

4.3 DEVELOPING IDEAS



EXTENSION

1. Share and discuss your response to one of the writing questions in Exercises 4.3.A through 4.3.C. Work in a group of three students. Make copies of your response, and give a copy to everyone in your group. Read and discuss each student's writing. Answer the following questions about each:
 - a. How is the response organized?
 - b. What key points does the writer convey?
 - c. How does the writer support and develop each point?
 - d. What transitions and expressions make the writing coherent?
 - e. Does the response answer the question effectively?

Make suggestions that will help each student improve in the future.

4.4 Checking Sentence Structure



Read the following paragraph from a student's response to an integrated writing question:

Some method of irrigation not efficient. For example, flooding a field with water. The water it collects on the field in a pond then evaporate or passing into groundwater. So waste a lot of water. Sprinkler system spray water on crops, this is better than flooding however they also waste water. Because use a lot of water they waste. Generally speaking, surface method of irrigation are not efficient in using water.

The student's response contains many errors in sentence structure. Some errors obscure meaning, making the writer's message unclear. Can you identify the errors?

Now read the same paragraph without errors.

Some methods of irrigation are not efficient. One example is flooding a field with water. The water collects on the field in a pond and then evaporates or passes into groundwater, which wastes a lot of water. Sprinkler systems spray water on crops, which is better than flooding; however, they also waste water. Generally speaking, surface methods of irrigation are not efficient in using water.

On the TOEFL, a response to the integrated writing task can have a few minor language errors and still earn a high score—if the errors do not obscure meaning. However, if the response has too many errors that make the meaning unclear, the result will be a lower score.

WRITING



DO YOU KNOW...?

1. You have 20 minutes to plan, write, and revise your response to the integrated writing task. Allow a few minutes at the end to check and correct your sentence grammar, vocabulary, and spelling.
2. Your response will be evaluated on how well you use English words and sentences to convey important ideas from the lecture and the reading. Use only grammatical structures that you know well. It is better to keep most of your sentences fairly simple than to write a lot of long, complicated sentences that might confuse your readers. Use appropriate vocabulary: your own words and key words from the lecture. Do not just copy sentences from the reading passage.

4.4 SENTENCE STRUCTURE

3. Every sentence must have at least one subject and one verb. A sentence can have one or more clauses, but the clauses must be joined correctly with either a semicolon (;) or a comma and a conjunction. The verb must agree in number with its subject. Pronouns must agree in number with the nouns they replace. Avoid the following sentence problems:

PROBLEM: INCOMPLETE SENTENCE (FRAGMENT)

Incorrect

Because Earth is our home.

For example, television and computers.

Correct

Because Earth is our home, we need to protect our natural resources.

For example, television and computers have impacted family life.

PROBLEM: RUN-ON SENTENCE (INCORRECTLY JOINED CLAUSES)

Incorrect

Most movies were only one minute long one director put several short films together to make longer movies.

Surface irrigation wastes a lot of water, this water cannot be used for other purposes.

Correct

Most movies were only one minute long; however, one director put several short films together to make longer movies.

Surface irrigation wastes a lot of water, and this water cannot be used for other purposes.

PROBLEM: DUPLICATE SUBJECT

Incorrect

Private companies they should spend more money to clean up pollution.

The professor she stated that we need to develop more efficient methods of irrigation.

Correct

Private companies should spend more money to clean up pollution.

The professor stated that we need to develop more efficient methods of irrigation.

PROBLEM: INCORRECT VERB FORM

Incorrect

An injury to the cornea leading to an ulcer or a scar.

Only half of the water actually be used by the crops.

Correct

An injury to the cornea may lead to an ulcer or a scar.

Only half of the water actually is used by the crops.

PROBLEM: NO SUBJECT-VERB AGREEMENT**Incorrect**

The unity of all parts are the main feature of this style.

One idea is that the size of the brain indicate a person's intelligence.

Correct

The unity of all parts is the main feature of this style.

One idea is that the size of the brain indicates a person's intelligence.

PROBLEM: NO PRONOUN AGREEMENT**Incorrect**

The best way to prevent an eye injury is to prevent them from happening.

Gall was a physician which developed the science of phrenology.

Correct

The best way to prevent an eye injury is to prevent it from happening.

Gall was a physician who developed the science of phrenology.

**PRACTICE***Exercise 4.4.A*

Check the sentence structure of the following paragraphs. Cross out errors and write corrections above them. There may be more than one way to correct an error.

1.

The speaker talk about a maple tree that was topping. This not a good pruning practice.

Because topping cause a lot of damage to trees. The first reason was topping cause leaves and branches grew fast. The growth rate of a tree speed up when they are topping. Branches became crowded and dangerous could crush a car. Another reason, topping remove too many leaves, which the tree's food source. The tree will starve also more likely to infected by disease. Topping cause a lot of stress for the tree therefore not good pruning practice.

2.

In the past, people use geothermal energy in several ways. For example, hot springs for bathing, treating disease, and heating buildings. Different tribes in North America they call hot springs places of peace, everybody could share the hot water for bathing. In European history, the Romans they also use the water of hot springs for their healing power. For example, eye and skin diseases. Geothermal energy was also heat homes in Rome and other places who are geologically active.

4.4 SENTENCE STRUCTURE

3.

The professor made many points about the motivation and needs of workers they support points made in the reading. First, the professor say the small work group important for workers about 3 to 15 people with one leader. The work group fill needs of workers the reason is they can participate and a sense of respect. The small work group also give workers the ability for make decisions. This point agreed with the reading it said the most satisfying jobs are those with a high level of autonomy this gave workers a voice can make their own decisions.

Corrected paragraphs for Exercise 4.4.A are on page 594.



EXTENSION

1. Review the response you wrote to one of the writing questions in units 4.1 through 4.3. Check your sentences for correct grammar and usage. Ask yourself the following questions:
 - a. Are all of my sentences complete?
 - b. Does every sentence have a correctly formed subject and verb?
 - c. Are all subjects and verbs in agreement?
 - d. Are there any run-on sentences that need correcting?
 - e. Do all pronouns agree with the nouns they replace?
 - f. Are there any misspelled words that need correcting?
 - g. What improvements can I make to clarify meaning?
2. Share and discuss your response to one of the writing questions in units 4.1 through 4.3. Work in a group of three students. Make copies of your response, and give a copy to everyone in your group. Read and discuss each student's writing. Answer the following questions about each:
 - a. Does the response accurately convey key ideas from the lecture?
 - b. What transitions and expressions make the writing coherent?
 - c. Are all of the sentences complete?
 - d. Does every sentence have a correctly formed subject and verb?
 - e. Are there any sentences in which the meaning is unclear? If so, what makes it unclear?
 - f. Does the response answer the question effectively?
 - g. What improvements would you make?

Make suggestions that will help each student earn a high score on the integrated writing task.

4.5 Evaluating the Response



What are the characteristics of good writing? What is it that successful writers do?

Circle **T** if the statement is true. Circle **F** if the statement is false.

- | | | |
|----------|----------|--|
| T | F | Good writers do not always answer the question that is given. |
| T | F | The best writers support key ideas with relevant details and examples. |
| T | F | An explanation is successful even when the key points are missing. |
| T | F | Writing is more interesting if the reader must guess what it means. |
| T | F | Successful writers make their meaning clear with the right words. |
| T | F | Good writing is easy to read because the information is organized. |

Which statements are true? If you circled **T** for these sentences...

The best writers support key ideas with relevant details and examples.
 Successful writers make their meaning clear with the right words.
 Good writing is easy to read because the information is organized.

...you would find that most people agree with you.

Good writers make themselves understood to their readers. They state key ideas clearly and give appropriate supporting details. They provide all of the information that is necessary to fulfill the writing task. Good writers use the right words to make their meaning clear. Their writing is easy to understand because the information is organized into logical paragraphs and grammatical sentences.

WRITING



DO YOU KNOW...?

1. When you take the TOEFL, two trained evaluators will read your response to the integrated writing task. They will evaluate it and assign a score of 1 to 5, with 5 the highest score possible. Your response will be judged on the quality of your writing and on how well and how completely you answer the question by presenting key points from the lecture and relating them to information in the reading passage.
2. The evaluators will use criteria similar to those in the following table as they score your writing.

INTEGRATED WRITING TASK Description of Score Levels	
5	A response at this level <ul style="list-style-type: none"> effectively addresses the task by conveying relevant information from the lecture; and accurately relates key information from the lecture to information in the reading; and is well organized and coherent; and contains appropriate grammar and vocabulary, with only occasional minor language errors.
4	A response at this level <ul style="list-style-type: none"> generally conveys relevant information from the lecture, but may have minor omissions; and is generally good in relating information from the lecture to information in the reading, but may have minor inaccuracies or vagueness of some content or connections among ideas; and is generally well organized; and contains appropriate grammar and vocabulary, but may have noticeable minor language errors or occasional lack of clarity.
3	A response at this level <ul style="list-style-type: none"> contains some relevant information from the lecture, but may omit one key point; or conveys some connections between the lecture and the reading, but some content or connections among ideas may be incomplete, inaccurate, or vague; or contains errors in grammar or usage that result in vagueness of some content or connections among ideas.
2	A response at this level <ul style="list-style-type: none"> contains some relevant information from the lecture, but may have significant omissions or inaccuracies of key points; or omits or largely misrepresents the connections between the lecture and the reading; or contains language errors that obscure meaning of key ideas or connections among ideas.
1	A response at this level <ul style="list-style-type: none"> contains little or no relevant content from the lecture; or fails to connect points from the lecture and reading; or contains language errors that greatly obscure meaning; or is too brief to allow evaluation of writing proficiency.
0	A response at this level <ul style="list-style-type: none"> only copies sentences from the reading; or is not related to the given topic; or is written in a language other than English; or is blank.



PRACTICE

Exercise 4.5.A

Read the passage and then listen to the recording. Read the integrated writing question and the five responses that follow. Evaluate each response according to the descriptions of the five levels on page 402. Assign each response a score of 5, 4, 3, 2 or 1.

Reading Time – 3 minutes

The discovery of penicillin and other antibiotic drugs is the most dramatic medical development of the twentieth century. These new drugs quickly became known as “wonder drugs” because they saved so many lives that were threatened by major forms of infection. The research that led to their development rested on the belief that chemicals could be found that would destroy specific microorganisms without injuring the human body at the same time. Advances in chemistry and in the knowledge of bacteria quickened the discovery of such chemicals.

In 1933, the first of the sulfa drugs, prontosil, was tested clinically on humans and was found to cure blood infections that would otherwise have been fatal. In 1941, the first successful human tests of penicillin were conducted on cases of streptococcus infections. The discovery of penicillin laid the foundation for even more powerful weapons against specific diseases. Within the next decade, researchers identified some 200 antibiotic substances that were effective against one or another type of bacteria. One of the most important was streptomycin, found to be potent against tuberculosis and other infections that were not affected by penicillin.

Antibiotics gave the medical profession powerful tools that could directly fight a very wide range of specific diseases. They made possible the survival of patients during and after surgery. No longer was it necessary to depend largely on the body’s own immune system to fight off major infections; these infections could be attacked directly with drugs. Among the most spectacular effects of antibiotics were reductions in the number of deaths from pneumonia and tuberculosis.

WRITING



SPEAKING & WRITING, Track 22

Summarize the main points made in the lecture, explaining how they differ from points made in the reading.



Stop

4.5 EVALUATING THE RESPONSE

Response A

Score: _____

The lecture discusses the resistance of bacteria to antibiotics, which differs from the main idea in the reading that antibiotics are "wonder drugs." When antibiotics were developed in the 1940s, they were successful in curing many diseases. However, bacteria quickly became resistant to some drugs. Today, many people in hospital take antibiotics, but there is the serious danger of hospital infections. Penicillin used to cure diseases such as pneumonia, but today people might still die because bacteria are resistant to the drug.

Bacteria develop resistance to antibiotics because they evolve weapons against the drugs. They can evolve strategies to fight any drug we give them. This situation is similar to the weapons of two armies use in a war. When you treat a disease with an antibiotic, it will kill the bacteria. However, a few cells will survive. Soon the new type of bacteria will appear, and resistant to the antibiotic. Therefore, we should not consider antibiotics as wonder drugs because the bacteria also have strong weapons.

One result of antibiotic resistance is the increase in new cases of tuberculosis. Doctors used to believe that antibiotics were powerful weapons against diseases such as tuberculosis. However, today several types are resistant to antibiotics, so it is a new and serious problem. This is another reason why antibiotics are not wonder drugs.

Response B

Score: _____

I will describe how the resistance of bacteria to antibiotics. First, it's big problem in the hospitals. Hospitals used antibiotics in 1950, but resistance appearing a problem. The reason is danger of hospital infection is very bad so people had better stay home a hospital.

Second, penicillin was a wonder drug in 1940. You gave a man in hospital 10,000 penicillin and he cured the disease. But today you give 24 penicillin but he might die. The reason is bacteria smart so very difficult treat pneumonia and other disease in a hospital. Several people die – because the reason is the resistance of the bacteria to antibiotics.

Third, how does this happen is you dose a colony of bacteria with an antibiotic. The colony killed except a few cells. This is a dangerous problem in a hospital because people may die. Doctors think tuberculosis was a defeated disease but the increase is by 20%.

The changes the view of antibiotics as 'wonder drugs' by resistance of bacteria to antibiotics. It's a big problem today and doctors can't find drugs to cure the disease such as tuberculosis. Penicillin and other antibiotic drugs were wonder drugs in 1940—so it's necessary to have a different view of antibiotics today.

Response C

Score: _____

I discuss a biology professor talk about antibiotics. These new drugs as wonder drugs saving many lifes many people who very sick the diseases. Professor he describe penicillin as wonder drug it causing many people well after sick. The discovery of penicillin and other antibiotic drugs is the most dramatic medical development of the twentieth century quickly become known as 'wonder drugs'. Antibiotics gave the medical profession powerful tools that could fight a very wide range of specific diseases. Professor he gave example the antibiotics make the survival of patients. For example, blood infections, pneumonia and tuberculosis. As a result, reductions in the number of death.

Response D

Score: _____

In general, the lecture contradicts the idea that antibiotics are "wonder drugs" as the reading states. On the contrary, antibiotics are not wonder drugs because the resistance of bacteria to antibiotics.

According to the reading, the discovery of penicillin and other antitiotic drugs saved many lives that were threatened by dangerous diseases such a penumonia and tuberculosis. In the twentieth century, penicillin was first a wonder drug because it can cure streptocossus infections. Furthermore, streptomycin found to be potent against tuberculosis. However, the lecture made the point that this is not true in the present. Today tuberculosis is a major illness again because the new strain of bacteria is resistant to antibiotics.

According to the lecture, bacteria have developed effective weapons against some drugs, for example, penicillin. They evolve to counteract antibiotics. It happens when a few cells of bacteria survive because they have the resistance gene. Then new strains of bacteria appeared. After that, antiboitics may attack but they do not kill all disease infections. This serious problem today is the resistance of bacteria to antibiotics.

In the past, antibiotic drugs could attack and kill diseases, but this is not true today. Therefore, it is necessary to develop new wonder drugs to fight disease.

Response E

Score: _____

The resistance of bacteria to antibiotics changes the view of wonder drugs. One example is penicillin. It is wonder drug in 1941, when the first successful human tests of penicillin. The discovery of penicillin the foundation for even more powerful drugs, for example, antibiotics. Another example is streptomycin, found against tuberculosis and other infections that were not affected by penicillin.

The resistance of bacteria to antibiotics to some of the drugs. First example is pnemonia. In the past penicillin cure him, however today he still die. Second example is tuberculosis. The most effects of antibiotics were reductions in the number of deaths, however, since tuberculosis increase 20 precent deaths. It describes the resistance of bacteria to antibiotics. In the past, it was no problem, however, today it is serious problem. It's changes the view of antibiotics as wonder drugs which saved so many lifes. Because today people can still die.

Answers to Exercise 4.5.A are on page 594.

4.5 EVALUATING THE RESPONSE



EXTENSION

1. Study the descriptions of the five score levels on page 402. Make sure you understand the descriptions for each level. Check your understanding of the meaning of these words and phrases:

effectively addresses	minor omissions	significant omissions
accurately relates	inaccuracies	misrepresents
coherent	vagueness	obscure meaning
occasional	lack of clarity	writing proficiency

2. Review the five responses in Exercise 4.5.A. In each response, identify the following:
 - a. What key points from the lecture does the response convey?
 - b. What examples and explanation does the response include?
 - c. What transitions and expressions make the writing coherent?
 - d. What errors in sentence structure make the meaning unclear?
 - e. What errors in word form make the meaning unclear?

With your teacher and classmates, discuss ways to correct errors that obscure meaning.

3. Review the responses you wrote to the writing questions in units 4.1 through 4.3. Evaluate each response according to the descriptions of the five levels on page 402. What are the areas of strength in your writing? What are your most serious problems? What can you do to improve your writing and earn a high score on the integrated writing task on the TOEFL?



PROGRESS – 4.1 through 4.5

QUIZ 1

Time – approximately 30 minutes

Read the passage and then listen to the recording. You may take notes, and you may use your notes to help you write your response. When you hear the question, uncover the passage and question. Then allow 20 minutes to plan and write your response. Your response will earn a score of 1, 2, 3, 4, or 5, with 5 the highest score.

Reading Time – 3 minutes

Evidence that some animals possess self-awareness comes from a series of experiments in which apes appear to recognize themselves in mirrors. When chimpanzees were first exposed to a mirror they would react to their image as if it were another chimpanzee, with vocalizations and threatening gestures. Eventually, however, they appeared to progress from viewing the image as another chimp to viewing it as themselves. They would stand before the mirror and groom themselves, make faces, and stick out their tongues. Sometimes they just used the mirror to explore parts of their bodies they normally could not see, such as their backs and the insides of their mouths. These results imply that chimpanzees are self-aware because they have a concept of self and are able to recognize the image in the mirror as their own.

One study tried to test more systematically the mirror-recognition ability of chimpanzees by using a procedure called the “mark test.” For ten days, chimpanzees were exposed to a mirror. On the eleventh day, they were given a sleeping drug, and researchers marked one eyebrow and one ear on each animal with a bright red dye. The chimpanzees were then watched to see what they would do when they woke up and noticed the red mark. First the chimps were placed in their cage without the mirror. On average, they touched the marked areas only once during a half-hour. Then the mirror was brought in, and the chimpanzees on average touched the marked spots seven times in a half-hour. Some of them touched the marked spots while they looked at their image in the mirror, and then sniffed or examined their fingers. The researchers concluded that the chimpanzees recognized the red mark as being on their own bodies.

WRITING

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the passage and question and begin your response.



SPEAKING & WRITING, Track 23

Summarize the points made in the talk, explaining how they cast doubt on points made in the reading.



Stop

Writing Time – 20 minutes

Key points for Writing Quiz 1 are on page 595.

Record your score on the Progress Chart on page 696.



PROGRESS – 4.1 through 4.5

QUIZ 2

Time – approximately 30 minutes

Read the passage and then listen to the recording. You may take notes, and you may use your notes to help you write your response. When you hear the question, uncover the passage and question. Then allow 20 minutes to plan and write your response. Your response will earn a score of 1, 2, 3, 4, or 5, with 5 the highest score.

Reading Time – 3 minutes

Humans have used the windmill to harness wind power for thousands of years. However, it was not until the nineteenth century that windmills possessed the features that made them efficient in the same way as modern wind turbine blades. The windmill was refined when its heavy, inefficient wooden blades were replaced with lighter, faster steel blades around 1870. Over the next century, more than six million small windmills were built in the western United States, where they pumped ground water for livestock and provided the domestic water supply for families living on remote ranches. The first large windmill to produce electricity was a multi-blade design with a 12-kilowatt capability, built in 1888.

Today, wind power is a promising, clean, safe, and environmentally friendly energy resource that can serve as an alternative to electricity generated by fossil fuels such as coal, oil, and natural gas. In 1999, wind-generated electricity exceeded 10,000 megawatts globally, which amounts to approximately 16 billion kilowatt-hours of electricity. This is more than enough to serve five medium-sized cities with a population of 350,000 each.

Wind-generated electricity is projected to be one of the developing world's most important sources of energy, and it also has potential for industrialized nations. Wind power could provide 20 percent of the electricity in the United States, with turbines installed on less than one percent of the nation's land area. Within that area, less than five percent of the land would be occupied by wind equipment; the remaining 95 percent could continue to be used for farming or ranching.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the passage and question and begin your response.



SPEAKING & WRITING, Track 24

Summarize the advantages and disadvantages of wind power discussed in the lecture, explaining how they agree with or depart from points made in the reading.



Stop

Writing Time – 20 minutes

Key points for Writing Quiz 2 are on page 595.

Record your score on the Progress Chart on page 696.



PROGRESS – 4.1 through 4.5

QUIZ 3

Time – approximately 30 minutes

Read the passage and then listen to the recording. You may take notes, and you may use your notes to help you write your response. When you hear the question, uncover the passage and question. Then allow 20 minutes to plan and write your response. Your response will earn a score of 1, 2, 3, 4, or 5, with 5 the highest score.

Reading Time – 3 minutes

Thomas Malthus was an English economist, sociologist, and pioneer in modern population study. He was one of the first writers to analyze the relationship between population and the economy. In 1798 Malthus published *An Essay on the Principles of Population*, warning about the effects of rapid population growth on human well-being. He asserted that poverty and suffering are unavoidable because population increases faster than the means of subsistence.

Malthus suggested that human rates of reproduction are so great that if all the offspring survived, the population would double every generation. This rapid growth causes a constant struggle for existence and competition for food and other means of survival. Besides a limited food supply, the only negative checks on population growth are disease, famine, and war.

The Malthusian theory of population growth states that there is a universal tendency for human population—unless checked—to grow at a geometric rate. This means that population increases at a rate of 1, 2, 4, 8, 16, and so on. However, food production tends to increase at an arithmetic rate, 1, 2, 3, 4, 5..., because the amount of land is fixed while labor input keeps growing. Per capita food production (the amount of food for each person) would thus decline over time, thereby limiting population growth. The theory relies on the economic law that an increasing population working on a fixed amount of land would reduce per capita output and incomes to the bare subsistence level. The Malthusian theory influenced classical economists and was later adapted by neo-Malthusian economists in the 1970s.

WRITING

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the passage and question and begin your response.



SPEAKING & WRITING, Track 25

Summarize the points made in the lecture, explaining how they contradict points made in the reading.



Stop

Writing Time – 20 minutes

Key points for Writing Quiz 3 are on page 595.

Record your score on the Progress Chart on page 696.

4.6 Independent Writing: Prewriting



Imagine you are taking an essay examination, and you see the following question:

Do you agree or disagree with the following statement?

Teachers are responsible for motivating students to learn.

Use specific reasons and examples to support your opinion.

What would you do to answer this question? Check all of the things that you would do:

- ☐ Just start writing as quickly as you can.
- ☐ Think about everything the question asks you to do.
- ☐ Write about a topic that you think is more interesting.
- ☐ Decide whether you agree or disagree with the given statement.
- ☐ Try to guess the opinion of the person who will grade the essay.
- ☐ Make a list of your favorite teachers.
- ☐ Organize your thoughts in the form of an outline.

Most people cannot just start writing quickly and produce a good essay, so that is not a good idea. It is better to start by thinking about everything the question asks you to do.

Writing about a different topic, even a more interesting one, is not a good idea. On the TOEFL, your essay will receive a score of zero if you do not write about the assigned topic. For this question, you must either agree or disagree with the given statement. Do you believe it is true that teachers are responsible for motivating students to learn? Or do you believe it is not true? Your position on the topic will be the main idea of your essay.

Some students think their opinion must agree with the opinion of the person who will grade the essay. This is not true. On the TOEFL, you should not be concerned about whether the essay readers will agree with your opinion. Rather, you should be concerned about whether the essay readers will understand your opinion because it is stated clearly and is well supported with specific reasons and examples.

Should you make a list of your favorite teachers? Maybe. Some of your own teachers might be good examples to help you support your position. Should you organize your thoughts in the form of an outline? Yes, because this will help you write a better, more organized essay.



DO YOU KNOW...?

1. The TOEFL independent writing task requires you to write an essay in response to a given topic. You must be able to generate and organize ideas, and to develop and support these ideas in essay format. You have 30 minutes to plan, write, and revise your essay. Your essay will be evaluated on how effectively it:
 - ✎ addresses the topic and task (answers the question);
 - ✎ shows organization and development; and
 - ✎ supports a thesis or opinion about the topic.
2. An **essay** is a written work that contains three or more paragraphs. The function of an essay is to communicate to a reader an opinion about a topic and to provide information that supports or defends this opinion. An essay has three parts: introduction, body, and conclusion.

Parts of an Essay	
Introduction	The introduction is the first paragraph of the essay. The introductory paragraph tells your readers what the essay is about. It restates the question in your own words and expresses the main idea, which is called the thesis or thesis statement . The thesis statement is often the last sentence of the introductory paragraph.
Body	The body is the center of the essay. Each body paragraph contains one supporting point that develops the thesis. The body paragraphs are sometimes called developmental paragraphs . They contain specific examples, reasons, and other details that support the thesis. Your essay for the independent writing task will probably contain two to four body paragraphs.
Conclusion	The conclusion is the last paragraph of the essay. The concluding paragraph can restate your thesis, summarize your points, or make a recommendation. The conclusion completes the essay.

3. **Prewriting** is the planning that you do before you start writing your essay. Prewriting includes:
 - ✎ reading and thinking about the question;
 - ✎ brainstorming and making notes on paper;
 - ✎ deciding what your thesis or main idea will be; and
 - ✎ writing an outline of your essay.
4. **Brainstorming** is quickly generating ideas—examples, reasons, personal experiences, and other details—in the form of notes, a list, or a diagram. Brainstorming is thinking on paper. It is writing down as many ideas as possible in a short amount of time.
5. In the independent writing task, your **thesis** will be your opinion about the topic that is assigned in the question. For example, your thesis may:
 - ✎ state that you agree with a given statement; or
 - ✎ state that you disagree with a given statement; or
 - ✎ state which of two positions you hold on a given issue.

4.6 PREWRITING

6. An **outline** is a simple plan of your essay. Sometimes it is short list of your points. Sometimes it is a diagram of each paragraph. Before you write your outline, decide what your thesis will be. Then choose ideas from your brainstorming that will support this position. Choose two to four of your best examples or reasons and discard the rest. Decide the most effective order for arranging these ideas, and write your outline. Your outline should be short. It does not have to be written in complete sentences, but the ideas should be in an order that makes sense.
7. Here is an example of an independent writing task and a student's brainstorming, thesis, and outline:

Do you agree or disagree with the following statement?
Teachers are responsible for motivating students to learn.
Use specific reasons and examples to support your opinion.

Brainstorming

Disagree—Student is responsible, not teacher

- learning before & after school – no teacher
- self-motivated
- S not motivated, T can't help
- Parents are responsible
- People naturally want to learn
- my teacher – grade 5
- work/whole life
- learning – no teacher

Outline

- Natural love of learning
- Learning during whole life
- Develop self-motivation

Thesis

Although many people believe it is the teacher's responsibility to motivate students to learn, students will not learn much unless they are self-motivated.

8. Here is another example:

Some people like to spend their leisure time doing activities with a lot of people. Others prefer to spend their leisure in quiet ways by themselves or with one other person. Which do you prefer? Use specific reasons and examples to support your answer.

Brainstorming

Activities with people
reason – desk job, alone (computer)
active things/play tennis & basketball
good for exercise, health
social
time with friends/go bowling
college basketball team
enjoy – rafting/teamwork important
safety
develop important skills

Outline

1. Intro
2. Enjoyment and exercise:
bowling
tennis
3. Teamwork:
basketball
rafting

Thesis

Since I work mainly by myself in my job as a computer specialist, I prefer leisure activities with other people that provide enjoyment, exercise, and teamwork.



PRACTICE

Exercise 4.6.A

For each writing question below, plan how you will write an essay that will:

- ✍ answer the question;
- ✍ show organization and development; and
- ✍ support a thesis.

Brainstorm and make any notes that will help you plan an essay. Write an outline and thesis statement for each topic. In this exercise, you do not have to write the essay. Focus on writing a good thesis and outline in five minutes.

Time – 5 minutes each

1. Do you agree or disagree with the following statement?
Children should not have to work or help with household tasks; their only responsibility should be to study.
 Use specific reasons and examples to support your opinion.
2. Some people argue for a broad university education in which students learn about many different subjects. Others argue for a specialized university education in which students learn only about a specific field of study. Which position do you agree with? Use specific reasons and examples to support your opinion.
3. Do you agree or disagree with the following statement?
You should not believe everything that you read in the newspaper.
 Use specific reasons and examples to support your opinion.

Answers to Exercise 4.6.A will vary.

4.6 PREWRITING



EXTENSION

1. Choose one outline and thesis statement that you wrote for Exercise 4.6.A. Work in a group of three students. Make copies of your outline and thesis, and give a copy to everyone in your group. Read and discuss each student's paper. Answer the following questions about each:
 - a. Will the finished essay answer the question?
 - b. Will the finished essay show organization and development?
 - c. Will the finished essay support the thesis?

Make suggestions that will help each student improve in the future.

2. Choose one outline and thesis statement that you wrote for Exercise 4.6.A and complete the essay. Allow 25 minutes to write the essay. Then share and discuss your essay in a group of three students. Make copies of your outline, thesis, and essay, and give a copy to everyone in your group. Read and discuss each student's paper. Answer the following questions about each:
 - a. Does the essay answer the question?
 - b. Does the essay show organization and development?
 - c. Does the essay support the thesis?

Make suggestions that will help each student improve in the future.

4.7 Independent Writing: Stating and Supporting an Opinion



Read the following essay question and the first paragraph of a student's response:

Some people think that government should spend as much money as possible on developing space technology for the exploration of the moon and other planets. Others think that this money should be spent on solving the basic problems of society on Earth. Which view do you agree with? Use specific reasons and examples to support your answer.

Society is often divided on major issues involving government spending. One group believes that we should spend as much money as possible on space exploration, while another group thinks that we should spend this money on solving basic social problems on Earth. I believe there are stronger reasons for spending on space technology because this leads to knowledge that will benefit society on Earth.

WRITING

- Think about each sentence in the paragraph. What does each sentence do?

The first sentence introduces the general topic of the essay: how the government should spend money.

Society is often divided on major issues involving government spending.

The next sentence restates the question in the writer's own words.

One group believes that we should spend as much money as possible on space exploration, while another group thinks that we should spend this money on solving basic social problems on Earth.

The last sentence states the writer's opinion. This is the **thesis statement**, the main idea of the essay. The rest of the essay must support this idea.

I believe there are stronger reasons for spending on space technology because this leads to knowledge that will benefit society on Earth.



DO YOU KNOW...?

- On the TOEFL, you have 30 minutes to plan, write, and revise your response to the independent writing question. Your response should address the writing task by clearly stating and supporting your opinion about the topic.
- You must type your essay on the computer keyboard. Do not write your entire essay on paper and then try to type it into the computer; you will not have enough time to do this. Organize your notes on paper, and write an outline. Then type your response directly into the typing box on the screen.

4.7 STATING & SUPPORTING AN OPINION

3. The independent writing question requires you to do more than one thing. For example, it may ask you to (1) state your position on a given topic, and (2) support this position with specific reasons and examples. You must answer all parts of the question.
4. Two trained evaluators will read your essay. They will rate your writing on how well you:
 - ✎ organize ideas effectively in answering the question;
 - ✎ state and support an opinion; and
 - ✎ develop ideas with appropriate reasons, examples, and personal experience.
5. A very important part of the question is *Use specific reasons and examples to support your opinion*. The readers who rate your essay are *not* interested in what your opinion is, but they *are* interested in how you support your opinion with appropriate ideas and details.
6. The best way to approach the independent writing task is to use your time wisely to plan, write, and revise your essay.

PLAN	5 minutes	<ul style="list-style-type: none">• Decide what your thesis will be.• Plan what information to present, and in what order.
WRITE	20 minutes	<ul style="list-style-type: none">• Write a separate paragraph to develop each major point.• Each point should directly support your thesis.
REVISE	5 minutes	<ul style="list-style-type: none">• Allow time to correct grammar and vocabulary errors.

7. A well-organized essay has an introduction, a body, and a conclusion. The introduction communicates your opinion about the topic. The body contains supporting ideas that develop your opinion. The conclusion completes the essay.
8. The **introduction** is the first paragraph of an essay. The introduction tells your readers what the essay is about. It focuses on the topic and expresses your **thesis**, which is sometimes called the **controlling idea**. The thesis is an essential part of your essay because it expresses your opinion about the topic.
9. The thesis is often stated in the last sentence of the introductory paragraph. The thesis statement may preview the points you will make in the body of your essay, in the same order in which they will be discussed. Previewing your supporting points will help your readers know how your essay will be organized.
10. A good introduction contains three or four sentences.

Sentence 1	<ul style="list-style-type: none">• introduces the general topic of your essay.
Sentence 2	<ul style="list-style-type: none">• focuses on the question;• may restate the question in your own words.
Sentences 3 – 4	<ul style="list-style-type: none">• states your thesis;• may preview your supporting points in the order in which you will discuss them.

11. The **body** of the essay consists of the middle paragraphs, which are sometimes called **developmental paragraphs** because they contain ideas that develop the thesis. Each body paragraph should have a **topic sentence** that expresses the main point of the paragraph. The topic sentence of the paragraph should also directly support the thesis; for this reason, it is called a **supporting point**. The rest of the sentences in the paragraph should give appropriate examples, reasons, facts, personal experiences, or other **supporting details**.
12. Your essay for the independent writing task will probably contain two to four body paragraphs. Each body paragraph should contain four or more sentences.

Sentence 1	<ul style="list-style-type: none"> • is the topic sentence that states the main idea of the paragraph; • supports the thesis of the essay.
Sentences 2 – 4	<ul style="list-style-type: none"> • provide specific examples, reasons, or other details that support the topic sentence.
Other Sentences	<ul style="list-style-type: none"> • provide additional details that support the topic sentence.

13. The **conclusion** is the last paragraph of an essay. The conclusion is often very short and may contain only one or two sentences. The conclusion should leave your readers with a feeling of completion. It can do one or more of the following:

- ✍ restate your thesis in different words (paraphrase);
- ✍ summarize your supporting points;
- ✍ draw a conclusion;
- ✍ make a prediction; or
- ✍ make a recommendation.

14. Here is an example of an independent writing task and a student's essay:

Some people think that government should spend as much money as possible on developing space technology for the exploration of the moon and other planets. Others think that this money should be spent on solving the basic problems of society on Earth. Which view do you agree with? Use specific reasons and examples to support your answer.

STUDENT'S ESSAY

Word count: 271

Society is often divided on major issues involving government spending. One group believes that we should spend as much money as possible on space exploration, while another group thinks that we should spend this money on solving basic social problems on Earth. I believe there are stronger reasons for spending on space technology because this leads to knowledge that will benefit society on Earth.

Spending money on space technology can lead to better ways to produce food and clothing. Space travel requires special ways to preserve and store food for a long journey. Scientists also work on ways to grow vegetables and fruits in space so that astronauts can have fresh food. Scientists must develop new types of clothing made from new materials. Many of these new methods of food and clothing production also benefit people on Earth.

4.7 STATING & SUPPORTING AN OPINION

Space exploration has led to important developments in communications technology. One of the first government projects in space technology was for satellite communications. Today, this technology benefits everyone who uses satellite television or telephones.

The most important reason for spending money on space technology is that it promotes international cooperation. When the governments of several different countries work together on space projects, there is better communication between countries. The international space station is a good example of international cooperation that benefits everyone on Earth. Not only does it lead to scientific progress, but it also promotes international understanding.

In conclusion, several developments in space technology have already helped society on Earth. If we spend money on space programs, we may discover even greater knowledge that will improve our life and promote world peace.

The student has chosen the position that government should spend as much money as possible on developing space technology. The thesis is stated in the last sentence of the introduction:

I believe there are stronger reasons for spending on space technology because this leads to knowledge that will benefit society on Earth.

The student makes three supporting points. Each supporting point is the topic sentence of one of the body paragraphs. Each body paragraph develops its topic sentence with examples and reasons. Each body paragraph therefore supports and develops the thesis of the essay:

Supporting Point / Topic Sentence

Spending money on space technology can lead to better ways to produce food and clothing.

Space exploration has led to important developments in communications technology.

The most important reason for spending money on space technology is that it promotes international cooperation.

Supporting Details

ways to preserve and store food;
ways to grow vegetables and fruits;
new types of clothing

satellite communications; television;
telephones

better communication between
countries;
international space station

In the conclusion, the student restates the thesis:

In conclusion, several developments in space technology have already helped society on Earth.

The student also makes a prediction:

If we spend money on space programs, we may discover even greater knowledge that will improve our life and promote world peace.



Exercise 4.7.A

Read the following independent writing question and a student's essay:

Do you agree or disagree with the following statement?

The best things in life do not cost money.

Use specific reasons and examples to support your opinion.

Many of our favorite activities require us to spend money. Some important things in life, such as getting a good education and buying a home, cost a lot of money. However, it does not cost money to experience the best things in life: enjoying nature and being with our friends and family.

We can relax and enjoy the beauty of nature without spending money. Walking in the park, looking at the colorful leaves, and watching the snow falling are good ways to relax. Listening to the beautiful songs of birds does not cost money, but it can make us feel peaceful. Also, we can enjoy nature by having a garden. When I was a child, I helped my grandmother in her vegetable garden. We pulled up carrots and ate them, and we watched the butterflies and birds. I have many beautiful memories of sunshine and happiness in my grandmother's garden.

It does not cost money to spend time with our friends and family. We can visit friends and have a good time by talking and laughing. Sometimes we need a little money to go to a movie. However, our time together is more important than the money that we spend. We can do a lot of things that are free. For example, we can go to the library. When I was little, I used to walk to the library with my mother and sister every week to borrow books. When we got home, we sat on the porch and read to each other. Many of our best memories result from these simple things.

Money is necessary in our lives, but having a lot of money does not always lead to happiness. The most important things in life do not require a lot of money. If we learn to enjoy simple things, we will have many wonderful memories, and our memories are entirely free.

WRITING

Now answer the following questions. Discuss your answers with your teacher and classmates.

1. How many parts does the question have? What does each part ask you to do?
2. Does the essay address all parts of the question?
3. How is the essay organized?
4. What does the writer do in the introduction?
5. What is the thesis or main idea of the essay?
6. How does the writer support the thesis?
7. What is the topic sentence of each body paragraph?
8. What specific examples, reasons, and other details does the writer give? What is their purpose?
9. What does the writer do in the conclusion?
10. Does the essay effectively address the topic and task? Why or why not?

Answers to Exercise 4.7.A are on page 595.

4.7 STATING & SUPPORTING AN OPINION

Exercise 4.7.B

Your teacher will assign one of the following essay questions. Read the question carefully, and then plan and write a response. To make this practice more like the real test, allow 30 minutes to complete the essay. Use your time like this:

- ✍ 5 minutes – to brainstorm and write an outline;
- ✍ 20 minutes – to write the introduction, body, and conclusion; and
- ✍ 5 minutes – to check your essay and make corrections.

1. Do you agree or disagree with the following statement?
A student must like a teacher in order to learn from the teacher.
Use specific reasons and examples to support your opinion.
2. Do you agree or disagree with the following statement?
Youth is wasted on the young.
Use specific reasons and examples to support your opinion.
3. Do you agree or disagree with the following statement?
We should pay attention to the opinions of famous people.
Use specific reasons and examples to support your opinion.
4. Some people think that teachers and education professionals should make all of the important decisions about what subjects are taught in schools. Others think that business and industry professionals should make all of the major decisions. Which view do you agree with? Use specific reasons and examples to support your opinion.
5. Do you agree or disagree with the following statement?
In any society, the contributions of scientists and engineers are more important than the contributions of artists and writers.
Use specific reasons and examples to support your opinion.
6. Some students prefer to live on campus in a dormitory. Others prefer to live in an apartment or house off campus. Which do you prefer? Use specific reasons and examples to support your opinion.

Answers to Exercise 4.7.B will vary.



EXTENSION

1. Share and discuss the essay that you wrote for Exercise 4.7.B. Work in a group of three students. Make copies of your essay, and give a copy to everyone in your group. Read and discuss each student's essay. Answer the following questions about each:
 - a. How is the essay organized?
 - b. What does the writer do in the introduction?
 - c. What is the thesis or main idea of the essay?
 - d. What is the topic sentence of each body paragraph?
 - e. What supporting details does the writer give?
 - f. What does the writer do in the conclusion?

Make suggestions that will help each student improve in the future.

4.8 Writing Coherently



Read the following essay question and a paragraph from the body of a student's essay:

Do you agree or disagree with the following statement?

The things we learn from our friends are more important than what we learn from our family.

Use specific reasons and examples to support your opinion.

While my friends have taught me to enjoy my life, my family has taught me to be strong. My friends have taught me how to feel independent. They have encouraged me to be myself, to have a lot of fun, and to find happiness in life. On the other hand, my mother has taught me to be independent in a very different way. When I was a child, she gave me advice such as "Fight your own battles." She said that so I would be strong because she could not always protect me. Sometimes this was very difficult for me when I wanted my mother to help me, even though I knew her advice was important.

This paragraph is easy to read and understand. What makes it so? Check all of the statements that are true:

- ☐ All of the sentences in the paragraph are simple.
- ☐ The topic sentence is stated clearly at the beginning.
- ☐ The sentences are written in a logical order.
- ☐ All of the ideas in the paragraph support the topic sentence.
- ☐ The writer uses appropriate transitions to connect ideas.

All of the statements are true except the first one. All of the sentences in the paragraph are *not* simple, but they *are* easy to understand. This is because the topic sentence is stated clearly at the beginning, the sentences are written in a logical order, and all of the ideas in the paragraph support the topic sentence. Moreover, the writer uses appropriate transitions to connect ideas.

The paragraph is well organized and coherent. When a piece of writing is **coherent**, it is easy for readers to understand.



DO YOU KNOW...?

- Two trained evaluators will read your essay. They will rate your writing on how well you:
 - organize ideas effectively in answering the question; and
 - display unity and coherence.
- A well-organized essay has an introduction, a body, and a conclusion. Each body paragraph contains one major point that is developed with examples, reasons, and other supporting details. Each body paragraph supports the thesis of the essay. When all of the ideas and information in the essay support the thesis, the essay is said to have **unity**.
- The body paragraphs should be arranged in the order that will best support the thesis. This is why having an outline is important. Sometimes the body paragraphs are best arranged from the most important point to the least important point. Sometimes it is more effective to put the most important point last, just before the conclusion. Sometimes the points are previewed in the introduction. When the body paragraphs are arranged effectively and logically, the essay is said to have **coherence**.
- An essay is **coherent** when all of the ideas within paragraphs and between paragraphs are connected logically. The following **transitions** will help you express relationships between ideas and give your essay unity and coherence.

FUNCTION	TRANSITIONS		
Introduce examples or reasons	because first	for example for instance	one reason is such as
Add examples or reasons	also and another example is as well as	finally furthermore in addition moreover	next not only...but also second, third... similarly
Show contrast between ideas	although but by contrast even though however	in contrast instead on the contrary on the one hand... on the other hand	nevertheless rather though while yet
Emphasize or show importance	clearly certainly indeed	in fact moreover most importantly	the best example the most important surely
Make a conclusion	consequently in conclusion	in short in summary	therefore thus

4.8 WRITING COHERENTLY

5. Here is an example of an independent writing question and a student's essay. The thesis statement appears in bold text in the introduction. Notice how the transitions make the essay more coherent and easier to understand:

Do you agree or disagree with the following statement?

The things we learn from our friends are more important than what we learn from our family.

Use specific reasons and examples to support your opinion.

STUDENT'S ESSAY

Word count: 340

When I think about the lessons I have learned in my life, I find many similarities in what I learned from my friends and from my family. There are also differences. Both kinds of lessons have been very important to me. **However**, when I consider them carefully, **I know that the lessons from my family are more important.**

While my friends have taught me to enjoy my life, my family has taught me to be strong. My friends have taught me how to feel independent. They have encouraged me to be myself, to have a lot of fun, **and** to find happiness in life. **On the other hand**, my mother has taught me to be independent in a very different way. When I was a child, she gave me advice **such as** "Fight your own battles." She said that so I would be strong **because** she could not always protect me. Sometimes this was very difficult for me when I wanted my mother to help me, **even though** I knew her advice was important.

Furthermore, my family has taught me compassion and forgiveness. My younger brother taught me these qualities. I will never forget that once I was cruel to him **because** I was angry. My brother was afraid of the dark, **but** I turned off the lights to scare him. He was only six years old, **and** he was afraid and cried. **But** later he asked me to read a book to him until he fell asleep. It was his way to forgive me. I can never forget how my little brother taught me how to forgive.

I believe that our family teaches us the most important things **because** the lessons from family last longer. My family has taught me to be independent and strong, **and** this will help me during my whole life. **Moreover**, they have taught me how to forgive, which is necessary for getting along with other people. **In short**, the lessons from my family were not always enjoyable, **yet** they are deeper in my heart.

 PRACTICE

Exercise 4.8.A

Read the following independent writing question and a student's essay:

Some people learn by reading about things. Others learn by doing things. Which of these methods of learning is better for you? Use specific reasons and examples to support your choice.

There are a lot of different ways for people to learn new things. People can learn by reading, or they can learn by doing things. For some people, learning is better either one way or the other. I prefer to learn by doing things because when I do something myself it becomes more real than when I read about it.

I learned how to ride a bicycle and drive a car by experience. I rode a bicycle when I was six years old. Because I could not read about it, I had to get on the bicycle and use my feet and hands. I could also learn from my mistake when I fell off my bicycle. Similarly, I learned to drive a car by doing it. Although I had to study a driving manual and take a test on a computer, I could not learn driving well until I practiced driving in a car.

Learning mathematics is another example of learning by doing things. When I was in sixth grade, my teacher made the students measure our classroom. We measured the length and width of the room. Therefore, we learned how to calculate the area of our classroom or any other room. This experience made mathematics become real for me.

Finally, I learned how to use a computer by doing it. I tried to read the computer manual, but this was difficult for me because the book was very complex. I learned more when I sat at the keyboard and tried using several keys. Of course, my teacher explained some things about the computer. However, I could learn best when I experienced it.

It is true that I have to learn some things by reading, such as history and literature. Reading gives me important knowledge. However, for most skills that I need for my life, such as driving a car and using a computer, I must experience using them in order to learn the skills well. Therefore, I prefer to learn through action.

WRITING

Now answer the following questions. Discuss your answers with your teacher and classmates.

1. What does the question ask you to do?
2. What does the writer do in the introduction?
3. What is the thesis or main idea of the essay?
4. How is the essay organized?
5. What is the topic sentence of each body paragraph?
6. Does the essay have unity? Why or why not?
7. What transitions help give the essay coherence?
8. Does the essay effectively address the topic and task? Why or why not?

Answers to Exercise 4.8.A are on page 595.

4.8 WRITING COHERENTLY

Exercise 4.8.B

Your teacher will assign one of the following essay questions. Read the question carefully, and then plan and write a response. To make this practice more like the real test, allow 30 minutes to complete the essay. Use your time like this:

- ✍ 5 minutes – to brainstorm and write an outline;
- ✍ 20 minutes – to write the introduction, body, and conclusion; and
- ✍ 5 minutes – to check your essay and make corrections.

1. Do you agree or disagree with the following statement?
All high school students should be required to have three years of studying a foreign language.
Use specific reasons and examples to support your opinion.
2. Do you agree or disagree with the following statement?
The automobile is destroying our quality of life.
Use specific reasons and examples to support your opinion.
3. Some people like to be the leader of a group. Others like to be a member of a group in which another person is the leader. Which do you prefer? Use specific reasons and examples to support your answer.
4. Do you agree or disagree with this statement?
Employers should be required to provide smoking areas for their employees who smoke cigarettes.
Use specific reasons and examples to support your opinion.
5. Some students prefer to study at a large university that has several thousand students. Other students prefer studying at a small school that has only a few hundred students. Which of these two types of schools do you prefer? Use specific reasons and examples to support your answer.
6. Do you agree or disagree with the following statement?
The use of electronic mail (e-mail) makes people become better writers.
Use specific reasons and examples to support your opinion.

Answers to Exercise 4.8.B will vary.



EXTENSION

1. Share and discuss the essay that you wrote for Exercise 4.8.B. Work in a group of three students. Make copies of your essay, and give a copy to everyone in your group. Read and discuss each student's essay. Answer the following questions about each:
 - a. What is the thesis or main idea of the essay?
 - b. Is the essay easy to understand? Why or why not?
 - c. What supporting points does the writer make?
 - d. What supporting details does the writer give?
 - e. Does the essay have unity and coherence? Why or why not?
 - f. What transitions does the writer use? Are they used correctly?

Make suggestions that will help each student improve in the future.

4.9 Checking Sentence Variety and Word Choice



Read the following essay question and a paragraph from a student's essay:

Do you agree or disagree with the following statement?
You will not learn much about life if you are always comfortable.
 Use specific reasons and examples to support your opinion.

Children must learning about life in a comfortable place. If a child is no safe, the child can't learn nothing. I wanna have children in the future. My duty is for keep my children safety and protection from bad experiences. I gonna give my children food, clothes, and other stuffs. Because my child is comfortable, they will learn alot of things about life. On the contrary, I disagree with the statement.

WRITING

The writer makes several errors in word choice. Can you identify them? Underline words and phrases that are incorrect or confusing.

Look at these words and phrases in the paragraph. How many did you underline?

must learning

is for keep

stuffs

no safe

safety

Because my child is

can't learn nothing

protection

alot

wanna

I gonna

On the contrary

Now read the same paragraph without errors.

Children must learn about life in a comfortable place. If a child is not safe, the child can't learn anything. I want to have children in the future. My duty will be to keep my children safe and protect them from bad experiences. I am going to give my children food, clothes, and other things. If my children are comfortable, they will learn a lot of things about life. Therefore, I disagree with the statement.

On the TOEFL, an essay can have a few language errors and still earn a high score—if the errors are minor and do not obscure meaning. However, frequent or serious errors in word choice will result in a lower score.

4.9 SENTENCE VARIETY AND WORD CHOICE



DO YOU KNOW...?

1. On the TOEFL, you have 30 minutes to plan, write, and revise your response to the independent writing task. Allow around 5 minutes at the end to check and correct your sentence structure, sentence variety, word choice, and spelling.
2. Two trained evaluators will read your essay. They will rate your writing on how well you:
 - ✎ display unity and coherence; and
 - ✎ use English words and sentences effectively.
3. Your essay will be easier to read, more interesting, and more effective if you:
 - ✎ use a variety of short and long sentences;
 - ✎ avoid common sentence errors; and
 - ✎ use appropriate word choice and word forms.
4. Your essay should contain a variety of short and long sentences. If a sentence has more than one clause, the clauses must be joined correctly with a conjunction, subordinator, or conjunctive adverb.

Conjunctions

and but or so yet

Subordinators

although if since unless where
because just as though when while

Conjunctive Adverbs

as a result furthermore in addition moreover therefore
consequently however instead similarly thus

5. There are several ways to combine two or more short sentences into one long sentence. Here are some examples:

Short	Living off campus is exciting. Living off campus is more independent. I prefer the convenience of living on campus.
Long	Living off campus is exciting <i>and</i> more independent, <i>but</i> I prefer the convenience of living on campus.
Short	Teachers are important for motivating children. Parents are even more important.
Long	<i>Although</i> teachers are important for motivating children, parents are even more important.
Short	Athletes are such great entertainers. People like to watch athletes play.
Long	<i>Since</i> athletes are such great entertainers, people like to watch them play.
Short	Children should grow up in the country. Children can know nature.
Long	Children should grow up in the country, <i>where</i> they can know nature.

Short	You are always comfortable. You will never have to struggle. You will not learn much about life.
Long	<i>If</i> you are always comfortable, you will never have to struggle; <i>as a result</i> , you will not learn much about life.
Short	Students are responsible for their own learning. Students should be self-motivated.
Long	Students are responsible for their own learning, <i>so</i> they should be self-motivated.
Long	<i>Because</i> students are responsible for their own learning, they should be self-motivated.
Long	Students are responsible for their own learning; <i>therefore</i> , they should be self-motivated.
Short	Some people like living in a rural area. I prefer the urban lifestyle.
Long	Some people like living in a rural area, <i>but</i> I prefer the urban lifestyle.
Long	<i>While</i> some people like living in a rural area, I prefer the urban lifestyle.
Long	Some people like living in a rural area; <i>however</i> , I prefer the urban lifestyle.

6. Inappropriate word choice and incorrect word forms may obscure meaning, making your essay difficult to understand. It is best to use vocabulary you are familiar with, but avoid slang and other words that are too informal for an academic essay.

Inappropriate Parents have to get kids food and other stuff.

Appropriate Parents have to provide children with food and other necessities.

Inappropriate Join a hobby club helping you make new friends.

Appropriate Joining a hobby club will help you make new friends.

Inappropriate People driving more careful the children are walking to school.

Appropriate People should drive more carefully when children are walking to school.

Inappropriate I'm gonna go for a job in broadcast communications.

Appropriate I am going to look for a job in broadcast communications.

Inappropriate Competitive sports are totally cool.

Appropriate Competitive sports benefit us in several important ways.

7. Some words that are useful in writing academic essays are:

although	contribute	essential	issue	probably
benefit	controversy	examine	necessary	provide
cause	dilemma	influence	neither	solution
consequence	effect	instead	prefer	view

4.9 SENTENCE VARIETY AND WORD CHOICE



PRACTICE

Exercise 4.9.A

Read the following paragraphs. Check sentence structure, sentence variety, and word choice. Make any corrections that will improve the paragraphs. There may be more than one way to correct an error.

1.

I decide not to get married two years ago. I could finish my university studies. My father he wanted me to get married. My parents they allow me decide. I had married, I have to stay in my husband's home. Because in my culture, married woman, she has a duty to her husband, it's our tradition. I choose finishing my degree instead. I will to be a graduate student in Toronto. I will earning my master's degree in business economics.

2.

I prefer students should have several short vacations throughout the year instead to one long vacation. Students work hardly and need a brake often. Students in my country have several short holidays while every seasons. On the contrast, American students have one long vacation in a summer. I read a paper say that American students forgetting what they learned because the long vacation. This why I belief several short vacations is good than one long vacation.

3.

There are many advantage in having friends that different to me. Such as my friend who is from Turkey learns me alot about his culture. His family is so big and my family is not big. As a result, I like to go to his house to visiting his family. I enjoy the good food. I enjoy the talking because is really cool and interesting. Other friend is an artist. My friend makes pictures and does other arts. It's really cool. In conclusion, my artist friend is not alike me, I learn good things about art from him.

Exercise 4.9.B

Read the following independent writing question and a student's essay. Check sentence structure, sentence variety, and word choice. Make any corrections that will improve the essay. There may be more than one way to correct an error.

Some people prefer occupations in which they work primarily with machines. Others prefer occupations in which they work mainly with people. Which type of occupation do you prefer? Use specific reasons and examples to support your opinion.

Occupations are mainly two kinds. Some occupations require your work primarily with machines. Other need working with other people. My job is working with machines, especial computers, so I prefer this kind.

Computers are important in the society. I am a computer programmer at a medical university. I like to solving the problems of medical record system. Computer has improved business, research, educational, and many the field of study. Many occupations require specialization in computers. People need specialization training. It's in area of computer operations.

On the other hand, some occupations work mainly with people. It's also necessary for my job. Because I work a team with two other people. Therefore we must help each one. We solve the problems.

In conclusion, I prefer to working with machines. Because machines need people to operate. In addition, machines improve peoples life. Many occupations need specialization, such as computer programmer. But also need ability for communication to other people. Therefore I believe to work with both machines and people are best kind of job.

Corrections for Exercises 4.9.A and 4.9.B are on page 596.

4.9 SENTENCE VARIETY AND WORD CHOICE

Exercise 4.9.C

Your teacher will assign one of the following essay questions. Read the question carefully, and then plan and write a response. To make this practice more like the real test, allow 30 minutes to complete the essay. Use your time like this:

- ✍ 5 minutes – to brainstorm and write an outline;
- ✍ 20 minutes – to write the introduction, body, and conclusion; and
- ✍ 5 minutes – to check your essay and make corrections.

1. Do you agree or disagree with the following statement?
You can learn a lot about people by the clothes they wear.
Use specific reasons and examples to support your opinion.
2. Some people prefer working for a very large company that has several hundred employees. Others prefer working for a small company where they know all of their co-workers. Which do you prefer?
Use specific reasons and examples to support your opinion.
3. Do you agree or disagree with the following statement?
Leaders must pay attention to the advice and opinions of other people.
Use specific reasons and examples to support your opinion.
4. Do you agree or disagree with the following statement?
Every child should be raised in a home with two parents.
Use specific reasons and examples to support your opinion.
5. Some people believe that in high school, boys should be in classes with only boys, and girls should be in classes with only girls. Other people believe that high school classes should be coeducational, with students of both genders studying together. Which view do you agree with? Use specific reasons and examples to support your opinion.
6. Do you agree or disagree with the following statement?
Technological progress has made us lazy.
Use specific reasons and examples to support your opinion.

Answers to Exercise 4.9.C will vary.



EXTENSION

1. Review the essay you wrote for one of the essay questions in units 4.7 through 4.9. Check your sentence structure, sentence variety, and vocabulary. Ask yourself the following questions:
 - a. Are all of my sentences complete, with correctly formed subjects and verbs?
 - b. Are there any grammar errors that need correcting?
 - c. Does my essay have a variety of short and long sentences?
 - d. Does my essay use appropriate word choice and correct word forms?
 - e. Are there any misspelled words that need correcting?
 - f. What changes can I make to improve the essay?

2. Share and discuss your essay for one of the essay questions in units 4.7 through 4.9. Work in a group of three students. Make copies of your essay, and give a copy to everyone in your group. Read and discuss each student's essay. Answer the following questions about each:
 - a. Is the essay easy to read and understand? Why or why not?
 - b. Does the essay have unity and coherence? Why or why not?
 - c. Are there any sentences in which the meaning is unclear? If so, what makes them unclear?
 - d. Does the essay have a variety of short and long sentences?
 - e. Does the essay use appropriate word choice and correct word forms?
 - f. What improvements would you make?

Make suggestions that will help each student earn a high score on the independent writing task.

4.10 Evaluating the Essay



Read the following independent writing question and a student's essay:

Do you agree or disagree with the following statement?

Students learn more in large lecture classes than in small discussion classes.

Use specific reasons and examples to support your answer.

Students can learn in both large lecture classes and small discussion classes. Large classes are often taught by famous lecturer, and this gives prestige to a university. Students can learn alot from a famous sceintist or writer. However, I beleive that students learn more in small discussion classes because they can practice skills that need in their profession.

First, a small class allows students improve their speaking skills. Students give alot of oral reports, and they discuss ideas deeply with their instructor and classmates. They express their own opinions and learn about classmate's opinions. Class discussions will give students confidence in speaking to a group, that is a skill required in many professions. Therefore, small classes give useful practice.

Second, a small class is like a work situation. Many professions require people work in teams to solve problems and making decisions. A small class give students valuable practice in teamworks. In a small class, students responsible for participation, just as in a team in a work situation.

Finally, students can get more help from the instructor in a small class. Usually, it is not possible in a large class, students can not ask quetions. However, in a small class, students can ask questions and get better help from the instructor, whose like a boss or older relative.

In summary, both large and small classes have benefits, but students can learn more useful skills in a small class. Therefore, I recommend small classes for students who want experience for their profession.

How would you rate the various aspects of the essay? Check the appropriate space between WEAK and STRONG:

Organization	WEAK _____ STRONG
Thesis and support	WEAK _____ STRONG
Unity and coherence	WEAK _____ STRONG
Grammar and vocabulary	WEAK _____ STRONG

On the TOEFL, this essay would probably receive a fairly high score. It is generally well organized and is developed with appropriate details. It is written coherently with appropriate use of transitions. However, the essay is a bit short and has some noticeable minor errors in grammar, vocabulary, and spelling.



DO YOU KNOW...?

- Two trained evaluators will read your essay. They will evaluate it and assign a score of 1 to 5, with 5 the highest score possible. Your essay will be judged on the quality of your writing and on how well you state and support your opinion. This includes the organization and development of your ideas and the appropriateness of the language you use to express your ideas.
- The evaluators will use criteria similar to those in the following table as they score your essay.

INDEPENDENT WRITING TASK Description of Score Levels	
5	A essay at this level <ul style="list-style-type: none"> effectively addresses the task by clearly stating an opinion; and is well organized and well developed with appropriate examples, reasons, or details; and displays unity and coherence; and uses language effectively, with sentence variety and appropriate word choice and only occasional minor language errors.
4	A essay at this level <ul style="list-style-type: none"> addresses the task well, but some points may not be fully supported; and is generally well organized and sufficiently developed with examples, reasons, or details; and displays unity and coherence, but may have some redundancy or lack of clarity; and contains sentence variety and a range of vocabulary, but may have noticeable minor language errors that do not interfere with meaning.
3	A essay at this level <ul style="list-style-type: none"> addresses the task with some development and some appropriate supporting details; or displays unity and coherence, but connections among ideas may be occasionally unclear; or is inconsistent in using language effectively, with errors in grammar and vocabulary that occasionally obscure meaning; or contains an accurate but limited range of sentence structures and vocabulary.
2	A essay at this level <ul style="list-style-type: none"> displays limited development in response to the task, with inappropriate or insufficient supporting details; or contains inadequate organization or connections among ideas; or contains an accumulation of errors in grammar and usage.
1	A essay at this level <ul style="list-style-type: none"> is flawed by serious disorganization or underdevelopment; or contains little or no detail, or details that are irrelevant to the task; or contains serious and frequent errors in grammar and usage.
0	A essay at this level <ul style="list-style-type: none"> is not related to the given topic; or is written in a language other than English; or is blank.

4.10 EVALUATING THE ESSAY



PRACTICE

Exercise 4.10.A

Read the independent writing question and the five essays that follow. Evaluate each essay according to the descriptions of the five levels on page 435. Assign each response a score of 5, 4, 3, 2 or 1.

Do you agree or disagree with the following statement?

Advertising influences people's behavior in a negative way.

Use specific reasons and examples to support your opinion.

Response A

Score: _____

People see a lot of advertising in newspapers and magazines, on signs, and on television. Today people even see ads in the movie theater! All of this advertising influences people's behavior in a negative way. It influences how people spend their money, how they look at themselves, and how they communicate with other people.

Advertising influences how people spend their money. People sometimes buy things they can't afford or don't need. I read a story of a family that bought a computer for their children, but they were living in a tent. They didn't even have electricity for the computer. People spend too much because they have to be better than everyone else. In my country, weddings are a big industry, and families spend too much money because of advertising. This is a negative influence of advertising.

Advertising affects how people view themselves. Sometimes it makes people feel bad if they can't buy something. For example, a lot of sports and movie stars advertise shoes, clothes, and so on. Children see this on television and pressure their parents to buy it. There are a lot of crimes because teenagers kill to get designer jackets. Advertising makes them feel like they are nobody without designer clothes. Also, teenagers start to smoke because they think this looks cool. Moreover, some girls want to be thin like girls in the ads.

Finally, advertising changes people's communication. I hear a lot of little children saying the phrases they hear on television. They also sing the songs from the commercials. Also, advertising influences spelling. I have seen "night" spelled like "nite." Therefore, advertising has a negative effects on the ways that people speak and write English.

Advertising has a lot of good points. It is a way to sell things in a capitalist country. However, there are also a lot of bad influences on people's behavior because of advertising.

Response B

Score: _____

Advertising is a large part of our culture, so of course advertising influences people's behavior. But I disagree with the statement, advertising influences behavior in a negative way. On the contrary, I think the effect of advertising is positive for society.

One effect of advertising is a way for people to learn about new products to buy. We learn about new types of products and service by seeing it on television. For example, I learned about a special price for a travel to Florida from advertising on television. This had a positive effect on my behavior because I could enjoyed a beautiful week in Florida. Other things I learned are a new restaurant of health food, a movie, and places for automobile service. All these advertising had a positive effect of helping me have a better life.

Another effect of advertising is a way to compare the prices and the quality of service. This is a positive because we can think carefully before we buy something. Also, we can save money. We can find a better quality. So advertising has a positive effect of critical thinking and making smarter shoppers.

Also, another positive effect of advertising is a way to get ideas for living more interesting life. We learn many interesting ideas from television advertising and also in magazines. For example, I read magazines and see interesting ideas to decorate my apartment in advertising. Also, I learn about new kinds of food and places to visit. So advertising has a positive effect of helping me, not a negative influence on my behavior.

Of course, some advertising influence behavior in a negative way, such as smoking. But I think the general influence on people's behavior is positive. Advertising helps people learn about products, compare the prices, and to get interesting ideas for better life.

Response C

Score: _____

We can see advertising in many places. For example, on TV also on buildings, magazines and junk mail. The purpose of advertising is showing people to buy things. We can't avoid a negative way for advertising even we are educated. Many advertising is a lie so we don't always know it's true. It's a negative behavior for people tell a lie in advertising. But it's too bad because people don't know and buy things even it's a lie. This is illegal in many countries. We had better to find the answer to the problem.

I used to watch TV and saw many advertising on TV. I saw lot of negative behavior. Many TV shows are very stupid advertising. Sometimes is a lie, animals don't talk. Advertising – it's good but some is a lie and not real. But still people's belief, and so it's a problem.

Response D

Score: _____

Advertising influences people's behavior in a negative way. I disagree with the statement. The statement is not true.

Sometimes advertising is very interesting. I am interesting by the ads on the bus and train. Some advertising is beautiful art and it's not negative influence, it's very creativity. The advertising industry gives jobs to artists and writers. My two cousins and his friend they have a job in advertising company where draw pictures and design posters. Some posters on the bus and train where many people can see the posters. My cousin he studied at art college and his degree in commercial art. He got a job where make advertising posters. On the other hand, some advertising on television gives jobs to actors and musicians. Sometimes famous actors they make ad for television advertising, then later get a job in movies and so on. Some actor he doesn't act, he uses voice narration on the television ads. I can hear the voice of some famous actors in the advertising, it's not negative influence. The advertising industry has jobs for many people, it's the reason I disagree with the statement. Also, I am interesting by the ads on clothing, such as T-shirts and caps. These pictures they are very beautiful by artists. Some ads in the print media, newspaper and magazine, also, they are very good. My second cousin sometime she designs ads for the print media.

Response E

Score: _____

People influenced by the world around them. Advertising has many ways influencing people's behavior. I agree with the statement. Most the influences of advertising are negative. I will discuss advertising on television and Internet.

Advertising on television is too much. Every hour has too many commercials. Advertising is for cars, lifestyle, cloths, liquer, diamonds, and many other things. People don't need all these things. These things are espensive, so influence is negative. People want too many things. They see the comercial on television. They want rich lifestyle. So they spend too much money can't afford.

Some advertising is for medicine and drugs such as aspirin. People need some medicine. However, they take too many drugs don't need them. Some advertising is for food, such as pizza, cookies, candy, coke, and beer. People need food to live. However, many people get very fat. They eat too much junk food. Therefore, advertising is mainly a negative influence. Advertising cause people spend too much money. Moreover, people eat too much junk food. It's bad for health.

Also, people influenced by the Internet advertising. It's too much! Every kind of picture and spam on email – it's too much comercial on Internet. In the past, Internet was for study and learning. But now Internet is mainly way for sell things. People see advertising. They want too many things. It's a pity. It's mainly influences people's behavior in a negative way. Moreover, some Internet advertising is false.

Answers to Exercise 4.10.A are on page 596.



EXTENSION

1. Study the descriptions of the five score levels on page 435. Make sure you understand the descriptions for each level. Check your understanding of the meaning of these words and phrases:

effectively addresses	redundancy	limited range
unity	lack of clarity	limited development
coherence	range of vocabulary	accumulation of errors
minor language errors	obscure meaning	usage

2. Review the essays you wrote for the writing questions in units 4.6 through 4.9. Evaluate each essay according to the descriptions of the five levels on page 435. What are the areas of strength in your writing? What are your most serious problems? How can you improve your writing to earn a high score on the independent writing task?



PROGRESS – 4.6 through 4.10

QUIZ 4

Time – 30 minutes

Read the question below and make any notes that will help you plan your response. Then begin typing your essay. You have 30 minutes to plan, write, and revise your essay. Your essay will earn a score of 1, 2, 3, 4, or 5, with 5 the highest score.

Do you agree or disagree with the following statement?

It is more important for students to read books about real events than it is for them to read novels.

Use specific reasons and examples to support your opinion.

Writing Time – 30 minutes

Record your score on the Progress Chart on page 696.

WRITING

QUIZ 5



PROGRESS – 4.6 through 4.10

QUIZ 5

Time – 30 minutes

Read the question below and make any notes that will help you plan your response. Then begin typing your essay. You have 30 minutes to plan, write, and revise your essay. Your essay will earn a score of 1, 2, 3, 4, or 5, with 5 the highest score.

Some people want to have a job where they can make or do things with their hands. Other people prefer having a job where they can work with their heads and think. Which type of job do you prefer? Use specific reasons and examples to support your answer.

Writing Time – 30 minutes

Record your score on the Progress Chart on page 696.



PROGRESS – 4.6 through 4.10

QUIZ 6

Time – 30 minutes

Read the question below and make any notes that will help you plan your response. Then begin typing your essay. You have 30 minutes to plan, write, and revise your essay. Your essay will earn a score of 1, 2, 3, 4, or 5, with 5 the highest score.

Do you agree or disagree with the following statement?
Solitude, spending time alone, is one of our best teachers.
Use specific reasons and examples to support your opinion.

Writing Time – 30 minutes

Record your score on the Progress Chart on page 696.

WRITING



PROGRESS – 4.6 through 4.10

QUIZ 7

Time – approximately 60 minutes

There are two questions in this quiz. Question 1 is an integrated reading–listening–writing task. Question 2 is an independent writing task. Your response to each task will earn a score of 1, 2, 3, 4, or 5, with 5 the highest score. Add the two scores to obtain your total score.

QUESTION 1

Read the passage and then listen to the recording. To make this practice more like the real test, cover the passage and question during the lecture. You may take notes, and you may use your notes to help you write your response. When you hear the question, uncover the passage and question. Then allow 20 minutes to plan and write your response.

Reading Time – 3 minutes

In the nineteenth century, when photography was still a relatively new art form, “Pictorialists” were photographers who strove to give their photographs, or “pictures,” a resemblance to paintings. Pictorialists wanted their images to evoke the artistic character of oil paintings. Today when we speak of pictorial photography, we mean photographs that stand on their own as valuable works of art, not photographs that imitate paintings.

A pictorial photograph is usually of a still, or fairly still, subject. If a person is included in the shot, he or she is there as part of the composition, and not as a portrait central to the picture. Photographs that evoke an emotional response in the viewer are often classified as pictorial. A pictorial shot often relies on a beautiful lighting effect and attention to detail as well as concern for the overall composition.

In both painting and photography, composition refers to the organization of forms and colors within the frame of the picture. Photographers inherited theories of composition from painters and other visual artists. In the nineteenth century, when young men and women studied painting, they learned the “rules” of composition. These rules were not established by the great masters, who understood and applied composition instinctively. Rather, it was art teachers who formulated the rules after examining the world’s great paintings. From these paintings, art teachers extracted a number of factors that occurred frequently in great works. These rules of composition are better described as guidelines and can be quite helpful to the beginning photographer. Generally, composition includes such elements as balance, placement, color, and detail.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the passage and question and begin your response.



SPEAKING & WRITING, Track 26

Summarize the points made by the instructor, explaining how they illustrate points made in the reading.



Stop

Writing Time – 20 minutes

QUESTION 2

Read the question below and make any notes that will help you plan your response. Then begin typing your essay. You have 30 minutes to plan, write, and revise your essay.

Some students like to work in groups with other students when doing assignments and projects. Other students prefer to work independently. Which do you prefer? Use specific reasons and examples to support your answer.

Writing Time – 30 minutes

Key points for Writing Quiz 7 are on page 596.

Record your total score on the Progress Chart on page 696.

WRITING



PROGRESS – 4.6 through 4.10

QUIZ 8

Time – approximately 60 minutes

There are two questions in this quiz. Question 1 is an integrated reading–listening–writing task. Question 2 is an independent writing task. Your response to each task will earn a score of 1, 2, 3, 4, or 5, with 5 the highest score. Add the two scores to obtain your total score.

QUESTION 1

Read the passage and then listen to the recording. To make this practice more like the real test, cover the passage and question during the lecture. You may take notes, and you may use your notes to help you write your response. When you hear the question, uncover the passage and question. Then allow 20 minutes to plan and write your response.

Reading Time – 3 minutes

Sexism is the sum total of society's shared attitudes and assumptions that require people to follow certain "rules" about how they should act, think, and feel, based on their gender. From a very early age, boys and girls are taught these gender "rules" through social conditioning. Children learn their culture's gender rules mainly from the adults in their lives, but also from media images and the toys they are given to play with.

The majority of toys used in preschools and kindergartens, and the toys given to children by adults, are tools that condition children to learn gender roles and accept these roles as normal. Clearly separate classes of toys exist for girls and boys. Girls are given stuffed animals, dolls, dress-up kits, toy houses, and kitchen sets, while boys are given action or violence-oriented toys. Girls' toys condition girls to sit and play quietly and accept things the way they are. Boys' toys, in contrast, teach boys to take things apart, put things together, and move things around—in other words, to have an impact on the environment. The colors used in these gender-specific toys enhance this social conditioning. Toys for girls come in soft colors such as pink, white, lavender, and light blue, while boys' toys are bold orange, yellow, blue, gray, black, and white.

Toy manufacturers market by gender, and their advertising literature emphasizes that boys love action play with trucks, robots, action figures, and machines. By contrast, toymakers assume that girls are more interested in fashion, beauty, and the home, presumably because girls do not like action play. The division by gender extends to television commercials. Research shows that commercials with only boys feature settings away from home, while ads with only girls are more likely to be set in the home.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the passage and question and begin your response.



SPEAKING & WRITING, Track 27

Summarize the points made in the talk, explaining how they agree or disagree with points made in the reading.



Stop

Writing Time – 20 minutes

QUESTION 2

Read the question below and make any notes that will help you plan your response. Then begin typing your essay. You have 30 minutes to plan, write, and revise your essay.

Do you agree or disagree with the following statement?
Television has had a mostly positive effect on society.
Use specific reasons and examples to support your opinion.

Writing Time – 30 minutes

Key points for Writing Quiz 8 are on page 596.

Record your total score on the Progress Chart on page 696.

WRITING

TEST 1

READING SECTION DIRECTIONS

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

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

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

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

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

TEST 1

THE ART OF THEATER

The means by which an art form presents its message is referred to as the medium. Thus, sound produced by instruments or human voices is the medium of music. Paint on canvas or paper is the medium of painting. For literature, the medium is written language. For theater, it is a story performed by actors on a stage.

Drama is sometimes seen as a branch of literature because plays, like literature, are often printed in book form. However, there is an important difference between the two forms. Unlike a novel, a play is written to be performed, and the script of a play is not a finished work; it is an outline for a performance. The physical production of the play—the scenery, lighting, and costumes—will affect the performance, and so will the actors. How the actors interpret their roles greatly influences the play's effect on the audience.

The basic encounter in theater is between the performers and the audience. This is a special type of encounter because the performers are playing other people, characters. Moreover, the characters are part of a human story that has been written by a dramatist. This combination of elements distinguishes theater from other art forms.

Theater has several other distinctive characteristics. First, the subject matter of theater is always human beings. Second, theater is universal—there is an impulse toward creating theater in all societies. Third, theater is transitory in nature—a play is an event that occurs through time. Finally, theater is set apart by its basic elements: audience, performers, director, dramatist, purpose, viewpoint, and setting.

Human beings and human concerns are always the subject matter of drama, even when the performers play animals, objects, or abstract ideas. In the medieval play *Everyman*, some of the roles are abstract ideas such as Beauty, Knowledge, and Strength. The central character is Everyman, a human character, and the subject is death arriving before we want it to come—a theme that is universal to humans. The focus of drama is on human beings, even though different human concerns have been emphasized in different plays.

In view of the human-centered quality of theater, it is not surprising that the impulse toward theater is universal. The urge to create drama has existed wherever human society has developed: in Europe, Asia, Africa, Australia, and the Americas. In every culture recorded in history or studied by anthropologists, we find rituals, ceremonies, and celebrations that include elements of theater. At various times, these ceremonies and stories developed into a separate realm of theater. In Greece, a fully developed theater emerged almost 2,500 years ago. In India, theater became well-established around 2,000 years ago. Wherever theater has become a separate art form, it has had certain essential qualities: a story—the play—is presented by one group—the performers—to another group—the audience.

One special quality of a theater performance is its immediacy. In the theater, we live in the perpetual present tense. Theater is a transitory art. A performance changes from moment to moment, and each moment is a direct, immediate adventure for the audience. The transitory nature of theater is a quality it shares with music and dance, and sets it apart from literature and the visual arts. A novel or a painting is a fixed object; it exists as a finished product. The performing arts, on the other hand, are not objects but events. Theater occurs through time; it is an experience created by a series of sights, sounds, and impressions.

- How does the art of theater convey its message?
 - An instrument or voice produces sound.
 - A camera converts light to images on film.
 - People perform a story for another group.
 - A person writes a story for others to read.
- The author discusses literature in paragraph 2 in order to illustrate what point?
 - Literature and drama are both written forms of communication.
 - Reading a novel and attending a play are different experiences.
 - Both novelists and dramatists use an outline to organize ideas.
 - Many actors prefer roles from classic works of literature.
- Which sentence below best expresses the essential information in the highlighted sentence in paragraph 3? Incorrect choices change the meaning in important ways or leave out essential information.
 - A play's scenery, lighting, and costumes contribute to the message of the play.
 - Theater is the only art form that mixes more than one medium in a single work of art.
 - A successful dramatist knows how to blend purpose, viewpoint, and theme into a unique performance.
 - Theater is a distinct art form by the way it joins characters and audience in the telling of a story.
- Why does the author mention *Everyman* in paragraph 5?
 - To show that the definition of theater has evolved over time
 - To give an example of a play in which abstract ideas are characters
 - To compare the importance of beauty, knowledge, and strength
 - To illustrate the universal human desire to create theater
- The word *theme* in paragraph 5 refers to
 - performers playing animals, objects, or ideas
 - death arriving before we want it to come
 - beauty, knowledge, and strength
 - Everyman* as a central character
- The word *urge* in paragraph 6 is closest in meaning to
 - money
 - education
 - motivation
 - patience
- The word *realm* in paragraph 6 is closest in meaning to
 - form
 - ritual
 - science
 - tool
- Which of the following can be inferred from paragraph 6 about the development of theater?
 - In every human society, theater appeared before other forms of art.
 - Theater could not have developed without the support of political leaders.
 - People created theater as a way to promote peace between rival groups.
 - Theater emerged as a distinct art form at different times around the world.
- The word *transitory* in paragraph 7 is closest in meaning to
 - temporary
 - beautiful
 - surprising
 - expressive
- How is theater similar to the other performing arts?
 - It is based on works of literature.
 - It exists as a finished product.
 - It is an event that occurs through time.
 - It is presented the same way every time.

11. According to the passage, all of the following are true of theater EXCEPT
- (A) The impulse toward theater is universal.
 - (B) The medium of theater is written language.
 - (C) Theater is a distinct form of art.
 - (D) The focus of theater is always human.
12. Look at the four squares, **A**, **B**, **C**, and **D**, which indicate where the following sentence could be added to the passage. Where would the sentence best fit?

Thus, theater is a shared event, an experience that includes both those who perform and those who observe.

In view of the human-centered quality of theater, it is not surprising that the impulse toward theater is universal. **A** The urge to create drama has existed wherever human society has developed: in Europe, Asia, Africa, Australia, and the Americas. In every culture recorded in history or studied by anthropologists, we find rituals, ceremonies, and celebrations that include elements of theater. **B** At various times, these ceremonies and stories developed into a separate realm of theater. In Greece, a fully developed theater emerged almost 2,500 years ago. In India, theater became well-established around 2,000 years ago. **C** Wherever theater has become a separate art form, it has had certain essential qualities: a story—the play—is presented by one group—the performers—to another group—the audience. **D**

- 13–14. 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.*

Several qualities distinguish theater from other forms of art.
•
•
•

Answer Choices

- | | |
|--|--|
| <p>(A) Theater is a form of literature because we can read plays in books.</p> <p>(B) Theater requires a human story, performers, and an audience.</p> <p>(C) An actor must change his voice to play certain characters.</p> | <p>(D) The tendency toward creating theater occurs in all human societies.</p> <p>(E) Theater developed as a separate art very early in Greece and India.</p> <p>(F) Each theater performance is an immediate yet transitory experience.</p> |
|--|--|

CLOUD FORMATION

Water vapor is an invisible gas, but its **condensation** and **deposition** products—water droplets and ice crystals—are visible to us as clouds. A cloud is an **aggregate** of tiny water droplets or ice crystals suspended in the atmosphere above the earth's surface, the visible indication of condensation and deposition of water vapor within the atmosphere.

Laboratory studies have demonstrated that in clean air—air free of dust and other particles—condensation or deposition of water vapor requires supersaturated conditions, that is, a relative humidity greater than 100 percent. When humid air is cooled, usually by **convection**, unequal heating of the ground surface creates rising air currents. As the air ascends, it expands and cools. Eventually it reaches its dew point, the temperature at which the invisible water vapor in the air condenses into a collection of water droplets. From the ground, we see these tiny particles as a cloud. If the droplets continue to acquire moisture and grow large enough, they fall from the cloud as rain.

Clouds occur in a wide variety of forms because they are shaped by many processes operating in the atmosphere. In fact, monitoring changes in clouds and cloud cover often will provide clues about future weather. British naturalist Luke Howard was among the first to devise a system for grouping clouds. Formulated in 1803, the essentials of Howard's classification scheme are still in use today. Contemporary weather forecasters still divide clouds into two main groups: heaped clouds, resulting from rising unstable air currents; and layered clouds, resulting from stable air.

Clouds are also classified according to their appearance, their altitude, and by whether or not they produce precipitation. Based on appearance, the simplest distinction is among cumulus, stratus, and cirrus clouds. Cumulus clouds occur as heaps or puffs, stratus clouds are layered, and cirrus clouds look like threads. Based on altitude, the most common clouds in the troposphere are grouped into four families: low clouds, middle clouds, high clouds, and clouds exhibiting vertical development. Low, middle, and high clouds are produced by gentle uplift of air over broad areas. Those with vertical development generally cover smaller areas and are associated with much more vigorous uplift.

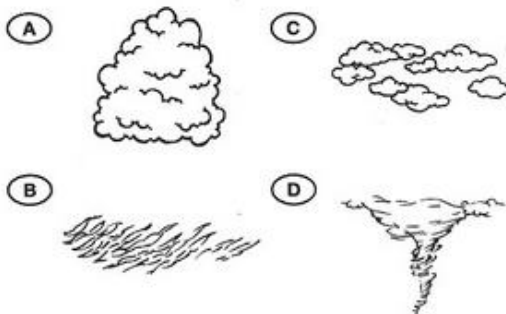
Cumulus clouds are dense, white, heaped clouds capped with a cauliflower-like dome created by convection. Low-level cumulus clouds are detached from one another and generally have well-defined bases. Their outlines are sharp, and they often develop vertically in the form of rising puffs, mounds, domes, or towers. The sunlit parts are brilliant white; the base is relatively dark and roughly horizontal.

Stratus, or layered, clouds grow from top to bottom in wide sheets, or strata, with minimal vertical and extended horizontal dimensions. These clouds spread laterally to form layers that sometimes cover the entire sky, to the horizon and beyond, like a formless blanket. The air is stable, with little or no convection present.

While cumulus and stratus clouds generally form at low or middle altitudes, a third type of cloud forms at high altitudes. Cirrus clouds are detached clouds that take the form of delicate white filaments, strands, or hooks. These clouds can be seen at close hand from the window of a jet plane flying above 25,000 feet. When viewed from the ground, bands of threadlike cirrus clouds often seem to emerge from a single point on the western horizon and spread across the entire sky. Cirrus clouds are composed almost exclusively of ice crystals. Their fibrous appearance results from the wind "stretching" streamers of falling ice particles into feathery strands called "mares' tails." Snow crystals may fall from thicker, darker cirrus clouds, but they usually evaporate in the drier air below the cloud.

Glossary: **condensation:** the changing of a gas to a liquid
deposition: the act of laying, placing, or depositing
aggregate: total of many parts; mixture
convection: the transfer of heat in a gas or a liquid by the movement of air currents

15. The word **suspended** in paragraph 1 is closest in meaning to
- (A) hanging
 (B) freezing
 (C) dripping
 (D) hiding
16. Which sentence below best expresses the essential information in the highlighted sentence in paragraph 2? Incorrect choices change the meaning in important ways or leave out essential information.
- (A) Scientists have been able to stimulate the formation of clouds in the laboratory with a success rate of 100 percent.
 (B) If the air contains no dust particles, water vapor will condense and create extremely humid weather conditions.
 (C) Research shows that the formation of clouds in clean air depends on a relative humidity of over 100 percent.
 (D) A relative humidity of more than 100 percent can occur only when the air is clean and dust-free.
17. What happens at the dew point?
- (A) Cool air starts to fall.
 (B) The ground becomes warmer.
 (C) Rain change to snow.
 (D) Water vapor condenses.
18. Why does the author mention **Luke Howard** in paragraph 3?
- (A) To identify the inventor of our system for classifying clouds
 (B) To give an example of an idea that was not accepted at first
 (C) To name the first scientist who could predict the weather
 (D) To describe the biography of a famous British naturalist
19. The word **Those** in paragraph 4 refers to
- (A) threads
 (B) clouds
 (C) families
 (D) areas
20. Cumulus clouds are characterized by all of the following EXCEPT
- (A) horizontal base
 (B) dome-like top
 (C) stable air
 (D) low altitude
21. The word **sharp** in paragraph 5 is closest in meaning to
- (A) distinct
 (B) frozen
 (C) invisible
 (D) straight
22. It can be inferred from the passage that stratus clouds
- (A) are sometimes very difficult to identify
 (B) are likely to produce precipitation
 (C) form layers above other clouds in the sky
 (D) differ from cumulus clouds in appearance
23. Click on the drawing below that most closely resembles cirrus clouds.



TEST 1

24. The word fibrous in paragraph 7 is closest in meaning to

(A) dark
(B) layered
(C) threadlike
(D) changing

25. Look at the four squares, **A**, **B**, **C**, and **D**, which indicate where the following sentence could be added to the passage. Where would the sentence best fit?

These strands often warn of the approach of a warm front signaling the advance of a storm system.

While cumulus and stratus clouds generally form at low or middle altitudes, a third type of cloud forms at high altitudes. **A** Cirrus clouds are detached clouds that take the form of delicate white filaments, strands, or hooks. These clouds can be seen at close hand from the window of a jet plane flying above 25,000 feet. **B** When viewed from the ground, bands of threadlike cirrus clouds often seem to emerge from a single point on the western horizon and spread across the entire sky. Cirrus clouds are composed almost exclusively of ice crystals. **C** Their fibrous appearance results from the wind “stretching” streamers of falling ice particles into feathery strands called “mares’ tails.” **D** Snow crystals may fall from thicker, darker cirrus clouds, but they usually evaporate in the drier air below the cloud.

26–28. Select the appropriate sentences from the answer choices and match them to the type of clouds that they describe. TWO of the answer choices will NOT be used. *This question is worth 3 points.*

Answer Choices

- (A) These clouds form when the air is stable and no convection occurs.
- (B) They form when water droplets acquire moisture and grow very large.
- (C) They often develop vertically in the shape of domes, mounds, or towers.
- (D) This type of cloud forms at altitudes at least 25,000 feet above the earth.
- (E) Rising, unstable air currents lead to the formation of this type of cloud.
- (F) They can spread out like a blanket covering the whole sky.
- (G) These clouds have a fluffy white top and a flatter, darker bottom.

Type of Clouds

Heaped Clouds

-
-
-

Layered Clouds

-
-

THE ATLANTIC COD FISHERY

Off the northeastern shore of North America, from the island of Newfoundland in Canada south to New England in the United States, there is a series of shallow areas called banks. Several large banks off Newfoundland are together called the Grand Banks, huge shoals on the edge of the North American continental shelf, where the warm waters of the Gulf Stream meet the cold waters of the Labrador Current. As the currents brush each other, they stir up minerals from the ocean floor, providing nutrients for plankton and tiny shrimp-like creatures called krill, which feed on the plankton. Herring and other small fish rise to the surface to eat the krill. Groundfish, such as the Atlantic cod, live in the ocean's bottom layer, congregating in the shallow waters where they prey on krill and small fish. This rich environment has produced cod by the millions and once had a greater density of cod than anywhere else on Earth.

Beginning in the eleventh century, boats from the ports of northwestern Europe arrived to fish the Grand Banks. For the next eight centuries, the entire Newfoundland economy was based on Europeans arriving, catching fish for a few months in the summer, and then taking fish back to European markets. Cod laid out to dry on wooden "flakes" was a common sight in the fishing villages dotting the coast. Settlers in the region used to think the only sea creature worth talking about was cod, and in the local speech the word "fish" became synonymous with cod. Newfoundland's national dish was a pudding whose main ingredient was cod.

By the nineteenth century, the Newfoundland fishery was largely controlled by merchants based in the capital at St. John's. They marketed the catch supplied by the fishers working out of more than 600 villages around the long coastline. In return, the merchants provided fishing equipment, clothing, and all the food that could not be grown in the island's thin, rocky soil. This system kept the fishers in a continuous state of debt and dependence on the merchants.

Until the twentieth century, fishers believed in the cod's ability to replenish itself and thought that overfishing was impossible. However, Newfoundland's cod fishery began to show signs of trouble during the 1930s, when cod failed to support the fishers and thousands were unemployed. The slump lasted for the next few decades. Then, when an international agreement in 1977 established the 200-mile offshore fishing limit, the Canadian government decided to build up the modern Grand Banks fleet and make fishing a viable economic base for Newfoundland again. All of Newfoundland's seafood companies were merged into one conglomerate. By the 1980s, the conglomerate was prospering, and cod were commanding excellent prices in the market. Consequently, there was a significant increase in the number of fishers and fish-processing plant workers.

However, while the offshore fishery was prospering, the inshore fishermen found their catches dropping off. In 1992 the Canadian government responded by closing the Grand Banks to groundfishing. Newfoundland's cod fishing and processing industries were shut down in a bid to let the vanishing stocks recover. The moratorium was extended in 1994, when all of the Atlantic cod fisheries in Canada were closed, except for one in Nova Scotia, and strict quotas were placed on other species of groundfish. Canada's cod fishing industry collapsed, and around 40,000 fishers and other industry workers were put out of work.

Atlantic cod stocks had once been so plentiful that early explorers joked about walking on the backs of the teeming fish. Today, cod stocks are at historically low levels and show no signs of imminent recovery, even after drastic conservation measures and severely limited fishing. Fishermen often blame the diminishing stocks on seals, which prey on cod and other species, but scientists believe that decades of overfishing are to blame. Studies on fish populations have shown that cod disappeared from Newfoundland at the same time

that stocks started rebuilding in Norway, raising the possibility that the cod had migrated. Still, no one can predict whether and when the cod will return to the Grand Banks.

29. The word shoals in paragraph 1 is closest in meaning to
- (A) shallows
 - (B) currents
 - (C) mountains
 - (D) islands
30. What physical process occurs in the region of the Grand Banks?
- (A) Underwater hot springs heat the water.
 - (B) Warm and cold currents come together.
 - (C) Nutrient-rich water flows in from rivers.
 - (D) Tides transport plankton and small fish.
31. Which sentence below best expresses the essential information in the highlighted sentence in paragraph 1? Incorrect choices change the meaning in important ways or leave out essential information.
- (A) Millions of cod come to the Grand Banks every year to feed on the abundant supplies of herring and other small fish.
 - (B) The Grand Banks used to have the world's largest concentration of cod because of favorable natural conditions.
 - (C) The Grand Banks is the only place on Earth where cod are known to come together in extremely large groups.
 - (D) The environmental resources of the Grand Banks have made many people wealthy from cod fishing.
32. The phrase the region in paragraph 2 refers to
- (A) New England
 - (B) northwestern Europe
 - (C) the Grand Banks
 - (D) Newfoundland
33. Why does the author mention Newfoundland's national dish in paragraph 2?
- (A) To encourage the development of tourism in Newfoundland
 - (B) To describe the daily life of people in Newfoundland
 - (C) To stress the economic and cultural significance of cod
 - (D) To show that Newfoundland used to be a separate country
34. All of the following statements characterized Newfoundland's cod fishery in the past EXCEPT
- (A) Fishers were dependent on merchants in the capital.
 - (B) Cod were the foundation of the island's economy.
 - (C) Fishers competed with farmers for natural resources.
 - (D) Cod were placed on wooden "flakes" for drying.
35. The word replenish in paragraph 4 is closest in meaning to
- (A) defend
 - (B) repair
 - (C) restock
 - (D) improve
36. What event first signaled the overfishing of the Atlantic cod?
- (A) The failure of cod to support thousands of fishers in the 1930s
 - (B) The merging of seafood companies into one huge conglomerate
 - (C) An increase in the number of fishers and fish-processing plants
 - (D) The government moratorium on cod fishing during the 1990s

37. Why did the Canadian government decide to build up the Grand Banks fishing fleet?
- (A) The 200-mile limit was seen as an economic opportunity.
 - (B) There had not been enough boats to handle all the fish.
 - (C) The shipbuilding sector of the economy was in a slump.
 - (D) Canada faced stiff competition from other fishing nations.
38. The word **commanding** in paragraph 4 is closest in meaning to
- (A) suggesting
 - (B) missing
 - (C) defying
 - (D) receiving
39. It can be inferred from paragraph 6 that the author most likely believes which of the following about the future of the Atlantic cod fishery?
- (A) The fishery will improve if the government lifts the fishing ban.
 - (B) It may be a long time before cod stocks recover from overfishing.
 - (C) The center of the Atlantic cod fishery will shift to Norway.
 - (D) The cod will return to the Grand Banks if seal hunting is allowed.
40. Look at the four squares, **A**, **B**, **C**, and **D**, which indicate where the following sentence could be added to the passage. Where would the sentence best fit?

They suspected this was because the offshore draggers were taking so many cod that the fish did not have a chance to migrate inshore to reproduce.

However, while the offshore fishery was prospering, the inshore fishermen found their catches dropping off. **A** In 1992 the Canadian government responded by closing the Grand Banks to groundfishing. **B** Newfoundland's cod fishing and processing industries were shut down in a bid to let the vanishing stocks recover. **C** The moratorium was extended in 1994, when all of the Atlantic cod fisheries in Canada were closed, except for one in Nova Scotia, and strict quotas were placed on other species of groundfish. **D** Canada's cod fishing industry collapsed, and around 40,000 fishers and other industry workers were put out of work.

- 41–42. 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.*

The Atlantic cod fishery has shaped Newfoundland's economy for centuries.

-
-
-

Answer Choices

- (A) Atlantic cod stocks were once plentiful in the rich environment around the Grand Banks.
- (B) The Atlantic cod is a groundfish that preys on herring and small fish that eat krill.
- (C) Cod fishing was so successful that few people considered the possibility of overfishing until fish stocks fell.
- (D) The Canadian government tried to diversify Newfoundland's economy in the 1980s.
- (E) Despite severe limits on fishing, cod stocks remain at low levels and show few signs of recovery.
- (F) Newfoundland exports millions of dollars worth of crab and other shellfish every year.

Answers to Test 1 – Reading are on page 597.

Record your score on the Progress Chart on page 697.

TEST 1


How to Score Multiple-Choice Questions		
Points Possible	Answers Correct	Points Earned
2 points	3	2
	2	1
	0 – 1	0
3 points	5	3
	4	2
	3	1
	0 – 2	0
4 points	7	4
	6	3
	5	2
	4	1
	0 – 3	0



LISTENING SECTION DIRECTIONS

The Listening section measures your ability to understand conversations and lectures in English. You will hear each conversation and lecture only one time. After each conversation or lecture, you will hear some questions about it. Answer all questions based on what the speakers state or imply.

You may take notes while you listen. You may use your notes to help you answer the questions.

Most questions have four possible answers. In some questions, you will see this icon: . This means that you will hear, but not see, part of the question.

Some questions have special directions, which appear in a gray box. Most questions are worth one point. If a question is worth more than one point, special directions will indicate how many points you can receive.

You have approximately 40 minutes to complete the Listening section. This includes the time for listening to the conversations and lectures and for answering the questions.

To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear the first question, uncover the questions and answers.



TEST 1, Track 2

- What is the purpose of the conversation?
 - The man is interviewing the woman for a job in the office.
 - The woman wants to enroll in the communications program.
 - The man wants to discuss a change in the course schedule.
 - The woman is requesting an interview with the dean.
- Why does the man say this:
 - To express regret that the dean is not available
 - To state that the dean cannot change his schedule
 - To let the woman know the dean is very busy
 - To apologize for the dean's confusing behavior
- Why does the woman want to meet with the dean?
 - To learn about his ideas and vision
 - To ask for a letter of recommendation
 - To request a change in the school calendar
 - To tell him that she enjoyed his lecture
- What can be inferred about the dean?
 - He is in his office two days a week.
 - He has been dean for only a short time.
 - He generally does not give interviews.
 - He is an excellent public speaker.
- When will the meeting with the dean take place?
 - The next day
 - The next week
 - In two weeks
 - In three weeks



TEST 1, Track 3

- What are the students mainly discussing?
 - Various costs that businesses face
 - The concept of opportunity cost
 - The rising costs of owning a business
 - Differences between economics and accounting
- How does the man help the woman understand a concept that she finds difficult?
 - He illustrates the concept with an example.
 - He makes a list of terms for her to study.
 - He asks her to explain a similar concept.
 - He reads a passage from their textbook.
- Listen again to part of the conversation. Then answer the question.
Why does the man ask this:
 - To find out how much money the woman made
 - To evaluate the food at a restaurant
 - To suggest that the profit is less than it seems
 - To express his concerns about owning a business
- According to the man, how does an economist's view of costs differ from that of an accountant?
 - An economist's definition of costs never changes.
 - An economist uses a computer to calculate costs.
 - An economist tries to lessen the effect of costs.
 - An economist looks at a broader range of costs.
- What can be inferred about the true cost of a college education?
 - It includes the cost of lost income.
 - It is more than the woman can afford.
 - It is not as expensive as it appears.
 - It continues to increase each year.



TEST 1, Track 4

11. According to the professor, how did the cycle of volcanic eruptions begin?

(A) Several earthquakes and avalanches occurred.
 (B) A cloud of ash traveled around the world.
 (C) The volcano erupted suddenly without warning.
 (D) Magma poured out of the top of the mountain.

12. Why does the professor say this:

(A) To tell of his own experience of watching the mountain
 (B) To explain why the events were a surprise to geologists
 (C) To show that the eruptions interested a lot of people
 (D) To criticize the media for interfering with the scientists

13. Listen again to part of the lecture. Then answer the question.

What does the professor mean when he says this:

(A) It had been a long time since the previous eruption of St. Helens.
 (B) The public suddenly lost interest in watching the eruptions.
 (C) Scientists took a few days off before continuing their work.
 (D) The small eruptions paused briefly just before the major eruption.

14. The professor explains what happened when Mount St. Helens erupted. Indicate whether each sentence below was part of the event.

For each sentence, click in the correct box.

	Yes	No
An earthquake caused a huge landslide.		
The mountain gained sixty feet in height.		
Ash and steam rose from the mountain.		
The mountain's side and top exploded.		

15. What were some effects of the eruption?

Click on two answers.

(A) Geologists were criticized for failing to predict it.
 (B) Large numbers of animals and people were killed.
 (C) The ash cloud affected weather around the world.
 (D) Tourists were afraid to visit the Cascade Range.

16. What can be concluded about Mount St. Helens?

(A) It is a harmless inactive volcano.
 (B) It is no longer of interest to geologists.
 (C) It is the largest volcano in the world.
 (D) It is likely to erupt in the future.



TEST 1, Track 5

17. According to the speaker, what did European explorers notice as they sailed toward the shores of North America?
- (A) The strength of the wind
 - (B) The density of the forests
 - (C) The fragrance of the trees
 - (D) The Native American villages
18. According to the speaker, why was pine sap a valuable commodity?
- (A) It could make wooden ships waterproof.
 - (B) It was an effective cure for headaches.
 - (C) It provided an aromatic spice for food.
 - (D) It was a good material for starting fires.
19. How was the flowering dogwood used?
- (A) As a flavoring for candy and soft drinks
 - (B) As a spring tonic for pioneer children
 - (C) As a treatment for fevers and malaria
 - (D) As an ingredient in soaps and perfumes
20. Why does the speaker say this:
- (A) She is demonstrating how to brew tea.
 - (B) She needs someone to help her lift a heavy tree.
 - (C) She wants the students to smell a piece of wood.
 - (D) She is giving a recipe for a medicinal tonic.
21. Why was sassafras once considered a wonder tree?
- (A) Its fragrance was the sweetest of any American tree.
 - (B) Its sap could be made into a tar to seal wooden ships.
 - (C) It provided more board timber than any other tree.
 - (D) It was thought to be a cure for almost every disease.
22. Listen again to part of the talk. Then answer the question.
- What does the speaker imply about sassafras?
- (A) It is probably not harmful to humans.
 - (B) It is no longer a legal medicine.
 - (C) It is too expensive for most people.
 - (D) It is available only in drugstores.



TEST 1, Track 6

23. What aspect of Plato's philosophy does the professor mainly discuss?

(A) Plato's teachings about culture
(B) Plato's rules for good government
(C) Plato's affect on other philosophies
(D) Plato's views on education

24. Why does the professor mention the mathematical concept of $2 + 2 = 4$?

(A) To compare philosophy and mathematics
(B) To give an example of a lasting truth
(C) To show the simplicity of Plato's philosophy
(D) To discover which students like mathematics

25. What do idealists believe about higher-level thinking?

Click on two answers.

(A) It develops a person's character.
(B) It makes all people equal.
(C) It benefits the whole society.
(D) It gives teachers too much power.

26. Listen again to part of the discussion. Then answer the question.

What is the woman's attitude toward the idealist view of education?

(A) She thinks it does not give students useful knowledge.
(B) She finds it complex and difficult to understand.
(C) She disagrees with its emphasis on truth.
(D) She considers it the most liberal system of education.

27. Listen again to part of the discussion. Then answer the question.

What does the professor mean when he says this:

(A) Idealism has been criticized unfairly.
(B) Idealism changes how people think.
(C) Idealism has diminished in influence.
(D) Idealism remains the only true philosophy.

28. According to the professor, what do critics say about idealism?

(A) It gives students immoral ideas about learning.
(B) It discourages student creativity and questioning.
(C) It is overly concerned with economic development.
(D) Its focus on abstract thinking is unfair to many students.



TEST 1, Track 7

29. How does the field of physics define "work"?

(A) Work is the research done by physicists in a laboratory.
(B) Work is the change in speed of a falling object.
(C) Work is the amount of energy in the solar system.
(D) Work is the ability to move an object.

30. Listen again to part of the lecture. Then answer the question.

Why does the professor talk about a plow?

(A) To describe recent improvements in agricultural technology
(B) To explain what happens when a moving object meets resistance
(C) To show that a plow is the least efficient piece of farm equipment
(D) To give reasons for the failure of agriculture in some areas

31. Based on the information in the lecture, indicate whether each statement below reflects the first law of thermodynamics.

For each sentence, click in the correct box.


	Yes	No
Electricity can be converted to heat or light.		
The amount of energy in any system stays the same.		
Nuclear energy is regulated by international law.		

32. Which two sentences illustrate the conversion of energy from one form to another?

Click on two answers.

- ☐ A A car changes the chemical energy in gasoline to motion.
- ☐ B A tractor engine stops when the fuel tank is empty.
- ☐ C An electric stove converts electricity to heat energy.
- ☐ D A light bulb burns out after being on for one hundred hours.

33. Listen again to part of the lecture. Then answer the question.

Why does the professor say this: 

- ☐ A To support the idea of giving food aid to needy people
- ☐ B To explain why organisms must create their own energy
- ☐ C To recommend the development of new energy sources
- ☐ D To show that both machines and living things need energy

34. What can be inferred about the energy in the earth as a whole system?

- ☐ A The system gradually gains energy in the form of heat.
- ☐ B If there is no sunlight, the earth makes its own energy.
- ☐ C No new energy is created, and no energy is destroyed.
- ☐ D Plants contribute more energy than animals contribute.



Stop

TEST 1

Answers to Test 1 – Listening are on page 598.

Record your score on the Progress Chart on page 697.

How to Score Multiple-Choice Questions		
Points Possible	Answers Correct	Points Earned
2 points	4	2
	3	1
	0 – 2	0



SPEAKING SECTION DIRECTIONS

The Speaking section measures your ability to speak in English about a variety of topics. There are six questions in this section. Record your response to each question on a cassette.

Questions 1 and 2 are independent speaking tasks in which you will speak about familiar topics. Your responses will be scored on your ability to speak clearly and coherently about the topics.

Questions 3 and 4 are integrated tasks in which you will read a passage, listen to a conversation or lecture, and then speak in response to a question about what you have read and heard. You will need to combine relevant information from the two sources to answer the question completely. Your responses will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you read and heard.

Questions 5 and 6 are integrated tasks in which you will listen to part of a conversation or lecture, and then speak in response to a question about what you have heard. Your responses will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you heard.

You will hear each conversation and lecture only one time. You may take notes while you listen. You may use your notes to help you answer the questions.

*Stop*

For questions 1 and 2, you will speak in response to a question about a familiar topic. Use your own personal knowledge and experience to answer each question. After you hear the question, you have 15 seconds to prepare your response and 45 seconds to speak.

QUESTION 1*TEST 1, Track 9*

What game do you enjoy playing? Describe the game, and explain why you like to play it. Include details and examples in your explanation.

*Stop**Preparation Time – 15 seconds**Response Time – 45 seconds***QUESTION 2***TEST 1, Track 10*

Some people drive their own car to school or work. Others ride a bus, train, or other form of public transportation. Which do you think is better and why? Include details and examples in your explanation.

*Stop**Preparation Time – 15 seconds**Response Time – 45 seconds*

TEST 1

QUESTION 3

In this question, you will read a short passage about a campus situation, listen to a conversation, and then speak in response to a question about what you have read and heard. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak.

Reading Time – 45 seconds

DISTANCE EDUCATION COURSES

Distance education courses at Valley Community College are regularly scheduled classes that must be completed by the end of the quarter. All online courses are taught by college faculty in conjunction with the related academic departments. Students will be required to participate in a “virtual classroom” online, conduct research, and complete assignments. Students must have daily access to a personal computer with word processing software and connection to the Internet. Students should expect to spend approximately 12–15 hours a week for any online course.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



TEST 1, Track 11

The adviser expresses her opinion about online courses. State her opinion and explain the reasons she gives for holding that opinion.



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

QUESTION 4

In this question, you will read a short passage on an academic subject, listen to a lecture on the same topic, and then speak in response to a question about what you have read and heard. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak.

Reading Time – 45 seconds

CULTURE

Culture consists of the beliefs, values, rituals, texts, and symbols of a society. An important element of culture is the rules—or norms—that regulate behavior and maintain social order. Some norms tell us how we should behave—for example, obey authority and treat others with respect. Some norms are traditions or customs, such as clothing styles. Other norms cover matters of morality, such as courtship behavior or showing respect to ancestors. The most essential norms cover activities that are central to the well being of the whole society; these rules are established as laws, both written and unwritten.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



TEST 1, Track 12

Explain how corporations are similar to any other culture, and explain how corporate culture varies in different companies.



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

TEST 1

TEST 1

QUESTION 5

In this question, you will listen to a conversation. You will then be asked to talk about the information in the conversation and to give your opinion about the ideas presented. To make this practice more like the real test, cover the question during the conversation. After you hear the question, you have 20 seconds to prepare your response and 60 seconds to speak.



TEST 1, Track 13

Describe the man's problem and the suggestions the woman makes about how to solve it. What do you think the man should do, and why?



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

QUESTION 6

In this question, you will listen to part of a lecture. You will then be asked to summarize important information from the lecture. To make this practice more like the real test, cover the question during the lecture. After you hear the question, you have 20 seconds to prepare your response and 60 seconds to speak.



TEST 1, Track 14

Using points and examples from the lecture, explain why some ocean water is clear and why some water is a certain color.



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

Key points for Test 1 – Speaking are on page 600.

Each response earns a score of 1, 2, 3, or 4.

Record your total score on the Progress Chart on page 697.



TEST 1, Track 15

WRITING SECTION DIRECTIONS

The Writing section measures your ability to use writing to communicate in an academic environment. There are two writing questions.

Question 1 is an integrated writing task. You will read a passage, listen to a lecture, and then answer a question based on what you have read and heard. You have 20 minutes to plan and write your response.

Question 2 is an independent writing task. You will answer a question based on your own knowledge and experience. You have 30 minutes to plan and write your response.



Stop

TEST 1

TEST 1

QUESTION 1

For this task, you will write a response to a question about a reading passage and a short lecture. The question does not ask you to express your personal opinion.

Read the passage and then listen to the recording. To make this practice more like the real test, cover the passage and question during the lecture. You may take notes, and you may use your notes to help you write your response. When you hear the question, uncover the passage and question. Then allow 20 minutes to plan and write your response.

Typically, an effective response will have 150 to 225 words. Your response will be evaluated on the quality of your writing and on the completeness and accuracy of the content.

Reading Time – 3 minutes

Humans have always traveled across the earth. Early hunting-gathering nomads migrated in search of resources to sustain themselves. Later, after the spread of civilization, people of various religions made pilgrimages on foot or horseback, which led to the growth of wayside inns. Traders journeyed throughout Europe, North Africa, and the Middle East in search of perfumes, spices and other goods. Vikings traveled across vast seas in search of fish, timber, and other natural resources. Europeans explored Africa and the Americas, conquering other civilizations and establishing colonies. These activities—religious pilgrimages, the growth of trade, conquest and colonization—all stimulated the growth of tourism.

While the earliest “tourists” traveled in search of resources, later tourists took trips for cultural, educational, and scientific purposes. During the seventeenth century, the young members of Europe’s wealthy classes took “grand tours” through Europe to expand their cultural horizons, and to learn about languages, theater, music, and art. In the nineteenth century, naturalists like Charles Darwin studied animal and plant species in exotic places and contributed greatly to an interest in traveling for scientific advancement. In the early twentieth century, naturalist John Muir began to write about his wanderings through the southern United States, Alaska, and India, and his writings continue to inspire people to observe and preserve the natural world. Other travel heroes, such as Ernest Hemingway, wrote of their African expeditions to hunt big game, exposing people to the possibilities of journeying to faraway lands for adventure.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the passage and question and begin your response.



TEST 1, Track 16

Summarize the points made in the lecture, and explain how they are similar to or different from points made in the reading.



Stop

Writing Time – 20 minutes

QUESTION 2

For this task, you will write an essay in response to a question that asks you to express, explain, and support your opinion on a topic. You have 30 minutes to plan, write, and revise your essay.

Typically, an effective essay will have a minimum of 300 words. Your essay will be evaluated on the quality of your writing, including the organization and development of your ideas and the quality and accuracy of the language you use to express your ideas.

Read the question below and make any notes that will help you plan your response. Then begin typing your essay.

Do you agree or disagree with the following statement?

Subjects such as art, music, and drama should be a part of every child's basic education.

Use specific reasons and examples to support your opinion.

Writing Time – 30 minutes

Key points for Test 1 – Writing are on page 600.

Each response earns a score of 1, 2, 3, 4 or 5.

Record your total score on the Progress Chart on page 697.

TEST 1

TEST 2

READING SECTION DIRECTIONS

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

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

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

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

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

THE UNDERGROUND RAILROAD

Slavery was legal for over 200 years in some parts of North America, particularly the southern states of the United States, where the plantation system of agriculture depended on the labor of slaves, most of whom came from Africa. Slaves had no rights or freedoms because they were thought of as property. From the time of its origin, slavery had opponents. The abolitionist movement began in the 1600s when the Quakers in Pennsylvania objected to slavery on moral grounds and wanted to abolish the institution.

In 1793, Canada passed a law abolishing slavery and declared that any escaped slaves who came to Canada would be free citizens. Slavery was already illegal in most northern states; however, slaves captured there by slave hunters could be returned to slavery in the South. Canada refused to return runaway slaves or to allow American slave hunters into the country. It is estimated that more than 30,000 runaway slaves immigrated to Canada and settled in the Great Lakes region between 1830 and 1865.

The American antislavery movement was at the height of its activity during the 1800s, when abolitionists developed the Underground Railroad, a loosely organized system whereby runaway slaves were passed from safe house to safe house as they fled northwards to free states or Canada. The term was first used in the 1830s and came from an Ohio clergyman who said, "They who took passage on it disappeared from public view as if they had really gone to ground." Because the Underground Railroad was so secret, few records exist that would reveal the true number of people who traveled it to freedom. The most active routes on the railroad were in Ohio, Indiana, and western Pennsylvania.

Runaway slaves usually traveled alone or in small groups. Most were young men between the ages of 16 and 35. The fugitives hid in wagons under loads of hay or potatoes, or in furniture and boxes in steamers and on rafts. They traveled on foot through swamps and woods, moving only a few miles each night, using the North Star as a compass. Sometimes they moved in broad daylight. Boys disguised themselves as girls, and girls dressed as boys. In one well-known incident, twenty-eight slaves escaped by walking in a funeral procession from Kentucky to Ohio.

The "railroad" developed its own language. The "trains" were the large farm wagons that could conceal and carry a number of people. The "tracks" were the backcountry roads that were used to elude the slave hunters. The "stations" were the homes and hiding places where the slaves were fed and cared for as they moved north. The "agents" were the people who planned the escape routes. The "conductors" were the fearless men and women who led the slaves toward freedom. The "passengers" were the slaves who dared to run away and break for liberty. Passengers paid no fare and conductors received no pay.

The most daring conductor was Harriet Tubman, a former slave who dedicated her life to helping other runaways. Tubman made 19 trips into the South to guide 300 relatives, friends, and strangers to freedom. She was wanted dead or alive in the South, but she was never captured and never lost a passenger. A determined worker, she carried a gun for protection and a supply of drugs to quiet the crying babies in her rescue parties.

A number of white people joined the effort, including Indiana banker Levi Coffin and his wife Catherine, who hid runaways in their home, a "station" conveniently located on three main escape routes to Canada. People could be hidden there for several weeks, recovering their strength and waiting until it was safe to continue on their journey. Levi Coffin was called the "president of the Underground Railroad" because he helped as many as 3,000 slaves to escape.

The people who worked on the railroad were breaking the law. Although the escape network was never as successful or as well organized as Southerners thought, the few thousand slaves who made their way to freedom in this way each year had a symbolic

significance out of proportion to their actual numbers. The Underground Railroad continued operating until slavery in the United States was finally abolished in 1865.

- The word **abolish** in paragraph 1 is closest in meaning to
 - defend
 - end
 - legalize
 - expand
- Why did thousands of runaway slaves immigrate to Canada?
 - They preferred the climate of the Great Lakes region.
 - Working conditions for slaves were better in Canada.
 - Canada had no laws restricting immigration.
 - Former slaves could live as free citizens in Canada.
- The phrase **The term** in paragraph 3 refers to
 - antislavery movement
 - abolitionist
 - Underground Railroad
 - free state
- Which sentence below best expresses the essential information in the highlighted sentence in paragraph 3? Incorrect choices change the meaning in important ways or leave out essential information.
 - The Underground Railroad kept secret records in which all of the passengers and trips were documented.
 - Few people understood why the Underground Railroad would not reveal how many people chose to travel in this way.
 - The Underground Railroad's records were not accurate, so the true number of travelers is difficult to estimate.
 - We do not know exactly how many slaves escaped on the Underground Railroad because it was a secret organization.
- The word **fugitives** in paragraph 4 is closest in meaning to
 - leaders
 - old men
 - runaways
 - brave ones
- All of the following are mentioned as methods of escape on the Underground Railroad EXCEPT
 - hiding in a hay wagon
 - wearing a disguise
 - riding in a railcar
 - walking in a procession
- The author discusses the language of the Underground Railroad in paragraph 5 in order to
 - trace the history of American English words
 - illustrate the secret nature of the escape network
 - point out that some words have more than one meaning
 - compare the Underground Railroad to other railways
- The word **elude** in paragraph 5 is closest in meaning to
 - avoid
 - follow
 - find
 - assist
- Which of the following statements is true about passengers on the Underground Railroad?
 - Their destination was in the northern states or Canada.
 - They were not allowed to make stops during the journey.
 - Their babies were disguised to look like baggage.
 - They paid the conductors at the end of the journey.

10. Why was Harriet Tubman wanted dead or alive in the South?
- (A) She was a criminal who carried a gun and sold drugs.
 - (B) She refused to return the runaway slaves that she captured.
 - (C) She was an escaped slave who led others to freedom.
 - (D) She became the president of the Underground Railroad.
11. It can be inferred from paragraph 8 that the author most likely believes which of the following about the Underground Railroad?
- (A) The people who worked on the railroad should have been arrested.
 - (B) The railroad was unsuccessful because it could not help every slave.
 - (C) Southerners did not know about the railroad until after it closed.
 - (D) The railroad represented a psychological victory for abolitionists.
12. Look at the four squares, **A**, **B**, **C**, and **D**, which indicate where the following sentence could be added to the passage. Where would the sentence best fit?

Women and children also escaped, but they were more easily captured.

Runaway slaves usually traveled alone or in small groups. Most were young men between the ages of 16 and 35. **A** The fugitives hid in wagons under loads of hay or potatoes, or in furniture and boxes in steamers and on rafts. **B** They traveled on foot through swamps and woods, moving only a few miles each night, using the North Star as a compass. Sometimes they moved in broad daylight. **C** Boys disguised themselves as girls, and girls dressed as boys. In one well-known incident, twenty-eight slaves escaped by walking in a funeral procession from Kentucky to Ohio. **D**

- 13–14. 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.*

The Underground Railroad was a secret network that helped thousands of people escape slavery.

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Answer Choices

- | | |
|--|--|
| <p>(A) Most slaves were captured in West Africa and transported to North America on slave ships.</p> <p>(B) The railroad was part of the American abolitionist movement that opposed slavery for moral reasons.</p> <p>(C) Slaves that were captured in the North could be returned to slavery in the South.</p> | <p>(D) The railroad was a loosely organized system that provided guides, hiding places, and food to runaway slaves.</p> <p>(E) “Conductors” and “agents” led “passengers” north to free states and Canada.</p> <p>(F) The president of the Underground Railroad was an Indiana banker named Levi Coffin.</p> |
|--|--|

FACTORS THAT INFLUENCE TIDES

Tides are a natural phenomenon involving the alternating rise and fall in the earth's large bodies of water caused by the gravitational pull of the moon and the sun. The combination of these two variable forces produces the complex recurrent cycle of the tides. Tides may occur in both oceans and seas, to a limited extent in large lakes, the atmosphere, and, to a very minute degree, in the earth itself.

The force that generates tides results from the interaction of two forces: the centrifugal force produced by the revolution of the earth around the center-of-gravity of the earth-moon system; and the gravitational attraction of the moon acting upon the earth's waters. Although the moon is only 238,852 miles from the earth, compared with the sun's much greater distance of 92,956,000 miles, the moon's closer distance outranks its much smaller mass, and thus the moon's tide-raising force is more than twice that of the sun.

The tide-generating forces of the moon and sun cause a maximum accumulation of the waters of the oceans at two opposite positions on the earth's surface. At the same time, compensating amounts of water are drawn from all points 90 degrees away from these tidal bulges. As the earth rotates, a sequence of two high tides and two low tides is produced each day. Successive high tides occur on an average of 12.4 hours apart. High tide at any given location occurs when the moon is overhead and low tide when it is at either horizon.

The highest and lowest levels of high tide, called spring tide and neap tide, each occur twice in every lunar month of about 27.5 days. A spring tide occurs at the new moon and at the full moon, when the moon and earth are lined up with the sun, and thus the moon's pull is reinforced by the sun's pull. At spring tide, the difference between high and low tides is the greatest. A neap tide, the lowest level of high tide, occurs when the sun-to-earth direction is at right angles to the moon-to-earth direction. When this happens, the gravitational forces of the moon and sun counteract each other; thus, the moon's pull is at minimum strength, and the difference between high and low tides is the least. Spring and neap tides at any given location have a range of about 20 percent more or less, respectively, than the average high tide.

The vertical range of tides—the difference between high and low—varies according to the size, surface shape, and bottom topography of the basin in which tidal movement occurs. In the open water of the central Pacific, the range is no more than about a foot; in the relatively small, shallow North Sea, it is about 12 feet. Along the narrow channel of the Bay of Fundy in Nova Scotia, the difference between high and low tides may reach 45 feet under spring tide conditions—the world's widest tidal range. At New Orleans, which is at the mouth of the Mississippi River, the periodic rise and fall of the tides varies with the river's stage, being about ten inches at low stage and zero at high. In every case, actual high or low tide can vary considerably from the average.

Several factors affect tidal ranges, including abrupt changes in atmospheric pressure or prolonged periods of extreme high or low pressure. They are also influenced by the density and volume of seawater, variations in ocean-current velocities, earthquakes, and the growing or shrinking of the world's glaciers. In fact, any of these factors alone can alter sea level. The greater and more rapid the change of water level, the greater the erosive effect of the tidal action, and thus in the amount of material transported and deposited on the shore.

15. The word **recurrent** in paragraph 1 is closest in meaning to
- (A) repeating
 - (B) mysterious
 - (C) simultaneous
 - (D) interrupted
16. According to the passage, the force that generates tides on the earth is
- (A) the gravitational pull of the earth's core
 - (B) the same force that generates tides on the moon
 - (C) abrupt changes in atmospheric pressure
 - (D) a combination of gravity and centrifugal force
17. According to the passage, the moon
- (A) has a greater mass than the sun
 - (B) is farther from the earth than the sun
 - (C) has a gravitational pull toward the sun
 - (D) affects tides more than the sun does
18. The word **bulges** in paragraph 3 is closest in meaning to
- (A) currents
 - (B) ridges
 - (C) increases
 - (D) waves
19. What can be inferred from paragraph 3 about tides in different places on the earth?
- (A) High tide occurs at every location on the earth at the same time.
 - (B) When it is high tide in some places, it is low tide in other places.
 - (C) Some places have two high tides each day, but others have only one.
 - (D) The time between high and low tides is the same in different places.
20. A spring tide occurs at the time of the lunar month when
- (A) the moon's gravitational pull is at its strongest
 - (B) the moon appears as a crescent or half-circle
 - (C) the sun does not exert any gravitational force
 - (D) the difference between high and low tides is the least
21. The word **counteract** in paragraph 4 is closest in meaning to
- (A) enhance
 - (B) signal
 - (C) oppose
 - (D) avoid
22. Which sentence below best expresses the essential information in the highlighted sentence in paragraph 4? Incorrect choices change the meaning in important ways or leave out essential information.
- (A) Spring tides are 20 percent more, and neap tides 20 percent less, than the average high tide in a particular place.
 - (B) There has been a 20 percent change in the number of spring tides and neap tides that occur at certain locations.
 - (C) If the location of a spring tide is known, then a neap tide in the same location will be 20 percent less.
 - (D) 20 percent of both spring tides and neap tides always occur in the same location.
23. The author mentions the Bay of Fundy in paragraph 5 in order to
- (A) compare the Bay of Fundy with larger bodies of water
 - (B) explain why a narrow channel is dangerous to ships
 - (C) give the most extreme example of a tidal range
 - (D) show how rivers can affect the rise and fall of tides

24. The word prolonged in paragraph 6 is closest in meaning to
- (A) extended
 - (B) surprising
 - (C) predicted
 - (D) dangerous
25. All of the following are mentioned as influences on the vertical range of tides EXCEPT
- (A) the size and shape of the body of water
 - (B) sudden changes in atmospheric pressure
 - (C) increasing levels of pollution in the oceans
 - (D) changes in the size of the world's glaciers
26. Look at the four squares, **A**, **B**, **C**, and **D**, which indicate where the following sentence could be added to the passage. Where would the sentence best fit?

Storm surges, such as the heaping up of ocean water by hurricane winds, are yet another factor.

Several factors affect tidal ranges, including abrupt changes in atmospheric pressure or prolonged periods of extreme high or low pressure. **A** They are also influenced by the density and volume of seawater, variations in ocean-current velocities, earthquakes, and the growing or shrinking of the world's glaciers. **B** In fact, any of these factors alone can alter sea level. **C** The greater and more rapid the change of water level, the greater the erosive effect of the tidal action, and thus in the amount of material transported and deposited on the shore. **D**

- 27–28. 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.*

Many factors influence the phenomenon of tides, the alternating rise and fall in the earth's large bodies of water.

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Answer Choices

- | | |
|---|---|
| <p>(A) Tides occur in the earth's atmosphere and also in the earth itself.</p> <p>(B) Scientists have been studying the moon's influence on tides for several centuries.</p> <p>(C) The gravitational forces of the moon and the sun together produce the cycle of the tides.</p> | <p>(D) The level of high tide varies throughout the lunar month.</p> <p>(E) The stage of the Mississippi River determines the level of tides at New Orleans.</p> <p>(F) The character of the basin and various environmental conditions affect the vertical range of tides.</p> |
|---|---|

MARY COLTER AND FRANK LLOYD WRIGHT

In the early twentieth century, the thrust in American architecture was toward a style rooted in the American landscape and based on American rather than European forms. Two architects who worked independently yet simultaneously at endorsing an American architecture were Mary Colter (1869–1958) and Frank Lloyd Wright (1867–1959). Both developed regional styles that paralleled the regionalism seen in the other visual arts. Colter created a uniquely Southwestern idiom incorporating desert landscapes with Native American arts; Wright and his followers in Chicago developed the Prairie style of domestic architecture that reflected the natural landscape of the Midwest.

Mary Colter's hotels and national park buildings are rooted so masterfully in the history of the Southwest that they seem to be genuine pieces of that history. Her magnificent Watchtower, overlooking the Grand Canyon in Arizona, was built to suggest an ancient Native American ruin preserved for the delight of the present-day traveler.

Colter was a lifelong student of art history, natural history, and human civilization. Her well-rounded artistic talents empowered her to work historical references into buildings constructed with modern methods and materials. She preferred to use materials **indigenous** to the region, such as Kaibab limestone and yellow pine. She took great stock in materials and setting, gathering many of her materials on-site and incorporating them in their natural state into her projects. She treated building and site as integral halves of a single composition and merged them seamlessly. Her Lookout Studio, for example, appears to rise straight from the rim of the Grand Canyon because its layering of stonework matches the texture, pattern, and color of the canyon wall below it.

When Colter designed the Watchtower, she wanted the building to be a part of its environment while also enhancing the view of the surrounding desert and the canyon and river below. She decided to recreate a Native American watchtower because it would provide the necessary height while assuming the appearance of a prehistoric building. Colter was familiar with the architectural remains of ancient villages scattered about the Southwest and was especially fascinated by the stone towers—round, square, and oval monoliths. The ancient Round Tower at Mesa Verde became the direct inspiration for the form and proportions of the Watchtower. The Twin Towers ruin at Hovenweep, whose stone was closer to that available at the Grand Canyon, was the model for the Watchtower's masonry. The Watchtower is perhaps the best example of Colter's integration of history, architecture, and landscape in a unified work of art.

Like Mary Colter, Frank Lloyd Wright believed that architecture was an extension of the natural environment. Wright was appalled by much of what he saw in the industrialized world. He was not fond of cities, and although he designed office buildings and museums, his favorite commissions were for homes, usually in the country. Wright is associated with the Prairie style of residential architecture, whose emphasis on horizontal elements reflected the prairie landscapes of the Midwest. Most Prairie-style homes have one or two stories and are built of brick or timber covered with stucco. The eaves of the low-pitched roof extend well beyond the walls, enhancing the structure's horizontality.

Wright's own studio-residence in Wisconsin was completely integrated with the surrounding landscape. He nestled his house in the brow of a hill and gave it the name Taliesin, which means "shining brow" in Welsh. Every element of the design corresponded to the surrounding landscape. The yellow stone came from a quarry a mile away, so Taliesin looked like the outcroppings on the local hills. The exterior wood was the color of gray tree trunks. The stucco walls above the stone had the same tawny color as the sandbanks in the river below.

Wright's most famous house, Falling Water, was built right over a waterfall in Pennsylvania. The house blends harmoniously with its surroundings, yet it departs from the Prairie philosophy of being a completely integrated extension of the natural landscape.

Glossary:

indigenous: originating or growing in an area; native

29. The word thrust in paragraph 1 is closest in meaning to
- (A) movement
 - (B) criticism
 - (C) accident
 - (D) education
30. According to the passage, both Mary Colter and Frank Lloyd Wright designed buildings that
- (A) reflected the history of the region
 - (B) emphasized the architect's individuality
 - (C) relied on the assistance of other artists
 - (D) blended into the natural environment
31. The author mentions Kaibab limestone and yellow pine in paragraph 3 as examples of
- (A) materials with high artistic value
 - (B) references to art history and natural history
 - (C) materials that are native to the Southwest
 - (D) traditional materials that are now scarce
32. Which sentence below best expresses the essential information in the highlighted sentence in paragraph 3? Incorrect choices change the meaning in important ways or leave out essential information.
- (A) Colter valued materials and location, so she blended into her works many natural materials collected from the building site.
 - (B) Because Colter used various types of materials, it was often difficult to combine them in a way that would look natural.
 - (C) Colter bought stock in corporations that made building materials and delivered them directly to the project site.
 - (D) Materials and setting were equally important to Colter, who was very skilled at choosing the right materials for the job.
33. The word them in paragraph 3 refers to
- (A) modern methods and materials
 - (B) her projects
 - (C) building and site
 - (D) texture, pattern, and color
34. What was the main inspiration for Mary Colter's design of the Watchtower?
- (A) The beautiful views of the American Southwest
 - (B) The ancient Round Tower at Mesa Verde
 - (C) The colorful stone cliffs of the Grand Canyon
 - (D) Architectural remains of masonry homes
35. What can be inferred from the passage about the Watchtower?
- (A) The Watchtower was the only building Colter designed at the Grand Canyon.
 - (B) The Watchtower's purpose was to help people appreciate the desert scenery.
 - (C) Colter used landscape design to enhance the beauty of the Watchtower.
 - (D) The Watchtower's success inspired other architects to design tall buildings.
36. All of the following characterize the Prairie style of architecture EXCEPT
- (A) a concern for the surrounding landscape
 - (B) a direct reference to the region's history
 - (C) an emphasis on horizontal elements
 - (D) a low roof that extends beyond the walls
37. The word nestled in paragraph 6 is closest in meaning to
- (A) set comfortably
 - (B) built daringly
 - (C) painted brightly
 - (D) buried deeply

TEST 2

38. Why does the author mention Falling Water in paragraph 7?

- (A) To criticize Wright's most famous house design
- (B) To provide the best illustration of the Prairie style
- (C) To give an example of an artistic use of a waterfall
- (D) To show that Wright did not work in just one style

39. Look at the four squares, **A**, **B**, **C**, and **D**, which indicate where the following sentence could be added to the passage. Where would the sentence best fit?

Taliesin's rough stone facades and low-slung roofs blurred the distinction between the manmade and the natural.

Wright's own studio-residence in Wisconsin was completely integrated with the surrounding landscape. **A** He nestled his house in the brow of a hill and gave it the name Taliesin, which means "shining brow" in Welsh. **B** Every element of the design corresponded to the surrounding landscape. The yellow stone came from a quarry a mile away, so Taliesin looked like the outcroppings on the local hills. **C** The exterior wood was the color of gray tree trunks. **D** The stucco walls above the stone had the same tawny color as the sandbanks in the river below.

40–42. Select the appropriate sentences from the answer choices and match them to the architect to which they refer. TWO of the answer choices will NOT be used. *This question is worth 3 points.*

Answer Choices

- (A) Others followed the architect in developing a style that would suit the landscape of the prairies.
- (B) The architect improved the designs of famous architects of the past.
- (C) The architect developed a style integrating the history and landscape of the American Southwest.
- (D) The architect preferred designing country residences.
- (E) Native American culture provided the architect with ideas and inspiration.
- (F) The architect worked exclusively with modern materials and methods.
- (G) The architect designed structures that would blend into the desert environment.

Architect**Mary Colter**

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Frank Lloyd Wright

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Answers to Test 2 – Reading are on page 601.

Record your score on the Progress Chart on page 697.


How to Score Multiple-Choice Questions		
Points Possible	Answers Correct	Points Earned
2 points	3	2
	2	1
	0 – 1	0
3 points	5	3
	4	2
	3	1
	0 – 2	0
4 points	7	4
	6	3
	5	2
	4	1
	0 – 3	0



LISTENING SECTION DIRECTIONS

The Listening section measures your ability to understand conversations and lectures in English. You will hear each conversation and lecture only one time. After each conversation or lecture, you will hear some questions about it. Answer all questions based on what the speakers state or imply.

You may take notes while you listen. You may use your notes to help you answer the questions.

Most questions have four possible answers. In some questions, you will see this icon: . This means that you will hear, but not see, part of the question.

Some questions have special directions, which appear in a gray box. Most questions are worth one point. If a question is worth more than one point, special directions will indicate how many points you can receive.

You have approximately 40 minutes to complete the Listening section. This includes the time for listening to the conversations and lectures and for answering the questions.

To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear the first question, uncover the questions and answers.



TEST 2, Track 2

1. What are the students mainly discussing?

- (A) The classes that they are taking
- (B) The theater program at their school
- (C) The woman's interest in an internship
- (D) The man's experience in a law firm

2. What does the woman like about theater?

- (A) The chance to meet interesting people
- (B) The opportunity to improve her acting
- (C) The efficiency of theater management
- (D) The entire atmosphere of theater

3. What is the woman's opinion of her own acting ability?

- (A) She thinks she needs more acting experience.
- (B) She is excited about learning new acting skills.
- (C) She thinks she is not very skilled at acting.
- (D) She thinks she is better at acting than directing.

4. Why does the man say this:

- (A) To state what he likes about the theater
- (B) To learn more about the woman's interests
- (C) To imply that the woman should be a director
- (D) To compliment the woman on her abilities

5. What does the man suggest the woman do?

Click on two answers.

- (A) Talk to her adviser
- (B) Observe the director
- (C) Take an acting class
- (D) Write to the theater



TEST 2, Track 3

6. Why does the student go to see the professor?

- (A) He needs advice about a problem with his house.
- (B) He wants to discuss an idea for a paper.
- (C) He is confused about an article that he read.
- (D) He would like to enroll in her geology course.

7. What topic is the man mainly interested in?

- (A) Some houses that are sliding
- (B) Effects of groundwater removal
- (C) How to build a sturdy home
- (D) Why a famous tower is leaning

8. Why does the student say this:

- (A) He would like to visit the Leaning Tower of Pisa.
- (B) He thinks the local slide may have a similar cause.
- (C) He wants to work as an engineer in tall buildings.
- (D) He needs information that he missed due to absence.

9. According to the professor, where are mudslides most common?

- (A) 30 feet beneath the earth's surface
- (B) On slopes of 27 to 45 degrees
- (C) In places where frozen ground melts
- (D) In the San Joaquin Valley of California

TEST 2

10. What will the man probably include in his research?

Click on two answers.

- ☐ A An article about groundwater removal
- ☐ B A visit to a leaning tower
- ☐ C A study of the area's geology
- ☐ D A search for other mudslides in the area



TEST 2, Track 4

11. What aspects of flowers does the class mainly discuss?

Click on two answers.

- ☐ A The evolution of flowers
- ☐ B The organs of a flower
- ☐ C The composite family of flowers
- ☐ D The uses of flowers in art

12. Which part of the flower attracts insects and birds?

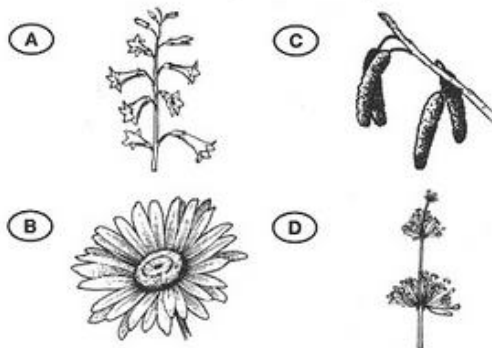
- ☐ A Sepals
- ☐ B Petals
- ☐ C Stamens
- ☐ D Carpels

13. Listen again to part of the discussion. Then answer the question.

Why does the professor say this:

- ☐ A To remind the student that his lab report is due today
- ☐ B To apologize for giving the student incorrect information
- ☐ C To announce that the location of the lab has moved
- ☐ D To imply that the student will see examples in the lab

14. Select the drawing that is most likely a member of the composite family.



15. Based on the information in the discussion, indicate whether each statement below is true or not true.

For each sentence, click in the correct box.

	True	Not true
Incomplete flowers do not have all four basic flower organs.	<input type="checkbox"/>	<input type="checkbox"/>
The sunflower has one large symmetrical flower on its stalk.	<input type="checkbox"/>	<input type="checkbox"/>
All varieties of the English daisy are white with a yellow center.	<input type="checkbox"/>	<input type="checkbox"/>
The arrangement of flowers on the stalk can help identify the plant's family.	<input type="checkbox"/>	<input type="checkbox"/>

16. According to the professor, how did the daisy get its name?

- ☐ A Its central disk resembles the human eye.
- ☐ B Its flowers open at dawn, the "day's eye."
- ☐ C It blooms for only one day each year.
- ☐ D It was named for an Anglo-Saxon chief.



TEST 2, Track 5

17. What is the main idea of the lecture?

- ☐ (A) Every human society is interested in sports.
- ☐ (B) Rules were developed to make sports fair.
- ☐ (C) Sports contain many elements of hunting.
- ☐ (D) Complex cultures have violent sports.

18. Listen again to part of the discussion. Then answer the question.

Why does the professor say this:

- ☐ (A) To find out if the student did her homework
- ☐ (B) To contradict the student's answer
- ☐ (C) To learn about what food the student likes
- ☐ (D) To encourage the student to elaborate

19. According to the professor, why did the ancient Romans build the Coliseum?

- ☐ (A) To make the hunt an entertainment for spectators
- ☐ (B) To compete with other cities in sports architecture
- ☐ (C) To put Rome at the center of Olympic sports
- ☐ (D) To shock and offend the enemies of Rome

20. What point does the professor make about track and field sports?

- ☐ (A) They were performed in the Coliseum of Rome.
- ☐ (B) They are shocking because an animal is killed.
- ☐ (C) They are the most popular sporting events today.
- ☐ (D) They involve skills originally used by hunters.

21. Which sports contain a symbolic element of the kill?

Click on two answers.

- ☐ (A) Fencing
- ☐ (B) Running
- ☐ (C) Baseball
- ☐ (D) Boxing

22. What does the professor imply about the negative element of sports?

- ☐ (A) People prefer sports with a strong negative element.
- ☐ (B) The concept of sportsmanship makes sports less negative.
- ☐ (C) Today, only blood sports contain a negative element.
- ☐ (D) Sports will become even more negative in the future.

TEST 2



TEST 2, Track 6

23. What is the talk mainly about?

- ☐ (A) Epidemics around the world
- ☐ (B) Why diseases change over time
- ☐ (C) How epidemiologists gather data
- ☐ (D) Experimental studies of diseases

24. What factors do epidemiologists study?

Click on two answers.

- ☐ (A) What causes outbreaks of a disease
- ☐ (B) Different names for the same disease
- ☐ (C) How diseases spread through populations
- ☐ (D) Stages in the treatment of a disease

TEST 2

25–26. Based on the information in the talk, indicate whether each sentence below describes descriptive, observational, or experimental epidemiology.

For each sentence, click in the correct box. This question is worth 2 points.

	Descriptive	Observational	Experimental
Statistics are used to describe the trend of a disease over time.			
Researchers intervene to test a hypothesis about cause and effect.			
Researchers examine the eating habits of sick and well people.			
A treatment group is compared with a non-treatment group.			

27. Why do epidemiologists often study two groups of people?

- (A) To learn why some people get a disease and others do not
- (B) To compare different people's attitudes toward work
- (C) To explain why some people take better care of themselves
- (D) To understand cultural differences in approaches to disease

28. Listen again to part of the talk. Then answer the question.

Why does the speaker talk about her own work?

- (A) To show how one organization uses various approaches to epidemiology
- (B) To describe her organization's efforts to discover a cure for AIDS
- (C) To inform the students that she prefers doing research to giving lectures
- (D) To encourage students to work at her organization after they graduate



TEST 2, Track 7

29. What is playing by ear?

- (A) Listening to music through ear phones
- (B) Playing an instrument that is held up to the ear
- (C) Paying attention to what the teacher says
- (D) Learning to play music without reading notation

30. Listen again to part of the talk. Then answer the question.

Why does the professor ask this:

- (A) To suggest that all children should study music
- (B) To introduce the main point he wants to make
- (C) To find out if everyone in class can read music
- (D) To review material for an examination

31. According to the professor, when should children learn to read musical notation?

Click on two answers.

- ☐ A When they first learn how to play an instrument
- ☐ B When a group of children play music together
- ☐ C When the music is too complex to learn by ear
- ☐ D When they are ready to play in front of an audience

32. According to the professor, why should a music teacher play the score for a child the first time?

- ☐ A To demonstrate how the printed notes translate into music
- ☐ B To suggest that the score can be played in different styles
- ☐ C To allow the child to memorize the score by listening
- ☐ D To show the child that the teacher is an excellent player

33. According to the professor, what is the natural order for children to learn music?

Drag each sentence to the space where it belongs.

- ☐ A Learn how to read standard notation.
- ☐ B Learn how to play the instrument by ear.
- ☐ C Learn how to play by chord symbols.

1	
2	
3	

34. What does the professor imply about the three methods of playing music?

- ☐ A Each method is appropriate for some students.
- ☐ B There is no reason to learn all three methods.
- ☐ C The best method is playing by standard notation.
- ☐ D Students should use the teacher's favorite method.



Answers to Test 2 – Listening are on page 602.

Record your score on the Progress Chart on page 697.

How to Score Multiple-Choice Questions		
Points Possible	Answers Correct	Points Earned
2 points	4	2
	3	1
	0 – 2	0



SPEAKING SECTION DIRECTIONS

The Speaking section measures your ability to speak in English about a variety of topics. There are six questions in this section. Record your response to each question on a cassette.

Questions 1 and 2 are independent speaking tasks in which you will speak about familiar topics. Your responses will be scored on your ability to speak clearly and coherently about the topics.

Questions 3 and 4 are integrated tasks in which you will read a passage, listen to a conversation or lecture, and then speak in response to a question about what you have read and heard. You will need to combine relevant information from the two sources to answer the question completely. Your responses will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you read and heard.

Questions 5 and 6 are integrated tasks in which you will listen to part of a conversation or lecture, and then speak in response to a question about what you have heard. Your responses will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you heard.

You will hear each conversation and lecture only one time. You may take notes while you listen. You may use your notes to help you answer the questions.

*Stop*

For questions 1 and 2, you will speak in response to a question about a familiar topic. Use your own personal knowledge and experience to answer each question. After you hear the question, you have 15 seconds to prepare your response and 45 seconds to speak.

QUESTION 1*TEST 2, Track 9*

Describe a person who has influenced you in an important way. Explain why this person has had an effect on your life. Include details and examples in your explanation.

*Stop**Preparation Time – 15 seconds**Response Time – 45 seconds***QUESTION 2***TEST 2, Track 10*

Some people get most of their news from the radio or television. Others read the newspaper. Which source of news do you think is better and why? Include details and examples in your explanation.

*Stop**Preparation Time – 15 seconds**Response Time – 45 seconds*

TEST 2

QUESTION 3

In this question, you will read a short passage about a campus situation, listen to a conversation, and then speak in response to a question about what you have read and heard. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak.

Reading Time – 45 seconds

ATTENDANCE POLICY

Students are expected to attend all classes for which they are registered, including the first class session. Classes for which attendance is mandatory from the first session will be so noted in the class schedule. Instructors may set an attendance policy for each class, and it is the student's responsibility to know and comply with individual class attendance policies. Students who fail to comply with the established attendance policy for the class forfeit the right to continue in class and will be subject to an administrative withdrawal.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



TEST 2, Track 11

The woman expresses her opinion about the attendance policy. State her opinion and explain the reasons she gives for holding that opinion.



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

QUESTION 4

In this question, you will read a short passage on an academic subject, listen to a lecture on the same topic, and then speak in response to a question about what you have read and heard. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak.

Reading Time – 45 seconds

PARTICIPANT OBSERVATION

To study real-life behaviors, social scientists have to get out in the field and take notes, and they have to do it systematically. A favorite method for many researchers is participant observation. In participant observation, the researcher becomes part of the group under study. This method is often used to study groups that are not easy to observe from the outside, such as street gangs or farm laborers. In some studies, no one knows the researcher's identity. However, this is controversial because observing people without their knowledge, or recording their comments without their permission, is not always considered ethical.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



TEST 2, Track 12

Explain the ethical problem in the participant observation study discussed in the lecture. State what the researcher did to solve the problem, and explain why this was acceptable.



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

TEST 2

QUESTION 5

In this question, you will listen to a conversation. You will then be asked to talk about the information in the conversation and to give your opinion about the ideas presented. To make this practice more like the real test, cover the question during the conversation. After you hear the question, you have 20 seconds to prepare your response and 60 seconds to speak.



TEST 2, Track 13

Describe the man's problem and the suggestions the woman makes about what he should do. What do you think the man should do, and why?



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

QUESTION 6

In this question, you will listen to part of a lecture. You will then be asked to summarize important information from the lecture. To make this practice more like the real test, cover the question during the lecture. After you hear the question, you have 20 seconds to prepare your response and 60 seconds to speak.



TEST 2, Track 14

Using points and examples from the talk, explain the two types of competition in bird populations. Then explain how population size and competition are related.



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

Key points for Test 2 – Speaking are on page 604.

Each response earns a score of 1, 2, 3 or 4.

Record your total score on the Progress Chart on page 697.



TEST 2, Track 15

WRITING SECTION DIRECTIONS

The Writing section measures your ability to use writing to communicate in an academic environment. There are two writing questions.

Question 1 is an integrated writing task. You will read a passage, listen to a lecture, and then answer a question based on what you have read and heard. You have 20 minutes to plan and write your response.

Question 2 is an independent writing task. You will answer a question based on your own knowledge and experience. You have 30 minutes to plan and write your response.



Stop

TEST 2

TEST 2

QUESTION 1

For this task, you will write a response to a question about a reading passage and a short lecture. The question does not ask you to express your personal opinion.

Read the passage and then listen to the recording. To make this practice more like the real test, cover the passage and question during the lecture. You may take notes, and you may use your notes to help you write your response. When you hear the question, uncover the passage and question. Then allow 20 minutes to plan and write your response.

Typically, an effective response will have 150 to 225 words. Your response will be evaluated on the quality of your writing and on the completeness and accuracy of the content.

Reading Time – 3 minutes

Research data show that multi-age play groups are common in simple societies made up of communities with fewer than 1,500 people. In contrast, complex industrial societies are more likely to have same-age peer groups that are made up of children who are equal in age.

In most of the world's traditional, non-Western cultures, children play in groups with others of different ages. Multi-age play groups consist of six or more children of both genders, ranging in age from late infancy to adolescence. In multi-age groups, younger children have the opportunity to learn language, survival skills, and games from children ahead of them in the process of development. The older children get experience in teaching what they know and a chance to feel important and responsible.

In Western culture, on the other hand, parents and teachers generally believe that it is best for children to study and play with other children of the same age. Thus, same-age peer groups are the norm for children both in and out of school, and at all ages, including infancy. Peers play an important positive role in children's socialization because peers are both equals and competitors. In childhood and adolescence, peers are usually friends, and peer groups build friendship, tolerance, and cooperation. Peers are status equals in terms of power; they can tease and tolerate each other without the intervention of adults. With peers, children create worlds of meaning in which they become active agents in their own socialization. Same-age peer groups promote cooperation and group identity. They also promote the learning of competitive strategies that are healthy and necessary for survival in a competitive society.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the passage and question and begin your response.



TEST 2, Track 16

Summarize the points made by the professor about same-age peer groups, explaining how they cast doubt on points made in the reading.



Stop

Writing Time – 20 minutes

QUESTION 2

For this task, you will write an essay in response to a question that asks you to express, explain, and support your opinion on a topic. You have 30 minutes to plan, write, and revise your essay.

Typically, an effective essay will have a minimum of 300 words. Your essay will be evaluated on the quality of your writing, including the organization and development of your ideas and the quality and accuracy of the language you use to express your ideas.

Read the question below and make any notes that will help you plan your response. Then begin typing your essay.

Do you agree or disagree with the following statement?
There are times when lying is acceptable.
Use specific reasons and examples to support your opinion.

Writing Time – 30 minutes

Key points for Test 2 – Writing are on page 605.

Each response earns a score of 1, 2, 3, 4 or 5.

Record your total score on the Progress Chart on page 697.

TEST 2

TEST 3

READING SECTION DIRECTIONS

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

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

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

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

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

THE DEVELOPMENT OF REFRIGERATION

Cold storage, or refrigeration, is keeping food at temperatures between 32 and 45 degrees F in order to delay the growth of microorganisms—bacteria, molds, and yeast—that cause food to spoil. Refrigeration produces few changes in food, so meats, fish, eggs, milk, fruits, and vegetables keep their original flavor, color, and nutrition. Before artificial refrigeration was invented, people stored perishable food with ice or snow to lengthen its storage time. Preserving food by keeping it in an ice-filled pit is a 4,000-year-old art. Cold storage areas were built in basements, cellars, or caves, lined with wood or straw, and packed with ice. The ice was transported from mountains, or harvested from local lakes or rivers, and delivered in large blocks to homes and businesses.

Artificial refrigeration is the process of removing heat from a substance, container, or enclosed area, to lower its temperature. The heat is moved from the inside of the container to the outside. A refrigerator uses the evaporation of a volatile liquid, or refrigerant, to absorb heat. In most types of refrigerators, the refrigerant is compressed, pumped through a pipe, and allowed to vaporize. As the liquid turns to vapor, it loses heat and gets colder because the molecules of vapor use energy to leave the liquid. The molecules left behind have less energy and so the liquid becomes colder. Thus, the air inside the refrigerator is chilled.

Scientists and inventors from around the world developed artificial refrigeration during the eighteenth and nineteenth centuries. William Cullen demonstrated artificial refrigeration in Scotland in 1748, when he let ethyl ether boil into a partial vacuum. In 1805, American inventor Oliver Evans designed the first refrigeration machine that used vapor instead of liquid. In 1842, physician John Gorrie used Evans's design to create an air-cooling apparatus to treat yellow-fever patients in a Florida hospital. Gorrie later left his medical practice and experimented with ice making, and in 1851 he was granted the first U.S. patent for mechanical refrigeration. In the same year, an Australian printer, James Harrison, built an ether refrigerator after noticing that when he cleaned his type with ether it became very cold as the ether evaporated. Five years later, Harrison introduced vapor-compression refrigeration to the brewing and meatpacking industries.

Brewing was the first industry in the United States to use mechanical refrigeration extensively, and in the 1870s, commercial refrigeration was primarily directed at breweries. German-born Adolphus Busch was the first to use artificial refrigeration at his brewery in St. Louis. Before refrigeration, brewers stored their beer in caves, and production was constrained by the amount of available cave space. Brewing was strictly a local business, since beer was highly perishable and shipping it any distance would result in spoilage. Busch solved the storage problem with the commercial vapor-compression refrigerator. He solved the shipping problem with the newly invented refrigerated railcar, which was insulated with ice bunkers in each end. Air came in on the top, passed through the bunkers, and circulated through the car by gravity. In solving Busch's spoilage and storage problems, refrigeration also revolutionized an entire industry. By 1891, nearly every brewery was equipped with mechanical refrigerating machines.

The refrigerators of today rely on the same basic principle of cooling caused by the rapid evaporation and expansion of gases. Until 1929, refrigerators used toxic gases—ammonia, methyl chloride, and sulfur dioxide—as refrigerants. After those gases accidentally killed several people, chlorofluorocarbons (CFCs) became the standard refrigerant. However, they were found to be harmful to the earth's ozone layer, so refrigerators now use a refrigerant called HFC 134a, which is less harmful to the ozone.

- What is the main reason that people developed methods of refrigeration?
 - They wanted to improve the flavor and nutritional value of food.
 - They needed to slow the natural processes that cause food to spoil.
 - They needed a use for the ice that formed on lakes and rivers.
 - They wanted to expand the production of certain industries.
- The word perishable in paragraph 1 is closest in meaning to
 - capable of spoiling
 - uncooked
 - of animal origin
 - highly nutritious
- What can be inferred from paragraph 1 about cold storage before the invention of artificial refrigeration?
 - It kept food cold for only about a week.
 - It was dependent on a source of ice or snow.
 - It required a container made of metal or wood.
 - It was not a safe method of preserving meat.
- Artificial refrigeration involves all of the following processes EXCEPT
 - the pumping of water vapor through a pipe
 - the rapid expansion of certain gases
 - the evaporation of a volatile liquid
 - the transfer of heat from one place to another
- Which sentence below best expresses the essential information in the highlighted sentence in paragraph 2? Incorrect choices change the meaning in important ways or leave out essential information.
 - It takes a lot of energy to transform a liquid into a vapor, especially when the vapor loses heat.
 - Some gases expand rapidly and give off energy when they encounter a very cold liquid.
 - When kinetic energy is changed to heat energy, liquid molecules turn into vapor molecules.
 - During evaporation, the vapor molecules use energy, and the liquid becomes colder.
- According to the passage, who was the first person to use artificial refrigeration for a practical purpose?
 - William Cullen
 - Oliver Evans
 - John Gorrie
 - Adolphus Busch
- The word it in paragraph 3 refers to
 - printer
 - refrigerator
 - type
 - ether
- Why does the author discuss the brewing industry in paragraph 4?
 - To compare cave storage with mechanical refrigeration
 - To describe the unique problems that brewers faced
 - To praise the accomplishments of a prominent brewer
 - To show how refrigeration changed a whole industry
- The word constrained in paragraph 4 is closest in meaning to
 - restricted
 - spoiled
 - improved
 - alternated

10. According to the passage, the first refrigerated railcar used what material as a cooling agent?

☐ A Ether
☐ B Ice
☐ C Ammonia
☐ D CFCs

11. The word **toxic** in paragraph 5 is closest in meaning to

☐ A dense
☐ B poisonous
☐ C rare
☐ D expensive

12. Look at the four squares, **A**, **B**, **C**, and **D**, which indicate where the following sentence could be added to the passage. Where would the sentence best fit?

Gorrie's basic principle of compressing a gas, and then sending it through radiating coils to cool it, is the one most often used in refrigerators today.

Scientists and inventors from around the world developed artificial refrigeration during the eighteenth and nineteenth centuries. **A** William Cullen demonstrated artificial refrigeration in Scotland in 1748, when he let ethyl ether boil into a partial vacuum. In 1805, American inventor Oliver Evans designed the first refrigeration machine that used vapor instead of liquid. **B** In 1842, physician John Gorrie used Evans's design to create an air-cooling apparatus to treat yellow-fever patients in a Florida hospital. **C** Gorrie later left his medical practice and experimented with ice making, and in 1851 he was granted the first U.S. patent for mechanical refrigeration. **D** In the same year, an Australian printer, James Harrison, built an ether refrigerator after noticing that when he cleaned his type with ether it became very cold as the ether evaporated. Five years later, Harrison introduced vapor-compression refrigeration to the brewing and meatpacking industries.

- 13–14. 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.*

Methods of refrigeration have changed throughout history.
•
•
•

Answer Choices

- | | |
|---|---|
| <p>(A) A refrigerator has an evaporator that makes the inside of the refrigerator cold.</p> <p>(B) People used to preserve food by packing it with ice or snow in cold storage areas.</p> <p>(C) Artificial refrigeration was made possible by the compression and evaporation of a volatile substance.</p> | <p>(D) William Cullen developed a method of artificial refrigeration in 1748.</p> <p>(E) Practical uses of vapor-compression refrigeration were introduced in the nineteenth century.</p> <p>(F) CFCs have not been used as refrigerants since they were found to damage the earth's ozone layer.</p> |
|---|---|

CANADIAN ENGLISH

Canadian English is a regional variety of North American English that spans almost the entire continent. Canadian English became a separate variety of North American English after the American Revolution, when thousands of Loyalists, people who had supported the British, left the United States and fled north to Canada. Many Loyalists settled in southern Ontario in the 1780s, and their speech became the basis for what is called General Canadian, a definition based on the norms of urban middle-class speech.

Modern Canadian English is usually defined by the ways in which it resembles and differs from American or British English. Canadian English has a great deal in common with the English spoken in the United States, yet many Americans identify a Canadian accent as British. Many American visitors to Canada think the Canadian vocabulary sounds British—for example, they notice the British “tap” and “braces” instead of the American “faucet” and “suspenders.” On the other hand, many British people identify a Canadian accent as American, and British visitors think the Canadians have become Americanized, saying “gas” and “truck” for “petrol” and “lorry.”

People who live outside North America often find it difficult to hear the differences between Canadian and American English. There are many similarities between the two varieties, yet they are far from identical. Canadian English is instantly recognizable to other Canadians, and one Canadian in a crowded room will easily spot the other Canadian among the North Americans.

There is no distinctive Canadian grammar. The differences are mainly in pronunciation, vocabulary, and idioms. Canadian pronunciation reflects the experience of a people struggling for national identity against two strong influences. About 75 percent of Canadians use the British “zed” rather than the American “zee” for the name of the last letter of the alphabet. On the other hand, 75 percent of Canadians use the American pronunciation of “schedule,” “tomato,” and “missile.” The most obvious and distinctive feature of Canadian speech is probably its vowel sound, the diphthong “ou.” In Canada, “out” is pronounced like “oat” in nearby U.S. accents. There are other identifying features of Canadian vowels; for example, “cot” is pronounced the same as “caught” and “collar” the same as “caller.”

An important characteristic of the vocabulary of Canadian English is the use of many words and phrases originating in Canada itself, such as “kerosene” and “chesterfield” (“sofa”). Several words are borrowed from North American Indian languages, for example, “kayak,” “caribou,” “parka,” and “skookum” (“strong”). The name of the country itself has an Indian origin; the Iroquois word “kanata” originally meant “village.” A number of terms for ice hockey—“face-off,” “blue-line,” and “puck”—have become part of World Standard English.

Some features of Canadian English seem to be unique and are often deliberately identified with Canadian speakers in such contexts as dramatic and literary characterizations. Among the original Canadian idioms, perhaps the most famous is the almost universal use of “eh?” as a tag question, as in “That’s a good movie, eh?” “Eh” is also used as a filler during a narrative, as in “I’m walking home from work, eh, and I’m thinking about dinner. I finally get home, eh, and the refrigerator is empty.”

The traditional view holds that there are no dialects in Canadian English and that Canadians cannot tell where other Canadians are from just by listening to them. The linguists of today disagree with this view. While there is a greater degree of homogeneity in Canadian English compared with American English, several dialect areas do exist across Canada. Linguists have identified distinct dialects for the Maritime Provinces, Newfoundland, the Ottawa Valley, southern Ontario, the Prairie Provinces, the Arctic North, and the West.

Glossary:

diphthong: a speech sound that begins with one vowel and changes to another vowel

15. According to the passage, how did Canadian English become a distinct variety of North American English?
- (A) Linguists noticed that Canadians spoke a unique dialect.
 - (B) A large group of Loyalists settled in one region at the same time.
 - (C) Growth of the middle class led to a standard school curriculum.
 - (D) Canadians declared their language to be different from U.S. English.
16. The word **norms** in paragraph 1 is closest in meaning to
- (A) patterns
 - (B) history
 - (C) words
 - (D) ideas
17. The phrase **a great deal in common with** in paragraph 2 is closest in meaning to
- (A) different words for
 - (B) the same problems as
 - (C) many similarities to
 - (D) easier pronunciation than
18. In paragraph 2, what point does the author make about Canadian English?
- (A) Canadian English is more similar to American than to British English.
 - (B) American and British visitors define Canadian English by their own norms.
 - (C) Canadian English has many words that are not in other varieties of English.
 - (D) Canadians speak English with an accent that Americans cannot understand.
19. The phrase **the two varieties** in paragraph 3 refers to
- (A) People who live outside North America
 - (B) Canadian English and American English
 - (C) General Canadian and North American
 - (D) British English and Canadian English
20. The word **spot** in paragraph 3 is closest in meaning to
- (A) describe
 - (B) ignore
 - (C) prefer
 - (D) find
21. Which sentence below best expresses the essential information in the highlighted sentence in paragraph 4? Incorrect choices change the meaning in important ways or leave out essential information.
- (A) Canadian English has been strongly influenced by both British and American English.
 - (B) Canada is the only nation where people can deliberately choose which pronunciation they prefer.
 - (C) Canadians have tried to distinguish themselves as a nation, and this effort is shown in their pronunciation.
 - (D) Many newcomers to Canada must work hard to master the national style of pronouncing English.
22. All of the following words originated in North American Indian languages EXCEPT
- (A) kerosene
 - (B) parka
 - (C) Canada
 - (D) kayak
23. Which of the following can be inferred from paragraph 5 about vocabulary?
- (A) Vocabulary is the most distinctive feature of Canadian English.
 - (B) World Standard English has a very large vocabulary.
 - (C) Canadians use more North American Indian words than Americans do.
 - (D) Much of the vocabulary for ice hockey originated in Canada.

TEST 3

24. The author discusses the expression “eh” in paragraph 6 as an example of
- (A) an idiom that uniquely characterizes Canadian speech
 - (B) an expression that few people outside Canada have heard
 - (C) a style of Canadian drama and literature
 - (D) a word that cannot be translated into other languages
25. The word homogeneity in paragraph 7 is closest in meaning to
- (A) accent
 - (B) change
 - (C) creativity
 - (D) sameness

26. Look at the four squares, **A**, **B**, **C**, and **D**, which indicate where the following sentence could be added to the passage. Where would the sentence best fit?

Thus, “out” rhymes with “boat,” so the phrase “out and about in a boat” sounds like “oat and about in a boat” to American ears.

There is no distinctive Canadian grammar. The differences are mainly in pronunciation, vocabulary, and idioms. Canadian pronunciation reflects the experience of a people struggling for national identity against two strong influences. About 75 percent of Canadians use the British “zed” rather than the American “zee” for the name of the last letter of the alphabet. On the other hand, 75 percent of Canadians use the American pronunciation of “schedule,” “tomato,” and “missile.” **A** The most obvious and distinctive feature of Canadian speech is probably its vowel sound, the diphthong ou. **B** In Canada, “out” is pronounced like “oat” in nearby U.S. accents. **C** There are other identifying features of Canadian vowels; for example, “cot” is pronounced the same as “caught” and “collar” the same as “caller.” **D**

- 27–28. 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.*

Canadian English is a variety of North American English that contains several distinguishing features.

-
-
-

Answer Choices

- | | |
|---|--|
| <p>(A) Canadian English contains elements of both British and American English.</p> <p>(B) Several unique varieties of English have evolved in North America.</p> <p>(C) Canadians pronounce most words the same way as Americans do.</p> | <p>(D) Canadian English asserts its distinctiveness through pronunciation.</p> <p>(E) Words and idioms originating in Canada also help to define Canadian English.</p> <p>(F) Most Canadians cannot identify where other Canadians are from.</p> |
|---|--|

THE SCIENCE OF ANTHROPOLOGY

Through various methods of research, anthropologists try to fit together the pieces of the human puzzle—to discover how humanity was first achieved, what made it branch out in different directions, and why separate societies behave similarly in some ways but quite differently in other ways. Anthropology, which emerged as an independent science in the late eighteenth century, has two main divisions: physical anthropology and cultural anthropology. *Physical anthropology* focuses on human evolution and variation and uses methods of physiology, genetics, and ecology. *Cultural anthropology* focuses on culture and includes archaeology, social anthropology, and linguistics.

Physical anthropologists are most concerned with human biology. Physical anthropologists are detectives whose mission is to solve the mystery of how humans came to be human. They ask questions about the events that led a tree-dwelling population of animals to evolve into two-legged beings with the power to learn—a power that we call intelligence. Physical anthropologists study the fossils and organic remains of once-living **primates**. They also study the connections between humans and other primates that are still living. Monkeys, apes, and humans have more in common with one another physically than they do with other kinds of animals. In the lab, anthropologists use the methods of physiology and genetics to investigate the composition of blood chemistry for clues to the relationship of humans to various primates. Some study the animals in the wild to find out what behaviors they share with humans. Others speculate about how the behavior of non-human primates might have shaped human bodily needs and habits.

A well-known family of physical anthropologists, the Leakeys, conducted research in East Africa indicating that human evolution centered there rather than Asia. In 1931, Louis Leakey and his wife Mary Leakey began excavating at Olduvai Gorge in Tanzania, where over the next forty years they discovered stone tool and **hominid** evidence that pushed back the dates for early humans to over 3.75 million years ago. Their son, Richard Leakey, discovered yet other types of hominid skulls in Kenya, which he wrote about in *Origins* (1979) and *Origins Reconsidered* (1992).

Like physical anthropologists, cultural anthropologists study clues about human life in the distant past; however, cultural anthropologists also look at the similarities and differences among human communities today. Some cultural anthropologists work in the field, living and working among people in societies that differ from their own. Anthropologists doing fieldwork often produce an ethnography, a written description of the daily activities of men, women, and children that tells the story of the society's community life as a whole. Some cultural anthropologists do not work in the field but rather at research universities and museums doing the comparative and interpretive part of the job. These anthropologists, called ethnologists, sift through the ethnographies written by field anthropologists and try to discover cross-cultural patterns in marriage, child rearing, religious beliefs and practices, warfare—any subject that constitutes the human experience. They often use their findings to argue for or against particular hypotheses about people worldwide.

A cultural anthropologist who achieved worldwide fame was Margaret Mead. In 1923, Mead went to Samoa to pursue her first fieldwork assignment—a study that resulted in her widely read book *Coming of Age in Samoa* (1928). Mead published ten major works during her long career, moving from studies of child rearing in the Pacific to the cultural and biological bases of gender, the nature of cultural change, the structure and functioning of complex societies, and race relations. Mead remained a pioneer in her willingness to tackle subjects of major intellectual consequence, to develop new technologies for research, and to think of new ways that anthropology could serve society.

Glossary:

primates: the order of mammals that includes apes and humans**hominid:** the family of primates of which humans are the only living species

29. The phrase **branch out** in paragraph 1 is closest in meaning to
- (A) separate
(B) hurry
(C) look
(D) originate
30. Which sentence below best expresses the essential information in the highlighted sentence in paragraph 2? Incorrect choices change the meaning in important ways or leave out essential information.
- (A) Physical anthropologists investigate how intelligent human beings evolved from creatures that lived in trees.
(B) There are unanswered questions about why some tree-dwelling animals have evolved only two legs.
(C) People want to know more about the behavior of animals and how some animals acquire the ability to learn.
(D) Some animal populations have the power to ask questions and to learn from the events of the past.
31. The word **speculate** in paragraph 2 is closest in meaning to
- (A) worry
(B) forget
(C) disagree
(D) think
32. Why does the author discuss the Leakey family in paragraph 3?
- (A) To argue for an increase in the amount of research in Africa
(B) To contradict earlier theories of human evolution
(C) To give examples of fieldwork done by physical anthropologists
(D) To compare hominid evidence from Tanzania with that from Kenya
33. Which of the following is of major interest to both physical and cultural anthropologists?
- (A) Methods of physiology and genetics
(B) Religious beliefs and practices
(C) Child rearing in societies around the world
(D) Clues about human beings who lived long ago
34. According to paragraph 4, cultural anthropologists who do fieldwork usually
- (A) discover hominid evidence indicating when humans evolved
(B) write an account of the daily life of the people they study
(C) work at universities and museums interpreting the work of others
(D) develop new technologies for gathering cultural data
35. The phrase **sift through** in paragraph 4 is closest in meaning to
- (A) avoid
(B) sort
(C) discuss
(D) contradict
36. The word **They** in paragraph 4 refers to
- (A) research universities
(B) ethnologists
(C) field anthropologists
(D) museums
37. According to the passage, Margaret Mead wrote about all of the following subjects EXCEPT
- (A) the nature of cultural change
(B) relations between people of different races
(C) the biological basis of gender
(D) economic systems of pioneer women

38. It can be inferred from paragraph 5 that Margaret Mead's work

- (A) made an impact on the field of anthropology
- (B) contradicted that of the Leakey family
- (C) opened Samoa to outside influences
- (D) is not widely read by anthropologists today

39. Look at the four squares, **A**, **B**, **C**, and **D**, which indicate where the following sentence could be added to the passage. Where would the sentence best fit?

Anthropology is the study of the origin, development, and varieties of human beings and their societies.

A Through various methods of research, anthropologists try to fit together the pieces of the human puzzle—to discover how humanity was first achieved, what made it branch out in different directions, and why separate societies behave similarly in some ways but quite differently in other ways. **B** Anthropology, which emerged as an independent science in the late eighteenth century, has two main divisions: physical anthropology and cultural anthropology. **C** *Physical anthropology* focuses on human evolution and variation and uses methods of physiology, genetics, and ecology. *Cultural anthropology* focuses on culture and includes archaeology, social anthropology, and linguistics. **D**

40–42. Select the appropriate sentences from the answer choices and match them to the type of anthropology that they describe. TWO of the answer choices will NOT be used. *This question is worth 3 points.*

Answer Choices

- (A) The focus is on the similarities and differences among cultures.
- (B) This field studies life on many different scales of size and time.
- (C) Researchers observe similarities between humans and other primates.
- (D) Scientists examine the fossils and skulls of early humans.
- (E) Researchers live and work in other societies and write ethnographies.
- (F) It is the study of the origin, history, and structure of the earth.
- (G) The story of humanity's origins is a major topic of investigation.

Type of Anthropology

Physical Anthropology

-
-
-

Cultural Anthropology

-
-

Answers to Test 3 – Reading are on page 605.

Record your score on the Progress Chart on page 697.


How to Score Multiple-Choice Questions		
Points Possible	Answers Correct	Points Earned
2 points	3	2
	2	1
	0 – 1	0
3 points	5	3
	4	2
	3	1
	0 – 2	0
4 points	7	4
	6	3
	5	2
	4	1
	0 – 3	0



LISTENING SECTION DIRECTIONS

The Listening section measures your ability to understand conversations and lectures in English. You will hear each conversation and lecture only one time. After each conversation or lecture, you will hear some questions about it. Answer all questions based on what the speakers state or imply.

You may take notes while you listen. You may use your notes to help you answer the questions.

Most questions have four possible answers. In some questions, you will see this icon: . This means that you will hear, but not see, part of the question.

Some questions have special directions, which appear in a gray box. Most questions are worth one point. If a question is worth more than one point, special directions will indicate how many points you can receive.

You have approximately 40 minutes to complete the Listening section. This includes the time for listening to the conversations and lectures and for answering the questions.

To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear the first question, uncover the questions and answers.



TEST 3, Track 2

1. What topics do the speakers mainly discuss?

Click on two answers.

- ☐ A Their summer plans
- ☐ B Their mutual acquaintances
- ☐ C Their musical interests
- ☐ D Their work experience

2. What does the professor mean when she says this:

- ☐ A He is one of the best teachers available.
- ☐ B You should ask for a different teacher.
- ☐ C Some teachers are more effective than others.
- ☐ D Students are not allowed to select their teachers.

3. Why does the professor say this:

- ☐ A To praise the excellent food at Silverwood
- ☐ B To comment on the man's summer workload
- ☐ C To predict which courses the student will like
- ☐ D To explain why the summer program is popular



TEST 3, Track 3

6. What is the lecture mainly about?

- ☐ A Media of the twentieth century
- ☐ B The development of film style
- ☐ C How film criticism influenced art
- ☐ D The film techniques of D.W. Griffith

7. Which of the following contribute to the style of a film?

Click on two answers.

- ☐ A Theater design
- ☐ B Acting awards
- ☐ C Camera framing
- ☐ D Film cutting

4. What does the professor do for relaxation?

- ☐ A Teach music theory
- ☐ B Conduct the orchestra
- ☐ C Play in a jazz band
- ☐ D Coach voice students

5. What can be inferred from the conversation?

- ☐ A The professor used to be on the faculty at Silverwood.
- ☐ B The summer program at Silverwood is not well known.
- ☐ C The student wants to study music in graduate school.
- ☐ D The professor recommended the student for a scholarship.

8. According to the professor, why did early film critics dislike films that resembled theater?


- ☐ A They did not understand the traditions of theater.
- ☐ B They felt that films should not be shown in theaters.
- ☐ C They thought that film was a distinct art form.
- ☐ D They disagreed with the politics of theater owners.

TEST 3

9. Why does the professor discuss cross-cutting?

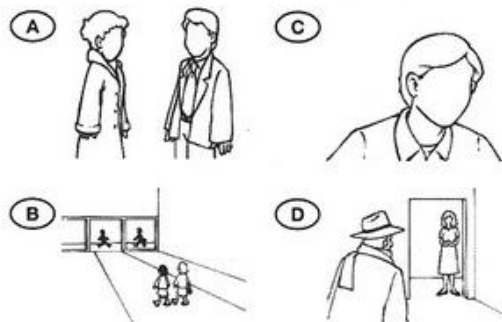
- (A) To give an example of an early advancement in film style
- (B) To explain why film critics disliked certain types of films
- (C) To describe a technique that confused early film audiences
- (D) To convince students that film should be regarded as high art

10. Listen again to part of the lecture. Then answer the question.

What does the professor mean when he says this: 

- (A) D.W. Griffith invented most of the film techniques we use today.
- (B) The actors in Griffith's films always spoke with perfect grammar.
- (C) Critics liked Griffith's films, but audiences did not understand them.
- (D) D.W. Griffith improved film techniques, making film a literary art.

11. Which camera shot would probably best show that a character is frightened?



TEST 3, Track 4

12. What is the talk mainly about?


- (A) The economic importance of bees
- (B) A decline in pollinator populations
- (C) How flowers are pollinated
- (D) Nature's services to farmers

13. According to the professor, what factors have affected pollinator populations?

Click on two answers.

- (A) Parasites
- (B) Air pollution
- (C) Hunting
- (D) Farm chemicals

14. Listen again to part of the talk. Then answer the question.

Why does the professor say this: 

- (A) To show the effect of agriculture on pollinators
- (B) To describe nectar-producing plants
- (C) To show how stones improve a garden
- (D) To describe effects of plant disease

15. Listen again to part of the talk. Then answer the question.

What can be inferred about monarch butterflies?

- (A) They are the most common butterflies in North America.
- (B) Their population has been reduced because of herbicides.
- (C) They have lived on Earth for several million years.
- (D) Their diet consists mainly of other butterflies.

- 16–17. Based on the information in the talk, indicate whether each sentence below describes the honeybee, the monarch butterfly, or the long-nosed bat.

For each sentence, click in the correct box. This question is worth 2 points.

	Honeybee	Monarch butterfly	Long-nosed bat
It feeds on the nectar of cactus flowers.			
It pollinates four out of five food crops in North America.			
It returns to the same site every year.			
It has been mistaken for a similar animal.			



TEST 3, Track 5

18. What topics does the speaker discuss?

Click on two answers.

- ☐ A Causes and effects of the agricultural revolution
- ☐ B A change in the design of human settlements
- ☐ C The significance of trees in urban spaces
- ☐ D Why people prefer living in romantic villages

19. How did early rural villages differ from the cities of today?

- ☐ A Villages grew organically around features of the land.
- ☐ B Villages were more likely to inspire landscape painters.
- ☐ C Villages were designed as perfect rectangular grids.
- ☐ D Villages provided better economic opportunities.

20. What is the “urban forest”?

- ☐ A The forest surrounding a city
- ☐ B A park designed by an architect
- ☐ C The trees cultivated on farms
- ☐ D All of the trees in an urban area

21. Why does the speaker talk about New York City?

- ☐ A To give an example of an urban park project
- ☐ B To recommend places to visit in New York
- ☐ C To describe urban architecture and culture
- ☐ D To compare New York to other large cities

22. Listen again to part of the lecture. Then answer the question.

What does the speaker imply about New York’s Central Park?

- ☐ A It is the largest urban forest in the world.
- ☐ B It was the first park to be designed by architects.
- ☐ C It contains beautiful buildings of steel and stone.
- ☐ D It contributes to the quality of life in the city.

23. What is the speaker’s opinion of the city?

- ☐ A The city is better than a traditional village.
- ☐ B The city is a symbol of human achievement.
- ☐ C The city is too hard, straight, and unnatural.
- ☐ D The city is like an organic machine.

TEST 3



TEST 3, Track 6

24. What is the purpose of the discussion?

- (A) To coordinate methods of library research
- (B) To share ideas for organizing computer files
- (C) To review the different types of computer storage
- (D) To compare human memory and computer memory

25. Where does the computer store information to run programs that are built in?

- (A) Monitor
- (B) ROM
- (C) Floppy disk
- (D) File cabinet

26. Why does the tutor describe doing research at the library?

- (A) To show the student how to be an efficient researcher
- (B) To count how many folders a library table can hold
- (C) To explain the difference between memory and disk storage
- (D) To encourage the student to try a new computer program

27. In the tutor's analogy, what does the library table represent?

- (A) RAM
- (B) ROM
- (C) File folder
- (D) Hard disk

28. The tutor briefly describes what happens during a work session on the computer. Indicate whether each sentence below is a step in the process.

For each sentence, click in the correct box.

	Yes	No
The files are returned to disk storage.		
The computer loads the files into RAM.		
The librarian lays folders on a table.		
The computer is stored in a briefcase.		



TEST 3, Track 7

29. What is the main idea of the lecture?

- (A) People should protest against war photography.
- (B) Photographers recorded the battle at Antietam.
- (C) The battlefield is too dangerous for photographers.
- (D) Photography changed the nature of war reporting.

30. Listen again to part of the lecture. Then answer the question.


What does the professor mean by this statement:

- (A) More Americans died on that day than on any other day.
- (B) Antietam was the only battle in which Americans died.
- (C) Deaths were counted for the first time at Antietam.
- (D) Antietam was the shortest battle of the Civil War.

31. Who was Mathew Brady?

- ☐ A A military leader during the Civil War
- ☐ B A portrait painter in New York
- ☐ C The owner of a photography business
- ☐ D The inventor of photography

32. Listen again to part of the lecture. Then answer the question.

Why does the professor say this: 

- ☐ A To warn students not to look at the pictures
- ☐ B To encourage students to study photography
- ☐ C To contrast different photographic styles
- ☐ D To emphasize the power of photography

33. What were some of the limitations of photography during the Civil War?

Click on two answers.

- ☐ A The slow exposure time did not allow action shots.
- ☐ B Photographers were not permitted on the battlefield.
- ☐ C Newspapers were not able to reproduce photographs.
- ☐ D There were only a few schools that taught photography.

34. What does the professor imply about Mathew Brady?

- ☐ A He was unfairly criticized for his photographs of the dead.
- ☐ B His work had a lasting effect on photography and journalism.
- ☐ C He took more photographs during his life than anyone else did.
- ☐ D His Civil War photographs are worth a lot of money today.



Answers to Test 3 – Listening are on page 607.

Record your score on the Progress Chart on page 697.

How to Score Multiple-Choice Questions		
Points Possible	Answers Correct	Points Earned
2 points	4	2
	3	1
	0 – 2	0



SPEAKING SECTION DIRECTIONS

The Speaking section measures your ability to speak in English about a variety of topics. There are six questions in this section. Record your response to each question on a cassette.

Questions 1 and 2 are independent speaking tasks in which you will speak about familiar topics. Your responses will be scored on your ability to speak clearly and coherently about the topics.

Questions 3 and 4 are integrated tasks in which you will read a passage, listen to a conversation or lecture, and then speak in response to a question about what you have read and heard. You will need to combine relevant information from the two sources to answer the question completely. Your responses will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you read and heard.

Questions 5 and 6 are integrated tasks in which you will listen to part of a conversation or lecture, and then speak in response to a question about what you have heard. Your responses will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you heard.

You will hear each conversation and lecture only one time. You may take notes while you listen. You may use your notes to help you answer the questions.

*Stop*

For questions 1 and 2, you will speak in response to a question about a familiar topic. Use your own personal knowledge and experience to answer each question. After you hear the question, you have 15 seconds to prepare your response and 45 seconds to speak.

QUESTION 1



TEST 3, Track 9

Describe an event such as a holiday or other occasion that you enjoy celebrating. Explain why the event is significant to you. Include details and examples to support your explanation.



Stop

Preparation Time – 15 seconds

Response Time – 45 seconds

QUESTION 2



TEST 3, Track 10

Some people keep in touch with friends and family by letter or e-mail. Others keep in touch by telephone. Which method do you prefer to use, and why? Include details and examples in your explanation.



Stop

Preparation Time – 15 seconds

Response Time – 45 seconds

TEST 3

QUESTION 3

In this question, you will read a short passage about a campus situation, listen to a conversation, and then speak in response to a question about what you have read and heard. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak.

Reading Time – 45 seconds

REQUIRED DISCUSSION SECTION

All students who are enrolled in a lecture course in the Social Sciences division must also register for a one-credit discussion section for that course. In the past, this requirement applied only to lecture courses in the History and Political Science departments. However, beginning next quarter, the requirement also applies to lecture courses in Sociology, Anthropology, and Economics. Each discussion section will be taught by a graduate teaching assistant. Students will receive a grade for the discussion section that is separate from their final examination grade for the lecture course.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



TEST 3, Track 11

The man expresses his opinion about the required discussion section. State his opinion and explain the reasons he gives for holding that opinion.



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

QUESTION 4

In this question, you will read a short passage on an academic subject, listen to a lecture on the same topic, and then speak in response to a question about what you have read and heard. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak.

Reading Time – 45 seconds

HOMEOSTASIS

The concept of homeostasis refers to the regulatory systems that keep an animal's internal environment within acceptable limits, even though the external environment may change. Homeostasis, meaning "steady state," describes the body's tendency toward internal balance. It is the endless balancing and re-balancing of the processes that maintain stability and restore the body's normal state when it has been disturbed. Homeostatic systems protect an animal's internal environment from harmful changes, such as changes in temperature, water level, and the amount of sugar in the blood.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



TEST 3, Track 12

The professor describes the large ears of a rabbit. Explain how the rabbit's ears are used in homeostasis.



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

TEST 3

QUESTION 5

In this question, you will listen to a conversation. You will then be asked to talk about the information in the conversation and to give your opinion about the ideas presented. To make this practice more like the real test, cover the question during the conversation. After you hear the question, you have 20 seconds to prepare your response and 60 seconds to speak.



TEST 3, Track 13

Describe the woman's problem and the suggestions the man makes about how to deal with it. What do you think the woman should do, and why?



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

QUESTION 6

In this question, you will listen to part of a lecture. You will then be asked to summarize important information from the lecture. To make this practice more like the real test, cover the question during the lecture. After you hear the question, you have 20 seconds to prepare your response and 60 seconds to speak.



TEST 3, Track 14

Using points and examples from the talk, describe the communication between babies and mothers. Explain how this communication is musical in nature.



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

Key points for Test 3 – Speaking are on page 609.

Each response earns a score of 1, 2, 3 or 4.

Record your total score on the Progress Chart on page 697.



WRITING SECTION DIRECTIONS

The Writing section measures your ability to use writing to communicate in an academic environment. There are two writing questions.

Question 1 is an integrated writing task. You will read a passage, listen to a lecture, and then answer a question based on what you have read and heard. You have 20 minutes to plan and write your response.

Question 2 is an independent writing task. You will answer a question based on your own knowledge and experience. You have 30 minutes to plan and write your response.

*Stop*

QUESTION 1

For this task, you will write a response to a question about a reading passage and a short lecture. The question does not ask you to express your personal opinion.

Read the passage and then listen to the recording. To make this practice more like the real test, cover the passage and question during the lecture. You may take notes, and you may use your notes to help you write your response. When you hear the question, uncover the passage and question. Then allow 20 minutes to plan and write your response.

Typically, an effective response will have 150 to 225 words. Your response will be evaluated on the quality of your writing and on the completeness and accuracy of the content.

Reading Time – 3 minutes

Individuals who are especially talented in solving problems that involve understanding of space are said to have visual-spatial intelligence. Typically, visual-spatial intelligence involves several related capacities, such as the ability to perceive patterns, the ability to create mental imagery and to transform that imagery, and the ability to draw a picture or map of spatial information. These abilities are independent of one another and may develop separately. The use of one visual-spatial ability may reinforce the use of others.

Individuals call upon visual-spatial intelligence in the recognition of objects, both when the objects are seen in their original setting and also when some part of the original setting has changed. Visual-spatial skills are utilized when an individual works with graphic depictions—two-dimensional or three-dimensional versions of real-world scenes—as well as other symbols, such as maps, diagrams, or geometrical forms.

Visual-spatial intelligence is a valuable asset in any society. In some occupations, it is essential—for example, for a sculptor, a chess player, an athlete, or a mathematical topologist.

Individuals with visual-spatial intelligence will notice immediately when a building, painting, or face is not symmetrical. They are skilled at taking things apart and putting them back together again. They love to play games. They have a visual memory, but this memory is abstract rather than pictorial—a kind of geometrical memory. They can mentally rotate complex forms and can draw whatever object they see, usually after seeing the object for only a short time. Visual-spatial intelligence can be seen in the athlete's ability to judge almost perfectly the angle needed to score a goal in hockey or a basket in basketball.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the passage and question and begin your response.



TEST 3, Track 16

Summarize the points made in the lecture, explaining how they illustrate points made in the reading.



Stop

Writing Time – 20 minutes

QUESTION 2

For this task, you will write an essay in response to a question that asks you to express, explain, and support your opinion on a topic. You have 30 minutes to plan, write, and revise your essay.

Typically, an effective essay will have a minimum of 300 words. Your essay will be evaluated on the quality of your writing, including the organization and development of your ideas and the quality and accuracy of the language you use to express your ideas.

Read the question below and make any notes that will help you plan your response. Then begin typing your essay.

Do you agree or disagree with the following statement?

It is more important to work at a job that you enjoy than it is to earn a lot of money.

Use specific reasons and examples to support your opinion.

Writing Time – 30 minutes

Key points for Test 3 – Writing are on page 609.

Each response earns a score of 1, 2, 3, 4 or 5.

Record your total score on the Progress Chart on page 697.

TEST 4

READING SECTION DIRECTIONS

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

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

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

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

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

MUSICAL TALENT

Among all the abilities with which an individual may be endowed, musical talent appears earliest in life. Very young children can exhibit musical precocity for different reasons. Some develop exceptional skill as a result of a well-designed instructional regime, such as the Suzuki method for the violin. Some have the good fortune to be born into a musical family in a household filled with music. In a number of interesting cases, musical talent is part of an otherwise disabling condition such as autism or mental retardation. A musically gifted child has an inborn talent; however, the extent to which the talent is expressed publicly will depend upon the environment in which the child lives.

Musically gifted children master at an early age the principal elements of music, including pitch and rhythm. Pitch—or melody—is more central in certain cultures, for example, in Eastern societies that make use of tiny quarter-tone intervals. Rhythm, sounds produced at certain auditory frequencies and grouped according to a prescribed system, is emphasized in sub-Saharan Africa, where the rhythmic ratios can be very complex.

All children have some aptitude for making music. During infancy, normal children sing as well as babble, and they can produce individual sounds and sound patterns. Infants as young as two months can match their mother's songs in pitch, loudness, and melodic shape, and infants at four months can match rhythmic structure as well. Infants are especially predisposed to acquire these core aspects of music, and they can also engage in sound play that clearly exhibits creativity.

Individual differences begin to emerge in young children as they learn to sing. Some children can match large segments of a song by the age of two or three. Many others can only approximate pitch at this age and may still have difficulty in producing accurate melodies by the age of five or six. However, by the time they reach school age, most children in any culture have a **schema** of what a song should be like and can produce a reasonably accurate imitation of the songs commonly heard in their environment.

The early appearance of superior musical ability in some children provides evidence that musical talent may be a separate and unique form of intelligence. There are numerous tales of young artists who have a remarkable "ear" or extraordinary memory for music and a natural understanding of musical structure. In many of these cases, the child is average in every other way but displays an exceptional ability in music. Even the most gifted child, however, takes about ten years to achieve the levels of performance or composition that would constitute mastery of the musical sphere.

Every generation in music history has had its famous prodigies—individuals with exceptional musical powers that emerge at a young age. In the eighteenth century, Wolfgang Amadeus Mozart began composing and performing at the age of six. As a child, Mozart could play the piano like an adult. He had perfect pitch, and at age nine he was also a master of the art of modulation—transitions from one key to another—which became one of the hallmarks of his style. By the age of eleven, he had composed three symphonies and 30 other major works. Mozart's well-developed talent was preserved into adulthood.

Unusual musical ability is a regular characteristic of certain **anomalies** such as **autism**. In one case, an autistic girl was able to play "Happy Birthday" in the style of various composers, including Mozart, Beethoven, Verdi, and Schubert. When the girl was three, her mother called her by playing incomplete melodies, which the child would complete with the appropriate tone in the proper octave. For the autistic child, music may be the primary mode of communication, and the child may cling to music because it represents a **haven** in a world that is largely confusing and frightening.

Glossary:

schema: a mental outline or model**anomaly:** departure from what is normal; abnormal condition**autism:** a developmental disorder involving impaired communication and emotional separation

- The word **precocity** in paragraph 1 is closest in meaning to
 - strong interest
 - good luck
 - advanced skill
 - personal style
- Which sentence below best expresses the essential information in the highlighted sentence in paragraph 1? Incorrect choices change the meaning in important ways or leave out essential information.
 - Children may be born with superior musical ability, but their environment will determine how this ability is developed.
 - Every child is naturally gifted, and it is the responsibility of the public schools to recognize and develop these talents.
 - Children with exceptional musical talent will look for the best way to express themselves through music-making.
 - Some musically talented children live in an environment surrounded by music, while others have little exposure to music.
- The author makes the point that musical elements such as pitch and rhythm
 - distinguish music from other art forms
 - vary in emphasis in different cultures
 - make music difficult to learn
 - express different human emotions
- The word **predisposed** in paragraph 3 is closest in meaning to
 - inclined
 - gifted
 - pushed
 - amused
- According to the passage, when does musical talent usually begin to appear?
 - When infants start to babble and produce sound patterns
 - Between the ages of two and four months
 - When children learn to sing at two or three years old
 - Between ten years old and adolescence
- According to the passage, which of the following suggests that musical talent is a separate form of intelligence?
 - Exceptional musical ability in an otherwise average child
 - Recognition of the emotional power of music
 - The ability of all babies to acquire core elements of music
 - Differences between learning music and learning language
- Why does the author discuss Mozart in paragraph 6?
 - To compare past and present views of musical talent
 - To give an example of a well-known musical prodigy
 - To list musical accomplishments of the eighteenth century
 - To describe the development of individual musical skill
- In music, the change from one key to another is known as
 - rhythm
 - prodigy
 - perfect pitch
 - modulation

9. All of the following are given as examples of exceptional musical talent EXCEPT
- (A) a remarkable “ear” or perfect memory for music
 - (B) ability to compose major works at a young age
 - (C) appreciation for a wide variety of musical styles
 - (D) playing a single song in the style of various composers
10. The word **haven** in paragraph 7 is closest in meaning to
- (A) beautiful art
 - (B) safe place
 - (C) personal goal
 - (D) simple problem
11. Which of the following can be inferred from the passage about exceptional musical ability?
- (A) It occurs more frequently in some cultures than in others.
 - (B) It is evidence of a superior level of intelligence in other areas.
 - (C) It has been documented and studied but is little understood.
 - (D) It is the result of natural talent and a supportive environment.
12. Look at the four squares, **A**, **B**, **C**, and **D**, which indicate where the following sentence could be added to the passage. Where would the sentence best fit?

They can even imitate patterns and tones sung by other people.

All children have some aptitude for making music. **A** During infancy, normal children sing as well as babble, and they can produce individual sounds and sound patterns. **B** Infants as young as two months can match their mother's songs in pitch, loudness, and melodic shape, and infants at four months can match rhythmic structure as well. **C** Infants are especially predisposed to acquire these core aspects of music, and they can also engage in sound play that clearly exhibits creativity. **D**

13–14. 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.*

Musical talent usually appears early in life.
•
•
•

Answer Choices

- | | |
|---|---|
| <p>(A) Very young children can develop exceptional skill in playing the violin by the Suzuki method.</p> <p>(B) While all children have a basic ability to make music, some exhibit extraordinary skill at a very early age.</p> <p>(C) Prodigies have a natural understanding of musical structure that enables them to play and compose music with great skill.</p> | <p>(D) Wolfgang Amadeus Mozart had composed several major works and symphonies by the age of eleven.</p> <p>(E) Autistic children cannot relate to their environment realistically and therefore have difficulty in communicating.</p> <p>(F) Exceptional musical ability is often part of an otherwise disabling condition such as autism.</p> |
|---|---|

CLOTHING AND COSTUME

The ancient Greeks and the Chinese believed that we first clothed our bodies for some physical reason, such as protecting ourselves from the elements. Ethnologists and psychologists have invoked psychological reasons: modesty, taboo, magical influence, or the desire to please. Anthropological research indicates that the function of the earliest clothing was to carry objects. Our hunting-gathering ancestors had to travel great distances to obtain food. For the male hunters, carrying was much easier if they were wearing simple belts or animal skins from which they could hang weapons and tools. For the female gatherers, more elaborate carrying devices were necessary. Women had to transport collected food back to the settlement and also had to carry babies, so they required bags or slings.

Another function of early clothing—providing comfort and protection—probably developed at the same time as utility. As human beings multiplied and spread out from the warm lands in which they evolved, they covered their bodies more and more to maintain body warmth. Today, we still dress to maintain warmth and to carry objects in our clothes. And like our hunting-gathering ancestors, most men still carry things on their person, as if they still needed to keep their arms free for hunting, while women tend to have a separate bag for carrying, as if they were still food-gatherers. But these two functions of clothing are only two of many uses to which we put the garments that we wear today.

There is a clear distinction between attire that constitutes “clothing” and attire that is more aptly termed “costume.” We might say that clothing has to do with covering the body, and costume concerns the choice of a particular form of garment for a particular purpose. Clothing depends primarily on such physical conditions as climate, health, and textile, while costume reflects social factors such as personal status, religious beliefs, aesthetics, and the wish to be distinguished from or to emulate others.

Even in early human history, costume fulfilled a function beyond that of simple utility. Costume helped to impose authority or inspire fear. A chieftain’s costume embodied attributes expressing his power, while a warrior’s costume enhanced his physical superiority and suggested he was superhuman. Costume often had a magical significance such as investing humans with the attributes of other creatures through the addition of ornaments to identify the wearer with animals, gods, or heroes. In more recent times, professional or administrative costume is designed to distinguish the wearer and to express personal or delegated authority. Costume communicates the status of the wearer, and with very few exceptions, the aim is to display as high a status as possible. Costume denotes power, and since power is often equated with wealth, costume has come to be an expression of social class and material prosperity.

A uniform is a type of costume that serves the important function of displaying membership in a group: school, sports team, occupation, or armed force. Military uniform denotes rank and is intended not only to express group membership but also to protect the body and to intimidate. A soldier’s uniform says, “I am part of a powerful machine, and when you deal with me, you deal with my whole organization.” Uniforms are immediate beacons of power and authority. If a person needs to display power—a police officer, for example—then the body can be virtually transformed. Height can be exaggerated with protective headgear, thick clothing can make the body look broader and stronger, and boots can enhance the power of the legs. Uniforms also convey low social status; at the bottom of the scale, the uniform of the prisoner denotes membership in the society of convicted criminals.

Religious costume signifies spiritual or superhuman authority and possesses a significance that identifies the wearer with a belief or god. A successful clergy has always

displayed impressive vestments of one kind or another that clearly demonstrate the religious leader's dominant status.

15. According to the passage, psychological reasons for wearing clothing include
- (A) protection from cold weather
 - (B) the availability of materials
 - (C) prevention of illness
 - (D) the wish to give pleasure
16. According to the passage, what aspect of humanity's hunting-gathering past is reflected in the clothing of today?
- (A) People cover their bodies because of modesty.
 - (B) Most men still carry objects on their person.
 - (C) Women like clothes that are beautiful and practical.
 - (D) Men wear pants, but women wear skirts or pants.
17. The phrase **these two functions** in paragraph 2 refers to
- (A) hunting and gathering food
 - (B) transporting food and carrying babies
 - (C) maintaining warmth and carrying objects
 - (D) displaying power and social status
18. Which sentence below best expresses the essential information in the highlighted sentence in paragraph 3? Incorrect choices change the meaning in important ways or leave out essential information.
- (A) Clothing serves a physical purpose, while costume has a personal, social, or psychological function.
 - (B) We like clothing to fit our body well, but different costumes fit differently depending on the purpose.
 - (C) Both clothing and costume are types of attire, but it is often difficult to distinguish between them.
 - (D) People spend more time in choosing special costumes than they do in selecting everyday clothing.
19. The word **ornaments** in paragraph 4 is closest in meaning to
- (A) layers
 - (B) words
 - (C) feathers
 - (D) decorations
20. It can be inferred from paragraph 4 that the author most likely believes which of the following about costume?
- (A) We can learn about a society's social structure by studying costume.
 - (B) Costume used to serve a simple function, but now it is very complex.
 - (C) The main purpose of costume is to force people to obey their leaders.
 - (D) Costume is rarely a reliable indicator of a person's material wealth.
21. The word **beacons** in paragraph 5 is closest in meaning to
- (A) signals
 - (B) lights
 - (C) inventions
 - (D) reversals
22. Why does the author discuss the police officer's uniform in paragraph 5?
- (A) To describe the aesthetic aspects of costume
 - (B) To identify the wearer with a hero
 - (C) To suggest that police are superhuman
 - (D) To show how costume conveys authority
23. All of the following are likely to be indicated by a person's costume EXCEPT
- (A) playing on a football team
 - (B) being a prisoner
 - (C) having a heart condition
 - (D) leading a religious ceremony

24. Look at the four squares, **A**, **B**, **C**, and **D**, which indicate where the following sentence could be added to the passage. Where would the sentence best fit?

Such power is seen clearly in the judge's robes and the police officer's uniform.

Even in early human history, costume fulfilled a function beyond that of simple utility.

A Costume helped to impose authority or inspire fear. A chieftain's costume embodied attributes expressing his power, while a warrior's costume enhanced his physical superiority and suggested he was superhuman. Costume often had a magical significance such as investing humans with the attributes of other creatures through the addition of ornaments to identify the wearer with animals, gods, or heroes. **B** In more recent times, professional or administrative costume is designed to distinguish the wearer and to express personal or delegated authority. **C** Costume communicates the status of the wearer, and with very few exceptions, the aim is to display as high a status as possible. Costume denotes power, and since power is often equated with wealth, costume has come to be an expression of social class and material prosperity. **D**

25–28. Select the appropriate phrases from the answer choices and match them to the type of attire that they describe. TWO of the answer choices will NOT be used. *This question is worth 4 points.*

Answer Choices

- (A) Reflects social factors such as personal status or material prosperity
- (B) Makes it legal for people to perform dangerous work
- (C) Provides comfort, warmth, and protection from the weather
- (D) Shows that a person is a member of a particular group
- (E) Depends on physical conditions such as climate and health
- (F) Conveys personal, administrative, or superhuman authority
- (G) Enabled early humans to carry the objects needed to obtain food
- (H) Serves as a symbol that unites all people on the earth
- (I) Indicates the dominant status of religions leaders

Type of Attire

Clothing

-
-
-

Costume

-
-
-
-

THE GREENHOUSE EFFECT AND GLOBAL WARMING

Carbon dioxide and other naturally occurring gases in the earth's atmosphere create a natural greenhouse effect by trapping and absorbing solar radiation. These gases act as a blanket and keep the planet warm enough for life to survive and flourish. The warming of the earth is balanced by some of the heat escaping from the atmosphere back into space. Without this compensating flow of heat out of the system, the temperature of the earth's surface and its atmosphere would rise steadily.

Scientists are increasingly concerned about a human-driven greenhouse effect resulting from a rise in atmospheric levels of carbon dioxide and other heat-trapping greenhouse gases. The man-made greenhouse effect is the exhalation of industrial civilization. A major contributing factor is the burning of large amounts of fossil fuels—coal, petroleum, and natural gas. Another is the destruction of the world's forests, which reduces the amount of carbon dioxide converted to oxygen by plants. Emissions of carbon dioxide, chlorofluorocarbons, nitrous oxide, and methane from human activities will enhance the greenhouse effect, causing the earth's surface to become warmer. The main greenhouse gas, water vapor, will increase in response to global warming and further enhance it.

There is agreement within the scientific community that the buildup of greenhouse gases is already causing the earth's average surface temperature to rise. This is changing global climate at an unusually fast rate. According to the World Meteorological Organization, the earth's average temperature climbed about 1 degree F in the past century, and nine of the ten warmest years on record have occurred since 1990. A United Nations panel has predicted that average global temperatures could rise as much as 10.5 degrees F during the next century as heat-trapping gases from human industry accumulate in the atmosphere.

What are the potential impacts of an enhanced greenhouse effect? According to estimates by an international committee, North American climatic zones could shift northward by as much as 550 kilometers (340 miles). Such a change in climate would likely affect all sectors of society. In some areas, heat and moisture stress would cut crop yields, and traditional farming practices would have to change. For example, in the North American grain belt, higher temperatures and more frequent drought during the growing season might require farmers to switch from corn to wheat and to use more water for irrigation.

Global warming may also cause a rise in sea level by melting polar ice caps. A rise in sea level would accelerate coastal erosion and inundate islands and low-lying coastal plains, some of which are densely populated. Millions of acres of coastal farmlands would be covered by water. Furthermore, the warming of seawater will cause the water to expand, thus adding to the potential danger.

Global warming has already left its fingerprint on the natural world. Two research teams recently reviewed hundreds of published papers that tracked changes in the range and behavior of plant and animal species, and they found ample evidence of plants blooming and birds nesting earlier in the spring. Both teams concluded that rising global temperatures are shifting the ranges of hundreds of species—thus climatic zones—northward. These studies are hard evidence that the natural world is already responding dramatically to climate change, even though the change has just begun. If global warming trends continue, changes in the environment will have an enormous impact on world biology. Birds especially play a critical role in the environment by pollinating plants, dispersing seeds, and controlling insect populations; thus, changes in their populations will reverberate throughout the ecosystems they inhabit.

29. According to the passage, how do carbon dioxide and other greenhouse gases affect the earth-atmosphere system?
- (A) They collect solar radiation that warms the earth's surface.
 - (B) They create the conditions for new forms of life to emerge.
 - (C) They cause heat to flow from the atmosphere into space.
 - (D) They decrease the amount of oxygen in the atmosphere.
30. Which sentence below best expresses the essential information in the highlighted sentence in paragraph 2? Incorrect choices change the meaning in important ways or leave out essential information.
- (A) The greenhouse effect causes breathing problems in industrial workers.
 - (B) The growth of industry was made possible by the greenhouse effect.
 - (C) Scientists are seeking better ways to manufacture greenhouse gases.
 - (D) Industrial activities result in emissions that cause the greenhouse effect.
31. All of the following are contributing factors to global warming EXCEPT
- (A) the burning of coal and petroleum
 - (B) the loss of forest lands
 - (C) the conversion of carbon dioxide to oxygen
 - (D) the buildup of water vapor in the atmosphere
32. The word **enhance** in paragraph 2 is closest in meaning to
- (A) strengthen
 - (B) counteract
 - (C) stabilize
 - (D) parallel
33. What can be inferred from paragraph 3 about global climate change?
- (A) Climate change will have both positive and negative effects on human society.
 - (B) It is difficult to predict the effects of climate change over the next century.
 - (C) International organizations have been studying climate change only since 1990.
 - (D) Climate change is likely to continue as long as heat-trapping gases accumulate.
34. According to paragraph 4, what is one effect that climate change could have on agriculture in North America?
- (A) Return to more traditional methods of farming
 - (B) Movement of farms to the northernmost regions
 - (C) Changes in the crops that farmers can grow
 - (D) Less water available for irrigating crops
35. The word **inundate** in paragraph 5 is closest in meaning to
- (A) cover
 - (B) reduce
 - (C) move
 - (D) create
36. Why does the author use the word **fingerprint** in paragraph 6?
- (A) To show that hundreds of fingerprints were examined
 - (B) To introduce conclusive evidence of global warming
 - (C) To describe a method used by two research teams
 - (D) To suggest that people do not cause global warming
37. The word **they** in paragraph 6 refers to
- (A) teams
 - (B) papers
 - (C) species
 - (D) birds

TEST 4

38. The word **hard** in paragraph 6 is closest in meaning to

- (A) difficult
- (B) real
- (C) contradictory
- (D) secret

39. What evidence does the author give that climatic zones have shifted northward?

- (A) Solar radiation escapes from the atmosphere back into space.
- (B) The water in the ocean expands as it gets warmer.
- (C) Plants bloom and birds build nests earlier in the spring.
- (D) Birds no longer pollinate plants or control insect populations.

40. Look at the four squares, **A**, **B**, **C**, and **D**, which indicate where the following sentence could be added to the passage. Where would the sentence best fit?

The combination of melting ice caps with the expansion of water could raise the sea level several centimeters by the year 2100.

A Global warming may also cause a rise in sea level by melting polar ice caps. A rise in sea level would accelerate coastal erosion and inundate islands and low-lying coastal plains, some of which are densely populated. **B** Millions of acres of coastal farmlands would be covered by water. **C** Furthermore, the warming of seawater will cause the water to expand, thus adding to the potential danger. **D**

- 41–42. 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.*

Scientists are concerned about the greenhouse effect and its role in global warming.
•
•
•

Answer Choices

- (A) A rise in atmospheric levels of carbon dioxide and other greenhouse gases is causing the earth's surface to become warmer.
- (B) Some scientists think the temperature trend indicates man-made global warming, while others believe it is natural climate variability.
- (C) Nine of the ten warmest years on record have occurred since 1990.
- (D) A rising sea level and shifts in climatic zones are probable effects of global warming.
- (E) Global warming could result in job loss for millions of farmers in coastal areas.
- (F) Global warming will alter the range and behavior of plants and animals, changing the balance of ecosystems.

Answers to Test 4 – Reading are on page 610.

Record your score on the Progress Chart on page 697.


How to Score Multiple-Choice Questions		
Points Possible	Answers Correct	Points Earned
2 points	3	2
	2	1
	0 – 1	0
3 points	5	3
	4	2
	3	1
	0 – 2	0
4 points	7	4
	6	3
	5	2
	4	1
	0 – 3	0



LISTENING SECTION DIRECTIONS

The Listening section measures your ability to understand conversations and lectures in English. You will hear each conversation and lecture only one time. After each conversation or lecture, you will hear some questions about it. Answer all questions based on what the speakers state or imply.

You may take notes while you listen. You may use your notes to help you answer the questions.

Most questions have four possible answers. In some questions, you will see this icon: . This means that you will hear, but not see, part of the question.

Some questions have special directions, which appear in a gray box. Most questions are worth one point. If a question is worth more than one point, special directions will indicate how many points you can receive.

You have approximately 40 minutes to complete the Listening section. This includes the time for listening to the conversations and lectures and for answering the questions.

To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear the first question, uncover the questions and answers.



TEST 4, Track 2

1. What is the purpose of the conversation?

- (A) The man needs information for a research project.
- (B) The man wants to change his housing situation.
- (C) The man wants to move to a house off campus.
- (D) The man wants to know why his rent was raised.

2. What are some features of the suites in the villages?

Click on two answers.

- (A) A full refrigerator
- (B) Two study rooms
- (C) A fireplace
- (D) Two to four bedrooms

3. Listen again to part of the conversation. Then answer the question.

Why does the woman say this:

- (A) To show her concern for the man's situation
- (B) To suggest that she is sad about leaving her suite
- (C) To express regret at not being able to help the man
- (D) To apologize for not answering the man's question



TEST 4, Track 3

6. What are the students mainly discussing?

- (A) Characteristics of two design styles
- (B) The relationship of design to architecture
- (C) Popular styles of the 1930s
- (D) Taking photographs of buildings

4. What does the man think of the cost of rent in the villages?

- (A) The rent should be lower for such old buildings.
- (B) The rent is reasonable for the features included.
- (C) The rent is higher than he hoped it would be.
- (D) The rent is similar to that of a house off campus.

5. Listen again to part of the conversation. Then answer the question.

Select the sentence that best expresses how the man probably feels.

- (A) "I don't think I'll be able to get a room in the villages."
- (B) "I'm surprised at the number of people who live there."
- (C) "I don't like the idea of living with 27 people."
- (D) "I'm confused about why there is a waiting list."

7. Listen again to part of the conversation. Then answer the question.

Select the sentence that best expresses how the man probably feels.

- (A) "I'm bored with the designs we are studying."
- (B) "I'm pleased that our professor knows so much."
- (C) "I'm surprised that so many styles exist."
- (D) "I'm concerned about the amount we have to learn."