting fish at the bottom of the bog. When they added oxygen, they found that a light was produced, thus proving the theory.

- **bog**
  wet ground rich with dead plant and animal-life around a body of water
- **treasure trove**
  a valuable collection that has no owner

1. According to paragraph 1, which of the following is true of will o' the wisps?
   (A) They appear when people are near.
   (B) They look like flashing lights.
   (C) They are seen around water.
   (D) They appear mostly during the day.

2. Which of the following can be inferred from paragraph 2 about folk explanations?
   (A) They do not all agree on the source of the lights.
   (B) They say that the lights try to hurt people.
   (C) They explain the lights are created by the water.
   (D) They all have their origins in Scotland.

3. The word they in paragraph 2 refers to
   (A) folktales
   (B) lights
   (C) evil spirits
   (D) travelers

4. The word lure in paragraph 2 is closest in meaning to
   (A) hide
   (B) lose
   (C) chase
   (D) attract

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

   At this moment, they suddenly put the light out.

   Where would the sentence best fit?
   (A) First square
   (B) Second square
   (C) Third square
   (D) Fourth square

6. The word ominous in paragraph 2 is closest in meaning to
   (A) threatening
   (B) strange
   (C) unwise
   (D) purposeful

7. According to paragraph 2, which of the following is NOT true of Scandinavian folktales?
   (A) They say that the lights show where treasure is buried.
   (B) They believe that seeing the lights is good luck.
   (C) They think the will o' the wisp is caused by evil spirits.
   (D) They say the lights are caused by fire used to clean metal.

8. The author discusses silver in paragraph 2 in order to
   (A) explain how the will o' the wisp can be eliminated
   (B) demonstrate the high value of the will o' the wisp
   (C) give a reason for what the light in the bog is used for
   (D) describe the color of the light the will o' the wisp makes

9. Which of the following best expresses the essential information in the highlighted sentence? Incorrect answer choices change the meaning in important ways or leave out essential information.
   (A) No one is sure where the folk tales about the will o' the wisp come from, not even scientists.
   (B) Folktales offer the same explanation as scientists for what causes the will o' the wisp.
   (C) Science and folktales have tried to discover what causes the will o' the wisp.
   (D) Scientists offer alternative explanations than those offered by folktales.

10. According to paragraph 3, which of the following is true of oxygen?

(A) It is produced by the will o' the wisp lights.
(B) When mixed with certain gases, it produces lights.
(C) It is produced when fish and other animals die.
(D) It is not found in water sources where lights occur.

11. The word encounter in paragraph 3 is closest in meaning to

(A) make
(B) become
(C) leave
(D) meet

12. The author discusses Italian scientists in paragraph 3 in order to

(A) argue that the will o' the wisp phenomenon cannot be explained
(B) describe a study performed about the will o' the wisp
(C) demonstrate the effect of oxygen upon dead fish
(D) describe how the lights were originally discovered

13. The word by-product in paragraph 3 is closest in meaning to

(A) combination
(B) event
(C) response
(D) result

14. Directions: An introductory sentence for a brief summary of the second paragraph is provided below. Complete the summary by selecting the TWO 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.***

There are many different legends for what causes the will o' the wisp.

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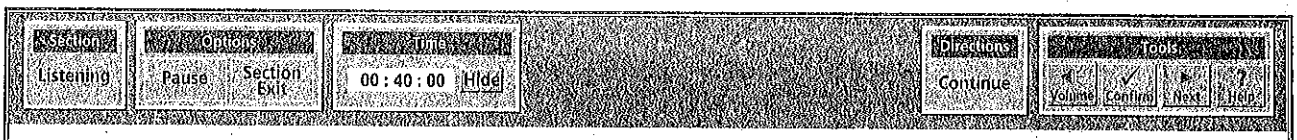
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Answer choices

(A) The lights are caused by evil spirits who want travelers to drown in the bog.
(B) The will o' the wisp is seen by people who are traveling late at night.
(C) Evil spirits produce the lights to get travelers lost.
(D) The lights alert travelers to the presence of buried treasure.

Practice Test

Track 243



Listening Section

Directions

In this section, you will listen to four lectures and two conversations. You will hear each lecture and conversation one time.

After each listening passage, you will answer some questions about it. Most questions are worth one point, but some questions are worth more than one point. The directions indicate how many points you may receive.

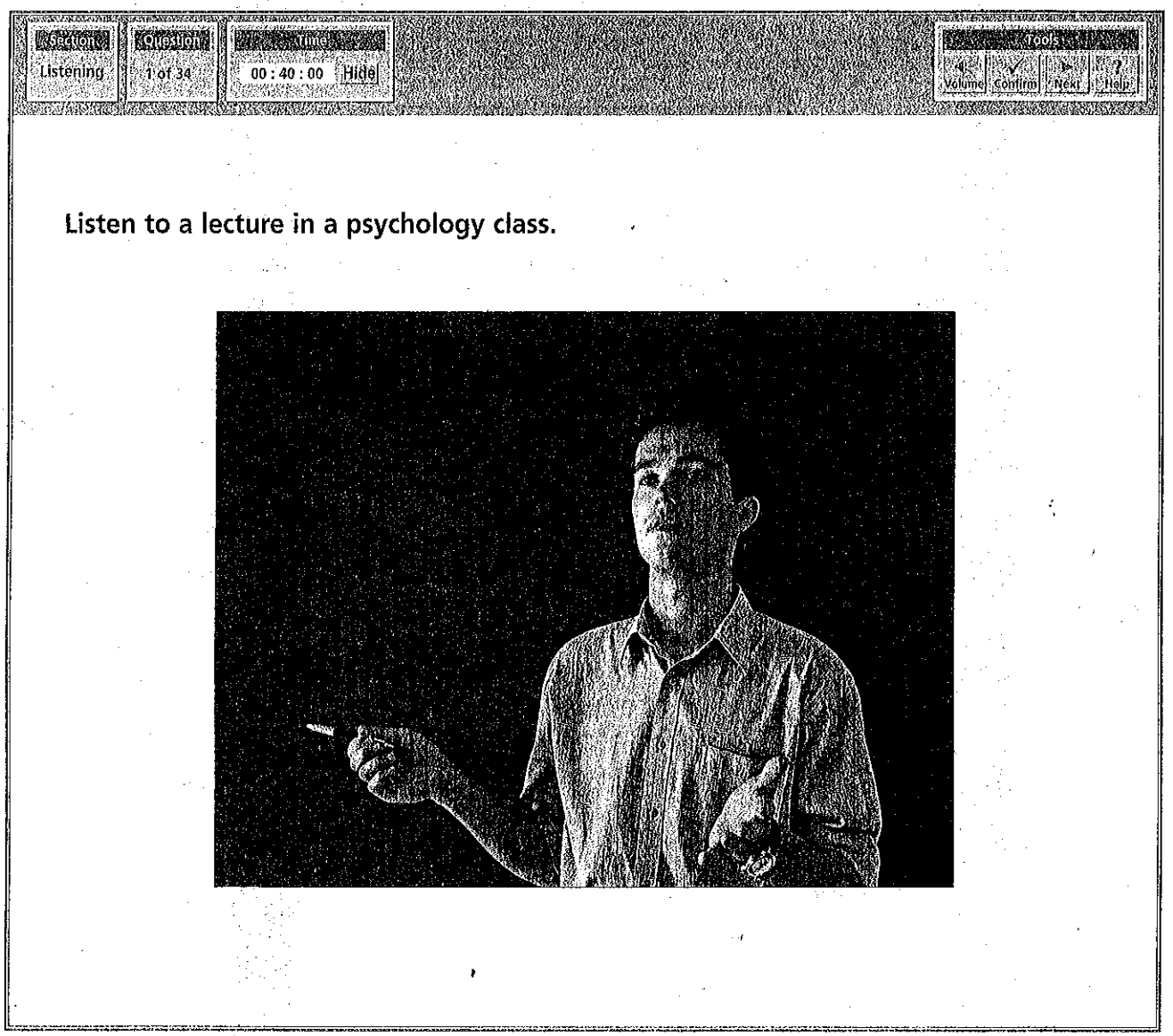
You will have 30 to 40 minutes to both listen and answer the questions. The questions ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude.

You may take notes while you listen. You may 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 you will hear part of the lecture or conversation again.

When you are ready, press **Continue**.

01 Psychology



Listen to a lecture in a psychology class.

1. What is the main idea of the lecture?
   (A) Crowds are wiser than most people think.
   (B) Experts are rarely more accurate than crowds.
   (C) The Wisdom of Crowds is a questionable theory.
   (D) Game show contestants should trust the audience.

2. Listen to part of the lecture again. Then answer the question.
   Why does the professor say this?
   (A) He feels the whole concept is strange.
   (B) He finds this information to be obvious.
   (C) He thinks the idea is highly amusing.
   (D) He finds this theory to be surprising.

3. What does the professor imply about guessing the average IQ of a university student?
   (A) Crowds are guaranteed to get the right answer.
   (B) A group wouldn't be able to guess correctly.
   (C) People are likely to give similar guesses.
   (D) Most individuals wouldn't know the answer.

4. According to the theory, how will an above average individual perform against the crowd over time?
   (A) He will not do better than the crowd.
   (B) He might beat the crowd most times.
   (C) He will occasionally match the crowd's answer.
   (D) He will usually do better than the crowd.

5. What does the game show example illustrate?
   (A) Contestants should choose the expert.
   (B) Experts are good only part of the time.
   (C) Crowds guess more accurately than individuals.
   (D) Contestants shouldn't rely on expert advice.

6. What is the professor's view toward the accuracy of this theory?
   (A) He is satisfied with it.
   (B) He is concerned about it.
   (C) He is doubtful about it.
   (D) He is amazed by it.

02 Genetics

Section: Listening | Question: 7 of 34 | Time: 00 : 34 : 00 Hide | Tools: Volume, Confirm, Next, Help

Listen to a lecture in a genetics class. Track 244



7. What is the main idea of the lecture?

(A) Ways to preserve genetic diversity
(B) How cloning conserves species
(C) Types of species that are going extinct
(D) Places with declining genetic diversity

8. How does the professor organize the information that she presents to the class?

(A) By comparing different methods of conservation
(B) By listing a problem and offering several solutions
(C) By defining genetic diversity and its role on Earth
(D) By describing advantages and disadvantages

9. What reason does the man give for why declining genetic diversity is serious?

(A) It will result in a smaller gene pool.
(B) It will make cloning more difficult.
(C) It will lead to greater extinctions.
(D) It will change the balance of nature.

10. How does the professor feel about cloning?

(A) She feels it is the most promising technique.
(B) She believes it's currently an unrealistic option.
(C) She feels it won't be very useful in the future.
(D) She believes it'll only work for certain species.

11. Listen to part of the discussion again. Then answer the question.

Why does the student say this?

(A) To ask the professor to repeat the information
(B) To ask the professor for an explanation
(C) To apologize for not paying attention
(D) To say she's having trouble hearing

12. What can be inferred about conservation, according to the passage?

(A) It involves managing animal habitats in zoos.
(B) It's the most logical way to preserve a species.
(C) It involves two different forms of preservation.
(D) It depends entirely on maintaining safe habitats.

03 Office Visit

Section: Listening | Question: 13 of 34 | Time: 00 : 28 : 00 Hide | Tools: Volume, Confirm, Next, Help

Listen to a conversation between a student and a professor. Track 245



13. Why does the student come to see the professor?

(A) To ask for help with her vocabulary notebook
(B) To find out what her score was on the quiz
(C) To complain about the difficulty of the quiz
(D) To discuss a reading problem she has

14. Listen to part of the conversation again. Then answer the question.

Why does the professor say this?

(A) To ask the student why she came
(B) To make sure the student had studied
(C) To indicate that the quiz wasn't difficult
(D) To clarify the student's question

15. What was the professor's initial attitude toward the student's problem?

(A) Hopeful
(B) Unconcerned
(C) Puzzled
(D) Anxious

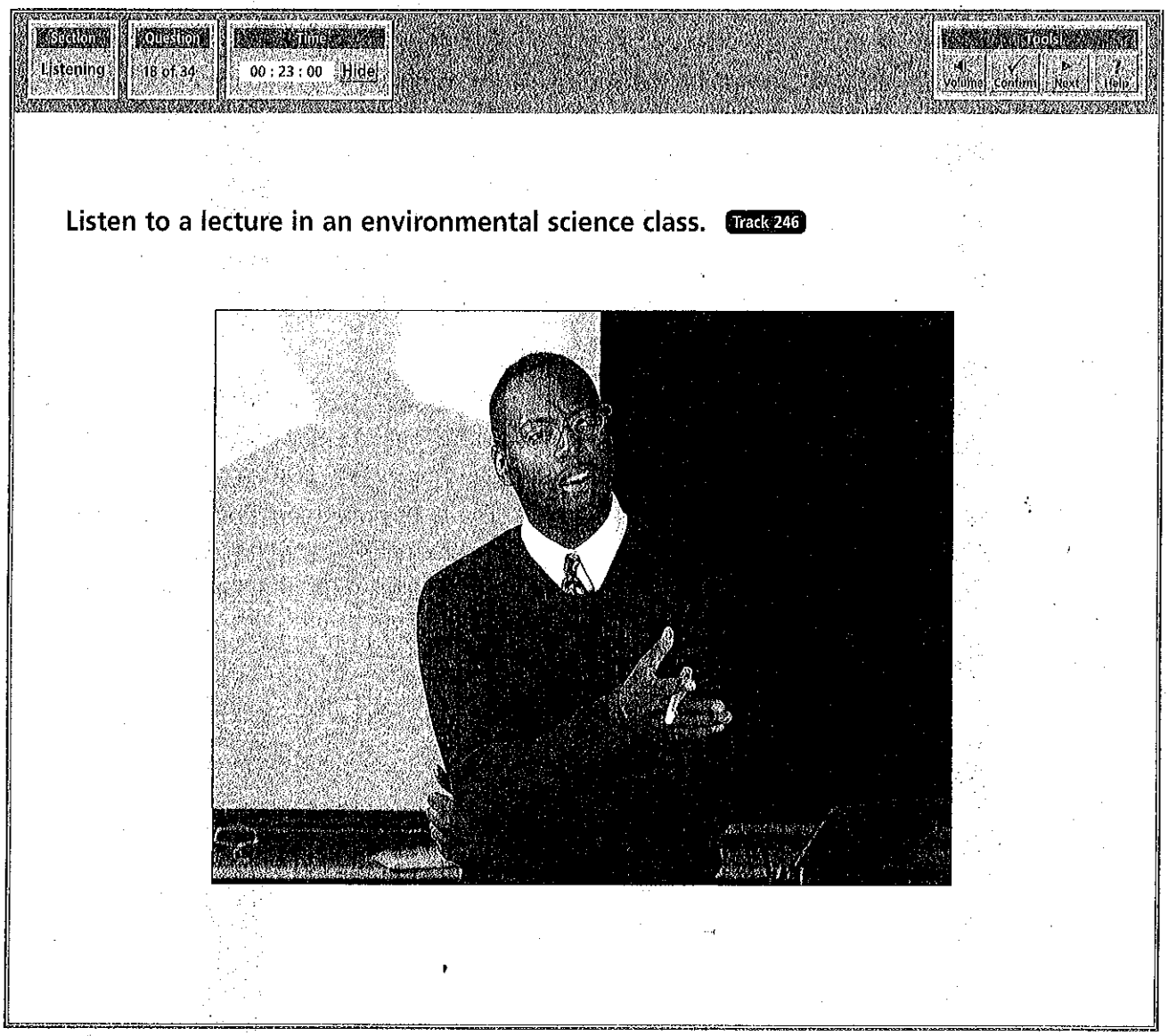
16. What does the professor imply when he asks the student if she often has trouble remembering words?

(A) He had already noticed that she has a problem.
(B) He doesn't understand what the student is saying.
(C) There are several ways to solve this problem.
(D) The student might have a study skills problem.

17. Why does the professor suggest the woman get a small notebook?

(A) To keep track of her assignments
(B) To help her remember new words
(C) To remind her of her schedule
(D) To enable her to take better notes

04 Environmental Science



Listen to a lecture in an environmental science class. Track 246

18. What is the main topic of the lecture?

(A) The process of groundwater overuse
(B) Consequences of overusing groundwater
(C) The role of groundwater in city areas
(D) Pros and cons of groundwater usage

19. Listen to part of the lecture again. Then answer the question.

Why does the professor say this?

(A) To suggest that groundwater is useful
(B) To correct the students' thinking
(C) To introduce something unexpected
(D) To explain the meaning of groundwater

20. What is the professor's stance on groundwater overuse?

(A) Frightened that water will run out
(B) Shocked about what's happening
(C) Unsure about how to solve the problem
(D) Concerned about the decreasing supply

21. Why does the professor talk about the house of cards?

(A) To describe what a groundwater system looks like
(B) To illustrate how poorly people build cities today
(C) To argue that people should stop building on sinkholes
(D) To give an analogy illustrating a groundwater system

22. According to the professor, what is a problem in the American Southwest?

(A) Running out of water
(B) Riparian destruction
(C) Desert expansion
(D) Land subsidence

23. Which of the following results does the professor mention? Place a check mark in the correct box.

	Mentioned	Not Mentioned
Streambed destruction		
Flooding		
Sinkholes		
Drought		

05 Psychology

Section: Listening | Question: 24 of 34 | Time: 00 : 17 : 00 Hide | Tools: Volume, Confirm, Next, Help

Listen to a discussion in a psychology class. Track 247



24. What is the discussion mainly about?

(A) Two different aspects of a theory
(B) The different biological needs of all humans
(C) Murray's experiments with soccer players
(D) The importance of psychogenic needs

25. What type of need would most likely qualify as a physiological need?

(A) Order
(B) Security
(C) Nurturing
(D) Sleep

26. Which category had twenty different needs according to Murray's theory?

(A) Psychogenic needs
(B) Physiological needs
(C) Achievement needs
(D) Biological needs

27. Listen to part of the lecture again. Then answer the question.

How certain is the student of her answer?

(A) She knows she is correct.
(B) She is somewhat doubtful.
(C) She is sure she is wrong.
(D) She is completely confused.

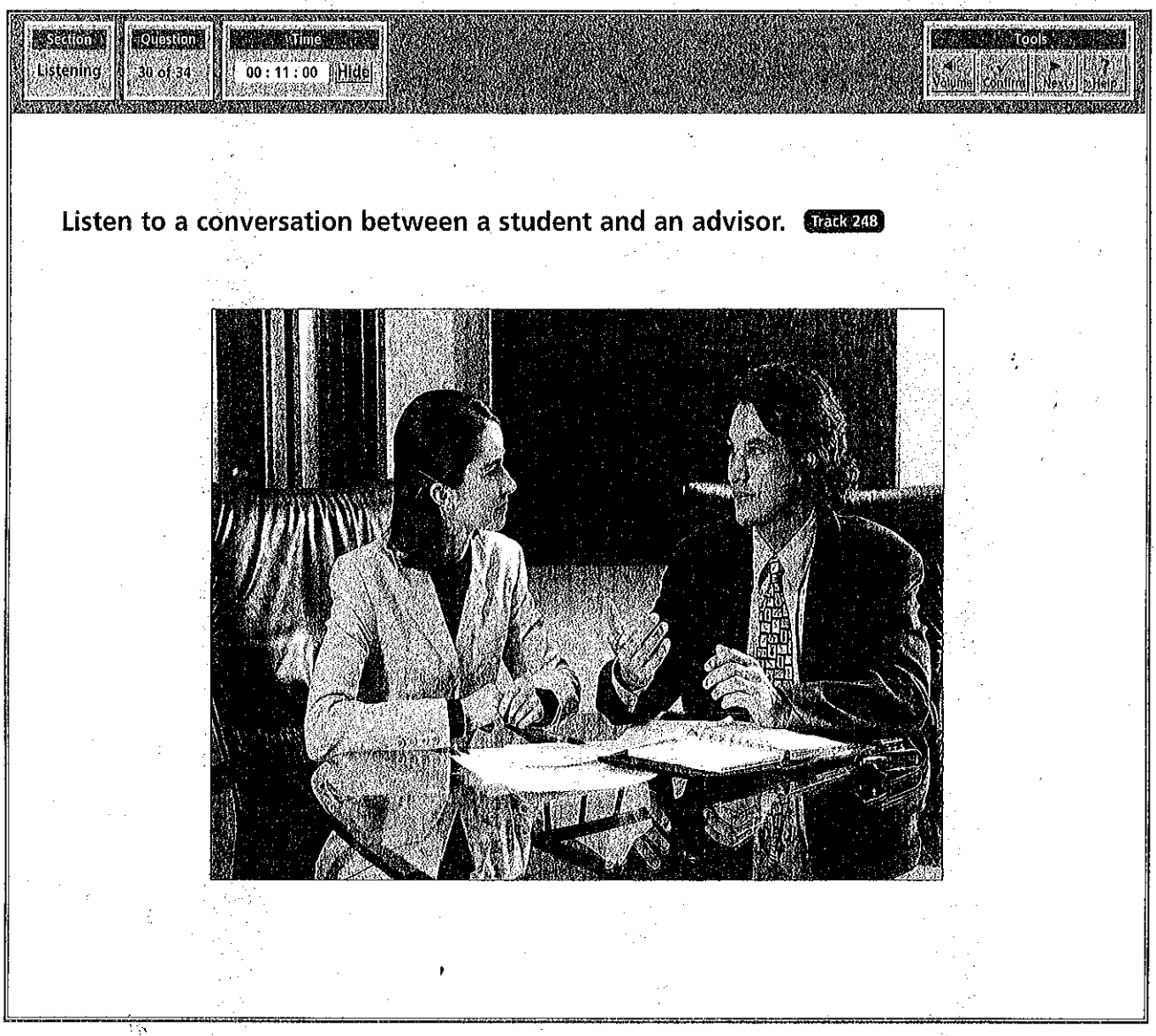
28. Which of the following phrases best describes the two types of needs? Put a check mark in the correct column.

	Physiological Needs	Psychogenic Needs	Both
Acquired at birth			
Individuals rank them differently			
Found in all individuals			
Learned over lifetime			

29. Why does the professor talk about the two soccer players?

(A) To illustrate an experiment Murray performed
(B) To argue that cooperation is important in team sports
(C) To compare biological needs with higher-order needs
(D) To show how different individuals rank their needs

06 Service Encounter



Listen to a conversation between a student and an advisor. Track 248

30. Why does the student visit her advisor?

(A) She wants to get his advice about a class.
(B) She wants him to remove a hold on her account.
(C) She thinks he can help her find her book.
(D) She wants to talk to him about the library.

31. Listen to part of the conversation again. Then answer the question.

Why does the advisor say this?

(A) To find out information
(B) To criticize the student
(C) To make a suggestion
(D) To be humorous

32. What does the man say might have happened to the student's book?

(A) She might have forgotten to return it.
(B) The book could have been misplaced.
(C) Someone else might have checked it out.
(D) The librarian could have made a mistake.

33. What can be inferred about the man?

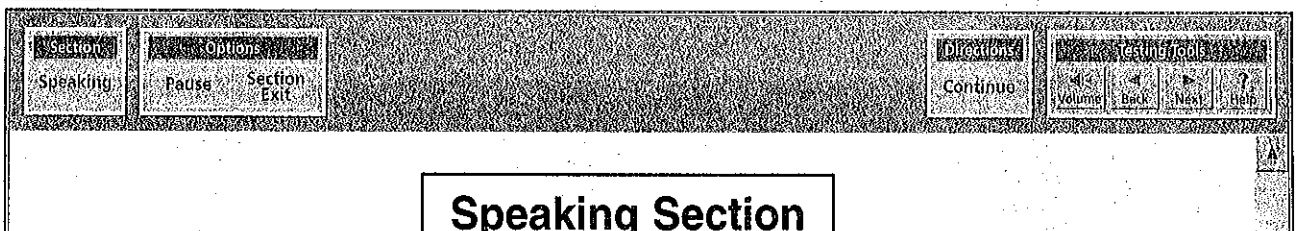
(A) He doesn't believe the student's story.
(B) He needs to personally talk to the librarian.
(C) He didn't pay for his own missing book.
(D) He almost misplaced his own library book.

34. Which of the following tasks does the advisor ask the student to accomplish? Put a check mark next to the correct answer.

Task	Mentioned	Not Mentioned
Check the bookshelf in the library		
Talk to the librarian		
Ask for a written confirmation		
Register in the computer lab		

Practice Test 1

Track 249



Speaking Section

Directions

In this section of the test, you will demonstrate your ability to speak about a variety of topics. You will answer six questions by speaking into the microphone. Answer each of the questions as completely as possible.

In questions one and two, you will speak about familiar topics. Your response will be scored on your ability to speak clearly and coherently about the topics.

In questions three and four, you will first read a short text. The text will go away, and you will then listen to a talk on the same topic. You will be asked a question about what you have read and heard. You will need to combine appropriate information from the text and the talk to provide a complete answer to the question. Your response is scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you read and heard.

In questions five and six, you will listen to part of a conversation or a lecture. You will be asked a question about what you heard. Your response is scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you heard.

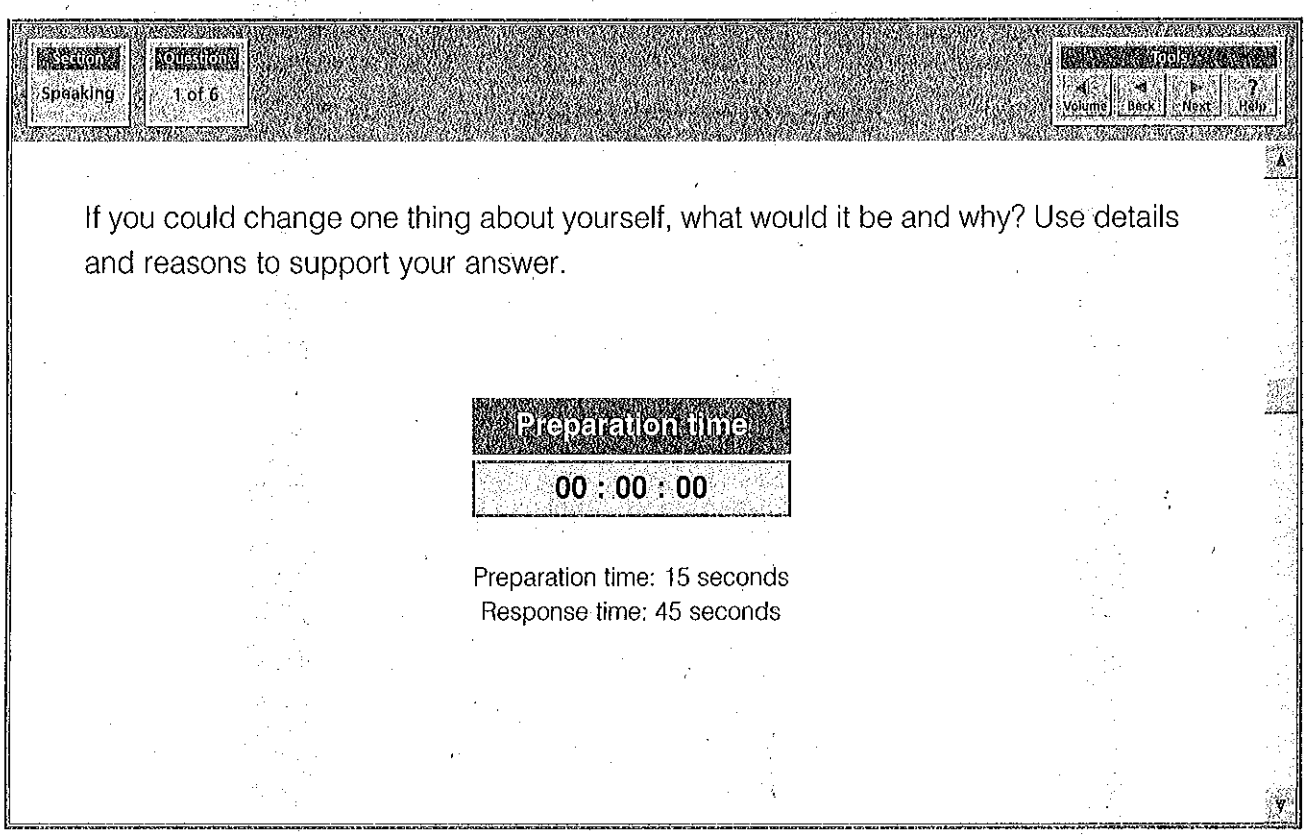
You may take notes while you read and while you listen to the conversations and lectures. You may use your notes to help prepare your responses.

Listen carefully to the directions for each question. The directions are not shown on the screen.

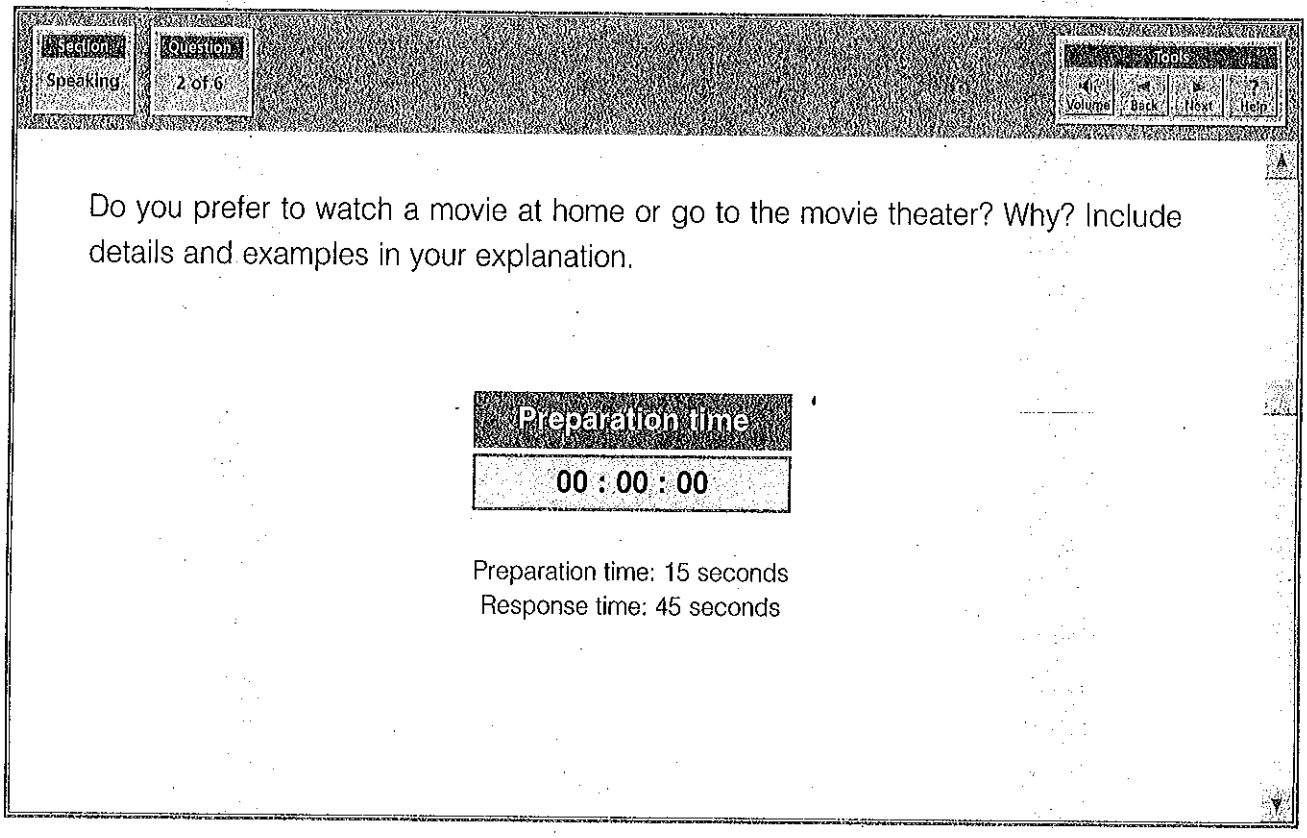
For each question, you will be given a short time to prepare your response. A clock will show how much preparation time is remaining. When the preparation time is up, you will be told to begin your response. A clock will show how much time is remaining. A message will appear on the screen when the response time has ended.

If you finish before the allotted time, press **Continue** to go to the next question.

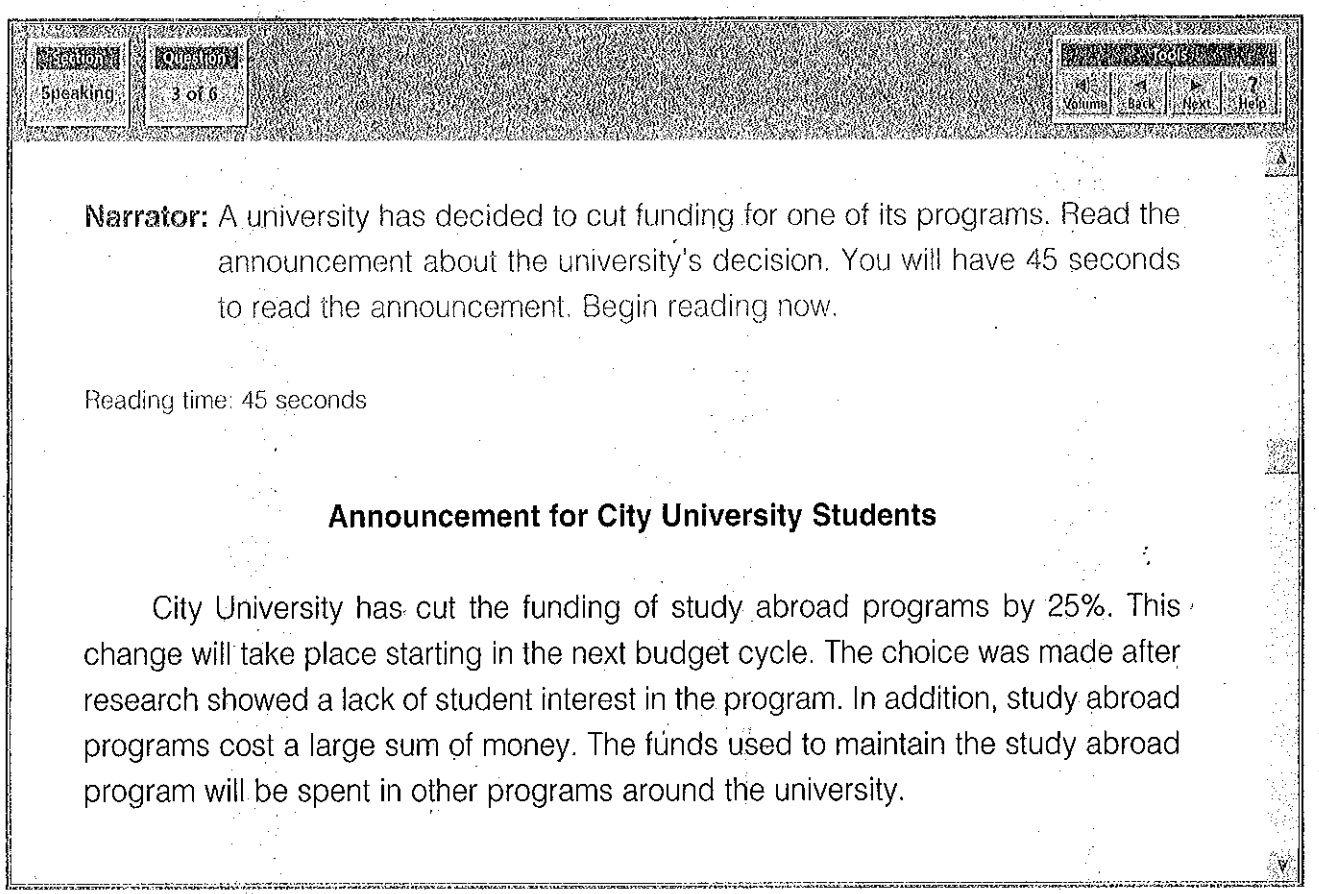
Question 1 Track 250



Question 2 Track 251



Question 3 Track 252



Narrator: A university has decided to cut funding for one of its programs. Read the announcement about the university's decision. You will have 45 seconds to read the announcement. Begin reading now.

Reading time: 45 seconds

Announcement for City University Students

City University has cut the funding of study abroad programs by 25%. This change will take place starting in the next budget cycle. The choice was made after research showed a lack of student interest in the program. In addition, study abroad programs cost a large sum of money. The funds used to maintain the study abroad program will be spent in other programs around the university.

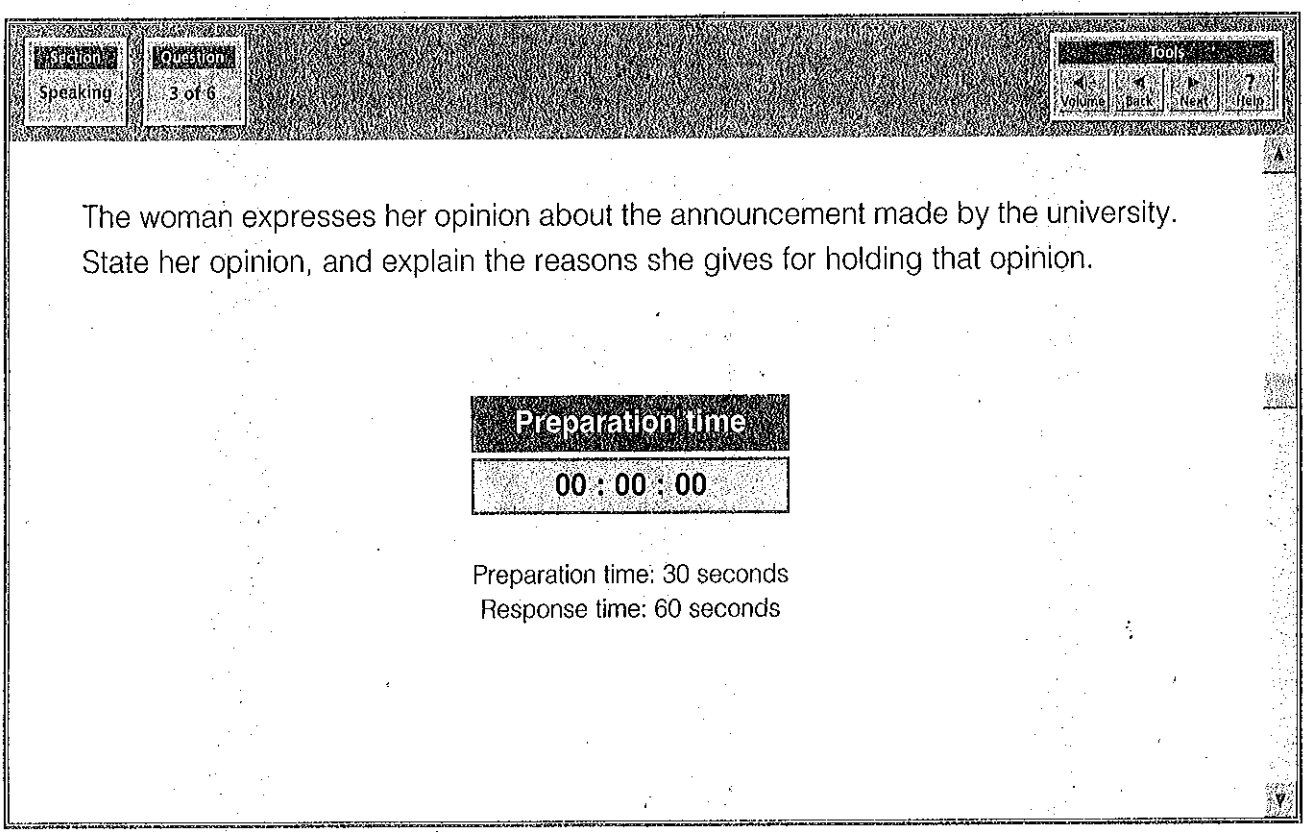
Section 4
Speaking

Question
3 of 6

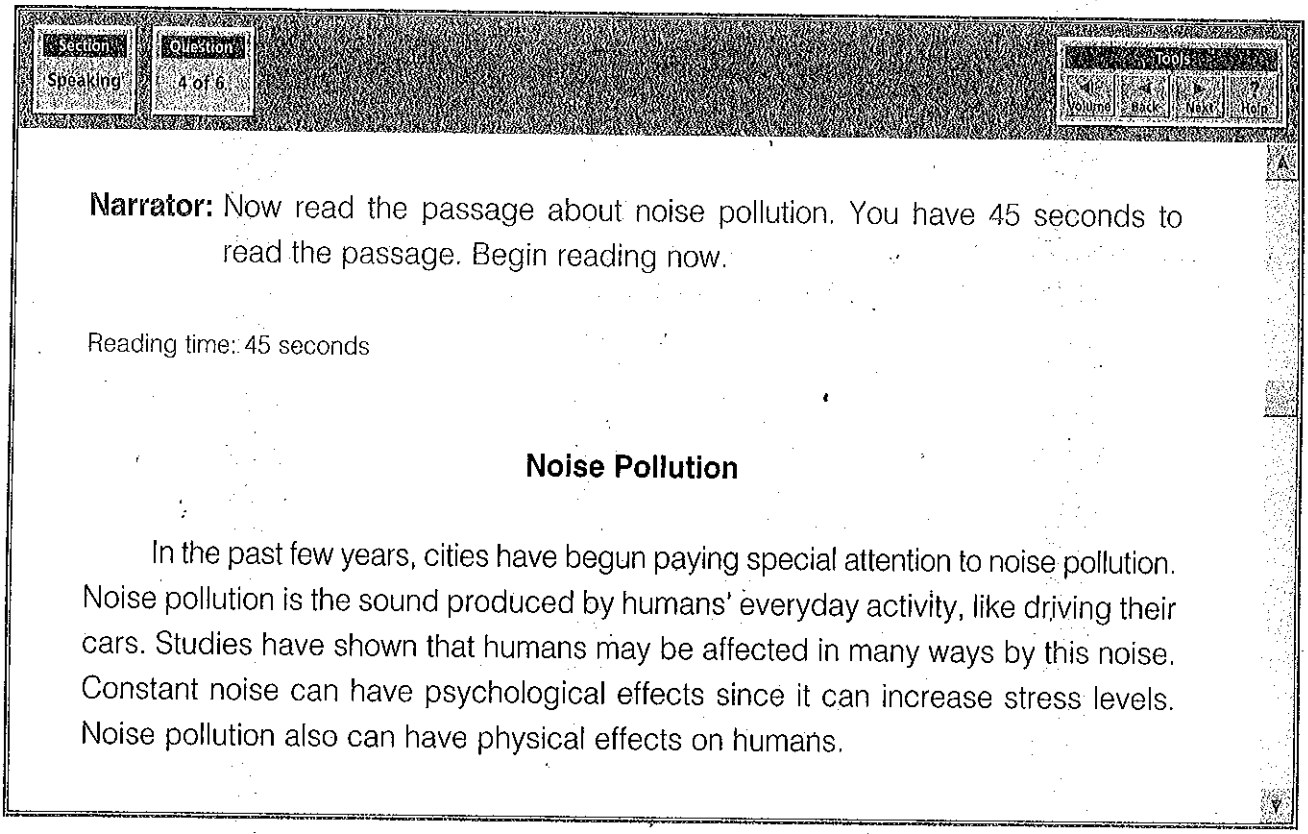
Tools
Volume | Back | Next | Help

Now listen to two students as they discuss the announcement.




Section
Speaking
Question
3 of 6
Tools
Volume
Back
Next
Help
The woman expresses her opinion about the announcement made by the university. State her opinion, and explain the reasons she gives for holding that opinion.
Preparation time
00 : 00 : 00
Preparation time: 30 seconds
Response time: 60 seconds

Question 4 Track 253



Narrator: Now read the passage about noise pollution. You have 45 seconds to read the passage. Begin reading now.

Reading time: 45 seconds

Noise Pollution

In the past few years, cities have begun paying special attention to noise pollution. Noise pollution is the sound produced by humans' everyday activity, like driving their cars. Studies have shown that humans may be affected in many ways by this noise. Constant noise can have psychological effects since it can increase stress levels. Noise pollution also can have physical effects on humans.

Section 4
Speaking

Question
4 of 6

Volume | Back | Next | Help

Now listen to part of a lecture on this topic in an environmental science class. As you listen, be sure to take notes.



Section
Speaking

Question
4 of 6

Volume | Back | Next | Help

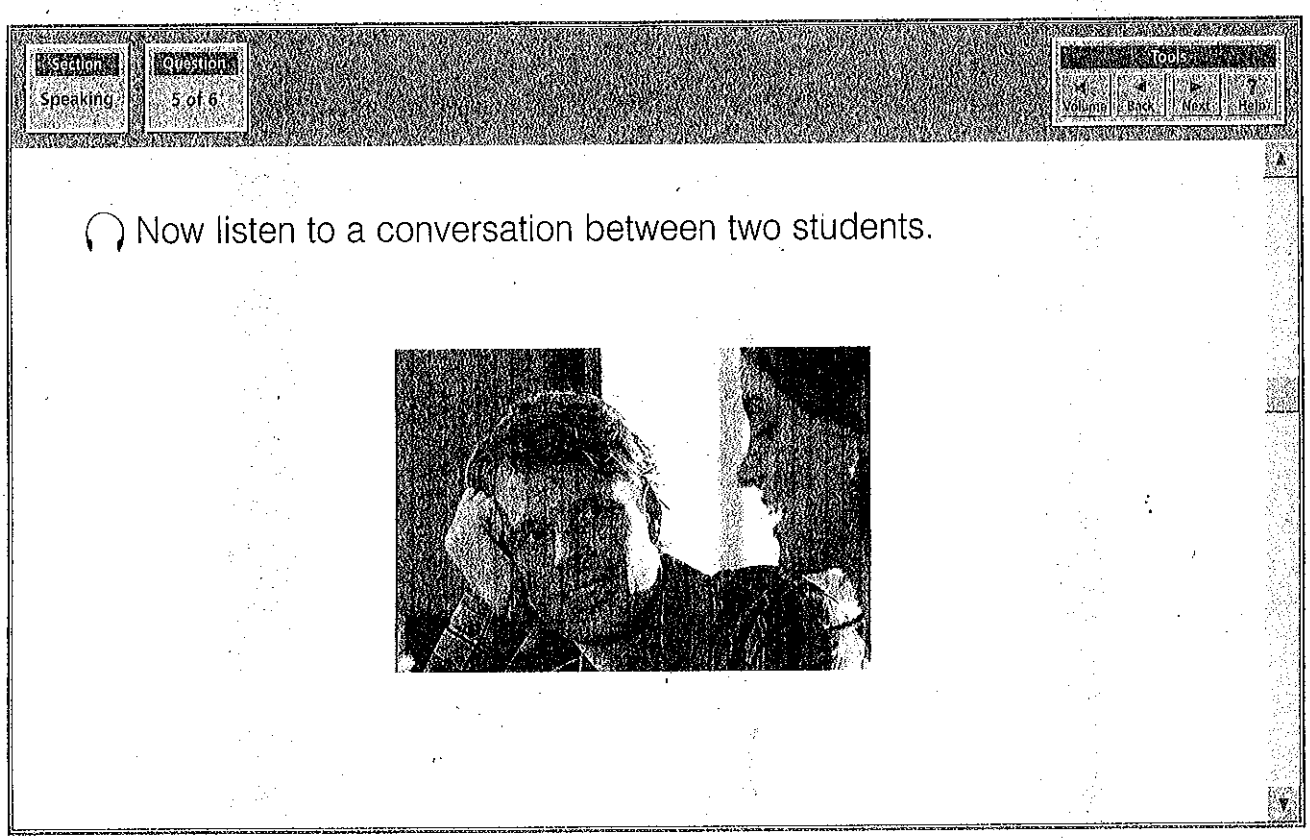
Using the information you have just read and heard, explain how noise pollution affects people.

Preparation time

00 : 00 : 00

Preparation time: 30 seconds
Response time: 60 seconds

Question 5 Track 254



Section: Speaking | Question: 5 of 6 | Volume | Back | Next | Help

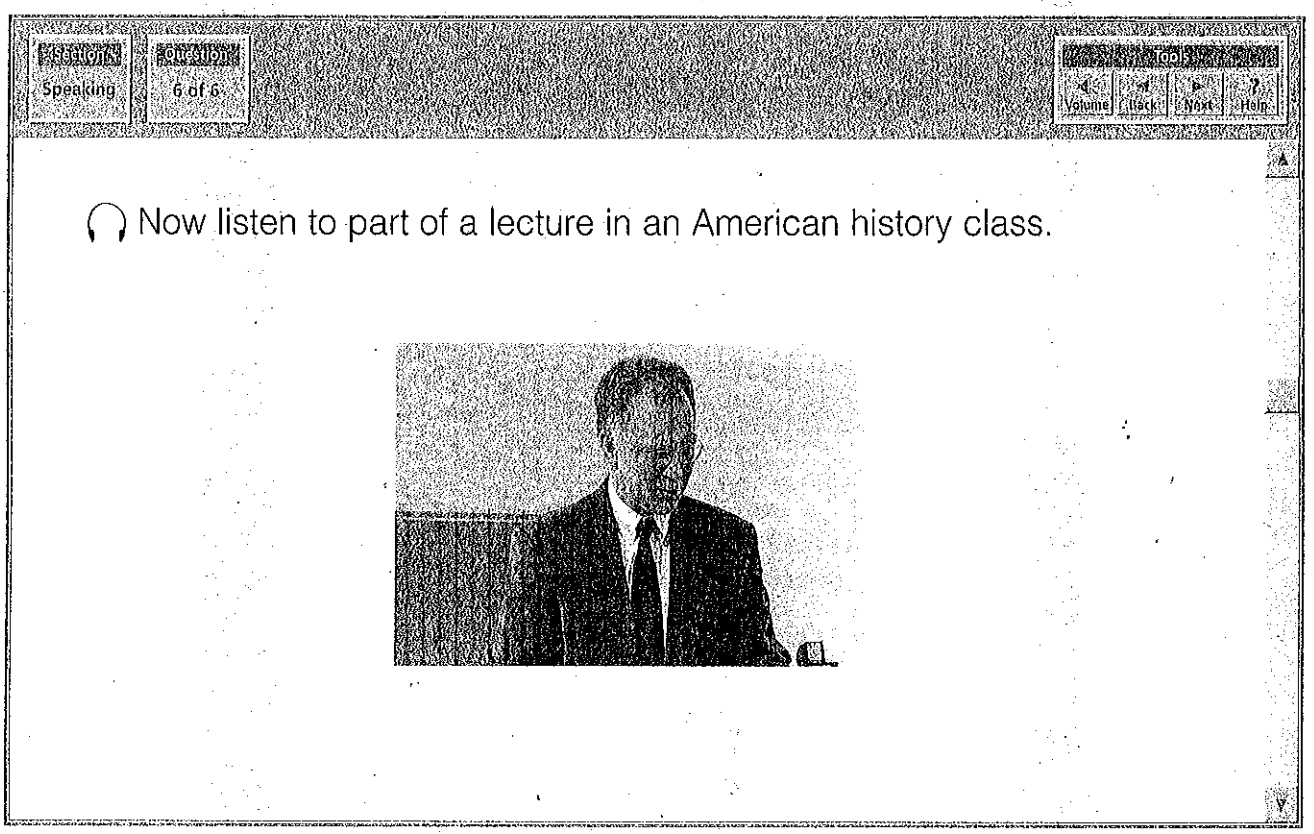
The students discuss two possible solutions to the man's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

Preparation time

00 : 00 : 00

Preparation time: 30 seconds
Response time: 60 seconds

Question 6 Track 255



Section: Speaking | Question: 6 of 6 | Volume | Back | Next | Help

Using points and examples from the talk, explain how urbanization was responsible for the creation of some of America's most famous public spaces.

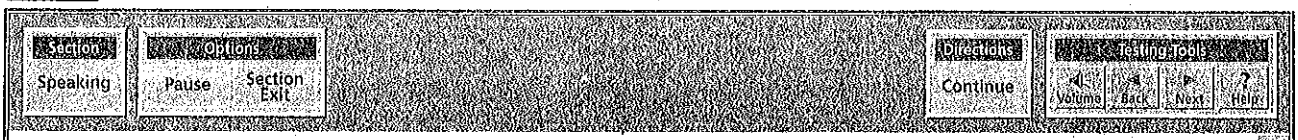
Preparation time

00 : 00 : 00

Preparation time: 30 seconds
Response time: 60 seconds

Practice Test 2

Track 256



Speaking Section

Directions

In this section of the test, you will demonstrate your ability to speak about a variety of topics. You will answer six questions by speaking into the microphone. Answer each of the questions as completely as possible.

In questions one and two, you will speak about familiar topics. Your response will be scored on your ability to speak clearly and coherently about the topics.

In questions three and four, you will first read a short text. The text will go away and you will then listen to a talk on the same topic. You will be asked a question about what you have read and heard. You will need to combine appropriate information from the text and the talk to provide a complete answer to the question. Your response is scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you read and heard.

In questions five and six, you will listen to part of a conversation or a lecture. You will be asked a question about what you heard. Your response is scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you heard.

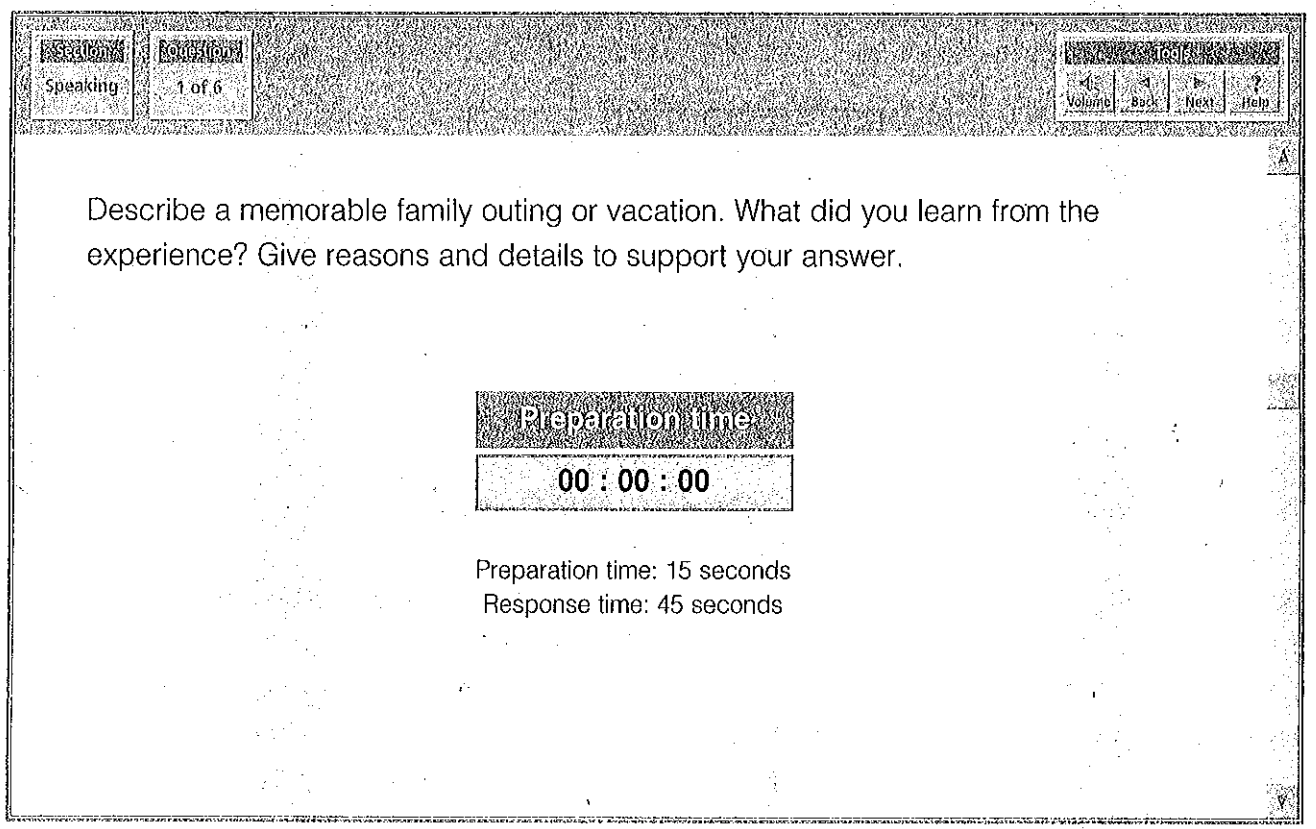
You may take notes while you read and while you listen to the conversations and lectures. You may use your notes to help prepare your responses.

Listen carefully to the directions for each question. The directions are not shown on the screen.

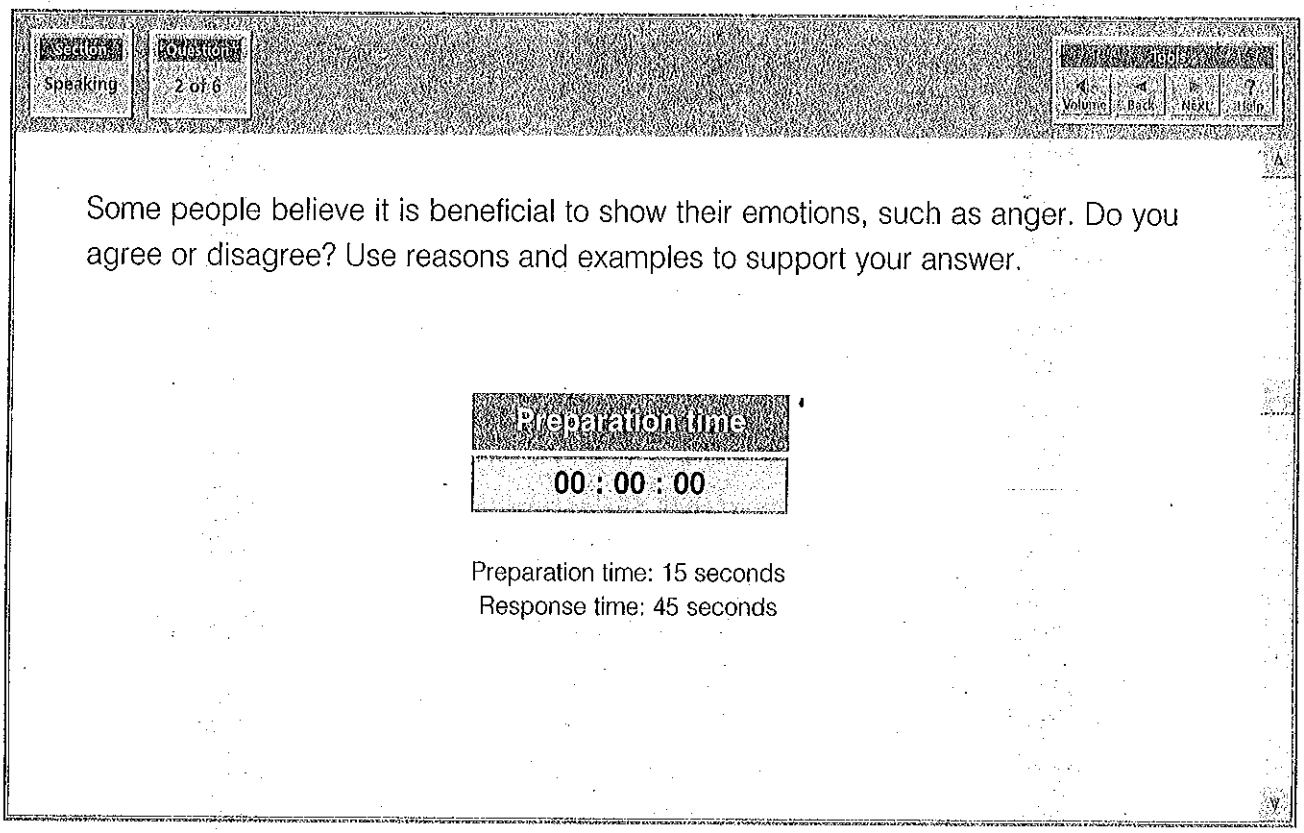
For each question, you will be given a short time to prepare your response. A clock will show how much preparation time is remaining. When the preparation time is up, you will be told to begin your response. A clock will show how much time is remaining. A message will appear on the screen when the response time has ended.

If you finish before the allotted time, press **Continue** to go to the next question.

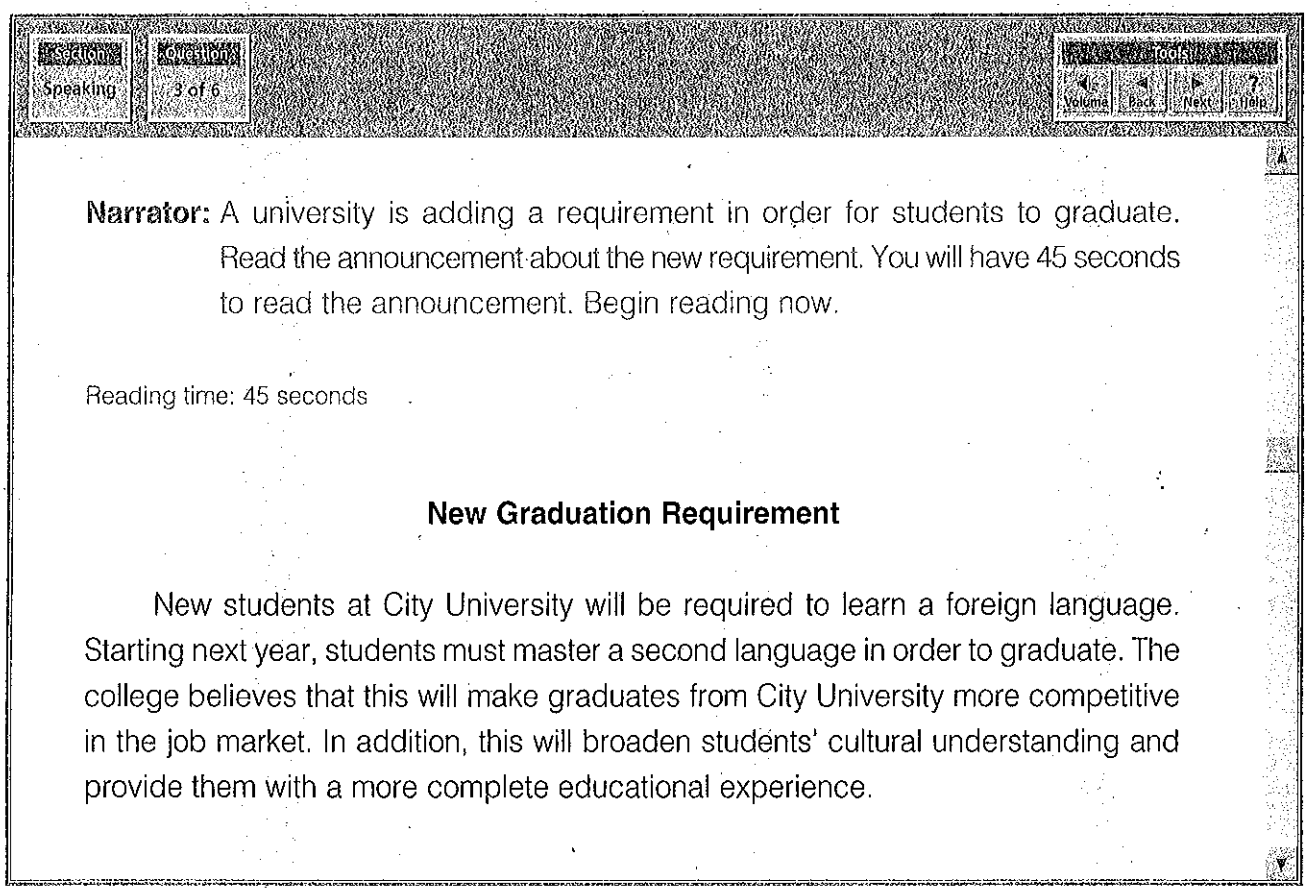
Question 1 Track 257



Question 2 Track 258



Question 3 Track 259



Narrator: A university is adding a requirement in order for students to graduate. Read the announcement about the new requirement. You will have 45 seconds to read the announcement. Begin reading now.

Reading time: 45 seconds

New Graduation Requirement

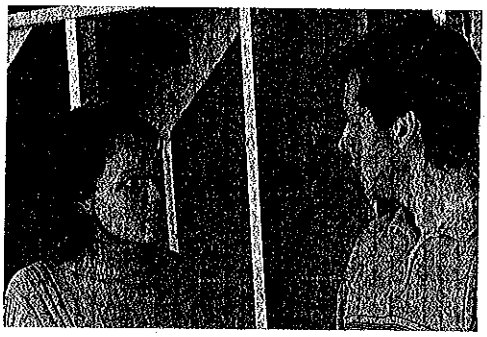
New students at City University will be required to learn a foreign language. Starting next year, students must master a second language in order to graduate. The college believes that this will make graduates from City University more competitive in the job market. In addition, this will broaden students' cultural understanding and provide them with a more complete educational experience.

Section 4
Speaking

Questions
3 of 6

Volume | Back | Next | Help

Now listen to two students as they discuss the announcement.



Section 4
Speaking

Question 4
3 of 6

Volume | Back | Next | Help

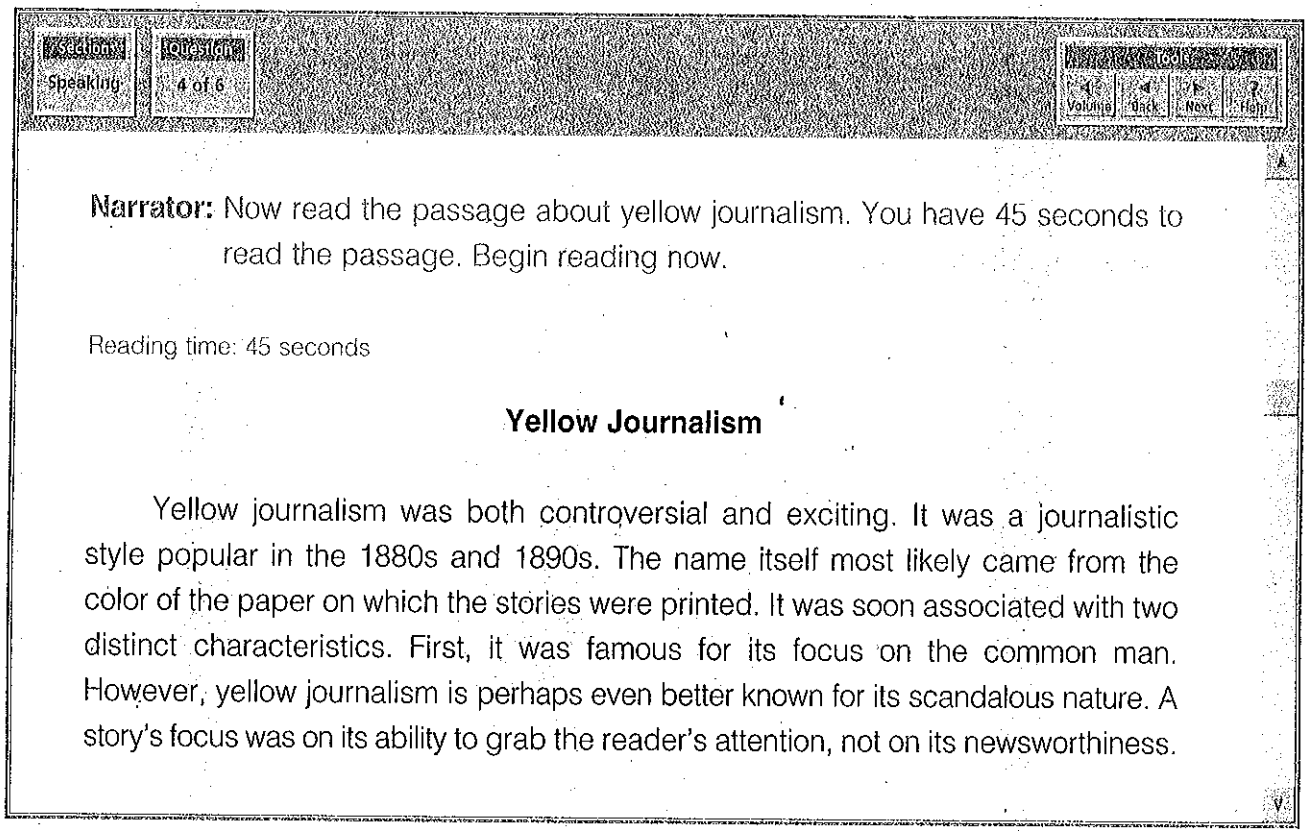
The woman expresses her opinion of the new graduation requirement made by the university. State her opinion, and explain the reasons she gives for holding that opinion.

Preparation time

00 : 00 : 00

Preparation time: 30 seconds
Response time: 60 seconds

Question 4 Track 260



Narrator: Now read the passage about yellow journalism. You have 45 seconds to read the passage. Begin reading now.

Reading time: 45 seconds

Yellow Journalism

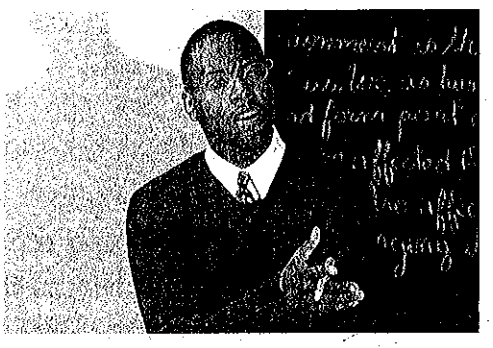
Yellow journalism was both controversial and exciting. It was a journalistic style popular in the 1880s and 1890s. The name itself most likely came from the color of the paper on which the stories were printed. It was soon associated with two distinct characteristics. First, it was famous for its focus on the common man. However, yellow journalism is perhaps even better known for its scandalous nature. A story's focus was on its ability to grab the reader's attention, not on its newsworthiness.

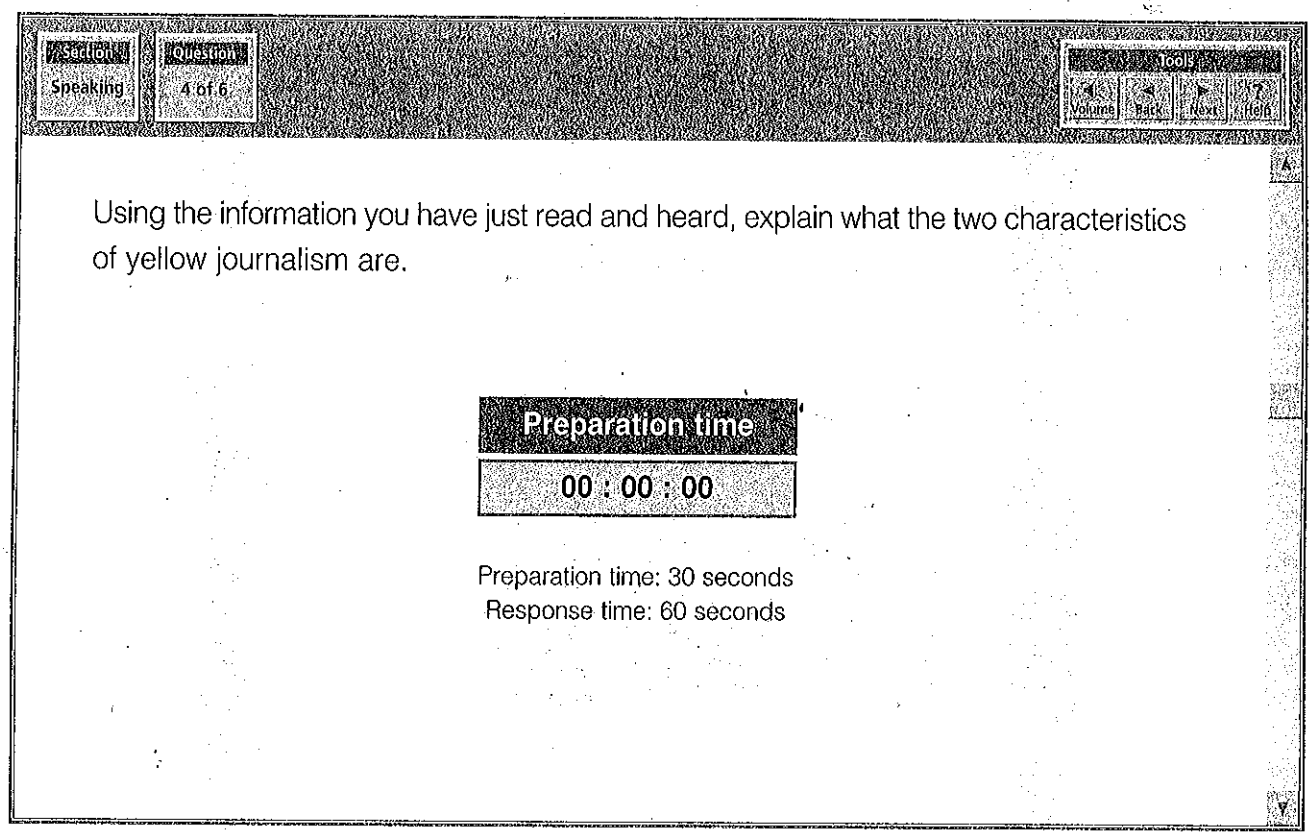
Section 4
Speaking

Question 4 of 6

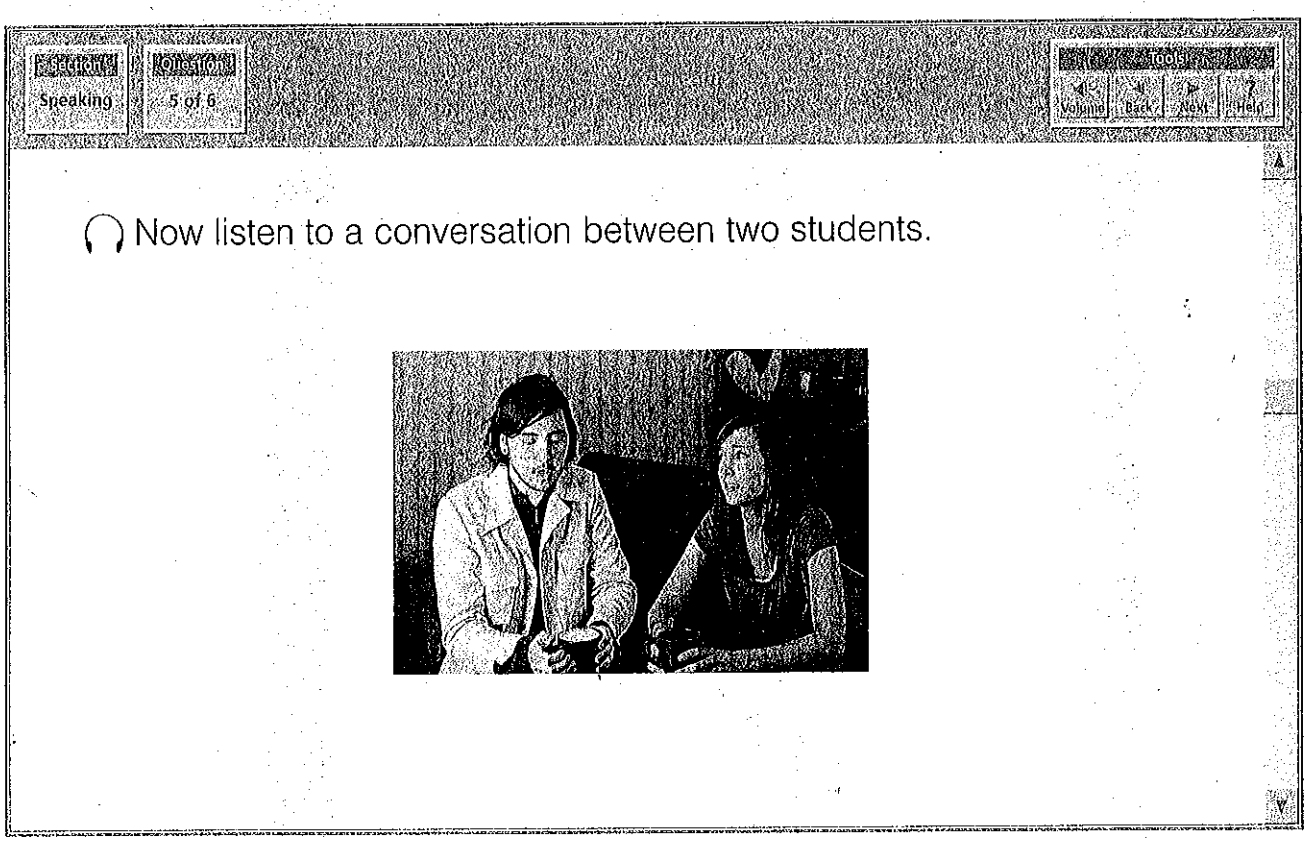
Volume | Back | Next | Help

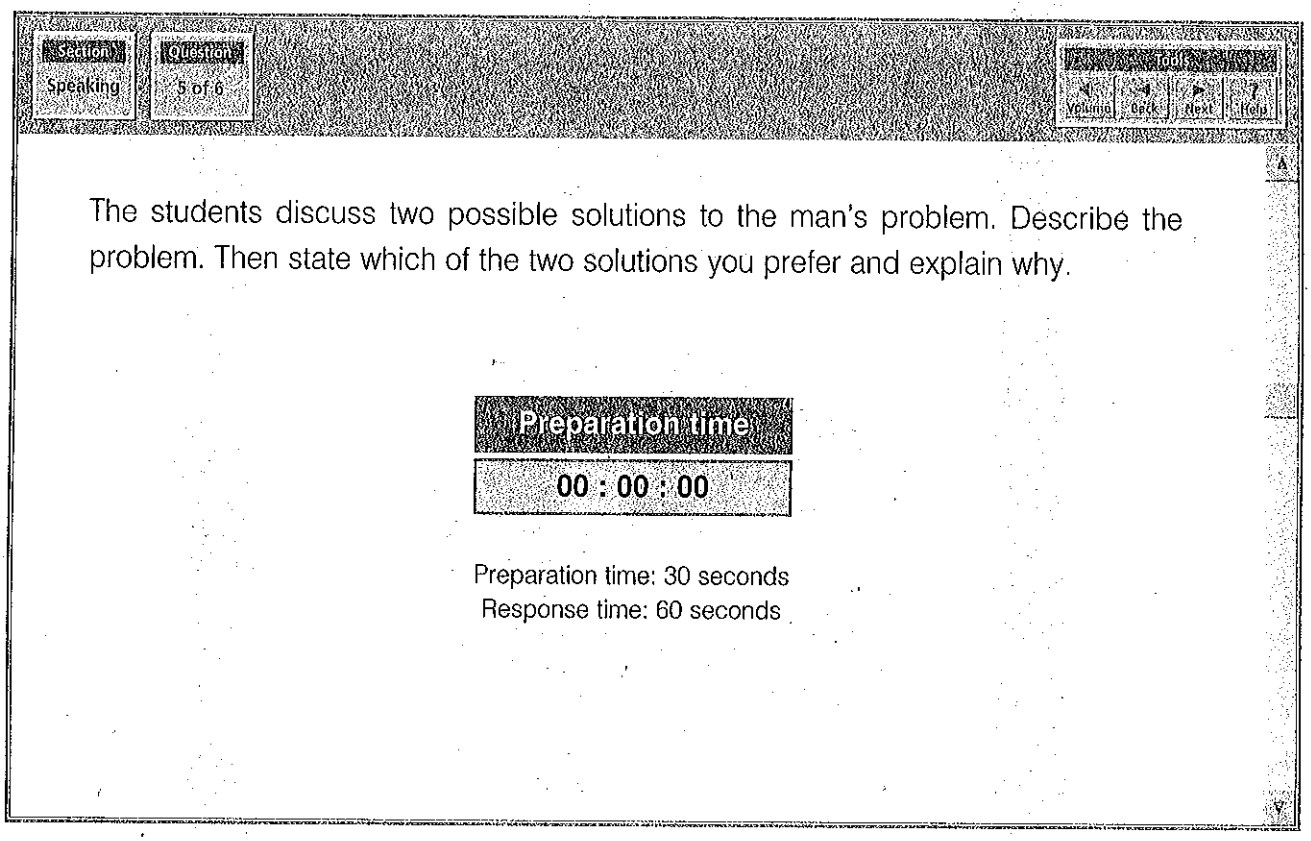
Now listen to part of a lecture on this topic in a journalism class. As you listen, be sure to take notes.




Section
Speaking
Question
4 of 6
Tool
Volume
Back
Next
Help
Using the information you have just read and heard, explain what the two characteristics of yellow journalism are.
Preparation time
00 : 00 : 00
Preparation time: 30 seconds
Response time: 60 seconds

Question 5 Track 261



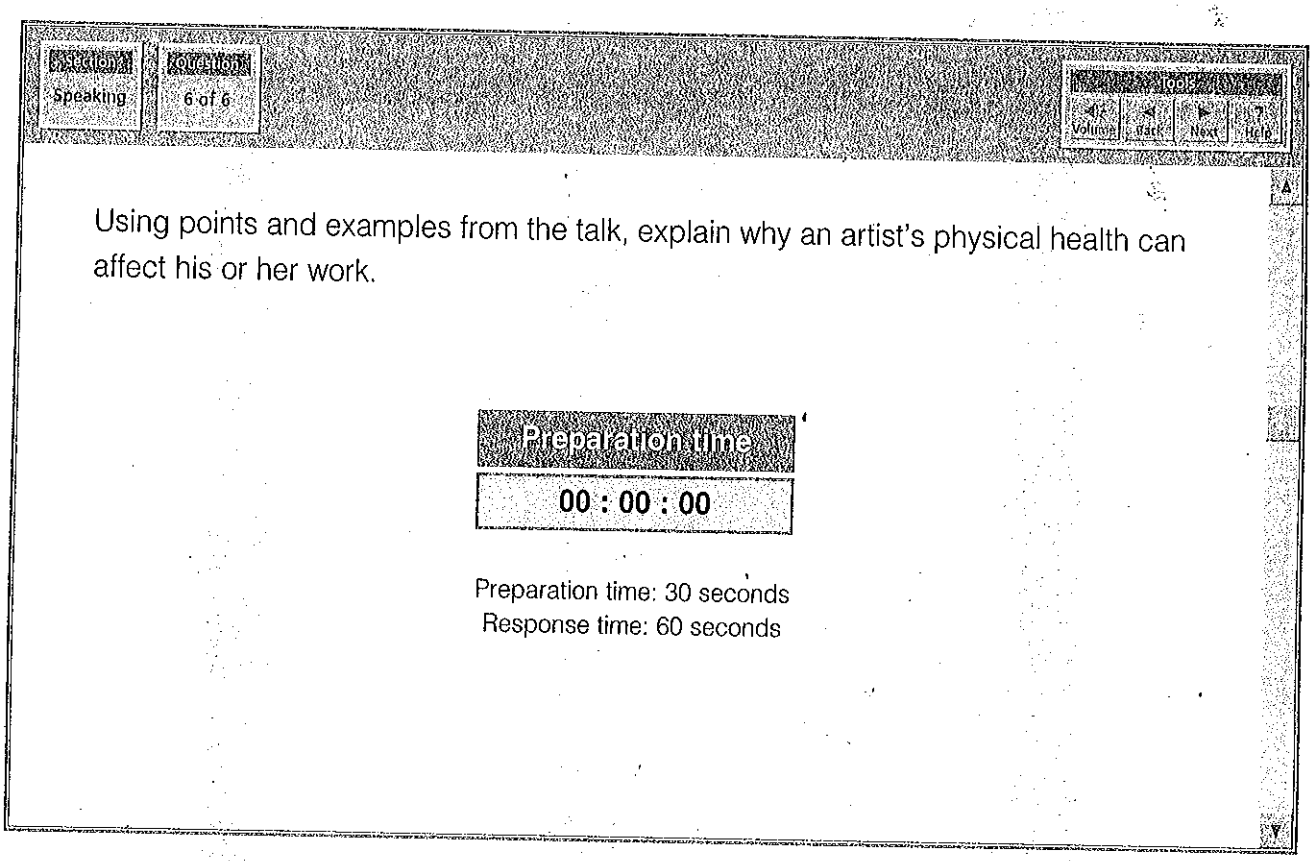

Section
Speaking
Question
5 of 6
Volume
Back
Next
Help
The students discuss two possible solutions to the man's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.
Preparation time:
00 : 00 : 00
Preparation time: 30 seconds
Response time: 60 seconds

Question 6 Track 262

Section: Speaking | Question: 6 of 6 | Volume | Back | Next | Help

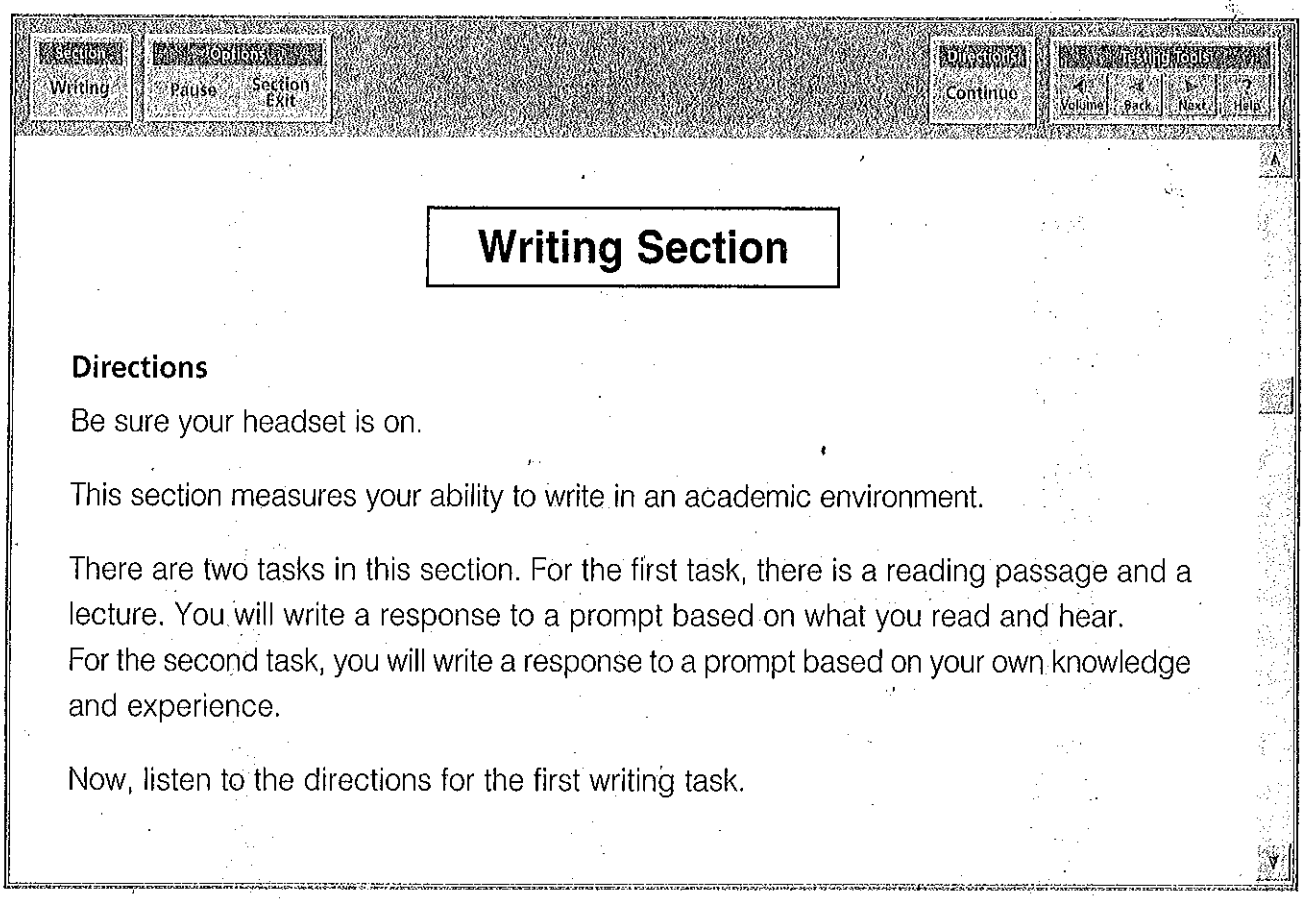
Now listen to part of a lecture in an art class.




Section
Speaking
Question
6 of 6
Volume
Back
Next
Help
Using points and examples from the talk, explain why an artist's physical health can affect his or her work.
Preparation time
00 : 00 : 00
Preparation time: 30 seconds
Response time: 60 seconds

Practice Test 1

Track 263



Writing Section

Directions

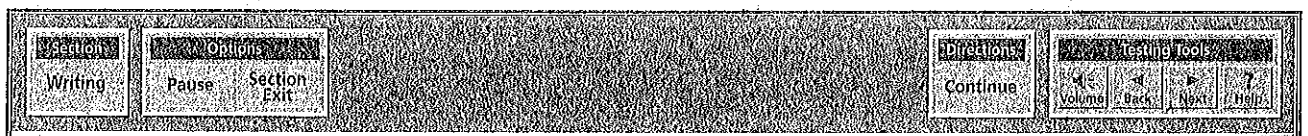
Be sure your headset is on.

This section measures your ability to write in an academic environment.

There are two tasks in this section. For the first task, there is a reading passage and a lecture. You will write a response to a prompt based on what you read and hear. For the second task, you will write a response to a prompt based on your own knowledge and experience.

Now, listen to the directions for the first writing task.

Track 264



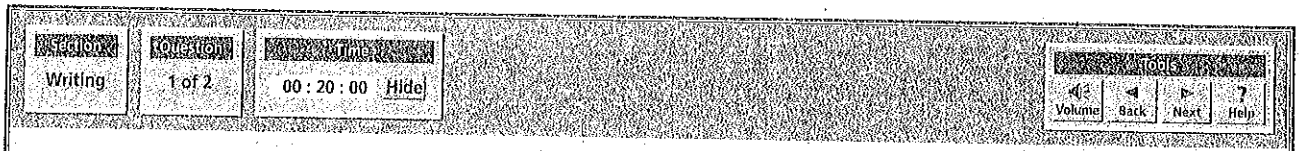
Integrated Writing Directions

For this task, you will have three minutes to read a passage about an academic topic. You may take notes while reading if you wish. The passage will then disappear, and you will hear a lecture about the same topic. While listening, you may also take notes.

You will then have 20 minutes to write a response to a prompt related to the relationship between the lecture and the reading passage. Answer the prompt as completely as possible using information from both the reading passage and the lecture. The prompt will not ask you to express a personal opinion. The reading passage will appear again when it is time for you to start writing. You may use your notes from the lecture and the reading to help you answer the question.

Typically, an effective response for this task will be 150 to 225 words long. Your response will be graded on the quality of your writing and on the completeness and accuracy of the information you include in your response. If you finish your response before your time has run out, you may click **Next** to go to the second writing task.

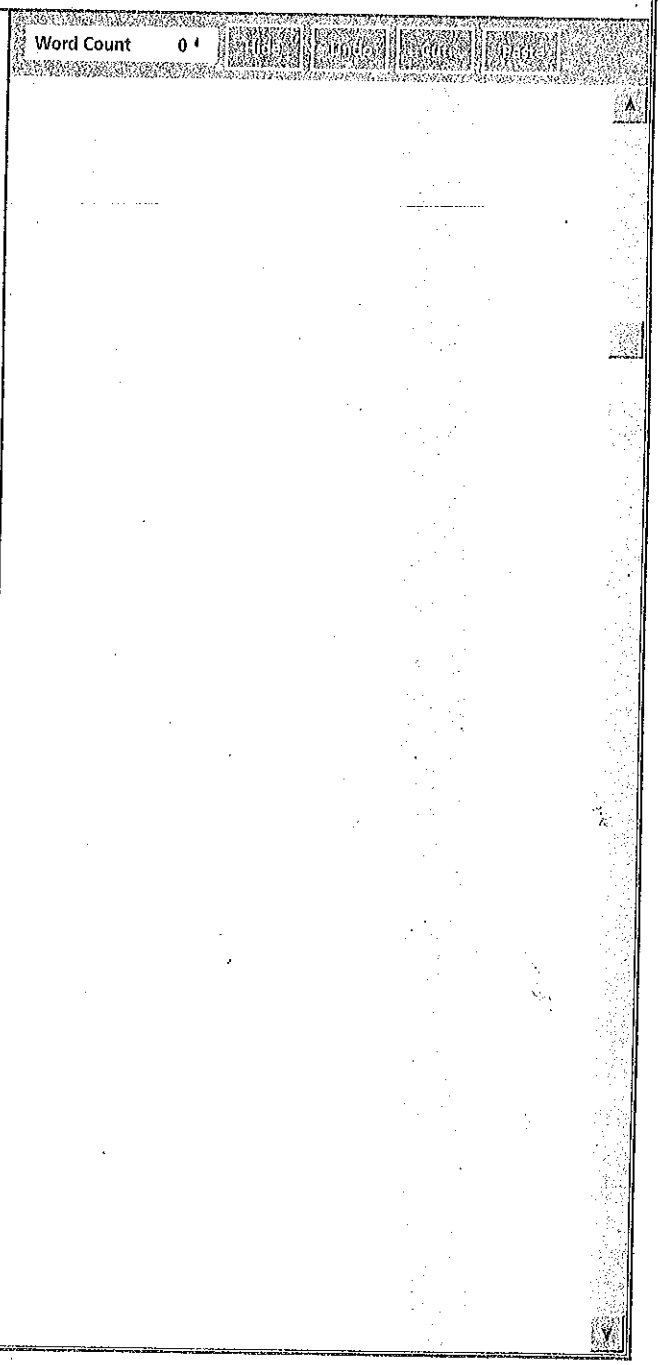
Now, you will see the reading passage for three minutes. Remember that the passage will be available to you again while you are writing. Immediately after the reading time ends, the lecture will begin. Be sure to keep your headset on until the lecture has ended.



Every year, millions of people come down with the common cold. The common cold is caused by a virus that enters the body through the nose. The virus, however, that causes the common cold does not affect everybody in the same way. While some people are able to fight off the virus, others become very ill.

Biologists have discovered that in order for the virus to develop into a cold, the person's immune system must already be weakened. The immune system is the body's way of defending itself from illness. When the immune system is weak, it cannot fight against diseases as well. When the cold virus finds its way into the body of a person with a weak immune system, he or she does not have the defense necessary to fight off the infection. That is why they become ill when exposed to the virus.

People with weak immune systems are more vulnerable to getting colds. Also, it takes them much longer to recover from a cold. Studies show that people who already have weak immune systems usually suffer from the cold for a longer period of time. Additionally, the symptoms of the cold are often more severe in people with weak immune systems.



Section
Writing

Directions
1 of 2

Time Remaining
00 : 20 : 00 Hide

Tools
Volume | Back | Next | Help

Now listen to part of a lecture on the topic you just read about. Track 265



Section: Writing | Question: 1 of 2 | 00 : 20 : 00 Hide | Volume | Back | Next | Help

You have 20 minutes to plan and write your response. Your response will be judged on the basis of the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words.

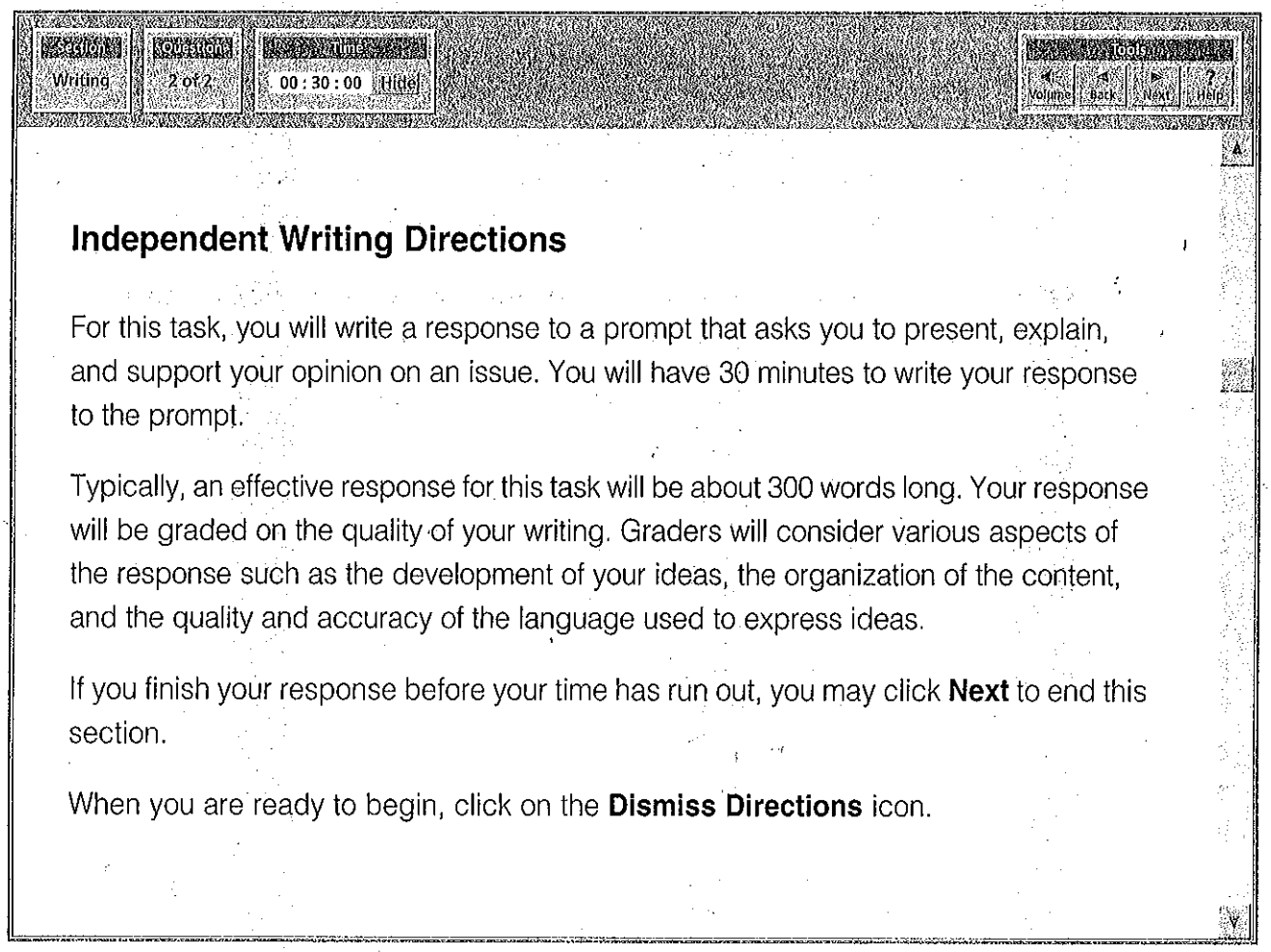
Prompt: Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

Every year, millions of people come down with the common cold. The common cold is caused by a virus that enters the body through the nose. The virus, however, that causes the common cold does not affect everybody in the same way. While some people are able to fight off the virus, others become very ill. Biologists have discovered that in order for the virus to develop into a cold, the person's immune system must already be weakened.

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Independent Writing Directions

For this task, you will write a response to a prompt that asks you to present, explain, and support your opinion on an issue. You will have 30 minutes to write your response to the prompt.

Typically, an effective response for this task will be about 300 words long. Your response will be graded on the quality of your writing. Graders will consider various aspects of the response such as the development of your ideas, the organization of the content, and the quality and accuracy of the language used to express ideas.

If you finish your response before your time has run out, you may click **Next** to end this section.

When you are ready to begin, click on the **Dismiss Directions** icon.

Section: Writing | Question: 2 of 2 | Time: 00 : 30 : 00 Hide | Tools: Volume, Back, Next, Help

Read the prompt below. You have 30 minutes to plan, write, and revise your essay. Typically, an effective response will contain a minimum of 300 words.

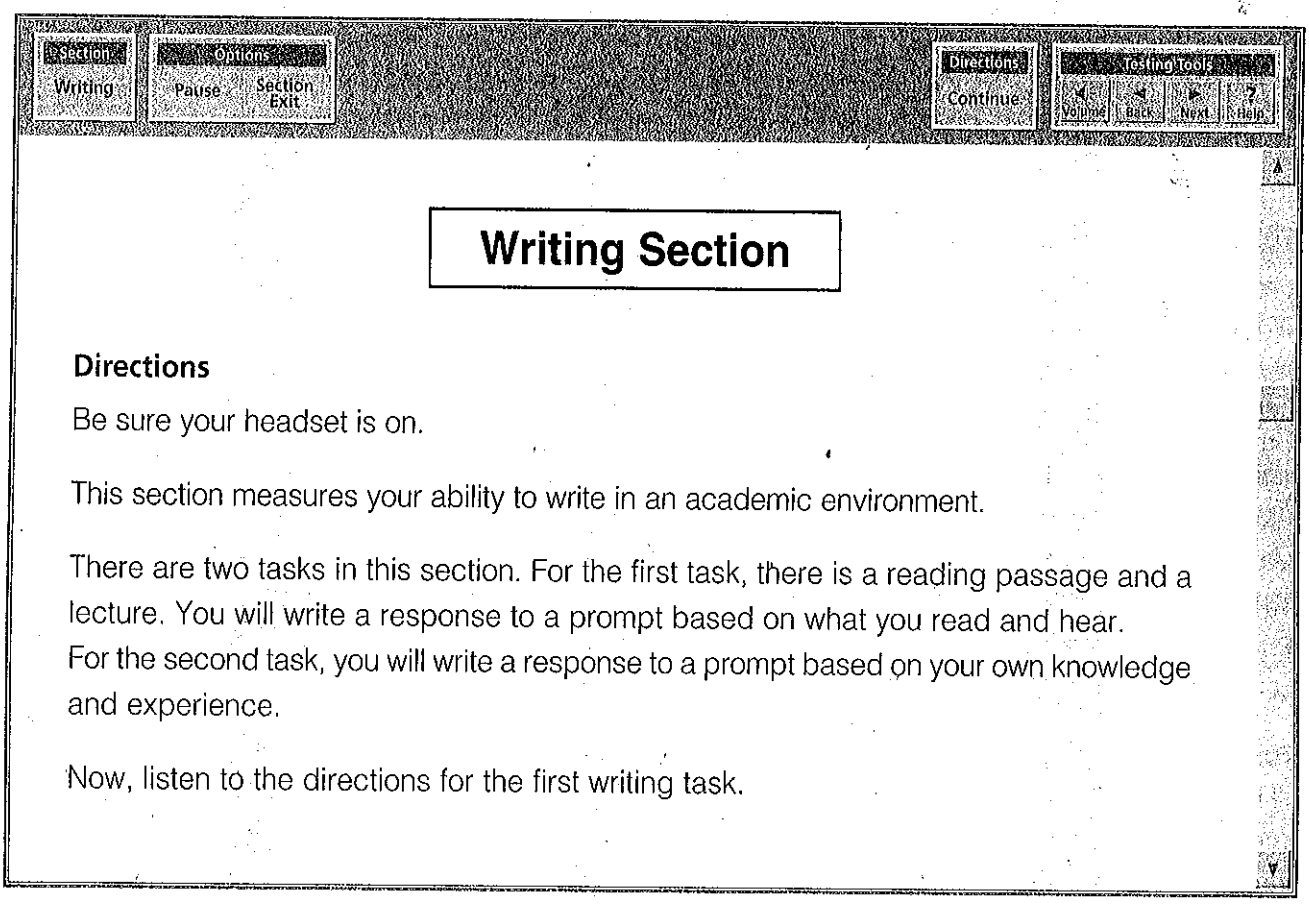
Prompt:

Describe a time when you had to wear something you hated. What did it look like, and why did you dislike it so much? Use details and reasons to support your answer.

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Practice Test 2

Track 266



Writing Section

Directions

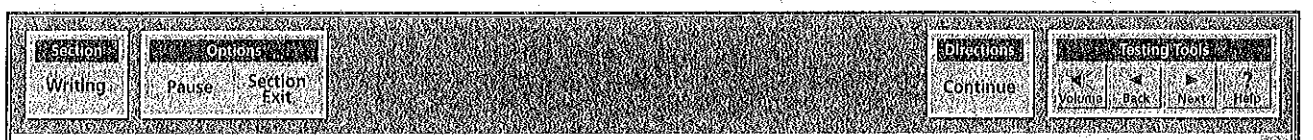
Be sure your headset is on.

This section measures your ability to write in an academic environment.

There are two tasks in this section. For the first task, there is a reading passage and a lecture. You will write a response to a prompt based on what you read and hear. For the second task, you will write a response to a prompt based on your own knowledge and experience.

Now, listen to the directions for the first writing task.

Track 267



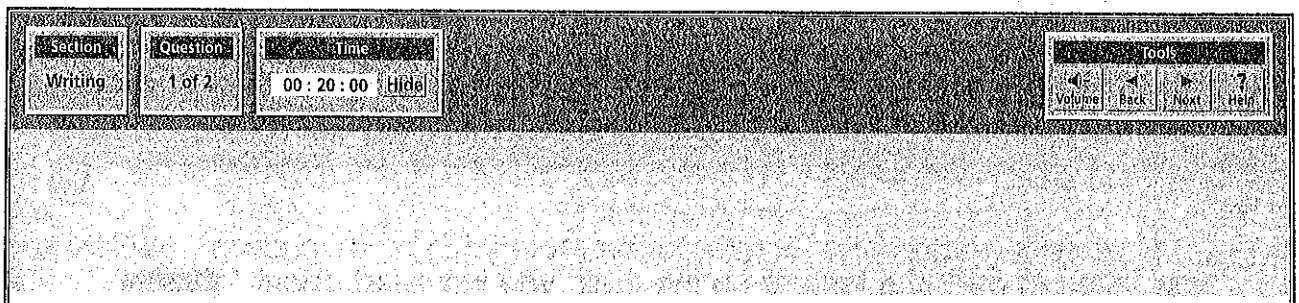
Integrated Writing Directions

For this task, you will have three minutes to read a passage about an academic topic. You may take notes while reading if you wish. The passage will then disappear, and you will hear a lecture about the same topic. While listening, you may also take notes.

You will then have 20 minutes to write a response to a prompt related to the relationship between the lecture and the reading passage. Answer the prompt as completely as possible using information from both the reading passage and the lecture. The prompt will not ask you to express a personal opinion. The reading passage will appear again when it is time for you to start writing. You may use your notes from the lecture and the reading to help you answer the question.

Typically, an effective response for this task will be 150 to 225 words long. Your response will be graded on the quality of your writing and on the completeness and accuracy of the information you include in your response. If you finish your response before your time has run out, you may click **Next** to go to the second writing task.

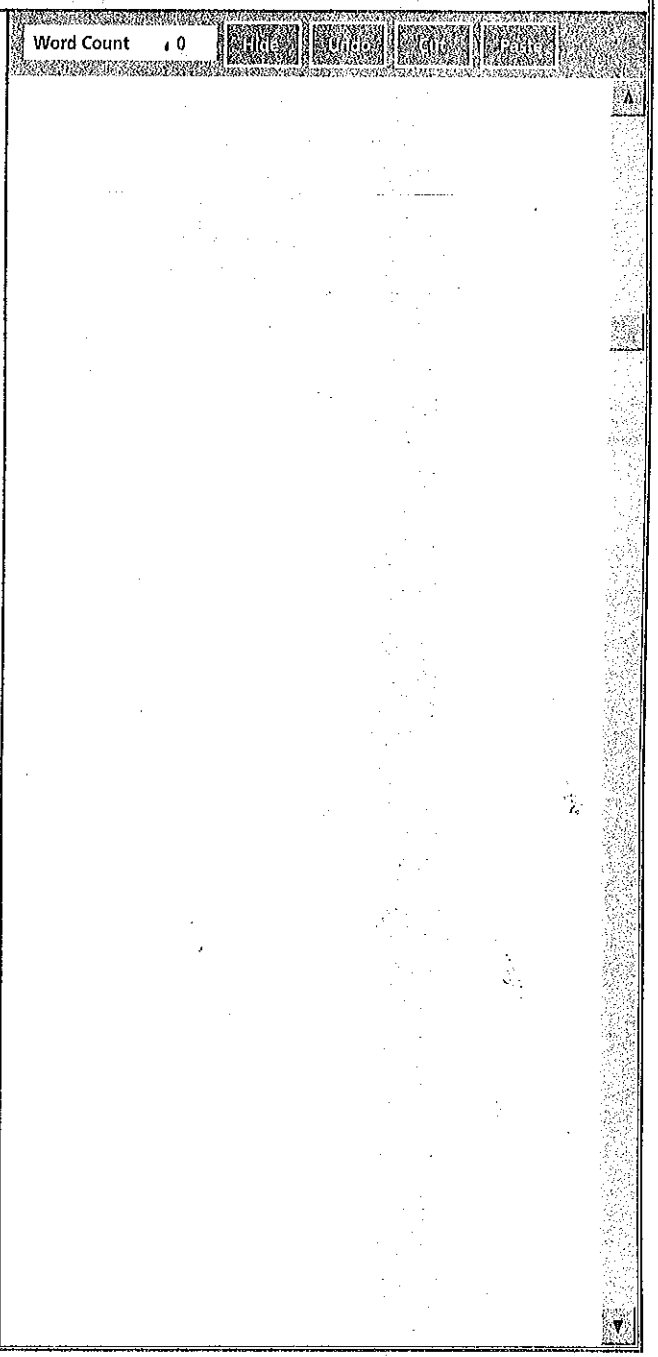
Now, you will see the reading passage for three minutes. Remember that the passage will be available to you again while you are writing. Immediately after the reading time ends, the lecture will begin. Be sure to keep your headset on until the lecture has ended.



Computer viruses are programs that can cause information loss or even damage to a computer. Because computers are connected to the Internet more than ever before, it is very easy for viruses to spread quickly. In order to protect computers from these dangerous programs, most computer users are advised to use anti-virus software. Anti-virus software is the most effective way of protecting computers from viruses.

One reason that anti-virus software is encouraged is because it is one hundred percent effective. Anti-virus software is able to detect viruses by running scans on all of the files in the computer. It searches for known viruses, and if one is found, the user is immediately notified. It can also find viruses by monitoring suspicious behavior on the computer. The combined use of both techniques makes it impossible for the virus to infect the computer.

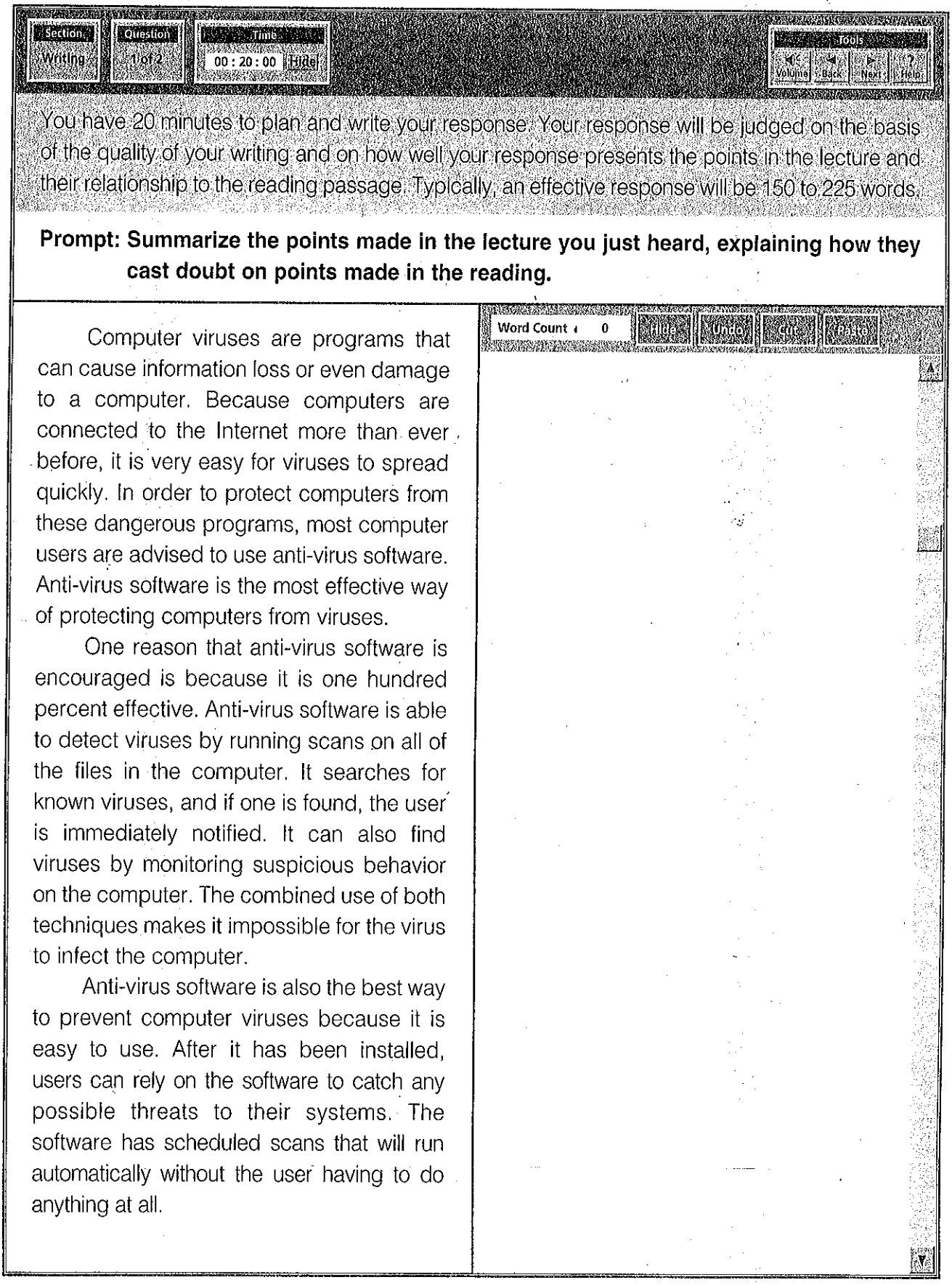
Anti-virus software is also the best way to prevent computer viruses because it is easy to use. After it has been installed, users can rely on the software to catch any possible threats to their systems. The software has scheduled scans that will run automatically without the user having to do anything at all.

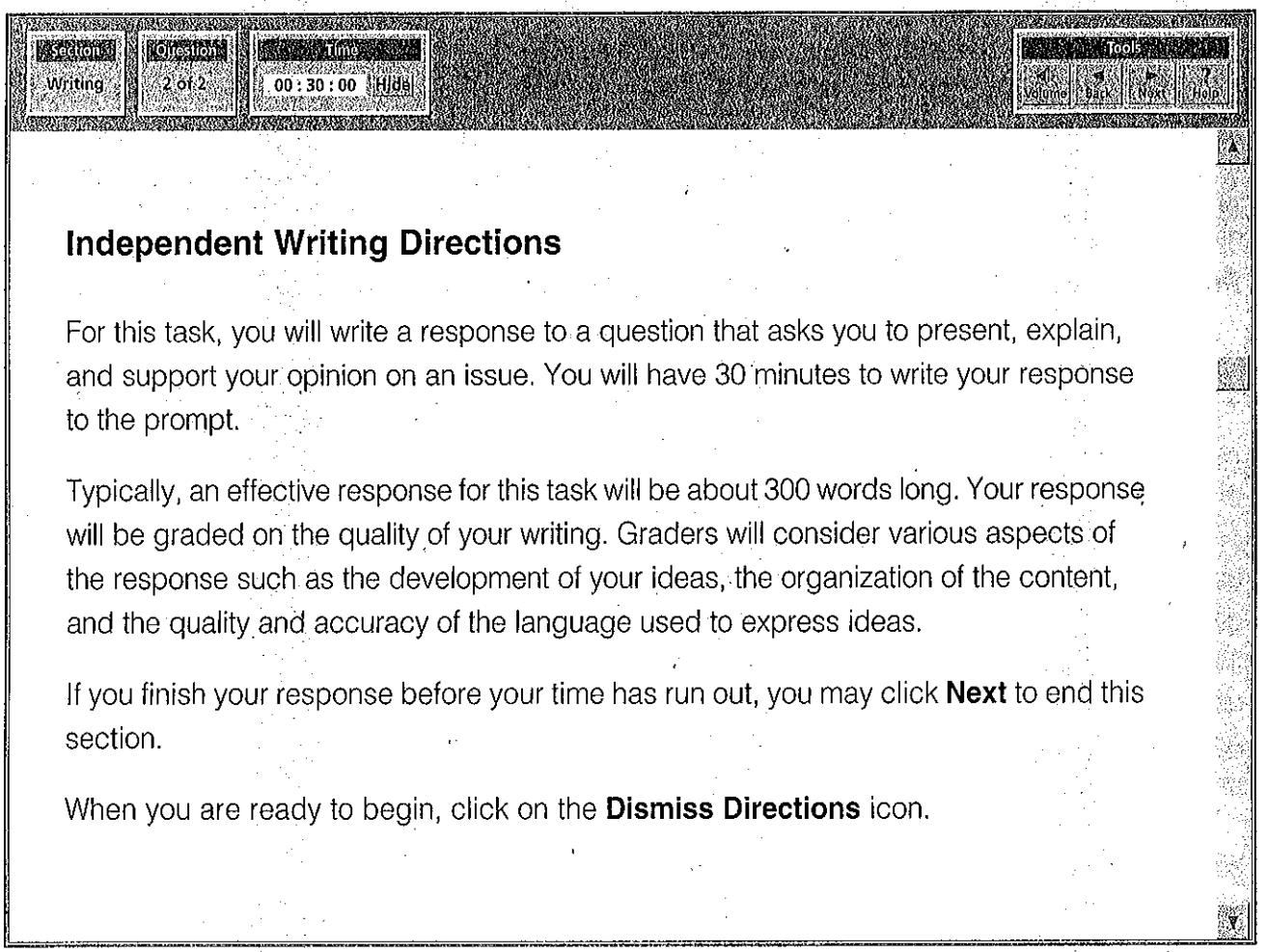


Section: Writing | Question: 1 of 2 | Time: 00 : 20 : 00 Hide | Tools: Volume, Back, Next, Help

Now listen to part of a lecture on the topic you just read about. Track 268




Section
Writing
Question
1 of 2
Time
00 : 20 : 00
Hide
Tools
Volume
Back
Next
Help
You have 20 minutes to plan and write your response. Your response will be judged on the basis of the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words.
Prompt: Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.
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Word Count 0
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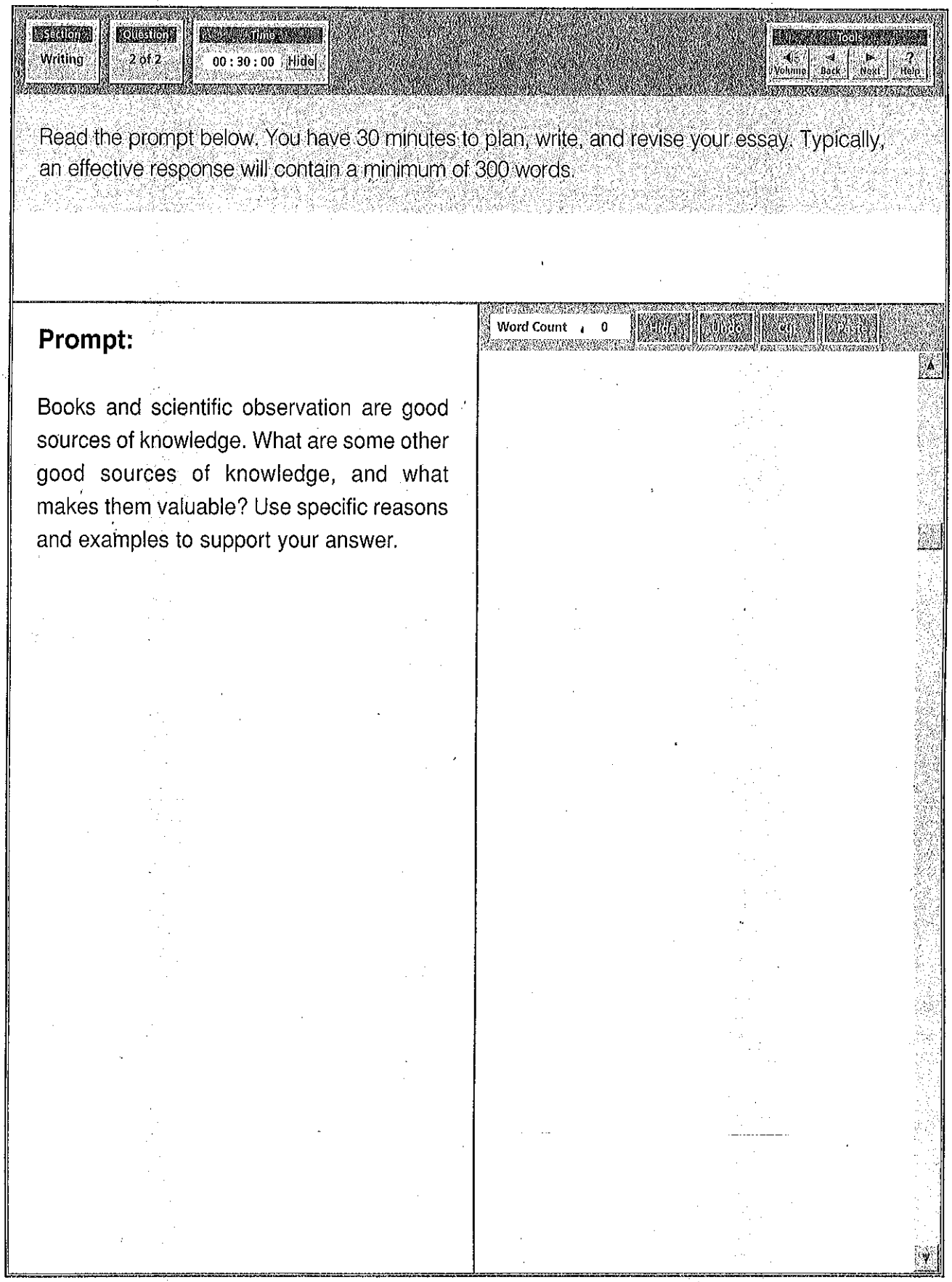
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If you finish your response before your time has run out, you may click **Next** to end this section.

When you are ready to begin, click on the **Dismiss Directions** icon.


Section
Writing
Question
2 of 2
Time Remaining
00 : 30 : 00
Hide
Volume
Back
Next
Help
Read the prompt below. You have 30 minutes to plan, write, and revise your essay. Typically, an effective response will contain a minimum of 300 words.
Prompt:
Books and scientific observation are good sources of knowledge. What are some other good sources of knowledge, and what makes them valuable? Use specific reasons and examples to support your answer.
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Building Skills for the TOEFL® iBT

LISTENING / SPEAKING / WRITING

Transcripts

Listening

Note: Highlighting indicates a repeated listening sample.

Preview Test

01 Science

W: Okay everyone, picture this: nine months of winter and temperatures plummeting to as low as minus 55 degrees Celsius. These are the types of conditions found in the Arctic tundra. It doesn't sound very appealing for plant life, does it? Yet plants do manage to survive in this harsh environment. How do they do it? Tundra plants have developed several unique adaptations to enable them to live in their Arctic surroundings.

One adaptation of tundra plants is that they grow close to the ground. The majority of them only grow between 5 and 20 centimeters in height. This is important because plants that are closer to the ground are able to stay warmer. In the spring, the ground absorbs and retains the heat from the sun. By growing only a few centimeters in height, tundra plants can soak up this heat from the ground below. Then in the winter, a thick blanket of snow helps to protect the plants from the cold air above.

Another way these plants have adapted to their cold environment is to grow in clumps. A good example of this is the Labrador tea plant. The flowers and leaves of this plant grow close together to preserve warmth. It's sort of like what happens with crowds of people. Have you ever noticed that crowded rooms always seem to be hotter? This is because the combined body warmth generates higher temperatures. The same thing happens with tundra plants. The closer they grow to one another, the warmer they stay. In fact, it's been found that plants growing in clumps are 20 degrees warmer than the surrounding air.

Finally, the leaves and flowers of tundra plants have developed additional ways to capture warmth and sunlight. For instance, the leaves of the saxifrage plant are covered in tiny white hairs to keep the plant warm. My personal favorite is the marsh marigold plant whose flowers actually follow the sun and direct light and warmth toward the pollen areas of the flower. These warm areas are then better able to attract pollinators like insects, increasing the plant's reproductive success.

02 Geography

W1: Today, I'd like us to discuss the geological process responsible for the creation of the Himalayas—the world's tallest mountains. You'll recall that in our last class we talked about the two ways mountain ranges form: one being volcanic, the other being orogeny. The Himalayas were formed by the latter process. Does anyone remember what orogeny means?

W2: Yeah. Doesn't it mean that they were the result of a collision of two continents colliding together?

M: And that pushed the land up.

W1: Right. The Himalayas are a result of two continents—Asia and the Indian subcontinent—colliding. That collision thrust them upward. Now, the Himalayas are one of the world's youngest mountain ranges.

W2: Then how did they get to be the highest?

W1: Good question. Part of the answer lies in their origin. I'll get back to that in a second. Uh, another part of the answer lies in the fact that older mountains like the Appalachian Mountains in America were once as large as the Himalayas. Since they are older, wind and water have had more time to erode them and make them less massive.

M: Interesting.

W1: Okay, where was I?

W2: You were talking about the collision of Asia and India.

W1: Right. So, Asia and India are both what we call continental plates, landmasses floating on the Earth's liquid mantle. And, about 200 million years ago, they were nowhere near each other. But they were moving toward each other—um slowly, a few centimeters per year. So, around 70 million years ago, they first collided into each other. And this began the process of pushing up land, the land that became the Himalayas. They have been colliding into each other ever since.

M: So, are the mountains still forming?

W1: Yes, yes, they are. They are still rising and folding. There are many folds in the Himalayas—the two continents are still pushing together, still pressing the mountains together. Think of a piece of paper folded dozens of times. That's kind of like the Himalayas. And because the mountains are still forming, they are rising about 5 centimeters a year. They are not done growing.

03 Service Encounter

M: So I understand you're graduating soon. Are you excited to be done?

W: Well, sort of. I'm not looking forward to heading out into the job world, though.

M: Why's that?

W: I don't know where to start looking for jobs. And I haven't the slightest clue how to prepare for an interview.

M: Well, I can offer you a couple of suggestions. Do you have any idea what you want to do?

W: Well, I majored in fine arts, so I'd like to do something related. And I'd like to have a steady job working for a company.

M: Okay, well I can help you get started on making a list of places to apply to.
W: That'd be great.
M: So you want to work in the art field. Have you thought about ad agencies or art galleries?
W: I haven't. But those are both good ideas.
M: Or let's see, the Youth Center is always looking for good art teachers. I would also suggest calling up the publishing companies in town and see if they need book illustrators. Does that help?
W: Yes, but I definitely know that I don't want to teach.
M: Okay. Well, you can look up local companies in the phone book. And while you're browsing, you might run across more possibilities.
W: Great. So then when I call . . .
M: Oh, right! You had also asked about interviews. I want to mention that you can schedule mock interviews here at Career Services. That way, you can practice interviewing, and we can help you perfect your skills. You can set up an appointment today if you like.
W: That'd be really helpful.

Chapter 1 Main Idea Questions

01 Music

M: Today, I get to talk about my favorite movement in jazz music. Cool jazz! This movement, which occurred during the 1940s and '50s, had a huge effect on jazz in general.
Okay, so in the movement before cool jazz, the music was faster and more aggressive. It consisted of instruments like saxophones and trumpets to give the music a more racing sound. Cool jazz changed this. It had a classical European influence that promoted the use of instruments that had never had a home in jazz before, like flutes and tubas. These instruments added something new to the music: a lighter, softer sound. Because of this softer sound, jazz bands started having more players and became mid-sized orchestrated groups.
Also, cool jazz put a greater focus on the individual musician. Miles Davis is sort of seen as the first cool jazz icon. He recorded Birth of the Cool with his band. With this recording came the individual recognition of Miles Davis. Before, people pretty much attended jazz concerts to dance. But with cool jazz, they came to hear specific musicians like Davis.

02 Geology

M: You might think that the diamond ring on your mom's finger is just some expensive rock that your dad bought for her, but do you realize all the work that went into the creation of it?
First, can you believe that the diamond is 2 to 3 billion years old? Even stranger is that it started out as a lump of coal. Basically, this piece of coal was about 160 kilometers down inside the Earth. The pressure was incredible. Also, it's about 2200 degrees Fahrenheit down there. That intense heat and pressure changed the carbon molecules in the coal and rearranged them into the crystallized diamond we're so familiar with.
Okay, that's fine, but all this happens deep within the Earth. So how does it get to the surface? Well, the diamond was contained in molten rock, or magma, underneath the ground. The magma rose up to the Earth's surface and erupted from a volcano. Then the magma hardened into rock.
Finally, the rock that contained the diamond weathered away, revealing the diamond underneath. It was then ready for miners or other treasure-hunters to find.

03 Office Visit

W: Hey, professor.
M: Hi Kim. What's up?
W: I want to go on the summer trip. I've always wanted to study the Great Barrier Reef. I can't believe that our school is sending students out there.
M: Sign up!
W: I would, but, well, I don't think I can afford it.
M: Why not? Aren't you working?
W: Yes, but pretty much all of my paycheck goes to either books or rent.
M: Do you know about the Good Student Scholarship?
W: No. What's that?
M: It's a scholarship specifically for students traveling to foreign countries. You need at least a 3.0 GPA. What's your GPA?
W: Umm . . . I think I have a 3.7.
M: Well, you definitely should apply. The scholarship is easy to fill out, and they award it to about 10 students a semester. Go to the scholarship office. The applications are there.
W: Really?
M: I'll even write you a recommendation. I really want you to go on this trip.
W: Thanks Professor. I appreciate all of the information.

04 Service Encounter

M: Can you help me? I'm trying to write a paper on the poet James Wright. But there is only one biographical source on him in this library, and I can't find it anywhere.
W: Do you have the call number?
M: Yes. Hold on a second. Here it is.
W: Okay. Well, let's see. It should be right here, but I don't see it.
M: Yeah. I looked all over this shelf, and I couldn't find it.
W: Well, let me check the library catalogue to see if it's checked out. No. The computer says that it's here in the library. Someone must have misplaced it.
M: This paper is due in a couple of days, and I really need that book to finish it.
W: Well, sometimes we keep our books in an electronic reserve. That's where we scan the document into the computer.
M: Where can I check to see if it's in the database?
W: I'll check for you. Here it is. It looks like Wright's entire biography is in our electronic reserve. You should be able to print out the materials you need from our library's computers.
M: Okay. Thanks.

05 History

M: Okay now. History books teach us that the Italian sailor Christopher Columbus was the first outsider to discover the Americas. He accidentally came across the Americas in 1492 while searching for a better way to get to Asia. Therefore, he is credited as the discoverer of the Americas.
W: But Professor, isn't there some debate about whether Columbus was the first person to "discover" the Americas?
M: Correct. In fact, that's what I'm going to cover today. See, new evidence has revealed that the first outsiders to come to America may have been Polynesian. You know, people from the South Pacific islands like Easter Island and Hawaii.
So how do scientists know that Polynesians came to the Americas first, you might ask? They know this through the discovery of an ancient chicken bone.
W: A chicken bone?
M: Yes. Scientists have recently uncovered a chicken bone off the coast of Chile. Now, chickens aren't native to South America, so it had to have been brought in by explorers. DNA testing has revealed that the chicken bone belonged to a type of chicken found in the Polynesian Islands.
W: But I'm not sure I'm convinced that a chicken bone disproves that Christopher Columbus came to America first. Couldn't Columbus or, a later explorer, have brought the chicken bone with him?
M: Well, that's the thing. The DNA tests also revealed that the chicken bone predates Columbus's arrival by about a hundred years or more. There's no way that Columbus could've brought the chicken with him.

06 Biology

W: Did you know that a harmful disease might actually have evolved as a solution to malaria, a horrible sickness passed on by mosquitoes? Let's talk a bit about how this occurs.
The disease is known as sickle-cell disease. It occurs when a person's red blood cells look like sickles, or, uh, are curved-shaped. This causes people to be very sick and eventually kills them. However, not everyone who carries the sickle-cell trait develops the disease. It all comes down to a person's DNA.
Everyone in the world has a genetic code called DNA. Each person's DNA contains half their mother's and half their father's genetic makeup. There are sometimes random changes in this code, called "mutations." Sickle-cells are a mutation. Now, some children are born with a sickle-cell trait. This means that they inherited the genetic trait from one parent. They are a carrier of the sickle-cell trait, but they don't get the disease. The problem occurs when a child inherits the sickle-cell trait from both parents. When this occurs, the child develops sickle-cell disease.
So this means that the sickle-cell trait is bad, right? Not necessarily. See, children with the sickle-cell trait, not the disease, but the trait, are more immune to the malaria parasite. Some scientists believe that the sickle-cell trait developed as a way to protect against malaria. In fact, the people who have the sickle-cell trait almost all come from Africa, an area where malaria is common. This demonstrates that people likely developed the trait to combat malaria. It's actually a useful trait to have, as long as a child doesn't inherit it from both parents. So we have an unusual instance of a potentially dangerous mutation saving lives.

07 Office Visit

M: Hi Brenda. How can I help you?
W: Well, Professor Brown, I was fascinated by your Tribal Culture Studies class this year. I think I want a cultural focus for my Anthropology major, and I know that there aren't too many Cultural Anthropology courses at this school. So, I was wondering if I could take your class again.
M: Well, I'm glad you liked the class, Brenda. The Maori people of New Zealand are fascinating, aren't they? Next semester, I'm going to focus on a really cool African warrior tribe, called the Masai. I think you'd love

the course material. But while I'd love to have you in that class next semester, I don't think it would get you any closer to graduating.

W: Really?

M: Yes. Though my Tribal Culture Studies course changes its focus every year, it only counts once toward a student's credit. So even if you got an A in the class, you won't get credit for taking it a second time.

W: Well, that's no good.

M: Do you know what? I think you would make a really good teacher's assistant. The Department does give credit to students who become student teachers. It would allow you to get credit for the course. I'd like it if you were my teacher's assistant. It's a lot of work, but if you are willing to help me out next year, you'll learn about the Masai and get credit at the same time.

W: That sounds good to me!

M: Well, I'll talk to the department head and see if it's okay with her.

W: Thanks, Professor!

M: No problem.

08 Service Encounter

M: Welcome to the Department of Transportation. How can I help you?

W: Well, I have a bit of a problem. I'm taking a class this semester, but I'm going to graduate once this semester is over. So I don't want to buy a permit for the whole year because it is too expensive.

M: You can try parking at the parking meters.

W: Well, I'd park there, but I won't have time to fill the meter. I don't want my car to get towed or ticketed. I really need a place to park.

M: Unfortunately, the university doesn't sell permits in semester increments. I'm not exactly sure why we don't, but I don't think that the policy will change anytime soon.

W: That's what I thought.

M: There's another option, though. You could park in the visitor's parking structure, by the practice field. It's only $1.60 an hour, and it's centrally located.

W: I'd do that, but my class meets 5 days a week, and I think that the cost would add up to about the same amount as buying a permit.

M: Well, what time is your class?

W: I think it's around 4:00. It's later in the afternoon.

M: After 4:00 the visitor's parking only costs $1.00 an hour. So it'll be close to half the cost of the permit, and it'll actually save you a good amount of money by the end of the semester. I think that the parking structure is your best option.

W: I'll do that then. Thank you for being so helpful.

M: You're welcome, and good luck with your class.

09 History

W1: Today, we'll talk about the collapse of the Mayan civilization in Central America. The . . . um . . . the Mayans were able to flourish during the years that Europe was going through the Dark Ages. While the disappearance of the Mayan civilization remains a mystery, there are many theories behind the cause of their collapse. One convincing theory suggests that the Mayan people were victims of climate change. Yes, believe it or not, climate change. A series of droughts that could've lasted over a period of 150 years may have destroyed this great civilization.

M: So the Mayans weren't conquered by Spanish invaders?

W1: Well, there were some Mayans around at the time of the Spanish invasion. So they did have an impact on the Mayans that were left. But their civilization had already fallen by then. I believe it was the serious lack of rainfall that was the main reason for the civilization's collapse.

W2: How do we know that there were droughts? Didn't this happen hundreds of years ago?

W1: That's a good question. It's interesting, but ocean researchers have actually made some amazing discoveries that prove these droughts occurred. They've used new technology to analyze segments of the ocean floors off the coast of northern Venezuela. These cores have layers of dark and light sediment that show the annual wet and dry seasons. So within these layers, scientists can determine the amount of yearly rainfall from hundreds of years ago. Within the dry period, there were three major droughts where there was virtually no rainfall for a total of 18 years. That's incredible! The dates of these extreme droughts correspond with the three phases of collapse of the Mayan society.

M: I understand that water is necessary to survival, but I don't understand how a drought could destroy such an important civilization. Couldn't they use their resources to hire people to find alternative water sources?

W1: Well, this lack of rainfall is significant because the Mayans were largely an agricultural society whose economy depended on the production of corn. Without rainfall, the crops would've perished. Their major food and economic source would have eventually disappeared. That's why I think it's the major theory behind their disappearance.

10 Zoology

M1: You've probably heard of whales or dolphins communicating with each other through song, or of scientists teaching apes sign language. But prairie dogs might have the most sophisticated form of

language among the animal world. A researcher at an Arizona university has been conducting studies that may prove that prairie dogs communicate with a complex language that contains nouns, verbs, and adjectives.

W: How do they know that the prairie dogs aren't just making a bunch of noise?

M1: Well, the prairie dogs may sound like they're just making a series of barks and yips, but this researcher and his team digitally recorded these sounds and analyzed them. They found specific repeated patterns in the sounds. They continued to do further research and found that the prairie dogs had distinct terms for specific animals and people. These scientists even found sounds distinguishing different colors or different rates of speeds for their predators.

M2: So then, do prairie dogs know this language from birth?

M1: Not exactly. This prairie dog language is learned through experience. Scientists know this because their language isn't universal. In fact, there are different dialects, that is, varieties of this language ranging between areas of New Mexico, Arizona, and Colorado. Also, it appears that the prairie dogs have the ability to make up new words. The researcher displayed black cardboard cutouts of coyotes, skunks, and oval shapes. While the prairie dogs had never come across anything oval shaped in the wild, they were still all able to learn the same sound when they were presented with the oval shape.

W: Why would prairie dogs need their own language?

M2: Yeah. They aren't very advanced animals.

M1: The fact that they aren't very advanced actually has a lot to do with it. How can I explain this? Let's see. [pause] Just about every animal in the desert is trying to eat them, and they don't have any way of defending themselves. So they need to be able to tell each other stuff like, "Look out! That red hawk is coming fast!" Without such a complicated language, the prairie dog would probably be extinct.

Chapter 2 Detail Questions

01 Astronomy

W: Did you know that Venus is hotter than Mercury? This seems strange because Venus is nearly twice the distance from the sun as Mercury is. But in fact, the temperature of Venus is over 460 degrees Celsius, whereas Mercury ranges between 420 and minus 220 degrees! I'll explain how this is possible.

While Mercury has no atmosphere . . . and this is important . . . Venus has a thick atmosphere. It consists of carbon dioxide and thick clouds of sulfur dioxide. This combination creates the strongest greenhouse gases in our solar system. Interestingly, the sulfur dioxide reflects 60% of the Sun's rays away from the planet. This prevents Venus from being lit with much sunlight. However, um, 96.5% of its atmosphere consists of carbon dioxide, which traps the sun's heat between the atmosphere and the planet's surface. This is what makes the planet so hot.

Venus used to be similar to Earth, but all its water evaporated. This helped in creating the high amounts of greenhouse gases in the atmosphere. If the carbon dioxide were removed from Venus's atmosphere, then it would have similar temperatures to that of Earth.

02 Botany

M: How are plant cells different from animal cells? Well, plants have cell walls, and they have chloroplasts. Animals don't have these.

A plant's cell wall is a rigid structure outside of the cell's membrane. These walls have several functions. While animals have skeletons that give them a shape and structure, plants do not. So how do they stand upright? The cell wall allows a plant to maintain a specific structure. Its rigidness gives the plant its shape and the support that it needs. Also, cell walls act as a filter for the cell. They prevent harmful substances from getting in.

Unlike animal cells, plant cells are able to make their own food! Plant cells contain special organelles called chloroplasts, which are filled with a substance called chlorophyll. This substance is what makes plants green. It also absorbs sunlight. Chlorophyll takes this sunlight, along with water and carbon dioxide, and changes it into energy for the plant to use. In this way, the plant generates its own food source.

03 Office Visit

M: Professor, I know that my project on economic recession is late, but I was hoping that you'd still let me turn it in.

W: Jacob, I already told the entire class at the beginning of the semester that I won't accept late projects. I'm sorry, but you shouldn't have skipped class.

M: I understand. But the thing is, I was sick the day the project was due. I couldn't come to class. It's not like I was eating lunch with friends or anything.

W: Well, why didn't you email me then?

M: I don't have the Internet, and I would've called, but your number isn't on the syllabus. I know you enforce

your rule on late projects, but I really worked hard on this project. I'm sorry that it's late, but I really had no way of getting here.

W: Fine. I'll give you a break this one time. But I want you to email me next time. Even if it's from a neighbor's house.

04 Service Encounter

M: How can I help you?

W: Well, here's my problem. I need to take 15 credits a semester to maintain my scholarship. But I'm going to have to drop my algebra class this semester because it conflicts with my job. But see, if I drop my algebra class, then I won't have enough credits for this semester. I'll lose my scholarship.

M: I see your problem. And it's too late in the semester to transfer into another class for credit. Wait, I know! Have you heard of our Summer Counts program?

W: I don't think so.

M: Well, it's a program where you can take a course in the summer, but the school counts the credits you earn toward your spring semester.

W: That sounds good. How do I go about doing that?

M: Well, what you'll need to do is write the scholarship committee a letter explaining your situation. Make sure to mention that you have to drop the class due to a work conflict. The committee will have to review your case, but it should allow you to make the credit up during the summer.

W: I'll do that then. Thanks!

05 Literature

W: Today, we're going to talk about the morality plays of the Middle Ages. These were plays in which the main character had to choose between right and wrong choices. They differed a lot from Greek and Roman plays. First off, morality plays didn't really deal with complex characters. They also . . . yes, Tom, did you have a question?

M: Yeah, what do you mean that morality plays didn't have complex characters?

W: Well, in most plays, the characters have personalities, feelings, likes, and dislikes. But the main character of morality plays is different. Instead of having a character that's an individual, its main character represents humanity as a whole. He's called "Everyman." Everyman's supposed to represent each and every man in general.

Now, the other characters in the play weren't traditional characters either. Instead, they were morals. They represented virtues and vices . . . you still look confused, Tom.

M: Well, yeah. The characters were . . . um, morals? You've lost me.

W: Okay. Take the villain of the play. Every play has to have a villain. But the villain in morality plays was always something like Greed. Now, in morality plays, Greed would be personified. Um, he would act like an actual person instead of a characteristic. He would try to persuade Everyman into following an evil path.

Remember that in earlier plays, the downfall of the main character was always some flaw within himself. But in morality plays, Everyman actually encounters Greed like you or I would encounter an actual person. Everyman then has a choice to make. He can choose to follow Greed, or he can choose to do the right thing.

06 Geology

M: Moving on, let's talk about the . . . uh . . . let's talk about the Hawaiian Islands, and more specifically how they were formed.

To begin, there are specific locations on the Earth's surface, called hotspots. These hotspots are areas that experience long periods of volcanic activity. One of these hotspots is located in the Pacific Ocean underneath the Hawaiian chain of islands.

Here is how the Hawaiian hotspot works. First, a stream of hot lava from underneath the Earth erupts onto the ocean floor. Then the lava cools, and as it cools, it hardens into rock. Eventually, this rock forms volcanoes. Now, as lava keeps erupting, a larger and larger volcano is produced until finally, the volcano forms an island.

Now the last step is a bit more complicated. You already know that the outer layer of the Earth is broken up into large segments called plates. These plates move a few centimeters each year. But, um, the Hawaiian hotspot, it never moves. It stays in the same place forever. But the plate above the hotspot, which has the islands on it, that does move. It moves right over that hotspot. So basically, the islands move. Meanwhile, the hotspot keeps spewing out lava. So once one island has moved, the hotspot begins to create another island. Hence, we get a chain of islands like the Hawaiian Island chain.

Now, how many of you know where the Midway Islands are? Well, they're about 2,090 miles from Hawaii. Today, that is. You see, they used to be in the spot the Hawaiian Islands are in now. But the plates moved and moved and moved, and now they're over 2,000 miles from where they started.

07 Office Visit

M: Hey Professor Scott, I need to talk to you. I've got a problem.
W: Yes, Steven. What's the matter?
M: Well, I have a scheduling conflict. I can't make the final, and I was wondering if there was any way that I could take it some other time during finals week?
W: Why can't you go to the final exam?
M: I have a dance recital that I can't miss. I'm a dance major, and this recital is a mandatory event for all dance majors. It's impossible to make it up. It's a huge event that only happens once a year. It's a big part of my grade for both my Flamenco and my Modern Dance classes. Plus, my partner and I got the final performance spot in the recital, which is a big honor.
W: Well, I understand if you have to go to this recital, but it's really not up to me whether or not you can reschedule the final. You're going to have to talk to the head of the English department, Professor Sampson.
M: Do you think he'll let me take the final at another time?
W: I think so, but you're going to need to present some kind of proof that you have to go to this dance recital.
M: What kind of proof?
W: You should go to both of your dance teachers and ask them to write a note that explains why you can't miss this recital.
M: I'll do that. Thank you for all of your help.
W: No problem, Steven, and good luck with the department head.

08 Service Encounter

W: Hello. How can I help you?
M: I have a huge problem. I paid my tuition, and then for some strange reason, I got disenrolled from my classes.
W: Oh, my. Do you have your student ID? I'll need it to look up your information.
M: Yes, here you go.
W: Thank you Mr. Salazar. Give me just one second. Well, it says here in the computer that you still owe some money.
M: That's weird. What's it for?
W: It says that you didn't pay a $75 fee for a yoga class.
M: Oh no! That's right. I forgot to drop that class!
W: Well, there's your problem. I'm sorry that you got disenrolled, but there's really not a whole lot that I can do for you.
M: Well, what should I do then?
W: You should just try to sign up for all of your classes again. If you register again for all of your classes, then you should be fine.
M: Won't I get charged again for all of my classes?
W: No. You're already credited for what you paid, so you won't owe any more money.
M: Well, one of my classes was filled to its capacity. I know that some people were on a waiting list to get in. How can I keep my spot in that class?
W: Just be sure to let your professor know that you have to register for all of your classes again, so that he won't think that you dropped his class.
M: I'll do that. Thanks for all of the information.
W: No problem. Good luck.

09 Botany

M_1: Imagine the slowest, most agonizing death possible. Imagine being strangled to death over the course of a century. Pretty nasty, huh? Well, there's a vine in some South American rainforests that kills in this manner.
W: Really? So this vine kills animals and people?
M_1: Fortunately, no. Such a death is unlikely for any animal. But it's a very possible fate for trees in Costa Rican rainforests. They often fall victim to this parasite known as the strangler vine.
M_2: How can a vine kill a tree?
M_1: Well, it's an interesting process. First, you need to know that these vines are from the ficus family, so they produce fruits called figs. Lots of animals feed on these figs, like birds, bats, and monkeys. They eat the figs and their seeds. When one of these animals drops the fig's seeds at the top of a tree, the vine's life begins.
W: Do the seeds fall through the canopy of leaves and then to the ground?
M_1: No. That's what's so interesting. They actually begin growing, seemingly harmlessly, at the top of the trees. This is the second step. As they get older, they grow downwards, and they begin to wrap themselves around all of the tree's branches.
M_2: So, it kills the tree by strangling its trunk?
M_1: No, it doesn't actually kill the tree until it roots itself into the ground. At this point, the vines begin to expand. They get thicker and flatten out, so that they can merge with each other. They do this until they completely encase the tree. Finally, the vines become a giant shell that eventually will kill the tree. It does so by either squeezing it to death or by depriving it of sunlight.
W: Well, if the tree dies, then won't the vine eventually die, too? Isn't it dependent on the tree as its host?
M_1: That's a good question. However, after the vine has completely encased the tree, it no longer needs it to survive. The roots of the tree will rot away, and the vine will take on the appearance of the dead tree, using the dried up trunk and branches as a skeleton that supports this shell of vines.

10 Fine Arts

M1: So, today we'll discuss Pablo Picasso's Blue Period.
W: Didn't we talk about that on Tuesday?
M1: [pause] Uh, yeah, you're right. Did I say his "blue" period? Sorry. We went over that last time. We're actually discussing his Rose Period today. During this period, Picasso steps away from the dark colored blues of the Blue Period. Does anyone remember why Picasso used such depressing colors during the Blue Period?
M2: Wasn't he mourning the death of his friend?
M1: Yes, his close friend Carlos Casagemas died tragically in 1901. It seems that because of this, Picasso's paintings became sad pictures reflecting a struggling society. But then another major life event brought Picasso out of his depression. He fell in love. Fernande Olivier entered his life in 1904. This year is considered the beginning of his Rose Period.
W: So did his paintings become happier during this period?
M1: Yes they did. Suddenly, his paintings begin to display happy pink pigments and joyful oranges. It seems that his relationship with Olivier made him more optimistic.
M2: What kind of stuff did he paint? Did he still paint mournful paintings?
M1: Well, no, Picasso's subject matter also changed during this period. He actually began to paint a lot of circus performers. Seems odd, huh? But believe it or not, he was especially interested in painting clowns. His favorite subject to paint was a clown called a harlequin, which was dressed in checkered patterned clothing.
W: Why was Picasso so interested in painting clowns?
M1: Well, he seems to be rejecting the popular art of his time, which pictured upper-class members of society. Picasso's depiction of clowns, during the Rose Period, seems to be his way of celebrating members who were outside of upper-class society. In this sense, by celebrating the circus performers, he was also celebrating artists.
M2: Well, if he painted subjects that weren't popular, then how did he make money?
M1: It's strange, but the Rose Period actually marked the beginning of his commercial success. An art collector, Clovis Savigo, who happened to be a former clown, enjoyed Picasso's paintings during this period. So, he exhibited Picasso's art, and soon people began to recognize Picasso's work. He was finally able to sell his paintings.

| Mini Test 1 |

01 Biology

W: Morning, class. Today, let's talk about the bubonic plague. Lots of people believe that the bubonic plague, a horrible disease outbreak in 14th century Europe, ended when cities found ways to get rid of the plague-carrying rats. But this may only be part of the story. Scientists now think that a special mutation may be the one responsible for, uh, ending one of the world's worst disease outbreaks.

First, let me give you a little background history on the plague. The bubonic plague struck Europe between the years 1347 and 1352. It was spread by fleas found on rats, which carried the plague bacteria. Known as the Black Death, the bubonic plague killed over 1/3 of the European population. This was about 25 million people. Then, suddenly, the plague outbreak basically ended.

Why did the plague end? And more importantly, how were certain Europeans able to survive such a deadly disease? Many of the survivors had seen their whole families wiped out by the plague, but they didn't even get sick. Was this simply good luck? Scientists today say no. New studies have revealed that a gene mutation, known as delta 32, may have been the true reason for why people lived and died.

You may be asking how modern scientists can possibly know that some 14th century Europeans possessed this special mutation. Well, after looking at records from the Middle Ages, scientists have been able to find descendents of plague survivors. They found that lots of these descendents—I mean, lots of them, at least 14 percent—carry delta 32 in their genes. Scientists believe this mutation was passed on from their distant ancestors, including those that had survived the plague. They now estimate that 1 in 20,000 Europeans carried this gene during the time of the plague. The mutation is believed to have kept the plague from entering the victims' cells, allowing their immune systems to effectively destroy it. As the plague killed off more people without the mutation, those with delta 32 became more common. Eventually, it is believed, the plague had fewer and fewer people it could infect. Hence, the terrible plague outbreak finally ended.

02 History

W1: Today I want to talk about how the first people came to America. Since the 1930s, it has been believed that the first people to come into the Americas came across the Bering Strait, the small area between Russia and Alaska, about 12,500 years ago. It was during the Ice Age. At that time, there was a small land bridge connecting the two continents. Later, after the

ice melted and the oceans rose, this land bridge was covered with water. Yet despite the popularity of this theory, there are some problems with it. We'll discuss these problems today and then go over some alternative theories of how people could've entered the Americas. Yes, Dana, did you have a question?

W_2: Well, no. I just wanted to comment that I had heard of a theory where Asians actually came to America by boat. I'm not sure if that's true or not.

M: I've heard of that too. It's thought that they sailed to South America.

W_1: You're both correct. Let me backtrack a little. See, uh, people began to suspect that the Bering Strait theory wasn't entirely accurate when sites were discovered in North and South America. These sites predated the time when the migration across the Bering Strait was said to occur—which, as I said, was about 12,500 years ago. So that's one piece of evidence. Then scientists found something even more surprising. They found that some of the sites in South America were earlier than the sites in North America. Scientists estimate that at one particular site, in Monte Verde, Chile, humans may have been there as early as 33,000 years ago. You know what this means?

W_2: That the first people came to South America, not to North America.

W_1: Exactly. Now, if the first people had come across the Bering Strait, then the earliest settlements should've been in North America.

M: So does that mean the Bering Strait theory is wrong?

W_1: Actually, it doesn't. See, there is still lots of evidence that suggests that a large migration of people crossed over the Bering Strait 12,500 years ago. What this alternative theory shows is that the earliest people in America probably weren't those that crossed the Bering Strait.

03 Service Encounter

M: Hi, can I help you?

W: Uh, yeah, I applied for financial aid and was denied. Your office sent me a letter that said my parents make too much money. And because of that, I can't get financial aid. But the problem is, my parents are not supporting me financially during my college education. So I need to get that fixed and submit a new application for financial aid.

M: Oh, now that complicates things. Are you saying that your parents don't support you at all financially? They don't even pay your rent?

W: That's correct. I'm on my own. I work part time and don't make much. That's why I want to apply for financial aid. It's the only way I can afford to go to school full time.

M: Well, in that case, you are going to have to prove that your parents are no longer supporting you.

W: But didn't I just explain that?

M: Yes, but you need to explain it in writing. You can do that by filling out the following paperwork. It's an amendment to your file. It'll ask about your income and who pays for tuition.

W: More paperwork?

M: Yes, but you don't need to submit another financial aid application all over again. We'll just attach this amendment to your original application. Then we can reactivate your application.

W: Then what happens?

M: After we look over all the paperwork—the original application and your amendment—we'll review your status.

W: So, I can get financial aid then?

M: I can't say for sure, but probably.

W: Okay.

Chapter 6 Lecture Questions

01 Biology

M: The word *fungi* immediately brings up images of mushrooms . . . and mold growing on stale food. But did you know that this organism is used a lot in industry as well? Fungi serve many useful purposes that make our day-to-day living possible.

First, fungi have actually saved millions of people from pain and death. This is because fungi are used a lot as important medicines. The most common medicine is penicillin, which has been used to fight everything from ear infections to deadly sicknesses. Even more amazing, these wonderful, life-saving fungi commonly grow as mold on old fruit and bread! Who would have thought that something we find so disgusting would be used to save our lives?

Fungi are also used to, um, create important foods . . . and not just mushrooms, but items like breads, candy, and soda. That's right, soda! The mold yeast is used to make baked goods like bread and cakes rise. Other fungi produce a special kind of acid that is used in soda and candy. We even owe the creation of soy sauce to fungi. Fungi are what give soy sauce its tasty flavor.

02 Astronomy

W: Look up at the stars on a clear night, and you'll notice that they seem to twinkle or move. But the stars themselves aren't moving. The twinkling of the stars is an illusion created by a process known as atmospheric distortion. Here's how it works.
First, the stars give off rays of light which travel through space and enter the Earth's atmosphere. Now, you have to understand something about the atmosphere. It's not just one big uniform blanket of molecules. It's actually made up of many currents of air that move in different directions and at different speeds. Scientists call them pockets. Now, the second thing that happens is, when starlight enters the atmosphere, it hits these air pockets. And then, when the light rays from the star hit these pockets, they get bent in random directions. As a result, when the light finally enters your eye, it strikes your eye at all different angles. So it appears—to your eye, anyway—that the light is coming from different directions. The star looks like it's twinkling.

03 Office Visit

M: Hello Anja.
W: Good morning, Professor. I actually want to talk to you about something.
M: Please, proceed. What's on your mind?
W: Well, I'm having trouble understanding everything you say during your lectures. English is my third language. I understand it very well, but there are still a lot of words I don't know.
M: Sounds like a real dilemma. I can't alter my lectures for just one student. But you know what might help? Have you looked at my website?
W: No, I haven't.
M: Try going to the website before our next class. I always post some lecture notes on the site before giving the lecture.
W: Sorry, I'm not sure I follow you. How would looking at your notes help me?
M: You're having trouble understanding vocabulary, right? I always include key vocabulary in my online notes. So this way, you can familiarize yourself with the words before listening to the lecture.

04 Service Encounter

W: So you're having trouble registering for a class?
M: Yes, I tried to register online, but the computer kept telling me the class was restricted. It wouldn't permit me to register.
W: What class are you trying to register for?
M: It's called "Marketing Strategies." It's a business course.
W: Okay. Are you a sophomore?
M: No, I'm a freshman.
W: Ah, so you haven't been admitted to the business school yet?
M: No, I can't apply until I'm a sophomore.
W: Right. This is how it works with these upper-level business courses, like the one you're wanting to take. The business school first opens registration to business students only. This ensures that our business students get first pick of the courses they need. Then, if the classes don't fill up, we open them up to everyone else.
M: So you're saying I'll have to wait and register later?
W: Yes. You can register starting May 6.
M: But won't the class be full by then?
W: Probably not. This class usually isn't too popular with students.

05 Fine Arts

W: Another major 20th century art movement in the United States was Pop Art. Pop Art is any kind of art that uses commonplace objects or images. Like, say, a ketchup bottle or a postage stamp. Now, one of the best ways of understanding Pop Art is to compare it to the art movement that came before it: the Dada movement.
Let's start with some similarities, shall we? You should recall that the Dada movement developed in opposition to the "high art" of the times. Traditional artists were concerned about things like beauty and technique. But not the Dadaists, right? Remember, the Dadaists liked to use common objects, like stools or bicycle wheels. And they arranged them in ways that didn't take much artistic skill . . . at least not in the traditional sense. So . . . uh . . . where was I going with this? Oh, right, so in this aspect, Pop Art was very much like Dadaism. Both movements rejected traditional "high art." They did so by making masterpieces out of common objects or popular images.
But the two movements also had their differences. Somebody tell me what the Dadaists wanted to show by using everyday objects?
M: They wanted to show that society was ugly and rotten.
W: Exactly. They were criticizing society for its excesses and wastefulness. But the Pop artists embraced popular culture and the objects it produced. They didn't criticize things like processed foods or photos of Hollywood stars. Instead, they celebrated them. And unlike the Dadaists . . . whose pieces were often somber . . . the Pop artists created art that was playful, even silly.

06 Biology

M: Animal breeders can increase or decrease a desirable trait in an animal just by selecting which individuals to mate. This is called—yep, you guessed it—single-trait breeding. Take chickens, for example. Farmers can breed chickens so that they grow quickly or so that they have big muscles. Of course, single-trait breeding has its advantages and its disadvantages.

The advantages are somewhat obvious. I mean, really, how much easier can it get? You want your chicks to grow up big and fat, so you, um, breed big chickens. You want a dog that can sniff out a bomb; you breed dogs with a better sense of smell. It's a pretty straightforward, convenient process. It's also a fast process. A farmer can breed two generations of chickens in just one year. So in just three to five years, he can completely change the genetics of his chickens to his favor. Let me put it this way. You want fat chickens? Breed just your fat chickens and in three to five years, all your chickens will be fat.

But there are downsides. Breeders may wish to change only one trait. But what they end up doing is altering several traits. And some of those traits aren't traits they want. Let's look at the fat chickens again. Many farmers breed chickens to have large chests, but when you breed for big chests, you also get weak legs. This is because the chickens get so big that their legs deform under their weight. The other problem is that single-trait breeding often causes psychological damage in an animal. By changing a physical trait, the breeder can unintentionally injure the brain. So eventually, what you get is brain damage.

07 Office Visit

W: Excuse me, Professor Harrison?
M: Yes, come in. Have a seat. What can I do for you?
W: You're teaching Intro to Computer Graphics next semester, right?
M: Why? Would you rather someone else be teaching it?
W: Ha. No. It's just that I was looking over the course description, and it says that students are required to have a software called LightWave installed on their computers.
M: Yes, that's right. There are several programs you can use to generate graphics on a computer. But I want everyone to have the same one so that we're all on the same page. And I chose LightWave 'cause it's kind of an all-purpose program. You can do a lot of different stuff on it.
W: Is there any way I can still take the course without buying the software? 'Cause I looked it up online, and it's pretty expensive. I'm not sure I can afford to spend that much on top of tuition and books and all that.
M: I see. Well, you're not going to get much out of the class without having access to the software. You're pretty much stuck purchasing the software if you want to take the course. I really don't see any way around it. But I do know that the bookstore has LightWave in stock. And they will sell it to students for half of what it usually costs, which is a pretty good deal, if you ask me.
W: Yeah, maybe. I'll go see if they still have a copy.

08 Service Encounter

M: Hi, I have an appointment for 3:00 to meet with Ms. Garcia, the science counselor. Sorry, I'm a little early.
W: Hi, call me Barbara. We can get started now if you like.
M: Oh, great. Yeah. So I was wondering . . .
W: Shall we step into my office? It's a little quieter in there. Here, take a seat.
M: Thanks.
W: So what can I help you with?
M: Well, as you may know, the Lunar and Planetary Science Institute holds a conference every year in May in Houston.
W: Oh, that's a fabulous conference. Definitely worth attending.
M: Yeah, I'd really like to attend this year, but it's quite a bit of money: $500, including the plane ticket. So I was wondering if you have any advice on how to raise money to go? Like, I was thinking you might know of a scholarship I could apply for.
W: Well, I don't know of any scholarships, but I do know that the science department will contribute $100 for every student attending this particular conference. That might help you out with some of the expense.
M: Yeah, it would, definitely. But I'd still be stuck with a $400 bill.
W: Right, so you may also want to apply to the Student Senate for money. They will often sponsor academic-related projects or trips.
M: Don't a lot of students apply, though?
W: Yes, but they have a pretty large budget for that kind of stuff. It'd definitely be worth applying for. I think your chances are pretty good.

09 Economics

W1: Okay, so I'd like to talk about trade associations. From a business view, there are several benefits to joining a trade association. Of course, trade associations also have their drawbacks. So first let's . . . Yes, Kyle . . . you look a bit confused?
M: Yeah. What's a trade association?

W1: Oh, I'm sorry. Is everyone not familiar with trade associations? Okay, well let me backtrack a bit then. A trade association is an organization that's formed and funded by businesses in the same industry to promote and control that industry. So, let's see now . . . um, for instance, the American Medical Association is a trade industry. Oh, there's also the National Association of Wheat Growers.

W2: What about the American Bar Association?

W1: Oh, yes, definitely. A trade association for lawyers and law firms. So if you own a business, joining . . . or forming . . . a trade association can be good for a number of reasons. One, it allows you to participate in and set the standards for good business conduct in your industry. Trade associations will often keep an eye on how its businesses behave and will refuse support to businesses that act in immoral ways. And two, forming a trade association gives your industry more power to influence public policy.

M: Why's that? Don't businesses have a lot of influence in government decisions by themselves?

W1: Perhaps if your businesses are huge corporations. But, what if you're just a small beef business in some little town in Ohio? By yourself, you don't have much influence. But if you join a larger trade association that shares your interests, you can pool your resources.

But there are problems with trade associations. One problem is that its members can use their membership to gain a competitive edge over non-members. Often, after a trade association has been around for a while, people will recognize the name. So oftentimes what happens is the businesses in the association will deny membership to their competitors to give themselves an advantage. The other problem with trade associations is that while they're set up to control business conduct, they don't have much power to punish offenders. So sometimes they're not as effective as they intend to be.

10 Biology

M1: Okay, let's get started, shall we? I assume you all did the reading. So can someone tell me what is meant by the term "aggressive mimicry"?

W: It's where an organism, like a predator or a parasite, acts like another harmless organism so that it can approach its prey. The prey isn't scared and doesn't run away because the predator looks harmless. The prey is fooled by this until it's too late for it to get away.

M1: Okay, you're exactly right, by the way. Now, can anyone give me an example of an aggressive mimic?

M2: Well, some snapping turtles have pink tongues that look like worms. And when they move their tongues around, the fish they're trying to eat think they're worms and try to get them. They come in close enough for the turtles to eat them. The turtles have evolved this strategy because it's easy to catch fish this way.

M1: Yes! Wow, you all have really done your homework! So we know what aggressive mimicry is. But what are some of the things it's used for? We've sort of covered one purpose already: to attract or approach prey without scaring it off. Spiders are another good example of this. Many spiders build webs with patterns that reflect light so that it looks like the patterns inside flowers that guide insects to the nectar inside. The insects mistake the web for a flower and get trapped in its fibers. But there's another purpose of aggressive mimicry that perhaps isn't so obvious. Can anyone tell me what it is?

W: To get eaten?

M1: Sounds crazy, doesn't it? As odd as that may seem, convincing your host that you are edible is a huge advantage if you're a parasite. So parasites often use aggressive mimicry to make their host think they're natural prey. This gives them easy access to the host's body. So once they're eaten, they live off the host, often robbing the host of nutrients or even killing it. Some parasitic worms, for example, resemble small crustaceans that get eaten by larger predatory fish.

Chapter 4 Science Questions

01 History

M: The Dust Bowl, a period of horrible dust storms, destroyed many crops in the U.S. during the 1930s. It contributed to the overall devastation of the Great Depression, a severe period of economic decline in American history. So what caused this . . . what caused this period of crop failure? In a word, over-plowing.

Since farmers were feeling economic pressure from the Great Depression, they began, um, plowing the untouched grasslands of the Great Plains. It's unfortunate that people tend to make bad situations worse, but farmers plowed an excessive amount of land in the hopes that they'd earn more money. The rate of plowing increased so drastically that farmers would plow land months before they could even seed it. Without grass, there was nothing left to anchor the soil below. This situation only required one thing to become disastrous: a drought. Once this period of no rain hit, the soil was easily picked up by winds. Soon, entire fields were blown away. The Dust Bowl had begun. For farmers, the Great Depression had just become more serious.

02 Biology

W: Many of us have heard about the poor economic conditions that farmers in certain countries face daily. But are GMOs, or genetically modified organisms, the solution? GMOs are plants like cotton or corn that have been genetically modified in labs to grow better. Ideally, they would allow farmers to grow more stable, healthy crops.

Currently, there are huge rates of poverty for farmers in certain countries. Better crops could help end starvation and widespread poverty. I believe that critical action is needed to solve these problems. Yet while I understand the plight of many farmers in poverty, I am uncertain whether GMOs are the answer. I just don't know what the long-term effects of GMOs are. For instance, take health risks. According to one article, the lifespan of ladybugs that ate aphids which fed on GMOs were reduced by half. Half! Those are some pretty disturbing statistics. Also, GMOs tend to contaminate natural crops. It's easy for the pollen of GMO crops to spread to areas up to 21 kilometers away. Given these concerns over GMOs, I feel their costs outweigh their potential benefits.

03 Office Visit

W: Professor, can I talk to you?
M: Certainly, Jill. Go ahead.
W: I really want to take this English internship being offered next semester. The thing is, in order to qualify for the internship, I need to have taken English 290. And I won't be taking that for another two semesters.
M: I'm not sure why you're coming to me. I'm not the internship director. You need to see Mr. Peterson in Room 312.
W: Well, I think that your English 221 class is very similar to English 290. So I was hoping that maybe you could write a letter to Mr. Peterson which would recommend me for the internship, even though I don't have the required class.
M: I could write a letter, but I have a better idea. Why don't I stop by Mr. Peterson's office personally and talk to him about it? I'm sure with my recommendation, he'll be able to make an exception.
W: Thank you so much! I really appreciate it!

04 Service Encounter

W: Hello. Are you the Resident Advisor for this dormitory?
M: Yes. Can I help you?
W: I hope so. I've been having some problems with my roommate Susan this semester. You see, well, she parties just about every night. She's always having people over, and she plays loud music late at night. I can't get any studying done, and I barely get any sleep. I was wondering if you could do something.
M: Susan from the third floor?
W: Yes.
M: I know her. We play Ultimate Frisbee together.
W: Well, can you do anything?
M: Yeah, I can talk to her. But if the problem continues, then I'll have to fine her $30 for violating the noise ordinance. Have you tried talking to Susan?
W: No.
M: Well, maybe you should try talking to her first. She's a really nice girl, and I'm sure that she doesn't even know that she's bugging you. Why don't you try to talk to her before I intervene?
W: I'll try talking to her, but I don't think it'll do any good.
M: Well, you never know until you try.

05 Biology

W: So yesterday we discussed Darwin's theory of evolution. Now, does anyone remember the flaw within the theory that I brought up at the end of our last class?
M: Didn't it have something to do with fossil records?
W: Yes. A theory called punctuated equilibrium suggests that gradual evolution doesn't exist. Now, remember that Darwin's theory suggests that adaptations happen gradually over long periods of time. However, the fossilized bones that have been found don't always show this gradual change.
M: So Darwin's theory is wrong?
W: No. While it may be slightly flawed, it's not wrong. It just needs to be adapted. You see, the evolutionary changes that Darwin suggests do seem to happen. But in some cases, they just happen at a quick pace, according to geological time.
M: Well, I'm not sure about this whole "punctuated equilibrium" theory. I mean, there seems to be plenty of evidence in the fossil records to suggest that Darwin was correct . . . that changes do happen over long periods of time.
W: You've just brought up an excellent point. See, you're right. There is a lot of evidence in the fossil records that suggest that change does happen gradually
M: Okay, I'm confused. Which theory is correct, then?
W: Well, from what I've studied, it seems that both theories may actually apply in evolution. Most of the time, evolution does take place over very long periods of time. But sometimes, occasionally, evolution jumps ahead. Suddenly, one organism becomes another organism. Here the theory of punctuated equilibrium seems to apply.

06 Astronomy

M: There are a lot of crazy claims about life on Mars. In 1996, one of these claims was presented as a fact, and it almost convinced the world.

Scientists discovered a rock in the Antarctic. Now, this rock's chemical composition matched that of Mars, and it was decided that it had been ejected from the planet over 10,000 years ago. Scientists took a close look at it, and they saw something that appeared to be a big discovery.

Small pockets of calcium carbonate were found in the cracks of the rock. Similar stuff is found here on Earth. Tiny creatures, called microorganisms, often form this. So, naturally, the scientists' curiosity was raised. They took an even closer look with powerful microscopes and found grooves within the rock's cracks. These grooves looked like tiny fossils made by bacteria. The scientists got excited. They had the president of the United States announce their discovery on national news.

Their excitement quickly ended. Other scientists began to criticize their theory of life on Mars. They had good arguments against it. For example, the grooves on the rock were significantly smaller compared to bacterial fossils found here on Earth. So these probably weren't actual fossils. Also, it isn't uncommon to find calcium carbonate on other meteorites. The fact that it's so common on meteorites indicates that this material probably was not formed by natural organisms.

When the scientists were questioned, the government gave them more money to do further research. The scientists ended up proving nothing. It seems that people just want to believe in things like life on other planets. So, when claims are made, people tend to get excited before they have good evidence.

07 Office Visit

M: Can I talk to you, Professor?
W: Sure Jake. What is it?
M: I was wondering if you could tell me what my grade currently is. I'm planning to apply to the Psychology program, but in order to do so, I'll need to get at least a B in this psychology class. But I've been having trouble grasping all of the concepts, and I did badly on the last two tests.
W: Well, let me check your grade. It says here you have a 73%. You'll need at least 80% to get a B, and the only test we have left now is the final.
M: Is there anything I can do to raise my grade? Like can I do extra homework or write a paper or something? I really don't want to depend solely on acing the final.
W: Well, there is one thing you can do. Remember at the beginning of class, I announced that students can receive additional points for participating in a psychology experiment?
M: Oh yeah. I know a bunch of psychology graduates who are doing experiments like that. But I'm not really sure I want to do one.
W: Why not? It's a great way to raise points.
M: Yes, but I mean, what kind of experiments are they? I don't want to participate in something that could, you know, be harmful.
W: Oh, of course not! All the experiments being performed by graduate students have been pre-approved by the department. They're completely safe.
M: Okay. Then I'll try to volunteer for an experiment, as long as it'll raise my grade. Thanks for your help.

08 Service Encounter

M: Hi. Can I help you?
W: I think so. You're the department head, right?
M: Yes.
W: Well, I think there's been a mistake with my math placement results?
M: Really? Why is that?
W: I've been placed in an introductory math course. But I took honors math all four years of high school. I should be able to skip this class. I already learned much of its material when I was in high school. Can you waive me out of it?
M: Let's see. What score did you get on the college entrance exam?
W: A 24.
M: That explains it. You need to have scored at least a 25 to skip this university's introductory math course. I'm afraid I can't grant you a waiver if you didn't score high enough.
W: Well, what if I took the college entrance exam again?
M: I wouldn't advise that. It's $75 to retake the test, and the test goes over not only math, but English and science too. It would probably be a waste.
W: Isn't there anything you can do?
M: I'm afraid not . . . Wait a moment! I've got it! If you really don't mind taking another test, you could take the CLEP test.
W: What's the CLEP test?
M: It stands for College Level Examination Program. It'll be a test that tests you on one subject, in this case math. If you score high enough, not only will you get out of the introductory math course, but you'll also receive credit for that course. So it'll be like you took the course without taking the class.
W: Wow. I'll definitely do that, then. Thanks for your help.

09 History

W1: Today we're going to, um, go into a brief history of the American West as it was viewed during the 19th century. There were two contrasting viewpoints of the West which we'll talk about today.
The first view was provided by William Gilpin, a famous explorer of the West. He described the West as a paradise in terms of settlement. He believed that agriculture in the West would be highly successful because there was plenty of water. He also claimed that the climate was mild. Well, Gilpin's view of the West couldn't have been further from the truth. He completely ignored the vast deserts that make up part of the American West.

W2: But Professor, don't you think that Gilpin had some reasons for his views? I mean, some of the Western settlers were successful.

W1: Yes, but not enough. And remember, Gilpin was acting as a major Western authority. People were depending on his expertise. He had no right to support a view that was so faulty.
Now another major viewpoint of the West was provided by explorer John Wesley Powell. What types of stuff was Powell saying?

M: Well, Powell was an amazing man because, unlike Gilpin, he didn't have as much experience in the West. Yet he saw the West as it truly was: difficult for settlement. I really admire him because his views were right on target.

W1: Exactly. Powell saw that water in the West was scarce, and he tried to tell this to the American government. Powell . . . let me check my notes here . . . Powell knew that the land would be worthless for agriculture without water. He wanted the government to think carefully before urging settlers to move out West.
So the government was faced with two major claims about the West. Which one did it end up adopting?

M: Gilpin's view.

W1: Yes, regrettably, the government foolishly decided to favor Gilpin's opinion over Powell's. It encouraged American settlers to move West. Hence, American settlers faced a lot of problems that could've been avoided had the government paid more attention to Powell.

10 Psychology

W1: Psychologists have been theorizing about how people and animals learn for years. B.F. Skinner came up with an important theory that tries to explain this. It's called behaviorism. Behaviorism suggests that animals and people learn based on what they receive. What they receive must reinforce their behavior in some way. The object can be something that the animal enjoys. In this case, the presentation of the object is considered positive reinforcement. For example, if you give a dog a treat because he sits, then he will sit again when you present another treat to him. So according to the theory, the dog only sits because the treat reinforced his sitting. If you continue to give the dog a treat every time that he sits, then eventually the dog will learn to sit because he has been conditioned, or taught, to do so through reinforcement.

W2: So, the dog can only learn to sit if you give him something that he likes?

W1: Not necessarily. You can also remove something that he hates out of his environment. If something that is unpleasant is taken away, then it's called negative reinforcement. For example, if you yell at the dog until it sits, then it learns to sit because the yelling stopped after it sat down. Its environment becomes more pleasant when you stop screaming, so it's conditioned to sit in order to end the yelling.

M: Behaviorism makes sense to me.

W1: Well, unfortunately, while behaviorism makes sense on the surface, there are many problems with this theory. A big problem is that it doesn't take free will into consideration.

M: What do you mean by that?

W1: Well, take the dog for example. Just because he gets a treat when he sits doesn't mean that he'll sit every time he's presented with a treat. If the dog just ate a big dinner and is full, then he might not sit for the treat. Or if the dog is mad at you because you've been yelling at him, then he might ignore you and reject the treat in spite of you.

M: It sounds like Skinner underestimates people and animals.

W1: I feel much the same way.

| Mini Test 2 |

01 Biology

M: Often the introduction of a non-native organism into an ecosystem leads to, um, unpredictable outcomes. Sometimes the organism is thought to be strong. But then it does not survive. Other times the organism is thought to be harmless. But then it, um, causes destruction upon its new environment. The latter scenario describes what happened when a species of seaweed, um, Caulerpa taxifolia, was accidentally introduced into the Mediterranean Sea. I'd like to spend some time talking about the disastrous results of that introduction.

The seaweed is native to the Pacific Ocean. But it was accidentally flushed into the Mediterranean Sea. Normally, the story would end here. Caulerpa is native to an environment very different than the Mediterranean. The Mediterranean's a lot warmer, for one thing. So you wouldn't think it'd survive in its new environment. But in fact, it thrives in the Mediterranean. The seaweed now grows six times larger there than it does in the Pacific. Even worse, scientists have no idea why this has happened.

The thing is, it hasn't just adapted to its new environment. Caulerpa takes over the environment. So much so that it poses a threat to native species that once thrived in the Mediterranean. Native species of algae, once common, are choked out. Caulerpa is unlike native seaweed. It grows on many different surfaces: rocks, mud, and sand. So, it threatens each of the different native species that make these surfaces their homes.

Let's move up the food chain. Caulerpa not only dominates native species by reducing their presence, but it also appears to be harmful to native species of animals that feed on native seaweed. Sea urchins, for example, are left with less to eat because Caulerpa is toxic to them.

It's unlikely that any ecologist or biologist could have predicted how such a seemingly mild mannered seaweed could become such a monster. More distressing is that no one really knows how to stop the spread of this invasive species. As far as anyone can tell, it appears that Caulerpa is not only here to stay, um, but it also may outlast many native species in its new environment.

02 Geology

M1: Today let's talk about earthquakes and how we can try to predict them. Now, in your book, I had asked you to read chapter six for today. Um, in chapter six was a photo showing the damage of San Francisco after the great 1906 earthquake. Now, what if they could have predicted it?

W: People might have been more prepared.

M1: Exactly, but earthquake prediction is not an exact science. We can't predict exactly when an earthquake will hit. But we can make short-term and long-term predictions, each having different degrees of accuracy. Predicting earthquakes in the short-term means trying to predict earthquakes days or even hours before they happen. Now, this is not a weather forecast. Many scientists believe that short-term earthquake prediction is unreliable. I would have to agree. Still, scientists try to predict earthquakes in the short-term by looking for warning signs, like, er, ground motion.

M2: What about using animals to predict earthquakes? I love that idea. I heard that the Chinese have studied animal behavior to predict major earthquakes. It's really awesome!

M1: Yes, it's true that scientists have studied animal behavior before to predict earthquakes. But this method isn't very realistic. Anyway, as I was saying, probably the best way to predict earthquakes in the short-term is by measuring changes in rocks. Scientists have measured the strain of rocks that occur along faults, and it's believed that the more strain there is, the more likely an earthquake will occur. But as I said before, short-term predictions are not as accurate as we would like.

Now long-term prediction, that's more feasible. Here's how it's done. Earthquakes occur along fault lines, and the rocks in these fault lines are under continuous and shifting pressure. By monitoring changes in these pressures, scientists can determine whether an earthquake is likely in the future. They've found that some earthquakes occur once every 300 years, so by knowing this, scientists can predict when an earthquake will hit next. Then, because cities know that an earthquake is likely to happen in the foreseeable future, they often build stronger buildings. So if an earthquake occurs, they can minimize the damage. So long-term earthquake prediction is more practical.

03 Office Visit

M: Denise, what brings you here?

W: Well, Professor Maxwell, it's about the report you assigned. You asked us to research and write about a recent historical movement. But I don't know what you mean when you say we need to use primary sources.

M: I explained that clearly in class today—you'd know that if you'd arrived on time.

W: Oh, I'm sorry about that. I had car problems. Am I wasting your time?

M: Don't worry about that. We'll go over what you missed, okay?

W: Please.

M: We have been reading several books in this class by historians. We call these secondary sources; they are not direct historical records. They are a historian's interpretation of those records.

W: Okay.

M: Now, remember in Burnside's book—he learned about the history of the civil rights movement by reading people's diaries. For this project, you are going to be like Burnside. You are going to collect direct historical records and interpret them. Those are your primary sources.

W: So you want me to collect diaries then?

M: Not exactly. What I suggest is that you find a small number of individuals who lived during the historical movement you're researching. Then interview them. Your interviews will be your primary sources.

W: That's a relief. I thought I'd have to spend all my time reading old books. I prefer talking to people anyway.

M: Good. It's not just talking, though. Try to imagine that you are a detective like Burnside. You want to learn about history. I think you'll find this project very enjoyable.

W: Thanks, I'm looking forward to it now.

Chapter 5 Organization Questions

01 Geology

M: Now, let's talk about the role of ice in weathering. Like water and wind, ice is responsible for weathering rocks, or, um, breaking them down.

However, for ice weathering to occur, you need two particular preconditions. You need to have water, and you need to have temperatures cold enough to turn that water into ice. So don't expect to find lots of ice weathering in the tropics.

Okay, so here's how it works. While the temperature is above freezing, water flows into cracks in rocks. Then, as the temperature drops, the water freezes, and, most importantly, it expands. In fact, its volume increases by nine percent. The ice then acts like a wedge, placing enormous pressure on the crack and expanding it. Finally, the ice melts, leaving a now wider crack in the rock. This process often happens many times before the rock is weakened enough to break.

It may be hard to believe, but something as simple as water freezing can break down entire mountains. Next time you see a pile of broken rocks at the base of a cliff, think about ice weathering.

02 Agriculture

W: Slash-and-burn farming is an agricultural practice that, uh, continues to be used today in many areas of the world. Farmers use it to clear forests. Trees and plants are cut down and burned to clear the field and fertilize the soil. Then farmers plant their crops. After the harvest is over, the farmers abandon the fields. The forest grows back. New fields are then cleared in another area of the forest. In this way, slash-and-burn farming offers two advantages to farmers.

First, it's an . . . an affordable way for low-income families to get food. A large family working together can clear enough land through slash-and-burn farming to grow all the food it needs for a year. Modern farming requires expensive machines and fertilizers. However, slash-and-burn farming costs very little for low-income families.

Second, people can help preserve their ecosystems by using slash-and-burn farming. Since farmers only use the field for one harvest and then move on to another field, they ensure that no one area is farmed too much. Therefore, they are able to preserve their rich ecosystems. Slash-and-burn farmers can then benefit from these resources.

03 Biology

M: Today, many food producers have become used to using sugar substitutes in their products. Diet sodas and diet snacks are two examples. In such foods, sugar is replaced with non-sugar sweeteners. However, are these sugar substitutes safe? Some people propose that aspartame, one of the most popular sugar substitutes, is not safe. These critics think that long-term consumption of aspartame may lead to cancer. Let's look at one study that suggests these critics might be correct.

This study was conducted by a European foundation dedicated to cancer research. Researchers there studied 1,800 rats over a period of seven years. The rats were given different amounts of aspartame. Many of the rats developed cancer. Those rats that had more aspartame were more likely to get cancer. Rats that had less aspartame were less likely to get cancer.

Now, it is important to realize that this is just one study among many. Other studies that have been conducted on aspartame have shown different results. So the evidence is not complete. However, this recent study does suggest a possible link between aspartame consumption and cancer in humans.

04 Meteorology

W: We tend to think of lightning as something temporary. It is a flash of electricity that disappears almost as soon as we see it. However, lightning can leave evidence of its presence. When lightning strikes sand, its intense heat melts the sand and turns it into glass. Pieces of this lightning-created glass are called fulgurites, or petrified lightning. They are interesting to scientists for two reasons.

The first reason is because scientists can test fulgurites to determine their age. They can do this by heating fulgurites to make them glow. Over time, radiation causes more and more defects in the fulgurites. These defects glow when heated. Older material will glow brighter than newer material because it has more

defects. Hence, scientists can determine the approximate time that the lightning hit the sand in the past.

Now, why is determining the age important? Because climate scientists also study fulgurites to get clues about the climate in the past. When fulgurites form, they trap tiny bubbles of gas within them. Since they've already tested the fulgurites' age, scientists can study these bubbles of gases to understand what the climate was like at a specific period in the past. They can learn if the climate supported plants and animal life or if it was too harsh. For example, fulgurites from the desert in Niger show that 15,000 years ago, the area could support shrubs and other plants. Today, there is only sand there.

05 Biology

M1: There's a [clear throat], sorry about that . . . there's a long history of humans introducing plant and animal species into environments where they're not native. Such experimentation often has unintended results. The introduction of the Small Asian Mongoose to Jamaica and Hawaii is one such example. Does anyone remember why this animal was introduced to these places? Jenny?

W: To control the rat populations. People wanted to grow sugar cane, and they were having problems with rats eating their crops. So they imported the mongoose because it hunts rats.

M1: Exactly. And did the introduction of the mongoose reduce the numbers of rats?

M2: No, not really. They ate the rats, but not enough to really reduce the population.

M1: Right. What happened was something entirely different from what the importers had predicted. See, the mongoose is a very efficient little predator. They are opportunistic and will hunt and eat whatever small animal they can catch: crabs, frogs, snakes, birds, and so on.

W: So they don't just eat rats, do they?

M1: Uh-uh. They eat whatever is easiest to catch. So here's what happened. They didn't have any natural predators in Jamaica and Hawaii so the mongoose populations grew quickly. What did all those hungry mongooses eat? Whatever they could catch. As a result, the non-native mongooses decimated many small native animal species. The mongoose was particularly dangerous to ground-nesting birds. They nearly killed off the Hawaiian goose. Other bird species, like Newell's shearwaters, were not as lucky. They are now extinct.

06 Biology

W: With the growth of science, we have gained a better understanding of the relationship between brain chemistry and mood. In fact, it is now clear that changes in the level of certain brain chemicals result in direct changes in mood.

Let's take a look at one such chemical called serotonin. Now, serotonin is a chemical naturally found in the human brain. It is also found in certain foods like mushrooms. So you can regulate your serotonin by eating certain foods. We'll talk more about this later.

Okay, so in the human brain, serotonin has many important functions. One of these is the regulation of mood. You can think of serotonin as the thermostat for a person's mood. When you turn up the level of the thermostat, the person's mood improves. When you lower the thermostat, the person's mood sinks.

If you have ever seen a depressed person, you notice that they are sad, lethargic, and often cannot get pleasure out of life. In the past, people did not understand why someone could become depressed like that. We now understand that people become depressed because the levels of serotonin in their brains are low. Their thermostat has been turned way down.

It is not always clear why this happens. What is clear, however, is that once a person's serotonin levels get low enough, they will experience negative moods like anxiety and depression. For that reason, changes in diet, increased exercise and even medication can raise the level of serotonin in the brain and help improve the person's mood. By increasing the level of serotonin in the brain, a depressed person can recover.

07 Fine Arts

M: Let's now spend a little time talking about the great American photographer Alfred Stieglitz. I want to compare two stages in his long career. But before doing that, I want to point out that during his entire career he worked toward one main goal. What was it?

W: Well, if what I read in the book is accurate, his goal was to elevate the status of photography to the level of a fine art.

M: Right. Before Stieglitz, photography was seen as less expressive than visual arts such as painting, drawing, and sculpture. After Stieglitz, photography joined the ranks of these fine arts.

Yet although Stieglitz's goal was the same throughout his career, the subject matter of his photography did not stay the same. For instance, in his early work, before 1917, he took a simple approach to

photography. He aimed to imitate the style and composition of painting. He did this through his choice of subject matter and through carefully manipulating his prints. Stieglitz chose subject matter with natural elements like snow, steam, or water. These subjects allowed him to create compositions similar to those of a fine painting. He painstakingly made his prints as well. This was necessary to get the tones that he thought made them most appealing. He worked hard to make his prints resemble paintings or watercolors.

W: What changed after 1917?

M: Well the First World War. It profoundly changed the art world, Stieglitz included. After 1917, the focus of his photography shifted to the representation of everyday life. He became more concerned with the world and people around him. His compositions were now less formal. Instead, his later photography aimed to capture the chaos and motion of everyday life. During this latter part of his career, he was less concerned with his final prints resembling paintings or watercolors. This, he saw, was no longer necessary to make photography a fine art. Photography should document reality.

08 Biology

M1: We all know that dinosaurs once roamed the Earth. Then, just like that, they disappeared. What most people don't know is that a similar mass extinction occurred before the dinosaurs ever existed, wiping out most life on Earth.

W: Then how come there is so much life on Earth today?

M2: I think I know the answer. Because new life forms emerged when old ones died out.

M1: Exactly. And of course, new species, like the ancestors to dinosaurs, evolved from those that survived. The important thing here is that the fossil record shows that a mass extinction occurred about 250 million years ago. In fact, 70% of the species on land and 95% of the species living in the oceans died off rapidly. What could have caused this?

W: Maybe climate change.

M1: In a way. An important new theory states that around 250 million years ago a huge meteor hit the Earth. It caused an extreme climate change that would've wiped out most of Earth's species.

M2: How do they know it was a meteor?

M1: Good question. Recently, researchers found metal particles in Antarctica. They learned that these must have come from outer space. Their composition is identical to other ancient meteorites. These space particles were about 250 million years old. That means they fell to Earth around the same time as the mass extinction. They are likely the remains of a giant meteor that hit Earth.

W: But does this mean the meteor caused the extinction?

M1: It is not direct evidence, but since the meteor hit at around the same time as the mass extinction, it is likely that the two are related. A similar catastrophic event is probably what killed off the dinosaurs millions of years later.

09 Astronomy

M1: Some of you may have heard that astronomers recently agreed that we now have one less planet in our solar system. There are now only eight planets in the solar system. Pluto is no longer considered a planet. Does anyone know why?

W: I think it's because the astronomers changed the requirements for planethood. There's now a stricter definition of a planet.

M2: Yeah, so Pluto no longer qualifies as an actual planet. It's now known as a "dwarf" planet.

M1: That's right. There are now new categories for space objects, but I don't want us to get ahead of ourselves —not just yet. I'd like to take a look at the change in requirements you mentioned and why Pluto no longer qualifies as a planet. Um, there are three requirements that define a planet according to the new standards. Can you think what these might be?

M2: Well, I'd imagine that it would be a space object that orbits around the sun.

M1: Yes, the first requirement is that it is an object in space that orbits the sun. Additionally, that object must have enough mass so that it forms a round shape. See, most smaller objects, like asteroids, do not possess enough mass to pull in other objects around them and overcome their irregular shapes.

M2: Interesting.

M1: The third requirement is that a planet must have cleared the area around its orbit of other objects. There are billions of space objects in our solar system. To be considered a planet, an object must have an unobstructed orbit, free from other objects nearby.

W: Uh, but doesn't Pluto orbit the sun?

M2: And I'm pretty sure it's big enough to be round.

M1: It does orbit the sun, and it is round. However, the problem is that Pluto has an irregular orbit. It changes at times. And because of this, it has not pulled enough smaller surrounding objects into its mass to have an unobstructed orbit. In fact, Pluto's orbit is erratic. Sometimes, it overlaps with the regular and circular orbit of the planet Neptune. So because of this erratic and obstructed orbit, Pluto was disqualified from being a planet under the new, stricter requirements.

10 History

M1: For thousands of years, the ancient Egyptians were the most powerful force in the world. Yet, they weren't always so powerful. In 1700 B.C.E., a, uh, a people called the Hyksos conquered Egypt by using two-wheeled vehicles called chariots. However, eventually, the Egyptians re-conquered their lands by using the Hyksos' own weapon against them. Egyptians had developed a chariot that was lighter and faster than that of the Hyksos, allowing them to regain control of Egypt. The chariot went on to transform Egypt into a world power.

After this Egyptian victory, there was a major shift in Egyptian warfare. Before, whenever Egyptians went to war, they always stopped at the borders of their own lands. But with the chariot, ancient Egyptians became bolder. Now Egyptians began actively conquering peoples outside their own lands. The chariot was the reason for this. Can anybody tell me why?

W: Well, it seems to me that the chariot made far-off areas easier to get to. Egyptians could travel great distances in a shorter amount of time.

M1: Definitely. Chariots increased the speed that Egyptians could journey, letting them travel as much as 15 miles per day. Can anyone give me another reason?

M2: Uh, chariots gave the Egyptians a tactical advantage in warfare. While one soldier drove the chariot, another shot arrows or threw spears. It was easier for the soldiers to use weapons when they didn't have to worry about directing a horse.

M1: True. The chariot was to the Egyptians what gunpowder would be to the later world. It gave them the ability to conquer other people quickly and easily.

Chariots also required Egyptian soldiers to be well-trained. In order to know how to drive and fight from a chariot, Egyptian soldiers had to know what they were doing. So Egypt had better trained soldiers as a result of the chariot.

W: Didn't the Egyptians also use chariots to defend their armies?

M1: Exactly. Egyptians would usually send in their chariots first during war. While the opposing army was busy fighting Egyptian charioteers, Egyptian soldiers on foot could sneak up to the opposing army. This tactic made Egyptian warfare much more efficient.

Chapter 6 Content Questions

01 Fine Arts

W: Today, I want to talk about two different types of theaters that were constructed in the past: Greek theaters and Elizabethan theaters.

Greek theaters were the first types of theaters ever constructed. They were completely outdoors. They were often constructed along the sides of hills. The audience sat on stone benches that were built into the hill's sides. In the middle of the theater was the orchestra. This was a circular stage where singers would narrate the play, and dancers would perform. The theaters were immense, seating about 1500—I'm sorry—15,000 people.

Hundreds of years later, Elizabethan theaters were being built in England during the 16th and 17th centuries. Although the theaters themselves consisted of circular wooden constructions, the stage, uh, where the action took place, had no roof. The audience area was also built around the stage and seated at least 15,000 people. One detail that did differ from Greek theaters, though, was the concept of the "pit," a place on the stage where some of the audience would stand to observe the plays—sort of an Elizabethan version of "front-row seating."

02 Geology

W: Today, I want to talk about tsunamis. For those of you who aren't familiar with the term, a tsunami is a series of gigantic, powerful waves that occur in the ocean. We'll start by looking at some of the causes of tsunamis, and then we'll discuss some of the effects they have.

Tsunamis occur when a massive amount of water is displaced. This creates the waves that make up tsunamis. However, that's not the whole story. Something has to trigger . . . um, you know, cause . . . these displacements of water. Well, one trigger is meteor impacts. When a meteor falls into the ocean, it creates massive waves. Another common trigger is earthquakes. What often happens during earthquakes is that one part of the Earth's crust gets shoved upward. When the crust is shoved up in this way, it causes water displacement.

Once that water is displaced, it travels outward in the form of a series of waves. The waves move away from the site where the displacement occurred. They, the waves, uh, carry tremendous force. If the waves strike any coastlines nearby, the result will be large-scale destruction.

03 Office Visit

W: John, do you have a minute?
M: Um, yeah, sure.
W: I've noticed that you fell asleep today in class, and this is not the first time.
M: Um, sorry about that, Professor Ellison. It's not that your class isn't interesting. This is actually my favorite class. I know it looks bad.
W: Well, I'm just concerned.
M: Uh, I have a job at night, delivering pizzas. And, you know, I don't get home until late, so I haven't been getting much sleep.
W: That helps to explain it.
M: The other thing is, I've never liked taking morning classes. But I really wanted to take this class with you.
W: Why didn't you sign up for the afternoon section that I teach?
M: I guess I didn't see that one on the schedule.
W: Well, it meets Tuesdays and Thursdays, 3:00–4:45. Same location.
M: Really? Can I switch?
W: That might be a good idea if you want to pass.

04 Service Encounter

M: Hi Miss Anderson.
W: Oh, how are you Juan?
M: Fine, thank you. I have a problem, though.
W: What is it?
M: Um, since I am an international student, I don't qualify for financial aid like the other students do.
W: Right.
M: But the thing is, I need help to pay for tuition and books. It's getting more expensive each year.
W: A lot of students have been upset about the tuition increases. Well, um, there are a few things you could do. Does your visa allow you to work?
M: I think so.
W: Then you might want to look for a part-time job. There are a lot of student jobs on campus.
M: Oh.
W: You could also try to apply for private scholarships. You can research them in the library, but some are available for international students.
M: Really?
W: You are not eligible for government scholarships, though.
M: Right.
W: Let me think. Hmm. Have you talked with your department about internships? Sometimes you can get paid credit too.
M: That's a great idea.

05 Geology

M1: Today I'd like to talk about a geological feature called a volcanic caldera. If you think about a typical volcano, what does it look like to you?
W: Well, um, it's probably shaped like a cone.
M1: Indeed, many volcanoes are conical—not all though. Are there, uh, any other, um, features of a typical volcano?
M2: Don't they usually have a big crater at the top?
M1: Many volcanoes do—that crater is what we mean by the caldera. There are two types. One type is an explosive caldera. That type of caldera is caused when a volcano erupts in a violent explosion. After the explosion, a hole remains. This is exactly what happened when Mt. St. Helens erupted in 1980. The entire top and part of the side of the mountain are now gone. In place, you can see the volcano's caldera. Future eruptions will continue to shape its caldera, maybe even fill it in partially. Do you have any ideas what might cause the other type—a non-explosive caldera?
W: Hmm . . . the volcano doesn't explode?
M1: Nice try. A non-explosive caldera is caused, not by an eruption, but when an underground magma chamber in the volcano empties and collapses. That's what happened to Hawaii's Kilauea, which has never had such violent and explosive eruptions like that of Mt. St. Helens. You can visit this active volcano and see its caldera today.

06 Physics

W: One sustainable energy source that I'd like to talk about today is called geothermal energy. It uses geothermal technology. Basically, geothermal technology allows us to harness, or, uh, use heat from inside the Earth to meet our energy needs. It involves digging holes into the Earth's crust to collect steam. Sometimes you need to pump steam . . . I mean water . . . into the holes to make steam. So the general aim is to harness steam to produce electricity.

Geothermal energy has some big advantages over other sources of energy. Namely, they are—um, geothermal energy is a very low-cost form of heating and energy production. Once you build the facilities to capture the heat and steam, there is very little—almost no cost to use it. Another advantage is that geothermal energy produces no pollution. Compare that with burning coal or oil. Geothermal energy is almost 100% clean!

But it also has some serious disadvantages too, like, um, look, you can't find this energy source everywhere. Actually, it is only found in a few locations. So, uh, you

can only harness the energy where there are hot spots close to the Earth's surface. Usually, those are places where you already find steam vents, geysers—and by geysers, I mean hot water that shoots up out of the ground—and natural hot springs. Iceland, Norway, and New Zealand have a few such spots. But, locations like that are pretty limited. Also, another problem is, uh, you can set up a geothermal facility at a good location, but later, the location becomes useless. For some reason, it stops producing enough steam to be useful anymore. Geothermal energy can be very unpredictable this way.

07 Office Visit

M: Can I talk to you for a minute Professor Allen?
W: Sure, David. What can I do for you?
M: I didn't get to copy down all the terms that you mentioned in today's lecture. And I know they were important.
W: Do you remember what parts of the lecture you had trouble with?
M: Uh, not really.
W: Hmm. Do you mind if I take a look at your notes?
M: Sure.
W: Hmm. Interesting.
M: What?
W: David, just by scanning your notes from today and from previous classes, I can tell that you've been missing a lot of important information from my lectures. Your notes are rather incomplete.
M: What's wrong? I thought I took good notes.
W: Mmm . . . not exactly. I think your note-taking skills could use some improvement.
M: Oh.
W: What I suggest is that you copy down the outline that I put on the board at the start of each class. That way you can follow along and keep up with the main ideas of the lecture.
M: Okay.
W: Second, use that outline to help you fill in the subtopics that develop each main point. Don't worry about writing down everything I say word for word. It looks like you are trying to do that. Focus on understanding the organization of the lecture. That will help you identify which information is most important. That is the information you should write down.
M: All right. That's a good idea.
W: Oh, and one more thing. You might find it useful to abbreviate words and use symbols. That can save you a lot of time and keep your hand from cramping.

08 Service Encounter

M: Hi, can I help you?
W: Um, yeah . . . I've been having trouble registering. You know they said we could register using the university website. I thought that would be easier than waiting in line and trying to register in person. But, um, it's not working out for me. I start at the university website and then click on the registration page. It asks for my login name and password. So I type those in and then I always get this message that says the server is unavailable.
M: Are you accessing the website from campus or off-campus?
W: I'm using my computer at home.
M: What web browser are you using?
W: Internet Access.
M: That's your problem.
W: Huh?
M: The registration page is not compatible with that web browser.
W: Oh, I didn't know that. I always use that browser to check the university website.
M: Right. But the registration software does not run well when you use Internet Access. So that's why you are not getting on.
W: Huh? So do I need to use a campus computer then?
M: No, not unless you want to. You can still register from home. All you need to do is go to the Ping website and download their free Ping Power Browser. It's really easy. It should only take you a few minutes. But then you can install the Power Browser on your computer and register without trouble. Just use your login name and password like before.
W: Thanks. Do you have the web address for that browser?
M: Sure, I'll write it down for you.
W: Excellent. Thanks so much for your help.

09 History

M1: Okay, let's spend some time discussing the Norman conquest of England. Just for the sake of review, it happened in the year 1066. And remember, the Normans came from what is now Northern France. So what happened?
W: Well, the Norman Duke, William the Conqueror, assembled an army and, um, invaded England.
M2: Yeah, he defeated Harold, the Anglo-Saxon English King.
M1: Good. Anglo-Saxons, you may recall, uh, they were the people living in England—and, er, they spoke Old English, a language closely related to German. In fact, most Anglo-Saxons had German ancestors. Now, what effect did this conquest have on English culture?

Surely, it must have changed the culture and society of the Anglo-Saxons when the Normans arrived and said they were now in charge.

W: Well, I remember reading that the old nobility got replaced. And I think the Church leaders too.

M1: Excellent. Those are two major changes. Do you remember the third?

M2: Hmm. Not really.

M1: Well, I'll get to that in a minute. First, I want to go over the political changes you just mentioned. William declared himself King of England. Then um, he took all the land and power from the Anglo-Saxon nobility. Took it and gave it to Normans who had helped him win. By removing the nobles from power, he also made his monarchy more powerful, one of the strongest in Europe. Before, the nobility was strong, and the king was weak. After William, that relationship was reversed.

Oh, second, you mentioned the Church. What happened was, William replaced all the top Anglo-Saxon Church leaders. He replaced them with Normans. So his people were now the new Church leaders and the new nobility. His conquest was thorough and long lasting. Now, hmm, what else?

M2: Wasn't there something about language?

M1: Oh, right. This is a consequence we see most clearly today. As I mentioned, Old English, the language of the Anglo-Saxons, was closely related to German. After the Normans took over, the language started to change considerably. English adopted words from French and Latin, the languages of their conquerors. It became a mixed-up language, sometimes with overlapping vocabulary. It evolved into the type of English that we have today.

10 Biology

W1: Today, we'll talk about the origin of birds. This is a discussion of one popular, but controversial theory. And, uh, that theory states that birds are direct descendants from dinosaurs, specifically one group of bird-like dinosaurs called coelurosaurian dinosaurs. If this theory is correct, then birds are living relatives of dinosaurs.

M: Wait, you're saying birds, like pigeons, are related to dinosaurs?

W1: That is correct.

W2: Seems strange to me too.

W1: Okay, then let's take a closer look at the evidence. Then you can make up your mind. Now, have you ever broken open a chicken bone? What does it look like?

M: It's hollow inside.

W1: That's correct. Um, so, bird bones are hollow. Well, actually, they are filled with air sacs—but the point is they are unlike mammal bones, which are solid. Because bird bones are hollow, this helps reduce their weight, which, you know, is important for flight. Well, remember that group of dinosaurs, coelurosaurian dinosaurs? Take a guess what their bones were like.

W2: Hollow?

W1: Exactly—um, place them side by side with a bird bone, and they would look very similar. Now, how can you tell birds apart from other animals?

W2: That's easy—they fly. Well most of them do, anyway.

W1: Okay. How do they fly?

M: They have wings and, uh, feathers.

W1: Feathers—good. You might be surprised to know that recently discovered fossils provide evidence that some coelurosaurian dinosaurs also had feathers, or coverings that looked very similar to feathers. When you usually think of dinosaurs, you don't think of feathers. You think of scales. But the interesting thing is, scales grow from tissues that are similar to those that produce feathers. Also, remember, birds sort of do have types of scales . . . on their feet!

The third thing is, there are dozens of structural skeletal features that are very similar between modern birds and coelurosaurian dinosaurs. To name a few: long curved necks, wrists, shoulder blades, and many others. The point here is that if you compare the features of bird and coelurosaurian dinosaur skeletons, you find many structural similarities and features that set them apart from reptiles, land-based descendants of dinosaurs.

Chapter 7 Inference Questions

01 Zoology

M: You may think of divorce as a distinctly human phenomenon. However, divorce is also present among some species of socially monogamous birds. One such species is the blue tit. A recent study found an astonishing 50% divorce rate among blue tit mating pairs.

Now, when a pair of blue tits divorce, the male stays in the same territory he had before the marriage. It's the female that leaves the nest. In a divorce, she flies away in search of a new male and then lives in that new male's territory.

Okay, I know you're all asking this, so . . . why do blue tits sometimes divorce? Well, it was originally thought that females left their mates in search of a more attractive male. However, a recent study suggests quite a different reason. It appears that competition between females is

the cause of divorce. What happens is a bigger female will chase a smaller, weaker female away from her mate. She will force the original female out of the male's territory, putting an end to the initial mating pair. The invading female will then become the new female of the male's nest.

02 Linguistics

W: Have you ever noticed how some women use more rising intonation at the end of their sentences? For instance, instead of saying, "The report is on the desk," they'll say, "The report is on the desk?" It's as if they're asking a question rather than stating a fact. Today, we'll discuss some of the pros and cons of this way of speaking.

To a female listener, rising intonation signals cooperation. This is because women view conversation as a cooperative activity. By phrasing a statement as a question, the woman gives the listener a chance to reply. This shows she is more cooperative than competitive. This could be beneficial in a team setting when a woman must work with other people.

A male listener, however, will probably view this behavior negatively. He is more likely to see rising intonation as a sign that the woman is unsure of herself. In a highly competitive environment, this could give male listeners the idea that the woman is not assertive. And being assertive is a trait that men prize in speech . . . um, especially in a competitive business environment.

03 Office Visit

W: Professor Strathern, can I talk with you about the research paper assignment?
M: Sure.
W: You know this is my first semester in college, and I've never done a research paper before. So I don't think that I'm any good at writing them. I'm really nervous about this.
M: There's nothing strange about that. I see it all the time in freshmen. At least you came to talk to me now, rather than after I graded it. That's more than most do.
W: Well, I want to do well.
M: It takes time to learn how to write a good research paper. It doesn't happen right away. This is an introductory class, so I don't expect you to write like a senior.
W: That's good.
M: If you want to write a draft and give it to me before the deadline, I'd be happy to look over it and provide feedback. Send it by email if you want.
W: What's your email address?
M: It's on your syllabus.
W: Thanks for the offer. I'll take you up on that.

04 Service Encounter

W: Um, hi, do I need to purchase a meal plan?
M: Are you a freshman?
W: Yes.
M: Then . . . yes, you must. That's our policy.
W: Oh, but I'm allergic to dairy products. So, I mean I don't know if there are like, any meals that I'll be able to eat. Does this mean I'll also have to buy food off-campus then?
M: No, not unless you want to. Dining services offers dairy and non-dairy meals for all students, every day.
W: Oh, really?
M: Yes, we offer soy milk. And we also have soy-based products at every meal, like tofu, so you don't have to worry.
W: Wow, that's great. This is totally the opposite of my high school meal plan.
M: We try to meet the needs of the different groups of students on our campus. We even have special meal days that feature foods from different countries, so international students also get a taste of home.
W: Great. Can I pay now?
M: Yep, I just need your student I.D. number.
W: Oh, I forgot my I.D. in my room. I'll be right back.
M: No problem.

05 Economics

M1: Today, we're going to look at two different theories of management: the classical view and the acceptance view. Both are concerned with legitimate authority, um, authority that's legal, which means it follows laws and rules. But it is their differences that make them interesting. The classical view of management sees authority flowing from the top down. The source of a manager's authority comes from his bosses, the owners of the company. Management has the right to give lawful orders. And, workers have the obligation to obey those orders.
W: Why do workers have the obligation to obey?
M1: It's believed that if the worker accepts the job, then it's his duty to obey every order his managers give him.
M2: But sometimes bosses give bad orders.
M1: That's true, but in the classical view, workers are obligated to obey either way. But in the acceptance view—the acceptance view sees authority flowing from the bottom up. It says that authority is in the hands of the person receiving the order. That person can choose whether or not to obey. In most cases,

employees choose to obey. Otherwise, organizations wouldn't be able to function.

M2: These are just theories, though. What use are they to real managers?

M1: Well, how you look at the source of your authority as a manager determines how you manage your employees. A manager with an acceptance view will think he needs to gain the obedience of his workers. A manager with the classical view thinks just the opposite. He feels that he deserves his employees' obedience. Big difference, as you can see.

06 Psychology

W: The Attribution Theory discusses how people explain results in their lives. The theory states that an individual will explain results—like getting a grade—as being caused by internal factors or external factors. If you believe that you got a good grade because you studied hard, you're attributing your success to an internal factor: yourself. But if you think you got a bad grade because your teacher is bad, you're attributing your failure to an external factor: the teacher.

So why is this important? Well, how people view events can influence their outward behavior. If a person thinks a result is caused by internal factors, she's more likely to change her behavior. But the reverse is true if she perceives that change results from external factors.

Let's apply this to real life. In one experiment, teachers wanted to see if they could use the Attribution Theory to change their students' behavior. The teachers gave the students candy. Most of the students ate their candy and threw the wrappers on the floor. Over the next two weeks the teachers said to the kids, "This is a neat classroom, and you are neat kids." The teachers stressed to the children that they were neat and orderly. Their goal was to get the kids to see that they—the internal factor—were in control of making the classroom neat. After two weeks, the teachers gave the kids candy again. This time every one of the wrappers ended up in the trash can. The kids had learned that having a clean classroom resulted from their own actions.

07 Office Visit

M: Hi Professor Lindesmith.

W: Hi Trey. What can I help you with?

M: Uh . . . I'm really worried about my grade for the semester because I failed the test. So, um, do you think I can do some extra credit to bring my test grade up? My history professor let me do that last semester.

W: Well, Trey, I'd like to see you pass my course too. It's good that you're so concerned. But I don't allow extra credit assignments. Well, normally I would, but not in my introductory level classes.

M: What am I going to do? I'll get in big trouble if I flunk math.

W: You may be able to save your grade for the course yet. This was only the first test. We still have three others plus homework assignments. And each test counts for higher than the last one. If you do well on them, you could still pass.

M: The thing is, I need to do a lot better than just pass. I need to improve my grade point average. And I studied hard for this test. I just wasn't feeling well when I took the class. I went to the nurse right after class. She gave me this note if you want to see proof that I was sick.

W: Well, since that was the case, I'll think about throwing out your grade from this first test. But only if you get better than a B on remaining tests.

M: You bet. If you'll throw out that first bad test, I guarantee that I'll get an A on all the others.

08 Service Encounter

M: Hi, can I help you?

W: Uh, yeah, is this where I file a complaint with the housing department?

M: Yes, I can help you with that. What's the problem?

W: Well, see, there was a leak in my ceiling. And, um, this filthy water came down the wall and into the closet and, it ruined some of my clothes. I mean, they are totally ruined. They are stained, and they stink. I tried washing them, but nothing can get rid of that smell!

M: I'm really sorry about that. We had some unexpectedly heavy rains last week and unfortunately, there have been some leaks. I'm sure you have heard from other students in your dorm. I bet you live in Ellison Hall, right?

W: Yeah.

M: Listen, first of all we have a repair team on the roof right now and will get the problem fixed as soon as possible. The good news is there is no rain in the forecast for the rest of this week.

W: Yeah, but what about my clothes? I lost half of my wardrobe!

M: Here, fill out this form and bring it back to me by next week. Then we can process it and write you a check to compensate you for your loss.

W: How long does it take before I get the check?

M: We should be able to pay you in about two weeks.

W: Good, that's before my credit card bill comes in. I hear they are having a sale on women's clothes at my favorite store today.

M: Have fun.

09 History

M1: What happened to the once great civilization that inhabited Easter Island is a mystery that researchers have been trying to solve for generations. When Europeans first arrived on the island in the 18th century, they found magnificent art and sculptures. But none of the Easter Islanders there knew much about their creation. A new theory suggests that the principal cause of its disappearance was deforestation—the complete destruction of the island's once rich forests. That one event resulted in three key negative effects that took shape over a period of about 300 years. We'll start with the deforestation and then look at the three effects on the Easter Islanders.

The island was once covered with abundant forests of palm trees. They were an essential part of the island's economy. Islanders used them to construct buildings and create boats. The latter, they needed for fishing, which was the core of the island's economy and food system. Well, as their civilization grew, they cut down more trees, and soon, all the trees were gone. What do you think might have happened next?

W: Well, without trees they couldn't build any more boats.

M1: Right, no more boats meant no more fishing. So that really brought about the end of the most important sector of their economy and their main food source.

M2: Yeah, but they must have grown crops and hunted wild animals also, right?

M1: Yes, the island was, at one time, rich in natural resources. There were wild plants, birds, animals, and shellfish. But as the islanders caught fewer and fewer fish, they increased their demand for these resources. That put enormous pressure on the environment. And soon many of those resources ran out.

How do you think this affected their society and political organization?

W: I'd imagine it was pretty difficult.

M1: Difficult, indeed. Before cutting down all their trees, Easter Island had a complex social and political structure—once responsible for all that magnificent art. But as the problems grew, the political leaders could no longer solve them. In time, political order broke down and Easter Island became a very violent place. People fought each other for what limited resources remained on the island.

10 Environmental Science

W1: We've all heard about the theory of global warming and how it's being caused by the activities of man. But something we don't hear a lot about are critics' theories against manmade global warming. Let's talk about those theories today.

First, I'll quickly go over the theory of global warming, although this will most likely be a review for most of you. The theory states that changes in the temperature of the Earth are the result of human activity—specifically, people burning fossil fuels. It says that burning them for energy causes the Earth's temperature to rise. This creates greenhouse gases that heat up the Earth.

M: So that means when we drive our cars and fly on airplanes, we're causing the Earth to get hotter?

W1: According to the theory, yes. But for critics against global warming, the answer to your question is not so clear. There are two reasons for this. First, the lower troposphere is not getting hotter. If there were global warming caused by greenhouse gases, scientists say that the temperature of the layer of the Earth's atmosphere . . . called the lower troposphere . . . should be increasing. It is clear that the land temperatures in some areas have gotten warmer, for many complex reasons. But the interesting thing is—over the last 23 years, which is how long we have measured it—for the last 23 years there have been no temperature increases in the lower troposphere. Yes Beth, did you have a question?

W2: Yeah. How could the land get warmer if the lower troposphere isn't getting warmer?

W1: To answer your question, critics contend that changes in land temperatures are happening in places where urban areas are spreading out or where forests have been cut down.

M: Oh. Okay.

W1: The second criticism concerns the cause of temperature change. Scientists have studied changes in the Earth's climate that go back billions of years. These studies show that the Earth naturally gets warmer or cooler. The temperature changes in cycles. It is entirely possible that today, changes in temperature are the result of natural changes, not caused by human activity.

| Mini Test 3 |

01 Psychology

M: Intelligence tests, or IQ tests, are supposed to measure exactly what they say they measure: intelligence. But what exactly is intelligence? Most define intelligence as the capacity to reason, to solve problems, and to learn. IQ tests claim to be a useful measure of all these things. But IQ tests don't . . . well, let's just say there are problems with these tests.

First off, it's impossible for IQ tests to get rid of cultural biases. Say, for example, part of an IQ test uses words like skyscraper, subway, or . . . uh . . . personal computer. Someone born and raised in a city would be more

likely to be familiar with these words and their meanings than someone from a rural village. IQ tests are designed to measure innate intelligence. They're supposed to have nothing to do with knowledge or experience. But the problem is that IQ tests often use words or symbols that do reflect past learning and experiences.

Another problem with IQ tests is that they're not a good measure of creativity. Creativity is the ability to come up with original ideas . . . to combine known facts in new ways. But past studies have revealed that IQ tests do not accurately measure creativity. So people who score highly on IQ tests aren't necessarily the most creative . . . which is somewhat strange because creativity is an aspect of problem solving. The ability to solve a problem is assumed to be an aspect of intelligence. Problem solving often requires you to think of as many solutions as possible and to come up with new solutions. Both require creativity. But IQ tests, oddly enough, fail to measure creative talent.

IQ tests also fail to predict real-life success. It's often assumed that people who score highly on IQ tests are most likely to succeed in life. It's true that these people often do better in school and stay in school longer, both of which are factors in things like getting a job and making money. But studies show that there's absolutely no connection between IQ test scores and overall life accomplishments. It's very possible to run a successful business, to make a scientific breakthrough, or to become a leader without scoring high on an IQ test.

02 Chemistry

W1: Okay, everyone . . . how did our planet's Sun begin? And what's going to happen to it in the future? Astronomers believe that the life of our Sun began sometime between 4.5 and 5 billion years ago. It formed in what's called a stellar nursery—an enormous cloud of gas and dust. Now, if you had to guess, what kind of gas would you say was present in this stellar nursery?

M: Hydrogen and helium? I mean, that's what the Sun's made up of.

W1: Excellent guess. But mostly hydrogen. Within the nursery cloud, there were hundreds of lumps of hydrogen gas and dust. Then, about 5 billion years ago, some kind of disturbance . . . probably the blast from a star exploding nearby . . . caused these lumps to collapse. The weight of all that dust and gas produced a great amount of pressure. This caused the particles to rub against each other. And what do you get when you rub two things together?

W2: Friction?

W1: Yes! And friction produces heat. Eventually, it got so hot that the hydrogen particles began coming together and forming helium particles. This process is called nuclear fusion. It's what makes nuclear bombs so powerful, and it's also what makes the Sun burn like it does. And that's how our star was born.

M: But it's going to burn out someday, right?

W1: Unfortunately, yes. But not in our lifetimes. The sun's been burning now for about 5 billion years and is expected to last for another 5 billion. You can sort of think of the Sun as a giant fuel tank. It would now be halfway empty. So what happens when the Sun starts to run out of hydrogen gas? Well, toward its end, when its tank is nearly empty, the Sun will start burning the hydrogen in its core. This will cause it to expand to 30 times its current size. Then, after about two billion years . . . when there's no more hydrogen left . . . the remaining helium will fuse into carbon and the outer gases will drift away. All that's left after this will be a tiny white core of hot carbon called a "white dwarf." At this point, our Sun is as good as dead. Its gas tank will be totally spent.

03 Biology

M: The largest species of ancient primate is a three-meter-tall giant known as Gigantopithecus, or "Giganto," for short. Of course, you won't see any three-meter-tall apes roaming the Earth today. That's because Giganto went extinct about 250,000 years ago. Most archeologists believe that Giganto died off for two reasons. One was because of hunting. The other was because of too little food.

W: Was Giganto hunted by humans? Were humans even around back then?

M: Oh definitely. Modern humans, homo sapiens, evolved from the more primitive homo erectus at almost exactly the same period that Giganto went extinct. Now, homo sapiens had bigger brains than their recent ancestors. They developed more complex weapons and better hunting methods. There's no definite evidence suggesting that these early humans did, in fact, hunt Giganto. But they did co-exist with these giant apes. And they were learning efficient ways of hunting around the time Giganto disappeared. So it's not unlikely that humans played a part in the extinction of the giant ape.

But humans probably weren't the only problem Giganto faced. Archeologists studying Giganto fossils discovered that Giganto shared some similarities with the giant panda, which still lives in Southeast Asia. Pandas have thick jaws, pitted teeth and often suffer from tooth decay. And so did Giganto. These are all consequences of the panda's bamboo diet. So archeologists concluded that Giganto also ate mostly bamboo.

W: But isn't that just guesswork? I mean, couldn't Giganto have eaten some other tough plant?

M: Well, most likely, no. Archeologists have also found microscopic plant remnants, called phytoliths, in the enamel of Giganto teeth. The type of phytolith found in the Giganto teeth fossils are the same shape as phytoliths found in living bamboo. So there's your evidence that Giganto probably ate bamboo. But, unfortunately for Giganto, there were a few problems with an all-bamboo diet. See, bamboo forests decrease every twenty years of so, though no one knows why. So in those periods when bamboo was scarce, Giganto had to compete with giant pandas and humans, who used bamboo for tools and huts. There just wasn't enough bamboo to go around, and it turns out Giganto lost the battle.

Practice Test

01 Psychology

M: Today, I'd like to talk to you about the Wisdom of Crowds theory. This theory states that crowds are wiser than individual people when making decisions. Let me go over how this theory works in a little more detail.

Now, the best setting to test this theory out is, surprise, surprise, in a crowd of people. Let's say you have a thousand students, and you ask them to guess the average IQ, or intelligence, of a university student. Well, you'd probably think that a few intelligent individuals would get it right but that most people would get it wrong. But according to the Wisdom of Crowds theory, if you take the guesses of all the people in that crowd and then average them, that average will be very close to the correct answer. In fact, it will probably be more correct than nearly every single individual guess. This could mean that over the course of many decisions, the collective knowledge of the crowd will win out over nearly any single individual.

Okay, so I'll give you two examples of how the Wisdom of Crowds theory has been shown to work in real life. In the first example, we'll look at a famous game show. If the contestant of this game show doesn't know the answer to a question, he can do one of two things. He can either ask an expert or ask the audience for help. As the theory would predict, the crowd was correct 91% of the time. The experts were correct only 65% of the time. That is amazingly accurate!

Now, for the second example. A professor once asked his students to guess the number of jellybeans in a jar. There were 850 beans in the jar. I played a similar game when I was in school, and I can tell you, students are usually way off when they guess individually. Anyway, the crowd guessed 871, only 21 jellybeans off! Only one person guessed better. It's remarkable how close the crowds get to the correct answer. It's exactly the opposite of what one would expect.

02 Genetics

W_1: Today, I'd like to talk about the problem of declining genetic diversity. Can anyone explain what that means?

M: Well, I think it refers to the fact that so many organisms on Earth are going extinct. And this results in a smaller pool of genetic material available in nature.

W_1: Good answer. In the past few decades, we have experienced a big decline in genetic diversity. This is caused by an ever-increasing number of species becoming extinct—15 in the past 20 years! The more worrisome trend is that there are over 15,500 species currently at risk for extinction. In the coming decades, these species may disappear forever.

W_2: So, isn't there anything we can do to prevent those species from becoming extinct?

W_1: I'm glad you asked. There are a number of things being done as we speak. We'll take a look at a few techniques for preserving genetic diversity. Any ideas what I'm talking about?

M: What about cloning—when scientists copy DNA from one organism and create from it an identical organism. Like what they did with that sheep, Dolly?

W_1: That's one promising technique. But the problem with cloning is we don't have lots of technology available to do it. So right now, that solution's not very viable. But there are other useful methods, like conservation.

W_2: I'm sorry. I didn't hear what you just said.

W_1: We can preserve genetic diversity through conservation, or managing endangered animals in ways to keep them from being destroyed. Think of zoos and nature reserves. Those are conservation approaches that aim to keep species alive and in as natural a habitat as possible.

M: So why not just do that?

W_1: Sometimes it's not possible. Habitats get destroyed, and the species that lived in them may not live well in a new habitat.

M: Oh, I see. Makes sense.

W_1: So, a third solution is through freezing. That's when scientists take genetic reproductive material and freeze them at very low temperatures.

W_2: Why do they do that?

W_1: At present, this is the only way to preserve the DNA of species about to go extinct. Scientists freeze this

material because they hope to be able to use it in the future, when we have the technology for artificial reproduction or cloning.

03 Office Visit

W: Excuse me, Professor Mortimer?
M: Yes.
W: You know how you asked us to read that chapter in our book on comparative economic systems? Well, I'm having a lot of trouble with it. You see, I read it twice, but when you gave us that quiz today, I didn't understand it.
M: You didn't understand the quiz?
W: No, the quiz was really clear. I couldn't remember the answers to the questions.
M: Wait. I'm confused. Let me get this straight—you read the chapter twice?
W: Yeah. Two times, so I thought I'd ace the quiz. But I'd look at the answer choices, and I couldn't remember what the words meant.
M: When you read the chapter, were there many new words you had never seen before?
W: Lots of 'em. I read the little definitions at the end of the chapter, but then I just forget 'em.
M: Does this happen often?
W: Yeah, I'm not a good reader. And . . . well, I guess that's the reason I came here to talk to you. I have lots of trouble remembering things, especially new words.
M: Well, one thing you can do is start a vocabulary notebook.
W: What's that?
M: Basically, just get a small notebook. Every time you encounter a new word, write it down in your notebook. Also, write down a definition and a sentence using that word too.
W: Hmm.
M: A small notebook is best. That way you can take it with you wherever you go. Then look over it while you are waiting for the bus, or if you arrive to class early. I think you'll see that it helps you remember new words.
W: Thanks, I'll try that.

04 Environmental Science

M: Cities require lots of water in order to function. Most of them rely on groundwater, or naturally occurring underground water supplies, to meet those needs. Now, you'd think this would be a good water source. Groundwater is naturally occurring. It's sustainable, which means it refills itself over time. However, the problem faced by many cities, is, uh, that they overuse the available ground water supply. This has several harmful effects on natural and urban environments. Unfortunately, in my opinion, not enough people understand the significance of this problem.

Some of you may have used a deck of cards to build a house, you know, just for fun. What you'll notice about a house made of cards is that there are spaces between the cards. Yet, it still holds itself up if it's built right. It's the same concept for many groundwater systems. Underneath many cities you will find porous rock or soil—it has lots of holes in it. Kind of like the house of cards. When those holes are filled with water, um, the land is firm. It can support buildings and roads. But when too much of that water has been removed, well, like the house of cards, it falls. We call this land subsidence. Sometimes it happens slowly, a few inches every couple of years. Sometimes the collapse is immediate, as in the case of a sinkhole when the ground suddenly collapses.

Another consequence of overusing groundwater is the loss of riparian vegetation plants living along stream banks. This is especially a problem in dry climates, like the American Southwest, where there's not much rainwater. These plants rely on groundwater to survive. So, as groundwater levels drop, you also see streams reducing their flow, even drying up. As this happens, the riparian plants living along the stream banks have a harder and harder time getting water. Guess what? Without water they die. And when that happens, stream banks erode. Tucson, Arizona saw severe flooding in 1983 and 1993 because of riparian destruction. Without riparian plants and their dense root systems to keep streambeds stable and control the floodwaters, well, the water went wherever it could and flooded the city.

05 Psychology

M1: Okay, now, let's talk about Murray's theory of learned needs. In Murray's theory, there are two categories of needs that all human beings possess. What are they?
W: Um, well there are biological needs.
M1: Good. All humans have basic biological or physiological needs—the need for air, food, water—those that sustain the organism. Now, what about our other needs?
M2: Those are like higher-order needs, right?
M1: Yes, or as Murray termed them, psychogenic needs. He identified twenty different psychogenic needs—needs like achievement, power, independence, and so forth. What is the major difference between these and biological needs? This was pointed out in your book.
W: People learn the higher-order, or psychogenic needs, um, through their interaction with other people and the environment.

M1: Exactly. These types of needs are learned and developed over a lifetime. Conversely, we are born with physiological needs.
There is one other key point to Murray's theory. Do we all possess the same psychogenic needs?
W: Um, yes, if I remember the reading correctly? Um . . .
M2: I see where you're going with this. The book said that every individual has the same group of psychogenic needs, but, um, some needs are more important than others for different people.
M1: Right. We say that individuals have different hierarchies of needs—they rank the same 20 needs differently. Let's just look at how two soccer players rank three needs, the needs for achievement, cooperation, and independence.
Okay, so John is the captain of his soccer team. He is the best player on his team, but he never shows off, because, for him, teamwork is most important. His greatest need is cooperation, and he also likes to win. So achievement comes next. Independence is of little importance to him.
Mark, on the other hand, is not as concerned about his teammates. He is the lead scorer. For him, the most important thing is being free to do what he wants on the field. He wants to score the goal on his own, without the help of his teammates. Independence is his highest need, followed by achievement. Cooperation is least important.

06 Service Encounter

W: Hey Mr. Turner, I have a problem.
M: Yeah, what is it Gina?
W: I need to change my physics lab, but I can't. There's a hold on my account.
M: Hmm, let's look on the computer. It says your account is on hold due to an overdue library book.
W: Huh?
M: Have you been spending too much time partying?
W: What? No. Every time I take out a book, I mark its due date in my calendar. And I check my calendar every day.
M: It's okay, I believe you. But you still need to check with the library to see if they have the book. Sometimes books get misplaced.
W: Really? That's inconvenient.
M: I'll say. When I was in college, I got an enormous bill at the end of my first semester for a book I took out at the beginning of the semester. The library said I never returned the book. I was really scared I'd have to pay a fortune. Well, um, turns out the librarian put it back on the shelf before the book was checked back in. Anyway, just check with them.
W: Wow. I thought I had it bad. That must have been pretty scary.
M: Sure was.
W: Okay, well, I'll go take care of this right now.
M: One more thing . . . be sure to have the librarian write a confirmation that the book was found, and the hold will be taken off your account. That way I can start the process of changing your physics lab.

Speaking

Part 1

Chapter 1 Organizing Speech

Q1 Practice 1

▸ Step 2 - Sample Response

My favorite possession is my digital camera. I love it because it is easy to use. It focuses automatically, so I can always take good pictures. Also, it allows me to create lasting memories. I like to take pictures of my friends and family on special occasions, so I can remember what a good time we had.

Q1 Practice 2

▸ Step 2 - Sample Response

The best advice I received was to study English. First, I think it was good because learning English helps me prepare for college. This is because I want to study abroad in an English-speaking country. Second, the advice has also helped me socially. For example, since I am studying English, I joined the English club at school and made some new friends.

Q1 Practice 3

▸ Step 2 - Sample Response

Thunder scared me more than anything else when I was younger. I was afraid because it made such a loud noise. I would put my hands over my ears to block it out. It also frightened me since I never knew when it was coming. I did not like feeling anxious while I waited for the next thunderclap.

Q2 Practice 1

▸ Step 2 - Sample Responses

Opinion 1

I would prefer to live in a house. That is because many apartment buildings do not allow you to have pets. I want a dog, and if I lived in an apartment, I probably could not have one. Also, it is better to reside in a house since it is bigger. I would have an easier time being alone if I wanted to.

Opinion 2

I would prefer to live in an apartment. That is because it is easy to get to know your neighbors when you live in an apartment building. I would like to be able to make new friends. Also, it is better to reside in an apartment since it is cheaper. I would have more money to spend on other things.

Q2 Practice 2

▸ Step 2 - Sample Responses

Opinion 1

I would prefer to go on vacation in a foreign country with a tour group. First, I think it is better because I would not have to plan out everything. That way, I could relax and enjoy my vacation. Second, it is also better to go with a group because you are with a bunch of other tourists. Thus, you get to meet other people and make friends in your group.

Opinion 2

I would prefer to go on vacation in a foreign country on my own. First, I think this is better because I would have more freedom. That way, I could change my plans if I am in an interesting place and want to stay longer. Second, it is also better to go alone because then I am not dependent on other people. Thus, I would not have to wait on tour group members who got lost.

Q2 Practice 3

▸ Step 2 - Sample Responses

Opinion 1

My family's expectations have helped me. My family expects me to be a good student. Because of their expectations, I am at the top of my class which will help me get into college. In addition, they expect me to be generous to others. As a result, I have learned to give to other people, so I have lots of friends.

Opinion 2

My family's expectations have been a problem. My family expects me to be an excellent musician. Because of their expectations, I have to take piano lessons, even though I don't like them. In addition, they expect me to practice the piano every day after school. As a result, I can't play soccer with my friends which is what I really enjoy doing.

Q3 Practice 1

▸ Step 2 - Conversation

M: Did you see they are going to charge admission at the museum?
W: Are you serious?
M: Yeah. It doesn't make sense.
W: What do you mean?
M: Well, the museum has plenty of money to build their new wing. They get lots of donations from private donors, and the university gives them adequate funding already. Besides, the guide would be a university employee, so the university should be responsible for his or her salary, not the museum itself. So this is really strange.
W: Oh, right.
M: The other thing is it is not fair for students to have to pay at all. If you take an art history class, you have to go to the museum. It's part of your assignments. It's not fair to make those students pay if they are already paying tuition for the class.
W: Yeah.
M: It's like charging admission to use the library.
W: That would be ridiculous.
M: I know.

▸ Step 4 - Sample Response

The man disagrees with the policy of charging admission to the university museum. He thinks it is bad since the museum already has enough money to pay for a new wing and to hire a new employee. It receives plenty of funding from the university and private donors. Also, he does not think students taking art classes should pay. They are required to go to the museum and already pay tuition for their classes.

Q3 Practice 2

▸ Step 2 - Conversation

M: Wow, did you see that the History Department is offering a free seminar?
W: Yes, I did.
M: You sound kind of mad about it. What's up?
W: I just think that it's wrong for them to bribe students into attending the seminar with extra credit. I mean, it's just going to attract a lot of students who don't really care about learning. They just want those few extra points to help their grades.
M: Hmmm . . .you've got a point there.
W: Besides, by having it on Saturday they're assuming the seminar isn't going to conflict with students' schedules, but that's just not true.
M: It's not?
W: No. I know a lot of people who work on the weekends so they can pay for their school expenses. The seminar should have been held during the week in the late afternoon or evening when students are already on campus after finishing up their other classes.
M: I guess you're right about that.

▸ Step 4 - Sample Response

The woman disagrees with the History Department offering the seminar. She says they are bribing students to attend. She thinks a lot of students are not going to be interested in learning anything; they will only attend the seminar so they can get extra credit. Also, she says that even though the seminar is on Saturdays, it will still conflict with students' schedules. Many students work on the weekends to help pay for school expenses.

Q3 Practice 3

▸ Step 2 - Conversation

M: I can't believe it!
W: Can't believe what?
M: The university's raising our tuition again.
W: No way!
M: Yeah, they are. They say they need to raise money to pay for new dorms.
W: Really?
M: The thing is that if they are going to raise our tuition, they should use the money to pay for something that all students can use. New dorms will only benefit a few students. What about the rest of us? We already pay a lot of money to go to school here.
W: I know.
M: The other thing is I don't see how this makes the university more attractive. The real problem with campus is that the classrooms and the

library are old and in bad condition. That's really what the university needs to fix if they want to improve the appearance of the campus.

W: I know what you mean.

▸ Step 4 - Sample Response

The man does not like the university's decision to raise tuition to build new dorms. First, he says not everyone will benefit from the new dorms. Instead, the money should be used for something all students can use. Second, he thinks the dorms will not make the campus more attractive. The man says the way to do that is to fix the classrooms and the library. For these reasons, he disagrees with the decision to raise tuition.

Q4 Practice 1

▸ Step 2 - Lecture

W: Today we're going to examine folkways a little more. Namely, the consequences of violating them and how they are constantly changing.

People are expected to adhere to folkways, but when they don't, there aren't any serious consequences as a result. For example, when you see someone you know on the street, you usually say "hello." Folkways expect that the person greet you in return. If he or she doesn't, it's a violation of that folkway. Now, you may feel offended that your acquaintance didn't acknowledge you in return, but you wouldn't think they were a criminal. You'd think he or she is rude.

Folkways are constantly changing. One example is men's hair length. Over the centuries, it has been fashionable for men to either have long or short hair. When long hair was popular, men would wear wigs if their own hair wasn't adequate. When short hair was popular, men would have their hair cut. If a man wore his hair opposite of what the norm was, he faced censure for going against convention. Nowadays, hair length is more of a personal choice, although that could change. Then men would be wearing powdered wigs again to fit society's norms.

▸ Step 4 - Sample Response

The passage says folkways are social norms which do not have severe punishments when they are not followed and that they are always changing. To start, the lecture demonstrates how there are no serious consequences when a folkway is ignored. An example is given of someone not returning a greeting and just being thought rude. Also, folkways are always changing within society. Over the centuries, society's conventions required men to wear their hair long or short, depending on what was fashionable at the time.

Q4 Practice 2

▸ Step 2 - Lecture

W: Let's continue our talk about non-verbal communication today. Specifically, I'd like to give examples to help illustrate the functions of non-verbal communication.

First, we often use non-verbal communication to repeat something we've said. Let's say that someone walks up to you on campus and asks you for directions to the library. Of course, you'll probably say something like "It's over there, by the duck pond." And, while you are saying that, it is very likely that you will also point in the direction of the library, right? So you are basically just showing, with your gesture, the same thing you're saying.

That's one way, and here's another. We often use non-verbal communication to accent what we've said. Again, an example will help you figure out what I'm talking about. OK, let's say you and a friend are driving in the country and you're lost. Your friend blames you for being lost. You don't like this, of course, and say "But you forgot to bring the map!" And when you say "you," I'll bet you point your finger right at him. In this way, you're emphasizing your spoken words. No doubt, your friend will get the message!

▸ Step 4 - Sample Response

The passage defines non-verbal communication as non-linguistic communication, including expressions, gestures, and body stance. Two of its functions are repeating and accenting. First, the professor illustrates the repeating function. He says when you say the location of a place and then point to the location, you are basically repeating your words with a gesture. Next, he says pointing your finger at a friend to emphasize fault is an example of the accenting function.

Q4 Practice 3

▸ Step 2 - Lecture

M: Geophagy may at first seem strange, even dangerous, and while it does have risks like getting parasites, there are beneficial reasons why both animals and humans engage in geophagy.

In the animal kingdom, birds are one species known for eating dirt to help them digest food. Since birds do not have teeth, they cannot chew their food before digesting it. Instead, birds have an organ called a gizzard that helps them process food. The dirt goes into the gizzard, and its rough texture helps the organ crush and grind food into a paste. This paste can then be easily digested.

Humans have been known to eat dirt. The main reason humans eat clay is to get nutrients that are missing from their regular diets. For example, children and pregnant women in many traditional societies often eat dirt to get important minerals, like calcium and iron, to help keep them healthy and strong. However, people in modern societies also still practice geophagy as well. In fact, in some places in the American South, packaged clay is sold in stores for the sole purpose of being eaten.

▸ Step 4 - Sample Response

The passage talks about geophagy, or eating dirt. The lecture gives examples and reasons why people and animals engage in geophagy. First, the lecture gives the example of birds. They eat dirt because it helps their gizzards grind up food. Second, humans consume dirt to get nutrients that they do not get enough of in their regular diets. The lecture supports this by saying pregnant women and children in traditional societies practice geophagy to get minerals needed for growth and development.

Chapter 3 Stating Opinion and Summarizing

Q5 Practice 1

▸ Step 1 - Conversation

M: Hi, Mary.
W: How are you, David?
M: Not so good. I'm having a hard time understanding some important concepts in my biology class, and I know they are going to be on the midterm. I've been struggling all semester and can't afford to fail the test. I try to pay attention in class, but I still don't understand. I really need to figure them out so I can get a decent score.
W: Midterms are next week, aren't they? Maybe you should consider going to your professor during her hours. Professors have them so students can go see them for help.
M: I could, but I'm nervous about going to see her. I don't want her to think I'm not paying attention in class or that I'm not doing the readings she assigns.
W: Well, the Academic Support Center offers free tutoring. You could see if they have a biology tutor who could help you out.
M: I went there for help with an English paper last semester. I ended up more confused than when I started. I got a terrible grade on my paper because I took the tutor's advice. I don't know if I can take the risk of that happening again. Not when this midterm is so important.
W: Well, I don't know what else to tell you.
M: I guess I need to decide soon.

▸ Step 3 - Sample Responses

Opinion 1

The man is having problems with some biology concepts that will be on the midterm. I think he should go see his professor during her office hours. Professors have office hours so they can help students. It is unlikely she would automatically assume he has been lazy, like he thinks she will. Also, since the professor wrote the test, she would know exactly which concepts he would need to focus on. He could then just study things that are important.

Opinion 2

The man is having problems with some biology concepts that will be on the midterm. I think he should get tutoring. The tutors are there so they can help students. It is likely the tutor will have taken the class, so he or she will know what the man needs to study for the midterm. Also, just because the man had a bad experience with a tutor once doesn't mean it will happen again. He could end up with a great tutor that helps him out a lot.

Q5 Practice 2

▸ Step 1 - Conversation

M: Hey Linda, how's it going?
W: Pretty good Mark, but I have a small problem.
M: What's going on?
W: My friends just invited me to go to the beach with them. They want to go in two weeks after finals are over.
M: That sounds great.
W: The problem is I don't have any money.
M: Well, maybe you could borrow some money from your parents.
W: I could . . . but I'm not really comfortable with that idea. They already had to loan me money for my books this semester. They didn't mind doing it, but I don't want to keep asking them for money. Especially when it's just so I can have fun.
M: Hmmm. . . don't you work part time? Maybe you could ask your boss for some extra hours and earn the money.
W: There's always plenty of extra hours at the cafe. It's open twenty-four hours a day. But between work and classes, I'm already exhausted. I can't imagine working extra hours, going to classes, and studying for finals.
M: Yeah, that'd be pretty tough.
W: I'm just not sure what I should do. I really want to go to the beach!

▸ Step 3 - Sample Responses

Opinion 1

The woman's problem is that she wants to go on vacation, but she does not have enough money. I think the woman should ask her parents for the money. First, they gave her money before, so they will probably do it again. Second, her parents should help her out when she needs it. They would probably give her the money because they do not want her grades to suffer from working overtime.

Opinion 2

The woman's problem is that she wants to go to the beach for a vacation, but she needs more money. I think the woman should work overtime to earn the money. First, it will show that she is responsible. Second, her parents already loaned her some money for school. They probably do not want to lend her any money for a vacation because it is not something that is necessary.

Q5 Practice 3

▸ Step 1 - Conversation

M: Hey, Grace, you got a minute?
W: Yeah, what's up Andy?
M: I need to miss my sociology class this Thursday. I have an interview for a scholarship, and it's really important.
W: That's great.
M: My professor takes roll every class, so I need to tell him I won't be there on Thursday. And, um, he's really intimidating. I'm really nervous about talking with him.
W: Oh. Well, you could just send him an email. I did that with one of my professors when I was sick. She sent me a response back right away. She told me what the lecture was on and gave me the next reading assignment.
M: Yeah, but what if he doesn't open the email? Then he'll just think I skipped class. If I try to explain after, he'll think I'm making up an excuse.
W: Well, do you have a teaching assistant for the class? Maybe you could just talk to him or her instead.
M: I do, but he's sort of forgetful. I mean, a lot of the time he forgets important stuff like his notes, test dates, or what he's supposed to lecture on. I don't know if I trust him. He'll probably forget to tell the professor why I'm not in class.
W: Sounds like you've got a hard decision to make.

▸ Step 3 - Sample Responses

Opinion 1

The man needs to notify his professor that he will be absent from class but does not want to tell him in person. I think he should email the professor. That is because email is a common way to communicate. The professor probably checks his email daily, so he would receive the man's message. Also, he would be communicating directly with the professor. That way, the professor would be able to tell him how to prepare for the next class.

Opinion 2

The man needs to notify his professor that he will not be in class but does not want to tell him face to face. I think he should tell the teaching assistant. That is because he is less intimidating than the

professor.
The professor makes the man uncomfortable, so he could avoid that by talking to the assistant. Also, he would have someone to verify his reason for missing class. That way, the assistant can support him if the professor asks why he was gone.

Q6 Practice 1

▸ Step 1 - Lecture

W: Europe's population increased significantly during the early to mid-Medieval period (600 CE to 1300 CE). Historians suggest that two inventions allowed for this rise to occur: the wheeled plow and the horse collar. With these, farmers could prepare more land for planting much more quickly than before.
Illustrations in books, as well as pictures on calendars, prove that the wheeled plow was in use in western Europe by the late 10th century. Prior to this invention, plows only cut through the soil. With the wheeled plow, however, the soil could be turned over completely, creating a better place for seeds to grow. In addition, it created high ridges in the soil that allowed for the drainage of water.
Even more important than the creation of the wheeled plow was invention of the horse collar. Before this, farmers tied a band around the throats of animals as they plowed the fields. At times, this band cut off the airflow considerably. Animals frequently had to rest just to catch their breath. But a Chinese invention, the horse collar, was padded for comfort. It allowed the animal to use its full strength to do heavy plowing, as well as hauling.

▸ Step 3 - Sample Response

The professor describes two inventions that allowed the population to increase in Europe in the Medieval period. First, the wheeled plow not only cut through the soil but also turned it. This made a better place to plant seeds and also allowed water to drain. Even more important was the horse collar. Padded and comfortable, it did not cut off the animals' airflow, like the ones before it did. Thus, the animals did not have to stop and rest so much.

Q6 Practice 2

▸ Step 1 - Lecture

W: In the natural world, it was long assumed that humans were the only species to make and use tools, but observations of various animals have proven otherwise. However, unlike humans, animals appear primarily to make and use tools to obtain food.
One of the most interesting examples of animal toolmakers is the chimpanzees who use modified sticks to catch termites. Chimpanzees love to eat termites; however, these swarming insects spend much of their time hiding safely in large earthen mounds, making them difficult to catch. Scientists observed that chimpanzees will modify sticks to help them get a tasty meal of termites. A chimpanzee first finds a long narrow stick and then will chew on one end to fray it so it resembles a toothbrush. It will then thrust the stick into a hole in the termite mound. When he pulls the stick out, caught termites are stuck in the frayed end.
Tool making is not confined to apes. In fact, there are several species of birds that create simple tools from natural resources found in their environments. For example, both woodpecker finches and green jays, two insectivores or insect-eating birds, use a simple spear-like tool to catch grubs and insects hiding in holes in trees and plants. The birds make their food-gathering tool from a narrow cactus spine or twig.

▸ Step 3 - Sample Response

The lecture talks about how some animals in the natural world make and use tools. They do this primarily to get food. For example, chimpanzees will take a stick and chew on one end to make it into a food-gathering tool. They then stick it into termite holes to catch termites to eat. Some species of birds act similarly. They find small cactus spines or twigs and use them to spear insects or grubs hiding in trees and plants.

Q6 Practice 3

▸ Step 1 - Lecture

M: New words enter our language all the time. Some are popular for a while and then fade

away; others hang around for centuries. But where do these words come from in the first place? Well, they're either borrowed from other languages, or they're made up of other words. English is an interesting language because its vocabulary is full of words borrowed from other languages. In the modern period of its history, from 1650 to the present, English has borrowed words from many different languages. Take a look at just three examples. From French we got garage, denim, and ballet. From Spanish we've borrowed ranch, mosquito, guitar, and many others. From Italian, we have gotten piano, umbrella, balcony, and so forth. Foreign words have been borrowed over time; they continue to be borrowed as people develop international contacts with each other.

But most new words in English are created by putting together two existing words or pieces of words, which results in the creation of an entirely new word. Let me give you some examples. We call a place you can stop and spend the night along the side of the road a motel. The word "motel" is a combination of motor and hotel, a hotel for motorists. Brunch is another example. Breakfast plus lunch forms brunch, a meal that takes the place of breakfast and lunch.

▸ Step 3 - Sample Response

The lecturer talks about two ways that new words can be added to a language. He uses English as an example. First, a language can borrow words from another language. For example, English borrowed denim and garage from the French language. Second, a language can combine two words, or parts of words, to make a new word. Brunch and motel are two examples of this in English.

Part 2

Chapter 4 Test Questions 1 and 2

Q1 Practice 1

▸ Step 3 - Sample Response

The most stressful situation for me is taking exams. First, I never seem to be able to complete exams within the time limit. Knowing this, I get more and more nervous as the time passes. Second, I worry about my future. For example, if I fail an exam, I feel pressure that I will not get into a good university.

Q1 Practice 2

▸ Step 3 - Sample Response

My favorite sport is soccer. I love soccer because it is a fast game. There is always excitement and activity while playing soccer. Also, I like it because it is straightforward to play. You just need a field, a ball, and some friends to get a match going. Once you have those things, you can easily have a recreational game of soccer.

Q1 Practice 3

▸ Step 2 - Sample Response

If I could purchase an expensive item right now, I would buy a laptop computer. First, they are very useful. I could use it to play computer games. I could also use it to do my homework, which is what I would like most about having a laptop. Also, I like that it is portable. I could carry it with me wherever I go. It is small and light and would fit in my backpack.

Q1 Practice 4

▸ Step 2 - Sample Response

My favorite childhood memory is when I went to the beach for the first time. I love this memory because I had never seen the ocean before. My impression of it was that it was vast and beautiful. It was also the first time I went fishing. My father taught me how to fish that day, and I caught two enormous fish.

Q2 Practice 1

▸ Step 3 - Sample Response

I prefer to have just a few close friends instead of many friends. I can spend more time with a few close friends and get to know them really well. That way I can develop lifelong friendships with them. Also, having a lot of friends can cause problems. When I had a lot of friends, it seemed like they were always getting into arguments with each other.

Q2 Practice 2

▸ Step 3 - Sample Response

I think it is better to take many different courses at university. First, it is an opportunity to gain a lot of knowledge. I will be able to learn about new things. In addition, I will be able to meet people who have different interests than me. I am certain that I would get tired of studying the same thing constantly, even if it was something I really liked.

Q2 Practice 3

▸ Step 2 - Sample Response

I think it is better to make detailed plans for a vacation. To start, it lets you make the most of your vacation time. For instance, I had detailed plans when I went to Paris, so I did not waste time figuring out directions. Also, making detailed plans ensures you will have what you need when you arrive. That way, you do not have to worry about securing a hotel room or finding places to eat.

Q2 Practice 4

▸ Step 2 - Sample Response

I think it is better to have brothers and sisters than to be an only child. This is because without siblings you will be lonely. For example, my brother and I are really close and like to do things together. Another reason is that siblings will always help you out. I can count on my brother to give me good advice when I have problems.

Chapter 5 Test Questions 3 and 4

Q3 Practice 1

M: We are going to have to be more careful this term about withdrawing from classes.
W: What?
M: Um, there's a new policy that states we need to talk to our advisors before dropping a class, which is a pretty good idea.
W: Why?
M: Well, you know, students can get hurt academically if they drop classes without having a good reason. My roommate dropped his biology class but didn't realize he has to make it up later. If he had talked with his advisor before dropping the class, he might not have to repeat it over the summer.
W: Yeah, that might have saved him a lot of trouble.
M: Also, this way students will get to know their advisors better, and that will help the advisors do a better job. When you have a comfortable relationship with your advisor, then they know what you need, and they can give you good advice. That's why I like to talk with my advisor whenever I have a question. Not all freshmen realize that. This change gives them another chance to see their advisors.
W: That's true.

Sample Response

The man thinks the policy of having freshmen get their academic advisor's permission before withdrawing from a class is a good idea. First, he agrees with it because it will keep students from making mistakes that can hurt them academically. For instance, his roommate dropped his biology class but will have to repeat it in the summer. Second, he says the policy will help students work better with their advisors. He thinks the more they talk, the better the advisors can help the students.

Q3 Practice 2

M: Wow, did you hear that they are ending nighttime shuttle service to the parking lots?
W: Yeah, and I'm not happy about it.
M: I know.
W: It's going to cause a lot of problems for the students enrolled in night classes. I have a lot of friends who take classes that don't end until 9 o'clock at night. They use the shuttles to get to their cars in the parking lot. So what are they going to do now—walk, at night! That's dangerous!
M: Yeah, it is.
W: Also, you know most students would rather have a safe way to get to their cars than save a few dollars on a parking pass. A 10% discount is not going to make a difference in lowering school expenses, especially since the passes aren't that expensive. I think providing students with a safe ride to the parking lot is a much better use of the money.
M: I totally agree.

Sample Response

The woman thinks it is a bad idea to cut the nighttime shuttle service to the parking lots. One reason is because she has many friends who take night classes. They use the shuttles and will no longer have a safe way to get to their cars. Also, she thinks most students would rather have a shuttle that gets them safely to their cars at night than save a little money on the parking passes. She says that a 10% discount is not going to make much of a difference in lowering expenses.

Q4 Practice 1

M: *Cinderella* is a story that has been around, in one form or another, since the 1st Century BCE. Since then, it has appeared as a fairy tale in dozens of different cultures. The story of *Cinderella* is immensely popular with children for two main reasons.

The characters in *Cinderella* are very easy for children to understand because their roles are very clearly defined. Cinderella, the story's good character, provides a very strong contrast to the stepsisters. While Cinderella is gentle and kind, the stepsisters are mean, harsh, and incredibly unlikable. Children, then, are immediately able to see that Cinderella is a positive role model, while the stepsisters are what they should try not to be.

Cinderella also contains a very clear message for children. The theme of the story is that the evils of the world cannot stop something good. This is seen in the interactions of Cinderella and the prince, who fall in love. However, the stepsisters desperately want to stop that love from happening. Despite this, Cinderella and the prince meet again and get married. The message taught is one that all children can easily understand and apply to their lives.

Sample Response

The lecture talks about *Cinderella* and why it is an effective story for children. For one, *Cinderella* has characters that are clearly good or evil, which the reading said was important for making a fairy tale effective. In addition, *Cinderella* has a clear message that good can overcome evil. The reading said that such clear themes were an important part of fairy tales.

Q4 Practice 1

M: Expressive therapy is based on using the creative arts to help people heal. There's art therapy, music therapy, writing therapy--I'm sure you can see where I'm going with this. Well, today we're going to talk about dance therapy and how it is used to treat both physical and mental illnesses.

First, dance therapy helps the body. It does this by providing a form of physical exercise. Dance, in and of itself, is an excellent form of exercise. It requires the use of many different muscle groups. The result is that a person finds it easier to move around and has better muscle coordination. It has also been found to help with respiration and circulation. Additionally, many patients feel better after dance therapy since it reduces physical tension in the muscles. Second, it has been shown to be very effective when used with patients suffering from mental illnesses. This is because dance therapy allows people both creative and emotional release. Many people who are mentally ill do not express themselves because they are afraid they will be misunderstood. Through dance therapy, they are able to get their emotions out through movement. Dance therapy also helps patients build confidence and self-esteem. Since they are able to independently create their own performances, they feel proud of themselves.

Sample Response

The passage and lecture talk about dance therapy and its benefits. First, the professor describes the physical benefits. Dance therapy gives people exercise while improving their motion and coordination, as well as improving circulation and respiration. Second, it also has benefits for patients who are mentally ill. It gives them a way to express themselves and builds confidence and self-esteem.

Chapter 6 Test Questions 5 and 6

Q5 Practice 1

M: Hey, Fran, how are you?
W: Good, George, except I have a small problem.
M: Oh, really?
W: Yeah, I wrote this essay for my literature class. The professor says it's really good. She thinks I should submit it to the school literary magazine.
M: That's excellent. So what's the problem?
W: Well, the deadline passed. They wanted all submissions by last Friday.
M: Oh, no. Well, maybe you could go see the editor and ask if she'll make an exception.
W: If I do that, I'm afraid she'll get the wrong impression. You know, maybe she'll think that I'm being pushy or that I think I'm entitled to have my essay published right away.
M: Well, when's the next submission period? You could just wait.
W: This is the last edition before the end of the semester, and I heard there might not be a literary magazine next semester.
M: Those are some tough choices, Fran.

Sample Response

The woman wants to submit an essay to the literary magazine, but she has missed the deadline. I think that the woman should see the editor. The editor might make an exception. Instead of thinking the woman is pushy, she may think she really wants her essay published and accept it. Also, the literary magazine might lose their funding. If the woman does not ask the editor to make an exception, she may never get her essay published.

Q5 Practice 2

W: Hi, Jake. What's going on?
M: I've got a pretty big crisis on my hands.
W: Really? Why?
M: Well, the Anthropology Club invited a guest lecturer to give a seminar this Friday. She called this morning to cancel because something came up. I'm the club president, so I have to figure something out, but I can't think of a good solution.
W: Maybe you could ask Professor Jenkins to fill in. He's the club sponsor, right? I'm sure he wouldn't mind.
M: I'm sure he wouldn't mind, but everyone in the club has heard his lectures already. It just won't be as interesting as having a guest speaker.
W: If that's the case, then maybe you could postpone it. When the guest lecturer is free again, you can schedule it then.
M: But it's almost the end of the semester. All next month, everyone's going to be preparing for their finals. It'd be really embarrassing to invite her and have no one show up.
W: Hmm . . . well, I'm out of ideas. Good luck.

Sample Response

The man's problem is that the Anthropology Club has invited a guest lecturer, but she has canceled. I think the man should postpone. First, more people would come. Not many people will attend if they have already heard the club sponsor's lectures. Also, scheduling it next month should not be a problem. Even though students will be studying for finals, they would probably be willing to take an hour or two off to attend the seminar if they were interested in it.

Q6 Practice 1

W: Theater venues have changed little in the past three hundred years. The majority of theaters are extremely similar. Still, there are two distinct styles of theaters that have their own specific purposes and advantages.

The most common type of theater style is called the proscenium style. This style is very recognizable to theatergoers. It is defined by the shape of seats, which form a horseshoe around the stage. This design allows all members of the audience to easily see the action onstage. The style is further defined by the stage itself, which contains a very large curtain supported by a huge arch. This arch, called the proscenium, is how this style was named.

In the days of Shakespeare in the 16th and 17th centuries, the most popular style of theater was the open theater. Unlike the proscenium style, the audience and the stage are not clearly separated in an open theater. The audience generally sits or stands at the front and on both sides of the stage. In addition, the open theater style omits a curtain. Some modern theaters are built in this style or use elements from open theater.

Sample Response

The lecturer discusses the two types of theater venues and their important characteristics. She first describes the proscenium style, which she says is very popular. It has seats in a horseshoe shape, and the curtain is supported by a huge arch. Another type of theater is called the open theater. Its stage and audience areas blend together, and it does not have a curtain.

Q6 Practice 2

M: We're going to talk about the theory of multiple intelligences now. Traditionally, people define intelligence in a narrow way by using test scores or academic grades. However, this theory says that individuals possess eight different areas of intelligence. A person might be very intelligent in some areas but less so in others. This has important benefits for learning.

First, understanding multiple intelligences can help children learn better. Teachers that understand the theory can design lessons to reach all eight areas of intelligence. For example, one child might learn best by seeing information. Another child might learn better by hearing information along with music. A third child might learn best by using her hands. With that understanding, an entire classroom of children can learn new concepts more easily, because children learn better when they are using the areas where they are most intelligent.

In addition, the multiple intelligence theory also benefits adult learners. They can learn to use the areas of intelligence that will help them succeed at their jobs. For example, I have two friends who work together in advertising. They need to learn new information and ideas all the time. One of them writes information on a white board. He also draws his ideas. He has a strong visual intelligence. The other friend remembers songs best. She will sing to herself. She has a strong musical intelligence. They are a successful team, but they each have different intelligences.

Sample Response

The professor talks about the theory of multiple intelligences. The theory states that people have eight different areas of intelligence. First, the professor says all children in a classroom learn better when teachers design lessons that cover all eight areas of intelligence. Adults can also be more successful when using the intelligence they are strongest in. For example, one man learns well by drawing pictures while his coworker learns new things by singing to herself.

Part 3

Chapter 7 Pronunciation

Step 1 Pronunciation

1. I was not sure what she meant.
2. The cat sat on his lap.
3. We will be there in an hour.
4. You should not be so upset.
5. She has not come yet.
6. Put the book in the stack.

Step 2 Commonly mispronounced sounds: /th/, /d/, and /s/

1.	mass	math
2.	bread	breath
3.	think	sink
4.	dumb	thumb
5.	worth	word
6.	sick	thick
7.	dust	thrust
8.	pass	path

Step 3 Commonly mispronounced sounds: /l/ and /r/

1. He might fail the test tomorrow.
2. I do not know what she is reading.
3. There is a big crowd over there.
4. I need to replace that tire.
5. Make a turn at the light.

Step 4 Long and short vowel sounds

1.	grin	green
2.	mood	mud
3.	feel	fill
4.	look	luck
5.	living	leaving
6.	shoot	shut
7.	peel	pill
8.	buck	book

Chapter 8 Word and Sentence Stress

Step 1 Stress related to parts of words

1. a. advertise b. advertisement
2. a. education b. educational
3. a. curious b. curiosity
4. a. knowledge b. knowledgeable
5. a. electric b. electricity
6. a. pronounce b. pronunciation
7. a. refrigerate b. refrigeration
8. a. marriage b. marriageable
9. a. technology b. technological
10. a. division b. divisible

Step 2 Stress related to content words

Phrases

1. on the shores of the beach
2. the flowers are pretty colors
3. beginning of the end
4. nothing is wrong
5. a piece of cake
6. on top of the table
7. both chocolate and vanilla
8. easier than walking
9. not only a vacation but an adventure
10. in the warmth of the sun

Sentences

1. She likes to listen to stories.
2. I feel worse than before.
3. Carl is learning about how gravity works.
4. The teacher assigned us homework.
5. They walked across the bridge to the other side.
6. Exercise is important for good health.

Chapter 9 Pausing

Step 1

1. By the time the play was finished, it was too late to go anywhere else.
2. Our plane left two hours late, so we missed our connecting flight in Paris.
3. The traffic on the freeway was so bad, she thought she would never get home.
4. When taking a test, it is important to make sure you read the instructions carefully.
5. The dog got out of the yard, and he dug holes in the neighbor's garden.
6. Don't forget to thank Molly; she was a big help organizing the event.

Step 2

1. Personally, I think that Hawaii would be a perfect place for a vacation.
2. Next year, my family will be moving, and I will have to attend a new school.
3. Because it was so noisy in the auditorium, I could not hear what the speaker was saying.
4. If the books are shelved correctly, they should all be in alphabetical order.
5. After the television program was over, she was so tired that she went to bed.
6. It remains to be seen, however, if his plan for improving the city will actually work.
7. In order to stay healthy, my doctor recommended that I start taking vitamins every day.
8. For your homework tonight, please read the first chapter of your history textbook.

Practice Test 1

Question 3

M: Hi Jill, what's going on?
W: Oh, hey . . . did you see this announcement about the study abroad program?
M: I heard their funding was being cut.
W: Yeah, it's a pretty serious cut. They said that their research showed a lack of student interest in studying abroad. I don't know who they're talking to. Almost everyone I know wants to study abroad, and a lot of people are being turned down.
M: Yeah, I know I'd like to study abroad before I graduate.
W: I know. It seems like everyone is interested . . . they also justified the decision by claiming that study abroad programs cost the university a lot of money. I'm pretty sure that's not true.
M: It's not?
W: Nope. I'm almost positive that when you participate in the program, you still pay your normal tuition rates. It shouldn't cost the university any more than teaching a student here.
M: I didn't know that.

W: Yeah, I'm hoping that they rethink this policy when they figure this out.

Question 4

W: There are other types of pollution besides smog and toxins. The one we'll be discussing today is noise pollution. There are a number of studies suggesting that we should be worried about the effect of noise pollution on both our mental and physical health.

The first effect on us is physical. In modern society there's constant noise. We might be able to tune it out, but it still has an effect. Studies show that people who live in noisy neighborhoods have much higher blood pressure than those living in quieter areas. This increased blood pressure can result in negative effects on the cardiovascular system, putting them at higher risk for heart attacks and strokes.

In addition, it has mental effects. The constant noise makes it hard to concentrate, right? This isn't just a small effect, either. In a study of children that lived near airports in Britain, Holland, and Spain, the kids that were exposed to frequent noise of airports were about two months behind their peers in their ability to read.

Other studies have linked noise with increased stress levels and agitation. Again, it doesn't matter if people can tune out noise or not. It still has a significant effect on our psychological health.

Question 5

W: Hey Jack, how are you?
M: Oh, I'm a little stressed out.
W: Why is that?
M: Well, you know how I decided to rent that house last month?
W: Yeah.
M: I need a roommate to help split the cost of rent, but I'm having a hard time finding one.
W: Ah, I see why you're stressed. Have you considered posting an ad in the city paper?
M: Well, I've thought about it. I mean, I'm sure it would be easy to find a roommate that way. I'm just a little worried about doing it. I could end up with someone who's loud and rude. Then I'd have a hard time studying.
W: That makes sense. Maybe another student would be better. You could put a notice up in the student union building. People advertise stuff on the bulletin board there all the time.
M: Well, I thought of that, too. It just doesn't seem like very many people ever look at the board.
W: You may have a point there.
M: So I can post an ad in the paper. More people will see it, but I might get a rude roommate. Or I could put something up in the student union building. It'd be great to live with another student. But, I might not get a response. I also really need to find a roommate soon.
W: I'm sure it will work out either way.

Question 6

M: In the early 1900s, thousands of Americans were moving from the countryside to the cities. Though these sudden increases in people caused many problems in cities, there were benefits as well. In particular, public parks and many American public buildings owe their existence to this urbanization.

Public parks came about as a partial remedy to the crowding of cities. As more people moved to the city, people like Frederick Law Olmsted decided to create public parks. These places would bring the calm of nature to cities. Hence, New York's Central Park, one of the world's most famous public spaces, was created. It was made to offset the urban atmosphere of the city. It became instantly popular because it offered a break from city life. Its fame encouraged the creation of similar parks in other large cities like Chicago and Boston.

Urbanization also brought about the creation of many famous public buildings. People needed activities to amuse them when they weren't working. It prompted patrons to begin constructing museums and art galleries to meet the public's demands. In addition to crime and other drawbacks, cities were also becoming centers of knowledge. Places like the Metropolitan Museum of Art were taking artwork and ideas from cultures across the world and bringing them to the American public. Therefore, urbanization led to the construction of some of the country's most beloved public spaces.

Practice Test 1

Question 3

M: Hey Jane, what's wrong?
W: Did you hear about the new graduation requirement?
M: Oh, you mean the second language requirement?
W: I just saw the announcement for that.
M: So that's why you're upset?
W: Yeah . . . I mean, they claim that this makes graduates more appealing for potential employers, but what if you're like me and you have no intention of ever working outside of the country? A second language doesn't make you more competitive in the job marketplace if you're not going to work in a foreign country.
M: Hmm . . . I know what you mean.
W: Also, they claim it will help broaden our cultural knowledge, but I'm not particularly interested in doing that. I really don't care to sit around reading books, and I don't know anyone overseas whom I would write a letter to in another language. For me, it's going to be a big waste of time. I really think learning a second language is just going to distract students from the subject matter that they're majoring in.
M: Yes, I agree. I hope they rethink this policy.

Question 4

M: OK, now I'd like to continue our talk on a subject that I find very interesting: yellow journalism.
First, how did the papers target the mass audience that they all wanted? Well, first, they began selling papers on Sunday. You see, this is important, because back then, Sunday was the only day the average worker had off. There wasn't much time for reading on any other day. Next, the papers included all sorts of really interesting stories. For instance, it was during this time that colored pictures, including comics, became popular. Not only that, but they also included sports stories and fashion articles, too.
And the stories were really sensationalized. I mean, they exaggerated everything. For instance, there was one article written in 1883 that talked about some very hot apartments in New York. Now, some of the apartments were hot in the summer, for sure, but the story was really overstated. It claimed that things in the apartments burned up from the heat . . . I mean it said they caught on fire! Of course, nothing was really burning up, but that's what the story said.

Question 5

W: Hey Josh, you look a little stressed. What's going on?
M: Well, I'm a little worried.
W: Why?
M: I have a chemistry lab tomorrow that's scheduled at the same time as our last basketball practice before the big game. I really need to go to practice, but if I miss the lab, my grade is going to suffer.
W: Well, maybe you could talk to your professor. He might let you make up the lab later.
M: He doesn't put much importance on athletics. He thinks students should only study, not play sports. I'm sort of afraid to ask him. He might think I don't take his class seriously. It's only the middle of the semester, and I don't want him to give me a hard time for the rest of it.
W: I see. What if you explained the situation to your coach?
M: Coach Williams is so excited we might go to the championships. He has all these new drills that he wants us to try out. If I'm not there for practice, I won't be able to learn them, which means, I probably won't be able to play in the game. I don't want to sit on the bench all night.
W: Hmm . . . well, I'm sure you'll figure out what to do.

Question 6

W: Usually when people look at works of art, they think about the artist's influence in terms of culture or history. But, what about the artist's physical health? Can it influence how a painting turns out?
Medical records show that Impressionist artist Edgar Degas suffered from retinal eye disease for 50 years. Toward the end of his career, this would have put his eyesight between 20/200 and 20/400. That's pretty bad when perfect vision is 20/20. Until around 1870, Degas' paintings showed clear facial details, shading, and attention to small things, like the folds in a ballet costume. From 1880 on, Degas' work became less detailed and more blurry as the disease worsened. After taking into account his

failing eyesight, it seems unlikely that Degas simply decided to change his painting style.

The same medical records also documented another Impressionist artist at the time: Claude Monet. Monet suffered from cataracts which cause a sort of clouding over the lens of the eye. This can affect the eye's ability to focus and see images clearly. In 1914, Monet stated that he could no longer see colors correctly. Bright red looked like muddy brown to him. So, he had to rely on the color names printed on the tubes of paint in order to select the correct one. Like Degas, his paintings also became more blurry as the cataracts worsened. However, in 1923, Monet had surgery to have them removed. After the surgery, his paintings were very similar to his earlier works before the cataracts began to affect his vision.

Writing

Chapter 1 Organizing Information

01 Practice

M: Today I want to talk about the appendix. For a long time, scientists couldn't really figure out the purpose of the appendix. If, for whatever reason, the appendix had to be removed, it didn't seem to affect the patient in any way. This led scientists to believe it had no function at all.

Now, there is a theory that the appendix used to be important, but it became less so as the human diet evolved. However, scientists now know that the appendix has a very important function: to help maintain and balance the good bacteria that live in the human body. How did biologists figure this out? Well, the key to the discovery was the location of the appendix. See, the appendix is connected to the intestine. Scientists realized that when a disease or bad bacteria attacks the body, good bacteria, that is, the bacteria that humans need for digestion and other important functions, takes refuge in the appendix. Basically, the appendix is like a hideout for good bacteria. Even though the previous theory says that the reason it is so small is because it has no use, today scientists know that the size is just right for providing that safe hideaway for good bacteria while the body flushes out the bad stuff.

So, if the function of the appendix is to help maintain good bacteria and not help with the digestion of leaves, as your book suggested, then why do koalas have such large appendixes? Scientists think it's just a big coincidence. Yes, koalas have a diet that consists mainly of leaves, and they also have large appendixes. But pandas also eat a lot of leaves all day, and they don't have appendixes at all. So really, there is no support for the idea that the appendix helps organisms digest leaves.

02 Practice

M: Hello, everybody. For this lecture, I had you read a chapter on eyewitness testimony. Your book explained how eyewitness testimony is a good tool for lawyers because it is irrefutable and hard to argue against. It also claims that eyewitness testimony is guaranteed to be true. But statistics show that neither of these claims is actually right.

Let me explain. In the chapter, it talked about how if you see something, it must be true. But you should know that this isn't the case a lot of the time. Eyewitnesses are human, and therefore can make mistakes. Just think about it: how many times have you been sure you've seen something only to find out later that you were completely wrong? The main thing to consider here is that an eyewitness is telling the story from memory. But the human memory is not perfect. A recent study showed that people start to forget an event within twenty minutes from when it happened. So, just because you see something doesn't mean you'll necessarily remember it the way it happened.

Another thing you should know is that there's no way to guarantee that witness testimony is true. Whether or not a witness's testimony can be used in court depends on how the testimony was obtained. For example, judges are interested in knowing that police did not suggest who the criminal was to the witness. And though we'd like to believe that everything a witness says is true, statistics show that this just isn't the case. In fact, there have been over 200 people released from prison because they were mistakenly identified by a witness and later found to be innocent.

03 Practice

W: Over the weekend, you all read an article about lactose intolerance. The article talked about what lactose intolerance is. It also explained that lactose intolerance develops because people don't eat enough dairy. But this is wrong. Today I want to talk to you about two different cases that show that lactose intolerance is actually a condition that one inherits from their parents.

OK, so first of all, I want to address the argument that lactose intolerance occurs more often in cultures that don't eat a lot of dairy. While it's true that many Chinese people are lactose intolerant, we also have to consider that lactose intolerance also occurs in high numbers in

cultures where dairy is a very important part of the traditional diet.

Let me give you an example--in India, about 50 percent of the population is lactose intolerant. But the Indian diet is not like that of the Chinese. In India, they drink lots of milk, and they have been since about 6th century BCE. So with this in mind, it just doesn't make sense that lactose intolerance is caused by the lack of dairy in the diet. It has to be something genetic. Another counterpoint I want to make is that lactose intolerance has been found to increase due to age in people from many different cultures, not just those that don't eat a lot of dairy. For example, Mexican populations lose about 18 percent of their ability to digest dairy by the age of two. By age ten, Mexicans lose about 50 percent of their ability to digest dairy. What does this show, exactly? Well, very simply, that the development of lactose intolerance isn't really influenced by the regularity that one consumes dairy.

04 Practice

M: Today let's talk about the effect of music on babies. There's the theory about the so-called Mozart Effect, which refers to the supposed increased performance of babies after listening to Mozart. But the claims made in the book have been challenged and disproved by a number of other studies. Let me tell you about them.

First, let's talk about a study often referred to that supports the Mozart Effect where the participants took three different tests. While the test-takers were completing the test, they listened to either Mozart, relaxation music, or nothing at all. Well, what is often left out is that the test-takers in the study were not babies at all--they were college students. Which explains why they were able to take the tests in the first place, right? Anyway, even if we decide to overlook the fact that we're talking about college students, the effects mentioned in the study were also not long-lasting. The extra nine points that were added to their IQs after listening to Mozart went away after about 15 minutes.

Another claim made is that listening to Mozart makes children more creative. It even says that if you play Mozart for babies before they are born, they will be born more creative than babies who did not listen to Mozart. But there is no actual scientific proof of any of this. Since the theory of the Mozart Effect became popular, claims like this have been made over and over again, mostly to help sell expecting parents CDs of classical music. But, until some proof is reported, we have to consider such claims as nothing more than marketing tools.

Chapter 2 Paraphrasing

01 Practice

W: Good morning, class. Last week, we started talking about muscle function in the human body. For homework, I had you read about muscle injury and proper treatment. The book encouraged applying heat to an injured muscle, but this isn't always the best thing to do. Today, I want to talk to you about some of the negative side effects of using heat on injured muscles.

OK, so according to your book, after the muscle is hurt, one should place heat on it immediately. What this does is draw blood to the area, which is a good thing. But the distinction I want to make is that this is only a good thing after some time has passed. Because if you put heat on a sore muscle right away, it will only make it swell even more, and that is never a good thing. What you should do is first apply an ice pack to help lower the swelling first. Then you can put heat on it to help it heal.

Another thing your book talked about was how applying heat reduces the amount of contractions in the muscle so it makes it easier for you to walk or move even if it's injured. The problem here is that the heat can relax the muscle so much that you underestimate just how bad the injury is. Then if you move it too much, you will definitely hurt it more. I think it's always important to take into account how bad the injury is and always follow the doctor's orders about how much you should be moving the injured muscle.

02 Practice

W: For today's lecture, I want to continue our discussion on the chemistry of food. I'd like to focus particularly on some points about vegetables. Some people think that it is healthier to eat raw vegetables. This is a common misperception that I hope to eliminate today. So, why don't we get started?

One myth about raw vegetables is that they have more vitamins than cooked vegetables. A really big point that needs to be made about this is that it all really depends on how the food is cooked. Boiling your vegetables for a long time isn't going to help the food keep its vitamins. However, a recent study found that cooking your vegetables for a short amount of time doesn't really lead to any significant loss of the nutrients. And, it's actually kind of better to cook vegetables a little because it helps soften the cell walls in the food. This makes it a lot easier for the body to absorb all the vitamins in the food.

Another idea is that eating vegetables that haven't been cooked makes it easier for the body to digest them because the natural enzymes found in the food haven't been destroyed by heat. While that's certainly true for some vegetables, it doesn't apply to all of them. You should know that some vegetables are actually easier to digest if they've been cooked. For example, it is a lot easier for the body to process a baked potato rather than a raw potato. The reason for this is that the baked potato contains more water, so the body can break it down more easily.

So to conclude, eating cooked vegetables can be just as healthy as eating raw vegetables. It simply depends on the kind of vegetables you are eating and the length of time you cook them for.

03 Practice

M: Hello, class. This week, we've been discussing the process of language acquisition and how difficult it is. In your reading for today's lecture, there was an article that discussed how language acquisition is different for people depending on their ages. The main idea that children are able to learn a language more easily than adults is wrong. While there were some interesting points brought up in the article, I want to clarify some of those claims for you.

The article says that children are able to learn new languages faster than adults. But, before we accept that, we have to think about what level of fluency we're talking about here. See, it might be true that children seem to learn languages a lot faster than adults, but let's think about how simple children's speaking is. What I mean is, the sentences of a child are much easier in vocabulary and in grammatical structure. So, it might seem like they're learning faster, but that's because the level they're expected to achieve is so much lower than it is for an adult.

Another point that I had some problems with was the whole business about younger children having flexible minds. Supposedly, that's why they have an easier time with language acquisition. But there's been a lot of research that disproves this. For example, in one study, there were two groups of children. One group began learning a new language at the age of eight. The other group began learning when they were 11. When both groups were tested, the children that began learning at 11 did much better. Why is this so? Probably because by the time the students were 11, they had a much better grasp of grammar that they could use when studying a new language.

To sum up my points then, young children do not necessarily acquire languages more easily than adults or, if they do, it is on a very basic level. Instead, older children and adults have a much better grasp of more sophisticated vocabulary and language concepts than younger children.

04 Practice

M: Good afternoon, class. All week, we've been discussing the history of disease. We know that one of the most important discoveries in preventing disease was the understanding of germs. But, cleanliness is not always a good thing. I found some more information on this topic and I wanted to share some of it with you.

We know that sanitation is mostly a good thing,

but when we sanitize everything, we eliminate common allergens. I want to emphasize that allergens are generally harmless substances... some common ones are pollen or cat fur. The allergy develops when the body thinks the allergen is bad for some reason, causing the allergic reaction. To support this claim, I want to share a very interesting statistic. According to a top world health organization, allergy sufferers have increased significantly within the past 20 years. This shows that people are really starting to suffer because they aren't exposed to enough allergens and therefore can't build any kind of immunity.

Another thing that is often talked about is what conditions physicians think will help improve the amount of people that are coming down with allergies. Many doctors believe it is good for kids to be exposed to animals. Let me tell you about a recent study that supports this. A group of German doctors learned that children who were exposed to farm animals, such as horses or cows, did not have as many allergies, if any, as children who weren't. Additionally, the children who spent more time around animals also gained immunity to other diseases, such as Crohn's Disease. Scientists think that this is because being around animals helps children gain immunity to those allergens.

In other words, killing all substances in our homes and general environment that may cause adverse reactions or diseases is not always a good thing. We need to be exposed to these substances so that our bodies can learn to fight them effectively. Being over-zealous about sanitation prevents our bodies from doing so.

Chapter 3 Making Connections

01 Practice

M: This week, we'll be talking about shark behavior. I want to start off by talking about shark hunting patterns, so I had you read an article about it. The reading discussed that the old belief that sharks hunt alone is probably wrong. Scientists have actually begun to think that sharks hunt in groups. Today, I'm going to talk about some of the evidence that suggests that sharks hunt in groups.

I think a lot of people have this idea that sharks hunt alone because of all the movies that show one monstrous shark attacking its prey. There have actually been a number of cases where shark survivors report that they were attacked by more than one shark. About a year ago, in fact, there was a teenager that was attacked in Australia. According to witnesses, the boy was first attacked by one shark. A few minutes later, another shark appeared and continued the attack. Even when there aren't any witnesses, biologists can tell if more than one shark was involved in an attack by examining the bite wounds. If the bites are a different size or pattern, they most likely came from different sharks.

But sharks don't only hunt humans in groups. Scientists have also observed sharks hunting other animals in packs. Not too long ago, a group of researchers witnessed a group of about 12 sharks attack some baby beluga whales. What was interesting about the attack was that the researchers were able to see the entire process. First, a mid-sized shark approached the baby whales, which were kind of close to shore anyway. As soon as the whales saw the shark, they panicked and swam to some rocks. Then the entire group of sharks showed up and cornered the whales against the rocks. With nowhere to go, the sharks were able to feast on the whales.

From all the evidence, it is pretty clear that sharks tend to hunt in groups rather than alone. This strategy seems to be an effective and common practice among these highly intelligent sea creatures.

02 Practice

W: Hello, class. During our last lecture, we began talking about the Native American tribes of the northwest. One of the most recognizable structures made by these tribes are totem poles. Your reading briefly discussed totem poles, but I'm afraid that the information it gave you about the function and construction of the poles is incorrect.

A lot of people originally thought the poles were

objects of worship. This myth first got started when white explorers arrived. They just didn't know what to make of these structures. So, they guessed that they were worshipped, and the animals depicted on them represented gods. But now we know this isn't true. How do we know that? Well, for one thing, the animals on them actually depict the different clans in the tribe, not gods. Also, the poles aren't really treated like objects of worship, and they never were. Think about it, if you worship something, you're going take care of it and make sure nothing happens to it. But when tribes move on, they leave the poles behind and let them rot.

Also, there's a popular phrase in English: "low man on the totem pole," which basically means that the person is not very important. That phrase comes from the idea that position on the totem pole is important, but there has been no evidence that proves that is so. Of the thousands of totem poles that have been found, the positions of figures on the poles vary. Sometimes the chiefs are found at the bottom, sometimes they were put on the top, and sometimes they were in the middle. So that leads anthropologists to believe that the position on the pole didn't really mean anything about how important somebody, or something, was.

In conclusion I wish to emphasize once again that totem poles were by no means religious objects representing animal gods or a class hierarchy but simply symbols of the different tribal clans and not even important enough to maintain when tribes moved to a new place.

03 Practice

M: Today we're going to be talking about creatures of the late Cretaceous period, which was approximately, I don't know, about 100 million years ago. This was the period when most of the dinosaurs that we are familiar with lived. In addition to dinosaurs, there were a lot of different animals as well. In your reading, you learned about the Devil Toad, which was one of the animals that lived during this time. I want to talk to you briefly about the Devil Toad and give you some additional information about it.

So, you all read that the Devil Toad was bigger than any living toad today. Just to give you an idea of the size difference, I want you to imagine this: the Devil Toad was estimated to be about the size of a bowling ball, about 10 pounds. The largest living toad today is only seven pounds. Additionally, judging by the fossils, it looks like some of these toads could grow to be about 16 inches long! Imagine seeing one of those things sitting outside your house! Anyway, let's move on.

The article also talked about the Devil Toad's possible modern relatives. We know that it probably isn't related to any African species, despite its initial discovery in Madagascar. A team of paleontologists compared the bone fragments with toads from all over the world and discovered that the Devil Toad's closest living relative is the South American Horned Toad. The Devil Toad has many features that are similar to the Horned Toad. They both have wide mouths filled with large teeth. Both frogs also have very powerful jaws.

04 Practice

W: In sociology, we often have to think about issues on a deeper level than how they are initially presented. For example, in the reading I assigned at the end of the last lecture, there was a lot of information about how someone's name may influence their lives. The reading suggested that oddly-named children have it harder in life than children with regular names. But if we look deeper, we find that this isn't really true, and studies show that having an odd name doesn't really make a difference.

Let me tell you more about the research. OK, so one study mentioned in the article described that children with weird names do worse in school. The problem with the study is that it didn't look further into the child's situation. A follow-up study found out more about the kids with weird names and guess what they learned? Children with odd names were also more likely to have uneducated parents. So it is entirely more likely that the reason that children with odd names did worse in school was because their parents couldn't give them as much academic support, like helping them out with their homework and such.

How about the idea that oddly-named children grow up to be huge failures? This is

also not true. A survey of adults with odd names showed that they didn't have trouble finding jobs, at least not anymore trouble than most people do. Additionally, most of them were very proud of their odd names. For them, it wasn't a source of embarrassment or shame. Instead, it was something that made them memorable. So, in some ways, they might even have an easier time getting jobs because employers will remember them and be curious to learn more about them because of their odd names.

In conclusion, we can see that having an odd name does not affect a child to do poorly in school. It also doesn't seem to affect them as adults.

Practice Test 1

W: Hello, everybody. Today, I want to talk to you about the biology of the common cold. We know that a cold is caused by a virus, but how does the virus infect the body in the first place? In your reading for today's lecture, it said that in order for the virus to make someone ill, that person would already have to have a weak immune system. Most of you have probably heard this at some point, but it's actually a misconception. You do not have to have a weak immune system to catch a cold. Your book mentioned that your immune system is basically what defends your body from diseases and infections. So, it seems that if your immune system was already weakened—say from being sick with another illness or even not getting enough sleep—you could become ill. But when talking about the common cold, you don't necessarily have to already have a weakened immune system. There was a study that some physicians put together a couple of years ago. They had two groups of people. One of them were people whose immune systems were weakened, and the other was made up of completely healthy adults with normal immune systems. When exposed to the cold virus, 95 percent of the group with normal immune systems became sick.

Having a weak immune system also does not mean that you'll suffer from more severe symptoms or be sick for a longer time. Interestingly, some research suggests that people with lowered immune systems may actually have fewer symptoms. The reason for this is that all cold symptoms are, really, your body reacting against the virus. So, if your immune system is active, it's going to launch more attacks against the virus and give you more symptoms.

Practice Test 2

M: Hello, class. Today we're going to continue our discussion on computer security threats. As you all probably know, one of the greatest threats to computers is viruses. Now, your book talked a lot about using anti-virus software in order to prevent attacks. But, although that software is very useful, using it by itself isn't really that helpful in protecting your computer.

See, one thing I want you to understand is that even computers with anti-virus software are still vulnerable to attacks. Why is that?

Well, remember how your book talked about how the anti-virus software works? It said that it runs scans from time to time and looks for suspicious behavior on the machine. But the thing is, viruses are pretty advanced now, and the people that make them are sure to make the files seem as harmless as possible. Because of this, it is pretty hard for the software to catch them sometimes. In the time that it takes the software to spot the virus, it could have already been spread to other computers. Does that make sense? Good. So while experts agree that using anti-virus software helps, the best way to prevent viruses is to use a combination of preventative methods.

So, moving on. Another thing about antivirus software is that you can't just get it on your machine and let it do all the work. Your reading mentioned that when the software runs the scans, it's watching out for known viruses. But here's the thing—there are thousands and thousands of viruses that are written daily. In order for the software to be helpful at all, the user must download updates frequently. This keeps the software ready to handle any new viruses that have been identified.

Building Skills for the TOEFL® iBT

READING / LISTENING / SPEAKING / WRITING

Answer Key

Reading

Note: Graphic Organizer answers are suggestions only and may not match students' answers exactly.

Preview Test

1. (C) 2. (A) 3. (D)
4. (B) 5. (B) 6. (B)
7. (C) 8. (C) 9. (A)
10. (C) 11. (A)
12.

Type of Literature	Statements
Children's Literature	• often presents a moral to the reader • can allow the reader to relate to the characters • helps the reader understand mature messages
Literature for Adults	• can refer to people without mentioning them by name • used to compare people to animals in negative ways

Chapter 1 Fact Questions

01 Biology

Invasive Species		
Topic	Feature	Example
invasive species are non-native plants or animals introduced to an environment	introduced from a different environment	Russian olive trees introduced to the Americas are overwhelming natural environments
	threaten local species by using space and nutrients that local species would normally use	Asian clams have no natural predators and are forcing out local species

1. (C) 2. (B) 3. (D)

Summary: Plants and animals transported from a different continent often threaten local environments. They are considered an invasive species because they upset the normal ecosystem. Some may reproduce fast, thus invading the space of the native species. When this happens, local species are deprived of nutrients needed to survive. Russian olive trees and Asian clams are examples of invasive species.

02 Archeology

Humans in North America	
Theory	Support
humans came to the Americas from Asia by crossing the Pacific Ocean	dental remains show that Native Americans' dental structure is most similar to that of Asians
	remains of a man show his diet consisted of marine life that was common to Asia

1. (B) 2. (C) 3. (D)

Summary: Scientists studied the way humans first came to colonize the Americas. Based on human remains found in caves, they believe people came from Asia. Scientists were able to study the structure of the teeth they found. They were able to record their findings and compare them with Native Americans. Scientists found many similarities in the tooth patterns between Native Americans and Asians.

03 Botany

Companion Planting	
Topic	
companion planting uses natural traits of certain plants to benefit other plants in same area	
Type 1	Type 2
physical characteristic between plants can be used to help plants in an area	plants with certain chemical abilities are planted in an area to benefit other plants
Example	Example
oats are planted along with hay to keep weeds from growing that would harm hay	legumes planted in an area introduce nitrogen into soil which benefits other plants in the area

1. (D) 2. (C) 3. (D)

Summary: There are a number of benefits of companion planting which yield healthier crops. When planted side by side, the traits of each plant complement each other. The physical and chemical interaction between plants can prevent weeds or provide nutrients in the soil. The chemical traits of some plants keep pests away from other plants. The chemical interaction of the marigold is an example of companion planting.

04 Fine Arts

The Photography of Ansel Adams	
Stage 1	Stage 2
early career, pictorialism	later career, Group f/64
Explanation	Explanation
attempted to imitate impressionist painters, altered photographs to make them artistic	abandoned pictorialism, thought photography should be pure and unaltered

1. (B) 2. (C) 3. (A)

Summary: In his early career, Ansel Adams would alter his photographs for more appeal. His inspiration came from Impressionist artists who used vivid colors in their paintings. In later years, he abandoned his leaning toward imitating other art forms. He joined a group that strove to present pure, unaltered photography. His photography during this time is considered to be his best work.

05 Environmental Science

Urban Heat Islands	
Cause	Effect
paved areas within city absorb and retain heat more than dirt on ground or organic matter	urban heat islands are significantly warmer than non-city areas that surround them
lower number of plants in cities reduces amount of natural cooling from evapotranspiration	
waste heat produced by regular urban activity increases temperature of air in cities	

1. (B) 2. (D) 3. (A)

Summary: Urban heat islands are city areas that are warmer than surrounding areas. Several factors cause the city to retain heat that would otherwise be lost. The paved streets absorb and hold heat which results in warmer nights. The operation of cars and daily human activity create excessive heat in cities. Unfortunately, the natural cooling effect of plants is not present in cities.

06 Fine Arts

Art Nouveau	
Definition	Characteristic
Art Nouveau was an artistic style developed at turn of 20th century that departed significantly from styles before it	Art Nouveau sought to make reality more beautiful and often used to decorate functional objects
	Art Nouveau's style defined by excessive use of decoration

1. (B) 2. (C) 3. (A)

Summary: Art Nouveau was an art form that was a departure from traditional art. It added a new perspective to the traditional art of the past. Art Nouveau was more functional because it made everyday things more decorative. Traditional European window panes and doorways were more ornate and more beautiful. Even today, the unique style of Art Nouveau is widespread throughout the world.

Chapter 2 Negative Factor Questions

01 Fine Arts

The Meisner Technique	
Definition	Way
Meisner technique teaches acting by focusing on spontaneous action	actors given a prompt and must move in a realistic way
	prompt is given and actors must interact with one another, showing realistic emotion that would be present in such a situation

1. (D) 2. (C) 3. (D)

Summary: The Meisner Technique is a form used to teach students to act spontaneously. Students are given a prompt or situation to perform without a script. Students are taught to visualize and imagine themselves in a certain setting. An example would be a picnic scene where they might swat a fly. Using the Meisner Technique would make the scene more realistic and believable.

02 Environmental Science

Shifting Jet Streams	
Cause	Effect
jet streams shifting away from the equator and moving toward the poles	absence of jet streams will result in stronger and more frequent storms
	landmasses along the equator will become drier

1. (A) 2. (C) 3. (A)

Summary: Winds blowing at a high altitude account for the world's weather patterns. These winds, called jet streams, are shifting, and their absence is heightening the severity of storms. Jet streams are important because they thwart the formation of hurricanes. Also, they carry water that evaporates over the ocean and falls onto areas of dry land. If the jet streams shift, these areas could experience severe droughts. The shift of jet streams to the poles will be very harmful.

03 Biology

The Flu Virus	
Theory	Support
research suggests flu virus is evolving in a single tropical location and spreading outward	- two strains of the virus compete in tropical regions - tropical regions are constantly affected by the flu, but it comes in "seasons" elsewhere
	- once a strain becomes strong enough, it can be carried out of tropics by travelers and birds

1. (A) 2. (D) 3. (C)

Summary: Scientists are constantly searching for a new vaccine that will prevent influenza. They have not been able to pinpoint the origin of the virus. They believe that there are two strains that compete against each other. The strongest virus is spreading outward and affecting people throughout the world. It can be transmitted to outer regions by travelers and possibly birds.

04 History

The Industrial Revolution	
Cause	Effect
Industrial Revolution began with the construction of factories and caused massive social change	factories increased demand for workers in cities and resulted in dramatic increases in urban populations
	working in factories changed attitudes toward women and allowed them to demand additional rights

1. (C) 2. (B) 3. (A)

Summary: The Industrial Revolution had a profound effect on several 19th century countries. Subsequently, people who had been farmers now could work in a factory. As more factories were built, people flocked to cities looking for work. Women worked for lower wages; therefore, they were more favored than men. The Industrial Revolution is responsible for the growth of major cities today.

05 Psychology

Tabula Rasa Theory	
Theory	Support
modern psychology has almost entirely disproved the tabula rasa theory that people are born with no traits or inherent behavior	studies of siblings raised in same home found they had different IQs, suggesting intelligence is genetic
	personality tests of adopted siblings found not likely to have similar personalities as adults

1. (B) 2. (B) 3. (D)

Summary: Researchers have studied the theory of intelligence based on environment versus genetics. Earlier theories suggested that a child's intelligence was determined by their upbringing. A divergence occurred when siblings with similar IQs as children had different ones when they aged. Children who were adopted from different families but raised in the same homes were studied. They did not have similar IQs, indicating intellect is based on genetics.

06 Geology

The Earth's Magnetosphere	
Explanation	Support
Earth's magnetosphere radiates outward from the planet and is affected by two factors	- molten metals of Earth's core create magnetic field - small changes in core can affect magnetosphere
	- solar winds are charged particles emitted by sun - have a significant impact on shape of magnetosphere

1. (C) 2. (B) 3. (A)

Summary: Magnetospheres radiate magnetic energy outward from the body of other objects. The Earth has natural magnetism causing a compass to always point north. The charged particles flowing outward from the sun are called solar winds. They greatly compact the magnetosphere of the side of the Earth facing the sun. The magnetic winds blow the magnetic waves outward on the opposite side.

Chapter 3 Inference Questions

01 Health

Aromatherapy	
Use	Support
aids the body physically	essential oils found to fight herpes simplex virus by targeting virus cells
aids the mind	study in mice found essential oils can be used to reduce anxiety levels

1. (A) 2. (A) 3. (B)

Summary: Scientists have debated for a long time about the merit of aromatherapy. Studies show that the scent of essential oils affects the body physically. Some oils have been found to clear a sore caused by a virus. A review of a study of oils used on mice with anxieties was conducted. It found that the essential oils were effective in reducing anxieties.

02 Anthropology

Trace Fossils	
Definition	Role
fossils made of footprints and markings, not remains	tell about an organism's behavior
	can be used to determine environmental conditions in history

1. (A) 2. (B) 3. (A)

Summary: A trace fossil is a track or footprint of a prehistoric animal. Trace fossils provide information on the animals that once roamed the Earth. These findings often overturn prior theories regarding the era of the dinosaurs. Evidence was found, revealing several species of dinosaurs that lived along the coastline. Paleontologists also study trace fossils to learn about the behavior of the dinosaurs.

03 Biology

Starfish's Eating Habits	
Aspect	Explanation
arms	can be used to pull apart its prey to find edible parts
stomachs	can extend one of its stomachs outside of its body to begin digesting food

1. (C) 2. (D) 3. (B)

Summary: The starfish is capable of capturing its prey despite its small mouth. It is also able to devour large bivalve mollusks like clams and mussels. Their tube feet act as suctions that capture and restrain their prey. Water pressure within their bodies enables them to pry open mollusk shells. Their eating relies on their arms and stomachs, which are both unique.

04 Geology

Mass Wasting	
Type	Explanation
slope failure	large area of rock detaches from side of mountain
sediment flow (landslides)	large part of ground on a mountain begins to slide downward

1. (C) 2. (A) 3. (B)

Summary: Mass wasting is a catastrophe that can be as destructive as a hurricane. Heavy rainfalls may trigger a landslide and kill many people in seconds. A large mass of rock can detach itself from a mountainside, causing devastation. Tropical areas with numerous hills and heavy torrential rains are most volatile. A mudslide can cover hundreds of homes in a matter of seconds.

05 Fine Arts

Radio Dramas	
Advantage	Example
- do not cost as much to make - often easier to create	- *The Hitchhiker's Guide to the Galaxy* would have required too many special effects as visual drama - required less money - *Not From Space* allowed voice actors to act though in different places

1. (B) 2. (B) 3. (A)

Summary: For some, radio drama is a preferred medium to present dramatic presentations. It enables listeners to imagine the fantastical settings produced by sound effects. The voice actors' roles can be merged into a drama via the Internet. The tale of a voyage becomes vivid in the minds of the listeners. Radio drama is less expensive to produce and provides actors with flexibility.

06 Fine Arts

Stages of Minoan Pottery		
Early Minoan	Middle Minoan	Late Minoan
simple, rough pottery with plain designs	more delicate pottery with floral designs and more color	floral and then marine patterns, dark paint on a light background

1. (B) 2. (A) 3. (D)

Summary: Early Minoan pottery had designs of spirals in succession, painted in light colors. Brighter colors were added to the prevailing patterns during the Minoan middle years. A more delicate pottery was created with the invention of the potter's wheel. Minoans began to densely pack marine imagery onto the surfaces of their pots. This was the last Minoan style and is considered their best pottery.

Chapter 4 Rhetorical Purpose Questions

01 Astronomy

Martian Canals	
Cause	Effect
astronomer named Schiaparelli discovered lines on the surface of Mars	people first believed lines were canals made by intelligent life living on Mars
	after robotic photographing of Mars, discovered lines were simple channels likely made by presence of water in Mars's past

1. (B) 2. (D) 3. (C)

Summary: Astronomer Schiaparelli's term for lines he saw on Mars was cause for misinterpretation. Canali in Italian means groove; however, it is close to the word canal. Newspapers began to sensationalize the news of the discovery of canals on Mars. Grand canals on Mars led to the possibility of life on Mars. Modern technology has since disproved the idea of water canals on Mars.

02 Fine Arts

Staging	
Stage 1	Stage 2
Elizabethan era of the early 1600s	theater in the 1800s
Description	Description
sets were usually simple and imaginary, with exception of costumes, which were very complex	sets became more important, with scenery, props, lighting, and sound playing much more important role

1. (B) 2. (A) 3. (D)

Summary: Early stage productions consisted of basic scenery and actors used few props. The Elizabethan era was known for their elaborate costumes when staging Shakespearian plays. With the exeption of costumes, Elizabethan stages had very few props. Staging has changed markedly from the previous painted backdrops to constructed walls. Staging today is very realistic with moving sets, working doors, and windows.

03 Economics

Tulip Mania	
Stage 1	Stage 2
tulips are very valuable	value of tulips drops very suddenly
Description	Description
- not many were in supply, though many people wanted them - the price went up very quickly	- supply rose so high that no one thought they were valuable - many people lost large amounts of money

1. (B) 2. (D) 3. (C)

Summary: At one time, tulips were scarce in Holland, making them a valuable investment. The demand for tulip bulbs was high, which made the cost skyrocket. When buyers would not pay the inflated prices, the market took a plunge. This eventually crippled Holland's economy for many years after the tulip craze. It is called a "bubble" when prices reach an unsustainable economic level.

04 History

Roman Clothing	
Theory	Support
main purpose of Roman clothing was to convey a person's social status	- Roman garments depended on social status - togas of high quality could only be worn by those of high status - color of garments also displayed a person's status - only those of high status could wear certain colors or stripes

1. (A) 2. (B) 3. (B)

Summary: The clothes worn in ancient Rome determined the respect one could command. Those in high positions felt entitled to wear garments demonstrating their status. Common people would sew two pieces of material together, called a tunic. The common tunic was worn by all; however, dignitaries wore an extra drape called a toga. Those of a higher social status had more color in their garments.

05 Biology

Peppered Moth Evolution	
Theory	Support
coloration changes of peppered moth caused by human pollution	before the Industrial Revolution, peppered moth was almost always a grey color to blend in with environment
	during Revolution moth evolved to match new black color of many environments

1. (D) 2. (B) 3. (C)

Summary: The Industrial Revolution brought new coal factories where the peppered moths dwelled. As the face of its habitat changed, the moth changed to survive. The pollution from the factories extended into the area where they lived. The soot from the factories changed the color of the tree bark. The moths could no longer camouflage themselves until they evolved to the same color as the black bark.

06 Psychology

The Theory of Needs	
Main Idea	Aspect
McClelland's theory of needs attempts to explain motivations for many different things	many are driven by desire to achieve, which can make people successful but also limit interests
	some people need power, can be either personal or social
	some people seek approval of others, can cause them to be very social or to constantly fear social situations

1. (A) 2. (D) 3. (C)

Summary: There are three driving forces that motivate people in choosing career paths. Managers who are driven by power are often overbearing to their employees. Managers who have a need for social power generally empower their staff. Motivation of personal power is often a negative quality in a person. A manager's agonizing feeling of non-acceptance can be harmful to a company.

| Vocabulary Review 1 |

1. (D) 2. (A) 3. (B)
4. (D) 5. (B) 6. (D)
7. (D) 8. (C)
9. (A) 10. (B) 11. (A)
12. (C) 13. (C) 14. (A)
15. (B) 16. reviewed 17. overturned 18. continent
19. promising 20. triggered
21. (C) 22. (D) 23. (E)
24. (B) 25. (A)

| Mini Test 1 |

01 History

1. (C) 2. (B) 3. (D)
4. (B) 5. (A) 6. (B)

02 Biology

1. (B) 2. (D) 3. (B)
4. (D) 5. (D) 6. (C)

Chapter 5 Vocabulary Questions

01 Biology

Animals of Madagascar	
Theory	Support
animals evolved separately from those on the African continent	fossils show early animals on Madagascar were same as those in Africa
animals were forced to evolve because of climate changes	some animals can only be found in specific parts of the island

1. (C) 2. (B) 3. (D)

Summary: Madagascar, an island off the African mainland, contains 250,000 species of animals. These animals are endemic to this area and surprising to scientists. Studies have shown that animals evolved uniquely to adapt to this island. Observations show that most animals lived in the cold and dry lowland. Over periods of time, animals evolved and adapted to the environments in order to survive.

02 Sociology

Positivism vs. Anti-Positivism		
Positivism	Both	Anti-Positivism
• sociology is a science • conduct experiments to prove and test theories	• created in the same period	• society is separated from nature by certain features • use observation to prove and test theories

1. (C) 2. (D) 3. (A)

Summary: Two philosophies were created with distinct views regarding the field of sociology. Positivists regard sociology as a science and relate societal progress to animals' evolution. Anti-positivism believes the norms and traditions of society are not found in nature. The anti-positivists believe that scientific methods do not reveal anything about societies. Positivists collect data and conduct experiments, and anti-positivists gather information through observation.

03 Economics

Herd Behavior	
Theory	Support
people have more confidence in decisions made by a group	people bought a mediocre product just because a lot of other people had
	people sell or buy a stock for companies if they know decisions of other stockholders

1. (D) 2. (B) 3. (B)

Summary: People often follow the lead of others when they make financial decisions. Many do not have the individual drive to make informed financial decisions. The assumption is that group decisions are better than chancing individual decisions. People tend to buy a book only after it is a bestseller. People following the lead of others have been labeled as displaying herd behavior.

04 Environmental Science

Land Subsidence	
Cause	Effect
pumping water from ground	soil takes up less space and ground sinks
mining	chunks of earth are removed and ground can't support itself

1. (C) 2. (B) 3. (D)

Summary: Mining and the extraction of water from underground sources cause land subsidence. Digging long shafts eventually causes the loss of large chunks of earth. The shafts tunnel deep into the ground and can run two miles long. The sinking of the land may cause future problems with the infrastructure. The pumping of groundwater has caused Mexico City to sink thirty feet.

05 Zoology

Butterfly Defense Strategies			
Strategy 1		Strategy 2	
uses coloring		uses chemicals	
Example 1	Example 2	Example 1	Example 2
Australian Leafwing and the Evening Brown butterflies look like leaves when they stand still	some butterflies have dark spots on wings to make birds think they are bigger animals	some butterflies store poison from plants they eat	Tiger moths release foamy poison from the sides of their heads

1. (B) 2. (B) 3. (D)

Summary: Butterflies are colorful and attract attention, becoming a target for animals and birds. The butterflies' defense from predators range from camouflage to producing various toxins. One method of camouflage enables the butterfly to vanish into its surroundings. Some have wing spots that resemble snake eyes, causing predators to retreat. Others can produce toxins that are poisonous to bugs and other predators.

06 Literature

Augustan Literature	
Definition	
English literature written between 1700 and 1740	
Classical Influence 1	Classical Influence 2
use of satire	use of heroic verse
Example	Example
Jonathan Swift's *The Battle of the Books*	Alexander Pope's *The Dunciad*

1. (C) 2. (A) 3. (A)

Summary: Authors frequently used sarcasm to criticize the policies of rulers. During the Augustan period, books mocked the intellectuals for being too prideful. Modern intellects believed ancient works were inferior to the Classical style of that time. One of the most notable epic poems using "heroic voice" is Homer's *Odyssey*. The Augustan literary period included novels, books of satire, essays, and poetry.

Chapter 6 Reference Questions

01 Biology

Types of Roots	
Type 1	Type 2
taproots	diffuse roots
Description	Description
thick, long, grow downward	thin, short, grow horizontally
Example	Example
dandelions	marigolds, grass, and white clovers

1. (C) 2. (D) 3. (C)

Summary: The passage discusses two types of extensive root systems found in the soil. The first kind is a taproot which is an elongated root. Many secondary roots grow or sprout from it. The second root type is a diffuse root system where many thinner, shorter roots grow at a similar rate. The main function of these roots is to anchor plants so they don't blow away.

02 Geology

The Origins of Iron	
Theory	Support
fell from sky in form of meteorites	meteorites contain iron
shot onto Earth by exploding stars, and then sank to the center	iron can be found in Earth's core

1. (C) 2. (B) 3. (B)

Summary: The passage is about the origins of iron and theories about why we find it on Earth. Ancient people like Greeks and Egyptians thought iron had fallen from the heavens. They thought meteorites full of iron had fallen from the sky. The truth is that meteoric iron is rare and usually found in museums. Other people think iron was deposited here when a neighboring star exploded. They think gases from the star shot onto Earth, sunk into its center, and formed iron.

03 Advertising

Liberation Marketing	
Point 1	Point 2
focuses on the individual	treats people as intelligent individuals
Description	Description
encourages people to be themselves and not fulfill the expectations of others	treats people like individuals instead of mindless masses
Example	Example
soap ad reminds that most women don't look like supermodels	computer commercial showed how its product could break people away from sameness

1. (B) 2. (C) 3. (C)

Summary: This passage is about a kind of marketing from the 1990s called "liberation marketing." The idea was to focus on the qualities of the masses. That meant seeing people as they really were instead of trying to make everyone perfect. It embraced the flaws of everyday people. Instead of treating people as mindless, it made everyone feel special. The slogans of these advertisements made people feel that they didn't have to reach an ideal.

04 History

The Byzantine Empire Under Justinian	
Method	Explanation
Justinian reconquered Roman lands	starting in 533, lands in Northern African, Italy, and Spain were recovered
Justinian improved the legal system	in 528, the emperor ordered that all Roman laws be organized and reclassified

1. (D) 2. (D) 3. (B)

Summary: The passage discusses the changes to the Byzantine Empire during Emperor Justinian's reign. Before him, this eastern part of the Roman Empire had many problems. Northern invaders often demanded large sums of money in order to be appeased. Areas of land were lost to them, and the empire lost its magnificence. Under Justinian, this changed. He was tired of paying the people from the north to keep them at bay. General Belisarius helped him win back land in Spain, Italy, and other places.

05 Environmental Science

Pollution in the Amazon		
Step 1	Step 2	Step 3
decreased coal burning leads to reduced amounts of sulphate aerosol which keeps surface temperatures cool	bodies of water heat up, causing it to rain farther north	Amazon would be struck by long droughts that would eventually dry it out completely

1. (B) 2. (B) 3. (D)

Summary: The passage claims that burning less coal may be bad for the Amazon rainforest. Burning coal releases a gas that helps control temperatures because it cools the surface of the Earth. Since less coal is burned these days, there has been a shift of temperatures. Weather has also changed, and less rain falls in the Amazon. This could be fatal, and the rainforests may ultimately die. Some scientists project that rainforests could be dried up by 2060.

06 Astronomy

How To Spot a White Dwarf	
Method 1	Method 2
monitoring other stars for strange behavior, which could be caused by white dwarf star	use X-ray telescope to detect X-rays that come from inside the white dwarf
Example	Example
first white dwarf discovered in the 1800s using this method	X-ray telescope ROSAT detected a white dwarf in the 1990s

1. (C) 2. (C) 3. (B)

Summary: The passage is about white dwarf stars which shine very dimly. While millions of stars dot the universe, some are hard to see. White dwarf stars shine dimly because they have run out of material to burn. This makes them difficult to spot. Scientists first identified them through the anomalous behavior of other stars. Now they use special telescopes that do two things that make such stars easier to find. They magnify view and detect X-rays coming from white dwarf stars.

Chapter 7 Sentence Simplification Questions

01 Fine Arts

Function of Art in African Cultures	
Theory	Support
African cultures used art to show who held power	in the Ashanti culture, only leaders could wear jewelry with gold
	leaders of the Anang Ibibio (Ekpo) wore masks while enforcing the rules of the tribe

1. (D) 2. (B)

Summary: This passage looks at how art has been used to show power in African culture. While art is often used to inspire people and provoke thought, it can be used to display political strength. The Ashanti people of West Africa reserved works of art for use by their leaders. Their ruler carried a special staff made of gold and wood. In Nigeria, there are people ruled by a council of men called Ekpo. They don masks to show their power.

02 Environmental Science

Urban Forests	
Definition	Advantage
trees that grow in cities and heavily populated areas	helps reduce carbon dioxide in the atmosphere
	helps regulate city temperatures

1. (B) 2. (D)

Summary: The passage looks at the advantages of having urban forests in cities. Urban forests are large groups of trees that grow in cities. Having these trees in populated areas can do a lot of good for the environment. Trees remove harmful pollutants such as carbon dioxide from the air. They also help to regulate temperatures in cities. Trees provide shade in summer, and in winter, they shield buildings from frigid blasts of cold air.

03 History

Toba Catastrophe Theory	
Theory	Support
eruption of Mount Toba almost led to extinction of humans	evidence shows that eruption was serious enough to have triggered drastic temperature drop
	evidence suggests that number of breeding pairs was significantly reduced around time of eruption

1. (A) 2. (D) 3. (D)

Summary: A volcanic eruption almost led to the extinction of humans. Scientists study ice sheets to find information about this. Between 70,000 and 75,000 years ago, Mount Toba erupted, and this spurred many changes. Earth got much colder because the volcano's ash stopped sunlight from getting in. This change was so drastic in many places that humans could not live there. The fact that today's humans descended from about 20,000 people supports this theory.

04 Environmental Science

Nuclear Power
Advantages
does not produce air pollution
produces waste that is easy to dispose of

1. (B) 2. (D) 3. (C)

Summary: The passage discusses good things about using nuclear power. The writer says that unlike fossil fuels, this kind of power doesn't produce air pollution. Pollution should not be underestimated. Many problems are caused by contaminants in the air. They damage buildings and cause many human illnesses. The main culprit is carbon dioxide gas. When nuclear power is produced, there is a facility for easy waste disposal. There is only a small amount of waste, and it is easy to store.

05 Anthropology

Bergmann's Rule	
Theory	Support
Bergman's Rule predicts size of animals and humans depending on climate they live in	• polar bears in Arctic circle are very large, whereas sloth bears in tropics are much smaller
	• Inuit people of Alaska are stocky, whereas many people in African jungles are very short

1. (B) 2. (D) 3. (A)

Summary: Animals and humans living in colder climates are usually larger than animals living in warmer climates. They use their large size to maintain heat. This is known as Bergmann's Rule. This pattern is easily correlated with the animal kingdom. For example, polar bears from the north are appreciably larger than other bears. Inuit people from Alaska are also stockier in build. Sometimes, small bodies have a large surface area so as to release heat.

06 Environmental Science

Uses of Cloud Seeding	
Use 1	Use 2
induce precipitation	prevent lightning
Explanation	Explanation
- chemicals dispersed in clouds help ice crystals form in clouds	- tiny pieces of aluminum are scattered in storm clouds
- when the ice crystals get too heavy, they fall as rain	- aluminum reduces the electric charge built up in the cloud

1. (D) 2. (C) 3. (B)

Summary: Cloud seeding is a form of weather modification which is used to manipulate weather. Scientists can cause more rain to form in clouds. They do so by getting planes to disperse special chemicals inside clouds. This is usually done in areas suffering from droughts. By putting aluminum pieces inside clouds, they also hope to stop lightning. Lightning forms inside clouds when ice crystals create an electrical charge.

Chapter 8 Text Insertion Questions

01 Anthropology

The Nazca Lines		
Topic	Theory	Support
origin and purpose of the Nazca Lines in Peru	created as art that was viewed from the sky	Nazca people possessed materials necessary to build a hot air balloon to create and view lines
	lines were created for gods	pictures showed animals and figures sacred to Nazca people

1. (C) 2. (D) 3. (A)

Summary: The Nazca Lines are huge sketches found on the desert of Peru. Researchers have puzzled over these pictures for many years. They formulated theories about them. Some scientists believe they are art works that should be looked at from the air. Others believe the drawings are used to mark areas that were sacred to the Nazca people. The images depict animals and figures found at other religious sites.

02 Geology

Mount St. Helens Eruption	
Cause	Effect
eruption of Mount St. Helens in 1980	transportation was made difficult as visibility on roads was reduced and airports were closed
	economy was harmed because tourism dropped in Washington State

1. (C) 2. (A) 3. (C)

Summary: Mount St. Helens erupted in Washington in 1980 and caused many unforeseen problems. The explosion affected transportation in the area very badly. There was so much ash in the air that visibility was almost zero. Roads closed down, and airports had to cancel flights. Later, the airports were obligated to give money to clean up the area. The airports lost a lot of money, and the area had a big reduction in tourism. People were scared of the volcano.

03 Biology

The Eyes of Honeybees		
Role	Supporting Point	Explanation
bee's eye is designed to help it find nectar in flowers	eye can easily detect motion	bee can see flowers as they move in the wind because they appear as flickers
	eye can see UV light	bees can more easily see flowers and nectar inside because they appear as different colors

1. (B) 2. (D) 3. (B)

Summary: Honeybees have special eyes called compound eyes. They help bees find flowers and nectar. They do so because they detect motion very well. They can see flowers moving in the wind through flashes. This is called the flicker effect and helps the bees find food. Compound eyes also sense ultraviolet light. This helps the bee find flowers full of liquid because they are darker in color. Honeybees can also use their eyes to distinguish between food and other flower parts.

04 Meteorology

Stopping Tornadoes		
Role	Supporting Point	Explanation
new technologies may be used to stop tornadoes before they can form	microwaves may stop tornadoes	microwaves can be shot at a storm's cold downdraft, which may stop the formation of tornadoes
	a powder could make storms dissipate	powder can absorb 1500 times its weight in water, which would take the moisture out of storms

1. (A) 2. (B) 3. (C)

Summary: Scientists think they may have found two ways to stop tornadoes from forming. One way is to shoot microwaves into weather systems where tornadoes might form. These are special beams that warm the air so that the downdrafts causing tornadoes don't form. Using a computer simulation, one scientist has shown how this might work. The other way is to use a special powder to dissipate storms before they get too severe. This powder absorbs the moisture that makes storms happen.

05 Economics

Currency Unions	
Cause	Effect
a number of countries begin to use same currency	traveling between countries becomes easier as travelers no longer have to exchange currency
	businesses do not have to worry about currency-exchange risks, so are more likely to do international business

1. (D) 2. (C) 3. (D)

Summary: Many good things happen when countries share one currency. A good example is the European Union where fifteen countries share one kind of money. This stops people from losing money through exchange fees when they move between countries. These fees are negated because all the countries share the same money. Travelers and businesses can move money across national boundaries. There is an absence of risk. Business operations work better and more easily.

06 Health

Light Pollution	
Cause	Effect
light pollution caused by office lighting and excessive outdoor lighting	human health can be harmed, including increased headaches, fatigue, and high blood pressure
	psychological harm, especially in offices where workers experience increased stress and lowered productivity
	plants and animals can be affected; some flowers cannot bloom with light, and some animals don't reproduce properly

1. (D) 2. (A) 3. (B)

Summary: Pollution made by light can be bad for human health. It can also disrupt ecosystems. High levels of fluorescent lighting can make office workers sick. Studies have found that there is a higher incidence of ill health among workers in offices that have bright lights. Health can be adversely affected if there is too much light at nighttime. When lighting renovations happen, workers often start to feel better. Their productivity also increases, and they feel happier at work.

| Vocabulary Review 2 |

1. (A) 2. (C) 3. (B)
4. (D) 5. (D) 6. (A)
7. (C) 8. (A)
9. (C) 10. (D) 11. (A)
12. (A) 13. (D) 14. (D)
15. (A)
16. pests 17. pollutant 18. incidence
19. puzzled 20. ultimately
21. (C) 22. (D) 23. (A)
24. (E) 25. (B)

| Mini Test 2 |

01 Geology

1. (C) 2. (C) 3. (C)
4. (D) 5. (C) 6. (C)

02 Chemistry

1. (C) 2. (A) 3. (B)
4. (A) 5. (C) 6. (D)

Chapter 9 Prose Summary Questions

01 Biology

Ungulates	
Definition	Type
mammals that carry their weight on the tips of their toes and have developed hooves	odd-toed ungulates tend to be larger animals whose hooves are designed to carry their heavy weight
	even-toed ungulates are smaller with split hoof that gives mobility

1. (B, C)

Summary: The passage discusses mammals called ungulates that carry their weight on their hooves. There are two types of ungulates. Odd-toed ungulates carry their large masses on hooves that are not split. The large hooves of a horse, for example, are suited to carry its extreme weight. Odd-toed ungulates also have wide hooves, which help them balance their large bodies. Even-toed ungulates have "split" hooves which are designed for mobility, not for holding large amounts of weight.

02 Health

The Health Benefits of Beverages	
Theory	Support
caffeine and teas may have elements that help protect against or fight many common diseases	caffeine creates protective layer around nerve cells, helping prevent multiple sclerosis
	green and black teas contain catechins, which have been linked to fighting certain types of cancer

1. (A, B)

Summary: The passage explains that caffeine and tea have many health benefits. Caffeine makes a protective layer around a person's nervous system. This helps to prevent multiple sclerosis (MS). Mice given doses of caffeine were 75 percent less likely to get MS. Teas contain chemicals called catechins which may help fight cancer. Even though the digestion process breaks down many catechins, drinking tea is still healthy. The Kuna people, who drink tea with catechins, have less than a 10 percent incidence of stroke.

03 History

The Hanging Gardens of Babylon	
Theory	Support
significant amount of evidence suggests that the Hanging Gardens of Babylon did exist	excavation site was found along the Euphrates River that matches the location described by Greek historians
	excavation site along the Euphrates had several seeds scattered around the area, suggesting a garden was in the area

1. (A, B)

Summary: The passage discusses the famous Hanging Gardens of Babylon. They were thought to be one of the Seven Wonders of the World. They were rumored to have been planted in a soil bed held up by columns. Excavation by scientists along the Euphrates River uncovered the possible site of the gardens. Scientists cleared the area and found several seeds scattered across the ground. This suggests that many plants were growing in the area. It also strengthens the case that the gardens existed.

04 Fine Arts

The Pre-Raphaelite Brotherhood	
Definition	Explanation
group of artists and critics, known as the Pre-Raphaelites, organized in 1848 and created a unique artistic movement	Pre-Raphaelites focused instead on natural, realistic elements
	Brotherhood used antique settings and poses common in medieval art

1. (B, D)

Summary: The passage discusses an art movement formed in 1848 called the Pre-Raphaelite Brotherhood. This movement had a new approach to art which caused a stir among art critics. It was so unusual that some people believe it was the first real avante-garde movement in art. The artists paid special attention to the medieval period. While artists were not forced to adhere to rules, they liked to use antique settings. They also liked to paint in a realistic way.

05 Geography

The English Channel	
Theory	Support
English Channel played important role in way plant and animal life developed on British Isles	during warm periods, birds carried seeds across channel, allowing new plant species to grow on isles
	cold periods froze channel, allowing a few animals to cross over to isles

1. (A, D)

Summary: The passage discusses how the English Channel created a barrier between Europe and Britain. This piece of water stopped many animals and plants from traveling to the British Isles. The water was difficult for land animals to traverse. In summer, it was full of water, and in winter, when it froze, it was too dangerous to cross. Some birds and plants were able to establish themselves there in warmer periods. The water did, however, filter out most animals from Europe.

06 Environmental Science

Carbon Dioxide in the Oceans		
Theory	Explanation	Effect
increased CO_2 emissions have caused many to speculate that life in sea will be harmed	CO_2 is absorbed by ocean, which increases ocean's acidity and threatens many organisms in ocean	animals in sea could become acidic, either killing them or preventing them from reproducing

1. (C, D)

Summary: The passage looks at why emissions of carbon dioxide gas are dangerous for the sea. The gas makes the sea more acidic, and this could threaten sea life. Many sea animals and plants cannot live in this kind of environment. Scientists are not sure of the precise impact this will have. They are scared it could be devastating. They also find it worrisome that many sea animals may not be able to reproduce.

Chapter 10 Table/Chart Questions

01 History

Incas vs. Aztecs	
Incas	Aztecs
located in South America near present-day Peru, Argentina, etc.	located in present-day Mexico
was destroyed before it had a chance to fully develop its society	became very developed, even requiring children to attend schools

Incas vs. Aztecs	Statements
Inca Civilization	• stretched across much of South America • was destroyed before it fully developed
Aztec Civilization	• required girls to attend school at a young age • thrived for nearly 150 years • had its capital located in modern Mexico City

Summary: The passage looks at distinctions between the Incas and Aztec people. The main ones are that they lived in different places. The Incas lived across much of South America, and they never had a unified empire like the Aztecs. They began as a small tribe and had many groups. They spoke over 700 different languages. The Aztecs lived across much of modern-day Mexico. They were very prosperous for more than 150 years.

02 Health

The Development of Ayurvedic Medicine	
Cause	Effect
schools called gurukuls were formed	secrets of the Ayurveda were passed from teacher to student instead of being lost
the emperor, taking from Buddhist teachings, banned bloodshed in India	practitioners of Ayurveda were forced to stop using surgery and developed new methods and drugs

Factors Important to the Development of Ayurveda	Statements
Gurukul	• helped spread information without a writing system • passed knowledge orally to new students • allowed Ayurveda to be remembered to the present day
Buddhism	• caused the Indian emperor to prohibit surgeries • increased knowledge of new medicines

Summary: Ayurveda is a very old form of medicine still practiced in India and Sri Lanka. Schools called gurukuls were crucial to its development. These people had no way of recording their discoveries. Information was passed down orally between teachers and students. Buddhism also helped Ayurveda. It made the emperor prohibit bloodshed in his kingdom. That meant no one did surgery for a long time. Instead, they found new ways of healing the sick.

03 Biology

Hunting Strategies of the Etruscan Shrew	
Strategy 1	Strategy 2
relies on sense of touch to be able to hunt at night	changes its attack depending on what type of prey it encounters
Example	Example
shrew attacked fake cricket based on its recognition of the prey just by touching it	shrew found the most vulnerable part of an unfamiliar prey

Adaptations of the Etruscan Shrew	Statements
Nocturnal adaptations	• uses its long, sensitive whiskers to identify prey • can recognize prey without use of smell • does not use its sense of vision to hunt
Strategy adaptations	• changes its attack depending on its prey • knows to bite different parts of certain animals

Summary: The Etruscan Shrew, which hunts during the cover of night, is a nocturnal animal. Its vision is impaired by the darkness, so it uses its sense of touch to hunt. In one study, a shrew viciously attacked a plastic cricket which had no smell or movement. This suggests a shrew depends the most on touch when hunting. Also, a shrew can change its hunting strategy when exposed to bigger animals. It can attack both small insects and giant cockroaches.

04 Geology

Effects of Permafrost Loss	
Cause	Effect
soil sinks when permafrost melts, making land more vulnerable to flooding	flooding creates increased methane emissions, which worsen global warming
	flooding helps plants grow, which may help reduce global warming

Effects of Permafrost Loss	Statements
Possible problems of permafrost loss	• methane is released from frozen remains • soil sinks and leads to increased flooding
Possible benefits of permafrost loss	• more plants grow to absorb greenhouse gases • floods make soil more fertile • new types of plants grow in flooded areas

Summary: The passage discusses permafrost, a thick layer of frozen soil. Permafrost provides a stable platform for plant life to grow on. When permafrost melts, the land above it begins to sink. This melting can lead to flooding and increase the amount of methane, a greenhouse gas. The methane trapped in the frozen remains of plants and animals is released when they thaw. Some think that the melting of permafrost is good because it allows soil to become pervaded by nutrients.

05 Zoology

How Fishing Causes Growth and Decline in Fish Populations
Step 1
• older fish targeted and young fish spared by fishermen • young fish able to reproduce very quickly
Step 2
• environment can't support large number of fish • fish run out of food and begin to die • surviving members are very weak

Events in Fish Population	Statements
Population growth	• causes the ecosystem to be overrun with young fish • encourages the government to place restrictions on fishing • allows small fish to deplete natural resources
Population decline	• leads to the weakening of fish offspring • prevents many fish from growing into adulthood

Summary: The passage discusses how fishing in exploited areas does not always decrease fish populations. Older, larger fish are more desirable for fishermen to catch. Then young fish reproduce more quickly than the older fish. The population of these young fish mushrooms. This immediately puts a strain on natural resources. There is not enough food, and many fish die of starvation.

06 Environmental Science

The Effect of African Dust on Caribbean Coral	
Theory	Support
dust from Africa kills coral in Caribbean Sea	• dust was created at same time that coral began dying in 1970s • was transferred by trade winds
	• Caribbean coral had large amounts of aspergillus • DNA studies showed that aspergillus found on coral was same in African dust

Evidence That African Dust Kills Coral	Statements
early discoveries	• discovered that African soil turned to dust because of a lack of moisture • learned that dust was carried to the Caribbean via trade winds
later discoveries	• used DNA tests to show that aspergillus originated in Africa • showed that coral injected with aspergillus quickly died • connected the aspergillus in the Caribbean to the dust in Africa

Summary: Coral is very fragile and can easily be damaged. If coral dies, whole marine communities can die, too. Accordingly, scientists get very worried when this happens. When coral began to inexplicably die in the Caribbean Sea, scientists studied why. They found that dust blown into the sea by trade winds was the problem. The dust was full of a deadly fungus that killed the coral. The dust came from Africa and was identical to dust found in the sea.

| Vocabulary Review 3 |

1. (C)
2. (A)
3. (B)
4. (D)
5. (D)
6. (A)
7. (B)
8. (A)
9. (D)
10. (C)
11. (A)
12. (C)
13. (B)
14. (A)
15. (A)
16. capable
17. extensive
18. established
19. viciously
20. incidence
21. (E)
22. (C)
23. (B)
24. (A)
25. (D)

| Mini Test 3 |

01 Biology

- Chemical molecules allow a person to perceive a chemical sense.
- Gustation depends on taste buds that are stimulated by chemicals in food

02 Anthropology

Theories	Statements
Transport of children	• Children could not grip their parents. • Parents were forced to evolve. • It would take more energy to carry objects this way.
Movement	• Early humans may have lived in trees. • Wild orangutans can walk on two feet.

Practice Test

01 Botany

1. (A) 2. (D) 3. (B)
4. (D) 5. (C) 6. (D)
7. (B) 8. (B) 9. (C)
10. (B) 11. (A)
12.

Fungi Relationships	Statements
Fungus-Plant Relationship	• is beneficial to both organisms • helps the fungus get food • takes place in the soil
Pilobolus-Cow Relationship	• benefits only one of the organisms • helps the fungus reproduce

02 Biology

1. (C) 2. (A) 3. (C)
4. (D) 5. (D) 6. (A)
7. (C) 8. (C) 9. (D)
10. (B) 11. (D) 12. (B)
13. (D)
14.

• Evil spirits produce the lights to get travelers lost. • The lights alert travelers to the presence of buried treasure.

Listening

Note: Graphic Organizer answers are suggestions only and may not match students' answers exactly.

Preview Test

01 Science

1. (D) 2. (A) 3. (C)
4. (C) 5. (B)
6.

	Labrador Tea	Saxifrage	Marsh Marigold
Has hairy leaves		√	
Grows in clumps	√		
Flowers follow the sun			√
Grows close to ground	√	√	√

02 Geography

1. (C) 2. (D) 3. (C)
4. (B) 5. (A) 6. (B)

03 Service Encounter

1. (B) 2. (C) 3. (A)
4. (B)
5.

	YES	NO
Look up companies in the phone book	√	
Make and sell her own artwork		√
Apply to teach art to kids	√	
Schedule a mock interview	√	

Chapter 1 Main Idea Questions

01 Music

Cool Jazz	
Cause	Effect
European influence, use of new instruments	Gave jazz a softer sound
	Larger jazz bands
Greater focus on the individual	People come specifically to see musician

1. (A) 2. (A)

Summary: The professor is talking about cool jazz from the 1940s and '50s. This jazz had more classical European influences than earlier forms of jazz. This meant that jazz musicians could also use instruments like flutes and tubas. The music sounded lighter and softer and jazz bands became bigger. Bands grew to be mid-sized orchestrated groups and also gave individuals more focus. The first true cool jazz icon was Miles Davis. He made a famous recording that brought him much recognition as a musical artist.

02 Geology

How Diamonds are Formed			
Step 1	Step 2	Step 3	Step 4
Carbon molecules rearrange and crystallize	Magma rises up to Earth's surface and erupts from a volcano	Magma hardens into rock	Rock weathers away, revealing a diamond for someone to find

1. (A) 2. (C)

Summary: The professor explains how diamonds are formed from lumps of coal. Coal is made from carbon molecules that change due to heat and pressure. The coal lumps are found about 160 kilometers inside the Earth. The temperature here is about 2200 degrees Fahrenheit. These conditions change the molecules of coal which crystallize to form a diamond. When volcanoes erupt, molten rock or magma containing diamonds is pushed upward. The rock then hardens and weathers away over time to reveal the diamonds.

03 Office Visit

School Trip	
Problem	Solution
Kim can't afford to go on a trip	Use money from her job
	Apply for a scholarship

1. (C) 2. (C)

Summary: A student speaks to her professor about going on a summer trip to study the Great Barrier Reef. Kim is in college, and this trip is organized by her school. She can't afford it, so the professor tells her to apply for a scholarship that is awarded to ten students per semester. She needs a GPA of 3.0 to get it, and her's is 3.7. The professor agrees to write her a recommendation, and Kim says she appreciates his help.

04 Service Encounter

Misplaced Book	
Problem	Solution
Student can't find a book	Librarian finds book in the library's database

1. (B) 2. (C)

Summary: A student is searching the library for a biography of poet James Wright. He asks the librarian for help so she asks him for the book's call number. She uses this number to search the library catalogue for the book. The librarian cannot find it there but realizes it may have been scanned as a document. By checking the computer database, she finds it. Now the student can print it out to complete his paper on time.

05 History

Who Discovered America?	
Theory	Support
Christopher Columbus	Came to America in 1492
Polynesians	Chicken bone found

1. (C) 2. (B)

Summary: A history professor is talking about Christopher Columbus. He believes Columbus was not the first outsider in the Americas. He says new evidence has shown that Polynesians came there before 1492. Scientists know this from a chicken bone found in Chile. The bone was from a chicken from the Polynesian Islands. One of the students is not convinced that the bone disproves Columbus was there first. The professor explains that the bone predates Columbus's arrival by more than one hundred years.

06 Biology

Sickle-Cell Trait	
Cause	Effect
Children inherit sickle-cell trait from parents	Inheriting from both parents causes a deadly disease
	Inheriting from one parent helps protect against malaria

1. (B) 2. (B)

Summary: The biology professor is discussing sickle-cell disease. This disease is genetic which means you inherit it from your parents. If you get it from both your parents, you will get sick and die. If you get the sickle-cell trait from only one parent, you will live. You will also be immune to malaria, another dangerous disease. Malaria is a parasitic disease carried by mosquitoes.

07 Office Visit

Retaking a Class	
Problem	Solution
Wants to take a class again	Become the professor's TA

1. (D) 2. (B)

Summary: Brenda is talking to Professor Brown about his Tribal Culture course. She is fascinated by it and wants to repeat the class. Professor Brown tells Brenda about his course for the next semester. It will focus on a tribe of African warriors called the Masai. He also tells her she will not get any credits for taking his class a second time. He suggests that she become his teacher's assistant. Then she will get a credit for repeating his class.

08 Service Encounter

Parking Problem				
Issue	Solution 1	Solution 2	Concern	Refutation
Student needs to find a place to park	Attendant suggests parking at parking meters	Attendant suggests student use the parking structure	Student thinks it will be too expensive	Attendant says structure costs less at the time of her class

1. (C) 2. (D)

Summary: A student wants to buy a parking permit for one semester. The student does not want to pay for the whole year because she is going to graduate soon. The man explains that the university doesn't sell semester increments and tells her to try the parking meters. The student says she won't have time to fill the meter. She is scared her car will be towed or ticketed. The man says she could park at the visitor's parking structure.

09 History

Mayan's Disappearance	
Theory	Support
Disappeared after a series of droughts destroyed food source	Evidence for dry periods found in sediment samples taken off the coast of Venezuela

1. (C) 2. (A)

Summary: The professor explains to his history class that droughts destroyed the Mayan people. They needed water to produce corn. Without water, their major food source did not survive and so their civilization perished. Scientists have made some amazing discoveries to prove this. They analyzed parts or segments of the ocean floor near Venezuela. The cores of the ocean floor are made of layers of light and dark sediment. The layers show how little rain fell there hundreds of years ago.

10 Zoology

The Complex Language of Prairie Dogs	
Theory	Support
Prairie dogs can communicate through a complex language	Digital records show specific repeated patterns of sound
	Have terms for different objects
Language is a learned skill	Different prairie dog communities have different dialects

1. (A) 2. (A)

Summary: The professor says prairie dogs may have the most sophisticated language in the animal world. Scientists recorded their barks and yips and analyzed them. They found that these dogs use nouns, verbs, and adjectives, and distinguish between colors. Their language is not universal and they use different dialects in different areas. The dogs also make up new words. During a test, they made up a word for an oval shape. They use their language to defend themselves.

Chapter 2 Detail Questions

01 Astronomy

Why Venus is Hotter than Mercury	
Cause	Effect
High amount of greenhouse gases	Thick atmosphere
	Keeps heat from escaping

1. (B) 2. (B) 3. (C)

Summary: A professor explains to his astronomy class why Venus is hotter than Mercury. Venus is twice the distance from the sun than Mercury is, yet it is much hotter. This is because Venus has a thick atmosphere while Mercury has none. The sun's heat is thus trapped on the surface of the planet by carbon dioxide gas. Venus used to contain water like Earth, but it evaporated long ago. This helped create a lot of greenhouse gases which trap heat.

02 Botany

Functions of Cell Walls and Chloroplasts	
Plant Part	Role
Cell Walls	Provides support to the plant
	Prevents harmful substances from entering cell
Chloroplasts	Gives plants their green color
	Absorbs sunlight to create food

1. (D) 2. (C) 3. (C)

Summary: The teacher is discussing the differences between plant and animal cells. Animals have skeletons to give their bodies shape and structure. Plant cells have cell walls to provide shape and structure. The cell walls are rigid structures around the cell membrane. They give cells support and stop harmful substances from getting in. Plant cells also contain organelles called chloroplasts which absorb sunlight. They use this light along with water and carbon dioxide to make food for the plant.

03 Office Visit

Turning in a Late Project			
Issue	Solution	Concern	Refutation
Student was sick and couldn't turn in project	Student tries to turn it in late	It's against the professor's policy to accept late work	She'll make an exception to the rule

1. (A) 2. (A) 3. (C)

Summary: A student's essay on the economic recession is late. The professor is not happy because the student skipped class. The student tells the professor he was sick the day the essay was due. He says he knows that the professor likes to enforce the rule about late work. He says that he worked really hard and couldn't find a number to call. The professor tells him it's okay but that next time he should email her from a neighbor's house.

04 Service Encounter

Scholarship	
Problem	Solution
Student is going to lose her scholarship	Write to the scholarship committee and ask if she can take a summer course for the required credit

1. (B) 2. (C) 3. (C)

Summary: A student must drop a class due to a work conflict. If she stops taking the class, she will lose her scholarship. It's also too late in the semester to transfer to another course. The registrar suggests she take a summer course that will give her the credits she needs. To get into this program, she needs to write a letter to the university's scholarship committee. She must explain her situation, and then they will review her case and decide.

05 Literature

Greek and Roman Plays vs. Morality Plays		
Greek and Roman Plays	Both Plays	Morality Plays
Fully developed main characters	Has a villain	Main character represents humanity as a whole
Main character has a flaw within himself		Main character actually encounters the villain, which is a vice

1. (A) 2. (B) 3. (B)

Summary: This literature class is studying morality plays from the Middle Ages. The professor explains that many characters in these plays were simple and not complex. They represented good qualities called virtues, or bad qualities called vices. The most evil character represented vices like greed. He was the villain of the play. He always tried to make the main character, Everyman, follow him. Everyman had to choose between following him and doing the right thing.

06 Geology

Formation of the Hawaiian Islands			
Step 1	Step 2	Step 3	Step 4
A hotspot in the Pacific Ocean releases lava	Lava builds up and forms a volcano	The volcano gets bigger and becomes an island	The plate carries this island away, and new one is made in the same spot

1. (C) 2. (B) 3. (C)

Summary: The professor mentions that there is a volcanic hotspot located under the Hawaiian chain of islands. This hotspot formed these islands. How this works is that a stream of hot lava erupts onto the ocean floor. The lava cools and hardens, forming a volcano. This lava keeps spewing out until the volcano builds up to such a size that an island is produced. When this island moves, more lava produces more islands in the gap. Then an island chain is formed.

07 Office Visit

Rescheduling	
Problem	Solution
Dance recital scheduled at the same time as final	Reschedule the final if department head allows it

1. (C) 2. (C) 3. (A)

Summary: Steven is a dance major who wants to reschedule his English final. This is because he has a mandatory dance recital on the same day as his English exam. There is a scheduling conflict between the two exams. His professor tells him he will have to talk to the head of the English department. He must prove that the dance exam conflicts with the English one by getting notes from his dance teachers.

08 Service Encounter

Disenrollment			
Problem	Solution	Concern	Refutation
A student has been disenrolled	He needs to re-register for his classes	Class might fill up	Talk with class professor

1. (A) 2. (C) 3. (A)

Summary: A student has been disenrolled from his classes. The cashier uses his student ID to check what the reason is. She tells him this has happened because he owes $75 for a yoga class which he forgot to pay. He will also have to register again for all his classes. He has been credited for what he's paid so he won't have to pay again. To keep his class that's filled to capacity, he must explain the situation to his professor.

09 Botany

How a Strangler Vine Kills a Tree			
Step 1	Step 2	Step 3	Step 4
Seed is dropped at the top of a tree	Vine grows downwards until it reaches the tree's roots	Vine thickens and flattens out until it completely encases the tree	Vine kills the tree by squeezing it to death or by blocking its sunlight

1. (B) 2. (D) 3. (C)

Summary: The professor is talking about the strangler vine. Plants killed by this vine experience an agonizing death. The vine's seeds grow on top of the leaf canopy in South American rainforests. They then begin to grow downward. Once they are rooted in the ground, they merge. They get thicker and flatten out so that they can encase trees completely. The trees die from being squeezed or getting no sunlight. Then they rot away leaving the vine in their form.

10 Fine Arts

Picasso's Rose Period	
Definition	Characteristic
A period of Pablo Picasso's art	Used more happier colors, like pink and orange; used less sad colors like blue
	Celebrated outsiders in society, like members of the circus, especially the harlequin clown

1. (A) 2. (C) 3. (D)

Summary: The professor is discussing the work of Pablo Picasso. Students have learned that during his "blue" period, Picasso painted using dark, depressing colors. This was because he was mourning the death of a close friend who died in 1901. When Picasso fell in love around 1904, he became more optimistic. In his "rose" period, he used happy pink pigments and joyful oranges. He started painting circus performers in their checkered patterned clothing. These happy paintings sold well.

| Vocabulary Review 1 |

1. (C) 2. (B) 3. (A)
4. (D) 5. (A) 6. (C)
7. (D) 8. (C)
9. (A) 10. (C) 11. (C)
12. (A) 13. (D) 14. (C)
15. (B)
16. defend 17. parasite 18. canopy
19. merge 20. encase
21. O 22. O 23. O
24. S 25. S

| Mini Test 1 |

01 Biology

1. (A) 2. (B) 3. (B)
4. (C) 5. (C)

02 History

1. (A) 2. (B) 3. (C)
4. (D) 5. (B)

03 Service Encounter

1. (D) 2. (B) 3. (D)
4. (A) 5. (A)

Chapter 3 Function Questions

01 Biology

Fungi		
Types	Role	Example
Mushrooms and mold	Used as important medicines	Penicillin
	Used for food products	Bread, soda, soy sauce

1. (C) 2. (D) 3. (C)

Summary: The biology teacher is discussing types of fungi. Fungi are living organisms that have many uses. The professor says that mold growing on stale food like old fruit and bread can sometimes save lives. Some, like penicillin, fight infections. Other types of fungi are used to make breads, candy, or soda by producing a special kind of acid. Fungi also give soy sauce its tasty flavor. So while they may often seem disgusting, they are really quite useful.

02 Astronomy

The Process of Atmospheric Distortion			
Step 1	Step 2	Step 3	Step 4
Light rays from stars enter Earth's atmosphere	Light rays hit air pockets	Air pockets bend light rays in different directions	Light rays strike the eye at different angles, making star look like it's twinkling

1. (B) 2. (C) 3. (A)

Summary: The professor explains that when stars twinkle, it is an illusion called atmospheric distortion. When stars give off rays of light, the rays travel into the Earth's atmosphere. The atmosphere is not one big uniform blanket of molecules. It is made up of air currents called "pockets" that move at different speeds. When starlight enters the atmosphere and hits these pockets, the light bends in random directions. Then when it enters our eyes, it appears as if the stars are twinkling.

03 Office Visit

Hard to Understand Professor's Lectures		
Problem	Solution	Reason for the Solution
Student is having trouble understanding lectures	Go to the professor's website	Student will be able to review the key vocabulary for the lecture ahead of time

1. (B) 2. (B) 3. (B)

Summary: Anja wants help from her English professor. He asks her to proceed, so she explains that she struggles to understand his English classes. This is because English is her third language. The professor understands Anja's dilemma but says he can't alter his lectures just for her. He suggests that she check the class website before lectures. The professor posts lecture notes there which Anja can use to familiarize herself with class vocabulary.

04 Service Encounter

Problems Registering for a Class			
Issue	Solution	Concern	Refutation
Student can't register for business course	Register later after business students register	Class will fill up	Probably not. It's not very popular

1. (A) 2. (D) 3. (C)

Summary: A student tells the counselor that he tried to register online for a course called "Marketing Strategies." The course is currently restricted for freshmen. Only sophomores and upper class business school students can register for this course. A freshman who has not been admitted to the business school has to wait to register. First, the older students must sign up for the classes they need. This ensures that business students can take the courses they need.

05 Fine Arts

Pop Art vs. Dadaism		
Pop Art	Both	Dadaism
Celebrates popular society	Rejects traditional high art	Criticizes popular culture
Playful	Uses everyday objects	Somber

1. (A) 2. (C) 3. (A)

Summary: The professor is talking about Dadaism and Pop Art. She says that both movements developed in opposition to "high art." Both rejected high art concerns like beauty and technique. The two movements were also different in many ways. Dadaists wanted to show the excesses and wastefulness of society. Their art was often somber whereas Pop Art was more playful. Pop artists embraced pop culture and its products.

06 Biology

Single-Trait Breeding	
Advantages	Disadvantages
Convenient	Produces unwanted traits
Happens quickly	Can cause brain damage

1. (A) 2. (A) 3. (D)

Summary: In order to increase desirable traits in animals, breeders carefully choose which animals to mate. An example would be to breed chickens with big muscles. This technique is called single-trait breeding. This process is so quick that in one year they can breed two generations of chickens. There are also dangers to this breeding style. For example, fat chickens will have deformed legs because they are so heavy. It can also cause psychological damage to animals.

07 Office Visit

Expensive Software	
Problem	Solution
Student can't afford required software for class	Buy it at the bookstore, which offers it to students for half price

1. (A) 2. (A) 3. (C)

Summary: A student wants to take a computer graphics course. She is worried because the software she needs to install on her computer is expensive. The professor tells her this software is required so that students can generate graphics on their computers. Without access to the software, the class will not be of much use. The professor says the student can purchase the software for half price at the university bookstore.

08 Service Encounter

How to Get Funds to Attend a Conference	
Problem	Solution
Student wants to attend science conference, but it's too expensive	Science department will contribute $100 to cover expenses
	Apply to Student Senate for sponsorship

1. (D) 2. (A) 3. (C)

Summary: A student wants to attend a conference in Houston but is worried about money. He wants to know how to raise the money to go. The woman tells him that the science department contributes $100 to every student who goes to a conference. She says he can also apply to the Student Senate. They usually sponsor academic projects or trips and they have a large budget.

09 Economics

Trade Associations	
Advantage	Disadvantage
Allow businesses to control industry	Can give some businesses an unfair advantage over others
Give businesses more power to influence public policy	Can't punish businesses that behave immorally

1. (B) 2. (B) 3. (A)

Summary: The professor is talking about trade associations. They form when businesses work together and pool resources. By doing this, they have more influence. Huge corporations have power to act alone, but small businesses need help. Trade associations set standards for good conduct. They don't support businesses that act in immoral ways. The problem with these groups is that they sometimes stop new businesses from joining them. They also don't have much power to punish offenders.

10 Biology

Aggressive Mimicry	
Definition	Role
A strategy in which an organism fools its prey or host by acting like another harmless organism	Used by predators to attract or approach prey
	Used by parasites to enter host's body

1. (B) 2. (B) 3. (B)

Summary: The professor is discussing aggressive mimicry which is when a predator acts harmless to get near its prey. Then the organism it is hunting doesn't get scared or run away. Examples of this are turtles whose tongues look like worms and help them catch fish. Sometimes parasites look edible because they want to get eaten so that they can live off of their host. Examples are worms that look like small crustaceans. They get eaten by large fish and live off of them.

Chapter 4 Stance Questions

01 History

How Over-Plowing Caused the Dust Bowl		
Cause	Immediate Effect	Further Effect (economic)
Farmers plowed much of the grasslands during the Depression	There was nothing left to hold the soil down when the drought and high winds hit	Great Depression became more serious

1. (A) 2. (A) 3. (B)

Summary: The professor is discussing the causes of the Dust Bowl, a period of dust storms that destroyed many crops during the Great Depression of the 1930s. The professor explains that the crop failure was the result of farmers plowing the Great Plains. By doing an excessive amount of this, grasslands were left exposed. Farmers could not always afford to seed them. Without grass, there was nothing to anchor the soil. When disastrous droughts came, winds blew it away.

02 Biology

GMOs	
Advantage	Disadvantage
Could end starvation	Could lessen lifespan of ladybugs
Could help end widespread poverty	Easy to contaminate other crops

1. (B) 2. (A) 3. (D)

Summary: The biology professor is discussing Genetically Modified Organisms, special types of plants like cotton or corn. They have been modified in labs to grow better. This was done to help countries that struggle with starvation and poverty. The professor understands the plight of the poor. She is also worried about GMOs' long-term effects. She uses the example of ladybugs that ate aphids that fed off these plants. Their lifespan was reduced by half. GMOs also contaminate natural crops.

03 Office Visit

Applying for an Internship	
Problem	Solution
Student didn't meet a requirement for an internship	Professor will meet with the internship director and give the student a personal recommendation

1. (B) 2. (A) 3. (D)

Summary: Jill wants to take an English internship her university offers. In order to qualify for it, she needs to have taken a special English course. Her professor is not the director of the program, but Jill thinks he can help her. She hopes the university will make an exception for her. This is because her English course is very similar to the required course. Her professor agrees to give his recommendation by visiting Mr. Peterson personally.

04 Service Encounter

Noisy Roommate	
Problem	Solution
A student has a roommate who likes to party; student can't study and sleep	Resident advisor could speak to her
	Student could talk to the roommate first

1. (C) 2. (C) 3. (B)

Summary: A student wants some advice from her Resident Advisor. She lives in a dormitory and has problems with her noisy roommate, Susan. The advisor says that if Susan keeps violating the university's noise ordinance, she will be fined $30. The advisor suggests that the girl first speak to Susan and explain things. He says Susan may not know that she is bugging the girl. He wants them to talk before he intervenes.

05 Biology

Darwinian Evolution vs. Punctuated Equilibrium		
Darwinian Evolution	Both	Punctuated Equilibrium
Evolution happens over long periods of time	Evidence for both appears in fossil records	Evolution occurs in rapid spurts

1. (D) 2. (B) 3. (A)

Summary: The teacher is discussing two different theories of evolution. One of these is Darwin's idea. His theory states that adaptations happen slowly. He believed change took a long time. Another theory says changes happen quickly. This theory states that gradual evolution does not happen. The professor says that Darwin's theory is flawed but not wrong. She says fossil records show that changes usually happen slowly.

06 Astronomy

Life on Mars	
Support	Criticism
Tiny grooves on a rock from Mars appeared to be bacteria fossils	Grooves are much smaller than any bacteria fossils found on Earth
Calcium carbonate was found on the rock	Calcium carbonate is commonly found on meteorites
	It probably did not come from natural organisms

1. (B) 2. (A) 3. (D)

Summary: The professor is talking about the 1996 discovery of a meteorite in Antarctica. This space rock was ejected from the planet Mars about 10,000 years ago. Scientists found calcium carbonate in cracks on the rock. This is often made by tiny living creatures called microorganisms. The scientists got excited and looked at the rock through a powerful microscope. They found tiny grooves in the rock's cracks. They thought this showed there was life on Mars, but they were wrong.

07 Office Visit

Doing Badly in a Course			
Issue	Solution	Concern	Refutation
Student needs a B in Psychology to get into the program	He can get points by volunteering for experiments	Student thinks this could be harmful	Professor tells him that all experiments are pre-approved

1. (A) 2. (A) 3. (C)

Summary: Jake is a psychology student who needs to raise his grade average. He's been having trouble grasping all the concepts and did badly on two tests. The professor tells him he can earn additional points which will raise his grade. He can participate in psychology experiments run by the graduate students. Jake is afraid to volunteer, but the professor assures him it is completely safe.

08 Service Encounter

Skipping an Introductory Course	
Problem	Solution
Student cannot be in a harder class because she didn't score high enough on the placement exam	Student offers to take the placement exam again
	The CLEP could place her out of the class and give her credit for it

1. (A) 2. (D) 3. (B)

Summary: A student enquires why she must do an introductory math course. She thinks there has been a mistake with her placement results. She wants the department head to waive her out of the course. The head asks for her college entrance exam score and discovers she didn't do well enough. He doesn't advise her to retake the test. Instead, he suggests she takes the College Level Examination Program test and receive credit.

09 History

Gilpin's View vs. Powell's View of the West	
Gilpin's View	Powell's View
Lots of water	Water was rare
Good for agriculture	Agriculture worthless without water

1. (C) 2. (B) 3. (A)

Summary: The history professor is telling his class about two American explorers. The first, William Gilpin, had a faulty view of the American West. He described it as a paradise and said it was ideal for human settlement. Gilpin said this area would be good for highly successful agriculture. He said there was a lot of water. The professor says people depended on Gilpin's expertise but what he said was wrong. John Wesley Powell's views were right on target.

10 Psychology

Theory of Reinforcement	
Positive Reinforcement	Refutation
People and animals learn when they get rewards for actions performed	Doesn't take free will into consideration; people and animals can choose not to do something
Negative Reinforcement	
People and animals learn when unpleasant objects are taken away	

1. (B) 2. (D) 3. (C)

Summary: The class is discussing B.F. Skinner's theory of behaviorism. This is a theory about how animals and people learn things. It suggests that they learn things based on what they receive. If they receive something nice, they do the act again. The presentation of the object is considered positive. The object should reinforce their action. Their behavior can thus be changed or controlled. Skinner believed that you could condition animals and people like this. The class thinks Skinner underestimated people and animals.

| Vocabulary Review 2 |

1. (B) 2. (A) 3. (C)
4. (D) 5. (A) 6. (B)
7. (A) 8. (A)
9. (D) 10. (A) 11. (C)
12. (B) 13. (C) 14. (A)
15. (D)
16. disgusting 17. mold 18. contribute
19. contaminates 20. acid
21. abide 22. sponsor 23. reality
24. desirable 25. fade

| Mini Test 2 |

01 Biology

1. (B) 2. (B) 3. (A)
4. (D) 5. (D) 6. (B)

02 Geology

1. (B) 2. (C) 3. (B)
4. (A) 5. (A) 6. (C)

03 Office Visit

1. (B) 2. (D) 3. (B)
4. (A) 5. (C) 6. (A)

Chapter 5 Organization Questions

01 Geology

Ice Weathering			
Step 1	Step 2	Step 3	Step 4
Water gets into the crack of a rock	Water freezes and expands	Ice acts as a wedge to expand the crack	Ice thaws, leaving a bigger crack

1. (C) 2. (C) 3. (A)

Summary: The professor explains that ice weathering can break down rocks. It needs two particular preconditions to do this: water and cold temperatures. Both of these preconditions are not found in the tropics. When water flows into cracks in rocks, it first freezes and then expands. Its volume increases by nine percent, letting the ice act like a wedge and putting pressure on the crack. This expands the crack, so after the ice melts, there is a wider crack left in the rock.

02 Agriculture

Slash-and-Burn Farming	
Definition	Advantage
Farmers cut down and burn areas of a forest to create fields; later the forest can grow back	Affordable way for low-income families to get food
	Preserves the ecosystem of the forest

1. (C) 2. (D) 3. (C)

Summary: The professor explains that farmers use slash-and-burn farming to clear forests. They cut down and burn trees and plants to fertilize the soil and then crops are planted. After the harvest, the farmers abandon the fields and the forest grows back. This type of farming is firstly an affordable way for poor families to get food. Secondly, people can help preserve their ecosystems by using this method. It also makes sure that no one area is farmed too much.

03 Biology

Aspartame's Safety	
Theory	Support
Aspartame can cause cancer	Rats that ate more aspartame were more likely to develop cancer

1. (D) 2. (B) 3. (C)

Summary: The professor states that many food producers use sugar substitutes in their products. These are also found in diet sodas and snacks. An example is aspartame which some propose is unsafe. These critics think the long-term consumption of aspartame may cause cancer. An experiment done on rats revealed this. Those who had more aspartame were more likely to get sick. Many other experiments show different results, but recent studies do suggest there is a link.

04 Meteorology

Fulgurites	
Definition	Role
Pieces of glass created when lightning strikes sand	Scientists study fulgurites to learn their age
	Scientists study fulgurites to learn about past climate conditions

1. (B) 2. (A) 3. (C)

Summary: This lecture is on fulgurites which form when lightning strikes some sand. Though lightning seems temporary, it leaves evidence. When it strikes, the intense heat melts sand, turning it into glass. Scientists find this glass interesting because it carries information about past climates. Scientists look at gas bubbles inside fulgurites to learn about this. When fulgurites are heated they glow, and the more defects they have, the brighter they are. This way the scientists know how old fulgurites are.

05 Biology

Importing the Mongoose	
Cause	Effect
People imported mongoose to Hawaii and Jamaica, believing it would eat rats	Mongooses did not reduce the rat population
	It hunted and threatened native species

1. (B) 2. (A) 3. (D)

Summary: The professor says introducing species not native to a place can be risky. Animals and plants that are imported often have an unexpected effect. The professor gives the example of a mongoose brought to Jamaica and Hawaii. This was done to reduce rat numbers. People hoped the mongoose population would eat all the rats. They didn't just eat rats. As opportunistic hunters, they ate many small animals they found. They decimated many of the natural species like the Hawaiian goose.

06 Biology

Brain Chemistry and Depression	
Cause	Effect
Low serotonin in brain	Depression: feel sadness, low energy, bad mood
An increase of serotonin in brain	Recover from depression, feel better again

1. (C) 2. (D) 3. (A)

Summary: The professor says scientists now better understand the link between brain chemistry and mood. She says a brain chemical called serotonin can regulate how we feel. Serotonin is like a thermostat that affects feelings. When levels are low, people feel depressed. They become sad and lethargic and often get no pleasure from life. By getting exercise, changing their diet, or taking medicine, people can get better.

07 Fine Arts

Stieglitz's Photography: Early and Late		
Early Photography	Both	Late photography
Imitated paintings	Photography as fine art	No longer imitated painting
Natural subjects		Focused on representing everyday life

1. (B) 2. (A) 3. (D)

Summary: The lecture is on the great American photographer, Alfred Steglitz. His main goal was to elevate the status of photography. Before his time, photography was seen as less expressive than other visual arts. Stieglitz aimed to imitate the style and composition of painting. He did so by carefully manipulating his prints. After the First World War, his style changed. He now wanted to show the chaos and motion of everyday life.

08 Biology

Meteors and Mass Extinctions	
Theory	Support
A meteor caused a mass extinction 250 million years ago	Remains of a huge 250 million year old meteor have been found in Antarctica

1. (B) 2. (A) 3. (D)

Summary: The professor explains that dinosaurs disappeared very suddenly. He says a similar mass extinction occurred before dinosaurs lived. Most life on Earth was wiped out. Researchers think a meteor hit the Earth, causing climate change. This catastrophic event is what killed early life forms. They know this because they found metal particles in Antarctica. These tell us that a meteor fell. Another meteor killed dinosaurs. We have life on Earth today because new forms emerge when old ones die out.

09 Astronomy

Why Pluto is No Longer a Planet		
Topic	Classification	Explanation
Why Pluto is no longer a planet	must orbit the sun	Pluto orbits the sun
	must have enough mass to be round	Pluto is round
	must have cleared its orbit of other objects	Pluto does not have clear orbit

1. (D) 2. (B) 3. (D)

Summary: The professor is discussing why Pluto is not really a planet. There is now a stricter definition of what it takes to be a planet. There are three things a space object must do to be called a planet. Firstly, it must orbit the sun and secondly, it must have enough mass for a round shape. The third thing is that the object's orbit must be unobstructed. Pluto fails because it has an erratic orbit which sometimes overlaps with Neptune's.

10 History

Chariots in Egyptian Warfare	
Definition	Role
Light two-wheeled vehicles	Made Egyptian armies quicker and more efficient
	Used to defend armies – chariots went into battle first
	Caused Egyptian soldiers to be better trained

1. (D) 2. (A) 3. (A)

Summary: The professor says a two-wheeled vehicle called a chariot transformed ancient Egypt. People called the Hyksos used these to conquer Egypt in 1700 B.C.E. The Egyptians fought back and gained control of their country again. Then they built lighter, faster vehicles like this, which changed their warfare style. The Egyptian army now made war with people outside their lands because they could travel farther. Chariots also gave them a tactical advantage. One soldier drove while another shot arrows.

Chapter 6 Content Questions

01 Fine Arts

Greek Theaters vs. Elizabethan Theaters		
Greek Theaters	Both	Elizabethan Theaters
Built on hills	Seated at least 15,000 people	Wooden constructions
Contained orchestras	Open-air stages	Contained "pits"

	Greek Theaters	Elizabethan Theaters	Both
Built on hills	√		
Open-air stages			√
Contained "pits"		√	
Had areas for singers and dancers	√		

Summary: This lecture is on Greek and Elizabethan theaters. Greek theaters were built outside on hillsides and had stone benches for the audience. The stages of these theaters were circular in shape. Dancers would perform, and singers would narrate stories here. They were immense in size, seating about 15,000 people. Elizabethan theaters were made of wood and their stages were roofless. They were the same shape as Greek theaters and also seated 15,000 people, but they had "pits."

02 Geology

Creation of Tsunamis	
Trigger	Effects of Tsunami
Earthquake	Waves rapidly travel outward
Meteor Impact	Waves strike coastlines

	Causes of Tsunamis	Effects of Tsunamis
Series of fast-moving waves		√
Underwater earthquake	√	
Meteor Impact	√	

Summary: The professor is telling her class about tsunamis, which are giant waves. They form when massive amounts of water are displaced. There are two things that can trigger this. One is a meteor impact, which is when a space rock falls into the ocean, making big waves. The other trigger is when earthquakes shove part of the Earth's crust upwards. This force can also create tsunamis, and the result is often large-scale destruction.

03 Office Visit

Falling Asleep in Class	
Problem	Solution
Student keeps falling asleep in class	Change to an afternoon class

	Reasons Given	Reasons Not Given
He works at night.	√	
He finds the class is boring.		√
He stays up late studying.		√
He does not sleep enough.	√	

Summary: John's professor is concerned because he often falls asleep in class. John explains that this is his favorite class, but his delivery job is the problem. He works late hours delivering pizzas and doesn't sleep enough. The professor suggests John sign up for the afternoon section. Since the class is in the same location and covers the same work, John can switch classes.

04 Service Encounter

Getting Money for School	
Problem	Solution
Student needs help paying for books and tuition	Get a part-time job
	Apply for private scholarships
	Get an internship

	Suggestions Given	Suggestions Not Given
Get a work visa		√
Find a part-time job	√	
Apply for government scholarships		√
Research internships	√	

Summary: Juan is an international student. He is not eligible for government scholarships or financial aid like other students. He still has a problem paying for his tuition and books because these are very expensive. The advisor asks Juan if his student visa allows him to work. Juan says it does so she suggests he get a part-time job or he apply, for private funding.

05 Geology

Calderas		
Topic	Classification	Cause
Volcanic calderas	Explosive	Eruption
	Non-explosive	Collapse

	Mt. St. Helens	Kilauea	Both
Caldera can be seen today			√
Magma chambers collapsed		√	
Caldera created by explosion	√		
Remains an active volcano			√

Summary: The professor is explaining what volcanic calderas are. He tells students there are two types of this geological feature. The typical shape of a volcano is conical. It also has a big crater at the top of it which is the caldera. This type is formed when a volcano explodes and leaves a big hole. The other type of caldera is formed when a magma chamber empties and collapses. There is no violent explosion in this case.

06 Physics

Geothermal Energy	
Advantage	Disadvantage
Costs very little to produce energy	Can only use in a few places
Creates no pollution	Can run out unpredictably

	Advantages	Disadvantages
Available locations		√
Cost	√	
Pollution level	√	
Reliability		√

Summary: The professor is telling his students about geothermal energy. He says this is a good sustainable energy source which allows us to harness the Earth's heat. It involves digging holes in the Earth to collect steam. It has big advantages because it costs very little once facilities have been built. Another advantage is that it produces no pollution. The bad thing is that steam is only found in certain places and is very unpredictable.

07 Office Visit

Bad Note-Taking Skills	
Problem	Solution
Student is not taking good notes in class	Copy outline before class starts
	Fill in subtopics
	Use abbreviations and symbols

	Suggestions Given	Suggestions Not Given
Sit at the front of the class		√
Copy the professor's outline	√	
Write every word said		√
Use abbreviations	√	

Summary: A student is missing important information in his notes. His professor thinks his notes are incomplete and his style needs improvement. She suggests that he copy down her outline so he can keep up with main ideas. She says this can also help him fill in the subtopics. She says understanding a lecture's organization is important. She also wants him to try and abbreviate words and use symbols so his hand doesn't cramp.

08 Service Encounter

Difficulty Registering for Classes	
Problem	Solution
Student cannot register from home using the university website	Download a different web browser

	Should Do	Doesn't Need to Do
Use a computer on campus		√
Download a different browser	√	
Register in person		√
Use her login name and password	√	

Summary: A student wants to register using the university website but is having trouble. When she types in her login name and her password the server remains unavailable. The man asks her what web browser she is using on her home computer. He explains that this software is not compatible with the university's software. He tells her about a free program she can download to register from home.

09 History

Norman Conquest and English Culture	
Cause	Effect
Duke William of Normandy conquered England in 1066	Anglo-Saxon nobility lost land and power
	Anglo-Saxon Church leaders were replaced
	English language adopted French and Latin words

	Results	Not Results
English borrowed German words		√
Church leadership changed	√	
England got a new king	√	
Anglo-Saxons moved to France		√

Summary: The class is discussing the Norman conquest of England by William the Conqueror. This king assembled an army in 1066 and invaded England. The people in England were called Anglo-Saxons, and their ancestors were German. William took all the land and power from the Anglo-Saxon nobility. He also removed their leaders from powerful positions in the Church. He was very thorough because he wanted his conquest to last a long time. He made his monarchy the most powerful in Europe.

10 Biology

Origin of Birds	
Theory	Support
Birds are direct descendants of coelurosaurian dinosaurs	Both have hollow bones
	Both have feathers and scales
	Both have similar skeletal structures

	Mentions as Evidence	Doesn't Mention as Evidence
Dinosaurs laid eggs like birds		√
Some dinosaurs had hollow bones	√	
Some dinosaurs could fly		√
Feathers and scales grow from similar tissue	√	

Summary: The teacher discusses a controversial theory about the origin of birds. This popular theory claims birds are direct descendants of dinosaurs. Bird bones are hollow inside just like those of certain dinosaurs. She says that these dinosaurs also had feathers like birds. She tells the class that birds also have scales on their feet, making them like dinosaurs. These grow from the same type of tissue that produces feathers. The third similar thing is their structural skeletal features.

Chapter 7 Inference Questions

01 Sociology

Divorce Among Blue Tits	
Cause	Effect
A bigger female takes over the nest	Smaller female is forced to divorce her mate
	Invading female becomes new female of the nest

1. (A) 2. (C) 3. (B)

Summary: The professor explains that divorce is not just a human phenomenon. It occurs among birds such as blue tits too. These birds are socially monogamous but have a 50% divorce rate. After divorce, the male stays, and the female leaves the nest. Blue tits divorce because of female competition, not because females leave their mates for another male. Bigger females chase weaker females from the territory. In this way, the stronger female breaks up the initial mating pair.

02 Linguistics

Women's Use of Intonation in Statements	
Advantage	Disadvantage
Appears cooperative to a female listener	Appears to lack confidence to a male listener

1. (C) 2. (B) 3. (D)

Summary: The professor is discussing how women use rising intonation which makes them sound like they're asking questions. They don't sound like they're stating facts. In a business environment, this is good and bad. To females, conversations are cooperative activities. Women feel that by phrasing statements as questions, they give listeners a chance to reply. Males think rising intonation shows weakness. They think women who do this seem unsure of themselves. Men think it is good to sound assertive when speaking.

03 Office Visit

Research Paper Assignment	
Problem	Solution
Student is worried about her first college research paper assignment	Professor offers to look over her draft to help her feel less nervous

1. (A) 2. (D) 3. (C)

Summary: The student talks to the professor about her research paper. She says she is nervous about it because it is her first paper. He says this attitude is common among freshmen and that writing like a senior takes time. He says she could write a draft before the deadline, and he will provide feedback on it. She agrees to send a draft to the email address on the syllabus.

04 Service Encounter

Problems with Meal Plans	
Problem	Solution
Student is worried about purchasing a meal plan since she is allergic to dairy products	Employee reassures her that she can get non-dairy meals on campus

1. (B) 2. (B) 3. (D)

Summary: A freshman must buy a meal plan because this is university policy. The student is allergic to dairy products but does not want to buy food anywhere else. She is told that dining services do offer non-dairy meals. They offer soy milk and soy-based products. They also have special meal days for international students. These feature foods from different countries. That way, all students get a taste of home.

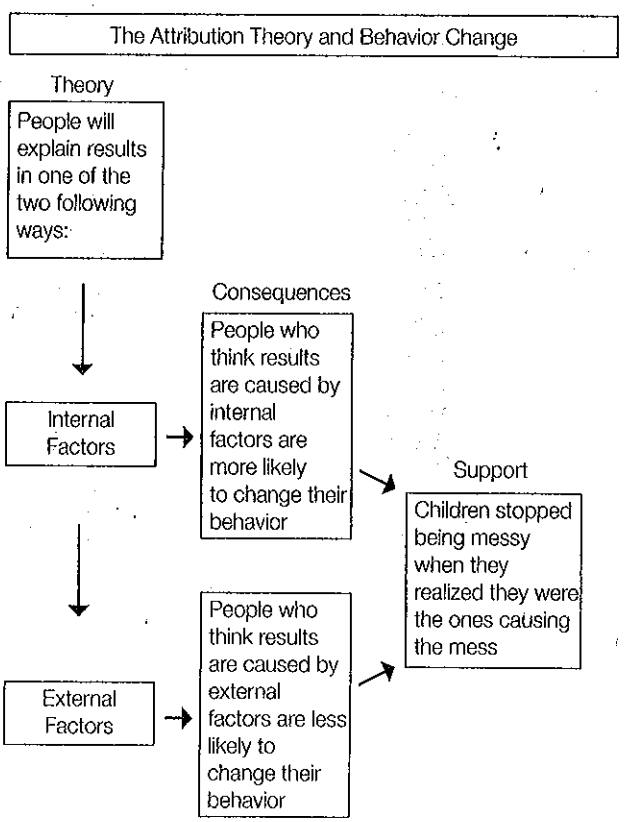
05 Economics

Management: Classical View vs. Acceptance View		
Classical View	Both	Acceptance View
Top down	Deal with legal authority	Bottom up
Employees obligated to obey		Employees choose to obey

1. (B) 2. (A) 3. (C)

Summary: The professor discusses two ideas about how to be a manager. These ideas have to do with legal authority. The classical view of management is top down. Managers give orders and believe workers have an obligation to follow them. They think workers should obey them. They think they deserve obedience. Another view sees authority as being in the hands of workers. This is called the acceptance view. A manager using this idea thinks he should gain the obedience of workers.

06 Psychology



1. (C) 2. (D) 3. (B)

Summary: The Attribution Theory is how people explain results. Results can be caused by either external or internal factors. People attribute success or failure to these factors. If a person thinks something happens because of internal things, they change their behavior. When people think something happens due to externals, the reverse is true. In an experiment teachers gave children candy. The children threw the wrappers on the floor until they learned to be neat. Then they threw them in the trash can.

07 Office Visit

Trouble with a Math Test	
Problem	Solution
Student flunked his test and is worried about his grade	Professor might throw out bad test if student does well on all future tests

1. (D) 2. (D) 3. (B)

Summary: Trey is worried he may flunk math. He asks his professor if he can do some extra credit to bring his test grade up. His history professor let him do this last semester. Trey explains that he was sick when he took the math test and has a note from the nurse to prove it. The professor says she will think about throwing out his grade for the test if he gets better than a B-average in remaining tests.

08 Service Encounter

A Leaky Roof	
Problem	Solution
A student's clothes were damaged by a leak in her dorm roof	Housing department will compensate the student and repair the leaky roof

1. (B) 2. (C) 3. (B)

Summary: A student wants to file a complaint with the housing department because of a leak in her ceiling. The leak caused filthy water to come into her closet. Many of her clothes were ruined and they also stink. She complains that she lost half of her wardrobe. The man apologizes and says it's because of unexpectedly heavy rain. He tells her to fill out a form so that a check can be written to compensate her for her loss.

09 History

The Decline of the Easter Island Civilization	
Cause	Effect
Deforestation of Easter Island	Without trees for boats, fishing declined
	Without fish, people used up other natural resources
	Political leaders failed to solve problems and order broke down

1. (B) 2. (A) 3. (C)

Summary: The professor is discussing why the great civilization of Easter Island ended. He says a new theory suggests the principal cause was deforestation. Once, the island was covered with abundant forests and palm trees. Islanders used these trees to build houses and boats. The latter were used for fishing which formed the core of the island's economy. In other words, these forests were essential to the islanders' survival. When the trees were gone, they could no longer survive.

10 Environmental Science

Global Warming	
Theory	Criticism
Earth's temperature is getting hotter because of human activity	Temperature of an important layer of the atmosphere is not getting hotter
	Natural causes may be responsible for any changes in the Earth's temperature

1. (B) 2. (C) 3. (B)

Summary: The professor is discussing global warming. This theory states that burning fossil fuels produces gases. These gases heat up the Earth. Some critics argue against this theory because for many years, a lower layer of the Earth's atmosphere has not heated up. It is called the troposphere. Critics contend that land gets hot in urban areas because trees are cut down. They also say the Earth's temperature always changes in cycles.

| Vocabulary Review 3 |

1. (A) 2. (D) 3. (C)
4. (A) 5. (D) 6. (A)
7. (A) 8. (A)
9. (D) 10. (D) 11. (C)
12. (D) 13. (A) 14. (B)
15. (C)

16. crust 17. crater 18. erupt
19. catastrophic 20. decimate
21. orchestrate 22. relaxed 23. increase
24. rural 25. dirty

| Mini Test 3 |

01 Psychology

1. (C) 2. (B)
3.

	YES	NO
Predict success in school	√	
Reflect prior knowledge	√	
Measure creativity		√
Select good leaders		√

4. (A) 5. (C)

02 Chemistry

1. (C) 2. (B)
3.

Friction causes hydrogen atoms to fuse into helium	2
Sun totally runs out of hydrogen	4
Gas and dust collapse inside stellar nursery	1
Sun expands to 30 times its current size	3

4. (B) 5. (D)

03 Biology

1. (C) 2. (B)
3.

	FACT	THEORY
Giganto co-existed with early humans.	√	
Early humans hunted Giganto.		√
Giganto ate bamboo.		√
Giganto had pitted teeth.	√	

4. (A) 5. (C)

Practice Test

01 Psychology

1. (A) 2. (B) 3. (D)
4. (A) 5. (C) 6. (D)

02 Genetics

7. (A) 8. (B) 9. (A)
10. (B) 11. (A) 12. (D)

03 Office Visit

13. (D) 14. (D) 15. (C)
16. (D) 17. (B)

04 Environmental Science

18. (B) 19. (C) 20. (D)
21. (D) 22. (B)
23.

	Mentioned	Not Mentioned
Streambed destruction	√	
Flooding	√	
Sinkholes	√	
Drought		√

05 Psychology

24. (A) 25. (D) 26. (A)
27. (B)
28.

	Physiological Needs	Psychogenic Needs	Both
Acquired at birth	√		
Individuals rank them differently		√	
Found in all individuals			√
Learned over lifetime		√	

29. (D)

06 Service Encounter

30. (B) 31. (D) 32. (B)
33. (C)
34.

Task	Mentioned	Not Mentioned
Check the bookshelf in the library		√
Talk to the librarian	√	
Ask for a written confirmation	√	
Register in the computer lab		√

Speaking

Part 1

Chapter 1 Organizing Speech

Q1 Practice 1

▸ **Step 1**

Possible Related Ideas and Expressions:
Favorite: chosen, number one, adored
Possessions: MP3 player, diary, clothes
Special occasions: holidays, weddings, promotions

Q1 Practice 2

▸ **Step 1**

Possible Related Ideas and Expressions:
Advice: proposal, direction, guidance
Prepare: plan, arrange, set up
Abroad: far-off, distant, away from home

Q1 Practice 3

▸ **Step 1**

Possible Related Ideas and Expressions:
Scary things: spiders, ghosts, haunted houses
Loud: booming, roaring, crashing
Surprise: shock, astonish, unforeseen

Q2 Practice 1

▸ **Step 1**

Possible Related Ideas and Expressions:
Dwellings: condominium, hut, mansion
Live in: occupy, located in, be home
Restriction: limit, forbid, bar

Q2 Practice 2

▸ **Step 1**

Possible Related Ideas and Expressions:
Places to visit on vacation: historical sites, beach, theater
Tour: visit, travel around, expedition
Guide: organizer, person in charge, advisor

Q2 Practice 3

▸ **Step 1**

Possible Related Ideas and Expressions:
Expectations: loyal friend, involved participant, hard worker
Generous: bountiful, open-handed, big-hearted
Result: conclusion, consequence, end product

Chapter 2 Synthesizing Information

Q3 Practice 1

▸ **Step 1**

Suggested Keywords/Key Phrases:
art museum, admission fee, new wing, hire tour guide, student discount

Sample Restatement:
The university art museum will begin charging an admission fee. The fee will be used to fund the construction of a new wing, and to hire a tour guide. Students will get a 50% discount on the admission fee.

▸ **Step 2**

Suggested Keywords/Key Phrases:
private donors, university funding, art history classes, assignments, tuition

Sample Restatement:
The man does not think it is right for the art museum to charge admission. He says that the museum has enough money to build on and hire a new employee. He also says that art history students are required to go to the museum to do assignments. He does not think charging students is fair because they already pay tuition.

▸ **Step 3**

Opinion:
The man thinks it is wrong for the museum to charge admission.
Reason 1:
The museum already has enough money.

Detail:
Private donors and university funding provide adequate money for a new employee and building a new wing.
Reason 2:
Students have to go to the museum to complete assignments for art history classes.
Detail:
Students already have to pay tuition, so they should not have to pay admission.

▸ Step 4

Useful Expressions (notes on sample response):
disagrees with museum admission, museum has enough money for wing and employee, money from university and donors, art students must go to museum for class, already pay tuition

▸ Step 5

Possible Response:

The man disagrees with the policy of charging admission to enter the university museum. He thinks it is wrong since the museum has enough money for a new wing and to hire a new tour guide. It receives plenty of funding from the university and donors. Also, he does not think art students should pay. They are required to go to the museum as part of their assignments and already pay tuition.

Q3 Practice 2

▸ Step 1

Suggested Keywords/Key Phrases:
History Department, research methods, extra credit, Saturday, schedule conflict

Sample Restatement:

A seminar is being given by the History Department. It will be held free of charge and students will get extra credit for attending. The seminar will be on Saturday mornings so they do not conflict with students' schedules.

▸ Step 2

Suggested Keywords/Key Phrases:
bribing, attend, not interested, students work, school expenses

Sample Restatement:

The woman thinks the seminar is a bad idea. This is because she says the History Department is bribing students to attend with extra credit. Also, having it on the weekend might not conflict with students' class schedules, but it might conflict with their work schedules.

▸ Step 3

Opinion:
The woman disagrees with the announcement.
Reason 1:
The History Department is bribing students.
Detail:
Many students will only attend because they want extra credit.
Reason 2:
The seminar will conflict with students' schedules.
Detail:
Many students work on Saturday mornings.

▸ Step 4

Useful Expressions (notes on sample response):
disagrees with seminar, bribing students with extra credit, on Saturdays, conflict with work schedules

▸ Step 5

Possible Response:

The woman disagrees with the History Department offering the seminar. She says that they are bribing students with extra credit. She thinks students are not going to be interested in learning; they will only attend the seminar so they can improve their grades. Also, she says that even though the seminar is on the weekend, it will still conflict with students' work schedules. Many students work on the weekends to pay for school expenses.

Q3 Practice 3

▸ Step 1

Suggested Keywords/Key Phrases:
raise tuition, new dorms, overcrowded, attractive, better image

Sample Restatement:

The university is raising tuition. The extra money will be used to build new dorms. The reasons for this are because the current dorms are overcrowded and new dorms will make the campus more attractive. This will present a better image of the university to both current and future students.

▸ Step 2

Suggested Keywords/Key Phrases:
money, all students, classrooms and libraries, old, bad condition

Sample Restatement:

The man tells the woman he does not agree with the university raising tuition to pay for new dorms. He says the additional money should be used for something all students can benefit from. The man also says that building new dorms will not improve the campus's image. He thinks the classrooms and libraries which are old and in bad condition should be fixed up instead.

▸ Step 3

Opinion:
The man disagrees with the university raising tuition.
Reason 1:
If all students have to pay higher tuition, then money should be used for something that can benefit all students.
Detail:
Only a few students will benefit from new dorms being built.
Reason 2:
New dorms will not make the campus more attractive.
Detail:
If they want to make the campus more attractive, then they should fix up the classrooms and library because they are old and in bad condition.

▸ Step 4

Useful Expressions (notes on sample response):
bad decision, not everyone benefits, not make campus attractive, should fix classrooms and library

▸ Step 5

Possible Response:

The man does not support the university's decision to raise tuition to build new dorms. First, he does not think that it is fair because not everyone will benefit from the new dorms. He says the money should be used for something that everyone can use. Second, he thinks the new dorms will not make the campus more attractive. The man says they should fix the classrooms and library instead. For these reasons, he does not agree with the decision to raise tuition.

Q4 Practice 1

▸ Step 1

Suggested Keywords/Key Phrases:
social norm, folkways, expected to follow, tolerance when ignored, constantly changing

Sample Response:

The passage talks about folkways, which are a social norm. Folkways are society's rules for everyday behavior. Two characteristics of folkways are that there are no serious consequences if they are not followed and that they are always changing.

▸ Step 2

Suggested Keywords/Key Phrases:
consequences, constant change, violation, hair length, convention

Sample Restatement:

The lecture gives examples of the two characteristics of folkways. It uses the example of not saying hello back to someone to show there are no serious consequences for violating a folkway. To show how folkways are always changing, it uses the example of hair length for men.

▸ Step 3

Main Idea:
Folkways have two characteristics.
Key Point 1:
They do not have serious consequences if not followed.
Example:
A person does not return a greeting.

Key Point 2:
Folkways are constantly changing in a society.
Example:
Men's hair length has varied over the years.

▸ Step 4

Useful Expressions (notes on sample response):
folkways, no punishment when ignored, always changing, not returning greeting is rude, men's hair length, depend on fashion

▸ Step 5

Possible Response:

The lecture explains folkways. People are expected to follow folkways, but there are no punishments when they do not. The example given is of someone ignoring the folkway of returning a greeting and facing no serious consequences. Also, folkways are always changing within society. Hair length is an example of this. Over the centuries, society's conventions have required men to wear their hair long or short depending on what was fashionable at the time.

Q4 Practice 2

▸ Step 1

Suggested Keywords/Key Phrases:
linguistic communication, varieties, non-verbal, repeat, accent

Sample Restatement:

The passage talks about non-verbal communication. It describes how facial expressions, gestures and body stance are all forms of non-verbal communication. It says that two purposes of non-verbal communication are to repeat or accent what is being said.

▸ Step 2

Suggested Keywords/Key Phrases:
point in direction of, gesture, emphasis, spoken words, message

Sample Restatement:

The lecture gives examples how non-verbal communication can be used to repeat or accent what someone is saying. Repeating can be shown when giving directions to someone while pointing out the path they should take. Accenting is when you point to someone while speaking to them to emphasize what you are saying.

▸ Step 3

Main Idea:
There are two characteristics of non-verbal communication.
Key Point 1:
Non-verbal communication can be used to repeat something spoken.
Example:
Saying where something is and pointing to it.
Key Point 2:
Non-verbal communication can be used for accenting something said.
Example:
Pointing in order to emphasize your spoken words.

▸ Step 4

Useful Expressions (notes on sample response):
non-verbal is non-linguistic, expressions, gestures, body stance, repeating, say and point to location, accenting, pointing for emphasis

▸ Step 5

Possible Response:

The passage defines non-verbal communication as non-linguistic communication, including expressions, gestures, and body stance. Two of its functions are repeating and accenting. First, the professor illustrates repeating. He says that when you say the location of a place and then point to the location, you are basically repeating your words with a gesture. Next, he says pointing at a friend to emphasize fault is an example of accenting.

Q4 Practice 3

▸ Step 1

Suggested Keywords/Key Phrases:
geophagy, eating dirt, mineral-rich, animals and humans, aid digestion, nutritional supplement

Sample Restatement:

The passage discusses geophagy, which is the practice of eating dirt. It says that mineral-rich soil

and clay are eaten by both humans and animals. Animals eat dirt to aid their digestion. Humans eat dirt as a nutritional supplement, both in traditional and modern societies.

▸ Step 2

Suggested Keywords/Key Phrases:
beneficial, bird gizzards, pregnant women, children, healthy and strong

Sample Restatement:

The lecture gives examples of geophagy in animals and humans. Birds eat dirt to help with their digestion. The dirt helps the bird's gizzard crush food. In many traditional cultures, pregnant women and children engage in geophagy to get minerals that are missing from their diets, which helps keep them healthy and strong.

▸ Step 3

Main Idea:
There are beneficial reasons why people and animals practice geophagy.
Key Point 1:
Animals, such as birds, eat dirt.
Example:
Birds eat dirt because it helps them digest their food.
Key Point 2:
Humans practice geophagy mainly to get nutrients missing from their diets.
Example:
Pregnant women and children often eat dirt to get needed minerals.

▸ Step 4

Useful Expressions (notes on sample response):
helps birds digest food, gizzards grind, humans get needed nutrients, pregnant women, children, healthy and strong

▸ Step 5

Possible Response:

The passage talks about geophagy, or eating dirt. The lecture gives examples and reasons why humans and animals eat dirt. First, the lecture gives the example of birds. They eat dirt because it helps their gizzards grind up their food. Second, humans eat dirt to get nutrients that are missing in their diets. The lecture supports this by saying pregnant women and children in traditional societies practice geophagy to get minerals needed to stay healthy and strong.

Chapter 3 Stating Opinions and Summarizing

Q5 Practice 1

▸ Step 1

Problem:
The man is having trouble understanding some biology concepts that will be on the midterm.
Solution 1:
He could visit his professor during her office hours.
Solution 2:
He could go to the Academic Support Center for tutoring.

▸ Step 2

Suggested Answers for Opinion 1:

Problem:
The man needs to understand some biology concepts before the midterm.
Best Solution:
I think the best solution is for the man to go to his professor during her office hours.
Reason 1:
It is a good idea because the reason the professor has office hours is so students can come to her for help.
Reason 2:
Another reason is that the professor may give him an idea of what will be on the midterm.

Suggested Answers for Opinion 2:

Problem:
The man needs to understand some biology concepts before the midterm.
Best solution: I think the best solution is for the man to see a science tutor.
Reason:
It is a good idea because the tutor will have likely taken a similar midterm.
Reason:
Another reason is that he may get a good tutor that helps him a lot.

Step 3

Useful Expressions (notes on sample response):

Opinion 1:
problem, biology concepts, midterm, see professor, office hours, help students, important information on test

Opinion 2:
problem, biology concepts, midterm, tutoring, help study for exam, could have good experience unlike past

Step 4

Possible Response for Opinion 1:

The man is having problems with biology concepts that will be on the midterm. I think he should speak to his professor. Professors have office hours so they can help students. It is unlikely that she will think he is lazy. Also, the professor could give him some hints about what will be on the test. He could then focus on studying the information that is important for the test.

Possible Response for Opinion 2:

The man is having problems with biology concepts that will be on the midterm. I think he should get a tutor. Tutors are available so they can help students. It is likely they have taken the class and know what the man should study for the midterm. Also, he is not likely to have another bad experience with a tutor. He could get a great tutor that is very helpful.

Q5 Practice 2

Step 1

Problem:
The woman wants to go on vacation, but she does not have any money.
Solution 1:
She could ask her parents if she could borrow money from them.
Solution 2:
She could make money by working overtime at her job.

Step 2

Suggested Answers for Opinion 1:

Problem:
The woman needs money to go on vacation.
Best solution:
The woman should ask to borrow money from her parents.
Reason 1:
This choice is good because she has borrowed money in the past, so they will probably loan her money again.
Reason 2:
Her parents should help her so she does not have to neglect her studies by working overtime.

Suggested Answers for Opinion 2:

Problem:
The woman needs money to go on vacation.
Best Solution:
The woman should work overtime and save her money.
Reason 1:
This choice is good because it shows she is responsible.
Reason 2:
Her parents probably will not lend her the money because the vacation is not something she really needs.

Step 3

Useful Expressions (notes on sample response):

Opinion 1:
borrow from parents, lend money before, will give again, parents should help, grades will not suffer, no overtime work

Opinion 2:
work overtime, responsible, no habit of borrowing, parents won't give, vacation unnecessary

Step 4

Possible Response for Opinion 1:

The woman's problem is that she wants to go on vacation, but she does not have enough money. I think the woman should ask her parents for the money. First, they gave her money before, so they will probably do it again. Second, her parents should help her out when she needs it. They would probably give her the money because they do not want her grades suffer from working overtime.

Possible Response for Opinion 2:

The woman's problem is that she wants to go to the beach for a vacation, but she needs more money. I think the woman should work overtime to earn the money. First, it will show that she is responsible. Second, her parents already loaned her some money for school. They probably do not want to lend her any money for a vacation because it is not something that is necessary.

Q5 Practice 3

▸ Step 1

Problem:
The man needs to miss class but is worried about telling his professor.
Solution 1:
He can send the professor an email.
Solution 2:
He could talk to the teaching assistant for the class.

▸ Step 2

Suggested Answers for Opinion 1:

Problem:
The man needs to notify his professor that he will be absent from class.
Best Solution:
The man should send his professor an email.
Reason 1:
This is a good idea because he can notify the professor without feeling uncomfortable.
Reason 2:
It allows him to communicate with his professor directly.

Suggested Answers for Opinion 2:

Problem:
The man needs to notify his professor that he will be absent from class.
Best Solution:
The man should talk to the teaching assistant for the class.
Reason 1:
This is a good idea because he is less intimidating than the professor.
Reason 2:
It allows him to tell someone in person that he is going to miss class.

▸ Step 3

Useful Expressions (notes on sample response):

Opinion 1:
absent, notify professor, email, not uncomfortable, direct communication, prepare for next class
Opinion 2:
absent, tell teaching assistant, less intimidating, face-to-face, verify man's absence

▸ Step 4

Possible Response for Opinion 1:

The man needs to notify his professor that he will be absent from class but does not want to tell him in person. I think he should email the professor. That is because email is a common way to communicate. The professor probably checks his email daily, so he would receive the man's message. Also, he would be communicating directly with the professor. That way, the professor would be able to tell him how to prepare for the next class.

Possible Response for Opinion 2:

The man needs to notify his professor that he will not be in class but does not want to tell him face to face. I think he should tell the teaching assistant. That is because he is less intimidating than the professor. The professor makes the man uncomfortable, so he could avoid that by talking to the assistant. Also, he would have someone to verify his reason for missing class. That way, the assistant can support him if the professor asks why he was gone.

Q6 Practice 1

▸ Step 1

Topic:
Two inventions allowed European population growth.
Thesis:
Farmers could prepare more land for planting much more quickly.
Key Point 1:
The wheeled plow allowed soil to turn over completely and water to drain.
Key Point 2:
The horse collar allowed animals to use all their strength for heavy plowing and hauling.

Step 2

Possible First Sentence:

The population in Europe during the early to mid-Medieval period increased thanks to two inventions: the horse collar and the wheeled plow.

Step 3

Useful Expressions (notes on sample response):

Europe, population increase, Medieval period, two inventions, wheeled plow, cuts and turns soil, better place for seeds, drain water, horse collar, padded, comfortable, airflow, more work done

Step 4

Possible Response:

The professor describes two inventions that allowed the population to increase in Europe in the Medieval period. First, the wheeled plow not only cut through the soil 0but also turned it. This made a better place to plant seeds and also allowed water to drain. Even more important was the horse collar. Padded and comfortable, it did not cut off the animals' airflow, like the ones before it did. Thus, the animals did not have to stop and rest so much.

Q6 Practice 2

Step 1

Topic:
How animals use tools.
Thesis:
Animals make and use tools to obtain food.
Key Point 1:
Chimpanzees modify sticks so they can be used to catch food.
Key Point 2:
Birds find thin twigs or cactus spines to assist them in getting food.

Step 2

Possible First Sentence:

Animals make and use a variety of tools, such as sticks and twigs, to help them obtain food.

Step 3

Useful Expressions (notes on sample response):

make and use tools, primarily to get food, food-gathering tool, modified sticks, chew on one end, spear-like tool, cactus spine

Step 4

Possible Response:

The lecture talks about animals that make and use tools. They do this primarily to obtain food. For example, chimpanzees will take a stick and chew on one end to make it into a tool. Then they stick it into termite holes to catch termites to eat. Some species of birds act similarly. They find small twigs or cactus spines and use them to spear insects or grubs hiding in trees and plants.

Q6 Practice 3

Step 1

Topic:
How new words become part of language
Thesis:
Languages get new words by borrowing from other languages or by combining words to form a new word.
Key Point 1:
The English language is filled with words that are borrowed from other languages.
Key Point 2:
Most words in the English language are made by combining two words or word pieces into one new word.

Step 2

Possible First Sentence:

New words can be added to languages in two ways; they can be borrowed, or they can be made from other words.

Step 3

Useful Expressions (notes on sample response):

new words, English, borrow words from other languages, denim and garage from French, combine two words, combine parts of words, brunch and motel

▸ Step 4

Possible Response:

The lecturer talks about two ways that new words can be added to languages. He uses English as an example. First, a language can borrow words from other languages. For example, English took denim and garage from the French language. Second, a language can combine two words or parts of words to make a new word. Brunch and motel are two examples of this in English.

| Vocabulary Review 1 |

1. (C)	2. (A)	3. (D)
4. (B)	5. (D)	6. (A)
7. (C)	8. (B)	9. (D)
10. (D)	11. (C)	12. (A)
13. (C)	14. (B)	15. (D)
16. sightseeing	17. excursion	18. various
19. collections	20. encourage	21. direction
22. conflict	23. generous	24. purpose
25. padded		

| Vocabulary Review 2 |

1. (C)	2. (A)	3. (A)
4. (D)	5. (B)	6. (C)
7. (D)	8. (B)	9. (A)
10. (C)	11. (C)	12. (D)
13. (B)	14. (A)	15. (B)
16. reside	17. assume	18. strange
19. basically	20. dialect	21. (C)
22. (A)	23. (E)	24. (B)
25. (D)		

Part 2

Chapter 4 Test Questions 1 and 2

Q1 Practice 1

▸ Step 1

Underline any transitions you find.

(A) Knowing this, I get more and more nervous as time passes.
(B) The most stressful situation for me is taking exams.
(C) Second, I worry about my future.
(D) For example, if I fail an exam, I start to feel pressure that I will not get into a good university.
(E) First, I never seem to be able to complete exams within the given time limit.

Put the sentences in the right order:

(B) (E) (A) (C) (D)

▸ Step 2

1. The speaker feels stressed when she has to take a test.
2. The speaker feels pressured when there is a time limit.
3. The speaker is worried she will not do well.

▸ Step 3

Useful Expressions (notes on sample response):

exams, time limit, more nervous as time passes, the future, pressure, will not get into good university

▸ Step 4

Possible Response:

1. Going to the dentist is a stressful situation for me.
2. It is stressful because I am afraid of drills and needles.
3. Another reason it causes me stress is that I am worried that I will have many cavities.

Q1 Practice 2

▸ Step 1

Underline any transitions you find.

(A) There is always excitement and activity while playing soccer.
(B) Also, I like it because it is straightforward to play.
(C) I love soccer because it is a fast game.
(D) Once you have those things, you can easily have a recreational game of soccer.
(E) You just need a field, a ball, and some friends to get a match going.
(F) My favorite sport is soccer.

Put the sentences in the right order:

(F) (C) (A) (B) (E) (D)

Step 2

1. The speaker's favorite sport is soccer.
2. The speaker likes it because it is a fast game.
3. The speaker also likes it because it is easy to play.

Step 3

Useful Expressions (notes on sample response):

soccer, fast game, excitement and activity, straightforward, field, ball, friends, recreational

Step 4

Possible Response:

1. My favorite sport is volleyball.
2. I like volleyball because it is a team sport.
3. I also like volleyball because it can be played indoors or outside.

Q1 Practice 3

Step 1

Possible Transition Words:

first, first of all, to begin with, also, in addition, second

Step 2

Useful Expressions (notes on sample response):

expensive item, laptop, useful, computer games, homework, portable, carry with me, small and light

Step 4

Possible Answers:

Expensive item:
bicycle
Reason 1:
I could use it to get to school.
Reason 2:
I could ride it for exercise.

Q1 Practice 4

Step 1

Possible Transition Words:

the first reason, most importantly, above all, for example, moreover, another

Step 2

Useful Expressions (notes on sample response):

childhood memory, beach for first time, never seen ocean before, impression, vast and beautiful, first time fishing, father taught, two enormous fish

Step 4

Possible Answers:

Childhood memory:
Going to Disneyland
Reason 1:
It was my first time going to California.
Reason 2:
I got to go on many rides and meet a lot of Disney characters.

Q2 Practice 1

Step 1

Underline any transitions you find.

(A) When I had a lot of friends, it seemed like they were always getting into arguments with each other.
(B) That way I can develop lifelong friendships with them.
(C) Also, having a lot of friends can cause problems.
(D) I can spend more time with a few close friends and get to know them really well.
(E) I prefer to have just a few close friends instead of many friends.

Put the sentences in the right order:

(E) (D) (B) (C) (A)

Step 2

1. The speaker thinks it is better to have a few close friends instead of many friends.
2. The speaker feels that she can develop better friendships with just a few close friends.
3. The speaker also says that having a lot of friends can cause conflicts.

Step 3

Useful Expressions (notes on sample response):

few close friends, spend more time together, get to know, lifelong friendships, many friends cause problems, arguments

Step 4

Possible Answers:

1. I think it is better to have many friends.
2. I prefer many friends because then I have more people to do things with.
3. It is also better to have many friends because if you get in a fight with one, you always have other friends to turn to.

Q2 Practice 2

Step 1

Underline any transitions you find.

(A) I am certain that I would get tired of constantly studying the same thing, even if it was something I really liked.
(B) I will be able to learn about new things.
(C) I think it is better to take many different courses at university.
(D) In addition, I will be able to meet people who have different interests than me.
(E) First, it is an opportunity to gain a lot of knowledge.

Put the sentences in the right order:

(C) (E) (B) (D) (A)

Step 2

1. The speaker thinks it is better to take many different courses at university.
2. The speaker says a lot of knowledge can be gained by doing this.
3. Also, the speaker says it would be tiring to study the same thing all the time.

Step 3

Useful Expressions (notes on sample response):

many different courses, gain a lot of knowledge, learn new things, studying same thing is boring

Step 4

Possible Answers:

1. I think it is better to take many courses in the same field.
2. It would complete the courses in my major faster.
3. It would be cheaper because I would not spend as much time and money to complete my degree.

Q2 Practice 3

Step 1

Transition Words:

to start, for instance, also, that way, for example, first

Step 2

Useful Expressions (notes on sample response):

detailed plans, make the most of vacation time, do not waste time, figure out directions, have what is needed, no worries

Step 4

Possible Answers:

Vacation:
No definite plans
Reason 1:
It is more fun and adventurous.
Reason 2:
It is easier to change your plans if you need to.

Q2 Practice 4

Step 1

Transition Words:

to begin with, for example, another, secondly, for instance, in addition

Step 2

Useful Expressions (notes on sample response)

brothers and sisters, not an only child, without siblings you will be lonely, close, do things together, help you out, count on, good advice

Step 4

Possible Answers:

Better to:
Be an only child
Reason 1:
I would get more attention from my parents.
Reason 2:
I would not have to share my belongings.

Chapter 5 Test Questions 3 and 4

Q3 Practice 1

▸ Step 1

Main Idea:
Freshmen need an advisor's approval in order to withdraw from classes.
Key points:
It will stop students from withdrawing without reason.
It will ensure a closer relationship between advisors and students.
Man's opinion:
Students should have to see their advisors before withdrawing from classes.
Reason 1:
It will keep students from making mistakes academically.
Reason 2:
It will allow advisors to get to know the students better.

▸ Step 2

Possible Sample Response:

The man thinks the policy of making freshmen get their academic advisor's approval before withdrawing from classes is a good idea. First, he agrees with it because it will keep students from making decisions that can hurt them academically. For instance, his friend dropped his biology class but will have to make it up during summer school. Second, he says the policy will ensure that students work better with their advisors. He thinks the more they communicate, the better the advisors can help the students.

▸ Step 3

Notes (possible differences from sample response):

permission/approval
mistakes/decisions
roommate/friend
in the summer/summer school
help/ensure
talk/communicate

Q3 Practice 2

▸ Step 1

Main Idea:
The campus shuttle will stop running at 6:00 p.m.
Key points:
Most classes end by 5:00 p.m. Few students ride the shuttle after 5:00 p.m. Shortening the schedule will save money. Parking passes will be cheaper next semester.
Woman's opinion:
The university should not change the shuttle schedule.
Reason 1:
Students still have classes in the evenings.
Reason 2:
Students would rather be safe than save some money.

▸ Step 2

Possible Sample Response:

The woman thinks it is a bad idea for the university to change the shuttle schedule. One reason is because students attend evening classes. They use the shuttles and will no longer have a way to get to their cars after class. Also, she thinks most students would rather have a safe ride at night than save money on parking passes. She says that a 10% savings is not going to make much of a difference in lowering school expenses.

▸ Step 3

Notes (possible differences from sample response):

cut the nighttime shuttle service to the parking lots/change the shuttle schedule
she has many friends who take night classes/many students take evening classes
a shuttle that gets them safely to their cars at night/a safe ride at night
save a little money/save money
lowering expenses/lowering school expenses

Q4 Practice 1

▸ Step 1

Main Idea:
The fairy tale is an effective storytelling method.
Key points:
They have simple characters. They contain strong, clear themes.
Main Idea:
Why the story of *Cinderella* is so popular
Key Point 1:
The characters are easy for children to understand.
Key Point 2:
It contains a clear message for children.

▸ Step 2

Possible Sample Response:

The lecture talks about the story of *Cinderella* and why it is an effective story for children. For one, *Cinderella* has characters that are clearly good or bad, which the reading said was important for making a fairy tale effective. In addition, *Cinderella* has a clear message that good can overcome evil. The reading said that such themes were an important part of fairy tales.

▸ Step 3

Notes (possible differences from sample response):

evil/bad
clear themes/themes

Q4 Practice 2

▸ Step 1

Main Idea:
Dance therapy is used to diagnose and treat health problems.
Key points:
It is an effective form of expressive therapy. It can be used with a variety of patients. It leads to improvement in overall health. It can increase mental and emotional well-being of the mentally ill.
Main Idea:
Effectiveness of dance therapy
Key Point 1:
Dance therapy helps the body.
Key Point 2:
Dance therapy helps the mind.

▸ Step 2

Possible Sample Response:

The passage and lecture talk about dance therapy and its advantages. First, the professor describes the physical benefits. Dance therapy gives people exercise while improving their movement and coordination, as well as improving circulation and respiration. Second, it also has benefits for patients who are mentally ill. It gives them a way to express themselves and build confidence and self-esteem.

▸ Step 3

Notes (possible differences from sample response):

benefits/advantages
motion/movement

Chapter 6 Test Questions 5 and 6

Q5 Practice 1

▸ Step 1

Problem:
The woman has missed the submission deadline for the literary magazine.
Solution 1:
She could talk to the editor.
Possible benefit:
The editor might get her essay published.
She could help the magazine not lose their funding.
Solution 2:
She could wait for the next submission period.
Possible benefit:
She would not have to bother the editor.
Possible benefit:
She would avoid looking pushy.

▸ Step 2

Possible Answers:

1. The woman has missed the submission deadline for the literary magazine.
2. The woman should talk to the editor.
3. The editor might make an exception and publish her essay.

▸ Step 3

Possible Response:

The woman wants to submit her essay to the literary magazine, but she has missed the deadline. I think that the woman should wait for the next submission period. The editor might think she is pushy if she tries to talk to her. Instead of accepting the essay, she may think the woman thinks she is entitled to have her essay published. Also, the literary magazine will probably have another submission period. If the woman does not speak to the editor, she may save her reputation.

Notes (possible differences from sample response):

talk to editor/wait for next submission period
make an exception/think she is pushy
thinking she is pushy/accepting the essay
she wants her essay published/she is entitled to have her essay published
lose funding/have another submission period
ask editor to make an exception/speak to the editor
never get essay published/save her reputation

Q5 Practice 2

▸ Step 1

Problem:
The guest speaker for the Anthropology Club canceled and the man needs to decide whether he should invite someone else to speak or postpone until the speaker is available again.
Solution 1:
He can ask the club's faculty sponsor to speak instead.
Possible benefit:
He would not have to postpone the lecture until later in the semester.
Possible benefit:
Students will not be busy preparing for final exams.
Solution 2:
He can postpone and wait for the speaker to become available again.
Possible benefit:
The lecture would be more interesting.
Possible benefit:
He would not have to find another guest speaker.

▸ Step 2

1. The man does not know if he should find someone else to speak or postpone the lecture.
2. The man should postpone the lecture.
3. It would be more interesting than listening to lectures everyone has already heard before.

▸ Step 3

Possible Response:

The man's problem is that the Anthropology Club has invited a guest speaker, but she has canceled. I think the man should postpone the lecture until the woman is available again. First, more students would attend the lecture. Not many people would come if they have already heard the club sponsor speak. Also, postponing it should not be a problem. Even though students will be preparing for final exams, they would probably come to hear the guest speaker give a lecture.

Notes (possible differences from sample response):

lecturer/speaker
postpone/postpone the lecture until the woman is available again
more people would come/more people would attend the lecture
attend/come
club sponsor's lectures/club sponsor speak
studying for finals/preparing for final exams
be willing to take an hour or two off to attend the seminar if they were interested in it/come to hear the guest speaker give a lecture

Q6 Practice 1

▸ Step 1

Main Topic:
Styles of theaters and important features
Key Point 1:
The most common style is proscenium.
Example:
The advantage is that the audience can easily see action happening onstage.
Key Point 2:
Open theater was popular in the 16th and 17th centuries.
Example:
The audience and stage are not clearly separated.

▸ Step 2

1. The two styles of theaters are proscenium and open theater.
2. The proscenium theater is in a horseshoe shape, and the curtain is supported by an arch.
3. The open theater's stage and audience are not separated, and it has no curtain.

▸ Step 3

Possible Response:

The lecturer discusses the two styles of theater venues and their important characteristics. She first describes the proscenium theater, which she says is very popular. It has seats in a horseshoe shape, and the curtain is supported by a large arch.

Another type of theater is called the open theater. Its audience and stage blend together, and it does not have a curtain.

Notes (possible differences from sample response):

types/styles
style/theater
huge/large
stage and audience areas/audience and stage

Q6 Practice 2

▸ Step 1

Main topic of lecture:
The theory of multiple intelligences
Key Point 1:
It can help children learn.
Example:
Teachers can design lesson plans to reach all children in the classroom.
Key Point 2:
Adults also benefit from multiple intelligences.
Example:
They can use areas of multiple intelligences to be successful at their jobs.

▸ Step 2

1. The theory of multiple intelligences states that people have eight different areas of intelligence.
2. It benefits children by allowing them to use their intelligences to learn better.
3. It benefits adults because they can use it to be more successful at their jobs.

▸ Step 3

Possible Response:

The professor talks about the theory of multiple intelligences. The theory states that people have eight different areas of intelligence. First, the professor says all children in a class learn better when teachers create lessons that cover all eight areas of intelligence. Adults can also be more successful when using the intelligence they are strongest in. For example, one man learns well by drawing while his co-worker learns new things by singing to herself.

Notes (possible differences from sample response):

classroom/class
design/create
drawing pictures/drawing

| Vocabulary Review 3 |

1. (D)	2. (B)	3. (B)
4. (C)	5. (C)	6. (A)
7. (D)	8. (B)	9. (A)
10. (D)	11. (A)	12. (C)
13. (B)	14. (A)	15. (C)
16. (D)	17. (B)	18. (C)
19. (D)	20. (B)	21. (C)
22. (B)	23. (C)	24. (C)
25. (A)	26. (B)	27. (B)
28. (C)	29. (C)	30. (A)
31. distinct	32. detailed	33. multiple
34. recognized	35. origin	36. theme
37. role	38. different	39. certain
40. safe	41. design	42. ensure
43. light	44. pressured	45. limited
46. S	47. O	48. S
49. O	50. O	

| Vocabulary Review 4 |

1. (A)	2. (C)	3. (A)
4. (C)	5. (A)	6. (C)
7. (D)	8. (B)	9. (C)
10. (A)	11. (C)	12. (A)
13. (B)	14. (A)	15. (D)
16. (C)	17. (B)	18. (A)
19. (A)	20. (D)	21. (A)
22. (C)	23. (A)	24. (B)
25. (A)	26. (C)	27. (C)
28. (A)	29. (A)	30. (B)
31. laptop	32. light	33. portable
34. opportunity	35. homework	36. instead
37. arrive	38. save	39. overall
40. expensive	41. progress	42. crisis
43. multiple	44. harmless	45. imbalance
46. (D)	47. (E)	48. (A)
49. (C)	50. (B)	

Part 3

Chapter 7 Pronunciation

Step 2 Commonly mispronounced sounds: /th/, /d/, and /s/

1.	math	☐	mass	☑
2.	bread	☑	breath	☐
3.	sink	☐	think	☑
4.	thumb	☐	dumb	☑
5.	worth	☑	word	☐
6.	thick	☐	sick	☑
7.	dust	☑	thrust	☐
8.	path	☐	pass	☑

Step 3 Commonly mispronounced sounds: /l/ and /r/

1. He might fail the test tomorrow.
2. I do not know what she is reading.
3. There is a big crowd over there.
4. I need to replace that tire.
5. Make a turn at the light.

Step 4 Long and short vowel sounds

1.	green	☐	grin	☑
2.	mood	☑	mud	☐
3.	feel	☑	fill	☐
4.	luck	☐	look	☑
5.	leaving	☐	living	☑
6.	shoot	☑	shut	☐
7.	pill	☐	peel	☑
8.	buck	☑	book	☐

Chapter 8 Word and Sentence Stress

Step 1 Stress related to parts of words

1.	a.	ad·ver·tise	b.	ad·ver·tise·ment
2.	a.	ed·u·ca·tion	b.	ed·u·ca·tion·al
3.	a.	cu·ri·ous	b.	cu·ri·os·ity
4.	a.	knowl·edge	b.	know·ledge·able
5.	a.	e·lec·tric	b.	e·lec·tric·i·ty
6.	a.	pro·nounce	b.	pro·nun·ci·a·tion
7.	a.	re·frig·er·ate	b.	re·frig·er·a·tion
8.	a.	mar·riage	b.	mar·riage·a·ble
9.	a.	tech·nol·o·gy	b.	tech·no·log·i·cal
10.	a.	di·vi·sion	b.	di·vis·i·ble

Step 2 Stress related to content words

Sentences

1. She likes to listen to stories.
2. I feel worse than before.
3. Carl is learning about how gravity works.
4. The teacher assigned us homework.
5. They walked across the bridge to the other side.
6. Exercise is important for good health.

Chapter 9 Pausing

▸ Step 1

1. By the time the play was finished / it was too late to go anywhere else.
2. Our plane left two hours late / so we missed our connecting flight in Paris.
3. The traffic on the freeway was so bad / she thought she would never get home.
4. When taking a test / it is important to make sure you read the instructions carefully.
5. The dog got out of the yard / and he dug holes in the neighbor's garden.
6. Do not forget to thank Molly / she was a big help organizing the event.

▸ Step 2

1. Personally / I think that Hawaii would be a perfect place for a vacation.
2. Next year / my family will be moving / and I will have to attend a new school.
3. Because is was so noisy in the auditorium / I could not hear what the speaker was saying.
4. If the books are shelved correctly / they should all be in alphabetical order.
5. After the television program was over / she was so tired that she went to bed.
6. It remains to be seen / however / if his plan for improving the city will actually work.
7. In order to stay healthy / my doctor recommended that I start taking vitamins every day.
8. For your homework tonight / please read the first chapter of your history textbook.

Practice Test 1

Question 1

Sample Response:

If I could change one thing about myself, I would like to have some musical talent. First, I have always enjoyed listening to music and would love to be able to produce my own. In addition, the musicians that I have met always strike me as interesting people. If I had musical talent, I would have something in common with them and could get to know them better.

Question 2

Sample Response 1:

I prefer to go to the movie theater to watch a movie. First of all, going to the movie theater allows you to see the movie as it was meant to be seen. For example, on the big screen, movies have the proper adjustments in sound. Moreover, I tend to find the movies I see in a movie theater more memorable because of the large screen. The larger than life images stay with me more than the ones I see when watching movies on TV.

Sample Response 2:

I would rather watch movies at home than see them at a theater. The first reason is that I can pause the film at any point if I want to get up to get a snack or a drink. Additionally, watching a movie at home allows me to avoid having to listen to other people being rude. I can watch a movie without people talking or mobile phones ringing.

Question 3

Sample Response:

The announcement states that funding for the study abroad program will be cut, citing a lack of student interest in study abroad programs and high cost to the university. The woman disagrees with the decision and the reasons. She claims to know several students with an interest in studying abroad. She also points out that a student who chooses to study abroad still pays tuition to the university.

Question 4

Sample Response:

The lecture and passage both address the effects of noise pollution. The passage states that the constant noise of cities can affect humans physically and mentally. The lecture reinforces these points. The professor explains that the noise can increase blood pressure, which seems to affect cardiovascular health. In addition, noise pollution is also shown to have mental effects; the professor cites a study linking noise pollution with an effect on children's reading abilities.

Question 5

Sample Response 1:

The male student is concerned because he needs to find a roommate to help pay the rent on his house. He can put an ad in the city paper or post a notice in the student union building. I would put an ad in the city paper because it is the quickest way for the man to find a roommate. Also, he can choose if he wants to share the house with someone—he does not have to pick someone he thinks might be rude.

Sample Response 2:

The male student needs to find a roommate to split the cost of rent with. He can either put an ad in the city paper or put a notice in the student union building. I would choose to post an ad in the student union building. This would ensure that I get a roommate that is also a student who understands the importance of studying. In addition, putting an ad in a city newspaper can be expensive. Posting the notice on campus would be free.

Question 6

Sample Response:

The professor says that urbanization, or the movement of lots of people to cities, caused the creation of many public spaces in America. Urbanization caused the construction of public parks because people needed a break from city life. The professor gives Central Park as an example. Urbanization also caused the creation of public buildings like museums. This was so the people could have ways to amuse themselves when they were not working.

Practice Test 2

Question 1

Sample Response:

During the summer after my second year of college, I took a road trip with my family to visit the ocean. I had become distant from my parents while in college, so I was worried that the trip would be boring and full of tension. However, the trip allowed me to spend time with my parents as an adult, and it greatly improved our relationship.

Question 2

Sample Response 1:

I believe that it is good to be open with one's emotions. First of all, showing your feelings keeps them from building up, which can eventually end up causing you to lose your temper. In addition, when you are open with your emotions, people around you understand what you like and dislike. This can ultimately lead to better, more honest, relationships.

Sample Response 2:

I believe that it is best not to show one's emotions. Many people see showing one's emotions as a sign of weakness, and it can hurt your public image with others. In addition, being emotional can cause others to become emotional themselves. This can result in more fights between you and others. As such, being reserved and not showing your emotions is the best choice.

Question 3

Sample Response:

The university's announcement explains that students will have to learn a second language in order to graduate, stating that it will make students more competitive for jobs and give them additional opportunities. The woman disagrees with this point, explaining that learning a second language does not improve one's chance in the job market if they do not intend to work out of the country. In addition, she points out that the foreign language requirement will distract students from the subjects they are studying in their major.

Question 4

Sample Response:

The passage describes yellow journalism, which targeted the masses and was known for its attention-getting articles. The professor gives examples of these, saying that the papers were sold on the common man's day off—Sunday. They included comics, sports, and fashion stories that everyday people liked. She then shows how sensationalized the stories were. One story lied about things burning up in New York apartments due to the heat.

Question 5

Sample Response 1:

The man is faced with the choice of going to basketball practice or attending a chemistry lab. I think he should attend practice and play in the big game. If he does not play, he will be letting his team down. If they lose, none of them can go to the championships. Also, it is only the middle of the semester. He can work hard the rest of the semester in his chemistry lab to improve his grade.

Sample Response 2:

The man explains that he has to choose between attending basketball practice or going to his chemistry lab. I think he should attend the chemistry lab. Grades are more important. They can affect what kind of job he gets when he leaves school. Also, most schools require athletes to have a certain grade point average for them to participate in sports. If he lets his grades go down, he will not be able to play for the rest of the season.

Question 6

Sample Response:

The lecture discusses the theory that an artist's physical health can influence how his or her artwork turns out. First, the lecture talks about Edgar Degas, who suffered from retinal eye disease. Degas' work went from being highly detailed to very blurry as the disease progressed. Second, another artist, Claude Monet suffered from cataracts. This caused him not to be able to see colors clearly, and his paintings also became more blurry over the years as the cataracts worsened.

Writing

Chapter 1 Organizing Information

01 Biology

Step 1

Main Idea: function of appendix in humans is to aid with digestion
Key Point 1: human diet was different in past
- appendix helped humans break down leaves for digestion
- once diet changed due to evolution, appendix began to shrink

Key Point 2: other animals have much larger appendixes than humans
- koalas only eat leaves
- koalas have much larger appendixes than humans

Step 2

Main Idea: appendix maintains good bacteria in human body
Key Point 1: location of appendix is key to its function
- when bad bacteria enters body, good bacteria hides in appendix
- safe place for good bacteria until bad bacteria is flushed from body

Key Point 2: coincidence that koalas have big appendixes
- panda bears eat a lot of leaves but do not have appendixes
- do not need appendix to digest leaves

Step 3

Reading:
Main Idea: The function of the appendix was to help humans with digestion.
Key Point 1: The human diet was different in the past than it is now.
Key Point 2: There are other animals whose appendixes are much larger than humans' appendixes

Lecture:
Main Idea: The function of the appendix in humans is to maintain good bacteria in the body.
Key Point 1: The location of the appendix in humans is key to its function.
Key Point 2: It is a coincidence that koalas have big appendixes compared to humans.

Step 4

Both the lecture and the passage talk about the function of the appendix in humans. The passage says that the appendix was used to help humans with digestion in the past. However, the lecture states that the real purpose of the appendix is to maintain good bacteria in the body.
The passage claims that the appendix was once used by humans to aid in the digestion of leaves. When the human diet stopped including so much foliage, the appendix began to shrink. The lecture refutes this claim by stating that the appendix actually provides protection for good bacteria until bad bacteria in the body is flushed out. It explains that despite the small size of the human appendix, it is still able to protect good bacteria in the body.
The passage then says that scientists know that the function of the appendix is for digestion because other animals whose diets are made up mostly of leaves, such as koalas, still have large appendixes. Again, the lecturer disagrees. He says that although koalas have large appendixes, other animals that eat a lot of leaves, such as pandas, do not have appendixes at all.

02 Social Science

Step 1

Main Idea: eyewitness testimony effective for catching criminals
Key Point 1: people who witness crimes reliable sources of information
- give details about when and where crime occurred
- can identify who committed the crime

Key Point 2: eyewitness testimony regulated by law
- ensures testimony is truthful
- if eyewitness is not truthful, can be punished by law

Step 2

Main Idea: eyewitness testimony not always reliable
Key Point 1: eyewitnesses can make mistakes remembering what they saw
- human memory is not perfect
- study showed after 20 minutes, people start to forget an event

Key Point 2: no way to guarantee testimony is true
- witness could be influenced by police
- statistics show people mistakenly identified by witnesses

Step 3

Reading:
Main Idea: Eyewitness testimony is an effective tool for solving crimes.
Key Point 1: The people who witness crimes are reliable sources of information.
Key Point 2: The testimony an eyewitness gives is regulated by law.

Lecture:
Main Idea: Testimony given by eyewitnesses is not always reliable.
Key Point 1: Eyewitnesses may make mistakes when trying to remember what they saw.
Key Point 2: There is no way to guarantee that an eyewitness's testimony is true.

Step 4

The lecture and the passage talk about the value of eyewitness testimony in criminal trials. The passage says that eyewitness testimony is a good tool for lawyers trying to prove their client's innocence. The lecture, however, gives examples of how eyewitness testimonies are flawed.

The passage says that the strength of eyewitness testimony is that it is hard to argue against something that has been seen. The lecturer challenges this claim by saying that eyewitness testimony is based on memory, and there are many problems with the human memory. He supports this by talking about a study that found that people usually start forgetting an event 20 minutes after it happened.

Next, the passage states that eyewitness testimony is sure to be truthful because it is regulated by law. Again, the lecture says this is wrong. The lecturer says there is no way to guarantee that a testimony is true. He supports this by saying that over 200 people have been released from prison because eyewitnesses did not tell the truth about what they saw.

03 Biology

Step 1

Main Idea: lactose intolerance results from people not eating dairy foods
Key Point 1: lactose intolerance in cultures that do not consume dairy
- Chinese never drank milk in the past
- when milk was introduced, Chinese had hard time consuming it

Key Point 2: occurs in people who do not regularly consume dairy products
- after infancy, Japanese do not eat dairy at all
- lose about 80 percent of ability to digest dairy products

Step 2

Main Idea: lactose intolerance inherited from parents genetically
Key Point 1: lactose intolerance develops in cultures that eat a lot of dairy
- about half of the population in India lactose intolerant
- Indian population drinks a lot of milk

Key Point 2: condition can develop as people get older
- happens in many cultures, not just those that do not consume dairy products
- Mexican population loses ability to digest dairy products as they age

Step 3

Reading:
Main Idea: Evidence shows lactose intolerance results from people not eating dairy foods.
Key Point 1: Lactose intolerance occurs in cultures that do not consume a lot of dairy products.
Key Point 2: Lactose intolerance occurs in people who do not consume dairy products on a regular basis.

Lecture:
Main Idea: A study of lactose intolerance in cultures that consume dairy products shows it is a genetic condition.
Key Point 1: Lactose intolerance has developed in cultures that eat a lot of dairy products.
Key Point 2: The condition of being lactose intolerant can develop as people get older.

▸ Step 4

Both the lecture and the passage talk about the development of lactose intolerance. The passage says that lactose intolerance occurs when dairy is not a regular part of one's diet. However, the lecture argues that lactose intolerance is a genetic condition passed down by one's parents since it occurs in populations that consume dairy products regularly.
The passage says that lactose intolerance occurs the most in cultures where dairy is not consumed that much. It says that the Chinese population is about 90 percent lactose intolerant because they did not drink milk in the past. The lecture refutes this by saying that lactose intolerance often occurs in cultures that consume a lot of dairy, like India.
The passage also claims that lactose intolerance develops in people that don't eat dairy products regularly. It talks about how Japanese people 'lose about 80 percent of their ability to digest dairy products after infancy. The lecturer points out that people of other cultures also lose their ability to digest dairy as they get older, regardless of diet. She gives the example of Mexicans, who lose their ability to digest milk as they age.

04 Music

▸ Step 1

Main Idea: music by Mozart has beneficial effects on babies
Key Point 1: Mozart improves intelligence
- participants in study that listened to Mozart did better on tests
- Mozart group's IQ went up by 9 points

Key Point 2: Mozart promotes creativity
- playing Mozart before babies born makes them more creative as adults
- babies who listened to Mozart before born are more creative than other babies

▸ Step 2

Main Idea: Mozart Effect has been disproved
Key Point 1: study proving Mozart increases intelligence not accurate
- participants were college students, not babies
- effects on intelligence did not last

Key Point 2: no scientific proof that Mozart makes babies more creative
- claims made so expectant parents will purchase CDs
- since there is no proof, most likely it is a marketing tool

▸ Step 3

Reading:
Main Idea: It is believed that Mozart's music has beneficial effects on babies.
Key Point 1: A study has shown that Mozart's music improves intelligence.
Key Point 2: Listening to Mozart's music at an early age can promote creativity.

Lecture:
Main Idea: Evidence has shown that the Mozart Effect has not been proven.
Key Point 1: The study that proved Mozart's music increases intelligence was not accurate.
Key Point 2: There is no real proof that Mozart's music makes babies more creative.

▸ Step 4

The lecture and the passage both discuss a phenomenon called the Mozart Effect. According to the passage, the Mozart Effect is the positive impact that listening to Mozart's music has on babies. However, the lecture suggests that the Mozart Effect does not exist.
The passage first talks about a study in which participants were asked to complete three different tests. Afterwards, the participants were found to have an additional nine points added to their IQs after listening to Mozart. Yet, according to the lecture, the study did not test babies, but college students. The lecture also said that the increased IQ of those who had listened to Mozart only lasted for 15 minutes.
Next, the passage says that playing Mozart for babies before they are born makes them more creative and imaginative than those who didn't listen to Mozart. The lecture also refutes this by pointing out there is no scientific proof that listening to Mozart makes children more creative. Furthermore, the lecture suggests that such claims are used to help sell products to expectant parents.

Chapter 2 Paraphrasing

01 Biolgy

▸ Step 1

Main Idea: The best treatment for an injured muscle is to apply heat to it.

Step 2

A. 1
B. 2
C. Sample Answer: When a muscle is injured, the best remedy is to apply heat to it.

Step 3

Main Idea: putting heat on injured muscles is bad
Key Point 1: should not put heat on muscles right away
- will increase the swelling
- should use ice pack first, then heat

Key Point 2: heat can relax the muscle too much
- may underestimate how badly muscle is injured
- if muscle is moved too much, can damage it more

Step 4

A. should use ice pack first, then heat
synonyms: ice pack - cold compress
first - to begin with
paraphrase: To begin with, you should use a cold compress.

B. heat should not be applied to muscles right after an injury
synonyms: applied - put on
after - following
paraphrase: Heat should not be put on muscles immediately following an injury.

Step 5

A. **1.** Applying heat to an (1) aching muscle can make it (2) puff up even more, so you should use an ice pack to (3) reduce the swelling first.
2. Heat can (4) loosen up the muscle enough that you can move it even though it is (5) hurt, but it can also lead to underestimating how bad the (6) damage is.

B. **1.** In order to prevent an injured muscle from swelling even more, you should use an ice pack first, then apply heat.
2. Although heat will allow you to move an injured muscle, you can underestimate how badly it is damaged.

Step 6

1. An injured muscle requires special care to make sure it heals properly, so it is always important to take into account how bad the injury is and follow the doctor's orders.
2. While using heat on an injured muscle can relax and soothe it, it can also relax it so much that you underestimate just how bad the injury is.

02 Chemistry

Step 1

Main Idea: Foods such as vegetables are healthier if they are not cooked.

Step 2

A. 1
B. 2
C. Uncooked vegetables are healthier for people.

Step 3

Main Idea: uncooked vegetables are not healthier
Key Point 1: raw vegetables and cooked vegetables have same amount of vitamins
- it depends on how long the vegetables are cooked
- cooking vegetables softens cell walls so body absorbs vitamins better

Key Point 2: raw vegetables are not always easier to digest
- easier for body to digest a baked potato than a raw potato
- baked potato has more water in it so body breaks it down easier

Step 4

A. raw vegetables and cooked vegetables have same amount of vitamins
synonyms: amount - quantity
raw - uncooked
paraphrase: Vegetables that are uncooked have the same quantity of vitamins as cooked vegetables.

B. cooking vegetables softens vegetable cell walls so body absorbs vitamins better
synonyms: softens - makes less hard
better - improved
paraphrase: When vegetables are cooked, their cell walls become less hard, which improves the body's ability to absorb the vitamins in them.

Step 5

A. **1.** Cooking vegetables for a brief (1) period does not (2) cause a(n) (3) considerable loss of vitamins.
2. One (4) untruth about raw vegetables is that they are healthier since vitamins are not (5) removed during the (6) process of cooking.

B. **1.** Significant loss of vitamins does not occur if vegetables are only cooked for a brief amount of time.
2. It is mistakenly believed that uncooked vegetables are better for you because vitamins are not reduced from cooking.

Step 6

1. While some raw vegetables have been found easier to digest than cooked vegetables, this does not apply to all of them.
2. Boiling your vegetables for a long time is not going to help them keep their vitamins since the heat breaks down the vitamin compounds in the vegetables.

03 Linguistics

Step 1

Main Idea: Studies have tested the theory that children can learn new languages more easily than adults and revealed many interesting findings.

Step 2

A. 2
B. 1
C. The theory that children are able to learn new languages easier than adults has been tested, and the results are interesting.

Step 3

Main Idea: children do not learn a new language easier than adults
Key Point 1: children's level of fluency is different than adults'
- vocabulary and sentence structure are simpler
- children able to achieve expected levels sooner

Key Point 2: younger children do not have more flexible minds
- study of two groups of children, older did better learning new language
- older children had better understanding of grammar, used when learning new language

Step 4

A. older children had better understanding of grammar, used when learning new language
synonyms: understanding - comprehension
used - applied
paraphrase: Older children had better comprehension of grammar, which they applied when learning a new language.

B. appears children learn new languages easier than adults, but they actually do not
synonyms: appears - seems
actually - really
paraphrase: While it may seem that children are able to learn new languages more quickly than adults, they really do not.

Step 5

A. **1.** Before we (1) accept that children learn new languages faster than adults, we have to (2) take into account the level of fluency (3) expected for children and for adults.
2. Children seem to learn new languages (4) a lot faster than adults, but the (5) level of a child's (6) language is lower than that of an adult's.

B. **1.** We have to examine the levels of fluency for children and adults before we decide that children are able to learn new languages more quickly than adults.
2. While children appear to be able to learn a new language more quickly than adults, in fact, they do not.

Step 6

1. While study after study has shown that children are able to learn new languages faster than adults, we need to think about how simple children's speaking really is.
2. Sometimes people become so frustrated by the process of learning a new language that they simply give up because language acquisition is so difficult.

04 Biology

▸ Step 1

Main Idea: Scientists think that overly sanitized conditions are causing more illnesses in children.

▸ Step 2

A. 1
B. 1
C. According to scientists, children may be getting sick more frequently due to overly sanitized conditions.

▸ Step 3

Main Idea: cleanliness is not always a good thing
Key Point 1: by sanitizing everything, common allergens are eliminated
- allergy sufferers have increased in the past 20 years
- people are not exposed to enough allergens, so no immunity to them

Key Point 2: children should be exposed to animals
- children around farm animals did not have as many allergies as children who were not around them
- children around animals less likely to develop autoimmune diseases

▸ Step 4

A. by sanitizing everything, common allergens eliminated
synonyms: common - frequent
eliminated - removed
paraphrase: Frequent allergens are removed when everything is sanitized.

B. too much sanitization can cause health problems
synonyms: sanitization - cleaning
problems - complications
paraphrase: When people clean too much it can lead to health complications.

▸ Step 5

A. **1.** People cannot (1) develop any immunity to allergens because they are not being exposed to them, and as a(n) (2) consequence, they are made (3) miserable by allergies.
2. I want to (4) stress that allergens are (5) usually harmless substances; some (6) frequent ones are peanuts and cat fur.

B. **1.** People suffer from allergies because they are not being exposed to allergens, and as a result, they do not develop immunity to them.
2. I'd like to point out that allergens are often harmless substances, such as peanuts and cat fur.

▸ Step 6

1. Physicians think that children have more contact with animals, they may not develop as many allergies and they would be less likely to develop autoimmune diseases.
2. Some studies show that people have taken cleaning too far because although we know sanitization is a good thing, sanitizing everything eliminates common allergens.

Chapter 3 Making Connections

01 Biology

▸ Step 1

Main Idea: sharks hunt in packs
Key Point 1: humans were attacked by more than one shark
- first attacked by one shark
- more sharks would arrive and attack

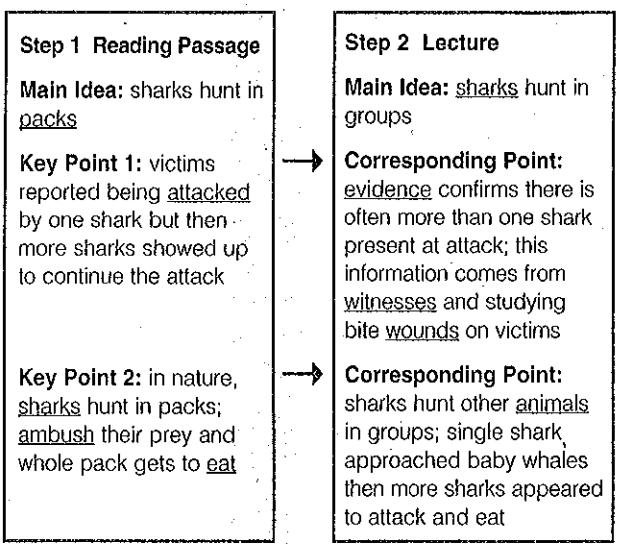
Key Point 2: sharks hunt other animals in packs
- usually ambushes prey in groups
- this way, entire pack gets to eat

▸ Step 2

Main Idea: sharks hunt in groups
Key Point 1: survivors confirm more than one shark was present at an attack
- witnesses have seen more than one shark attack a victim
- bite wounds can show if more than one shark attacked a victim

Key Point 2: sharks hunt other animals in packs
- one shark approached baby whales, which panicked
- entire group of sharks then showed up to eat the baby whales

Step 3



Step 4

The passage and the lecture talk about the hunting patterns of sharks. While before, people thought that sharks hunted alone, the passage says that sharks actually hunt in groups. The lecture supports this and (1) gives examples to demonstrate this theory.
First, the passage says that scientists began studying shark attacks on humans. Their research revealed that many times, humans were attacked by multiple sharks. The lecture (2) supports this by giving an example of a recent case. Witnesses saw a teenager in Australia being attacked by more than one shark.
(3) In addition, the passage says that sharks attack in groups in nature as well. According to the passage, one shark attacks and stuns the prey. Then the rest of the pack arrives to feed. The lecture (4) also talks about some researchers who saw a pack of sharks attack a group of baby beluga whales. The baby whales were first herded into some rocks by a single shark. Soon after, the rest of the pack showed up and ate the whales.
According to both the lecture and the reading, there is a significant amount of proof that sharks hunt in packs.

02 Anthropology

Step 1

Main Idea: anthropologists learn about Native Americans by studying totem poles
Key Point 1: main purpose of totem poles is worship
- totem poles may have been center of religious ceremonies
- large figures on totem poles are gods

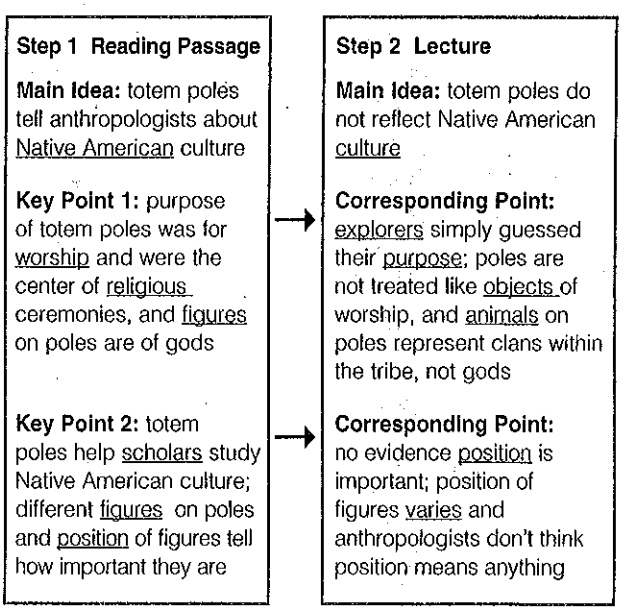
Key Point 2: totem poles can also help scholars understand Native American culture
- totem poles have different stories and figures
- can tell how important figures were by position on the totem pole

Step 2

Main Idea: totem poles do not reflect Native American culture
Key Point 1: explorers guessed what totem poles were for
- animals represent clans within the tribe, not gods
- totem poles not treated like objects of worship

Key Point 2: no evidence position on totem pole is important
- on many totem poles, position of figures vary
- anthropologists think position doesn't mean anything

Step 3



Step 4

Both the passage and the lecture talk about totem poles. The passage makes several claims about the function and the significance of totem poles. The lecture, (1) however, says that the claims are wrong. (2) First, the passage says that the poles were used by the Native Americans for worship. The passage claims that the figures on them represented the Native American gods. (3) On the other hand, the lecture says this is wrong. It states that this myth was created by the first explorers who saw the poles and that the animals depicted on the poles represent clans within the tribe, not gods. The lecturer supports this claim by arguing that if the poles were objects of worship, Native Americans wouldn't leave them behind to rot when they moved from place to place. Next, the passage says that the position of figures on the pole represented how important they were to the culture. (4) Again, the lecturer disagrees. She says that important people were placed in different positions, so the position of the figures on the pole must not mean anything.

03 Biology

Step 1

Main Idea: one ancient species of toad was bigger than any seen today
Key Point 1: giant toads much larger than modern toads
- skull was much thicker
- had protective armor and powerful jaws

Key Point 2: closest living relative to Devil Toad is found in South America
- scientists thought it was related to African toad species
- comparisons to African toad species show they are not related

Step 2

Main Idea: Devil Toad is bigger than any living toad species today
Key Point 1: size differences between Devil Toad and modern toad species
- Devil Toad weighed about 10 pounds; largest living toad species about seven pounds
- Devil Toad could grow up to 16 inches long

Key Point 2: possible modern relatives of Devil Toad
- closest living relative is South American Horned Toad
- similar features such as wide mouth with large teeth and powerful jaws

Step 3

Step 1 Reading Passage		Step 2 Lecture
Main Idea: species of ancient toad was larger than any toad seen today		**Main Idea:** Devil Toad was much larger than any toad species living today
Key Point 1: Devil Toad was much larger than modern toads and had a large skull, protective armor, and powerful jaws	→	**Corresponding Point:** size differences show the Devil Toad weighed about 10 pounds and was 16 inches long–much larger than any modern toad species
Key Point 2: Devil Toad's closest living relative in South America, though scientists thought it would be in Africa until comparisons showed the Devil Toad and African species were not related	→	**Corresponding Point:** closest living relative of Devil Toad is the South American Horned Toad, which has similar features such as wide mouths, large teeth, and powerful jaws

Step 4

Both the passage and the lecture talk about an ancient species of the toad called the Devil Toad. The passage gives information about the size of the toad and where it came from originally. The lecture (1) supports this information with more details about the toad.
First, the passage says that the toad was much larger than any modern species. It describes the toad as large with a protective armor. It also mentions that it was probably able to eat baby dinosaurs. The lecture agrees with the reading (2) and says that the Devil Toad could grow up to 10 pounds and be 16 inches long.
(3) Next, the passage explains that though the fossils of the Devil Toad were discovered in Africa, the closest living relative of the Devil Toad is from South America. Again, the lecture agrees with this. To support the claim, the lecturer lists the similarities between the Devil Toad and the South American Horned Toad. (4) For example, both had wide mouths, large teeth, and powerful jaws.
In conclusion, both the passage and the lecture agree that the Devil Toad was larger than any toad species found today.

04 Sociology

▸ Step 1

Main Idea: children with odd names have more difficult lives
Key Point 1: children with odd names do worse in school
- they get lower grades
- lower performance may be caused by teasing

Key Point 2: oddly named children less successful as adults
- may be more likely to quit college
- may affect chances of being hired for job

▸ Step 2

Main Idea: having an odd name does not make a difference
Key Point 1: study shows why children with odd names may do worse in school
- more likely to have uneducated parents
- not enough academic support at home

Key Point 2: children with odd names not failures as adults
- did not have trouble finding jobs
- odd names make them more memorable to employers

▸ Step 3

Step 1 Reading Passage		Step 2 Lecture
Main Idea: children with odd names may do worse in life		**Main Idea:** odd names do not make a difference in life
Key Point 1: children with odd names do not perform as well in school because they are teased and distracted from studying	→	**Corresponding Point:** study showed that children with odd names were more likely to have uneducated parents and did not get enough academic support at home, resulting in poorer grades
Key Point 2: children with odd names grow up to be less successful adults since they are more likely to quit college and have trouble finding jobs	→	**Corresponding Point:** children with odd names do not grow up to be failures as adults since they do not have trouble finding jobs and unusual name may make them more memorable to employers

▸ Step 4

The lecture and the passage discuss whether having an odd name makes life difficult for a person. The passage says that children with odd names often have harder lives than those with more common names. (1) However, the lecture disagrees. It says that having an odd name doesn't make a difference how difficult one's life is.
(2) To begin with, the passage mentions a study where children with odd names have lower grades than other children. The author says this is because children get teased a lot and are distracted from school. The lecturer says this is wrong and states that children with odd names are more likely to have uneducated parents, so they cannot get academic help at home.
Next, the passage talks about how people with odd names are more likely to quit school and not get hired for jobs because of their names. (3) Again, the lecture disagrees with this point. The lecturer says that surveys show that people with odd names are proud of their names and do not have any trouble finding jobs. (4) In addition, the lecturer mentions that because they stand out more, it might be easier for them to find jobs.

| Vocabulary Review 1 |

1. (B) 2. (D) 3. (A)
4. (C) 5. (B) 6. (D)
7. (B) 8. (C)
9. (B) 10. (C) 11. (C)
12. (D) 13. (A) 14. (C)
15. (B)
16. delicious 17. attractions 18. significant
19. extra 20. experience
21. (C) 22. (A) 23. (E)
24. (B) 25. (D)

| Vocabulary Review 2 |

1. (B) 2. (D) 3. (C)
4. (B) 5. (D) 6. (A)
7. (C) 8. (A)
9. (C) 10. (C) 11. (C)
12. (B) 13. (D) 14. (A)
15. (D)
16. popular 17. appreciate 18. achieved
19. accomplish 20. correspondence
21. example 22. room 23. wasting
24. signify 25. speak

01 Experience

▸ Step 2

As technology improves in the modern world, methods of communication are changing constantly. It is now possible for people to contact each other using text messaging and email. Some people prefer to communicate through more traditional methods, such as handwritten notes or letters. I prefer to communicate through text messaging and email for several reasons.

One reason I prefer to use text messaging and email over handwritten notes is because it is faster to use. I can type out a letter in just a few minutes, but it takes me a long time to write things out by hand. It can take me up to an hour to write a single letter. It is also faster in the sense that it takes less time to deliver. With just a click of a button, the recipient will receive my message in just a couple of seconds. If I handwrote the letter and sent it by mail, it could take up to a week to get there!

I would also rather use text messaging and email because it is guaranteed to be readable. Text messaging and email use a standard, easy-to-read font that people can understand. When I write things out by hand, people don't always understand my handwriting. I've had several misunderstandings with people because they couldn't read what I wrote. However, if I type it, it is easy to read and understand.

While some people like writing letters and messages by hand, I find text messaging and sending emails to be a far more convenient, speedy, and clear means of communication.

▸ Step 3

1. The thesis statement of this essay is, "I prefer to communicate through text messaging and email for several reasons."
2. The topic sentence of paragraph 1 is "One reason I prefer to use text messaging and email instead of handwritten notes is because it is faster to use."
3. The topic sentence of paragraph 2 is "I would also rather use text messaging and email because it is guaranteed to be readable."

▸ Step 4

1. The essay takes the side that text messaging and email is preferable to writing notes or letters by hand.
2. One example the writer gives to support the thesis statement is that the writer is able to send a message using text messaging or email with a click of a button, and it will be received instantly.
3. The writer does present an idea from the other side of the argument in the conclusion. The writer states some people prefer to use handwritten communication because it is more personal.
4. The main idea of the conclusion is that while some people may prefer to use handwritten communication, the writer prefers to use text messaging or email.

02 Experience

▸ Step 2

When it comes to eating, there are many choices for people. They can either eat at restaurants or cook food at home. Some people prefer to eat in restaurants because they think the food tastes better. However, I think that home-cooked meals taste the best for a couple of reasons.

First of all, the food cooked at home represents unique recipes that have been passed down in my family. Those are the meals I grew up eating and are a part of my culture. For example, my mother prepares a very tasty dish called mole. It is basically a sauce made out of chocolate and chilies that she pours over chicken. When I have tried the same dish in restaurants, it never tastes as good as my mother's. That's because I prefer my mother's recipe to anybody else's.

Another reason I think home-cooked meals taste better than food in restaurants is because people use fresher ingredients at home. Every week, people must go to the market or grocery store to buy their food. Most restaurants, meanwhile, use frozen foods to make their meals. When the ingredients are cooked, I can taste the difference. Fresh ingredients taste the best when cooked and have better flavors than food that has been frozen. I think fresh ingredients produce the most delicious flavor.

It may be fun to eat out at a restaurant every now and then, but in my opinion nothing beats the

uniqueness of a home-cooked meal made with care, using fresh, tasty ingredients.

▸ Step 3

1. The thesis statement of the essay is "However, I think that home-cooked meals taste the best for a couple of reasons."
2. The topic sentence of body paragraph 1 is "First of all, the food cooked at home represents unique recipes that have been passed down in my family."
3. The topic sentence of body paragraph 2 is "Another reason I think home-cooked meals taste better than food in restaurants is because people use fresher ingredients at home."

▸ Step 4

1. The writer takes the side that food prepared at home tastes better than food prepared in a restaurant.
2. An example the writer gives to support the thesis statement is that when she tries dishes in restaurants, they never taste as good as the same dish that has been cooked at home.
3. The writer states, "It may be fun to eat out at a restaurant every now and then."
4. The main idea of the conclusion is that the writer prefers home-cooked food to restaurants and gives the reasons why.

Chapter 5 Writing Thesis Statements and Topic Sentences

01 Thesis Statements

▸ Step 1

Prompt 1:
Do you think that it is more important to do things to make other people happy than it is to do things to make yourself happy? Use specific reasons and examples to support your answer.

Prompt 2:
In many schools, students with special needs are taught in separate classrooms from other students. However, it is being argued that all students should be taught together in the same classrooms. Do you think this is a good idea? Why? Give specific reasons and examples to develop your essay.

Prompt 3:
Do you think people should only do the things they are good at, or should they try to improve at the things they do not do well? Provide reasons and examples for your choice.

Prompt 4:
Books are often made into movies. Which do you prefer, reading the book or watching a movie that is based on the book? Support your preference using specific details and reasons.

▸ Step 2

Prompt 1: opinion
Sample thesis statement: I agree with the statement because wars have happened throughout history and no matter what the date is, they are always caused by the same things.

Prompt 2: experience
Sample thesis statement: I was not honest just last week when my friend asked me if I liked her new shoes because I did not want to hurt her feelings.

Prompt 3: experience
Sample thesis statement: Last year, I had to give a speech in front of my school when I ran for student body president, and I was very nervous.

Prompt 4: opinion
Sample thesis statement: It is beneficial for young adults to have other activities instead of studying because they teach things that are not always emphasized at school.

02 Topic Sentences

▸ Step 1

Prompt 1:
(3) Without homework, students would just learn things by listening and not by doing them.
(1) I believe that homework is an important part of a student's education.
(2) Homework helps students because it helps them practice what they learned in class.

Prompt 2:
(3) Today, people drive cars instead of walking and use elevators or escalators instead of walking up and down stairs.

(2) People do not get as much exercise as they used to, which contributes to the rise in obesity.
(1) I think people are gaining weight around the world because of fast food and a lack of exercise.

Prompt 3:
(1) It is important for humans to share the Earth with plants and animals.
(2) Plants help produce oxygen and get rid of carbon dioxide, which benefits humans.
(3) If humans take all of the land for themselves, the quality of the air we breathe will decline.

Prompt 4:
(3) If I call a friend to see if he or she wants to go to a movie and if he or she is busy, I can always call another friend to go with me.
(2) Since I have a lot of friends, I always have someone to do something with.
(1) Having a lot of friends is better than having just a few friends.

▸ **Step 2 (possible student responses)**

Prompt 1:
When faced with making a big decision I always consult my friends and family for their opinions.
Reason 1: They will see things from a more objective point of view.
Reason 2: They may have faced a similar decision at some point in their lives.
Reason 3: They can offer positive and negative consequences I may not have thought of.
Topic sentence: One of the reasons I ask my friends and family for advice is because they might have experienced making the same decision at some point in their lives.

Prompt 2:
I think that while at school, the most important thing for students is academics, not socializing.
Reason 1: Students have plenty of time outside of school to develop their social skills.
Reason 2: Social skills can help a person get friends, but not necessarily a good job.
Reason 3: It is easy to learn social skills, but if you get behind in academics it is hard to catch up.
Topic sentence: I think while students are in school, the focus should be on academics since they have time outside of school to socialize and develop their social skills.

Prompt 3:
I would choose to be a professional athlete instead of a famous entertainer.
Reason 1: I like playing sports rather than acting or singing, so it would suit me better.
Reason 2: I would be required to stay in shape as part of my job.
Reason 3: I think the public and media focuses more on famous entertainers than athletes.
Topic sentence: It seems to me that the public and media focus more on famous entertainers than athletes, and I would prefer not to always have attention drawn to me.

Prompt 4:
I believe giving children chores teaches them responsibility, which will help them later on.
Reason 1: It teaches them about getting things done when they need to be done.
Reason 2: If children get an allowance for chores, it teaches them about money.
Reason 3: When children do chores, it shows them they are a contributing member of the family.
Topic sentence: When children get an allowance for doing chores, it teaches them about money and spending it responsibly.

Chapter 6 Making Ideas Flow

01 Opinion

▸ **Step 2**

Introduction: while, however, and
Body 1: In addition, and, the main reason, because, since, also
Body 2: Therefore, for example, so, and, also, because
Conclusion: and, also, in conclusion

Introduction: (C), (A), (B)
Body 1: (B), (C), (A), (D)
Body 2: (C), (A), (B), (D)
Conclusion: (B), (A)

02 Opinion

▸ Step 2

Introduction: personally,
Body 1: because of, since, but if, and, as a result
Body 2: then, another reason, because, for example
Conclusion: so, and, to conclude, regardless of

Introduction: (C), (A), (B)
Body 1: (B), (A), (C), (D)
Body 2: (C), (B), (D), (A)
Conclusion: (B), (A)

03 Opinion

▸ Step 2

Introduction: however
Body 1: for example, but, since, first of all, yet
Body 2: another reason, because, So
Conclusion: to sum things up, and

Introduction: (C), (B), (A)
Body 1: (C), (D), (A), (B)
Body 2: (A), (C), (D), (B)
Conclusion: (A), (B)

04 Opinion

▸ Step 1 (possible student response)

3. I have a closer relationship with people I know, so I can tell how honest they are.

06 Opinion

▸ Step 1 (possible student response)

3. Young people have more things in common with their friends.

| Vocabulary Review 3 |

1. (C)	2. (A)	3. (C)
4. (B)	5. (D)	6. (C)
7. (D)	8. (A)	9. (B)
10. (C)	11. (C)	12. (D)
13. (A)	14. (B)	15. (D)
16. (C)	17. (A)	18. (D)
19. (B)	20. (C)	21. (A)
22. (B)	23. (A)	24. (A)
25. (B)	26. (C)	27. (D)
28. (C)	29. (D)	30. (B)
31. ancient	32. massive	33. depicted
34. construction	35. similar	36. based on
37. comparison	38. determined	39. disaster
40. fragments		
41. stagger	42. unique	
43. scent	44. bend	45. frequent
46. (S)	47. (O)	48. (S)
49. (O)	50. (S)	

| Vocabulary Review 4 |

1. (B)	2. (A)	3. (D)
4. (C)	5. (B)	6. (B)
7. (A)	8. (C)	9. (B)
10. (C)	11. (B)	12. (C)
13. (A)	14. (B)	15. (C)
16. (B)	17. (D)	18. (C)
19. (A)	20. (D)	21. (C)
22. (D)	23. (A)	24. (B)
25. (D)	26. (C)	27. (A)
28. (B)	29. (B)	30. (C)
31. fossil	32. curious	33. approximately
34. previously	35. possible	36. admire
37. monstrous	38. challenge	39. according to
40. resource		
41. known	42. interview	43. observe
44. ruin	45. model	
46. (O)	47. (S)	48. (O)
49. (S)	50. (O)	

Chapter 7 Verb Forms

Verb Tense

▸ Exercise 1

1. My sister Margaret has studied ballet since she was six years old. Earlier this year, she went to New York City to audition for a ballet company. The company director was so impressed that he offered her a position right away. Margaret packed her things and moved to the city. She felt lonely when she first got there, but she made friends with some of the other dancers. Now,

she is happy because she performs onstage almost every weekend, and she enjoys going places with her new friends. She has written me every week since she left. Sometimes, she sends me postcards, which I like because I can see what Margaret's new home looks like.

2. Last night was a very interesting evening. Around 8:30, I was helping my mom clean up the house when I heard a strange noise coming from the laundry room. I thought it was probably just some mice. Mice often come into our house, especially in the wintertime. I went into the laundry room and heard the sound again. It was coming from behind the washing machine. I moved the washing machine aside and saw something that made my heart race. Suddenly, something jumped out at me. I was terrified! Very quickly, however, I realized what was behind the washing machine. It was just Whiskers, our old cat.

▸ Exercise 2

1. Perhaps my favorite teacher in high school was Mr. McGee, my science teacher. By the time I knew him, he was already in his early 60s. In fact, teaching was a second career for him. He had worked at a government agency before he taught science. At the government agency, he did a lot of climate studies. He described the work to us, making class very interesting. I graduated a few years ago and am now in college. Since graduating, I have gone back to my old high school every year just to say "hi" to Mr. McGee—my favorite teacher.

2. One of my favorite things to do on weekends is visit the zoo. I have gone to the zoo since I was only five or six years old. They change the exhibits often, so I never grow tired of it. In fact, I went there this past weekend because they just opened up the polar bear exhibit. When I arrived at the exhibit, one of the bears was lying on the rocks and enjoying the sunshine. Another one was playing with a big piece of ice in the water. It was great!

Word Forms

▸ Exercise 1

1. (A)
2. (B)
3. (B)
4. (B)
5. (A)
6. (A)
7. (B)
8. (A)
9. (B)
10. (B)

▸ Exercise 2

1. Good study skills are important for any student. Poor study skills can lead to wasted time, frustration, and low grades. One of the biggest problems for students is time management. Making a schedule can help you make the most out of your time. When you develop your study schedule, be sure to include your social activities as well so you know how much time you can devote to academics. You need to account for how you spend your time each day. Keep in mind your schedule can always be revised if needed. However, you must make a commitment to stick to it as much as possible for it to be effective.

2. In ancient Greece there was a city called Sybaris, which was said to be the wealthiest trading port at the time. The residents of Sybaris had accumulated so many riches that they spent most of their time indulging in fun activities. This included the Sybarite army that taught the horses to dance to pipe music. A neighboring city decided to attack Sybaris, but its army was much smaller. They came up with a good solution. The invading army carried musical pipes and began playing them when they reached Sybaris. The Sybarite horses began dancing, and the Sybarites could not get them to stop, which allowed the city to be captured.

Subject-Verb Agreement

▸ Exercise 1

IC 1. The mail are on the kitchen counter.

C 2. Everybody is seated at the table for dinner.

C 3. He races dirt bikes on weekends at the local track.

C 4. A lot of people are waiting in line at the movie theater.

C 5. Some of the children have gone to the park to play baseball.

IC 6. Several people is absent from the meeting tonight.

IC 7. Nobody want to take the trash out to the dumpster.

IC 8. She return from her trip next Saturday.

C 9. A portion of the exam was very difficult for me.

IC 10. There were sand in my shoes from walking on the beach.

C 11. Each person thinks differently about what should be done about the problem.

IC 12. A notice are posted on the bulletin board by the front door.

IC 13. Several of the students was sent home due to illness.

C 14. Every summer, Kate goes to her grandmother's house in Oregon.

IC 15. Coffee were served at the meeting yesterday morning.

IC 16. Sheryl and Sarah has not decided on a restaurant yet.

Exercise 2

1. works
2. pours
3. cry
4. watches
5. is
6. agrees
7. read
8. speaks
9. bloom
10. leave
11. disappears
12. dream
13. pay
14. looks
15. rises
16. believe

Chapter 8 Sentence Formation

Sentence Fragments and Run-on Sentences

Exercise 1

1. It is easy to ride a bike. Once learn how to do it.
   ⇨ It is easy to ride a bike once you learn how to do it.
2. Amy studied really hard for her test. And got a perfect score on it.
   ⇨ Amy studied really hard for her test and got a perfect score on it.
3. On my way to work. I stopped to visit my aunt yesterday.
   ⇨ On my way to work, I stopped to visit my aunt yesterday.
4. Jack was very tired today at work. Stayed up too late last night.
   ⇨ Jack was very tired today at work because he stayed up too late last night.
5. Unsafe to enter. So, you can't go in there.
   ⇨ It is unsafe to enter, so you can't go in there.
6. I skipped lunch today. Hungry when I got home.
   ⇨ I skipped lunch today, so I was hungry when I got home.
7. Melissa made a new friend today. Invited her over for dinner.
   ⇨ Melissa made a new friend today and invited her over for dinner.
8. Soaking wet on my way to work. I forgot my umbrella at home this morning.
   ⇨ I got soaking wet on my way to work because I forgot my umbrella at home this morning.
9. My uncle travels to a lot of foreign countries. Tells me interesting stories about them.
   ⇨ My uncle travels to a lot of foreign countries and tells me interesting stories about them.
10. I hate going to the dentist. Appointment this afternoon.
    ⇨ I hate going to the dentist, but I have an appointment this afternoon.
11. My flight was terrible. A lot of turbulence.
    ⇨ My flight was terrible because there was a lot of turbulence.
12. Susan's report not completed yet. She was having problems with her computer.
    ⇨ Susan's report is not completed yet because she was having problems with her computer.

13. The new horror movie at the theater. I was too scared to go to sleep that night.
⇨ I saw the new horror movie at the theater, and I was too scared to go to sleep that night.

14. The community theater will have a new production. Going to be *Camelot*.
⇨ The community theater will have a new production, and it is going to be *Camelot*.

15. I don't like to eat vegetables. Like fruit, though.
⇨ I don't like to eat vegetables, but I like fruit, though.

16. The dog got out of the yard. Digging a hole under the fence.
⇨ The dog got out of the yard by digging a hole under the fence.

Exercise 2

RO 1. In many countries, soccer is a very popular sport it is played on a field.
⇨ In many countries, soccer is a very popular sport. It is played on a field.

F 2. I called the travel agency you recommended. Did not have the tour I wanted.
⇨ I called the travel agency you recommended, but they did not have the tour I wanted.

RO 3. The company picnic seemed to be a success a lot of employees showed up for it.
⇨ The company picnic seemed to be a success. A lot of employees showed up for it.

CS 4. I went to the bank on Friday afternoon and waited a long time before I received help.

RO 5. I have never been to Scotland I hear it is very beautiful in the Highlands.
⇨ I have never been to Scotland, but I hear it is very beautiful in the Highlands.

F 6. The audience gave a standing ovation for the musicians. Gave an encore performance.
⇨ The audience gave a standing ovation for the musicians, so they gave an encore performance.

CS 7. Although air travel is quicker, I prefer to travel by car because flying makes me sick.

RO 8. The circus is coming to town this weekend I think we should definitely go see it.
⇨ The circus is coming to town this weekend, and I think we should definitely go see it.

CS 9. The award presentation was delayed because the person receiving the award was late.

F 10. My cousin is allergic to peanuts. And chocolate.
⇨ My cousin is allergic to peanuts and chocolate.

CS 11. It is very important to have the brakes on your car checked once a year.

RO 12. The lecture was boring and it lasted a long time some people actually fell asleep.
⇨ The lecture was boring, and it lasted a long time. Some people actually fell asleep.

F 13. Emma has trouble sitting still for long periods of time. Has a lot of energy.
⇨ Emma has trouble sitting still for long periods of time because she has a lot of energy.

CS 14. There is a petting zoo nearby that has goats, sheep, pigs, rabbits, and other animals.

F 15. Steve likes to play golf in the autumn but not in the summer. Says it is too hot.
⇨ Steve likes to play golf in the autumn but not in the summer. He says it is too hot.

RO 16. Several students were selected to go on the trip to California they were very excited.
⇨ Several students were selected to go on the trip to California. They were very excited.

Noun Phrases, Clauses, and Their Equivalents

▸ Exercise 1

C 1. My friend asked me to study with her on Wednesday night.

IC 2. Move to a new place is scary and exciting at the same time.

C 3. His proposal was to find a cheaper supplier for materials.

C 4. We should have known that was too good to be true.

C 5. I saw a stray dog in my backyard yesterday afternoon.

C 6. Traveling around the world is fun to do.

C 7. Her idea is that the company should hire more people.

IC 8. It is hard for her decide if she should purchase a new television set.

C 9. She assumed that I had already heard the good news.

IC 10. I want try the new Thai restaurant on Brookfield Street.

IC 11. She would not like work in a factory.

C 12. To create a work of literature takes a lot of imagination.

IC 13. I think to doing that would be a very big mistake.

C 14. He prefers to watch educational shows instead of sitcoms.

IC 15. Many people would like win the lottery.

IC 16. Their marketing concept is to sponsor a local baseball team.

▸ Exercise 2

1. Everybody decided to meet at the restaurant at seven o' clock.
   ⇨ (that) Everybody decided that we should meet at the restaurant at seven o'clock.
2. She likes vacationing somewhere that has a beach.
   ⇨ (to) She likes to go on vacation somewhere with a beach.
3. I have a hard time apologizing when I know I am wrong.
   ⇨ (to) It is hard for me to apologize when I know I am wrong.
4. Karla figured everyone left the house already.
   ⇨ (that) Karla figured that everyone had left the house already.
5. The professor held a study session in which he reviewed the material for the midterm.
   ⇨ (to) The professor held a study session to review the material for the midterm.
6. They recycled all of their paper products to help the environment.
   ⇨ (that) They recycled all of their paper products so that they could help the environment.
7. Many people prefer giving gifts rather than receiving them.
   ⇨ (to) Many people prefer to give gifts rather than receive them.
8. Jack agreed to stay late to finish the project.
   ⇨ (that) Jack agreed that we should stay late to finish the project.
9. We have nothing in common, but we are best friends anyway.
   ⇨ (that) We know that we have nothing in common but we are best friends anyway.
10. I think it is better going left down Main Street and then right on Butler Avenue.
    ⇨ (to) I think it is better to go left down Main Street and then right on Butler Avenue.

Coordinating Conjunctions and Coordinating Adverbs

▸ Exercise 1

1. I tried to move the sofa so I could clean underneath it. But it was too heavy.
   ⇨ I tried to move the sofa so I could clean underneath it, but it was too heavy.

2. Susan is taking classes at the community college during the day also works at night.
   ⇨ Susan is taking classes at the community college during the day. Also, she works at night.

3. We could go ice skating. Or go sledding.
   ⇨ We could go ice skating, or we could go sledding.

4. I want to buy a new computer. So I am saving my money.
   ⇨ I want to buy a new computer, so I am saving my money.

5. Mr. Alvarez thinks he is a good candidate for the job however Mr. Jackson disagrees.
   ⇨ Mr. Alvarez thinks he is a good candidate for the job. However, Mr. Jackson disagrees.

6. They need to decide which restaurant they want to go to. Or they can just order pizza.
   ⇨ They need to decide which restaurant they want to go to, or they can just order pizza.

7. He thinks we should make an outline first then we can start writing the report.
   ⇨ He thinks we should make an outline first. Then, we can start writing the report.

8. I like chocolate ice cream but my sister likes vanilla therefore we always have both at our house.
   ⇨ I like chocolate ice cream, but my sister likes vanilla. Therefore, we always have both at our house.

9. This summer we are going to England. And in the winter we are going to Mexico.
   ⇨ This summer we are going to England, and in the winter, we are going to Mexico.

10. Our team is down by 20 points however we haven't given up yet.
    ⇨ Our team is down by 20 points. However, we haven't given up yet.

11. She wanted to go to the store and the library. But she did not have enough time to do both.
    ⇨ She wanted to go to the store and the library, but she did not have enough time to do both.

12. I believe in wishing on stars however my brother says that it's nonsense.
    ⇨ I believe in wishing on stars; however, my brother says that it's nonsense.

13. We drove to Shelley's to pick her up then we all went to Alex's house together.
    ⇨ We drove to Shelley's to pick her up. Then, we all went to Alex's house together.

14. They like to go hiking when it's warm out also they enjoy water skiing.
    ⇨ They like to go hiking when it's warm out. Also, they enjoy water skiing.

15. He is faster than the rest of us therefore he should be the last runner on our relay team.
    ⇨ He is faster than the rest of us; therefore, he should be the last runner on our relay team.

16. I like to take pictures with my camera but, they never come out the way I want them to.
    ⇨ I like to take pictures with my camera, but they never come out the way I want them to.

Exercise 2

1. While the game of baseball was invented in America, it was modeled on the British game of rounders. The first game of baseball happened around 1834, whereas the first game of rounders was played in 1744. The two games have quite a few similarities. For example, both games are played on diamond-shaped fields. Both games also have pitchers, although in rounders, they are called bowlers. Additionally, both baseball and rounders have fielders to catch or chase after balls. If a fielder catches a ball after it has been hit in rounders, then the batter is out, just like in baseball. It is believed that rounders made its way across the ocean to America in the last half of the 18th century and eventually evolved into the game of baseball.

2. Everyone knows zebras have stripes, but have you ever wondered what they are for? Scientists believe zebras' stripes help them hide from predators. When in danger, zebras huddle together, so they look like one big mass of stripes. Therefore, it is hard for a predator to single out one zebra to attack. There are actually eight kinds of zebras and each kind has a

different style of stripes. However, most people are familiar with the plains zebra, which has very thick vertical stripes on its body. People probably cannot pick out one zebra from another. On the other hand, zebras are able to identify each other individually by their stripes. No two zebras have the same stripe pattern. Although most zebras are striped, there are some that are either all black or all white.

Practice Test 1

Sample Responses

Task 1

The lecture and the passage both talk about how people with weak immune systems react to the virus that causes the common cold. The passage says that in order to become infected with the cold, you must have a weakened immune system. The lecture disagrees with this statement.

First, the passage explains the function of the immune system is to defend the body from disease. It says that since people with weak immune systems have fewer defenses against diseases, they become ill when exposed to the cold virus. The professor refutes this by talking about a study. In the study, 95 percent of the people with healthy immune systems became ill when exposed to the cold virus. This shows that you don't have to have a weak immune system to become ill.

Next, the passage claims that people with weak immune systems suffer from more symptoms when they become sick with a cold. The professor also disagrees with this. She explains that cold symptoms occur when the body attacks the cold virus. So, a person with a healthy immune system would actually have more symptoms.

Task 2

When I was younger, I was very disappointed whenever I opened a present on Christmas and found clothes. Even worse was when it was a piece of clothing that I would never choose to wear in a million years. However, the absolute worst thing was when I had to wear it.

One year for Christmas, my grandmother sent me a sweater. It looked thick and warm but it also had hearts, flowers, and cows on it. It was knit with pastel colors of light blue, pink, and yellow, except for the black and white cows. My mother thought it was cute. My brother laughed when I pulled it out of the box.

One of the reasons I did not like it was because at that age, I preferred wearing plain clothing. My wardrobe was made up of blue jeans and tops in solid colors. Another reason I disliked it was because I did not understand why anyone would send me a cow sweater when everyone knew I liked unicorns. When I tried it on, it made my neck itch, and my brother mooed at me.

When my grandmother came to visit a few weeks later, I had to wear the sweater. I was miserable the entire day. Therefore, I was very happy the following winter when I discovered I had outgrown the cow sweater.

Practice Test 2

Sample Responses

Task 1

Both the lecture and the passage talk about the effectiveness of anti-virus software. The passage claims that the software is useful for preventing all attacks on a computer. The professor, however, disagrees with this claim. He explains how anti-virus software is not effective.

First, the passage describes how anti-virus software works. By running frequent scans and monitoring suspicious behavior, it is able to prevent all attacks. But the professor says that this is wrong. He says that anti-virus software is not 100 percent effective because the people who write the viruses try very hard to make them undetectable. Because of this, it sometimes takes a while for the software to find the viruses.

Next, the passage says that once anti-virus software is installed, the user can let the software do all the work. But the professor disagrees with this as well. He says that in order for the software to be effective, the user must constantly download updates so that the software will have current information about new viruses.

Task 2

Knowledge can be gained from many places, such as books or scientific observation, but there are also other sources that are important. Since a lot of emphasis is placed on book learning and making theories about the world around us, we can forget about the other ways we can learn things. Personally, I think the Internet and family members are also valuable sources of knowledge.

First, the Internet is a very important source of knowledge. There is so much information that can be found through Internet search engines, and it is right at our fingertips. In addition, the knowledge found on the Internet is usually current, unlike books that can become outdated when theories are disproved. The latest news in science, history, art, and many other subjects is posted on the Internet almost as soon as it happens.

Second, family members are a valuable source of information as well. Although they might not be able to tell you exactly what a certain math concept is, they can help you make informed life decisions based on their own experiences. Also, they can teach you about things that will help you in the real world, such as money and how to change a flat tire on a car. I believe the life knowledge family members can teach someone is just as valuable as information received from academic sources.