BARRON'S

THE TRUSTED NAME IN TEST PREP

# TOEFL iBT®

# Premium

## EIGHTEENTH EDITION

- 8 full-length practice tests with detailed answer explanations
- Detailed content review and practice for all sections of the exam
- Online audio for all listening comprehension practice

Pamela J. Sharpe, Ph.D.

SCAN NOW for ONLINE PRACTICE

TOEFL iBT® is a registered trademark of Educational Testing Service (ETS), which is not affiliated with Barron's and was not involved in the production of, and does not endorse, this product.

BARRON'S

# TOEFL iBT®
# Premium
## EIGHTEENTH EDITION

Pamela J. Sharpe, Ph.D.

TOEFL iBT® is a registered trademark of Educational Testing Service (ETS), which is not affiliated with Barron's and was not involved in the production of, and does not endorse, this product.

**To my students at home and abroad with best wishes for success on the TOEFL and after the TOEFL**

## About the Author

Dr. Pamela Sharpe is an internationally recognized educator in the field of English as a second language (ESL). She has been a member of the faculty at many prestigious colleges and universities in the United States, including the University of Florida, University of Texas at Austin, Miami Dade Community College, and the Ohio State University. In addition, she was the founding director of the American Language Institute at the University of Toledo, a curriculum specialist for federal bilingual education programs, and chair of Modern Languages at Arizona Western College. As a member of the statewide television faculty of Northern Arizona University, she taught graduate courses for teachers via the interactive television network throughout the state of Arizona. She has received numerous awards for teaching. An educational consultant for schools across the globe, Dr. Sharpe has been actively involved in teacher training and development both in the United States and as a Fulbright Scholar in Latin America.

Dr. Sharpe is a preeminent authority in test preparation for the TOEFL and the TOEIC. Her text, *Barron's TOEFL iBT* ®, is in the eighteenth edition and has been a consistent best seller worldwide. She has published twelve books, including four for TOEFL preparation, that have been used successfully by millions of students.

Dr. Sharpe earned her bachelor's degree Phi Beta Kappa with honors from the Ohio State University, her master's degree in Linguistics from the University of Florida, and her Ph.D. in TESL, the Teaching of English as a Second Language, from the Ohio State University.

© Copyright 2024, 2020, 2019, 2016, 2013, 2010, 2006 by Kaplan North America, LLC, d/b/a Barron's Educational Series

Previous edition under the title *How to Prepare for the TOEFL Test: Test of English as a Foreign Language* © copyright 2004, 2001, 1999, 1996, 1994, 1989, 1986, 1983, 1979, 1977 by Barron's Educational Series, Inc.

All rights reserved under International and Pan-American Copyright Conventions. By payment of the required fees, you have been granted the non-exclusive, non-transferable right to access and read the text of this eBook on screen. No part of this text may be reproduced, transmitted, downloaded, decompiled, reverse engineered, or stored in or introduced into any information storage and retrieval system, in any form or by any means, whether electronic or mechanical, now known or hereinafter invented, without the express written permission of the publisher.

Published by Kaplan North America, LLC, d/b/a Barron's Educational Series
1515 W. Cypress Creek Road
Fort Lauderdale, FL 33309
**www.barronseduc.com**

ISBN: 978-1-5062-9068-3

10 9 8 7 6 5 4 3 2 1

# TABLE OF CONTENTS

About the Author

Online Learning Hub

## 1 STUDY PLAN

✔ ***Develop a personal study plan***

Study Habits
A Checklist for Success
Syllabus

## 2 ORIENTATION

✔ ***Inform yourself about the TOEFL iBT®***

Overview of the TOEFL
Frequently Asked Questions

## 3 PRETEST FOR THE TOEFL iBT®

✔ ***Evaluate your strengths and weaknesses***

Model Test 1: Pretest
Answer Keys

## 4 REVIEW OF TOEFL iBT® SECTIONS

✔ ***Study the most frequent question types***

Reading
Listening
Speaking
Writing

## 5 ACADEMIC SKILLS

✔ ***Master the most important academic skills***

Campus Vocabulary
Taking Notes
Paraphrasing
Summarizing
Synthesizing
Answers and Audio Scripts

## 6 PROGRESS TESTS FOR THE TOEFL iBT®

✔ ***Practice taking full-length model tests***

Model Test 2: Progress Test
Model Test 3: Progress Test
Model Test 4: Progress Test
Model Test 5: Progress Test
Model Test 6: Progress Test
Model Test 7: Progress Test
Model Test 8: Progress Test

## 7 SCORE ESTIMATES

✔ ***Estimate your score***

Important Background Information
Procedure for Scoring
Reference Charts for Estimating Scores
Example for Scoring Model Tests
Score Comparisons
Feedback
Rating and Scoring

## 8 RESOURCES

✔ ***Use resources to support your preparation***

Websites for TOEFL
Tutors and Online Teachers
Dr. Sharpe's Website
Professional TOEFL Evaluation Services
Official TOEFL Sites
Teaching Tips
Perspectives for Teachers

## GLOSSARY OF CAMPUS VOCABULARY

## ACKNOWLEDGMENTS

# ONLINE LEARNING HUB

When you visit the learning hub that accompanies this book, you will find:

- all audio files for the listening prompts for the Listening, Speaking, and Writing Sections of the Model Tests, Quizzes, and the Activities to practice the Academic Skills in Chapter 5.
- the answer explanations and scripts for the review material and model tests
- TOEFL grammar review PDF

**So how do you access the site?**

1. Go to *www.barronseduc.com/booksonline*.
2. Search for this book by title or ISBN in the search field.
3. Once you find the correct book, click **Register**.
4. Enter all information asked for on the registration page.
5. You will be sent an email with a username and password.
6. Once you log into the Learning Hub, your TOEFL material will appear in your **Resources**.

**Problems with Access?**
Contact Barron's by email with your problem at *support@barronseduc.com*

# 1
# STUDY PLAN

## ✔ *Develop a personal study plan*

Many students do not prepare for the TOEFL iBT® before they take the test. They do not even read the *TOEFL iBT ® Information and Registration Bulletin* when they register. You have an advantage. By using this book and the online materials that supplement it, you have a plan for success.

**User-friendly icons will help you navigate from the book to the online material in each chapter.**

When you see the Internet icon in the book, go to the Barron's Online Learning Hub to access the material referenced.

When you see the headphone icon in the book, go to Barron's Online Learning Hub to access the audio track number referenced.

## STUDY HABITS

## Study Habits

A habit is a pattern of behavior that is acquired through repetition.

Research indicates that it takes about 21 days to form a habit.

The study habits here are characteristic of successful students.

Be successful!

Form these habits now.

They will help you on the TOEFL and after the TOEFL.

## Accept responsibility

- Don't rely on luck
- Work diligently

Successful students understand that the score on the TOEFL is their responsibility. It doesn't happen because of luck. It's the result of their own efforts.

Take responsibility for *your* TOEFL score. Don't leave it to chance.

## Get organized

- Find a study area
- Keep your materials in one place

You'll need a place to study where you can concentrate. Try to find a place where you can organize your study materials and leave them until the next study session. If that isn't practical, then find a bag that you can use to store all your TOEFL materials so that you have everything you need when you go to the library or another place to study. This will save time, and you'll be less likely to lose important notes for your TOEFL prep.

## Set realistic goals

- Evaluate your English
- Set a goal that you can achieve

Be honest about your preparation. Students who are just beginning to learn English are not prepared to take the TOEFL. Give yourself the time you need to prepare. By setting an unrealistic goal, for example, to finish preparing with this book in one week, you will probably be very disappointed. Even advanced students need time to learn academic skills and review language skills as well as to take model tests.

## Manage time

- Schedule study time
- Use unscheduled time well

Successful students have a schedule that helps them manage their time. Preparing for the TOEFL is planned for on a regular basis just like a standing appointment. If it is written down on a schedule, it is more probable that you will give TOEFL preparation the time necessary to achieve your goal.

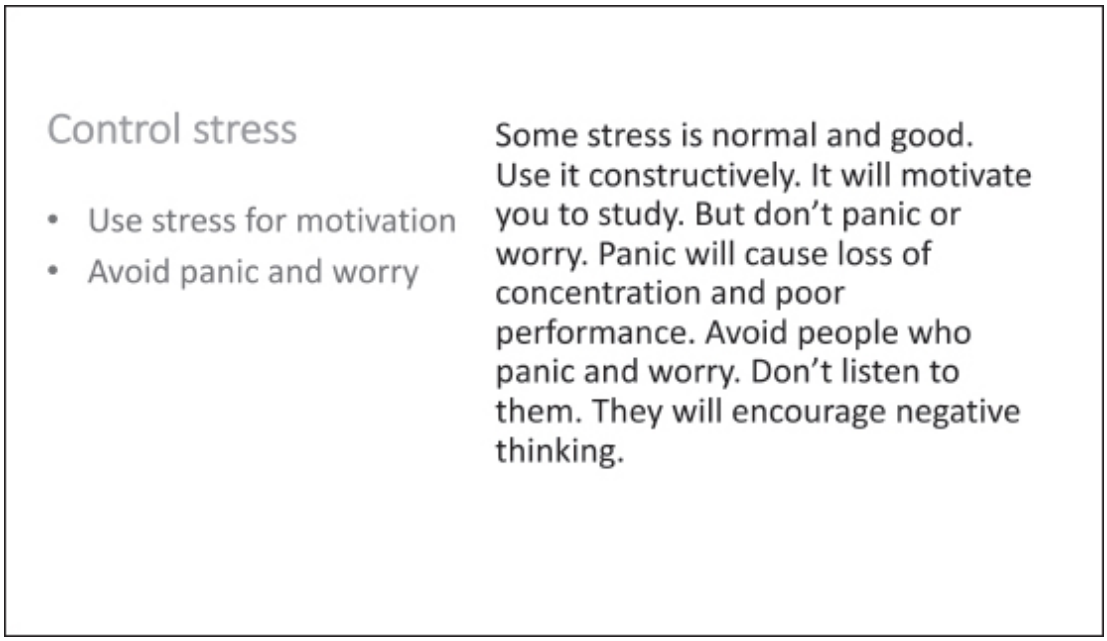
Learn to use time while you are waiting for an appointment or commuting on public transportation to study. Even a 5-minute review will help you.

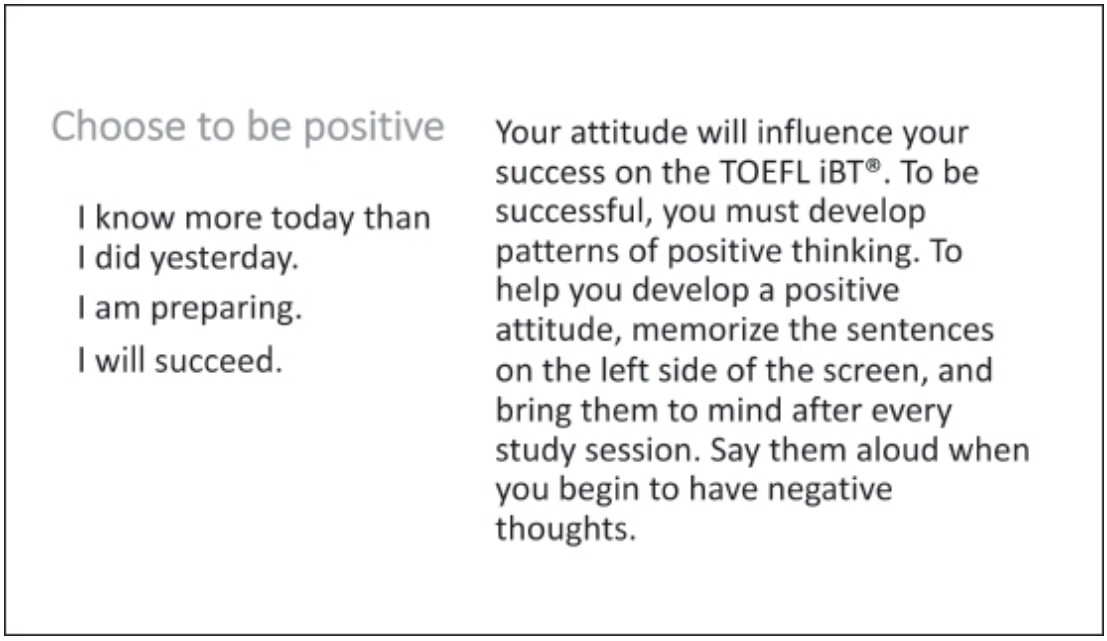
## Learn from mistakes

- Study the explanatory and example answers online
- Review your errors

If you knew everything, you wouldn't need this book. Expect to make mistakes on the practice tests and model tests.

Read the explanatory and example answers online, and learn from your mistakes. If you do this, you will be less likely to make those mistakes again on the official TOEFL iBT®.




# A CHECKLIST FOR SUCCESS

This book is easy to use. Each chapter corresponds to one of the goals on the checklist. More than 2 million Barron's students have succeeded on the

TOEFL. You can be successful, too, by checking off each of these goals as you finish another chapter:

- ✔ *Develop a personal study plan*
- ✔ *Inform yourself about the TOEFL iBT ®*
- ✔ *Evaluate your strengths and weaknesses*
- ✔ *Study the most frequent question types*
- ✔ *Master the most important academic skills*
- ✔ *Learn the grammar that adds points*
- ✔ *Practice taking full-length model tests*
- ✔ *Estimate your score*
- ✔ *Use resources to support your preparation*

# SYLLABUS

A *syllabus* is a study plan for a course. This syllabus can be used either for self-study or for a classroom.

## *Barron's TOEFL iBT ® 18th Edition*

| WEEK | GOALS | BOOK | ONLINE | HOMEWORK |
|---|---|---|---|---|
| 1 | *Develop a personal study plan*<br>*Inform yourself about the TOEFL iBT®*<br>*Evaluate your strengths and weaknesses* | Chapter 1<br>Chapter 2<br>Chapter 3<br>Pretest: Model Test 1 | Explanatory and Example Answers for Model Test 1 | Organization<br>Self-Evaluation |
| 2 | *Study the most frequent question types*<br>Reading<br>Listening<br>Speaking<br>Writing | Chapter 4 | | |
| 3 | *Master the most important academic skills*<br>Campus Vocabulary<br>Taking Notes<br>Paraphrasing | Chapter 5 | | Activities 1–10<br>Activities 11–20<br>Activities 21–30 |
| 4 | Summarizing<br>Synthesizing | Chapter 5 | | Activities 31–40<br>Activities 41–50 |
| 5 | *Learn the grammar that adds points* | | Usage and Style | Usage Problems<br>Style Problems |
| 6 | *Practice taking full-length model tests* | Chapter 6<br>Progress Test: Model Test 2<br>Progress Test: Model Test 3 | Explanatory and Example Answers for Model Test 2<br>Explanatory and Example Answers for Model Test 3 | Review Model Test 2<br>Review Model Test 3 |
| 7 | | Chapter 6<br>Progress Test: Model Test 4<br>Progress Test: Model Test 5 | Explanatory and Example Answers for Model Test 4<br>Explanatory and Example Answers for Model Test 5 | Review Model Test 4<br>Review Model Test 5 |
| 8 | | Chapter 6<br>Progress Test: Model Test 6<br>Progress Test: Model Test 7 | Explanatory and Example Answers for Model Test 6<br>Explanatory and Example Answers for Model Test 7 | Review Model Test 6<br>Review Model Test 7 |
| 9 | | Chapter 6<br>Progress Test: Model Test 8 | Explanatory and Example Answers for Model Test 8 | Review Model Test 8 |
| 10 | *Estimate your score* | Chapter 7 | | Individualized Review |

# Individualized Study

*Barron's TOEFL iBT ®, 18th Edition*, is designed to support self-study or classroom preparation. After analyzing the Pretest, the teacher can assign individualized review by selecting the chapters and pages that focus on the most challenging sections of the test for each student. It is often helpful to divide the class into groups of students who have similar patterns of error on the Pretest. Model tests provide a process for monitoring individual progress and redirecting student effort. Students who are not in a class can determine which sections of the test require the most time for self-study.

# 2
# ORIENTATION

## ✔ *Inform yourself about the TOEFL iBT ®*

## OVERVIEW OF THE TOEFL

The TOEFL iBT® tests your ability to understand and use English for academic purposes. There are four sections on the TOEFL, with special directions for each section.

### Reading Section

The Reading Section tests your ability to understand reading passages like those in college textbooks. You will read two passages. After each passage, you will answer 10 questions. You will have 35 minutes to read both passages and answer the questions.

Some passages may include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation. Click on NEXT to go to the next question or BACK to return to a previous question to change answers. A clock on the screen will show how much time you have remaining.

### Listening Section

The Listening Section tests your ability to understand conversations and lectures that are typical of academic interactions on a college campus. You

will hear two conversations and three lectures and will answer 5–6 questions after each one. You will hear each conversation or lecture only one time. Answer the questions based on what is stated or implied by the speakers. You may take notes while you listen and use them to answer the questions, but notes will not be graded.

You must answer each question before you can continue and you cannot return to previous questions. To complete all of the questions, you should try to answer two questions in about one minute. A clock will indicate how much time is remaining. The clock will operate only while you are answering questions, not while you are listening.

## Speaking Section

The Speaking Section tests your ability to speak in English in an academic setting. There are four questions. Question 1 is about a familiar topic. Questions 2 and 3 include both a reading passage and either a conversation or a lecture on the same topic. The questions ask you to include information from both the reading and the listening passages in your answers. Question 4 is a lecture that you are asked to summarize. You may take notes as you listen, but notes will not be graded.

You will have 15–30 seconds to prepare for each question, and 45–60 seconds to speak. You will have about 16 minutes to complete the Speaking Section. A clock on the screen will show how much time is remaining for each question.

Your speaking will be evaluated on your ability to speak clearly and to be understood, and your ability to communicate information accurately. Use your own words. Memorized responses will result in a lower score.

## Writing Section

The Writing Section tests your ability to write academic English. There are two writing tasks.

### Integrated Writing Question

First you will have 3 minutes to read a passage about an academic topic and then you will listen to a lecture about the same topic. You may take notes and use them to organize your essay, but notes will not be graded. After the lecture, you will have 20 minutes to write a summary of the lecture and to explain how it relates to the reading passage. While you write, you will see the reading passage again. Be sure to use information from both the lecture and the reading passage in your response.

Your essay will be evaluated for organization, vocabulary, grammar and a complete answer to the question. Typically, a good essay will require that you write 150–225 words.

### Academic Discussion Question

You will have 10 minutes to read a question posted by a professor and two responses by students in the class and then to write a response that contributes, and adds, to the discussion.

Your response will be evaluated for staying on topic, making clear explanations, using precise vocabulary and a variety of grammatical structures. Typically, a good response will require that you write at least 100 words.

# FREQUENTLY ASKED QUESTIONS

## Why Should I Take the TOEFL iBT®?

You have made an excellent decision! You are preparing to take the TOEFL, a test that is accepted by more than 12,000 universities, scholarship programs, licensing and certification agencies, and work visa offices in over 160 countries, including Australia, Canada, New Zealand, the U.S., and the U.K. and across Europe, Asia, and Latin America.

## How Can I Take the TOEFL?

Now you have another decision to make. You can choose from three different options.

### Traditional TOEFL

You can take the TOEFL at a test center on a computer.

### TOEFL Home Edition

You can take the TOEFL at home on your computer.

### TOEFL Paper Edition

You can take it at a test center on paper and complete it at home on your computer. The Paper Edition is currently available in Colombia, Mexico, India, and the United States, but be sure to check the TOEFL website at *www.ets.org* for additional testing sites.

## Is There a New Format for the TOEFL?

Yes! Beginning July 26, 2023, the test is shorter because of shorter directions, better navigation, and fewer questions in the Reading and Listening Sections. All unscored questions were removed. In addition, the Independent Writing Essay was replaced with a shorter Academic Discussion paragraph.

## What Skills Are Tested on the New TOEFL iBT®?

Academic language skills are tested in separate sections: Reading, Listening, Speaking, and Writing. If you take the TOEFL at a test center or on your computer at home, you will complete all four skill sections on the computer. If you take the Paper Edition, you will complete the Reading, Listening, and Writing Sections at a test center and the Speaking Section at home on your computer.

## What Accents Will I Hear on the Audio for the TOEFL?

The conversations, lectures, and discussions on the Listening Section and Question 1 on the Speaking Section include English accents by educated native speakers from North America, the U.K., New Zealand, and Australia.

## What Are the Requirements for the Home Edition of the iBT?

***A desktop or laptop computer with one screen only***

You may not take the test on a tablet, a mobile device, or a computer with several screens.

***A licensed and approved operating system***

At this time, PC Windows version 10 and higher as well as MAC OSX 13 and higher are supported. Unlicensed or test mode versions are not supported. Be sure to check the TOEFL website for the most current system requirements.

***An approved browser***

Chrome and Firefox are approved at this time.

***An internal or external speaker and microphone***

Headsets and earphones are not allowed.

***A camera***

The camera can be built into your computer or on a separate webcam. You will have to move the camera to show your room and table at 360 degrees before you begin your test. Test takers with built-in cameras must be able to pick up and carry their computers to provide a complete view of the room before the test begins.

***Erasable note-taking materials***

You may use a whiteboard with an erasable marker or one sheet of paper inside a transparent sheet protector with an erasable marker. If you use a whiteboard, the entire board must lay flat on your desk, with nothing hanging over the sides of the desk. All notes must be erased at the end of the test.

***A secure testing area***

You must be alone in a room with the door closed. You may not use a public area such as an Internet café or a restaurant. Your table must be clear of all notes and study materials, and you may not have food or drinks during the test. You must sit in a standard desk chair in front of the computer. The door to your room must be on camera while you are taking the test.

***A recognizable face***

You must also make sure that the proctor can see your ears and face. Do not wear a hat, mask, or hairstyle that covers them. If you wear a religious head covering, be sure that the proctor can see your ears. Do not wear jewelry or hair accessories. You may wear your engagement or wedding ring.

## How Do I Register for the TOEFL iBT®?

Visit the TOEFL website at *www.ets.org* to create an account and to find instructions and help with registration for all three TOEFL options. Be sure to register several months before the date that you want to take the test.

## What Are the Fees for the TOEFL?

The fees for the test administration, including four score reports, depends on the location that you choose. Current testing fees range from $185 to $340 U.S. Late registration fees are $40, and rescheduling fees are $60. If you cancel your registration more than four days before your test, you will be reimbursed for half of your fees. If the test is canceled by ETS, you will be reimbursed for the full amount.

## How Can I Pay the Fees?

You can pay by credit card, e-check from bank accounts in the United States and its territories, or PayPal. In some countries, the only credit card option is Visa. Vouchers are still available in a few countries. You will find the latest information for payments in your country in the *TOEFL iBT ® Information Bulletin* or on the ETS TOEFL website where you register.

## What Should I Bring to the Test?

If you are taking the iBT at a test center, you should bring a valid form of identification, and you may need a mask. For the paper version, bring a printout of your email confirmation and two #2 pencils with erasers. Plan to arrive 30 minutes before the test so that you have time to check in.

## What Forms of ID Are Acceptable?

All TOEFL test options require that you show a valid form of ID when you check in. In general, you should have an original government-issued document with your photo and signature. It should include your name and date of birth exactly as they appear on your registration. In some countries, you may need additional documents, and you may also need to provide a fingerprint or other biometric identification. You can find specific information for your country in the *TOEFL iBT ® Information Bulletin* or when you register for the test online.

## What If There Is a Problem During My Test?

If there is a problem with the Internet connection or power to the computer, you will receive either a full refund or a free test at another time. If you are having a problem with the technology, raise your hand to get your proctor’s attention. This does not happen very often.

## Will Everyone Speak at the Same Time to Record Their Answers for the Speaking Section?

If you take the TOEFL at a test site, speakers will begin to record their answers at slightly different times. The problem is that you may be disturbed by the noise while you are trying to concentrate on your answers either on the Speaking Section or on other sections of the test. It is a good idea to keep your headphones on during the entire test in order to block out as much of the noise as possible. If you take the Home Edition or the Paper Edition, you will be the only one in the room while you are completing the Speaking Section, and it will be quiet.

## How Often May I Take the TOEFL iBT®?

You may take the TOEFL as many times as you wish to score to your satisfaction, but there must be three full days between each test.

## When Can I See My Scores?

***Test Center*** 4–8 days after your test date
***iBT***

***Home Edition*** 4–8 days after your test date

***Paper Edition*** 11–13 days after your test date

You will receive an email to let you know when you can access your scores from your TOEFL account online, or you can check your online account.

## What Are MyBest® Scores?

Also called superscores, MyBest® scores are a report of your highest score in each section, using all of your TOEFL scores from the tests you have taken in the previous two years. Many, but not all, universities and agencies

accept MyBest® scores. The Paper Edition reports MyBest® scores using only Paper Edition TOEFL scores, not scores from the Home Edition or the traditional TOEFL administered at a test center.

## Will Proficiency in English Always Result in a High TOEFL Score?

Many students and professionals who take the TOEFL are proficient in English but are not prepared to take an English proficiency test. That is why it is important to use this book and the materials online to prepare and practice before you take the TOEFL.

## Will I Succeed on the TOEFL?

You will receive from your study what you give to your study. The information is here. Now, it is up to you to devote the time and the effort. More than two million students have succeeded by using *Barron's TOEFL iBT* ®. You can be successful, too!

# MODEL TEST 1

## TOEFL iBT® PAPER EDITION

## SECTION 1 READING

1. Ⓑ
2. Ⓑ
3. Ⓑ
4. Ⓑ
5. Ⓑ
6. Ⓑ
7. Ⓑ
8. Ⓑ
9. Ⓑ
10. Ⓑ
11. Ⓑ
12. Ⓑ
13. Ⓑ
14. Ⓑ
15. Ⓑ
16. Ⓑ
17. Ⓑ
18. Ⓑ

**19.** Ⓑ

**20.** Ⓑ

## SECTION 2 LISTENING

1. Ⓑ
2. Ⓑ
3. Ⓑ
4. Ⓑ
5. Ⓑ
6. Ⓑ
7. Ⓑ
8. Ⓑ
9. Ⓑ
10. Ⓑ
11. Ⓑ
12. Ⓑ
13. Ⓑ
14. Ⓑ
15. Ⓑ
16. Ⓑ
17. Ⓑ
18. Ⓑ

**19.** Ⓑ

**20.** Ⓑ

**21.** Ⓑ

**22.** Ⓑ

**23.** Ⓑ

**24.** Ⓑ

**25.** Ⓑ

**26.** Ⓑ

**27.** Ⓑ

**28.** Ⓑ

# 3

# PRETEST FOR THE TOEFL iBT®

## ✔ Evaluate your strengths and weaknesses

MODEL TEST 1: PRETEST

The audio for the Listening, Speaking, and Writing Sections can be found on Barron's Online Learning Hub.

## READING SECTION

The Reading Section tests your ability to understand reading passages like those in college textbooks. You will read two passages. After each passage, you will answer 10 questions. You will have 35 minutes to read both passages and answer the questions.

Some passages may include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation. Click on NEXT to go to the next question or BACK to return to a previous question to change answers. A clock on the screen will show how much time you have remaining.

### *Reading 1*

The following reading passage was adapted from *World Mythology*, Third Edition by Donna Rosenberg, National Textbook-McGraw Hill Education, 1998.

### *"Beowulf"*

Historical Background

P1➔ The epic poem *Beowulf*, written in Old English, is the earliest existing Germanic epic and one of four surviving Anglo-Saxon manuscripts. Although *Beowulf* was written by an anonymous Englishman in Old English, the tale takes place in that part of Scandinavia from which Germanic tribes emigrated to England. Beowulf comes from Geatland, the southeastern part of what is now Sweden. Hrothgar, king of the Danes, lives near what is now Leire, on Zealand, Denmark's largest island. The *Beowulf* epic contains three major tales about *Beowulf* and several minor tales that reflect a rich Germanic oral tradition of myths, legends, and folklore.

P2➔ The *Beowulf* warriors have a foot in both the Bronze and Iron Ages. Their mead-halls reflect the wealthy living of the Bronze Age Northmen, and their wooden shields, wood-shafted spears, and bronze-hilted swords are those of the Bronze Age warrior. However, they carry iron-tipped spears, and their best swords have iron or iron-edged blades. *Beowulf* also orders an iron shield for his fight with a dragon. Iron replaced bronze because it produced a blade with a cutting edge that was stronger and sharper. The Northmen learned how to forge iron in about 500 B.C. Although they had been superior to the European Celts in bronze work, it was the Celts who taught them how to make and design iron work. Iron was accessible everywhere in Scandinavia, usually in the form of "bog-iron" found in the layers of peat in peat bogs.

P3 The *Beowulf* epic also reveals interesting aspects of the lives of the Anglo-Saxons who lived in England at the time of the anonymous *Beowulf* poet. The Germanic tribes, including the Angles, the Saxons, and the Jutes, invaded England from about A.D. 450 to 600. By the time of the Beowulf poet, Anglo-Saxon society in England was neither primitive nor uncultured.

P4➔ Although the *Beowulf* manuscript was written in about A.D. 1000, it was not discovered until the seventeenth century. Scholars do not know whether *Beowulf* is the sole surviving epic from a flourishing Anglo-Saxon literary period that produced other great epics or whether it was unique

even in its own time. Many scholars think that the epic was probably written sometime between the late seventh century and the early ninth century. If they are correct, the original manuscript was probably lost during the ninth-century Viking invasions of Anglia, in which the Danes destroyed the Anglo-Saxon monasteries and their great libraries. However, other scholars think that the poet's favorable attitude toward the Danes must place the epic's composition after the Viking invasions and at the start of the eleventh century, when this *Beowulf* manuscript was written.

P5 The identity of the *Beowulf* poet is also uncertain. He apparently was a Christian who loved the pagan heroic tradition of his ancestors and blended the values of the pagan hero with the Christian values of his own country and time. Because he wrote in the Anglian dialect, he probably was either a monk in a monastery or a poet in an Anglo-Saxon court located north of the Thames River.

Appeal and Value

P6 *Beowulf* interests contemporary readers for many reasons. First, it is an outstanding adventure story. Grendel, Grendel's mother, and the dragon are marvelous characters, and each fight is unique, action-packed, and exciting. Second, *Beowulf* is a very appealing hero. He is the perfect warrior, combining extraordinary strength, skill, courage, and loyalty. Like Hercules, he devotes his life to making the world a safer place. He chooses to risk death in order to help other people, and he faces his inevitable death with heroism and dignity. Third, the *Beowulf* poet is interested in the psychological aspects of human behavior. For example, the Danish hero's welcoming speech illustrates his jealousy of Beowulf. The behavior of Beowulf's warriors in the dragon fight reveals their cowardice. Beowulf's attitudes toward heroism reflect his maturity and experience, while King Hrothgar's attitudes toward life show the experiences of an aged nobleman.

P7 Finally, the *Beowulf* poet exhibits a mature appreciation of the transitory nature of human life and achievement. In *Beowulf*, as in the major epics of other cultures, the hero must create a meaningful life in a world that is often dangerous and uncaring. He must accept the inevitability of death. He chooses to reject despair; instead, he takes pride in himself and in his accomplishments, and he values human relationships.

1.According to paragraph 1, which of the following is true about *Beowulf*?

It is the only manuscript from the Anglo-Saxon period.

The original story was written in a German dialect.

The author did not sign his name to the poem.

It is one of several epics from the first century.

Paragraph 1 is marked with an arrow [➔].

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

basic

principal

distinct

current

3.Why does the author mention “bog-iron” in paragraph 2?

To demonstrate the availability of iron in Scandinavia

To prove that iron was better than bronze for weapons

To argue that the Celts provided the materials to make iron

To suggest that 500 B.C. was the date that the Iron Age began

Paragraph 2 is marked with an arrow [➔].

4.Which of the sentences below best expresses the information in the highlighted statement in the passage? The other choices change the meaning or leave out important information.

Society in Anglo-Saxon England was both advanced and cultured.

The society of the Anglo-Saxons was not primitive or cultured.

The Anglo-Saxons had a society that was primitive, not cultured.

England during the Anglo-Saxon society was advanced, not cultured.

5.In paragraph 4, the author suggests that *Beowulf* was discovered in which century?

First century

Ninth century

Eleventh century

Seventeenth century

Paragraph 4 is marked with an arrow [➔].

6.The word unique in the passage is closest in meaning to

old

rare

perfect

weak

7.According to paragraph 4, why do many scholars believe that the original manuscript for *Beowulf* was lost?

Because it is not like other manuscripts

Because many libraries were burned

Because the Danes were allies of the Anglo-Saxons

Because no copies were found in monasteries

Paragraph 4 is marked with an arrow [➔].

8.Look at the four squares [■] that show where the following sentence could be inserted in the passage.

**Moreover, they disagree as to whether this *Beowulf* is a copy of an earlier manuscript.**

Where could the sentence best be added?

Click on a square [■] to insert the sentence in the passage.

9.The word exhibits in the passage is closest in meaning to

creates

demonstrates

assumes

terminates

10.**Directions:** An introduction for a short summary of the passage appears below. Complete the summary by selecting the THREE answer choices that mention the most important points in the passage. Some sentences do not belong in the summary because they express ideas that are not included in the passage or are minor points from the passage. ***This question is worth 2 points.***

***Beowulf* is the oldest Anglo-Saxon epic poem that has survived to the present day.**

•

•

•

Answer Choices

The Northmen were adept in crafting tools and weapons made of bronze, but the Celts were superior in designing and working in iron.

In the Viking invasions of England, the Danish armies destroyed monasteries, some of which contained extensive libraries.

King Hrothgar and Beowulf become friends at the end of their lives, after having spent decades opposing each other on the battlefield.

The poem chronicles life in Anglo-Saxon society during the Bronze and Iron Ages when Germanic tribes were invading England.

Although *Beowulf* was written by an anonymous poet, probably a Christian, about A.D. 1000, it was not found until the seventeenth century.

*Beowulf* is still interesting because it has engaging characters, an adventurous plot, and an appreciation for human behavior and relationships.

# *Reading 2*

The following reading passage was adapted from *Biology*, Eighth Edition by Neil A. Campbell et al., Pearson Education, Inc., 2008.

# *"Thermoregulation"*

P1➔ Mammals and birds generally maintain body temperature within a narrow range (36–38°C for most mammals and 39–42°C for most birds) that is usually considerably warmer than the environment. Because heat always flows from a warm object to cooler surroundings, birds and mammals must counteract the constant heat loss. This maintenance of warm body temperature depends on several key adaptations. The most basic mechanism is the high metabolic rate of endothermy itself. Endotherms can produce large amounts of metabolic heat that replace the flow of heat to the environment, and they can vary heat production to match changing rates of heat loss. Heat production is increased by such

muscle activity as moving or shivering. In some mammals, certain hormones can cause mitochondria to increase their metabolic activity and produce heat instead of ATP. This **nonshivering thermogenesis (NST)** takes place throughout the body, but some mammals also have a tissue called **brown fat** in the neck and between the shoulders that is specialized for rapid heat production. Through shivering and NST, mammals and birds in cold environments can increase their metabolic heat production by as much as 5 to 10 times above the minimal levels that occur in warm conditions.

P2 Another major thermoregulatory adaptation that evolved in mammals and birds is insulation (hair, feathers, and fat layers), which reduces the flow of heat and lowers the energy cost of keeping warm. Most land mammals and birds react to cold by raising their fur or feathers, thereby trapping a thicker layer of air. Humans rely more on a layer of fat just beneath the skin as insulation; goose bumps are a vestige of hair-raising left over from our furry ancestors. Vasodilation and vasoconstriction also regulate heat exchange and may contribute to regional temperature differences within the animal. For example, heat loss from a human is reduced when arms and legs cool to several degrees below the temperature of the body core, where most vital organs are located.

P3➔ Hair loses most of its insulating power when wet. Marine mammals such as whales and seals have a very thick layer of insulation fat called blubber, just under the skin. Marine mammals swim in water colder than their body core temperature, and many species spend at least part of the year in nearly freezing polar seas. The loss of heat to water occurs 50 to 100 times more rapidly than heat loss to air, and the skin temperature of a marine mammal is close to water temperature. Even so, the blubber insulation is so effective that marine mammals maintain body core temperatures of about 36–38°C with metabolic rates about the same as those of land mammals of similar size. The flippers or tail of a whale or seal lack insulating blubber, but countercurrent heat exchangers greatly reduce heat loss in these extremities, as they do in the legs of many birds.

P4➔ Through metabolic heat production, insulation, and vascular adjustments, birds and mammals are capable of astonishing feats of

thermoregulation. For example, small birds called chickadees, which weigh only 20 grams, can remain active and hold body temperature nearly constant at 40°C in environmental temperatures as low as –40°C—as long as they have enough food to supply the large amount of energy necessary for heat production.

P5 Many mammals and birds live in places where thermoregulation requires cooling off as well as warming. For example, when a marine mammal moves into warm seas, as many whales do when they reproduce, excess metabolic heat is removed by vasodilation of numerous blood vessels in the outer layer of the skin. In hot climates or when vigorous exercise adds large amounts of metabolic heat to the body, many terrestrial mammals and birds may allow body temperature to rise by several degrees, which enhances heat loss by increasing the temperature gradient between the body and a warm environment.

P6➔ Evaporative cooling often plays a key role in dissipating the body heat. If environmental temperature is above body temperature, animals gain heat from the environment as well as from metabolism, and evaporation is the only way to keep body temperature from rising rapidly. Panting is important in birds and many mammals. Some birds have a pouch richly supplied with blood vessels in the floor of the mouth; fluttering the pouch increases evaporation. Pigeons can use evaporative cooling to keep body temperature close to 40°C in air temperatures as high as 60°C, as long as they have sufficient water. Many terrestrial mammals have sweat glands controlled by the nervous system. Other mechanisms that promote evaporative cooling include spreading saliva on body surfaces, an adaptation of some kangaroos and rodents for combating severe heat stress. Some bats use both saliva and urine to enhance evaporative cooling.

Glossary

ATP: energy that drives certain reactions in cells

mitochondria: a membrane with many cells of ATP

11.According to paragraph 1, what is the most fundamental adaptation to maintain body temperature?

The heat generated by the metabolism

A shivering reflex in the muscles

Migration to a warmer environment

Higher caloric intake to match heat loss

Paragraph 1 is marked with an arrow [➔].

12.Which of the sentences below best expresses the information in the highlighted statement in the passage? The other choices change the meaning or leave out important information.

An increase in heat production causes muscle activity such as moving or shivering.

Muscle activity like moving and shivering will increase heat production.

Moving and shivering are muscle activities that increase with heat.

When heat increases, the production of muscle activity also increases.

13.The word minimal in the passage is closest in meaning to

most recent

most active

newest

smallest

14.The word regulate in the passage is closest in meaning to

protect

create

reduce

control

15.Look at the four squares [■] that show where the following sentence could be inserted in the passage.

**The insulating power of a layer of fur or feathers mainly depends on how much still air the layer traps.**

Where could the sentence best be added?

Click on a square [■] to insert the sentence in the passage.

16.According to paragraph 3, why do many marine animals require a layer of blubber?

Because marine animals have lost their hair during evolution

Because heat is lost in water much faster than it is in air

Because dry hair does not insulate marine animals

Because they are so large that they require more insulation

Paragraph 3 is marked with an arrow [➔].

17.Why does the author mention “chickadees” in paragraph 4?

To discuss an animal that regulates heat very well

To demonstrate why chickadees have to eat so much

To mention an exception to the rules of thermoregulation

To give a reason for heat production in small animals

Paragraph 4 is marked with an arrow [➔].

18.In paragraph 6, the author states that mammals accomplish evaporative cooling by all of the following methods EXCEPT

spreading saliva over the area

urinating on the body

panting or fluttering a pouch

immersing themselves in water

Paragraph 6 is marked with an arrow [➔].

19.The word enhance in the passage is closest in meaning to

simplify

improve

replace

interrupt

20.**Directions:** An introduction for a short summary of the passage appears below. Complete the summary by selecting the THREE answer choices that mention the most important points in the passage. Some sentences do not belong in the summary because they express ideas that are not included in the passage or are minor points from the passage. ***This question is worth 2 points.***

**Thermoregulation is the process by which animals control body temperatures within healthy limits.**

•

•

•

Answer Choices

Although hair can be a very efficient insulation when it is dry and it can be raised, hair becomes ineffective when it is submerged in cold water.

Some animals with few adaptations for thermoregulation migrate to moderate climates to avoid the extreme weather in the polar regions and the tropics.

Mammals and birds use insulation to mitigate heat loss, including hair and feathers that can be raised to trap air as well as fat or blubber under the skin.

Some birds have a special pouch in the mouth, which can be fluttered to increase evaporation and decrease their body temperatures by as much as 20°C.

Endotherms generate heat by increasing muscle activity, by releasing hormones into their bloodstreams, or by producing heat in brown fat tissues.

Panting, sweating, and spreading saliva or urine on their bodies are all options for the evaporative cooling of animals in hot environmental conditions.

# LISTENING SECTION

# Model Test 1, Listening Section

The Listening Section tests your ability to understand conversations and lectures that are typical of academic interactions on a college campus. You will hear two conversations and three lectures and will answer 5–6 questions after each one. You will hear each conversation or lecture only one time. Answer the questions based on what is stated or implied by the speakers. You may take notes while you listen and use them to answer the questions, but notes will not be graded.

You must answer each question before you can continue and you cannot return to previous questions. To complete all of the questions, you should try to answer two questions in about one minute. A clock will indicate how much time is remaining. The clock will operate only while you are answering questions, not while you are listening.

## *Listening 1 "Learning Center"*

1.What does the woman need?

A meeting with Professor Simpson

An English composition class

An appointment for tutoring

Information about the Learning Center

2.Why does the woman say this:

She is worried that she cannot afford the service.

She is trying to negotiate the cost of the sessions.

She is showing particular interest in the man.

She is expressing surprise about the arrangement.

3.Why is the man concerned about the woman's attendance?

If she is absent, her grade will be lowered.

He will not get a paycheck if she is absent.

She has been sick a lot during the semester.

Her grades need to be improved.

4.What does the man agree to do?

He will show the woman how to use the library.

He will write some compositions for the woman.

He will talk with the woman’s English professor.

He will show the woman how to improve her writing.

5.What does the man imply about the woman’s teacher?

The professor is very difficult to understand.

He does not know where she came from.

Her students seem to like her teaching style.

He is familiar with her requirements.

## *Listening 2 “Geology Class”*

6.What is this lecture mainly about?

A process for improving drainage systems

A comparison of different types of drainage systems

The relationship among the most common drainage systems

The changes that occur in drainage systems over time

7.Why does the professor say this:

To remind the students of the topic for today’s session

To indicate that he expects the students to read the textbook

To encourage the students to participate in the discussion

To demonstrate his respect for the students in his class

8.How does the professor introduce the dendritic drainage system?

By demonstrating how this very old system has evolved

By comparing it to both a tree and the human circulatory system

By criticizing the efficiency of the branches in the system

By drawing conclusions about the climate in the area

9.Why does the professor mention the spokes of a wheel?

To make a point about the streambeds in a trellis pattern

To contrast the formation with that of a rectangular one

To explain the structure of a radial drainage system

To give an example of a dendritic drainage system

10.In the lecture, the professor discusses the trellis drainage pattern. Indicate whether each of the following is typical of this pattern. Click in the correct box for each phrase.

11.What does the professor imply when he says this:

The test questions will be very difficult.

The students should read their textbooks before the test.

The basic patterns from the notes will be on the test.

The test will influence the final grade.

## *Listening 3 “Psychology Class”*

12.What is the discussion mainly about?

The difference between suppression and repression

Why Freud’s theories of defense mechanisms are correct

Some of the more common types of defense mechanisms

How to solve a student’s problem with an unfair professor

13.How does the student explain the term *repression*?

He contrasts it with suppression.

He identifies it as a conscious response.

He gives several examples of it.

He refers to a study by Freud.

14.Why does the professor say this:

She is getting the class to pay attention.

She is making a joke about herself.

She is asking for a compliment.

She is criticizing a colleague.

15.Which of the following is an example of *displacement* that was used in the discussion?

Insisting that the professor dislikes you when you really dislike him

Defending the professor even when you are angry about his behavior

Blaming someone in your study group instead of blaming the professor

Refusing to acknowledge that a problem exists because of a low grade

16.According to the professor, what happened in the 1990s?

The concept of defense mechanisms was abandoned.

New terms were introduced for the same mechanisms.

Modern researchers improved upon Freud’s theory.

Additional categories were introduced by researchers.

17.How does the professor organize the discussion?

She has visual aids to explain each point.

She uses a scenario that students can relate to.

She provides a handout with an outline.

She helps students read the textbook.

## *Listening 4 “Professor’s Office”*

18.Why does the woman go to see her professor?

To get notes from a class that she has missed

To clarify some of the information from a lecture

To talk about her career in international business

To ask some questions about a paper she is writing

19.According to the professor, which factor causes staffing patterns to vary?

The yearly earnings for all of the branch offices

The number of employees in a multinational company

The place where a company has its home office

The number of years that a company has been in business

20.Why does the professor say this:

To indicate that he is getting impatient

To encourage the woman to continue

To show that he does not understand

To correct the woman’s previous comment

21.Which of the following would be an example of a third-country pattern?

A Scottish manager in an American company in Africa

A German manager in a Swiss company in Germany

A British manager in an American company in India

A French manager in a French company in Canada

22.According to the professor, how do senior-level Japanese managers view their assignments abroad?

They consider them to be permanent career opportunities.

They use them to learn skills that they will use in Japan.

They understand that the assignment is only temporary.

They see them as a strategy for their retirement.

## *Listening 5 “Art Class”*

23.What is the lecture mainly about?

The way that drawing has influenced art

The relationship between drawing and other art

The distinct purposes of drawing

The reason that artists prefer drawing

24.According to the professor, why do architects use sketches?

Architects are not clear about the final design at the beginning.

To design large buildings, architects must work in a smaller scale.

Engineers use the architect’s sketches to implement the details.

Sketches are used as a record of the stages in development.

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

She is checking to be sure that the students understand.

She is expressing uncertainty about the information.

She is inviting the students to disagree with her.

She is indicating that she is in a hurry to continue.

26.Why does the professor mention the drawing of Marie Antoinette?

It is an example of a work copied in another medium.

Drawing was typical of the way that artists were educated.

The sketch was a historical account of an important event.

The size of the drawing made it an exceptional work of art.

27.What is the professor’s opinion of Picasso?

Picasso was probably playing a joke by offering drawings for sale.

At the end of his career, Picasso may have chosen drawing because it was easy.

Picasso’s drawings required the confidence and skill of a master artist.

Cave drawings were the inspiration for many of Picasso’s works.

28.According to the lecture, what are the major functions of drawing?

Click on 3 answer choices.

A technique to remember parts of a large work

A method to preserve a historical record

An example of earlier forms of art

An educational approach to train artists

A process for experimenting with media

# SPEAKING SECTION

## Model Test 1, Speaking Section

The Speaking Section tests your ability to speak in English in an academic setting. There are four questions. Question 1 is about a familiar topic. Questions 2 and 3 include both a reading passage and either a conversation or a lecture on the same topic. The questions ask you to include information from both the reading and the listening passages in your answers. Question 4 is a lecture that you are asked to summarize. You may take notes as you listen, but notes will not be graded.

You will have 15–30 seconds to prepare for each question, and 45–60 seconds to speak. You will have about 16 minutes to complete the Speaking Section. A clock on the screen will show how much time is remaining for each question.

Your speaking will be evaluated on your ability to speak clearly and to be understood, and your ability to communicate information accurately. Use your own words. Memorized responses will result in a lower score.

## *Independent Speaking Question 1 "News"*

Listen for a question that asks your opinion about a familiar topic.

## Question

Agree or disagree with the following statement:

Getting news on TV or on a computer is better than reading it in a print newspaper.

Use specific reasons and examples to support your choice.

Preparation Time: 15 seconds

Recording Time: 45 seconds

## *Integrated Speaking Question 2 “Meal Plan”*

Read a short passage, and listen to a talk on the same topic.

Reading Time: 50 seconds

Change in Meal Plans

Residence hall students are no longer required to purchase seven-day meal plans. Now two meal plan options will be offered. The traditional seven-day plan will still be available, including three meals every day at a cost of $168 per month. In addition, a five-day plan will be offered, including three meals Monday–Friday at a cost of $120 per month. Students who elect to use the five-day plan may purchase meals on the weekend at three dollars per meal. The food court in the College Union provides several fast-food alternatives. In addition to burgers and pizza, Chinese food, Mexican food, and a salad bar are also available.

Now listen to two students who are talking about the plan.

**Question**

The man expresses his opinion of the new meal plan. Report his opinion, and explain the reasons that he gives for having that opinion.

Preparation Time: 30 seconds

Recording Time: 60 seconds

# *Integrated Speaking Question 3 “Allegories”*

Read a short passage, and listen to part of a lecture on the same topic.

Reading Time: 50 seconds

Allegories

An allegory is a story, a poem, a play, or an image that can be understood on a deeper level by interpreting symbols or hidden meanings that the author or artist has embedded. Allegories exist on two levels—a literal level that is direct and a figurative level that is below the surface. Characters, settings, and events represent something quite different from those in the literal story. In an allegory, the author often writes about a moral or political theme. Stories to teach a moral lesson to children are often allegories because it is possible through this literary device to explain complicated, abstract ideas in concrete terms by representing them as characters or situations.

Now listen to part of a lecture in a literature class. The professor is talking about a story by Dr. Seuss.

**Question**

Using the example from the lecture, explain why “The Sneetches” is an allegory. Draw upon information in both the reading and the lecture.

Preparation Time: 30 seconds

Recording Time: 60 seconds

# *Integrated Speaking Question 4 “Laboratory Microscope”*

Now listen to part of a talk in a biology laboratory. The teaching assistant is explaining how to use the microscope.

**Question**

Using the main points and examples from the talk, describe the two major systems of the laboratory microscope, and then explain how to use it.

Preparation Time: 20 seconds

Recording Time: 60 seconds

# WRITING SECTION

The Writing Section tests your ability to write academic English. There are two writing tasks.

## Integrated Writing Question

First you will have 3 minutes to read a passage about an academic topic and then you will listen to a lecture about the same topic. You may take notes and use them to organize your essay, but notes will not be graded. After the lecture, you will have 20 minutes to write a summary of the lecture and to explain how it relates to the reading passage. While you write, you will see the reading passage again. Be sure to use information from both the lecture and the reading passage in your response.

Your writing will be evaluated for organization, vocabulary, grammar and a complete answer to the question. Typically, a good response will require that you write 150–225 words.

## Academic Discussion Question

You will have 10 minutes to read a question posted by a professor and two responses by students in the class, and then to write a response that contributes, and adds, to the discussion.

Your response will be evaluated for staying on topic, making clear explanations, using precise vocabulary and a variety of grammatical structures. Typically, a good response will require that you write at least 100 words.

## *Integrated Essay "Online Graduate Programs"*

You have 20 minutes to plan, write, and revise your response to a reading passage and a lecture on the same topic. First, read the passage and take notes. Then, listen to the lecture and take notes. Finally, write your response to the writing question. Typically, a good response will require that you write 150–225 words.

**Reading Passage**

Time: 3 minutes

Online graduate degree programs are being offered worldwide. In many respects, the programs are like the same degree programs available in a traditional campus environment, but in several key aspects, they are very different.

First, online degree programs do not offer one-on-one time with the professors. On campus, professors hold regular office hours and expect to have conferences with their graduate students. In addition, many opportunities present themselves for informal interactions before and after class or in-chance meetings on campus. Some professors invite their graduate students to their homes or otherwise make themselves available in semisocial settings. In contrast, online professors are unable to see their graduate students in person and, consequently, do not know them very well.

Second, many online graduate programs are not as challenging or as high quality as their on-campus counterparts. In fact, some courses are so easy that students are able to complete them online in one weekend. Senior faculty members often refuse to teach the online courses, contributing to the difference in quality of the online and on-campus courses with the same titles. Many excellent professors view the huge numbers in the online

classes as an impediment. Technology allows for more students to take the same course, and junior faculty or graders provide feedback on assignments that are graded by senior faculty teaching on campus.

Third, top schools do not offer online degree programs. Although noncredit courses or even a handful of credit courses may be available, the best schools still require that graduate students complete a more conventional program with most of their time spent in residence on campus. For students who want a graduate degree from a prestigious university, online options are not open to them.

# Model Test 1, Writing Section

Now listen to a lecture on the same topic as the passage that you have just read.

**Question**

Summarize the main points in the lecture, and then explain how they cast doubt on the ideas in the reading passage.

## *Academic Discussion "Allocation of Funds for Transportation"*

**Directions:**

The professor is teaching a class on economics. Respond to the post with the professor's question in it and the posts by two other students. You should express and support your opinion and add new information to the discussion. You will have 10 minutes to read the question and the student responses and to write your own response. Your response should be at least 100 words in length.

**Dr. Patel**

Cities and state governments have to make hard decisions regarding the allocation of funds from their budgets. For example, decisions have to be made about transportation and, specifically, how to spend money to benefit the community. Before the next class, I would like you to discuss this question:

If you were involved in making the decision, how would you vote—to improve the roads and highways or to invest in public transportation such as buses and light rail? Why?

**Mary**

One of the biggest problems in providing public transportation is that ongoing costs also have to be factored into the equation. You have to include wages for drivers and maintenance crews, fuel, and repair. Another problem is the fact that people have not used public transportation after it was provided. How many empty buses do you see running now? I don't think increasing the number is a wise investment.

**Tom**

I disagree with Mary that people don't use public transportation. While it is true that some buses are not running at full capacity, I think that has more to do with scheduling than anything else and that is a problem that could be solved without adding to the budget. Not to mention the benefit to the environment when fewer vehicles are polluting the air.

MODEL TEST 1

ANSWER KEYS

Use the following Answer Keys to check your scores on the Reading and Listening Sections of Model Test 1.

# Reading Section

## Reading 1

1.C

2.B

3.A

4.A

5.D

6.B

7.B

8.C

9.B

10.E D F

## Reading 2

11.A

12.B

13.D

14.D

15.A

16.B

17.A

18.D

19.B

20.C E F

# Listening Section

1.C

2.A

3.B

4.D

5.D

6.B

7.B

8.B

9.C

10.A D E: Yes

11.C

12.C

13.A

14.B

15.C

16.B

17.B

18.B

19.D

20.B

21.A C

22.A

23.C

24.B

25.A

26.C

27.C

28.A B D

# EXPLANATORY AND EXAMPLE ANSWERS, MODEL TEST 1: PRETEST

Go to the Online Learning Hub to study detailed Explanatory Answers for the Reading and Listening Sections and Outlines, Example Answers for the Speaking Section **(Track 4)**, and Example Answers and Checklists for the Speaking and Writing Sections of Model Test 1: Pretest.

# 4

# REVIEW OF TOEFL iBT® SECTIONS

## ✔ *Study the most frequent question types*

## READING

## OVERVIEW OF THE READING SECTION

The Reading Section tests your ability to understand reading passages like those in college textbooks. You will read two passages. After each passage, you will answer 10 questions. You will have 35 minutes to read both passages and answer the questions.

Some passages may include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation. Click on NEXT to go to the next question or BACK to return to a previous question to change answers. A clock on the screen will show how much time you have remaining.

## REVIEW OF QUESTIONS

**Reading Passage**

Read the following passage in your book, and then study the pages that follow for a review of the types of questions that are most frequently tested on the TOEFL iBT®. When you take the test, directions will appear with each question. However, if you already recognize the type of question

presented and are familiar with the directions, you will save time. The less time you have to spend analyzing the question and reading the directions, the more time you will have to read the passages and answer the questions.

The following reading passage was adapted from *Geosystems: An Introduction to Physical Geography*, Seventh Edition by Robert W. Christopherson, Pearson Education, Inc., 2009.

## "Producers, Consumers, and Decomposers"

P1 ➔ Organisms that are capable of using carbon dioxide as their sole source of carbon are called *autotrophs* (self-feeders), or **producers**. These are the plants. They chemically fix carbon through photosynthesis. Organisms that depend on producers as their carbon source are called *heterotrophs* (feed on others), or **consumers**. Generally, these are animals. From the producers, which manufacture their own food, energy flows through the system along a circuit called the **food chain**, reaching consumers and eventually *detritivores.* Organisms that share the same basic foods are said to be at the same *trophic* level. Ecosystems generally are structured in a **food web**, a complex network of interconnected food chains. In a food web, consumers participate in several different food chains, comprising both strong interactions and weak interactions between species in the food web.

P2 Primary consumers feed on producers. A Because producers are always plants, the primary consumer is called an **herbivore**, or plant eater. A **carnivore** is a secondary consumer and primarily eats meat. B A consumer that feeds on both producers (plants) and consumers (meat) is called an **omnivore.** C

P3 Detritivores (detritus feeders and decomposers) are the final link in the endless chain. D Detritivores renew the entire system by releasing simple inorganic compounds and nutrients with the breaking down of organic materials. Detritus refers to all the dead

organic debris—remains, fallen leaves, and wastes—that living processes leave. Detritus feeders—worms, mites, termites, centipedes, snails, crabs, and even vultures, among others—work like an army to consume detritus and excrete nutrients that fuel an ecosystem. **Decomposers** are primarily bacteria and fungi that digest organic debris outside their bodies and absorb and release nutrients in the process. This metabolic work of microbial decomposers produces the rotting that breaks down detritus. Detritus feeders and decomposers, although different in operation, have a similar function in an ecosystem.

P4 ➔ One example of a complex community is the oceanic food web that includes krill, a primary consumer. *Krill* is a shrimplike crustacean that is a major food for an interrelated group of organisms, including whales, fish, seabirds, seals, and squid in the Antarctic region. All of these organisms participate in numerous other food chains as well, some consuming and some being consumed. *Phytoplankton* begin this chain by harvesting solar energy in photosynthesis. *Herbivorous zooplankton* such as krill and other organisms eat phytoplankton. Consumers eat krill at the next trophic level. Because krill are a protein-rich, plentiful food, increasingly factory ships, such as those from Japan and Russia, seek them out. The annual krill harvest currently surpasses a million tons, principally as feed for chickens and livestock and as protein for human consumption.

## Efficiency in a Food Web

P5 Any assessment of world food resources depends on the level of consumer being targeted. Let us use humans as an example. Many people can be fed if wheat is eaten directly. However, if the grain is first fed to cattle (herbivores) and then we eat the beef, the yield of available food energy is cut by *90%* (810 kg of grain is reduced

to 82 kg of meat); far fewer people can be fed from the same land area.

P6 In terms of energy, only about 10% of the kilocalories (food calories, not heat calories) in plant matter survive from the primary to the secondary trophic level. When humans consume meat instead of grain, there is a further loss of biomass and added inefficiency. More energy is lost to the environment at each progressive step in the food chain. You can see that an omnivorous diet such as that of an average North American and European is quite expensive in terms of biomass and energy.

P7 ➔ Food web concepts are becoming politicized as world food issues grow more critical. Today, approximately half of the cultivated acreage in the United States and Canada is planted for animal consumption—beef and dairy cattle, hogs, chickens, and turkeys. Livestock feed includes approximately 80% of the annual corn and nonexported soybean harvest. In addition, some lands cleared of rainforest in Central and South America were converted to pasture to produce beef for export to restaurants, stores, and fast-food outlets in developed countries. Thus, lifestyle decisions and dietary patterns in North America and Europe are perpetuating inefficient food webs, not to mention the destruction of valuable resources, both here and overseas.

**Glossary**
phytoplankton: a plant that lives in the sea and produces its own energy source
trophic level: category measured in steps away from the energy input in an ecosystem

## Vocabulary

A *vocabulary* question asks you to choose a synonym for a word that is highlighted in the passage.

**Review, Reading Section, Vocabulary**

## 1 Quickly identify the vocabulary question

The word "-------" in the passage is closest in meaning to

The phrase "-------" in the passage is closest in meaning to

## 2 Focus on the question, not the passage

The word sole in the passage is closest in meaning to

- major
- steady
- only
- ideal

P 1 Organisms that are capable of using carbon dioxide as their sole source of carbon are called *autotrophs* (self-feeders), or **producers**. These are the plants.

## 3 Read the sentence with the synonym

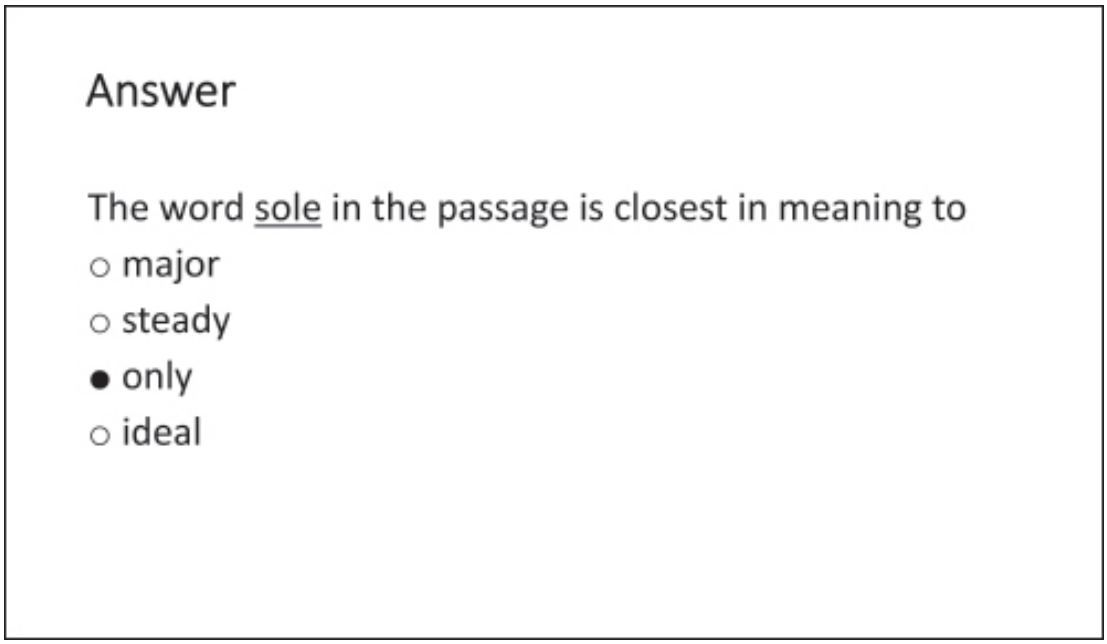
If you are not sure of the answer, read the sentence with the answer choice that you are considering.

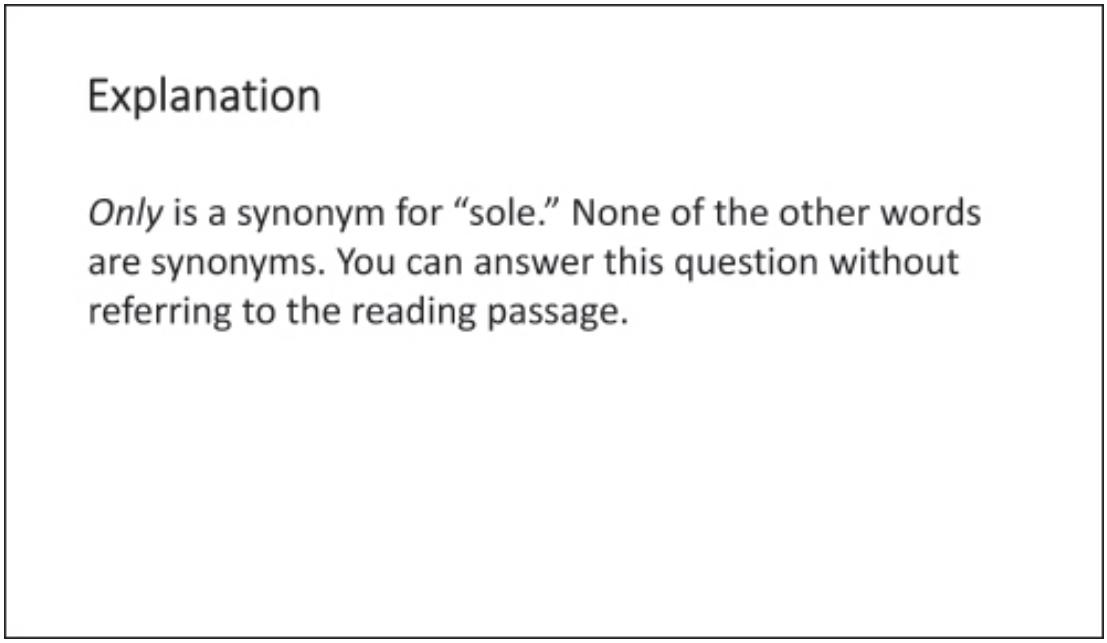
Organisms that are capable of using carbon dioxide as their only source of carbon are called *autotrophs* (self-feeders), or **producers**.

## Question

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

- ○ major
- ○ steady
- ○ only
- ○ ideal




## Inference

An *inference* question asks you to draw a logical conclusion based on information in the passage. Think of the information as evidence for an idea that is not directly expressed in the passage.

**Review, Reading Section, Inference**

## 1 Identify the inference question words

Which of the following can be *inferred* about-------?

What does paragraph-------*suggest* about-------?

The information in paragraph-------*implies* that

What can *be concluded* about-------?

## 2 Find the evidence in the passage

It may be concluded that human beings are omnivores because…

P 2 Primary consumers feed on producers. Because producers are always plants, the primary consumer is called an **herbivore**, or plant eater. A **carnivore** is a secondary consumer and primarily eats meat. A consumer that feeds on both producers (plants) and consumers (meat) is called an **omnivore**.

## 3 Draw a logical conclusion

*Directly stated in the passage*: "A consumer that feeds on both producers (plants) and consumers (meat) is called an **omnivore**."

*Evidence not stated in the passage*: Most human beings eat both producers and consumers.

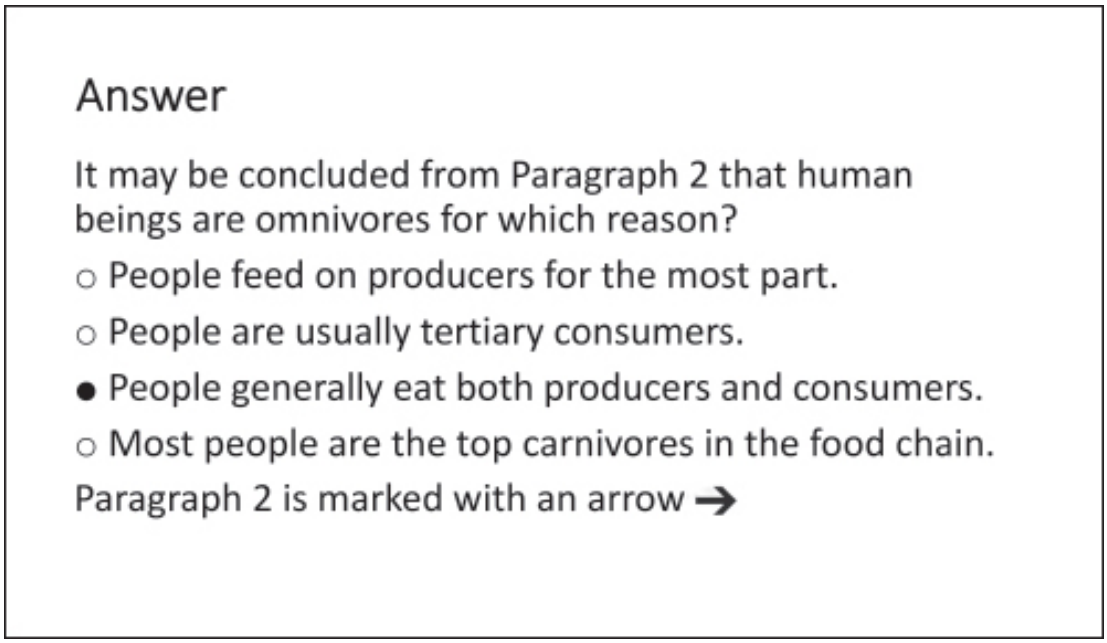
*Conclusion*: Human beings are omnivores.

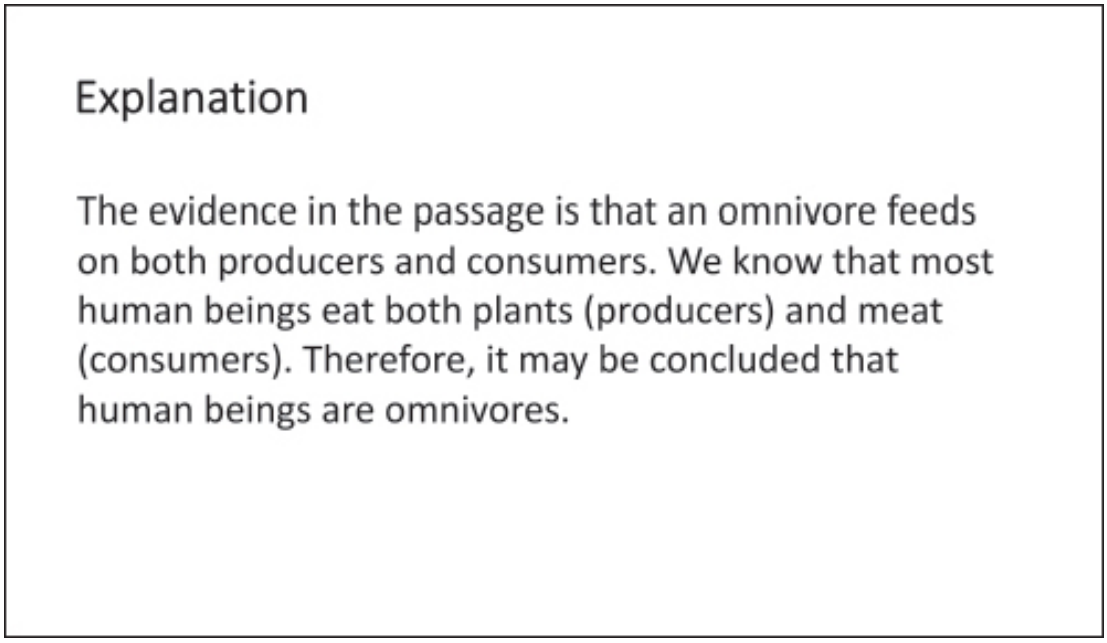
## Question

It may be concluded from paragraph 2 that human beings are omnivores for which reason?

- ○ People feed on producers for the most part.
- ○ People are usually tertiary consumers.
- ○ People generally eat both producers and consumers.
- ○ Most people are the top carnivores in the food chain.

Paragraph 2 is marked with an arrow ➔




## Reference

A *reference* question asks you to identify a word or phrase in the passage that refers to the word or phrase in the question. The word in the passage is usually a pronoun that refers to one of the nouns in the question choices. Reference questions are not common.

**Review, Reading Section, Reference**

## 1 Start by looking earlier in the passage

You are probably looking for a noun that is later replaced by a pronoun. That means you should look earlier in the passage for the noun.

## 2 Compare the pronoun and noun

***Number***
A singular pronoun (it) refers to a singular noun (consumer).
A plural pronoun (them) refers to a plural noun (consumers).

***Gender***
A masculine pronoun (his) refers to a masculine noun (man).
A feminine pronoun (her) refers to a feminine noun (woman).
A neutral pronoun (it) refers to a neutral noun (research).

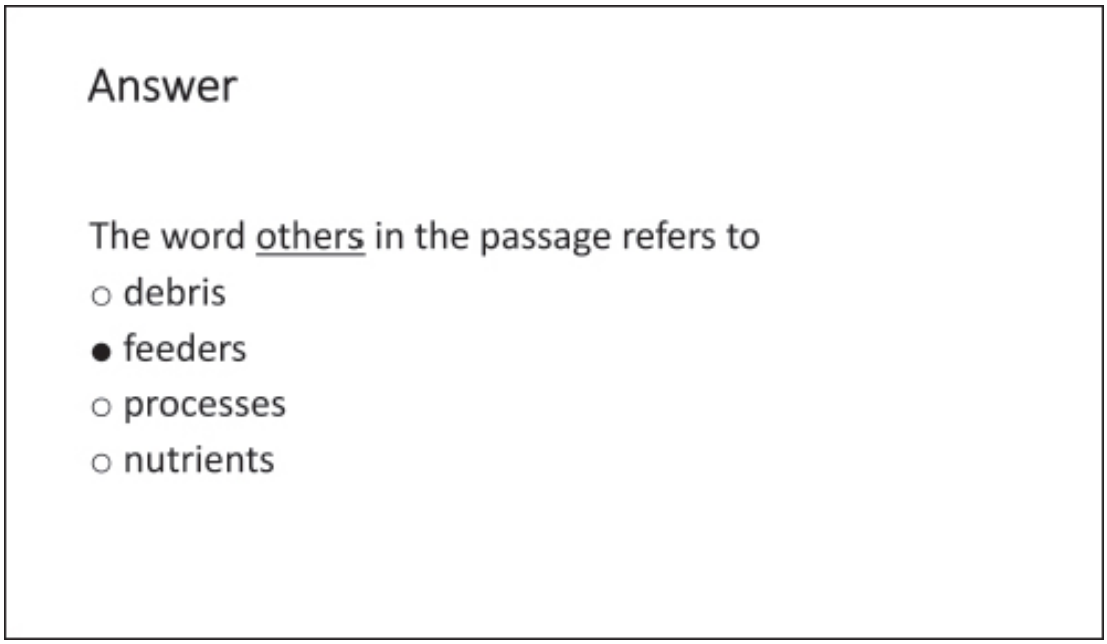
## 3 Read the sentence with the noun

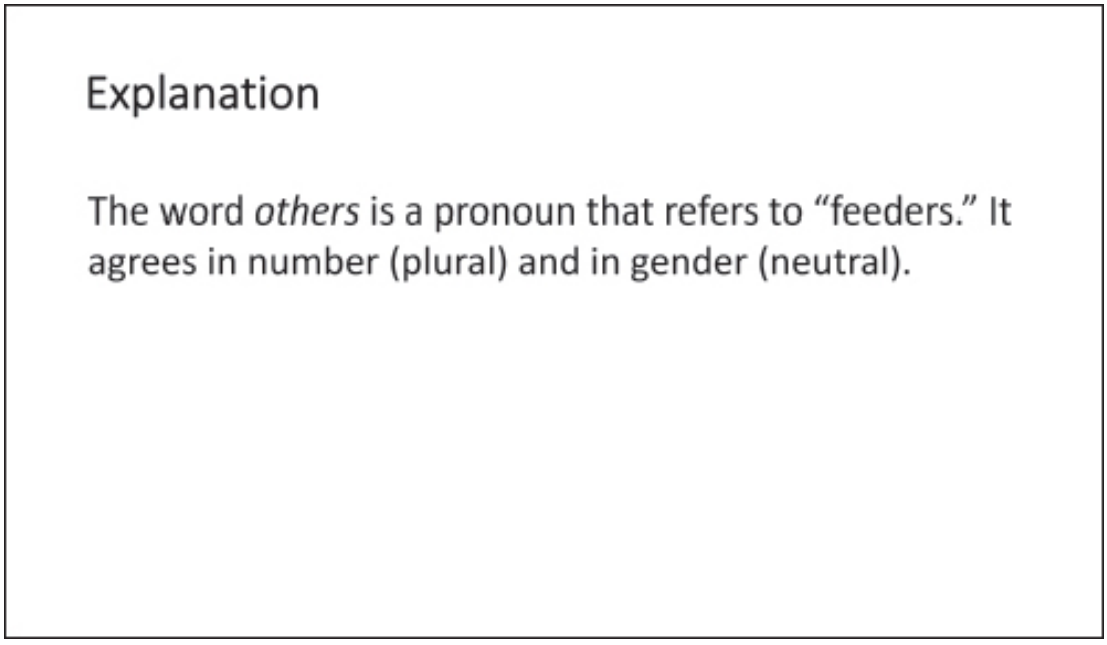
Detritus feeders—worms, mites, termites, centipedes, snails, crabs, and even vultures, among feeders—work like an army to consume detritus and excrete nutrients that fuel an ecosystem.

## Question

The word others in the passage refers to

- ○ debris
- ○ feeders
- ○ processes
- ○ nutrients




## Purpose

A *purpose* question asks you to look for the reason that a word, phrase, or sentence is included in the reading passage. Why did the author mention it?

**Review, Reading Section, Purpose**

## 1 Identify the purpose question

Why does the author mention "krill" in paragraph 4?

The author uses "krill" as an example of

The author discusses "krill" in order to

## 2 Find the word or phrase in the passage

Why does the author mention "krill" in paragraph 4?

P 4 One complex community is the oceanic food web that includes krill, a primary consumer. *Krill* is a shrimplike crustacean that is a major food for an interrelated group of organisms, including whales, fish, seabirds, seals, and squid in the Antarctic region. All of these organisms participate in numerous other food chains as well.

## 3 Read the first words in the answer choices

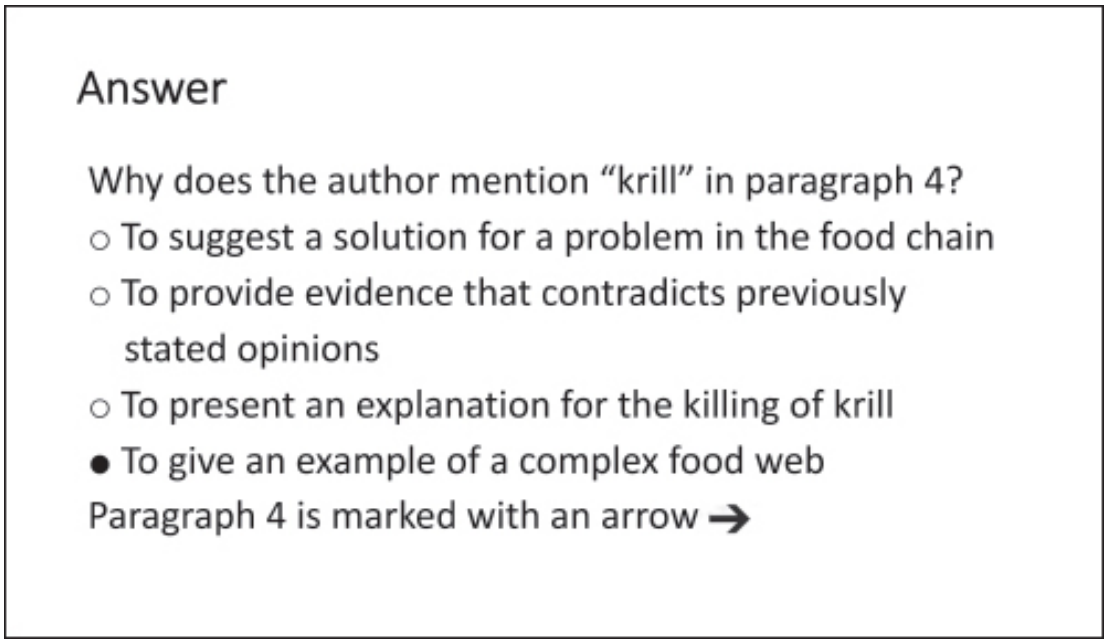
To *contradict* OR To *refute*
To *contrast*
To *criticize*
To *define*
To *explain* OR To *illustrate*
To *provide an example* OR To *provide evidence*
To *point out* OR To *note*
To *suggest* a solution

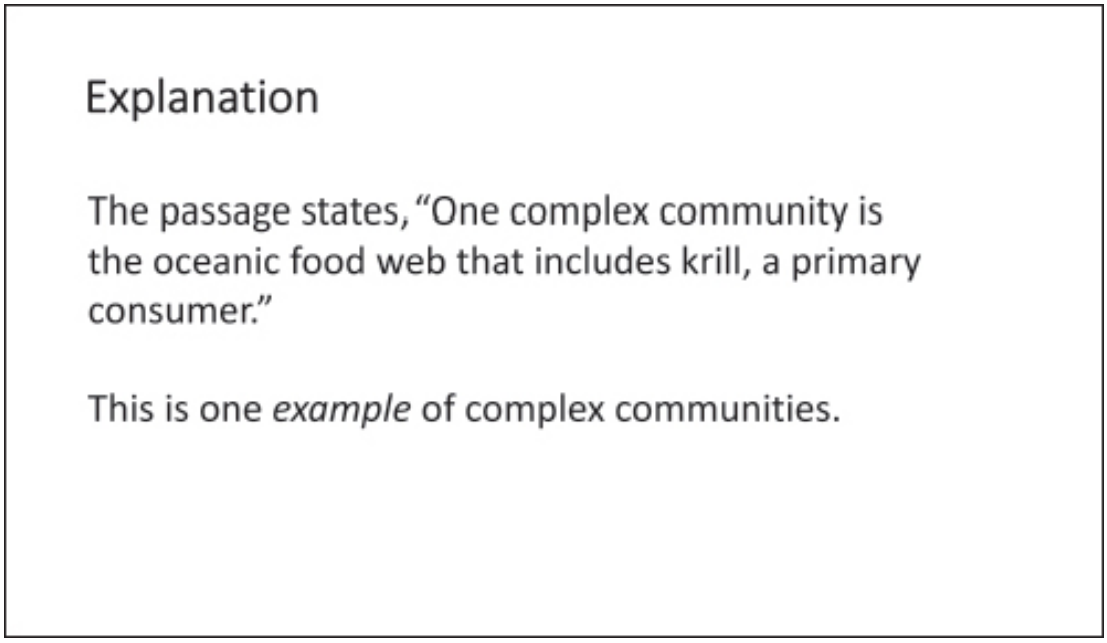
## Question

Why does the author mention "krill" in paragraph 4?

- ○ To suggest a solution for a problem in the food chain
- ○ To provide evidence that contradicts previously stated opinions
- ○ To present an explanation for the killing of krill
- ○ To give an example of a complex food web

Paragraph 4 is marked with an arrow →



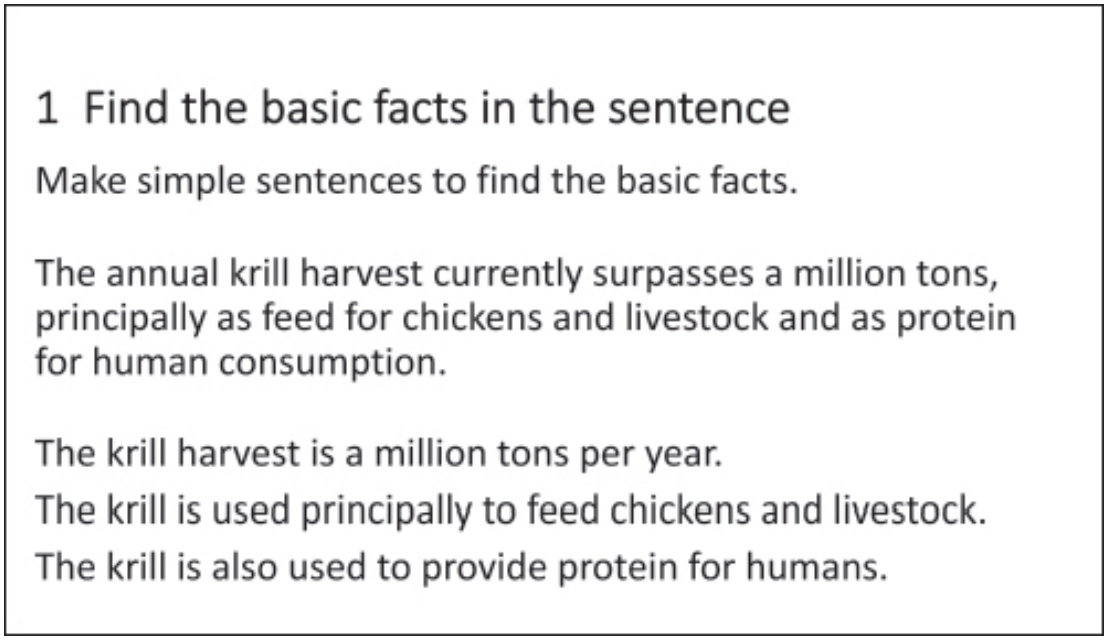



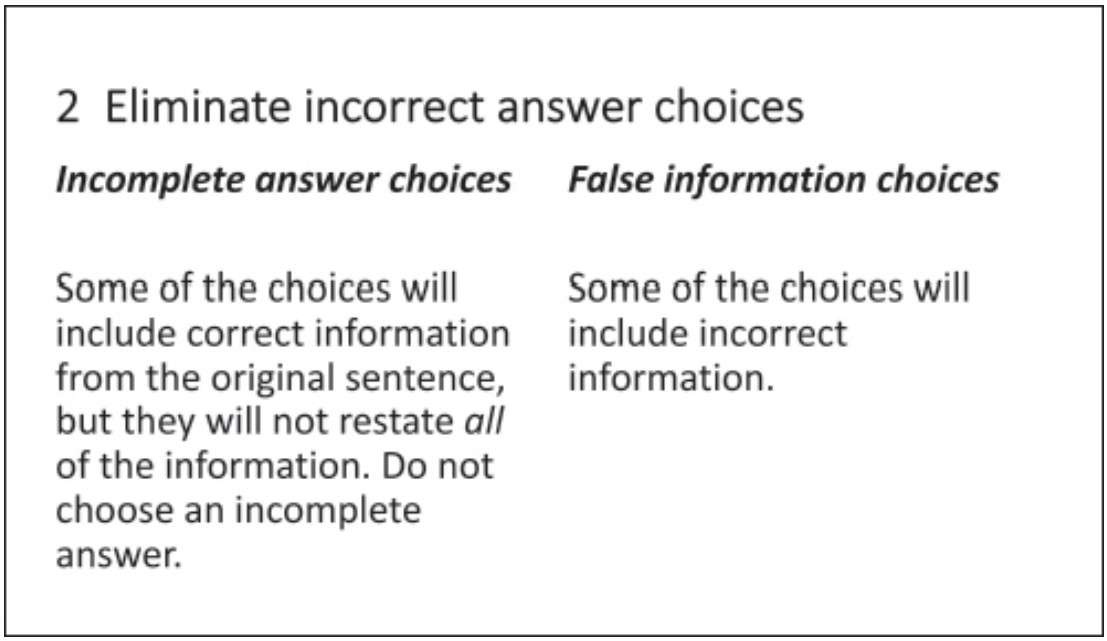

## Paraphrase

A *paraphrase* question asks you to choose the best restatement of an important sentence in the reading passage. The sentence will be highlighted in the passage.

The question will always be similar to this one: Which of the sentences below best expresses the information in the highlighted statement in the passage? The other choices change the meaning or leave out important information.

**Review, Reading Section, Paraphrase**



## 3 Check the basic facts in your choice

The krill harvest is a million tons per year.

The krill is used principally to feed chickens and livestock.

The krill is also used to provide protein for humans.

More than one million tons of krill is eaten by both animals and humans every year.

## Question

Which of the sentences below best expresses the information in the highlighted statement in the passage?

- ○ Part of the one million tons of krill harvested annually is used for protein in animal feed.
- ○ Both livestock and chickens as well as humans eat krill as a main part of their diet.
- ○ The principal use of krill is for animal feed, although some of the one million tons is eaten by people.
- ○ More than one million tons of krill is eaten by both animals and humans every year.

Answer

Which of the sentences below best expresses the information in the highlighted statement in the passage?

- ○ Part of the one million tons of krill harvested annually is used for protein in animal feed.
- ○ Both livestock and chickens as well as humans eat krill as a main part of their diet.
- ○ The principal use of krill is for animal feed, although some of the one million tons is eaten by people.
- ● More than one million tons of krill is eaten by both animals and humans every year.

Explanation

Which of the sentences below best expresses the information in the highlighted statement in the passage?

The first two choices are incomplete. The third choice is incorrect.

- ○ More than one million tons of krill is eaten by both animals and humans every year. *Correct*

*"More than one million tons"* paraphrases *"surpasses a million tons."* *"animals"* paraphrases *"...chicken and livestock."* *"...eaten by...humans"* paraphrases *"...human consumption."*

## Exception

An *exception* question asks you to choose a statement that includes information not in the passage.

**Review, Reading Section, Exception**

## 1 Look for the word EXCEPT or NOT in the question

The passage mentions all of the following EXCEPT

What is NOT true of-------

## 2 Scan the passage for information in each choice

For most of the questions, the text on the right side of the screen will show you the part of the passage in which you will find the answer to the question.

For exception questions, you will probably have to scroll through more than one paragraph in order to scan for the choices.

## 3 Keep track of the choices as you find them

On your scratch paper, make a quick list of the choices in a row that corresponds to the order of the choices on the screen. Then make a check mark beside the choices as you find them in the passage. The remaining choice is the correct answer.

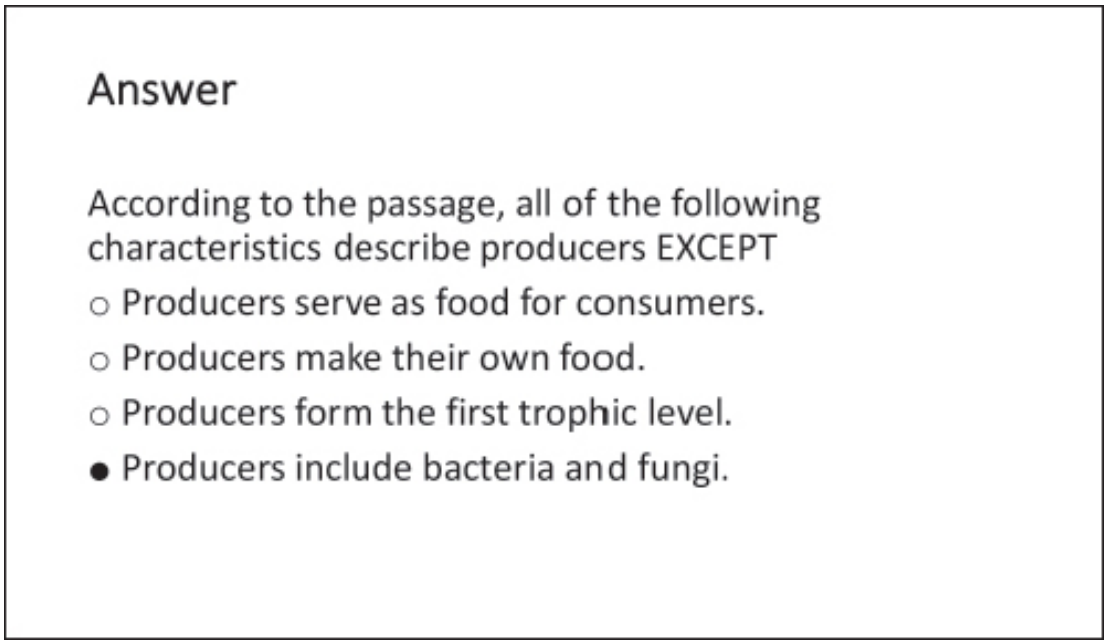
***Note Paper***

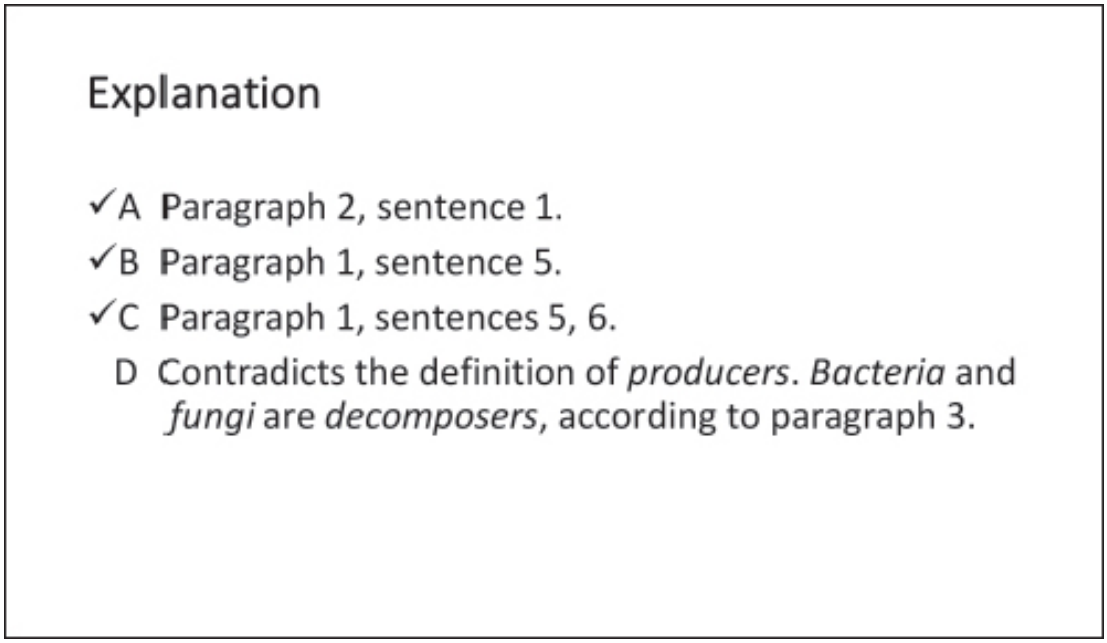
✓A
✓B
✓C
D

## Question

According to the passage, all of the following characteristics describe producers EXCEPT

- Producers serve as food for consumers.
- Producers make their own food.
- Producers form the first trophic level.
- Producers include bacteria and fungi.




## Insert

An *insert* question asks you to locate a place in the passage to insert a sentence. Choose from four options marked with a square.

**Review, Reading Section, Insert**

## 1 Identify key reference words and phrases

Look for key words in the sentences before and after the squares in the passage that refer to the key words in the insert sentence.

## 2 Look for words that logically connect sentences

**Addition:** *Furthermore, Moreover*
**Contrast:** *On the other hand, On the contrary, In contrast*
**Dates:** Check for chronological order as in *1900, 1925, 1932*
**Example:** *For instance, For example*
**Order:** *First, Second, Third, Finally*
**Restatement:** *In other words*
**Result:** *Therefore, As a result, Consequently*

## 3 Check for pronoun agreement

If an insert sentence includes a pronoun, make sure that it agrees with the noun in the previous sentence.

A carnivore is a secondary consumer. It primarily eats meat. Carnivores are secondary consumers. They primarily eat meat.

## Question

Look at the four squares [ ■ ] that show where the following sentence could be inserted.

**A tertiary consumer eats primary and secondary consumers and is referred to as a "top carnivore" in the food chain.**

Where could the sentence best be added?

Click on a square [ ■ ] to insert the sentence in the passage.

Answer

A **carnivore** is a secondary consumer and primarily eats meat.

**A tertiary consumer eats primary and secondary consumers and is referred to as a "top carnivore" in the food chain.**

A consumer that feeds on both producers (plants) and consumers (meat) is called an **omnivore**.

Explanation

Both reference words and words that logically connect sentences show you which square to use for the insert sentence.

The sentence before the square includes the key word *carnivore* that refers to *"top carnivore"* in the insert sentence.

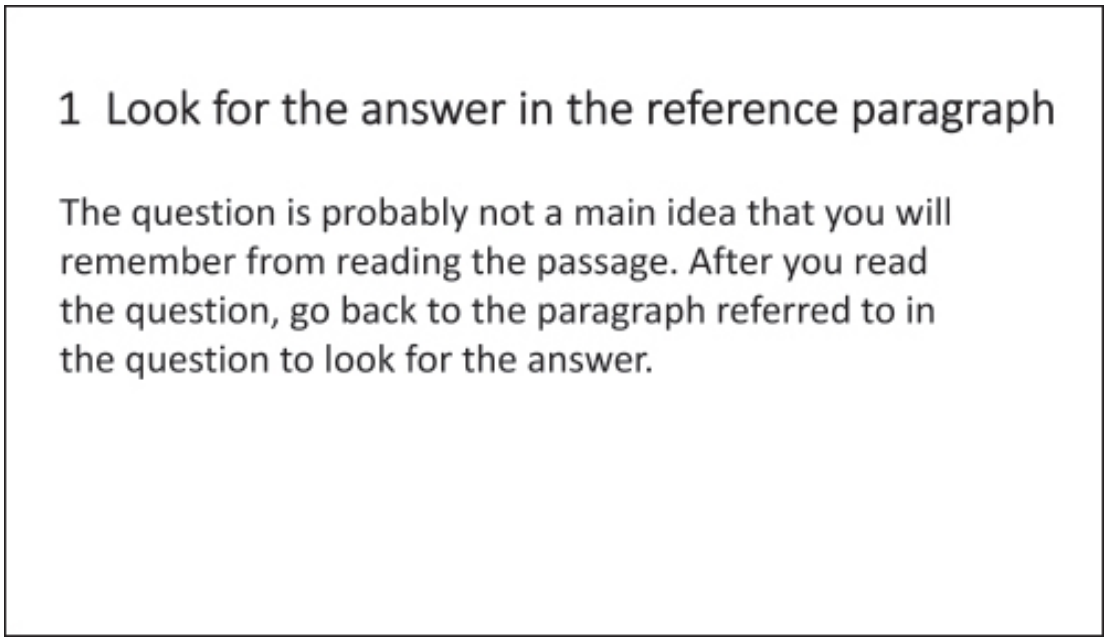
The word *secondary* appears in the sentence before the insert sentence. The insert sentence contains the word *tertiary* to continue the order.

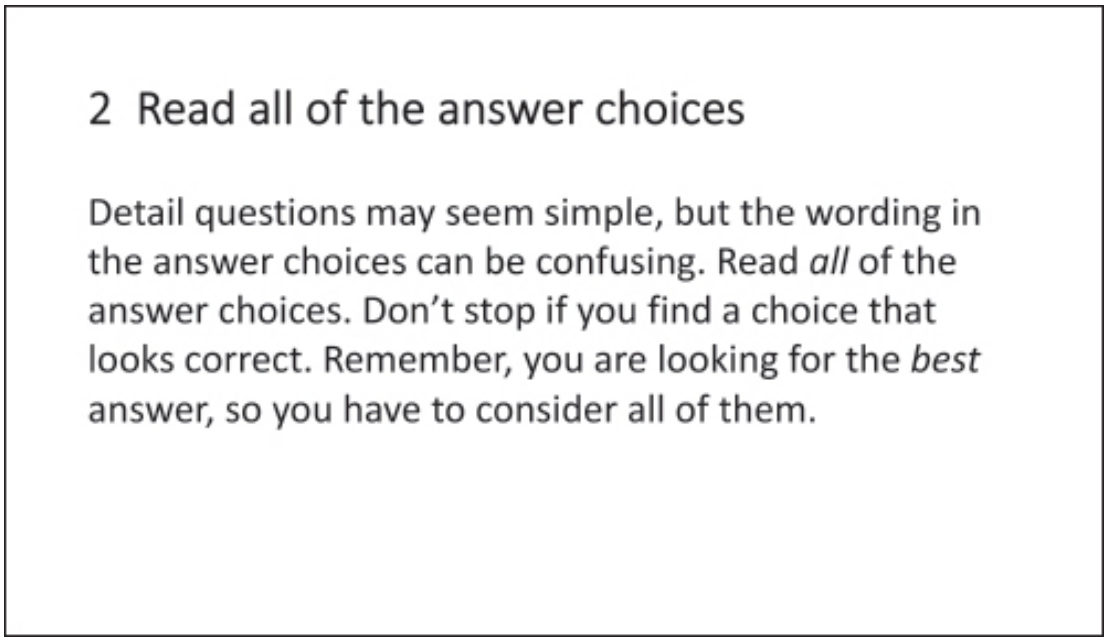
## Detail

A *detail* question asks you to answer a question about a specific point in the passage. The question usually directs you to the paragraph where the answer is found.

According to paragraph 7…

**Review, Reading Section, Detail**



## 3 Be sure to answer the question that is asked

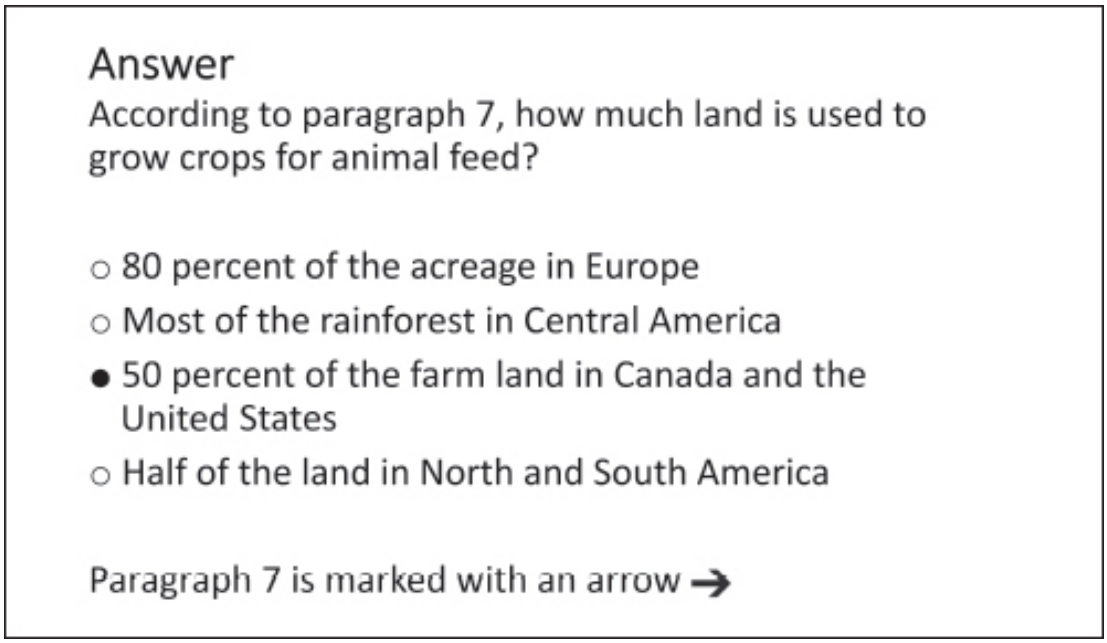
Be sure to read the question carefully and look for the answer to that specific question. Some of the answer choices may be *true* according to information in the passage, but they may not be the answer to the question that is asked.

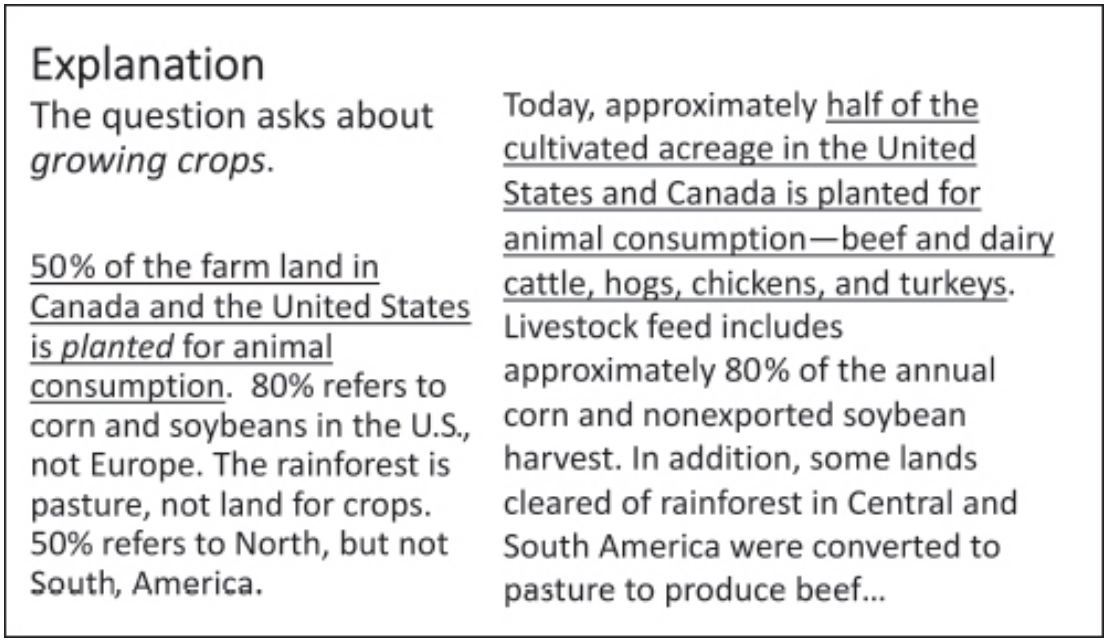
## Question

According to paragraph 7, how much land is used to grow crops for animal feed?

- ○ 80 percent of the acreage in Europe
- ○ Most of the rainforest in Central America
- ○ 50 percent of the farm land in Canada and the United States
- ○ Half of the land in North and South America

Paragraph 7 is marked with an arrow →




## Classification

A *classification* question asks you to match phrases with the categories to which they refer. You click and drag the phrase under the category.

**Review, Reading Section, Classification**

## 1 Find the first category in the passage

Review the major points.
Compare them with the answer choices.
Drag the choices to the category.

## 2 Find the next category in the passage

Review the major points.
Compare them with the answer choices.
Drag the choices to the category.

## 3 Eliminate answers

Exclude the following answer choices:

- **X** Not correct according to the passage.
- **X** Not mentioned in the passage.
- **X** Not a major point from the passage.

## Question

***Producers*** ***Consumers***

A Depend upon photosynthesis to survive
B Have a weak interaction among species
C Generally consist of animal life-forms
D Include both herbivores and carnivores
E Eat meat as one of their primary food sources
F Are always some variety of plant life
G Made exclusively of inorganic materials

## Answer

***Producers***

A Depend upon photosynthesis to survive

F Are always some variety of plant life

***Consumers***

C Generally consist of animal life-forms

D Include both herbivores and carnivores

E Eat meat as one of their primary food sources

## Explanation

***Producers***

A Lines 2–3:

"They (**producers**) chemically fix carbon through photosynthesis."

F Line 3:

"These (**producers**) are the plants."

***Consumers***

C Line 5:
"Generally, these (consumers) are animals."

D Lines 14–15:
"...the primary consumer is called an **herbivore**....
A **carnivore** is a secondary consumer...."

E Lines 14–15:
"A **carnivore** is a secondary consumer and primarily eats meat."

## Summary

A *summary* question asks you to complete a summary of the reading passage by choosing three statements from a list of six statements.

**Review, Reading Section, Summary**

1 Analyze the introductory sentence

The introductory sentence in bold is a one-sentence summary. Words that identify the main ideas are often in this sentence.

**The food web is comprised of producers, consumers, and decomposers, which interact in endless cycles.**

## 2 Eliminate new ideas or minor points

Some of the answer choices are ideas that are not found in the passage. *New* ideas should not be in the summary.

Some of the choices are minor points. Minor points are true and may be mentioned to support the main ideas in the passage. Remember that a minor point is often an example or an explanation of the main ideas. *Minor* points should not be in the summary.

## 3 Read all of the sentences

Read the introductory sentence and the three sentences in your answer choices. Do the four sentences sound like a summary of the passage you have just read?

## Question

**The food web is comprised of producers, consumers, and decomposers, which interact in endless cycles.**

- Consumers, primarily animals, feed on producers, plants that manufacture their own food source through photosynthesis.
- Decomposers digest and recycle dead plants and animals, releasing inorganic compounds into the food chain.
- Since more energy is depleted into the environment at each level in the food chain, dietary choices affect the efficiency of food webs.

- Among consumers, human beings are considered omnivores because they eat not only plants but also animals.
- An example of an undersea food web includes plankton, krill, and fish, as well as birds, seals, and whales.
- Rainforests are being cut down in order to clear pastureland for cattle that can be exported to countries with fast-food restaurants.

Answer

**The food web is comprised of producers, consumers, and decomposers, which interact in endless cycles.**

- Consumers, primarily animals, feed on producers, plants that manufacture their own food source through photosynthesis.
- Decomposers digest and recycle dead plants and animals, releasing inorganic compounds into the food chain.
- Since more energy is depleted into the environment at each level in the food chain, dietary choices affect the efficiency of food webs.

Explanation

| | |
|---|---|
| ○ Among consumers, human beings are considered omnivores because they eat not only plants but also animals. | A minor point that can be inferred but is not directly stated |
| ○ An example of an undersea food web includes plankton, krill, and fish, as well as birds, seals, and whales. | An extended example of a food web |
| ○ Rainforests are being cut down in order to clear pastureland for cattle that can be exported to countries with fast-food restaurants. | A minor point in one sentence in the passage |

# READING STRATEGIES

In addition to the academic skills that you will learn in Chapter 5, there are several reading strategies that will help you succeed on the TOEFL and after the TOEFL.

**➤ Read on Screen**

Reading on a computer screen is different from reading on a page. First, generally less text is visible. Second, you must scroll instead of turning pages. Finally, icons or buttons may allow you to click through to other information. To become comfortable reading on a computer screen, you should take advantage of every opportunity to practice. Spend time reading on screen.

- Practice scrolling
- Read extensively

### ➤ Choose Academic Topics

The reading passages on the TOEFL are similar to those that you find in textbooks from general courses taught in colleges and universities during the first two years. If you can borrow English language textbooks, read passages from natural sciences, social sciences, the humanities, and the arts. Passages in encyclopedias are usually at a reading level slightly below that of textbooks, but they offer an inexpensive way to obtain a lot of reading material for different subject areas. If you have access to the Internet, free encyclopedias are available online.

- Select textbook passages
- Read online encyclopedias

### ➤ Preview

Research shows that it is easier to understand what you are reading if you begin with a general idea of what the passage is about. Previewing helps you form a general idea of the topic. To preview, first read the title, the headings and subheadings, and any words in bold print or italics. You should do this as quickly as possible. You are reading not for specific information but for an impression of the topic. Next, read the first sentence of each paragraph and the last sentence of the passage. Again, this should take seconds, not minutes, to complete. This time you are looking for the main idea. Remember, to move to the questions, you must scroll to the bottom of the page.

- Look at the title and headings
- Read the first sentence of every paragraph
- Scroll to the last sentence of the passage

### ➤ Read Faster

To read faster, read for meaning. Try to understand sentences or even paragraphs, not individual words. To do this, you should read phrases instead of reading word by word. Practice using the vision that allows you to see on either side of the word you are focusing on with your eyes. This is called *peripheral vision*. When you drive a car or ride a bike, you are looking ahead of you but you are really taking in the traffic situation on both sides. You are using peripheral vision to move forward. This is also important in learning to read faster. Your mind can take in more than one word at the same time. Just think if you stopped every time you wanted to know what was going on in the next lane! You would never get to your destination. To read faster, you have to read for ideas. If you don't know the meaning of a word but you understand the sentence, move on. Don't stop to look up the word in your dictionary. Don't stop your car or your bike.

- Use peripheral vision
- Read for meaning

### ➤ Use Contexts

Before you can use a context, you must understand what a context is. In English, a *context* is the combination of vocabulary and grammar that surrounds a word. Context can be a sentence or a paragraph or a passage. Context helps you make a general prediction about meaning. If you know the general meaning of a sentence, you also know the general meaning of the words in the sentence. Making predictions from contexts is very important when you are reading a foreign language. In this way, you can read and understand the meaning of a passage without stopping to look up every new word in a dictionary. On an examination like the TOEFL, dictionaries are not permitted in the room. Of course, you have to know some of the words in order to have a context for the words that you don't

know. That means that you need to work on learning a basic vocabulary, and then you can make an educated guess about the meaning of new words by using the context.

- Learn basic vocabulary
- Predict new words in context

### ➤ Skim and Scan

To *scan* is to let your eyes travel quickly over a passage in order to find something specific that you are looking for. By scanning, you can find the place in a reading passage where the answer to a question is found. First, read the question and look for a reference. A reference in the TOEFL will identify a paragraph where the answer to the question is found. For example, you may read, *Paragraph 2 is marked with an arrow* [➔]. You know that you need to scan for the arrow at the beginning of paragraph 2 in the passage. The paraphrased sentences and the vocabulary words on the TOEFL are shaded to help you find them.

If a question does not have a reference like an arrow or shading, then you should find the important content words in the question. *Content words* are usually nouns, verbs, or adjectives. They are called content words because they contain the meaning of a sentence. Now scan the passage for the same content words or synonyms of the words in the questions. Finally, read those specific sentences carefully, and choose the answer that corresponds to the meaning of the sentences you have read.

- Refer to arrows and shading
- Locate the details
- Check for exceptions

# QUICK QUIZ FOR THE READING SECTION

This is a quiz for the Reading Section of the TOEFL iBT®. This section tests your ability to understand reading passages like those in college textbooks. During the quiz, you will read one reading passage and respond to 10 questions about it. You will have 20 minutes to read the passage and

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

The following reading passage was adapted from *Foundations of Education*, Tenth Edition by Allan Ornstein, Wadsworth, 2008.

## "The Heredity Versus Environment Debate"

P1 The past century has seen heated controversy about whether intelligence, which relates strongly to school achievement, is determined primarily by heredity or by environment. A When IQ tests were undergoing rapid development early in the twentieth century, many psychologists believed that intelligence was determined primarily by heredity. B

P2 **Environmentalist view.** By the middle of the twentieth century, numerous studies had counteracted the hereditarian view, and most social scientists took the position that environment is as important as or even more important than heredity in determining intelligence. C Social scientists who stress the **environmentalist view of intelligence** generally emphasize the need for continual compensatory programs beginning in infancy. Many also criticize the use of IQ tests on the grounds that these tests are culturally biased. D

P3 James Flynn, who collected similar data on other countries, found that "massive" gains in the IQ scores of the population in fourteen nations have occurred during the twentieth century. These improvements, according to Flynn's analysis, largely stemmed not from genetic improvement in the population but from environmental changes that led to gains in the kinds of skills assessed by IQ tests. Torsten Husen and his colleagues also have concluded, after reviewing large amounts of data, that improvements in economic and social conditions, and particularly in the availability of schooling, can produce substantial gains in average IQ from one generation to the next. In general, educators

committed to improving the performance of low-achieving students find these studies encouraging.

P4 ➔ **Hereditarian view.** The **hereditarian view of intelligence** underwent a major revival in the 1970s and 1980s, based particularly on the writings of Arthur Jensen, Richard Herrnstein, and a group of researchers conducting the Minnesota Study of Twins. Summarizing previous research as well as their own studies, these researchers identified heredity as the major factor in determining intelligence—accounting for up to 80 percent of the variation in IQ scores.

P5 Jensen published a highly controversial study in the *Harvard Educational Review* in 1969. Pointing out that African-Americans averaged about 15 points below whites on IQ tests, Jensen attributed this gap to a genetic difference between the two races in learning abilities and patterns. Critics countered Jensen's arguments by contending that a host of environmental factors that affect IQ, including malnutrition and prenatal care, are difficult to measure and impossible to separate from hereditary factors. IQ tests are biased, they said, and do not necessarily even measure intelligence. After his 1969 article, Jensen has continued to cite data that he believed link intelligence primarily to heredity. His critics continue to respond with evidence that environmental factors, and schooling in particular, have a major influence on IQ.

P6 **Synthesizers' view.** Certain social scientists have taken a middle, or "synthesizing," position in this controversy. The **synthesizers' view of intelligence** holds that both heredity and environment contribute to differences in measured intelligence. For example, Christopher Jencks, after reviewing a large amount of data, concluded that heredity is responsible for 45 percent of the IQ variance, environment accounts for 35 percent, and interaction between the two ("interaction" meaning that particular abilities thrive or wither in specific environments) accounts for 20 percent. Robert Nichols reviewed all these and other data and concluded

that the true value for heredity may be anywhere between 0.40 and 0.80 but that the exact value has little importance for policy. In general, Nichols and other synthesizers maintain that heredity determines the fixed limits of a range; within those limits, the interaction between environment and heredity yields the individual's intelligence. In this view, even if interactions between heredity and environment limit our ability to specify exactly how much of a child's intelligence reflects environmental factors, teachers (and parents) should provide each child with a productive environment in which to realize her or his maximum potential.

**Glossary**

IQ: intelligence quotient; a numerical value for intelligence

1. Which of the sentences below best expresses the information in the highlighted statement in the passage? The other choices change the meaning or leave out important information.
   - Ⓐ Changes in the environment rather than genetic progress caused an increase in IQ scores, according to studies by Flynn.
   - Ⓑ Flynn's studies were not conclusive in identifying the skills that resulted in improvements on IQ tests.
   - Ⓒ IQ test results in research by Flynn did not improve because of genetics and environment.
   - Ⓓ The reason that gains in IQ tests occurred was because of the changes in skills that were tested.

2. The word data in the passage is closest in meaning to
   - Ⓐ experts
   - Ⓑ advice
   - Ⓒ arguments
   - Ⓓ information

3. Why does the author mention the "Minnesota Study of Twins" in paragraph 4?

Ⓐ To argue that environment is more important than heredity
Ⓑ To prove the importance of heredity in measuring IQ
Ⓒ To establish the synthesizers' view of intelligence
Ⓓ To summarize previous research before designing a new study

Paragraph 4 is marked with an arrow [➔].

4. According to Jensen's opponents, why are IQ tests unreliable?
   Ⓐ Heredity is not measured on the current forms of IQ tests.
   Ⓑ It is difficult to determine whether a factor is due to heredity or environment.
   Ⓒ Learning abilities and patterns are different for people of diverse racial heredity.
   Ⓓ They only measure intelligence and not many other important factors.

5. According to a synthesizer's view, how does heredity influence intelligence?
   Ⓐ Heredity is very important but not as influential as environment.
   Ⓑ Heredity sets limits on intelligence, but environment can overcome them.
   Ⓒ A productive environment influences intelligence more than any other factor.
   Ⓓ Heredity and environment interact within the limits set at birth.

6. According to the passage, all of the following are true of the hereditarian view EXCEPT
   Ⓐ studies by Jensen and Herrnstein support this point of view
   Ⓑ many psychologists in the early twentieth century were hereditarians
   Ⓒ intelligence as measured by IQ tests is a result of genetic predisposition
   Ⓓ environmental factors are not able to be separated from heredity

7. Which of the following statements most accurately reflects the author's opinion about IQ tests?

   Ⓐ The author believes that IQ tests should be used continuously from infancy.

   Ⓑ According to the author, there are too many disadvantages to IQ testing.

   Ⓒ The author maintains a neutral point of view about IQ tests in the discussion.

   Ⓓ IQ tests should be used in research studies, but they should not be used in schools.

8. Look at the four squares [■] that show where the following sentence could be inserted in the passage.

   **Those who took this *hereditarian* view of intelligence thought that IQ tests and similar instruments measured innate differences present from birth in people's capacity.**

   Where could the sentence best be added?

   Click on a square [■] to insert the sentence in the passage.

9. Complete the table by matching the phrases on the left with the headings on the right. Select the appropriate answer choices, and drag them to the views of intelligence to which they relate. TWO of the answer choices will NOT be used.

   ***This question is worth 4 points.***

   To delete an answer choice, click on it. To see the passage, click on **View Text**.

| **Answer Choices** | **Hereditarian** |
|---|---|
| A Proposed interaction between heredity and environment | • |

| | | |
|---|---|---|
| B | Attributed lower IQ to malnutrition and lack of health care | • |
| C | Suggested an innate range of IQ was influenced by environment | • |
| D | Was supported by the Minnesota Twins study in the 1970s | **Environmentalist** |
| E | Claimed racial composition was a factor in measured IQ | • |
| F | Maintained that IQ tests were often biased in favor of the majority culture | • |
| G | Cited schooling as a positive consideration in the gains in IQ | • |
| H | Stated that social improvements improve performance on IQ tests | • |
| I | Advanced this viewpoint when IQ tests were being developed | |

10. **Directions:** An introduction for a short summary of the passage appears below. Complete the summary by selecting the THREE answer choices that mention the most important points in the passage. Some sentences do not belong in the summary because they express ideas that are not included in the passage or are minor points from the passage. ***This question is worth 2 points.***

**Historically, psychologists have proposed three viewpoints to explain the influence of heredity and environment on IQ scores.**

•

•

•

**Answer Choices**

A Studies by James Flynn verified significant increases in IQ scores among populations in fourteen nations in the last century.

B By the 1970s, psychologists reversed their position, citing heredity as the primary determiner of intelligence as measured by IQ tests.

C Because IQ tests are unfair to minority cultures, the current view is to disregard previous studies that use them as a basis for measurement.

D In the mid-1900s, the popular view was that environment was the more important factor in the development of intelligence.

E Before the development of IQ tests, both heredity and environment were thought to influence the relative intelligence of children.

F Some modern psychologists have proposed a theory that relies on the interaction between heredity and environment to determine IQ.

## Progress Chart for the Reading Section

The chart below will help you evaluate your progress and determine what you need to read again. First, use the Correct Answer column to grade the quiz. Next, check the Problem Types to locate which ones you answered incorrectly. Review the lessons that correspond to the Reading Problem for each question that you missed.

| *Quiz Question* | *Problem Type* | *Correct Answer* |
|---|---|---|
| 1 | Paraphrase | A |
| 2 | Vocabulary | D |

| | | |
|---|---|---|
| 3 | Purpose | B |
| 4 | Detail | B |
| 5 | Detail | D |
| 6 | Exception | D |
| 7 | Inference | C |
| 8 | Insert | B |
| 9 | Classification:<br>Hereditarian<br>Environmentalist | <br>D, E, I<br>B, F, G, H |
| 10 | Summary | D, B, F |

**Advisor's Office**

If your body is relaxed, your mind can relax more easily. During the TOEFL examination, if you find yourself pursing your lips, frowning, and tightening your shoulders, then take a few seconds to stretch. Clasp your hands and put your arms over your head. Then, turn your palms up to the ceiling and look up at your fingers. Pull your arms up as high as you can to stretch your muscles. Be sure not to look at anything but your own hands and the ceiling. That way, you won't be suspected of signaling to a friend. Even a two-second stretch can make a difference. Now, yawn or take a deep breath in and out, and you'll be more relaxed and ready to go on.

# LISTENING

# OVERVIEW OF THE LISTENING SECTION

**Reminder:** To access the audio for this section of the test, visit the Barron's Online Learning Hub.

The Listening Section tests your ability to understand conversations and lectures that are typical of academic interactions on a college campus. You will hear two conversations and three lectures and will answer 5–6 questions after each one. You will hear each conversation or lecture only one time. Answer the questions based on what is stated or implied by the speakers. You may take notes while you listen and use them to answer the questions, but notes will not be graded.

You must answer each question before you can continue and you cannot return to previous questions. To complete all of the questions, you should try to answer two questions in about one minute. A clock will indicate how much time is remaining. The clock will operate only while you are answering questions, not while you are listening.

# REVIEW OF QUESTIONS

### Scripts for Listening Passages

Go to the Barron's Online Learning Hub to listen to the following passages, and then study the types of questions that follow. They represent those most frequently tested on the TOEFL iBT®. When you take the test, you will not be able to see the scripts, but they are printed in the book to help you study this review.

#### CONVERSATION

## Track 5 Questions 1–4, Conversation

Listen to a conversation on campus between two students.

Man: Wait up. I need to ask you about something.

Woman: Oh, hi Jack.

Man: Hi. Listen, I was just wondering whether you could explain what Professor Carson was saying about the review session next Monday?

Woman: Sure.

Man: Well, the way I get it, it's optional.

Woman: Right. He said if you don't have any questions, you could just use the time to study on your own.

Man: Okay. That's what I thought. Maybe I'll just skip it then. What do you think?

Woman: Well, it's up to you, but the thing is . . . sometimes at a review session, someone else will ask a question, and, you know, the way the professor explains it, it's really helpful, I mean, to figure out what he wants on the test.

Man: Oh, I didn't think about it that way, but it makes sense. So, you think I should go then.

Woman: Absolutely. Um, I've been a T.A. for Carson for awhile now, and the review sessions have always helped students get organized for the test.

Man: Oh.

Woman: And, if you've missed any of the lectures, he usually has extra handouts from all the classes. So . . .

Man: Well, I haven't missed any of the sessions.

Woman: I know you're a serious student. I can see that. Look, uh, if it's like the other review sessions, the first hour he's going to go over the

main points for each class, kind of like an outline of the course. Then from 5:30 to 6:30, he'll take questions. That's the best part. And the last half hour, he'll stay for individual conferences with people who need extra help. You probably won't need to stay for that.

Man: Okay. So we just show up at the regular time and place for class?

Woman: Or not, if you decide to study on your own.

Man: Right. But, don't you think he'll notice who's there?

Woman: He said he wasn't going to take attendance.

Man: Yeah, but still . . .

Woman: It's a fairly large class.

Man: But if he's grading your final and he remembers you were at the review, it might make a difference.

Woman: Maybe. I think the important thing is just to study really hard and do your best. But, the review sessions usually help. I think they're really good.

Man: Okay. Thanks. I guess I'll go then.

Woman: So I'll see you there.

Man: Yeah, I think I . . . I'd better go.

## Reason

A *reason* question asks you to explain the reason why the speakers are having the conversation.

Why does the man want to talk with the teaching assistant?

**Review, Listening Section, Reason**

## 1 Listen carefully to the introduction

"Listen to a conversation between a student and a professor."

"Listen to a conversation between a student and a librarian."

"Listen to a conversation between a student and a teaching assistant."

## 2 Be ready for the answer to the question

The first question in a conversation is often a reason question. If you are listening for the reason that the student has gone to see the professor or another campus service person, then you will probably have the answer to the first question.

"Hi. Listen, I was just wondering whether you could explain what Professor Carson was saying about the review session next Monday?"

## 3 Click on **Next** and **Okay**

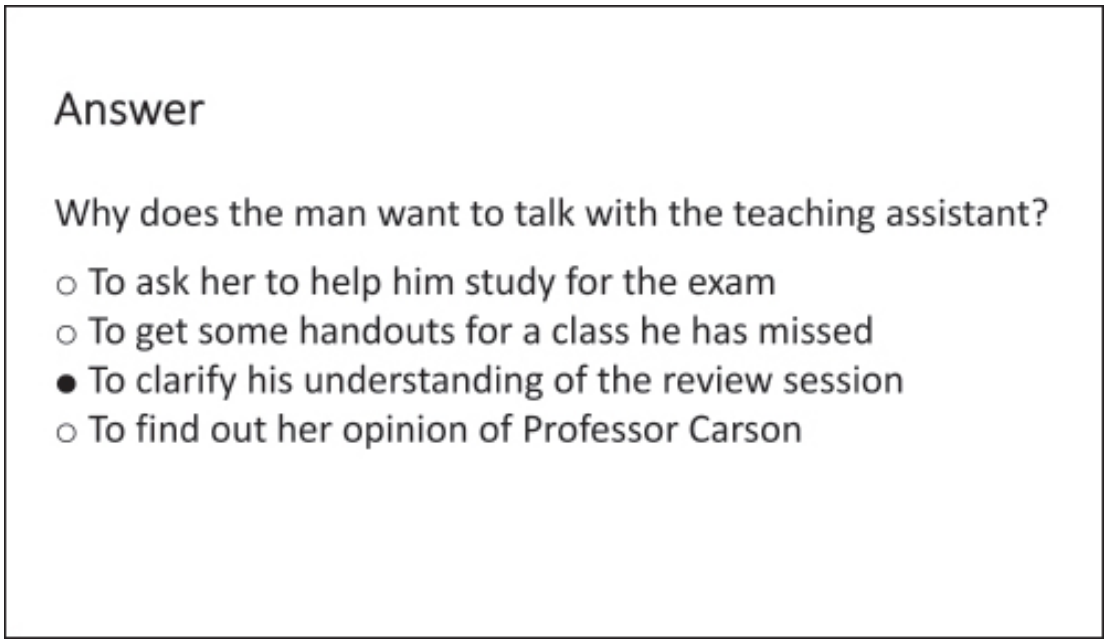
Clicking immediately on **Next** and **Okay** moves you quickly to the next question. Develop a rhythm for clicking on these two buttons to move through the Listening Section.

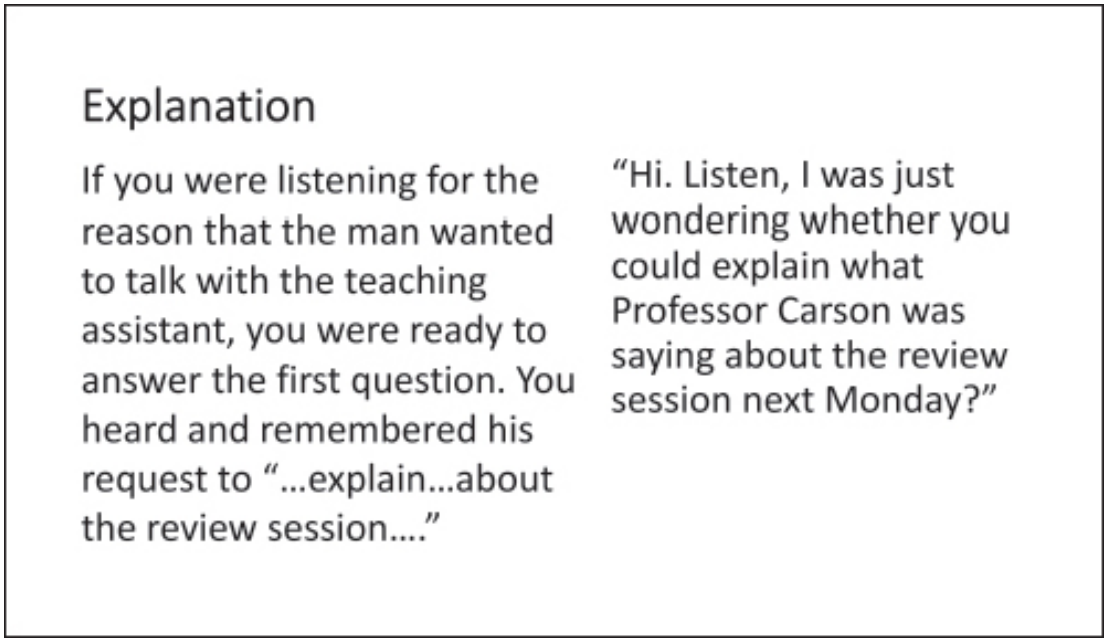
If you click on **Next** without clicking on **Okay**, you will go to a message screen, and you will lose several seconds.

## Question

Why does the man want to talk with the teaching assistant?

- ○ To ask her to help him study for the exam
- ○ To get some handouts for a class he has missed
- ○ To clarify his understanding of the review session
- ○ To find out her opinion of Professor Carson




## Detail

A *detail* question asks you to answer a question about a specific point in the conversation or lecture. Choose one answer.

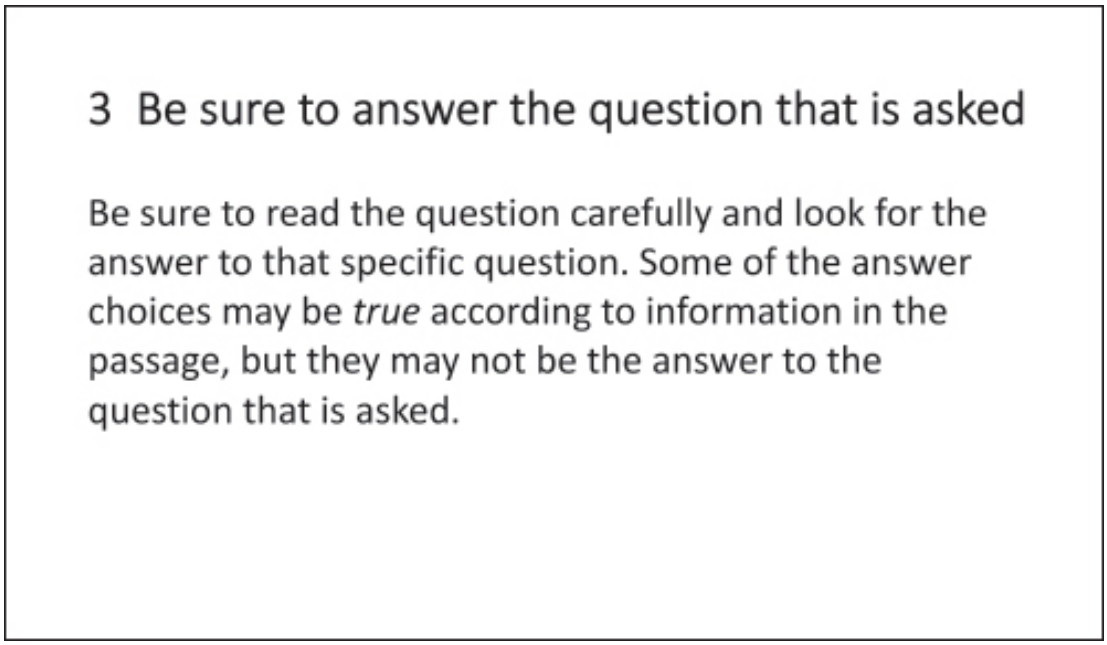
**Review, Listening Section, Detail**

## 1 Include major details in your notes

The question is probably not a main idea that you will recall from memory. You will need to be able to find major details in your notes.

## 2 Read all of the answer choices

Detail questions in the Listening Section are like those in the Reading Section. They may seem simple, but the wording in the answer choices can be confusing. Read *all* of the answer choices. Don't stop if you find a choice that looks correct. Remember, you are looking for the *best* answer, so you have to consider all of them.




## Function

A *function* question asks you to understand and interpret meaning that is not directly stated.

What does the professor mean when she says this?

**Review, Listening Section, Function**

## Attitude and Opinion

An *attitude and opinion* question asks you to recognize how the speakers feel or think about the conversation or lecture. Likes or dislikes, confidence, and certainty may also be expressed.

**Review, Listening Section, Attitude and Opinion**

### LECTURE

Go to the Barron's Online Learning Hub and listen to the following passage, and then study the types of questions that are most frequently tested on the TOEFL iBT®. When you take the test, you will not be able to see the script, but it is printed in the book to help you study this review.

## Questions 5–10, Lecture

Listen to part of a lecture in a zoology class. The professor is talking about mimicry.

Professor:

As you know from the textbook, mimicry isn't limited to insects, but it's most common among them, and by mimicry, I'm referring to the likeness between two insects that aren't closely related but look very much alike. The insects that engage in mimicry are usually very brightly colored. One of the insects, the one that's characterized by an unpleasant taste, a bad smell, a sting or bite, that insect is called the *model*. The mimic looks like the model but doesn't share the characteristic that protects the model from predators. But, of course, the predators associate the color pattern or some other trait with the unpleasant characteristic and leave both insects alone.

Henry Bates was one of the first naturalists who noticed that some butterflies that closely resembled each other were actually unrelated. The phenomenon in which one species copies another is called Batesian mimicry. I have some lab specimens of a few common mimics in the cases in the front of the room, and I want you to have a chance to look at them before the end of the class, and I've also removed a few to show you as we talk about them. Here's a day flying moth with brown and white and yellow markings. And this moth is the model because it has a very unpleasant taste and tends to be avoided by moth eaters. But you'll notice that the swallowtail butterfly mounted beside it has very similar coloration, and actually the swallowtail doesn't have the unpleasant taste at all. Another example is this monarch butterfly, which is probably more familiar to you since they pass through this area when they're migrating. But you may not know that they have a very nasty taste because I seriously doubt that any of you have eaten one. But for the predators who *do* eat butterflies, this orange and black pattern on the monarch is a warning signal not to sample it. So, the viceroy butterfly here is a mimic. Same type of coloring but no nasty taste. Nevertheless, the viceroy isn't bothered by predators either, because it's mistaken for the monarch. So how does a predator know that the day

flying moth and the monarch aren't good to eat? Well, a bird only has to eat one to start avoiding them all—models and mimics.

This stinging bumblebee is another model insect. The sting is painful and occasionally even fatal for predators. So there are a large number of mimics. For example, here's a beetle that mimics bumblebees by beating its wings to make noise, and the astonishing thing is that it's able to do this at the same rate as the bumblebee so exactly the same buzzing sound is created. I don't have a specimen of that beetle, but I do have a specimen of the hoverfly, which is a mimic of the honeybee, and it makes a similar buzzing sound, too. When you compare the bee with the fly, you'll notice that the honeybee has two sets of wings, and the hoverfly has only one set of wings, but as you can imagine, the noise and the more or less similar body and color will keep most predators from approaching closely enough to count the wings.

Some insects without stingers have body parts that mimic the sharp stinger of wasps or bees. Although the hawk moth is harmless, it has a bundle of hairs that protrudes from the rear of its body. The actual purpose of these hairs is to spread scent, but to predators, the bundle mimics a stinger closely enough to keep them away, especially if the hawk moth is moving in a threatening way as if it were about to sting. There's a hawk moth here in the case, and to me at least, it doesn't look that much like the wasp mounted beside it, but remember when you're looking at a specimen, it's stationary, and in nature the *movement* is also part of the mimicry.

Oh, here's a specimen of an ant, and this is interesting. Another naturalist, Fritz Muller, hypothesized that similarity among a large number of species could help protect *all* of them. Here's what he meant. After a few battles with a stinging or biting ant, especially when the entire colony comes to the aid of the ant being attacked, a predator will learn to avoid ants, even those that don't sting or bite, because they all look alike and the predator associates the bad experience with the group. And by extension, the predator will also avoid insects that mimic ants, like harmless beetles and spiders.

Look at this.

I have a drawing of a specimen of a stinging ant beside a specimen of a brownish spider and the front legs of the spider are mounted so they look more like antennae because that's just what the spider does to mimic an ant. That way it appears to have six legs like an ant instead of eight like a spider.

Okay, we only have about ten more minutes, and I want you to take this opportunity to look at the specimen cases here in the front of the room. The specimens are labeled, and the models are on the left. I'll be available for questions if you have them. How about forming two lines on either side of the cases so more of you can see at the same time?

## Main Idea

A *main idea* question asks you to identify the general topic of a lecture or discussion.

What is the main topic of the lecture? What is the lecture mainly about?

**Review, Listening Section, Main Idea**

## Organization

An *organization* question asks you to recognize the way that the professor structures a lecture or discussion, for example, chronological order, steps in a sequence, cause and effect, or comparison or contrast.

**Review, Listening Section, Organization**

## Details

A *details* question asks you to answer a question about a specific point in a conversation or lecture. Choose 2 or 3 answers.

**Review, Listening Section, Details**

## Inference

An *inference* question asks you to draw a logical conclusion based on information in the conversation or lecture. Think of the information as evidence for an idea that is not directly expressed in the passage. This is very similar to the inference question in the Reading Section.

**Review, Listening Section, Inference**

## Technique

A *technique* question asks you to identify the way a professor makes a point or why a certain point is mentioned.

**Review, Listening Section, Technique**

### Connections

A *connections* question asks you to relate ideas in a lecture or discussion by filling in a chart. You will usually be asked to compare, classify, or identify a sequence. Connection questions are not common.

**Review, Listening Section, Connections**

# LISTENING STRATEGIES

In addition to the academic skills that you will learn in Chapter 5, there are several listening strategies that will help you succeed on the TOEFL and after the TOEFL.

**➤ Get Organized**

Before you begin the Listening Section on the official TOEFL, you will have an opportunity to adjust the volume on your headset. Be sure to do it before you dismiss the directions and begin the test. After the test has begun, you may not be able to adjust the volume without missing some of the information in the audio. When you practice using the model tests in this book, adjust the volume at the beginning. Learn to get it right without touching the volume button again during practice. Then, prepare to listen. The directions tend to be long and boring, especially if you have experience taking model tests and know what to do. Don't get distracted. Be ready to hear the first word in the introduction to the first listening passage.

- Adjust the volume first
- Prepare to listen

### ➤ Use Visuals

The photographs and other visuals are there to provide a context for the conversations and lectures. In general, the pictures of people are for orientation to the conversations and lectures, whereas the visuals of objects, art, specimens, maps, charts, blackboards, and drawings support the meaning of the conversations and lectures. Do *not* focus on the pictures of people. *Do* focus on the other visuals that appear during the conversations and lectures. They could reappear in a question. When you take the model tests, practice selective attention. Look briefly at the pictures of the professor and the students, but be alert to the other visuals. If you become too involved in looking at the people, you may pay less attention to the audio, and you could miss part of the passage.

- Glance at the photos of people
- Focus on content visuals

### ➤ Read Screen Text

During the questions for conversations and lectures, watch the screen carefully. You will hear the questions, and you will also see them as text on the screen. If you find that it is to your advantage to close your eyes or look away from the photo during the short conversations, be sure to give your

full attention to the screen again while the questions are being asked and the answer choices are presented. By using the model tests, you will be able to develop a rhythm that is best for your interaction with the screen.

- Read the questions
- Develop a rhythm

### ➤ Understand Campus Context

The conversations and lectures take place in a campus context. The Glossary of Campus Vocabulary is included at the back of the book. These words and phrases will help you understand the conversations among campus personnel, professors, and students. The example sentences include pragmatic functions. A few examples of functions are an apology, an explanation, or a way to get the listener's attention or to change the topic. Pragmatic understanding will also help you interpret the speaker's attitude and the nature of the information—a fact or an opinion. Studying the glossary is an important strategy for the Listening Section. Start now.

- Learn campus vocabulary
- Study pragmatic cues for lectures

### ➤ Listen to English

Take advantage of every opportunity to listen to English conversations and lectures, including international news broadcasts, educational television programs, and free lectures in English. Choose news channels that feature reporters from various English-speaking countries, especially Canada, the United States, Australia, and Great Britain. Don't take notes. Just listen and try to understand as much of the information as you can. If they are available on TV or online, watch TLC, Discovery Channel, PBS (Public Broadcasting Service), and National Geographic because their programming includes subjects that simulate lecture topics on the TOEFL. Take notes while you watch. During commercial breaks, mute the program and try to summarize the main points that you have heard, using your notes. Local colleges, clubs, and tourist attractions often have free lectures in English. In addition, several websites offer lectures and talks. Use the

resources listed in Chapter 8. Select topics from natural science, social science, the humanities, and the arts.

- Listen to conversations for main ideas
- Take notes and summarize lectures

### ➤ Concentrate

Sometimes the environment for the TOEFL is not ideal. If the room is small, you may hear a very low hum from another headset, the scratch of pencils on paper when others are taking notes, or even their spoken responses for questions on the Speaking Section. These sounds can be distracting, especially during the Listening Section. The earphones on your headset should suppress most of the noise, but it will be helpful if you have some strategies to help you concentrate. Some students press their earphones more tightly to their ears by holding them with their hands during long listening passages, but this may be clumsy for you when you reach for the mouse to answer questions. Other students train themselves to concentrate in a somewhat distracting environment by taking at least one model test in a small room where other people are studying, such as a library or a study lounge in a dormitory. Remember, you may not be able to control the test environment, but you can control your response to it. By keeping your eyes on the screen and the scratch paper and by remaining calm, you will be able to concentrate better. If the test situation is noisy, don't get angry and start talking negatively in your mind. Don't let your emotions interfere with your concentration.

- Focus on the test materials
- Stay calm

# QUICK QUIZ FOR THE LISTENING SECTION

This is a quiz for the Listening Section of the TOEFL iBT®. This section tests your ability to understand campus conversations and academic lectures. During the quiz, you will listen to one conversation and one lecture. You will hear each conversation or lecture one time and respond to

questions about them. You may take notes while you listen. You may use your notes to answer the questions. Once you begin, do not pause the audio. For your reference, the script for this quiz is on the Barron's Online Learning Hub.

## CONVERSATION

### Questions 1–4, Conversation

Listen to a conversation on campus between a professor and a student.

1. Why does the man go to see his professor?
   - Ⓐ To borrow a reference book that he needs
   - Ⓑ To ask a question about the material
   - Ⓒ To get advice about studying for a test
   - Ⓓ To pick up some handouts from the class

2. Why does the student say this:
   - Ⓐ To challenge the professor's idea
   - Ⓑ To encourage the professor to explain
   - Ⓒ To try to change the subject
   - Ⓓ To interrupt the professor respectfully

3. How should Jack prepare for the test?
   - Ⓐ He should memorize the material in the book.
   - Ⓑ He should study the questions before the test.
   - Ⓒ He should organize his notes by topic.
   - Ⓓ He should not change his usual study plan.

4. What is the professor's attitude when the student asks her why she gives open-book tests?
   - Ⓐ She feels offended that he would question her.
   - Ⓑ She is surprised that he would want to know.

Ⓒ She answers the question reluctantly.
Ⓓ She does not mind explaining her reason.

**LECTURE**

## Questions 5–12, Lecture

Listen to part of a lecture in an economics class.

5. What is the lecture mainly about?
   Ⓐ Changes in economic systems
   Ⓑ Tax incentives for business
   Ⓒ Supply-side economics
   Ⓓ A favorable balance of trade

6. How does the professor organize the lecture?
   Ⓐ By contrasting several economic systems
   Ⓑ By taking a historical perspective
   Ⓒ By arguing against Friedman and Asmus
   Ⓓ By pointing out the benefits of Reaganomics

7. According to the lecturer, what did Kennedy and Reagan have in common?
   Ⓐ They were both honored as Nobel laureates in economics.
   Ⓑ They cut taxes to spur the economy during their administrations.
   Ⓒ They identified themselves with supply-side economics.
   Ⓓ They both taught at the Chicago School of Economics.

8. What would Milton Friedman most likely say about moving a manufacturing plant from the United States to a site abroad?
   Ⓐ He would oppose it because it would cause people to lose their jobs.
   Ⓑ He would consider it an opportunity for business to cut costs.

Ⓒ He would view it as a natural process in the shift to technology.
Ⓓ He would be concerned about the decrease in productivity.

9. According to Barry Asmus, what are two key ways that consumers contribute to the creation of new jobs?

Click on 2 answer choices.

[A] By investing their tax savings
[B] By purchasing cheaper goods
[C] By moving on to better-paying jobs
[D] By spending more money

10. How does the professor explain the shift from manufacturing to technology?

Ⓐ He points to the global economy as the explanation for it.
Ⓑ He disagrees with most economists about the long-term effects.
Ⓒ He compares it with the change from agriculture to manufacturing.
Ⓓ He believes that it is too soon to draw any conclusions about it.

11. Why does the professor say this:

Ⓐ He would like the students to answer the question.
Ⓑ He is joking with the students about the supply-siders.
Ⓒ He wants the students to follow his logical answer.
Ⓓ He is impatient because the students aren't paying attention.

12. Put the following events in the correct order.

Ⓐ Businesses hire more employees with the tax savings. 1. _____

Ⓑ The government works to affect a reduction in taxes. 2. _____

Ⓒ The businesses and their employees pay more taxes. 3. _____

(D) Profits increase because of the growth in businesses. 4. _____

To see the script and listen online, go to the Barron's Online Learning Hub.

## Progress Chart for the Listening Section

The chart below will help you evaluate your progress and determine what you need to read again. First use the Correct Answer column to grade the quiz. Next, check the Problem Types to locate which ones you answered incorrectly and review the lessons that correspond to the Listening Problem for each question that you missed.

| *Quiz Question* | *Problem Types* | *Correct Answer* |
|---|---|---|
| 1 | Reason | C |
| 2 | Function | B |
| 3 | Inference | C |
| 4 | Attitude and Opinion | D |
| 5 | Main Idea | C |
| 6 | Organization | B |
| 7 | Detail | B |
| 8 | Inference | C |
| 9 | Details | A, D |
| 10 | Technique | C |
| 11 | Pragmatics | C |
| 12 | Connections | B, A, D, C |

**Advisor's Office**

Preparing for the TOEFL can be very stressful. That is why it is so important to surround yourself with positive people who support you and your goal. Negative people will drag you down and erode your confidence. If you feel better and more positive about yourself and your goal after you have been with friends, that is a good sign. If you feel worse or unsure of yourself, maybe you should think about moving on with a more positive group. Be the kind of person you want as a friend or study group member. Being part of a serious group with a similar goal increases positive energy, encourages discipline and commitment, and has been shown to decrease test anxiety. But remember, if you want to attract positive people, you need to be positive yourself.

# SPEAKING

## OVERVIEW OF THE SPEAKING SECTION

The Speaking Section tests your ability to speak in English in an academic setting. There are four questions. Question 1 is about a familiar topic. Questions 2 and 3 include both a reading passage and either a conversation or a lecture on the same topic. The questions ask you to include information from both the reading and the listening passages in your answers. Question 4 is a lecture that you are asked to summarize. You may take notes as you listen, but notes will not be graded.

You will have 15–30 seconds to prepare for each question, and 45–60 seconds to speak. You will have about 16 minutes to complete the Speaking Section. A clock on the screen will show how much time is remaining for each question.

Your speaking will be evaluated on your ability to speak clearly and to be understood, and your ability to communicate information accurately. Use your own words. Memorized responses will result in a lower score.

# REVIEW OF QUESTIONS

## Preferences

In Question 1, you will be asked to speak about a personal choice. You may be asked to agree or disagree with a statement. After you hear the question, you will have 15 seconds to plan and 45 seconds to choose between the options presented and explain why you made that choice.

## Question

Some students live in dormitories on campus. Other students live in apartments off campus. Which living situation do you think is better, and why?

**Review, Speaking Section, Preferences**

## Reports

In Question 2, you will be asked to read a short passage about a campus topic and then listen to a speaker on the same topic. After you hear the question, you will have 30 seconds to plan and 60 seconds to report the speaker’s opinion and relate it to the reading passage.

## Reading Passage

Time: 45 seconds

Announcement concerning a proposal for a branch campus

The university is soliciting state and local funding to build a branch campus on the west side of the city where the I-19 expressway crosses the 201 loop. This location should provide convenient educational opportunities for students who live closer to the new campus as well as for those students who may choose to live on the west side once the campus is established. The city plan for the next ten years indicates that there will be major growth near the proposed site, including housing and a shopping area. By building a branch campus, the university might resolve some of the crowding on the main campus.

**Script for Talk**

Now listen to two students who are discussing the proposal.

Woman: Hey. Have you read anything about the branch campus?

Man: I sure have.

Woman: So, is it supposed to bring more students to the university or what?

Man: Well, yeah, in part, a branch campus on the city's west side would be convenient for students who live near the proposed site, and it might attract more local students.

Woman: Oh, that's what I thought. So, since you live on campus, you probably don't care.

Man: Actually, I *do* care. I oppose the plan because it will redirect funds from the main campus where several classroom buildings need repair. Hanover Hall for one. And, uh, a lot of equipment in the chemistry and physics labs should be replaced. In my lab classes, we don't do some of the experiments because we don't have enough equipment.

Woman: Seriously? I haven't taken any lab classes yet, but I have my math class in Hanover, and it *does* need some

major repair.

Man: And we need more teachers on the main campus. I'd like to see the branch campus funding allocated for teachers' salaries in order to decrease the student-teacher ratios. Most of the freshman classes are huge, and there's very little interaction with professors.

Woman: Too true.

Man: A branch campus would be a good addition but not until some of the problems on the main campus have been taken care of.

*On the official TOEFL iBT®, you will not have a script to read. The script is provided here to support your study.

**Question**

The man expresses his opinion of the proposal in the announcement. Report his opinion, and explain the reasons he gives for having that opinion.

**Review, Speaking Section, Reports**

**Examples**

In Question 3, you will be asked to read a short passage and then listen to a speaker on the same topic. The reading is usually about a general concept, and the lecture is an example of it. After you hear the question, you will have 30 seconds to plan and 60 seconds to relate the lecture to the reading.

**Reading Passage**

Time: 45 seconds

> The telegraphic nature of early sentences in child language is a result of the omission of grammatical words such as the article *the* and auxiliary verbs *is* and *are* as well as word endings such as *-ing*, *-ed*, or *-s*. By the end of the third year, these grammatical forms begin to appear in the speech of most children. It is evident that a great deal of grammatical knowledge is required before these structures can be used correctly, and errors are commonly observed. The correction of grammatical errors is a feature of the speech of preschoolers four and five years old. The study of the errors in child language is interesting because it demonstrates when and how grammar is acquired.

**Script for Lecture**

Now listen to a lecture on the same topic.

> English uses a system of about a dozen word endings to express grammatical meaning—the *-ing* for present time, *-s* for possession and plurality, and, uh, the *-ed* for the past, to mention only a few. But . . . how and when do children learn them? Well, in a classic study by Berko in the 1950s, investigators . . . they elicited a series of forms that required the target endings. For example, a picture was shown of a bird, and . . . and the investigator identified it by saying, "This is a Wug." Then the children were shown two similar birds, to, uh, . . . to elicit the sentence, "There are two ___." And if the children completed the sentence by saying "Wugs," well, then it was

> inferred that they had learned the *-s* ending. Okay. Essential to that study was the use of nonsense words like “Wug,” since the manipulation of the endings could have been supported by words that the children had . . . had already heard. In any case, charts were developed to demonstrate the gradual nature of grammatical acquisition. And the performance by children from eighteen months to four years confirmed the basic theory of child language that the gradual reduction of grammatical errors . . . that these are evidence of language acquisition.

*On the official TOEFL iBT®, you will not have a script to read. The script is provided here to support your study.

**Question**

Using the example in the lecture, explain the theory of *child language acquisition*.

**Review, Speaking Section, Examples**

**Summaries**

In Question 4, you will be asked to listen to part of an academic lecture and to give a summary of it. After you hear the question, you will have 20 seconds to plan and 60 seconds to summarize the lecture.

**Script for Lecture**

Now listen to a short lecture.

> Two types of irrigation methods that are used worldwide are mentioned in your textbook. Flood irrigation—that's been a method in use since ancient times—and we still use it today where water's cheap. Basically, canals connect a water supply like a river or a reservoir to the fields where ditches are constructed with valves that allow farmers to siphon water from the canal, sending it down through the ditches. So that way the field can be totally flooded, or smaller, narrow ditches along the rows can be filled with water to irrigate the crop. But, this method does have quite a few disadvantages. Like I said, it's contingent upon cheap water because it isn't very efficient and the flooding isn't easy to control, I mean, the rows closer to the canal usually receive much more water, and of course, if the field isn't flat, then the water won't be evenly distributed. Not to mention the cost of building canals and ditches and maintaining the system. So let's consider the alternative—the sprinkler system. In this method of irrigation, it's easier to control the water and more efficient since the water's directed only on the plants. But, in hot climates, some of the water can evaporate in the air. Still, the main problem with sprinklers is the expense for installation and maintenance because there's a very complicated pipe system and that usually involves a lot more repair and even replacement of parts, and of course, we have to factor in the labor costs in feasibility studies for sprinklers.

*On the official TOEFL iBT®, you will not have a script to read. The script is provided here to support your study.

**Question**

Using examples from the lecture, describe two general types of irrigation systems. Then explain the disadvantages of each type.

**Review, Speaking Section, Summaries**

# SPEAKING STRATEGIES

In addition to the academic skills that you will learn in Chapter 5, there are several speaking strategies that will help you succeed on the TOEFL and after the TOEFL.

### ➤ Pronounce to Communicate

Everyone has an accent in English. People from Australia have an Australian accent. People from the United States have an American accent. People from Britain have a British accent. The important point is that your accent is okay as long as the listener can understand you. It is good to try to improve your pronunciation, but communication is more important for the TOEFL and for your academic and professional life.

- Accept your accent
- Improve communication

### ➤ Anticipate the First Question

You will be asked to talk about a familiar topic at the beginning of the Speaking Section. If you think about some of these topics, you will know how to answer when you hear the questions. A few seconds to prepare does

not give you enough time to organize your thoughts unless you have the advantage of prior preparation.

You will be asked to express an opinion. To prepare for this question, spend a few minutes thinking about your personal opinions. What do you think about the general issues? What preferences do you have for college life, travel, work, and relationships?

- Write down some answers
- Read them aloud

**➤ Read 125 Words Per Minute**

Yes, this is a speaking strategy. To succeed on the Speaking Section, you will be asked to read short passages of about 100 words each, and you will have 45–50 seconds in which to complete the reading. This reading speed is not impossibly fast, but you will have to avoid rereading phrases in order to finish within the time limit. When you take the quiz at the end of this section, you will hear a cue to start reading and a question at the end of 50 seconds. This will help you time yourself. You probably already read 125 words per minute. If not, work on reading faster, using the reading strategies at the beginning of this chapter.

- Time yourself
- Increase speed to 125 words

# KEY PHRASES

Some key phrases are useful for each of the problems in the Speaking Section. Refer to pages 169–170 for additional words and phrases.

**Question 1: Preferences**

Although some people _____ , I prefer _____ because _____ .

Although there are many good reasons why _____ , I favor _____ because _____ .

Although a good argument can be made for _____ , my preference is _____ because _____ .

**Question 2: Reports**

The speaker supports _____ because _____ .

The speaker opposes _____ because _____ .

**Question 3: Examples**

According to the (reading, lecture) _____ .

_____ is an example of _____ .

**Question 4: Summaries**

| | |
|---|---|
| **Definition:** | According to the lecturer, a _____ is _____ . |
| **Description:** | According to the lecturer, a _____ has (three) characteristics. |
| **Classification:** | (Two) types of _____ were discussed in the lecture. |
| **Chronology:** | The lecturer explained the sequence of events for _____ . |
| **Comparison:** | The lecturer compared _____ with _____ . |
| **Contrast:** | The lecturer contrasted _____ with _____ . |
| **Cause and Effect:** | The lecturer explains why _____ . |
| **Problem and Solution:** | The lecturer presents several solutions for the problem of _____ . |

- Study the key phrases
- Practice using them

➤ **Use Verbal Pauses**

If you get to a point where you don’t know what to say, it is better to use some verbal pauses to think instead of stopping and thinking in silence. Silence on the tape is going to lose points for you. You can say *okay*, *now*, *um*, *and*, or *uh*. All of these verbal pauses are very common in the speech of native speakers. Of course, if you use them too often, you will also lose points because they will distract the listener and you won’t have enough time to answer the question completely.

- Learn verbal pauses
- Use them when necessary

### ➤ Listen to Good Models

Research is clearly on the side of those who advocate listening as a method to improve speaking. This means that one of the best ways to learn to speak well is to listen to good speakers. To improve your TOEFL score, you should listen to good speakers responding to the six question types in the Speaking Section. That is why this book has recorded example answers for the questions in this review chapter and on the model tests. For additional listening, ask a teacher or a tutor to respond to the speaking questions on the model tests. You ask the questions and listen to the answers. Don’t give them the questions in advance. Use the same presentation and timing that you use when you take the model tests yourself.

- Listen to example answers
- Test good speakers

### ➤ Speak to the Criteria for Evaluation

There are checklists for each question on the Speaking Section. Use these checklists to evaluate your speaking. If you do not know how to use the checklist, get some extra help. Resources for teachers and tutors are in Chapter 8.

- Keep the checklists in mind
- Take advantage of resources

### ➤ Sound Confident

If you speak in a very low voice, hesitating and apologizing, the listener makes negative assumptions. This person is not confident. This person probably doesn't know the answer. Try to speak up and sound self-assured without being aggressive. It helps to start with a smile on your face.

- Speak up
- Be self-assured

### ➤ Stay Positive

It is natural to be a little anxious about speaking in a second language, but it is important not to become negative and frightened. Negative thoughts can interfere with your concentration, and you may not hear the questions correctly. Take some deep breaths before each question and say this in your mind: "I am a good speaker. I am ready to speak." If you begin to have negative thoughts during the test, take another deep breath and think "confidence" as you breathe in. Focus on listening to the questions. Focus on taking notes.

- Take deep breaths
- Use positive self-talk

# QUICK QUIZ FOR THE SPEAKING SECTION

**Reminder:** To access the audio for this section of the test, visit the Barron's Online Learning Hub.

This is a quiz for the Speaking Section of the TOEFL iBT®. This section tests your ability to communicate in English in an academic context. During the quiz, you will respond to four speaking questions. You may take notes as you listen. You may use your notes to answer the questions. The reading passages and the questions are written here, but the directions will be spoken. Once you begin, do not pause the audio.

# Quiz for the Speaking Section

**QUESTION 1**
Some people think that teachers should be evaluated by the performance of their students on standardized tests at the end of the term. Other people maintain that teachers should be judged by their own performance in the classroom and not by the scores that their students achieve on tests. Which approach do you think is better, and why? Use specific reasons and examples to support your opinion.

Preparation Time: 15 seconds
Recording Time: 45 seconds

**QUESTION 2**
Reading Time: 45 seconds

Policy for Tuition

In order to qualify for in-state tuition, a student must have lived within this state for a period of not less than one year. Furthermore, the in-state address must be the permanent residence of the student. College campus addresses may not be used as permanent residences. The student's driver's license and any vehicles must be registered in the state, and the previous year's state tax form must have been submitted to this state. Voter registration and a high school diploma may also be used as evidence of in-state status. Spouses and children of military personnel qualify for in-state tuition without residence requirements.

The student expresses his opinion of the policy for in-state tuition. Report his opinion, and explain the reasons that he gives for having that opinion.

Preparation Time: 30 seconds
Recording Time: 60 seconds

**QUESTION 3**
Reading Time: 50 seconds

Communication with Primates

Early experiments to teach primates to communicate with their voices failed because of the differences in their vocal organs, not their intellectual capacity. Dramatic progress was observed when researchers began to communicate by using American Sign Language. Some chimpanzees were able to learn several hundred signs that they put together to express a number of relationships similar to the initial language acquisition of children. In addition, success was achieved by using plastic symbols on a magnetic board, each of which represented a word. For example, a small blue triangle represented an apple. Chimpanzees were able to respond correctly to basic sequences and even to form some higher-level concepts by using the representative system.

Explain how the example of the Kanzi experiment in the lecture illustrates the concept of *primate communication*.

Preparation Time: 30 seconds
Recording Time: 60 seconds

**QUESTION 4**

Using the main points and examples from the lecture, describe the habitable zone, and then explain how the definition has been expanded by modern scientists.

Preparation Time: 20 seconds
Recording Time: 60 seconds

To see the script and listen online, go to the Barron's Online Learning Hub. To listen to example answers, select **Track 9**.

**Advisor's Office**

When you face a challenge, “Fake it until you can make it.” This means that you should act as though everything were working out well, even when you have doubts. Put a smile on your face, even if it isn’t real, and eventually it will be a real smile. Stand up straight with your head high, and walk with purpose. You will actually start to feel more confident. If you are acting like a successful person, it may feel strange at first. But the more you practice your role as a successful person, the more comfortable you will be. When you reach your goals and are truly successful, you will be the person you have been playing.

# WRITING

# OVERVIEW OF THE WRITING SECTION

The Writing Section tests your ability to write academic English. There are two writing tasks.

### Integrated Writing Question

First you will have 3 minutes to read a passage about an academic topic and then you will listen to a lecture about the same topic. You may take notes and use them to organize your essay, but notes will not be graded. After the lecture, you will have 20 minutes to write a summary of the lecture and to explain how it relates to the reading passage. While you write, you will see the reading passage again. Be sure to use information from both the lecture and the reading passage in your response.

Your writing will be evaluated for organization, vocabulary, grammar and a complete answer to the question. Typically, a good response will require that you write 150–225 words.

### Academic Discussion Question

You will have 10 minutes to read a question posted by a professor and two responses by students in the class, and then to write a response that

contributes, and adds, to the discussion.

Your response will be evaluated for staying on topic, making clear explanations, using precise vocabulary and a variety of grammatical structures. Typically, a good response will require that you write at least 100 words.

# REVIEW OF QUESTIONS

### Integrated Essay

In Question 1, the Integrated Essay, you will be asked to read a 3-minute passage from a textbook and then listen to part of a short lecture about the same topic. The ideas in the lecture will usually challenge the ideas in the reading passage. After you read the question, you will have 20 minutes to plan and write an essay that includes information from both the reading passage and the lecture. The essay should be about 150–225 words.

### Reading Passage

Time: 3 minutes

> Global warming has become a hotly contested issue. Although they concede that changes will be different from one region to another globally, a consensus of scientists support the theory that greenhouse gases produced by human activities are causing unprecedented changes. According to the Intergovernmental Panel on Climate Change (IPCC), the warming of the climate system is evident from observations of increases in global average air and ocean temperatures, widespread melting of snow and ice, and rising global average sea levels. The panel cites 200 worldwide scientific organizations that hold the same position.
>
> Satellite data also supports the position on climate change. Earth-orbiting satellites and other technological advances have enabled scientists to collect information about the planet and climate on a

global scale. For example, we know that less $CO_2$ has been escaping to outer space at the specific wavelengths of greenhouse gases but increased long-wave radiation is measured at the surface of Earth at the same wavelengths.

Finally, in spite of the fact that the global annual temperature is lower than would have been expected by models of warming, supporters of the global warming model account for the missing heat by postulating that it can be found in the oceans. Variations in ocean temperatures occur on a 15- to 30-year cycle. In the positive phase, El Niño tends to warm the atmosphere. In the negative phase, La Niña brings cold waters up from the depths along the equator and cools the planet. By inserting this cyclical factor into the climate change model, the lower temperatures fit the general pattern predicted.

**SCRIPT FOR LECTURE**

**Reminder:** To access the audio for this section of the test, visit the Online Learning Hub.

## Lecture

Now listen to a lecture on the same topic as the passage you have just read. When you take the test, you will not be able to see the script, but it is printed in the book to support your study.

Although the dominant argument for global warming is that a majority of scientists support the model, well, any scientist would have to agree that consensus is a false proof of a scientific theory. Why? Because only one contradictory piece of empirical evidence is sufficient to refute a theory. That is, to quote Richard Feynman, “The exception proves that the rule is wrong.” That’s the core of the scientific method. And many scientists with credentials equal to those of the proponents of global warming have put forward objections to the models that argue the global warming issue. To cite only one example, Lindzen and Choi have measured changes in the outgoing long-wave radiation from the top of the atmosphere during periods of warming, and their findings directly contradicted the global warming

model because the increased carbon dioxide didn't block outgoing long-wave radiation. Even the latest IPCC report acknowledges that the models don't simulate clouds well, and that's where the main uncertainties lie. So there isn't a consensus, even among the proponents of the global warming models.

Now let's look at the satellite data, that supposedly proves the theory. In a joint study by the University of Alabama with NASA, . . . in their study, they found a huge discrepancy between the forecasts by the United Nations, using computer models and the actual amount of heat that's trapped, especially over the oceans. In fact, the NASA data shows that the models put forward for the past 25 years have consistently predicted more heat being trapped than real-world satellite data actually records.

Finally, we must examine the primary explanation for the difference between the climate change in global average temperature that global warming has predicted and the much lower change in global average temperature that we've experienced. Now according to a model by von Shuckmann, the missing heat is in the ocean at depths of about 2,000 meters but the problem here is that the top of the ocean is cooling, so how can the bottom be warming? And furthermore, we should see a hot spot close to the tropics because more water should have evaporated to this part of the atmosphere and would have caused rapid warming if the models were accurate, but again this doesn't conform to the scientific data.

**Question**

Summarize the main points in the lecture, and explain how they cast doubt on the ideas in the reading passage.

**Review, Writing Section, Synthesis of Opposing Ideas**

**Integrated Essay**

The reading and the lecture are both about global warming, but they present opposing views. The lecturer refutes all three arguments for global warming presented in the reading passage. First, the reading states that a consensus of scientists support the theory; however, the lecturer points out that a consensus does not prove a theory. For scientific proof, all the evidence must support the hypothesis. However, many credible scientists disagree with those who champion the global warming issue. For example, the results of experiments by Lindzen and Choi contradicted the global warming model. Furthermore, the most recent IPCC report recognizes that the model doesn't simulate clouds well, which introduces uncertainty even among those who come down on the side of global warming.

Next, the author of the reading argues that satellite data support global warming. However, the lecturer cites satellite data released by NASA in a joint study with the University of Alabama, revealing a major inconsistency between the predictions by the United Nations, using computer models and actual data collected by satellites for the past 25 years. The models projected more heat, especially over the oceans, than the satellite data recorded.

Last, the reading passage explains lower temperatures than expected in a global warming model by attributing them to variations in ocean temperatures caused by cyclical ocean currents. In response, the lecturer contends that global warming proponents have offered a weak explanation for the lower average temperatures on Earth as compared with the expected temperatures in the model. According to von Schuckmann, for instance, the missing heat can be found in the ocean at depths of about 2,000 meters. One flaw in this argument is the inconsistency of cooling on the surface and warming below it. A second problem is the absence of a hot spot near the

tropics where more water should have evaporated, causing rapid warming, as predicted in the global warming model.

In short, at this point, many highly regarded experts disagree with the model because the scientific data contradict it.

**Evaluator's Comments**

The essay answers the topic question, and the content is accurate. The writer credits the researchers and paraphrases ideas. It is a well-organized essay with logically connected sentences. The meaning is clear.

**Academic Discussion**

In Question 2, the Academic Discussion, you will be asked to write a response to a question posted by a professor. You will have 10 minutes to read the question and two responses by students in the class and to write a response that contributes and adds to the discussion. The response should be at least 100 words.

**Review, Writing Section, Academic Discussion**

**Academic Discussion**

It is appealing to think of a world with no genetic diseases and near-perfect humans, but I do not favor this kind of a future. I am concerned that the

next logical step would be to eliminate human beings who were not perfect, and you would do that by euthanizing, which is just a nice word for killing the imperfect specimens. Also, what about the diversity in the human species that would be lost by engineering only those traits that were considered desirable? I think genetic engineering for human beings would increasingly cause us to look the same and act alike. I think it would be very unfortunate to lose the individuality and unique features that define us as humans.

### Evaluator's Comments

The response is well organized. It addresses the question and does not digress from the topic. The writer adds information to the discussion. There is a logical progression of ideas, supported by reasons for the writer's opinion. The writer demonstrates excellent language proficiency with acceptable vocabulary and a variety of grammatical structures. The response is more than 100 words in length and appears to be a complete answer. The reader can understand this post without rereading it.

# WRITING STRATEGIES

In addition to the academic skills that you will learn in Chapter 5, there are several writing strategies that will help you succeed on the TOEFL and after the TOEFL. Some of the strategies are more appropriate for the integrated essay, and others are more useful for the academic discussion. The new question is called the academic discussion, not the academic discussion essay.

### Integrated Essay

The integrated question asks for a synthesis of the content in a lecture and a reading passage. It is the first essay question.

#### ➤ Report

When you are writing about content, it is important not to offer your opinions. To do this, you must distinguish between content and opinion.

Content may include both facts and the ideas of the author or lecturer. Opinion is what *you* think. Your job in an integrated essay is to report the facts and ideas without making judgments and without expressing your opinions.

- State the facts and ideas
- Avoid expressing your opinions

### ➤ Combine Sentences

Essays with a variety of sentence structures are more interesting, and they receive higher scores. Complex sentence structures, achieved by combining simple sentences, also improve scores. Refer to Chapter 5, Activity 31 to review sentence combining.

- Vary sentence structures
- Include complex sentences

### ➤ Edit Your Writing

If you use all of your time to write, you won't have enough time to edit your writing. Students who take the time to read what they have written will find some of their own mistakes and can correct them before submitting the final essays. Be sure to edit both the academic discussion essay and the integrated essay. To edit most effectively, use the grading checklist that raters will use to evaluate your writing.

- Reread your essay
- Edit with the checklist

## Academic Discussion

The Academic Discussion asks you to respond to a question posted by a professor.

### ➤ Respond to the Topic

It is very important to read the question carefully and analyze the topic. Since most of them require you to state an opinion, it is helpful to form a general opinion on each topic. If you write on a topic other than the one that you have been assigned, your paragraph will not be scored.

- Analyze the topic
- Write on the assigned topic

### ➤ Be Direct

When you are asked for your *opinion*, it is appropriate to begin with a direct statement. Optional phrases and clauses introduce a direct statement.

| **Introduction** | **Opinion** |
|---|---|
| **Introductory phrase,** | **Direct statement = Subject + Verb** |
| In my opinion, | School uniforms are a good idea. |
| In my view, | |
| From my point of view, | |
| From my perspective, | |
| **Introductory clause** | **Direct statement = Subject + Verb** |
| I agree that | School uniforms are a good idea. |
| I disagree that | |
| I think that | |
| I believe that | |
| I support the idea that | |
| I am convinced that | |
| It is clear to me that | |

- Begin with an introductory phrase or clause

- Make a direct statement of opinion

### ➤ Use an Outline Sentence

Some books call the second sentence in an essay the *topic sentence,* the *controlling sentence*, the *thesis statement,* or the *organizing sentence.* The purpose of this sentence is to preview the main ideas of the essay for the reader. Here are some examples of outline sentences.

**First sentence:**
Although there are many advantages to living in the city, I prefer life in a small town.
**Outline sentence:**
Three personal experiences convince me that small towns provide a better lifestyle.

**First sentence:**
Despite the differences among cultures, I believe that peace is possible.
**Outline sentence:**
History provides several encouraging examples.

**First sentence:**
In spite of the benefits of studying in a group, I prefer to study alone.
**Outline sentence:**
There are three reasons why I have this preference.

- Write an outline sentence
- Preview the main ideas

### ➤ Think in English

How do English-speaking writers think? According to research by Robert Kaplan, they organize their thoughts in a linear pattern. This means that they think in a straight line. Details and examples must relate to the main points. Digressions are not included.

For essays that require an opinion, the organization would look like this:

| | |
|---|---|
| Opinion | In my view, school uniforms are a good |

| | |
|---|---|
| ↓ | idea. |
| Outline Sentence<br>↓ | Three reasons convince me that wearing uniforms will improve the educational experience of students. |
| Reason 1<br>↓ | In the first place, uniforms are not as expensive as brand-name clothing. |
| Example/Detail | For example, a new school uniform costs about $30, but designer jeans and a name-brand shirt cost five times that amount. An expensive book would be a better investment. |
| Reason 2<br>↓ | Second, it is easier to get ready for school. |
| Example/Detail | When there are five choices, it requires time and thought to decide what to wear. Uniforms simplify the problem of choosing a shirt to complement a certain pair of pants and, furthermore, selecting socks and shoes to go with them. All of these decisions take time and divert attention from preparing for classes. |
| Reason 3<br>↓ | Finally, students who wear uniforms identify themselves with their school. |
| Example/Detail | Wearing the school colors establishes that each student is part of the group. |
| Conclusion | In conclusion, I think schools that require uniforms send a positive message to their students. They communicate that it is more |

important to be the best student than it is to have the best clothing.

- Think in a straight line
- Connect each idea with the next

**➤ Write a Strong Conclusion**

In TOEFL essays, it is not appropriate to apologize for not having written enough, for not having enough time, or for not using good English skills. An apology will cause you to lose points. In addition, a good conclusion does not add new information. It does not introduce a new idea. A strong conclusion is more like a summary of the ideas in one last sentence.

- Summarize the main idea
- Avoid apologies and new topics

**➤ Read Good Examples**

Research confirms that reading is important to the development of writing. This means that one of the best ways to learn to write well is to read good models of writing. By being exposed to good writing, you will acquire good techniques. That is why this book contains examples of the answers that excellent writers might create in response to the questions in this review chapter and in the Writing Section of each model test. It is important to read these example answers carefully. Remember that you will be asked to produce expository, not literary, essays. For this reason, you should read opinion essays instead of short stories. It is also a good idea to read summaries of content material. Many popular college textbooks in English provide summaries at the end of the chapters. In general, these summaries are good models for you to read.

- Study example answers
- Read essays and summaries

# QUICK QUIZ FOR THE WRITING SECTION

This is a quiz for the Writing Section of the TOEFL iBT®. This section tests your ability to write essays in English. During the quiz, you will respond to two writing questions. You may take notes as you read and listen to academic information. You may use your notes to write the essays. Once you begin, you have 20 minutes to write the first essay and 30 minutes to write the second essay.

**QUESTION 1**
**Reading Passage**

Time: 3 minutes

**Stonehenge**

Stonehenge, located on the Salisbury Plain in England, is a circular arrangement of bluestones and sarsen stones. Each bluestone weighs several tons, and each sarsen stone weighs ten tons or more. The question is, what was the original purpose of this monument?

Many theories have been put forward, the most popular being that ancient astronomers may have used Stonehenge as a solar calendar; however, excavations by researchers from the Stonehenge Riverside Project support a newer hypothesis. Evidence of burials and cremations dating back to 3000 B.C.E. influenced researchers involved in the Riverside Project to conclude that the real purpose of Stonehenge was to serve as a burial site. More than 50,000 cremated bone fragments of sixty-three individuals were excavated and studied by the team, including about equal numbers of men and women as well as an infant.

In addition to cremated remains, chalk dust in several holes suggested that fifty-six bluestones once stood in the circular arrangement. According to the lead researcher, Professor Mike Parker Pearson, bluestones have been closely associated with burials from similar time periods, and their presence serves as further support for the burial ground hypothesis.

Finally, although few artifacts have been unearthed at Stonehenge, the head of a stone mace, an object similar to a scepter, supported the assumption that important persons were selected for burial in the site.

A small bowl, burned on one side, may have held incense, further suggesting that the dead could have been religious and political leaders and their immediate families. Most prehistoric burials in England involved leaving the dead in the wild for animals to clean or throwing the bodies into the rivers, another indication that the Stonehenge burial site was reserved for leaders. Clearly, a possession like the stone mace would have belonged to someone of high rank and status among those who occupied the site and could have been buried with the body.

To see the script and listen online, go to the Barron's Online Learning Hub and select.

Now listen to a lecture on the same topic as the passage you have just read.

**Question 1**

Summarize the points in the lecture, and then explain how they cast doubt on the ideas in the reading passage.

Writing Time: 20 minutes
Typical Response: 150–225 words

**Question 2**
*This question and the example response on the next page are used with permission from their author, Michael Goodine, Founder of TEST Resources, the best source online for the most up-to-date information about the new TOEFL. Visit his blog at* http://www.testresources.me *for more examples of the new writing question with example responses.*

**Directions:**

The professor is teaching a class on business. Respond to the post with the professor's question in it and the posts by two other students. You should express and support your opinion and add new information to the discussion. You will have 10 minutes to read the question and the student responses and to write your own response. Your response should be at least 100 words in length.

**Dr. Simon**

Today, we're discussing the ethics of targeted advertising. Some people argue that online advertising, which uses personal information to target specific people, is an invasion of privacy. Others argue that it's simply an acceptable way to reach consumers with products and services they're interested in. What's your take? Do you think targeted advertising is ethical, or is it an invasion of privacy?

**Jessica**

I think targeted advertising is an invasion of privacy. Advertisers shouldn't be able to track and use our personal information to sell us products. It's not fair to consumers, and it's a violation of our rights. Instead, advertisers should focus on creating high-quality ads that appeal to a broad audience. By doing that, they can both increase their sales and show respect for their customers.

**Mike**

I disagree with Jessica. I think targeted advertising is ethical. It's a more efficient way to reach consumers with products and services that are relevant to their interests. With the money they save by using more effective marketing techniques, companies can afford to offer lower prices to their customers. Plus, we can always opt-out of targeted advertising by adjusting our privacy settings. As long we get a choice, I think targeted advertising can be beneficial.

***QUESTION 1: EXAMPLE ESSAY***

The reading and the lecture both discuss the purpose of Stonehenge. The lecturer refutes the three arguments presented in the reading passage,

calling into question the new hypothesis that the site was constructed as a burial ground for elite members of society in approximately 3000 B.C.E. The researchers in the Riverside Project cited the discovery of human remains, the presence of bluestones, and several important artifacts as evidence for their claim. However, the lecturer presents a counterargument for each assertion.

First, the researchers cite the discovery of human remains as evidence of the burial ground, but the lecturer maintains that the discovery of human remains is not unique to this project. Excavations as early as 200 years ago provided evidence of burials in Stonehenge. Although the remains prove that ritual burials were performed at Stonehenge, it does not necessarily follow that the monument was built for the purpose of burials. Previous researchers evaluating the same evidence have not come to the same conclusion.

The researchers also claim that the presence of bluestones supports their hypothesis. In response, the lecturer contends that the bluestones could have been brought to the area for purposes other than burial rites. Since they have acoustical properties, ancient music could have been played on the stones. Some studies suggest that the stones may have had a magical purpose or could have been used for healing, in which case the burials could have been performed when healing was not successful.

Finally, the researchers assert that the discovery of two significant artifacts that probably belonged to highly important people is another strong indication that the site was used for the burial of individuals of high rank and status. The lecturer points out that the number of objects is insufficient to draw conclusions and, furthermore, that the current excavation may have been corrupted by previous digs and theft.

### *Question 2: Example Essay*

In my opinion, targeted advertising isn't an ethical problem and I don't have a problem with it. I really like Mike's idea that we can just opt-out of targeted advertising if we are worried about it. I'd add that it is extremely easy to do this nowadays, as Internet browsers are very user-friendly. Even people who are inexperienced with technology can find the right settings

and adjust them. Jessica raised the relevant point that companies should create advertisements that appeal to a broad audience, but she didn't mention how difficult it is to make advertisements like that. Society is more diverse than ever before, so it is almost impossible to create messages that everyone finds attractive. Small companies without large advertising and research budgets might go out of business if they are prevented from using cheap and effective targeted advertising.

## OPTIONS FOR EVALUATION

It is difficult to evaluate your own writing. If you are taking an English class, ask your teacher to use the checklists in this chapter to evaluate your writing. You need to know how you are progressing in relationship to the criteria on the checklists because that is how you will be evaluated on the TOEFL.

If you do not have a teacher, you may find an online tutor or an evaluation service, using the resources in Chapter 8.

**Advisor's Office**

Keep your eyes on the destination, not on the road. There are short roads and long roads to the same destination, but the important point is to arrive where you want to be. Of course, there are several reasons why you prefer to achieve a successful score on the TOEFL the first time that you attempt it. It is costly to take the test again, and you are eager to begin your academic studies or professional life. Nevertheless, a goal is seldom destroyed by a delay, so don't destroy your positive attitude, either. If you take the time to prepare, you will probably be able to take the short road, but if you have not studied English very long, you may need more practice. Please don't compare yourself to anyone else. They are on their road, and you are on yours. Just keep going. You will get there.

# 5
# ACADEMIC SKILLS

## ✔ *Master the most important academic skills*

The TOEFL iBT® is a test of academic English. This means that you need more than English language proficiency to succeed. You need academic skills as well. You won't find a chapter like this in any other TOEFL preparation book. Campus Vocabulary, Taking Notes, Paraphrasing, Summarizing, and Synthesizing will help you succeed on the TOEFL and on campus in your college or university program.

## CAMPUS VOCABULARY

This important skill is tested in several sections of the TOEFL© iBT. On the Listening Section, the first passage in each set is a conversation that takes place on a college or university campus. Your facility to understand campus vocabulary will help you gain valuable points when you respond to the questions about these conversations. Campus vocabulary is also important when you are responding to Question 2 on the Speaking Section. In Question 2, you will read a campus announcement and listen to a conversation about it. Your ability to understand campus vocabulary will help you understand the announcement and the conversation. If you can use campus vocabulary correctly in your response to this question, you will impress the raters.

The *Glossary of Campus Vocabulary* provided at the back of the book includes the most common vocabulary that you will hear and use in conversations on campus at English-speaking colleges and universities. There are three problems that you will confront when you are using campus vocabulary on the TOEFL and after the TOEFL when you are on an actual college or university campus.

1. **The meaning of the word is specific to a college or university campus.** This means that you have to understand the glossary meaning of campus vocabulary words.
2. **Intonation might change the meaning of the word.** This means that you also have to understand the meaning that is implied when the word is spoken in a conversation.
3. **You need to be able to pronounce the words so that you are understood.** This means that you have to be able to use campus vocabulary when you respond to some of the speaking tasks on the TOEFL and, afterward, when you are on campus.

This chapter will help you improve your campus vocabulary. You will learn how to:

- **Become familiar with the definitions**
- **Recognize patterns of intonation**
- **Improve your pronunciation**

If you are not sure how to pronounce a word in the glossary, first go to *www.dictionary.com* and type the word or phrase in the search box. Then click on the audio icon to listen to the correct pronunciation, and repeat it. Soon you will be sounding like a smart student on campus!

# BECOME FAMILIAR WITH THE DEFINITIONS

**Strategies to Use**

➤ Understand the Meaning When You Hear It
➤ Look Up Unfamiliar Campus Vocabulary

***How will these strategies help you on the TOEFL?*** By learning campus vocabulary, you will be able to understand the conversations on the Listening Section and with professors, staff, and other students on campus.

## ➤ Understand the Meaning When You Hear It

**PRACTICAL STRATEGY**

Using a pronunciation glossary is not like using a traditional dictionary. You can read the words and learn the meanings as you would when you use a dictionary, but you can also learn how the words are pronounced.

***PRACTICE ACTIVITY 1***

Did you understand? Go to *www.dictionary.com*, type in some of the words found in the Glossary of Campus Vocabulary, and listen to the pronunciation. Identify five entries to practice every day. Repeat the word or phrase after the speaker. Do you understand the meanings when you see them? When you hear them?

### ➤ Look Up Unfamiliar Campus Vocabulary

**PRACTICAL STRATEGY**

Use the glossary at the back of this book to look up unfamiliar vocabulary as you continue to prepare for the TOEFL with the model tests in the next chapter. Don't stop to search for a word or phrase while you are taking a model test. When you are using the Answer Key and the Explanatory Answers, though, you can note campus vocabulary that you want to add to your list of five entries to practice every day.

# RECOGNIZE PATTERNS OF INTONATION

**Strategies to Use**

➤ Interpret Expressions of Surprise
➤ Comprehend Requests for Confirmation
➤ Become Familiar with Options for Suggestions

### ➤ Interpret Expressions of Surprise

Two ways to express surprise are commonly used in conversation—question statements and emphatic statements.

**PRACTICAL STRATEGY**

A rising intonation is usually heard at the end of a *question*. When a rising intonation is heard at the end of a *statement*, it usually shows surprise. The speaker had assumed the opposite.

***PRACTICE ACTIVITY 2***

Did you understand? Listen to the following sentences from your glossary. Anticipate the rising intonation at the end, which expresses surprise. You may also hear emphasis and a rising intonation in a key word or phrase in the statement. Try to repeat each sentence after the speaker, using the same intonation. Notice that question statements include a question mark at the end.

**Track 22** **Activity 2**

**Reminder:** To access the audio for this activity, visit the Online Learning Hub.

**EXAMPLE**

ace
Kathy aced her computer science class?

tuition

1. Tuition at private colleges is more?

prerequisites

2. You took the prerequisites last year?

handout

3. You lost the handouts?

laptop

4. Your laptop crashed?

article

5. You read the articles already?

skip class

6. Ron skipped class yesterday?

review session

7. The review session was productive?

call on

8. You sat in the front of the room and weren't called on?

curve

9. Dr. Graham grades his tests on the curve?

book bag

10. Your brand new book bag fell apart?

**PRACTICAL STRATEGY**
Sometimes a statement of surprise is introduced by the phrase *You mean*.

***PRACTICE ACTIVITY 3***
Did you understand? Listen to the following sentences from your glossary. Identify the intonation that signals surprise. Try to repeat each question after the speaker, using the same intonation.

**Track 13 Activity 3**

**EXAMPLE**

off campus
You mean Carol doesn't want to live off campus?

notes

1. You mean you lent your notes to someone?

audit

2. You mean you're auditing the course?

turn in

3. You mean I could have turned in my paper tomorrow?

cram

4. You mean you crammed for the biology final?

draft

5. You mean you wrote the first draft in one night?

drop

6. You mean you dropped the class because it was too hard?

extension

7. You mean your request for an extension was denied?

lower division

8. You mean all the lower-division classes are full?

plagiarize

9. You mean you know someone who plagiarized?

sophomore

10. You mean Bill is only a sophomore?

**PRACTICAL STRATEGY**

An auxiliary verb in a statement can express both emphasis and surprise. Usually the auxiliary verbs are *do, does,* and *did*. Sometimes the auxiliary verbs *is, are*, *has,* and *have* are also used. Often the statement begins with the word *So*. In these statements, the speaker has assumed the opposite.

***PRACTICE ACTIVITY 4***

Did you understand? Listen to the following sentences from your glossary. Identify the auxiliary verbs that express emphasis and surprise. Try to repeat each sentence after the speaker, using the same intonation.

## Track 14 Activity 4

**EXAMPLE**

T.A.

So Bill *did* apply to be a T.A.

degree

1. So you *did* graduate with a degree in music theory.

studies

2. So Jane *is* beginning her studies.

dean

3. So you *did* speak with the dean.

assignment

4. So you *do* read the assignments after all.

snack bar

5. So you *are* going to the snack bar after class.

report

6. So you *did* listen to Ken’s report.

all-nighter

7. So your roommate *did* pull another all-nighter.

credit hour

8. So you *did* complete fifteen credit hours last summer.

makeup test

9. So Dr. Peterson *did* let you take a makeup test.

library card

10. So you *did* bring your library card with you.

## ➤ Comprehend Requests for Confirmation

**PRACTICAL STRATEGY**
A statement that ends with the word *right* or a tag question with a rising intonation is a request for confirmation. These questions at the end mean that the speaker wants to confirm that he or she has understood correctly.

***PRACTICE ACTIVITY 5***
Did you understand? Listen to the following sentences from your glossary. Identify the question that signals a request for confirmation. Try to repeat each question after the speaker, using the same intonation.

**Track 15** **Activity 5**

**EXAMPLE**

elective

You're going to take an elective in art appreciation, right?

transfer

1. Dana transferred to State University, right?

student I.D. number

2. Pat has a student I.D. number, doesn't she?

transcript

3. You got your transcripts, didn't you?

incomplete

4. Bill took an incomplete in sociology last semester, didn't he?

undergrad

5. You're an undergrad, right?

cheat

6. Gary was expelled because he cheated, right?

extra credit

7. You signed up for extra credit, right?

get caught up

8. Sue got caught up over vacation, didn't she?

fill-in-the-blank(s)

9. The test was all fill-in-the-blanks, right?

hand back

10. Dr. Mitchell hasn't handed back your exam yet, has he?

**PRACTICAL STRATEGY**

Sometimes the speaker asks for repetition to confirm that he or she has understood correctly. These sentences often begin with the phrase *Did you say*.

***PRACTICE ACTIVITY 6***

Did you understand? Listen to the following sentences from your glossary. Identify the question that signals a request for confirmation. Try to repeat each question after the speaker, using the same intonation.

**Track 16 Activity 6**

**EXAMPLE**

probation

Did you say you're on probation?

fee

1. Did you say there are fees for using the recreational facilities?

admissions office

2. Did you say you couldn’t find the admissions office?

   flunk

3. Did you say you might have flunked the test?

   fine

4. Did you say you were charged a fine for parking there?

   tuition hike

5. Did you say you graduated before the tuition hike?

   pop quiz

6. Did you say you passed all of the pop quizzes?

   married student housing

7. Did you say there are no vacancies in married student housing?

   shuttle

8. Did you say there’s no shuttle on Sundays?

   dorm

9. Did you say you’ve lived in a dorm for four years?

   drop out

10. Did you say Diane dropped out after her junior year?

## ➤ Become Familiar with Options for Suggestions

**PRACTICAL STRATEGY**

The modal auxiliary words *should*, *could*, *would*, and *had better* are used for suggestions. Each auxiliary adds a different meaning to the suggestion. *Had better* means that it is necessary to follow the suggestion or some consequence will result. *Should* means that the speaker is presenting a strong suggestion. *Could* means that the speaker is presenting an option. *Could* is not as strong a suggestion as *should*. *Would* is used with the phrase *If I were you*. A speaker who makes a suggestion by beginning *If I were you* is presenting what he or she would do in similar circumstances.

***PRACTICE ACTIVITY 7***

Did you understand? Listen to the following sentences from your glossary. Identify the words and phrases that signal a suggestion. Try to repeat each sentence after the speaker, using the same intonation.

**Track 17 Activity 7**

assistantship

1. If I were you, I'd apply for an assistantship.

audit

2. You could audit the course if you don't need the credit.

get behind

3. You'd better study this weekend, or you'll get behind in English.

excused absence

4. You could take an excused absence in your Friday class so we could leave early.

withdraw

5. You should withdraw so you won't have failing grades on your transcript.

student union

6. You could meet Ken in the student union before the concert.

work-study

7. Dana should apply for the work-study position next fall.

group project

8. You should select your group project before midterm.

check out

9. If you want to check out books for your research paper, you'd better go to the library soon.

   room and board

10. You should plan to include the price of room and board in your budget.

# IMPROVE YOUR PRONUNCIATION

Saying the word or phrase clearly

**Strategies to Use**

➤ Practice TOEFL Listening Tasks
➤ Practice TOEFL Speaking Tasks

### ➤ Practice Campus Vocabulary in TOEFL Listening Tasks

**PRACTICAL STRATEGY**
Listen to an example of a listening passage while you read along. Notice the campus vocabulary in the conversation. Listen for meaning, intonation, and pronunciation. Remember, this is a practice activity. You will not be able to read while you listen to a conversation on the actual TOEFL.

***PRACTICE ACTIVITY 8***
Do you understand the general meaning of the conversation? Can you understand and pronounce each of the campus vocabulary words? Which speaker expresses surprise? Which speaker asks for confirmation? The answers are printed on page 253.

**Track 18** **Activity 8**

***LISTENING TASK 1***

Man: Hi Jane. How's it going?

Woman: Good. You?

Man: Same old problem. My roommate is driving me crazy.

Woman: But I thought you lived in a dorm.

Man: I do.

Woman: Oh. Then why don't you see your resident advisor?

Man: Been there, done that. I even went to the head resident.

Woman: Really? And it didn't help?

Man: Nope. He says that we should work it out between the two of us.

Woman: Wow. How do you do that when he's always partying in the room?

Man: I know. I keep waiting for him to flunk out.

Woman: He's on probation, right?

Man: Again. He cuts class, I never see him doing any homework, but he crams for his finals and always seems to just get by.

Woman: I'm so sorry. I suppose you could go to the study lounge or the library to study, but you're probably already doing that.

Man: I *am*, but it's not very convenient. I mean, I have all of my stuff in my room but now I have to pack it up every time I want to study . . .

Woman: . . . and then you have to pack it all up again when you want to go back to your room.

Man: That's about the size of it.

Woman: Are you getting behind?

Man: Not really. But I have a scholarship so I have to keep my GPA

up. And I'm a senior.

Woman: You're a senior? Well then, you need to start thinking about graduate school.

Man: I've already applied. But I need to submit this quarter's grades before they make a decision.

Woman: So you really must be hitting the books. What can I do to help?

Man: Not much. But thanks for listening.

## ➤ Practice TOEFL Speaking Tasks

**PRACTICAL STRATEGY**

Listen to an example of Speaking Task 2. Notice the campus vocabulary in the conversation. Listen for meaning, intonation, and pronunciation. Remember, this is a practice activity. You will not be able to read while you listen to a conversation on the actual TOEFL.

***PRACTICE ACTIVITY 9***

Do you understand the general meaning of the conversation? Can you understand and pronounce each of the campus vocabulary words? Which speaker asks for confirmation? Which speaker makes a suggestion? The answers are printed on pages 253–254.

***SPEAKING TASK 2***

Reading Time: 50 seconds

**Announcement from Student Services**

During spring break, County College will offer an alternative to the trips that many students plan to relax at beaches and resorts. Community service trips will be offered to assist low-income communities throughout the country. Students who sign up for these trips will be part of a team that will live and work with social service groups in the local area. Previous community service trips have provided tutoring for elementary school

students in Texas and caregiving for senior citizens in Chicago. The trips are paid for by grants to the college.

**Track 19** **Activity 9**

Man: Are you going on the community service trip over spring break?

Woman: I never go anywhere on break. I just visit my family for a few days and then come back and get ready for the next semester.

Man: I know, but this is different. It seems made to order for *you*.

Woman: Are you serious? I don't drink, I don't like the beach, and I don't have the money to waste on airfare and hotels.

Man: That's what I mean. This spring break trip isn't about any of that. It's a community service trip. Look, you work with a team on a project in a low-income area. You're minoring in social work, aren't you?

Woman: Yeah.

Man: So you can see why I thought you might be interested.

Woman: Actually, that does sound interesting. And I think it's a great idea. Spring break is so wild and crazy for a lot of my friends. Maybe this kind of alternative will attract some of the people who just want to get away from campus and do something different before they start another term.

Man: I was thinking about going or at least checking it out over at student services.

Woman: Yeah, but it would be expensive . . . unless the community is close by.

Man: No. Here's the thing: a grant pays for your transportation and your living expenses so there aren't any fees. You just have to be willing to work.

Woman: What kind of work is it? Do you know?

Man: Not exactly. Some of the projects that were funded in the past have served senior citizens, and I'm pretty sure that there was tutoring for kids.

Woman: Now you've really got me interested.

Man: I thought you would be. We should go over to student services to get a few more details, like where they're planning to go and what projects are funded. I think Professor Keller has his office hours now, and he's the one who's organizing the trip.

Woman: Well, sure. I'm free right now until my next class at two. That ought to give us plenty of time.

Man: Okay then.

Woman: And if it doesn't work out for me to go, I think it's a great idea to give people an alternative to . . . to . . . going crazy on some beach with a bunch of strangers from other colleges. That's never been my thing.

### PRACTICAL STRATEGY

Listen to part of a conversation in the Listening Section. Notice the campus vocabulary in the conversation. Listen for meaning, intonation, and pronunciation. Remember, this is a practice activity. You will not be able to read while you listen to a conversation on the actual TOEFL.

### *PRACTICE ACTIVITY 10*

Do you understand the general meaning of the conversation? Can you understand and pronounce each of the campus vocabulary words? Which speaker asks for confirmation? Which speaker makes a suggestion? The answers are printed on pages 254–255.

**Track 20** **Activity 10**

## *Listening Passage*

Man: Hi Professor Lin. I was hoping I might run into you today.

Woman: Really?

Man: Yeah. I wanted to ask you for . . . I wanted some advice.

Woman: Oh, okay.

Man: So some of your students have Dr. Jackson for their academic advisor, don't they?

Woman: Unhuh. He's the advisor for most of the biology majors.

Man: I know. And he's *my* advisor, too. But I'm just having problems communicating with him. I mean, he's nice and everything, but I feel like he just doesn't listen to me, and I leave the meetings thinking that I didn't get done what I needed to do. Do any of your students ever feel like that?

Woman: I can't say that they do, but it's a problem for sure if that's what's happening to *you*. Have you ever just had a serious talk about this with him? That's what I'd advise.

Man: I've tried, but I'm just not getting through. I'm so frustrated.

Woman: Well, you could request another advisor. I think Dr. Chee advises biology majors.

Man: I thought about that, but if I change advisors then I'll have to sign up for a couple of my upper-division courses with Dr. Jackson, and he might resent it that I wanted a different advisor. Besides, he's on the committee for my thesis.

Woman: I don't think he'd mind all that much. He has a lot of graduate

students to advise. Listen, you could make an appointment to talk with him before he finds out about the change, and you could give him some reason that isn't personal, like your schedule makes it hard to see him during his office hours or something.

Man: I *could* say that, but what if he offers to see me at a different time?

Woman: Right. Well, that could happen, but I don't think so.

# TAKING NOTES

Taking notes is writing down information while you are listening or reading. There are three problems that you will confront when you are taking notes.

1. **The professor determines the pace of a lecture.** This means that you have to take notes as quickly as the professor speaks.
2. **The notes must include all the main ideas and major facts.** This means that you have to know how to identify important information when you hear it or read it.
3. **The notes may be used for different reasons.** This means that you have to organize the notes to help you remember, to add to the information from another assignment, or to plan a speech or an essay.

This chapter will help you improve your note-taking skills. You will learn how to:

- **Organize your notes**
- **Identify important information**
- **Take notes quickly**

***How will these strategies help you on the TOEFL?*** By learning to take better notes when you hear lectures, you will have the information you need to respond to the listening comprehension questions and to prepare your speaking and writing questions. You will even improve your reading comprehension. Taking excellent notes is one of the most important academic skills for success

on the TOEFL and after the TOEFL when you are enrolled in a college or university program.

# ORGANIZE YOUR NOTES

**Strategies to Use**

➤ Anticipate the Purpose
➤ Divide the Paper into Columns
➤ Separate the Major and Minor Points

### ➤ Anticipate the Purpose

If you can anticipate the purpose of a reading or a lecture, you will be able to prepare your mind to receive the information, and you will already know how to organize your notes.

#### PRACTICAL STRATEGY

The most common purposes for academic English are to provide the answers to basic questions. These questions are answered in textbooks and lectures to help you learn the academic subjects.

| Purpose | Question |
|---|---|
| Definition | What is it? |
| Description and Example | What are the characteristics? |
| Classification | Which group does it belong to? |
| Sequence | What is the order—first, second, and so on? |
| Comparison and Contrast | How is it the same as or different from something else? |
| Cause and Effect | How does it cause something? What happens? |
| Problem and Solution | Why is it a problem? What is the |

| | |
|---|---|
| | solution? |
| Persuasion or Evaluation | Why should it be supported or rejected? |

The headings and subheadings in textbooks help you anticipate the purpose of the chapter or the sections within a chapter. For example, a heading in an earth science textbook that includes only one noun, **The Atmosphere**, will probably be a definition or a description of the atmosphere. A heading such as **Forces Within the Atmosphere** implies that several forces will be discussed and further implies that this will be a classification or perhaps a comparison and contrast of the forces. **Atmospheric Patterns of Motion** introduces a process and could anticipate a sequence or even a cause and effect. **Problems in Predicting Weather** is a heading that contains the purpose in the word *problems.* You know that this is a problem and solution section. Persuasion can usually be identified because of words like *should* and *must* as well as subjective or judgmental phrases like *better* or *worse*, whereas evaluation contains both sides of an issue.

***PRACTICE ACTIVITY 11***

Did you understand? Try to anticipate the purpose of each section in a textbook by reading the headings and subheadings. Here are some headings and subheadings for practice. The first one is completed to give you an example. The answers are printed on page 255.

Sometimes you will make a mistake anticipating the purpose. Your prediction will be different from the way that the reading or lecture proceeds. Don't worry. Trying to predict is still a good idea, and you will become more skilled as you practice using other activities and tests in this guide.

**EXAMPLE**

**Subheading:** The Enlightenment **Purpose:** definition *or* description

1. Settlement Patterns
2. The Functions of Art
3. Language Development
4. How Important Is Relativity?
5. Causes of Schizophrenia

6. Evaluating Kohlberg's Theory
7. Types of Financial Services
8. A History of Plate Tectonics
9. Estimating Population
10. Black Holes

**PRACTICAL STRATEGY**

The lectures on the TOEFL begin with an introductory screen followed by a narrator's introduction. They will give you a general direction for your listening. Most of the time, the narrator will tell you in which class the lecture is given. Sometimes the narrator will also provide the main topic.

***PRACTICE ACTIVITY 12***

Did you understand? Try to anticipate part of the narrator's introduction by viewing the introductory screen. Here are some introductions to lectures for practice. The first one is completed to give you an example. The answers are printed on page 255.

**EXAMPLE**

**Astronomy**

Listen to part of a lecture in an astronomy class.

**Track 21 Activity 12**

1. **Business**

   Listen to part of a lecture in _____.

2. **Music Appreciation**

Listen to part of a lecture in
_____.

3. **Biology**

Listen to part of a lecture in
_____.

4. **Anthropology**

Listen to part of a lecture in
_____.

5. **Engineering**

Listen to part of a lecture in
_____.

6. **Linguistics**

Listen to part of a lecture in
_____.

7. **Art History**

Listen to part of a lecture in
_____.

8. **Psychology**

Listen to part of a lecture in
_____.

9. **Geology**

Listen to part of a lecture in
_____.

10. **History**

Listen to part of a lecture in

_____.

**PRACTICAL STRATEGY**

A good lecturer will also give you ways to anticipate the purpose of a lecture or part of a lecture with verbal cues. Sometimes the lecturer will announce the topic in such a way that the purpose is directly stated. Other times you will have to draw a conclusion. Although the topic is stated at the beginning of the lecture, there may be some references to previous lectures or some classroom business to conclude before the topic is announced. When the topic for a lecture is stated, the lecturer may either pause just before saying the topic or stress the topic by raising the volume or using very clear pronunciation.

To be a good listener, you should prepare your mind to accept the information. If you know which class the lecturer is teaching, you already know how to focus your attention. By hearing the cue that identifies the topic, you have a context for the rest of the lecture.

***PRACTICE ACTIVITY 13***

Did you understand? Try to anticipate the purpose of a lecture by listening to the beginning of it. Here are some short introductions to lectures for practice. The first one is completed to give you an example. The answers are printed on page 256.

**EXAMPLE**

"Okay then, let's get started. Uh, today we're going to talk about the *biosphere*."

**Track 22** **Activity 13**

1.
2.
3.
4.

5.
6.
7.
8.
9.
10.

### ➤ Divide the Paper into Columns

There are many variations of column note-taking. This style is very simple and effective. Draw a line down your note paper from the top to the bottom about two inches from the left margin, as shown on the next page. This is called two-column notes. When you are taking notes, put the topics or main ideas in the left column and add details and examples in the right column. This system helps you take notes more quickly because you don't have to identify the main ideas and the details or examples by writing out words or by using a more complicated outline format that requires letters and numbers. Placement to the left or to the right of the line sorts the ideas in order of importance and shows their relationship.

#### PRACTICAL STRATEGY

Draw a line across the paper from the left to the right about two inches from the top. This is a space for the main idea. Draw another line about two inches from the bottom, as shown. This is a space that you can use for your thoughts and ideas as you are taking notes. Later, when you look at your notes, you will know which ideas are from the textbook or lecture and which are yours.

| Main Idea | |
|---|---|
| Major point 1 | Examples and details |
| Major point 2 | Examples and details |
| Major point 3 | Examples and details |
| My Ideas | |

***PRACTICE ACTIVITY 14***

Did you understand? Try to put the information in the following sentence outline into two-column notes. Refer to the two-column format above as an example. The answers are printed on page 256.

There are three arguments in support of protecting endangered species.

I. Aesthetic justification states that the various forms of nature influence the life experience of human beings in a positive way.
   A. Many endangered species are uniquely beautiful.
   B. They are appreciated universally in art and literature.
   C. Some are important to the religious community.

II. Ecological self-interest assumes that a balance of nature benefits all species.
   A. All species perform essential functions.
      1. For example, an endangered species may be the unique carrier of a cure for a human disease.
   B. In order to protect ourselves, we must protect other species.

III. Moral justification asserts that the creatures themselves have rights.
   A. The United Nations World Charter for Nature declares that all species have the right to exist.
   B. Human beings have the responsibility to preserve all species.

The professor does not directly promote any argument, but advocacy for the protection of endangered species is implied in the lecture.

## ➤ Separate the Major and Minor Points

In order to use two columns for notes, you must be able to classify the ideas into major and minor points. There are usually three or four major points in a short lecture or reading passage. Each of the major points is supported by examples and details. The examples and details are minor points.

### PRACTICAL STRATEGY

When you hear a major point, write it on the left. When you hear a minor point, write it on the right.

### *PRACTICE ACTIVITY 15*

Did you understand? Look at the notes under each topic. The sentences in the notes refer to either the major points or the minor points. Try to organize the notes under the topic by putting the major points in the left column and the minor points in the right column. Your answer is correct if the points are placed correctly on either the left or right. The points do not have to be in exactly the same order. The first one is completed to give you an example. The answers are printed on pages 257–258.

### EXAMPLE

There are three types of managers in addition to the general manager.

The line manager is responsible for production.
For example, a production manager is a line manager.
A staff manager is in charge of support activities such as human resources.
Information systems is also overseen by a staff manager.
A functional manager is the head of a department.
A department chair at a college is a functional manager.
The manager of a sales department at a company is also a functional manager.

| 3 managers | |
|---|---|
| line manager<br>production | production manager |
| staff manager<br>support activities | human resources<br>information systems |
| functional manager<br>head dept | dept chair college<br>sales dept company |

1. According to Mead, the self has two sides: the “I” and the “me.”
   It is predictable because social conformity is expected.

   This part of the self is less predictable because it is unique.
   This part of the self is formed through socialization by others.
   The “I” represents the individuality of a person.
   For instance, a spontaneous reaction might reveal the “I.”
   The “me” represents the expectations and attitudes of others.

2. The mystery of pulsars was resolved in the 1960s.

   We see pulses of light each time the beam sweeps past Earth.
   The pulsar in the Crab Nebula, for example, currently spins about thirty times per second.
   We also know that pulsars are not perfectly timed because each revolution of a pulsar takes a little longer.
   We know that pulsars are neutron stars, like lighthouses left by supernova explosions. It will probably spin about half as fast two thousand years from now.
   Like a lighthouse, the neutron star revolves.

3. Britain transported convicts to Australia in an effort to solve the problems of overcrowding in prisons.

   There were 11 ships with 750 prisoners aboard.

Four companies of marines sailed with them as guards.
They took enough supplies for two years.
In 1787, the first fleet left for Botany Bay in New South Wales.
Shortly after arriving in 1788, the colony was moved to Sydney Cove.
In Sydney, the water supply and soil were better.
Although Sydney was the new site, for many years it was called Botany Bay.

4. Frederick Carl Frieseke was an American impressionist.

In Normandy, he began to paint indoor settings.
In 1905, Frieseke moved to Giverney where he lived until 1920.
He studied with Whistler in the late 1800s.
Born in Michigan, he went to Paris in 1897.
In his later work, he began to use a darker palette.
From Whistler, he learned the academic style of the salons.
At Giverney, Frieseke was influenced by Monet.
Monet was experimenting with the effects of sunlight.
The style of Monet and his school is known as impressionism.
By 1920, Frieseke had left Giverney for Normandy.

5. Two types of weathering will break down rock masses into smaller particles.

Interaction between surface or ground water and chemicals causes chemical weathering.
With increased precipitation or temperature, chemicals tend to break down faster.
Mechanical weathering occurs when force and pressure grind rocks down.
A common example is the wearing away of granite facades on buildings.
The weathering of feldspar in granite can be caused by a reaction to acids in rain.
Pressure from freezing and thawing causes rocks to expand and contract.
When a rock is broken in two by physical forces, it is more vulnerable to weathering.

# IDENTIFY IMPORTANT INFORMATION

**Strategies to Use**

➤ Pay Attention to Key Words
➤ Notice Cues in Speech and Writing

## ➤ Pay Attention to Key Words

Key words help you identify the important information in a textbook or a lecture. Certain key words appear more often in a reading passage or a lecture with a particular purpose.

### PRACTICAL STRATEGY

The key words below are listed under the purpose for which they are frequently used. Key words are especially important in lectures since the sentences that the professor uses in speech are not edited like the sentences in textbooks and are, therefore, more difficult to follow.

**Definition**
Is known as
Is called
Is
Refers to
Means

**Description and Example**
Consists of
Adjective
For example
For instance
Namely
Specifically
That is

**Classification**
Kinds of
Types of
Classes of
Groups of

Parts of
Properties of
Characteristics of
Varieties of

**Sequence—Chronology or Process**
First, second, third
Next, then, last
Finally
Before
After
At the same time
Meanwhile
Now
As soon as
Later
Subsequently
Eventually
Step
Stage
Phase

**Comparison and Contrast**
Like
Similar to
Differ from
Compared with
In comparison
Similarly
In the same way
In contrast
Whereas
Adjective + -er
Although
But
Conversely
In spite of
Even though

However
Instead
On the contrary
On the other hand
Despite

**Cause and Effect**
As a consequence
As a result
Thus
Therefore
Because
Because of
For this reason
Consequently
Since
So

**Problem and Solution**
Problem

**Persuasion or Evaluation**
First, second, third
Should, must, ought to
Therefore
In conclusion, in summary

***PRACTICE ACTIVITY 16***
Did you understand? Try to identify the key words in the sentences. Underline them. Then decide in which kind of reading passage they might be found. Here are some sentences for practice. The first one is completed to give you an example. The answers are printed on page 258.

**EXAMPLE**

Mesopotamia refers to the land between two rivers. *Definition*

1. There are two types of mixtures—heterogeneous and homogeneous.

2. As a result, the litmus paper turns blue when the solution is a base.

3. In contrast, a counterculture exhibits behavior that is contrary to the dominant culture.

4. The first stage of sleep produces alpha waves.

5. The main properties of soil include color, texture, and structure.

6. Community service should be a requirement for graduation from the College of Education.

7. For example, the Navajo create sacred images in colored sand in order to restore the spiritual and physical health of the sick.

8. The maximum amount of water that air can hold at a given temperature and pressure is known as saturation.

9. Whereas an objective is specific and measurable, a goal is broader and is usually not time specific.

10. Dutch explorers in the early seventeenth century called the west coast of Australia "New Holland," a name that was used to describe the continent until the beginning of the nineteenth century.

### ➤ Notice Cues in Speech and Writing

Sometimes professors will tell you that a point is important while they are presenting their lectures. Some phrases to listen for include the following:

Pay particular attention to
Be sure to
Especially important is
And this is important
And this is the key point

Written cues will also appear in textbooks. Look for headings, bold letters, and italics.

**PRACTICAL STRATEGY**

Underline the information or put a star beside it to indicate that the professor has identified it as an important point.

***PRACTICE ACTIVITY 17***

Did you understand? Listen to the beginning of a lecture on language and try to identify the important information in the notes. Underline it or put a star beside it. A sentence from the lecture is shown here along with a star beside the corresponding point in the notes to give you an example. The answers are printed on pages 259–260.

**EXAMPLE**

"And this is important—standard language is appropriate in both speech and writing."
Notes: *appropriate speech + writing

Listen to the beginning of a lecture in a linguistics class.

### Activity 17

Definition + comparison = three types of language

| | |
|---|---|
| Standard usage Permanent core | definitions—words + phrases found in dictionary used formal + informal situations *appropriate speech + writing |
| Colloquial language Often evolves into standard | included in dictionary marked as colloquial idioms understood + used in informal situations, not formal more common in speech |
| Slang expressions Temporary phenomenon | sometimes in dictionary marked as slang used by some speakers in informal situations more common in speech |
| Continuum | most formal—least formal standard—colloquial—slang |

## TAKE NOTES QUICKLY

| **Strategies to Use** |
|---|

- ➤ Know What to Ignore
- ➤ Use Abbreviations and Symbols
- ➤ Draw Relationships

### ➤ Know What to Ignore

Sometimes professors will pause to think before they continue their lectures. Some professors will use verbal pauses, for example, *uh* and *um*, as well as words like *now*, *so*, *okay, and well*. Other professors will use repetition or restatement as a way to gather their thoughts or to clarify a previous point. In repetition, the professor will use the same words or phrases several times. In restatement, the professor will say the same thing in a slightly different way. Since repetition and restatement do not add to the meaning, you can ignore them.

**PRACTICAL STRATEGY**

The time that the professor uses to think is advantageous to you because you can ignore these pauses, repetitions, and restatements and you can use the additional time to take notes.

***PRACTICE ACTIVITY 18***

Did you understand? Try to identify the important information in the lecture. Cross out everything in the transcript that you could ignore. The first sentence from the lecture is shown to give you an example. The answers are printed on pages 260–261.

**EXAMPLE**

Status [redacted] position [redacted] society [redacted] group.

**Sociology**

Listen to the beginning of a lecture in a sociology class as you read the transcript. The professor is discussing status and roles.

## Activity 18

Status refers to, uh, a position in society or . . . or in a group. But there are really two types of status—ascribed status and achieved status. Okay, in ascribed status, the status is automatic, so you don’t have a choice. In other

words, it's an involuntary status. And some examples that come to mind are status because of race or sex. Not much you can do about that. On the other hand, achieved status requires some effort, and there's a choice involved. For instance, a marriage partner, or the type of education, or, for that matter, the length of time in school. Well, these are choices, uh, achievements, and so they fall under the category of achieved status. So, that brings us to the status set. A status set is the combination of all statuses that an individual has. Me, for example. I'm a professor, but I'm also a husband and a father, and a son, since my mother is still living.

So, in each of these statuses I have certain behaviors that are expected because of the status. Okay, all of the behaviors are roles, I mean, a role is the behavior expected because of status. Okay, back to status set. All of the statuses—husband, father, son, professor—combine to form the status set, and each of the statuses have certain expectations. Let me use that professor status again. So, as a professor, I have a teaching role, and I have to prepare classes. That's expected. I also advise students, grade assignments, and evaluate my students. But this role has very different expectations. As a researcher, I, I have to design studies, raise funds for grants, and uh, then perform the research, and, and, finally, I write articles and reports. So, I think you see what I mean.

But, one more thing, and this is important, sometimes role conflict can occur. Let me say that again, *role conflict*. And that means that meeting the expectations for one role will cause problems for an individual who is trying to meet other expectations in a different role. Okay, let's say that one of my students is dating my daughter. I don't recommend this. But anyway, I may have role strain that could even develop into role conflict because it will be difficult for me to meet the expectations for my role as teacher and uh, when the student comes to my house, I'll have to remember my status as father and my role that requires me to welcome a guest into my home, and well, form an opinion about someone who wants to take my daughter out on a date. The textbook actually . . .

### ➤ Use Abbreviations and Symbols

Use abbreviations for important words and phrases that are repeated. There are two ways to do this. You can use capital letters that will remind you of the word or phrase. For example, in a lecture about Colonial America, you might use C A as an abbreviation for the phrase; in a lecture about the philosophy of John

Dewey, you could use D as an abbreviation for the name. Or you can write the beginning of the word or phrase. For Colonial America, you could write Col Am; for John Dewey, J Dew. The abbreviation can be anything that will remind you of the word or phrase when you are reading your notes.

You should also use symbols and abbreviations for small words that are common in the language. The following list includes some of the most commonly used words in English. The abbreviations here are shortened forms for these frequently heard words.

| | |
|---|---|
| + | and |
| w/ | with |
| w/o | without |
| = | is, are, means, refers to, like, is called |
| Ø | different, not |
| # | number |
| X | example |
| → | results in, causes, produces, therefore |
| ← | comes from, derives from |
| ex | example |
| @ | about, approximately |
| 1, 2, 3 | first, second, third |
| < | less, smaller |
| > | more, larger |
| btw/ | between |
| ↑ | over, up |
| ↓ | under, down |

**Beyond the Book**
**Mini-Lesson for the TOEFL**
**Note Taking**

To view the lesson, visit the Barron's Online Learning Hub.

**PRACTICAL STRATEGY**

The abbreviations in the list printed above are part of my system for taking notes, and some of my students use it. However, I encourage you to create your own system because you will probably come up with symbols and abbreviations that will have meaning to you, and you will understand them later when you are reading your notes. There is space for additional words. Be sure to choose something that makes sense to you.

| *Symbol* | *Word* |
|---|---|
| | and |
| | with |
| | without |
| | is, are, means, refers to, like, is called |
| | different, not |
| | number |
| | example |
| | results in, causes, produces, therefore |
| | comes from, derives from |
| | example |
| | at |
| | first, second, third |
| | less, smaller |
| | more, larger |
| | between |
| | over, up |
| | under, down |

***PRACTICE ACTIVITY 19***

Did you understand? Now practice taking notes with your system. First, listen to each of the sentences and write your notes here. When you are finished taking notes for all 10 sentences, try to write the original sentences using only your notes. Then compare your sentences with the sentences printed in the Answer Key. An example is shown using my system. Your answer is correct if *you* can read it and if the meaning is the same as the original sentence. The words do not have to be exactly the same. Example answers are printed on page 262.

Listen to some sentences from college lectures. Take notes as quickly as you can.

**Track 25** **Activity 19**

**EXAMPLE**

Friction between moving air and the ocean surface generates undulations of water called *waves.*

| | |
|---|---|
| Short: | Friction btw air + ocean surface → waves |
| Very short: | Fric btw air + Ø surf → waves |

Friction between air and the ocean surface causes *waves.*

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

**➤ Draw Relationships**

To take notes, you can use symbols and diagrams. By using this system, you can reduce the number of words that you have to write. Here are some examples of notes for each of the common relationships.

**DEFINITION**

Definitions are part of every academic subject because the vocabulary must be introduced in order to understand and learn new concepts. Definitions often appear in italic or bold print in textbooks. Many textbooks have a glossary of specialized vocabulary in the back of the book.

Professors often give new words special emphasis in their lectures by pausing after the word and before the definition or by stressing the word the first time it is introduced. Look at these examples of definitions, and notice the diagrams that show the relationship between the word and the definition.

A *menu* is a list of computer functions that appears on the screen.
Menu = list/functions on screen

The *id* consists of instincts.
*Id* = instincts

**CLASSIFICATION**

Classifications are also found in every subject. To classify means to organize into groups with similar characteristics. Look at these examples of classifications, and notice how the diagrams show the relationship between the main category and the classification of types or kinds.

This chapter explores four highly specialized forms of fungus, which include molds, yeasts, lichens, and mycorrhizae.

Two types of motivation have been identified by cognitive psychologists. *Intrinsic motivation* is based on internal factors, as for example curiosity or the challenge to succeed, whereas *extrinsic motivation* involves external incentives such as rewards or even punishments.

Sometimes this diagram is enough for you to remember other details, but a word or a brief phrase can help you recall a definition for each type.

**SEQUENCE**

Sequence is often found in narrations of historical events, in descriptions of research studies, and in directions for scientific experiments or processes.

> The Roman Empire was built in three stages, which consisted of the conquest of Italy, the conflict with Carthage and expansion into the Western Mediterranean, and, finally, the domination of the Greek kingdoms and the Eastern Mediterranean.
>
> Roman Empire
>
> - Conquest Italy
> - Conflict Carthage + expansion W Med
> - Domination Greek + E Med

The history of Cubism falls into three phases—the Cezanne phase, which lasted only two years from 1907 to 1909, followed by the Analytical phase from 1910 to 1912, which, by the way, was the phase in which the most abstract purification of the form was realized, and finally, the Synthetic phase, beginning in 1913.

Cubism

- Cezanne phase 1907–9
- Analytical phase 1910–12
  abstract purification
- Synthetic phase 1913

## COMPARISON AND CONTRAST

Comparison and contrast identifies how two or more objects or ideas are the same or different. A side-by-side chart shows the relationships efficiently.

Cirrus clouds are the highest at altitudes between 17,000 and 50,000 feet, but they don't produce rain, in contrast with cumulonimbus clouds, which also penetrate the upper atmosphere but cause lightning storms, rain, and tornadoes.

| *Cirrus* | *Cumulonimbus* |
|---|---|
| 17–50,000 ft | upper atmos |
| Ø rain | rain–lightning–tornadoes |

Although each person is responsible for one instrument in most sections of the orchestra, the members of the percussion section are required to play several instruments in one concert or even for one composition.

## CAUSE AND EFFECT

Cause and effect or cause and result are found in research studies for all subjects, but the natural sciences contain many examples.

Mercantilism is an economic concept that assumes that the total volume of trade is unchangeable and, therefore, that trade causes conflict.

Mercantilism = total volume trade unchangeable
Trade → Conflict

When the temperatures on Earth dropped below the melting point of the rocks on the surface, the outer crust gradually solidified.

Temp Earth < melt pt rocks → crust solid

## PROBLEM AND SOLUTION

A problem and solution relationship is similar to a cause-and-effect relationship and can be represented by a similar drawing.

Because employees can begin to expect incentives simply for doing their jobs, and this can become a problem, it is better to reserve incentives for occasions that require exceptional effort.

Expect incentives/job → Reserve incentives/exceptional

The problem is that most populations of ginseng in Canada are too small to survive unless they are completely protected from harvesting by humans.

Ginseng survive → 0 human harvesting

### PRACTICAL STRATEGY

Sometimes it is faster to represent an idea with a symbol or a diagram than it is to write notes in words. This is especially true of relationships.

### *PRACTICE ACTIVITY 20*

Did you understand? Now practice drawing diagrams to represent relationships. First listen to each of the sentences from lectures on different topics. Then stop the audio and draw your diagram. Compare your drawings with the drawings in the Answer Key. The first one is completed to give you an example. Your answer is correct if it shows the same relationship as the drawings in the Answer Key, even if the diagram is not exactly the same. The answers are printed on pages 262–264.

**EXAMPLE**

The nervous system is divided into two major parts: the central nervous system and the peripheral nervous system.

Listen to some sentences from college lectures. Take notes by drawing diagrams.

## Activity 20

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

**Advisor's Office**

This advice from Dr. Charles Swindell is framed on the wall of my office near my computer so that I can see it every day. I am happy to share it with you:

*The longer I live, the more I realize the impact of attitude on life. Attitude to me is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness, or skill. The remarkable thing is, we have a choice every day regarding the attitude we embrace for that day. We cannot change our past. We cannot change the fact that people may act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude. I am convinced that life is 10 percent what happens to me and 90 percent how I react to it. And so it is with you. We are in charge of our attitudes.*

Henry Ford said it another way: *"If you think you can or you think you can't, you are probably right."*

# PARAPHRASING

Paraphrasing means using different words to express the same meaning. When you paraphrase, you express an idea that you have heard or read, but you say or write it in your own words. Because you are including all of the information when you paraphrase, the paraphrase is usually about the same length as the original. There are three problems that you will confront when you are paraphrasing.

1. **There is a natural tendency to repeat the same words instead of paraphrasing them.** This means that you need to listen and read for meaning instead of focusing on individual words and grammatical structures.
2. **Reference materials such as a thesaurus may not be used on the TOEFL.** This means that you have to know synonyms for words and phrases.

3. **Sometimes it is not possible to think of a paraphrase.** This means that you must learn how to give credit to sources when you use them in speaking or writing.

This chapter will help you improve your paraphrasing skills. You will learn how to:

- **Choose synonyms for words and phrases**
- **Use alternative grammatical structures**
- **Cite expressions and ideas**

***How will these strategies help you on the TOEFL?*** By learning to paraphrase well, you will achieve a higher score on all four sections of the TOEFL. There are questions that require you to recognize or produce paraphrases on the Reading, Listening, Writing, and Speaking Sections. Paraphrasing is a very important academic skill for success in college or university classes as well. Using someone else's words is called *plagiarizing.* Plagiarizing is a very serious offense and can result in your being expelled from school.

# CHOOSE SYNONYMS FOR WORDS AND PHRASES

**Strategies to Use**

➤ Substitute Multiple Synonyms
➤ Use Phrases
➤ Make an Explanation

### ➤ Substitute Multiple Synonyms

When you use the strategy of substituting synonyms, you must substitute more than one word or phrase. An excellent paraphrase will also be expressed by a different grammatical structure. You will learn about using alternative structures later in this chapter.

#### PRACTICAL STRATEGY

Paraphrases with synonyms must be restatements. Substituting only one vocabulary word in a sentence is not a restatement. It is so close to the original

that it is not an acceptable paraphrase. Here is an example statement and an unacceptable paraphrase:

| | |
|---|---|
| Original Statement: | The hardest woodwind instrument to learn is the oboe. |
| Unacceptable Paraphrase: | The *most difficult* woodwind instrument to learn is the oboe. |

Why is the first paraphrase unacceptable? Did you notice that only one word in the original statement was changed? Remember that substituting one synonym is not a restatement and not an acceptable paraphrase.

Now look at an acceptable paraphrase:

| | |
|---|---|
| Original Statement: | The hardest woodwind instrument to learn is the oboe. |
| Acceptable Paraphrase: | The *most difficult* woodwind instrument to *master* is the oboe. |

Why is the second paraphrase acceptable? Did you notice that more than one synonym was different? The phrase *most difficult* was substituted for the word *hardest*, and the word *master* was substituted for the word *learn*. But this paraphrase is still very close to the original sentence.

This is an improvement in paraphrasing:

| | |
|---|---|
| Original Statement: | The hardest woodwind instrument to learn is the oboe. |
| Excellent Paraphrase: | The oboe is the most difficult woodwind instrument to master. |

Why is this paraphrase considered excellent? Like the acceptable paraphrase, more than one synonym was different. The phrase *most difficult* was substituted for the word *hardest*, and the word *master* was substituted for the word *learn.* Did you also see how the structure of the sentence changed? The subject of the original statement was *the hardest woodwind instrument* and the complement was *the oboe.* In the excellent paraphrase, *the oboe* was the subject and *the hardest woodwind instrument* was the complement.

***PRACTICE ACTIVITY 21***

Did you understand? Try to rewrite each sentence that you may see in a textbook by substituting synonyms for various words and phrases. As you have learned, an excellent paraphrase will also change the structure of the sentence. In this practice activity, though, let's begin by writing acceptable paraphrases. Substitute multiple synonyms for the underlined words and phases. The first one is completed to give you an example. Your answer is correct if the words or phrases you use are synonyms for the underlined words or phrases and if the meaning of the sentence is the same. The synonyms do not have to be the ones that are used in the Answer Key. Example answers are printed on page 264.

**EXAMPLE**

| | |
|---|---|
| Original: | Thomas Edison was a very curious child, performing his first experiment when he was only three years old. |
| Paraphrase: | Thomas Edison was a very inquisitive child, conducting his first experiment at the age of three. |

1. The copperhead, a snake that strikes without warning, is considered much more dangerous than the rattlesnake.

2. Because J. P. Morgan was known as a reputable and prudent businessman, he was able to persuade others to remain in the market even after the crash had begun.

3. Phosphorus is used in paint on highway signs and markers because it is bright at night.

4. Rain forests are often located near the equator.

5. By the mid-nineteenth century, land was so expensive in large cities that architects began to conserve space by building skyscrapers.

6. Research studies of vertebrates show development from a very simple heart in fish to a complex four-chamber heart in humans.

7. When two products are fundamentally the same, advertising can influence the choice that the public makes.

8. As a whole, in birds, the male of the species is more brilliantly colored.

9. The price of gold on the world market is subject to several variables, including but not limited to supply and demand.

10. The idea of a submarine is not recent, dating from the 1400s when Drebbel and da Vinci drew initial sketches.

➤ **Use Phrases**

There is a tendency to try to find one word to paraphrase, but phrases can be a useful alternative.

**PRACTICAL STRATEGY**

The English language contains many phrasal verbs that express the same meaning as a one-word verb. In general, the phrasal verb is used for informal writing and speaking, and the one-word verb is used for more formal language. Some of the phrasal verbs that are common to academic language are listed here.

| | |
|---|---|
| Bring about | Cause |
| Carry on | Transact; continue |
| Carry out | Complete; accomplish |
| Clear up | Clarify |
| Come about | Happen |
| Come across | Find |
| Come by | Find accidentally |
| Come out with | Publish; produce |
| Come up with | Create |
| Cut down on | Reduce |

| | |
|---|---|
| Fall through | Fail |
| Figure out | Understand |
| Find out | Discover |
| Give off | Emit |
| Go after | Follow |
| Go back | Return |
| Go before | Precede |
| Go down | Decrease |
| Go on | Continue; happen |
| Go over | Review |
| Go through | Experience; penetrate |
| Go up | Increase |
| Keep on | Continue |
| Keep up | Remain current |
| Leave out | Exclude; omit |
| Look for | Seek |
| Look into | Investigate |
| Look like | Resemble |
| Look over | Examine |
| Look up | Locate information |
| Look up to | Respect |
| Make out | Understand with difficulty |
| Make up | Invent; compose |
| Pick out | Select |
| Point out | Show; indicate |
| Put off | Postpone |
| Put up with | Tolerate |
| Rule out | Eliminate |
| Run across | Find accidentally |
| Run into | Meet by accident |
| Set up | Arrange |
| Show up | Appear unexpectedly |
| Spell out | State in detail |
| Stand for | Represent |
| Stick out | Protrude |

| | |
|---|---|
| Take into account | Consider |
| Take over | Assume control |
| Take place | Occur |
| Think through | Reason |
| Throw away | Discard |
| Touch on | Mention briefly |
| Try out | Test |
| Turn into | Transform |
| Turn out | Conclude |
| Turn up | Discover |
| Wind up | Finish |
| Work out | Active |
| Write up | Report |

***PRACTICE ACTIVITY 22***

Did you understand? First read each sentence. Then try to say each sentence using a phrase instead of a one-word verb. The first one is completed to give you an example. Your answer is correct if the phrases that you use are synonyms for the underlined words and the meaning of the sentence is the same. The phrases do not have to be the ones that are used in the Answer Key. Spoken answers are recorded on Track 27 of the audio. Example answers are printed on page 265.

**PHRASAL VERBS**

**EXAMPLE**

| | |
|---|---|
| Written: | A balance of international payment refers to the net result of the business that a nation transacts with other nations in a given period. |
| Spoken: | A balance of international payment refers to the net result of the business that a nation carries on with other nations in a given period. |

## Activity 22

Listen to the example answers after you complete your answers.

1. Because light travels faster than sound, lightning appears to precede thunder.
2. Congress respected Jefferson because of his intelligence and creativity.
3. The lower teeth in crocodiles protrude when their mouths are closed.
4. Some sponges resemble plants.
5. The first census was accomplished in Great Britain in 1801.
6. People who have experienced a traumatic event may have recurring images of it.
7. In algebra, letters and other symbols represent numbers.
8. During periods of stress or excitement, the heart rate increases and airways to the lungs become dilated.
9. Theories of prehistory and early humans are constantly changing as we consider the new evidence from archeological finds.
10. Dreams may have been the inspiration for the Surrealists to create their works of art.

## ➤ Make an Explanation

Sometimes even native speakers cannot retrieve a word from memory when they are paraphrasing, especially when they are speaking. When this happens to you, there are several ways to compensate for the word that has slipped your mind. Make an explanation.

**PRACTICAL STRATEGY**

If it is an adjective, you can use an opposite adjective with the word *not*. For example, if a synonym for the adjective *large* slips your mind, you can say *not small. The sum was not small.* If it is a verb, you can use a general verb instead of a specific synonym. For example, if you forget the synonym for the verb *rely on*, you can say *use*, which is a very general verb that includes many meanings. Early traders *used* barter instead of money to exchange goods. If it is a noun, you can describe the noun with a descriptive phrase or clause. For example, if

you forget the synonym for the noun *farmer* or if the word *farmer* slips your mind, you can describe it by saying *the person who engages in agriculture.*

These compensatory strategies are used to get out of a problem when you are speaking. They should be used as a last resort instead of stopping when you are speaking.

***PRACTICE ACTIVITY 23***
Did you understand? Try to restate each sentence that you may see in a textbook by explaining the meaning instead of substituting a synonym for the underlined word. The first one is completed to give you an example. Spoken answers are recorded on Track 28 of the audio. Example answers are printed on pages 265–266.

**EXAMPLE**

The Constitution guarantees that private homes will not be searched without a warrant. The Constitution guarantees that private homes will not be searched without written authorization.

## Activity 23

Listen to the example answers after you complete your answers.

**ADJECTIVES**

Use an opposite.

**EXAMPLE**

The second movement of a symphony is usually slow.
The second movement of a symphony is usually not fast.

1. The temperature in many desert regions is cold at night.
2. Facial expressions may be common across cultures.
3. Obsidian is shiny because it cools too quickly for crystals to form.

4. Few musical instruments play louder than 100 decibels or softer than 20 decibels.

5. The people who have adapted to life at very high altitudes are usually short.

**NOUNS**

Use a phrase.

**EXAMPLE**

Skyscrapers are representative of the International Style of architecture.
Tall buildings are representative of the International Style of architecture.

1. In many cities, vendors must have a license to set up their booths in public places.

2. Studies show that small pets are a positive influence in elderly people's lives.

3. Staircases were an important feature of the palaces constructed during the Baroque period.

4. Global wind patterns are affected by Earth's rotation.

5. Bilingual education is more common in regions where language minorities live.

**VERBS**

Use a general verb.

**EXAMPLE**

Many managers employ teams to accomplish complex goals.

Many managers use teams to accomplish complex goals.

1. Unlike cast iron, pure wrought iron contains no carbon.

2. Hypnosis achieves a heightened state of suggestibility in a willing participant.

3. Productivity increases when fewer employees are required to accomplish the work.

4. Normally, the plasma in human blood constitutes 50–60 percent of the total blood volume.

5. Three-fourths of the goods manufactured in Canada for export are sold to the United States.

# USE ALTERNATIVE GRAMMATICAL STRUCTURES

**Strategies to Use**

➤ Produce Restatements
➤ Read and Listen for Meaning
➤ Edit Problem Paraphrases

### ➤ Produce Restatements

Learning to identify possibilities for alternative structures will improve your paraphrasing skills. A restatement with an alternative structure is not a paraphrase because it uses too many of the same words and phrases. Later in this chapter, you will use restatements with synonyms to produce paraphrases.

**PRACTICAL STRATEGY**

Study the examples of restatements in each of the categories below. Learn to make restatements using alternative structures. When you can use both synonyms and alternative structures, you will be able to paraphrase appropriately. For now, focus on alternative structures.

| | |
|---|---|
| Chronology | before/after/during |
| Coordination | not only-but also/neither-nor/not-but/both-and/as well as |
| Cause | because/because of/since/as a result |

| | |
|---|---|
| Comparison | similar/like/the same/differ/different/more/less |
| Concession | although/even though/despite/in spite of/but/whereas |
| Negatives | not + un-/not once/not one/very rarely/very seldom |
| Passives | BE + past participle |

**CHRONOLOGY**

| | |
|---|---|
| Original: | After the Missouri Compromise was abandoned by Congress, the Republican Party was formed in 1854, partly in opposition to the spread of slavery in the United States. |
| Restatement: | Before the Republican Party was formed in 1854, in part to oppose the spread of slavery in the United States, the Missouri Compromise had already been abandoned by Congress. |

**COORDINATION**

| | |
|---|---|
| Original: | Byzantine art consisted not only of oriental style but also of Greek ideas that maintained its popularity for more than eleven centuries. |
| Restatement: | Popular for more than eleven hundred years, Byzantine art consisted of both oriental style and Greek ideas. |

**CAUSE**

| | |
|---|---|
| Original: | In the classic experiment in operant conditioning, Pavlov’s dog salivated when he heard a bell because he associated the sound with food. |

Restatement: Since Pavlov's dog associated the sound of a bell with being fed, he salivated when he heard it in the classic experiment in operant conditioning.

**COMPARISON**

Original: As a conductor of heat and electricity, aluminum exceeds all metals except silver, copper, and gold.

Restatement: Silver, copper, and gold are better conductors of heat and electricity than aluminum is.

**CONCESSION**

Original: Despite the great differences in size, shape, and function, all human cells have the same forty-six chromosomes.

Restatement: Although the forty-six chromosomes are the same in all human cells, there are differences in the size, shape, and function.

**NEGATIVE**

Original: It is not illegal in some cultures for a man to be married to more than one woman at the same time, but the monogamous relationship is the most common.

Restatement: In some cultures, it is legal for a man to be married to several women at once, but it is more common for a man to be married to just one woman.

**PASSIVE**

Original: The explosive properties of nitroglycerin, later

| | |
|---|---|
| | one of the components of dynamite, were discovered by Ascanio Sobrero, an Italian chemistry professor. |
| Restatement: | Italian chemistry professor Ascanio Sobrero discovered that nitroglycerin, later used in the production of dynamite, had explosive properties. |

***PRACTICE ACTIVITY 24***

Did you understand? Try to restate each sentence that you may see in a textbook by writing an alternative grammatical structure. Make changes to the grammar, but do not make changes in the meaning of the sentence. The first one for each structure is completed to give you an example. Example answers are printed on pages 266–267.

## CHRONOLOGY

**EXAMPLE**

| | |
|---|---|
| Chronology: | After the death of Queen Mary in 1558, her half-sister Elizabeth ascended the throne of England. |
| Chronology Restatement: | Before Elizabeth ascended the throne of England in 1558, her half-sister Mary ruled. |

1. Not until the Triassic Period did the first primitive mammals appear.
2. Glass became a major construction material during the late Middle Ages.
3. Helium replaced hydrogen as a power source for dirigibles because it was safer.
4. The Moriori people settled the Chatham Islands off the coast of New Zealand long before the Europeans arrived in 1791.
5. Always rinse your test tubes and pipettes with a small amount of distilled water before you store them in the lab cabinets.

## COORDINATION

**EXAMPLE**

Coordination: Before the introduction of the musical staff, composers preserved their work not only by writing it down but also by teaching it to a younger musician.

Coordination Restatement: Before the introduction of the musical staff, composers preserved their work by teaching it to a younger musician as well as by writing it down in a book.

1. Both genes and viruses are made of essential chemicals called nucleoproteins.
2. Successful managers neither proceed without a plan nor ignore opportunities that arise.
3. Technically, not only glass but also water is considered a mineral.
4. Neither corn nor winter wheat is native to the Americas.
5. Ethnicity is usually based on race and religion as well as national origin.

**CAUSE**

**EXAMPLE**

Cause: The diesel engine that runs on oil is more efficient than most other engines because it converts more of the useful energy stored in the fuel.

Cause Restatement: The diesel engine runs more efficiently than most other engines because of the oil that converts more useful energy.

1. Psychologists suggest that incentives cause workers to increase productivity.
2. Because many flakes have been found in excavations of Stone Age settlements, anthropologists conclude that they were used as tools for

cutting and scraping.

3. Too much water can cause plants to turn brown on the edges.
4. Blood pressure can become elevated as a result of increased salt consumption.
5. Since the interstate highway system linking roads across the country was built in the 1930s, most of the roads in the system need to be repaired.

## COMPARISON

**EXAMPLE**

| | |
|---|---|
| Comparison: | Although they are smaller in size, for the most part, chipmunks are like most other ground squirrels. |
| Comparison Restatement: | Chipmunks are mostly like other ground squirrels except for their smaller size. |

1. Viruses and the first life-forms that appeared on Earth millions of years ago have a similar structure.
2. The lungs have a higher oxygen concentration than the blood does.
3. The Indian Ocean is smaller but deeper than the Atlantic Ocean.
4. Picasso's work was not the same during various artistic periods.
5. The difference in the gravitational attraction of various places on Earth's surface is the reason that the weight of objects is not the same.

## CONCESSION

**EXAMPLE**

| | |
|---|---|
| Concession: | Although oil paint tends to yellow with age, tempera colors retain their vibrancy for centuries. |

Concession Restatement: Oil paint tends to yellow with age, but tempera colors retain their vibrancy for centuries.

1. Whereas insulin levels are close to or above normal in type 2 diabetes, target cells cannot respond adequately.
2. Although the idea of an English language academy is regularly proposed, the response has never been very positive.
3. Even though the Jovian planets are grouped together, each one has had a very different evolutionary history.
4. Despite the advantage that young people enjoy for recall in vocabulary studies, older people appear to be better at word recognition.
5. In spite of the fact that interviews are the most common strategy for assessing job applicants, they tend to have low validity.

**NEGATIVE**

**EXAMPLE**

Negative: The addiction to gambling is not unlike the addiction to substances.

Affirmative Restatement: The addiction to gambling is like the addiction to substances.

1. Not once has the geyser known as Old Faithful failed to erupt on time.
2. Nonstandard dialects are not used as educational models in schools.
3. Never has there been such wide access to news from so many media.
4. The construction of a city on the ruins of a previous settlement is not uncommon.
5. Not until the Triassic Period did the first primitive mammals develop.

**PASSIVE**

**EXAMPLE**

| | |
|---|---|
| Active statement: | Seagulls need either fresh or salt water for them to survive. |
| Passive Restatement: | Either fresh or salt water is needed by seagulls for them to survive. |

1. It is interesting that people over the age of sixty-five experience fewer mental health disorders.
2. In the stringed instruments, a bow produces the tones when it is played across a set of strings made of wire or gut.
3. High-frequency radiation from the Sun and other sources partly ionize gases in the ionosphere.
4. Architects can use a domed roof to conserve floor space.
5. The Egyptians used papyrus to make paper, sails, baskets, and clothing.

## ➤ Read and Listen for Meaning

When you read or listen for meaning, you learn to think about the ideas that the writer or speaker is communicating, not the individual words or grammar used.

**PRACTICAL STRATEGY**

Practice reading and listening for meaning. By focusing on sentences or even paragraphs, you will train your mind to make connections and comprehend the ideas instead of trying to understand word by word. The important question is this: What does the author or the lecturer mean? What ideas are being expressed?

***PRACTICE ACTIVITY 25***

Did you understand? Try to identify the sentences that express the same idea. The first one is completed to give you an example. Example answers are printed on page 268.

**EXAMPLE**

What does the professor mean by the following statement:

Poet and humorist Ogden Nash tried but failed to adapt himself to the academic, and later, the business world.

He was a better businessman than he was a teacher.

He did not succeed in either teaching or business.

He tried teaching before he finally succeeded in business.

He made no effort to succeed in teaching and business.

1. What does the professor mean by the following statement:

   After hitting a bar several times with similar results, an animal learns that it can get food by pressing the bar.

   An animal is able to press the bar more after it is fed three or four times.

   Three or four animals are used in the experiment with similar results.

   There are several trials by an animal before the food is released.

   An animal learns how to get food by hitting a bar.

2. What does the professor mean by the following statement:

   Although he wrote many short stories, it was a poem, “The Raven,” that brought Poe his greatest recognition as a writer.

   Poe is remembered more for a poem than for his short stories.

   “The Raven” is less well-known than Poe’s short stories.

   Poe is famous for writing both short stories and poetry.

   Poe wrote more short stories than poems during his career.

3. What does the professor mean by the following statement:

   It was an atom that contained in the form of pure energy the fundamental components of the entire universe.

   The universe was made up of many atoms of pure energy.

   The effect of a pure atom in the universe was to produce energy.

   Everything in the universe was reduced to pure energy in one atom.

   The energy in the universe was stored in pure atoms.

4. What does the professor mean by the following statement:

Although a bear does not eat during the winter, sustaining itself on body fat, its temperature remains almost normal, and it breathes regularly.

- When a bear survives on body fat instead of eating, its temperature and respiration are reduced.
- Not eating during the winter does not affect the bear's breathing, but it does affect its temperature.
- During the winter, the bear's temperature is normal and its respiration is regular, but it does not require food.
- The bear's diet of fat during the winter does not affect its temperature or respiration.

5. What does the professor mean by the following statement:

It is generally true that as long as the CEO maintains the confidence of the board of directors, they will not intervene to dictate specific policies.

- Policies are dictated by the board with the approval of the CEO.
- The board will assume control only if they lose confidence in the CEO.
- The confidence of the CEO is important to decisions that the board makes.
- The intervention by the CEO in board policies does not occur often.

6. What does the professor mean by the following statement:

Temperature variations cause pressure differences in the air.

- Fluctuations in the air pressure are a result of changes in temperature.
- Changes in the air pressure and temperature vary at different times.
- The temperature is usually different from the air pressure.
- Changeable temperatures are caused by reversals in the wind.

7. What does the professor mean by the following statement:

To maintain a healthy body weight, an animal must balance energy intake with energy output, largely by metabolic activity and regular physical exertion.

- Metabolism regulates activity and exercise reduces body weight for a healthy lifestyle.

A healthy lifestyle includes exercise in order to control weight gain that is caused by the metabolism.

Metabolism and exercise are ways to stabilize consumption and production of energy for a healthy weight.

Animals generally balance their metabolisms by healthy eating and exercise, which also controls their weight.

8. What does the professor mean by the following statement:

An example of children's literature that supports the natural inclination to play with language is the *nursery rhyme*.

The nursery rhyme is a good example of children's literature because it is fun.

Children like nursery rhymes because they enjoy them during playtime.

Children's literature is written in language that the child can understand.

The child's interest in playing with language is encouraged by the nursery rhyme.

9. What does the professor mean by the following statement:

For employees whose jobs involve sitting at a computer terminal entering data or typing reports, the location of the computer relative to the company is of no consequence.

Employees who work at their computers like to choose their locations.

It does not matter where employees work at their computers.

The location of their computers should be comfortable to employees.

Computer terminals must be located near each other in a company.

10. What does the professor mean by the following statement:

Ireland was first settled around 7500 B.C by hunting tribes from Scotland, followed by people from the Mediterranean know as the Firbolgs.

The Firbolgs arrived in Ireland from the Mediterranean after the Scottish people had already settled there.

Irish tribes went to Scotland and then followed a hunting route all the way to the Mediterranean area called Firbolgs.

The Irish and Scottish people explored Europe, reaching as far as the Mediterranean where they settled.

Looking for a place to live, the Firbolgs went to Scotland and then to Ireland where they finally settled.

## ➤ Edit Problem Paraphrases

Here are some problems that you can learn to avoid:

- Don't change the meaning
- Don't leave out important information
- Don't use too much of the original wording
- Don't copy the original

Original Sentence:

> Sometimes students plagiarize material from lectures and reading passages because they don't understand how to make the appropriate changes for an excellent paraphrase.

### DON'T CHANGE THE MEANING

This is not an excellent paraphrase because the meaning has been changed from the original:

> On occasion, students use paraphrases of excellent lectures and reading passages without understanding the purpose of the changes that they have made in them.

### DON'T LEAVE OUT IMPORTANT INFORMATION

This is not an excellent paraphrase because it does not include all of the important information in the original:

> On occasion, students use lecture and reading material verbatim.

### DON'T USE TOO MUCH OF THE ORIGINAL WORDING

This is not an excellent paraphrase because it looks and sounds too much like the original:

> On occasion, students plagiarize material from lectures and reading passages because they don't comprehend how to make the necessary changes for an excellent paraphrase.

**DON'T COPY THE ORIGINAL**

This is not an excellent paraphrase because it is an exact copy of the original.

> Sometimes students plagiarize material from lectures and reading passages because they don't understand how to make the appropriate changes for an excellent paraphrase.

**PRACTICE ACTIVITY 26**

Did you understand? Try to find the problem in each paraphrase and edit it. The first one is completed to give you an example. Example answers are printed on pages 268–269.

**EXAMPLE**

| | |
|---|---|
| Original: | Tides are caused by the gravitational pull of both the Sun and the Moon. |
| Paraphrase: | Tides are produced by the gravitational pull of both the Sun and the Moon. |
| Problem: | The paraphrase is too much like the original. Only one word was changed. |
| Edited Paraphrase: | The combined gravitational effects of the Sun and Moon produce tides on Earth. |

Why is this better? Because synonyms have been substituted and an alternative grammatical structure has been used, but the meaning has not changed.

| | | |
|---|---|---|
| 1. | Original: | Proteins are molecules that regulate the movement of materials across cell walls. |
| | Paraphrase: | Molecules that regulate the movement of materials across cell walls are proteins. |
| 2. | Original: | The invention of the steam engine played a major role in the Industrial Revolution because it caused the factory |

system to extend itself to many areas of production apart from the cotton industry.

Paraphrase: The invention of the steam engine was a primary influence in the Industrial Revolution.

3. Original: Although big companies are trying to maintain a balance between traditional advertising and some of the newer alternatives like blogging, it is often the smaller entrepreneurs who are using bloggers as an efficient way to stack their competition.

   Paraphrase: Big companies are using bloggers to defeat their smaller rivals.

4. Original: Fossils of bones have the appearance of stone, but the holes and pores are actually infused with mineral deposits from the surrounding sediments.

   Paraphrase: Fossils of bones look like stone, but there are mineral deposits from the surrounding sediments in the holes and pores.

5. Original: Pictograms found in many parts of the world about 1500 B.C. constitute the earliest system of writing, although written symbols have been discovered that date from as early as 3500 B.C.

   Paraphrase: Pictograms found in various parts of the world are the earliest evidence of a written system despite the discovery of written symbols.

6. Original: The modern atmosphere is probably the fourth atmosphere in the history of Earth.

   Paraphrase: The modern atmosphere is probably the fourth atmosphere in the history of the Earth.

7. Original: Whereas alcohol is a depressant, coffee is a stimulant.

   Paraphrase: Alcohol is not like coffee.

8. Original: The Pacific Basin, which includes the continent of Australia and the thousands of islands grouped together as Oceania, covers one-third of the surface of Earth.

Paraphrase: The Pacific Basin is also called Oceania because it encompasses one-third of the Pacific Ocean.

9. Original: In fresco painting, the pigments may be mixed with water and applied to the plaster before it dries so that the lime in the plaster fuses with the pigments on the surface.

   Paraphrase: The lime in wet plaster bonds with the pigments on the surface when the colors are mixed.

10. Original: As Linnaeus originally conceived the biological classification chart, he segregated all living creatures solely according to their degree of physical similarity.

    Paraphrase: Linnaeus originally created the biological classification chart by categorizing all living creatures according to their degree of physical similarity.

# CITE EXPRESSIONS AND IDEAS

**Strategies to Use**

➤ Introduce the Source Before Quoting
➤ Mark Quotations in Writing and in Speaking
➤ Use Strong Verbs to Report Ideas
➤ Mention the Source Appropriately

### ➤ Introduce the Source Before Quoting

It is important to cite the expressions and ideas of others. To cite means to give credit to the source. This is especially true when the idea is a definition, an opinion, a unique expression, or research data that is not common knowledge.

**PRACTICAL STRATEGY**

There are several phrases and clauses that can be used to introduce the source of your ideas. Let’s say that Professor Thompson makes the following statement in a lecture: “The shift from manufacturing to service has resulted in lower-paying jobs and a decline in the strength of labor unions.” You may want to quote this opinion. If you do, the words in the quotation must be exactly the same as those in the original. Here are five ways to introduce the source before the quotation.

*According to Professor Thompson*, "The shift from manufacturing to service has resulted in lower-paying jobs and a decline in the strength of labor unions."

*In the words of Professor Thompson*, "The shift from manufacturing to service has resulted in lower-paying jobs and a decline in the strength of labor unions."

*To quote Professor Thompson*, "The shift from manufacturing to service has resulted in lower-paying jobs and a decline in the strength of labor unions."

*As Professor Thompson puts it*, "The shift from manufacturing to service has resulted in lower-paying jobs and a decline in the strength of labor unions."

*Professor Thompson said*, "The shift from manufacturing to service has resulted in lower-paying jobs and a decline in the strength of labor unions."

On the TOEFL examination, sometimes the professor is not named. In that case, you can still introduce your source by changing the introductions slightly:

According to the professor,
In the words of the professor,
To quote the professor,
As the professor puts it,
The professor said,

***PRACTICE ACTIVITY 27***

Did you understand? Try to quote each sentence that you hear in a lecture by an unnamed professor. Be sure to use one of the introductory phrases or clauses before you begin your quotation. The first one is completed to give you an example. Your answer is correct if you write any of the introductions and if the words in your quotations are exactly the same as those of the professor. Example answers are printed on page 270.

**EXAMPLE**

“Communicating is the act of transmitting information.”

> According to the professor, “Communicating is the act of transmitting information.”

Also correct:

> In the words of the professor, “Communicating is the act of transmitting information.”
> To quote the professor, “Communicating is the act of transmitting information.”
> As the professor puts it, “Communicating is the act of transmitting information.”
> The professor said, “Communicating is the act of transmitting information.”

1. A stock is equity in a company, and, therefore, it represents ownership.
2. The desalination of the ocean is going to be a crucial aspect of water management.
3. The theme of a worldwide flood is found in the mythology of many cultures.
4. Psychology focuses on the individual, whereas sociology focuses on social groups.
5. The ethics of science will become more important in this decade.
6. I call my idea the simplification principle.
7. The three-domain system is superior to the five-domain system of classification in biology.
8. The term *relief* describes any printing method with a raised image.
9. Training programs must address the issue of technology in the workplace.
10. Quasars are difficult to study because they are so far away.

**➤ Mark Quotations in Writing and in Speaking**

Quotation marks are used before and after the words that you are quoting. This is easy to see when you are quoting in the written language. But when you are quoting in the spoken language, you need to *hear* the quotation marks. Words and phrases must be used to mark quotations in speaking.

**PRACTICAL STRATEGY**

There are several phrases and clauses that can be used to mark quotations. Let's say that Professor Smith makes the following statement in a lecture: "Additives are chemicals that manufacturers add to food and other products." You may want to quote this definition. If you use the quotation in writing, you must use quotation marks before and after the words that you are quoting. If you use the quotation in speaking, you must use words and phrases in place of the quotation marks. The words in the quotation must be exactly the same as those in the original. Here are several ways to mark the beginning and ending of a quotation when speaking:

> According to Professor Smith, *and I am quoting here,* "Additives are chemicals that manufacturers add to food and other products." *End quote.*
>
> According to Professor Smith, *and I quote,* "Additives are chemicals that manufacturers add to food and other products." *End quote.*
>
> *To quote* Professor Smith, "Additives are chemicals that manufacturers add to food and other products." *End quote.*

***PRACTICE ACTIVITY 28***

Did you understand? Try to quote each sentence. First, put quotation marks around the written quote. Be sure to put them above the line, not on the line. Then use verbal quotation marks for a spoken quote. The first one is completed to give you an example. Your answer is correct if you use any of the verbal quotation marks and if the words in your quotation are exactly the same as those of the source. Spoken answers are recorded on Track 29 of the audio. Example answers are printed on pages 270–271.

**EXAMPLE**

A mirage is an optical illusion in the atmosphere.

| | |
|---|---|
| Written quote: | According to Professor Brown, “A mirage is an optical illusion in the atmosphere.” |
| Spoken quotes: | According to Professor Brown, *and I quote,* “A mirage is an optical illusion in the atmosphere.” *End quote.* |
| | According to Professor Brown, *and I am quoting here,* “A mirage is an optical illusion in the atmosphere.” *End quote.* |
| | *To quote* Professor Brown, “A mirage is an optical illusion in the atmosphere.” *End quote.* |

## Activity 28

Listen to the example answers after you complete your answers.

1. According to a study by Professor Carter, patients can lower their blood pressure by losing weight and decreasing their intake of salt.
2. According to Professor Jones, over fourteen billion euros were introduced into the world economy in January 2002.
3. To quote a study in the *Journal of Psychology*, many people who have achieved their career ambitions by midlife are afflicted by depression.
4. According to the textbook, an organ is a group of tissues capable of performing some special function.
5. According to Professor Stephens, John Philip Sousa was the greatest composer of marches for bands.
6. In Professor Davison’s opinion, Ben Jonson may be the author of several plays attributed to William Shakespeare.
7. Professor Davis said that statistical data can be very difficult to interpret because correlations are not causes.
8. As Professor Gray puts it, the prime minister serves at the pleasure of the parliament.

9. According to the reading passage, moving water is the single most important factor in determining the surface features of the Earth.

10. In Professor Russell's opinion, the most important quality for a scientist is the ability to make careful observations.

## ➤ Use Strong Verbs to Report Ideas

**Beyond the Book**
**Mini-Lesson for the TOEFL**
**Paraphrasing**

To view the lesson, visit the Barron's Online Learning Hub.

**PRACTICAL STRATEGY**

Sometimes you will want to refer to the ideas and research of others without using a direct quotation. When the ideas are specific to an author or researcher, it is still necessary to cite the source. Choose verbs that report the idea and convey the meaning that you wish to attach to the idea. You may choose verbs that express doubt, neutrality, or certainty.

| **Doubtful** | **Neutral** | **Certain** |
|---|---|---|
| Allege | Explain | Argue |
| Assume | Illustrate | Assert |
| Believe | Indicate | Conclude |
| Claim | Mention | Confirm |
| Imply | Note | Contend |
| Predict | Observe | Demonstrate |

| | | |
|---|---|---|
| Propose | Point out | Discover |
| Suggest | Report | Find |
| Suppose | Say | Insist |
| Suspect | Show | Maintain |
| Think | State | Verify |

***PRACTICE ACTIVITY 29***

Did you understand? Try to report each quotation. Choose a verb to express doubt, neutrality, or certainty. The first one is completed to give you an example. Your answer is correct if you use any of the verbs listed under the correct heading—doubtful, neutral, certain. Notice that both verbs in reported language are in the past tense. Example answers are printed on pages 271–272.

**EXAMPLE**

| | |
|---|---|
| Quotation: | Psychologist Carl Rogers said, "Negative feedback causes people to develop a poor self-concept." |
| Certain Report: | Carl Rogers argued that negative feedback caused people to develop a poor self-concept. |
| Also Correct: | Carl Rogers maintained that negative feedback caused people to develop a poor self-concept. |

1. Sociologist Lee Clark said, "When danger arises, the rule is for people to help those next to them before they help themselves." "Panic: Myth or Reality," *Contexts I* (Fall 2002), p. 21.
   Neutral report:

2. Biological anthropologist Barry Bogin said, "We can use the average height of any group of people as a barometer of the health of their society." "The Tall and Short of It," *Applying Anthropology: An Introductory Reader,* Mountain View, California: Mayfield Publishing Company, 2001, p. 54.
   Doubtful report:

3. Physician Stanley Joel Reiser said, “Machines direct the attention of both doctor and patient to the measurable aspect of illness, but away from the human factors that are at least equally important.” *Medicine and the Reign of Technology,* New York: Cambridge University Press, 1978, p. 229.
   Certain report:

4. Educator Harry Wong said, “There is but one correlation with success, and that is attitude.” *The First Days of School: How to Be an Effective Teacher,* Sunnyvale, California: Harry K. Wong Publications, 1991, p. 35.
   Certain report:

5. Choreographer Martha Graham said, “Technique and training have never been a substitute for that condition of awareness which is talent.” *Dance as a Theatre Art,* Hightstown, New Jersey: Princeton Book Company, 1974, p. 136.
   Doubtful report:

6. Psychologist Carl Jung said, “The collective unconscious seems to be something like an unceasing stream or perhaps an ocean of images and figures which drift into consciousness in our dreams.” “The Basic Postulates of Analytical Psychology,” *Modern Man in Search of a Soul,* Routledge and Kegan Paul, 1933.
   Doubtful report:

7. Computer entrepreneur Bill Gates said, “The key for Microsoft™ has always been hiring very smart people.” Transcript of video history interview, National Museum of American History, January 11, 2005.
   Neutral report:

8. Geneticists James Watson and Francis Crick said, “DNA structure has two helical chains each coiled around the same axis.” “A Structure for Deoxyribose Nucleic Acid,” *Nature,* Volume 171 (April 2), 1953, p. 737.
   Doubtful report:

9. Environmentalist John Sinclair said, “Many politicians are hostile to the environmental movement because they see it in conflict with the economic model they support.” “The Legacy of Voluntary Conservationists.” 1998 Romeo Lahey Lecture for the National Parks Association of Queensland, Australia.

Neutral report:

10. Astrophysicist Carl Sagan said, “Even a relatively small nuclear war may be capable of producing a global climatic catastrophe.” Speech before the Commonwealth Club, February 8, 1985.
Certain report:

### ➤ Mention the Source Appropriately

You already know how to introduce a source, but sometimes you need to mention the source more than one time. In that case, there is a pattern that is customarily used to mention the source appropriately.

**PRACTICAL STRATEGY**
When you cite the source the first time, use the first and last name. The title is optional. When you cite the second time, use the last name only. If you cite a third time, use a pronoun, for example, *he* or *she*. After the third citation, you may use the pronoun again if the meaning is clear, or you may repeat the last name for clarity.

In the case of speakers or writers who are not named, the source should still be cited. You may be able to identify and cite the source as a professor, a speaker, an author, a writer, or a student, based on the context in which the information is presented. Use this general description the first time that you cite the source. If it is clear that the person is a man or woman, you can use the correct pronoun when you cite the source a second or third time. After the third citation, you may use the pronoun again if the meaning is clear, or you may repeat the general description for clarity.

***PRACTICE ACTIVITY 30***
Did you understand? Try to report the information in the notes. Cite the source appropriately. The first report is completed to give you an example. Spoken answers are recorded on Track 30 of the audio. Read the script printed on page 272.

**EXAMPLE**

Source: Edwin Hubble (man) astronomer

- demonstrated Andromeda nebula located outside our galaxy

- established the islands universe theory = galaxies exist outside our own
- study resulted in Hubble's constant = standard relationship/galaxy's distance from Earth and speed recession

Astronomer Edwin Hubble demonstrated that the Andromeda nebula was located outside our galaxy. Hubble established the islands universe theory, which states that galaxies exist outside our own. He published a study that resulted in what is now called Hubble's constant, a standard relationship between a galaxy's distance from Earth and its speed of recession.

## Activity 30

Listen to the example answers after you complete your answers.

1. Source: Theodore White (man)
   Book—*The Making of the President*
   - 1960 presidential debate—press conference
   - Nixon proceeded—personal debate
   - Kennedy spoke directly to TV viewers
   - estimated Kennedy gained 2 mil votes
2. Source: Paul Cezanne (man)
   - all forms in nature—based on geometric shapes
   - cone, sphere, cylinder primary
   - used outlining to emphasize shapes
3. Source: Marie Curie (woman)
   - won Nobel p physics 1903 w/husband—discovery of radium
   - won Nobel p chemistry 1911—isolation pure radium
   - 1st person 2 Nobel p
4. Source: Erik Erikson (man) psychologist
   - proposed eight stages/personal development

- psychological crises/each stage shaped sense/self
- lifelong process

5. Source: Margaret Mead (woman)
   - first fieldwork in Samoa 1925
   - book *Coming of Age in Samoa* best seller—translated many languages
   - still one/most well-known anthropologists
   - people/simple societies provide valuable lessons/industrialized
6. Source: Leonardo da Vinci (man)
   - quintessential Renaissance man
   - brilliant painter
   - interested in mechanics
   - work in math clear in perspective
7. Source: Peter Drucker (man) author
   - *Management Challenges for the 21st Century*
   - five transforming forces
   - trends have major implications for long-term strategies of companies
8. Source: Friedrich Mohs (man)
   - devised hardness scale/10 minerals
   - assigned 10 to diamond—hardest known
   - lesser values other min
   - scale still useful/relative hardness
9. Source: Maria Montessori (woman)
   - proposed educational model
   - not transmission knowledge
   - free to develop
   - success child working independently

10. Source: Jane Goodall (woman)
    - collaboration Louis Leakey
    - years living w/chimpanzees—Gombe Reserve
    - imitated behaviors
    - discovered chimp complex social organization
    - first document chimp making/using tools
    - also identified 20 different sounds/communication

**Advisor's Office**

Do you talk to yourself? Of course you do. Maybe not aloud, but all of us have mental conversations with ourselves. So the question is *how* do you talk to yourself?

| *Negative Talk* | *Positive Talk* |
|---|---|
| I can't study all of this. | I am studying every day. |
| My English is poor. | My English is improving. |
| I won't get a good score. | I will do my best. |
| If I fail, I will be so ashamed. | If I need a higher score, I can try again. |

How would you talk to good friends to encourage and support them? Be a good friend to yourself. When negative talk comes to mind, substitute positive talk. Encourage yourself to learn from mistakes.

# SUMMARIZING

Summarizing is related to paraphrasing because you are using your own words to express an idea that you have heard or read. Remember that when you

paraphrase, you are including all of the information, but when you summarize, you are including only the main ideas. A paraphrase is about the same length as the original, but a summary is shorter than the original. There are three problems that you will confront when you are summarizing.

1. **A summary does not include everything in the original.** This means that you should not try to write too much.
2. **Details and examples that support the main points are usually not included in a summary.** This means that you have to be able to discriminate between the main points and the details or examples.
3. **The author's point of view must be maintained.** This means that you cannot express your opinion when you report the information.

This chapter will help you improve your summarizing skills. You will learn how to:

- **Condense the ideas**
- **Identify the main points**
- **Report the information**

***How will these strategies help you on the TOEFL?*** By learning to summarize, you will be able to answer the questions that are worth the most points on the Reading Section. There are also questions that require you to produce summaries on the Writing and Speaking Sections. Moreover, research demonstrates that students who understand how to summarize and use this skill when they prepare for tests will be able to remember information better.

# CONDENSE THE IDEAS

**Strategies to Use**

➤ Be Brief
➤ Combine Sentences

### ➤ Be Brief

A summary is a shorter version of the original. For example, if the original is 1,000 words, a summary would be 200–500 words. A paraphrase is about the

same number of words as the original, but a summary should be brief and concise.

**PRACTICAL STRATEGY**
Details and examples are used to explain and extend the main points in a reading or a lecture. To be brief, delete the details and examples in a summary.

***PRACTICE ACTIVITY 31***
Did you understand? Try to mark all the example sentences in the following passage and lecture. Then recopy the remaining sentences below the originals. You will have a good start for writing your summaries. But remember that you cannot use someone else's words. You still need to paraphrase when you summarize. The answers are printed on pages 273–274. Your answers are correct if you have paraphrased the same ideas.

## *1. Reading*

Although speech is the most advanced form of communication, there are many ways of communicating without using speech. Signals, signs, and symbols may be found in every known culture. The basic function of a signal is to impinge upon the environment in such a way that it attracts attention. For example, the flashing lights at an intersection are designed to direct the driver's attention to the road. Smoke from a distant fire can also send a message, as does the more detailed version in the dots and dashes of a telegraph. Unlike signals, which, in general, are coded to refer to speech, signs contain meaning in and of themselves. A barber pole or a picture of a loaf of bread can convey meaning quickly and conveniently when placed in front of a shop. A stop sign means *stop* even though the words may not be written out on the red octagon. Finally, gestures are actions, which are more difficult to describe because of their relationship with cultural perceptions. For instance, in some cultures, applauding in a theater provides performers with an auditory symbol of approval. In other cultures, applauding can mean that the performance was not well received.

## *2. Lecture*

Listen to part of a lecture in a botany class. Write down the major points but do not take notes on the examples. Then write a summary.

## Activity 31

### ➤ Combine Sentences

Another good way to condense the ideas is to combine sentences. Connecting words put sentences together and show the relationships between ideas. There are several types of sentences with connecting words for each type. Connecting words for clauses introduce a subject and a verb. Connecting words for phrases introduce a noun.

**Clauses of Addition**

| | |
|---|---|
| and | addition |
| moreover | addition |

1. Penguins are the most highly specialized of all aquatic birds.
2. Penguins may live for twenty years.

Penguins are the most highly specialized of all aquatic birds, and they may live for twenty years.

*or*

Penguins are the most highly specialized of all aquatic birds; moreover, they may live for twenty years.

**Clauses of Reversal**

| | |
|---|---|
| but | reversal |
| however | reversal |

1. Penguins may live for twenty years.
2. Penguins have several obstacles to their survival.

Penguins may live for twenty years, but they have several obstacles to their survival.

*or*

Penguins may live for twenty years; however, they have several obstacles to their survival.

1. Both parents have brown eyes.
2. Their children may be born with blue eyes.

Although both parents have brown eyes, their children may be born with blue eyes.

*or*

Their children may be born with blue eyes although both parents have brown eyes.

Even though both parents have brown eyes, their children may be born with blue eyes.

*or*

Their children may be born with blue eyes even though both parents have brown eyes.

1. Their children are born with blue eyes.
2. Both brown-eyed parents have recessive genes for blue eyes.

Because both brown-eyed parents have recessive genes for blue eyes, their children are born with blue eyes.

*or*

Their children are born with blue eyes because both brown-eyed parents have recessive genes for blue eyes.

Since both brown-eyed parents have recessive genes for blue eyes, their children are born with blue eyes.

*or*

Their children are born with blue eyes since both brown-eyed parents have recessive genes for blue eyes.

Because of recessive genes, their children are born with blue eyes.

*or*

Their children are born with blue eyes because of recessive genes.

When both brown-eyed parents have recessive genes for blue eyes, their children are born with blue eyes.

*or*

Their children are born with blue eyes when both brown-eyed parents have recessive genes.

1. Many Native American tribes waged isolated battles against white settlers.
2. Under Chief Tecumseh, the Shawnees tried to establish a confederacy to unify resistance against white settlers.

Whereas many Native American tribes waged isolated battles against white settlers, under Chief Tecumseh the Shawnees tried to establish a confederacy to unify resistance against them.

1. Tecumseh's fearless opposition.
2. Tecumseh's coalition was defeated at the Battle of Fallen Timbers.

In spite of Tecumseh's fearless opposition, his coalition was defeated at the Battle of Fallen Timbers.

*or*

Despite Tecumseh's fearless opposition, his coalition was defeated at the Battle of Fallen Timbers.

**Descriptive Clauses**

| | |
|---|---|
| which | not human |
| who | human |

1. Magnesium is the lightest of the structural metals.
2. Magnesium is important in engineering industries.

Magnesium, which is the lightest of the structural metals, is important in engineering industries.

1. Engineers often need lightweight metals.

2. Engineers use magnesium for their designs.

Engineers, who often need lightweight metals, use magnesium for their designs.

**More Descriptive Clauses**

| | |
|---|---|
| that | human or not human |

1. The bill was not passed until 1920.
2. The bill allowed women the right to vote in the United States.

The bill that granted women the right to vote in the United States was not passed until 1920.

1. The Romans invaded England.
2. The Celts were living in England.

The Romans invaded England while the Celts were living there.

*or*

The Romans invaded England during the Celtic occupation.

1. First the Iberians had been living in England.
2. Then the Angles and Saxons came to England.

The Iberians had been living in England before the Angles and Saxons came there.

*or*

The Angles and Saxons came to England after the Iberians had been living there.

**Conclusion Clauses**

| | |
|---|---|
| therefore | logical conclusion |
| thus | logical conclusion |

1. The amount of land cannot be increased.

2. The amount of water cannot be increased.

3. Efficient agricultural methods must be employed.

The amount of land and water cannot be increased; therefore, efficient agricultural methods must be employed.

*or*

The amount of land and water cannot be increased; thus, efficient agricultural methods must be employed.

**Parallel Structures**

Similar structures connected by commas

Nouns

Verbs

Adjectives

1. Best known for creating the Sherlock Holmes mysteries, British author Sir Arthur Conan Doyle was a physician.

2. Sir Arthur Conan Doyle was also a world traveler.

3. Sir Arthur Conan Doyle wrote numerous adventure stories.

Best known for creating the Sherlock Holmes mysteries, British author Sir Arthur Conan Doyle was a physician, a world traveler, and a writer of numerous adventure stories.

*or*

Best known for creating the Sherlock Holmes mysteries, British author Sir Arthur Conan Doyle practiced medicine, traveled the world, and wrote numerous adventure stories.

*or*

Best known for creating the Sherlock Holmes mysteries, British author Sir Arthur Conan Doyle was well educated, adventurous, and prolific.

**Introductory Verbal Modifiers (-*ing* and -*ed*)**

-*ing* forms and -*ed* forms may be used as verbals. Verbals function as modifiers. An introductory verbal modifier with -*ing* or -*ed* should immediately precede the noun it modifies. Otherwise, the relationship

between the noun and the modifier is unclear, and the sentence is illogical.

1. Lindbergh designed his own plane, the *Spirit of St. Louis.*
2. Lindbergh flew from Roosevelt Field in New York to Le Bourget Field outside Paris.

Having designed his own plane, the *Spirit of St. Louis*, Lindbergh flew from Roosevelt Field in New York to Le Bourget Field outside Paris.

The plane was designed by Lindbergh.

The plane flew across the ocean with few problems.

Designed by Lindbergh, the plane flew across the ocean with few problems.

***PRACTICE ACTIVITY 32***

Did you understand? Try to combine the sentences. Copy the combined sentences below the originals. The first sentence is completed to give you an example. The answers are printed on pages 274–275.

**EXAMPLE**

An attitude is a positive or negative evaluation.

A positive or negative attitude may affect behavior.

An attitude may play an important role in perception.

which

An attitude, which is a positive or negative evaluation, may affect behavior and play an important role in perception.

1. Charlie Chaplin was a comedian.

   Charlie Chaplin was best known for his work in silent movies.

   who

2. Water is heated to 212 degrees F.

   Water becomes steam.

when

3. Quasars are relatively small objects.

   Quasars emit an enormous amount of energy.

   which

4. Earth moves into the shadow of the Moon.

   A total eclipse occurs.

   during

5. The Jamestown colony was founded by John Smith.

   Jamestown became the first successful English colony in America.

   -*ed* introductory verbal modifier

6. Many of the names of cities in California are adapted from the Spanish language.

   Early missionaries and settlers from Spain had extended their influence in the area.

   since/because/because of

7. The oceans cover two-thirds of Earth's surface.

   The oceans are the object of study for oceanographers.

   which

8. A chameleon is a tree lizard.

   The chameleon can change colors to conceal itself in vegetation.

   that

9. First cultural nationalism arose among people with similar languages and traditions.

   Then political nationalism threatened the existing order.

before/after

10. Empowerment increases the autonomy of employees in organizations.

    Empowerment improves communication between workers and management.

    and/moreover

11. Monogamy means being married to one spouse.

    Serial monogamy involves marriage, divorce, and remarriage.

    whereas

12. Humor is associated with fun.

    Humor is also used as a coping strategy to relieve stress.

    but/however

13. Solar panels can convert sunlight into electricity.

    Solar panels are still not being exploited fully.

    although/even though

14. The root system of the alfalfa plant allows it to survive.

    Drought conditions do not kill alfalfa.

    despite/in spite of

15. Pain warns the victim before further damage is done.

    Pain has a positive function.

    therefore/thus

# IDENTIFY THE MAIN POINTS

**Strategies to Use**

➤ Find a Topic Sentence
➤ Identify the Major Points

### ➤ Find a Topic Sentence

The topic answers the question: What is this reading or lecture about? A topic sentence is a very general statement that includes the subject of the reading or lecture and also the way that the author or speaker plans to develop the topic. For example, a topic might be *management strategies in business*. This topic could be developed in a number of different ways. For example, *management strategies* could be developed by listing several types of strategies or by comparing different strategies. When you are looking for the topic, you should look for a sentence that includes a subject and a verb. *Management strategies in business* is a subject, but without a verb in the sentence, we still don't know how the topic will be developed. Some books call this kind of topic sentence *a controlling idea.*

**PRACTICAL STRATEGY**

The first sentence in a summary should be a direct statement. It should give the reader or listener a general idea of the topic for the reading or lecture and the way that the topic will be developed. Sometimes you can paraphrase a topic sentence from the original reading or lecture, but sometimes you must create it yourself from several sentences in the original.

**PRACTICE ACTIVITY 33**

Did you understand? Try to write one sentence that summarizes the entire reading or lecture. Example answers are printed on pages 275–276. Your answers are correct if your ideas are the same as the example answers.

## *1. Reading*

The nuclear family, consisting of a mother, father, and their children, may be more an ideal than a reality. Although the so-called traditional family was always more varied than we had been led to believe, reflecting the very different racial, ethnic, class, and religious customs among different American groups, today the diversity is even more obvious.

The most recent government census statistics reveal that only about one-third of all current American families fits the traditional mold of two parents and their children, and another third consists of married couples who either have no

children or have none still living at home. An analysis of the remaining one-third of the population reveals that about 20 percent of the total number of American households are single people, the most common descriptor being women over 65 years of age. A small percentage, about 3 percent of the total, consists of unmarried people who choose to live together, and the rest, about 7 percent, are single parents, with at least one child.

There are several easily identifiable reasons for the growing number of single-parent households. First, the sociological phenomenon of single-parent households reflects changes in cultural attitudes toward divorce and also toward unmarried mothers. A substantial number of adults become single parents as a result of divorce. In addition, the number of children born to unmarried women who choose to keep their babies and rear them by themselves has increased dramatically. Finally, there is a small percentage of single-parent families that have resulted from untimely death. Today, these varied family types are typical and, therefore, normal.

Moreover, because many families live far from relatives, close friends have become a more important part of family life than ever before. The vast majority of Americans claim that they have people in their lives whom they regard as family although they are not related. A view of family that accepts only the traditional nuclear arrangement not only ignores the reality of modern American family life but also undervalues the familial bonds created in alternative family arrangements. Apparently, many Americans are achieving supportive relationships in family forms other than the traditional one.

## *2. Lecture*

Listen to part of a lecture in a chemistry class. Then summarize the lecture in one sentence.

**Beyond the Book**
**Mini-Lesson for the TOEFL**
**Summarizing**

To view the lesson, visit the Barron's Online Learning Hub.

## Activity 33

### ➤ Identify the Major Points

**PRACTICAL STRATEGY**
A major point is almost always directly stated. A major point has examples and details that refer to it. A major point is often found at the beginning of a new paragraph. Inferences and conclusions or examples and details are usually not major points.

***PRACTICE ACTIVITY 34***
Did you understand? Try to identify the major points. The answers are printed on pages 276–277.

### *1. Reading*

The body of an adult insect is subdivided into three sections, including a head, a three-segment thorax, and a segmented abdomen. Ordinarily, the thorax bears three pairs of legs and a single or double pair of wings. The vision of most adult insects is specialized through two large compound eyes and multiple simple eyes.

Features of an insect's mouthparts are used in classifying insects into types. Biting mouthparts called mandibles, such as the mouthparts found in grasshoppers and beetles, are common among insects. Behind the mandibles are located the maxillae or lower jaw parts, which serve to direct food into the mouth between the jaws. A labrum above and one below are similar to another animal's upper and lower lips. In an insect with a sucking mouth function, the mandibles, maxillae, labrum, and labium are modified in such a way that they constitute a tube through which liquid such as water, blood, or flower nectar can be drawn. In a butterfly or moth, this coiled drinking tube is called the proboscis because of its resemblance, in miniature, to the trunk of an elephant or a very large nose. Composed chiefly of modified maxillae fitted together, the insect's proboscis can be flexed and extended to reach nectar deep in a flower. In mosquitoes or aphids, mandibles and maxillae are modified to sharp stylets with

which the insect can drill through surfaces like human or vegetable membranes to reach juice. In a housefly, the expanding labium forms a spongelike mouth pad that it can use to stamp over the surface of food, sopping up food particles and juices.

An adult insect has a three-section body that includes a head, a thorax, and an abdomen.

Mandibles are mouthparts that facilitate biting and usually include upper and lower labrum.

A mouth pad similar to a sponge allows flies to attract crumbs and juice on the surface of food.

Insects are classified according to their mouthparts, which are specialized for feeding.

Insects are the most numerous creatures on the planet and also the most adaptable.

A proboscis is a tube that stretches to penetrate flowers where nectar is stored.

The three-part thorax usually has six legs and two or four wings attached to it.

The pointed stylets of mosquitoes and aphids facilitate drilling through skin on plants and humans.

### *2. Lecture*

Listen to part of a lecture in an English class. Then identify the major points from the options on page 277.

## Activity 34

Noah Webster had a degree in law and practiced for a short time before he became a school teacher.

*The American Spelling Book*, Webster's first successful textbook, afforded him an income while he was writing his dictionary.

*An American Dictionary of the English Language* was written to demonstrate the unique usage of English in the United States.

*An American Dictionary of the English Language* has had many revised editions.

*The Compendious Dictionary of the English Language*, published in 1807, provided Webster with practice in compiling a dictionary.

Although he had a copyright for *The American Spelling Book*, ironically Webster did not have a copyright for the original dictionary and subsequent editions that bear his name.

Webster graduated from Yale only two years after the end of the Revolution that won independence for the United States from England.

### ➤ Identify the Minor Points

A minor point can be an example or a detail that supports a major point, or it can be a point that is not very well developed. A minor point may be mentioned without supporting examples or details in the original reading or lecture.

**PRACTICAL STRATEGY**

Minor points are usually not included in a summary. If you can identify the minor points, you can eliminate them. You can shorten your summary.

***PRACTICE ACTIVITY 35***

Did you understand? Try to identify the minor points. Then write a summary that includes only the major points. The answers are printed on page 278. Your summary is correct if it includes the same ideas.

## *1. Reading*

In the fifteenth century, two important advances in painting were introduced. Prior to that time, most paintings were created on wood panels; however, in the second half of the century, many artists began to prefer linen canvas. The canvas offered several important advantages. Whereas wood panels were heavy and difficult to transport and hang, the lighter linen canvas could be rolled up for shipment and was relatively easy to transport, frame, and mount. Moreover, if patrons were at a distance from the artist, the finished work might have to be hauled in a cart. It was difficult to protect it from damage as it bumped along the primitive roads. In addition, the patrons were demanding larger and larger

works and the large wood pieces had a tendency to crack. In contrast, the linen canvases could be stretched to almost any size and remained perfectly smooth.

The oil paints themselves were also superior to previous paints. One of the most obvious improvements was the fact that the paint dried slowly, and thus, layers of paint could be brushed on top of previously applied layers, allowing the artist to erase a section that was not perfect. Another refinement was the range of consistencies possible with oils. Thin oil paints take on the characteristics of a glaze, but thick oils look like paste and can be layered to create a three-dimensional aspect.

### *2. Lecture*

Listen to part of a lecture in an engineering class. Then write a summary. Do not include the minor points.

## Activity 35

# REPORT THE INFORMATION

**Strategies to Use**

➤ Use the Same Organization as the Original
➤ Report the Content Accurately
➤ Retain the Original Emphasis
➤ Maintain an Objective Point of View
➤ Check the Summary

### ➤ Use the Same Organization as the Original

A summary should retain the same organization as the original reading or lecture. For example, if the passage identifies three different types of evergreen trees, then the organization is classification. Your summary should also be organized to classify the three different types of trees. If the passage explains the cause of deforestation in Canada, then the organization of the passage is cause and effect. Your summary should also be organized to demonstrate cause

and effect. If the passage explains the life cycle of a pine tree, then the organization is chronological. Your summary should also be organized in chronological order. It is also important not to rearrange the order. A good summary begins with the first major point and follows with each major point in the order that it appears in the original.

**PRACTICAL STRATEGY**
First, determine the organization of the reading or lecture. Then list the major points in the order in which you read or heard them. This list gives you an outline for your summary.

***PRACTICE ACTIVITY 36***
Did you understand? Put the major points in the order that they should appear in a summary. The answers are printed on page 279. Your answers are correct if they are in the same order as the original.

## *1. Reading*

Although stage plays have been set to music since the era of the ancient Greeks when the dramas of Sophocles and Aeschylus were accompanied by lyres and flutes, the usually accepted date for the beginning of opera as we know it is 1600. As part of the celebration of the marriage of King Henry IV of France to the Italian aristocrat Maria de Medici, the Florentine composer Jacopo Peri produced his famous *Euridice*, generally considered to be the first opera. Following his example, a group of Italian musicians, poets, and noblemen called the Camerata revived the style of musical story that had been used in Greek tragedy. Taking most of the plots for their operas from Greek and Roman history and mythology, they began the process of creating an opera by writing a libretto or drama that could be used to establish the framework for the music. They called their compositions *opera in musica* or musical works. It is from this phrase that the word *opera* was borrowed and abbreviated.

For several years, the center of opera was Florence in northern Italy, but gradually, during the Baroque period, it spread throughout Italy. By the late 1600s, operas were being written and performed in many places throughout Europe, especially in England, France, and Germany. However, for many years, the Italian opera was considered the ideal, and many non-Italian composers continued to use Italian librettos. The European form de-emphasized the

dramatic aspect of the Italian model, however, introducing new orchestral effects and even some ballet.

Furthermore, composers acquiesced to the demands of singers, writing many operas that were little more than a succession of brilliant tricks for the voice, designed to showcase the splendid vocal talent of the singers who had requested them. It was thus that complicated arias, recitatives, and duets evolved. The aria, which is a long solo, may be compared to a song in which the characters express their thoughts and feelings. The recitative, which is also a solo of sorts, is a recitation set to music, the purpose of which is to continue the story line. The duet is a musical piece written for two voices, a musical device that may serve the function of either an aria or a recitative within the opera.

**Major Points**

Three types of musical pieces in opera
The first opera in Italy
The growth of opera throughout Europe

## *2. Lecture*

Listen to part of a lecture in a biology class. Then put the major points in the same order as the lecture.

## Activity 36

**Major Points**

A method of classification for protozoans—the three types motility
Current research—questions, redefinitions
Similarity to plants—make food from water/$CO_2$
A definition of protozoans—single cell
Considered animals—eating, breathing, reproducing

**➤ Report the Content Accurately**

You will be evaluated not only on how well you use language to write a summary but also on how accurately you understand and report the content of the original.

**PRACTICAL STRATEGY**
Read and listen for meaning. When you have finished reading or listening, review the content. Ask yourself some basic questions. Include the questions that reporters use in their writing—*who, what, when, where, why, how.* The content may not include answers to all of the questions, but, with practice, you will be able to identify the questions that are important to the content you have read or heard.

***PRACTICE ACTIVITY 37***
Did you understand? Answer the content questions. Then, copy the answers to the questions in paragraph form to make a summary. The answers and the example summaries are printed on pages 280–281.

## *1. Reading*

According to the controversial sunspot theory, great storms on the surface of the Sun hurl streams of solar particles into space and eventually into the atmosphere of our planet, causing shifts in the weather on Earth and interference with radio and television communications.

A typical sunspot consists of a dark central umbra, a word derived from the Latin word for shadow, which is surrounded by a lighter penumbra of light and dark threads extending out from the center like the spokes of a wheel. Actually, the sunspots are cooler than the rest of the photosphere, which may account for their apparently darker color. Typically, the temperature in a sunspot umbra is about 4000 K, whereas the temperature in a penumbra registers 5500 K, and the granules outside the spot are 6000 K.

Sunspots range in size from tiny grains to complex structures with areas stretching for billions of square miles. About 5 percent of all sunspots are large enough so that they can be seen from Earth without instruments; consequently, observations of sunspots have been recorded for thousands of years. They have been observed in arrangements of one to more than 100 spots, but they tend to occur in pairs. There is also a marked tendency for the two spots of a pair to

have opposite magnetic polarities. Furthermore, the strength of the magnetic field associated with any given sunspot is closely related to the spot's size.

Sunspots have also been observed to occur in cycles, over a period of eleven years. At the beginning of a cycle, the storms occur between 20 and 40 degrees north and south of the equator on the Sun. As the cycle continues, some of the storms move closer to the equator. As the cycle diminishes, the number of sunspots decreases to a minimum, and they cluster between 5 and 15 degrees north and south latitude.

Although there is no theory that completely explains the nature and function of sunspots, several models show scientists' attempts to relate the phenomenon to magnetic field lines along the lines of longitude from the north and south poles of the Sun.

1. What is the author's main purpose in the passage?
   - To describe the nature of sunspots
   - To propose a model for cycles in the solar year
   - To compare the umbra and the penumbra in sunspots
   - To argue for the existence of magnetic fields in sunspots

2. Why are solar particles hurled into space?
   - Undetermined causes on Earth
   - Disturbances of wind on the Sun
   - Small rivers on the surface of the Sun
   - Changes in Earth's atmosphere

3. How can we describe the effect of matter from the Sun that enters Earth's atmosphere?
   - It causes volcanic eruptions on the surface of Earth.
   - It affects changes in the weather patterns on Earth.
   - It results in shadows across Earth's surface.
   - It produces higher temperatures on Earth.

4. How would you describe most sunspots?
   - A shadow encircled by bright and dark lines extending out like spokes in a wheel

A bright wheel with a dark shadow that covers part of the spokes that extend out

A wheel with alternating spokes of dark shadows and bright spaces in between

A spoke of a wheel with a bright trail partially covered by a dark shadow

5. What does the author mean by the statement, “Actually, the sunspots are cooler than the rest of the photosphere, which may account for their apparently darker color”?

   Neither sunspots nor the photosphere is hot.

   Sunspots in the photosphere do not have any color.

   The color of sunspots could be affected by their temperature.

   The size of a sunspot affects its temperature.

6. In which configuration do sunspots usually occur?

   In one spot of varying size

   In a configuration of two spots

   In arrangements of 100 or more spots

   In groups of several thousand spots

7. How are sunspots explained?

   Sunspots appear to be related to the pull of highly magnetic fields on Earth.

   Sunspots may be related to magnetic fields that follow longitudinal lines on the Sun.

   Sunspots are explained by large storms that occur on the surface of Earth.

   Sunspots have no theory or model to explain their occurrence or reappearance.

8. The sunspot theory is

   not very important

   widely accepted

   subject to debate

   relatively new

## *2. Lecture*

Listen to part of a lecture in an anthropology class. Then answer the questions and use the answers to write a summary.

### Activity 37

1. According to the lecturer, fossils are considered valuable for all of the following reasons EXCEPT
   - they suggest how the climate may have been
   - they provide information about migration
   - they document the evolution of the horse
   - they maintain a record of life prior to the Miocene

2. What does the lecturer mean by the statement, “Geologists believe that the first horses appeared on Earth about 60 million years ago as compared with only 2 million years ago for the appearance of human beings.”
   - Geologists claim that horses appeared on Earth millions of years before human beings.
   - Both horses and human beings appeared several million years ago, if we believe geologists.
   - The geological records for the appearance of horses and human beings are not very accurate.
   - Horses and human beings cannot be compared by geologists because they appeared too long ago.

3. According to the lecture, the anchitheres
   - never lived in the North American continent
   - had migrated to Europe in the Miocene Period from North America
   - developed larger bodies than the hipparion from North America
   - were only about the size of a small dog when they invaded North America

4. Which of the following conclusions may be made on the basis of information in the lecture?

Following the same route, the hipparion migrated to Europe in the Pliocene.

There are no fossil remains of either the anchitheres or the hipparion in Europe.

Both horses were in North America when the first European colonists arrived.

Very little is conclusively known about the evolution of the horse in Europe.

5. What happened to the anchitheres when the hipparion invaded Europe?

   They interbred with the hipparion.

   They migrated into Asia.

   They did not survive.

   They evolved into large horses.

6. What do we know about horses in North America during the Pleistocene?

   They were very large and strong.

   They were already extinct.

   They lived in the Bering Strait.

   They migrated south from Alaska.

7. What happened to the hipparion in Europe?

   They developed into a sturdy animal, like modern breeds of horses.

   They were replaced by other larger, stronger animals.

   They evolved into modern ponies instead of modern horses.

   They disappeared because they were hunted into extinction.

8. How was the domesticated horse introduced in North America?

   Early hunting tribes from Europe herded them across the Bering Strait.

   They were used as transportation by immigrants who used a land route.

   Europeans returned the horse to the American colonies on ships.

   They migrated to find better grasslands than they had in Europe and Asia.

➤ **Retain the Original Emphasis**

The emphasis should be the same in both the original and the summary. For example, a passage about the three different types of leaves may include all three types, but it may dedicate half of the passage to one type—palmate leaves. In this case, your summary should retain the same emphasis by dedicating half of the summary to palmate leaves.

**PRACTICAL STRATEGY**

When you read, think in terms of space. How much space does the author devote to each point? When you listen, think in terms of time. How much time does the speaker devote to each point? When you do this, you are determining the emphasis for each point in the original, and you will know how much emphasis to give to these points in your summary.

***PRACTICE ACTIVITY 38***

Did you understand? Try to identify the emphasis for each part of the original and assign percentages. Then write a summary that retains the original emphasis. The answers and example summaries are printed on pages 281–282.

## *1. Reading*

The Federal Reserve System, commonly called the Fed, is an independent agency of the United States government charged with overseeing the national banking system. Since 1913, the Federal Reserve System has served as the central bank for the United States. The Fed's primary function is to control monetary policy by influencing the cost and availability of money and credit through the purchase and sale of government securities. If the Federal Reserve provides too little money, interest rates tend to be high, borrowing is expensive, business activity slows down, unemployment goes up, and the danger of a recession is augmented. On the other hand, if there is too much money, interest rates decline, and borrowing can lead to excess demand, pushing up prices and fueling inflation. In addition to controlling the money supply, the Fed has several other responsibilities. In collaboration with the U.S. Department of the Treasury, the Fed puts new coins and paper currency into circulation by issuing them to banks. It also supervises the activities of member banks abroad and regulates certain aspects of international finance.

The Federal Reserve System consists of 12 district reserve banks and their branch offices along with several committees and councils. All national

commercial banks are required by law to be members of the Fed, and all deposit-taking institutions like credit unions are subject to regulation by the Fed regarding the amount of deposited funds that must be held in reserve and that, by definition, therefore, are not available for loans. The most powerful body is the seven-member board of governors in Washington, appointed by the president and confirmed by the Senate. Although it is true that the Federal Reserve does not depend on Congress for budget allocations, and therefore is free from the partisan politics that influence most of the other governmental bodies, it is still responsible for frequent reports to Congress on the conduct of monetary policies.

In many ways, the Federal Reserve is like a fourth branch of the United States government because it is composed of national policymakers. However, in practice, the Fed does not stray from the financial policies established by the executive branch of the government.

**Major Points**

- The function and responsibilities of the Fed
- The composition of the Fed
- A comparison of the Fed to a fourth branch of government

### *2. Lecture*

Listen to part of a lecture in a psychology class. Then assign a percentage to each of the following points from the lecture, and write a summary using the percentages to determine how much to write on each point.

## Activity 38

**Major Points**

- The level of sophistication for human memory
- The memory trace
- Working memory

### ➤ Maintain an Objective Point of View

An objective point of view is a neutral position. A summary is not an analysis or a commentary. A summary does not invite an opinion.

**PRACTICAL STRATEGY**
In your summary, you should not agree or disagree with the author's or the speaker's ideas. Don't make judgments. Don't add information. When you report, you should not include *your* opinions or comments. The conclusion should be the author's or the speaker's conclusion, not yours.

***PRACTICE ACTIVITY 39***
Did you understand? Try to find the opinions in the summary and delete them. Use the original reading to compare the content. The answers are printed on pages 283–284.

## *1. Reading*

Charles Ives, who is now acclaimed as the first great American composer of the twentieth century, had to wait many years for the public recognition he deserved. Born to music as the son of a bandmaster, Ives played drums in his father's community band and organ at the local church. He entered Yale University at twenty to study musical composition with Horatio Parker, but after graduation he chose not to pursue a career in music. He suspected correctly that the public would not accept the music he wrote because Ives did not follow the musical fashion of his times. While his contemporaries wrote lyrical songs, Ives transfigured music and musical form. He quoted, combined, insinuated, and distorted familiar hymns, marches, and battle songs while experimenting with the effects of polytonality, or the simultaneous use of keys with conflicting rhythms and time. Even when he could convince some musicians to show some interest in his compositions, after assessing them, conductors and performers said that they were essentially unplayable.

Ives turned his attention to business. He became a successful insurance executive, building his company into the largest agency in the country in only two decades. Although he occasionally hired musicians to play one of his works privately for him, he usually heard his music only in his imagination. After he recovered from a serious heart attack, he became reconciled to the fact that his ideas, especially the use of dissonance and special effects, were just too

different for the musical mainstream to accept. Determined to share his music with the few people who might appreciate it, he published his work privately and distributed it free.

In 1939, when Ives was 65, American pianist John Kirkpatrick played *Concord Sonata* in Town Hall. The reviews were laudatory. One reviewer proclaimed it "the greatest music composed by an American." By 1947, Ives was famous. His *Second Symphony* was presented to the public in a performance by the New York Philharmonic, 50 years after it had been written. The same year, Ives received the Pulitzer Prize. He was 73.

### *Summary*

Charles Ives started his musical career as a member of his father's band and received a degree from Yale University in music, but he became a businessman instead because he was afraid that his music would not be well accepted. His music was very different from the popular songs of his era because he used small phrases from well-known music with unusual rhythms and tones. Fifty years after he wrote his *Second Symphony*, it was performed by the New York Philharmonic, and he was awarded the Pulitzer Prize.

I think that Charles Ives was wrong not to pursue his musical career from the beginning. If he had continued writing music instead of selling insurance, we would have more pieces now.

### *2. Lecture*

Listen to part of a lecture in a geology class. Then delete the opinions from the summary.

## Activity 39

In my opinion, geysers are interesting. They happen when underground water gets hot and pressure from above causes the water to get hotter and lighter so it goes up to the surface and explodes out. Then, the water runs back into the ground and starts all over again. Geysers have to have heat, a place to store water, an opening where the water can shoot up, and cracks in the ground for

the water to go back down into a pool. Geysers are in New Zealand, Iceland, and the United States. Old Faithful in Yellowstone is the most famous geyser, but the best place to see geysers is in New Zealand. I saw the Pohutu Geyser there on my vacation two years ago, and it was awesome.

### ➤ Check the Summary

If you know how your summary will be evaluated, you can use the same criteria to check it before you submit it.

**PRACTICAL STRATEGY**
Save some time at the end of your written summary to reread it and check it. Keep a short checklist in mind as you review your content and organization.

***PRACTICE ACTIVITY 40***
Did you understand? Try to find the problems in the following summaries. Use the original reading to compare the content and the short checklist to identify which problems to correct. The answers are printed on page 284.

## *Short Checklist for Summaries*

- ✔ Be brief
- ✔ Use the same organization as the original
- ✔ Include the major points
- ✔ Report the content accurately
- ✔ Retain the original emphasis
- ✔ Paraphrase using your own words
- ✔ Maintain an objective point of view

## *Reading*

Very few people in the modern world obtain their food supply by hunting and gathering in the natural environment surrounding their homes. This method of harvesting from nature's provision, however, is not only the oldest-known subsistence strategy but also the one that has been practiced continuously in some parts of the world for at least the last 2 million years. It was, indeed, the

only way to obtain food until rudimentary farming and very crude methods for the domestication of animals were introduced about 10,000 years ago.

Because hunter-gatherers have fared poorly in comparison with their agricultural cousins, their numbers have dwindled, and they have been forced to live in the marginal wastelands. In higher latitudes, the shorter growing season has restricted the availability of plant life. Such conditions have caused a greater dependence on hunting and, along the coasts and waterways, on fishing. The abundance of vegetation in the lower latitudes of the tropics, on the other hand, has provided a greater opportunity for gathering a variety of plants. In short, the environmental differences have restricted the diet and have limited possibilities for the development of subsistence societies.

Contemporary hunter-gatherers may help us understand our prehistoric ancestors. We know from observation of modern hunter-gatherers in both Africa and Alaska that a society based on hunting and gathering must be very mobile. Following the food supply can be a way of life. If a particular kind of wild herding animal is the basis of the food for a group of people, those people must move to stay within reach of those animals. For many of the native people of the great central plains of North America, following the buffalo, who were in turn following the growth of grazing foods, determined their way of life.

For gathering societies, seasonal changes mean a great deal. While the entire community camps in a central location, a smaller party harvests the food within a reasonable distance from the camp. When the food in the area is exhausted, the community moves on to exploit another site. We also notice a seasonal migration pattern evolving for most hunter-gatherers, along with a strict division of labor between the sexes. These patterns of behavior may be similar to those practiced by humankind during the Paleolithic Period.

## *Summary 1*

By studying hunter-gatherers in today’s world, we can better understand the people from prehistoric times. In a hunter-gatherer society, the surrounding vegetation limits the dietary options. In addition, the length of the growing season restricts the amount of gathering that can be done and requires more hunting and fishing for groups to survive. We note that groups must follow the herds and travel to new sites where edible plants are in season. Although few people are now dependent upon hunting and gathering, it is the most ancient

lifestyle and perhaps the only way to subsist before agricultural communities arose during the past 10,000 years. Furthermore, men and women have specialized tasks. Competition with agricultural societies has crowded hunter-gatherers into harsh terrains.

### *Summary 2*

Although few people are now dependent upon hunting and gathering, it is the most ancient lifestyle and perhaps the only way to subsist before agricultural communities arose during the past 10,000 years. Competition with agricultural societies has crowded hunter-gatherers into harsh terrains. In a hunter-gatherer society, the surrounding vegetation limits the dietary options. In addition, the length of the growing season restricts the amount of gathering that can be done and requires more hunting and fishing for groups to survive. By studying hunter-gatherers in today's world, we can better understand the people from prehistoric times. We note that groups must follow the herds and travel to new sites where edible plants are in season. Furthermore, men and women have specialized tasks.

### *Summary 3*

Few people are now dependent upon hunting and gathering; however, it is the most ancient lifestyle and perhaps the only way to subsist before agricultural communities arose during the past 10,000 years. Competition with agricultural societies has crowded hunter-gatherers into harsh terrains. In my opinion, we should help these groups to learn how to grow their own crops so that they will not have to have limited diets and will not have to move to new sites where edible plants are in season. By studying hunter-gatherers in today's world, we can better understand the people from prehistoric times, and that is good, but we should help them, too.

### *Summary 4*

Although very few people in the modern world obtain their food supply by hunting and gathering, this method is the oldest-known subsistence strategy. Because hunter-gatherers have fared poorly, they have been forced to live in

harsh environments with limited possibilities for their diet. By observation of modern hunter-gatherers, we know that people must move to stay within reach of the herds they hunt. When the food in the area is exhausted, the community moves on to exploit another site.

### *Summary 5*

Few people are now dependent upon hunting and gathering, but it is the most ancient lifestyle and perhaps the only way to subsist before agricultural communities arose during the past 10,000 years. It has been part of human cultures beginning two million years ago and continues to the present in some parts of the world. Modern hunter-gatherers provide us with information about prehistoric people. They probably moved to stay close to the herds they hunted and moved to take advantage of seasonal plants.

**Advisor's Office**

Why are you preparing for the TOEFL? What goal is motivating you to study and improve your score? Do you want to attend a university in an English-speaking country? Do you want to try for a scholarship from a sponsor in your country or region? Is the TOEFL required for graduation from your high school? Do you plan to apply for an assistantship at a graduate school? Do you need the score for a professional license?

Goals can be experienced as mental images. You can close your eyes and imagine everything, just like a movie. See yourself achieving your goal. Watch yourself as you attend school or practice your profession in your ideal environment. See other people congratulating you. Enjoy the success.

Understand that you cannot control reality with visualization. However, it does change your attitude, helps you to focus, provides motivation, and reduces stress. Positive visualization is an excellent way to take a short break from studying.

# SYNTHESIZING

Synthesizing means to combine two or more sources in order to create something new. It is probably the most complex academic skill because it includes the other academic skills that you have studied—taking notes, paraphrasing, and summarizing. In addition, the result of a synthesis should be more than the sum of the parts. There are three problems that you will confront when you are synthesizing.

1. **The relationship between the sources may not be obvious.** This means that you may have to figure out the connection.
2. **One source appears to contain all of the necessary information.** This means that you need to be sure to balance the information so that all of the sources are used.
3. **Synthesis requires a high level of thinking.** This means that you should have a plan in order to create a synthesis.

This chapter will help you improve your synthesizing. You will learn how to:

- **Analyze the task**
- **Include information from both sources**
- **Follow a plan**

***How will these strategies help you on the TOEFL?*** By learning to synthesize information from readings and lectures or talks, you will develop ways of thinking that will help you prepare important integrated speaking and writing questions. The ability to synthesize is also required for success in making presentations, taking exams, and writing research papers for college or university classes.

## ANALYZE THE TASK

**Strategies to Use**

➤ Identify the Question
➤ Clarify the Relationships

## ➤ Identify the Question

At least two sources are required for a synthesis. The primary source presents the major points, and the secondary source provides additional information. The wording of the question or the assignment will direct your thinking.

**PRACTICAL STRATEGY**

Questions found in Task 3 of the Speaking Section often, but not always, include agreement words because you are usually asked to show how the lecture clarifies or extends the information in the reading passage. The reading passage typically introduces a general concept, theory, definition, or idea, and the lecture that follows provides an example, a case study, a research study, a model, or an illustration. Start your thinking by recognizing words in the question or assignment as *agreement* words.

### Agreement/Extension/Clarification

| | |
|---|---|
| Adds to | Includes more evidence |
| Affirms | Maintains to be true |
| Agrees with | Has the same opinion |
| Clarifies | Makes easy to understand |
| Concurs with | Has the same opinion |
| Confirms | Establishes that something is true |
| Corroborates | Shows the same evidence |
| Demonstrates | Shows with proof or evidence |
| Endorses | Gives approval |
| Explains | Makes clear |
| Proves | Shows that something is true |
| Provides an example of | Gives an illustration |
| Provides evidence for | Gives proof |
| Reinforces | Makes stronger |
| Substantiates | Offers proof |
| Supports | Maintains a position |
| Validates | Shows the facts |
| Verifies | Shows the truth |

**EXAMPLE**

Summarize the points that the lecturer makes, explaining how they support the information in the reading.

Show how the points in the lecture agree with the information in the reading passage.

***PRACTICE ACTIVITY 41***

Did you understand? Without looking at the list above, underline the agreement words. Then write a short explanation of the question. The answers are printed on pages 284–285.

1. Referring to the main points in the reading passage, show how the example in the professor's lecture demonstrates the principle of Occam's razor.

2. Explain how the lecturer's view substantiates the opinions expressed in the reading passage.

3. The professor describes the behavior of dolphins. Explain why this behavior provides an example of higher-level intelligence, as defined in the reading passage.

4. Explain how the example of learning to drive clarifies the automaticity of learning.

5. Using the case study discussed by the professor, explain how the results reinforce the argument in favor of direct mail marketing presented in the reading passage.

**PRACTICAL STRATEGY**

Questions found in the Integrated Writing Task often, but not always, include disagreement words. The reading passage generally presents a position or a point of view, and the lecture that follows provides an opposing or contrasting position or point of view. Start your thinking by recognizing words in the question or assignment as *disagreement* words.

**Disagreement/Contrast/Opposition**

| | |
|---|---|
| Casts doubt on | Shows uncertainty |
| Challenges | Makes doubtful |
| Contradicts | Maintains the opposite |
| Contrasts with | Shows differences |
| Counters | Shows the opposite |
| Differs from | Shows difference |
| Disagrees with | Gives a different opinion |
| Discredits | Shows that something is probably not true |
| Disproves | Establishes that something is not true |
| Disputes | Argues that something is wrong |
| Opposes | Argues the opposite |
| Provides an alternative to | Gives a different option |
| Refutes | Proves false |

**EXAMPLE**

Summarize the points that the lecturer makes, explaining how they cast doubt on the information in the reading.

Show how the points in the lecture make the points presented in the reading passage less certain.

***PRACTICE ACTIVITY 42***

Did you understand? Without looking at the list above, underline the disagreement words. Then write a short explanation of the question. Example answers are printed on page 285.

1. Summarize the main points made in the lecture, being sure to explain how they challenge the specific claims made in the reading passage.

2. Summarize the main points in the lecture, showing how they discredit the specific arguments in the reading passage.

3. Summarize the points made in the lecture, being sure to explain how they oppose specific points made in the reading passage.

4. Summarize the major points made in the lecture, being sure to explain how they contrast with the specific problems presented in the reading passage.

5. Summarize the main points in the lecture, showing how they cast doubt on the point of view in the reading passage. Be sure to address each point in the passage.

### ➤ Clarify the Relationships

You already know how to identify the question, and you know that, whether you are speaking or writing, your first task is to clarify the relationship between the lecture and the reading passage. After reading the passage and listening to the lecture, you will know whether the relationship between them is agreement or disagreement. You should usually express this relationship in the first sentence that you speak or write on an integrated task. Let's think of this first sentence as a *relationship sentence* that begins your response. A good relationship sentence states agreement or disagreement. A better relationship sentence uses a strong verb to signal agreement or disagreement. The best relationship sentence includes a strong verb *and* detail about the relationship between the information in the reading and in the lecture.

#### PRACTICAL STRATEGY

Using the lists of words that signal agreement or disagreement on pages 228 and 229, use one of the strong verbs to rewrite relationship sentences. Then try to add detail to the sentences.

#### EXAMPLE

Reading passage: Solutions to eradicating disease on a worldwide basis

Lecture: World Health Organization's successful campaign against smallpox

Relationship: Agreement

*Basic*: The example in the lecture agrees with the suggestions for eradicating disease in the reading passage.

*Better*: The example in the lecture clarifies the suggestions for eradicating disease in the reading passage.

*Best*: The example in the lecture of the World Health Organization's successful campaign against smallpox clarifies the suggestions for eradicating disease on a worldwide basis listed in the reading passage.

**PRACTICAL STRATEGY**

In Task 2 on the Speaking Section, you will read a short passage and then hear a conversation about the passage. The reading passage is usually an announcement about a policy on campus. The conversation includes opinions about the policy. First, determine whether the speakers agree or disagree with the policy. Then write a relationship sentence that expresses the opinion. The three verbs listed below are commonly used for opinions in conversational English. A basic relationship sentence will state an opinion that shows agreement or disagreement with the passage. A better relationship sentence will state agreement or disagreement and will also include a summary of the reasons for the opinion. Remember that you are not being asked for *your* opinion. You are being asked to summarize *the speaker's* opinion.

## Opinion Verbs

Believes

Says

Thinks

***PRACTICE ACTIVITY 43***

Did you understand? First, state the speaker's opinion. Next, identify the reasons for the opinion. Finally, write a relationship sentence that includes both the opinion and the reasons. Example answers are printed on pages 285–286.

**EXAMPLE**

Reading passage: A change in the bus schedule

| | |
|---|---|
| Conversation: | The man is giving his opinion |
| Relationship: | Disagreement |
| Reasons: | Fewer stops, inconvenient times, more expensive |
| Basic sentence: | The man believes that the change in the bus schedule is a bad idea. |
| Better sentence: | The man believes that the change in the bus schedule is a bad idea because there are fewer stops, the new times are inconvenient, and the passes are more expensive. |

**Also good examples:**

The man says that the change in the bus schedule is a bad idea because there are fewer stops, the new times are inconvenient, and the passes are more expensive.

The man thinks that the change in the bus schedule is a bad idea because there are fewer stops, the new times are inconvenient, and the passes are more expensive.

1. Reading passage: A new location for the cafeteria
   Conversation: The woman is giving her opinion
   Relationship: Disagreement
   Reasons: Farther from the dorm, smaller space
   Basic sentence:
   Better sentence:
2. Reading passage: A change in the final exam schedule
   Conversation: The man is giving his opinion
   Relationship: Agreement
   Reasons: More time to study, fewer conflicts with other exams
   Basic sentence:
   Better sentence:
3. Reading passage: More lighting around the square
   Conversation: The woman is giving her opinion
   Agreement

Relationship:

Reasons: Safer for bikers, better security for walkers, will look nicer

Basic sentence:

Better sentence:

4. Reading passage: Closing the post office on campus

   Conversation: The woman is giving her opinion

   Relationship: Disagreement

   Reasons: The campus post office is always busy, the closest post office off campus is not within walking distance

   Basic sentence:

   Better sentence:

5. Reading passage: Eliminating all single rooms in the graduate dorms

   Conversation: The man is giving his opinion

   Relationship: Disagreement

   Reasons: No inexpensive alternative on campus, no adjustment in fees, and no opportunity to provide input

   Basic sentence:

   Better sentence:

***PRACTICE ACTIVITY 44***

Did you understand? First, read the summary of the main ideas in the reading passage and the lecture and the relationship between them. Next, study the basic relationship sentence. Then try to substitute a stronger verb to make the relationship sentence better. Finally, include more detail to make the relationship sentence the best. Example answers are printed on pages 286–287.

1. Reading passage: Advantages of cooperative learning in education

Lecture: Research study in Chicago schools

Relationship: Agreement

2. Reading passage: Methods to solve the problem of noise pollution in technological societies

   Lecture: European noise ordinances

   Relationship: Agreement

3. Reading passage: Nuclear power is too dangerous

   Lecture: Opposing view—three points

   Relationship: Disagreement

4. Reading passage: Ideas for successful international advertising campaigns

   Lecture: Toyota's marketing plan in the United States

   Relationship: Agreement

5. Reading passage: Meteor impact caused the disappearance of dinosaurs

   Lecture: Opposing view—three points

   Relationship: Disagreement

6. Reading passage: More than 40 van Gogh paintings are fakes

   Lecture: Opposing view—three points

   Relationship: Disagreement

7. Reading passage: The theory of flow

   Lecture: A Harvard University study on flow

   Relationship: Agreement

| | | |
|---|---|---|
| 8. | Reading passage: | Successful marriages require similarities |
| | Lecture: | Opposing view—three points |
| | Relationship: | Disagreement |
| 9. | Reading passage: | Definition of a biogeographic realm |
| | Lecture: | A biome |
| | Relationship: | Agreement |
| 10. | Reading passage: | Censorship is necessary in the media |
| | Lecture: | Opposing view—three points |
| | Relationship: | Disagreement |

# INCLUDE INFORMATION FROM BOTH SOURCES

**Strategies to Use**

➤ Get Organized
➤ Discuss Each Point

### ➤ Get Organized

**PRACTICAL STRATEGY**

Even before you read the passage, you can begin to get organized. First, quickly draw a chart for your notes like the one below. Then, as you begin reading, note the main points in the passage and write them under **Reading** in the chart. Next, listen to the **Conversation** or **Lecture** and take notes. Listen carefully for information that relates to **each point** from the reading passage. Finally, decide whether the speaker agrees or disagrees with the general information in the reading passage. Write a **Relationship sentence** at the top of the chart. Remember, three points are usually included, but sometimes only two are mentioned.

Relationship sentence:

_____.

| Reading | Conversation/Lecture |
|---|---|
| Point 1 | Point 1 |
| Point 2 | Point 2 |
| Point 3 | Point 3 |

***PRACTICE ACTIVITY 45***

Did you understand? Read a passage, and then listen to a conversation on the same topic. Get organized, using a chart like the one in the example above. Draw it quickly on your scratch paper before you begin reading. Then fill it in as you read the passage and listen to the conversation. Compare your chart with the example chart on pages 287–288.

***INTEGRATED SPEAKING TASK 2***

SCRATCH PAPER

Reading Time: 50 seconds

**Summer School Announcement**

In an effort to conserve energy during summer session, all classes will be held Monday through Thursday to allow for air-conditioning and lights to be shut down completely for three days per week. During the four-day school week, thermostats will be set at 78 degrees for air-conditioning units, and all units will be automatically switched off at eight o'clock at night and switched on at eight o'clock in the morning. In addition, motion-sensitive light panels will replace current manual switches in all buildings, including classrooms, offices, meeting rooms, and bathrooms. When no motion is detected in a room for more than one minute, the lights will turn off until motion reactivates them.

## Activity 45

Now listen to a conversation on the same topic.

***PRACTICE ACTIVITY 46***

Did you understand? Read a passage, and then listen to a lecture on the same topic. Get organized, using a chart like the one in the example above. Draw it quickly on your scratch paper before you begin reading. Then fill it in as you read the passage and listen to the lecture. Compare your chart with the example chart on page 289.

***INTEGRATED SPEAKING TASK 3***

SCRATCH PAPER

Reading Time: 50 seconds

**Marsupials**

Marsupials are a group of mammals that are born alive after a very short gestation period. In order to survive, the young, underdeveloped marsupial must crawl from the exit of the reproductive tract over its mother's body to attach itself to a nipple inside a fold of skin called the *marsupium* or pouch. During embryonic development, a marsupial stays with the mother, climbing in and out of the pouch to nurse or sleep.

Like other mammals, marsupials are covered with hair. Auditory and olfactory senses are highly developed in marsupials because they are nocturnal creatures that depend on their ears and eyes to locate food at night.

## Activity 46

Now listen to part of a lecture in a biology class.

***PRACTICE ACTIVITY 47***

Did you understand? Read a passage, and then listen to a lecture on the same topic. Get organized, using a chart like the one in the example above. Draw it quickly on your scratch paper before you begin reading. Then fill it in as you read the passage and listen to the conversation. Compare your chart with the example chart on page 290.

SCRATCH PAPER

### *Integrated Writing Task 1: Integrated Essay*

Reading Time: 3 minutes

Although bottled water was an alternative during even the earliest civilizations, it has become more popular in the past few decades, for a variety of reasons. First, it is a healthier choice. In the United States, bottled water is comprehensively regulated by the Food and Drug Administration as a packaged food product. Minerals such as magnesium and chloride have been removed, along with salt. In contrast, the potential for heavy metals exists in public water supplies, such as copper and lead from storage tanks and industrial chemicals like dry-cleaning toxins. Of course, these issues are not a concern for bottled water, which is pure and free of contamination.

Furthermore, bottled water tastes better. Most bottled water comes from natural springs and wells, whereas local water supplies come from ground water that is trapped in aquifers or from wells drilled near rivers and streams. To make these water supplies safe to drink, water treatment plants remove contaminants and disinfect their tap water with chemicals, usually chlorine, which smells and leaves an aftertaste.

Finally, bottled water is convenient, and the packaging is, for the most part, reusable and recyclable. In fact, most plastic water bottles are 100 percent recyclable and are among the most recycled packaged products in the recycle system. In recent years, campaigns have raised public awareness and the recycling of water bottles has increased by as much as 6 percent per year. The introduction of lighter-weight plastics has also allowed the bottling industry to further reduce its environmental footprint.

## Activity 47

Now listen to part of a lecture in a general science class. The professor is talking about bottled water.

### ➤ Discuss Each Point

**PRACTICAL STRATEGY**

You will receive a lower score for your integrated speaking and writing tasks if you do not relate all of the main points in the reading to the conversation or lecture. Be sure to refer to the main points in your notes while you are speaking and to read your essay after you have written it. Check to make sure that you have a complete response.

**EXAMPLE**

These responses refer to the integrated speaking and writing tasks in Activities 45, 46, and 47, Tracks 39, 40, and 41. When you compare the example responses and example essay with the notes, you find the relationship sentence. You also find all three points from the reading passage and ideas that the speaker or lecturer presented to support or refute each point.

## Activity 47

### Question

The woman expresses her opinion of the announcement. State her opinion, and give the reasons that she gives for the opinion.

### Example Response

The woman doesn’t agree with the idea to shut down the campus for three days every week in order to conserve energy. Although she supports the conservation of resources, she thinks that the intensive weekend courses that will be canceled are important, especially for working people like her sister. The online courses replacing them won’t provide the personal interaction that weekend courses do for those who are already taking online classes. She concedes that the idea of

motion sensors for lighting makes sense, but she's not sure that turning off the power completely is an energy-efficient plan because power outages could occur when the power is turned on in all the buildings on campus at eight o'clock Monday morning.

**Question**

Using information from both the reading and the lecture, explain why a koala would be considered a marsupial.

**Example Response**

A koala is a good example of a marsupial because it completes its embryonic development in its mother's pouch, it's hairy like other mammals, and it has a keen sense of smell and hearing, which are important to its nocturnal nature. Like all marsupials, a koala crawls from the birth canal to the mother's pouch and attaches itself to a nipple to nurse. It stays with the mother for about eight months until it's too big for the pouch, and then it begins independent life in trees, using its sensitive nose to feed on eucalyptus leaves at night.

**Question**

Using the main points in the reading passage, show how the lecturer contradicts the claims.

**Example Essay**

The lecturer discredits the claim in the reading passage that bottled water is better than tap water. According to the reading, bottled water is a healthier choice. The professor refutes that assertion by pointing out that 40 percent of all water in bottles comes from city water sources. In other words, it is just tap water in a bottle. Furthermore, she contends that bottled water is actually less healthy than tap water because it contains a lower level of fluoride, a mineral that retards tooth decay.

In addition, the reading argues that bottled water tastes better; however, the professor maintains that minerals in natural water sources actually make the water taste better. Sodium, calcium, magnesium, and fluoride keep water from tasting flat. She backs up this statement by citing a taste test by *Good Morning America* in which 45 percent of the participants chose New York City tap water over bottled water.

Finally, the reading insists that the bottles are reusable and recyclable. While the professor concedes that it would be possible to recycle the plastic bottles used for bottled water, she points out that only 15 percent of all water bottles are ever recycled, which means that 59.5 million of the 70 million bottles used daily in the United States are thrown into landfills.

***PRACTICE ACTIVITY 48***

Did you understand? Read a passage, and listen to a conversation or lecture on the same topic. Then listen to the example response or read the example essay. Is it complete? Are all of the points in the reading passage mentioned? Are all of the same points from the conversation or lecture included? Compare your answer with the example answers on pages 290–292.

***SPEAKING TASK 2***

SCRATCH PAPER

Reading Time: 50 seconds

**Announcement from the Office of the President**

The Board of Trustees approved tuition, mandatory fees, and room and board rates during its June meeting on Friday. The plan provides for tuition for in-state students to be frozen at $12,000, the same rate as last year. Out-of-state tuition is scheduled to increase 3 percent over the last academic year. Tuition for current international students will also increase by 3 percent; however, the tuition for new international students will increase by 5 percent over the last academic year. In-state students make up approximately 80 percent of undergraduate students, out-of-state students 12 percent, and international students 8 percent.

## Activity 48

Now listen to a conversation on the same topic.

**Question**

The man expresses his opinion of the announcement. State his opinion, and give the reasons he has for holding that opinion.

**Example Response**

***SPEAKING TASK 3***
SCRATCH PAPER

Reading Time: 50 seconds

**Strategic Alliances**

In a global economy, collaboration and strategic alliances may be essential to success. Although there are a number of ways to cooperate, including mergers in which two companies form a legal union, or a joint venture where several companies pool resources to create a separate entity, a strategic alliance is much less involved than either one. Quite simply, a strategic alliance is a mutual agreement between two or more companies in order to work more effectively toward their goals. This usually involves a plan to share resources for mutual benefit. The major advantages of strategic alliances are that each company retains its separate identity and that the alliances may be easily formed and easily dissolved, which makes them a perfect vehicle in a rapidly changing business environment.

## Activity 48

Now that you have read the explanation of strategic business alliances in the reading, listen to part of a lecture on a similar topic.

**Question**

Explain how the example that the professor provides demonstrates the concept of *strategic alliances*.

**Example Response**

***INTEGRATED ESSAY***
SCRATCH PAPER

Reading Time: 3 minutes

In a recent survey of developed nations, it was found that workers in the United States receive the least number of paid vacation days in the world. Although many Americans are paid for ten national holidays, they are not legally entitled to any paid vacation time in spite of the fact that paid vacations bring benefits not only to the employee but also to the company.

Employees with paid vacation are less likely to call in unexpectedly. Companies with paid vacation benefits have more control over unscheduled absenteeism, which allows for a more predictable coverage of responsibilities. Being able to plan is critical to most companies.

Moreover, time off from the work environment assures the company of a workforce that is healthier and more productive after the break. People who take vacations exhibit lower stress levels, less risk of heart disease, a more positive attitude, and higher motivation to achieve goals. Surprisingly, the effects of a vacation appear to be beneficial for as long as eight weeks before the actual leave from work. Employees looking forward to a break tend to tie up loose ends on their jobs before they go. After they return, they are rested and their productivity is significantly higher than it was before their time away from work.

Vacation time also has the advantage of attracting more highly qualified employees. Those employees with the best qualifications can select from among several offers. Candidates who are the most difficult to recruit will be more likely to sign on when a company provides an attractive vacation

plan. For a company to be most competitive, it is advantageous to appeal to a highly qualified team.

Companies that do not choose to offer paid vacation time may save money in the short term; however, an investment in time off for their employees would probably be smarter in the long run.

## Activity 48

Now listen to part of a lecture in a business class. The professor is talking about vacation time.

**Question**

Summarize the main points in the lecture, and then explain how they cast doubt on the ideas in the reading passage.

**Example Essay**

The lecturer contradicts the points in the reading passage that make a case for more paid vacation time for employees. First, the reading asserts that companies will have more control over absenteeism because employees will schedule their time around vacation days, but the lecturer explains that emergencies cannot be predicted or arranged around a vacation schedule; therefore, the company is not able to control or plan for absences at critical times in spite of generous paid vacations.

Second, the reading claims that time off results in healthier, more productive employees. The lecturer concedes that some evidence suggests a relationship between vacations and good health as well as productivity. However, he argues that many employees do not use their vacation days to rest and relax. In fact, many employees use the time to participate in stressful activities that they are unable to accomplish during the usual workweek. Instead of taking a break, they rush to do as much as possible in a short time, leaving them exhausted by the time that they return to the work schedule.

Third, the reading mentions that paid vacation days could be attractive to some employees that a company may wish to recruit; nevertheless, the lecturer points out that contract negotiation is a highly individual process. Whereas some

candidates would like more paid vacation days, others would prefer other benefits such as health care, higher salaries, or a fast track to promotion.

In short, the lecturer does not believe that more paid vacation days would be in the best interest of American companies.

# FOLLOW A PLAN

**Strategies to Use**

➤ Memorize the Steps
➤ Practice with the Plan

### ➤ Memorize the Steps

**PRACTICAL STRATEGY**
Three tasks on the TOEFL require synthesis: Task 2 and Task 3 in the Speaking Section and Task 1 in the Writing Section. Each task requires a slightly different approach, but in general, you follow the same steps for all of them:

Draw a chart with space for a relationship sentence at the top and 3 points underneath.

Read a short passage, and take notes on the chart.

Listen to a conversation or a lecture on the same topic, and take notes on the chart.

Write a relationship sentence on the chart.

Respond using information from both the reading and the conversation or lecture.

Use the points on the chart to check for a complete response.

***PRACTICE ACTIVITY 49***
The examples below will show you specific steps for each of the integrated tasks. Take your time as you study each example. You will have an opportunity to practice the steps in Activity 50.

### *EXAMPLE SPEAKING TASK 2*

Be careful! This task does NOT ask you for your opinion, although you will be asked about the opinions of the speakers in the conversation or talk.

Draw a chart with space for a relationship sentence at the top and 3 points underneath.

Relationship sentence: _____

| Reading | Conversation |
|---|---|
| Point 1 | Point 1 |
| Point 2 | Point 2 |
| Point 3 | Point 3 |

Read a short passage about a campus-related topic, and take notes on the chart.

Reading Time: 50 seconds

**Announcement from Campus Security**

On Monday, all State University residence halls will begin requiring students to scan their fingerprints at the door in order to gain access to their building. As part of a continuing effort to make residence halls safer, fingerprint scanners have been installed at every building entry point. To prepare for this, students must scan their fingerprints at the campus security office in the student union. Guests are still allowed into residence halls but must now leave a valid ID in exchange for a guest pass.

Relationship sentence: _____

| Reading | Conversation |
|---|---|
| Point 1<br>Mon scan prints<br>Access dorms | Point 1 |
| Point 2<br>Prepare scan at<br>Campus Security | Point 2 |

S Union

| | |
|---|---|
| Point 3<br>Guests ID—pass | Point 3 |

Listen to a conversation on the same topic, and take notes on the chart.

## Activity 49

Now listen to a conversation on the same topic.

Relationship sentence: The woman approves of the security policy because it is a serious plan, it will be easy to use, and it should be a deterrent to theft and safety.

| Reading | Conversation |
|---|---|
| Point 1<br>Mon scan prints<br>Access dorms | Point 1<br>Current plan not enforced<br>New plan serious |
| Point 2<br>Prepare scan at<br>Campus Security<br>S Union | Point 2<br>Easy—devices secure<br>Students too |
| Point 3<br>Guests ID—pass | Point 3<br>Deterrent crime |

**Question**

The woman expresses her opinion of the announcement. State her opinion and the reasons that she has for having that opinion.

Write a relationship sentence on the chart.

Respond using information from both the reading and the conversation.

**Example Response**

The woman approves of the new security policy because it's a serious plan, it will be easy to use, and it should be a deterrent to crime. She explains that the previous system that required a pass to enter the dorm wasn't enforced. But now, without a scan, it won't be possible to go in the door. She also points out that it's really easy, like scanning to access a secure mobile device. She argues that scanning a fingerprint will be a deterrent to theft and the dorms will be safer because it'll be better than a guest pass to keep track of everyone who's in the buildings.

Use the points on the chart to check for a complete response.

> This is a complete response because it includes all three points that the woman makes to explain her opinion that the security policy is a good idea: it is a serious plan, easy to use, and will be a deterrent to crime.

***EXAMPLE SPEAKING TASK 3***

Be careful! The reading usually presents the definition of a term, a concept, a principle, or a theory, and the lecture usually provides an example, evidence, a case study, a research study, or a specific instance. In other words, this task is usually a synthesis of agreement, extension, and clarification. But sometimes, it can be a synthesis of disagreement and opposition.

Draw a chart with space for a relationship sentence at the top and 3 points underneath.

> Relationship sentence:
> _____
>
> | Reading | Lecture |
> | --- | --- |
> | Point 1 | Point 1 |
> | Point 2 | Point 2 |
> | Point 3 | Point 3 |

Read a short passage about an academic topic, and take notes on the chart.

Reading Time: 50 seconds

**Endangered Languages**

Recent estimates of language populations indicate that half of the world's languages will likely become extinct in the twenty-first century. Three main criteria are used as guidelines for considering a language endangered: the number of speakers currently living, the average age of native speakers, and the percentage of the youngest generation acquiring fluency.

Given these criteria, it is obvious that language extinction occurs gradually across generations. Fewer and fewer speakers use the traditional language until only the older generation is familiar enough with the grammar to understand and express themselves in it.

Relationship sentence:

_____

| Reading | Lecture |
|---|---|
| Point 1<br>Number speakers | Point 1 |
| Point 2<br>Average age native | Point 2 |
| Point 3<br>Percent youngest gen | Point 3 |

Listen to a lecture on the same topic, and take notes on the chart.

## Activity 49

Now listen to part of a lecture in a linguistics class. The professor is talking about endangered languages.

Relationship sentence: The Christensen study in 1995 provided evidence that Ojibwa should be on the endangered language list.

| Reading | Lecture |
|---|---|

| | |
|---|---|
| Point 1<br>Number speakers | Point 1<br>500—3 states |
| Point 2<br>Average age native | Point 2<br>elders 80+ |
| Point 3<br>Percent youngest gen | Point 3<br>Almost no children |

**Question**

Explain the concept of an *endangered language,* using the example in the lecture.

Write a relationship sentence on the chart.

Respond using information from both the reading and the lecture.

**Example Response**

Ojibwa is considered an endangered language because it meets all three criteria for that classification. First, few speakers are fluent in the language. In Christensen's study in 1995, only about 500 of the tribal members in the tristate area studied were fluent speakers. Second, the average age of native speakers is older. Among the 500 fluent speakers, most were elders 80 years of age or older. Finally, the percentage of speakers in the youngest generation is small. Among Ojibwa speakers, almost *no* children were fluent. Unfortunately, this study confirmed that Ojibwa is endangered, and despite efforts to teach the language in federally funded preschools, its future is very uncertain.

Use the points on the chart to check for a complete response.

> The response is complete because it includes all three criteria for a language to be considered endangered and provides evidence from the Christensen study to prove that Ojibwa meets all three criteria.

### EXAMPLE WRITING TASK 1: INTEGRATED ESSAY

The reading usually presents a position or argument in favor of a topic. The lecture presents information that calls into question the position or a counterargument. In other words, this task is usually a synthesis of disagreement, contrast, or opposition.

Draw a chart with space for a relationship sentence at the top and 3 points underneath.

Relationship sentence:

_____

| Reading | Lecture |
|---|---|
| Point 1 | Point 1 |
| Point 2 | Point 2 |
| Point 3 | Point 3 |

Read a short passage about an academic topic, and take notes on the chart.

Reading Time: 3 minutes

Homeownership is a goal for many people because they see it as a sound investment with many other positive outcomes as well.

Although it is true that the housing market can be volatile, from an individual perspective, buying a home to live in is still one of the best ways to acquire wealth. In the first place, homes appreciate. Over the long term, even initial losses reverse themselves and property values rise. Moreover, the cost for a rental tends to go up every year, whereas the cost of a 30-year mortgage is fixed. If the purchase is made when financing costs are low, then the investment is even more attractive. Traditionally, tax advantages have been offered to homeowners, providing additional financial incentives to enter the real estate market.

Another positive aspect of homeownership is the control that owners have over their living situation. Landlords can change the terms of rental agreements at the end of a short contract, forcing tenants to increase their expenditure or move. In contrast, homeowners have a sense of security and stability. By owning a home in a community, it is possible to maintain a

stable environment without being compelled to make changes that may not be advantageous or well timed.

Finally, there are some unexpected social benefits for homeowners. In general, research supports positive outcomes in education, health, and crime. Specifically, the children of homeowners tend to achieve higher grades in school, both adults and children living in their own homes report better health and higher self-esteem, and crime rates are significantly lower in neighborhoods with a high percentage of resident homeowners.

Relationship sentence:

_____

| Reading | Lecture |
|---|---|
| Point 1 wealth creation—homes appreciate, fixed mortgage, tax incentives | Point 1 |
| Point 2 control over living situation—rental contracts change | Point 2 |
| Point 3 social benefits—health, education, crime | Point 3 |

Listen to a lecture on the same topic, and take notes on the chart.

## Activity 49

Now listen to part of a lecture in an economics class. The professor is talking about homeownership.

Relationship sentence: The lecturer refutes the idea in the reading passage that homeownership is a goal promising positive outcomes.

| Reading | Lecture |
|---|---|
| Point 1 wealth creation—homes appreciate, fixed mortgage tax | Point 1 recession—high mortgage, half value |

incentives

| | |
|---|---|
| Point 2 control over living Situation—rental contracts change | Point 2 foreclosure—insecurity, loss con |
| Point 3 social benefits—health, education, crime | Point 3 one paycheck from losing home– stress, children lower grades, less involved in school |

Write a relationship sentence on the chart.

Respond using information from both the reading and the lecture.

**Question**

Summarize the main points in the lecture, and then explain how they cast doubt on the ideas in the reading passage.

**Example Essay**

The lecturer refutes the idea in the reading passage that homeownership is a goal promising positive outcomes. He makes a case for a reversal of this trend in the current economy, addressing the three assumptions in the passage.

First, he questions the assertion in the reading passage that a home is a good way to create wealth. He points out that, although homes appreciated in the past, in today's market, homes are, in fact, depreciating to such a low that some homeowners are paying a high fixed mortgage for a home that is worth about half the value of its purchase price.

Second, the lecturer disagrees with the statement in the reading that homeownership provides control over one's living situation. The lecturer points out that during the recession, foreclosures and forced sales created a loss of control and a climate of insecurity in the market. He points out that many first-time homeowners would rather rent but cannot solve the problem of how to return to a rental without losing a significant investment in the home that they now own.

Third, the lecturer does not agree with the assumption in the reading that homeowners enjoy social benefits. He cites studies confirming that many owners are only one paycheck away from losing their homes, a situation that creates stress for all family members. He goes on to argue that the stress

reverses the social benefits that homeownership once assured, resulting in lower grades and less involvement in school activities on the part of the children.

Clearly, economic instability has affected the value of homeownership in serious ways.

Use the points on the chart to check for a complete response.

> The essay is complete because it includes all three arguments proposed in the reading passage with the opposing argument for each one presented in the lecture.

### ➤ Practice with the Plan

**PRACTICAL STRATEGY**
Remember that three tasks on the TOEFL require synthesis: Task 2 and Task 3 in the Speaking Section and Task 1 in the Writing Section. Now that you have memorized the steps, practice using them. Don't worry! The model tests in this guide and online will give you more practice, and soon you will be able to respond with confidence within the time limits on the iBT. For now, don't worry about timing yourself.

***PRACTICE ACTIVITY 50***
First, write the step after the number. Then practice the step to complete the task. Compare your answers with the example answers on pages 295–296.

***SPEAKING TASK 2***

Reading Time: 50 seconds

**Announcement from the Office of the President**

After five months of remodeling, the Faculty Club will move into a new space on the top floor of Anderson Hall. The facilities, open to all full-time faculty, will include a restaurant open for breakfast, lunch, and dinner, a private dining area that seats twenty, and a bar that will serve beer and wine. The Club will be open next Monday. The Honors Program that formerly occupied the Anderson Hall space has moved to a smaller suite of offices and a lounge in the basement of Harkins Hall. The offices are already open, and the lounge will be available for honors students to use next month.

## Activity 50

Now listen to a conversation on the same topic.

**Question**

The man expresses his opinion of the announcement. State his opinion, and give the reasons that he gives for the opinion.

**Response**

*After you have completed your response, listen to the example response for Speaking Task 2 on* *page 296**.*

***SPEAKING TASK 3***

Reading Time: 50 seconds

**Courtship Display**

A courtship display is a series of behaviors that an animal might use to attract a mate and occasionally to warn rivals who may intrude. In general, the males initiate the courtship displays to arouse a female's interest and to win her selection among competing males. These behaviors may include ritualized dances or vocalizations that showcase the beauty or strength of the potential mate. In birds, these courtship displays often include postures by males to expose their plumage. Fanning and shaking the tail feathers, turning them to catch the light, and strutting around the female bird are common elements of the display.

## Activity 50

Now listen to a lecture in a biology class about the same topic.

**Question**

Using the example in the lecture, explain *courtship displays*.

**Response**

*After you have completed your response, listen to the example response for Speaking Task 3 on* *page 297*.

***WRITING TASK 1***

Reading Time: 3 minutes

Government censorship of the Internet benefits society in three ways. First, like other forms of mass media, including television and movies, censorship protects children. Restricting adult content and providing punitive measures for pornographic websites discourages the exposure of young children to inappropriate images and explicit language. Since children are growing up in an environment in which they can easily access the Internet, some restrictions should be in place to protect them.

Second, censorship curtails criminal activities. Censorship discovers and discourages financial fraud, theft, and harassment or even potentially violent encounters. Because the Internet affords criminals a high degree of anonymity, unless their activities are monitored, they can sell illegal substances, threaten or bully individuals, or intrude into the lives of large numbers of people with spam advertising. Censorship reduces the instances of these disturbing contacts.

Finally, censorship assures personal privacy. Censorship laws establish standards for websites and security measures to protect identity, financial records, and personal information. Censorship restricts access to credit cards and bank accounts as well as medical and employment records, and it reduces the incidents of identity theft.

## Activity 50

Now listen to a lecture about the same topic.

**Question**

Summarize the main points in the lecture, and then explain how they cast doubt on the ideas in the reading passage.

**Question**

The professor talks about censorship on the Internet. Explain how the lecture casts doubt on the information in the reading passage.

**Essay**

*After you have completed your response, read the example essay for Writing Task 1 on pages 299–300.*

**Beyond the Book**
**Mini-Lesson for the TOEFL**
**Synthesis**

To view the lesson, visit the Barron's Online Learning Hub.

# ANSWERS AND AUDIO SCRIPTS

***PRACTICE ACTIVITY 8***

**Track 18** **Activity 8**

**Listening 1**

Man: Hi Jane. How's it going?
Woman: Good. You?
Man: Same old problem. My roommate is driving me crazy.
Woman: But I thought you lived in a dorm. [*Surprise*]
Man: I do.
Woman: Oh. Then why don't you see your resident advisor?
Man: Been there, done that. I even went to the head resident.
Woman: Really? And it didn't help?
Man: Nope. He says that we should work it out between the two of us.
Woman: Wow. How do you do that when he's always partying in the room?
Man: I know. I keep waiting for him to flunk out.
Woman: He's on probation, right? [*Confirmation*]
Man: Again. He cuts class, I never see him doing any homework, but he crams for his finals and always seems to just get by.
Woman: I'm so sorry. I suppose you could go to the study lounge or the library to study, but you're probably already doing that.
Man: I *am*, but it's not very convenient. I mean, I have all of my stuff in my room but now I have to pack it up every time I want to study . . .
Woman: . . . and then you have to pack it all up again when you want to go back to your room.
Man: That's about the size of it.
Woman: Are you getting behind?
Man: Not really. But I have a scholarship so I have to keep my GPA up. And I'm a senior.
Woman: You're a senior? [*Surprise*] Well then, you need to start thinking about graduate school.
Man: I've already applied. But I need to submit this quarter's grades before they make a decision.
Woman: So you really must be hitting the books. What can I do to help?
Man: Not much. ut thanks for listening.

***PRACTICE ACTIVITY 9***

## Track 19 Activity 9

**Speaking Task 2**

Man: Are you going on the community service trip over spring break?

Woman: I never go anywhere on break. I just visit my family for a few days and then come back and get ready for the next semester.

Man: I know, but this is different. It seems made to order for you.

Woman: Are you serious? I don't drink, I don't like the beach, and I don't have the money to waste on airfare and hotels.

Man: That's what I mean. This spring break trip isn't about any of that. It's a community service trip. Look, you work with a team on a project in a low-income area. You're minoring in social work, aren't you? [*Confirmation*]

Woman: Yeah.

Man: So you can see why I thought you might be interested.

Woman: Actually, that does sound interesting. And I think it's a great idea. Spring break is so wild and crazy for a lot of my friends. Maybe this kind of alternative will attract some of the people who just want to get away from campus and do something different before they start another term.

Man: I was thinking about going or at least checking it out over at student services.

Woman: Yeah, but it would be expensive . . . unless the community is close by.

Man: No. Here's the thing: a grant pays for your transportation and your living expenses so there aren't any fees. You just have to be willing to work.

Woman: What kind of work is it? Do you know?

Man: Not exactly. Some of the projects that were funded in the past have served senior citizens, and I'm pretty sure that there was tutoring for kids.

Woman: Now you've really got me interested.

Man: I thought you would be. We should go over to student services to

get a few more details, like where they're planning to go and what projects are funded. [*Suggestion*] I think Professor Keller has his office hours now, and he's the one who's organizing the trip.

Woman: Well, sure. I'm free right now until my next class at two. That ought to give us plenty of time.

Man: Okay then.

Woman: And even if it doesn't work out for me to go, I think it's a great idea to give people an alternative to . . . to . . . going crazy on some beach with a bunch of strangers from other colleges. Tha's never been my thing.

***PRACTICE ACTIVITY 10***

**Track 20** **Activity 10**

**Listening Passage**

Man: Hi Professor Lin. I was hoping I might run into you today.

Woman: Really?

Man: Yeah. I wanted to ask you for . . . I wanted some advice.

Woman: Oh, okay.

Man: So some of your students have Dr. Jackson for their academic advisor, don't they? [*Confirmation*]

Woman: Unhuh. He's the advisor for most of the biology majors.

Man: I know. And he's *my* advisor, too. But I'm just having problems communicating with him. I mean, he's nice and everything, but I feel like he just doesn't listen to me, and I leave the meetings thinking that I didn't get done what I needed to do. Do any of your students ever feel like that?

Woman: I can't say that they do, but it's a problem for sure if that's what's happening to *you*. Have you ever just had a serious talk about this with him? That's what I'd advise. [*Suggestion*]

Man: I've tried, but I'm just not getting through. I'm so frustrated.

Woman: Well, you could request another advisor. I think Dr. Chee advises

biology majors. [*Suggestion*]

Man: I thought about that, but if I change advisors, then I'll still have to sign up for a couple of my upper-division courses with Dr. Jackson, and he might resent it that I wanted a different advisor. Besides, he's on the committee for my thesis.

Woman: I don't think he'd mind all that much. He has a lot of graduate students to advise. Listen, you could make an appointment to talk with him before he finds out about the change, and you could give him some reason that isn't personal, like your schedule makes it hard to see him during his office hours or something. [*Suggestion*]

Man: I *could* say that, but what if he offers to see me at a different time?

Woman: Right. Well, that could happen, but I don't think so.

***PRACTICE ACTIVITY 11***

| | |
|---|---|
| 1. Settlement Patterns | classification *or* comparison and contrast |
| 2. The Functions of Art | classification |
| 3. Language Development | sequence |
| 4. How Important Is Relativity? | persuasion *or* evaluation |
| 5. Causes of Schizophrenia | cause and effect |
| 6. Evaluating Kohlberg's Theory | persuasion *or* evaluation |
| 7. Types of Financial Services | classification |
| 8. A History of Plate Tectonics | sequence |
| 9. Estimating Population | cause and effect *or* problem and solution |
| 10. Black Holes | dfinition *or* description |

***PRACTICE ACTIVITY 12***

**Track 21** **Activity 12**

## Example

Listen to part of a lecture in an astronomy class.

1. Listen to part of a lecture in a business class.
2. Listen to part of a lecture in a music appreciation class.
3. Listen to part of a lecture in a biology class.
4. Listen to part of a lecture in an anthropology class.
5. Listen to part of a lecture in an engineering class.
6. Listen to part of a lecture in a linguistics class.
7. Listen to part of a lecture in an art history class.
8. Listen to part of a lecture in a psychology class.
9. Listen to part of a lecture in a geology class.
10. Listen to part of a lecure in a history class.

***PRACTICE ACTIVITY 13***

## Track 22 Activity 13

1. I have several slides of *mosaic art*, mostly from the fifth century.
2. Right. So last time we were discussing uh, multinational companies. Today we're going to look at *global companies*.
3. Well, today's lecture is about *light-years*.
4. So, if you read the chapter in your textbook, the one about *insurance*, then you have some background for today's lecture.
5. Although Malthus's theory of population is still important, I'm going to share a different approach with you today called *demographic transition*.
6. Okay then, let's begin our discussion of *marshland habitats*.
7. Sorry about the mixup with our classroom on the schedule. I'm glad you found us. So this will be the room we'll be using for the rest of the semester. Okay, then, let's get on with our discussion of *igneous rocks*.
8. From your syllabus, you know that today we're talking about *adobe construction*, specifically, how it can be adapted to modern architecture.
9. Let's ask ourselves this simple question: how does an *antibiotic* make you well?
10. All right. We've been talking about *reptiles*. Now let's turn our attention to *amphibians*.

***PRACTICE ACTIVITY 14***

There are three arguments in support of protecting endangered species.

| | |
|---|---|
| Aesthetic justification Various forms of nature influence the life experience of human beings in a positive way. | uniquely beautiful appreciated universally in art and literature important to the religious community |
| Ecological self-interest assumes that a balance of nature benefits all species. | perform essential functions ex. unique carrier of a cure for a human disease to protect ourselves, we must protect other species |
| Moral justification asserts that the creatures themselves have rights. | United Nations World Charter for Nature—all species have the right to exist human beings have the responsibility to preserve all species |

The professor does not directly promote any argument, but advocacy for the protection of endangered species is implied in the lecture.

***PRACTICE ACTIVITY 15***

1. According to Mead, the self has two sides: the "I" and the "me."

| | |
|---|---|
| The "I" represents the individuality of a person. | For instance, a spontaneous reaction might reveal the "I." This part of the self is less predictable because it is unique. |
| The "me" represents the expectations and attitudes of others. | This part of the self is formed through socialization by others. It is predictable because social conformity is expected. |

2. The mystery of pulsars was resolved in the 1960s.

| | |
|---|---|
| We know that pulsars are neutron stars, like lighthouses left by supernova explosions. | Like a lighthouse, the neutron star revolves. We see pulses of light each time the beam sweeps past Earth. |
| We also know that pulsars are not perfectly timed because each revolution of a pulsar takes a little longer. | The pulsar in the Crab Nebula, for example, currently spins about thirty times per second. It will probably spin |

| | |
|---|---|
| | about half as fast 2,000 years from now. |

3. Britain transported convicts to Australia in an effort to solve the problems of overcrowding in prisons.

| | |
|---|---|
| In 1787, the first fleet left for Botany Bay in New South Wales. | There were 11 ships with 750 prisoners aboard. Four companies of marines sailed with them as guards. They took enough supplies for two years. |
| Shortly after arriving in 1788, the colony was moved to Sydney Cove. | In Sydney, the water supply and soil were better. Although Sydney was the new site, for many years it was called Botany Bay. |

4. Frederick Carl Frieseke was an American impressionist.

| | |
|---|---|
| Born in Michigan, he went to Paris in 1897. | He studied with Whistler in the late 1800s. From Whistler, he learned the academic style of the salons. |
| In 1905, Frieseke moved to Giverney where he lived until 1920. | At Giverney, Frieseke was influenced by Monet. Monet was experimenting with the effects of sunlight. The style of Monet and his school is known as impressionism. |
| By 1920, Frieseke had left Giverney for Normandy. | In Normandy, he began to paint indoor settings. In his later work, he began to use a darker palette. |

5. Two types of weathering will break down rock masses into smaller particles.

| | |
|---|---|
| Interaction between surface or ground water and chemicals causes chemical weathering. | With increased precipitation or temperature, chemicals tend to break down faster. The weathering of feldspar in granite can be caused by a reaction to acids in rain. A common |

| | |
|---|---|
| | example is the wearing away of granite facades on buildings. |
| Mechanical weathering occurs when force and pressure grind rocks down. | Pressure from freezing and thawing causes rocks to expand and contract. When a rock is broken in two by physical forces, it is more vulnerable to weathering. |

***PRACTICE ACTIVITY 16***

1. There are two types of mixtures—heterogeneous and homogeneous. *Classification*

2. As a result, the litmus paper turns blue when the solution is a base. *Cause and Effect*

3. In contrast, a counterculture exhibits behavior that is contrary to the dominant culture. *Contrast*

4. The first stage of sleep produces alpha waves. *Sequence*

5. The main properties of soil include color, texture, and structure. *Description and Example*

6. Community service should be a requirement for graduation from the College of Education. *Persuasion and Evaluation*

7. For example, the Navajo create sacred images in colored sand in order to restore the spiritual and physical health of the sick. *Description and Example*

8. The maximum amount of water that air can hold at a given temperature and pressure is known as saturation. *Definition*

9. Whereas an objective is specific and measurable, a goal is broader and is usually not time specific. *Comparison and Contrast*

10. Dutch explorers in the early seventeenth century called the west coast of Australia “New Holland,” a name that was used to describe the continent until the beginning of the nineteenth century. *Sequence*

***PRACTICE ACTIVITY 17***

## Activity 17

Listen to the beginning of a lecture in a linguistics class.

Good morning. Well, we have a lot to do today, so let's get going. If you're caught up with your . . . your reading assignments, you've already read the article on the three types of language, but before we go on with the discussion, I want to take a few minutes to compare them. Okay, standard language first. That's language that's comprehended, used, and considered acceptable by most speakers, I mean, native speakers. So definitions of words and phrases in standard language . . . they're found in the dictionary. They can be used in both formal and informal, . . . situations . . . settings. And this is important—standard language is appropriate in both speech and writing. I'd say that all of these characteristics combine to make standard language, well, let's just say that it's the permanent core of a language.

That brings us to colloquial language, which is included in dictionaries but colloquial language is marked, and usually it's a colloquial idiom. So these patterns of colloquial language are understood and used and accepted in informal exchanges and in, well . . . people use them in informal situations, but they're not really considered appropriate in formal settings. Did I say that colloquial language is more prevalent in speech than in writing? That's important and the key point in the article was that colloquial language becomes so much a part of the culture that at some point, it often . . . evolves . . . into standard language. So you can compare an earlier dictionary with a recent dictionary and that will . . . you can see how some phrases that are marked as colloquial language lose that designation in later editions of the same dictionary.

Okay, so you can see that colloquial idioms last a long time, either remaining popular in colloquial speech or, as I said, it can evolve into standard language and become a permanent part of the language. But that's very different from slang expressions because . . . and this is the key point . . . slang is usually a *temporary* phenomenon. It's used by some speakers or groups in informal situations and they're much more common in speech than they are in writing. Sometimes they're included in a dictionary but, uh, they're always clearly marked as slang, and when you check later editions of the dictionary, quite often the slang expression is no longer included because it's out of style.

Now, let's consider the three types of language together and uh . . . I want you to think of them on a continuum from most to least formal. So, if we do that,

colloquial language would have to go between standard and slang. So the slang is often relegated to a temporary fad, and standard language contains the stable elements of the language and colloquial language has the potential to become a permanent part of a language, but . . . it might not.

I think it's interesting that most native speakers will use all three types of language and they'll use them all appropriately without thinking about it. In fact, only a few speakers will be able to analyze their speech and writing using the labels that the author identified in the article.

That said, let's get out the article for today's discussion and. . . .

**Notes**

Definition + comparison = three types of language

| | |
|---|---|
| Standard usage<br>*Permanent core | definitions—words + phrases found in dictionary<br>*used formal + informal situations appropriate speech + writing |
| Colloquial language<br>*Often evolves into standard | included in dictionary marked as colloquial idioms understood + used in informal situations, not formal more common in speech |
| Slang expressions<br>*Temporary phenomenon | sometimes in dictionary marked as slang used by some speakers in informal situations more common in speech |
| Continuum | most formal—least formal standard—colloquial—slang |

***PRACTICE ACTIVITY 18***

## Activity 18

Listen to the beginning of a lecture in a sociology class as you read the transcript. The professor is discussing status and roles.

Status refers to, uh, a position in society or . . . or in a group. But there are really two types of status—ascribed status and achieved status. Okay, in

ascribed status, the status is automatic so you don't have a choice. In other words, it's an involuntary status. And some examples that come to mind are status because of race or sex. Not much you can do about that. On the other hand, achieved status requires some effort, and there's a choice involved. For instance, a marriage partner, or the type of education, or, for that matter, . . . the length of time in school. Well, these are choices, uh, achievements, and so they fall under the category of achieved status. So, that brings us to the status set. A status set is the combination of all statuses that an individual has. Me, for example. I'm a professor, but I'm also a husband and a father, and, . . . a son, since my mother is still living.

So, in each of these statuses I have certain behaviors that are expected because of the status. Okay, all of the behaviors are roles, I mean, a role is the behavior expected because of status. Okay, back to status set. All of the statuses—husband, father, son, professor—combine to form the status set, and each of the statuses have certain expectations. Let me use that professor status again. So, as a professor, I have a teaching role, and I have to prepare classes. That's expected. I also advise students, grade assignments, and evaluate my students. But this role has very different expectations. As a researcher, I, I have to design studies, raise funds for grants, and uh, then perform the research, and, and, finally, I write articles and reports. So, I think you see what I mean.

But, one more thing, and this is important, sometimes role conflict can occur. Let me say that again, role conflict. And that means that meeting the expectations for one role will cause problems for an individual who is trying to meet other expectations in a different role. Okay, let's say that one of my students is dating my daughter. I don't recommend this. But anyway, I may have role strain that could even develop into role conflict because it will be difficult for me to meet the expectations for my role as teacher and, uh, when the student comes to my house, I'll have to remember my status as father and my role that requires me to welcome a guest into my home, and well, form an opinion about someone who wants to take my daughter out on a date. The textbook actually . . .

**Notes**

Status [redacted] position [redacted] society [redacted] group. [redacted] two types [redacted] ascribed status [redacted] achieved status. [redacted] ascribed status, [redacted] automatic [redacted] involuntary [redacted] examples [redacted]

[redacted] race [redacted] sex. [redacted] achieved status [redacted] some effort [redacted] choice [redacted] instance, [redacted] marriage [redacted] education, [redacted] status set. [redacted] combination [redacted] all statuses [redacted] example. [redacted] professor, [redacted] husband and a father, [redacted] son, [redacted] role [redacted] behavior expected because [redacted] status. [redacted] All statuses—husband, father, son, professor—combine [redacted] status set, [redacted] professor, [redacted] teaching role, [redacted] prepare classes. [redacted] advise students, grade assignments [redacted] evaluate [redacted] students. [redacted] researcher, [redacted] design studies, raise funds [redacted] grants, [redacted] perform [redacted] research, [redacted] write articles [redacted] reports. [redacted] students is dating [redacted] daughter. [redacted] role strain [redacted] role conflict [redacted] difficult [redacted] expectations [redacted] teacher [redacted] father [redacted] opinion [redacted] date. [redacted]

***PRACTICE ACTIVITY 19***

**Track 25** **Activity 19**

Listen to some sentences from college lectures. Take notes as quickly as you can.

1. The Nineteenth Amendment to the U.S. Constitution gave women the right to vote, beginning with the elections of 1920.
   19 → women vote/1920

2. In a suspension bridge, there are two towers with one or more flexible cables firmly attached at each end.
   suspension = 2 towers w/flex cables @ ends

3. A perennial is any plant that continues to grow for more than two years, as, for example, trees and shrubs.
   perennial = plant 2+ yrs ex. trees, shrubs

4. Famous for innovations in punctuation, typography, and language, Edward Estlin Cummings, known to us as e.e. cummings, published his collected poems in 1954.
   e.e. cummings → innovations punct, typo, lang 1954 poems

5. Absolute zero, the temperature at which all substances have zero thermal energy, and thus the lowest possible temperatures, is unattainable in practice.
   absolute zero = temp. all subs 0 therm en → lowest temps

6. Because Columbus, Ohio, is considered a typical metropolitan area, it is often used for market research to test new products.
   Columbus, O = typical metro → market res new prod

7. The cacao bean was cultivated by the Aztecs not only to drink but also as currency in their society.
   cacao bean → Aztecs = curr

8. The blue whale is the largest known animal, reaching a length of more than one hundred feet, which is five times its size at birth.
   blue whale = largest an 100′ = 5× birth size

9. Ontario is the heartland of Canada, both geographically and, I would say, historically as well.
   Ontario = heartland Can geo + hist

10. Nuclear particles called hadrons, which include the proton and neutron, are made from quarks—very odd particles that have a slight electrical charge but that cannot exist alone in nature.

nuclear particles = hadrons = proton + neutron ← quarks = part slight elec charge 0 nature

***PRACTICE ACTIVITY 20***

## Activity 20

Listen to some sentences from college lectures. Take notes by drawing diagrams.

**Notes**

1. A *filament* is the stalk of a stamen.
   filament = stalk/stamen

2. There are three factors that determine whether a credit applicant is a good risk—character, capacity, and capital.

3. In photosynthesis, the chloroplasts in the leaf absorb energy from the Sun and then convert carbon dioxide from the atmosphere and water into carbohydrates.

4. It was in the Cenozoic Era that *Homo sapiens* first appeared, which was only about 1.8 million years ago, long after the Mesozoic Era, perhaps 200 million years ago, when the dinosaurs were roaming the Earth, and even earlier, approximately 540 million years ago, well, that was the Paleozoic Era when there was an explosive evolution of marine life.

   - Cenozoic 1.8 m/yrs — *Homo sapiens*
   - Mesozoic 200 — dinosaurs
   - Paleozoic 540 — marine life

5. In the sense that it is used among sociologists, the overwhelming feeling or need to escape a situation immediately is known as *panic*.
   Feeling/need to escape = panic

6. The difference between slate and phyllite is the coarseness of the grain and the color—slate being much more fine, often gray and easily split along the cleavage, whereas phyllite tends to be more coarsely grained, rather lustrous in appearance and feel, and, oh yes, it can be gray, green, or even red.

| Slate | Phyllite |
|---|---|
| fine | coarse |
| split/cleavage | lustrous |
| gray | gray, green, red |

7. Regulatory genes called homeotic genes cause the body parts of animals to develop appropriately.

   homeotic genes → body parts/animals develop

8. There were two types of decorations on Renaissance structures—the *cartouche*, which was an ornamental panel in the form of a scroll or some type of document, and the *graffito*, which was a white surface with a black undercoating, and uh, the . . . the design was made by scraping the white to reveal the black.

9. Ptolemy, a Greek living in Alexandria in the second century A.D. . . . Ptolemy assumed that the Earth was at the center of the universe, a theory that was accepted until 1543 when Copernicus, a Polish cleric, proposed that the Sun was at the center and the planets, including the Earth, revolved around it.

| Ptolemy/Greek in Alexandria | Copernicus/Polish cleric |
|---|---|
| 2 Cent A.D. | 1543 |
| Earth center | Sun center |

10. The brain consistently sends out electrical waves during sleep, and there are two basic types—slow waves, which are larger and more often occur at the beginning of the sleep cycle and . . . and may be more important for physical recuperation . . . as compared with REM or "rapid eye movement" waves that are faster and probably occur three to five times in an eight-hour period, usually later in the sleep cycle, and we think that REM may be more effective in resting the brain than slow waves.

| Slow waves | REM |
|---|---|
| larger | rapid eye movement |
| beginning sleep | later 3–5/8 hrs |
| physical recuperation | rests brain |

***PRACTICE ACTIVITY 21***

1. The copperhead, a snake that attacks without warning, is regarded as much more treacherous than the rattlesnake.

2. Because J. P. Morgan was known as a trustworthy and careful businessman, he was able to convince others to stay in the market even after the crash had started.

3. Phosphorus is employed in paint on highway signs and markers because it is luminous in the dark.

4. Rain forests are frequently situated close to the equator.

5. By the mid-1800s, land was so costly in big cities that architects started to save space by constructing skyscrapers.

6. Investigations of vertebrates demonstrate evolution from a very basic heart in fish to a complicated four-chamber heart in humans.

7. When two products are essentially identical, advertising can affect the decision that the public makes.

8. In general, in birds, the male of the species is more vividly colored.

9. The value of gold on the world market depends on several factors, including, but not restricted to, supply and demand.
10. The concept of a submarine is not new, dating from the fifteenth century when Drebbel and da Vinci made preliminary drawings.

***PRACTICE ACTIVITY 22***

## Activity 22

1. Because light travels faster than sound, lightning appears to go before thunder.
2. Congress looked up to Jefferson because of his intelligence and creativity.
3. The lower teeth in crocodiles stick out when their mouths are closed.
4. Some sponges look like plants.
5. The first census was carried out in Great Britain in 1801.
6. People who have gone through a traumatic event may have recurring images of it.
7. In algebra, letters and other symbols stand for numbers.
8. During periods of stress or excitement, the heart rate goes up and airways to the lungs become dilated.
9. Theories of prehistory and early humans are constantly changing as we take into account the new evidence from archeological finds.
10. Dreams may have been the inspiration for the Surrealists to come up with their works of art.

***PRACTICE ACTIVITY 23***

## Activity 23

**ADJECTIVES**

1. The temperature in many desert regions is not hot at night.
2. Facial expressions may not be unique across cultures.
3. Obsidian is not dull because it cools too quickly for crystals to form.
4. Not many musical instruments play louder than 100 decibels or softer than 20 decibels.
5. The people who have adapted to life at very high altitudes are usually not tall.

**NOUNS**

1. In many cities, people who are trying to sell their goods must have a license to set up their booths in public areas.
2. Studies show that small animals that live indoors are a positive influence in elderly people's lives.
3. Staircases were an important feature of the places where the aristocracy lived constructed during the Baroque period.
4. Global wind patterns are affected by the way that Earth turns.
5. Education that includes two languages is more common in regions where language minorities live.

**VERBS**

1. Unlike cast iron, pure wrought iron has no carbon.
2. Hypnosis causes a heightened state of suggestibility in a willing participant.
3. Productivity increases when fewer employees are required to do the work.
4. Normally, the plasma in human blood is 50–60 percent of the total blood volume.
5. Three-fourths of the goods made in Canada for export are sold to the United States.

***PRACTICE ACTIVITY 24***

## CHRONOLOGY

1. The first primitive mammals appeared in the Triassic Period.
2. Before the late Middle Ages, glass was not a major construction material.
3. Hydrogen was used as a power source for dirigibles before helium, which was safer.
4. The Europeans arrived in 1791, long after the Moriori people settled the Chatham Islands off the coast of New Zealand.
5. Store your test tubes and pipettes in the lab cabinets after you rinse them with a small amount of distilled water.

## COORDINATION

1. Not only genes but also viruses are made of essential chemicals called nucleoproteins.
2. Successful managers don't proceed without a plan, but they don't ignore opportunities that arise either.
3. Technically, both glass and water are considered minerals.
4. Corn and winter wheat are not native to the Americas.
5. Ethnicity is usually based on race, religion, and national origin.

## CAUSE

1. According to psychologists, workers increase productivity because of incentives.
2. Anthropologists conclude that flakes were used as tools for cutting and scraping since many of them have been found in excavations of Stone Age settlements.
3. Plants can turn brown on the edges because of too much water.

4. Increasing the consumption of salt can cause higher blood pressure.
5. Most of the roads in the interstate highway system linking roads across the country need to be repaired because they were built in the 1930s.

**COMPARISON**

1. Viruses have a structure that is like that of the first life-forms that appeared on Earth millions of years ago.
2. The oxygen concentration in the blood is lower than that in the lungs.
3. The Atlantic Ocean is larger but not deeper than the Indian Ocean.
4. Picasso's works during various artistic periods differ quite a lot from each other.
5. The weight of one object cannot be the same as that of another because the gravitational attraction differs from place to place on the surface of Earth.

**CONCESSION**

1. Even though insulin levels are close to or above normal in type 2 diabetes, target cells cannot respond adequately.
2. The idea of an English language academy is regularly proposed, but the response has never been very positive.
3. The Jovian planets are grouped together; however, each one has had a very different evolutionary history.
4. Even though young people enjoy an advantage for recall in vocabulary studies, older people appear to be better at word recognition.
5. Although interviews are the most common strategy for assessing job applicants, they tend to have low validity.

**NEGATIVE**

1. The geyser known as Old Faithful has never failed to erupt on time.

2. Only standard dialects are used as educational models in schools.
3. There has never been such wide access to news from so many media.
4. The construction of a city on the ruins of a previous settlement is common.
5. The first primitive mammals did not develop until the Triassic Period.

**PASSIVE**

1. It is interesting that fewer mental health disorders are experienced by people over the age of 65.
2. In the stringed instruments, the tones are produced by a bow when it is played across a set of strings made of wire or gut.
3. Gases in the ionosphere are partly ionized by high-frequency radiation from the Sun and other sources.
4. A domed roof can be used by architects to conserve floor space.
5. Papyrus was used by the Egyptians to make paper, sails, baskets, and clothing.

***PRACTICE ACTIVITY 25***

1. **D** An animal learns how to get food by hitting a bar.
2. **A** Poe is remembered more for a poem than for his short stories.
3. **C** Everything in the universe was reduced to pure energy in one atom.
4. **C** During the winter, the bear's temperature is normal and its respiration is regular, but it does not require food.
5. **B** The board will assume control only if they lose confidence in the CEO.
6. **A** Fluctuations in the air pressure are a result of changes in temperature.
7. **C** Metabolism and exercise are ways to stabilize consumption and production of energy for a healthy weight.
8. **D** The child's interest in playing with language is encouraged by the nursery rhyme.
9. **B** It does not matter where employees work at their computers.

10. **A** The Firbolgs arrived in Ireland from the Mediterranean after the Scottish people had already settled there.

***PRACTICE ACTIVITY 26***

1. Problem: The paraphrase is too much like the original. Only the subject and complement have been reversed in this alternative grammatical structure.

   Edited Paraphrase: Molecules that function as regulators in the transmission of substances across cell walls are known as proteins.

   Why is this better? Because synonyms have been substituted for all the nontechnical vocabulary, and the subject and complement are reversed in an alternative grammatical structure.

2. Problem: The paraphrase is not complete. Information about the factory system and the cotton industry are not included.

   Edited Paraphrase: The factory system spread across a large number of enterprises in addition to cotton manufacturing as a result of the introduction of steam engines.

   Why is this better? Because the relationship between cause and effect has been retained using different vocabulary and grammar, and both the factory system and the cotton industry are included.

3. Problem: The paraphrase is not correct. The meaning has been changed.

   Edited Paraphrase: Small enterprises are frequently using bloggers to compete effectively with large businesses that are still employing more conventional marketing strategies as well as some of the more recent options.

   Why is this better? Because the meaning of the original sentence has been retained.

4. Problem: The paraphrase is too much like the original. Too many words and phrases are the same, and the grammatical structure is too similar.

   Edited Paraphrase: Although fossilized bones may look like stone, minerals from sedimentary material fill the spaces.

Why is this better? Because synonyms have been substituted for all the nontechnical vocabulary, and the subject and complement are reversed in an alternative grammatical structure.

5. Problem: The paraphrase is incomplete. The dates are important here.

   Edited Paraphrase: About 3500 B.C., two thousand years before written symbols were introduced in 1500 B.C., the first pictographic writing system appeared simultaneously in various regions of the known world.

   Why is this better? Because the chronology is not clear without a time frame. The date solves this problem.

6. Problem: This is not a paraphrase. It is copied directly from the original.

   Edited Paraphrase: In all likelihood, Earth's current atmosphere was preceded by three earlier atmospheres.

   Why is this better? Because copying directly from a source is the worst kind of plagiarism. Even when you are in a hurry, be sure that you are not copying.

7. Problem: This is not a paraphrase. It is too general.

   Edited Paraphrase: Alcohol depresses the central nervous system, but coffee increases neural transmission.

   Why is this better? Because details are necessary for a paraphrase to be specific. A general statement does not include enough information.

8. Problem: This paraphrase changes the meaning of the original statement.

   Edited Paraphrase: Australia and the islands of Oceania comprise the Pacific Basin, an area that encompasses about 33 percent of Earth's surface.

   Why is this better? Because this paraphrase retains the original meaning. The area is one-third of the surface of Earth, not one-third of the Pacific Ocean.

9. Problem: The paraphrase is incomplete. It does not identify the process as fresco painting.

Edited Paraphrase: The lime in wet plaster bonds with the colors on the surface when the paints are mixed for frescoes.

Why is this better? Because the process described in the paraphrase is identified as fresco painting.

10. Problem: The paraphrase is too much like the original. Too many words and phrases are repeated.

Edited Paraphrase: The Linnaean chart used to classify all biological species was initially created to categorize each specimen in conformity with its resemblance to other organisms.

Why is this better? Because the edited paraphrase retains the meaning of the original, but the words and phrases are different and the grammatical structure is changed.

***PRACTICE ACTIVITY 27***

1. According to the professor, “A stock is equity in a company, and, therefore, it represents ownership.”
2. According to the professor, “The desalination of the ocean is going to be a crucial aspect of water management.”
3. According to the professor, “The theme of a worldwide flood is found in the mythology of many cultures.”
4. According to the professor, “Psychology focuses on the individual, whereas sociology focuses on social groups.”
5. According to the professor, “The ethics of science will become more important in this decade.”
6. According to the professor, her idea is called “the simplification principle.”
7. According to the professor, “The three-domain system is superior to the five-domain system of classification in biology.”
8. According to the professor, “The term *relief* describes any printing method with a raised image.”
9. According to the professor, “Training programs must address the issue of technology in the workplace.”

10. According to the professor, “Quasars are difficult to study because they are so far away.”

***PRACTICE ACTIVITY 28***

## Activity 28

1. Written: According to a study by Professor Carter, “Patients can lower their blood pressure by losing weight and decreasing their intake of salt.”
   Spoken: According to a study by Professor Carter, and I quote, “Patients can lower their blood pressure by losing weight and decreasing their intake of salt.” End quote.

2. Written: According to Professor Jones, “Over fourteen billion euros were introduced into the world economy in January 2002.”
   Spoken: According to Professor Jones, and I’m quoting here, “Over fourteen billion euros were introduced into the world economy in January 2002.” End quote.

3. Written: To quote a study in the *Journal of Psychology*, “Many people who have achieved their career ambitions by midlife are afflicted by depression.”
   Spoken: To quote a study in the *Journal of Psychology*, “Many people who have achieved their career ambitions by midlife are afflicted by depression.” End quote.

4. Written: According to the textbook, “An organ is a group of tissues capable of performing some special function.”
   Spoken: According to the textbook, and I am quoting here, “An organ is a group of tissues capable of performing some special function.” End quote.

5. Written: According to Professor Stephens, “John Philip Sousa was the greatest composer of marches for bands.”
   Spoken: According to Professor Stephens, and I quote, “John Philip Sousa was the greatest composer of marches for bands.” End Quote.

6. Written: In Professor Davison's opinion, "Ben Jonson may be the author of several plays attributed to William Shakespeare."
   Spoken: In Professor Davison's opinion, and I quote, "Ben Jonson may be the author of several plays attributed to William Shakespeare." End quote.

7. Written: Professor Davis said that "statistical data can be very difficult to interpret because correlations are not causes."
   Spoken: Professor Davis said that, and I am quoting here, "statistical data can be very difficult to interpret because correlations are not causes." End quote.

8. Written: As Professor Gray puts it, "The prime minister serves at the pleasure of the parliament."
   Spoken: As Professor Gray puts it, and I quote, "The prime minister serves at the pleasure of the parliament." End quote.

9. Written: According to the reading passage, "Moving water is the single most important factor in determining the surface features of the Earth."
   Spoken: According to the reading passage, and I quote, "Moving water is the single most important factor in determining the surface features of the Earth." End quote.

10. Written: In Professor Russell's opinion, "The most important quality for a scientist is the ability to make careful observations."
    Spoken: In Professor Russell's opinion, and I am quoting here, "The most important quality for a scientist is the ability to make careful observations." End quote.

***PRACTICE ACTIVITY 29***

1. Neutral report: Sociologist Lee Clark observed that when danger arose, the rule was for people to help those next to them before they helped themselves.

2. Doubtful report: Biological anthropologist Barry Bogin claimed that we could use the average height of any group of people as a barometer of the health of their society.

3. Certain report: Physician Stanley Joel Reiser maintained that machines directed the attention of both doctor and patient to the measurable aspect of illness, but away from the human factors that are at least equally important.

4. Certain report: Educator Harry Wong concluded that there was but one correlation with success, and that was attitude.

5. Doubtful report: Choreographer Martha Graham suggested that technique and training had never been a substitute for that condition of awareness which was talent.

6. Doubtful report: Psychologist Carl Jung believed that the collective unconscious seemed to be something like an unceasing stream or perhaps an ocean of images and figures which drifted into consciousness in our dreams.

7. Neutral report: Computer entrepreneur Bill Gates indicated that the key for Microsoft™ had always been hiring very smart people.

8. Doubtful report: Geneticists James Watson and Francis Crick proposed that DNA structure had two helical chains each coiled around the same axis.

9. Neutral report: Environmentalist John Sinclair pointed out that many politicians were hostile to the environmental movement because they saw it in conflict with the economic model they supported.

10. Certain report: Astrophysicist Carl Sagan argued that even a relatively small nuclear war might be capable of producing a global climatic catastrophe.

***PRACTICE ACTIVITY 30***

## Activity 30

1. In his book, *The Making of the President,* Theodore White noted that the 1960 presidential debate was more like a press conference. According to White, Nixon proceeded as though he were engaged in a personal debate. In contrast, Kennedy spoke directly to the TV viewers. He estimated that Kennedy gained two million votes as a result.

2. Paul Cezanne believed that all forms in nature were based on geometric shapes. Cezanne identified the cone, sphere, and cylinder as the primary forms. He used outlining to emphasize these shapes.

3. Along with her husband, Marie Curie won the Nobel Prize for physics in 1903 for the discovery of radium. Curie then received the Nobel Prize for chemistry in 1911 for the isolation of pure radium. She was the first person to be awarded two Nobel Prizes.

4. Psychologist Erik Erikson proposed eight stages of personal development. Erikson claimed that psychological crises at each stage shaped the sense of self. He believed that development was a lifelong process.

5. Margaret Mead did her first fieldwork in Samoa in 1925. Mead's book, *Coming of Age in Samoa*, was a best seller that was translated into many languages. She is still one of the most well-known anthropologists in the world. Mead believed that people in simple societies could provide valuable lessons for the industrialized world.

6. Leonardo da Vinci was the quintessential Renaissance man. A brilliant painter, da Vinci was perhaps best remembered for his art. But he was also interested in mechanics, and his understanding of mathematics is clear in his use of perspective.

7. Author Peter Drucker wrote *Management Challenges for the 21st Century*. In this book, Drucker proposed five transforming forces. He predicted that these trends will have major implications for the long-term strategies of companies.

8. Friedrich Mohs devised a scale of hardness for 10 minerals. By assigning 10 to diamond, the hardest known mineral, Mohs was able to attribute relative values to all the other minerals. His scale is still useful in the study of minerals today.

9. Maria Montessori proposed an educational model that has become known as the Montessori Method. Montessori insisted that education should not be merely the transmission of knowledge but the freedom to develop as a person. She felt her greatest success was achieved when a child began working independently.

10. In collaboration with Louis Leakey, Jane Goodall spent years living with chimpanzees on the Gombe Reserve. Goodall imitated their behaviors and discovered that chimpanzees lived within a complex social organization. She was the first to document chimpanzees making and using tools, and she also identified twenty different sounds that were part of a communication system.

***PRACTICE ACTIVITY 31***

## *1. Reading*

### Step 1: Examples Deleted

Although speech is the most advanced form of communication, there are many ways of communicating without using speech. Signals, signs, and symbols may be found in every known culture. The basic function of a signal is to impinge upon the environment in such a way that it attracts attention. Unlike signals, which are coded to refer to speech, signs contain meaning in and of themselves. Finally, gestures are actions, which are more difficult to describe because of their relationship with cultural perceptions.

### Step 2: Paraphrased Summary

Found in every culture, signals, signs, and symbols are examples of alternatives to speech communication. A signal, which is referenced to speech, intrudes upon the environment so that it is noticed. In contrast, a sign does not refer to speech because it displays a general message. Last, gestures, which are culturally defined, consist of actions.

## *2. Lecture*

### Activity 31

Listen to part of a lecture in a botany class.

The *Acacia* is a genus of trees and shrubs of the Mimosa family that originated in Australia and has long been used in building simple mud and stick structures there. The acacia is called a *wattle* in Australia, and the structures are made of

wattle stuck together with daub, which is a kind of mud adobe. Now this is interesting—the acacia is related to the family of plants known as legumes, and I'm sure you remember that legumes include peas, beans, lentils, peanuts, and pods with beanlike seeds. Some acacias actually produce edible crops. But other acacia varieties are valued for the sticky resin, called *gum Arabic* or *gum acacia*, and that is used widely in medicines, foods, and perfumes. A few varieties are grown for the dark, dense wood, which is just excellent for making pianos, or for the bark that is very rich in tannin, a dark, acidic substance used to cure the hides of animals to make leather.

Let's see. Nearly five hundred species of *Acacia* have been identified and categorized and proven capable of survival in hot and generally arid parts of the world, but only a dozen of the three hundred Australian varieties seem to thrive in the southern United States. Most acacia imports are low, spreading trees, but of these, only three flower. The Bailey Acacia has fernlike silver leaves and small, fragrant flowers arranged in, uh, in sort of rounded clusters. The Silver Wattle is similar to the Bailey Acacia, but it grows about twice as high, and the Sydney Golden Wattle is bushy with broad, flat leaves, and it's the Golden Wattle with the showy bright yellow blossoms. Okay. The Black Acacia is also called the Blackwood. It has dark green foliage and the blossoms are rather ordinary, but besides being a popular ornamental tree, the Black Acacia is considered valuable for its dark wood, which is used in making furniture and musical instruments. I think I mentioned that acacias are used to make pianos. Well, a piano made of Black Acacia is highly prized in the musical world.

Now, some of you may have heard that the acacia's unique custom of blossoming in February in the United States has something to do with its Australian origins, but that just isn't so. It isn't the date. It's the quality of light that makes the difference for the flowering cycle of a tree. As you know, in the Southern Hemisphere, the seasons are reversed, and February, which is wintertime in the United States, is summertime in Australia. Actually, however, the pale, yellow blossoms appear in August in Australia. So, whether it grows in the Northern or the Southern Hemisphere, the acacia blossoms in winter.

**Step 1: Examples Deleted**

The *Acacia*, a genus of trees and shrubs of the Mimosa family that originated in Australia, is called a *wattle* in Australia. The acacia is related to the family of plants known as legumes. Some acacias actually produce edible crops. Other acacia varieties are valued for the sticky resin, dense wood, or bark. Nearly five

hundred species of *Acacia* are capable of survival in hot and generally arid parts of the world. A dozen of the three hundred Australian varieties survive in the southern United States. Whether it grows in the Northern or Southern Hemisphere, the acacia blossoms in winter.

**Step 2: Paraphrased Summary**

The *Acacia*, called a *wattle* in its native Australia, is a member of the Mimosa family and a relative of the family of plants that includes legumes. Acacias are valuable for wood, resin, and even food crops. Of the five hundred species of *Acacia* that grow in hot, dry climates, three hundred are found in Australia, but only twelve flourish in the southern United States. One of its unusual characteristics is that it typically flowers in the winter, whether it is planted in the Northern or Southern Hemisphere.

***PRACTICE ACTIVITY 32***

1. Charlie Chaplin was a comedian who was best known for his work in silent movies.

2. Water becomes steam when it is heated to 212 degrees F.

3. Quasars, which are relatively small objects, emit an enormous amount of energy.

4. Earth moves into the shadow of the Moon during a total eclipse. *or*
   During a total eclipse, Earth moves into the shadow of the Moon.

5. Founded by John Smith, Jamestown became the first successful English colony in America.

6. Many of the names of cities in California are adapted from the Spanish language since early missionaries and settlers from Spain had extended their influence in the area. *or*
   Since early missionaries and settlers from Spain had extended their influence in the area, many of the names of cities in California are adapted from the Spanish language. *or*
   Many of the names of cities in California are adapted from the Spanish language because early missionaries and settlers from Spain had extended their influence in the area. *or*
   Because early missionaries and settlers from Spain had extended their influence in the area, many of the names of cities in California are adapted

from the Spanish language. *or*
Many of the names of cities in California are adapted from the Spanish language because of the influence in the area of early missionaries and settlers from Spain.

7. The oceans, which cover two-thirds of Earth's surface, are the object of study for oceanographers. *or*
The oceans, which are the object of study for oceanographers, cover two-thirds of Earth's surface.

8. A chameleon is a tree lizard that can change colors to conceal itself in vegetation.

9. Cultural nationalism arose among people with similar languages and traditions before political nationalism threatened the existing order. *or*
Before political nationalism threatened the existing order, cultural nationalism arose among people with similar languages and traditions. *or*
Political nationalism threatened the existing order after cultural nationalism arose among people with similar languages and traditions. *or*
After cultural nationalism arose among people with similar languages and tradition, political nationalism threatened the existing order.

10. Empowerment increases the autonomy of employees in organizations and improves communication between workers and management. *or*
Empowerment increases the autonomy of employees in organizations; moreover, it improves communication between workers and management.

11. Monogamy means being married to one spouse, whereas serial monogamy involves marriage to one spouse, divorce, and remarriage to another spouse. *or*
Whereas serial monogamy involves marriage to one spouse, divorce, and remarriage to another spouse, monogamy means being married to one spouse.

12. Humor is associated with fun, but it is also used as a coping strategy to relieve stress. *or*
Humor is associated with fun; however, it is also used as a coping strategy to relieve stress.

13. Although solar panels can convert sunlight into electricity, they are still not being exploited fully. *or*

Solar panels are still not being exploited fully, although they can convert sunlight into electricity. *or*
Even though solar panels can convert sunlight into electricity, they are still not being exploited fully. *or*
Solar panels are still not being exploited fully, even though they can convert sunlight into electricity.

14. The root system of the alfalfa plant allows it to survive despite drought conditions. *or*
The root system of the alfalfa plant allows it to survive in spite of drought conditions.

15. Pain warns the victim before further damage is done; therefore, pain has a positive function. *or*
Pain warns the victim before further damage is done; thus, pain has a positive function.

***PRACTICE ACTIVITY 33***

## *1. Reading*

***Summary***

Whereas one-third of the population consists of the traditional nuclear family of two parents and their children, most Americans are either married couples with no children at home, single people, or single-parent households, many of whom have developed close friendships to replace extended family living at a distance.

## *2. Lecture*

### Activity 33

Listen to part of a lecture in a chemistry class.

Although the purpose and techniques were often magical, alchemy was, in many ways, the predecessor of the modern science of chemistry. The fundamental premise of alchemy derived from the best philosophical dogma

and scientific practice of the time, and the majority of educated persons between 1400 and 1600 believed that alchemy had great merit.

The earliest authentic works on European alchemy are those of the English monk Roger Bacon and the German philosopher St. Albertus Magnus. In their treatises, they maintained that gold was the perfect metal and that inferior metals such as lead and mercury were removed by various degrees of imperfection from gold. They further asserted that these base metals could be transmuted to gold by blending them with a substance more perfect than gold. This elusive substance was referred to as the “Philosopher’s Stone.” The process was called transmutation.

Most of the early alchemists were artisans who were accustomed to keeping trade secrets and often resorted to cryptic terminology to record the progress of their work. The term *Sun* was used for gold, *Moon* for silver, and the five known planets for the base metals. This convention of substituting symbolic language attracted some mystical philosophers who compared the search for the perfect metal with the struggle of humankind for the perfection of the soul. The philosophers began to use the artisan’s terms in the mystical literature that they produced. Thus, by the fourteenth century, alchemy had developed two distinct groups of practitioners—the laboratory alchemist and the literary alchemist. Both groups of alchemists continued to work throughout the history of alchemy, but, of course, it was the literary alchemist who was more likely to produce a written record; therefore, much of what is known about the science of alchemy is derived from philosophers rather than from the alchemists who labored in laboratories.

Despite centuries of experimentation, laboratory alchemists failed to produce gold from other materials. However, they gained wide knowledge of chemical substances, discovered chemical properties, and invented many of the tools and techniques that are used by chemists today. Many laboratory chemists earnestly devoted themselves to the scientific discovery of new compounds and reactions and, therefore, must be considered the legitimate forefathers of modern chemistry. They continued to call themselves alchemists, but they were becoming true chemists.

***Summary***

Laboratory alchemists failed to refine base metals to produce gold, but they discovered chemical substances, properties, compounds, reactions, tools, and

techniques that helped to establish the field of modern chemistry.

***PRACTICE ACTIVITY 34***

## *1. Reading*

Choice A is a major point because the paragraph that follows includes details about each section.

Choice B is a detail that describes one of the types of mouthparts. It refers to the major point about how insects are classified.

Choice C is a detail that describes one of the adaptations of mouthparts. It refers to the major point about how insects are classified.

Choice D is a major point because several types of mouthparts are explained in reference to this point.

Choice E is true but it is not mentioned in the passage.

Choice F is a detail that defines the term *proboscis*. It refers to the major point about how insects are classified.

Choice G is a detail that refers to one of the body parts in the major point about the three-section body.

Choice H is a detail that explains the purpose of one of the adaptations of mouthparts. It refers to the major point about how insects are classified.

## *2. Lecture*

### Activity 34

Listen to part of a lecture in an English class.

Few have influenced the development of American English to the extent that Noah Webster did. After a short career in law, he turned to teaching, but he discovered how inadequate the available schoolbooks were for the children of a new and independent nation.

In response to the need for truly American textbooks, Webster published *A Grammatical Institute of the English Language*, a three-volume work that consisted of a speller, a grammar, and a reader. The first volume, which was generally known as *The American Spelling Book*, was so popular that eventually it sold more than eighty million copies and provided him with a considerable income for the rest of his life. Can you imagine that?

Anyway, in 1807, Noah Webster began his greatest work, *An American Dictionary of the English Language.* In preparing the manuscript, he devoted 10 years to the study of English and its relationship to other languages and seven more years to the writing itself. Published in two volumes in 1828, *An American Dictionary of the English Language* has become the recognized authority for usage in the United States. Webster's purpose in writing it was to demonstrate that the American language was developing distinct meanings, pronunciations, and spellings from those of British English. He is responsible for advancing many of the simplified spelling forms that distinguish American English from British.

Webster was the first author to gain copyright protection in the United States by being awarded a copyright for *The American Spelling Book*, and he continued to lobby over the next fifty years for the protection of intellectual properties, that is, for author's rights. By the time that Webster brought out the second edition of his dictionary, which included 70,000 entries instead of the original 38,000, the name Webster had become synonymous with American dictionaries. It was this second edition that served as the basis for the many revisions that have been produced by others, ironically, under the uncopyrighted Webster name.

***Summary***

*The American Spelling Book*, Webster's first successful textbook, afforded him an income while he was writing his dictionary. *An American Dictionary of the English Language* was written to demonstrate the unique usage of English in the United States. Although he had a copyright for *The American Spelling Book*, ironically, Webster did not have a copyright for the original dictionary and subsequent editions that bear his name.

Choice A is a detail that refers to Webster's life before he began to write.

Choice B is a major point because the spelling book allowed Webster to continue his writing career.

Choice C is a major point because several examples refer to the unique usage.

Choice D is a detail because the revisions refer to the major point about copyrights.

Choice E is probably true, but it is not mentioned in the lecture.

Choice F is a major point because about one-third of the lecture is on the topic of copyright protection.

Choice G is a detail that relates to Webster's early life.

***PRACTICE ACTIVITY 35***

## *1. Reading*

Both oil paints and canvas were artistic improvements introduced in the fifteenth century. Canvas was superior to the wood panels that predated it because it could be stretched to accommodate the huge works that were then popular and then rolled up to ship. When it arrived, it was light enough to be easily framed and hung and, unlike wood, it didn't crack. Oil paints were preferable because they dried slowly, allowing the artist to rework on top of a previously painted section. Furthermore, it was possible to mix the oils to either a thin or thick consistency from a glaze to a paste.

## *2. Lecture*

### Activity 35

Listen to part of a lecture in an engineering class.

The question has often been posed: Why were the Wright brothers able to succeed in an effort at which so many others had failed? Well, many

explanations have been mentioned, but, uh, three reasons are most often cited, and I tend to agree with them. First, the Wright brothers were a team. Both men worked congenially and cooperatively, read the same books, located and shared information, talked incessantly about the possibility of manned flight, and, . . . and served as consistent sources of inspiration and encouragement to each other. So, to put it quite simply, two geniuses are better than one genius.

Second, both the brothers were glider pilots. So, unlike some other engineers who experimented with the theories of flight, Orville and Wilbur Wright experienced the practical aspects of aerodynamics by building and flying gliders, and this may surprise you, they even flew in kites. Now, each craft they built was slightly superior to the last because they incorporated the knowledge that they had gained from previous failures to adjust the next design. They had realized fairly early on from their experiments that the most serious challenge in manned flight would be stabilizing and maneuvering the aircraft once it was airborne. So, um, while others concentrated their efforts on the problem of achieving lift for takeoff, the Wright brothers were focusing on developing a three-axis control for guiding their aircraft. By the time that the brothers started to build an airplane, they were already among the world's best glider pilots and they knew about the problems of riding the air firsthand.

In addition, the Wright brothers had designed more effective wings for their airplane than anyone else had been able to engineer. Using a wind tunnel, they tested more than two hundred different wing designs, recording the effects of slight variations in shape on the pressure of air on the wings. The data from these experiments allowed the Wright brothers to construct a superior wing for their aircraft.

But, you know, in spite of these advantages, the Wright brothers still might not have succeeded if they hadn't been born at precisely the right time in history. Attempts to achieve manned flight in the early nineteenth century were doomed because the steam engines that powered the aircrafts were just too heavy in proportion to the power that they produced. But by the end of the nineteenth century, when the brothers were experimenting with engineering options, a relatively light internal combustion engine had already been invented, and they were able to bring the ratio of weight to power within acceptable limits for flight.

***Summary***

The Wright brothers were successful in achieving the first manned flight because they worked collaboratively; they were both glider pilots who recognized the importance of stabilization and control in an aircraft; they were able to design, test, and engineer the best wings for the plane; and they were able to take advantage of the relatively light internal combustion engine.

***PRACTICE ACTIVITY 36***

## *1. Reading*

1. **B** The first opera in Italy
2. **C** The growth of opera throughout Europe
3. **A** Three types of musical pieces in opera

## *2. Lecture*

### Activity 36

Listen to part of a lecture in a biology class.

The protozoans, minute aquatic creatures, each of which consists of a single cell of protoplasm, constitute a classification of the most primitive forms of animal life. The very name protozoan indicates the scientific understanding of the animals. *Proto* means “first” or “primitive,” and *zoa* refers to the animal.

They are fantastically diverse, but three major groups may be identified on the basis of their motility. The Mastigophora have one or more long tails that they use to propel themselves forward. The Ciliata, which use the same basic means for locomotion as the Mastigophora, have a larger number of short tails. The Sarcodina, which include amoebae, float or row themselves about on their crusted bodies.

In addition to their form of movement, several other features discriminate among the three groups of protozoans. For example, at least two nuclei per cell have been identified in the Ciliata, usually a large nucleus that regulates growth

but decomposes during reproduction and a smaller one that contains the genetic code necessary to generate the large nucleus.

So all of this seems very straightforward to this point, but now we are going to complicate the picture. Chlorophyll, which is the green substance in plants, is also found in the bodies of some protozoans, enabling them to make at least some of their own food from water and carbon dioxide. Sounds like photosynthesis, doesn't it? But protozoans are animals, right? And plants are the life-forms that use photosynthesis. Okay. Well, protozoans are not considered plants because, unlike pigmented plants to which some protozoans are otherwise almost identical, they don't live on simple organic compounds. Their cells demonstrate all of the major characteristics of the cells of higher animals, such as eating, breathing, and reproducing.

Now many species of protozoans collect into colonies, physically connected to one another and responding uniformly to outside stimuli. Current research into this phenomenon along with investigations carried out with advanced microscopes may necessitate a redefinition of what constitutes protozoans, even calling into question the basic premise that they have only one cell. Nevertheless, with the current data available, almost 40,000 species of protozoans have been identified. No doubt, as technology improves methods of observation, better models of classification of these simple single cells will be proposed.

1. **D** A definition of protozoans—single cell
2. **A** A method of classification for protozoans—the three types motility
3. **C** Similarity to plants—make food from water + $CO_2$
4. **E** Considered animals—eating, breathing, reproducing
5. **B** Current research—questions, redefinitions

***PRACTICE ACTIVITY 37***

## *1. Reading*

1. **A**
2. **B**

3. **B**
4. **A**
5. **C**
6. **B**
7. **B**
8. **C**

***Summary***

The author’s main purpose in the passage is to describe the nature of sunspots. Sunspots are solar particles that are hurled into space by disturbances of wind on the Sun. Matter from the Sun that enters Earth’s atmosphere affects changes in the weather patterns on Earth. Most sunspots appear as a shadow encircled by bright and dark lines extending out like spokes in a wheel. Sunspots usually occur in a configuration of two spots. The color of sunspots could be affected by their temperature. Sunspots may be related to magnetic fields that follow longitudinal lines on the Sun. The sunspot theory is subject to debate, however.

## *2. Lecture*

### Activity 37

Listen to part of a lecture in an anthropology class.

The development of the horse has been recorded from the beginning, through all of its evolutionary stages, to the modern form. It is, perhaps, one of the most complete and well-documented chapters of paleontological history. Fossil finds provide us not only with detailed information about the horse itself but also with valuable insights into the migration of herds and even evidence for the speculation about the climatic conditions that could have instigated their migratory behavior.

Now geologists believe that the first horses appeared on Earth about sixty million years ago as compared with only two million years ago for the appearance of human beings. There is evidence of early horses on both the

American and European continents, but it has been documented that, almost twelve million years ago at the beginning of the Pliocene Age, a horse about midway through its evolutionary development crossed a land bridge where the Bering Strait is now located. It traveled from Alaska into the grasslands of Asia and all the way to Europe. So, this early horse was a hipparion, about the size of a modern-day pony with three toes and specialized cheek teeth for grazing. In Europe, the hipparion encountered another less advanced horse called the anchitheres, which had previously invaded Europe by the same route, probably during the Miocene Period. Less developed and smaller than the hipparion, the anchitheres was eventually completely replaced by it.

By the end of the Pleistocene Age, both the anchitheres and the hipparion had become extinct in North America where they originated, as fossil evidence clearly demonstrates. In Europe, they evolved into the larger and stronger animal that is very similar to the horse as we know it today. For many years, this horse was probably hunted for food by early tribes of human beings. Then the qualities of the horse that would have made it a good servant were recognized—mainly its strength and speed. It was time for the horse to be tamed, used as a draft animal at the dawning of agriculture, and then ridden as the need for transportation increased. It was the descendant of this domesticated horse that was brought back across the ocean to the Americas by European colonists.

1. **D**
2. **A**
3. **B**
4. **A**
5. **C**
6. **B**
7. **A**
8. **C**

***Summary***

According to the lecturer, fossils document the evolution of the horse, providing information about the climate and migration patterns. Geologists claim that horses appeared on Earth millions of years before human beings. A horse known as the anchitheres had migrated to Europe in the Miocene from North America. Following the same route, the hipparion migrated to Europe later in the Pliocene. When the hipparion invaded Europe, the anchitheres did not survive. In contrast, the hipparion developed into a sturdy animal, like modern breeds of horses. Ironically, horses were already extinct in North America by the Pleistocene, and Europeans returned the horse to the American colonies on ships.

***PRACTICE ACTIVITY 38***

## *1. Reading*

50% The function and responsibilities of the Fed
40% The composition of the Fed
10% A comparison of the Fed to a fourth branch of government

Although the summary below is actually closer to 50%, 30%, 20%, it still maintains a reasonably accurate emphasis.

***Summary***

The function of the Federal Reserve System is to regulate money and credit by buying and selling government securities, thereby influencing periods of recession and inflation. Moreover, the Fed cooperates with the Department of the Treasury to issue new coins and paper notes to banks and participates in international financial policies through member banks overseas.

The Fed includes twelve district reserve banks and branches, all national commercial banks and credit unions, as well as several committees and councils, including the powerful board of governors appointed by the president.

Because of its powerful membership, the Fed has been compared to a fourth branch of government, but the president’s policies are usually implemented.

## *2. Lecture*

## Activity 38

Listen to part of a lecture in a psychology class.

Okay then, let's talk about human memory, which was formerly believed to be rather inefficient as compared with, for example, computers. But we are finding that we probably have a much more sophisticated mechanism than we had originally assumed. Researchers approaching the problem from a variety of points of view have all concluded that there is a great deal more stored in our minds than has been generally supposed. Here's what I mean—Dr. Wilder Penfield, a Canadian neurosurgeon, proved that by stimulating their brains electrically, he could elicit the total recall of complex events in his subjects' lives. Even dreams and other minor events supposedly forgotten for many years suddenly emerged in detail.

The *memory trace* is the term for whatever forms the internal representation of the specific information about an event stored in the memory. So, the trace is probably made by structural changes in the brain, but the problem is that the memory trace isn't really subject to direct observation because it's . . . it's . . . more a theoretical construct that we use to speculate about how information presented at a particular time can cause performance at a later time. So most theories include the strength of the memory trace as a variable in the degree of learning, retention, and retrieval possible for a memory. One theory is that the fantastic capacity for storage in the brain is the result of an almost unlimited combination of interconnections between brain cells, stimulated by patterns of activity. And repeated references to the same information supports recall. Or, to say that another way, improved performance is the result of strengthening the chemical bonds in the memory.

Now here's the interesting part. Psychologists generally divide memory into at least two types—short-term memory and long-term memory, which combine to form what we call *working memory*. Short-term memory contains what we are actively focusing on at any particular time but items aren't retained longer than twenty or thirty seconds without verbal rehearsal. We use short-term memory when we look up a telephone number and repeat it to ourselves until we can place the call. In contrast, long-term memory can store facts, concepts, and experiences after we stop thinking about them. All conscious processing of information, as in problem solving, for example, involves both short-term and long-term memory. As we repeat, rehearse, and recycle information, the

memory trace is strengthened, allowing that information to move from short-term memory to long-term memory.

25% The level of sophistication for human memory
40% The memory trace
35% Working memory

Although the summary below is actually closer to 25%, 35%, 40%, it still maintains a reasonably accurate emphasis.

***Summary***

Human memory is more highly developed than previously thought. Penfield's experiments prove that detailed memories can be recalled when the brain is stimulated electrically. Using the memory trace, a theoretical model, we can conjecture how facts are retrieved and used at a later time. Current thinking assumes that chemical bonds can be improved by repeated exposure to the same information. The concept of working memory includes both short-term memory, which includes recall for twenty or thirty seconds, and long-term memory, which stores facts and experiences more permanently. Information is transferred from short-term to long-term memory when the memory trace is reinforced.

***PRACTICE ACTIVITY 39***

## *1. Reading*

***Summary***

Charles Ives started his musical career as a member of his father's band and received a degree from Yale University in music, but he became a businessman instead because he was afraid that his music would not be well accepted. His music was very different from the popular songs of his era because he used small phrases from well-known music with unusual rhythms and tones. Fifty years after he wrote his *Second Symphony*, it was performed by the New York Philharmonic, and he was awarded the Pulitzer Prize. I think that Charles Ives was wrong not to pursue his musical career from the beginning. If he had continued writing music instead of selling insurance, we would have more pieces now.

## *2. Lecture*

### Activity 39

Listen to part of a lecture in a geology class.

A geyser is the result of underground water under the combined conditions of high temperatures and increased pressure beneath the surface of the Earth. Now, temperature rises about maybe 1 degree Fahrenheit for every 60 feet under the Earth's surface, and we know that pressure also increases with depth, water that seeps down in cracks and fissures, so when the water, . . . when the water reaches very hot rocks in the Earth's interior, it becomes heated to the temperature of, let's say, 290 degrees.

Okay, then, water under pressure can remain liquid at temperatures above the normal boiling point, but in a geyser, the weight of the water nearer the surface exerts so much pressure on the deeper water that the water at the bottom of the geyser reaches much higher temperatures than the water at the top. And as the deep water becomes hotter, and consequently lighter, it suddenly rises to the surface and shoots out of the ground in the form of steam and hot water. In turn, the explosion agitates all of the water in the geyser reservoir, and what do you think happens then? More explosions. So immediately afterward, the water goes back into the underground reservoir, it starts to heat up again, and the whole process repeats itself.

So, in order to function, then, a geyser must have a source of heat, a reservoir where water can be stored until the temperature rises to an unstable point, an opening through which the hot water and steam can escape, and underground channels for resupplying water after an eruption.

Now, favorable conditions for geysers exist in regions of geologically recent volcanic activity, especially in areas of more than average precipitation. For the most part, geysers are located in three regions of the world—New Zealand, Iceland, and the Yellowstone Park area of the United States. I'd say that the most famous geyser in the world is Old Faithful in Yellowstone. It erupts every hour, rising to a height of 125 to 170 feet and expelling more than 10,000 gallons of hot water during each eruption. Old Faithful earned its name, because unlike most geysers, it has never failed to erupt on schedule even once in eighty years of observation.

***Summary***

In my opinion, geysers are interesting. They happen when underground water gets hot and pressure from above causes the water to get hotter and lighter so it goes up to the surface and explodes out. Then, the water runs back into the ground and starts all over again. Geysers have to have heat, a place to store water, an opening where the water can shoot up, and cracks in the ground for the water to go back down into a pool. Geysers are in New Zealand, Iceland, and the United States. Old Faithful in Yellowstone is the most famous geyser, but the best place to see geysers is in New Zealand. I saw the Pohutu Geyser there on my vacation two years ago, and it was awesome.

***PRACTICE ACTIVITY 40***
***Summary 1***

This is a good summary. The content is accurate, and all the major points are included. The problem here is that the writer did not follow the order in the original, so the points are not in the same sequence and they are difficult to follow.

***Summary 2***

This is a good summary because it is brief, uses the same organization as the original, includes the major points, reports the content accurately, paraphrases using the summarizer's own words, and maintains an objective point of view that does not include the opinions of the person summarizing the original.

***Summary 3***

This is not really a summary of the original passage. Instead of a factual report, this paragraph includes opinions and judgments that the original author did not express.

***Summary 4***

This summary is not paraphrased. Sentences are copied from the original. The summary would not be scored, and no credit would be assigned. This is the most serious problem in summarizing.

***Summary 5***

The problem in this summary is the emphasis. Too much attention is given to information in the first paragraph of the original reading, whereas points from

the second paragraph are not included. Facts from the third and fourth paragraphs are only briefly mentioned.

***PRACTICE ACTIVITY 41***

1. Referring to the main points in the reading passage, show how the example in the professor's lecture demonstrates the principle of Occam's razor.

   Show how the example in the lecture shows proof of the principle of Occam's razor presented in the reading passage.

2. Explain how the lecturer's view substantiates the opinions expressed in the reading passage.

   Show how the lecture offers proof of the views in the reading passage.

3. The professor describes the behavior of dolphins. Explain why this behavior provides an example of higher-level intelligence, as defined in the reading passage.

   Show how the professor's example of dolphin behavior illustrates the concept of higher-level intelligence.

4. Explain how the example of learning to drive clarifies the automaticity of learning.

   Show how the professor's example of learning to drive makes the notion of the automaticity of learning easier to understand.

5. Using the case study discussed by the professor, explain how the results reinforce the argument in favor of direct mail marketing presented in the reading passage.

   Show how the professor's case study makes the argument for direct mail marketing in the reading stronger.

***PRACTICE ACTIVITY 42***

1. Summarize the main points made in the lecture, being sure to explain how they challenge the specific claims made in the reading passage.

Show how the lecture makes each of the points presented in the reading passage doubtful.

2. Summarize the main points in the lecture, showing how they discredit the specific arguments in the reading passage.

   Show how the lecture demonstrates that each argument in the reading passage is not true.

3. Summarize the points made in the lecture, being sure to explain how they oppose specific points made in the reading passage.

   Show how the lecture argues the opposite of each point in the reading passage.

4. Summarize the major points made in the lecture, being sure to explain how they contrast with the specific problems presented in the reading passage.

   Show how the lecture presents a different point of view for each problem in the reading passage.

5. Summarize the main points in the lecture, showing how they cast doubt on the point of view in the reading passage. Be sure to address each point in the passage.

   Show how each point in the lecture makes the point of view in the reading less certain.

***PRACTICE ACTIVITY 43***

1. Basic sentence: The woman thinks that moving the cafeteria is going to be a problem.

   Better sentence: The woman thinks that moving the cafeteria is going to be a problem because it will be farther from the dorm and the space is smaller than that of the current location.

2. Basic sentence: The man believes that the change in the final exam schedule is a good idea.

   Better sentence: The man believes that the change in the final exam schedule is a good idea because students will have

more time to study and experience fewer conflicts with other exams.

3. Basic sentence: The woman thinks that installing more lighting around the square is a good plan.

   Better sentence: The woman thinks that installing more lighting around the square is a good plan because it will make the pathways safer for bikers, provide better security for walkers, and make the central campus look nicer.

4. Basic sentence: The woman says that closing the post office on campus is a mistake.

   Better sentence: The woman says that closing the post office on campus is a mistake because the campus post office is always busy and the closest post office off campus is not within walking distance.

5. Basic sentence: The man believes that eliminating all single rooms in the graduate dorms is a bad policy decision.

   Better sentence: The man believes that eliminating all single rooms in the graduate dorms is a bad policy decision because there is no inexpensive alternative on campus for a private room, no adjustment in fees for moving from a single to a double room, and no opportunity to provide input before a final decision is made.

***PRACTICE ACTIVITY 44***

1. The research study in the lecture agrees with the advantages of cooperative learning in the reading passage.

   The research study in the lecture corroborates the advantages of cooperative learning in the reading passage.

   The results of the research study in the Chicago schools reported in the lecture corroborate the advantages of cooperative learning in education described in the reading passage.

2. The summary in the lecture agrees with the methods to solve the problem of noise pollution.

The summary in the lecture substantiates the methods to solve the problem of noise pollution in the reading passage.
The summary of European noise ordinances in the lecture substantiates the methods to solve the problem of noise pollution in technological societies outlined in the reading passage.

3. The lecturer disagrees with the argument in the reading passage.
   The lecturer challenges the argument in the reading passage.
   The lecturer challenges the argument in the reading passage that nuclear power is too dangerous.

4. The example in the lecture agrees with the three ideas for successful international advertising campaigns.
   The example in the lecture supports the three ideas for successful international advertising campaigns in the reading passage.
   The example of Toyota's marketing plan in the United States in the lecture supports the three ideas for successful international advertising campaigns listed in the reading passage.

5. The lecturer disagrees with the viewpoint in the reading passage.
   The lecturer refutes the viewpoint in the reading passage.
   The lecturer refutes the viewpoint in the reading passage that a meteor impact caused the disappearance of dinosaurs.

6. The lecturer disagrees with the claim in the reading passage.
   The lecturer disputes the claim in the reading passage.
   The lecturer disputes the claim in the reading passage that more than 40 van Gogh paintings are fakes.

7. The study in the lecture agrees with the theory of flow in the reading passage.
   The study in the lecture validates the theory of flow in the reading passage.
   The Harvard University study in the lecture validates the theory of flow explained in the reading passage.

8. The lecturer disagrees with the premise in the reading passage.
   The lecturer discredits the premise in the reading passage.

The lecturer discredits the premise in the reading passage that successful marriages require similarities.

9. The illustration in the lecture agrees with the definition in the reading passage.
   The illustration in the lecture provides an example of the definition for a biogeographic realm in the reading passage.
   The illustration of a biome in the lecture provides an example of a biogeographic realm as defined in the reading passage.

10. The lecturer disagrees with the assumption in the reading passage.
    The lecturer contradicts the assumption in the reading passage.
    The lecturer contradicts the assumption in the reading passage that censorship is necessary in the media.

***PRACTICE ACTIVITY 45***

## Activity 45

Now listen to a conversation on the same topic.

| | |
|---|---|
| Man: | Hi Jan. Have you heard about the new summer schedule? |
| Woman: | No. Is there a change? |
| Man: | Just saw it in the *Campus News* this morning. No Friday or weekend classes. |
| Woman: | Really? Why's that? |
| Man: | Energy. The lights and air-conditioning will be turned off for three days to cut down on energy consumption during the hottest months. |
| Woman: | Well, I'm the first one in line to support conservation of resources, but what about the people who are working during the summer and depend on weekend courses to keep on track with their part-time degree programs? I know my sister always takes those intensive weekend classes. She starts Friday after work and gets out about 10 at night. Then she's in class all day Saturday and Sunday from eight till eight, with breaks of course. It works out to be about 24 hours on campus, and then |

she has 12 hours of online activities for each three-hour course. I think she actually took three courses like that last summer.

Man: Not this year. I wonder what they'll do about that?

Woman: Probably move those classes into the online curriculum. But that's really too bad for the people who are already taking a lot of online courses, because it's good to interact one-on-one with the professor and the other students.

Man: Sure. I can see that. Then when you take the online courses, you kind of know people, and . . . and . . . it's more like being in a regular class.

Woman: Exactly.

Man: Oh, and did I mention the motion-sensitive lighting and that thermostats will be set at 78 during the day and air-conditioning will be turned off completely at eight o'clock at night?

Woman: I get the motion-sensitive lighting but wonder if the shutoff is really efficient.

Man: My thought exactly. It takes a lot of power to crank up the air conditioner after the building has heated up. I mean, I know it'll be cooler during the night, but still, it'll require a power surge to get going in the morning.

Woman: Well, you know more about this than I do since you're an engineering student, but won't that put a lot of pressure on the system campus wide if everything starts up at eight? Not just for one building, but for the whole campus power system?

Man: I'm not sure. You'd think that they would've considered that problem, but you never know till you actually try it out.

Woman: So our energy conservation plan could cause power outages when everything starts up again after the weekend.

Man: Monday morning is going to be interesting around here this summer.

Relationship sentence: The woman does not agree with the changes in the summer schedule that will offer classes Monday through Thursday.

| Reading | Conversation |
|---|---|
| Point 1 | Point 1 |
| Conserve energy | Weekend courses—part time students |

| | |
|---|---|
| lights/air 3 days | Fri to 10<br>Sat/Sun 8—8<br>12 hrs online |
| Point 2<br>Therm 78<br>8—8 off | Point 2<br>Not efficient<br>Power surge am<br>Outages Mon 8 |
| Point 3<br>Motion detect<br>1 min = off | Point 3<br>Ok |

***PRACTICE ACTIVITY 46***

## Activity 46

Now listen to part of a lecture in a biology class.

People call it a bear, but the koala is really a marsupial. So, it's much more like a kangaroo than it is like a bear. Here's what I mean. First, the koala has a gestation period of only about 35 days before it's born. Then, a tiny pink, furless creature about 19 millimeters long makes its way from the birth canal into the mother's pouch, where it attaches itself to one of two nipples. So it stays in the pouch to complete its development, and six to seven months later, it pokes its head out and explores a short distance from the mother, jumping back into the pouch until it reaches eight months when it's too big to fit, and for another four months it rides on the mother's back or hangs from her stomach until it finally becomes independent at about one year old. By then, it's about the same size as a Teddy Bear and looks remarkably like one, with a furry coat, rounded ears, and a large nose to support its keen senses of smell and hearing. Native to Australia, the koala lives in trees and is a skillful climber. It sleeps in the branches during the day, and at night, it combs the trees for its favorite meal —eucalyptus leaves.

<u>Relationship sentence: The koala discussed in the lecture provides an example of marsupials.</u>

| Reading | Lecture |
| --- | --- |
| Point 1 short gestation | Point 1 embryo in pouch |
| Point 2 hair | Point 2 furry coat |
| Point 3 auditory/olfactory | Point 3 ears/nose keen senses |

***PRACTICE ACTIVITY 47***

## Activity 47

Now listen to part of a lecture in a general science class. The professor is talking about bottled water.

Let's go through each of the points that were presented to promote the drinking of bottled water. Bottled water is healthier. Not always. In fact, as much as 40 percent of bottled water comes from city water supplies. Granted, the bottling companies filter the water and occasionally add some minerals, but just because the water is in a bottle or because it has an exotic name that evokes mountain streams and icebergs, that doesn't mean that the water is necessarily from a healthier source. It could be, but it's not guaranteed. And another thing, bottled water usually doesn't contain a high enough level of fluoride to improve dental health. In contrast, people who get their water from public water systems receive fluoridated water, which has been proven to reduce tooth decay.

Bottled water tastes better. Really? Well, the purest water is distilled water because all of the minerals and salts are removed. But without them, the water tastes flat. It's the sodium, calcium, magnesium, and chlorides that give water its good taste. The reason that tap water may taste funny is the higher level of chlorine, but if you put it in the refrigerator for a few hours without a lid, the chlorine taste will dissipate. And here's the real surprise: A recent study administered by the Swiss-based World Wildlife Fund asked the studio audience at the popular TV show *Good Morning America* to participate in a blind tasting that included two of the best-selling bottled waters, oxygenated water, and tap water from the New York City water system. And tap water received 45 percent of the vote.

Yes, it's true that the plastic bottles—all 70 million per day in the United States alone—all of those bottles *could* be recycled because they're made of recyclable plastic, but unfortunately, only about 15 percent of them actually make it into the recycle bins, which leaves a whopping 85 percent or 59.5 million bottles per day that end up in landfills.

***PRACTICE ACTIVITY 48***

***SPEAKING TASK 2***

## Activity 48

Now listen to a conversation on the same topic.

Man: Have you heard about the fee hike?

Woman: Sure. Everybody's talking about it.

Man: But it won't affect you, right? Because you're from Florida.

Woman: Right. My fees will be the same as last year. But you're an out-of-state student so that will mean . . .

Man: $360. That's 3 percent.

Woman: Oh.

Man: Per semester. So really it's $720 for the year.

Woman: Just be glad you aren't an international student.

Man: Isn't their fee increase the same as out-of-state students?

Woman: It *is*, if they're already enrolled, but if they're applying, as new students I mean, then they have to pay 5 percent more than last year.

Man: Well, I think this whole idea is *not* well thought out because part of your education is supposed to be exposure to new people as well as to new ideas, and if you punish out-of-state students and international students, then, naturally, fewer of us will apply and attend. And that means that in-state students like you will have a very different experience. You'll just have a lot of people with the same background on campus.

Woman: That's a really good point. My roommate is from India, and it's

been great learning about her customs and her point of view on issues and events.

Man: Well, her fees will go up, but at the same rate as mine because she's already a student here. But I'll bet her family will give it some thought before they send her younger brothers and sisters. Five percent is a lot.

**Question**

The man expresses his opinion of the announcement. State his opinion, and give the reasons he has for holding that opinion.

**Example Response**

The man disagrees with the increases in tuition and fees for out-of-state students and international students. As an out-of-state student, he'll have to pay 3 percent more, that is, the same increase as continuing international students, but he emphasizes the fact that *new* international students will have to pay 5 percent more . . . so there will probably be a serious decline in that population on campus. And he says that it won't be good for the campus environment because so many students will have the same background.

*The response is incomplete because it does not include the fee structure for in-state students. It will be frozen at the same amount as last year.*

***SPEAKING TASK 3***

## Activity 48

Now that you have read the explanation of strategic business alliances in the reading, listen to part of a lecture on a similar topic.

Okay, now I want you to think about two companies that have historically been in competition for the package delivery service in the United States. Well, the first to come to mind has to be the U.S. Postal Service, right? But now think *fast* delivery. For that, Federal Express is at the top of the list. But, instead of viewing their relationship as totally competitive, these two companies struck an unprecedented strategic alliance several years ago. The U.S. Postal Service agreed to let Federal Express place package collection boxes at thousands of post offices throughout the United States, which was great for FedEx because they achieved an immediate national presence. But in exchange, FedEx allowed

the Postal Service to buy unused space on the Federal Express airplanes in order to carry first-class, priority, and, most importantly, express mail envelopes and packages, increasing the speed with which they could deliver the mail without purchasing aircraft. Moreover, by sharing websites to track their deliveries, both companies have been able to create a larger Internet presence.

So why would these companies be willing to help each other? Probably the most commonly espoused explanation is that they're both battling fax, email, and other emerging messaging technologies and their combined resources may result in survival and success for both of them against a common threat. And that fits in nicely with the whole concept of strategic alliances. But, besides that, many countries—New Zealand, Sweden, Germany, and the Netherlands, to name only a few—these countries have ended the special government status that postal services have traditionally enjoyed, with all the benefits, including tax advantages and subsidies. So, it may be that the U.S. Postal Service is trying to find alternatives to show progress before privatization ends its chance of survival. And Federal Express might be positioning itself to be the really big winner if the Postal Service goes up on the auction block at some time in the future. In other words, the real purpose of strategic alliances like this one may be to serve competing interests in the long run in an agreement that allows each company to retain its identity and dissolve the association when it's no longer advantageous.

**Question**

Explain how the example that the professor provides demonstrates the concept of strategic alliances defined in the reading passage.

**Example Response**

An example of a strategic alliance is the agreement between the U.S. Postal Service and Federal Express in which the Postal Service allowed FedEx to place its depositories in a large number of post offices in exchange for the opportunity to buy space on FedEx airplanes. The Postal Service obtained transportation for their first-class, priority, and express mail without purchasing aircraft. FedEx secured a national presence for their brand. All three key features of a strategic alliance were present in the agreement. First, both entities retained their individual identities. Second, the alliance provided for the companies to share resources for their mutual benefit and cooperate in the competitive arena against newer technologies. Third, the alliance, easily organized and easily terminated,

could place each company in a more favorable position when business conditions change.

*The response is complete because it includes the definition of a strategic alliance, the concept presented in the reading passage, and it demonstrates how the example of the agreement between the U.S. Postal Service and Federal Express includes all three key features of a strategic alliance: individual identity, shared resources, and a simple procedure to form and dissolve the association.*

***INTEGRATED ESSAY***

## Activity 48

Now listen to part of a lecture in a business class. The professor is talking about vacation time.

Many advantages have been cited for companies that offer paid vacation time to their employees, but when we look more closely at each of these arguments, they start to fall apart. In the first place, companies who give generous vacation time to employees are supposed to receive more control over absenteeism, especially the unexpected absence of an employee at a critical time. In reality, unexpected absences occur at about the same rate in companies with paid vacation time and in those without that benefit. Unfortunately, it's simply not possible to plan for the unexpected or to schedule emergencies around a planned vacation period.

Next, let's look at the issues of health and productivity. Although there's some evidence that people who take vacations tend to be healthier, both mentally and physically, there's no assurance that the paid time away from work will be used for a refreshing holiday. More often than not, employees with paid vacation will use that time to accomplish a project at home, schedule an elective surgery, take care of an ailing relative, or some other activity that doesn't lend itself to returning rested and restored from the so-called vacation. In fact, in some studies, employees returning from paid vacations reported feeling more tired and stressed than before leaving.

Okay then, what about vacation time as a recruitment strategy? That seems to be rather straightforward, but again, it really isn't. Because like most other contractual issues, one size doesn't fit all when it comes to offering benefits. Some highly talented employees are less interested in time off than they are in

better health care for themselves and their families. Others want more money and fewer perks. And still others are just looking for a clear path for advancement and promotion, and being gone from the workplace isn't a good way to make *that* happen.

So, yes, workers in the United States are at the bottom of the chart for paid vacation days, but it's hard to make the argument that giving employees time off is better for American companies.

## Example Essay

*The essay on page 241 is complete because it includes all three arguments that the lecturer makes, contradicting the points in the reading passage, including control over absenteeism, the relationship between health and vacation time, and the advantage of a good vacation plan as part of a recruitment package.*

***PRACTICE ACTIVITY 49***

*Draw a chart with space for a relationship sentence at the top and three points underneath.*

*Read a short passage, and take notes on the chart.*

*Listen to a conversation or a lecture on the same topic, and take notes on the chart.*

*Write a relationship sentence on the chart.*

*Respond, using information from both the reading and the conversation or lecture.*

*Use the chart to check for a complete response.*

***EXAMPLE SPEAKING TASK 2***

### Activity 49

Now listen to a conversation on the same topic.

Woman: I know you think it's a hassle, but I'm really happy about the new security measures. You wouldn't believe the people who

parade through our dorm in the middle of the night.

Man: And the scans will help that?

Woman: Maybe. At least we'll know who's there. And people who just walk in from who-knows-where will have to get guest passes.

Man: Don't they have to do that now?

Woman: Well, yes, but it isn't really enforced. And this looks like a serious plan.

Man: I'll give you that.

Woman: And for students—well, how long does it take to scan a fingerprint at the door?

Man: True.

Woman: It won't be any different from opening up your phone or tablet with your fingerprint.

Man: I hadn't thought about that. I guess it's just the time to go get your fingerprint scanned at the security office.

Woman: Look, back to the issue of phones and tablets. You want to keep those secure. Why wouldn't you want to keep students secure?

Man: That's a point.

Woman: It stands to reason that someone who wants to steal something or even hurt someone, well, maybe they'll think about it if they have to scan their prints or leave their ID at the desk. I know I'm going to feel better about living in the dorm.

Man: Okay. I'm convinced. It isn't such a big deal to go to the security office. I can just stop by there when I'm in the student union the next time. But . . . I hope there isn't a line a mile long.

**Question**

The woman expresses her opinion of the announcement. State her opinion and the reasons that she has for having that opinion.

**Example Response**

The woman approves of the new security policy because it's a serious plan, it will be easy to use, and it should be a deterrent to crime. She explains that the previous system that required a pass to enter the dorm wasn't enforced, but now, without a scan, it won't be possible to go in the door. She also points out that it's really easy, like scanning to access a secure mobile device. She argues that

scanning a fingerprint will be a deterrent to theft and the dorms will be safer because it'll be better than a guest pass to keep track of everyone who's in the buildings.

***EXAMPLE SPEAKING TASK 3***

## Activity 49

> Now listen to part of a lecture in a linguistics class. The professor is talking about endangered languages.

Today I want to give you an example of a language that, unfortunately, meets all the criteria to be considered an endangered language. Like many other Native American languages, Ojibwa, also known as Chippewa, is struggling to survive. A North American indigenous language of the Algonquian language family, Ojibwa has traditionally been spoken in Canada and along the Northern border of the United States. It was very important during the fur-trading era in the Great Lakes region—to such an extent, in fact, that French traders often used Ojibwa to speak with other tribes. But although the total ethnic population still includes more than 200 thousand people, and that number comes from self-identification—the people who claim Ojibwa tribal membership—well, of those 200 thousand, only about 30 thousand still speak Ojibwa on any level of proficiency. And the number of children in the youngest generation who are fluent in Ojibwa is almost nonexistent.

In a study in 1995 of Ojibwa language usage in a three-state area consisting of Michigan, Wisconsin, and Minnesota, Rosemary Christensen was able to locate only 500 fluent Ojibwa speakers. Of those speakers, most were elders, over the age of 80, and none were under the age of 45. She found no children who were fluent in Ojibwa.

Partly in response to this study, and with funding from the Department of Health and Human Services, four preschools were opened in Minneapolis in 2006. In cooperation with the 100 remaining Ojibwa speakers in the area, immersion classrooms in Ojibwa began teaching young children in their ancestral language. Will it be too little too late? Only time will tell. As for now, Ojibwa remains on the endangered list, a language with an uncertain future.

**Question**

Explain the concept of an *endangered language* using the example in the lecture.

**Example Response**

Ojibwa is considered an endangered language because it meets all three criteria for that classification. First, few speakers are fluent in the language. In Christensen's study in 1995, only about 500 of the tribal members in the tristate area studied were fluent speakers. Second, the average age of native speakers is older. Among the 500 fluent speakers, most were elders 80 years of age or older. Finally, the percentage of speakers in the youngest generation is small. Among Ojibwa speakers, almost *no* children were fluent. Unfortunately, this study confirmed that Ojibwa is endangered, and despite efforts to teach the language in federally funded preschools, its future is very uncertain.

***EXAMPLE WRITING TASK 1: INTEGRATED ESSAY***

**Track 48** **Activity 49**

> Now listen to part of a lecture in an economics class. The professor is talking about home ownership.

The reading passage lists three reasons to own a home, but recent changes in the economy persuade us to reassess the assumptions.

First, we have to question whether owning a home is a sound investment in today's economy. Although it was once considered a strategy in the creation of wealth, it is now being reexamined. During recessions like the one recently experienced, the value of homes has dramatically fallen. So much so that many homeowners were paying a high mortgage for a home that was worth only half of its value at the time of the purchase. Whether owning a home that has depreciated in value so rapidly will be a sound investment long term—well, the verdict will have to wait for a decade to give us that kind of data. But short term, for many homeowners, the plan to create wealth is a disappointment.

The sharp increase in foreclosures and forced sales has also decreased the sense of security that homeowners once experienced. Struggling to pay a mortgage and a looming possibility that the property will be foreclosed leads to a loss of control and a sense of insecurity—the exact opposite of the anticipated stability

that homeowners used to enjoy. A significant number of first-time owners report that they would prefer to rent but don't know how to reverse their situation without losing their initial investment.

As for the social benefits, the pressures associated with owning and maintaining a home are taking a toll on the psychological and physical health of homeowners. Many homeowners report that they're only one paycheck away from being unable to pay the costs of owning a home. The stress affects *all* of the family members, even the children, who seem to respond to the pressures by bringing home lower grades and by being less involved in school activities than was previously reported. So, as you see, times have changed.

### *PRACTICE ACTIVITY 50*

### *SPEAKING TASK 2*

1. Draw a chart with space for a relationship sentence at the top and three points underneath.

   Relationship sentence: The man is not happy about the relocation of the honors program to Harkins Hall because the other location in Anderson Hall was larger and had a better view.

| | | | |
|---|---|---|---|
| Point 1 | Harkins to Anderson | Point 1 | inferior space–smaller, no view, dark |
| Point 2 | Faculty Club | Point 2 | uses lounge more |
| Point 3 | Honors smaller suite | Point 3 | honors program not important |

2. Read a short passage about a campus-related topic, and take notes on the chart.
3. Listen to a conversation on the same topic, and take notes on the chart.

## Track 49 Activity 50

Now listen to a conversation on the same topic.

Man: You're an honors student, aren't you?
Woman: Yes.
Man: So I guess you've been over to Harkins Hall.
Woman: Umhum. It's pretty grim. But they aren't done yet, so maybe it will be okay.

Man: Always the optimist. How can a basement be better than the top floor of Anderson Hall? That was really a nice place to hang out. The view was phenomenal.

Woman: It still is. It's just not our view anymore. That's why the faculty wanted it.

Man: Right.

Woman: But you spend more time there than I do, so it doesn't matter so much to me. I just go over there when I need my advisor's signature for something. I haven't used the lounge that much.

Man: Well, since I live off campus, I'm there between classes and I even eat my lunch there sometimes. There's always a chess game going, and I'm friends with a lot of the regulars.

Woman: Then it's a big change for you.

Man: It *is*. And it bugs me that the new space is so inferior to what we had. I think they should have tried harder to find something better than a basement. It just communicates that the Honors Program isn't important.

Woman: Oh, I don't know about that. I feel lucky to be in smaller classes and to be able to take graduate courses while I'm still an undergrad, don't you?

Man: Sure. Of course I do. But the lounge is supposed to be our place to meet up with other honors students, and, besides, how do you think the advisors feel? Their offices are cramped and dark compared with the program offices that they had in Anderson.

Woman: Of course, they can always use the Faculty Club when they want to.

Man: Unlike us. Listen, are you always so upbeat? It seems like you just take everything in stride.

Woman: Pretty much. Especially when it's something I can't change anyway.

Write a relationship sentence on the chart.

Respond, using information from both the reading and the conversation.

**Example Response**

The man isn't happy about the relocation of the Honors Program to Harkins Hall because the other location in Anderson Hall was larger and had a better view. He uses the lounge to hang out with friends and eat lunch because he lives off campus, and the new space isn't as nice. It's dark, small, and it doesn't have a view because it's in a basement. He feels that moving the Honors Program to an inferior space indicates that the program isn't very important to the college.

Use the chart to check for a complete response.

*All three points in the chart are included in the response.*

***SPEAKING TASK 3***

1. Draw a chart with space for a relationship sentence at the top and three points underneath.

   Relationship sentence: Peacocks are a good example of animals that use courtship displays to compete with other males and attract a mate.

| | | | |
|---|---|---|---|
| Point 1 | ritualized dances | Point 1 | strut and dance around female |
| Point 2 | postures tail-feathers | Point 2 | large fan w/ many eyespots |
| Point 3 | vocalization | Point 3 | mating calls–vibrations train 20 hertz |

2. Read a short passage about an academic topic, and take notes on the chart.

3. Listen to a lecture on the same topic, and take notes on the chart.

**Track 50** **Activity 50**

Now listen to a lecture in a biology class about the same topic.

Peacocks are large, colorful birds, known for their beautiful blue-green tail feathers, which they spread out in a distinctive fan. When extended, the fantail

represents more than 60 percent of the peacock's total body weight. Arched into a magnificent train, it surrounds the bird's back and spreads out onto the ground on either side. Female birds choose their mates according to the size, color, and quality of the feathered trains. In addition to the blue-green feathers, colorful eye markings of red and gold and many other colors enhance the beauty of individual birds and form very different patterns from one bird to another.

Although the term *peacock* is commonly used to refer to both males and females, technically only the male is a peacock. The *peahens* watch the display in order to make a selection. In general, the more eyespots and the more evenly spaced their pattern, the more attractive a male peacock appears to the female. A large fan is also appealing; however, tails that are too big are considered too burdensome for mating. And as though the beautiful feathers and the graceful movements of the males were not enough, as they strut and perform an elaborate dance in front of their potential mates, well, these beautiful birds also communicate in very low-pitched mating calls that are produced by the vibrations of the feather train at a level of 20 hertz, far too low to be heard by the human ear but just right for a peahen to notice.

Write a relationship sentence on the chart.

Respond, using information from both the reading and the lecture.

**Example Response**

Courtship displays are animal behaviors that attract a mate, including dances, postures, and vocalizations. Peacocks are a good example of animals that use courtship displays to compete with other males and attract a mate. Like other birds, peacocks engage in ritualized dances, strutting gracefully around the female. In addition, they display their magnificent fan of blue-green tail feathers, posturing to show the eyespots and beautiful colors to their advantage. They also use vocalizations, in this case, mating calls that are generated by vibrations when they shake their feathers.

Use the chart to check for a complete response.

*All three points in the chart are included in the response.*

***WRITING TASK 1***

1. Draw a chart with space for a relationship sentence at the top and three points underneath.

   Relationship sentence: The lecturer refutes the idea that government censorship of the Internet should be instituted to protect children, curtail crime, and assure personal privacy.

| | | | |
|---|---|---|---|
| Point 1 | Protects children | Point 1 | Parents, guardians monitor |
| Point 2 | Curtails crime | Point 2 | Personal responsibility better--passwords, firewalls, anti-virus, no attach, good judgment |
| Point 3 | Assures personal privacy | Point 3 | Laws not enforced--take care ourselves--separate email, don't disclose personal info social media |

2. Read a short passage about an academic topic, and take notes on the chart.

Reading Time: 3 minutes

Government censorship of the Internet benefits society in three ways. First, like other forms of mass media, including television and movies, censorship protects children. Restricting adult content and providing punitive measures for pornographic websites discourages the exposure of young children to inappropriate images and explicit language. Since children are growing up in an environment in which they can easily access the Internet, some restrictions should be in place to protect them.

Second, censorship curtails criminal activities. Censorship discovers and discourages financial fraud, theft, and harassment or even potentially violent encounters. Because the Internet affords criminals a high degree of anonymity, unless their activities are monitored, they can sell illegal substances, threaten or bully individuals, or intrude into the lives of large numbers of people with spam advertising. Censorship reduces the instances of these disturbing contacts.

Finally, censorship assures personal privacy. Censorship laws establish standards for websites and security measures to protect identity, financial

records, and personal information. Censorship restricts access to credit cards and bank accounts as well as medical and employment records, and it reduces the incidents of identity theft.

Listen to a lecture on the same topic, and take notes on the chart.

## Activity 50

Now listen to a lecture about the same topic.

Although it may be true that government censorship has the potential to benefit society, realistically, it's just not possible to enforce. That aside, let's look at each of the advantages that are mentioned in the reading passage. Hardly anyone would disagree that children should be protected from pornography and other inappropriate websites. The issue is, *who* should protect them—the government or their parents? Software that installs parental controls is readily available and relatively cheap. My position is that responsible adults should monitor their children's Internet access. Even if censorship *does* restrict some viewing, it's still up to the parents or guardians to take care of their children.

Now, as for criminal activities, no one wants to deal with this, especially since the Internet intrudes into our workspaces and our homes. And censorship helps somewhat. But again, personal responsibility is a better deterrent. Everyone needs to choose and use strong passwords, install firewalls and antivirus software, avoid opening attachments from unidentified sources, and use good judgment when interacting with unfamiliar people or businesses—but, of course, that's true for face-to-face encounters and purchases as well. And we don't want the government to censor those, that's for sure.

So last, of course, we want to guard our identities and our personal and financial information. And censorship laws may establish standards. But, as I said in the beginning, the laws are very difficult, even impossible, to enforce. So in the long run, it comes down to taking care of ourselves. How can we do that? Well, first we should establish a separate email account for Internet transactions—one that we can close down easily if we need to. In other words, we have a disposable identity in cyberspace. Second, never give out personal information like a social security number, credit card or bank account numbers unless *you* initiate the interaction. And this is important—don't divulge too much personal

information on social media. If we want to protect ourselves even more, we have the option to subscribe to an identity theft plan.

The bottom line is this: To keep our children safe and to avoid being victims of crime or identity theft, we have to take personal responsibility. Censorship on the Internet isn't necessary, and it doesn't work.

Write a relationship sentence on the chart.

Respond, using information from both the reading and the lecture.

**Example Essay**

The reading and the lecture are about government censorship of the Internet. While the author of the article argues that government censorship of the Internet should be instituted to protect children, curtail crime, and assure personal privacy, the lecturer contends that censorship cannot be enforced and that, in any case, personal responsibility is better than censorship.

The article claims that censorship protects children; however, according to the lecturer, parents and guardians, not the government, should monitor their children's Internet use to protect them from inappropriate sites and images.

Moreover, the article states that censorship reduces crime. In contrast, the lecturer contends that users should assume individual responsibility to avoid becoming victims of crime. He goes on to say that we can do this by using strong passwords and by installing firewalls and antivirus software as well as by using good judgment about opening attachments and interacting with unfamiliar people and businesses online.

Furthermore, the article asserts that censorship prevents invasion of privacy. In contrast, the lecturer claims that we should take care of our own identities by using email accounts that can be closed if they are breached by intrusive sources. Finally, he recommends that we not disclose too much personal information on social media.

In short, the lecturer is an advocate for personal responsibility instead of for government censorship.

Use the chart to check for a complete response.

*All three points in the chart are included in the response.*

# 6
# PROGRESS TESTS FOR THE TOEFL iBT®

## ✔ *Practice taking full-length model tests*

Taking the TOEFL iBT® is like running a marathon. You have to train in order to make it to the finish line. Now you need to practice taking full-length model tests. You need to be able to go the distance by taking a two-hour test.

The audio for the Listening, Speaking, and Writing Sections can be found on Barron's Online Learning Hub. Click on Audio: Model Tests 1–8. Then choose the test you wish to take.

## MODEL TEST 2

### TOEFL iBT® PAPER EDITION

## SECTION 1 READING

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓐ Ⓑ Ⓒ Ⓓ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓐ Ⓑ Ⓒ Ⓓ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓐ Ⓑ Ⓒ Ⓓ
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓐ Ⓑ Ⓒ Ⓓ
9. Ⓐ Ⓑ Ⓒ Ⓓ
10. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ
11. Ⓐ Ⓑ Ⓒ Ⓓ
12. Ⓐ Ⓑ Ⓒ Ⓓ
13. Ⓐ Ⓑ Ⓒ Ⓓ
14. Ⓐ Ⓑ Ⓒ Ⓓ
15. Ⓐ Ⓑ Ⓒ Ⓓ
16. Ⓐ Ⓑ Ⓒ Ⓓ
17. Ⓐ Ⓑ Ⓒ Ⓓ
18. Ⓐ Ⓑ Ⓒ Ⓓ

**19.** Ⓐ Ⓑ Ⓒ Ⓓ

**20.** Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ

## SECTION 2 LISTENING

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓐ Ⓑ Ⓒ Ⓓ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓐ Ⓑ Ⓒ Ⓓ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓐ Ⓑ Ⓒ Ⓓ
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓐ Ⓑ Ⓒ Ⓓ
9. Ⓐ Ⓑ Ⓒ Ⓓ
10. Ⓐ Ⓑ Ⓒ Ⓓ
11. Ⓐ Ⓑ Ⓒ Ⓓ
12. Ⓐ Ⓑ Ⓒ Ⓓ
13. Ⓐ Ⓑ Ⓒ Ⓓ
14. Ⓐ Ⓑ Ⓒ Ⓓ
15. Ⓐ Ⓑ Ⓒ Ⓓ
16. Ⓐ Ⓑ Ⓒ Ⓓ
17. Ⓐ Ⓑ Ⓒ Ⓓ
18. Ⓐ Ⓑ Ⓒ Ⓓ

**19**. Ⓐ Ⓑ Ⓒ Ⓓ

**20**. Ⓐ Ⓑ Ⓒ Ⓓ

**21**. Ⓐ Ⓑ Ⓒ Ⓓ

**22**. Ⓐ Ⓑ Ⓒ Ⓓ

**23**. Ⓐ Ⓑ Ⓒ Ⓓ

**24**. Ⓐ Ⓑ Ⓒ Ⓓ

**25**. Ⓐ Ⓑ Ⓒ Ⓓ

**26**. Ⓐ Ⓑ Ⓒ Ⓓ

**27**. Ⓐ Ⓑ Ⓒ Ⓓ

**28**. Ⓐ Ⓑ Ⓒ Ⓓ

# MODEL TEST 2: PROGRESS TEST

## READING SECTION

The Reading Section tests your ability to understand reading passages like those in college textbooks. You will read two passages. After each passage, you will answer 10 questions. You will have 35 minutes to read both passages and answer the questions.

Some passages may include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation. Click on NEXT to go to the next question or BACK to return to a previous question

to change answers. A clock on the screen will show how much time you have remaining.

## *Reading 1*

The following reading passage was adapted from *History of the Theatre*, Tenth Editon by Oscar G. Grockett and Franklin J. Hildy, Allyn and Bacon-Merrill Education, 2008.

## *"Looking at Theatre History"*

P1 ➔ One of the primary ways of approaching the Greek theatre is through archeology, the systematic study of material remains such as architecture, inscriptions, sculpture, vase painting, and other forms of decorative art. [A] Serious on-site excavations began in Greece around 1870, but W. Dörpfeld did not begin the first extensive study of the Theatre of Dionysus until 1886. [B] Since that time, more than 167 other Greek theatres have been identified and many of them have been excavated. [C] Nevertheless, they still do not permit us to describe the precise appearance of the ***skene*** (illustrations printed in books are conjectural reconstructions), since many pieces are irrevocably lost because the buildings in later periods became sources of stone for other projects and what remains is usually broken and scattered. [D] That most of the buildings were remodeled many times has created great problems for those seeking to date the successive versions. Despite these drawbacks, archeology provides the most concrete evidence we have about the theatre structures of ancient Greece. But, if they have told us much, archeologists have not completed their work, and many sites have scarcely been touched.

P2 Perhaps the most controversial use of archeological evidence in theatre history is vase paintings, thousands of which have survived from ancient Greece. (Most of those used by theatre scholars are reproduced in Margarete Bieber's *The History of the Greek and*

*Roman Theatre*.) Depicting scenes from mythology and daily life, the vases are the most graphic pictorial evidence we have. But they are also easy to misinterpret. Some scholars have considered any vase that depicts a subject treated in a surviving drama or any scene showing masks, flute players, or ceremonials to be valid evidence of theatrical practice. This is a highly questionable assumption, since the Greeks made widespread use of masks, dances, and music outside the theatre and since the myths on which dramatists drew were known to everyone, including vase painters, who might well depict the same subjects as dramatists without being indebted to them. Those vases showing scenes unquestionably theatrical are few in number.

P3 ➔ The texts to classical Greek plays were written down soon after the performance and possibly even before, though it is not always clear when or by whom. By 400 B.C.E., there was a flourishing book trade in Greece, but the texts for plays were a challenge. Hellenistic scholars dedicated years to sorting out the text and removing what they believed to be corruptions generally added by actors, but each time a text was copied there were new possibilities for errors.

P4 ➔ The oldest surviving manuscripts of Greek plays date from around the tenth century C.E., some 1,500 years after they were first performed. Nevertheless, the scripts offer us our readiest access to the cultural and theatrical conditions out of which they came. But these scripts, like other kinds of evidence, are subject to varying interpretations. Certainly performances embodied a male perspective, for example, since the plays were written, selected, staged, and acted by men. Yet the existing plays feature numerous choruses of women and many feature strong female characters. Because these characters often seem victims of their own powerlessness and appear to be governed, especially in the comedies, by sexual desire, some critics have seen these plays as rationalizations by the male-dominated culture for keeping women segregated and cloistered. Other critics, however, have seen in

these same plays an attempt by male authors to force their male audiences to examine and call into question this segregation and cloistering of Athenian women.

P5 ➔ By far the majority of written references to Greek theatre date from several hundred years after the events they report. The writers seldom mention their sources of evidence, and thus we do not know what credence to give them. In the absence of material nearer in time to the events, however, historians have used the accounts and have been grateful to have them. Overall, historical treatment of the Greek theatre is something like assembling a jigsaw puzzle from which many pieces are missing: historians arrange what they have and imagine (with the aid of the remaining evidence and logic) what has been lost. As a result, though the broad outlines of Greek theatre history are reasonably clear, many of the details remain open to doubt.

**Glossary**

skene: a stage building where actors store their masks and change their costumes

1. The word primary in the passage is closest in meaning to
   - Ⓐ reliable
   - Ⓑ important
   - Ⓒ unusual
   - Ⓓ accepted

2. According to paragraph 1, why is it impossible to identify the time period for theatres in Greece?
   - Ⓐ There are too few sites that have been excavated and very little data collected about them.
   - Ⓑ The archeologists from earlier periods were not careful, and many artifacts were broken.

Ⓒ It is confusing because stones from early sites were used to build later structures.

Ⓓ Because it is very difficult to date the concrete that was used in construction during early periods.

Paragraph 1 is marked with an arrow [➔].

3. What can be inferred from paragraph 1 about the *skene* in theatre history?

Ⓐ Drawings in books are the only accurate visual records.

Ⓑ Not enough evidence is available to make a precise model.

Ⓒ Archeologists have excavated a large number of them.

Ⓓ It was not identified or studied until the early 1800s.

Paragraph 1 is marked with an arrow [➔].

4. Look at the four squares [■] that show where the following sentence could be inserted in the passage.

**These excavations have revealed much that was previously unknown, especially about the dimensions and layout of theatres.**

Where could the sentence best be added?

Click on a square [■] to insert the sentence in the passage.

5. The word controversial in the passage is closest in meaning to

Ⓐ accepted

Ⓑ debated

Ⓒ limited

Ⓓ complicated

6. According to paragraph 3, scripts of plays may not be accurate for which reason?

Ⓐ The sources cited are not well known.

Ⓑ Copies by hand may contain many errors.
Ⓒ They are written in very old language.
Ⓓ The printing is difficult to read.

Paragraph 3 is marked with an arrow [➔].

7. In paragraph 4, what does the author state about female characters in Greek theatre?
   Ⓐ They had no featured parts in plays.
   Ⓑ They were mostly ignored by critics.
   Ⓒ They did not participate in the chorus.
   Ⓓ They frequently played the part of victims.

   Paragraph 4 is marked with an arrow [➔].

8. The word Overall in the passage is closest in meaning to
   Ⓐ Supposedly
   Ⓑ Generally
   Ⓒ Occasionally
   Ⓓ Finally

9. Why does the author mention a “jigsaw puzzle” in paragraph 5?
   Ⓐ To demonstrate the difficulty in drawing conclusions from partial evidence
   Ⓑ To compare the written references for plays to the paintings on vases
   Ⓒ To justify using accounts and records that historians have located
   Ⓓ To introduce the topic for the next reading passage in the textbook

   Paragraph 5 is marked with an arrow [➔].

10. **Directions:** An introduction for a short summary of the passage appears below. Complete the summary by selecting the THREE answer choices that mention the most important points in the passage.

Some sentences do not belong in the summary because they express ideas that are not included in the passage or are minor points from the passage. ***This question is worth 2 points.***

**Greek theatre has been studied by a variety of methods.**

- 
- 
- 

**Answer Choices**

A Because the Greeks enjoyed dancing and music for entertainment outside of the theatre, many scenes on vases are ambiguous.

B Historical accounts assembled many years after the actual theatrical works were presented give us a broad perspective of the earlier theatre.

C Although considered less reliable, written records, including scripts, provide insights into the cultural aspects of theatre.

D Archeological excavations have uncovered buildings and artifacts, many of which were vases with theatrical scenes painted on them.

E For the most part, men wrote the plays for Greek theatre, but choruses and even strong roles were played by women.

F Computer simulations can re-create the image of a building that is crumbling as long as the dimensions and layout are known.

## *Reading 2*

The following reading passage was adapted from *Environmental Science: Earth as a Living Planet*, Sixth Edition by Daniel B. Botkin and Edward A. Keller, John Wiley and Sons, 2007.

## *“Geothermal Energy”*

P1 ➔ Geothermal energy is natural heat from the interior of the Earth that is converted to heat buildings and generate electricity. The idea of harnessing Earth’s internal heat is not new. As early as 1904, geothermal power was used in Italy. Today, Earth’s natural internal heat is being used to generate electricity in 21 countries, including Russia, Japan, New Zealand, Iceland, Mexico, Ethiopia, Guatemala, El Salvador, the Philippines, and the United States. Total worldwide production is approaching 9,000 MW (equivalent to nine large modern coal-burning or nuclear power plants)—double the amount in 1980. Some 40 million people today receive their electricity from geothermal energy at a cost competitive with that of alternative energy sources. In El Salvador, geothermal energy is supplying 30% of the total electric energy used. However, at the global level, geothermal energy supplies less than 0.15% of the total energy supply.

P2 Geothermal energy may be considered a nonrenewable energy source when rates of extraction are greater than rates of natural replenishment. However, geothermal energy has its origin in the natural heat production within Earth, and only a small fraction of the vast total resource base is being utilized today. Although most geothermal energy production involves the tapping of high heat sources, people are also using the low-temperature geothermal energy of groundwater in some applications.

### Geothermal Systems

P3 ➔ A The average heat flow from the interior of the Earth is very low, about 0.06 $W/m^2$. B This amount is trivial compared with the 177 $W/m^2$ from solar heat at the surface in the United States. However, in some areas, heat flow is sufficiently high to be useful for producing energy. For the most part, areas of high heat flow are associated with plate tectonic boundaries. Oceanic ridge systems (divergent plate boundaries) and areas where mountains are being

uplifted and volcanic island arcs are forming (convergent plate boundaries) are areas where this natural heat flow is anomalously high. C

P4 On the basis of geological criteria, several types of hot geothermal systems (with temperatures greater than about 80°C, or 176°F) have been defined, and the resource base is larger than that of fossil fuels and nuclear energy combined. A common system for energy development is hydrothermal convection, characterized by the circulation of steam and/or hot water that transfers heat from depths to the surface. D

## Geothermal Energy and the Environment

P5 The environmental impact of geothermal energy may not be as extensive as that of other sources of energy. When geothermal energy is developed at a particular site, environmental problems include on-site noise, emissions of gas, and disturbance of the land at drilling sites, disposal sites, roads and pipelines, and power plants. Development of geothermal energy does not require large-scale transportation of raw materials or refining of chemicals, as development of fossil fuels does. Furthermore, geothermal energy does not produce the atmospheric pollutants associated with burning fossil fuels or the radioactive waste associated with nuclear energy. However, geothermal development often does produce considerable thermal pollution from hot waste-waters, which may be saline or highly corrosive.

P6 ➔ Geothermal power is not always popular. For instance, geothermal energy has been produced for years on the island of Hawaii, where active volcanic processes provide abundant near-surface heat. There is controversy, however, over further exploration and development. Native Hawaiians and others have argued that the exploration and development of geothermal energy degrade the tropical forest as developers construct roads, build facilities, and drill wells. In addition, religious and cultural issues in Hawaii relate to the use of geothermal energy. For example,

some people are offended by using the “breath and water of Pele” (the volcano goddess) to make electricity. This issue points out the importance of being sensitive to the values and cultures of people where development is planned.

**Future of Geothermal Energy**

P7 At present, the United States produces only 2,800 MW of geothermal energy. However, if developed, known geothermal resources in the United States could produce about 20,000 MW, which is about 10% of the electricity needed for the western states. Geohydrothermal resources not yet discovered could conservatively provide four times that amount (approximately 10% of total U.S. electric capacity), about equivalent to the electricity produced from water power today.

11. In paragraph 1, how does the author introduce the concept of geothermal energy?
    - Ⓐ By explaining the history of this energy source worldwide
    - Ⓑ By arguing that this energy source has been tried unsuccessfully
    - Ⓒ By comparing the production with that of other energy sources
    - Ⓓ By describing the alternatives for generating electric power

    Paragraph 1 is marked with an arrow [➔].

12. The word approaching in the passage is closest in meaning to
    - Ⓐ hardly
    - Ⓑ mostly
    - Ⓒ nearly
    - Ⓓ briefly

13. The word alternative in the passage is closest in meaning to
    - Ⓐ numerous
    - Ⓑ optional
    - Ⓒ nearby

Ⓓ equivalent

14. What is true about geothermal energy production worldwide?
   - Ⓐ Because it is a new idea, very few countries are developing geothermal energy sources.
   - Ⓑ Only countries in the Southern Hemisphere are using geothermal energy on a large scale.
   - Ⓒ Until the cost of geothermal energy becomes competitive, it will not be used globally.
   - Ⓓ Geothermal energy is already being used in a number of nations, but it is not yet a major source of power.

15. Which of the sentences below best expresses the information in the highlighted statement in the passage? The other choices change the meaning or leave out important information.
   - Ⓐ High heat is the source of most of the geothermal energy, but low heat groundwater is also used sometimes.
   - Ⓑ Even though low temperatures are possible, high heat is the best resource for energy production for groundwater.
   - Ⓒ Both high heat and low heat sources are used for the production of geothermal energy from groundwater.
   - Ⓓ Most high heat sources for geothermal energy are tapped from applications that involve low heat in groundwater.

16. According to paragraph 3, which statement is true about the heat flow necessary for the production of geothermal energy?
   - Ⓐ It is like solar heat on Earth's surface.
   - Ⓑ It happens near tectonic plate boundaries.
   - Ⓒ It must always be artificially increased.
   - Ⓓ It may be impractical because of its location.

Paragraph 3 is marked with an arrow [➔].

17. Look at the four squares [■] that show where the following sentence could be inserted in the passage.

**One such region is located in the western United States, where recent tectonic and volcanic activity has occurred.**

Where could the sentence best be added?

Click on a square [■] to insert the sentence in the passage.

18. The word considerable in the passage is closest in meaning to

Ⓐ large
Ⓑ dangerous
Ⓒ steady
Ⓓ unexpected

19. According to paragraph 6, the production of geothermal energy in Hawaii is controversial for all of the following reasons EXCEPT

Ⓐ the volcanoes in Hawaii could be disrupted by the rapid release of geothermal energy
Ⓑ the rainforest might be damaged during the construction of the geothermal energy plant
Ⓒ the native people are concerned that geothermal energy is disrespectful to their cultural traditions
Ⓓ some Hawaiians oppose using geothermal energy because of their religious beliefs

Paragraph 6 is marked with an arrow [➔].

20. **Directions:** An introduction for a short summary of the passage appears below. Complete the summary by selecting the THREE answer choices that mention the most important points in the passage. Some sentences do not belong in the summary because they express ideas that are not included in the passage or are minor points from the passage. ***This question is worth 2 points.***

**Geothermal energy is natural heat from the interior of Earth that is converted to electricity.**

- 
- 
- 

**Answer Choices**

A Geothermal energy sources that convert natural heat to electricity account for 30% of the total energy supply in El Salvador at relatively competitive cost to the consumers.

B Although geothermal energy is nonrenewable when more is used than can be replaced naturally, only a small amount of the potential energy is being exploited worldwide.

C The heat from geothermal sites is thought to be the breath and water of the volcanic goddess Pele, worshiped by some native groups on the Hawaiian Islands.

D Hot geothermal systems at both divergent plate boundaries and convergent plate boundaries could provide more energy than fossil fuels and nuclear power.

E Some groups oppose the exploitation of geothermal sources because of pollution and other environmental problems or because of their cultural values.

F Thermal waste water can be very corrosive or can contain high levels of saline, which causes problems in disposal and water treatment at development sites.

# LISTENING SECTION

## Track 52 Model Test 2, Listening Section

The Listening Section tests your ability to understand conversations and lectures that are typical of academic interactions on a college campus. You will hear two conversations and three lectures and will answer 5–6 questions after each one. You will hear each conversation or lecture only one time. Answer the questions based on what is stated or implied by the speakers. You may take notes while you listen and use them to answer the questions, but notes will not be graded.

You must answer each question before you can continue and you cannot return to previous questions. To complete all of the questions, you should try to answer two questions in about one minute. A clock will indicate how much time is remaining. The clock will operate only while you are answering questions, not while you are listening.

### *Listening 1 "Professor's Office"*

TOEFL® Listening

VOLUME HELP NEXT

HIDE TIME 00 :29 :46

1. Why does the man go to see his professor?
   - Ⓐ To prepare for the next midterm
   - Ⓑ To clarify a question from the midterm
   - Ⓒ To find out his grade on the midterm
   - Ⓓ To complain about his grade on the midterm

2. Why does the man say this: 🎧
   - Ⓐ He is giving something to the professor.
   - Ⓑ He is trying to justify his position.
   - Ⓒ He is apologizing because he does not understand.
   - Ⓓ He is signaling that he will explain his problem.

3. What did the man do wrong?
   - Ⓐ He did not finish the test within the time limit.
   - Ⓑ He did not study enough before the test.

Ⓒ He did not answer one question completely.
Ⓓ He did not understand a major concept.

4. According to the student, what is *divergent evolution*?
   Ⓐ A population that evolves differently does not have a common ancestor.
   Ⓑ A similar environment can affect the evolution of different species.
   Ⓒ A similar group that is separated may develop different characteristics.
   Ⓓ The climate of an area will allow scientists to predict the life-forms.

5. What will Jerry probably do on the next test?
   Ⓐ He will look for questions with several parts.
   Ⓑ He will read the entire test before he begins.
   Ⓒ He will ask for more time to finish.
   Ⓓ He will write an outline for each essay.

## *Listening 2 "Art History Class"*

TOEFL® Listening

VOLUME HELP NEXT

HIDE TIME 00 :29 :46

TOEFL® Listening

VOLUME HELP NEXT

HIDE TIME 00 :29 :46

6. What is the main topic of this lecture?
   - Ⓐ The process of fixing a photograph
   - Ⓑ The problem of exposure time
   - Ⓒ The experiments by Louis Daguerre
   - Ⓓ The history of early photography

7. According to the professor, what two limitations were noted in Daguerre's process for developing and fixing latent images?

   Click on 2 answer choices.

   - A The photograph disappeared after a few minutes.
   - B The images were very delicate and easily fell apart.
   - C Multiple images could not be made from the plate.
   - D The exposure time was still several hours long.

8. Why does the professor say this: 🎧
   - Ⓐ He is trying to generate interest in the topic.
   - Ⓑ He makes reference to a story in the textbook.
   - Ⓒ He is not sure whether the information is accurate.
   - Ⓓ He wants the students to use their imaginations.

9. What substance was first used to fix the images?
   - Ⓐ Copper powder
   - Ⓑ Table salt
   - Ⓒ Mercury vapor
   - Ⓓ Hot water

10. What can we assume about photographers in the 1800s?
    - Ⓐ Most of them had originally been painters before they became interested in photography.
    - Ⓑ Portrait photographers were in the highest demand since people wanted images of their families.

Ⓒ There were only a few photographers who were willing to work in such a new profession.

Ⓓ Some of them must have experienced health problems as a result of their laboratory work.

11. In what order does the professor explain photographic principles?

Ⓐ From the least to the most important facts

Ⓑ In a chronological sequence of events

Ⓒ The order of the steps in the photographic process

Ⓓ The advantages before the disadvantages

## *Listening 3 "Linguistics Class"*

TOEFL® Listening

VOLUME HELP NEXT

HIDE TIME 00 :29 :46

12. What is the discussion mainly about?
    - Ⓐ The history of the English language
    - Ⓑ Different types of grammar
    - Ⓒ A linguistic perspective for Latin
    - Ⓓ Standard language in schools

13. How does the professor make his point about *native intuition*?
    - Ⓐ He explains how to perform an easy experiment.
    - Ⓑ He tells the class about his personal experience.
    - Ⓒ He provides several examples of sentences.
    - Ⓓ He contrasts it with non-native intuition.

14. What are two key problems for descriptive grammar?

    Click on 2 answer choices.

    - [A] The information is very complicated and subject to change.

B The formal language must be enforced in all situations.
C The language can be organized correctly in more than one way.
D The description takes time because linguists must agree.

15. Why does the student say this: 🎧

Ⓐ She is disagreeing with the professor.
Ⓑ She is confirming that she has understood.
Ⓒ She is trying to impress the other students.
Ⓓ She is adding information to the lecture.

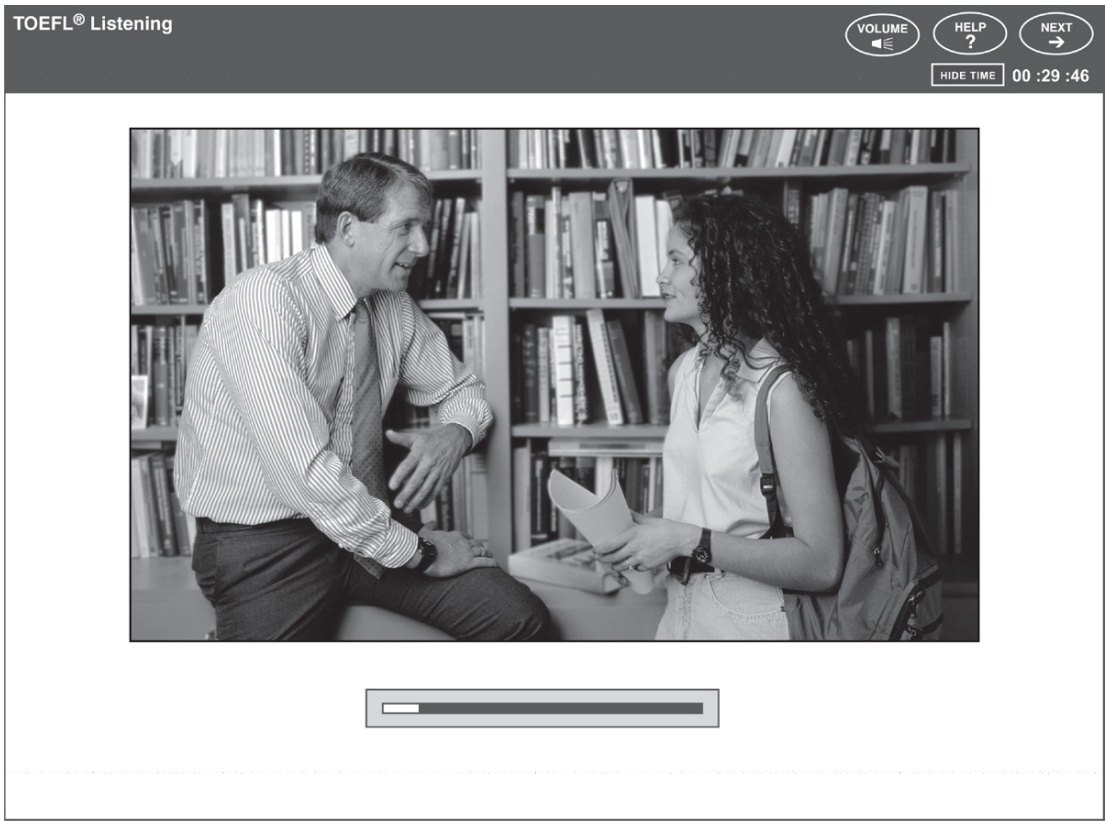
16. According to the professor, why were Latin rules used for English grammar?

Ⓐ Latin was a written language with rules that did not change.
Ⓑ The Romans had conquered England and enforced using Latin.
Ⓒ English and Latin had many vocabulary words in common.
Ⓓ English was taking the place of Latin among educated Europeans.

17. Why does the professor discuss the rule to avoid ending a sentence with a preposition?

Ⓐ It is a good example of the way that descriptive grammar is used.
Ⓑ It shows the students how to use formal grammar in their speech.
Ⓒ It is a way to introduce a humorous story into the lecture.
Ⓓ It demonstrates the problem in using Latin rules for English.

## *Listening 4 "Admissions Office"*




18. Why is the woman on campus?
    - Ⓐ She works in one of the offices.
    - Ⓑ She is training to be a group leader.
    - Ⓒ She is taking a tour of the college.
    - Ⓓ She is being interviewed for admission.

19. What is the admissions officer's opinion of the woman's group leader?
    - Ⓐ He believes that the group leader is very good.
    - Ⓑ He thinks the group leader should answer questions.
    - Ⓒ He does not remember the group leader's name.
    - Ⓓ He says that the group leader has too many students.

20. What are the woman's concerns about the school?

    Click on 2 answer choices.

    - [A] Class size

B Teaching assistants
C Major fields
D Admission requirements

21. Why do some students take more than four years to graduate?
   Ⓐ Their advisor does not approve their programs.
   Ⓑ They do not take courses in the summer.
   Ⓒ Graduate students teach the classes.
   Ⓓ They change their major fields of study.

22. Why does the student say this: 🎧
   Ⓐ She is agreeing with the admissions officer.
   Ⓑ She is worried that a full load will be too much.
   Ⓒ She is surprised that students don’t study full-time.
   Ⓓ She is doubtful that the information is correct.

## *Listening 5 “Zoology Class”*

TOEFL® Listening

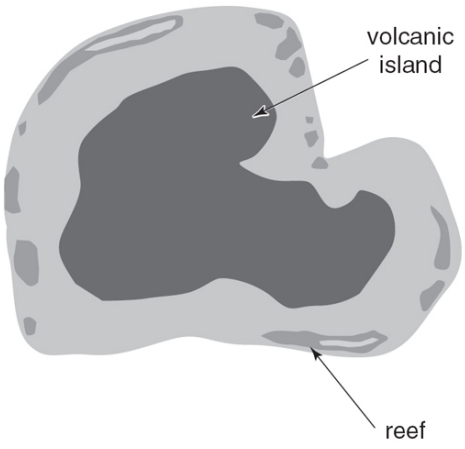
VOLUME HELP NEXT

HIDE TIME 00 :29 :46

TOEFL® Listening

VOLUME HELP NEXT

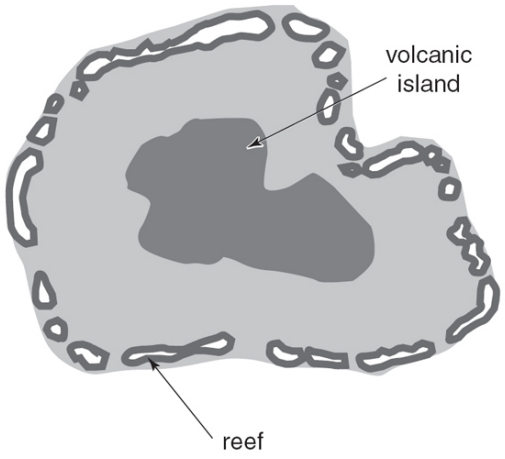
HIDE TIME 00 :29 :46



TOEFL® Listening

VOLUME HELP NEXT

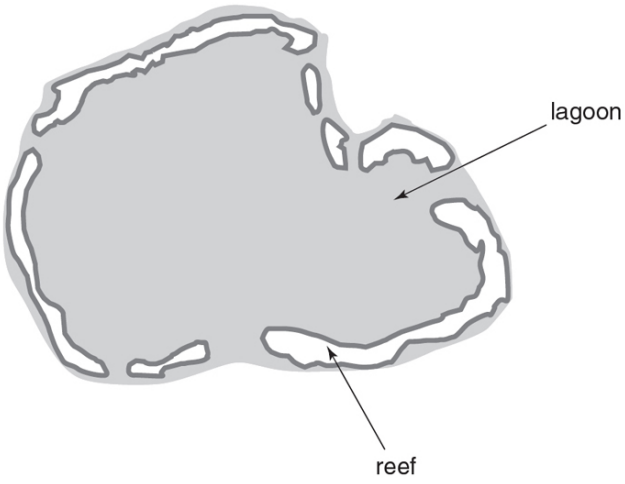
HIDE TIME 00 :29 :46




TOEFL® Listening

VOLUME HELP NEXT

HIDE TIME 00 :29 :46



23. According to the professor, how do coral reefs grow?
    - Ⓐ They become very large by eating other species.
    - Ⓑ They connect corralite shells to build structures.
    - Ⓒ They fill with ocean water to expand their size.
    - Ⓓ They collect debris from ocean life in their habitat.

24. Why are so many egg bundles released during mass spawning?
    - Ⓐ Some of the egg bundles will not be fertilized.
    - Ⓑ Half of the egg bundles will not float.
    - Ⓒ A number of the egg bundles will be eaten.
    - Ⓓ Most of the egg bundles will break open.

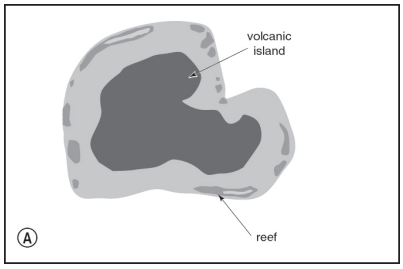
25. According to the professor, what is *budding*?
    - Ⓐ The division of a polyp in half to reproduce itself
    - Ⓑ The growth of limestone between the shells of polyps
    - Ⓒ The diversity that occurs within a coral reef
    - Ⓓ The increase in size of a polyp as it matures

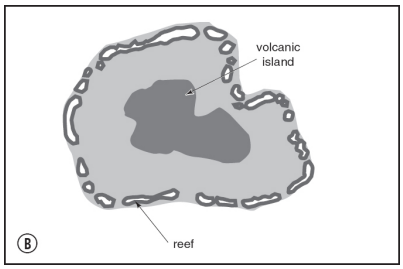
26. What is the relationship between zooxanthella and coral polyps?

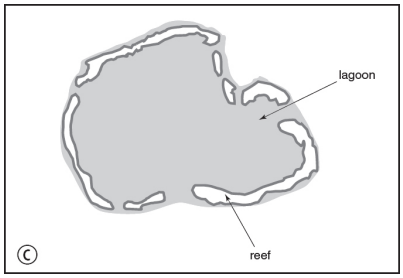
    Click on 2 answer choices.

    - [A] The coral and the zooxanthella compete for the same food.
    - [B] The zooxanthella uses the coral for a shelter from enemies.
    - [C] The coral eats food produced by the zooxanthella.
    - [D] The same predators attack both coral and zooxanthella.

27. Which of the following reefs is probably an atoll?






28. In the lecture, the professor explains coral reefs. Indicate whether each of the following is a true statement about coral reefs. Click in the correct box for each phrase.

| | | Yes | No |
|---|---|---|---|
| A | In general, the organism is quite simple. | | |
| B | The structure of a reef can be very large. | | |
| C | The living coral grows on top of dead shells. | | |
| D | Mass spawning is not very effective. | | |

# SPEAKING SECTION

## Track 53 Model Test 2, Speaking Section

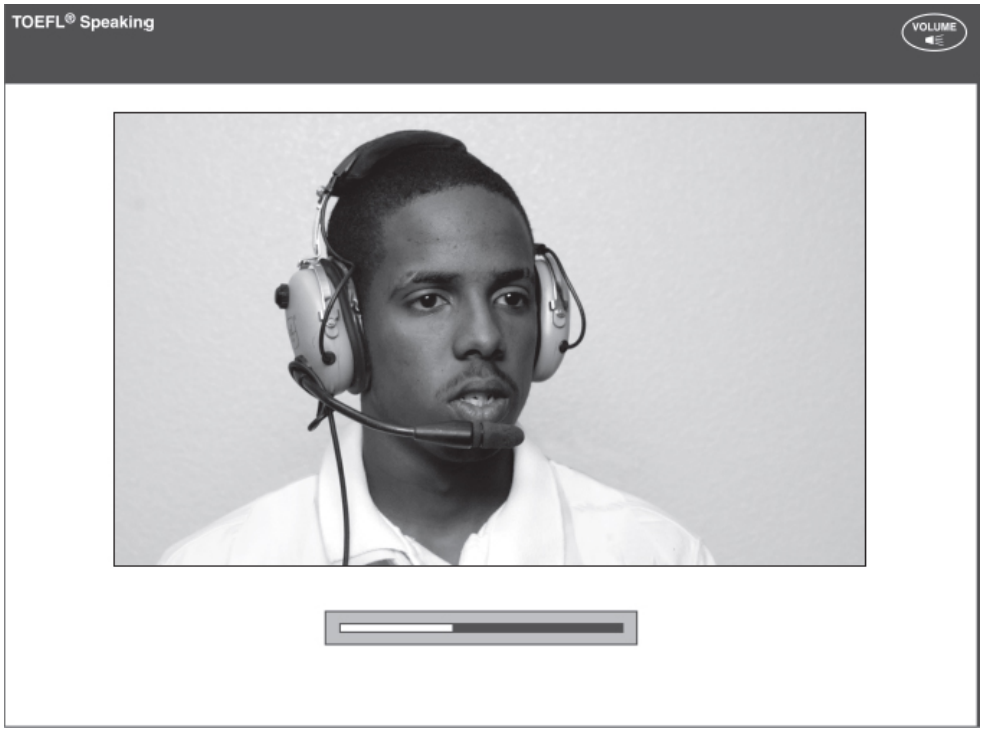
The Speaking Section tests your ability to speak in English in an academic setting. There are four questions. Question 1 is about a familiar topic. Questions 2 and 3 include both a reading passage and either a conversation or a lecture on the same topic. The questions ask you to include information

from both the reading and the listening passages in your answers. Question 4 is a lecture that you are asked to summarize. You may take notes as you listen, but notes will not be graded.

You will have 15–30 seconds to prepare for each question, and 45–60 seconds to speak. You will have about 16 minutes to complete the Speaking Section. A clock on the screen will show how much time is remaining for each question.

Your speaking will be evaluated on your ability to speak clearly and to be understood, and your ability to communicate information accurately. Use your own words. Memorized responses will result in a lower score.

## *Independent Speaking Question 1 "Course Requirements"*




Listen for a question that asks your opinion about a familiar topic.

**Question**

Some students would rather write a paper than take a test. Other students would rather take a test instead of writing a paper. Which option do you prefer, and why? Use specific reasons and examples to support your opinion.

Preparation Time: 15 seconds

Recording Time: 45 seconds

## *Integrated Speaking Question 2 "Health Insurance"*

Read a short passage, and listen to a talk on the same topic.

Reading Time: 50 seconds

Health Insurance

All students may purchase health insurance at the time of registration by marking the insurance box on the course request form. Those students who choose not to use the health insurance option may still use the services of the Student Health Center, but their accounts must be settled at the time of each visit, and the alternative health insurance carrier must be billed directly by the students for reimbursement. International students are required to purchase student health insurance from the university and will be charged automatically at registration. Alternative health insurance carriers may not be substituted. No exceptions will be made.

Now listen to a conversation with the foreign student advisor. He is explaining the policy and expressing his opinion about it.

**Question**

The foreign student advisor expresses his opinion of the policy for health insurance. Report his opinion, and explain the reasons that he gives for having that opinion.

Preparation Time: 30 seconds
Recording Time: 60 seconds

## *Integrated Speaking Question 3 "Choice"*

Read a short passage, and then listen to part of a lecture on the same topic.

Reading Time: 50 seconds

Paradox of Choice

It seems reasonable that more choices should lead to greater satisfaction; however, Barry Schwartz argues the opposite. According to Schwartz's book *Paradox of Choice* and the large number of research studies that were undertaken as a result, too many choices can actually cause unreasonably high expectations, uncertainty, and even paralysis, that is, the inability to arrive at any decision. According to Schwartz, an abundance of choices is exhausting to the human psyche and can undermine happiness, which may explain why, in societies that offer personal, professional, and material freedom of choice, so many people experience depression.

Now listen to part of a lecture in a psychology class. The professor is talking about choice.

**Question**

Using the example in the lecture, explain the concept of a *paradox of choice*.

Preparation Time: 30 seconds

Recording Time: 60 seconds

## *Integrated Speaking Question 4 "Research References"*

Now listen to part of a lecture in a sociology class. The professor is discussing the criteria for using older research references.

**Question**

Using the main points and examples from the lecture, describe the two criteria for using an older research reference presented by the professor.

Preparation Time: 20 seconds

Recording Time: 60 seconds

# WRITING SECTION

The Writing Section tests your ability to write academic English. There are two writing tasks.

## Integrated Writing Question

First you will have 3 minutes to read a passage about an academic topic and then you will listen to a lecture about the same topic. You may take notes and use them to organize your essay, but notes will not be graded. After the lecture, you will have 20 minutes to write a summary of the lecture and to explain how it relates to the reading passage. While you write, you will see the reading passage again. Be sure to use information from both the lecture and the reading passage in your response.

Your writing will be evaluated for organization, vocabulary, grammar and a complete answer to the question. Typically, a good response will require that you write 150–225 words.

## Academic Discussion Question

You will have 10 minutes to read a question posted by a professor and two responses by students in the class and then to write a response that contributes, and adds, to the discussion.

Your response will be evaluated for staying on topic, making clear explanations, using precise vocabulary and a variety of grammatical structures. Typically, a good response will require that you write at least 100 words.

### *Integrated Essay "Collapse of Easter Island"*

You have 20 minutes to plan, write, and revise your response to a reading passage and a lecture on the same topic. First, read the passage and take notes. Then, listen to the lecture and take notes. Finally, write your response to the writing question. Typically, a good response will require that you write 150–225 words.

**Reading Passage**

Time: 3 minutes

Because of its remote location, only a few species of plants and animals thrived on Easter Island, and the water surrounding it contained very few fish. Nevertheless, beginning with extremely limited resources on an isolated island, the native people achieved a very advanced culture, as evidenced by the gigantic monolithic human figures that line the coasts, as well as by other artifacts. The complete collapse of this civilization is still a mystery, but several theories have been put forward.

One theory suggests that the natives of Easter Island cut down large palm forests to clear land for agricultural purposes, fuel for heating and cooking, construction material for pole and thatch houses, and canoes for transportation. In addition, hundreds of *ahu*, or large stone monuments, were constructed and moved to the coast on rollers made of tree trunks. Assuming that the trees could regenerate quickly enough to sustain the environment, they continued the deforestation, which, in turn, caused serious erosion.

Another theory presents a very different explanation for the decline in the population. Since there were few predators on the island and an abundance of food, it is thought that rats may have hidden in the canoes of the earliest settlers. When the native people cut and burned trees, the rats prevented regrowth by eating the fresh shoots before they could grow

into large plants. With little food and no wood to build canoes to escape, the people perished.

A third theory contends that the population was decimated by a war between short-eared and long-eared people on the island. According to oral history, a plot by the long-eared people to kill the short-eared people was discovered and the short-eared people struck first, driving the long-eared people to a ditch where they were killed and burned.

**Track 54** **Model Test 2, Writing Section**

🎧 Now listen to a lecture on the same topic as the passage that you have just read.

**Question**

Summarize the main points in the lecture, and then explain how they cast doubt on the ideas in the reading passage.

## *Academic Discussion "Working from Home"*

**Directions:**

The professor is teaching a class on sociology. Respond to the post with the professor's question in it and the posts by two other students. You should express and support your opinion and add new information to the discussion. You will have 10 minutes to read the question and the student responses and to write your own response. Your response should be at least 100 words in length.

**Dr. Jackson**

During the height of the pandemic, many changes occurred, and some of them have affected the way we are living our lives post-pandemic. One of these is the way that we work. Before the next class, I want you to discuss this question:

Is working from home a good option for employees because it is more convenient and flexible, or is it interfering with productivity and the

potential for advancement?

**Joe**

I think that the change in the work environment since the pandemic has been very positive. It has allowed employees to focus on the work instead of on how to get ready to work and how to get to work. Employees who used to commute long distances actually spend more time on the job because they don't have to sit in their cars in traffic.

**Anne**

I disagree with Joe. There are so many distractions at home that productivity has to suffer. Plus, when your boss doesn't interact with you face to face at the worksite, you may not come to mind when the opportunity for a better position is available. The person who says "hello" every day and is seen to be busy is a better candidate for advancement.

# MODEL TEST 2

# ANSWER KEYS

Use the following Answer Keys to check your scores on the Reading and Listening Sections of Model Test 2.

## Reading Section

### *Reading 1*

1. B
2. C
3. B
4. C
5. B
6. B
7. D
8. B
9. A
10. B C D

### *Reading 2*

11. A
12. C
13. B
14. D
15. A
16. B
17. C
18. A

19. A
20. B D E

## Listening Section

1. B
2. D
3. C
4. C
5. A
6. D
7. B C
8. C
9. B
10. D
11. B
12. B
13. A
14. A C
15. B
16. A
17. D
18. C

19. A
20. A B
21. D
22. C
23. B
24. C
25. A
26. B C
27. C
28. A B C: Yes

## EXPLANATORY AND EXAMPLE ANSWERS, MODEL TEST 2

Go to the Online Learning Hub to study detailed Explanatory Answers for the Reading and Listening Sections, and Outlines, Example Answers for the Speaking section **(Track 55)**, and Example Answers and Checklists for the Speaking and Writing Sections of Model Test 2.

# MODEL TEST 3

## TOEFL iBT® PAPER EDITION

## SECTION 1 READING

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓐ Ⓑ Ⓒ Ⓓ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓐ Ⓑ Ⓒ Ⓓ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓐ Ⓑ Ⓒ Ⓓ
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓐ Ⓑ Ⓒ Ⓓ
9. Ⓐ Ⓑ Ⓒ Ⓓ
10. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ
11. Ⓐ Ⓑ Ⓒ Ⓓ
12. Ⓐ Ⓑ Ⓒ Ⓓ
13. Ⓐ Ⓑ Ⓒ Ⓓ
14. Ⓐ Ⓑ Ⓒ Ⓓ
15. Ⓐ Ⓑ Ⓒ Ⓓ
16. Ⓐ Ⓑ Ⓒ Ⓓ
17. Ⓐ Ⓑ Ⓒ Ⓓ
18. Ⓐ Ⓑ Ⓒ Ⓓ

**19.** Ⓐ Ⓑ Ⓒ Ⓓ

**20.** Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ

## SECTION 2 LISTENING

**1.** Ⓐ Ⓑ Ⓒ Ⓓ

**2.** Ⓐ Ⓑ Ⓒ Ⓓ

**3.** Ⓐ Ⓑ Ⓒ Ⓓ

**4.** Ⓐ Ⓑ Ⓒ Ⓓ

**5.** Ⓐ Ⓑ Ⓒ Ⓓ

**6.** Ⓐ Ⓑ Ⓒ Ⓓ

**7.** Ⓐ Ⓑ Ⓒ Ⓓ

**8.** Ⓐ Ⓑ Ⓒ Ⓓ

**9.** Ⓐ Ⓑ Ⓒ Ⓓ

**10.** Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

**11.** Ⓐ Ⓑ Ⓒ Ⓓ

**12.** Ⓐ Ⓑ Ⓒ Ⓓ

**13.** Ⓐ Ⓑ Ⓒ Ⓓ

**14.** Ⓐ Ⓑ Ⓒ Ⓓ

**15.** Ⓐ Ⓑ Ⓒ Ⓓ

**16.** Ⓐ Ⓑ Ⓒ Ⓓ

**17.** Ⓐ Ⓑ Ⓒ Ⓓ

**18.** Ⓐ Ⓑ Ⓒ Ⓓ

**19**. Ⓐ Ⓑ Ⓒ Ⓓ

**20**. Ⓐ Ⓑ Ⓒ Ⓓ

**21**. Ⓐ Ⓑ Ⓒ Ⓓ

**22**. Ⓐ Ⓑ Ⓒ Ⓓ

**23**. Ⓐ Ⓑ Ⓒ Ⓓ

**24**. Ⓐ Ⓑ Ⓒ Ⓓ

**25**. Ⓐ Ⓑ Ⓒ Ⓓ

**26**. Ⓐ Ⓑ Ⓒ Ⓓ

**27**. Ⓐ Ⓑ Ⓒ Ⓓ

**28**. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

# MODEL TEST 3: PROGRESS TEST

## READING SECTION

The Reading Section tests your ability to understand reading passages like those in college textbooks. You will read two passages. After each passage, you will answer 10 questions. You will have 35 minutes to read both passages and answer the questions.

Some passages may include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation. Click on NEXT to go to the next question or BACK to return to a previous question

to change answers. A clock on the screen will show how much time you have remaining.

## *Reading 1*

The following reading passage was adapted from *Environmental Science—A Study of Interrelationships*, Eleventh Edition by Elson D. Enger and Bradley F. Smith, McGraw-Hill Companies, 2008.

## *"Symbiotic Relationships"*

P1 ➔ **Symbiosis** is a close, long-lasting physical relationship between two different species. In other words, the two species are usually in physical contact and at least one of them derives some sort of benefit from this contact. There are three different categories of symbiotic relationships: parasitism, commensalism, and mutualism.

P2 **Parasitism** is a relationship in which one organism, known as the parasite, lives in or on another organism, known as the host, from which it derives nourishment. Generally, the parasite is much smaller than the host. Although the host is harmed by the interaction, it is generally not killed immediately by the parasite, and some host individuals may live a long time and be relatively little affected by their parasites. Some parasites are much more destructive than others, however. Newly established parasite-host relationships are likely to be more destructive than those that have a long evolutionary history. With a longstanding interaction between the parasite and the host, the two species generally evolve in such a way that they can accommodate one another. It is not in the parasite's best interest to kill its host. If it does, it must find another. Likewise, the host evolves defenses against the parasite, often reducing the harm done by the parasite to a level the host can tolerate.

P3 ➔ Parasites that live on the surface of their hosts are known as **ectoparasites**. Fleas, lice, and some molds and mildews are examples of ectoparasites. Many other parasites, such as tapeworms, malaria parasites, many kinds of bacteria, and some fungi, are called **endoparasites** because they live inside the bodies of their hosts. A tapeworm lives in the intestines of its host where it is able to resist being digested and makes use of the nutrients in the intestine.

P4 Even plants can be parasites. Mistletoe is a flowering plant that is parasitic on trees. It establishes itself on the surface of a tree when a bird transfers the seed to the tree. It then grows down into the water-conducting tissues of the tree and uses the water and minerals it obtains from these tissues to support its own growth.

P5 **Commensalism** is a relationship between organisms in which one organism benefits while the other is not affected. It is possible to visualize a parasitic relationship evolving into a commensal one. Since parasites generally evolve to do as little harm to their host as possible and the host is combating the negative effects of the parasite, they might eventually evolve to the point where the host is not harmed at all.

P6 Many examples of commensal relationships exist. Many orchids use trees as a surface upon which to grow. The tree is not harmed or helped, but the orchid needs a surface upon which to establish itself and also benefits by being close to the top of the tree, where it can get more sunlight and rain. Some mosses, ferns, and many vines also make use of the surfaces of trees in this way.

P7 In the ocean, many sharks have a smaller fish known as a remora attached to them. Remoras have a <u>sucker</u> on the top of their heads that they can use to attach to the shark. In this way, they can hitchhike a ride as the shark swims along. When the shark feeds, the remora frees itself and obtains small bits of food that the shark misses. Then, the remora reattaches. The shark does not appear to be positively or negatively affected by remoras.

P8 ➔ **Mutualism** is another kind of symbiotic relationship and is actually beneficial to both species involved. In many mutualistic relationships, the relationship is obligatory; the species cannot live without each other. In others, the species can exist separately but are more successful when they are involved in a mutualistic relationship. Some species of Acacia, a thorny tree, provide food in the form of sugar solutions in little structures on their stems. Certain species of ants feed on the solutions and live in the tree, which they will protect from other animals by attacking any animal that begins to feed on the tree. Both organisms benefit; the ants receive food and a place to live, and the tree is protected from animals that would use it as food.

P9 ➔ One soil nutrient that is usually a limiting factor for plant growth is nitrogen. Many kinds of plants, such as legumes, beans, clover, Acacia trees, and Alder trees, have bacteria that live in their roots in little nodules. The roots form these nodules when they are infected with certain kinds of bacteria. The bacteria do not cause disease but provide the plants with nitrogen-containing molecules that the plants can use for growth. The nitrogen-fixing bacteria benefit from the living site and nutrients that the plants provide, and the plants benefit from the nitrogen they receive.

**Glossary**

sucker: an adaptation for sucking nourishment or sticking to a surface
nodules: growths in the form of knots

1. The word categories in the passage is closest in meaning to
   - Ⓐ sources
   - Ⓑ ideas
   - Ⓒ classifications
   - Ⓓ problems

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

Ⓐ comparatively
Ⓑ routinely
Ⓒ adversely
Ⓓ frequently

3. Which of the sentences below best expresses the information in the highlighted statement in the passage? The other choices change the meaning or leave out important information.
   Ⓐ A parasite is less likely to destroy the host when it attaches itself at first.
   Ⓑ Parasites that have lived on a host for a long time have probably done a lot of damage.
   Ⓒ The most destructive phase for a host is when the parasite first invades it.
   Ⓓ The relationship between a parasite and a host will evolve over time.

4. The word tolerate in the passage is closest in meaning to
   Ⓐ permit
   Ⓑ oppose
   Ⓒ profit
   Ⓓ avoid

5. According to paragraph 3, how do ectoparasites survive?
   Ⓐ They live in mold and mildew on their hosts.
   Ⓑ They digest food in the intestines of their hosts.
   Ⓒ They live on the nutrients in their bacterial hosts.
   Ⓓ They inhabit the outside parts of their hosts.

   Paragraph 3 is marked with an arrow [➔].

6. Which of the following is mentioned as an example of a commensal relationship?
   Ⓐ Orchids

Ⓑ Mistletoe
Ⓒ Ants
Ⓓ Fungus

7. In paragraph 8, why does the author use the example of the Acacia tree?
   Ⓐ To demonstrate how ants survive by living in trees
   Ⓑ To explain how two species can benefit from contact
   Ⓒ To show the relationship between plants and animals
   Ⓓ To present a problem that occurs often in nature

   Paragraph 8 is marked with an arrow [➔].

8. According to paragraph 9, how do bacteria affect beans and clover?
   Ⓐ They cause many of the plants to die.
   Ⓑ They limit the growth of young plants.
   Ⓒ They supply nitrogen to the crops.
   Ⓓ They infect the roots with harmful nodules.

   Paragraph 9 is marked with an arrow [➔].

9. In which of the following chapters would this passage most probably appear?
   Ⓐ Environment and Organisms
   Ⓑ Pollution and Policies
   Ⓒ Human Influences on Ecosystems
   Ⓓ Energy Resources

10. **Directions:** An introduction for a short summary of the passage appears below. Complete the summary by selecting the THREE answer choices that mention the most important points in the passage. Some sentences do not belong in the summary because they express ideas that are not included in the passage or are minor points from the passage. ***This question is worth 2 points.***

**Symbiosis is a close, continuing physical relationship between two species.**

- 
- 
- 

**Answer Choices**

A Parasitic species will feed on the host species, causing varying degrees of damage to the host as a result of the relationship.

B Orchids benefit from being near the top of a tree where they can be exposed to more sunlight and rain.

C Nodules in the roots of plants supply nitrogen from bacteria, thereby enriching the soil.

D In commensalism, one species will benefit from the relationship, but the other species is not affected by it.

E Certain species form mutualistic relationships in which both species benefit from the physical contact.

F Evolutionary changes in species may allow them to live in close physical contact with little damage to each other.

## *Reading 2 "Civilization"*

The following reading passage was adapted from *Western Civilization*, Seventh Edition by Jackson J. Spielvogel, Wadsworth, 2009.

P1 Between 4000 and 3000 B.C., significant technological developments began to transform the Neolithic towns. The invention of writing enabled records to be kept, and the use of metals marked a new level of human control over the environment

and its resources. Already before 4000 B.C., craftspeople had discovered that metal-bearing rocks could be heated to liquefy metals, which could then be cast in molds to produce tools and weapons that were more useful than stone instruments. Although copper was the first metal to be utilized in producing tools, after 4000 B.C. craftspeople in western Asia discovered that a combination of copper and tin produced bronze, a much harder and more durable metal than copper. Its widespread use has led historians to call the period the Bronze Age; thereafter, from around 3000 to 1200 B.C., bronze was increasingly replaced by iron.

P2 ➔ At first, Neolithic settlements were hardly more than villages. But as their inhabitants mastered the art of farming, more complex human societies emerged. As wealth increased, these societies began to develop armies and to build walled cities. By the beginning of the Bronze Age, the concentration of larger numbers of people in the river valleys of Southwest Asia and Egypt was leading to a whole new pattern for human life.

P3 ➔ As we have seen, early human beings formed small groups that developed a simple culture that enabled them to survive. As human societies grew and developed greater complexity, a new form of human existence—called civilization—came into being. A civilization is a complex culture in which large numbers of human beings share a number of common elements. Historians have identified a number of basic characteristics of civilization, most of which are evident in the Southwest Asian and Egyptian civilizations. These include (1) an urban focus: cities became the centers of political, economic, social, cultural, and religious development; (2) a distinct religious structure: the gods were deemed crucial to the community's success, and professional priestly classes, as stewards of the gods' property, regulated relations with the gods; (3) new political and military structures: an organized government bureaucracy arose to meet the administrative demands of the growing population while armies

were organized to gain land and power and for defense; (4) a new social structure based on economic power: while kings and an upper class of priests, political leaders, and warriors dominated, there also existed large groups of free people (farmers, artisans, craftspeople) and at the very bottom, socially, a class of slaves; (5) the development of writing: kings, priests, merchants, and artisans used writing to keep records; and (6) new forms of significant artistic and intellectual activity: monumental architectural structures, usually religious, occupied a prominent place in urban environments.

P4 Why early civilizations developed remains difficult to explain. [A] Since civilizations developed independently in India, China, Mesopotamia, and Egypt, can general causes be identified that would explain why all of these civilizations emerged? [B] A number of possible explanations of the beginning of civilization have been suggested. A theory of challenge and response maintains that challenges forced human beings to make efforts that resulted in the rise of civilization. Some scholars have adhered to a material explanation. [C] Material forces, such as the growth of food surpluses, made possible the specialization of labor and development of large communities with bureaucratic organization. [D] But the area of the Fertile Crescent, in which civilization emerged in Southwest Asia, was not naturally conducive to agriculture. Abundant food could be produced only with a massive human effort to carefully manage the water, an effort that created the need for organization and bureaucratic control and led to civilized cities. Some historians have argued that nonmaterial forces, primarily religious, provided the sense of unity and purpose that made such organized activities possible. Finally, some scholars doubt that we are capable of ever discovering the actual causes of early civilization.

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

Ⓐ frequently

Ⓑ likely
Ⓒ barely
Ⓓ obviously

12. Why does the author mention “Neolithic settlements” in paragraph 2?
Ⓐ To give an example of a civilization
Ⓑ To explain the invention of writing systems
Ⓒ To argue that they should be classified as villages
Ⓓ To contrast them with the civilizations that evolved

Paragraph 2 is marked with an arrow [➔].

13. Which of the following is the best definition of a “civilization”?
Ⓐ Neolithic towns and cities
Ⓑ Types of complex cultures
Ⓒ An agricultural community
Ⓓ Large population centers

14. Which of the sentences below best expresses the information in the highlighted statement in the passage? The other choices change the meaning or leave out important information.
Ⓐ Southwest Asian and Egyptian civilizations exhibit the majority of the characteristics identified by historians.
Ⓑ The characteristics that historians have identified are not found in the Egyptian and Southwest Asian cultures.
Ⓒ Civilizations in Southwest Asia and Egypt were identified by historians who were studying the characteristics of early cultures.
Ⓓ The identification of most historical civilizations includes either Egypt or Southwest Asia on the list.

15. The word crucial in the passage is closest in meaning to
Ⓐ fundamental
Ⓑ arbitrary

Ⓒ disruptive
Ⓓ suitable

16. According to paragraph 3, how was the class system structured?
Ⓐ An upper class and a lower class
Ⓑ Slaves, free people, and a ruling class
Ⓒ A king, an army, and slaves
Ⓓ Intellectuals and uneducated farmers and workers

Paragraph 3 is marked with an arrow [➔].

17. The word prominent in the passage is closest in meaning to
Ⓐ weak
Ⓑ important
Ⓒ small
Ⓓ new

18. Look at the four squares [■] that show where the following sentence could be inserted in the passage.

**Some historians believe they can be established.**

Where could the sentence best be added?

Click on a square [■] to insert the sentence in the passage.

19. All of the following are cited as reasons why civilizations developed EXCEPT
Ⓐ religious practices unified the population
Ⓑ the management of water required organization
Ⓒ a major climate change made living in groups necessary
Ⓓ extra food resulted in the expansion of population centers

20. **Directions:** An introduction for a short summary of the passage appears below. Complete the summary by selecting the THREE

answer choices that mention the most important points in the passage. Some sentences do not belong in the summary because they express ideas that are not included in the passage or they are minor points from the passage. ***This question is worth 2 points.***

**Certain qualities appear to define a civilization.**

- 
- 
- 

**Answer Choices**

A Free citizens who work in professions for pay

B Bureaucracies for the government and armies

C Libraries to house art and written records

D A strategic location near rivers or the sea

E Organized religion, writing, and art

F A densely populated group with a class structure

# LISTENING SECTION

## Track 56 Model Test 3, Listening Section

The Listening Section tests your ability to understand conversations and lectures that are typical of academic interactions on a college campus. You will hear two conversations and three lectures and will answer 5–6 questions after each one. You will hear each conversation or lecture only

one time. Answer the questions based on what is stated or implied by the speakers. You may take notes while you listen and use them to answer the questions, but notes will not be graded.

You must answer each question before you can continue and you cannot return to previous questions. To complete all of the questions, you should try to answer two questions in about one minute. A clock will indicate how much time is remaining. The clock will operate only while you are answering questions, not while you are listening.

## *Listening 1 "Professor's Office"*

1. Why does the student go to see his professor?
   - Ⓐ To prepare for a field trip to a gold mine
   - Ⓑ To clarify some points in his notes
   - Ⓒ To see what he missed when he was absent
   - Ⓓ To ask about a question on the last test

2. According to the professor, what is an *aquifer*?
   - Ⓐ An underground cave filled with water
   - Ⓑ Groundwater that forms a lake
   - Ⓒ Layers of sediment that trap water
   - Ⓓ Water pumped out from under rocks

3. How are porosity and permeability related?
   - Ⓐ Highly porous sediment is usually also highly permeable.
   - Ⓑ Clay is a material with low porosity and permeability.
   - Ⓒ No generalities may be made about porosity and permeability.
   - Ⓓ Space between layers is a measure of porosity and permeability.

4. Why does the professor say this: 🎧

Ⓐ She does not have a very good answer.
Ⓑ The terms have changed recently.
Ⓒ The student's statement is true in part.
Ⓓ She is impatient with the student.

5. Why does the professor mention "gold mining"?
Ⓐ To compare the value of water with that of gold
Ⓑ To demonstrate that water is a nonrenewable resource
Ⓒ To explain where fossil water is usually found
Ⓓ To contrast mines with man-made water reservoirs

## *Listening 2 "Sociology Class"*

6. What is the main topic of the lecture?
   - Ⓐ The problems inherent in group decisions
   - Ⓑ Ways that individuals become popular in groups
   - Ⓒ The influence of groups on individual behavior
   - Ⓓ The differences in social influence across cultures

7. According to the professor, what two results were reported in the Asch and Abrams studies?

   Click on 2 answer choices.

   - [A] A larger group exerts significantly more pressure than a smaller group.
   - [B] Subjects conformed to group opinion in more than one-third of the trials.
   - [C] When the subject knows the group socially, there is greater pressure to conform.
   - [D] A majority opinion has as much influence as a unanimous opinion.

8. Why does the professor say this: 🎧
   - Ⓐ She regretted the result of the experiment.
   - Ⓑ She knew that the students would not like the information.
   - Ⓒ She needed to correct what she had said in a previous statement.
   - Ⓓ She neglected to mention important facts.

9. What generally happens after a group makes a decision?
   - Ⓐ Some group members regret their decision.
   - Ⓑ At least one group member presents a new idea.
   - Ⓒ As a whole, the group is even more united in its judgment.
   - Ⓓ The popular group members compete for leadership.

10. Based on information in the lecture, indicate whether the statements describe the Asch study.

    **Online Directions:** For each sentence, click in the Yes or No column.

    **Answer Sheet Directions:** For each sentence that describes the Asch study, mark the letter on your answer sheet.

11. What is the professor's attitude about the studies on social influence?
    - Ⓐ She seems surprised by the results.
    - Ⓑ She appears to be very interested in them.
    - Ⓒ She needs more information about them.
    - Ⓓ She doubts that there is practical application.

## *Listening 3 "Art History Class"*

12. What is the discussion mainly about?
    - Ⓐ Catherine de Medici's entertainment
    - Ⓑ The figures for court dancing
    - Ⓒ The development of the ballet
    - Ⓓ The relationship between dance and meals

13. Why does the professor say this: 🎧
    - Ⓐ To end his explanation and begin the lecture
    - Ⓑ To apologize to the students about their tests
    - Ⓒ To comment about the students' grades
    - Ⓓ To regain the attention of the class

14. According to the professor, what does the term *balletti* mean?
    - Ⓐ A dramatic story
    - Ⓑ A parade of horses
    - Ⓒ A dance done in figures
    - Ⓓ An outdoor entertainment

15. How did the early choreographers accommodate the abilities of amateur performers?
    - Ⓐ The steps were quite simple.
    - Ⓑ The same performance was repeated.
    - Ⓒ Practice sessions were lengthy.
    - Ⓓ The dance was seen from a distance.

16. Why does the professor mention that he checked several references about the length of *Queen Louise's Ballet*?
    - Ⓐ He was very interested in the ballet.
    - Ⓑ He did not know much about it.
    - Ⓒ He wasn't sure that it was accurate.
    - Ⓓ He wanted to impress the class.

17. What can be inferred about the professor?
    - Ⓐ He is not very polite to his class.
    - Ⓑ He encourages the students to participate.
    - Ⓒ He is not very interested in the topic.
    - Ⓓ He is probably a good dancer.

## ***Listening 4 "Admissions Office"***

18. Why does the student go to the admissions office?
    - Ⓐ He is applying for financial aid.

Ⓑ He is requesting an official transcript.
Ⓒ He is transferring to another college.
Ⓓ He is trying to enroll in classes.

19. What is missing from the student's file?
Ⓐ A financial aid application
Ⓑ A transcript from County Community College
Ⓒ Grades from Regional College
Ⓓ An official copy of the application

20. Why does the woman say this: 🎧
Ⓐ She is asking the man to finish explaining the situation.
Ⓑ She is confirming that she understands the problem.
Ⓒ She is expressing impatience with the man's explanation.
Ⓓ She is trying to comprehend a difficult question.

21. What does the woman suggest that the man do?
Ⓐ Make a copy of his transcripts for his personal file
Ⓑ Complete all of the admissions forms as soon as possible
Ⓒ Change his provisional status to regular status before registering
Ⓓ Continue to request an official transcript from County Community College

22. What will the student most probably do now?
Ⓐ Return later in the day to see the woman in the admissions office
Ⓑ Go to the office for transfer students to be assigned an advisor
Ⓒ Enter information in the computer to complete the application process
Ⓓ See the woman's superior to get a provisional admission to State University

## *Listening 5 "Geology Class"*

23. What is the lecture mainly about?

Ⓐ The process of photosynthesis
Ⓑ The major types of oil traps
Ⓒ A method for collecting gas
Ⓓ A comparison of gas and oil

24. Why does the professor begin by talking about the process that transforms organic material into oil and gas?

Ⓐ He is introducing the main topic by providing background information.
Ⓑ He is not very organized, and he digresses a lot in the lecture.
Ⓒ He wants the class to understand why hydrocarbons remain on the surface.
Ⓓ He has to define a large number of terms before proceeding.

25. Why does the professor say this: 🎧

Ⓐ He wants the class to participate more.
Ⓑ He thinks that the reason is not logical.
Ⓒ He wants all of the students to reply.
Ⓓ He plans to answer the question.

26. Select the diagram of the anticline trap that was described in the lecture.

Click on the correct diagram.

27. Identify the nonporous rock in the diagram.

Click on the correct letter.

28. According to the professor, what do geologists look for when they are trying to locate a salt dome?

Ⓐ A bulge in an otherwise flat area
Ⓑ Underground rocks shaped like an arch
Ⓒ Salt on the surface of a large area
Ⓓ A deep crack in the Earth

# SPEAKING SECTION

## Model Test 3, Speaking Section

The Speaking Section tests your ability to speak in English in an academic setting. There are four questions. Question 1 is about a familiar topic. Questions 2 and 3 include both a reading passage and either a conversation or a lecture on the same topic. The questions ask you to include information from both the reading and the listening passages in your answers. Question 4 is a lecture that you are asked to summarize. You may take notes as you listen, but notes will not be graded.

You will have 15–30 seconds to prepare for each question and 45–60 seconds to speak. You will have about 16 minutes to complete the Speaking

Section. A clock on the screen will show how much time is remaining for each question.

You will be evaluated on your ability to speak clearly and to be understood and on your ability to communicate information accurately. Use your own words. Memorized responses will result in a lower score.

## *Independent Speaking Question 1 "Climate"*

Listen for a question that asks your opinion about a familiar topic.

**Question**

Some people enjoy living in a location that has a warm climate all year. Other people like to live in a place where the seasons change. Which type of climate do you prefer, and why? Use specific reasons and examples to support your opinion.

Preparation Time: 15 seconds
Recording Time: 45 seconds

## *Integrated Speaking Question 2 "Withdrawal from Classes"*

Read a short passage and listen to a talk on the same topic.

Reading Time: 50 seconds

Withdrawal from Classes

In order to qualify for a refund of 100 percent at any time during the semester, you must first establish eligibility. Serious illness or injury must be verified by a written statement signed by a doctor or a psychologist. The death of a family member must be verified by a

death certificate. Military duty must be verified by a copy of the orders. Students who wish to withdraw without submitting official documentation may do so before the end of the drop-add period without penalty. After the end of the second week of classes, students may petition for a 90 percent reimbursement. After the end of the fourth week, students are eligible for a 50 percent refund.

Now listen to the students discuss the policy with each other.

**Question**

The student expresses her opinion of the policy for reimbursement. Report her opinion, and explain the reasons that she gives for having that opinion.

Preparation Time: 30 seconds

Recording Time: 60 seconds

## *Integrated Speaking Question 3 "Ballads"*

Read a short passage, and then listen to part of a lecture on the same topic.

Reading Time: 50 seconds

Ballads

A *ballad* is a poem that tells a story and is sung to music. Usually the story is of unknown origin, and a number of versions may be found for one song, a characteristic that stems from the oral tradition. As the song is passed on from one singer to another, a word is changed or a slight alteration is made in the tune. In short, ballads represent a living tradition that evolves as the song is performed and passed to the next musician. A collection of ballads has been preserved in written form in

*English and Scottish Popular Ballads* by Francis James Child, and many ballads are still referred to by their "Child number."

Now listen to part of a lecture in a music appreciation class. The professor is talking about the ballad of "Barbara Allen."

**Question**

Explain how the example in the lecture illustrates the definition of a *ballad*.

Preparation Time: 30 seconds

Recording Time: 60 seconds

### *Integrated Speaking Question 4 "Ultrasound"*

Now listen to part of a lecture in a general science class. The professor is discussing the way that ultrasound works.

**Question**

Using the main points and examples from the lecture, describe the kind of information that ultrasound can provide and then explain the way that ultrasound is used in medical diagnosis.

Preparation Time: 20 seconds

Recording Time: 60 seconds

# WRITING SECTION

The Writing Section tests your ability to write academic English. There are two writing tasks.

## Integrated Writing Question

First you will have 3 minutes to read a passage about an academic topic and then you will listen to a lecture about the same topic. You may take notes and use them to organize your essay, but notes will not be graded. After the lecture, you will have 20 minutes to write a summary of the lecture and to explain how it relates to the reading passage. While you write, you will see the reading passage again. Be sure to use information from both the lecture and the reading passage in your response.

Your writing will be evaluated for organization, vocabulary, grammar, and a complete answer to the question. Typically, a good response will require that you write 150–225 words.

## Academic Discussion Question

You will have 10 minutes to read a question posted by a professor and two responses by students in the class and then to write a response that contributes, and adds, to the discussion.

Your response will be evaluated for staying on topic, making clear explanations, using precise vocabulary and a variety of grammatical structures. Typically, a good response will require that you write at least 100 words.

### *Integrated Essay "Emperor Penguins"*

You have 20 minutes to plan, write, and revise your response to a reading passage and a lecture on the same topic. First, read the passage and take notes. Then, listen to the lecture and take notes. Finally, write your response

to the writing question. Typically, a good response will require that you write 150–225 words.

**Reading Passage**

Time: 3 minutes

Emperor penguins are not only the largest species of penguin in the world but also one of the most unique. They are very social, living in colonies that can include hundreds of thousands of individuals. Nevertheless, emperor penguins are monogamous. Having selected a mate, emperor penguins remain faithful to each other for life, using vocal calls to find one another when they return to their breeding site on the compacted ice of the Antarctic continent. It is believed that different frequencies alert mates to the sound of their partner's call.

Another interesting aspect of emperor penguins is that they return to the same site, called a rookery, to nest each year. Although their path to the rookery is different every year due to the shifting sea ice, in general, the penguins continue to use the rookery where they were hatched. Their loyalty to a particular breeding ground results in increasingly larger penguin colonies, some with more than a million birds. Males tend to arrive first to reestablish and defend their preferred nesting sites, and females return a day or so later.

Emperor penguins are not considered endangered and are not currently protected under international law. In fact, in areas where reliable population counts have been conducted, the evidence suggests that populations are stable. However, due to harsh environmental conditions, some colonies have not been monitored on a consistent basis. Estimates of population sizes are at about 240,000 breeding pairs. Taking into consideration the nonbreeding birds as well, the total

translates into about 600,000 adult birds. Emperor chicks that reach adulthood can survive for 20 years.

## Model Test 3, Writing Section

Now listen to a lecture on the same topic as the passage that you have just read.

**Question**
Summarize the main points in the lecture, and then explain how they cast doubt on the ideas in the reading passage.

## *Academic Discussion: "Standardized Testing"*

**Directions:**

The professor is teaching a class on education. Respond to the post with the professor's question in it and the posts by two other students. You should express and support your opinion and add new information to the discussion. You will have 10 minutes to read the question and the student responses and to write your own response. Your response should be at least 100 words in length.

**Dr. Martin**

In the next few sessions, we are going to be looking at the role of standardized testing in education, but first, before we meet in class, let's find out what you think about this. Here's today's question for the discussion board:

Do you think standardized testing is the best way to determine academic ability, especially when deciding which students will be admitted to a university? Why or why not?

**Pete**

I think standardized testing is necessary in education, especially in admissions decisions. In order to compare students, using a single measure is better than trying to use a large number of different tests and other ways to evaluate academic ability and the potential for success. Using the same standard is fair, and even if it's not perfect, it does provide a way to provide comparative data for a large number of students.

**Joan**

I see many disadvantages to relying on standardized tests. For one thing, many very talented students simply don't respond well to tests and their abilities aren't accurately measured by their scores. At least some of the questions on these tests may put certain groups of students at a disadvantage. So, I think it would be more useful to consider references, past academic experience, and other measures instead.

# MODEL TEST 3

# ANSWER KEYS

Use the following Answer Keys to check your scores on the Reading and Listening Sections of Model Test 3.

# Reading Section

## *Reading 1*

1. C
2. A
3. C
4. A
5. D
6. A
7. B
8. C
9. A
10. A D E

## *Reading 2*

11. C
12. D
13. B
14. A
15. A
16. B
17. B
18. B

19. C
20. B E F

## Listening Section

1. B
2. C
3. A
4. C
5. B
6. C
7. B C
8. C
9. C
10. A C: Yes
11. B
12. C
13. A
14. C
15. A
16. C
17. B
18. D

19. B
20. B
21. D
22. B
23. B
24. A
25. D
26. B
27. B
28. A

## EXPLANATORY AND EXAMPLE ANSWERS, MODEL TEST 3

Go to the Online Learning Hub to study detailed Explanatory Answers for the Reading and Listening Sections, and Outlines, Example Answers for the Speaking Section **(Track 59)**, and Example Answers and Checklists for the Speaking and Writing Sections of Model Test 3.

# MODEL TEST 4

## TOEFL iBT® PAPER EDITION

## SECTION 1 READING

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓐ Ⓑ Ⓒ Ⓓ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓐ Ⓑ Ⓒ Ⓓ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓐ Ⓑ Ⓒ Ⓓ
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓐ Ⓑ Ⓒ Ⓓ
9. Ⓐ Ⓑ Ⓒ Ⓓ
10. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ
11. Ⓐ Ⓑ Ⓒ Ⓓ
12. Ⓐ Ⓑ Ⓒ Ⓓ
13. Ⓐ Ⓑ Ⓒ Ⓓ
14. Ⓐ Ⓑ Ⓒ Ⓓ
15. Ⓐ Ⓑ Ⓒ Ⓓ
16. Ⓐ Ⓑ Ⓒ Ⓓ
17. Ⓐ Ⓑ Ⓒ Ⓓ
18. Ⓐ Ⓑ Ⓒ Ⓓ

**19.** Ⓐ Ⓑ Ⓒ Ⓓ

**20.** Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ

## SECTION 2 LISTENING

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓐ Ⓑ Ⓒ Ⓓ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓐ Ⓑ Ⓒ Ⓓ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓐ Ⓑ Ⓒ Ⓓ
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓐ Ⓑ Ⓒ Ⓓ
9. Ⓐ Ⓑ Ⓒ Ⓓ
10. Ⓐ Ⓑ Ⓒ Ⓓ
11. Ⓐ Ⓑ Ⓒ Ⓓ
12. Ⓐ Ⓑ Ⓒ Ⓓ
13. Ⓐ Ⓑ Ⓒ Ⓓ
14. Ⓐ Ⓑ Ⓒ Ⓓ
15. Ⓐ Ⓑ Ⓒ Ⓓ
16. Ⓐ Ⓑ Ⓒ Ⓓ
17. Ⓐ Ⓑ Ⓒ Ⓓ
18. Ⓐ Ⓑ Ⓒ Ⓓ

**19**. Ⓐ Ⓑ Ⓒ Ⓓ

**20**. Ⓐ Ⓑ Ⓒ Ⓓ

**21**. Ⓐ Ⓑ Ⓒ Ⓓ

**22**. Ⓐ Ⓑ Ⓒ Ⓓ

**23**. Ⓐ Ⓑ Ⓒ Ⓓ

**24**. Ⓐ Ⓑ Ⓒ Ⓓ

**25**. Ⓐ Ⓑ Ⓒ Ⓓ

**26**. Ⓐ Ⓑ Ⓒ Ⓓ

**27**. Ⓐ Ⓑ Ⓒ Ⓓ

**28**. Ⓐ Ⓑ Ⓒ Ⓓ

# MODEL TEST 4: PROGRESS TEST

## READING SECTION

The Reading Section tests your ability to understand reading passages like those in college textbooks. You will read two passages. After each passage, you will answer 10 questions. You will have 35 minutes to read both passages and answer the questions.

Some passages may include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation. Click on NEXT to go to the next question or BACK to return to a previous question

to change answers. A clock on the screen will show how much time you have remaining.

## *Reading 1*

The following reading passage was adapted from *Sociology*, Fifth Edition by Margaret L. Andersen and Howard F. Taylor, Wadsworth, 2009.

## *"Layers of Social Class"*

P1 Taken together, income, occupation, and education are good measures of people's social standing. Using a layered model of stratification, most sociologists describe the class system in the United States as divided into several classes: upper, upper middle, middle, lower middle, and lower class. The different classes are arrayed along a continuum with those with the most money, education, and prestige at the top and those with the least at the bottom.

P2 In the United States, the *upper class* owns the major share of corporate and personal wealth; it includes those who have held wealth for generations as well as those who have recently become rich. Only a very small proportion of people actually constitute the upper class, but they control vast amounts of wealth and power in the United States. Those in this class exercise enormous control throughout society. Some wealthy individuals can wield as much power as entire nations.

P3 ➔ Despite social myths to the contrary, the best predictor of future wealth is the family into which you are born. Each year, the business magazine *Forbes* publishes a list of the 400 wealthiest families and individuals in the country. Of all the wealth represented on the *Forbes 400* list, most is inherited, although, since the 1990s, there has been some increase in the number of people on the list with self-created wealth. Those in the upper class

with newly acquired wealth are known as the *nouveau riche*. Luxury vehicles, high-priced real estate, and exclusive vacations may mark the lifestyle of the newly rich. However, although they may have vast amounts of money, they are often not accepted into "old rich" circles.

P4 ➔ The *upper middle class* includes those with high incomes and high social prestige. They tend to be well-educated professionals or business executives. Their earnings can be quite high indeed—successful business executives can earn millions of dollars a year. It is difficult to estimate exactly how many people fall into this group because of the difficulty of drawing lines between the upper, upper middle, and middle classes. Indeed, the upper middle class is often thought of as "middle class" because their lifestyle sets the standard to which many aspire, but this lifestyle is actually unattainable by most.

P5 ➔ The *middle class* is hard to define, in part because being "middle class" is more than just economic position. A very large portion of Americans identify themselves as middle class even though they vary widely in lifestyle and in resources at their disposal. But the idea that the United States is an open-class system leads many to think that the majority have a middle-class lifestyle; thus, the middle class becomes the ubiquitous norm even though many who call themselves middle class have a tenuous hold on this class position.

P6 The *lower middle class* includes workers in the skilled trades and low-income bureaucratic workers, many of whom may actually define themselves as middle class. Also known as the working class, this class includes blue-collar workers (those in skilled trades who do manual labor) and many service workers, such as secretaries, hair stylists, food servers, police, and firefighters. Medium to low income, education, and occupational prestige define the lower middle class relative to the class groups above it. The term *lower* in this class designation refers to the relative

position of the group in the stratification system, but it has a pejorative sound to many people, especially to people who are members of this class, many of whom think of themselves as middle class.

P7 ➔ The *lower class* is composed primarily of the displaced and poor. People in this class have little formal education and are often unemployed or working in minimum-wage jobs. People of color and women make up a disproportionate part of this class. The working poor include those who work at least 27 hours a week but whose wages fall below the federal poverty level. Six percent of all working people now live below the poverty line. The concept of the *underclass* has been added to the lower class. The underclass includes those who are likely to be permanently unemployed and without means of economic support. Rejected from the economic system, those in the underclass may become dependent on public assistance or illegal activities.

1. The word constitute in the passage is closest in meaning to
   - Ⓐ explain
   - Ⓑ reject
   - Ⓒ form
   - Ⓓ modify

2. Which of the sentences below best expresses the information in the highlighted statement in the passage? The other choices change the meaning or leave out important information.
   - Ⓐ Although it is not generally accepted, your family provides the best prediction of your future wealth.
   - Ⓑ You can achieve great future wealth in spite of the family in which you may have been born.
   - Ⓒ It is not true that your family will restrict the acquisition of your future wealth and level of social status.
   - Ⓓ Social myths are contrary to the facts about the future wealth and social status of your family.

3. Why does the author mention the *Forbes 400* in paragraph 3?
   - Ⓐ To explain the meaning of the listing that appears every year
   - Ⓑ To support the statement that most wealthy people inherit their money
   - Ⓒ To cast doubt on the claim that family income predicts individual wealth
   - Ⓓ To give examples of successful people who have modest family connections

   Paragraph 3 is marked with an arrow [➔].

4. The word exclusive in the passage is closest in meaning to
   - Ⓐ long
   - Ⓑ expensive
   - Ⓒ frequent
   - Ⓓ relaxing

5. In paragraph 4, the author states that business and professional people with educational advantages are most often members of which class?
   - Ⓐ Lower middle class
   - Ⓑ Upper middle class
   - Ⓒ *Nouveau riche*
   - Ⓓ Upper class

   Paragraph 4 is marked with an arrow [➔].

6. According to paragraph 5, why do most people identify themselves as middle class in the United States?
   - Ⓐ They have about the same lifestyle as everyone else in the country.
   - Ⓑ They prefer not to admit that there are class distinctions in the United States.
   - Ⓒ They don’t really know how to define their status because it is unclear.

Ⓓ They identify themselves with the majority who have normal lifestyles.

Paragraph 5 is marked with an arrow [➔].

7. What is true about the working class in the United States?
   - Ⓐ They are often not able to find entry-level jobs.
   - Ⓑ They work in jobs that pay minimum wage.
   - Ⓒ They are service workers and manual laborers.
   - Ⓓ They are considered lower class.

8. The word primarily in the passage is closest in meaning to
   - Ⓐ mostly
   - Ⓑ somewhat
   - Ⓒ finally
   - Ⓓ always

9. According to paragraph 7, why has the underclass emerged?
   - Ⓐ The new term was necessary because the lower class enjoyed a higher lifestyle than it had previously.
   - Ⓑ The increase in crime has supported a new class of people who live by engaging in illegal activities.
   - Ⓒ Changes in the economy have caused an entire class of people to survive by welfare or crime.
   - Ⓓ Minimum-wage jobs no longer support a class of people at a standard level in the economic system.

Paragraph 7 is marked with an arrow [➔].

10. **Directions:** An introduction for a short summary of the passage appears below. Complete the summary by selecting the THREE answer choices that mention the most important points in the passage. Some sentences do not belong in the summary because they express

ideas that are not included in the passage or are minor points from the passage. ***This question is worth 2 points.***

**The levels of education, the acquisition of wealth, and occupational prestige determine social status in the United States.**

•

•

•

## Answer Choices

A People who have made their money more recently tend not to be accepted by those who have inherited their wealth from family holdings.

B The lower class includes working people with low incomes and a new underclass of people who are dependent on welfare or engage in crime.

C The upper class tends to acquire wealth through inheritance, whereas the upper middle class has a high income that they earn in their professions.

D Although the lifestyle of the upper middle class is the goal for the majority, it is difficult for many people to maintain this standard of living.

E Most people identify themselves as middle class, including blue-collar workers and service workers as well as bureaucratic employees.

F It is still possible to move from one social class to another in the United States by working your way up the ladder in a corporate environment.

## *Reading 2*

The following reading passage was adapted from *Biology*, Eighth Edition by Neil A. Campbell, et al., Pearson Education, Inc., 2008.

## *"The Evolution of Birds"*

### The Origin of Birds

P1 Analysis of birds and of reptilian fossils indicate that birds belong to the group called *therapods*. Several species of dinosaurs closely related to birds had feathers with vanes, and a wider range of species had filamentous feathers. Such findings imply that feathers evolved long before powered flight. Among the possible functions of these early feathers were insulation, camouflage, and courtship display.

### Derived Characteristics of Birds

P2 ➔ Many of the characteristics of birds are adaptations that facilitate flight, including weight-saving modifications that make flying more efficient. For example, birds lack a urinary bladder, and the females of most species have only one ovary. Living birds are also toothless, an adaptation that trims the weight of the head.

P3 A bird's most obvious adaptations for flight are its wings and feathers. Feathers are made of the protein B-keratin, which is also found in the scales of other reptiles. The shape and arrangement of the feathers form the wings into airfoils, and they illustrate some of the same principles of aerodynamics as the wings of an airplane. Power for flapping the wings comes from contractions of large pectoral (breast) muscles anchored to a keel on the sternum (breastbone). Some birds, such as eagles and hawks, have wings adapted for soaring on air currents and flap their wings only occasionally; other birds, including hummingbirds, must flap their

wings continuously to stay aloft. Among the fastest birds are the appropriately named swifts, which can fly up to 170 km/hr.

P4 [A] Flight provides numerous benefits. [B] It enhances hunting and scavenging; many birds consume flying insects, an abundant, highly nutritious food resource. [C] Flight also provides ready escape from earthbound predators and enables some birds to migrate great distances to exploit different food resources and seasonal breeding areas. [D]

P5 ➔ Flying requires a great expenditure of energy from an active metabolism. Birds are endothermic; they use their own metabolic heat to maintain a high, constant body temperature. Feathers, and in some species layers of fat, provide insulation that enables birds to retain their body heat. The lungs have tiny tubes leading to and from elastic air sacs that improve airflow and oxygen uptake. This efficient respiratory system with a four-chambered heart keeps tissues well supplied with oxygen and nutrients, supporting a high rate of metabolism.

P6 Flight also requires both acute vision and fine muscle control. Birds have excellent eyesight. The visual and motor areas of the brain are well developed, and the brain is proportionately larger than those of amphibians and nonbird reptiles. Birds generally display very complex behaviors, particularly during breeding season, when they engage in elaborate courtship rituals.

P7 How did flight evolve in the therapods? In one scenario, feathers may have enabled the small, running dinosaurs chasing prey or escaping predators to gain extra lift as they jumped up into the air. Or, small dinosaurs could have gained traction as they ran up hills by flapping their feathered forelimbs—a behavior seen in birds today. In a third scenario, some dinosaurs could have climbed trees and glided, aided by feathers. Whether birds took to the air from the ground up or from the trees down, an essential question being studied by scientists ranging from paleontologists to engineers is how their efficient flight stroke evolved.

P8 ➔ By 150 million years ago, feathered therapods had evolved into birds. *Archaeopteryx*, which was discovered in a German limestone quarry in 1861, remains the earliest known bird. It had feathered wings but retained ancestral characteristics such as teeth, clawed digits in its wings, and a long tail. *Archaeopteryx* flew well at high speeds, but unlike a present-day bird, it could not take off from a standing position. Fossils of later birds from the Cretaceous show a gradual loss of certain ancestral dinosaur features, such as teeth and clawed forelimbs, as well as the acquisition of innovations found in extant birds, including a short tail covered by a fan of feathers.

**Glossary**

Cretaceous: a time period, 144–65 million years ago

11. Which of the sentences below best expresses the information in the highlighted statement in the passage? The other choices change the meaning or leave out important information.

Ⓐ Results of investigations indicate that birds probably flew before they had feathers.

Ⓑ Analysis suggests that birds did not fly immediately after they had developed feathers.

Ⓒ The time frame for the evolution of feathers is not clear from the studies cited.

Ⓓ According to researchers, birds developed feathers in order to achieve flight.

12. According to paragraph 2, how did birds adapt to achieve efficient flight?

Ⓐ They developed new, lighter organs.

Ⓑ Their muscles became smaller over time.

Ⓒ Most of their weight was distributed in their heads.

Ⓓ Heavy teeth disappeared during evolution.

Paragraph 2 is marked with an arrow [➔].

13. The word principles in the passage is closest in meaning to
    - Ⓐ criticism
    - Ⓑ examples
    - Ⓒ topics
    - Ⓓ rules

14. Look at the four squares [■] that show where the following sentence could be inserted in the passage.

    **Furthermore, migration allows birds to avoid climates that are too hot or too cold during certain seasons.**

    Where could the sentence best be added?

    Click on a square [■] to insert the sentence in the passage.

15. The word elaborate in the passage is *opposite* in meaning to
    - Ⓐ simple
    - Ⓑ quiet
    - Ⓒ sad
    - Ⓓ short

16. The word essential in the passage is closest in meaning to
    - Ⓐ very clear
    - Ⓑ very important
    - Ⓒ very difficult
    - Ⓓ very new

17. According to paragraph 8, what can be inferred about *Archaeopteryx*?
    - Ⓐ A feathered fantail was prominent.
    - Ⓑ Liftoff was achieved by running or gliding.
    - Ⓒ Teeth had been replaced by a beak.

Ⓓ The habitat extended throughout Europe.

Paragraph 8 is marked with an arrow [➔].

18. According to the passage, how did therapods develop flight?
    Ⓐ Engineers believe that they flapped their wings to gain lift.
    Ⓑ Scientists have proposed several different possibilities for flight.
    Ⓒ Paleontologists think that they glided down from high trees.
    Ⓓ Researchers confirm that flight began with running and jumping.

19. All of the following are mentioned as adaptations to the bird's anatomy to accommodate flight EXCEPT
    Ⓐ the arrangement of feathers
    Ⓑ a high metabolic rate
    Ⓒ very sharp eyes
    Ⓓ small legs and feet

20. **Directions:** An introduction for a short summary of the passage appears below. Complete the summary by selecting the THREE answer choices that mention the most important points in the passage. Some sentences do not belong in the summary because they express ideas that are not included in the passage or are minor points from the passage. ***This question is worth 2 points.***

    **Birds evolved 150 million years ago.**

    •
    •
    •

**Answer Choices**

[A] Birds and reptiles are most probably related.

[B] Feathers are among the most unusual evolutionary changes.

- [C] Many structural adaptations were required for birds to fly.
- [D] Therapods are relatively small, meat-eating dinosaurs.
- [E] There are a number of advantages for creatures that fly.
- [F] Migration patterns are typical of many species of birds.

# LISTENING SECTION

## Model Test 4, Listening Section

The Listening Section tests your ability to understand conversations and lectures that are typical of academic interactions on a college campus. You will hear two conversations and three lectures and will answer five or six questions after each one. You will hear each conversation or lecture only one time. Answer the questions based on what is stated or implied by the speakers. You may take notes while you listen and use them to answer the questions, but notes will not be graded.

You must answer each question before you can continue, and you cannot return to previous questions. To complete all of the questions, you should try to answer two questions in about 1 minute. A clock will indicate how much time is remaining. The clock will operate only while you are answering questions, not while you are listening.

### *Listening 1 "Professor's Office"*

1. Why does the man go to see his professor?
   - Ⓐ To take a makeup test for a class that he missed
   - Ⓑ To explain why he has been absent from class

Ⓒ To turn in an extra credit project to the professor
Ⓓ To ask the professor how to bring up his grade

2. Why did Ernie get a low grade on the last test?
   Ⓐ He does not understand the material.
   Ⓑ He is not a very good student.
   Ⓒ He did not have time to finish it.
   Ⓓ He was in a hurry to leave the class.

3. What do we know about the test?
   Ⓐ There were 100 questions on it.
   Ⓑ It was worth 25 percent of the final grade.
   Ⓒ The test was an extra credit assignment.
   Ⓓ The questions were very difficult.

4. Why does the professor say this: 🎧
   Ⓐ Because she doesn't understand what the man wants her to do
   Ⓑ Because she has finished the discussion about the man's problem
   Ⓒ Because she wants the man to be more specific about his plan
   Ⓓ Because she does not want to do what the man suggests

5. What can be inferred about the professor?
   Ⓐ She tries to be fair to all of her students.
   Ⓑ She is not very flexible about her policies.
   Ⓒ She does not have very many students.
   Ⓓ She is not sure what she wants to do.

## *Listening 2 "Anthropology Class"*

6. Which of the following is the main topic of the lecture?
   - Ⓐ A progressive view of agriculture
   - Ⓑ The conditions for the development of agriculture
   - Ⓒ A comparison of hunter-gatherers and farmers
   - Ⓓ The negative effects of agriculture on early farmers

7. What are two key characteristics of hunter-gatherers mentioned in the lecture?

   Click on 2 answer choices.

   - [A] They were taller than farmers.
   - [B] They ate less well than farmers.
   - [C] They lived longer than farmers.
   - [D] They were less physically fit than farmers.

8. Why does the professor say this: 🎧
   - Ⓐ To emphasize the point that he has just made
   - Ⓑ To indicate that another point will be made
   - Ⓒ To demonstrate that the point is his opinion
   - Ⓓ To regain the students' attention for the next point

9. How does the professor organize his lecture?
   - Ⓐ He contrasts older theories of agriculture with newer ones.
   - Ⓑ He makes an argument for the revisionist view of agriculture.
   - Ⓒ He defines revisionism by giving examples of early farmers.
   - Ⓓ He provides a chronological account of early farmers.

10. Which of the following statements best summarizes the position of the revisionists?
    - Ⓐ The agricultural revolution affected all human activity.

Ⓑ The development of agriculture had a positive influence on nutrition.
Ⓒ Agriculture contributed to the health risks for early farmers.
Ⓓ Agricultural people had to move from place to place to plant crops.

11. In the lecture, the professor describes the relationship between health and agriculture. Indicate whether each of the following is true or false. Click in the correct box for each phrase.

## *Listening 3 "Business Class"*

12. What is the discussion mainly about?
Ⓐ Commercials on television
Ⓑ Marketing brand-name products
Ⓒ A book by Rob Frankel
Ⓓ Selling Aunt Ruby's chicken

13. Why does the professor say this: 🎧
Ⓐ To emphasize the importance of commercials
Ⓑ To correct something that he said earlier
Ⓒ To identify the time limits for most commercials
Ⓓ To relate new information to a previous example

14. According to the professor, why do consumers develop brand loyalty?
Ⓐ They have a relationship with the personality that the product projects.

Ⓑ They are able to recognize the brand easily when they see it.
Ⓒ They tend to make decisions based on recommendations by friends.
Ⓓ They find a product that they like and continue to buy it.

15. How does the professor emphasize his point about branding?
Ⓐ He uses Aunt Ruby's chicken as an example.
Ⓑ He defines it by contrasting it with related concepts.
Ⓒ He refers to a book that he has written.
Ⓓ He shows a familiar commercial in class.

16. Why does Susan mention laundry detergent?
Ⓐ To give an example of price wars
Ⓑ To show that consumers buy different brands
Ⓒ To name an industry that introduces new brands
Ⓓ To clarify the concept of brand loyalty

17. According to the discussion, what would be a good way to sell a product?
Ⓐ Design a good logo to present the product to the public
Ⓑ Hire a celebrity that customers like and relate to
Ⓒ Make it easy for consumers to recognize the packaging
Ⓓ Increase the customer service for the product

## *Listening 4 "Professor's Office"*

18. Why does the student go to see her professor?
Ⓐ She needs a new course syllabus.
Ⓑ She has questions about the project.
Ⓒ She wants to change a requirement.

Ⓓ She is trying to enroll in the class.

19. Why does the student say this: 🎧

Ⓐ She thinks the requirement is important.
Ⓑ She is not sure about the percentage.
Ⓒ She wants the professor to change his mind.
Ⓓ She is surprised that the project is worth so much.

20. How will the professor grade the project?

Ⓐ He will grade the group based on their presentation in class.
Ⓑ He will give each student an individual grade and a group grade.
Ⓒ He has the group give individual grades for each member.
Ⓓ He gives the group a grade based on their leadership.

21. What advice does the professor provide about group work?

Click on 2 answer choices.

[A] Spend class time on the project.
[B] Find people with similar schedules.
[C] Use Google documents.
[D] Email the group regularly.

22. What is the professor's attitude toward the student?

Ⓐ He does not mind explaining the requirements.
Ⓑ He does not want to accept another student in class.
Ⓒ He is not pleased about repeating the instructions.
Ⓓ He is rushed because it is time for his class.

## *Listening 5 "Biology Class"*

23. What aspect of blood does the professor mainly discuss?
    - Ⓐ An explanation of stem cells
    - Ⓑ A process for blood transfusion
    - Ⓒ A method for producing artificial blood
    - Ⓓ A discussion of blood typing

24. Why does the student say this: 🎧
    - Ⓐ She is apologizing for disagreeing with the professor.
    - Ⓑ She is interrupting politely to ask a question.
    - Ⓒ She is talking to herself during the lecture.
    - Ⓓ She is changing the subject of the professor's talk.

25. Why does the professor mention fingerprints?
    - Ⓐ To demonstrate that blood types are different for individuals
    - Ⓑ To explain how most of the blood tests are performed
    - Ⓒ To explain why O blood is considered universal
    - Ⓓ To help students remember the different antigens

26. In crossmatching, how does a compatible match appear under the microscope?
    - Ⓐ All of the cells are at an equal distance from each other.
    - Ⓑ The arrangement of the cells looks like two parallel lines.
    - Ⓒ The cells tend to group together in a large clump.
    - Ⓓ The red cells and the plasma separate in an irregular pattern.

27. Why does the professor mention artificial blood?
    - Ⓐ She is referring to the textbook.
    - Ⓑ She is answering a question.

Ⓒ She is reporting her research.
Ⓓ She is joking with the students.

28. What does the professor imply when she says this: 🎧
Ⓐ She is very uncertain about the risks of the research.
Ⓑ She is somewhat interested in doing research in this area.
Ⓒ She is withdrawing her support for future research.
Ⓓ She agrees that research should continue in spite of problems.

# SPEAKING SECTION

## Model Test 4, Speaking Section

The Speaking Section tests your ability to speak in English in an academic setting. There are four questions. Question 1 is about a familiar topic. Questions 2 and 3 include both a reading passage and either a conversation or a lecture on the same topic. The questions ask you to include information from both the reading and the listening passages in your answers. Question 4 is a lecture that you are asked to summarize. You may take notes as you listen, but notes will not be graded.

You will have 15–30 seconds to prepare for each question and 45–60 seconds to speak. You will have about 16 minutes to complete the Speaking Section. A clock on the screen will show how much time is remaining for each question.

You will be evaluated on your ability to speak clearly and to be understood and on your ability to communicate information accurately. Use your own words. Memorized responses will result in a lower score.

### *Independent Speaking Question 1 “Schools”*

Listen for a question that asks your opinion about a familiar topic.

**Question**

Agree or disagree with the following statement:

A coeducational school is a better environment than a school that provides education for men only or women only. Use specific reasons and examples to support your opinion.

Preparation Time: 15 seconds

Recording Time: 45 seconds

## *Integrated Speaking Question 2 "English Requirements"*

Read a short passage, and listen to a conversation on the same topic.

Reading Time: 50 seconds

Notice Concerning Proposed Changes in Language Requirements

All international students at Community College are currently required to submit a TOEFL score of 80 in order to be admitted to credit classes. Students who score lower than 80 are referred to the English Language Institute for additional language instruction. The college is considering a proposal that would allow students with a score of 75 to take at least one credit class while they continue to study part-time in the English Language Institute. The students would be assigned to an academic advisor who would help them select an appropriate course. This proposal will be discussed at a public meeting in the student union at 7 P.M. on December 1.

Now listen to a conversation between two students after the meeting.

**Question**

The student expresses her opinion of the policy for international students. Report her opinion, and explain the reasons that she gives for having that opinion.

Preparation Time: 30 seconds

Recording Time: 60 seconds

## *Integrated Speaking Question 3 "Myths and Legends"*

Read a short passage, and then listen to part of a lecture on the same topic.

Reading Time: 50 seconds

Myths and Legends

Myths are stories that explain the origin of events from the distant past, as, for example, how the universe was created, how human beings and animals populated Earth, the reason for death, and the nature of the afterlife. Myths are usually tied to religious beliefs and involve beings with supernatural powers. In contrast, legends are stories about more recent times, and the characters are often real people with heroic qualities that reflect the values of their culture. Because the heroes in legends become larger than life as the legend is retold and embellished, they may actually be attributed with supernatural powers like their mythological counterparts. This blurs the distinction between mythology and legends.

Now listen to part of a lecture in an anthropology class. The professor is talking about the legend of Paul Bunyan.

**Question**

Explain how the example of Paul Bunyan illustrates the definition of a *legend*.

Preparation Time: 30 seconds

Recording Time: 60 seconds

### *Integrated Speaking Question 4 "Urban Wildlife"*

Now listen to part of a lecture in a biology class. The professor is discussing the types of habitats for wildlife found in cities.

**Question**

Using the main points and examples from the lecture, describe the two general types of habitats for wildlife found in urban areas.

Preparation Time: 20 seconds

Recording Time: 60 seconds

# WRITING SECTION

The Writing Section tests your ability to write academic English. There are two writing tasks.

### Integrated Writing Question

First you will have 3 minutes to read a passage about an academic topic and then you will listen to a lecture about the same topic. You may take notes and use them to organize your essay, but notes will not be graded. After the lecture, you will have 20 minutes to write a summary of the lecture and to explain how it relates to the reading passage. While you write, you will see the reading passage again. Be sure to use information from both the lecture and the reading passage in your response.

Your writing will be evaluated for organization, vocabulary, grammar, and a complete answer to the question. Typically, a good response will require that you write 150–225 words.

## Academic Discussion Question

You will have 10 minutes to read a question posted by a professor and two responses by students in the class and then to write a response that contributes, and adds, to the discussion.

Your response will be evaluated for staying on topic, making clear explanations, using precise vocabulary and a variety of grammatical structures. Typically, a good response will require that you write at least 100 words.

## *Integrated Essay "Sales Principles"*

You have 20 minutes to plan, write, and revise your response to a reading passage and a lecture on the same topic. First, read the passage and take notes. Then, listen to the lecture and take notes. Finally, write your response to the writing question. Typically, a good response will require that you write 150–225 words.

### Reading Passage

Time: 3 minutes

Three basic principles have been shown to increase sales. The first principle is to make more calls. To get more orders, it only makes sense to make more calls. In addition to contacting more potential customers, the salesperson will also get better at making calls because of the practice. Although the exact number of calls to increase the volume of sales will vary with the product, encouraging the sales force to add even a few more calls to their goals has produced good results for all types of businesses.

The second principle, contacting people who hold higher positions in the organization, is effective for two reasons. In the first place, it is more efficient to contact someone with the authority to approve the sale. If the call is made to a lower-level employee, a salesperson may be referred higher and a second call may be necessary. In the second place, if the call is made to a person who holds a lower position, that employee will probably have to take the idea up the line to a higher-level supervisor and will probably not be able to make as strong a case for the sale as the salesperson who made the original contact.

Clearly, closing is the most important part of a sale. If a salesperson continues the conversation without closing, the sale may be lost. Rushing the customer is not a good idea, but when potential objections have been addressed, creating a sense of urgency with some kind of deadline or incentive, and doing it earlier rather than later, will improve the chances of making the sale.

## Model Test 4, Writing Section

Now listen to a lecture on the same topic as the passage that you have just read.

**Question**
Summarize the main points in the lecture, and then explain how they cast doubt on the ideas in the reading passage.

## *Academic Discussion: "Traditional and Online Museums"*

**Directions:**

The professor is teaching a class on art history. Respond to the post with the professor's question in it and the posts by two other students. You should express and support your opinion and add new information to the discussion. You will have 10 minutes to read the question and the student responses and to write your own response. Your response should be at least 100 words in length.

**Dr. Watson**

I know from our earlier discussions that everyone here has an interest in viewing works of art. Over the course of the rest of the semester, we are going to do that, and we are going to use both traditional and online museums as resources. But first, I would like to know what you think about viewing art in online museums as an alternative to seeing the original works in a traditional setting. What is your opinion of online museums?

**Karen**

I think that online museums are great. They are usually free, and they are open 24/7. So you don't have to pay a fee to enjoy the art, and you can visit the museum at your convenience instead of during limited hours. I have

spent more time standing in line to get in to a museum than I have at the exhibits inside.

**Jack**

I have to disagree with Karen. Traditional museums preserve original art and artifacts, and the experience of seeing them is vastly different from the images on a computer screen. The proportions are different. Some original works are enormous, and reducing their size to accommodate a computer or a tablet changes the whole perspective. Not only that but the colors are only as true as the quality of the computer.

# MODEL TEST 4

# ANSWER KEYS

Use the following Answer Keys to check your scores on the Reading and Listening Sections of Model Test 4.

## Reading Section

### *Reading 1*

1. C
2. A
3. B
4. B

5. B
6. B
7. C
8. A
9. C
10. B C E

***Reading 2***

11. B
12. D
13. D
14. C
15. A
16. B
17. B
18. B
19. D
20. A C E

## Listening Section

1. D
2. C

3. B
4. D
5. A
6. D
7. A C
8. B
9. B
10. C
11. A B D: Yes
12. B
13. D
14. A
15. B
16. D
17. B
18. B
19. A
20. B
21. B C
22. A
23. D
24. B

25. A

26. A

27. B

28. D

## EXPLANATORY AND EXAMPLE ANSWERS, MODEL TEST 4

Go to the Online Learning Hub to study detailed Explanatory Answers for the Reading and Listening Sections, and Outlines, Example Answers for the Speaking Section **(Track 63)**, and Example Answers and Checklists for the Speaking and Writing Sections of Model Test 4.

# MODEL TEST 5

## TOEFL iBT® PAPER EDITION

## SECTION 1 READING

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓐ Ⓑ Ⓒ Ⓓ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓐ Ⓑ Ⓒ Ⓓ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓐ Ⓑ Ⓒ Ⓓ
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓐ Ⓑ Ⓒ Ⓓ
9. Ⓐ Ⓑ Ⓒ Ⓓ
10. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ
11. Ⓐ Ⓑ Ⓒ Ⓓ
12. Ⓐ Ⓑ Ⓒ Ⓓ
13. Ⓐ Ⓑ Ⓒ Ⓓ
14. Ⓐ Ⓑ Ⓒ Ⓓ
15. Ⓐ Ⓑ Ⓒ Ⓓ
16. Ⓐ Ⓑ Ⓒ Ⓓ
17. Ⓐ Ⓑ Ⓒ Ⓓ
18. Ⓐ Ⓑ Ⓒ Ⓓ

**19.** Ⓐ Ⓑ Ⓒ Ⓓ

**20.** Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ

## SECTION 2 LISTENING

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓐ Ⓑ Ⓒ Ⓓ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓐ Ⓑ Ⓒ Ⓓ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓐ Ⓑ Ⓒ Ⓓ
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓐ Ⓑ Ⓒ Ⓓ
9. Ⓐ Ⓑ Ⓒ Ⓓ
10. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
11. Ⓐ Ⓑ Ⓒ Ⓓ
12. Ⓐ Ⓑ Ⓒ Ⓓ
13. Ⓐ Ⓑ Ⓒ Ⓓ
14. Ⓐ Ⓑ Ⓒ Ⓓ
15. Ⓐ Ⓑ Ⓒ Ⓓ
16. Ⓐ Ⓑ Ⓒ Ⓓ
17. Ⓐ Ⓑ Ⓒ Ⓓ
18. Ⓐ Ⓑ Ⓒ Ⓓ

**19**. Ⓐ Ⓑ Ⓒ Ⓓ

**20**. Ⓐ Ⓑ Ⓒ Ⓓ

**21**. Ⓐ Ⓑ Ⓒ Ⓓ

**22**. Ⓐ Ⓑ Ⓒ Ⓓ

**23**. Ⓐ Ⓑ Ⓒ Ⓓ

**24**. Ⓐ Ⓑ Ⓒ Ⓓ

**25**. Ⓐ Ⓑ Ⓒ Ⓓ

**26**. Ⓐ Ⓑ Ⓒ Ⓓ

**27**. Ⓐ Ⓑ Ⓒ Ⓓ

**28**. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

# MODEL TEST 5: PROGRESS TEST

## READING SECTION

The Reading Section tests your ability to understand reading passages like those in college textbooks. You will read two passages. After each passage, you will answer 10 questions. You will have 35 minutes to read both passages and answer the questions.

Some passages may include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation. Click on NEXT to go to the next question or BACK to return to a previous question

to change answers. A clock on the screen will show how much time you have remaining.

## *Reading 1*

The following reading passage was adapted from *Geosystems: An Introduction to Physical Geography*, Seventh Edition by Robert W. Christopherson, Pearson Education, Inc., 2009.

## *"Rising Sea Levels"*

P1 Sea level must be expressed as a range of values that are under constant reassessment. During the last century, sea level rose 10–20 cm (4–8 inches), a rate 10 times higher than the average rate during the last 3,000 years. The 2007 IPCC (Intergovernmental Panel on Climate Change) forecast scenarios for global mean sea level rise this century, given regional variations, are

- Low forecast: 0.18 m (7.1 in.)
- Middle forecast: 0.39 m (15.4 in.)
- High forecast: 0.59 m (23.2 in.)

P2 Observations since 1961 show the average global ocean temperature increased to depths of 3,000 m and the ocean absorbed more than 80% of climate system heating. Such warming causes thermal expansion of seawater, contributing to sea level rise. Mountain glaciers and snow cover declined on average in both hemispheres, contributing to sea level rise. Mount Kilimanjaro in Africa, portions of the South American Andes, and the Himalayas will very likely lose most of their glacial ice within the next two decades, affecting local water resources. Glacial ice continues its retreat in Alaska.

P3 Surrounding the margins of Antarctica, and constituting about 11% of its surface area, are numerous ice shelves, especially where sheltering inlets or bays exist. Covering many thousands of square kilometers, these ice shelves extend over the sea while still attached to continental ice. The loss of these ice shelves does not significantly raise sea level, for they already displace seawater. The concern is for the possible surge of grounded continental ice that the ice shelves hold back from the sea.

P4 ➔ Although ice shelves constantly break up to produce icebergs, some large sections have recently broken free. In 1998 an iceberg the size of Delaware broke off the Ronne Ice Shelf, southeast of the Antarctic Peninsula. In March 2000 an iceberg tagged B-15 broke off the Ross Ice Shelf (some 90° longitude west of the Antarctic Peninsula), measuring *twice* the size of Delaware, 300 km by 40 km or 190 mi by 25 mi. Since 1993, six ice shelves have disintegrated in Antarctica. About 8,000 km (3,090 mi) of ice shelf are gone, changing maps, freeing up islands to circumnavigation, and creating thousands of icebergs. A Larsen-A suddenly disintegrated in 1995. B In only 35 days in early 2002, Larsen-B collapsed into icebergs. C Larsen C, the next segment to the south, is losing mass on its underside. This ice loss is likely a result of the 2.5°C (4.5°F) temperature increase in the peninsula region in the last 50 years. D In response to the increasing warmth, the Antarctic Peninsula is sporting new vegetation growth, reduced sea ice, and disruption of penguin feeding, nesting, and fledging activities.

P5 ➔ A loss of polar ice mass, augmented by melting of alpine and mountain glaciers (which experienced more than a 30% decrease in overall ice mass during the last century) will affect sea-level rise. The IPCC assessment states that “between one-third to one-half of the existing mountain glacier mass could disappear over the next hundred years.” Also, “there is conclusive evidence for a worldwide recession of mountain glaciers. . . . This is among the

clearest and best evidence for a change in energy balance at the Earth's surface since the end of the 19th century."

P6 Unfortunately, the new measurements of Greenland's ice loss acceleration did not reach the IPCC in time for its report. Scientists are considering at least a 1.2 m (3.94 ft) high case for estimates of sea-level rise this century as more realistic given Greenland's present losses coupled with mountain glacial ice losses worldwide. According to Rahmstorf and colleagues, the data now available raise concerns that the climate system, in particular sea level, may be responding more quickly than climate models indicate. . . . The rate of sea-level rise for the past 20 years is 25% faster than the rate of rise in any 20-year period in the preceding 115 years. . . . Since 1990, the observed sea level has been rising faster than the rise projected by models. These increases would continue beyond 2100 even if greenhouse gas concentrations were stabilized.

P7 ➔ A quick survey of world coastlines shows that even a moderate rise could bring changes of unparalleled proportions. At stake are the river deltas, lowland coastal farming valleys, and low-lying mainland areas, all contending with high water, high tides, and higher storm surges. Particularly tragic social and economic consequences will affect small island states—which are unable to adjust within their present country boundaries—disruption of biological systems, loss of biodiversity, reduction in water resources, and evacuation of residents among the impacts there. There could be both internal and international migrations of affected human populations, spread over decades, as people move away from coastal flooding from the sea-level rise.

1. The word range in the passage is closest in meaning to
   - Ⓐ function
   - Ⓑ scale
   - Ⓒ version
   - Ⓓ lack

2. The word likely in the passage is closest in meaning to
   - Ⓐ suddenly
   - Ⓑ probably
   - Ⓒ hopefully
   - Ⓓ actually

3. Why does the author mention “the state of Delaware” in paragraph 4?
   - Ⓐ To include the North American continent in the discussion
   - Ⓑ To impress the reader with the size of the icebergs
   - Ⓒ To emphasize the problems of coastal regions
   - Ⓓ To solicit support from residents in the United States

   Paragraph 4 is marked with an arrow [➔].

4. According to paragraph 4, why is there more new plant life in Antarctica recently?
   - Ⓐ The mountain glaciers have melted.
   - Ⓑ The land masses have split into islands.
   - Ⓒ The icebergs have broken into smaller pieces.
   - Ⓓ The temperature has risen by a few degrees.

   Paragraph 4 is marked with an arrow [➔].

5. Look at the four squares [■] that show where the following sentence could be inserted in the passage.

   **The Larsen Ice Shelf, along the east coast of the Antarctic Peninsula, has been retreating slowly for years.**

   Where could the sentence best be added?

   Click on a square [■] to insert the sentence in the passage.

6. In paragraph 5, how does the author explain the loss of polar and glacial ice?

Ⓐ By stating an educated opinion
Ⓑ By referring to data in a study
Ⓒ By comparing sea levels worldwide
Ⓓ By presenting his research

Paragraph 5 is marked with an arrow [➔].

7. According to paragraph 7, why will people move away from the coastlines in the future?
   Ⓐ It will be too warm for them to live there.
   Ⓑ The coastlines will have too much vegetation.
   Ⓒ Flooding will destroy the coastal areas.
   Ⓓ No agricultural crops will be grown on the coasts.

   Paragraph 7 is marked with an arrow [➔].

8. Which of the following statements most accurately reflects the author's opinion about rising sea levels?
   Ⓐ Sea levels would rise without global warming.
   Ⓑ Rising sea levels can be reversed.
   Ⓒ The results of rising sea levels will be serious.
   Ⓓ Sea levels are rising because of new glaciers.

9. The word impacts in the passage is closest in meaning to
   Ⓐ confusion
   Ⓑ disadvantages
   Ⓒ features
   Ⓓ influences

10. **Directions:** An introduction for a short summary of the passage appears below. Complete the summary by selecting the THREE answer choices that mention the most important points in the passage. Some sentences do not belong in the summary because they express

ideas that are not included in the passage or are minor points from the passage. ***This question is worth 2 points.***

**Global warming is causing a rise in sea levels, with accompanying changes in coastal boundaries as well as social and economic ramifications.**

- 
- 
- 

**Answer Choices**

A The ice shelf called Larsen-A suddenly disintegrated in 1995.

B Even an average rise in sea levels will cause serious social and economic changes.

C Continental ice shelves and grounded ice sheets from Antarctica to the polar cap are melting into the oceans.

D It is predicted that many human migrations inland will occur along flooded coastal regions.

E The melting of glacial ice on high mountain ranges will affect regional water resources worldwide.

F Scientists at NASA have concluded that the ice sheet in Greenland is melting at a rate of about 1 meter every year.

## *Reading 2*

The following reading passage was adapted from *Gardner's Art Through the Ages*, Thirteenth Edition by Fred S. Kleiner, Wadsworth, 2009.

## *“Organic Architecture”*

P1 One of the most striking personalities in the development of early-twentieth-century architecture was Frank Lloyd Wright (1867–1959). Wright moved to Chicago, where he eventually joined the firm headed by Louis Sullivan. Wright set out to create “architecture of democracy.” Always a believer in architecture as “natural” and “organic,” Wright saw it as serving free individuals who have the right to move within a “free” space, envisioned as a nonsymmetrical design interacting spatially with its natural surroundings. He sought to develop an organic unity of planning, structure, materials, and site. Wright identified the principle of continuity as fundamental to understanding his view of organic unity: “Classic architecture was all fixation. . . . Now why not let walls, ceilings, floors become seen as component parts of each other? . . . This ideal, profound in its architectural implications . . . I called . . . continuity.”

P2 Wright manifested his vigorous originality early, and by 1900 he had arrived at a style entirely his own. In his work during the first decade of the twentieth century, his cross-axial plan and his fabric of continuous roof planes and screens defined a new domestic architecture.

P3 ➔ Wright fully expressed these elements and concepts in Robie House, built between 1907 and 1909. Like other buildings in the Chicago area he designed at about the same time, he called this home a “prairie house.” Wright conceived the long, sweeping ground-hugging lines, unconfined by abrupt wall limits, as reaching out toward and capturing the expansiveness of the Midwest’s great flatlands. Abandoning all symmetry, the architect eliminated a façade, extended the roofs far beyond the walls, and all but concealed the entrance. Wright filled the “wandering” plan of the Robie House with intricately joined spaces (some large and open, others closed), grouped freely around a great central fireplace. A (He believed strongly in the hearth’s age-old domestic

significance.) Wright designed enclosed patios, overhanging roofs, and strip windows to provide unexpected light sources and glimpses of the outdoors as people move through the interior space. B These elements, together with the open ground plan, create a sense of space-in-motion inside and out. C The flow of interior space determined the sharp, angular placement of exterior walls. D

P4 The Robie House is a good example of Wright's "naturalism," his adjusting of a building to its site. In this particular case, however, the confines of the city lot constrained the building-to-site relationship more than did the sites of some of Wright's more expansive suburban and country homes. The Kaufmann House, nicknamed "Fallingwater" and designed as a weekend retreat at Bear Run near Pittsburgh, is a prime example of the latter. Perched on a rocky hillside over a small waterfall, this structure extends the Robie House's blocky masses in all four directions. Since the completion of this residence, architects and the public alike have marveled at the fluid interplay between interior and exterior. In designing Fallingwater, Wright, in keeping with his commitment to an "architecture of democracy," sought to incorporate the structure more fully into the site, thereby ensuring a fluid, dynamic exchange between the interior of the house and the natural environment outside. Rather than build a house overlooking or next to the waterfall, Wright decided to build it over the waterfall, because he believed that the inhabitants would become desensitized to the waterfall's presence and power if they merely overlooked it. To take advantage of the location, Wright designed a series of terraces on three levels from a central core structure. The contrast in textures between concrete, painted metal, and natural stones in its walls enlivens its shapes, as does Wright's use of full-length strip windows to create a stunning interweaving of interior and exterior space.

P5 ➔ The implied message of Wright's new architecture was space, not mass—a space designed to fit the patron's life and enclosed

and divided as required. Wright took special pains to meet his client's requirements, often designing all the accessories of a house. In the late 1930s, he acted on a cherished dream to provide good architectural design for less prosperous people by adapting the ideas of his prairie house to plans for smaller, less expensive dwellings. The publication of Wright's plans brought him a measure of fame in Europe, especially in Holland and Germany. The issuance in Berlin in 1910 of a portfolio of his work and an exhibition of his designs the following year stimulated younger architects to adopt some of his ideas about open plans. Some forty years before his career ended, his work was already of revolutionary significance.

11. The phrase his own in the passage refers to
    - Ⓐ style
    - Ⓑ originality
    - Ⓒ work
    - Ⓓ plan

12. The word conceived in the passage is closest in meaning to
    - Ⓐ utilized
    - Ⓑ noticed
    - Ⓒ created
    - Ⓓ examined

13. The word Abandoning in the passage is closest in meaning to
    - Ⓐ Influencing
    - Ⓑ Modifying
    - Ⓒ Perfecting
    - Ⓓ Discontinuing

14. It can be inferred from paragraph 3 that the author gives details for the design of the Robie House for which reason?

Ⓐ The design included both indoor and outdoor plans.
Ⓑ Robie House included many of Wright's original ideas.
Ⓒ All of the accessories of the house were included in the design.
Ⓓ Wright lived in Robie House between 1907 and 1909.

Paragraph 3 is marked with an arrow [➔].

15. Look at the four squares [■] that show where the following sentence could be inserted in the passage.

**Wright matched his new and fundamental interior spatial arrangement in his exterior treatment.**

Where could the sentence best be added?

Click on a square [■] to insert the sentence in the passage.

16. The word prime in the passage is closest in meaning to
Ⓐ most important
Ⓑ most numerous
Ⓒ most common
Ⓓ most accepted

17. How was Fallingwater different from Robie House?
Ⓐ Fallingwater was an earlier example of naturalism.
Ⓑ Fallingwater was much smaller than Robie House.
Ⓒ Fallingwater was better suited to the site.
Ⓓ Fallingwater was built with an open floor plan.

18. According to paragraph 5, why did Wright begin to build smaller versions of his prairie designs?
Ⓐ To publish his plans in Europe
Ⓑ To give the middle class a good design
Ⓒ To help younger architects with their work
Ⓓ To begin a revolution in architecture

Paragraph 5 is marked with an arrow [➔].

19. According to the passage, a prairie house has all of the following features EXCEPT
    - Ⓐ a central fireplace
    - Ⓑ enclosed patios
    - Ⓒ an inviting entrance
    - Ⓓ strip windows

20. **Directions:** An introduction for a short summary of the passage appears below. Complete the summary by selecting the THREE answer choices that mention the most important points in the passage. Some sentences do not belong in the summary because they express ideas that are not included in the passage or are minor points from the passage. ***This question is worth 2 points.***

    **By 1900, Frank Lloyd Wright had developed a unique style of architecture.**

    •

    •

    •

**Answer Choices**

[A] Wright spent a few years extending his influence to Europe where he was well known.

[B] Frank Lloyd Wright attended the University of Wisconsin prior to taking a position with a Chicago firm.

[C] Wright became famous for spaces that were true to their organic functions.

[D] “Fallingwater,” like other suburban and country homes that Wright built, joined the structure to the natural setting.

E Wright was interested in the design of German building blocks for children created by Friedrich Froebel.

F Robie House and other buildings in Chicago were examples of an organic structure called a “prairie house.”

# LISTENING SECTION

## Model Test 5, Listening Section

The Listening Section tests your ability to understand conversations and lectures that are typical of academic interactions on a college campus. You will hear two conversations and three lectures and will answer five or six questions after each one. You will hear each conversation or lecture only one time. Answer the questions based on what is stated or implied by the speakers. You may take notes while you listen and use them to answer the questions, but notes will not be graded.

You must answer each question before you can continue, and you cannot return to previous questions. To complete all of the questions, you should try to answer two questions in about 1 minute. A clock will indicate how much time is remaining. The clock will operate only while you are answering questions, not while you are listening.

### *Listening 1 “Professor’s Office”*

1. Why does the woman go to see her professor?
   - Ⓐ To get advice about memorizing information
   - Ⓑ To clarify several terms that she doesn’t understand
   - Ⓒ To get permission to bring her children to class
   - Ⓓ To ask a question about classroom procedures

2. What do semantic memory and episodic memory have in common?
   - Ⓐ They are both included in short-term memory.
   - Ⓑ They do not concentrate on each step in the process.
   - Ⓒ They are subcategories of declarative memory.
   - Ⓓ They are the two major types of long-term memory.

3. When the professor gives the example of riding a bicycle, what kind of memory is he referring to?
   - Ⓐ Declarative memory
   - Ⓑ Episodic memory
   - Ⓒ Procedural memory
   - Ⓓ Semantic memory

4. What does the student mean when she says this: 🎧
   - Ⓐ She wants confirmation that the professor understands.
   - Ⓑ She is worried that the professor may not be able to remember.
   - Ⓒ She remembers something else that she needs to say.
   - Ⓓ She disagrees with the professor's example about vocabulary.

5. What does the professor suggest?
   - Ⓐ He wants the woman to come back to his office again.
   - Ⓑ He expects the woman to ask questions in writing.
   - Ⓒ He offers to respond to additional questions by email.
   - Ⓓ He does not think that the woman will have more questions.

## *Listening 2 "Geology Class"*

6. What is this discussion mainly about?

Ⓐ How to exploit nonrenewable mineral resources
Ⓑ The exploitation of minerals in protected environments
Ⓒ Pollution as a by-product of mineral exploitation
Ⓓ The economic and environmental costs of exploiting minerals

7. According to the professor, what are two problems that can be anticipated when roads are cut into an area for mining?

Click on 2 answer choices.

[A] The labor is difficult to retain.
[B] The natural landscape is damaged.
[C] The roadbeds create waste piles.
[D] The ecosystem is disturbed.

8. Why does the professor say this: 🎧

Ⓐ As encouragement for a more complete answer
Ⓑ Because he doesn't understand the student's answer
Ⓒ To give another student an opportunity to speak
Ⓓ For positive reinforcement of a correct answer

9. What option is proposed as an alternative when all of the mineral resources in easily accessible locations have been depleted?

Ⓐ Converting to nonrenewable resources
Ⓑ Concentrating on conservation of the resources
Ⓒ Developing synthetic resources to replace minerals
Ⓓ Using new technology to search the area again

10. What does the professor imply about the environmental costs of mineral exploitation?

Ⓐ He thinks that the environmental costs are less than the economic costs.
Ⓑ He regrets that the environment is damaged during mineral exploitation.

Ⓒ He opposes mineral exploitation when it is done close to urban areas.

Ⓓ He believes in exploiting the resources in national parks and historic reserves.

11. What does the professor want the students to do in this class session?
    - Ⓐ Listen carefully and take notes
    - Ⓑ Bring in alternative ideas to present
    - Ⓒ Ask questions and draw conclusions
    - Ⓓ Prepare for a quiz at the end

## *Listening 3 "Professor's Office"*

12. Why does the student go to the professor's office?
    - Ⓐ To change his schedule
    - Ⓑ To apply for a job
    - Ⓒ To introduce himself
    - Ⓓ To help the professor

13. What does the professor mean when she says this: 🎧
    - Ⓐ She does not want the man to be uncomfortable.
    - Ⓑ She thinks that the responsibilities are too difficult.
    - Ⓒ She is concerned that the man will be bored.
    - Ⓓ She is worried that the man will not try to help her.

14. What experience does the man have that may be helpful?
    - Ⓐ He knows how to operate the grading machine.
    - Ⓑ He has answered the telephone in a law office.
    - Ⓒ He has used computer programs for office work.
    - Ⓓ He has been a work-study student in another office.

15. What is the pay for the work-study position?
    - Ⓐ An hourly rate for sixteen hours per week regardless of the activity
    - Ⓑ An hourly rate for the time spent working but not for studying
    - Ⓒ A higher rate for working and a lower rate for studying
    - Ⓓ A weekly rate depending on the number of hours worked

16. What can we assume about the meeting?
    - Ⓐ The professor was impressed with the student.
    - Ⓑ The student is not interested in the opportunity.
    - Ⓒ The secretary will not need to interview the student.
    - Ⓓ The work is very difficult to accomplish.

## *Listening 4 "Music Appreciation Class"*

17. What is the main purpose of the lecture?
    - Ⓐ To explain chamber music
    - Ⓑ To give examples of composers
    - Ⓒ To congratulate the University Quartet
    - Ⓓ To introduce madrigal singing

18. What is the origin of the term *chamber music*?
    - Ⓐ A medieval musical instrument
    - Ⓑ An old word that means "small group"
    - Ⓒ A place where the music was played
    - Ⓓ A name of one of the original musicians

19. Which of the following are the key characteristics of chamber music in the Classical Period?

    Click on 2 answer choices.

- [A] Orderly structures
- [B] Complex melodies
- [C] Longer pieces
- [D] Amateur musicians

20. What does the professor mean when she says this about Beethoven: 🎧
    - Ⓐ She doubts that Beethoven could have written the quartets.
    - Ⓑ She admires Beethoven's exceptional talent.
    - Ⓒ She thinks that the later quartets could have been improved.
    - Ⓓ She is inviting the students to question her information.

21. Why does the professor mention Impressionism?
    - Ⓐ She is comparing the experimentation in art with that in music.
    - Ⓑ She is making a transition into a discussion of art in the Modern Period.
    - Ⓒ She is giving an example of the work of the Romantics.
    - Ⓓ She is telling a story that includes some of the Impressionist painters.

22. How did the professor organize the lecture?
    - Ⓐ She compared different types of musical compositions.
    - Ⓑ She arranged the information in chronological order.
    - Ⓒ She argued the advantages and disadvantages.
    - Ⓓ She responded to questions that the students asked.

## *Listening 5 "Botany Class"*

23. What is this discussion mainly about?
    - Ⓐ Growing plants without soil
    - Ⓑ Mixing nutrients in water
    - Ⓒ Identifying chemicals in soil
    - Ⓓ Solving problems in the water

24. Why does the professor talk about the history of hydroponics?
    - Ⓐ She wants to put the modern method in historical context.
    - Ⓑ She is trying to prove that hydroponics is a new idea.
    - Ⓒ She is following the information in the textbook very closely.
    - Ⓓ She digressed from the subject for a long time.

25. According to the professor, what is the greatest advantage of hydroponics?
    - Ⓐ The plants are less likely to develop soil-borne diseases.
    - Ⓑ The cultivation requires much less labor than traditional methods.
    - Ⓒ The water can be recycled in a hydroponic environment.
    - Ⓓ Less space is needed to produce a large number of plants.

26. Why does the professor say this: 🎧
    - Ⓐ She is making a statement to generate further discussion.
    - Ⓑ She is drawing a conclusion to end the point about soil.
    - Ⓒ She is answering the question that was posed about regions.
    - Ⓓ She is trying to understand what the student just said.

27. Why does the professor suggest that the students refer to their lab workbook?
    - Ⓐ To see the diagram of the experiment
    - Ⓑ To read more about plant growth
    - Ⓒ To find a list of important plant nutrients
    - Ⓓ To locate the instructions for building a tank

28. According to the professor, why are roots important to plants?

Click on 2 answer choices.

- A To absorb water and nutrients
- B To take in enough oxygen
- C To suspend the plants in the solution
- D To filter out toxic substances

# SPEAKING SECTION

## Model Test 5, Speaking Section

The Speaking Section tests your ability to speak in English in an academic setting. There are four questions. Question 1 is about a familiar topic. Questions 2 and 3 include both a reading passage and either a conversation or a lecture on the same topic. The questions ask you to include information from both the reading and the listening passages in your answers. Question 4 is a lecture that you are asked to summarize. You may take notes as you listen, but notes will not be graded.

You will have 15–30 seconds to prepare for each question and 45–60 seconds to speak. You will have about 16 minutes to complete the Speaking Section. A clock on the screen will show how much time is remaining for each question.

You will be evaluated on your ability to speak clearly and to be understood and on your ability to communicate information accurately. Use your own words. Memorized responses will result in a lower score.

### *Independent Speaking Question 1 “Success”*

Listen for a question that asks your opinion about a familiar topic.

**Question**

Some people believe that the best way to succeed is to set goals and work hard to achieve them. Other people think that hard work is not as important as good luck. Which point of view do you think is true, and why? Use specific reasons and examples to support your opinion.

Preparation Time: 15 seconds

Recording Time: 45 seconds

## *Integrated Speaking Question 2 "Auto Registration"*

Read a short passage, and listen to a talk on the same topic.

Reading Time: 50 seconds

Policy for Vehicles on Campus

Vehicles parked on campus by students, faculty, or staff must be registered with the Campus Police Department. Parking permits are required for both part-time and full-time students. Permits may be purchased at the Campus Police Department, which is located at the south entrance to the campus or at the Business Office in the Administration Building. The fee per vehicle is $20. Please be advised that you must have a permit for every vehicle that you park in campus lots. Parking enforcement will begin one week after the first day of each semester.

Now listen to a conversation between two students after the meeting.

The woman is expressing her opinion about the policy.

**Question**

The student expresses her opinion of the policy for vehicle registration. Report her opinion, and explain the reasons that she gives for having that opinion.

Preparation Time: 30 seconds

Recording Time: 60 seconds

## *Integrated Speaking Question 3 "Stress"*

Read a short passage, and then listen to part of a lecture on the same topic.

Reading Time: 50 seconds

Stress

Stress is defined as a mental and physical condition that occurs when an adjustment or adaptation must be made to the environment. Unpleasant conditions or events cause stress, as, for example, financial problems, divorce, health issues, or pressure at work. However, a certain amount of stress occurs even when the adjustment is to a condition perceived as desirable. Exercise, dating, moving to a new home, or taking a trip are all stressful situations. Although short-term stress is usually harmless, the consequences of long-term stress can be dangerous to health. Factors that decrease the consequences of stress are the ability to predict stressful situations and the level of control over them that can be achieved.

Now listen to part of a lecture in a psychology class. The professor is talking about an experiment.

**Question**

Using the experiment in the lecture, explain the concept of *stress*.

Preparation Time: 30 seconds

Recording Time: 60 seconds

### *Integrated Speaking Question 4 "Caverns"*

Now listen to part of a lecture in a geology class. The professor is discussing caverns.

**Question**

Using the main points and examples from the lecture, describe the two kinds of rock formations in a cavern, and explain how the professor helps his students remember the difference between the two.

Preparation Time: 20 seconds

Recording Time: 60 seconds

# WRITING SECTION

The Writing Section tests your ability to write academic English. There are two writing tasks.

## Integrated Writing Question

First you will have 3 minutes to read a passage about an academic topic and then you will listen to a lecture about the same topic. You may take notes and use them to organize your essay, but notes will not be graded. After the lecture, you will have 20 minutes to write a summary of the lecture and to explain how it relates to the reading passage. While you write, you will see

the reading passage again. Be sure to use information from both the lecture and the reading passage in your response.

Your writing will be evaluated for organization, vocabulary, grammar, and a complete answer to the question. Typically, a good response will require that you write 150–225 words.

## Academic Discussion Question

You will have 10 minutes to read a question posted by a professor and two responses by students in the class and then to write a response that contributes, and adds, to the discussion.

Your response will be evaluated for staying on topic, making clear explanations, and using precise vocabulary and a variety of grammatical structures. Typically, a good response will require that you write at least 100 words.

## *Integrated Essay "Competition in the Classroom"*

You have 20 minutes to plan, write, and revise your response to a reading passage and a lecture on the same topic. First, read the passage and take notes. Then, listen to the lecture and take notes. Finally, write your response to the writing question. Typically, a good response will require that you write 150–225 words.

### Reading Passage

Time: 3 minutes

> Although cooperation is currently the most popular paradigm in classrooms, competition has a number of advantages. Research on classrooms in which competition is encouraged has demonstrated that competition can increase motivation and productivity while students are having fun.

Competition has long been used in classrooms to motivate students, encouraging them to do their best work. Like athletes who improve when they train with others who are equal or superior performers, students tend to improve in a competitive learning setting. Considerable evidence suggests that motivation is especially enhanced among high-achieving students in a competitive classroom.

One of the main advantages of competition is that it creates an environment in which students push each other to excel and thereby increase productivity. For example, in classrooms where students compete to read the most books, the total number of books that each student reads increases as compared with classrooms without similar competitive goals.

Perhaps because competition has long been associated with sports and games, it is fun for students. Teachers often use team-based competitions to make academic material more interesting and entertaining. Some common examples are spelling bees, science project competitions, and group quizzes in which teams answer questions and receive points for correct answers. Competition is useful when an otherwise uninteresting lesson is presented as a game. Most would agree that playing is more enjoyable than memorizing by rote for the big test. In fact, students who participate in the Science Olympiad, a national competitive event, report that the main reason for joining the team is to have fun.

## Model Test 5, Writing Section

Now listen to a lecture on the same topic as the passage that you have just read.

**Question**

Summarize the main points in the lecture, and then explain how they cast doubt on the ideas in the reading passage.

## *Academic Discussion: "Artificial Intelligence"*

**Directions:**

The professor is teaching a class on technology. Respond to the post with the professor's question in it and the posts by two other students. You should express and support your opinion and add new information to the discussion. You will have 10 minutes to read the question and the student responses and to write your own response. Your response should be at least 100 words in length.

**Dr. Moon**

Artificial intelligence has been around since the 1950s, but it is a controversial topic right now, in part because of recent advances in technology. In spite of the obvious benefits attributed to artificial intelligence, AI presents some potential risks that need to be considered. So here is today's question for the discussion board:

Will the continuing advances in AI do more harm than good?

**Linda**

I am in favor of encouraging advances in AI. It makes routine tasks easier and faster and creates fewer errors. Human beings get tired and bored with repetitive work and can easily make mistakes like typing in the wrong number, but AI performs at the same standard all of the time, and that makes life better for those of us who use it.

**Carl**

I agree with Linda that AI is good for routine tasks, especially repetitive or even dangerous tasks, but what concerns me is that AI is being used for more and more applications that go beyond those purposes. What bothers me most about AI is the fact that it is purely logical, so decisions are made without any attention to ethics. A machine has no conscience. AI simply can’t consider the moral consequences. We need human beings for that.

# MODEL TEST 5

# ANSWER KEYS

Use the following Answer Keys to check your scores on the Reading and Listening Sections of Model Test 5.

## Reading Section

### *Reading 1*

1. B
2. B
3. B
4. D
5. A

6. B
7. C
8. C
9. D
10. B C E

***Reading 2***

11. A
12. C
13. D
14. B
15. B
16. A
17. C
18. B
19. C
20. C D F

## Listening Section

1. B
2. C
3. C

4. A
5. C
6. D
7. B D
8. A
9. C
10. B
11. C
12. B
13. C
14. C
15. A
16. A
17. A
18. C
19. A D
20. B
21. A
22. B
23. A
24. A
25. D

26. A

27. C

28. A C

## EXPLANATORY AND EXAMPLE ANSWERS, MODEL TEST 5

Go to the Online Learning Hub to study detailed Explanatory Answers for the Reading and Listening Sections, and Outlines, Example Answers for the Speaking Section **(Track 67)**, and Example Answers and Checklists for the Speaking and Writing Sections of Model Test 5.

# MODEL TEST 6

## TOEFL iBT® PAPER EDITION

## SECTION 1 READING

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓐ Ⓑ Ⓒ Ⓓ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓐ Ⓑ Ⓒ Ⓓ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓐ Ⓑ Ⓒ Ⓓ
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓐ Ⓑ Ⓒ Ⓓ
9. Ⓐ Ⓑ Ⓒ Ⓓ
10. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ
11. Ⓐ Ⓑ Ⓒ Ⓓ
12. Ⓐ Ⓑ Ⓒ Ⓓ
13. Ⓐ Ⓑ Ⓒ Ⓓ
14. Ⓐ Ⓑ Ⓒ Ⓓ
15. Ⓐ Ⓑ Ⓒ Ⓓ
16. Ⓐ Ⓑ Ⓒ Ⓓ
17. Ⓐ Ⓑ Ⓒ Ⓓ
18. Ⓐ Ⓑ Ⓒ Ⓓ

**19.** Ⓐ Ⓑ Ⓒ Ⓓ

**20.** Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ

## SECTION 2 LISTENING

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓐ Ⓑ Ⓒ Ⓓ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓐ Ⓑ Ⓒ Ⓓ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓐ Ⓑ Ⓒ Ⓓ
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓐ Ⓑ Ⓒ Ⓓ
9. Ⓐ Ⓑ Ⓒ Ⓓ
10. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
11. Ⓐ Ⓑ Ⓒ Ⓓ
12. Ⓐ Ⓑ Ⓒ Ⓓ
13. Ⓐ Ⓑ Ⓒ Ⓓ
14. Ⓐ Ⓑ Ⓒ Ⓓ
15. Ⓐ Ⓑ Ⓒ Ⓓ
16. Ⓐ Ⓑ Ⓒ Ⓓ
17. Ⓐ Ⓑ Ⓒ Ⓓ
18. Ⓐ Ⓑ Ⓒ Ⓓ

**19**. Ⓐ Ⓑ Ⓒ Ⓓ

**20**. Ⓐ Ⓑ Ⓒ Ⓓ

**21**. Ⓐ Ⓑ Ⓒ Ⓓ

**22**. Ⓐ Ⓑ Ⓒ Ⓓ

**23**. Ⓐ Ⓑ Ⓒ Ⓓ

**24**. Ⓐ Ⓑ Ⓒ Ⓓ

**25**. Ⓐ Ⓑ Ⓒ Ⓓ

**26**. Ⓐ Ⓑ Ⓒ Ⓓ

**27**. Ⓐ Ⓑ Ⓒ Ⓓ

**28**. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

# MODEL TEST 6: PROGRESS TEST

## READING SECTION

The Reading Section tests your ability to understand reading passages like those in college textbooks. You will read two passages. After each passage, you will answer 10 questions. You will have 35 minutes to read both passages and answer the questions.

Some passages may include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation. Click on NEXT to go to the next question or BACK to return to a previous question

to change answers. A clock on the screen will show how much time you have remaining.

## *Reading 1*

The following reading passage was adapted from *Biology: The Unity and Diversity of Life*, Tenth Edition by Cecie Starr and Ralph Taggart, Brooks-Cole, 2004.

## *"Exotic and Endangered Species"*

P1 ➔ When you hear someone bubbling enthusiastically about an **exotic species**, you can safely bet the speaker isn't an ecologist. This is a name for a resident of an established community that was deliberately or accidentally moved from its home range and became established elsewhere. Unlike most imports, which can't take hold outside their home range, an exotic species permanently insinuates itself into a new community.

P2 Sometimes the additions are harmless and even have beneficial effects. More often, they make native species **endangered species**, which by definition are extremely vulnerable to extinction. Of all species on the rare or endangered lists or that recently became extinct, *close to 70 percent owe their precarious existence or demise to displacement by exotic species.* Two examples are included here to illustrate the problem.

P3 During the 1800s, British settlers in Australia just couldn't bond with the koalas and kangaroos, so they started to import familiar animals from their homeland. In 1859, in what would be the start of a wholesale disaster, a northern Australian landowner imported and then released two dozen wild European rabbits *(Oryctolagus cuniculus).* Good food and good sport hunting—that was the idea. An ideal rabbit habitat with no natural predators was the reality.

P4 Six years later, the landowner had killed 20,000 rabbits and was besieged by 20,000 more. The rabbits displaced livestock, even kangaroos. Now Australia has 200 to 300 million hippityhopping through the southern half of the country. They overgraze perennial grasses in good times and strip bark from shrubs and trees during droughts. You know where they've been; they transform grasslands and shrublands into eroded deserts. They have been shot and poisoned. Their warrens have been plowed under, fumigated, and dynamited. Even when all-out assaults reduced their population size by 70 percent, the rapidly reproducing imports made a comeback in less than a year. Did the construction of a 2,000-mile-long fence protect Western Australia? No. Rabbits made it to the other side before workers finished the fence.

P5 ➔ In 1951, government workers introduced a myxoma virus by way of mildly infected South American rabbits, its normal hosts. This virus causes *myxomatosis*. The disease has mild effects on South American rabbits that coevolved with the virus but nearly always had lethal effects on *O. cuniculus.* Biting insects, mainly mosquitoes and fleas, quickly transmit the virus from host to host. Having no coevolved defenses against the novel virus, the European rabbits died in droves. But, as you might expect, natural selection has since favored rapid growth of populations of *O. cuniculus* resistant to the virus.

P6 ➔ In 1991, on an uninhabited island in Spencer Gulf, Australian researchers released a population of rabbits that they had injected with a calcivirus. The rabbits died quickly and relatively painlessly from blood clots in their lungs, hearts, and kidneys. In 1995, the test virus escaped from the island, possibly on insect vectors. It has been killing 80 to 95 percent of the adult rabbits in Australian regions. At this writing, researchers are now questioning whether the calcivirus should be used on a widespread scale, whether it can jump boundaries and infect animals other than rabbits (such as humans), and what the long-term consequences will be.

P7 A vine called kudzu (*Pueraria lobata*) was deliberately imported from Japan to the United States, where it faces no serious threats from herbivores, pathogens, or competitor plants. In temperate parts of Asia, it is a well-behaved legume with a well-developed root system. It *seemed* like a good idea to use it to control erosion on hills and highway embankments in the southeastern United States. [A] With nothing to stop it, though, kudzu's shoots grew a third of a meter per day. Vines now blanket streambanks, trees, telephone poles, houses, and almost everything else in their path. Attempts to dig up or burn kudzu are futile. Grazing goats and herbicides help, but goats eat other plants, too, and herbicides contaminate water supplies. [B] Kudzu could reach the Great Lakes by the year 2040.

P8 On the bright side, a Japanese firm is constructing a kudzu farm and processing plant in Alabama. The idea is to export the starch to Asia, where the demand currently exceeds the supply. [C] Also, kudzu may eventually help reduce logging operations. [D] At the Georgia Institute of Technology, researchers report that kudzu might become an alternative source for paper.

1. Based on the information in paragraph 1, which of the following best explains the term "exotic species"?
   - Ⓐ Animals or plants on the rare species list
   - Ⓑ A permanent resident in an established community
   - Ⓒ A species that has been moved to a different community
   - Ⓓ An import that fails to thrive outside of its home range

   Paragraph 1 is marked with an arrow [➔].

2. The word bond in the passage is closest in meaning to
   - Ⓐ move
   - Ⓑ connect
   - Ⓒ live
   - Ⓓ fight

3. According to the author, why did the plan to introduce rabbits in Australia fail?
   - Ⓐ The rabbits were infected with a contagious virus.
   - Ⓑ Most Australians did not like the rabbits.
   - Ⓒ No natural predators controlled the rabbit population.
   - Ⓓ Hunters killed the rabbits for sport and for food.

4. All of the following methods were used to control the rabbit population in Australia EXCEPT
   - Ⓐ they were poisoned
   - Ⓑ their habitats were buried
   - Ⓒ they were moved to deserts
   - Ⓓ they were surrounded by fences

5. Why does the author mention “mosquitoes and fleas” in paragraph 5?
   - Ⓐ Because they are the origin of the myxoma virus
   - Ⓑ Because they carry the myxoma virus to other animals
   - Ⓒ Because they die when they are infected by myxoma
   - Ⓓ Because they have an immunity to the myxoma virus

   Paragraph 5 is marked with an arrow [➔].

6. According to paragraph 6, why was the Spencer Gulf experiment dangerous?
   - Ⓐ Insect populations were exposed to a virus.
   - Ⓑ Rabbits on the island died from a virus.
   - Ⓒ The virus may be a threat to humans.
   - Ⓓ Some animals are immune to the virus.

   Paragraph 6 is marked with an arrow [➔].

7. The word consequences in the passage is closest in meaning to
   - Ⓐ stages
   - Ⓑ advantages

Ⓒ results
Ⓓ increases

8. The word exceeds in the passage is closest in meaning to
   Ⓐ surpasses
   Ⓑ destroys
   Ⓒ estimates
   Ⓓ causes

9. Look at the four squares [■] that show where the following sentence could be inserted in the passage.

   **Asians use a starch extract from kudzu in drinks, herbal medicines, and candy.**

   Where could the sentence best be added?

   Click on a square [■] to insert the sentence in the passage.

10. **Directions:** An introduction for a short summary of the passage appears below. Complete the summary by selecting the THREE answer choices that mention the most important points in the passage. Some sentences do not belong in the summary because they express ideas that are not included in the passage or are minor points from the passage. ***This question is worth 2 points.***

    **Exotic species often require containment because they displace other species when they become established in a new environment.**

    •
    •
    •

**Answer Choices**

A Rabbits were able to cross a fence 2,000 miles long that was constructed to keep them out of Western Australia.

B Methods to control exotic species include fences, viruses, burning, herbicides, natural predators, and harvesting.

C Rabbits, which were introduced in Australia, and kudzu, which was introduced in the United States, are examples of species that caused problems.

D Researchers may be able to develop material from the kudzu vine that will be an alternative to wood pulp paper.

E The problem is that exotic species make native species vulnerable to extinction.

F A virus that is deadly to rabbits may have serious effects for other animals.

## *Reading 2*

The following reading passage was adapted from *Gardner's Art Through the Ages*, Thirteenth Edition by Fred S. Kleiner, Wadsworth, 2009.

### *"Paleolithic Art"*

P1 ➔ From the moment in 1879 that cave paintings were discovered at Altamira, scholars have wondered why the hunter-artists of the Old Stone Age decided to cover the walls of dark caverns with animal images. Various answers have been given, including that they were mere decoration, but this theory cannot explain the narrow range of subjects or the inaccessibility of many of the paintings. In fact, the remoteness and difficulty of access of many of the cave paintings and the fact that they appear to have been used for centuries are precisely what have led many scholars to

suggest that the prehistoric hunters attributed magical properties to the images they painted. According to this argument, by confining animals to the surfaces of their cave walls, the artists believed they were bringing the beasts under their control. Some have even hypothesized that rituals or dances were performed in front of the images and that these rites served to improve the hunters' luck. Still others have stated that the painted animals may have served as teaching tools to instruct new hunters about the character of the various species they would encounter or even to serve as targets for spears.

P2 In contrast, some scholars have argued that the magical purpose of the paintings and reliefs was not to facilitate the *destruction* of bison and other species. Instead, they believe prehistoric painters created animal images to assure the *survival* of the herds Paleolithic peoples depended on for their food supply and for their clothing. A A central problem for both the hunting-magic and food-creation theories is that the animals that seem to have been diet staples of Old Stone Age peoples are not those most frequently portrayed. B

P3 Other scholars have sought to reconstruct an elaborate mythology based on the cave paintings, suggesting that Paleolithic humans believed they had animal ancestors. Still others have equated certain species with men and others with women and also found sexual symbolism in the abstract signs that sometimes accompany the images. C Almost all of these theories have been discredited over time, and art historians must admit that no one knows the intent of these paintings. D In fact, a single explanation for all Paleolithic murals, even paintings similar in subject, style, and *composition* (how the motifs are arranged on the surface), is unlikely to apply universally. The works remain an enigma—and always will—because before the invention of writing, no contemporaneous explanations could be recorded.

P4 That the paintings did have meaning to the Paleolithic peoples who made and observed them cannot, however, be doubted. In fact, signs consisting of checks, dots, squares, or other arrangements of lines often accompany the pictures of animals.

P5 ➔ Representations of human hands are also common. At Pech-Merle in France, painted hands accompany representations of spotted horses. These and the majority of painted hands at other sites are "negative"; that is, the painter placed one hand against the wall and then brushed or blew or spat pigment around it. Occasionally, the painter dipped a hand in the pigment and then pressed it against the wall, leaving a "positive" imprint. These handprints, too, must have had a purpose. Some researchers have considered them "signatures" of cult or community members or, less likely, an individual artist. But like everything else in Paleolithic art, their meaning is unknown.

P6 ➔ The mural (wall) paintings at Pech-Merle also allow some insight into the reason certain subjects may have been chosen for a specific location. One of the horses may have been inspired by the rock formation in the wall surface resembling a horse's head and neck. Old Stone Age painters and sculptors frequently and skillfully used the caves' naturally irregular surfaces to help give the illusion of real presence to their forms. Altamira bison, for example, were painted over bulging rock surfaces. In fact, prehistorians have observed that bison and cattle appear almost exclusively on convex surfaces, whereas nearly all horses and hands are painted on concave surfaces. What this signifies has yet to be determined.

11. According to paragraph 1, Paleolithic people may have used cave art for all of the following purposes EXCEPT

Ⓐ people may have danced in front of the images
Ⓑ hunters could have used the figures for target practice
Ⓒ leaders might have performed magical rituals in the caves
Ⓓ animals may have been kept in the caves near the drawings

Paragraph 1 is marked with an arrow [➔].

12. The word access in the passage is closest in meaning to
    - Ⓐ admission
    - Ⓑ meaning
    - Ⓒ site
    - Ⓓ research

13. The word facilitate in the passage is closest in meaning to
    - Ⓐ specify
    - Ⓑ permit
    - Ⓒ assist
    - Ⓓ discover

14. The word discredited in the passage is closest in meaning to
    - Ⓐ not attentive
    - Ⓑ not believed
    - Ⓒ not hopeful
    - Ⓓ not organized

15. Look at the four squares [■] that show where the following sentence could be inserted in the passage.

    **At Altamira, for example, faunal remains show that red deer, not bison, were eaten.**

    Where could the sentence best be added?

    Click on a square [■] to insert the sentence in the passage.

16. Which of the sentences below best expresses the information in the highlighted statement in the passage? The other choices change the meaning or leave out important information.

Ⓐ It is true that the paintings were meaningful to the Paleolithic peoples.
Ⓑ Doubtless, the Paleolithic peoples were the ones who made the paintings.
Ⓒ There is no doubt about the meaning of the Paleolithic paintings.
Ⓓ Paintings that had meaning for the Paleolithic peoples are doubtful.

17. According to paragraph 5, why did artists leave a positive imprint of their hands on cave paintings?
Ⓐ It represents human beings in the cave paintings.
Ⓑ It could have been a way for them to sign their work.
Ⓒ It was a hunter's handprint among the herd of animals.
Ⓓ It might have been a pleasing image without much meaning.

Paragraph 5 is marked with an arrow [➔].

18. According to paragraph 6, why do scholars believe that the artists selected certain surfaces for their work?
Ⓐ The stone was easy to carve because it was very soft.
Ⓑ The animals in hunting grounds nearby provided inspiration.
Ⓒ The artists used the natural formations to create realistic shapes.
Ⓓ The location of the caves had a magical significance to them.

Paragraph 6 is marked with an arrow [➔].

19. Which of the following statements most accurately reflects the author's opinion about the purpose of cave paintings?
Ⓐ The cave paintings were part of a hunting ritual.
Ⓑ Artists were honoring their animal ancestors in cave paintings.
Ⓒ The exact purpose of cave paintings is not known.
Ⓓ Decoration was probably the main reason for painting in caves.

20. **Directions:** An introduction for a short summary of the passage appears below. Complete the summary by selecting the THREE

answer choices that mention the most important points in the passage. Some sentences do not belong in the summary because they express ideas that are not included in the passage or are minor points from the passage. ***This question is worth 2 points.***

**The purpose of the art discovered on cave walls is a topic of discussion among scholars.**

•

•

•

**Answer Choices**

A The surface of the walls in the caves may have inspired some of the subjects, and handprints may have been signatures.

B It is possible that the paintings were created as part of a magical ritual to guarantee either a good hunt or an abundance of animals.

C At Altamira, excavations indicate that the protein diet of the inhabitants was probably deer rather than bison.

D Perhaps the artists were paying homage to their animal ancestors by re-creating their mythology in the pictures.

E The art may be more recent than first assumed when the caves were originally discovered in the late 1800s.

F It has been documented that almost all of the horses and hands were painted on concave surfaces at Pech-Merle.

# LISTENING SECTION

## Model Test 6, Listening Section

The Listening Section tests your ability to understand conversations and lectures that are typical of academic interactions on a college campus. You will hear two conversations and three lectures and will answer five or six questions after each one. You will hear each conversation or lecture only one time. Answer the questions based on what is stated or implied by the speakers. You may take notes while you listen and use them to answer the questions, but notes will not be graded.

You must answer each question before you can continue, and you cannot return to previous questions. To complete all of the questions, you should try to answer two questions in about 1 minute. A clock will indicate how much time is remaining. The clock will operate only while you are answering questions, not while you are listening.

## *Listening 1 "Professor's Office"*

1. Why does the man go to see his professor?
   - Ⓐ To borrow some books for his project
   - Ⓑ To hand in the first book report
   - Ⓒ To ask about the professor's requirements
   - Ⓓ To talk about literary movements

2. How is the second part of the reading list different from the first part?
   - Ⓐ More minority authors are represented.
   - Ⓑ All of the writers are from North America.
   - Ⓒ It includes books from the Post-Modern Period.
   - Ⓓ In addition to novels, some plays are on the list.

3. What does the man mean when he says this: 🎧
   - Ⓐ He does not understand the term.
   - Ⓑ He is interested in the idea.

Ⓒ He is not sure how to pronounce it.
Ⓓ He thinks that the word is humorous.

4. What will the man probably do before the next meeting?
   Ⓐ Write a synopsis of each book on the list
   Ⓑ Make a list of books that he wants to read
   Ⓒ Finish the art project on his computer
   Ⓓ Prepare to talk with the professor

5. What can be inferred about the professor?
   Ⓐ She does not have regular office hours.
   Ⓑ She is willing to help her students.
   Ⓒ She is not very flexible with assignments.
   Ⓓ She teaches British literature.

## *Listening 2 "Philosophy Class"*

6. What is the discussion mainly about?
   Ⓐ The laws of motion
   Ⓑ The origin of water
   Ⓒ The nature of the universe
   Ⓓ The spirit of the world

7. Why does the student mention evolutionary theory?
   Ⓐ He is digressing from the main topic.
   Ⓑ He is trying to embarrass the professor.

Ⓒ He is expressing doubt about Greek philosophy.
Ⓓ He is comparing evolution to Anaximander's theory.

8. Why does the professor say this: 🎧
   Ⓐ She is not happy with the student's response.
   Ⓑ She is introducing an alternative view.
   Ⓒ She is going to expand on the comment.
   Ⓓ She is ending the discussion.

9. What view did the three Milesian philosophers share?
   Ⓐ They all believed that the mythology had a basis in fact.
   Ⓑ They introduced a scientific approach to explaining nature.
   Ⓒ They thought that water was the original element.
   Ⓓ They all agreed with the teachings of Socrates.

10. What can be inferred about the early Greek philosophers?
   Ⓐ They were exploring the physical sciences.
   Ⓑ They recorded many of the Greek myths.
   Ⓒ They were primarily interested in religion.
   Ⓓ They had contact with other European scholars.

11. What does the professor mean when she says this: 🎧
   Ⓐ She is expressing strong agreement.
   Ⓑ She is introducing doubt.
   Ⓒ She is maintaining a neutral position.
   Ⓓ She is asking the students to agree.

## *Listening 3 "Professor's Office"*

12. Why does the woman want to talk with her professor?
    - Ⓐ She wants to make an appointment outside of office hours.
    - Ⓑ She needs to get him to approve the topic for her research.
    - Ⓒ She has some questions about the report she is writing.
    - Ⓓ She would like a recommendation for a job in the lab.

13. What advice does the professor give the woman?
    - Ⓐ Have some friends read the research
    - Ⓑ Refer to the explanation in the textbook
    - Ⓒ Ask a chemistry major to help her
    - Ⓓ Include more references in the report

14. What does the professor offer to do?
    - Ⓐ Read a draft of the report before she submits it
    - Ⓑ Help her find some better references
    - Ⓒ Show her how to complete the experiment
    - Ⓓ Give her a job in the laboratory

15. Why does the professor say this: 🎧
    - Ⓐ He realizes that she won't have time to revise the report.
    - Ⓑ He is concerned that she will not complete the research.
    - Ⓒ He recalls that he will not be available to help her.
    - Ⓓ He wants her to get an extension to finish the project.

16. What is the professor's opinion of the woman?
    - Ⓐ He assumes that she is too busy to work.
    - Ⓑ He is very impressed with her attitude.
    - Ⓒ He thinks that she is not a serious student.
    - Ⓓ He wants her to change her major to chemistry.

## *Listening 4 "Biology Class"*

17. What aspect of bacteria is this lecture mainly about?
    - Ⓐ How microscopic organisms are measured
    - Ⓑ The use of bacteria for research in genetics
    - Ⓒ Diseases caused by bacterial infections
    - Ⓓ The three major types of bacteria

18. Which of the following slides contain cocci bacteria?

    Click on the correct diagram.

19. Which two characteristics are common in bacteria?

    Click on 2 answer choices.

    - [A] They have one cell.
    - [B] They are harmful to humans.
    - [C] They reproduce quickly.
    - [D] They die when exposed to air.

20. Why are bacteria being used in the research study at the university?
    - Ⓐ Bacteria have unusual cell formations.

Ⓑ Bacteria live harmlessly on the skin.
Ⓒ Bacteria are similar to other life-forms.
Ⓓ Bacteria cause many diseases in humans.

21. How does the professor help the students to remember the types of bacteria?
Ⓐ He shows them many examples of slides.
Ⓑ He tells them to look at specimens in the lab.
Ⓒ He uses the first letter to represent the shape.
Ⓓ He explains the various DNA structures.

22. Why does the professor say this: 🎧
Ⓐ He is showing the students some slides.
Ⓑ He does not want the students to ask questions.
Ⓒ He wants the students to pay attention.
Ⓓ He thinks that the information is very clear.

## *Listening 5 "Literature Class"*

23. What is the discussion mainly about?
Ⓐ The life of author Jonathan Swift
Ⓑ A narrative of the fourth voyage of Gulliver
Ⓒ A description of the Houyhnhnms
Ⓓ The literature of the 1700s

24. What does Gulliver learn about himself?
Ⓐ He is like the Yahoos in many ways.
Ⓑ He does not want to return to England.

Ⓒ He wants to write about his experience.
Ⓓ He is afraid of the Houyhnhnm.

25. In the discussion, the professor describes the characteristics of the Yahoos. Indicate whether each of the following is one of their characteristics.

**Online Directions:** Click in the correct box for each sentence.

**Answer Sheet Directions:** For each sentence that describes the characteristics of the Yahoos, mark the letter on your answer sheet.

26. Why does the professor say this: 🎧
Ⓐ She is criticizing the author.
Ⓑ She is asking the students a question.
Ⓒ She is preparing to draw a conclusion.
Ⓓ She is changing the subject.

27. According to the professor, what kind of book is *Gulliver's Travels*?
Ⓐ A biography of Jonathan Swift
Ⓑ A satire about mankind
Ⓒ A history of politics in England
Ⓓ A children's story about animals

28. What can we infer about the literature of the period?
Ⓐ Satire was very popular.
Ⓑ Most books were nonfiction.
Ⓒ It copied the style of Swift.
Ⓓ The tone was not very serious.

# SPEAKING SECTION

## Model Test 6, Speaking Section

The Speaking Section tests your ability to speak in English in an academic setting. There are four questions. Question 1 is about a familiar topic. Questions 2 and 3 include both a reading passage and either a conversation or a lecture on the same topic. The questions ask you to include information from both the reading and the listening passages in your answers. Question 4 is a lecture that you are asked to summarize. You may take notes as you listen, but notes will not be graded.

You will have 15–30 seconds to prepare for each question and 45–60 seconds to speak. You will have about 16 minutes to complete the Speaking Section. A clock on the screen will show how much time is remaining for each question.

You will be evaluated on your ability to speak clearly and to be understood and on your ability to communicate information accurately. Use your own words. Memorized responses will result in a lower score.

### *Independent Speaking Question 1 "Job Opportunities"*

Listen for a question that asks your opinion about a familiar topic.

**Question**

Some people are attracted to jobs that include a great deal of travel. Other people prefer jobs that allow them to return to their homes every evening. Which type of job opportunity would you prefer, and why? Use specific reasons and examples to support your opinion.

Preparation Time: 15 seconds

Recording Time: 45 seconds

## *Integrated Speaking Question 2 "Excused Absence"*

Read a short passage, and listen to a talk on the same topic.

Reading Time: 50 seconds

Policy for Excused Absence

You may request an excused absence once per semester without explanation. Just email me and specify the date that you will be absent from class. If you plan to be absent on the day of a test or an exam, however, you must provide an explanation and make arrangements for a makeup test or exam. Please see me in my office for an excused absence from a test or exam. If you must be absent for more than one session, your grade may be affected. Your grade may be lowered one letter for each additional absence after the excused absence.

Now listen to a student who is talking with friends about the policy.

**Question**

The student expresses his opinion of the professor's policy for excused absences. Report his opinion, and explain the reasons that he gives for having that opinion.

Preparation Time: 30 seconds

Recording Time: 60 seconds

## *Integrated Speaking Question 3 "Insects"*

Read a short passage, and then listen to part of a lecture on the same topic.

Reading Time: 50 seconds

Insects

An insect belongs to the class of invertebrates called arthropods. Regardless of size, all adult insects have a similar body structure, which includes a head, a thorax, and an abdomen. The head contains not only the brain and mouth but also the sensory organs, usually a pair of eyes and a pair of antennae. The thorax is the central part of the insect's body where the wings and legs are attached, allowing the insect to move in the air and on feeding surfaces. Typically, insects have three pairs of legs and two pairs of wings. The third part of the insect's body structure consists of an abdomen where food is processed and the reproductive organs are found.

Now listen to part of a lecture in a biology class. The professor is talking about insects.

**Question**

Refer to the lecture to explain why a spider is not strictly considered an *insect*.

Preparation Time: 30 seconds

Recording Time: 60 seconds

## *Integrated Speaking Question 4 "Skinner Box"*

Now listen to part of a lecture in a psychology class. The professor is discussing the Skinner Box.

**Question**

Using the main points and examples from the lecture, describe the Skinner Box and then explain how the device is used in psychology experiments.

Preparation Time: 20 seconds

Recording Time: 60 seconds

# WRITING SECTION

The Writing Section tests your ability to write academic English. There are two writing tasks.

## Integrated Writing Question

First you will have 3 minutes to read a passage about an academic topic and then you will listen to a lecture about the same topic. You may take notes and use them to organize your essay, but notes will not be graded. After the lecture, you will have 20 minutes to write a summary of the lecture and to explain how it relates to the reading passage. While you write, you will see the reading passage again. Be sure to use information from both the lecture and the reading passage in your response.

Your writing will be evaluated for organization, vocabulary, grammar, and a complete answer to the question. Typically, a good response will require that you write 150–225 words.

## Academic Discussion Question

You will have 10 minutes to read a question posted by a professor and two responses by students in the class and then to write a response that contributes, and adds, to the discussion.

Your response will be evaluated for staying on topic, making clear explanations, and using precise vocabulary and a variety of grammatical

structures. Typically, a good response will require that you write at least 100 words.

## *Integrated Essay "Formation of the Moon"*

You have 20 minutes to plan, write, and revise your response to a reading passage and a lecture on the same topic. First, read the passage and take notes. Then, listen to the lecture and take notes. Finally, write your response to the writing question. Typically, a good response will require that you write 150–225 words.

### Reading Passage

Time: 3 minutes

Although most scientists would agree that the Moon is critical for the formation of life on Earth, there is no consensus about the way that the Moon formed. Although there are several additional theories to explain the way that the Moon came into being, three hypotheses are commonly debated among lunar scientists.

The fission theory maintains that the Moon was once part of Earth and became separated early in the formation of the solar system, probably while Earth was spinning rapidly. The large piece of Earth's surface that formed the Moon is believed to have broken off from the Pacific Ocean basin.

The co-accretion theory, also called the condensation theory, contends that the Moon was formed at the same time as Earth from the original nebula of interstellar dust and gas that comprised the young solar system. In other words, the Moon was a sister planet that formed, like Earth, by the aggregation of small particles into a single, much larger body. This event probably took place shortly after the Big Bang, about 13 billion years ago.

The giant impact theory states that the Moon was formed from the debris of an indirect collision between Earth and a planetary body about the size of Mars. It is estimated that the collision occurred about 4.5 billion years ago. Initially, there would have been a number of pieces from both Earth and the collision planet that would have orbited Earth, but eventually, they would have coalesced to form a ball of molten rock about the size of today's Moon.

## Model Test 6, Writing Section

Now listen to a lecture on the same topic as the passage that you have just read.

**Question**
Summarize the main points in the lecture, and then explain how they cast doubt on the ideas in the reading passage.

### *Academic Discussion "School Security"*

**Directions:**

The professor is teaching a class on education. Respond to the post with the professor's question in it and the posts by two other students. You should express and support your opinion and add new information to the discussion. You will have 10 minutes to read the question and the student responses and to write your own response. Your response should be at least 100 words in length.

**Dr. Ahmad**

School safety is receiving a good amount of media coverage. Over the next couple of classes, we are going to be looking at the issue of violence in elementary and secondary schools. So, as an introduction to that topic, I want to know what you think about a police presence on school campuses. Should school districts hire law enforcement officers to patrol their campuses? Why or why not?

**Nancy**

We all want a safe learning environment for children in schools, and I think that a police presence goes a long way toward deterring potential threats. Just seeing the police on campus probably discourages violence. Also, if something does happen, the response time is much faster with law enforcement already on site.

**Ted**

I think that having law enforcement officers on school campuses creates a hostile school environment. Many students and teachers are uncomfortable with their presence, especially people of color who have had unpleasant interactions with police in their neighborhoods. Besides that, some officers can become overly aggressive and can actually escalate an encounter. I would rather see other measures to keep everyone safe.

# MODEL TEST 6

# ANSWER KEYS

Use the following Answer Keys to check your scores on the Reading and Listening Sections of Model Test 6.

## Reading Section

### *Reading 1*

1. C
2. B
3. C
4. C
5. B
6. C
7. C
8. A
9. C
10. B C E

### *Reading 2*

11. D
12. A
13. C
14. B
15. B
16. A

17. B
18. C
19. C
20. A B D

## Listening Section

1. C
2. A
3. B
4. D
5. B
6. C
7. D
8. C
9. B
10. A
11. B
12. C
13. A
14. A
15. A
16. B

17. D
18. B
19. A C
20. C
21. C
22. D
23. B
24. A
25. B C D: Yes
26. B
27. B
28. D

## EXPLANATORY AND EXAMPLE ANSWERS, MODEL TEST 6

Go to the Online Learning Hub to study detailed Explanatory Answers for the Reading and Listening Sections, and Outlines, Example Answers for the Speaking Section **(Track 71)**, and Example Answers and Checklists for the Speaking and Writing Sections of Model Test 6.

# MODEL TEST 7

## TOEFL iBT® PAPER EDITION

## SECTION 1 READING

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓐ Ⓑ Ⓒ Ⓓ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓐ Ⓑ Ⓒ Ⓓ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓐ Ⓑ Ⓒ Ⓓ
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓐ Ⓑ Ⓒ Ⓓ
9. Ⓐ Ⓑ Ⓒ Ⓓ
10. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ
11. Ⓐ Ⓑ Ⓒ Ⓓ
12. Ⓐ Ⓑ Ⓒ Ⓓ
13. Ⓐ Ⓑ Ⓒ Ⓓ
14. Ⓐ Ⓑ Ⓒ Ⓓ
15. Ⓐ Ⓑ Ⓒ Ⓓ
16. Ⓐ Ⓑ Ⓒ Ⓓ
17. Ⓐ Ⓑ Ⓒ Ⓓ
18. Ⓐ Ⓑ Ⓒ Ⓓ

**19.** Ⓐ Ⓑ Ⓒ Ⓓ

**20.** Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ

## SECTION 2 LISTENING

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓐ Ⓑ Ⓒ Ⓓ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓐ Ⓑ Ⓒ Ⓓ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓐ Ⓑ Ⓒ Ⓓ
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓐ Ⓑ Ⓒ Ⓓ
9. Ⓐ Ⓑ Ⓒ Ⓓ
10. Ⓐ Ⓑ Ⓒ Ⓓ
11. Ⓐ Ⓑ Ⓒ Ⓓ
12. Ⓐ Ⓑ Ⓒ Ⓓ
13. Ⓐ Ⓑ Ⓒ Ⓓ
14. Ⓐ Ⓑ Ⓒ Ⓓ
15. Ⓐ Ⓑ Ⓒ Ⓓ
16. Ⓐ Ⓑ Ⓒ Ⓓ
17. Ⓐ Ⓑ Ⓒ Ⓓ
18. Ⓐ Ⓑ Ⓒ Ⓓ

**19**. Ⓐ Ⓑ Ⓒ Ⓓ

**20**. Ⓐ Ⓑ Ⓒ Ⓓ

**21**. Ⓐ Ⓑ Ⓒ Ⓓ

**22**. Ⓐ Ⓑ Ⓒ Ⓓ

**23**. Ⓐ Ⓑ Ⓒ Ⓓ

**24**. Ⓐ Ⓑ Ⓒ Ⓓ

**25**. Ⓐ Ⓑ Ⓒ Ⓓ

**26**. Ⓐ Ⓑ Ⓒ Ⓓ

**27**. Ⓐ Ⓑ Ⓒ Ⓓ

**28**. Ⓐ Ⓑ Ⓒ Ⓓ

# MODEL TEST 7: PROGRESS TEST

## READING SECTION

The Reading Section tests your ability to understand reading passages like those in college textbooks. You will read two passages. After each passage, you will answer 10 questions. You will have 35 minutes to read both passages and answer the questions.

Some passages may include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation. Click on NEXT to go to the next question or BACK to return to a previous question

to change answers. A clock on the screen will show how much time you have remaining.

## *Reading 1*

The following reading passage was adapted from *Environmental Science: Earth as a Living Planet*, Sixth Edition by Daniel B. Botkin and Edward A. Keller, John Wiley and Sons, Inc., 2007.

## *"The Hydrologic Cycle"*

P1 ➔ The hydrologic cycle is the transfer of water from the oceans to the atmosphere to the land and back to the oceans. The processes involved include evaporation of water from the oceans; precipitation on land; evaporation from land; and runoff from streams, rivers, and subsurface groundwater. The hydrologic cycle is driven by solar energy, which evaporates water from oceans, freshwater bodies, soils, and vegetation. Of the total 1.3 billion cubic km water on Earth, about 97% is in ocean, and about 2% is in glaciers and ice caps. The rest is in freshwater on land and in the atmosphere. Although it represents only a small fraction of the water on Earth, the water on land is important in moving chemicals, sculpturing landscape, weathering rocks, transporting sediments, and providing our water resources. The water in the atmosphere—only 0.001% of the total on Earth—cycles quickly to produce rain and runoff for our water resources.

P2 ➔ Especially important from an environmental perspective is that rates of transfer on land are small relative to what's happening in the ocean. For example, most of the water that evaporates from the ocean falls again as precipitation into the ocean. On land, most of the water that falls as precipitation comes from evaporation of water from land. This means that regional land-use changes, such as the building of large dams and reservoirs, can change the amount of water evaporated into the atmosphere and change the

location and amount of precipitation on land—water we depend on to raise our crops and supply water for our urban environments. Furthermore, as we pave over large areas of land in cities, storm water runs off quicker and in greater volume, thereby increasing flood hazards. Bringing water into semi-arid cities by pumping groundwater or transporting water from distant mountains through aqueducts may increase evaporation, thereby increasing humidity and precipitation in a region.

P3 Approximately 60% of water that falls by precipitation on land each year evaporates to the atmosphere. A smaller component (about 40%) returns to the ocean surface and subsurface runoff. A This small annual transfer of water supplies resources for rivers and urban and agricultural lands. B Unfortunately, distribution of water on land is far from uniform. C As human population increases, water shortages will become more frequent in arid and semi-arid regions, where water is naturally nonabundant. D

P4 ➔ At the regional and local level, the fundamental hydrological unit of the landscape is the drainage basin (also called a watershed or catchment). A drainage basin is the area that contributes surface runoff to a particular stream or river. The term *drainage basin* is usually used in evaluating the hydrology of an area, such as the stream flow or runoff from hill slopes. Drainage basins vary greatly in size, from less than a hectare (2.5 acres) to millions of square kilometers. A drainage basin is usually named for its main stream or river, such as the Mississippi River drainage basin.

P5 ➔ The main process in the cycle is the global transfer of water from the atmosphere to the land and oceans and back to the atmosphere. Notice that more than 97% of Earth's water is in the oceans; the next largest storage compartment, the ice caps and glaciers, accounts for another 2%. Together, these account for more than 99% of the total water, and both are generally unsuitable for human use because of salinity (seawater) and location (ice caps and glaciers). Only about 0.001% of the total water on Earth is in

the atmosphere at any one time. However, this relatively small amount of water in the global water cycle, with an average atmospheric residence time of only about 9 days, produces all our freshwater resources through the process of precipitation.

P6 ➔ Water can be found in either liquid, solid, or gaseous form at a number of locations at or near Earth's surface. Depending on the specific location, the residence time may vary from a few days to many thousands of years. However, as mentioned, more than 99% of Earth's water in its natural state is unavailable or unsuitable for beneficial human use. Thus, the amount of water for which all the people, plants, and animals on Earth compete is much less than 1% of the total.

P7 As the world's population and industrial production of goods increase, the use of water will also accelerate. The world per capita use of water in 1975 was about 185,000 gal/year. And the total human use of water was about 700 $m^3$/year or 2000 gal/day. Today, world use of water is about 6,000 $km^3$/year or about $1.58 \times 10^{15}$ gal/year, which is a significant fraction of the naturally available freshwater.

P8 Compared with other resources, water is used in very large quantities. In recent years, the total mass (or weight) of water used on Earth per year has been approximately 1000 times the world's total production of minerals, including petroleum, coal, metal ores, and nonmetals.

1. Based on information in paragraph 1, which of the following best explains the term "hydrologic cycle"?
   - Ⓐ The movement of water from freshwater bodies into the oceans
   - Ⓑ Solar energy in the atmosphere that produces rain over land and oceans
   - Ⓒ Water resources from oceans and freshwater sources inland
   - Ⓓ Transportation of water from oceans into the atmosphere and onto the land

Paragraph 1 is marked with an arrow [➔].

2. The phrase The rest in the passage refers to
   - Ⓐ Oceans
   - Ⓑ Ice caps
   - Ⓒ Glaciers
   - Ⓓ Water

3. Based on information in paragraph 2, how do man-made water resources such as reservoirs and lakes affect the water cycle?
   - Ⓐ They increase the danger of flooding in the areas surrounding them.
   - Ⓑ They cause changes in the patterns of rainfall in the immediate area.
   - Ⓒ They provide water sources for agricultural purposes in dry areas.
   - Ⓓ They improve the natural flow of water into the oceans.

Paragraph 2 is marked with an arrow [➔].

4. Look at the four squares [■] that show where the following sentence could be inserted in the passage.

   **As a result, water shortages occur in some areas.**

   Where could the sentence best be added?

   Click on a square [■] to insert the sentence in the passage.

5. The word fundamental in the passage is closest in meaning to
   - Ⓐ diverse
   - Ⓑ common
   - Ⓒ basic
   - Ⓓ attractive

6. Why does the author mention the “Mississippi River” in paragraph 4?
   - Ⓐ The Mississippi River is an example of a drainage basin.

Ⓑ The Mississippi River is one of the largest rivers in the region.
Ⓒ The Mississippi River is used in evaluating the runoff from hills.
Ⓓ The Mississippi River is named for the area surrounding it.

Paragraph 4 is marked with an arrow [➔].

7. According to paragraph 5, which of the following is true about the global transfer of water?
Ⓐ Most rainwater stays in the atmosphere for less than a week.
Ⓑ Glaciers are a better source of water than the oceans.
Ⓒ Most of the water in the world is currently in the water cycle.
Ⓓ Less than 1 percent of the water can be used for human consumption.

Paragraph 5 is marked with an arrow [➔].

8. According to paragraph 6, why is water a problem?
Ⓐ There is not enough water available in liquid form in the world.
Ⓑ Bringing water to the surface of Earth can be difficult.
Ⓒ A comparatively small amount of Earth's water is suitable for human use.
Ⓓ Most of the naturally accessible water is too old to be used safely.

Paragraph 6 is marked with an arrow [➔].

9. The word significant in the passage is closest in meaning to
Ⓐ rare
Ⓑ small
Ⓒ important
Ⓓ regular

10. **Directions:** An introduction for a short summary of the passage appears below. Complete the summary by selecting the THREE answer choices that mention the most important points in the passage.

Some sentences do not belong in the summary because they express ideas that are not included in the passage or are minor points from the passage. ***This question is worth 2 points.***

**The hydrologic cycle transfers water from the oceans to the atmosphere, from the atmosphere to the land, and back to the oceans.**

- 
- 
- 

**Answer Choices**

A The global problem is the availability of water that is suitable for human use where and when it is needed.

B Only about 0.001% of the total water on Earth is in the atmosphere at a particular point in time.

C Solar energy causes the evaporation of oceans and freshwater lakes and rivers into the atmosphere.

D Water shortages will probably become more common as more people begin to live in desert regions.

E Precipitation in the form of rainfall replenishes the water in the ocean and in drainage basins on land.

F Desalination is a key solution to the problem of adequate water supplies for human use.

## *Reading 2*

The following reading passage was adapted from *Language Files 10*, Tenth Edition by the Department of Linguistics, the Ohio State University, 2007.

## *“Speech and Writing”*

P1 ➔ One of the basic assumptions of modern linguistics is that speech is primary and writing is secondary. The most immediate manifestation of language is speech and not writing. Writing is simply the representation of speech in another physical medium. Spoken language encodes thought into a physically transmittable form, while writing, in turn, encodes spoken language into a physically preservable form. Writing is a three-stage process: thinking of an idea, expressing it in mental grammar, and then transferring it to written form. All units of writing, whether letters or characters, are based on units of speech, i.e., words, sounds, or syllables. When linguists study language, therefore, they take the spoken language as their best source of data and their object of description except in instances of languages like Latin for which there are no longer any speakers.

P2 You may think that with the advent of so many “instant messaging” programs, writing can now be as immediate as speech. But it is important to remember that even though the written form can be nearly immediate these days, there is still an extra step between conceptualizing the message you want to communicate and the reception of that idea, if you have to write it—regardless of whether you do so longhand or type it into a computer.

P3 There are several reasons for maintaining that speech is primary and writing is secondary. [A] Writing is a later historical development than spoken language. [B] **Archeological evidence** indicates that writing was first utilized in Sumer, that is, modern-day Iraq, about 6,000 years ago. [C] As far as physical and cultural anthropologists can tell, spoken language has probably been used by humans for hundreds of thousands of years. [D]

P4 ➔ **Writing does not exist everywhere** that spoken language does. This seems hard to imagine in our highly literate society, but the fact is that there are still many communities in the world where a written form of language is not used. Even in those cultures using

a writing system, there are individuals who fail to learn the written form of their language. In fact, the majority of the Earth's inhabitants are illiterate, though quite capable of spoken communication. However, no society uses only a written language with no spoken form.

P5 **Writing must be taught**, whereas spoken language is acquired automatically. All children, except children with serious learning disabilities, naturally learn to speak the language of the community in which they are brought up. They acquire the basics of their native language before they enter school, and even if they never attend school, they become fully competent speakers. Writing systems vary in complexity, but regardless of their level of sophistication, they must all be taught.

P6 **Neurolinguistic evidence** (studies of the brain in action during language use) demonstrates that the processing and production of written language is overlaid on the spoken language centers in the brain. Spoken language involves several distinct areas of the brain; writing uses these areas and others as well.

P7 Despite all this evidence, it is a widely held misconception that writing is more perfect than speech. To many people, writing somehow seems more correct and more stable, whereas speech can be careless, corrupted, and susceptible to change. Some people even go so far as to identify "language" with writing and to regard speech as a secondary form of language used imperfectly to approximate the ideals of the written language.

P8 ➔ What gives rise to the misconception that writing is more perfect than speech? There are several reasons. Writing can be edited, and so the product of writing is usually more aptly worded and better organized, containing fewer errors, hesitations, and incomplete sentences than are found in speech. This "perfection of writing" can be explained by the fact that writing is the result of deliberation, correction, and revision, while speech is the spontaneous and simultaneous formulation of ideas; writing is

therefore less subject to the constraint of time than speech is. Writing must be taught and is therefore ultimately associated with education and educated speech. Since the speech of the educated is more often than not set up as the "standard language," writing is associated indirectly with the varieties of language that people tend to view as "correct." However, the association of writing with the standard variety is not a necessary one, as evidenced by the attempts of writers to transcribe faithfully the speech of their characters. Mark Twain's *Huckleberry Finn* and John Steinbeck's *Of Mice and Men* contain examples of this. Writing is more physically stable than spoken language, which consists of nothing more than sound waves traveling through the air, and is therefore ephemeral and transient. Writing tends to last, because of its physical medium (characters on some surface), and can be preserved for a very long time. Spelling does not seem to vary from individual to individual or from place to place as easily as pronunciation does. Thus, writing has the appearance of being more stable especially in the modern era. Of course, spelling does vary, as exemplified by the differences between the American ways of spelling *gray* and words with the suffixes -*ize* and -*ization* as compared with the British spelling of *grey* and -*ise* and -*isation*. Writing could also change if it were made to follow the changes of speech. The fact that people at various times try to carry out spelling reforms amply illustrates this possibility.

11. According to paragraph 1, what can be inferred about linguistic research?

Ⓐ Linguists do not usually study Latin.
Ⓑ Research on writing is much easier.
Ⓒ Studies always require several sources.
Ⓓ Researchers prefer speech samples.

Paragraph 1 is marked with an arrow [➔].

12. Look at the four squares [■] that show where the following sentence could be inserted in the passage.

**The Sumerians probably devised written characters for the purpose of maintaining inventories of livestock and merchandise.**

Where could the sentence best be added?

Click on a square [■] to insert the sentence in the passage.

13. According to paragraph 4, what is true about literacy?

Ⓐ Only a minority of the world's population can read and write.
Ⓑ Literate populations are more capable than other groups.
Ⓒ The modern world has a very highly literate population.
Ⓓ Many people fail to become literate because it is difficult.

Paragraph 4 is marked with an arrow [➔].

14. Which of the sentences below best expresses the information in the highlighted statement in the passage? The other choices change the meaning or leave out important information.

Ⓐ Writing that has a very complex system must be learned.
Ⓑ All writing has to be taught because the systems are variable.
Ⓒ In spite of complex features in writing systems, people can learn them.
Ⓓ Both simple and complex writing systems require direct instruction.

15. The word approximate in the passage is closest in meaning to

Ⓐ make better than
Ⓑ come close to
Ⓒ take out of
Ⓓ get on with

16. Why does the author mention “Mark Twain” and “John Steinbeck” in paragraph 8?

Ⓐ To demonstrate that speech cannot be transcribed
Ⓑ To provide examples of two good writing styles
Ⓒ To prove that a nonstandard variety can be written
Ⓓ To contrast varieties of speech for their characters

Paragraph 8 is marked with an arrow [➔].

17. The word transient in the passage is closest in meaning to

Ⓐ unimportant
Ⓑ temporary
Ⓒ interesting
Ⓓ clear

18. According to paragraph 8, what is true about spelling?

Ⓐ Spelling does not change from one geographical region to another.
Ⓑ British and American spellings are more similar than pronunciation.
Ⓒ Pronunciation in English is not related to spelling changes.
Ⓓ Changes in spelling are occasionally initiated because of speech.

Paragraph 8 is marked with an arrow [➔].

19. The phrase this possibility in the passage refers to

Ⓐ writing could also change
Ⓑ the changes of speech
Ⓒ people try to carry out
Ⓓ spelling reforms illustrate

20. **Online Directions:** Complete the table by matching the phrases on the left with the headings on the right. Select the appropriate answer choices and drag them to the type of language to which they relate.

TWO of the answer choices will NOT be used. ***This question is worth 4 points.***

To delete an answer choice, click on it. To see the passage, click on **View Text**.

**Answer Sheet Directions:** For each phrase that relates to Speech, mark the letter on your answer sheet.

| **Answer Choices** | **Speech** |
|---|---|
| A Not observable in brain activity | • |
| B A primary form of language | • |
| C Direct representation of thought | • |
| D A three-stage process | • |
| E An earlier development | **Writing** |
| F Associated with education | • |
| Contains fewer errors | • |
| No regional variations | • |
| Acquired naturally | |

# LISTENING SECTION

## Model Test 7, Listening Section

The Listening Section tests your ability to understand conversations and lectures that are typical of academic interactions on a college campus. You will hear two conversations and three lectures and will answer five or six questions after each one. You will hear each conversation or lecture only one time. Answer the questions based on what is stated or implied by the speakers. You may take notes while you listen and use them to answer the questions, but notes will not be graded.

You must answer each question before you can continue, and you cannot return to previous questions. To complete all of the questions, you should

try to answer two questions in about 1 minute. A clock will indicate how much time is remaining. The clock will operate only while you are answering questions, not while you are listening.

## *Listening 1 "Professor's Office"*

1. Why does the man go to see his professor?
   - Ⓐ He wants to withdraw from the class.
   - Ⓑ He needs to ask the professor a question.
   - Ⓒ His professor promised to give him a recording.
   - Ⓓ His professor asked him to come to the office.

2. Why does the student say this: 🎧
   - Ⓐ He is disrespectful.
   - Ⓑ He is surprised.
   - Ⓒ He is sorry.
   - Ⓓ He is happy.

3. What does the professor mean when she says this: 🎧
   - Ⓐ She is warning the student that she could take more serious action.
   - Ⓑ She is indicating that she is not sure what she wants to do.
   - Ⓒ She is asking the man to come up with a solution for the situation.
   - Ⓓ She is forgiving the man for causing a problem in her class.

4. How does the professor feel about questions in class?
   - Ⓐ She would rather answer questions during her office hours.
   - Ⓑ She thinks that students who ask questions are showing interest.
   - Ⓒ She does not like students to be disrespectful by asking questions.
   - Ⓓ She wants her students to help each other instead of asking questions.

5. What will the man probably do during the next class?
   - Ⓐ He will ask fewer questions.
   - Ⓑ He will record the lecture.
   - Ⓒ He will refer to the outline in the book.
   - Ⓓ He will participate more in the discussion.

## *Listening 2 "Art Class"*

6. What is this lecture mainly about?
   - Ⓐ Symmetry in the visual arts
   - Ⓑ The characteristics of patterns
   - Ⓒ How the brain organizes information
   - Ⓓ A definition of beauty

7. What does the professor mean when he says this: 🎧
   - Ⓐ He plans to give others an opportunity to speak.
   - Ⓑ He is talking too fast and intends to slow down.
   - Ⓒ He needs to correct something that he has said.
   - Ⓓ He wants to talk about that subject later.

8. Which of the following slides represents reflection symmetry?

   Click on the correct diagram.

9. How is it possible to recognize an object when only part of it is visible?
   - Ⓐ The brain recognizes symmetry and visualizes the whole.
   - Ⓑ The object is often familiar enough to be recognized.
   - Ⓒ The pieces are large even though some are missing.
   - Ⓓ The principles for identification can be learned.

10. In addition to a system for organization, what characteristics define a pattern?

    Click on 2 answer choices.

    - [A] A basic unit
    - [B] An image
    - [C] Repetition
    - [D] Rotation

11. What assignment does the professor give his students?
    - Ⓐ They are supposed to identify patterns in the classroom.
    - Ⓑ They should be prepared for a quiz on this lecture.
    - Ⓒ They need to go to the lab to complete an experiment.
    - Ⓓ They have to design a pattern that includes symmetry.

## *Listening 3 "Professor's Office"*

12. Why did the student go to see his professor?

Ⓐ To transfer from an on-campus to an online class
Ⓑ To drop the course because it is an overload
Ⓒ To get some advice about improving his grade
Ⓓ To enroll in another class with the professor

13. Why did the man take an online course?
Ⓐ He wanted to study over the weekend.
Ⓑ He takes most of his courses online.
Ⓒ He did not want to have an overload.
Ⓓ He preferred the online professor.

14. What is the student's problem?
Ⓐ He is not succeeding in the discussions.
Ⓑ He got a low grade on his papers.
Ⓒ He does not do well on tests.
Ⓓ He does not manage time well.

15. How can the man improve his discussion posts?

Click on 2 answer choices.

[A] Use journal references
[B] Make the posts shorter
[C] Enter the discussion earlier
[D] Provide his opinion

16. What will the student probably do?
Ⓐ He will write an extra paper.
Ⓑ He will work online before the weekend.
Ⓒ He will join the professor's on-campus class.
Ⓓ He will agree with some of the posts.

## *Listening 4 "Biology Class"*

17. What aspect of the fossil record is this lecture mainly about?
    - Ⓐ The impact hypothesis
    - Ⓑ Mass extinctions
    - Ⓒ Climate change
    - Ⓓ Diversity in species

18. Identify the main periods of mass extinction.

    Click on 2 answer choices.

    - [A] Permian
    - [B] Cenozoic
    - [C] Cretaceous
    - [D] Mesozoic

19. Why does the professor say this: 🎧
    - Ⓐ To express uncertainty
    - Ⓑ To disagree with the evidence
    - Ⓒ To acknowledge the disappearance
    - Ⓓ To ask for some ideas

20. What is the impact hypothesis?
    - Ⓐ The theory that the continents drifted and collided with each other
    - Ⓑ The idea that volcanic eruptions disrupted the climate worldwide
    - Ⓒ The view that a lightning storm caused a global fire
    - Ⓓ The premise that an asteroid crashed, blocking sunlight on Earth

21. What is the evidence for the impact hypothesis?

Ⓐ The clay from the Cretaceous period contains an element that is rare on Earth.
Ⓑ Both hemispheres suffered the same amount of damage and extinction.
Ⓒ Acidic precipitation is still not evenly distributed across Earth.
Ⓓ Rocks that may have been part of an asteroid have been identified.

22. What can be inferred about the professor's opinion?
Ⓐ He is strongly in favor of the impact hypothesis.
Ⓑ He does not believe that mass extinctions happened.
Ⓒ He thinks that mass extinctions were important to evolution.
Ⓓ He views mass extinction as a preventable occurrence.

## *Listening 5 "Anthropology Class"*

23. Which of the following is an important reason the Haida people carve totem poles?
Ⓐ To frighten away spirits
Ⓑ To decorate the village
Ⓒ To recall traditional stories
Ⓓ To worship the animals

24. What does the professor mean when he says this: 🎧
Ⓐ This fact does not directly relate to the topic.
Ⓑ He expects the students to write down the definition.
Ⓒ He is expressing uncertainty about the information.

Ⓓ The professor should not be talking about this tradition.

25. Why does the professor mention the coat of arms of Canada?
    Ⓐ To compare the symbolism to that of a totem pole
    Ⓑ To prove that the Haida live in Canada
    Ⓒ To argue that the Haida symbols are superior
    Ⓓ To place the events in chronological order

26. What does the saying *low man on the totem pole* mean?
    Ⓐ A very good representative member of the group
    Ⓑ A person who begins to tell an important story
    Ⓒ A person who has the least status among the members
    Ⓓ A member of the community who is not accepted

27. Why do the master carvers work on the bottom figures?
    Ⓐ Master carvers are usually too old to work at the top of the pole.
    Ⓑ The figures near the bottom are more visible to the public.
    Ⓒ The totem pole is too large for just one carver to complete.
    Ⓓ The last carving is an honor reserved for the masters.

28. What does the professor mean when he says this: 🎧
    Ⓐ He is indicating that the information to follow is very reliable.
    Ⓑ He is showing the class that he knows a great deal about the information.
    Ⓒ He is signaling that the students should learn this information.
    Ⓓ He is informing the students that there may be more information.

# SPEAKING SECTION

## Model Test 7, Speaking Section

The Speaking Section tests your ability to speak in English in an academic setting. There are four questions. Question 1 is about a familiar topic. Questions 2 and 3 include both a reading passage and either a conversation or a lecture on the same topic. The questions ask you to include information from both the reading and the listening passages in your answers. Question 4 is a lecture that you are asked to summarize. You may take notes as you listen, but notes will not be graded.

You will have 15–30 seconds to prepare for each question and 45–60 seconds to speak. You will have about 16 minutes to complete the Speaking Section. A clock on the screen will show how much time is remaining for each question.

You will be evaluated on your ability to speak clearly and to be understood and on your ability to communicate information accurately. Use your own words. Memorized responses will result in a lower score.

## *Independent Speaking Question 1 "Foreign Travel"*

Listen for a question that asks your opinion about a familiar topic.

**Question**

Agree or disagree with the following statement:

Traveling independently is better than traveling as part of a tour group.

Use specific reasons and examples to support your opinion.

Preparation Time: 15 seconds

Recording Time: 45 seconds

## *Integrated Speaking Question 2 "Old Main"*

Read a short passage, and listen to a talk on the same topic.

Reading Time: 50 seconds

Notice Concerning Old Main

The college will be celebrating the one hundredth anniversary of the founding of the school by renovating Old Main, the original building. Two alternative plans are being considered. One plan would leave the outer structure intact and concentrate on electrical and plumbing upgrades as well as minor structural support. The other plan would demolish all of the building except the clock tower, which would form the centerpiece of a new structure. An open meeting is scheduled for Friday afternoon at three o'clock in the Old Main auditorium.

Now listen to two students who are discussing the plan.

**Question**

The woman expresses her opinion of the plan for the renovation of Old Main. Report her opinion, and explain the reasons that she gives for having that opinion.

Preparation Time: 30 seconds

Recording Time: 60 seconds

## *Integrated Speaking Question 3 "Pangaea"*

Read a short passage, and then listen to part of a lecture on the same topic.

Reading Time: 50 seconds

Pangaea

Plate tectonics assumes that Earth's outer layer is comprised of slabs called plates, which are constantly in motion, changing the position of landmasses and seascapes relative to each other throughout history. The plates move slowly but continuously at a rate of 2 inches every year. The movement may be caused by the unequal distribution of heat and pressure below them. Very hot material within the mantle, the layer of rock inside Earth, moves upward while a cooler layer descends, putting the outer crust of the continents in motion. Several large plates include an entire continent with its seafloor; however, the plate boundaries do not correspond precisely with the continents recognized today.

Now listen to part of a lecture in a geography class. The professor is talking about Pangaea.

**Question**

Using the information in the lecture about plate tectonics, explain the theory of *continental drift.*

Preparation Time: 30 seconds

Recording Time: 60 seconds

## *Integrated Speaking Question 4 "Fax Machines"*

Now listen to part of a lecture in a business class. The professor is discussing the way that a fax machine transmits and receives data.

**Question**

Using the main points and examples from the lecture, describe the three parts of a fax machine and then explain how the fax process works.

Preparation Time: 20 seconds

Recording Time: 60 seconds

# WRITING SECTION

The Writing Section tests your ability to write academic English. There are two writing tasks.

## Integrated Writing Question

First you will have 3 minutes to read a passage about an academic topic and then you will listen to a lecture about the same topic. You may take notes and use them to organize your essay, but notes will not be graded. After the lecture, you will have 20 minutes to write a summary of the lecture and to explain how it relates to the reading passage. While you write, you will see the reading passage again. Be sure to use information from both the lecture and the reading passage in your response.

Your writing will be evaluated for organization, vocabulary, grammar, and a complete answer to the question. Typically, a good response will require that you write 150–225 words.

## Academic Discussion Question

You will have 10 minutes to read a question posted by a professor and two responses by students in the class and then to write a response that contributes, and adds, to the discussion.

Your response will be evaluated for staying on topic, making clear explanations, and using precise vocabulary and a variety of grammatical structures. Typically, a good response will require that you write at least 100 words.

## *Integrated Essay "Urban Forest Plan"*

You have 20 minutes to plan, write, and revise your response to a reading passage and a lecture on the same topic. First, read the passage and take notes. Then, listen to the lecture and take notes. Finally, write your response to the writing question. Typically, a good response will require that you write 150–225 words.

**Reading Passage**

Time: 3 minutes

The city enjoys urban forests not only in the city square, the municipal parks, and golf courses but also along many streets in the city. The forest, boasting almost 700,000 trees, was planted during the late 17th century, but since the 1920s, planting has not kept pace with the losses from age, disease, storms, and development. An urban forest plan is needed that incorporates the following points: legislation to protect the existing forest, support to maintain and conserve the trees, and a public information campaign.

Legislation would have to include a temporary moratorium on development in areas where mature trees would be harmed and ordinances that would protect and nurture mature trees currently growing on industrial, institutional, and residential land.

Support to maintain and conserve the trees should be twofold. First, public funds should be allocated for this purpose. An adequate budget for maintenance of trees in parks and along city streets must be included in several city

departments and funded by a small increase in city taxes. Equally important, however, private funds should be solicited through initiatives such as memorial tree plantings, adopt-a-tree programs, and a tree endowment fund.

As the final portion of the plan, a public information campaign would be essential to educate local residents and businesses. Otherwise, the advantages of the urban forests would not be understood and, therefore, not encouraged. Besides enhancing the landscape and improving the lifestyle of residents and visitors, trees mitigate air pollution, provide natural shade, cool the surrounding area, and reduce ultraviolet radiation. They also provide habitats for wildlife in the city.

## Model Test 7, Writing Section

Now listen to a lecture on the same topic as the passage that you have just read.

**Question**

Summarize the main points in the lecture, and then explain how they cast doubt on the ideas in the reading passage.

## *Academic Discussion "Globalization"*

**Directions:**

The professor is teaching a class on economics. Respond to the post with the professor's question in it and the posts by two other students. You should express and support your opinion and add new information to the discussion. You will have 10 minutes to read the question and the student

responses and to write your own response. Your response should be at least 100 words in length.

**Dr. Singh**

As you know from your textbook, globalization is the interdependence of world economies, a trend that really took off in the 1990s and has been growing at an unprecedented rate over the past decade. For today's discussion, let's consider whether globalization is advantageous or disadvantageous. What do you think?

**Joe**

I think that, on balance, globalization is a good thing. It provides businesses access to new markets when the demand for products domestically has been met. It also promotes cooperation by encouraging countries to specialize and trade for other resources. For example, a country that has agricultural products to sell can trade for manufactured goods. I support it.

**Judy**

In my opinion, globalization has more disadvantages than advantages, especially for small business owners. Increased competition from abroad means that local businesses must compete with multinationals, and they just don't have the resources to do that. Outsourced labor is another problem. Cheaper wages in developing countries result in the loss of jobs in more developed countries.

# MODEL TEST 7

# ANSWER KEYS

Use the following Answer Keys to check your scores on the Reading and Listening Sections of Model Test 7.

## Reading Section

### *Reading 1*

1. D
2. D
3. B
4. C
5. C
6. A
7. D
8. C
9. C
10. A C E

### *Reading 2*

11. D

12. C
13. A
14. D
15. B
16. C
17. B
18. D
19. A
20. B C E I: Speech D F G: Writing

## Listening Section

1. D
2. B
3. A
4. B
5. B
6. A
7. D
8. C
9. A
10. A C
11. D

12. C
13. A
14. A
15. A C
16. B
17. B
18. A C
19. A
20. D
21. A
22. C
23. C
24. A
25. A
26. C
27. B
28. D

## EXPLANATORY AND EXAMPLE ANSWERS, MODEL TEST 7

Go to the Online Learning Hub to study detailed Explanatory Answers for the Reading and Listening Sections, and Outlines, Example Answers for the Speaking Section **(Track 75)**, and Example Answers and Checklists for the Speaking and Writing Sections of Model Test 7.

# MODEL TEST 8

## TOEFL iBT® PAPER EDITION

## SECTION 1 READING

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓐ Ⓑ Ⓒ Ⓓ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓐ Ⓑ Ⓒ Ⓓ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓐ Ⓑ Ⓒ Ⓓ
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓐ Ⓑ Ⓒ Ⓓ
9. Ⓐ Ⓑ Ⓒ Ⓓ
10. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ
11. Ⓐ Ⓑ Ⓒ Ⓓ
12. Ⓐ Ⓑ Ⓒ Ⓓ
13. Ⓐ Ⓑ Ⓒ Ⓓ
14. Ⓐ Ⓑ Ⓒ Ⓓ
15. Ⓐ Ⓑ Ⓒ Ⓓ
16. Ⓐ Ⓑ Ⓒ Ⓓ
17. Ⓐ Ⓑ Ⓒ Ⓓ
18. Ⓐ Ⓑ Ⓒ Ⓓ

**19.** Ⓐ Ⓑ Ⓒ Ⓓ

**20.** Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ

## SECTION 2 LISTENING

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓐ Ⓑ Ⓒ Ⓓ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓐ Ⓑ Ⓒ Ⓓ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓐ Ⓑ Ⓒ Ⓓ
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓐ Ⓑ Ⓒ Ⓓ
9. Ⓐ Ⓑ Ⓒ Ⓓ
10. Ⓐ Ⓑ Ⓒ Ⓓ
11. Ⓐ Ⓑ Ⓒ Ⓓ
12. Ⓐ Ⓑ Ⓒ Ⓓ
13. Ⓐ Ⓑ Ⓒ Ⓓ
14. Ⓐ Ⓑ Ⓒ Ⓓ
15. Ⓐ Ⓑ Ⓒ Ⓓ
16. Ⓐ Ⓑ Ⓒ Ⓓ
17. Ⓐ Ⓑ Ⓒ Ⓓ
18. Ⓐ Ⓑ Ⓒ Ⓓ

**19**. Ⓐ Ⓑ Ⓒ Ⓓ

**20**. Ⓐ Ⓑ Ⓒ Ⓓ

**21**. Ⓐ Ⓑ Ⓒ Ⓓ

**22**. Ⓐ Ⓑ Ⓒ Ⓓ

**23**. Ⓐ Ⓑ Ⓒ Ⓓ

**24**. Ⓐ Ⓑ Ⓒ Ⓓ

**25**. Ⓐ Ⓑ Ⓒ Ⓓ

**26**. Ⓐ Ⓑ Ⓒ Ⓓ

**27**. Ⓐ Ⓑ Ⓒ Ⓓ

**28**. Ⓐ Ⓑ Ⓒ Ⓓ

# MODEL TEST 8: PROGRESS TEST

## READING SECTION

The Reading Section tests your ability to understand reading passages like those in college textbooks. You will read two passages. After each passage, you will answer 10 questions. You will have 35 minutes to read both passages and answer the questions.

Some passages may include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation. Click on NEXT to go to the next question or BACK to return to a previous question

to change answers. A clock on the screen will show how much time you have remaining.

## *Reading 1*

The following reading passage was adapted from *Western Civilization*, Seventh Edition by Jackson J. Spielvogel, Wadsworth, 2009.

## *"Prosperity in the Early Empire"*

P1 The Early Roman Empire was a period of considerable prosperity. Internal peace resulted in unprecedented levels of trade. Merchants from all over the empire came to the chief Italian ports of Puteoli on the Bay of Naples and Ostia at the mouth of the Tiber. The importation of large quantities of grain to feed the populace of Rome and an incredible quantity of luxury items for the wealthy upper classes in the west led to a steady drain of gold and silver coins from Italy and the west to the eastern part of the empire.

P2 ➔ Long-distance trade beyond the Roman frontiers also developed during the Early Empire. Developments in both the Roman and Chinese Empires helped foster the growth of this trade. Although both empires built roads chiefly for military purposes, the roads also came to be used to facilitate trade. Moreover, by creating large empires, the Romans and Chinese not only established internal stability but also pacified bordering territories, thus reducing the threat that bandits posed to traders. As a result, merchants developed a network of trade routes that brought these two great empires into commercial contact.

P3 ➔ Most important was the overland Silk Road, a regular caravan route between West and East. The Silk Road received its name from the Chinese import of silk cloth, which became a popular craze among Roman elites, leading to a vast outpouring of silver from Rome to China, provoking the Roman emperor to grumble

that the ladies and their baubles were transferring too much money to foreign lands. The silk trade also stimulated a degree of mutual curiosity between the two great civilizations, but, unfortunately, not much mutual knowledge or understanding. So far as it is known, no personal or diplomatic contacts between the two civilizations ever took place. But two great empires at the extremes of the Eurasian supercontinent had for the first time been linked together in a commercial relationship.

P4 ➔ Although Roman roads were excellent, most goods traveled by boat through the Mediterranean and beyond. Vast numbers of amphoras, large two-handled pottery jars, were used to transport olive oil and wine, as well as such luxury items as pepper, cloves, and incense. Amphoras could be stacked to transport large quantities of goods. Roman merchant ships could stack between 5,000 and 10,000 amphoras in their holds. Rome became the warehouse of the world, where whatever was raised or manufactured everywhere was always in Rome in abundance. In addition to the imported grain that fed the populace, numerous luxury goods were available in the shops. Since many Romans despised trade, most shops were run by slaves or freedmen. A famous stone relief from Ostia in the second century A.D. shows a shopkeeper selling groceries and livestock. In addition to the local produce, two monkeys from overseas are available as pets.

P4 Increased trade helped stimulate manufacturing. The cities of the east still produced items made in Hellenistic times. [A] The first two centuries of the empire also witnessed the high point of industrial development in Italy. [B] Some industries became concentrated in certain areas, such as bronze work in Capua and pottery in Arretium in Etruria. [C] Much industrial production remained small-scale and was done by individual artisans, usually freedmen or slaves. In the course of the first century, Italian centers of industry experienced increasing competition from the provinces. [D] Pottery produced in Gaul, for example, began to outsell Italian pottery from Arretium.

P5 Despite the prosperity from trade and commerce, agriculture remained the chief occupation of most people and the underlying basis of Roman prosperity. While the large landed estates, the *latifundia*, still dominated agriculture, especially in southern and central Italy, small peasant farms persisted, particularly in Etruria and the Po valley. Although large estates concentrating on sheep and cattle raising used slave labor, the lands of some *latifundia* were worked by free tenant farmers called *coloni*. The *colonus* was essentially a sharecropper who paid rent in labor, produce, or sometimes cash.

P6 In considering the prosperity of the Roman world, it is important to remember the enormous gulf between rich and poor underlying it. The development of towns and cities, so important to the creation of any civilization, is based to a large degree on the agricultural surpluses of the countryside. In ancient times, the margin of surplus produced by each farmer was relatively small. Therefore, the upper classes and urban populations had to be supported by the labor of a large number of agricultural producers who never found it easy to produce much more than enough for themselves. Although still primarily an agrarian economy, the Roman Empire provided the single currency and stable conditions necessary for an expansion of trade in various commodities and products. An extensive system of roads and shipping routes facilitated trade.

1. The word steady in the passage is closest in meaning to
   - Ⓐ constant
   - Ⓑ expected
   - Ⓒ rapid
   - Ⓓ large

2. According to paragraph 2, why did the Chinese and the Romans build a system of roads?
   - Ⓐ The promotion of commercial interests

Ⓑ Rapid transportation of supplies and soldiers
Ⓒ Establishment of intercultural relationships
Ⓓ Demonstration of advances in engineering

Paragraph 2 is marked with an arrow [➔].

3. According to paragraph 3, how was the Silk Road named?
   Ⓐ The road was compared to silk because it was very smooth.
   Ⓑ Goods imported by land from China were wrapped in silk.
   Ⓒ Silk from China was transported along this trade route.
   Ⓓ The word *silk* sounded like the old Roman name for the route.

   Paragraph 3 is marked with an arrow [➔].

4. Why does the author mention "a stone relief" from Ostia in paragraph 4?
   Ⓐ Ostia is an ancient trading center on the caravan route.
   Ⓑ The scene in the carving shows the class structure.
   Ⓒ The carving provides evidence of international trade.
   Ⓓ The carving is an example of luxury goods in Roman cities.

   Paragraph 4 is marked with an arrow [➔].

5. Look at the four squares [■] that show where the following sentence could be inserted in the passage.

   **Other industries, such as brickmaking, were pursued in rural areas on large landed estates.**

   Where could the sentence best be added?

   Click on a square [■] to insert the sentence in the passage.

6. According to the passage, what can be inferred about the economy in the Early Roman Empire?
   Ⓐ Manufacturing and industrial production were centralized in Rome.

Ⓑ Slave labor had been replaced by freedmen who worked for wages.
Ⓒ Agriculture was still the most important part of the economic system.
Ⓓ Large estates were being divided into smaller farms and ranches.

7. The word persisted in the passage is closest in meaning to
   Ⓐ became smaller
   Ⓑ worked very hard
   Ⓒ fought with each other
   Ⓓ continued to exist

8. The word extensive in the passage is closest in meaning to
   Ⓐ very strong
   Ⓑ very new
   Ⓒ very large
   Ⓓ very costly

9. All of the following are mentioned as reasons why trade flourished in the Early Roman Empire EXCEPT
   Ⓐ control of borders
   Ⓑ standard currency
   Ⓒ caravan routes
   Ⓓ improved vehicles

10. **Directions:** An introduction for a short summary of the passage appears below. Complete the summary by selecting the THREE answer choices that mention the most important points in the passage. Some sentences do not belong in the summary because they express ideas that are not included in the passage or are minor points from the passage. ***This question is worth 2 points.***

    **The Early Roman Empire was prosperous because of trade, commerce, and agriculture.**

- 
- 
- 

**Answer Choices**

A Wealthy Romans purchased a large variety of imported grain and luxury items from abroad.

B Trade throughout the Early Roman Empire and beyond was carried out using a large system of roads and sea routes.

C Trade encouraged the increase and spread of industry and manufacturing into the provinces.

D The Silk Road was an important caravan route that linked the Roman Empire with the Chinese Empire.

E The owners of large estates as well as small farmers provided the agricultural base for the Roman Empire.

F Towns and cities in the provinces began to grow during the Early Roman Empire.

## *Reading 2*

The following reading passage was adapted from *Biology*, Eighth Edition by Neil A. Campbell et al., Pearson Education, Inc., 2008.

### *"Altruism"*

P1 ➔ Many social behaviors are selfish; that is, they benefit the individual at the expense of others, especially competitors. Even in species in which individuals do not engage in antagonistic

behavior, most adaptations that benefit one individual will indirectly harm others. [A] It is easy to understand the pervasive nature of selfishness if natural selection shapes behavior. [B] Behavior that maximizes an individual's survival and reproductive success is favored by selection, regardless of how much damage such behavior does to another individual, a local population, or even an entire species. How, then, can we explain observed examples of what appears to be "unselfish" behavior? [C]

P2 On occasion, some animals behave in ways that reduce their individual fitness but increase the fitness of other individuals in the population; this is our functional definition of *altruism* or selflessness. [D] Consider the Belding's ground squirrel, which lives in some mountainous regions of the western United States and is vulnerable to predators such as coyotes and hawks. A squirrel that sees a predator approach often gives a high-pitched alarm call that alerts unaware individuals to retreat to their burrows. Note that, for the squirrel that warns others, the conspicuous alarm behavior increases the risk of being killed because it brings attention to the caller's location.

P3 Another example of altruistic behavior occurs in honeybee societies, in which the workers are sterile. The workers themselves never reproduce, but they labor on behalf of a single fertile queen. Furthermore, the workers sting intruders, a behavior that helps defend the hive but results in the death of those workers.

P4 Altruism is also observed in naked mole rats, highly social rodents that live in underground chambers and tunnels in southern and northeastern Africa. The naked mole rat, which is almost hairless and nearly blind, lives in colonies of 75 to 250 or more individuals. Each colony has only one reproducing female, the queen, who mates with one to three males, called kings. The rest of the colony consists of nonreproductive females and males who forage for underground roots and tubers and care for the queen, the kings, and new offspring. The nonreproductive individuals may

sacrifice their own lives in trying to protect the queen or kings from snakes or other predators that invade the colony.

P5 How can a Belding's ground squirrel, a worker honeybee, or a naked mole rat enhance its fitness by aiding members of the population that may be its closest competitors? How can altruistic behavior be maintained by evolution if it does not enhance the survival and reproductive success of the self-sacrificing individuals?

P6 The selection for altruistic behavior is most readily apparent in the act of parents sacrificing for their offspring. When parents sacrifice their own well being to produce and aid offspring, this actually increases the fitness of the parents because it maximizes their genetic representation in the population. However, individuals sometimes help others who are not their offspring.

P7 ➔ Biologist William Hamilton proposed that an animal could increase its genetic representation in the next generation by "altruistically" helping close relatives other than its own offspring. Like parents and offspring, full siblings have half their genes in common. Therefore, selection might also favor helping siblings or helping one's parents produce more siblings. This possibility led to Hamilton's idea of *inclusive fitness*, the total effect an individual has on proliferating its genes by producing its own offspring and by providing aid that enables other close relatives, who share many of those genes, to produce offspring.

P8 ➔ If kin selection explains altruism, then the examples of unselfish behavior we observe among diverse animal species should involve close relatives. This is in fact the case, but often in complex ways. Like most mammals, female Belding's ground squirrels settle close to their site of birth, whereas males settle at distant sites. Since nearly all alarm calls are given by females, they are most likely aiding close relatives. In the case of worker bees, who are all sterile, anything they do to help the entire hive benefits the only

permanent member who is reproductively active—the queen, who is their mother.

P8 ➔ In the case of naked mole rats, DNA analyses have shown that all the individuals in a colony are closely related. Genetically, the queen appears to be a sibling, daughter, or mother of the kings, and the nonreproductive mole rats are the queen's direct descendants or her siblings. Therefore, when a nonreproductive individual enhances a queen's or king's chances of reproducing, the altruist increases the chance that some genes identical to its own will be passed to the next generation.

11. According to paragraph 1, why is selfish behavior logical in nature?
    - Ⓐ Most species are programmed to engage in antagonistic behavior with other species.
    - Ⓑ Natural selection favors individuals in a species that conform to the behavior of the group.
    - Ⓒ Adaptations that encourage survival for individuals also tend to be selfish behaviors.
    - Ⓓ Competition among individuals in a social species is not an example of selfish behavior.

    Paragraph 1 is marked with an arrow [➔].

12. Look at the four squares [■] that show where the following sentence could be inserted in the passage.

    **For example, superior foraging ability by one individual may leave less food for others.**

    Where could the sentence best be added?

    Click on a square [■] to insert the sentence in the passage.

13. The word conspicuous in the passage is closest in meaning to
    - Ⓐ noticeable

Ⓑ important
Ⓒ dangerous
Ⓓ loud

14. The word nearly in the passage is closest in meaning to
    Ⓐ a short time ago
    Ⓑ sometimes
    Ⓒ less
    Ⓓ almost

15. The word maintained in the passage is closest in meaning to
    Ⓐ changed
    Ⓑ supported
    Ⓒ understood
    Ⓓ organized

16. According to paragraph 7, why do animals help close relatives?
    Ⓐ The animal's genes are passed to the next generation.
    Ⓑ Animals have close emotional bonds with kinship groups.
    Ⓒ The aid is mutual in a population of close relatives.
    Ⓓ Siblings and parents are important to animals with offspring.

    Paragraph 7 is marked with an arrow [➔].

17. According to paragraph 8, why would male Belding's ground squirrels be less likely to make alarm calls?
    Ⓐ Males do not live close to their kinship group.
    Ⓑ Most of the males do not reproduce.
    Ⓒ Unlike males, females sacrifice for their offspring.
    Ⓓ The queen is the only permanent member of the colony.

    Paragraph 8 is marked with an arrow [➔].

18. Why does the author mention “DNA analyses” in paragraph 9?

Ⓐ The results suggest that kinship may influence altruism among naked mole rats.

Ⓑ Genetic research increased reproduction among queens and kings in naked mole rat colonies.

Ⓒ Establishing relationships among naked mole rats is the first step in observing several generations.

Ⓓ Naked mole rats are not reproducing enough offspring for the colonies to survive.

Paragraph 9 is marked with an arrow [➔].

19. All of the following are mentioned as examples of altruistic behavior EXCEPT

Ⓐ making alarm calls to the group

Ⓑ stinging predators to defend others

Ⓒ feeding disabled members

Ⓓ caring for reproductive individuals

20. **Directions:** An introduction for a short summary of the passage appears below. Complete the summary by selecting the THREE answer choices that mention the most important points in the passage. Some sentences do not belong in the summary because they express ideas that are not included in the passage or are minor points from the passage. ***This question is worth 2 points.***

**Altruism is behavior among animals that reduces their individual fitness and increases the fitness of others in the population.**

•

•

•

**Answer Choices**

- [A] Workers that sting intruders in the honeybee hive will die.
- [B] Examples of altruism in animals are found among close relatives.
- [C] Hamilton’s theory of inclusive fitness claims that kinship explains altruism.
- [D] Alarm calls are very common among mammals, while insects leave trails.
- [E] Ground squirrels, honeybees, and mole rats risk their lives to protect others.
- [F] There is evidence that some animals have a gene that encourages altruism.

# LISTENING SECTION

## Model Test 8, Listening Section

The Listening Section tests your ability to understand conversations and lectures that are typical of academic interactions on a college campus. You will hear two conversations and three lectures and will answer five or six questions after each one. You will hear each conversation or lecture only one time. Answer the questions based on what is stated or implied by the speakers. You may take notes while you listen and use them to answer the questions, but notes will not be graded.

You must answer each question before you can continue, and you cannot return to previous questions. To complete all of the questions, you should try to answer two questions in about 1 minute. A clock will indicate how much time is remaining. The clock will operate only while you are answering questions, not while you are listening.

## *Listening 1 "Professor's Office"*

1. Why does the student visit the professor?
   - Ⓐ She would like a letter of recommendation.
   - Ⓑ She needs advice about two opportunities.
   - Ⓒ She is applying for a teaching position.
   - Ⓓ She wants to discuss his research project.

2. What does the man mean when he says this: 🎧
   - Ⓐ He is clarifying his position to Jane.
   - Ⓑ He is congratulating Jane.
   - Ⓒ He is offering to help Jane.
   - Ⓓ He is giving another option to Jane.

3. How could Professor Chang help Jane?
   - Ⓐ He could offer Jane a teaching assistantship.
   - Ⓑ He could give Jane advice about her future.
   - Ⓒ He could promote Jane's business in Asia.
   - Ⓓ He could help Jane secure a job at Harvard.

4. What does the professor think that Jane should do?
   - Ⓐ Talk with Professor Chang before making a decision.
   - Ⓑ Send in the contract for the teaching position.
   - Ⓒ Find out more about the job responsibilities.
   - Ⓓ Decide what she wants to do after graduation.

5. What can be inferred about Jane from this conversation?
   - Ⓐ Jane is in graduate school.
   - Ⓑ Jane graduated from Harvard.
   - Ⓒ Jane's family lives in China.

Ⓓ Jane is an excellent teacher.

## *Listening 2 “Environmental Science Class”*

6. What is the main topic of the lecture?
   - Ⓐ Recycling
   - Ⓑ Global recession
   - Ⓒ Waste management
   - Ⓓ World markets

7. Which example does the professor provide to explain “repurposing”?
   - Ⓐ Refilling a water bottle when it is empty
   - Ⓑ Using a water bottle as a sprinkler
   - Ⓒ Making new bottles from old water bottles
   - Ⓓ Repairing a broken lid on a water bottle

8. How do global recessions affect recycling?
   - Ⓐ The recycling business slows down because of lower prices.
   - Ⓑ Global recessions increase business for used items.
   - Ⓒ More people recycle during an economic downturn.
   - Ⓓ Warehouses are a good business during recessions.

9. Why does the professor say this: 🎧
   - Ⓐ To invite questions
   - Ⓑ To express disapproval
   - Ⓒ To prove his views
   - Ⓓ To move on to the next point

10. How is aluminum different from other recycled materials?

Click on 2 answer choices.

- [A] It costs more to produce new products.
- [B] It can be sold in the same place that it is collected.
- [C] It is not used as much as other recyclables.
- [D] It is easier to recycle aluminum cans.

11. What is the professor's point of view about recycling?
    - Ⓐ Political activism is more important than economics.
    - Ⓑ It is still a good idea to recycle while the markets adjust.
    - Ⓒ Recycling is not as important as reducing and reusing.
    - Ⓓ Economic factors are a major influence on recycling.

## *Listening 3 "Dormitory"*

12. What problem does the woman have?
    - Ⓐ She is not getting along with her roommate.
    - Ⓑ Her room requires some maintenance.
    - Ⓒ The R.A. is not available to help her.
    - Ⓓ She is locked out of her dorm room.

13. Why does the man say this: 🎧
    - Ⓐ He is a very expressive person.
    - Ⓑ He is joking with the woman.
    - Ⓒ He is not sure about the information.
    - Ⓓ He does not want to insult the woman.

14. What does the woman consider an emergency?
    - Ⓐ A cracked window

Ⓑ A broken bookshelf
Ⓒ A dirty room
Ⓓ A broken lock

15. Why does the woman prefer to stay in the room she was assigned?
Ⓐ She doesn't want to change roommates.
Ⓑ She likes living on the seventh floor.
Ⓒ She prefers to live by herself.
Ⓓ She would have to go to another dorm.

16. What will the woman probably do?
Ⓐ Make the repairs herself
Ⓑ Meet with the R.A. to solve the problem
Ⓒ Call maintenance to meet her at the room
Ⓓ Get the man to help her move

## *Listening 4 "Anthropology Class"*

17. What is the main topic of this lecture?
Ⓐ Military contributions to science and scholarship
Ⓑ The history of Egypt in the nineteenth century
Ⓒ The influence of the Rosetta Stone on hieroglyphics
Ⓓ International cooperation in early Egyptology

18. How was the Rosetta Stone discovered?
Ⓐ Villagers showed it to some soldiers.

Ⓑ The stone was uncovered in an old fort.
Ⓒ The army dragged it out of the Nile River.
Ⓓ Soldiers found it in a construction site.

19. According to the professor, why is the Rosetta Stone important?
Ⓐ The message on the stone records important historical information.
Ⓑ The stone has religious significance for more than one culture.
Ⓒ Translations of one language made it possible to interpret the others.
Ⓓ Scholars took an interest in Egyptian monuments because of the stone.

20. Why does the professor say this: 🎧
Ⓐ He makes a mistake because he is speaking very fast.
Ⓑ He indicates that he is not certain about the name.
Ⓒ He demonstrates his knowledge of the topic.
Ⓓ He lets students know that they should take notes.

21. What contribution did Champollion make to Egyptology?
Ⓐ He recognized that the same message was written in several languages.
Ⓑ He discovered that names were identified by a special frame.
Ⓒ He realized that the pictographs represented sounds as well as ideas.
Ⓓ He classified hieroglyphics and described a grammar of the language.

22. What best describes the professor’s attitude in this lecture?
Ⓐ Enthusiastic
Ⓑ Impatient
Ⓒ Persuasive
Ⓓ Undecided

## *Listening 5 "Geology Class"*

23. What is the discussion mainly about?
    - Ⓐ A comparison of mineral deposits in hoodoos
    - Ⓑ A new definition of hoodoo formations
    - Ⓒ An explanation of the processes that create hoodoos
    - Ⓓ A theory of the way that wind affects hoodoos

24. According to the professor, what contributes to the colors in the rock formations?

    Click on 2 answer choices.

    - [A] Dolomite
    - [B] Minerals
    - [C] Light
    - [D] Acid

25. According to the book, what is *frost wedging*?
    - Ⓐ Freezing temperatures that cause ice to support cracks in the hoodoos
    - Ⓑ Water that expands when it freezes and breaks rocks into pieces
    - Ⓒ A unique microclimate that exposes canyons to extreme temperatures
    - Ⓓ A kind of chemical weathering that occurs when rain soaks into limestone

26. What causes the uneven shapes of hoodoos?

Ⓐ Unequal rates of erosion for different rocks in the hoodoo
Ⓑ Variations in wind speed and direction around the hoodoo
Ⓒ Acid rain that attacks the limestone and dissolves the hoodoo
Ⓓ Gravity that causes cracked hoodoos to fall into the canyons

27. In the lecture, the professor identifies the steps in which the hoodoos are formed. Match these processes to the order.

| Step | Order |
|---|---|
| | 1 |
| | 2 |
| | 3 |
| | 4 |

Ⓐ Fin
Ⓑ Plateau
Ⓒ Hoodoo
Ⓓ Window

28. What does the professor mean when she says this: 🎧

Ⓐ She wants the students to offer their opinions.
Ⓑ She is confirming an obvious statement.
Ⓒ She signals that she is not sure of the information.
Ⓓ She will introduce an opposing point of view.

# SPEAKING SECTION

## Model Test 8, Speaking Section

The Speaking Section tests your ability to speak in English in an academic setting. There are four questions. Question 1 is about a familiar topic. Questions 2 and 3 include both a reading passage and either a conversation or a lecture on the same topic. The questions ask you to include information from both the reading and the listening passages in your answers. Question 4 is a lecture that you are asked to summarize. You may take notes as you listen, but notes will not be graded.

You will have 15–30 seconds to prepare for each question and 45–60 seconds to speak. You will have about 16 minutes to complete the Speaking Section. A clock on the screen will show how much time is remaining for each question.

You will be evaluated on your ability to speak clearly and to be understood and on your ability to communicate information accurately. Use your own words. Memorized responses will result in a lower score.

### *Independent Speaking Question 1 "Gifts"*

Listen for a question that asks your opinion about a familiar topic.

**Question**

Some people give gift cards for special occasions so that recipients can choose something they like. Other people select a gift for recipients to open at the celebration. Which type of gift do you prefer to give, and why? Use specific reasons and examples to support your opinion.

Preparation Time: 15 seconds

Recording Time: 45 seconds

## *Integrated Speaking Question 2 "Women's Sports"*

Read a short passage, and listen to a talk on the same topic.

Reading Time: 50 seconds

Fee Increase

The board of trustees has proposed an eighty-dollar fee increase to help the university achieve gender equity in women's sports and fund sports clubs for men and women. At a meeting of the student council on Monday, the representatives voted to support the plan, which is expected to be approved at the next board meeting. The funds generated by the increase will total in excess of $800,000, most of which will be used to provide scholarships for women athletes. This action will attract more women athletes to campus and bring the university in compliance with federal legislation.

Now listen to a student who is talking with friends about the decision.

**Question**

The student expresses her opinion of the university's decision to increase fees. Report her opinion, and explain the reasons that she gives for having that opinion.

Preparation Time: 30 seconds

Recording Time: 60 seconds

## *Integrated Speaking Question 3 "Dramatic License"*

Read a short passage, and then listen to part of a lecture on the same topic.

Reading Time: 50 seconds

Dramatic License

*Dramatic license*, or artistic license, is a term to explain the distortion of facts by an artist or writer to make his or her work more interesting or exciting. As such, dramatic license is at the discretion of the artist, intended to be accepted by the public. It is useful when historical information is unavailable or when not enough information is available for a longer work. However, the use of dramatic license often causes disagreement. When some are offended by the reinterpretation of facts, the artist or writer points out that the works are not intended to be a documentary but, instead, art or literature that should be appreciated for its artistic value.

Now listen to part of a lecture in a literature class. The professor is talking about dramatic license.

**Question**

Explain how the example in the lecture illustrates the concept of *dramatic license*.

Preparation Time: 30 seconds

Recording Time: 60 seconds

## *Integrated Speaking Question 4 "Definition of a Planet"*

Now listen to part of a lecture in an astronomy class. The professor is discussing the definition of a planet.

**Question**

Using the main points and examples from the lecture, define a planet and explain why Pluto is no longer considered a planet.

Preparation Time: 20 seconds

Recording Time: 60 seconds

# WRITING SECTION

The Writing Section tests your ability to write academic English. There are two writing tasks.

## Integrated Writing Question

First you will have 3 minutes to read a passage about an academic topic and then you will listen to a lecture about the same topic. You may take notes and use them to organize your essay, but notes will not be graded. After the lecture, you will have 20 minutes to write a summary of the lecture and to explain how it relates to the reading passage. While you write, you will see the reading passage again. Be sure to use information from both the lecture and the reading passage in your response.

Your writing will be evaluated for organization, vocabulary, grammar, and a complete answer to the question. Typically, a good response will require that you write 150–225 words.

## Academic Discussion Question

You will have 10 minutes to read a question posted by a professor and two responses by students in the class and then to write a response that

contributes, and adds, to the discussion.

Your response will be evaluated for staying on topic, making clear explanations, and using precise vocabulary and a variety of grammatical structures. Typically, a good response will require that you write at least 100 words.

## *Integrated Essay "The Vinland Map"*

You have 20 minutes to plan, write, and revise your response to a reading passage and a lecture on the same topic. First, read the passage and take notes. Then, listen to the lecture and take notes. Finally, write your response to the writing question. Typically, a good response will require that you write 150–225 words.

**Reading Passage**

Time: 3 minutes

> The Vinland map is important not only because it is a fifteenth-century map of the world but also because it contains unique information about the Norse exploration of the Americas. In fact, the map shows a landmass southwest of Greenland in the Atlantic that is labeled *Vinland*. The map describes this region as having been visited by Europeans in the eleventh century. Presented to the world in 1965 with an accompanying text published by the British Museum and Yale University, the map was authenticated because of its strong resemblance to a world map made in the 1420s by Italian mariner Andrea Bianco with the addition of the Vinland feature.
>
> Another aspect of the map that persuaded experts of its authenticity was the parchment. Using radiocarbon dating, the University of Arizona in cooperation with the Smithsonian Institution concluded that the age of the

parchment was between 1423 and 1445, which fits the time period for a genuine artifact that would predate the arrival of Columbus in the New World. As such, the Vinland map would be the first known cartographic representation of North America and would offer persuasive evidence that there was contact by Norsemen long before the voyages documented in the thirteenth century.

Further evidence to verify the age of the map was collected and analyzed in several studies of ink samples; however, the absence of similar studies for maps of the same age that contain titanium, along with the potential for chemical reactions over time, have made it unwise to publish conclusive explanations. Also problematic is the fact that carbon-14 dating cannot be used on lines as thin as the ink lines on the map, so data on the ink is rather inconclusive.

## Model Test 8, Writing Section

Now listen to a lecture on the same topic as the passage that you have just read.

**Question**

Summarize the main points in the lecture and explain how they cast doubt on the ideas in the reading passage.

### *Academic Discussion "Animals in Zoos"*

**Directions:**

The professor is teaching a class on biology. Respond to the post with the professor's question in it and the posts by two other students. You should

express and support your opinion and add new information to the discussion. You will have 10 minutes to read the question and the student responses and to write your own response. Your response should be at least 100 words in length.

**Dr. Johnson**

Animal rights are grounded in legal and moral principles, and they have instigated an ongoing debate in biology for a long time. One issue that continually arises is whether animals should be kept in zoos. Some argue that zoos protect animals, but others insist that animals have the right to live out their lives in their natural habitat. What do you think about zoos? Are they beneficial to animals or are they harmful? Why?

**Kim**

I think that zoos are beneficial to animals. For one thing, zoos offer veterinary care for sick animals that have been injured or abandoned in the wild. Zoos have also been able to provide a safe environment for endangered species to breed and have saved many species from extinction. Modern zoos emphasize conservation and education, and they offer many opportunities to learn about the animals there.

**David**

I disagree strongly with Kim that zoos prioritize conservation and education. In my opinion, they are operated with the purpose of entertainment for people at the expense of the animals. Animals confined in a zoo do not have the space that they would have in their natural habitat. Their small exhibition areas are meant to encourage visitors to see them, not to allow the animals to live and behave as they would in the wild.

# MODEL TEST 8

# ANSWER KEYS

Use the following Answer Keys to check your scores on the Reading and Listening Sections of Model Test 8.

## Reading Section

### *Reading 1*

1. A
2. B
3. C
4. C
5. C
6. C
7. D
8. C
9. D
10. B C E

### *Reading 2*

11. C

12. B
13. A
14. D
15. B
16. A
17. A
18. A
19. C
20. B C E

## Listening Section

1. B
2. B
3. C
4. D
5. D
6. A
7. B
8. A
9. D
10. A B
11. D

12. B
13. D
14. D
15. C
16. B
17. C
18. D
19. C
20. B
21. D
22. A
23. C
24. B C
25. B
26. A
27. 1 B 2 A 3 D 4 C
28. B

## EXPLANATORY AND EXAMPLE ANSWERS, MODEL TEST 8

Go to the Online Learning Hub to study detailed Explanatory Answers for the Reading and Listening Sections, and Outlines, Example Answers for the Speaking Section **(Track 79)**, and Example Answers and Checklists for the Speaking and Writing Sections of Model Test 8.

# 7
# SCORE ESTIMATES

## ✔ *Estimate your score*

## IMPORTANT BACKGROUND INFORMATION

It is not possible for you to determine the exact score that you will receive on the TOEFL iBT®. There are three reasons why this is true. First, the testing conditions on the day of your official TOEFL will affect your score. If you are in an uncomfortable room, if there are noisy distractions, if you are upset because you arrived in a rush, or if you are very nervous, then these factors can affect your score.

The administration of a model test is more controlled. First, you will probably not be as stressed when you take one of the tests in this book. Second, the model tests in the book are designed to help you practice the most frequently tested item types on the official TOEFL iBT®. Because they are constructed to teach as well as to test, there is more repetition in TOEFL model tests than there is on official TOEFL iBT® tests. Tests that are not constructed for exactly the same purposes are not exactly comparable. Third, the TOEFL scores received by the same student will vary from one official TOEFL examination to another official TOEFL examination, even when the examinations are taken on the same day. In testing and assessment, this is called a standard error of measurement. Therefore, a TOEFL score cannot be predicted precisely, even when two official tests are used. Nevertheless, you would like to know how close you are to your goal. To do that, take the model tests online, and your score will be calculated automatically. If you prefer to take the model tests in the book

instead of online, you can use the following procedure to estimate your TOEFL iBT® score. Remember, an estimate is an approximation.

## PROCEDURE FOR SCORING

Use the charts on the following pages to determine your score estimate for each TOEFL iBT® model test.

## REFERENCE CHARTS FOR ESTIMATING SCORES

**Reading**

| *Number Correct* | *Score* |
|---|---|
| 20 | 30 |
| 19 | 28 |
| 18 | 27 |
| 17 | 25 |
| 16 | 24 |
| 15 | 22 |
| 14 | 21 |
| 13 | 19 |
| 12 | 18 |
| 11 | 16 |
| 10 | 15 |
| 9 | 13 |
| 8 | 12 |
| 7 | 10 |
| 6 | 9 |
| 5 | 7 |
| 4 | 6 |
| 3 | 4 |
| 2 | 3 |
| 1 | 1 |
| 0 | 0 |

**Listening**

| *Number Correct* | *Score* |
|---|---|
| 28 | 30 |
| 27 | 28 |
| 26 | 27 |
| 25 | 26 |
| 24 | 25 |
| 23 | 24 |
| 22 | 23 |
| 21 | 22 |
| 20 | 21 |
| 19 | 20 |
| 18 | 19 |
| 17 | 18 |
| 16 | 17 |
| 15 | 16 |
| 14 | 15 |
| 13 | 13 |
| 12 | 12 |
| 11 | 11 |
| 10 | 10 |
| 9 | 9 |
| 8 | 8 |
| 7 | 7 |
| 6 | 6 |
| 5 | 5 |
| 4 | 4 |
| 3 | 3 |
| 2 | 2 |
| 1 | 1 |
| 0 | 0 |

**Speaking**

| *Rater's Number* | *Score* |
|---|---|
| 4.0 | 30 |
| 3.5 | 27 |
| 3.0 | 23 |
| 2.5 | 19 |
| 2.0 | 15 |
| 1.5 | 11 |
| 1.0 | 8 |
| 0 | 0 |

**Writing**

| *Rater's Number* | *Score* |
|---|---|
| 5.0 | 30 |
| 4.5 | 28 |
| 4.0 | 25 |
| 3.5 | 22 |
| 3.0 | 20 |
| 2.5 | 17 |
| 2.0 | 14 |
| 1.5 | 11 |
| 1.0 | 8 |
| 0 | 0 |

# EXAMPLE FOR SCORING MODEL TESTS

| SECTION | Number Correct | Score |
|---|---|---|
| Reading Section | 18 | 27 |
| Listening Section | 27 | 28 |

| | Raters Number | Score |
|---|---|---|
| Speaking Section | 3 | 23 |
| Writing Section | 3.5 | 22 |
| **TOTAL** | | **100** |

***Add scores for all sections***

# SCORE COMPARISONS

| *Common European Framework (CEFR)* | *Internet TOEFL (iBT)* | *Institutional TOEFL (ITP)* |
|---|---|---|
| C1 | 100 | 627–677 |
| B2 | 75 | 543–626 |
| B1 | 50 | 460–542 |

**Note:** TOEFL scores are also reported as they relate to the Common European Framework of Reference (CEFR), which is an internationally recognized measure of language proficiency. The equivalency chart above

cites equivalencies determined by major research studies; however, they are only estimates of individual scores.

# FEEDBACK

A feature of the official TOEFL score report is feedback. A general analysis of your strengths and weaknesses will be included with the numerical score. The Barron's Online Learning Hub that supplements this book provides an automatic score report at the end of each model test.

# RATING AND SCORING

## Speaking

### ➤ SpeechRater™

Your Speaking Section score on the TOEFL iBT® is a combination of evaluations by both human and computer raters. The computer rating includes some, but not all, of the features that a human rater considers in evaluations—pronunciation, vocabulary, grammar, and fluency. ETS offers evaluations using their SpeechRater™ program.

## Writing

### ➤ Criterion E-rater®

Your Writing Section score on the TOEFL iBT® is a combination of evaluations that include both human and computer raters. E-rater® is an automated prediction of the combined score that a human rater and a computer rater would probably assign to your responses. This computer rating includes some, but not all, of the features that a human rater considers in evaluations—organization, style, grammar, vocabulary,

complexity, and mechanics. The scoring will provide experience and is more advanced than the SpeechRater™; however, the actual score may not be exactly the same as your TOEFL score.

For more information about these personal evaluation options, including the current fees, visit *www.ets.org/toefl*. Click on **TOEFL Practice Online**.

# 8
# RESOURCES

## ✔ *Use resources to support your preparation*

## WEBSITES FOR TOEFL

*These websites may include short commercials as well as fee-based media and services, but many free options are also included on the sites. Click on the free material to practice English and help you prepare for the TOEFL.*

### Short Audio or Video Clips

*www.bbc.co.uk*
Videos and written scripts. Click on **Earth** or **Nature**.

*www.history.com*
Short video clips and articles under a variety of academic topics. Click on **History** or **Science and Technology**. TV programs on the site are not as helpful.

*www.openculture.com*
Online courses that include lectures in various academic subjects. The lectures are presented by professors from some of the leading colleges and universities. They are delivered as free YouTube audio or video files.

*www.scientificamerican.com/podcast/60-second-science*

Short audio podcasts with full transcripts make this site an excellent place to practice listening comprehension.

*www.smithsonianmag.com*
Short videos with excellent narration. Click on **Video**. Subscriptions for a fee, but downloads are free.

*www.ted.com/talks*
Thought-provoking talks by experts in various fields of study. Subtitles are available in a limited number of languages.

*www.video.nationalgeographic.com*
Part of the National Geographic Society. Use the following short video categories: *Animals and Nature* (also listed as *Wildlife*); *Environment, Science and Space*; and *Travel and Culture*. Full feature films are also found on this site, but they are not as useful for TOEFL preparation as the short clips.

## Reading Passages

*www.sciencenews.org*
Short articles on current science topics that are similar to those on the reading section of the TOEFL.

*www.historytoday.com*
Longer articles about world history that are written at about the same reading level as the passages on the TOEFL. Excellent topics.

## Dictionary

*www.dictionary.com*
A free talking dictionary. First click on the search icon, and then type in a word or phrase and click on the speaker icon. Although it may seem slow at times, the words or phrases are pronounced very well.

# TUTORS AND ONLINE TEACHERS

*Tutoring websites may charge a fee, or you may be able to exchange tutoring in your language for free tutoring in English.*

Check out all the sites before you make a commitment to tutoring. They are listed here in alphabetical order. If a free trial is offered, use that opportunity to meet a potential tutor. Be sure to emphasize that you are preparing for the TOEFL. Some tutors are not familiar with the test and will not be as helpful to you. One excellent way to use tutoring to your benefit, even if the tutor does not have much experience with the TOEFL, is to ask your tutor to respond to TOEFL Speaking questions so that you can listen to good models for that section of the test. When you listen to good models, you learn how to speak!

*www.babelvillage.com*

*www.busuu.com*

*www.conversationexchange.com*

*www.FluentFuture.com*

*www.InterPals.com*

*www.italki.com*

*www.language-exchanges.org*

*www.LingoGlobe.com*

*www.nativemonks.com*

*www.PolyglotClub.com*

*www.preply.com*

*www.Speaky.com*

*www.WeSpeke.com*

*www.verbalplanet.com*

*www.verbling.com*

# DR. SHARPE'S WEBSITE

Dedicated to the students and teachers worldwide who are preparing themselves or others for the Test of English as a Foreign Language (TOEFL iBT®), Dr. Sharpe's website is the place to ask questions about this book or her other books, or to learn more about TOEFL test preparation. Contact Dr. Sharpe at *sharpe@teflprep.com* or use the contact space on her website.

*www.teflprep.com*

# PROFESSIONAL TOEFL EVALUATION SERVICES

## Professional TOEFL Essay Evaluation Service

### Line by Line Corrections of Model Test Essays

Includes an accurate TOEFL score estimate and personalized advice on how to score higher on the Writing Section.

Visit *https://testresources.me/write*
Sign up and pay, using Visa, Mastercard, or PayPal. Email your essays to the address on the site. Feedback within 48 hours.

## Professional TOEFL Speaking Evaluation Service

### Corrections and Suggestions for Model Test Speaking Questions

Advice regarding your delivery, language use, topic development, and structure as well as an analysis of your fluency and pronunciation.

Includes an accurate TOEFL score estimate and personalized advice on how to score higher on the Speaking Section.

Visit *https://testresources.me/speak*
Sign up and pay, using Visa, Mastercard, or PayPal. Email your recorded practice answers to the address on the site. Feedback within 48 hours.

# OFFICIAL TOEFL SITES

*www.ets.org*
Educational Testing Service (ETS) is the official TOEFL site. Click on TOEFL iBT® and then on Test Takers for the latest information about the TOEFL iBT®. This is the site where you register to take the traditional iBT, the Home Edition, or the Paper Edition. You will also find some free practice tests as well as practice materials for purchase.

*www.ets.org/toefl/contact/testtakers*
This contact page provides local telephone numbers. If you need to contact the TOEFL office at Educational Testing Service, this directory will save you the long-distance charge.

*www.etsjapan.jp*
A subsidiary of ETS in Japan. Includes general information about the TOEFL in the Japanese language.

*www.toefl.cn*
A subsidiary of ETS in China. Includes general information about the TOEFL in the Chinese language.

*www.toefltest.in*
A subsidiary of ETS in India. Includes general information about the TOEFL and also specific information for test takers from India.

# TEACHING TIPS

These ideas work for me. I invite you to try some of them in your classes.

**➤ 1. Begin with a positive message.**

It can be very simple. For instance, “The highest tower is built one brick at a time.” If we put a new message in the same place every time—on a slide or on the board—students will learn to look for it when they come into the room. Music serves the same purpose. It sets a positive mood for the session.

**➤ 2. Write three important goals for the class so that students can see them.**

Three goals are manageable for one class session. When they are visible, they keep us all on track. At the end of the class, referring to the goals gives everyone a sense of progress and closure for the day.

**➤ 3. Arrange for model tests to be taken in a lab or at home on the honor system.**

Our time with students is too valuable for us to spend four hours proctoring each model test. That would add up to twenty-eight hours of class time for all of the model tests in this book.

**➤ 4. Allow students to grade the Reading and Listening Sections of their model tests.**

When students take responsibility for grading the objective sections of their model tests and for referring to the Explanatory Answers, we save hours that we would have had to use doing routine clerical tasks. This will afford us the time we need to concentrate on answering questions.

**➤ 5. Ask students to send their questions on email before class.**

When students refer to the Explanatory Answers, many questions are resolved for them without asking the teacher. If students write down their questions, sometimes the answer becomes apparent to them at this stage.

The questions that they bring to class are really worth discussion. If we have them on email, we can prepare our answers for the question and answer session at the beginning of the next class. We always have the answer!

**➤ 6. When several students have the same question, prepare a short presentation.**

When the question is repeated, it gives us an indication of what our students need to know. By using their questions for class preparation, we show that we are teaching people, not subjects.

**➤ 7. Present the PowerPoint slides in Review Chapter 4 and show the students how to choose an answer.**

Let the students "listen in" on our thought processes as we decide why answers are incorrect and which answer choice is correct. For example, we might say, "I know that A is not correct because the professor did not include this research in his lecture. Choice B looks possible, but it is not complete. The choice leaves out the second part of the answer. That means it must be either Choice C or D. I know that D is not correct because the professor said that there were three types, not two. It must be Choice C." Modeling *how* to think helps students *learn* to think when they see similar test items.

**➤ 8. Use class time to present frequently tested item types and practice academic skills.**

Present the slides from Chapter 4 in class. Take the quizzes in class, using "Think, Answer, Compare, Discuss." Give students time to think and respond to each answer independently, compare their answers to the correct answers, and discuss why that choice is a good one. Then focus on the academic skills in Chapter 5.

**➤ 9. Focus on speaking and writing in class.**

Provide many good models of responses to speaking and writing questions in class. Show students how to use the checklists to evaluate speaking and writing.

**➤ 10. Assign speaking tasks and writing tasks as homework.**

Have students turn in speaking assignments and essays. Students can send sound files with one-minute responses to speaking tasks. Spend grading time on these important sections. Bring samples of good work to class—good organization, good openings, good support statements, good closings. Let's catch our students doing something good to use as an example.

**➤ 11. Don't worry about covering all the material in the book.**

This book has more material than most teachers need for a course, but all of it was written for self-study as well as for classroom instruction. That means that students can work on their own for "extra credit," and all of the pages don't have to be referred to in class. In my experience, when we teachers try to cover too much, we are the only ones who can keep up. The material gets covered, but the students don't understand it. I trust that teachers know which pages to select for the students in our classes.

**➤ 12. Provide counseling and encouragement as part of the class routine.**

Ideally, one minute at the end of class can be used for a pep talk, a cheer, or a success story about a former student. This is one of my favorite cheers: "T-O-E-F-L! We're making progress! We're doing well! T-O-E-F-L!" I also like to stand by a poster at the door when students are leaving my class. The last thing they see is the affirmation on the poster: "I know more today than I did yesterday. I am preparing. I will succeed." Some students want a handshake, a high five, or a hug. Others just smile and say good-bye. Some hang by the door, and I know that they need to talk. Every excellent TOEFL prep teacher I know is also a very good counselor. You probably are, too.

# PERSPECTIVES FOR TEACHERS

In the Middle Ages, a man approached two stonemasons and asked them what they were doing. The first stonemason replied, "I am laying stones." The other answered, "I am building a cathedral."

I have been teaching TOEFL preparation classes since 1970 and writing TOEFL materials since 1975. As I go into my classes, I ask myself: Am I teaching TOEFL prep, or am I helping students achieve their career goals? As I prepare each new edition of my books, I ask myself: Am I writing TOEFL preparation books, or am I making tools that will help students succeed on the TOEFL and *after* the TOEFL? It is a very different perspective and inspires in a different way.

Certainly, we have seen many changes in the TOEFL across the decades. Often Educational Testing Service has revised the TOEFL in an effort to keep pace with changes in our ESL/EFL teaching paradigms, and occasionally the revisions in the TOEFL have produced changes in our teaching paradigms in something referred to as a *washback effect*.

This is probably the most challenging time in TOEFL preparation that I have experienced because the Internet-Based TOEFL (iBT) is more than a revision. It is a completely different kind of test, which requires a new approach to learning. Our students will have to demonstrate their ability to integrate the language skills by completing tasks similar to those that they will be expected to accomplish in academic settings. They will have to speak and write at high levels of proficiency.

Eventually, I believe that the changes on the TOEFL iBT® will be beneficial for our students and for us, their teachers.

# GLOSSARY OF CAMPUS VOCABULARY

## CAMPUS VOCABULARY

This important skill is tested in several sections of the TOEFL© iBT. On the Listening Section, the first passage in each set is a conversation that takes place on a college or university campus. Your facility to understand campus vocabulary will help you gain valuable points when you respond to the questions about these conversations. Campus vocabulary is also important when you are responding to Question 2 on the Speaking Section. In Question 2, you will read a campus announcement and listen to a conversation about it. Your ability to understand campus vocabulary will help you understand the announcement and the conversation. If you can use campus vocabulary correctly in your response to this question, you will impress the raters.

If you are not sure how to pronounce a word in the glossary, first go to *www.dictionary.com* and type the word or phrase in the search box. Then click on the audio icon to listen to the correct pronunciation, and repeat it. Soon you will be sounding like a smart student on campus!

**academic advisor** n. a person who helps students make decisions about their academic programs

Example: Dr. Jones is the *academic advisor* for the engineering students.

Suggestion: You should see your *academic advisor* before you decide.
Surprise: Dr. Jones is your *academic advisor*?
Problem: I can't see my *academic advisor* until Friday.

**ace** v. to receive a grade of A
Example: I *aced* that exam.
Suggestion: Find someone who *aced* the course to help you.
Surprise: Kathy *aced* her computer science class?
Problem: If I don't *ace* the final, I'll get a B in the class.

**admissions office** n. the administrative office where students apply for admission to a college or university
Example: I have an appointment at the *admissions office* to review my application.
Suggestion: Why don't you go over to the *admissions office*?
Confirmation: Did you say you couldn't find the *admissions office*?
Problem: I need to get to the *admissions office* before five o'clock.

**all-nighter** n. a study session that lasts all night
Example: We had to pull an *all-nighter* to get ready for the final exam.
Suggestion: If I were you, I wouldn't pull another *all-nighter*.
Surprise: So your roommate *did* pull another *all-nighter*.
Problem: I have to pull an *all-nighter* in order to be ready for the final exam.

**article** n. a publication about an academic subject
Example: We read six *articles* in addition to the reading in the textbook.
Suggestion: You had better read the *articles* that were assigned.
Surprise: You read the *articles* already?
Problem: I need to read the *articles* again.

**assignment** n. work that must be done as part of the requirements for a class

Example: The *assignment* was to read two chapters in the textbook.
Suggestion: You had better read the *assignment* before class.
Surprise: So you *do* read the *assignments* after all.
Problem: I can't finish the *assignment* before class.

**assistant professor** n. a college or university teacher who ranks above a lecturer and below an associate professor

Example: Dr. Green is an *assistant professor*.
Suggestion: Why don't you find out whether he is a lecturer or an *assistant professor*?
Confirmation: Dr. Green is an *assistant professor*, right?
Problem: I need to find out whether Dr. Green is an *assistant professor*.

**assistantship** n. an opportunity for a graduate student to teach or do research in exchange for a stipend

Example: Terry got an *assistantship* from State University.
Suggestion: If I were you, I would apply for an *assistantship*.
Surprise: So you *did* get an *assistantship* from State University.
Problem: The *assistantship* doesn't pay as much as I thought it would.

**associate professor** n. a college or university teacher who ranks above an assistant professor and below a professor

Example: Dr. Peterson is an *associate professor* now, but she will be promoted to a full professor at the end of the year.
Suggestion: You could ask the secretary if Dr. Peterson is an *associate professor*.
Confirmation: Dr. Peterson isn't an *associate professor*, is she?
Problem: If Dr. Peterson is an *associate professor*, I used the wrong title in my letter to her.

**audit** v. to attend a course without credit

Example: It usually costs as much to *audit* a course as to take it for credit.
Suggestion: You could *audit* the course if you don't need the credit.
Surprise: You mean you are *auditing* the course?
Problem: If I *audit* the course, I won't get credit for it.

**bear** n. a difficult class

Example: That computer science course was a *bear*.
Suggestion: I heard that Dr. Young's class is a real *bear*, so I would advise against it this semester.
Surprise: Your roommate thought this class was a *bear*?
Problem: Two of the classes I am in are real *bears*.

**be (get) behind** v. to be late; to have a lot of work to do

Example: I *am behind* in my physics class.
Suggestion: You *are behind* in your psychology class so you should study.
Surprise: Bill *is behind*?
Problem: I can't go to the party because I *am behind* in my classes.

**bike** n. an abbreviation of the word bicycle

Example: Many students ride their *bikes* on campus.
Suggestion: You could park your *bike* outside the student union building.
Confirmation: Did you say your *bike* was locked?
Problem: I can't ride my *bike* to the pizza parlor because there isn't any parking for it.

**bike rack** n. the metal supports where bicycles are parked

Example: That *bike rack* is full, but there is another one by the library.
Suggestion: If I were you, I would use the *bike rack* closest to the door.

Surprise: The *bike rack* was moved from in front of the library?
Problem: The *bike racks* at my dormitory will not hold all of the students' bikes.

**blackboard** n. the (black) writing surface in the front of the classroom
Example: Dr. Mitchell always writes the important words on the *blackboard*.
Suggestion: You had better copy everything the instructor writes on the *blackboard*.
Confirmation: Did you say you copied all of the material that was on the *blackboard*?
Problem: I can't see what is written on the *blackboard*.

**book** n. a written work
Example: The *books* for this class cost eighty dollars.
Suggestion: You shouldn't wait too long to buy your *books*.
Surprise: You didn't buy all of your *books*?
Problem: I can't buy all of my *books* with only fifty dollars.

**book bag** n. a bag in which to carry books and school supplies
Example: This *book bag* is very heavy.
Suggestion: Why don't you buy a sturdy *book bag* so it will last longer?
Surprise: Your brand new *book bag* fell apart?
Problem: I can't carry all of my books at one time because my *book bag* is too small.

**bookstore** n. the store on campus where students buy their textbooks
Example: The *bookstore* opens at seven in the morning.
Suggestion: You should be at the *bookstore* before it opens so that you can get a used book.
Surprise: You mean that you were at the *bookstore* early and there were still no used books?
Problem: The *bookstore* is too far from my apartment for me to walk.

**break** n. a pause in work or study

Example: Let's take a *break* after we finish our homework.
Suggestion: If I were you, I would take a *break* before I began a new project.
Surprise: You mean you're taking a *break* right now?
Problem: I can't take a *break* until I complete this section of the problem.

**bring up** v. to improve

Example: If Jack doesn't *bring up* his grades, he won't get into graduate school.
Suggestion: If you want to *bring up* your grades, you will have to study more.
Surprise: You *brought up* your grades without studying?
Problem: If I don't study more, I won't be able to *bring up* my grades.

**cafeteria** n. a restaurant where students can select food from several choices and carry their meals on trays to their tables

Example: Let's order a pizza instead of going to the *cafeteria*.
Suggestion: Why don't we meet in the *cafeteria* before going to see our advisor?
Confirmation: You like the food in the *cafeteria*, right?
Problem: I can't meet you in the *cafeteria* because I have to speak with my professor after class.

**call on** v. to acknowledge in class; to invite to speak

Example: The professor *calls on* students who sit in the front more often than those who sit in back.
Suggestion: If you want the professor to *call on* you frequently, then sit in the front of the room.
Surprise: You sat in the front of the room and weren't *called on*?
Problem: I didn't know the answer when the professor *called on* me.

**call the roll** v. to read the names on a class roster in order to take attendance

Example: Some professors don't *call the roll*, but Dr. Peterson always does.

Suggestion: You should always find out whether or not the professor *calls the roll*.

Confirmation: You weren't there when Dr. Peterson *called the roll*, were you?

Problem: I need to get to class earlier so that I will be there when Dr. Peterson *calls the roll*.

**campus** n. the buildings and grounds of a college or university

Example: State University has a beautiful *campus*.

Suggestion: You should see the *campus* before you decide to apply to school here.

Surprise: You mean you walked the entire *campus* by yourself?

Problem: I can't go with you to see the *campus* if you go this afternoon.

**campus security** n. the police on campus

Example: In an emergency, call *campus security*.

Suggestion: You had better call *campus security* to report that your bicycle is missing.

Confirmation: The *campus security* is understaffed, isn't it?

Problem: Carol had to call *campus security* to help her get her car started.

**carrel** n. a private study space in the stacks of the library

Example: There are never enough *carrels* for all of the graduate students.

Suggestion: You should go to the library early in the evening if you want a *carrel*.

Surprise: You mean the *carrels* are free?

Problem: There aren't enough *carrels* in the library.

**chapter** n. a division in a book

Example: The professor assigned three *chapters* in the textbook.
Suggestion: If I were you, I would set aside several hours to read all of the *chapters* assigned today.
Surprise: So you *did* allow enough time to finish the *chapters*.
Problem: I have to go to the lab, and I am in the middle of a *chapter*.

**cheat** v. to act dishonestly

Example: Students who *cheat* may be expelled from the university.
Suggestion: You should not *cheat* because the penalty is serious.
Confirmation: Gary was expelled because he *cheated*, right?
Problem: I know that some of my friends *cheated*, but I don't know what to do about it.

**cheating** n. a dishonest act

Example: Sharing answers on an exam is *cheating*.
Suggestion: You could sit alone during the exam so that the professor knows you are not *cheating*.
Surprise: You consider copying a few sentences from a book *cheating*?
Problem: Should I report it to the professor if I see someone *cheating*?

**check out** v. to borrow

Example: You must have a library card to *check out* books.
Suggestion: If you want to *check out* books for your research paper, you had better go to the library soon.
Surprise: So you *didn't* go to the library to *check out* the books you needed.
Problem: I need a new library card to be able to *check out* books.

**class** n. the meeting place and the content of a course

Example: We have three *classes* together this term.

Suggestion: You could arrange your schedule so that you have three *classes* on the same day.
Surprise: So you wanted your *classes* to be on Friday?
Problem: I have to work on Tuesdays and Thursdays, so I can't have *classes* on those days.

**class discussion** n. an exchange of ideas during a class
Example: Dr. Green often has *class discussions* instead of lectures.
Suggestion: If I were you, I would prepare for a *class discussion* in tomorrow's class.
Confirmation: You prepared for the *class discussion*, didn't you?
Problem: I am not ready for the *class discussion* today.

**closed out** adj. to be denied access to a class
Example: Register early so that you aren't *closed out* of the classes you want.
Suggestion: Why don't you plan to register tomorrow before you are *closed out* of the classes you need to graduate?
Surprise: Sue registered early to avoid being *closed out* of her classes?
Problem: I was *closed out* of the English class I needed.

**coed** adj. an abbreviation for *coeducational*, which is a system of education in which both men and women attend the same school or classes
Example: Most of the schools in the United States are *coed*.
Suggestion: If I were you, I would live in a *coed* dormitory.
Confirmation: Did you say you don't attend a *coed* school?
Problem: My parents don't want me to live in a *coed* dormitory.

**college** n. a school that grants a bachelor's degree; an undergraduate division or a school within a university
Example: Steve applied to the *college* of business at State University.

Suggestion: You need to apply to the *college* of nursing early.
Surprise: So you *did* apply to several *colleges* after all.
Problem: The *college* of education requires three letters of recommendation.

**commencement** n. a graduation ceremony
Example: Larger colleges and universities usually have *commencement* more than once each year.
Suggestion: You had better be early for *commencement* because it starts on time.
Surprise: So you *did* attend last year's *commencement* exercises.
Problem: I don't have a cap and gown for *commencement*.

**committee** n. a group of professors who guide a graduate student's program and approve the thesis or dissertation
Example: Bill's *committee* signed his dissertation today.
Suggestion: You should be prepared before you meet with your *committee*.
Surprise: Your *committee* didn't approve your dissertation topic?
Problem: I need to do more research before I meet with my *committee*.

**computer** n. a programmable electronic machine that calculates, processes, and stores information
Example: At some universities, students must bring their own *computers* with them to school.
Suggestion: If I were you, I would purchase a *computer* before going to college.
Surprise: You mean you don't know how to use a *computer*?
Problem: I need to have my *computer* repaired.

**computer disk** n. a magnetic disk on which computer data is stored
Example: It's a good idea to save a copy of your papers and projects on a *computer disk.*
Suggestion: You should always have extra *computer disks*.

Confirmation: You saved your work on a *computer disk*, didn't you?
Problem: I can't print my paper until I find my *computer disk*.

**counselor** n. a person who gives advice, often of a personal nature
Example: See your advisor for academic advice and a *counselor* for personal advice.
Suggestion: Why don't you speak with your *counselor* about the problems with your roommate?
Confirmation: You have to make an appointment before seeing your *counselor*, don't you?
Problem: I can't see my *counselor* until tomorrow.

**course** n. a class
Example: How many *courses* are you taking this semester?
Suggestion: If I were you, I would take fewer *courses* this semester.
Surprise: You registered for your *courses* already?
Problem: I need to take *courses* that apply to my major.

**course request (form)** n. a form used to register for a class
Example: A student's academic advisor usually signs a *course request* form.
Suggestion: You should pick up a *course request* form from the registrar's office today.
Surprise: So you *did* pick up your *course request* form.
Problem: I need to speak with my advisor about my *course request* form.

**cram** v. to study at the last minute
Example: Nancy always *crams* for the quizzes in her math class.
Suggestion: Why don't you study each night instead of *cramming* the night before the test?
Surprise: You mean you *crammed* for the biology final?
Problem: I need to be more organized so I won't have to *cram* for my tests.

**credit** n. a unit of study

Example: I have thirty *credits* toward my master's degree.
Suggestion: Why don't you check your *credits* with your advisor?
Confirmation: You have enough *credits* to graduate, right?
Problem: I have to take thirty more *credits* in my major area.

**credit hour** n. the number that represents one hour of class per week for one term

Example: This course is three *credit hours*.
Suggestion: You could take eighteen *credit hours* this semester.
Surprise: So you *did* complete fifteen *credit hours* last summer.
Problem: I can't take enough *credit hours* to graduate this semester.

**curve** n. a grading system that relies on the normal curve of distribution, resulting in a few A grades, the majority C grades, and a few failing grades

Example: Grading on the *curve* encourages competition.
Suggestion: Forget about the *curve*, and just do your best.
Surprise: Dr. Graham grades his tests on the *curve*?
Problem: Since the exams were graded on the *curve*, a 95 was a B.

**cut class** v. to be absent from class, usually without a good excuse

Example: My roommate *cut class* on Monday because he didn't come back to campus until late Sunday night.
Suggestion: You had better not *cut class* on Thursday.
Surprise: You *cut class* to sleep in?
Problem: I can't *cut class* because I have too many absences.

**dean** n. an administrator who ranks above a department chair and below a vice president

Example: The *dean* called a meeting with the department chair.
Suggestion: You should meet with the *dean* about your problem.
Surprise: So you *did* speak with the *dean*.

Problem: Vicki has to prepare a presentation for the *dean*.

**dean's list** n. the honor roll at a college or university

Example: You must maintain a 3.5 grade point average to be on the *dean's list*.

Suggestion: You had better improve your grades if your want to make the *dean's list*.

Confirmation: Jack made the *dean's list* last semester, didn't he?

Problem: I can't make the *dean's list* this semester.

**declare** v. to make an official decision about a major field of study

Example: Most students *declare* their major in their third year at the university.

Suggestion: If I were you, I would *declare* my major before I take any more classes.

Confirmation: You *declared* your major last year, right?

Problem: Joe needs to *declare* his major soon.

**degree** n. an academic title awarded to a student who completes a course of study

Example: The three most common *degrees* are a bachelor's, a master's, and a doctorate.

Suggestion: You should get your *degree* before you get married.

Surprise: So you *did* graduate with a *degree* in music theory.

Problem: I can't get a good job without a *degree*.

**department** n. a division of a college or university organized by subject

Example: The English *department* offers classes for international students.

Suggestion: Why don't you check the *department's* phone number again?

Surprise: So you *did* work in the English *department* office.

Problem: I can't find the list of the *department* offices.

**department chair** n. a university administrator for a division of a college or university

Example: The professors in a department report to the *department chair*.

Suggestion: You could speak to the *department chair* about auditing the class.

Confirmation: Dr. Carlson is the new *department chair*, isn't he?

Problem: I can't meet with the *department chair* until after registration.

**diploma** n. the certificate of completion for a degree

Example: Students receive their *diplomas* at the graduation ceremony.

Suggestion: You should get your *diploma* framed.

Surprise: So you *did* show your family your *diploma*.

Problem: I need to mail this form and pay my fees before I can get my *diploma*.

**dissertation** n. a thesis that is written in partial fulfillment of the requirements for a doctorate.

Example: Dr. Green wrote his *dissertation* on global warming.

Suggestion: If I were you, I would consider several ideas before selecting a *dissertation* topic.

Surprise: You mean you already started your *dissertation*?

Problem: I can't find enough research on my *dissertation* topic.

**distance learning** n. courses organized so that students can complete the requirements by computer, or other media, often without going to campus

Example: There are several *distance learning* opportunities for working adults.

Suggestion: Why don't you sign up for that course through *distance learning*?

Surprise: So you *did* take that *distance learning* class.

Problem: I can only take three *distance learning* classes.

**division** n. a group of departments in a college or university

Example: The *division* of modern languages includes both the Spanish department and the French department, as well as the German department.

Suggestion: Why don't you go to the *division* of math and sciences to find more information about biology instructors?

Surprise: You mean you've already spoken to Dr. Conrad about the entrance exam for the *division* of social sciences?

Problem: I need to find out what opportunities the *division* of modern languages offers for foreign study.

**doctorate** n. the degree after a master's degree awarded to an academic doctor

Example: Karen will receive her *doctorate* in the spring.

Suggestion: You should meet with your academic advisor to discuss a *doctorate*.

Surprise: So you *did* receive your *doctorate* from State University.

Problem: I must complete my dissertation before I get my *doctorate*.

**dorm** n. an abbreviation for dormitory

Example: Living on campus in a *dorm* is often cheaper than living off campus.

Suggestion: You should live in a *dorm* for at least one year.

Confirmation: Did you say you have lived in a *dorm* for four years?

Problem: Sue needs to apply now for a room in the *dorm*.

**draft** n. a preliminary copy of a paper or other written document

Example: A good student does not turn in a first *draft* of a paper.

Suggestion: You should edit each *draft* on the computer.

Surprise: You mean you wrote the first *draft* in one night?

Problem: I can't turn in my essay because I have only the first *draft* written.

**drop** v. to withdraw from a course

Example: If you *drop* a course early in the term, you may get a partial refund.
Suggestion: If I were you, I would *drop* the class immediately.
Surprise: You mean you *dropped* the class because it was too hard?
Problem: Bill needs to *drop* one of his classes because he is taking too many credit hours.

**drop out** v. to withdraw from a college or university

Example: Mark *dropped out* because he needed to work full-time.
Suggestion: You could *drop out* and then reenter next semester.
Confirmation: Did you say Diane *dropped out* after her junior year?
Problem: I have to *drop out* because I don't have enough money for tuition.

**due** adj. expected on a certain date

Example: The assignment is *due* on Friday.
Suggestion: Why don't you turn in the paper before it's *due*?
Confirmation: The project is *due* this week, isn't it?
Problem: I can't complete the assignment by the *due* date.

**elective (course)** n., adj. an optional academic course

Example: In the junior year, most students are taking elective *courses*, as well as requirements.
Suggestion: Take some *elective* classes in your areas of outside interest.
Confirmation: You are going to take an *elective* in art appreciation, right?
Problem: I can't take any *elective* classes this semester.

**enroll** v. to register for a course or a university program

Example: Only a few students *enroll* in seminars.
Suggestion: Why don't you *enroll* early before the class fills up?
Surprise: You mean you didn't *enroll* in the computer class?

Problem: I can't *enroll* in that class without taking the introductory class first.

**essay** n. a short composition on a single subject, usually presenting the personal opinion of the author

Example: An *essay* is often five paragraphs long.
Suggestion: If I were you, I would make an outline before writing the *essay*.
Surprise: So you *did* get an A on the *essay*.
Problem: I have to write an *essay* for my class on Friday.

**exam** n. an abbreviation for examination

Example: The professor scheduled several quizzes and one *exam*.
Suggestion: You had better prepare for the *exam* in chemistry.
Surprise: You studied for the physics *exam*?
Problem: I have to meet with my study group before the *exam*.

**excused absence** n. absence with the permission of the professor

Example: Dr. Mitchell allows every student one *excused absence* each semester.
Suggestion: You could take an *excused absence* in your Friday class so we could leave early.
Confirmation: You have two *excused absences* in biology, don't you?
Problem: I already have one *excused absence* in Dr. Mitchell's class.

**expel** v. to dismiss from school

Example: Gary was *expelled* because he cheated on an exam.
Suggestion: You should avoid getting *expelled* at all costs.
Surprise: Gary was *expelled* from the university?
Problem: I would be *expelled* if I helped you.

**extension** n. additional time

Example: We asked Dr. Peterson for an *extension* in order to complete the group project.
Suggestion: You should organize your time so that you will not have to ask for an *extension*.
Surprise: You mean your request for an *extension* was denied?
Problem: I need to meet with my professor to discuss an *extension*.

**extra credit** n. additional points for doing an optional assignment
Example: *Extra credit* can bring up your grade by one letter.
Suggestion: You could talk to the professor about doing something for *extra credit.*
Confirmation: You signed up for *extra credit*, right?
Problem: Professor Stephens doesn't offer any options for *extra credit.*

**faculty member** n. a teacher in a college or university
Example: Dr. Baker is a *faculty member* at State University.
Suggestion: Why don't you ask a *faculty member* for directions?
Confirmation: You didn't meet any of the new *faculty members* when you visited the campus, did you?
Problem: I don't know the other *faculty members* in my department very well.

**fail** v. to receive an unacceptable grade
Example: If Mary gets another low grade, she will *fail* the course.
Suggestion: You had better complete the project or you will *fail* the class.
Surprise: You mean you *failed* the exam?
Problem: I have to study tonight, or I will *fail* the test tomorrow.

**fee** n. a charge for services
Example: You must pay a *fee* to park your car on campus.
Suggestion: If I were you, I would pay my *fees* before the late penalty applies.

Confirmation: Did you say there are *fees* for using the recreational facilities?
Problem: I need to go to the business office to pay my *fees*.

**field trip** n. a trip for observation and education
Example: The geology class usually takes several *field trips* to the museum.
Suggestion: You should wear sturdy shoes on the *field trip*.
Surprise: You didn't sign up for the *field trip* to the art gallery?
Problem: I have to go on a *field trip* Saturday morning, but my boss won't let me off work.

**fill-in-the-blank(s) (test)** n., adj. an objective test in which the student completes sentences by writing in the missing words
Example: Dr. Stephens always gives *fill-in-the-blank* tests during the semester, but he gives short-essay finals.
Suggestion: You had better study the definitions for the *fill-in-the-blank* portion of the test.
Confirmation: The test was all *fill-in-the-blanks*, right?
Problem: Kathy needs to do better on the *fill-in-the-blank* questions.

**final (exam)** n. the last examination of an academic course
Example: The *final* will include questions from the notes, as well as from the textbook.
Suggestion: You should use both your notes and the text to review for the *final exam*.
Surprise: You finished your *final* in an hour?
Problem: I have to prepare for two *final exams* on the same day.

**fine** n. a sum of money paid for violation of a rule
Example: The *fine* for keeping a library book after the due date is one dollar per day.
Suggestion: You should move your car to avoid a *fine*.

Confirmation: Did you say you were charged a *fine* for parking there?
Problem: I need to pay my *fines* before the end of the semester.

**flunk** v. to fail
Example: I would have *flunked* the course without my study group.
Suggestion: You could make an appointment with the professor before he *flunks* you.
Confirmation: Did you say you might have flunked the test?
Problem: We are going to *flunk* this quiz if we don't study for it.

**flunk out** v. to be dismissed from school for failure
Example: Tim *flunked out* of State University before he enrolled here.
Suggestion: You had better start working harder or you are going to *flunk out*.
Confirmation: Your roommate *flunked out*, right?
Problem: If I don't get good grades on my finals, I am going to *flunk out*.

**fraternity** n. a social organization for male college students
Example: Bill is going to join a *fraternity*.
Suggestion: You could join a professional *fraternity*.
Surprise: You were invited to join three *fraternities*?
Problem: I can't afford to join a *fraternity*.

**fraternity row** n. a street where many fraternity houses are located
Example: I live on Fifth Street, near *fraternity row*.
Suggestion: Why don't you walk down *fraternity row* to look at the homecoming decorations?
Surprise: Ken isn't going to live on *fraternity row* next year?
Problem: I can't find a place to park on *fraternity row*.

**freshman** n. a first-year college student

Example: Most of the students in Manchester Hall are *freshmen*.
Suggestion: You should establish good study habits while you are a *freshman*.
Surprise: You didn't live in a dorm when you were a *freshman*?
Problem: The *freshmen* have to take requirements.

**full-time** adj. the number of hours for standard tuition at a college or university, usually 9 hours for a graduate student and 12–15 hours for an undergraduate student
Example: Tom is a *full-time* student this semester.
Suggestion: If I were you, I would register as a *full-time* student this semester.
Confirmation: The scholarship is only available to *full-time* students, right?
Problem: I need to register as a *full-time* student to be eligible for a loan.

**get (be) behind** v. to be late or off schedule
Example: I am *getting behind* in my math class.
Suggestion: You had better study this weekend or you will *get behind* in English.
Confirmation: Ken *got behind* in his classes, didn't he?
Problem: I *got behind* in French, and now my class is really confusing.

**get caught up** v. to bring up-to-date
Example: We are going to *get caught up* in our classes this weekend.
Suggestion: Why don't you *get caught up* in English before you start your next project?
Confirmation: Sue *got caught up* over vacation, didn't she?
Problem: I need to *get caught up* before final exams.

**G.P.A.** n. abbreviation for grade point average

Example: Kathy's *G.P.A.* as an undergraduate was 4.0, but she isn't doing as well in graduate school.
Suggestion: You should be concerned about your *G.P.A.*
Surprise: Laura's *G.P.A.* dropped last semester?
Problem: I can't raise my *G.P.A.* if I take calculus.

**grade point average** n. a scale, usually 0–4, on which grades are calculated

Example: If students' *grade point averages* fall below 2.0, they will be placed on probation.
Suggestion: If I were you, I would speak to my academic advisor about your *grade point average.*
Surprise: You mean an applicant's *grade point average* is more important than work experience?
Problem: I need to improve my *grade point average*.

**grades** n. a standard number or letter indicating a student's level of performance

Example: We will get our *grades* in the mail a week after the semester is over.
Suggestion: You should check the *grades* that the professor posted.
Surprise: Our *grades* are already in the mail?
Problem: I have to have better *grades* to get into the college of business.

**graduate school** n. a division of a college or university to serve students who are pursuing masters or doctoral degrees

Example: I would like to apply to *graduate school* after I complete my bachelor's degree.
Suggestion: Why don't you work a year before applying to *graduate school*?
Surprise: So Tracy *did* get accepted to *graduate school.*
Problem: I have to get letters of recommendation to apply to *graduate school*.

**graduate student** n. a student who is pursuing a master's or doctorate

Example: *Graduate students* must maintain higher grades than undergraduate students.

Suggestion: You had better work with the other *graduate students* on this project.

Confirmation: Only *graduate students* are allowed to take this class, right?

Problem: All of the students in the class are *graduate students* except me.

**grant** n. funds for research or study

Example: Carol received a *grant* for her research in psychology.

Suggestion: You should apply for a summer *grant*.

Surprise: You mean there are *grants* available for undergraduate students?

Problem: Bill needs to write a proposal before Tuesday if he wants to be considered for a *grant*.

**group project** n. an assignment to be completed by three or more students

Example: I prefer to work on *group projects* instead of on assignments by myself.

Suggestion: You should select your *group project* before midterm.

Surprise: You've chosen your *group project* already?

Problem: The *group project* will take more time than I thought.

**hand back** v. return an assignment

Example: Dr. Graham always *hands back* our assignments the next day.

Suggestion: You had better be there when Dr. Mitchell *hands back* your exam.

Confirmation: Dr. Mitchell hasn't *handed back* your exam yet, has he?

Problem: I can't find the exam that he *handed back.*

**handout** n. prepared notes that a teacher provides to the class

Example: Dr. Stephen's *handouts* are always very helpful.
Suggestion: You had better save all of your *handouts*.
Surprise: You lost the *handouts*?
Problem: I need to organize all of my *handouts* before I start to study for the final.

**head resident** n. the advisor for a dormitory
Example: The *head resident* can help you resolve problems with your roommate.
Suggestion: If I were you, I would introduce myself to the *head resident.*
Surprise: So you *did* speak with the *head resident.*
Problem: I can't find the *head resident.*

**health center** n. the clinic on campus to provide basic health care for students
Example: We are going to the *health center* for a free eye examination.
Suggestion: You had better go to the *health center* for that cough.
Surprise: You mean the *health center* is closed?
Problem: I am too sick to go to the *health center.*

**health insurance** n. protection for students who may need medical attention
Example: *Health insurance* is required on most campuses.
Suggestion: You need to purchase *health insurance* through the university.
Confirmation: You don't have *health insurance*, do you?
Problem: I have to earn some more money to pay for my *health insurance.*

**hit the books** v. to study very hard
Example: I have to *hit the books* tonight and tomorrow to get ready for the midterm.
Suggestion: You had better *hit the books* for Dr. Sheridan's exam.

Surprise: You mean you didn't *hit the books* for the psychology exam?
Problem: My friends have to *hit the books* this weekend so they can't go to the party with me.

**homework** n. schoolwork done at home
Example: If I do my *homework* every day, I understand the lectures better.
Suggestion: Why don't you do your *homework* before dinner?
Confirmation: There wasn't any *homework* last night, was there?
Problem: I have to do my *homework* in order to be prepared for the class discussion.

**honors** adj. special recognition for exceptional students
Example: Jane is an *honors* graduate.
Suggestion: You could live in an *honors* dorm.
Surprise: So you *did* enroll in the *honors* program.
Problem: The courses in the *honors* program are much harder than the regular courses.

**housing office** n. an administrative office for residence halls and off-campus rentals
Example: Let's go over to the *housing office* to ask about apartments near the campus.
Suggestion: If I were you, I would check at the *housing office* for a dorm application.
Confirmation: The *housing office* closed early, right?
Problem: I need to speak with someone in the *housing office* about my application.

**incomplete** n. a grade in a course that allows students to complete requirements the following term
Example: I asked Dr. Young for an *incomplete* in his class.
Suggestion: You should request an *incomplete* at least two weeks before the end of the term.

Confirmation: Bill took an *incomplete* in sociology last semester, didn't he?
Problem: I can't ask Dr. Young for another *incomplete*.

**instructor** n. a college or university teacher who ranks below an assistant professor
Example: My *instructor* for math is from Hawaii.
Suggestion: You should check with the *instructor* to see if there is room in the class.
Confirmation: Did you say the *instructor* was absent?
Problem: I can't seem to get along with my *instructor*.

**interactive television (course)** n. a distance learning course that is taught on two-way television connections
Example: The instructor for our *interactive television course* is on a campus about fifty miles away.
Suggestion: You could take that course on the *interactive television*.
Surprise: Dr. Stephen's course is offered on *interactive television*?
Problem: *Interactive television courses* make me uncomfortable.

**interlibrary loan** n. a system that allows students on one campus to borrow books from other libraries on other campuses
Example: It takes at least a week to receive a book by *interlibrary loan*.
Suggestion: You could see if the book is available through *interlibrary loan*.
Confirmation: Your *interlibrary loan* books arrived in time, right?
Problem: I can't seem to find the desk for *interlibrary loans*.

**internship** n. a training opportunity for an advanced student or a recent graduate
Example: Bill got an *internship* at the University Hospital.
Suggestion: You should apply for an *internship* very early.

Surprise: You are getting paid for your *internship*?
Problem: I need to serve a two-year *internship*.

**junior** n., adj. a third-year college student
Example: When I am a *junior*, I plan to study abroad for a semester.
Suggestion: You could concentrate on your major your *junior* year.
Surprise: A *junior* can study abroad?
Problem: I need to carry eighteen credit hours both semesters of my *junior* year.

**keep grades up** v. to maintain a good grade point average
Example: If Joanne doesn't *keep her grades up*, she will lose her scholarship.
Suggestion: You need to study harder if you want to *keep your grades up*.
Surprise: Kathy didn't *keep her grades up* this semester?
Problem: I can't *keep my grades up* and work full-time.

**lab** n., adj. abbreviation for laboratory
Example: The course includes a five-hour *lab*.
Suggestion: You had better allow sufficient time for your biology *lab*.
Confirmation: You missed the last *lab* session, right?
Problem: I need to find a partner for my psychology *lab*.

**lab assistant** n. a graduate student who helps in the lab
Example: Bill is Dr. Peterson's *lab assistant*.
Suggestion: You could ask the *lab assistant* for help.
Confirmation: You are the *lab assistant*, aren't you?
Problem: I need to speak with the *lab assistant* before class.

**laboratory** n. a classroom equipped for experiments and research
Example: The physics *laboratory* at State University is very old.

Suggestion: You could meet your biology study group in the *laboratory*.
Confirmation: The *laboratory* isn't closed Saturday, is it?
Problem: I have to get directions to the *laboratory*.

**lab report** n. a written description of the laboratory activities
Example: Our *lab reports* are due every Friday.
Suggestion: If I were you, I wouldn't wait to start my *lab report*.
Surprise: You mean the *lab reports* have to be typed?
Problem: I have to turn in my *lab report* tomorrow.

**laptop** n. a compact, portable computer that you can use on your lap
Example: Mary's *laptop* goes with her everywhere.
Suggestion: If I were you, I would buy a new *laptop*.
Surprise: Your laptop *crashed*?
Problem: I forgot to bring my *laptop* with me to class.

**learning assistance center** n. an area used for tutoring and special programs to help students with their classes
Example: I have to meet my tutor at the *learning assistance center* at four o'clock.
Suggestion: You should go to the *learning assistance center* for help in the morning.
Surprise: So Nancy *did* go to the *learning assistance center* for tutoring.
Problem: The tutors at the *learning assistance center* are all juniors and seniors, so I don't qualify.

**lecture** n. a presentation for a class, delivered by the professor
Example: The *lectures* are really interesting, but I don't enjoy the labs as much.
Suggestion: You should take more notes during Dr. Mitchell's *lectures*.
Confirmation: Did you say say the *lecture* is canceled for today?

Problem: I can't keep up with the *lectures*.

**lecturer** n. a college or university teacher, usually without rank

Example: Mr. Lewis is only a *lecturer*, but his classes are very good.
Suggestion: If I were you, I would speak with the *lecturer* about your questions.
Surprise: The *lecturer* isn't here?
Problem: I can't take notes because the *lecturer* speaks too fast.

**library** n. the building on campus where books and other research materials are kept

Example: Vicki has a job in the *library*.
Suggestion: Your study group could reserve a study room in the *library*.
Surprise: You mean the *library* is within walking distance?
Problem: I need to return my books to the *library*.

**library card** n. an identification card that permits the holder to borrow books and materials from the library

Example: Without a *library card*, you can't borrow books here.
Suggestion: You should get a *library card* right away.
Surprise: So you *did* bring your *library card* with you.
Problem: I can't use my *library card* because I owe a fine.

**library fine** n. a payment for returning books and materials after the due date

Example: You can't get your grade report unless you pay your *library fines.*
Suggestion: You should pay your *library fines* immediately.
Confirmation: You owe ten dollars in *library fines*, don't you?
Problem: Nancy needs to pay her *library fines* before she checks out any more books.

**lost and found** n. an area on campus where items are kept for their owners to reclaim

Example: Maybe someone picked up your book and took it to the *lost and found*.
Suggestion: Why don't you check at the *lost and found* for your backpack?
Surprise: You mean Sue's wallet wasn't at the *lost and found*?
Problem: Sue needs to fill out a report at the *lost and found.*

**lower-division (course)** adj. introductory-level courses for first- and second-year students

Example: Seniors don't usually take *lower-division* courses.
Suggestion: You should take *lower-division* classes your first year.
Surprise: You mean all of the *lower-division* classes are full?
Problem: I have to take a *lower-division* class before I can take the advanced course.

**major** n. a field of study chosen as an academic specialty

Example: My *major* is environmental studies.
Suggestion: You should declare your *major* by your junior year.
Confirmation: You have to declare a *major* to graduate, don't you?
Problem: I have to tell my advisor my *major* tomorrow.

**makeup test** n. a test taken after the date of the original administration

Example: Dr. Stephens usually allows her students to take a *makeup test* if there is a good reason for being absent.
Suggestion: You could speak with Dr. Stephens about taking a *makeup test*.
Surprise: So Dr. Peterson *did* let you take a *makeup test*.
Problem: Dana needs to take a *makeup test* before spring break.

**married student housing** n. apartments on or near campus for married students

Example: There is usually a waiting list to be assigned to *married student housing*.

Suggestion: If I were you, I would get an application for *married student housing* today.
Confirmation: Did you say there are no vacancies in *married student housing*?
Problem: We need to pick up an application for *married student housing*.

**Mickey Mouse course** n. a very easy course
Example: This is a *Mickey Mouse course*, but it is on my program of study.
Suggestion: Why don't you take one *Mickey Mouse course* this semester just for fun?
Surprise: You thought physics was a *Mickey Mouse course*?
Problem: I have to take this *Mickey Mouse course* to fulfill my physical education requirement.

**midterm** n. an exam that is given in the middle of the term
Example: I got an A on my *midterm* in accounting.
Suggestion: Why don't you study with your study group for the music theory *midterm*?
Surprise: You mean Sue failed her economics *midterm*?
Problem: I have three *midterms* in one day.

**minor** n. a secondary area of study
Example: With a major in international business, I decided to do my *minor* in English.
Suggestion: You should *minor* in economics since you're studying prelaw.
Confirmation: You've completed all of your *minor* classes, right?
Problem: I need one more class to complete my *minor*.

**miss (class)** v. to be absent
Example: My roommate is missing a lot of classes lately.
Suggestion: If I were you I wouldn't *miss* Dr. Mitchell's class today.
Surprise: So you *did miss* class last Friday.

Problem: I can't *miss* any more of Dr. Mitchell's classes, or my grade will be lowered by one letter.

**multiple-choice test** n. an objective test with questions that provide several possible answer choices

Example: We usually have *multiple-choice tests* in Dr. Graham's classes.
Suggestion: You had better study very carefully for Dr. Graham's *multiple-choice test*.
Confirmation: It was a *multiple-choice test*, wasn't it?
Problem: I don't usually do well on *multiple-choice tests*.

**notebook** n. a bound book with blank pages in it for notes

Example: I lost the *notebook* with my biology notes in it.
Suggestion: You should make sure that your *notebook* is well organized.
Surprise: You lost your *notebook*?
Problem: I need to organize my *notebook* this weekend.

**notebook computer** n. a computer the size of a notebook

Example: Joe has a *notebook computer* that he uses in class.
Suggestion: Why don't you use my *notebook computer* to see whether you like it?
Surprise: So you *did* purchase a *notebook computer*.
Problem: I can't possibly afford a *notebook computer* right now.

**notes** n. a brief record of a lecture to help students recall the important points

Example: We didn't take *notes* in class today because most of the lecture was from the book.
Suggestion: You should copy Tracy's *notes* before the next test.
Surprise: You mean you lent your *notes* to someone?
Problem: I need to recopy my *notes* this evening.

**objective test** n. a test with questions that have one possible answer, usually presented in a multiple-choice, matching, or true-false format

Example: The final exam will be an *objective test*, not an essay test.

Suggestion: You should probably prepare for an *objective test* in math.

Confirmation: The final exam was an *objective test*, right?

Problem: I have to study harder for *objective tests*.

**off campus** adj. not on university property

Example: There are some very nice apartments just *off campus* on State Street.

Suggestion: You should come to campus early unless you want to park *off campus*.

Surprise: You mean Carol doesn't want to live *off campus*?

Problem: I need to live *off campus* to save money.

**office** n. a place for university faculty and staff to meet with students and do their work

Example: Mr. Lewis has an *office* in Madison Hall.

Suggestion: Most of the advisors' *offices* are in Sycamore Hall.

Surprise: So you *did* find Mr. Lewis's *office* before he left for the day.

Problem: I have to go to the business *office* tomorrow to ask about my bill.

**office hours** n. a schedule when faculty are in their offices to meet with students

Example: *Office hours* are usually posted on the door of the professor's office.

Suggestion: You should write down the instructor's *office hours* in your notebook.

Confirmation: You don't know Dr. Miller's *office hours*, do you?

Problem: I can't find my copy of Dr. Miller's *office hours*.

**online course** n. a course taught on the Internet

Example: There is a separate list of *online courses* this semester.
Suggestion: Why don't you consider an *online course* in economics?
Confirmation: Joe took an *online course* last year, right?
Problem: I need a computer to take an *online course.*

**on probation** prep. phrase experiencing a trial period to improve grades before disciplinary action

Example: Kathy is *on probation*, so she will probably be studying this weekend.
Suggestion: You had better keep up your grades or you will end up *on probation*.
Surprise: Sue is *on probation* again?
Problem: I can't let my parents find out that I am *on probation*.

**on reserve** prep. phrase retained in a special place in the library, usually for use only in the library

Example: Dr. Young always puts a lot of books *on reserve* for his classes.
Suggestion: You could check to see if the book is *on reserve*.
Surprise: You mean the articles are *on reserve*?
Problem: I have to find out which books are *on reserve*.

**open-book test** n. a test during which students may consult their books and notes

Example: *Open-book tests* are often longer than other tests.
Suggestion: You should still prepare even though it is an *open-book test.*
Surprise: You mean you didn't know it was an *open-book test*?
Problem: I can't find my notes for the *open-book test*.

**orientation** n. a program for new students at a college or university during which they receive information about the school

Example: I missed the first day of *orientation*, so I didn't get a map.

Suggestion: You should sit near the front during *orientation*.
Surprise: So you *did* go to freshman *orientation*.
Problem: I have to go to *orientation* tomorrow evening.

**override** n. permission to enter a class for which the student does not qualify
Example: Dr. Stephens will usually give you an *override* if you need the class.
Suggestion: You should speak to the professor about getting an *override* for that class.
Confirmation: Did you say your request for an *override* was denied?
Problem: I need to get an *override* so that I can take that class.

**paper** n. a research report
Example: The *papers* for this class should be at least ten pages long.
Suggestion: You had better follow Dr. Carlyle's guidelines for this *paper*.
Surprise: Laura turned in her *paper* late?
Problem: I can't print my *paper* because I need an ink cartridge for my printer.

**parking garage** n. a structure for parking, usually requiring payment
Example: The *parking garages* are too far away from the classrooms.
Suggestion: You had better get a parking permit for the *parking garage*.
Surprise: You mean you don't know which *parking garage* you used?
Problem: I have to find a *parking garage* with a vacancy.

**parking lot** n. an area for parking
Example: This *parking lot* is for students only.
Suggestion: You should avoid leaving your car in the *parking lot* overnight.

Surprise: You mean your car was towed from the *parking lot*?
Problem: I have to leave early to get a spot in the *parking lot* beside the dorm.

**parking permit** n. permission to park in certain parking lots or garages
Example: Your *parking permit* expires at the end of the month.
Suggestion: If I were you, I would get a *parking permit* when you register.
Confirmation: My *parking permit* hasn't expired, has it?
Problem: I need to pay my fines before they will issue me another *parking permit*.

**parking space** n. a designated area for one car
Example: There is a car in my *parking space*.
Suggestion: You should not use a reserved *parking space*.
Surprise: So you *did* park in someone else's *parking space*.
Problem: I can't find a *parking space*.

**parking ticket** n. notice of a fine due for parking in a restricted area
Example: If you don't take care of your *parking tickets*, you won't be able to register for classes next semester.
Suggestion: You could avoid getting *parking tickets* by using the student parking lots.
Surprise: You mean Carol got a *parking ticket* because she didn't have a permit?
Problem: I have to save money to pay my *parking tickets*.

**part-time** adj. less than the full work day or school day
Example: Laura has a *part-time* job after school.
Suggestion: Why don't you get a *part-time* job to pay for your books?
Confirmation: You applied for a *part-time* job on campus, right?
Problem: I need to find a *part-time* job this summer.

**pass back** v. to return tests and assignments to the owner

Example: Dr. Young is going to *pass back* our quizzes today.
Suggestion: You should ask Dr. Young for an appointment after he *passes back* the tests.
Surprise: Dr. Young didn't *pass back* the papers?
Problem: I have to get my paper from Dr. Young because I wasn't there when he *passed them back*.

**placement office** n. the office where students receive assistance in locating employment

Example: Several companies are interviewing students at the *placement office* this week.
Suggestion: Why don't you check the interview listing in the *placement office* on Monday?
Confirmation: Joe got his job through the *placement office*, didn't he?
Problem: I need to schedule an interview in the *placement office.*

**plagiarize** v. to use someone else's written work without giving that person credit

**plagiarizing** n. the use of someone else's work without giving that person credit

Example: To avoid *plagiarizing*, always cite the source.
Suggestion: If you change this sentence, it will keep you from *plagiarizing*.
Surprise: You mean you know someone who *plagiarized*?
Problem: The professor thought that I had *plagiarized* a report.

**pop quiz** n. a quiz that is given without notice

Example: We had a *pop quiz* in our sociology class today.
Suggestion: You should always be prepared for a *pop quiz.*
Confirmation: Did you say you passed all of the *pop quizzes*?
Problem: I have to be on time to class in case there is a *pop quiz* at the beginning of class.

**post (grade)** v. to publish a list and display it in a public place

Example: The grades for the exams are *posted* on Dr. Graham's door.

Suggestion: You should see if the grades have been *posted* yet.

Confirmation: The assignments aren't *posted* yet, are they?

Problem: I can't get to campus to see if the grades are *posted*.

**PowerPoint (presentation)** n. a series of slides created on the computer, which can be viewed using a projector

Example: Most of the professors use *PowerPoint* presentations in class.

Suggestion: You could do a *PowerPoint* presentation for your project.

Confirmation: *A PowerPoint* presentation will fulfill the requirement, won't it?

Problem: I am not very happy with my *PowerPoint* presentation.

**prerequisite** n. a course required before a student is eligible to take a higher-level course

Example: This English class has two *prerequisites*.

Suggestion: You should check the *prerequisites* before seeing your advisor.

Surprise: You took the *prerequisites* last year?

Problem: I have to pass the *prerequisites* before I can register for the next class.

**presentation** n. a lecture, speech, or demonstration in front of the class

Example: Your *presentation* in our anthropology class was very interesting.

Suggestion: You could use more pictures in your *presentation*.

Surprise: You mean your *presentation* is fifty minutes long?

Problem: I need to get over my fear of public speaking before I give my *presentation*.

**probation** n. a period of time to improve grades

Example: Jane is on *probation* this term.
Suggestion: You should hire a tutor before you are put on *probation*.
Confirmation: Did you say you are on *probation*?
Problem: I have to pass this class, or I'll get put on *probation*.

**professor** n. a college or university teacher who ranks above an associate professor

Example: Dr. Baker is a *professor* of English.
Suggestion: Why don't you speak with your *professor* about the project?
Confirmation: The *professor's* office hours are posted, aren't they?
Problem: I need to speak to my *professor* before class on Friday.

**program of study** n. a list of the courses that a student must take to fulfill the requirements for graduation

Example: If you want to change your *program of study*, you must see your advisor.
Suggestion: Why don't you review your *program of study* in your catalog?
Confirmation: The *program of study* is a four-year plan, isn't it?
Problem: I need to become familiar with my *program of study*.

**project** n. an assignment that often involves the application of knowledge

Example: We can do the *project* by ourselves or in a group.
Suggestion: Why don't you and your study group do the *project* together?
Surprise: You did the *project* that everyone is talking about?
Problem: I have to present my *project* to the class.

**quarter** n. a school term that is usually ten to twelve weeks in length

Example: This *quarter* has gone by very quickly.
Suggestion: You could take fewer classes next *quarter*.
Surprise: You mean you have to finish your thesis this *quarter*?

Problem: I need to study harder next *quarter*.

**quiz** n. an evaluation that is usually shorter and worth fewer points than a test

Example: We have a *quiz* in our algebra class every week.
Suggestion: You should always be prepared for a *quiz*.
Confirmation: The *quiz* doesn't include last night's reading, does it?
Problem: We have a *quiz* in chemistry this week.

**registrar** n. a university official in charge of keeping records

Example: You need to see the *registrar* about your grade change.
Suggestion: If I were you, I would check with the *registrar* about your transcript.
Surprise: So you *did* file a change of address with the *registrar*.
Problem: The *registrar* is unavailable until next week.

**registration** n. the process for enrolling in courses at a college or university

Example: *Registration* always takes longer than I think it will.
Suggestion: You should meet with your advisor before *registration*.
Surprise: You mean that early *registration* is available for graduate students?
Problem: I can't get to *registration* before noon.

**report** n. a written or oral presentation of results, either of research or experimentation

Example: Ken gave an excellent *report* in our management class today.
Suggestion: If I were you, I would allow more time for my next *report*.
Surprise: So you *did* listen to Ken's *report*.
Problem: I have to do five oral *reports* for speech class.

**research** n. investigation or study

Example: Dr. Peterson is going to give a lecture about her *research* on cross-cultural interaction.
Suggestion: You could use my class for your *research*.
Confirmation: Your *research* is complete, isn't it?
Problem: I need more sources for my *research*.

**research assistant** n. a research position under the supervision of a faculty member
Example: The *research assistants* get to know the faculty better than the other graduate students do.
Suggestion: You could apply to be a *research assistant* next year.
Surprise: You mean Don's a *research assistant*?
Problem: I need to speak to the *research assistant* who works in the psychology lab.

**research paper** n. a written report based on research
Example: Use at least ten references for your *research papers*.
Suggestion: You had better go to the library soon if you want that book for your *research paper.*
Confirmation: We have to present our *research paper* to the class, don't we?
Problem: I can't get started on my *research paper.*

**residence hall** n. a dormitory on campus
Example: All freshmen have to live in a *residence hall*.
Suggestion: You could move to another *residence hall*.
Confirmation: You have a single room in a *residence hall*, right?
Problem: All of the *residence halls* are full.

**resident advisor** n. an advisor who lives in a dormitory in order to provide supervision and counseling for the students
Example: We call our *resident advisor* the "head resident."
Suggestion: Why don't you speak to the *resident advisor* about your problem?
Surprise: You live next door to the *resident advisor*?

Problem: I need to speak with the *resident advisor* regarding the desk in my room.

**review session** n. a study meeting to review material before a test, often led by the professor

Example: I'm on my way to a *review session* for my art appreciation class.
Suggestion: You could schedule a *review session* with your study group.
Surprise: The *review session* was productive?
Problem: I can't meet Thursday afternoon for the *review session.*

**room and board** n. fees for room rent and meals

Example: *Room and board* goes up every year.
Suggestion: You should plan to include the price of *room and board* in your budget.
Confirmation: Did you say your scholarship covers *room and board*?
Problem: I need to find a part-time job to pay for *room and board*.

**roommate** n. a person who shares a room or rooms

Example: I think Diane is looking for a *roommate*.
Suggestion: Why don't you and Diane get another *roommate*?
Surprise: You mean you're looking for another *roommate*?
Problem: I need a *roommate* to share my rent.

**schedule** n. a list of courses with days, times, and locations

Example: My *schedule* this semester allows me to work in the afternoons.
Suggestion: With your *schedule*, you could get a job at school.
Confirmation: Your *schedule* doesn't include evening classes, does it?
Problem: I can't fit that class into my *schedule*.

**scholarship** n. a grant awarded to a student

Example: Tracy got a *scholarship* to attend a special summer course abroad.
Suggestion: Why don't you apply for a *scholarship*?
Confirmation: There aren't any *scholarships* available for international students, are there?
Problem: I have to turn the application in tomorrow to be eligible for the *scholarship*.

**section** n. one of several options for the same course
Example: Everyone wants to take the *section* that Mrs. McNiel teaches.
Suggestion: You could ask Mrs. McNiel to let you into her *section*.
Surprise: You mean there are no *sections* open in the morning?
Problem: I can't get into that *section* because it is closed.

**semester** n. a school term that is usually fifteen to eighteen weeks in length
Example: When the *semester* is over, I am going to visit my family.
Suggestion: You could sign up for more classes this *semester*.
Confirmation: This *semester* ends before winter break, doesn't it?
Problem: I need to take eighteen credit hours next *semester*.

**senior** n. a fourth-year student
Example: Laura will be a *senior* next semester.
Suggestion: If I were you, I would take that class as a *senior*.
Surprise: You mean Dana is a *senior*?
Problem: I have to take five classes when I'm a *senior*.

**short-essay test** n. a test with questions that require a written response of one sentence to one paragraph in length
Example: I would rather take a *short-essay test* than an objective test.
Suggestion: You had better study your notes for Dr. Mitchell's *short-essay test*.

Surprise: You think a *short-essay test* is easier than an objective test?
Problem: I have three *short-essay tests* in that class.

**shuttle** n. a bus that has a short route around the campus area
Example: Carol has a car, but she still uses the campus *shuttle* most of the time.
Suggestion: If I were you, I would take the *shuttle* at night.
Confirmation: Did you say there's no *shuttle* on Sundays?
Problem: I need to leave early to catch the *shuttle*.

**sign up (for a class)** v. to enroll (in a class)
Example: Let's *sign up* for the same geology class.
Suggestion: You should *sign up* for Dr. Brown's music theory class.
Surprise: So you *did sign up* for the field trip.
Problem: I can't *sign up* for that class because it conflicts with my schedule.

**skip class** v. to be absent
Example: Nancy has been *skipping class* again.
Suggestion: If I were you, I wouldn't *skip class* this week.
Surprise: Ron *skipped class* yesterday?
Problem: Bill *skipped class* on the day of the test.

**snack bar** n. a small restaurant area where a limited menu is available
Example: We usually meet at the *snack bar* for a quick lunch.
Suggestion: You could meet me at the *snack bar*.
Surprise: So you *are* going to the *snack bar* after class.
Problem: I need to go to the *snack bar* between classes because I don't have a break for lunch.

**social security number** n. a nine-digit number that is often used for student identification, as well as for employment purposes

Example: What is your *social security number*?
Suggestion: You should memorize your *social security number*.
Confirmation: Your *social security number* is on your license, isn't it?
Problem: Anna doesn't have a *social security number.*

**sophomore** n. a second-year college student
Example: A full-time student is usually a *sophomore* by the third semester.
Suggestion: You had better complete your general education classes by the end of your *sophomore* year.
Surprise: You mean Bill is only a *sophomore*?
Problem: I can't take advanced psychology because I am only a *sophomore*.

**sorority** n. a social organization for female college students
Example: About a dozen *sororities* are on campus.
Suggestion: You should consider joining a *sorority*.
Surprise: So you *did* join a *sorority*.
Problem: *Sororities* require a lot of time.

**spring break** n. a short vacation in the middle of the spring semester
Example: Some of my friends are going to Florida for *spring break*.
Suggestion: Why don't you visit your family over *spring break*?
Confirmation: You got your research paper done over *spring break*, right?
Problem: I have to work during *spring break*.

**stacks** n. the area of the library where most of the books are shelved
Example: At a small college, the *stacks* are usually open to all of the students.
Suggestion: You should look in the *stacks* for that book.
Surprise: The librarian let you go up in the *stacks* to look for your own book?
Problem: I need to find a carrel in the *stacks*.

**student** n. one who attends a school

Example: State University has more than fifty-thousand *students* enrolled on the main campus.

Suggestion: If you tell them that you are a *student*, maybe you will get a discount.

Surprise: You mean you aren't a *student*?

Problem: I need to find five *students* to complete my study.

**student I.D. number** n. a number used for identification at a college or university, often a social security number

Example: Your social security number is your *student I.D. number*.

Suggestion: You should write your *student I.D. number* on all of your papers.

Confirmation: Pat has a *student I.D. number*, doesn't she?

Problem: I can't seem to remember my *student I.D. number*.

**student services** n. an administrative branch of a college or university that provides noninstructional support services for students

Example: I have to go over to *student services* to meet with a financial aid advisor.

Suggestion: You had better go to *student services* to check on your dorm application.

Confirmation: The *student services* office is open during registration, isn't it?

Problem: I have to go to the *student services* office before the end of the day.

**student union** n. a building on campus where students can relax

Example: There is a movie at the *student union* tonight.

Suggestion: You could meet Ken in the *student union* before the concert.

Surprise: You mean the *student union* is closed over the holidays?

Problem: The *student union* closes at 10:00 P.M.

**studies** n. research investigations

Example: Many *studies* have been conducted here at State University.
Suggestion: Why don't you speak with Dr. Mason about her *studies*?
Surprise: So Jane is beginning her *studies*?
Problem: I have to complete my *studies* by the end of the semester.

**study** v. to acquire knowledge or understanding of a subject

Example: I have to *study* if I want to get a good grade in this class.
Suggestion: Why don't you plan to *study* at my house this weekend?
Confirmation: You *studied* for that test, didn't you?
Problem: I need to allow more time to *study*.

**study date** n. a date in which the activity is studying

Example: Joe and Diane have *study dates* most of the time.
Suggestion: You could arrange a *study date* with Jack before the test.
Surprise: You mean you don't have a *study date* tonight?
Problem: I have to meet Jack at the library for our *study date*.

**study lounge** n. a quiet area of a dormitory where students can go to study

Example: Even the *study lounge* is noisy in this dorm.
Suggestion: Why don't you meet me in the *study lounge* this evening?
Confirmation: Did you say that the *study lounge* is quiet?
Problem: I can't concentrate in the *study lounge*.

**subject** n. an area of study

Example: Math is my favorite *subject*.
Suggestion: Why don't you ask Tracy for help with the *subjects* she tutors?
Confirmation: You can get tutoring in all of the *subjects* taught at the university, can't you?

Problem: I have to take a lot of classes in *subjects* that I don't really like.

**summer school** n. the summer sessions, which are usually June through August

Example: *Summer school* starts the second week of June this year.
Suggestion: Why don't you take the art appreciation course in *summer school*?
Surprise: You mean you've gone to *summer school* every summer?
Problem: I can't go to *summer school* this year.

**T.A.** n. an abbreviation for teaching assistant

Example: Laura has applied to be Dr. Graham's *T.A.*
Suggestion: You should see the *T.A.* if you have questions about the lecture.
Surprise: So Bill *did* apply to be a *T.A.*
Problem: I have to find Dr. Graham's *T.A.* before class tomorrow.

**teaching assistant** n. a graduate student whose teaching duties are supervised by a faculty member

Example: We have a *teaching assistant* for the discussion session of this class.
Suggestion: You had better speak with the *teaching assistant* before the next lab session.
Confirmation: Did you say you haven't spoken with the *teaching assistant*?
Problem: The *teaching assistant* is really difficult to understand.

**tenure** n. an academic rank that guarantees permanent status

Example: Professor Peterson has *tenure*, but Mr. Lewis doesn't.
Suggestion: Why don't you request the requirements for *tenure*?
Surprise: You mean Dr. Peterson has *tenure*?
Problem: Mr. Lewis will have to get his Ph.D. to qualify for *tenure*.

**term** n. a time period when school is in session, usually a quarter or a semester

Example: Dana needs two more *terms* to graduate.
Suggestion: Dana had better take statistics next *term*.
Confirmation: Nancy passed all of her classes last *term*, right?
Problem: I have to complete my dissertation in three *terms*.

**test** n. an evaluation that is usually longer and worth more points than a quiz, but shorter and worth fewer points than an exam

Example: You will have a *test* every week in this class.
Suggestion: If I were you, I would work with my study group before the *test*.
Surprise: You mean you forgot about the *test*?
Problem: I have to study for two *tests* next week.

**textbook** n. a book that is used for a course

Example: The *textbooks* can be purchased at the bookstore or ordered over the Internet.
Suggestion: You could purchase used *textbooks* for some of your classes.
Surprise: You mean you had to buy new *textbooks*?
Problem: I can't find good used *textbooks* anywhere.

**thesis** n. a written research report in partial fulfillment of a graduate degree

Example: Tracy isn't taking any courses this semester because she is writing her *thesis*.
Suggestion: You should get the handbook at the graduate school before starting your *thesis*.
Confirmation: Tracy isn't writing her *thesis* this semester, is she?
Problem: I need to allow at least one semester to write my *thesis*.

**transcript** n. a printed copy of a student's grades

Example: The admissions office requires two *transcripts* with every application.

Suggestion: Why don't you request an extra copy of your *transcript*?
Confirmation: You got your *transcript*, didn't you?
Problem: I have to have those *transcripts* by next Monday.

**transfer** v. to change schools
Example: It is better to *transfer* at the beginning of the third year.
Suggestion: If I were you, I would *transfer* as soon as possible.
Confirmation: Dana *transferred* to State University, right?
Problem: I can't *transfer* colleges because I would lose credits.

**tuition** n. fees for instruction at a school
Example: The *tuition* is different from school to school.
Suggestion: You should check the *tuition* before deciding on a college.
Surprise: *Tuition* at private colleges is more?
Problem: I need a scholarship to pay my *tuition*.

**tuition hike** n. an increase in the fees for instruction
Example: There is a *tuition* hike every year at State University.
Suggestion: You should sign the petition protesting the *tuition* hike.
Confirmation: Did you say you graduated before the *tuition* hike?
Problem: I can't afford another *tuition* hike.

**turn in** v. to submit an assignment
Example: Please *turn in* your homework before you leave.
Suggestion: You had better *turn in* your paper before the end of the day.
Surprise: You mean I could have *turned in* my paper tomorrow?
Problem: I have to *turn in* the paper by Friday or I will get an F.

**tutor** n. a private instructor, often another student
Example: I have to meet my *tutor* at the library.
Suggestion: Why don't you get a *tutor* for your accounting class?
Surprise: You mean Jack is your *tutor*?

Problem: I can't afford to hire a *tutor*.

**tutoring** n. private instruction

Example: Nancy needs some *tutoring* in this class.
Suggestion: You could earn extra money *tutoring* for math.
Surprise: So you *did* get the *tutoring* job.
Problem: *Tutoring* takes a lot of time.

**undergrad** n., adj. abbreviation for undergraduate

Example: I think that Dana is an *undergrad*.
Suggestion: You could still enroll for *undergrad* classes while you are waiting to hear from the graduate school admissions office.
Confirmation: You're an *undergrad*, right?
Problem: I need to apply for an *undergrad* scholarship.

**undergraduate (student)** n., adj. a student pursuing a bachelor's degree

Example: Some *undergraduates* require five years to complete a four-year program.
Suggestion: You should look at more than one *undergraduate* program.
Surprise: You mean you completed your *undergraduate* courses in three years?
Problem: I can't complete my *undergraduate* degree before we move.

**upper-division (course)** adj. advanced courses for third- and fourth-year students

Example: Most of the *upper-division* courses are numbered 400 or above.
Suggestion: Why don't you take an *upper-division* music class?
Surprise: You mean grammar is an *upper-division* course?
Problem: Dana needs to take an *upper-division* math class.

**whiteboard** n. the (white) writing surface in the front of the classroom

Example: Professor Jones always writes the discussion topics on the *whiteboard* at the beginning of class.

Suggestion: You had better sit in front if you want to be able to read the notes on the *whiteboard*.

Confirmation: We will have a *whiteboard* in the room, won't we?

Problem: The *whiteboard* is too small.

**withdraw** v. to leave school

Example: My roommate *withdrew* from school.

Suggestion: You should *withdraw* so that you won't have failing grades on your transcript.

Surprise: You mean your parents want you to *withdraw* from school?

Problem: I have to *withdraw* from school at the end of the semester.

**work-study** adj. a special program that allows study time when there is nothing to do on the job

Example: There are several *work-study* positions open in the finance office.

Suggestion: Dana should apply for the *work-study* program next semester.

Confirmation: Vicki's library job is a *work-study* position, isn't it?

Problem: The *work-study* students couldn't answer my questions.

**Xerox (machine)** n. a copy machine

Example: There is a long line at the *Xerox* machine.

Suggestion: You could use the *Xerox* machine in the library.

Surprise: You mean there are only three *Xerox* machines on campus?

Problem: I need to find a *Xerox* machine.

# ACKNOWLEDGMENTS

With affection and appreciation, I acknowledge my continued indebtedness to the friends, family, and colleagues who have been part of the TOEFL team for so many years.

**Dr. Jayne Harder, former Director of the English Language Institute at the University of Florida** for initiating me into the science of linguistics and the art of teaching English as a second language;

**Robert and Lillie Sharpe, my parents** for their assistance in typing and proofreading previous editions and for their enthusiastic encouragement throughout my career;

**The late Dr. Tom Clapp, former Dean of Continuing Education at the University of Toledo** for the maturity and confidence that I gained during our marriage because he believed in me;

**Carole Berglie, former Editor at Barron's Educational Series, Inc.** for her guidance in seeing the first edition of the manuscript through to publication;

**Kristen Girardi, Senior Editor at Barron's Educational Series** for assembling an expert team, providing leadership, and creating an environment that encouraged our best work, as well as for her invaluable insights and wise counsel during every stage of development and production;

**Subitha R.K., Production Editor** for guiding this edition through the production process with great care and attention to detail;

**Megan Buckman, Senior Production Manager** for her collaboration and support;

**Dennis Oliver, Professor at Estrella Mountain Community College** for collaborating on the original version of *Glossary of Campus Vocabulary* ;

**Michael Goodine, Founder of TEST Resources** for reviewing key revisions of this edition and agreeing to collaborate on future editions of *Barron's TOEFL iBT* ®;

**John T. Osterman, my husband—a special thank you** for the unconditional love and the daily interest in and support for my writing career, as well as for checking my math in the evaluation tables. Each revision of this book is better than the last, and every new and revised year with John is the best year of my life.

# ANSWERS AND AUDIO SCRIPTS FOR QUIZZES AND MODEL TESTS

## ✔ *Explanatory or Example Answers and Audio Scripts for Model Tests*

# MODEL TEST 1: PRETEST

## READING

### *Reading 1 "Beowulf"*

1. **C** ". . . *Beowulf* was written by an anonymous [author unknown] Englishman in Old English." Choice A is not correct because it is one of four surviving manuscripts. Choice B is not correct because it was written in old English about Germanic characters. Choice D is not correct because scholars do not know if it is the sole surviving epic from about A.D. 1000.
2. **B** In this passage, *principal* is a synonym for "major." Context comes from the contrast with "minor" in the same sentence.
3. **A** "Iron was accessible everywhere in Scandinavia, usually in the form of 'bog iron' found in the layers of peat in peat bogs." Choice B is not correct because the author had already stated that the best

swords had iron or iron-edged blades. Choice C is not correct because the Celts taught the Northmen how to use the materials, but they did not provide the bog iron. Choice D is not correct because the bog iron does not relate to the date, although 500 B.C. is mentioned as the time when the Northmen learned how to forge iron.

4. **A** *Society in Anglo-Saxon England* paraphrases "Anglo-Saxon society." . . . *both advanced* paraphrases "neither primitive," and *cultured* paraphrases "nor uncultured." Two negatives [*nor* and *-un*] produce an affirmative meaning.

5. **D** "Although the *Beowulf* manuscript was written in about A.D. 1000, it was not discovered until the seventeenth century." Choice A is not correct because the first century was the date the manuscript was written, not discovered. Choice B is not correct because the ninth century was the date when the original manuscript may have been lost. Choice C is not correct because some scholars think that the manuscript was written in the eleventh century.

6. **B** In this passage, *rare* is a synonym for "unique." Context comes from the reference to the "sole surviving epic" in the beginning of the same sentence.

7. **B** ". . . the original manuscript was probably lost during the ninth century . . ., in which the Danes destroyed the Anglo-Saxon monasteries and their great libraries." Choice A is true but it is not the reason that scholars believe the original manuscript was lost. Choice C is not correct because the Danes were invaders, not poets. Choice D is not correct because the location of the discovery is not mentioned, although the author may have been a monk.

8. **C** Addition is a transitional device that connects the insert sentence with the previous sentence. *Moreover* signals that additional, related information will follow. ". . . they [scholars] disagree" refers to "Scholars do not know" in the previous sentence.

9. **B** In this passage, *demonstrates* is a synonym for "exhibits."

10. **E, D, F** summarize the passage. Choice A is true, but it is a minor point that establishes the time period for the poem and refers to major point D. Choice B is true, but it is a detail that refers to major point E and explains why there may be only one manuscript. Choice C is not clear from the information in the passage.

## *Reading 2 "Thermoregulation"*

11. **A** "The most basic mechanism [for maintenance of warm body temperature] is the high metabolic rate." Choices B, C, and D are all ways to maintain body temperature, but they are not the most fundamental adaptation.

12. **B** A passive grammatical structure in the passage is paraphrased by an active grammatical structure in the answer choice.

13. **D** In this passage, *smallest* is a synonym for "minimal."

14. **D** In this passage, *control* is a synonym for "regulate." Context comes from the reference to "temperature differences" at the end of the same sentence.

15. **A** Reference is a transitional device that connects the insert sentence with the previous sentence. ". . . a layer of fur or feathers" and "how much still air the layer [of fur or feathers] traps" in the insert sentence refers to ". . . fur or feathers" and "a thicker layer of air" in the previous sentence.

16. **B** "The loss of heat to water occurs 50 to 100 times more rapidly than heat loss to air." Choice A is not correct because hair loses insulating power when wet, but the evolution of marine animals is not mentioned. Choice C is not correct because dry hair insulates better than wet hair. Choice D is not correct because there are land animals that are of similar size.

17. **A** ". . . capable of astonishing feats of thermoregulation. For example, small birds called chickadees . . . hold body temperature nearly constant." Choice B is not correct because the food supply supports thermoregulation, which is the main point of the example. Choice

C is not correct because chickadees are capable of astonishing feats of thermoregulation. Choice D is not correct because the reason for heat production in animals is explained before the example of the chickadee.

18. **D** Choice A is mentioned in paragraph 6, sentence 7. Choice B is mentioned in paragraph 6, sentence 8. Choice C is mentioned in paragraph 6, sentences 3 and 4.

19. **B** In this passage, *improve* is a synonym for “enhance.” Context comes from the reference to “promote” in the previous sentence.

20. **C, E, F** summarize the passage. Choice A is a minor point that supports major point C. Choice B is true but it is not mentioned in the passage. Choice D is a minor point that supports major point F.

# LISTENING

## Track 1 Model Test 1 Pretest, Listening Section

### PART ONE

### *Listening 1 "Learning Center"*

#### Audio Conversation

Narrator: Listen to a conversation on campus between two students.

Man: Hi. Are you Paula?
Woman: Jim?
Man: Hi. Nice to meet you.
Woman: Glad to meet you.
Q1
Man: So, you need some tutoring in English?
Woman: Yeah. I'm taking English composition, and I'm not doing very well on my essays.
Man: Right. Um, well, first let's see if we can figure out a time to meet . . . that we're both free.
Woman: Okay.
Man: How about Mondays? Maybe in the morning? I don't have any classes until eleven on Mondays.
Woman: That would work, but I was hoping we could, you know, meet more than once a week.
Man: Oh. Well, Tuesdays are out. I've got classes and I work at the library part time on Tuesdays and Thursdays. But I could get together on Wednesdays.
Woman: In the morning?

Man: Probably nine-thirty would be best. That way we'd have an hour to work before I'd have to get ready for my eleven o'clock.

Woman: So that would be two hours a week then?

Man: I could do that.

Q2

Woman: Oh, but, would that be extra? You know, would I need to pay you for the extra session?

Man: No. Just so you meet me here at the Learning Center, and we both sign in, then I'll get paid. Tutoring is free, to you, I mean. The school pays me. But we both have to show up. If you don't show up and sign in for a session, then I don't get paid. So . . .

Q3

Woman: Oh, don't worry about that. I really need the help. I won't miss any sessions unless I'm sick or something.

Man: Okay then. So you want me to help you with your essays?

Woman: Right. I could bring you some that have, you know, comments on them. I'm getting C's and . . .

Man: Well, that's not too bad. Once I see some of your writing, we should be able to pull that up to a B.

Woman: You think so?

Q4

Man: Sure. But I need to explain something. Some of my students in the past . . . they expected me to write their essays for them. But that's not what a tutor is supposed to do. My job is to help you be a better writer.

Woman: Oh, I understand that. But you'll read my essays, right?

Man: Oh yeah. No problem. We'll read them together, and I'll make suggestions.

Woman: Great. I think part of the problem is I just don't understand the teacher's comments. Maybe you can help me figure them out.

Man: Sure. Who's the teacher?

Woman: Simpson.

Q5

Man: No problem. I've tutored a couple of her students, so I know more or less where she's coming from. Okay, then. I guess we'll meet here on Monday.

Woman: I'll be here. Nine-thirty you said.

Man: Just sign in when you get here.

**Audio** 1. What does the woman need?

**Answer** **C** An appointment for tutoring

**Audio** 2. Listen again to part of the conversation and then answer the following question.

**Replay** "Oh, but, would that be extra? You know, would I need to pay you for the extra session?"

**Audio** Why does the woman say this:

**Replay** "Oh, but, would that be extra?"

**Answer** **A** Her tone indicates that she is worried.

**Audio** 3. Why is the man concerned about the woman's attendance?

**Answer** **B** He will not get a paycheck if she is absent.

**Audio** 4. What does the man agree to do?

**Answer** **D** He will show the woman how to improve her writing.

**Audio** 5. What does the man imply about the woman's teacher?

**Answer** **D** ". . . know . . . where she's coming from" means "to understand her."

## *Listening 2 "Geology Class"*

### Audio Lecture

Narrator: Listen to part of a lecture in a geology class.

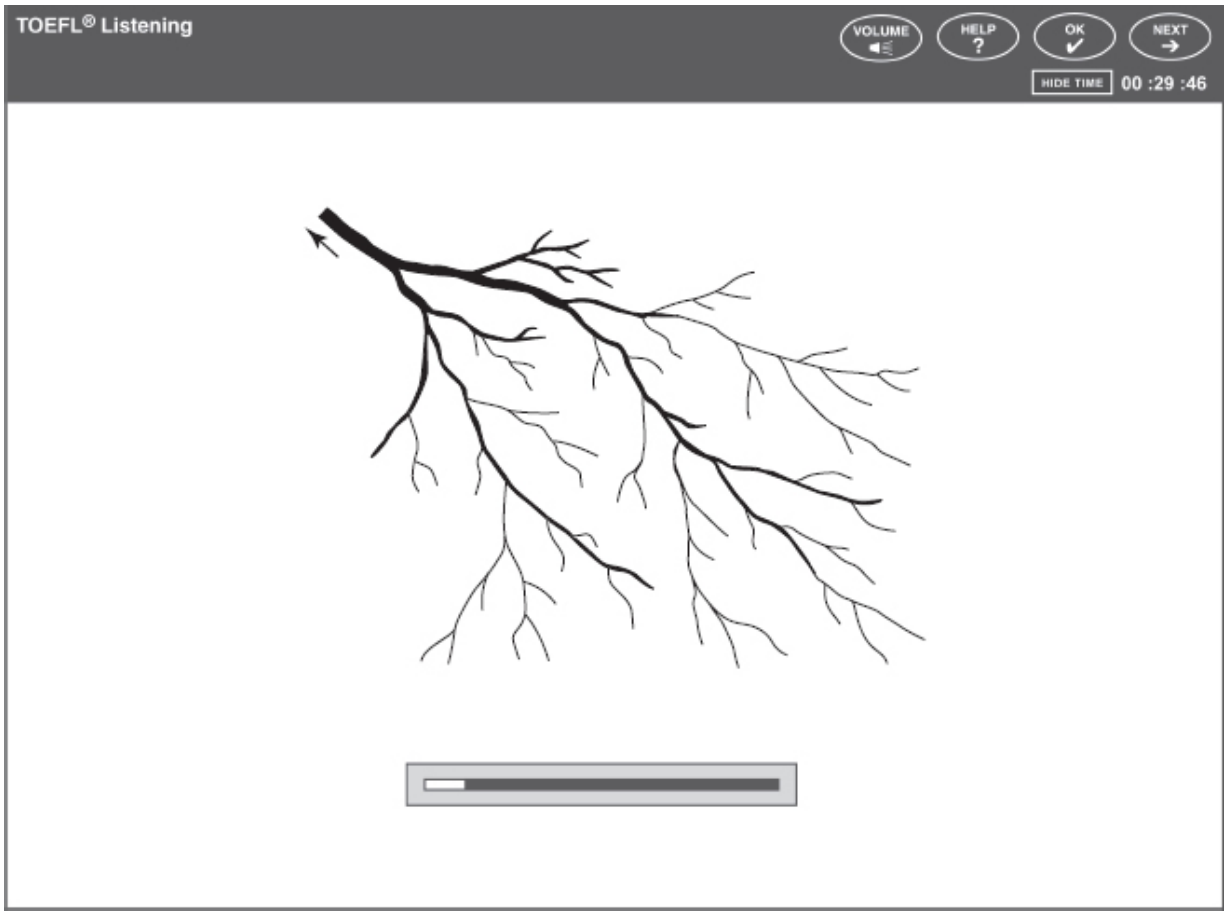
Professor:

Q6

Q7

Okay, today we're going to discuss the four major types of drainage patterns. I trust you've already read the chapter so you'll recall that a drainage pattern is the arrangement of channels that carry water in an area. And these patterns can be very distinctive since they're determined by the climate, the topography, and the composition of the rock that underlies the formations. So, consequently, we can see that a drainage pattern is really a good visual summary of the characteristics of a particular region, both geologically and climatically. In other words, when we look at drainage patterns, we can draw conclusions about the structural formation and relief of the land as well as the climate.

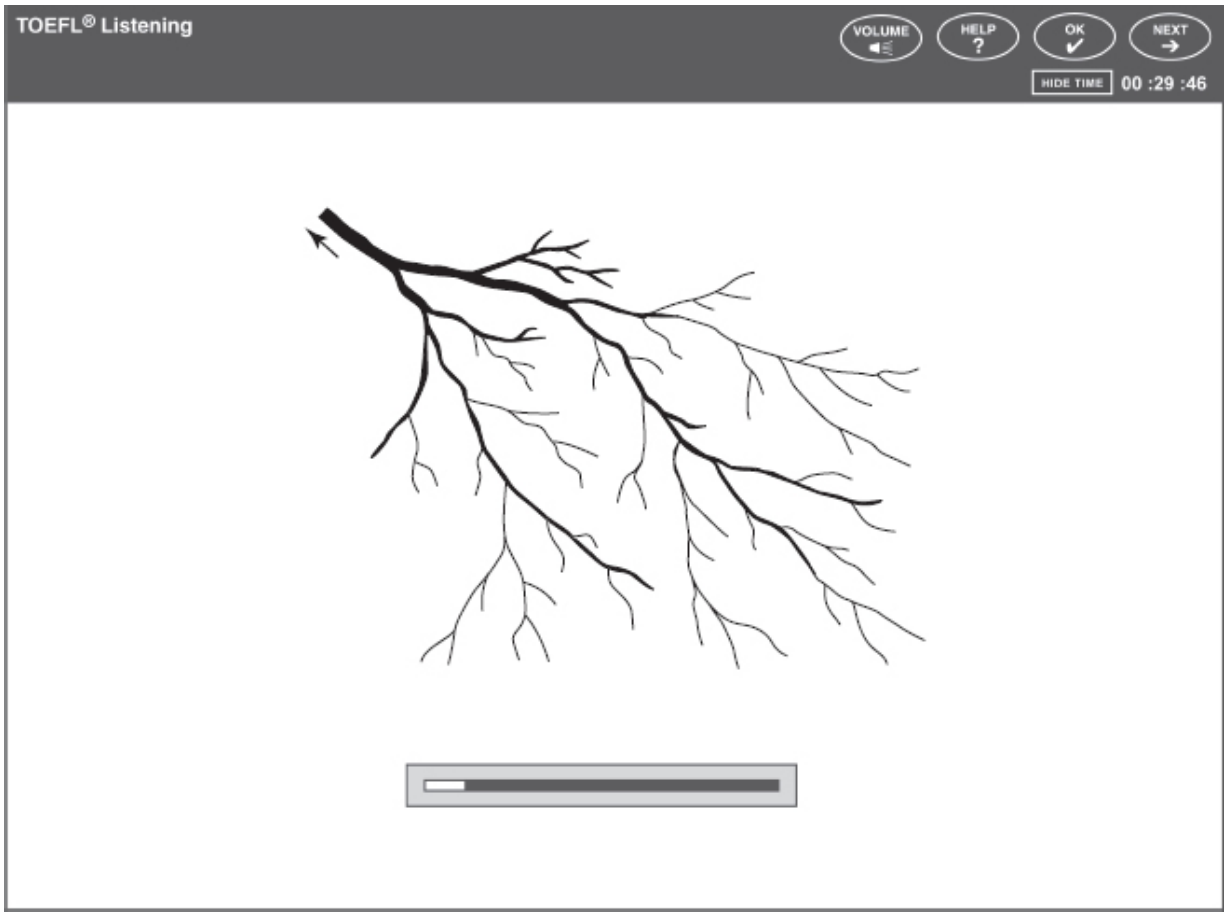
Now all drainage systems are composed of an interconnected network of streams, and, when we view them together, they form distinctive patterns. Although there are at least seven identifiable kinds of drainage patterns, for our purposes, we're going to limit our study to the four major types. Probably the most familiar pattern is the dendritic drainage pattern.




Q8

This is a stream that looks like the branches of a tree. Here's an example of a dendritic pattern. As you can see, it's similar to many systems in nature. In addition to the structure of a tree, it also resembles the human circulation system. This is a very efficient drainage system because the overall length of any one branch is fairly short, and there are many branches, so that allows the water to flow quickly and efficiently from the source or sources.

Okay, let's look at the next example.

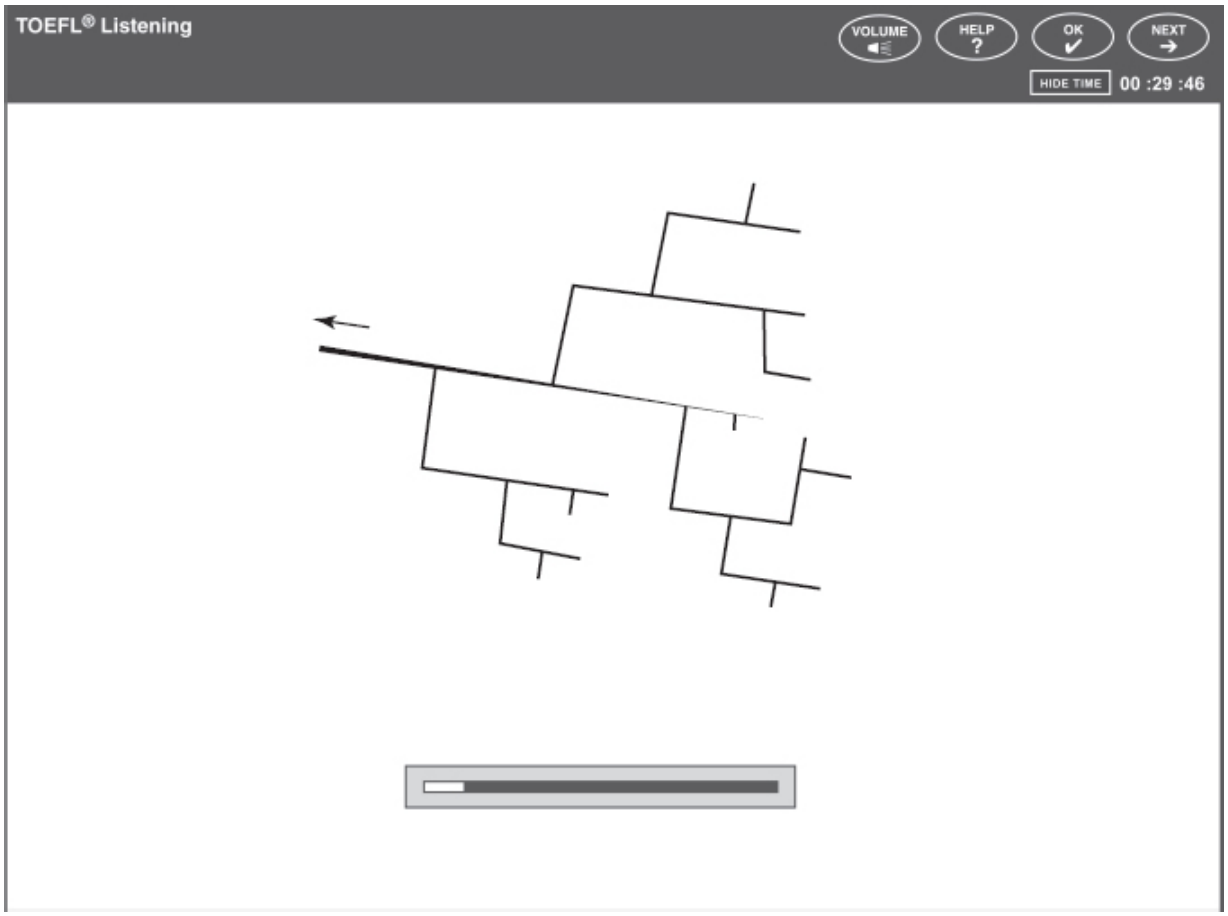



Q9

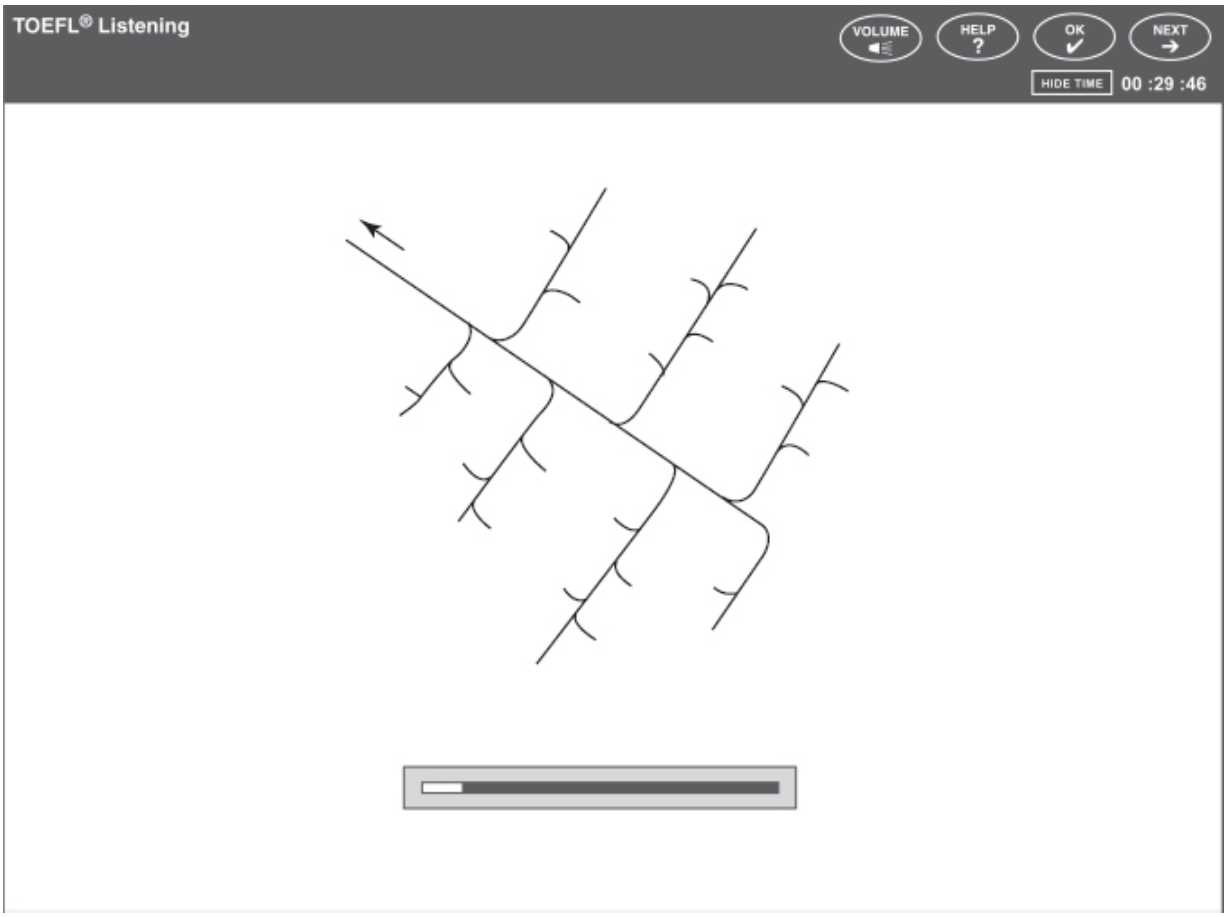
This drainage pattern is referred to as a radial pattern. Notice how the streams flow from a central point. This is usually a high mountain, or a volcano. It kind of looks like the spokes that radiate out from the hub of a wheel. When we see a radial pattern, we know that the area has experienced uplift and that the direction of the drainage is down the slopes of a relatively isolated central point.

Going back to the dendritic for a moment. The pattern is determined by the direction of the slope of the land, but it, uh, . . . the streams flow in more or less the same direction and so it's unlike the radial that had multiple directions of flow from the highest point.

Now this pattern is very different from either the dendritic or the radial.




This is called a rectangular pattern, and I think you can see why. Just look at all of those right-angle turns. The rectangle pattern is typical of a landscape that's been formed by fractured joints and faults. And because this broken rock is eroded more easily than unbroken rock, stream beds are carved along the jointed bedrock.




Q10

Finally we have the trellis pattern. And here in this example, you can see quite clearly how the tributaries of an almost parallel structure drain into valleys and form the appearance of a garden trellis. This pattern forms in areas where there are alternating bands of variable resistance, and by that I mean that the bands of rock that are very strong and resistant to erosion alternate with bands of rock that are weak and easily eroded. This often happens when a horizontal plain folds and outcroppings appear.

Q11

So, as I said, as a whole, these patterns are dictated by the structure and relief of the land. The kinds of rocks on which the streams are developed, the structural pattern of the folds, uh, faults, and . . . uplift will usually determine a drainage system. However, I should also mention that drainage patterns can occasionally appear to be, well, out of sync with the landscape.

And this can happen when a stream flows over older structures that have been uncovered by erosion or when a stream keeps its original drainage system when rocks are uplifted. So when that happens, the pattern appears to be contrary to the expected course of the stream. But I'm interested in your understanding the basic drainage systems. So I don't plan to trick you with test questions about exceptional patterns, but I expect you to know that exceptions to the patterns can occur when geological events influence them.

| | | |
|---|---|---|
| **Audio** | 6. | What is this lecture mainly about? |
| **Answer** | **B** | A comparison of different types of drainage systems |
| **Audio** | 7. | Listen again to part of the lecture and then answer the following question. |
| **Replay** | | "Okay, today we're going to discuss the four major types of drainage patterns. I trust you've already read the chapter so you'll recall that a drainage pattern is the arrangement of channels that carry water in an area." |
| **Audio** | | Why does the professor say this: |
| **Replay** | | "I trust you've already read the chapter so you'll recall that a drainage pattern is the arrangement of channels that carry water in an area." |
| **Answer** | **B** | "I trust you" means "I expect you to." |
| **Audio** | 8. | How does the professor introduce the dendritic drainage system? |
| **Answer** | **B** | By comparing it to both a tree and the human circulatory system |
| **Audio** | 9. | Why does the professor mention the spokes of a wheel? |
| **Answer** | **C** | To explain the structure of a radial drainage system |
| **Audio** | 10. | In the lecture, the professor discusses the trellis drainage pattern. Indicate whether each of the following is typical of this pattern. Click in the correct box for each phrase. |

**Answer A, D, E:** YES **B** refers to the rectangular pattern, and **C** refers to the dendritic.

| | | |
|---|---|---|
| **Audio Replay** | 11. | What does the professor imply when he says this: "So I don't plan to trick you with test questions about exceptional patterns." |
| **Answer** | **C** | The basic patterns from the notes will be on the test. Professors who "trick" students ask questions that have not been discussed in class. |

## *Listening 3 "Psychology Class"*

**Audio Discussion**

Narrator: Listen to part of a discussion in a psychology class. The professor is discussing defense mechanisms.

Professor:

Q12

Okay, we know from our earlier study of Freud that defense mechanisms protect us from bringing painful thoughts or feelings to the surface of our consciousness. We do this because our minds simply can't tolerate these thoughts. So, defense mechanisms help us to express these painful thoughts or feelings in another way, while we repress the real problem. The function of defense mechanisms is to keep from being overwhelmed. Of course, the avoidance of problems can result in additional emotional issues. And there's a huge distinction between repression and suppression. Anybody want to explain the difference?

Student 1:

Q13

I'll try it. I think repression is an unconscious response to serious events or images but suppression is more conscious and deals with something unpleasant but not usually, well, terrible experiences.

Professor:
I couldn't have said it better. Now remember that the thoughts or feelings that we're trying to *repress* may include, just to mention a few, anger, depression, competition, fear, envy, hate, and so on.

Q14

Q17

For instance, let's suppose that you're very angry with your professor. Not me, of course. I'm referring to another professor. So, you're very angry because he's treated you unfairly in some way that . . . that could cause you to lose your scholarship. Maybe he failed you on an examination that didn't really cover the material that he'd gone over in class, and an F grade in the course is going to be unacceptable to your sponsors. So, this would be very painful, as I'm sure you'd agree. And I'd say it would qualify as a serious event.

Q12

So let's take a look at several different types of defense mechanisms that you might employ to repress the feelings of disappointment, rage perhaps, and . . . and even violence that you'd feel toward the professor. Most of them are named so the mechanism is fairly obvious and one of the most common mechanisms is *denial*, which is . . .

Student 2: If I want to deny something, I'll just say I'm not angry with the professor.

Professor:
Exactly. You may even extend the denial to include the sponsors, and you could tell your friends that they'd never revoke your scholarship. And this mechanism would allow you to deny the problem, even in the face of direct evidence to the contrary. Let's say, a letter from the sponsor indicating that you won't receive a scholarship for the next term. . . . Okay on that one? Okay. How about *rationalization*?

Student 2: Well, in rationalization, you come up with some reasons *why* the professor might have given an unfair test.

Professor: And how would you do that?

Student 2: Well, you might defend him. You could say that he gave the test to encourage students to learn information on their own. Is that what you mean?

Professor:
Sure. Because you'd be rationalizing . . . providing a reason that justifies an otherwise mentally intolerable situation. Okay, another example of rationalizing is to excuse the sponsor for refusing to hear your side of the situation. You might say that sponsors are too busy to investigate why students are having problems in their classes. And you might do that while you deny your true feelings that sponsors really should be more open to hearing you out.

Student 3: So when you deny something, I mean when you use denial, you're refusing to acknowledge a situation, but . . . when you use rationalization, you're excusing the behavior?

Professor:
Excellent summary. So, now let me give you another option. If you use a *reaction formation* as a defense mechanism, you'll proclaim the *opposite* of your feelings. In this case, what would you say about the professor?

Student 4: I'd say that I like the professor when, in fact, I hate him for depriving me of my opportunity.

Professor:
And you might insist that you have no hard feelings and even go so far as to tell your friends that he's an excellent teacher. You see, a reaction formation turns the expression of your feelings into the opposite reaction, that is, on the surface.

And that brings us to *projection*, which is a defense mechanism that tricks your mind into believing that someone else is guilty of the negative thought

or feeling that *you* have.

Student 1: Can you give us an example of that one?

Professor:
Okay. Feelings of hate for the professor might be expressed by telling classmates about *another* student who hates the professor, or, uh, . . . or even suggesting that the professor has strong feelings of hate for *you* but you really like the professor yourself. So you would project, um, . . . attribute your feelings . . . to someone else. Get it?

Student 1: So if I hate someone, I'd believe that another person hates him or that he hates me.

Professor: But you wouldn't admit that *you* hate him yourself.

Student 1: Okay. That's projection.

Professor:

Q15

Now *displacement* serves as a defense mechanism when a less threatening person or object is substituted for the person or object that's really the cause of your anxiety. So, instead of confronting the professor about the unfair test, well, you might direct your anger toward the friend who studied for the test with you, and you could blame him for wasting your time on the material that was in the book and notes.

Of course, there are several other defense mechanisms like *fantasy*, which includes daydreaming or watching television maybe to escape the problems at school. Or *regression*, which includes immature behaviors that are no longer appropriate, like maybe expressing temper in the same way that a preschooler might respond to having a toy snatched away. And your textbook contains a few more that we haven't touched on in class.

Q16

Just one more thing, it's good to understand that the notion of unconscious thoughts and the mechanisms that allow us to manage them, that this is a concept that goes in and out of fashion. Many psychologists rejected defense mechanisms altogether during the '70s and '80s, and then in the '90s, cognitive psychologists showed a renewed interest in research in this area. But I must warn you, that although they found similar responses, they tended to give them different names. For instance, *denial* might appear in a more recent study as *positive illusion*, or *scapegoating* might be referred to instead of *displacement*. But when you get right down to it, the same categories of behavior for defense mechanisms still exist in the research even if they're labeled differently. And, uh, in my view, if you compare Freud's traditional defense mechanisms with those that are being presented by more modern researchers, you'll find that Freud is easier to understand and gives us a broader perspective. And, if you understand Freud's categories, well, you'll certainly be able to get a handle on the newer terms. What is exciting about the modern studies is the focus on coping skills and what's being referred to as healthy defenses. So next time, we'll take a look at some of these processes.

| | | |
|---|---|---|
| **Audio** | 12. | What is the discussion mainly about? |
| **Answer** | **C** | Some of the more common types of defense mechanisms |
| **Audio** | 13. | How does the student explain the term *repression*? |
| **Answer** | **A** | He contrasts it with suppression. |
| **Audio** | 14. | Listen again to part of the discussion and then answer the following question. |
| **Replay** | | "For instance, let's suppose that you're very angry with your professor. Not me, of course. I'm referring to another professor. So, you're very angry because he's treated you unfairly in some way that . . . that could cause you to lose your scholarship." |
| **Audio** | | Why does the professor say this: |
| **Replay** | | "Not me, of course. I'm referring to another professor." |
| **Answer** | **B** | The professor's tone is not serious. She is joking. |

**Audio** 15. Which of the following is an example of *displacement* that was used in the discussion?

**Answer** **C** Blaming someone in your study group instead of blaming the professor

**Audio** 16. According to the professor, what happened in the 1990s?

**Answer** **B** New terms were introduced for the same mechanisms.

**Audio** 17. How does the professor organize the discussion?

**Answer** **B** She uses a scenario that students can relate to. She talks about the way that a student might respond to a professor by using defense mechanisms.

## PART TWO

### *Listening 4 "Professor's Office"*

**Audio Conversation**

Narrator: Listen to a conversation on campus between a student and a professor.

Student: Thanks for seeing me, Professor Williams.

Professor: Glad to, Alice. What do you have on your mind?

Q18

Student: Well, I got a little mixed up when I started to go over my notes from the last class, so I had a few questions.

Professor: Shoot.

Student: Okay. I understand the three basic sources of personnel for multinational companies. That's fairly self-explanatory.

Professor: Host country, home country, and third country.

Q19

Student: Right. But then you started talking about staffing patterns that . . . let me see . . . okay . . . you said, “staffing patterns may vary depending on the length of time that the multinational company has been operating,” and you gave some examples, but I got confused and now I can’t read my notes.

Professor: Okay. Well, one pattern is to rely on home country managers to staff the key positions when the company opens, but gradually moving more host country nationals into upper management as the company grows.

Student: So, for example, if a French company opened a factory in Canada, then French management would gradually replace themselves with Canadian managers. Is that what you mean?

Professor: Right. I think I used that very example in class. So do you want to try to explain the second pattern to me?

Student: Sure. I think it’s the one where home country nationals are put in charge of the company if it’s located in a developed country, but in a developing country, then home country nationals manage the company sort of indefinitely.

Q20

Professor: Right again. And an example of that would be . . .

Student: . . . maybe using German management for a Swiss company in Germany, but, uh, they might send Swiss management to provide leadership for a Swiss company in . . . in . . .

Professor: How about Zimbabwe?

Student: This is one of the confusing parts. Zimbabwe has a very old and highly developed culture, so . . .

Professor: . . . but it’s still defined as a developing country because of the economic base—which is being developed now.

Q21

Student: Oh, okay. I guess that makes sense. Then the example of

the American company with British management . . . when the company is in India . . . that would be a third-country pattern?

Professor: Yes. In fact, this pattern is fairly prevalent among multinational companies in the United States. Many Scottish or English managers have been hired for top management positions at United States subsidiaries in the former British colonies—India, Jamaica, the West Indies, some parts of Africa . . .

Student: Okay. So I've got all the examples right now.

Professor: Anything else?

Student: Just one thing. There were some typical patterns for certain countries.

Professor: Like the last example.

Student: No. This came later in the lecture. Something about Japan and Europe?

Q22

Professor: Oh. Right. I probably said that both Japanese multinational companies and European companies tend to assign senior-level home country managers to overseas locations for their entire careers, whereas multinational companies in the United States view overseas assignments as temporary, so they may actually find themselves reporting to a senior-level manager from the host country who has more experience.

Student: So, for example, a Japanese company in the United States would most probably have senior-level Japanese managers with mid-level managers maybe from the United States. But in Japan, the senior-level Japanese managers at an American company would probably have mid-level American managers reporting to them.

Professor: Well, generalities are always a little tricky, but for the most part, that would be a typical scenario. Because

| | | |
|---|---|---|
| | | living as a permanent expatriate is a career move in Japan, but a temporary strategy in the United States. |
| Student: | | Okay. That's interesting. |
| Professor: | | And important for you to know as a business major with an interest in international business. You're still on that track, aren't you? |
| Student: | | I sure am. But, you know, I wasn't thinking in terms of living abroad for my entire career. That really is a huge commitment, and something to ask about going in. Anyway, like you say, most American companies view overseas assignments as temporary. That's more what I have in mind, for myself, I mean. |
| **Audio** | 18. | Why does the woman go to see her professor? |
| **Answer** | **B** | To clarify some of the information from a lecture |
| **Audio** | 19. | According to the professor, which factor causes staffing patterns to vary? |
| **Answer** | **D** | The number of years that a company has been in business |
| **Audio** | 20. | Listen again to part of the conversation and then answer the following question. |
| **Replay** | | "I think it's the one where home country nationals are put in charge of the company if it's located in a developed country, but in a developing country, then home country nationals manage the company sort of indefinitely." "Right again. And an example of that would be . . . " |
| **Audio** | | Why does the professor say this: |
| **Replay** | | "And an example of that would be . . . " |
| **Answer** | **B** | Sometimes professors begin a statement and pause to allow the student to continue. |
| **Audio** | 21. | Which of the following would be an example of a third-country pattern? |
| **Answer** | **C** | A British manager in an American company in India |

| | | |
|---|---|---|
| **Audio** | **22.** | According to the professor, how do senior-level Japanese managers view their assignments abroad? |
| **Answer** | **A** | They consider them to be permanent career opportunities. |

## *Listening 5 "Art Class"*

### Audio Lecture

Narrator: Listen to part of a lecture in an art class. The professor is discussing drawing.

Professor:

Q24

Q25

Drawing is a very basic art form. It's appealing because it can be used to make a very quick record of the ideas that an artist may be envisioning, so, a drawing can serve as a visual aid for the artist to remember a certain moment of inspiration and maybe use it for a more detailed work later on. Okay, usually such sketches allow the artist to visualize the proportions and the shapes without much attention to details so these images can be used by painters, architects, sculptors—any artist really. And large renderings, sketches of parts of the whole . . . these can be helpful in the creative process when a huge image might be more difficult to conceive of in its entirety. Or, a sketch of just one face in a crowd can allow the artist to focus on creating just that part of the image. So, in many artists' studios, countless drawings are strewn about as the final painting or sculpture takes form. And this gives us insight into the creative process, as well as the opportunity to see changes from the images at the beginning in the images of the finished work. It's rare, in fact, for an artist to use permanent materials to begin a piece of art. And some painters, for example, even sketch onto the surface of the canvas before applying the pigments. Now, architects are especially prone to sketches because, of course, their buildings are so large that an image in smaller scale is necessary to the imagination and implementation of such projects. So these studies become

the basis for future works. And again, this is very interesting as a record of the creative process. Okay so far?

Q23

Okay, drawing has several other functions besides as a temporary reference. For centuries, artists have used drawing as a traditional method of education. By copying the great works, especially of the Old Masters, aspiring artists could learn a lot about proportion, how to capture light and shadow and . . . and so forth. In fact, some artists who later achieve recognition still continue to use this practice to hone their skills or simply to pay homage to another artist, as is often the case when a work of art originally created in another medium like a sculpture . . . when it's re-created in the form of a drawing. Many examples of drawings of Michelangelo's sculptures were re-created by well-known artists. One that comes to mind is the *Study of Michelangelo's Bound Slave* by Edgar Degas. The original by Michelangelo was a marble sculpture that was, oh, about seven feet in height, but the small drawing was made in a sketchpad. In any case, the study is also considered a masterpiece, on a small scale, of course.

Q23

Q26

So . . . what additional purposes might be served by the medium of drawing? Well, let's remember that photography is a relatively new art form, so prior to the use of photographs to record historical events, a quick drawing by an artist was about the only way to preserve a real-time visual account of an important moment. Although a more permanent visual impression might be rendered later, it would be based on memory and not on the artist's actual observation. Probably the most often cited example of a sketch that preserved an historical record would be the small drawing of Marie Antoinette as she was taken to the guillotine in a cart through the streets of Paris. Jacques-Louis David sketched this famous drawing on a piece of paper about the size of the palm of his hand. And the artist, the artist as reporter, is still important even in modern times, when photography isn't possible, for example, when judges won't permit cameras in the courtroom.

Q28

Q27

Okay, to review, we've talked about three functions for drawing—as a visual aid for the artist to complete a future work, as a method of education for aspiring artists or even practiced artists, and a way to report an event. But the sketchbook has . . . other possibilities. Sometimes a drawing is the final execution of the art. Picasso produced hundreds of drawings in, well, every conceivable medium, but especially in pencil and crayon. I find it very interesting that Picasso did so much of this kind of work . . . drawing, I mean, in his last years. Some critics have argued that he was just laughing at the art world, which was willing to pay outrageous sums for anything with his name on it, and clearly, a drawing can be executed in a short period of time. But others, other critics, they feel as I do that Picasso was drawing because it was so basic, and because it was so spontaneous, and so much fun. And also, think about how difficult it really is to produce a quick drawing with a few lines and no opportunity to . . . to re-create the original, either by painting it out or remodeling the clay or changing the building materials or any of the other methods for revision of a finished artistic work that artists have at their disposal. So, what I'm saying is that drawing when it's elevated to a finished piece, it must be done with confidence and it must show a high degree of creativity and mastery of the art form. In a way, it harkens back to the beginnings of art itself, when some unknown artist must have stuck a finger in the earth to draw an image or . . . maybe he picked up a stone and made a drawing on the wall of a cave.

Okay, so, as a first assignment, I want you to make a couple of sketches yourself. I'm not going to grade them. This isn't a studio art class. I just want you to use a few basic strokes to capture an image. You can do the first one in pencil, crayon, ink, chalk, or even charcoal . . . whatever you like. Then, I want you to sketch the same image in a different medium. So, if you do a face in pencil, I want you to do the same face but in chalk or crayon. Bring them to class next week and we'll continue our discussion of drawing, but we'll talk more about the materials artists use to produce drawings, and we'll refer to your sketches as examples.

| | | |
|---|---|---|
| **Audio** | 23. | What is the lecture mainly about? |
| **Answer** | **C** | The distinct purposes of drawing |
| **Audio** | 24. | According to the professor, why do architects use sketches? |
| **Answer** | **B** | To design large buildings, architects must work in a smaller scale. |
| **Audio** | 25. | Listen again to part of the lecture and then answer the following question. |
| **Replay** | | “So these studies become the basis for future works. And again, this is very interesting as a record of the creative process. Okay so far?” |
| **Audio** | | What does the professor mean when she says this: |
| **Replay** | | “Okay so far?” |
| **Answer** | **A** | Professors sometimes pause for a comprehension check by asking if everything is okay. This gives students an opportunity to answer questions. |
| **Audio** | 26. | Why does the professor mention the drawing of Marie Antoinette? |
| **Answer** | **C** | The sketch was an historical account of an important event. |
| **Audio** | 27. | What is the professor’s opinion of Picasso? |
| **Answer** | **C** | Picasso’s drawings required the confidence and skill of a master artist. |
| **Audio** | 28. | According to the lecture, what are the major functions of drawing? |
| **Answer** | **A** | A technique to remember parts of a large work |
| | **B** | A method to preserve an historical record |
| | **D** | An educational approach to train artists |

# SPEAKING

Track 2 **Model Test 1, Speaking Section**

## *Independent Speaking Question 1 "News"*

Narrator 2: Number 1. Listen for a question that asks your opinion about a familiar topic. After you hear the question, you have 15 seconds to prepare and 45 seconds to record your answer.

Narrator 1: Agree or disagree with the following statement:

Getting news on TV or on a computer is better than reading it in a print newspaper.

Use specific reasons and examples to support your choice.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 15 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 45 seconds]

Beep

## *Integrated Speaking Question 2 "Meal Plan"*

Narrator 2: Number 2. Read a short passage and listen to a talk on the same topic. Then listen for a question about them. After you hear the question, you have 30 seconds to prepare and 60 seconds to record your answer.

Narrator 1: A new meal plan is being offered by the college. Read the plan in the college newspaper [printed on page 51]. You have 50 seconds to complete it. Please begin reading now.

[Reading Time: 50 seconds]

Narrator 1: Now listen to two students who are talking about the plan.

| | |
|---|---|
| Man: | I don't like to cook, but I don't like to eat in the cafeteria every day either. |
| Woman: | True. The food does get kind of . . . same old same old. |
| Man: | My point exactly. And besides, I go home about every other weekend, so paying for my meals when I'm not there doesn't make a lot of sense. |
| Woman: | Right. So you'll probably sign up for the five-day plan next semester. |
| Man: | I already did. If I want to eat in the cafeteria some weekend, I can just buy a meal, but I'd probably go out somewhere with my friends if I'm here over the weekend. |
| Woman: | Well, I don't go home on the weekends as much as you do, but I still eat out a lot on the weekends. |
| Man: | So the five-day plan might work out better for you, too. I'm really glad to have the option. |

Narrator 1: The man expresses his opinion of the new meal plan. Report his opinion, and explain the reasons that he gives for having that opinion.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 30 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

## *Integrated Speaking Question 3 "Allegories"*

Narrator 2: Number 3. Read a short passage and listen to a lecture on the same topic. Then listen for a question about them. After you hear the question, you have 30 seconds to prepare and 60 seconds to record your answer.

Narrator 1: Now read the passage about Allegories [printed on page 52]. You have 50 seconds to complete it. Please begin reading now.

[Reading Time: 50 seconds]

Narrator 1: Now listen to part of a lecture in a literature class. The professor is talking about a story by Dr. Seuss.

Professor:
"The Sneetches" is a favorite children's story by Dr. Seuss. In it, the characters worry about having a star on their bellies. When Mr. McBean provides an opportunity to acquire belly stars in a "Star" machine, they spend three dollars each to get one. But the problem is, after that, it's impossible to know who had belly stars originally and who acquired them recently. And it suddenly becomes more prestigious to have bellies *without* stars. So for ten dollars, McBean lets the Sneetches with stars run through his "Star-off" machine. Now here's where it gets crazy. Suddenly, the Sneetches are spending *all* their money to go in the Star machine and then in the Star-off machine, just to keep up with what's considered better at the moment. In the end, they learn that stars don't really matter because they're all more alike than different. And the only one to benefit from discrimination is McBean, who gets rich by exploiting prejudice.

Although children enjoy the story on a superficial level, parents understand it on a deeper level. They can read many symbols into the characters and the situation. Whether it's racial, social, or religious discrimination, Dr. Seuss demonstrates how absurd and destructive it is. It's also worthwhile to

note that the story was written in 1961 when civil rights was at the forefront of American politics.

Narrator 1: Using the example from the lecture, explain why “The Sneetches” is an allegory.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 30 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

## *Integrated Speaking Question 4 "Laboratory Microscope"*

Narrator 2: Number 4. Listen to part of a talk. Then listen for a question about it. After you hear the question, you have 20 seconds to prepare and 60 seconds to record your answer.

Narrator 1: Now listen to part of a talk in a biology laboratory. The teaching assistant is explaining how to use the microscope.

Teaching Assistant:
All right, now that you all have microscopes at your tables, I want to explain how they work and how to use them. First of all, you should know that they are compound microscopes so they can magnify objects up to 1,000 times their size. These microscopes have two systems—an illuminating system and an imaging system. You'll see that the illuminating system has a light source built in, and you can control it by adjusting the lever on the side. Why is this important? Well, the specimen must be pretty thin, or let's say, transparent enough to let light pass through it. So the light source controls the amount of light that passes through the specimen. Okay. The other system provides magnification. Use this lever to switch powers. So, when you switch to a higher power, you see a larger image, and when you switch to a lower power, you see a smaller image. But, I should remind you that the field of view is smaller at a higher power. In other words, at a higher magnification, you see a larger image of a smaller area. Okay. So what about the focus? Well, these microscopes are parfocal, and that means you usually don't have to refocus when you switch to a higher or lower power of magnification. But there are two adjustment knobs—the larger one for coarse adjustment and the smaller one for fine adjustment, just in case.

Narrator 1: Using the main points and examples from the lecture, describe the two major systems of the laboratory microscope and then explain how to use it.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 20 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

# WRITING

**Track 3** **Model Test 1, Writing Section**

## *Integrated Essay "Online Graduate Programs"*

First, read the passage [printed on page 55] and take notes.

Narrator: Now listen to a lecture on the same topic as the passage that you have just read.

Professor:
Today we're going to question some of the claims made in the reading about online graduate degree programs. First of all, the one-on-one time with professors that a student has, as in a traditional course, is really up to the student. Those who want to talk with their professors do so. The main difference is the way that professors communicate in online courses. Whereas student interaction with faculty in traditional on-campus programs is often face to face, faculty interaction online is more likely to be by email and chat, or occasionally by telephone conference.

Second, the claim that the difficulty level and the quality of the courses are inferior in online degree programs just doesn't hold up under scrutiny. In order to be accredited, the online program must meet the same standards as those of the on-campus program at the same institution. And this is also interesting—of the 20 programs in my study, students reported that they *thought* the online courses would be easier, but, in fact, they were more difficult because they required more self-discipline and personal time management than the courses that were offered on campus on a regular schedule. In many cases, online students complained that they had to learn how to manage the technology in an online course in addition to learning the content of the course.

Last then. Although I'll concede that some online degree programs aren't accredited and not worth the time, it's simply not true that top schools don't offer online degree programs. Just as an example, every Ivy League school except Princeton provides online degrees and even Princeton offers a large number of courses online. A few of the Ivy League programs require a one-term residency requirement on campus, but many allow students to complete the entire degree online. And most of the other top schools also provide online degree options.

# EXAMPLE ANSWERS AND CHECKLISTS FOR SPEAKING AND WRITING

Track 4 **Model Test 1, Example Answers**

## *Example Answer for Independent Speaking Question 1 "News"*

Although newspapers contain local information and I like those pages, for the most part, I agree that getting news on TV and on my computer is better. The problem with printed news is it takes so long to produce that the stories could have changed or important news could have happened minutes after the newspaper is delivered. So, I scan the local stories in the paper, then I watch the international news on TV and, I click on websites that offer recent updates. That way, I'm taking advantage of the best of all the media, and I stay current locally and internationally.

## *Checklist 1*

- ✔ The talk answers the question.
- ✔ The speaker states an opinion clearly.
- ✔ Reasons for the opinion are explained.
- ✔ The speaker uses different vocabulary words.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Answer for Integrated Speaking Question 2 "Meal Plan"*

The man is glad an alternative to the seven-day meal plan is available for students in the dorms. He'll purchase the five-day plan, which provides three meals on weekdays and the option to buy meals on weekends for $3 each. The new plan is better because he likes to go home every other weekend, and when he's on campus, he likes to go out. So he wasn't taking advantage of the cafeteria on the weekends. The Student Union has fast-food or a salad bar. Besides, if he wants to eat in the cafeteria on a weekend, he can buy a meal. He should save about $48 a month.

## *Checklist 2*

- ✔ The speaker briefly summarizes the reading.
- ✔ The speaker states the opinion in the listening.
- ✔ Reasons for the opinion are explained.
- ✔ The speaker uses different vocabulary words.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Answer for Integrated Speaking Question 3 "Allegory"*

An allegory is an artistic work with literal and symbolic meanings. Most themes are moral, historical, or political. So "The Sneetches" by Dr. Seuss is a perfect example because it teaches a moral and can be read on two levels. Literally, the story is about two creatures—one with stars on their tummies and the other without. Because fewer creatures have stars, they're considered prestigious. But when McBean charges $3 to put stars on, the majority buy the stars and not having them is more impressive. McBean charges $10 to remove stars and ends up with all the money. On a deeper level, the stars symbolize superficial values, and having a star or not causes prejudice. McBean's scheme teaches us how destructive discrimination is. Everyone loses in the end.

## Checklist 3

- ✔ The speaker summarizes the concept in the reading.
- ✔ The example in the lecture is related to the concept.
- ✔ The speaker paraphrases the wording.
- ✔ The information is accurate.
- ✔ The speaker uses different vocabulary words.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Answer for Integrated Speaking Question 4 "Laboratory Microscope"*

The two major systems of the laboratory microscope are the illuminating system and the imaging system. The illuminating system has a light source that can be controlled to let more or less light pass through the specimen when you move a lever. The imaging system is actually a magnification feature, which can be calibrated by using the other lever to change powers. When you look through a higher power, the image appears larger, and when you look through a lower power, it appears smaller. What that means is when you use a higher magnification, the image shows you a smaller part of the specimen because it's enlarged. When you switch powers, the lenses focus automatically, but the big knob will make a rough adjustment, and the small knob will make a detailed adjustment.

## Checklist 4

- ✔ The talk summarizes the lecture.
- ✔ All major points are included.
- ✔ Examples and details support the main idea.
- ✔ The speaker paraphrases the wording.
- ✔ The information is accurate.
- ✔ Different vocabulary words are used.

- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

### *Example Response for Integrated Essay "Online Graduate Programs"*

Many writers begin with a chart like those you practiced in Chapter 3. Only the essay will be scored.

## Chart

# Online Graduate Degree Programs
## question claims

| Relationship w prof |
|---|

| | |
|---|---|
| o no 1-1 | o + c same amount |
| c office hrs | o diff way-email, chat |
| c inform inter | o phone conf |

| Quality courses |
|---|

| | |
|---|---|
| Complete in wkend | o + c ame accred |
| o jr faculty, graders | o thought easy-not |
| o large | o content + tech |

| No top schools |
|---|

| | |
|---|---|
| c best schools | o most top |
| c conventional w/ residence | o all ivy except Princeton |
| | o some 1 term res-most all |

## *Example Essay "Online Graduate Programs"*

The lecture questions the claims in the reading that the relationship with professors, the quality of courses, and the access to top schools are inferior in online graduate degree programs.

According to the lecturer, the relationship with online and on-campus professors is the same in terms of the amount of interaction. The way that the interaction occurs is different because online professors use email, chat, and telephone conference calls to communicate with their students.

The reading passage asserts that the professors who teach online are not as qualified and the courses themselves do not compare with the more challenging on-campus courses; however, the lecturer makes a strong case against this claim. The lecturer explains that both online and on-campus graduate courses must demonstrate the same standards for accreditation. Furthermore, students who take online courses in the mistaken belief that they will be easier often report that they were more difficult because of the added technology that had to be learned in order to navigate the course and complete the requirements.

The lecturer also refutes the idea that the best schools do not offer online graduate degree programs. Using the example of Ivy League schools, known for their prestige, the lecturer indicates that all Ivy League schools, with the exception of Princeton, offer online graduate degrees. Although some top schools may require one term residence, they offer the degree program online.

## Checklist for Integrated Essay

- ✔ The essay answers the question.
- ✔ A topic sentence summarizes the main idea.
- ✔ An outline sentence previews the major points.
- ✔ Examples and details support the points.
- ✔ The information is accurate.
- ✔ Each lecture point is addressed.

- ✔ The writer paraphrases the wording.
- ✔ Different vocabulary words are used.
- ✔ The writer makes few mistakes in grammar.
- ✔ A variety of sentences are included.
- ✔ The essay is complete within the time limit.
- ✔ The essay is easy for someone to read.

## *Example Response for Academic Discussion "Allocation of Funds for Transportation"*

I would vote to invest in public transportation. I am of the opinion that public transportation has failed in the past because it has been promoted as an alternative to cars, and people have been unwilling to stop using their vehicles. I suggest that inexpensive car parks near the light rail and bus stops would encourage people to drive to a public transportation area and use trains and buses to go into the city. When people start saving money on gas and parking, they will start to appreciate the public transportation systems. In addition, special bus lanes would permit public vehicles to speed past cars and that would also encourage people to take the bus instead of driving.

# ✔ *Answers and Audio Scripts for quick Quizzes in Chapter 4*

# LISTENING

## *Script for the Listening Quiz*

This is a quiz for the Listening Section of the TOEFL® iBT. This section tests your ability to understand campus conversations and academic lectures. During the quiz, you will listen to one conversation and one lecture. You will hear each conversation or lecture one time and respond to questions about them. You may take notes while you listen. You may use your notes to answer the questions. Once you begin, do not pause the audio. [To check your answers, refer to the question number in the margin beside the shaded area in the script to which that question refers.]

### Conversation

**Track 7** **Questions 1–4, Conversation**

Listen to a conversation on campus between a professor and a student.

Student: Hi Professor Taylor.
Professor: Hi Jack.

Q1
Student: I was hoping that I could talk with you for a few minutes. It's about the test.
Professor: Oh, okay.

Student: Well, I've never taken an open-book test, and I just don't know what to expect. Does that mean I can use my book during the test . . . as a reference?

Professor: Exactly. And you can use your notes and the handouts, too.

Student: Really?

Q2

Professor: Yes, but Jack, since you've never taken an open-book test, I should warn you. It isn't as easy as it seems.

Student: Because?

Professor: Because you don't have enough time to look up every answer and still finish the test.

Student: Oh.

Professor: That's the mistake that most students make. You see, the purpose of an open-book test is to allow you to look up a detail or make a citation. But the students who are looking up every answer spend too much time on the first few questions, and then they have to leave some of the questions at the end blank.

Student: So it's important to pace yourself.

Professor: It is. The test is one hour long and there are twenty questions so you have to be working on question ten in half an hour.

Student: Right. That's clear enough. So, how do I prepare for an open-book test?

Q3

Professor: Well, the first thing to do is to organize your notes into subject categories, so you can refer easily to topics that might appear in the test questions. And then study your book, just like you would for any other test. Well, some people mark passages in the book with flags to make it easier to locate certain facts, but other than that, just prepare for a test like you usually do.

Student: Right . . . Uh, Professor Taylor, could I ask you . . . um . .

. why are you making this test open-book? I mean, we have to study for it like always, so . . . I hope you don't mind that I asked. I'm . . . I'm just curious.

Q4

Professor: I don't mind at all. Jack, I think an open-book test provides an opportunity for real learning. Too many of my students used to memorize small facts for a test and then forget all about the broad concepts. I want you to study the concepts so you will leave my class with a general perspective that you won't forget.

Student: Wow. I can relate to that.

Professor: Most people can. But, the way I see it, this is a psychology class, not a memory class.

Student: Well, thanks for taking the time to explain everything, Dr. Taylor.

Professor: You're welcome, Jack. See you next week then.

Student: Okay. Have a nice weekend.

Professor: You, too.

**Audio** 1. Why does the man go to see his professor?

**Answer** **C** To get advice about studying for the test

**Audio** 2. Listen again to part of the conversation. Then answer the following question.

**Replay** Yes, but Jack, since you've never taken an open-book test, I should warn you. It isn't as easy as it seems.

Because?

Because you don't have enough time to look up every answer and still finish the test.

**Audio** Why does the student say this:

**Replay** Because?

**Answer** **B** To encourage the professor to explain. When it is asked in a neutral tone, this one-word question invites further

explanation.

**Audio** 3. How should Jack prepare for the test?
**Answer** **C** He should organize his notes by topic.

**Audio** 4. What is the professor's attitude when the student asks her why she gives open-book tests?
**Answer** **D** She does not mind explaining her reason.

**Lecture**

## Questions 5–12, Lecture

Listen to part of a lecture in an economics class. The professor is talking about supply-side economics.

Q5

Q12

The fundamental concept in supply-side economics is that tax cuts will spur economic growth because these tax cuts will allow entrepreneurs to invest their tax savings, thereby creating more jobs and profits, which ultimately allow the entrepreneur and the additional employees to pay more taxes, even though the rates are lower. Let's go through that again, step by step. First, taxes are lowered. Then business owners use their tax savings to hire more workers. This increases profits so the business owner pays more taxes at a lower rate, and, in addition, the newly hired workers all pay taxes as well. So there's more income flowing into the government through taxes.

Q6

Q7

Historically in the United States, several presidents have championed tax cuts to get the economy moving. Although this top-down economic theory is more popular among Republicans who have traditionally been aligned with business interests, in 1960, John Fitzgerald Kennedy, a Democratic president, also used tax cuts to improve economic conditions. He probably wouldn't qualify as a true supply-sider, but he *did* understand and capitalize

on the basic concept. But it's perhaps Ronald Reagan who is most closely associated with supply-side economics. So much so that his policies in the 1980s were referred to as Reaganomics. During his term of office, Reagan cut taxes, but actually, the huge increases in spending, especially for the military budget, caused supply-siders to debate with their conservative cousins.

You see, *conservative* and *supply-side* are not the same thing. Traditional conservative economists insist that tax cuts should be accompanied by fiscal responsibility, that is, spending cuts by government. But supply-side economists aren't concerned with spending. They rely on tax cuts to do the job. Period. Back to the supply-side policies under Reagan, well, the supply-siders believed that the economic growth resulting from tax cuts would be so great and the total increase in taxes so high that the United States economy would grow beyond its deficit spending. When this didn't happen, some economists distanced themselves from the label *supply-side* while advocating tax cuts with greater attention to spending.

Even Milton Friedman, Nobel laureate and an influential member of the Chicago School of Economics—even Friedman is now pointing out that the problem is how to hold down government spending, which accounts for about half of the national income. But he still looks to tax cuts as a solution.

Q8

So, a more recent problem for supply-siders, in addition to the fiscal responsibility issue, is that corporate business tends to move their investment and jobs overseas, which critics say eventually will lead to high unemployment in the United States. But Friedman insists that, by moving jobs abroad, incomes and dollars are created that sooner or later will be used to purchase goods that are made in the United States and produce jobs in the United States. It's supply-side economics with a global perspective.

Q11

Q11

Q9

In fact, conservatives and supply-siders alike argue that progress in the American economy has been made from technological changes and increased productivity—producing different goods or more goods with fewer workers. Dr. Barry Asmus cites the example of the millions of tons of copper wire that had to be produced for us to communicate by telephone across country. Now, a few satellites will do the job. Clearly, the people who were employed in the copper wire industry suffered unemployment when the change in technology occurred. Or, another example, in the case of manufacturing, thirty years ago, a General Electric plant required 3,000 workers to produce one dishwasher every minute. Now, the same plant needs 300 people to produce one dishwasher every six seconds. So, you might focus on the fact that many workers will be without jobs making dishwashers, but what do you suppose supply-siders would say? Think this through. They would counter with the argument that the dishwasher will be cheaper as a result of the increased productivity, so more people can buy dishwashers and still have some money left. Again Asmus reasons that if the consumers spend money on more goods, they create jobs because workers are needed to produce the goods they buy. If they invest their money, they also create more jobs by supporting the economy.

Q10

So some people do lose jobs because of technology, productivity, and the shift of manufacturing overseas, and only 70 percent find better-paying jobs when they transition to another job. Yes, that's true, and it's a personally painful transition for those involved. But the argument by supply-siders and many conservatives as well is that this is temporary unemployment and the important word here is *temporary*. So the temporary unemployment occurs in the process of shifting people not just from one job to another but from one segment of the economy to another. To use an analogy, it would be like the shift from farming to manufacturing that's occurred worldwide as better methods allowed fewer farmers to produce food and resulted in the movement of farmers from the country to the cities where they became employed in manufacturing. And now there's a shift from manufacturing to technology, which, if supply-siders and conservative economists are to be believed, will result in an even higher standard of living in the United States

and globally. But, of course, the success of the United States within the global economy will largely depend on a favorable balance of trade—how much we can produce in this country in the new segments of the economy and how much we can sell abroad.

| | | |
|---|---|---|
| **Audio** | 5. | What is the lecture mainly about? |
| **Answer** | **C** | Supply-side economics |
| **Audio** | 6. | How does the professor organize the lecture? |
| **Answer** | **B** | By taking an historical perspective |
| **Audio** | 7. | According to the lecturer, what did Kennedy and Reagan have in common? |
| **Answer** | **B** | They cut taxes to spur the economy during their administrations. |
| **Audio** | 8. | What would Milton Friedman most likely say about moving a manufacturing plant from the United States to a site abroad? |
| **Answer** | **C** | He would view it as a natural process in the shift to technology. |
| **Audio** | 9. | According to Barry Asmus, what are two key ways that consumers contribute to the creation of new jobs? |
| **Answer** | **A** | By investing their tax savings |
| | **D** | By spending more money |
| **Audio** | 10. | How does the professor explain the shift from manufacturing to technology? |
| **Answer** | **C** | He compares it with the change from agriculture to manufacturing. |
| **Audio** | 11. | Listen again to part of the lecture. Then answer the following question. |
| **Replay** | | Now, the same plant needs 300 people to produce one |

| | | |
|---|---|---|
| | | dishwasher every six seconds. So, you might focus on the fact that many workers will be without jobs making dishwashers, but what do you suppose supply-siders would say? Think this through. |
| **Audio** | | Why does the professor say this: |
| **Replay** | | Think this through. |
| **Answer** | **C** | He wants the students to follow his logical answer. |
| | | |
| **Audio** | 12. | Put the following events in the correct order. |
| **Answer** | **B** | The government works to affect a reduction in taxes. |
| | **A** | Businesses hire more employees with the tax savings. |
| | **D** | Profits increase because of the growth in businesses. |
| | **C** | The businesses and their employees pay more taxes. |

# SPEAKING

## *Script for the Speaking Quiz*

This is a quiz for the Speaking Section of the TOEFL® iBT. This section tests your ability to communicate in English in an academic context. During the quiz, you will respond to four speaking questions. You may take notes as you listen. You may use your notes to answer the questions. The reading passages and the questions are written [printed in the book], but the directions will be spoken. Once you begin, do not pause the audio.

**Track 8** **Speaking Quiz**

Narrator 2: Number 1. Listen for a question that asks your opinion about a familiar topic. After you hear the question, you have 15 seconds to prepare and 45 seconds to record your answer.

Narrator 1: Some people think that teachers should be evaluated by the performance of their students on standardized tests at the end of the term. Other people maintain that teachers should be judged by their own performance in the classroom, and not by the scores that their students achieve on tests. Which approach do you think is better, and why? Use specific reasons and examples to support your opinion.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 15 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 45 seconds]

Beep

Narrator 2: Number 2. Read a short passage and listen to a talk on the same topic. Then listen for a question about them. After you hear the question, you have 30 seconds to prepare and 60 seconds to record your answer.

Narrator 1: A meeting is planned to explain the residence requirements for in-state tuition. Read the policy in the college catalogue [printed on page 136]. You have 45 seconds to complete it. Please begin reading now.

[Reading Time: 45 seconds]

Narrator 1: Now listen to a student who is speaking at the meeting. He is expressing his opinion about the policy.

Student:
Well, I agree with most of the policy, but what I don't understand is why I have to use my parents' address as my permanent address. This is my third year in a dorm on campus, and I've gone to school every summer, so I've lived in this state for three consecutive years. I don't pay state taxes because I don't earn enough as a full-time student to, uh, to pay taxes, but I don't receive support from my parents either. I have a small grant and a student loan that I'm responsible for, and . . . and I plan to live and work in this state after I graduate, so, um, I think students like me should be eligible for a waiver.

Narrator 1: The student expresses his opinion of the policy for in-state tuition. Report his opinion and explain the reasons that he gives for having that opinion.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 30 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

Narrator 2: Number 3. Read a short passage and listen to a lecture on the same topic. Then listen for a question about them. After you hear the question, you have 30 seconds to prepare and 60 seconds to record your answer.

Narrator 1: Now read the passage about communication with primates [printed on page 136]. You have 45 seconds to complete it. Please begin reading now.

[Reading Time: 45 seconds]

Narrator 1: Now listen to part of a lecture in a zoology class. The professor is talking about a primate experiment.

Professor:
Probably one of the most publicized linguistic research studies with primates is the Kanzi experiment. Dr. Sue Savage-Rumbaugh had been trying to train a bonobo chimpanzee to communicate, using a keyboard adapted with symbols. What is interesting about the experiment is that the chimpanzee's adopted son Kanzi, also a bonobo chimpanzee, well, Kanzi had been observing and had acquired a rather impressive vocabulary. Savage-Rumbaugh and her colleagues kept adding symbols to Kanzi's keyboard and then started a file of laminated flash cards. In addition to the more than 350 symbols that Kanzi learned to use, he also understood the meaning of about 3,000 spoken English words and could respond appropriately to spoken commands. In addition, Kanzi picked up some American sign language by watching videos of Koko, a gorilla who used

sign language to communicate with his keeper, Penny Patterson. But what about speaking? What about actually vocalizing? Well, yes and no. Kanzi made attempts to vocalize in order to communicate by using speech to identify the symbols that he had learned, but because of the very different vocal tract, the sounds were very high-pitched and distorted. So, for now, communicating with primates appears to be limited to symbolic language. Nevertheless, Kanzi has more than proven that communication is possible.

Narrator 1: Explain how the example of the Kanzi experiment in the lecture illustrates the concept of *primate communication*.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 30 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

Narrator 2: Number 4. Listen to part of a lecture. Then listen for a question about it. After you hear the question, you have 20 seconds to prepare, and 60 seconds to record your answer.

Narrator 1: Now listen to part of a lecture in an astronomy class. The professor is discussing the habitable zone.

Professor:
Of course, stars are too hot to support life, but the light from a star warms orbiting planets or moons, supplying the energy needed for life to develop. Besides energy, a liquid, let’s say, a chemical solvent of some kind, is also necessary. On Earth, the solvent in which life developed was water, but

others such as ammonia, hydrogen fluoride, or methane might also be appropriate. So, in order for the solvent to remain in liquid form, the planet or moon must lie within a certain range of distances from the star. Why is this so? Well, think about it. If the planet is too close to the star, the solvent will change into a gas, boiling and evaporating. If it is too far from the star, the solvent will freeze, transforming into a solid. For our Sun and life as we know it, the habitable zone appears to lie between the orbits of Venus and Mars. Within this range, water remains liquid. And until recently, this area was indeed the accepted scientific definition of the habitable zone for our solar system. But now scientists have postulated that the habitable zone may be larger than originally supposed. They speculate that the strong gravitational pull caused by larger planets may produce enough energy to heat the cores of orbiting moons. So that means that these moons may support life. There may be habitable zones far beyond Venus!

Narrator 1: Using the main points and examples from the lecture, describe the habitable zone, and then explain how the definition has been expanded by modern scientists.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 20 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

**Track 9**

## *Question 1: Example Answer*

I think it's good to evaluate teachers by their students' performance on standardized tests because when teachers and students are judged by the same criteria, they'll work efficiently toward the same goals. Now some teachers argue that tests aren't important but still, students need good scores for admission to universities so the tests are important to them. If teachers were evaluated on the same basis, then they would pay more attention to the criteria on tests. Another reason to use this evaluation is to compare teachers from different schools on a standardized scale. And this system would be more fair, too.

## *Question 2: Example Answer*

The student said he mostly agreed with the policy for in-state tuition but he disagreed with a couple of requirements. For one thing, you can't use a campus address as a permanent address, but he's a dorm student, and he's lived in the dorm for three years because he's gone to school every summer without returning to his parents' home to live so the dorm really is his permanent address. Besides that, he hasn't been subsidized by his parents. In the policy, the most recent taxes must be filed in the state of residence but, uh, he didn't make enough money to pay taxes. He plans to continue living and working in the state after graduation, and he thought he should be eligible for a waiver of the out-of-state fees.

## *Question 3: Example Answer*

The studies by Savage-Rumbaugh and colleagues with Kanzi, a bonobo chimpanzee, demonstrate progress in research on primate communication. Although the experiments confirm that auditory speech communication can't happen because of the different vocal tracts between species, they also prove that primates can communicate using sign language and symbols. In fact, Kanzi learned more than 350 symbols on a keyboard and on flash cards, understood 3,000 spoken English words, and . . . and he was able to respond to spoken commands. So . . . the research substantiates the

information in the reading passage that, um, vocal organs and not intelligence . . . they inhibit communication between primates and humans.

### *Question 4: Example Answer*

The habitable zone is an area in which life can develop. There are several requirements, including an energy source and a chemical solvent that retains its liquid form. That means the moon or planet has to be close enough to the energy source—probably a star—that the solvent will remain a liquid. Outside the habitable zone, it would freeze or boil. On Earth, the Sun supplied the energy and water was the chemical solvent. So, for life to evolve in ways similar to our own, the habitable zone would have to fall between Venus and Mars. But scientists are questioning whether gravity on larger planets might generate enough energy to heat the cores of the moons that orbit them. Then there could be habitable zones at a great distance from Venus.

# WRITING

## *Script for the Writing Quiz*

This is a quiz for the Writing Section of the TOEFL (iBT). This section tests your ability to write essays in English. During the quiz, you will respond to two writing questions. You may take notes as you read and listen to academic information. You may use your notes to write the essays. Once you begin, you have 20 minutes to write the first essay and 30 minutes to write the second essay.

To see the script and listen online, go to the Barron's TOEFL site and click on **Quick Quizzes**, **Writing Quiz**, then select **Script**.

Professor:
Although there's a great deal of excitement about the Stonehenge Riverside Project, I'm less enthusiastic about it than many of my colleagues. Here's why. The theory that the monument was constructed as a burial site rests on three assumptions. First, the researchers report that they've found human remains, suggesting that ritual cremations and burials were performed at the site. But this discovery isn't new. We've known about the remains since the first excavations at the site more than two hundred years ago. Because people were buried in Stonehenge, it doesn't necessarily follow that the site was *constructed* for that *purpose*. Previous research studies have noted the evidence of burials but haven't come to the same conclusion.

Second, let's consider the bluestones that stand in front of the larger sarsen stones. Clearly, since these stones aren't native to the area, and had to be carried long distances from quarry sites as far as 250 miles away, well, that's convincing evidence that they served an important purpose, but what that purpose is, well that remains unclear. Yes, they've been associated with burials. Still, some studies believe that the stones were important for their acoustical properties, and when bluestones along the Carn Menyn ridge were tested, a high proportion of them would actually ring when struck, so any number of rituals, including but not limited to burials, could have been

enhanced by ancient music. Other studies maintain that the bluestones held a magical purpose and were thought to aid in the healing of people recovering from illness or injury. So, instead of a burial site, Stonehenge could have been a healing site. The discovery of small pieces of bluestones chipped from the originals and scattered throughout the site might indicate that prehistoric people who made the pilgrimage to Stonehenge carried small pieces of the magical stones with them. And the burials there may have been secondary to their attempt to find a cure. In other words, some died in the effort to be healed.

Finally, we have to consider the artifacts, specifically the stone mace, which was certainly an object that belonged to a person of high rank. But here's the problem: the mace is one object, and not enough artifacts have been located in addition to this one exciting find for us to draw conclusions. Furthermore, Stonehenge has been subjected to so many excavations and so much theft that it would be difficult to determine who was buried within the stone circles.

# MODEL TEST 2: PROGRESS TEST

## READING

### *Reading 1 "Resources and Industrialism in Canada"*

1. **B** "The building of the Temiskaming and Northern Ontario Railway led to the discovery of rich silver deposits." Choices A, C, and D are true, but they do not relate to the main point in paragraph 1, the resources in the western frontier.
2. **D** In this passage, *lasting* is a synonym for "enduring."
3. **C** Vocabulary reference is a transitional device that connects the insert sentence with the previous sentence. The connection is "Railway construction" and "discoveries of gold, silver, copper, lead, and zinc" to "The building of the . . . Railway" and "rich silver deposits."
4. **B** ". . . the federal government created the Yukon Territory . . . in an effort to ward off the prospect of annexation to Alaska." Choice A is not correct because fortune-seekers were flocking there already. Choice C is not correct because the tales of lawlessness were told in popular fiction, but no effort to establish law and order was mentioned. Choice D is not correct because the legality of the mining claims was not mentioned.
5. **D** In this passage, *formerly* is a synonym for "previously." Context comes from the reference to "unsettled" for an area that was increasing in population.
6. **B** Choice A is mentioned in paragraph 3, sentence 2. Choice C is mentioned in paragraph 3, sentence 5. Choice D is mentioned in

paragraph 3, sentence 4.

7. **D** In this passage, *Moreover* is a synonym for “Furthermore.” Context comes from the addition of another way that the forest and water resources were exploited.

8. **C** *Federal taxes* paraphrases “the high tariff policies” and *cheaper imported goods* paraphrases “lower-priced foreign manufactured goods.” . . . *protecting domestic industries* paraphrases “protecting existing industries” and *supporting new businesses* paraphrases “encouraging the creation of new enterprises.”

9. **A** “. . . the governments of Ontario and Quebec . . . [offered] bonuses, subsidies, and guarantees to locate new plants within their borders.” Choice B is true, but it is not the reason why British and American businesses opened affiliates. Choice C is not correct because the consumers in western Canada were eager to buy goods from eastern and central Canada, not from abroad. Choice D is not correct because British investors contributed to the construction of urban infrastructure.

10. **C, E, F** summarize the passage. Choices A and B are minor points that support major point C. Choice D is a minor point that supports major point E.

## *Reading 2 “Looking at Theatre History”*

11. **B** In this passage, *important* is a synonym for “primary.” Context comes from the phrase, “most concrete evidence.”

12. **C** “. . . the buildings in later periods became sources of stone for other projects and what remains is usually broken and scattered.” Choice A is not correct because other theatres have been identified and many of them have been excavated. Choice B is not correct because the archeologists were not the ones who broke the stones. Choice D is not correct because concrete was not mentioned as construction material during early periods. The word “concrete” in

the passage means “true” or “verifiable” in reference to “evidence.”

13. **B** “. . . many pieces are irrevocably lost.” Choice A is not correct because drawings are conjectural. Choice C is not correct because the number of skenes that archeologists have excavated is not specified. Choice D is not correct because excavations did not begin until the late 1800s, not the early 1800s.

14. **C** Vocabulary reference and contrast are two transitional devices that connect the previous and following sentences to the insert sentence. The connection is “theatres . . . have been excavated” in the previous sentence and “These excavations” in the insert sentence as well as the contrast with “Nevertheless, they” [the theatres or excavations of theatres] in the following sentence.

15. **B** In this passage, *debated* is a synonym for “controversial.” Context comes from the phrases “easy to misinterpret” and “questionable assumption” in later sentences.

16. **B** “. . . each time a text was copied, there were new possibilities for errors.” Choice A is not correct because the problem of sources was identified for archeological findings, not written evidence. Choices C and D are not mentioned as problems for written evidence.

17. **D** “. . . these characters [women] often seem victims of their own powerlessness.” Choice A is not correct because many plays featured strong female characters. Choice B is not correct because some critics have seen these plays [with women as victims] as rationalizations by the male-dominated culture and other critics have seen them as an attempt to examine this aspect of the culture. Choice C is not correct because plays featured numerous choruses of women.

18. **B** In this passage, *Generally* is a synonym for “Overall.”

19. **A** “. . . historical treatment of Greek theatre is something like assembling a jigsaw puzzle of which many pieces are missing.” The reference to “missing pieces” is an analogy to the partial

evidence for Greek theatre. Choice B is not correct because no comparison is made between written references and the paintings in paragraph 4. Choice C is not correct because the author does not use words and phrases that suggest justification. Choice D is not correct because the last sentence is a summary of the reading passage, not an opening sentence for a new topic.

20. **B, D, C** summarize the passage. Choice A is a minor point that supports major point D. Choice E is a minor point that supports major point C. Choice F is reasonable, but it is not mentioned in the passage.

## *Reading 3 "Geothermal Energy"*

21. **A** The author mentions geothermal power in 1904 in Italy, and then lists a number of countries worldwide that are using geothermal energy. Choice B is not correct because only successful production is mentioned. Choices C and D are discussed later in the passage.

22. **C** In this passage, *nearly* is a synonym for "approaching." Context comes from the number after the word.

23. **B** In this passage, *optional* is a synonym for "alternative." Context comes from the contrast of "geothermal energy" and "other" energy sources.

24. **D** ". . . at the global level, geothermal energy supplies less than 0.15% of the total energy supply." Choice A is not correct because geothermal energy was used as early as 1904. Choice B is not correct because Russia, Iceland, Mexico, and the United States are in the Northern Hemisphere. Choice C is not correct because several advantages of using geothermal power are noted, but the comparative cost was not mentioned.

25. **A** *High heat is the source of most of the geothermal energy* paraphrases ". . . most geothermal energy production involves the tapping of high heat sources," and *low heat groundwater is also used sometimes* paraphrases "people are also using the low-

temperature geothermal energy of groundwater in some applications."

26. **B** ". . . areas of high heat flow are associated with plate tectonic boundaries." Choice A is not correct because geothermal heat flow is very low compared with solar heat. Choice C is not correct because, in some areas, heat flow is sufficiently high. Choice D is not correct because geothermal energy is very practical along plate boundaries.

27. **C** Vocabulary reference is a transitional device that connects the insert sentence with the previous sentence. "One such region" is a phrase in the insert sentence that refers to "Oceanic ridge systems" in the previous sentence.

28. **A** In this passage, *large* is a synonym for "considerable" in reference to "thermal pollution." Context comes from the contrast with the phrase "atmospheric pollutants" in the previous sentence.

29. **A** Choice B is mentioned in paragraph 6, sentence 4. Choices C and D are mentioned in paragraph 6, sentences 5 and 6.

30. **B, D, E** summarize the passage. Choice A is true, but it is a minor point that provides an example for major point B. Choice C is true, but it refers to one example of cultural values developed in major point E. Choice F is true, but it is a detail that provides support for the environmental problems mentioned in major point E.

## *Reading 4 "Migration from Asia"*

31. **D** In this passage, *particular* is a synonym for "distinctive."

32. **C** ". . . Stone Age hunter-gatherers were attracted by these animal populations [large animals]." Choice A is not mentioned. Choice B is not correct because the tools were made from the animals, not traded with other tribes. Choice D is not correct because the dogs accompanied them.

33. **B** In this passage, *judged* is a synonym for "estimated." Context comes from the phrase "about 27,000 years old" in the same

sentence.

34. **D** ". . . the migrations must have begun before the evolution of type B." Choice A is not correct because the time frame was the same as the settlement of Scandinavia, but the origin of the migration was not Scandinavian. Choice B is not correct because almost no Native Americans have type B. Choice C is not correct because the blood typing was done with Native Americans and Asians, not Scandinavians.

35. **D** ". . . glacial melting created an ice-free corridor along the eastern front range of the Rocky Mountains. Soon hunters . . . had reached the Great Plains." Choices A and C are not correct because the corridor was ice-free. Choice B is not correct because the hunters were looking for big game, but the game did not leave a migration path.

36. **C** Chronological order and place reference are transitional devices that connect the insert sentence with the previous sentence. The date, 13,000 B.C.E., in the previous sentence is a date that precedes 11,000 to 12,000 years old in the insert sentence. In addition, Washington State, California, and Peru in the insert sentence refer to the Pacific coast of North and South America in the previous sentence.

37. **A** In this passage, *In the end* is a synonym for "Eventually." Context comes from the phrase "The final migration" in the following sentence.

38. **A** *Beringia was under water* paraphrases "Beringia had been submerged" and *the last people* paraphrases "The final migration."

39. **D** Choice A is mentioned in paragraph 6, sentence 3. Choices B and C are mentioned in paragraph 6, sentence 5. Choice D is not true because the Yuptiks settled the coast of Alaska, not the Great Plains.

40. **E, D, C** summarize the passage. Choice A is a concluding point that is not developed with examples and details. Choice B is a minor

point that supports major point E. Choice F is a minor point that supports major point D.

# LISTENING

Track 52 **Model Test 2, Listening Section**

## PART ONE

### *Listening 1 "Professor's Office"*

**Audio Conversation**

Narrator: Listen to part of a conversation between a student and a professor.

Student: Professor James. Do you have a minute?
Professor: Sure. Come on in. What can I do for you?
Student: Well, I did pretty well on the midterm . . .
Professor: You sure did. One of the best grades, as I recall.

Q1

Student: But I missed a question, and I'd appreciate it if you could help me understand what I did wrong. I have the test right here, and I just can't figure it out.
Professor: Okay. Fire away.
Student: It's question 7 . . . the one on biotic provinces and biomes.
Professor: Oh, that one. Um, quite a few people missed it. I was thinking that we should go over it again in class. But anyway, let's look at your answer.

Q2

Student: Thanks. Here's the thing. I said that a biotic province was a region with similar life, but with boundaries that

prevent plants and animals from spreading to other regions. So an animal, for example, a mammal . . . it may have a genetic ancestor in common with another mammal. But a biome is a similar environment, an ecosystem really, like a desert or a tropical rainforest. So, in the case of a biome, well, the similar climate causes the plants and animals to evolve . . . to adapt to the climate, and that's why they look alike.

Q3

Professor: That's good, very good . . . as far as you went. But there's a second part to the question. Look, right here. "Include an explanation of convergent and divergent evolution." So . . . I was looking for a more complete answer. Next time, be sure to include both parts of a question . . . when there are two parts like this one. . . . Do you know how to explain convergent and divergent evolution?

Q4

Student: I think so. Isn't it . . . like when a group of plants or animals . . . when they're separated by mountains or a large body of water . . . then subpopulations evolve from a common ancestor and they have similar characteristics but their development diverges because of the separation, so that's why we call it divergent evolution?

Professor: Right. Even when the habitat is similar, if they're separated, then they diverge. How about convergent evolution then?

Student: Well, that would be a situation where a similar environment . . . a habitat . . . it may cause plants and animals to evolve in order to adapt to the conditions. So a species that isn't really related can evolve with similar characteristics because . . . it can look like a species in another geographic region because of adaptation . . . and that would be convergent evolution?

Professor: Right again. So temperature and rainfall, proximity to

water, latitude and longitude all combine to determine the climate, and if we know the climate of an area, then we can actually predict what kind of life will inhabit it.

Student: Okay. And I really did know that. I just didn't put it down. To tell the truth, I didn't see the second part. Not until you pointed it out to me.

Professor: That's what I thought. Well, Jerry, it's a good idea to double-check all the questions on a test . . . not just my test . . . any test . . . to make sure you've answered each part of the question completely. Otherwise, you won't get full credit.

Student: I see that. Well, live and learn.

Professor: Jerry, you're one of my best students.

Student: Thanks. I really like biology. In fact, I'm thinking of majoring in it.

Professor: Good. That means you'll be in some of my upper-level classes.

Student: And I'll be watching out for those two-part questions on your exams.

Professor: And all the rest of your exams. I'll be honest with you. My questions usually have two parts so the students will have an insight into the grading system . . . and a lot of professors do that. In an essay question, it's difficult to know what to include and how much to write. Just read the question carefully, and be sure to include all the parts. There may be three or four in some essay questions. This is the way that the professor helps you organize your answer. I'm giving my students a hint about what I'm looking for by including several parts to the question. But if you miss one of the parts, then it lowers your score.

Q5

Student: That makes sense. I think I was just trying to finish within the time limit, and I didn't read as carefully as I should

have. On the final, I'll spend more time reading the questions before I start to answer them.

Professor: Good plan.

| | | |
|---|---|---|
| **Audio** | 1. | Why does the man go to see his professor? |
| **Answer** | **B** | To clarify a question from the midterm |

| | | |
|---|---|---|
| **Audio** | 2. | Listen again to part of the conversation and then answer the following question. |
| **Replay** | | "Thanks. Here's the thing. I said that a biotic province was a region with similar life, but with boundaries that prevent plants and animals from spreading to other regions." |
| **Audio** | | Why does the man say this: |
| **Replay** | | "Thanks. Here's the thing." |
| **Answer** | **D** | He is signaling that he will explain his problem. |

| | | |
|---|---|---|
| **Audio** | 3. | What did the man do wrong? |
| **Answer** | **C** | He did not answer one question completely. He did not see the second part. |

| | | |
|---|---|---|
| **Audio** | 4. | According to the student, what is *divergent evolution*? |
| **Answer** | **C** | A similar group that is separated may develop different characteristics. |

| | | |
|---|---|---|
| **Audio** | 5. | What will Jerry probably do on the next test? |
| **Answer** | **A** | To avoid the same problem that he had on the midterm, he will look for questions with several parts. |

## *Listening 2 "Art History Class"*

### Audio Lecture

Narrator: Listen to part of a lecture in an art history class.

Professor:

Q6

We know that the Chinese had been aware of basic photographic principles as early as the fifth century B.C.E., and Leonardo da Vinci had experimented with a dark room in the 1500s, but it was a number of discoveries in chemistry during the eighteenth century that, uh, uh, accelerated the development of modern photography. The discovery that silver salts were light sensitive led to . . . experimentation with images of light on a surface that had been coated with silver. Often glass was used in the early images. But the problem was that these images were ephemeral —fading after only a short time. Some of the chemists who worked with them called them fairy pictures and considered them . . . that they were only momentary creations . . . that they would disappear.

Q8

Okay. How to fix the image permanently was one of the most important challenges . . . of the early photographer chemists. In France, in about 1820, Nicephore Niepce discovered a method for fixing the image after a long exposure time, oh, probably eight hours. So, although his work was considered interesting, it was . . . largely dismissed as impractical. Nevertheless, one of his associates, Louis Daguerre, managed to find a way to reduce . . . the exposure time to less than twenty minutes. So the story goes, in 1835, Daguerre was experimenting with some exposed plates, and he put a couple of them into his chemical cupboard, so a few days later, he opened the cupboard and, to his surprise, the latent images on the plates had developed. At first, he couldn't figure out why, but eventually he concluded that this must have occurred as a result of mercury vapor . . . from a broken thermometer that was also in the . . . enclosed in the cupboard. Supposedly, from this fortunate accident he was able to invent a process for developing latent images on . . . on exposed plates.

Q9

The process itself was somewhat complicated. First, he exposed copper plates to iodine, which released fumes of light-sensitive silver iodide. These copper plates were used to capture the image, and, by the way, they had to be used almost immediately after their exposure to the iodine. So, the image

on the plate was then exposed to light for ten to twenty minutes. The plate was developed over mercury heated to about 75 degrees centigrade, which caused the mercury to amalgamate with the silver. Now here's the ingenious part—he then fixed the image in a warm solution of common salt, but later he began using sodium sulphite. Anyway, after he rinsed the plate in hot distilled water, a white image was left permanently on the plate. And the quality was really quite amazing.

Q7

Q10

Q7

But, um . . . the process had its limitations. First, the images couldn't be reproduced, so each one was a unique piece, and that greatly increased the cost of photography. Second, the image was reversed, so the subjects would actually see themselves as though they were looking in a mirror, although, in the case of portraits, the fact that people were accustomed to seeing themselves in a mirror made this less . . . this problem less urgent than some of the others. Nevertheless, some photographers did point their cameras at a mirrored reflection of the image that they wanted to capture so that the reflection would be reversed, and a true image could be produced. Okay. Third, the chemicals and the fumes that they released were highly toxic, so photography was a very dangerous occupation. Fourth, the surface of the image was extremely fragile and . . . had to be protected, often under glass, so they didn't disintegrate from handling. The beautiful cases that were made to hold the early images became popular not only for aesthetic purposes but, uh, but also for very practical reasons. And finally, although the exposure time had been radically reduced, it was still . . . inconveniently long . . . at twenty minutes, especially for portraits, since people would have to sit still in the sun for that length of time. Elaborate headrests were constructed to keep the subjects from moving so that the image wouldn't be ruined, and many people simply didn't want to endure the discomfort.

Q11

But, by the mid-1800s, improvements in chemistry and optics had resolved most of these issues. Bromide as well as iodine sensitized the plates, and some photographers were even using chlorine in an effort to decrease exposure time. The portrait lens was also improved by reducing the size of the opening and limiting the amount of light that could enter, so the exposure time was about twenty seconds instead of twenty minutes. And negative film had been introduced in France, sorry, in England, and negatives permitted the production of multiple copies from a single image. So, photography was on its way to becoming a popular profession and pastime.

| | | |
|---|---|---|
| **Audio** | 6. | What is the main topic of this lecture? |
| **Answer** | **D** | The other choices are all mentioned in order to develop the main topic: the history of early photography. |
| **Audio** | 7. | According to the professor, what two limitations were noted in Daguerre's process for developing and fixing latent images? |
| **Answer** | **B** | The images were very delicate and easily fell apart. |
| | **C** | Multiple images could not be made from the plate. |
| **Audio** | 8. | Listen again to part of the lecture and then answer the following question. |
| **Replay** | | "At first, he couldn't figure out why, but eventually, he concluded that this must have occurred as a result of mercury vapor . . . from a broken thermometer that was also in the . . . enclosed in the cupboard. Supposedly, from this fortunate accident, he was able to invent a process for developing latent images on . . . on exposed plates." |
| **Audio** | | Why does the professor say this: |
| **Replay** | | "Supposedly, from this fortunate accident, he was able to invent a process for developing latent images on . . . on exposed plates." |
| **Answer** | **C** | The word "supposedly" implies that the speaker is not sure whether the information is accurate. |

**Audio** 9. What substance was first used to fix the images?
**Answer** **B** Table salt

**Audio** 10. What can we assume about photographers in the 1800s?
**Answer** **D** Some of them must have experienced health problems as a result of their laboratory work because the chemicals and the fumes that they released were highly toxic.

**Audio** 11. In what order does the professor explain photographic principles?
**Answer** **B** In a chronological sequence of events, beginning with the fifth century B.C.E. and ending with the mid-1800s

## *Listening 3 "Linguistics Class"*

### Audio Discussion

Narrator: Listen to part of a discussion in a linguistics class.

Professor: What comes to mind when I say the word *grammar*?

Student 1: That's easy. English class and lots of rules.

Student 2: Memorizing parts of speech . . . like nouns and verbs.

Student 3: Diagramming sentences.

Professor:

Q12

Well, yes, that's fairly typical. But today we're going to look at grammar from the point of view of the linguist, and to do that, we really have to consider three distinct grammars for every language.

The first grammar is referred to as a *mental grammar*. And that's what a speaker of a language knows, often implicitly, about the grammar of that language. This has also been called *linguistic competence* and from that

term *competence grammar* has become popular. I like to think of it, of mental or competence grammar, I mean . . . I like to think of it as an incredibly complex system that allows a speaker to produce language that other speakers can understand. It includes the sounds, the vocabulary, the order of words in sentences and . . . even the appropriateness of a topic or a word in a particular social situation. And what's so amazing is that most of us carry this knowledge around in our heads and use it without much reflection.

Q13

One way to clarify mental or competence grammar is to ask a friend a question about a sentence. Your friend probably won't know why it's correct, but that friend will know if it's correct. So one of the features of mental or competence grammar is this incredible sense of correctness and the ability to hear something that "sounds odd" in a language. Haven't you had the experience of hearing a sentence, and it stood out to you? It just wasn't quite right? For native speakers we can call this ability native intuition, but even language learners who've achieved a high level of competence in a second language will be able to give similar intuitive responses even if they can't explain the rules. So that's mental grammar or competence grammar.

Q14

Okay then, that brings us to the second type of grammar, and this is what linguists are most concerned about. This is *descriptive grammar*, which is a description of what the speakers know intuitively about a language. Linguists try to discover the underlying rules of mental or competence grammar and describe them objectively. So descriptive grammar is a *model* of competence grammar, and as such, it has to be based on the best effort of a linguist, and consequently, subject to criticism and even disagreement from *other* linguists. Because no matter how skilled a linguist is, describing grammar is an enormous task. In the first place, the knowledge is incredibly vast and complex; in the second place, the language itself is changing even while it's being described; and finally, the same data can be organized in different but equally correct ways in order to arrive at generalizations. And

the ultimate goal of a descriptive grammar is to formulate generalizations about a language that accurately reflect the mental rules that speakers have in their heads.

But, getting back to what most people think of as grammar—the grammar that we may have learned in school. That's very different from either competence grammar or descriptive grammar because the rules aren't meant to describe language at all. They're meant to prescribe and judge language as good or bad. And this kind of grammar is called, not surprisingly, *prescriptive grammar* because of its judgmental perspective. Again, to contrast prescriptive grammar with descriptive grammar, just think of descriptive generalizations as accepting the language that a speaker uses in an effort to describe it and recognizing that there may be several dialects that are used by various groups of speakers and that any one speaker will probably choose to use different language depending on the formality, for example, of the situation. On the other hand, prescriptive rules are rigid and subject to enforcement. Prescriptivists want to make all speakers conform to one standard in all situations, and that tends to be a very formal level of language all the time.

Now, which of these types of grammar do you think you were learning in school when you had to memorize parts of speech and rules and diagram sentences?

Student 2: Sounds like prescriptive grammar to me.

Professor:
Precisely. But how did prescriptive rules get to be accepted, at least in the schools? And probably even more important, why are so many of these rules disregarded even by well-educated speakers in normal situations?

Q15

Student 1: Did you say *disregarded*?

Professor:

Q16

Q17

I did. Some of you may recall that during the seventeenth and eighteenth centuries in Europe, Latin was considered the perfect language and was used by the educated classes. The argument for the perfection of Latin was reinforced by the fact that Latin had become a written language and, consequently . . . Latin had stopped changing in the normal ways that spoken languages do, so the rules were also fixed, and for many writers of English during that period, the rules of Latin were held as a standard for all languages, including English. But the problem was that English had a different origin and very different constructions. For example, how many times have you heard the prescriptive rule, "never end a sentence with a preposition?" This is a Latin rule, but it doesn't apply to English, so it sounds very formal and even strange when this Latin rule is enforced. Now, how many of you would say, "What are we waiting for?" I think most of us would prefer it to "For what are we waiting?" But as you see, this breaks the rule—the Latin rule, that is.

Student 2:
So we're really learning Latin rules in English classes. No wonder I was confused. But wouldn't you think that . . . well, that things would change? I mean, Latin hasn't been recognized as a world language for a long time.

Professor:
You're right. But the reason that prescriptive rules survive is the school system. Teachers promote the prescriptive grammar as the standard for the school, and consequently for the educated class. And "good" language is a requisite for social mobility, even when it's very dissimilar to the mental grammar or the descriptive grammar of a language.

| | | |
|---|---|---|
| **Audio** | 12. | What is the discussion mainly about? |
| **Answer** | **B** | Different types of grammar |
| **Audio** | 13. | How does the professor make his point about *native intuition*? |
| **Answer** | **A** | He explains how to perform an easy experiment. By asking |

a friend about a sentence, the students will understand the concept.

| | | |
|---|---|---|
| **Audio** | 14. | What are two key problems for descriptive grammar? |
| **Answer** | **A** | The information is very complicated and subject to change. |
| | **C** | The language can be organized correctly in more than one way. |

| | | |
|---|---|---|
| **Audio** | 15. | Listen again to part of the discussion and then answer the following question. |
| **Replay** | | "But how did prescriptive rules get to be accepted, at least in the schools?<br>And probably even more important, why are so many of these rules disregarded even by well-educated speakers in normal situations?"<br>"Did you say *disregarded*?" |
| **Audio** | | Why does the student say this: |
| **Replay** | | "Did you say *disregarded*?" |
| **Answer** | **B** | She is confirming that she has understood. Her tone is confused, not challenging. |

| | | |
|---|---|---|
| **Audio** | 16. | According to the professor, why were Latin rules used for English grammar? |
| **Answer** | **A** | Latin was a written language with rules that did not change. |

| | | |
|---|---|---|
| **Audio** | 17. | Why does the professor discuss the rule to avoid ending a sentence with a preposition? |
| **Answer** | **D** | It demonstrates the problem in using Latin rules for English. |

## PART TWO

### *Listening 4 "Admissions Office"*

**Audio Conversation**

Narrator: Listen to a conversation between an admissions officer and a student.

Q18

Student: Hi. I'm Terry Nixon. I just finished my campus tour and my group leader sent me here.

Admissions officer: Oh, good. I'm Frank Goodman. I'm one of the admissions officers. So, what do you think so far?

Student: Well, it's a little overwhelming. This is really a huge campus. My high school was big, but this is *amazing*. I thought it would be smaller since it's considered a small college.

Admissions officer: Who was your group leader?

Student: I think his name was Jack . . . Jack something.

Q19

Admissions officer: Jack Chandler, I'll bet.

Student: Yeah. That was it.

Q19

Admissions officer: Well, Jack usually leads a very thorough tour. He probably showed you all the dorms, a few of the classrooms, the library, the learning center, the cafeteria, and the student union, maybe one of the recreational centers.

Student: All of that.

Admissions officer: So now you must have some questions.

Q20

Student: I do. I was wondering how many students are usually in a class . . . a typical class for a freshman, I mean. The classrooms looked like they could hold about 50 students.

Admissions officer: Okay. Well, we usually keep those freshman classes, like English 100, Algebra, Psychology 100, Biology 100 . . . those classes at about 25. That's the advantage of a small liberal arts college. At a big university, you might expect double that number, or even more.

Q20

Student: Okay. And will the teacher be a graduate student? Some of my friends who started college last year told me that most of their teachers were teaching assistants, not professors.

Admissions officer: Not here. Our professors teach the classes. Now, that isn't to say that they don't have teaching assistants, but the T.A.s usually help with paperwork or labs. They don't teach the classes.

Student: That's good. Just one more thing. Do most of your students graduate in four years? I'd like to be able to do that, if I can.

Q21

Admissions officer: That depends on your major. But I'll be honest with you. Only one out of three students will graduate on time from a four-year degree program. And that's

fairly typical nationwide. Let's put it this way. To graduate in four years, you'd have to complete 120 semester credits or about 40 college classes. So, if you have as your goal to finish in four years, you need to have a clear idea of what you want to do *after* college. That way, you can choose a major early instead of wasting time changing majors. That's probably the biggest reason that students don't graduate in four years. Because, some classes that you might have taken for your first major won't count toward the new major. Do you follow me?

Student: Sure. That makes sense. Anything else I should know?

Admissions officer: Well, probably the best thing you can do is take advantage of the advising office. As soon as you know what your major is going to be, then you can be assigned an advisor. Before you declare your major, you can still talk to an advisor, but it won't be the same person every time and you won't have a written program of study. You'll just be advised to take general classes, and they'll probably count toward most majors, but if you want to be sure that every class counts toward graduation, then you need a four-year program of study with every course mapped out.

Student: And I need to do that as soon as possible.

Admissions officer: You do. Do you have an idea of what you want to study?

Student: Business. I'm just not sure whether I want to do accounting or general business, but I know that I want to get some kind of business degree.

Q22

| | |
|---|---|
| Admissions officer: | Well, that should really help, knowing what you want to major in. If you don't change your mind, and you stick with that major, then you should be able to get an advisor assigned, work out a program of study, and stay on track to graduate in four years. If you take a full course load, that is. Some students don't take 15 hours every semester. |
| Student: | Really? I'm used to studying a lot. I don't think a full load will be a problem. Oh, one other thing. Are the courses that I need offered every semester? |
| Admissions officer: | No, they aren't. That's why the plan of study that you map out with your advisor is so important. Your advisor will know which courses will be available every semester and which ones are only offered once a year, so your plan will have to take that into consideration. Our advisors are really good at putting a plan together. |

**Audio** 18. Why is the woman on campus?
**Answer** **C** She is taking a tour of the college.

**Audio** 19. What is the admissions officer's opinion of the woman's group leader?
**Answer** **A** He believes that the group leader is very good.

**Audio** 20. What are the woman's concerns about the school?
**Answer** **A** The class size
**B** Teaching assistants

**Audio** 21. Why do some students take more than four years to graduate?
**Answer** **D** They change their major fields of study.

**Audio** 22. Listen again to part of the conversation and then answer the following question.

**Replay** "Some students don't take 15 hours every semester." "Really? I'm used to studying a lot. I don't think a full load will be a problem."

**Audio** Why does the student say this:

**Replay** "Really?"

**C** She is surprised that students don't study full time.

## *Listening 5 "Zoology Class"*

### Audio Lecture

Narrator: Listen to part of a lecture in a zoology class. The professor is discussing coral reefs.

Professor:

Q28

Every ecosystem on Earth is unique, but the coral reef is perhaps the most unusual of all because it's the only ecosystem made *by* and made *of*—animals. All coral reefs are constructed by coral polyps, which are generally small, about the size of this pencil eraser. But, the structures themselves are, well, enormous. Astronauts have been able to identify the Great Barrier Reef in Australia from space. Can you believe that? And the diversity of species in large coral reefs is second only to the rainforest habitats. In fact, we estimate that, for every species we've identified on a coral reef, there are probably a hundred times that number that remain to be classified and studied.

Q23

But how do these little polyps build such impressive reefs? Well, hard coral secrete a shell of calcium carbonate around their bodies. The polyp *isn't* hard, you see, but the shell *is*. And these shells are the material that forms a coral reef. So a coral reef is just a colony—millions and millions of coral animals whose shells are connected. And reproduction is really the basis for

the construction of a large reef. You see, as each polyp matures, it converts the calcium and other minerals in ocean water to a hard limestone exoskeleton called a corallite. And this is fascinating. Although the polyps themselves don't appreciably increase in size, they continue to build new shells periodically, um, connecting them with . . . with partitions.

Q24

Now coral can reproduce sexually through an activity called mass spawning. During one night in the spring when the moon is full, coral polyps release egg bundles that contain both eggs and sperm. Most polyps have both male and female reproductive cells. The egg bundles are round, about half the size of marbles, I would say. They're brightly colored in orange or red or pink, and they float up to the surface to form a thick layer of, uh . . . well, think of them as rather fragrant beads. So with the water so saturated with them, predators will only be able to devour a small number compared with the huge number that will survive and break open. The sperm cells swim away to fertilize the eggs from another bundle. So . . . once fertilized, the little egg begins to mature from a coral larva to a planulae, which can swim for a few hours, days, or even a few weeks. Ultimately it locates a hard surface on which to attach itself and from which it will *not* move for the rest of its life, except for the movement involved in the process of building a new neighboring shell as . . . as it continues to mature.

Q25

But actually sexual reproduction isn't the way that coral reefs are really constructed. When a polyp matures on the site it's selected, the habitat is identified as being conducive to reef building. So the mature polyp doesn't just grow bigger it actually replicates itself in a process called budding. After the genetic material is duplicated, then the polyp divides itself in half, and each half becomes a completely mature polyp. This budding process repeats itself, eventually producing thousands of asexually budded coral polyps connected by a tissue that grows over the limestone shells between the polyps. So, as you can imagine, budding will produce a large number of individual polyps, but they'll all have exactly the same genetic code as the

first polyp. And this creates the beginning of a coral reef, but without the diversity that eventually populates the habitat. Wherever a coral reef is constructed, abundant sea life congregates. In fact, it's been estimated that about 25 percent of all ocean species can be found within the coral reefs.

Q26

Now, most coral polyps eat plankton—single-celled microscopic organisms that float or swim very slowly in the ocean water in their habitat. But a coral reef has such a high concentration of polyps, they can't rely solely on plankton to survive. So coral polyps have developed a symbiotic relationship with a single-celled algae called zooxanthella. Remember that to qualify as symbiotic, a relationship must be mutually beneficial. So the zooxanthella produces food for the coral through the by-products of photosynthesis, and the coral provides a safe home for the zooxanthella, because it's hidden from predators that inhabit the coral reef.

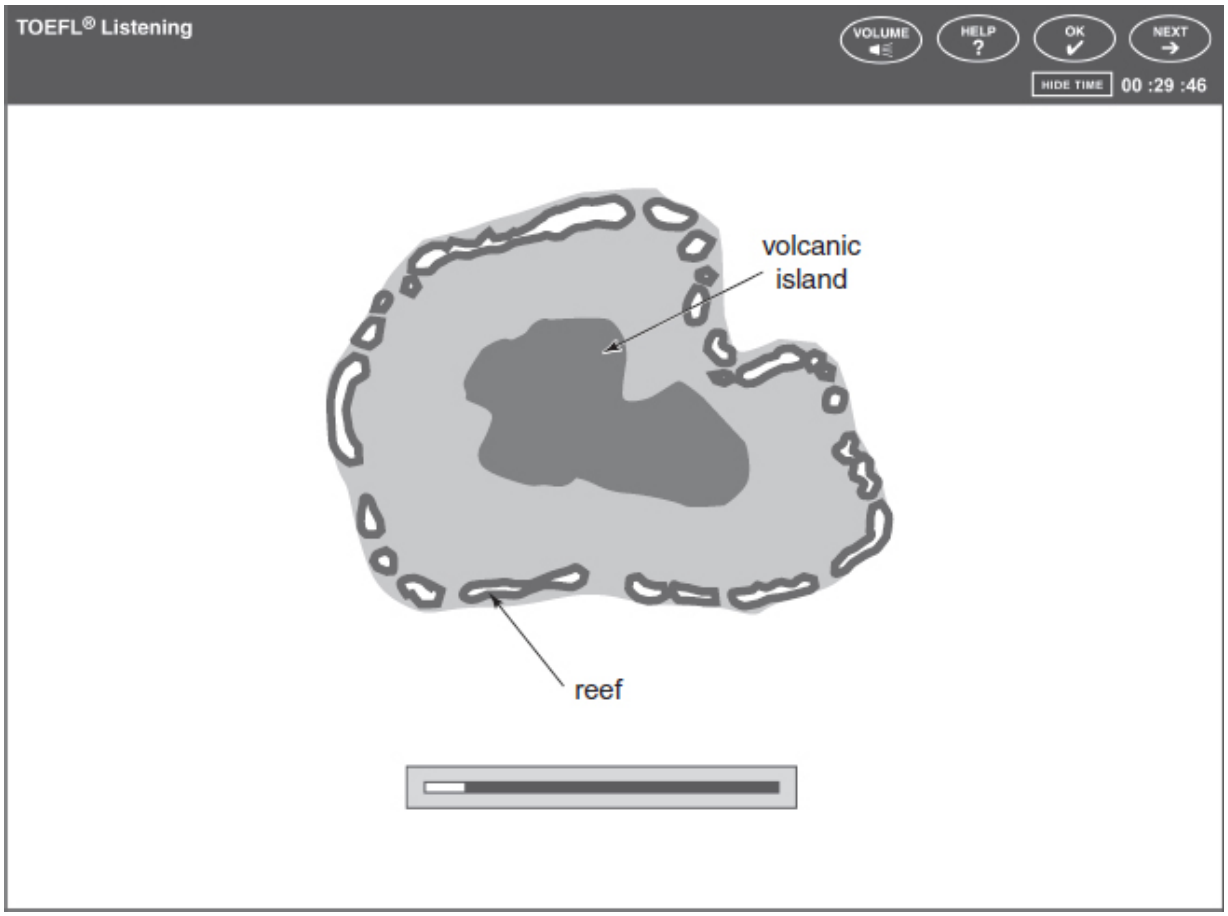
Q28

Every species of coral grows at a different rate, some as much as six inches a year. But faster growing colonies are more prone to breaking apart either from their own weight or from the continuous force of the ocean waves. Some species tend to grow more slowly, but they may live as long as a thousand years. Even so, only the top portion of any reef is actually alive and growing and the lower structure is comprised of the skeletal remains . . . that's limestone corallite from coral that has died.

And what I find incredibly interesting about coral reefs is that each is a unique structure. But, of course, scientists need to classify, and so there's a classification system for coral reefs. A *fringing reef* grows around islands and the shorelines of continents and extends out from the shore. In order to flourish, fringing reefs must have clean water, lots of sunshine, and a moderately high concentration of salt. Some good examples of fringing reefs can be found around the Hawaiian Islands. Oh, yes, these are the most common and also the most recently formed class of coral reefs. Here's a drawing of a fringing reef.

I think this is actually one of the Hawaiian reefs.

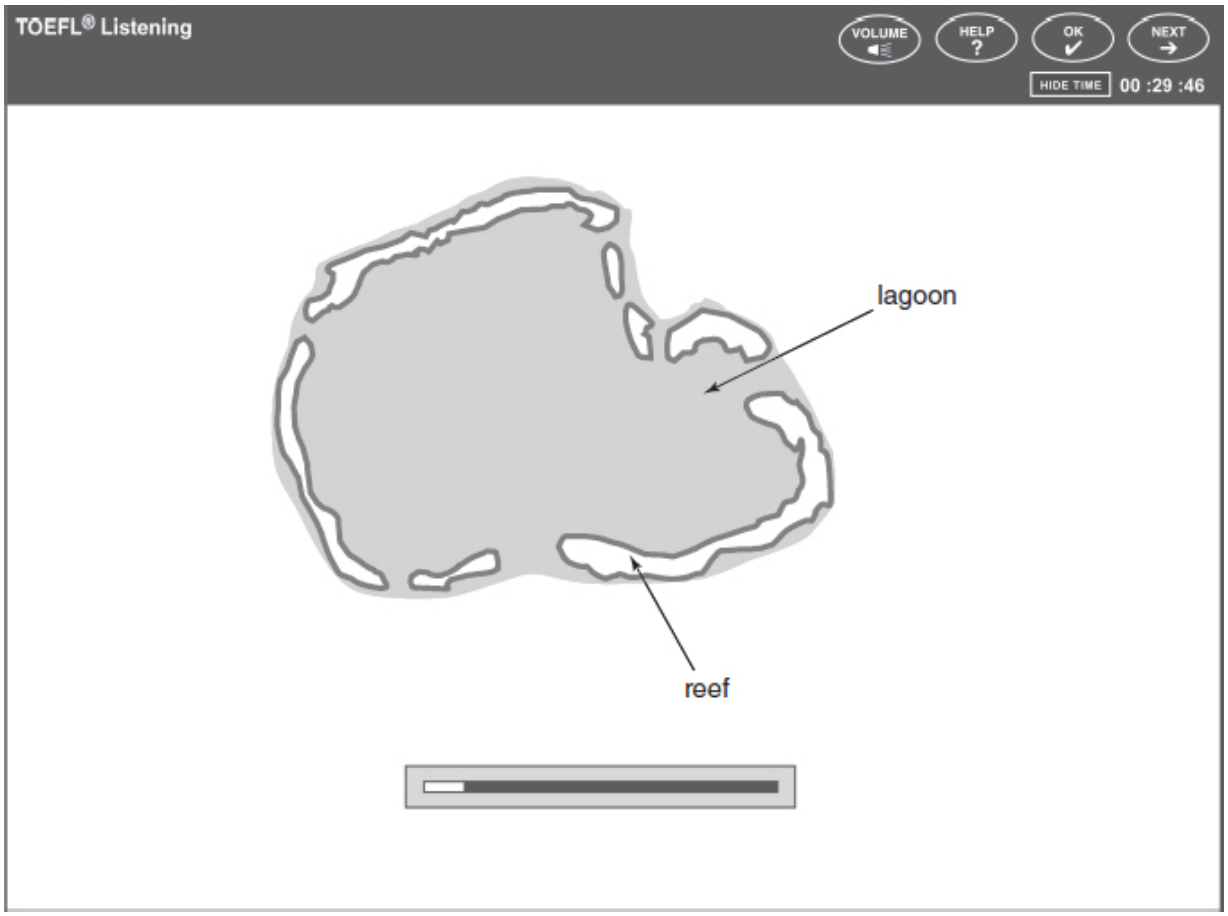
Now, *barrier reefs*—they're found further from shore, and they're usually separated from the shoreline by a shallow body of water, maybe a lagoon. As in the case of the Great Barrier Reef off the shore of Australia, the body of water can be miles wide, so the reef is miles away from the shoreline. And there may actually be a collection of coral reefs fused together. This is a drawing of a reef in the Great Barrier chain.




As I recall there are about twenty-five, or maybe even more, individual coral reefs connected to form the Great Barrier Reef. As a general rule, barrier reefs are larger and older than fringing reefs.

Q27

But the oldest class of coral reef is the atoll, which is a ring-shaped reef with a lagoon in the middle and deep water surrounding the ring. These are scattered throughout the South Pacific, kind of like oasis settlements in the desert. And they abound with a diversity of sea life. This is one of the South Pacific atolls.




Q28

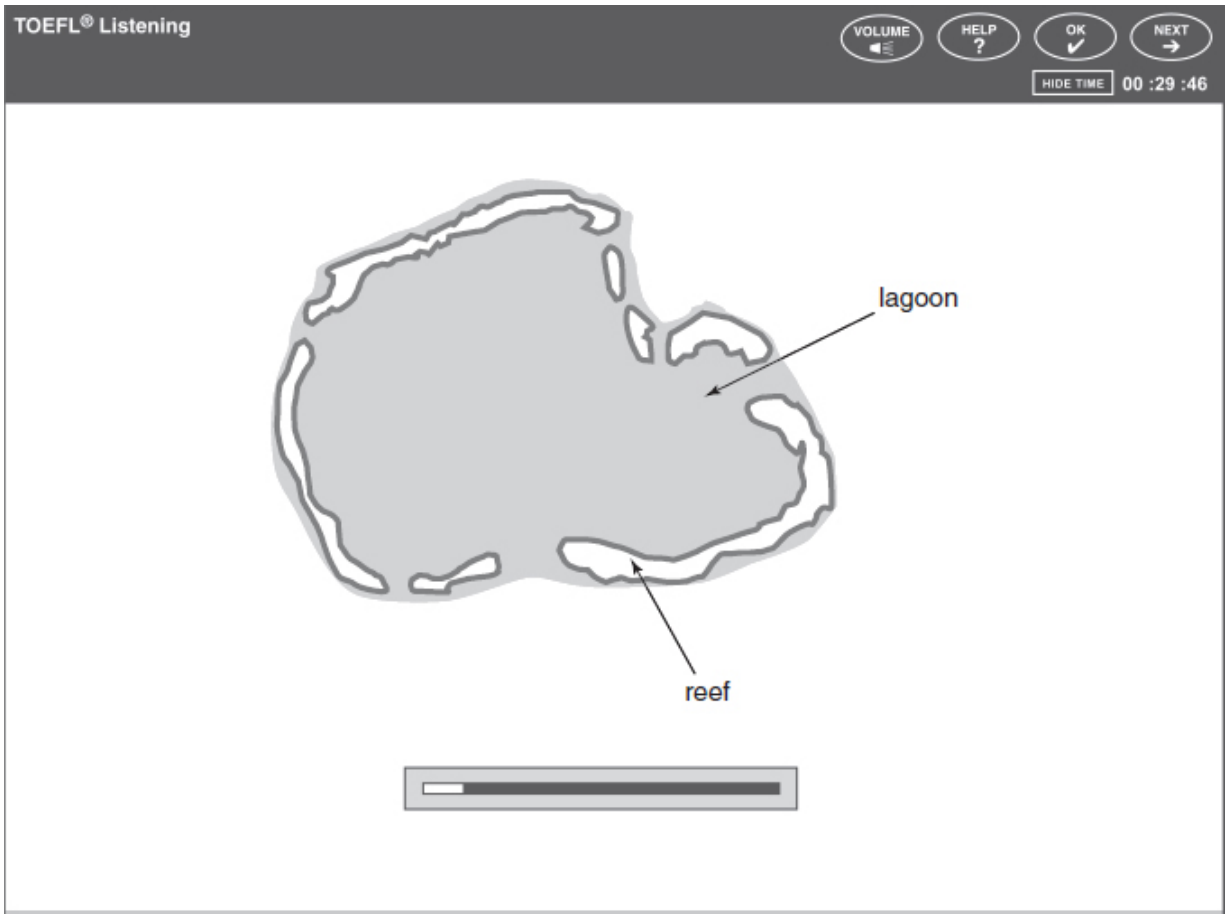
So, as we reflect on everything we've said about coral, we know that it's a relatively simple organism with a body ending in a mouth and tentacles. It reproduces both sexually and asexually by budding, and it survives by forming a symbiotic relationship with zooxanthella. But none of this is very extraordinary. What *is* unique about coral in the animal kingdom is its ability to construct a variety of reefs, creating habitats that are absolutely unlike any others on Earth.

| | | |
|---|---|---|
| **Audio** | 23. | According to the professor, how do coral reefs grow? |
| **Answer** | **B** | They connect corallite shells to build structures. |
| **Audio** | 24. | Why are so many egg bundles released during mass spawning? |
| **Answer** | **C** | A number of the egg bundles will be eaten [by predators]. |

**Audio** 25. According to the professor, what is *budding*?
**Answer** **A** The division of a polyp in half to reproduce itself

**Audio** 26. What is the relationship between zooxanthella and coral polyps?
**Answer** **B** The zooxanthella uses the coral for a shelter from enemies.
**C** The coral eats food produced by the zooxanthella.
The relationship is symbiotic.

**Audio** 27. Which of the following reefs is probably an atoll?
**Answer** **C** A ring-shaped reef with a lagoon in the middle and deep water surrounding the ring




**Audio** 28. In the lecture, the professor explains coral reefs. Indicate

whether each of the following is a true statement about coral reefs. Click in the correct box for each phrase.

| | Yes | No |
|---|---|---|
| A In general, the organism is quite simple. | ✔ | |
| B The structure of a reef can be very large. | ✔ | |
| C The living coral grows on top of dead shells. | ✔ | |
| D Mass spawning is not very effective. | | ✔ |

# SPEAKING

Track 53 **Model Test 2, Speaking Section**

## *Independent Speaking Question 1 "Course Requirements"*

Narrator 2: Number 1. Listen for a question that asks your opinion about a familiar topic. After you hear the question, you have 15 seconds to prepare and 45 seconds to record your answer.

Narrator 1: Some students would rather write a paper than take a test. Other students would rather take a test instead of writing a paper. Which option do you prefer, and why? Use specific reasons and examples to support your opinion.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 15 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 45 seconds]

Beep

## *Integrated Speaking Question 2 "Health Insurance"*

Narrator 2: Number 2. Read a short passage and listen to a talk on the same topic. Then listen for a question about them. After you hear the question, you have 30 seconds to prepare and 60 seconds to record your answer.

Narrator 1: A student is discussing the university's health insurance policy with the foreign student advisor. Read the policy in the college schedule [printed on page 496]. You have 50 seconds to complete it. Please begin reading now.

[Reading Time: 50 seconds]

Narrator 1: Now listen to a conversation with the foreign student advisor.

Advisor: I think it's very important for you to know that this policy wasn't instituted in order to increase fees for international students. In fact, the university doesn't make a profit from the sale of health insurance.

Student: But it will increase our fees, though, won't it?

Advisor: Yes, it will. The problem is that health care costs in this country are so high that it could be financially disastrous for the family of an international student who needed more than just a simple visit to the doctor's office. A trip to the emergency room at the hospital could cost thousands of dollars without health insurance!

Student: But most of us don't have a serious health problem during the short time that we are here. And some of us have health insurance in our countries.

Advisor: That's true. But what about the students who *do* have expensive health issues? As for foreign health insurance providers—well, it was just too difficult to validate their coverage for medical services, and the local doctors and hospitals simply stopped accepting them. So . . . to be sure that our students are protected, we're offering low-cost health insurance through the school.

Student: And you don't think that it should be optional?

Advisor:
No, I don’t. Because most families abroad just don’t realize how costly it is. I think it would be irresponsible of the university to put the burden of a decision on families who don’t understand what could happen to them if they don’t opt for the insurance.

Narrator 1: The foreign student advisor expresses his opinion of the policy for health insurance. Report his opinion and explain the reasons that he gives for having that opinion.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 30 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

## *Integrated Speaking Question 3 “Choice”*

Narrator 2: Number 3. Read a short passage and then listen to part of a lecture on the same topic. Then listen for a question about them. After you hear the question, you have 30 seconds to prepare and 60 seconds to record your answer.

Narrator 1: Now read the passage about Choice [printed on page 497]. You have 50 seconds to complete it. Please begin reading now.

[Reading Time: 50 seconds]

Narrator 1: Now listen to part of a lecture in a psychology class. The professor is talking about Choice.

Professor:
Let's continue by reviewing the "jam study." As you'll recall, Sheena Iyengar at Columbia University directed her graduate students in this ground-breaking investigation. Here's how it went. They constructed a display of jars of jam at a gourmet market. On some days, 24 varieties were offered. On other days, only 6 varieties. Iyengar found that about 60 percent of the customers went over to the larger display, while only 40 percent went over to the smaller display. But with so many options at the larger display, customers couldn't seem to make a decision, and only 3 percent actually purchased jam. At the smaller display, with only 6 choices, about 30 percent purchased jam.

Okay. Having more options probably gives us better *objective* outcomes. For example, trying on 10 pairs of shoes instead of 3 probably increases the odds that customers will find a pair that fits. But *subjectively*, shoppers may feel overwhelmed, uncertain, and dissatisfied with their choice, wondering whether a different shoe might have been better.

So choice alone can't justify a marketing strategy, as Prego spaghetti company found out when they were trying to determine how many varieties of sauce to put on the shelves. *More* isn't always *better*. Discovering how many choices to offer is a challenge, but companies have to get it right or they'll probably experience declining profit margins.

Narrator 1: Using the example in the lecture, explain the concept of the *paradox of choice*.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 30 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

## *Integrated Speaking Question 4 "Research References"*

Narrator 2: Number 4. Listen to part of a lecture. Then listen for a question about it. After you hear the question, you have 20 seconds to prepare, and 60 seconds to record your answer.

Narrator 1: Now listen to part of a lecture in a sociology class. The professor is discussing the criteria for using older research references.

Professor:
Well, first of all you have to understand that there's no hard and fast rule for deciding when a research reference is too old. But that doesn't help you much. So, I'll try to give you a couple of guidelines, and then you'll just have to use good judgment. Okay, let's just say, for our purposes, that the research is thirty years old. Then the next thing to think about is whether any changes have occurred in society to call the data into question. For example, in a study that looks at diet, we know logically that many changes have occurred in eating patterns over the past thirty years, so this study would probably be out of date. But a study of, uh, say language development may be okay because the way that babies learn their native language hasn't changed much in the same period of time. So, what I'm saying is . . . the date is less important than the potential for change. Okay, then the second criteria to consider is whether the citation is a *finding* or an *opinion*. If you have a study that indicates, uh, for example, that college students are drinking more, that's a *finding*, but if you have a statement by the researcher that drinking is the most serious problem on campus, then you have an *opinion*. And opinions are accurate over the years as long as they're attributed to the person and the date is cited. But the finding for an older study may be too old. In that case, it's probably better to use a more recent study.

Narrator 1: Using the main points and examples from the lecture, describe the two criteria for using an older research reference presented by the professor.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 20 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

# WRITING

Track 54 **Model Test 2, Writing Section**

## *Integrated Essay "Collapse of Easter Island"*

First, read the passage [printed on page 500] and take notes.

Narrator: Now listen to a lecture on the same topic as the passage that you have just read.

Professor:
Well, all of the theories explaining the collapse of the civilization on Easter Island have some serious flaws. Let's start with deforestation. A credible study by Hunt and Lipo provides evidence that even though the Easter Islanders cleared most of the forests, they replaced them with grasslands, which would have prevented the erosion that supposedly made the ground impossible to cultivate. So the absence of trees, although serious in terms of shelter, cooking, and transportation, wouldn't necessarily have precluded an agricultural base that could have supported the population.

As for the theory that rats ate the new tree shoots, preventing the regrowth of the forests, it's probably true that rats contributed to a disruption of the island's ecosystem, but it's also likely that the native people used rats as a food source while they tried to establish a long-term plan. Rat bones have been found along with chicken bones in the garbage dumps on the island, suggesting that the islanders were eating rats as well as chicken.

Okay then, what about the fighting between the long-eared and short-eared people? Historical records confirm that when the Spanish Viceroy of Peru sent an expedition to the island in 1770, the explorers estimated a native population of about 3,000 people, but four years later when Sir James Cook

arrived, the population had been decimated. Some records indicate that more than two-thirds of the population had perished. But island tradition dates the war between the long-eared and the short-eared people at about 1680—that's about one hundred years earlier. And it doesn't add up, does it?

So, you see, we still have a mystery because none of the three theories really provides a scenario that explains why the civilization on Easter Island collapsed.

# EXAMPLE ANSWERS AND CHECKLISTS FOR SPEAKING AND WRITING

Track 55 **Model Test 2**

## *Example Answer for Independent Speaking Question 1 "Course Requirements"*

I prefer to write a paper instead of taking a test because I know what the topic is when I'm researching a paper, but there are a large number of possibilities for questions on a test and that makes it more difficult to prepare for. Besides, some teachers aren't very straightforward and even though I've studied, well, sometimes the questions that you would expect to see aren't on the test and some obscure information is tested instead. But probably the most important reason is that I get very nervous when I'm taking a test and that can affect my performance. Writing a paper doesn't cause me the same level of anxiety.

## Checklist 1

- ✔ The talk answers the question.
- ✔ The speaker states an opinion clearly.
- ✔ Reasons for the opinion are explained.
- ✔ The speaker uses different vocabulary words.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Answer for Integrated Speaking Question 2 "Health Insurance"*

The foreign student advisor agrees with the policy that requires international students to purchase health insurance from the university. He assures students that the university isn't trying to increase fees by doing this. He explains that health care is very expensive. For example, a visit to the emergency room can be a financial burden to a family who doesn't have insurance. He says most families of international students don't expect the costs to be so excessive. The reason the university doesn't allow students to substitute other health care providers is because the local medical community has had problems with insurance plans from abroad and refuses to accept them. So, um, to protect students, the school doesn't make any exceptions.

## Checklist 2

- ✔ The speaker briefly summarizes the reading.
- ✔ The speaker states the opinion in the listening.
- ✔ Reasons for the opinion are explained.
- ✔ The speaker uses different vocabulary words.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Answer for Integrated Speaking Question 3 "Choice"*

The jam study proves Schwartz's premise in the *Paradox of Choice*. According to Schwartz, when people have too many choices, they feel uncertain, unhappy, and even, uh, incapable of deciding. Okay. In the jam study, customers had 24 choices of jam on display in a grocery store. More people went to the large display, but only 3 percent actually bought jam. When customers had 6 choices in a smaller display, fewer people went over there, but 30 percent bought some jam. So the conclusion is that more

choices actually made buyers feel overwhelmed, indecisive, and even dissatisfied with their decisions . . . precisely the kind of uncertainty and dissatisfaction that the *Paradox of Choice* predicted.

## Checklist 3

- ✔ The speaker summarizes the concept in the reading.
- ✔ The example in the lecture is related to the concept.
- ✔ The speaker paraphrases the wording.
- ✔ The information is accurate.
- ✔ The speaker uses different vocabulary words.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Answer for Integrated Speaking Question 4 "Research References"*

According to the lecturer, there are two criteria for using an older research reference. First, the "potential for change." For example, research on diet may be too old after thirty years because changes have occurred in dietary practices, but research on language development may be okay because fewer changes have taken place. The other criteria requires that you first identify the research as a conclusion or an opinion. Because, uh, a conclusion may be outdated, but an opinion, um, that's correct over time. In other words, there's no exact number of years to decide whether a reference is acceptable. So, an older study can be used if changes in the research haven't taken place or if the results are opinions.

## Checklist 4

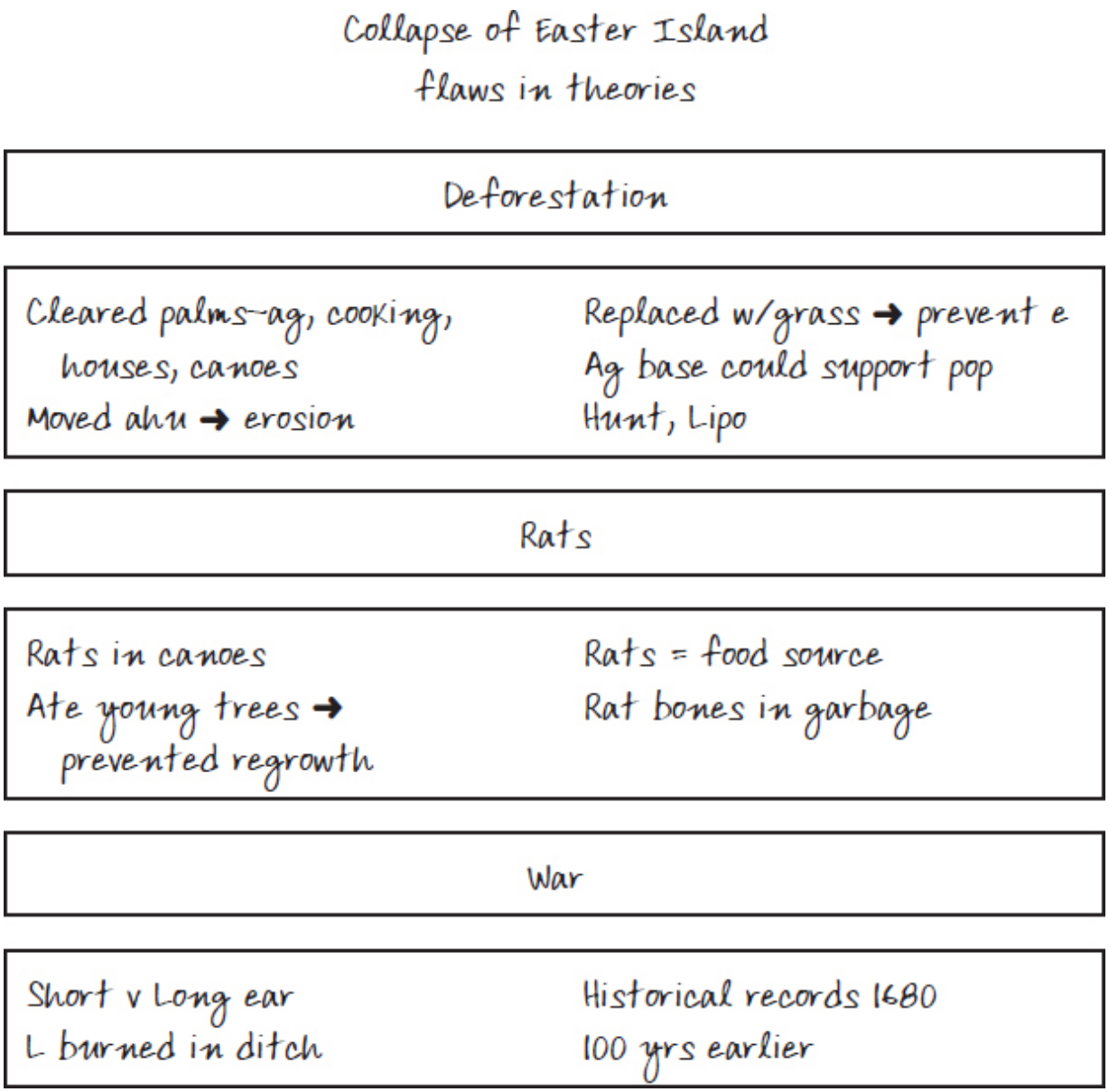
- ✔ The talk summarizes the lecture.
- ✔ All major points are included.

- ✔ Examples and details support the main idea.
- ✔ The speaker paraphrases the wording.
- ✔ The information is accurate.
- ✔ Different vocabulary words are used.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

### *Example Response for Integrated Essay "Collapse of Easter Island"*

Many writers begin with a chart like those you practiced in Chapter 5. Only the essay will be scored.

## Chart




## Example Essay "Collapse of Easter Island"

The reading lists three theories to explain the collapse of the civilization on Easter Island, but the lecture points out flaws in all three theories presented in the reading. The lecturer concedes that palm trees were cleared for agricultural purposes, cooking, the construction of homes and canoes, as well as the transportation of *ahu*. Nevertheless, the lecturer explains that the islanders replaced the palm trees with grass, which would have prevented

erosion and would have allowed for an agricultural base that could have supported the population.

Although rats may have eaten many of the young trees, preventing their regrowth, the lecturer maintains that the rats could have been used as a food source for the islanders. In fact, rat bones found in garbage dumps provide evidence that the islanders were eating rats. In other words, they replaced plants with protein in their diet.

It is documented that a war occurred between the short-eared and long-eared people on the island, killing many of the islanders on both sides; however, the lecturer presents historical records substantiating that the war was fought in about 1770, which would have been 100 years after the islanders' traditional stories of the war. The difference in the dates brings the entire theory into question.

Therefore, none of the three theories accounts for the collapse of the advanced culture that once thrived on Easter Island. What happened is still a mystery.

## Checklist for Integrated Essay

- ✔ The essay answers the question.
- ✔ A topic sentence summarizes the main idea.
- ✔ An outline sentence previews the major points.
- ✔ Examples and details support the points.
- ✔ The information is accurate.
- ✔ Each lecture point is addressed.
- ✔ The writer paraphrases the wording.
- ✔ Different vocabulary words are used.
- ✔ The writer makes few mistakes in grammar.
- ✔ A variety of sentences are included.
- ✔ The essay is complete within the time limit.
- ✔ The essay is easy for someone to read.

## *Example Response for Academic Discussion "Working from Home"*

I see a lot of downside to working from home. Although employees with home offices might save on clothing and transportation costs, there can be a lot of additional expenses, including utilities, supplies, and equipment that would ordinarily be purchased by the company. It’s also very easy for employees to work overtime, going back into the home office just to get one more thing done. Since office hours are flexible, productivity is probably improved by working from home but many employees are working additional hours without pay. I think the big winners in this new arrangement are the employers, who have fewer expenses for office space, parking, utilities, and equipment, and don’t have to pay employees for the extra hours they work outside of their regular working schedules.

# MODEL TEST 3: PROGRESS TEST

## READING

### *Reading 1 "Symbiotic Relationships"*

1. **C** In this passage, *classifications* is a synonym for "categories." Context comes from the phrase "three different" in the same sentence.
2. **A** In this passage, *comparatively* is a synonym for "relatively." Context comes from the phrase "not killed immediately" in the same sentence.
3. **C** . . . *when the parasite first invades* paraphrases "Newly established" and *the most destructive phase* paraphrases "more destructive."
4. **A** In this passage, *permit* is a synonym for "tolerate." Context comes from the phrase "reducing the harm" in the same sentence.
5. **D** "Parasites that live on the surface of their hosts are known as **ectoparasites**." . . . *surface* means "outside." Choice A is not correct because "mold and mildew" are ectoparasites, not ways that ectoparasites survive. Choices B and C refer to endoparasites, not to ectoparasites.
6. **A** "Many examples of commensal relationships exist. Orchids use trees as a surface upon which to grow." Choices B and D are mentioned as examples of parasites. Choice C is not correct because ants are mentioned with the Acacia as an example of mutualism, not a commensal relationship.

7. **B** The author uses the example of the Acacia to explain how two species can benefit from contact. “Some species of Acacia, a thorny tree, provide food in the form of sugar . . . Certain species of ants . . . receive food and a place to live, and the [Acacia] tree is protected from animals . . . ” Both organisms benefit.

8. **C** “The bacteria do not cause disease but provide the plants with nitrogen-containing molecules.” Choice A is not correct because the bacteria do not cause disease. Choice B is not correct because the bacteria are used for growth. Choice D is not correct because the nodules supply nitrogen, which is beneficial.

9. **A** Because the text explains the types of relationships between species, it must be concluded that the passage would be found in a chapter about the environment and organisms. Choices B, C, and D are not correct because they are not as closely associated with the main idea.

10. **A, D, E** summarize the passage. Choice B is true, but it is an example of a commensal relationship described in major point D. Choice C refers to a mutualistic relationship developed in major point E. Choice F is mentioned as a minor point in the discussion of parasitic relationships described in major point A.

## *Reading 2 “Civilization”*

11. **C** In this passage, *hardly* is a synonym for “barely.”

12. **D** Because the author states that from Neolithic towns “more complex human societies emerged,” it may be concluded that they are mentioned to contrast them with the civilizations that evolved. Choice A is not correct because a Neolithic town does not qualify as a civilization. Choice B is not correct because writing systems were not part of Neolithic settlements. Choice C is not correct because Neolithic settlements were referred to as villages, and no argument was made for the classification.

13. **B** ". . . Neolithic settlements were hardly more than villages. But as their inhabitants mastered the art of farming, more complex human societies [civilizations] emerged." Choice A is not correct because the Neolithic settlements preceded civilizations. Choice C is not correct because agriculture is mentioned as a cause of the rise in complex cultures, not as a definition of civilization. Choice D is not correct because the population centers increased in size as civilizations grew, but other basic characteristics had to be present as well.

14. **A** . . . *the majority* paraphrases "most of which."

15. **A** In this passage, *fundamental* is a synonym for "crucial."

16. **B** ". . . a new social structure . . . [included] kings and an upper class . . . free people . . . and a class of slaves." Choice A is not correct because it does not include free people. Choice C is not correct because it does not include free people. Choice D is not mentioned and may not be concluded from information in the passage. The new structure described is based on economics, not on education.

17. **B** In this passage, *important* is a synonym for "prominent." Context comes from the word "monumental" in the same sentence.

18. **B** A rhetorical question is a question that is asked and answered by the same speaker. Response is a transitional device that connects the insert sentence with the previous rhetorical question. Choices A, C, and D are not correct because the pronoun "they" in the insert sentence does not refer to plural nouns in the previous sentence.

19. **C** Choice A is mentioned in paragraph 4, sentence 9. Choice B is mentioned in paragraph 4, sentence 8. Choice D is mentioned in paragraph 4, sentence 6.

20. **B, E, F** summarize the passage. Choice A is true, but it is a minor point that is mentioned as an example of the characteristics of a class structure. Choice C may be one of the architectural structures built, but it is not specified. Choice D is true of Mesopotamia and Egypt, but is not developed as a major point.

## *Reading 3 "Life in Our Solar System"*

21. **C** In this passage, *facts* is a synonym for "data."

22. **A** "Venus has some traces of water vapor in its atmosphere, but it is much too hot for liquid water to survive." Choice B is not correct because the water transformed to vapor, not ice. Ice refers to our moon, not to Venus. Choice C is not correct because the lakes or oceans evaporated quickly. Choice D is not correct because the airless atmosphere refers to Mercury, not to Venus.

23. **B** Because Jupiter's moon is used as an example of satellites of Jovian planets, it must be concluded that Jupiter is a Jovian planet. Choice A is not correct because the satellites, not the planets, have conditions that support life. Choice C is not correct because the size of Europa is not mentioned. Choice D is not correct because the author draws no conclusion about the change of orbits. If orbits were modified, then a conclusion could be drawn about whether Europa was frozen.

24. **C** In this passage, *constant* is a synonym for "stable." Context comes from the contrast with "evolve" later in the sentence.

25. **C** Reference is a transitional device that connects the insert sentence with the previous sentence. *Such periods* refers to "some points in history." Choices A, B, and D are not correct because *such periods* does not refer to phrases in the sentences that precede the insert options.

26. **C** ". . . life there may be unlikely because of the temperature. The surface of Titan is a deadly –179°C." Choice A is not correct because there are oceans of liquid methane and ethane. Choice B is true, but it is not the reason why life would be improbable. Choice D is not correct because it is the temperature, not the atmosphere, that is low.

27. **B** . . . *the evidence did not demonstrate* paraphrases "the results did not confirm."

28. **C** In this passage, *begun* is a synonym for “originated.” Context comes from the root *origin*, which means “beginning.”

29. **B** “. . . conclusive evidence [of life] may have to wait until a geologist in a space suit can . . . open rocks . . . searching for fossils.” Choice A is not correct because a geologist will travel in the spacecraft. Choice C is not correct because pictures are not mentioned as a way to confirm the existence of life on Mars. Choice D is not correct because the present conditions could be studied in a variety of ways, but conclusive evidence depends on a manned flight that will allow a geologist to study the physical evidence.

30. **D, B, F** summarize the passage. Choice A is a minor point that supports the major point in Choice B. Choice C is a minor point that supports the major point in Choice D. Choice E is not true because the author entertains the possibility of life based on something other than carbon chemistry.

# LISTENING

Track 56 **Model Test 3, Listening Section**

## PART ONE

### *Listening 1 "Professor's Office"*

**Audio Conversation**

Narrator: Listen to a conversation between a professor and a student.

Q1

Student: I'm here because I need to make sure that I understand your lecture on aquifers. I thought I was getting it when I was in class, but when I started studying my notes, I got confused. I want to get it all sorted out before the test.

Professor: Okay. First off, let's see whether you understand what an aquifer is, then we'll go from there.

Student: Well, before the lecture, I thought an aquifer was some kind of underground lake or a cave filled with water.

Q2

Professor: But now you know that an aquifer is more like an underground sand trap with some layers that are saturated with water but other layers that have sand, gravel, and rocks. So water gets trapped between those layers of sediment.

Student: Right. I got that part. Where I got mixed up was when you started talking about *permeability* and *porosity*. Isn't porosity the space between the layers?

Professor: Not exactly. *Porosity* actually refers to the amount of *water* that the sediments can contain. But you're right that rounded grains have larger spaces between them and so they can hold more water.

Student: Okay.

Professor: So *permeability* is the ability of water to pass through the sediment. Some sediment, like clay for example, that has a high degree of porosity because it can hold a lot of water, but the problem with clay is that it has low permeability, which means that . . .

Student: . . . that the water doesn't go through the clay.

Professor: Exactly.

Student: But porosity and permeability are related. I think I have that in my notes somewhere.

Q3

Professor: Good. Water is able to permeate through a solid by passing through the pores so the greater the number and size of the pores, the easier it is for water to pass through it. So, in general, the higher the porosity of a sediment, the higher the permeability. So, unlike clay, gravel is highly porous because it can hold a lot of water, but it is highly permeable, too, because water flows through it very easily. In most cases, that's true.

Q4

Student: Okay. Now my notes make more sense. Could we go over

the part about groundwater and fossil water? I thought groundwater was a renewable resource.

Professor: Well, yes and no. Some very ancient aquifers are referred to as *fossil waters* because they were deposited thousands of years ago. And these fossil waters are often found under layers of rock that are impermeable. You know what that is now.

Student: Water can't go through it.

Q5

Professor: So if we pump the water out, we can't put any water back in. Which means that we are actually mining water from natural aquifers or man-made reservoirs in the same way that we would mine gold or any other nonrenewable resource.

Student: Okay. I think that takes care of it. All this makes sense to me now. Thanks for taking the time to help me.

Professor: Glad you came in. I'm always here during my office hours, but I'm often here at other times too, and I don't mind if you drop by any time with a question.

Student: Thanks.

**Audio** 1. Why does the student go to see his professor?
**Answer** **B** To clarify some points in his notes

**Audio** 2. According to the professor, what is an *aquifer*?
**Answer** **C** Layers of sediment that trap water

**Audio** 3. How are porosity and permeability related?
**Answer** **A** Highly porous sediment is usually also highly permeable.

| | | |
|---|---|---|
| **Audio** | 4. | Listen again to part of the conversation and then answer the following question. |
| **Replay** | | "I thought groundwater was a renewable resource." "Well, yes and no." |
| **Audio** | | Why does the professor say this: |
| **Replay** | | "Well, yes and no." |
| **Answer** | **C** | The student's statement is true in part. |
| | | |
| **Audio** | 5. | Why does the professor mention "gold mining"? |
| **Answer** | **B** | To demonstrate that water is a nonrenewable resource |

## *Listening 2 "Sociology Class"*

### Audio Lecture

Narrator: Listen to part of a lecture in a sociology class.

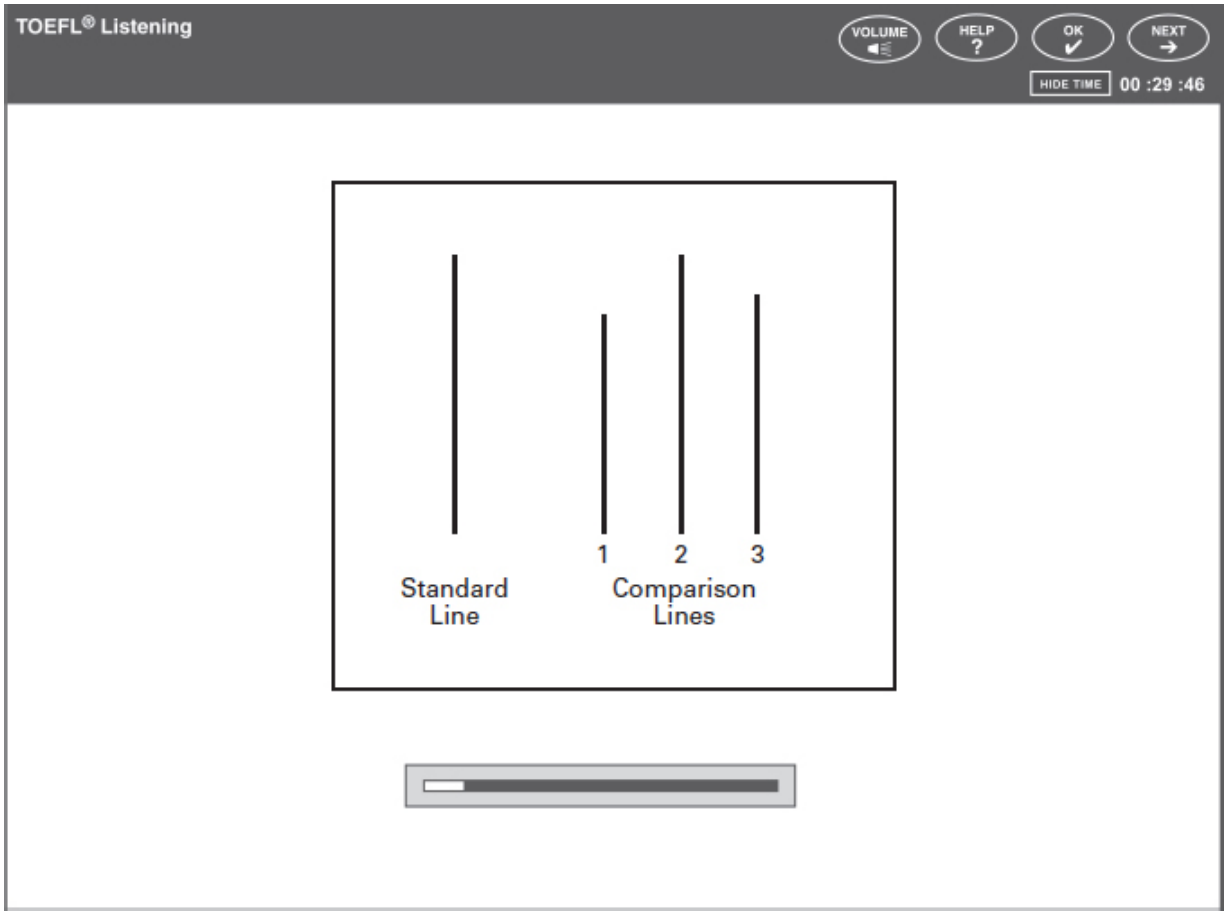
Professor:

Q6

Social influence involves the changes in behavior influenced by the actions of other people. Social influence can come about for a variety of reasons, on a continuum from mere suggestion to, in the more severe form, well, to torture. How does social influence work? Well, first we must become aware of a difference between ourselves and the values or behaviors of other people. There are a great many studies of social influence that demonstrate how the presence of others can cause us to change our attitudes or actions. Studies show that people eat more when dining with others than, and I'm talking about dining out here, so they eat more in the company of others than they do when they're alone. They also run faster when others are running with them. There's even some interesting research on social influence among animals with similar results to those of human studies.

Probably one of the most interesting aspects of social influence is the pressure for conformity. Conformity is a process by which an individual's opinion or behavior moves toward the norms of the group. In a classic study

by Solomon Asch, seven people were shown cards with three lines drawn on them. Here's an example:




Q10

So, they were shown the lines, and then they were asked to select the line among the three that matched the standard line. Here's the standard. So there's no question as to the comparison. This has to be easy, right? Wrong. You see, Asch enlisted the cooperation of six of the seven participants in the experiment. On the first card, the six respond correctly—they identify the lines of the same length—so the seventh person, who is the only real subject in the experiment, well, the seventh person answers correctly, in agreement with the others. But on the next card, four of the cooperating participants choose an incorrect answer, but they're in agreement, so the problem for the subject is whether to conform to the opinion of the peer

group, even though the answer is in conflict with the answer that the subject knows to be correct.

Q7

So what do you think happened? Well, subjects who were tested alone made errors in answers fewer than 1 percent of the time. This was the control group. But of those tested in groups of seven, let's see, uh, 75 percent yielded at least once to conform to a group answer that was clearly incorrect, and on average, subjects conformed to the group in about 37 percent of the critical trials. This means that they were bringing their behavior into agreement with group norms in spite of what they were seeing.

Q8

Later Asch manipulated the size of the control group . . . I'm sorry, the experimental group . . . to see whether group size would affect pressure, and it did, but probably less than you might expect. Um . . . groups of four demonstrated about the same results as groups of eight. Interestingly enough, a unanimous agreement by the group was more important than the number. In other words, a unanimous opinion by three exerted more pressure to conform than a majority of seven with a dissenting opinion in a group of eight.

Q7

Similar experiments have been performed in various countries, among diverse cultural groups, with, comparable results. Of course, people in cultures that emphasize group cooperation tended to be more willing to conform, but remember that many of the original studies were done in the United States where there's a high value placed on individualism. In an interesting variation on the study, Abrams found that conformity is especially strong when the group is selected from among those people that the subject clearly identifies with, either because they have characteristics in common or . . . or they know each other and interact in a peer group outside of the experimental situation.

So what does all of this mean in the real world? Well, since group members can influence one another to conform to the opinion of the group, decisions of a group may be called into question. What about decisions by political committees or parliaments? What about juries who are charged with convicting or acquitting an accused defendant? Clearly, social influence will play a part in these critical group decisions.

Q9

Q11

Also interesting is the fact that, after a decision is made by a group, there's a tendency to solidify, and by that I mean that the group becomes even more convinced of the validity of the group opinion. This may happen because individual group members who strongly support the group tend to be more popular with the group members.

| | | |
|---|---|---|
| **Audio** | 6. | What is the main topic of the lecture? |
| **Answer** | **C** | The influence of groups on individual behavior |
| **Audio** | 7. | According to the professor, what two results were reported in the Asch and Abrams studies? |
| **Answer** | **B** | Subjects conformed to group opinion in more than one-third of the trials. |
| | **C** | When the subject knows the group socially, there is greater pressure to conform. |
| **Audio** | 8. | Listen again to part of the lecture and then answer the following question. |
| **Replay** | | "Later Asch manipulated the size of the control group . . . I'm sorry, the experimental group . . . to see whether group size would affect pressure, and it did, but probably less than you might expect." |
| **Audio** | | Why does the professor say this: |
| **Replay** | | "I'm sorry, the experimental group . . . " |
| **Answer** | **C** | She needed to correct what she had said in a previous |

statement. Professors occasionally misspeak, apologize briefly, and provide the correct information.

**Audio** 9. What generally happens after a group makes a decision?
**Answer** **C** As a whole, the group is even more united in its judgment.

**Audio** 10. Based on information in the lecture, indicate whether the statements describe the Asch study. For each sentence, click in the YES or NO column.

**Answer**

| | Yes | No |
|---|---|---|
| A Only one subject is being tested. | ✔ | |
| B The cards can be interpreted several ways. | | ✔ |
| C Some of the group collaborate with the experimenter. | ✔ | |

**Audio** 11. What is the professor's attitude about the studies on social influence?
**Answer** **B** She appears to be very interested in them. Her tone indicates interest and she cites some of the facts as "interesting."

## *Listening 3 "Art History Class"*

### Audio Discussion

Narrator: Listen to part of a discussion in an art history class.

Professor:

Q12

Q13

Sorry about the tests. I don't have them finished. They just took longer to grade than I thought they would. So . . . I'll have them for you next time. Okay then. Let's begin our discussion of the ballet. If you read the chapter in your text, you already know that in 1489, a performance that was something like a dinner theater was organized to celebrate the marriage of the Duke of Milan, and . . . a dance representing Jason and the Argonauts was performed just before the roasted lamb was served. By the way, it's interesting that the dance was called an *entree* and that name has been retained for courses in meals. Anyway, about the same time, outdoor entertainment, you know . . . parades and equestrian events . . . they were becoming more popular, and we have evidence that they were referred to as "horse ballets."

Student 1:
So this . . . the horse ballet . . . was it the first time the term "ballet" was used?

Professor:

Q14

Right. The actual term in Italian was balletti, which meant "a dance done in figures." And it was characterized by the arrangement of the performers in various patterns. Actually, the balletti were staged versions of the social dances that were popular at court, and the steps . . . the basic movements . . . they were walking, swaying, and turning . . . so they combined in a variety of sequences, each of which was named so that they could be referred to in the directions for individual dances. In fact, specific instructions for the placement of the dancer's feet probably provided the first, . . . the first record of the five positions of classical ballet. Question?

Student 2:
Sorry. I'm trying to get clear on the dancers. Um . . . could you explain what the book means about court dancing and, uh . . . I'm not saying this very well.

Professor:

Q15

I think I know where you're going. You see, the directions that were written down were intended as a reference for social dancing, but they were important in the history of ballet because the theatrical dances or entertainments that preceded ballet were . . . not performed by professional dancers. Members of the court danced for the entertainment of society, and, in general, the performances were in the central halls of castles and palaces with the audience seated in galleries above so that the floor figures could be seen when the people looked down. But back to your question . . . because of the limitations of the performers and the arrangement of the staging, well, the best way to impress the audience was to keep the steps simple enough for the amateur dancers but the geometrical patterns had to be, uh, . . . intricate and . . . and fresh . . . so the spectators would go away pleased because they'd seen something new.

Student 2:
Oh, I get it now. That makes sense, too, because everyone would be looking down at the dancers.

Professor:
Exactly. Now to continue that thought for a moment . . . by the middle of the sixteenth century, variety shows were being presented on a grand scale in Northern Italy. They included both indoor and outdoor entertainment, and most people called them *spectaculi*. And, uh . . . France had begun to make a significant contribution to the dance form that evolved into modern ballet.

But, to be precise, it was Catherine de Medici who used dance as part of her court entertainments and is credited with the use of the term *ballet*. In 1573 . . . I think it was 1573 . . . anyway, she organized a huge celebration to welcome the ambassadors from Poland who had arrived to offer their country's throne to her son Henri. So she called it the *Polish Ballet*, and the production was staged on a landing at the top of a grand staircase. Sixteen ladies . . . and these would not have been dancers . . . just members of court . . . so they represented the sixteen provinces of France, and they performed a choreographed dance with a variety of floor figures. Afterward, the

audience joined in court dances, similar to the ballroom dancing that evolved later. . . . So that's a long answer to your original question.

Q17

Student 1: Now I have a question.

Professor: Okay.

Student 1:
You said that the *Polish Ballet* was the first ballet, but I thought the book said the first ballet was *Queen Louise's Ballet*.

Professor:

Q16

Good question. Well, I said the *Polish Ballet* was the first use of the term *ballet* for a dance performance, but *Queen Louise's Ballet* is generally considered the first modern ballet. As you'll remember, from the book, the ballet was performed before ten thousand guests, and it was five hours long. When I was doing the research for this lecture, I saw several references to the time, so . . . so I know that this is accurate, but I kept thinking, no one would watch a ballet for five hours. But it must be correct. I can only assume that other activities were going on simultaneously, like a banquet and conversation. Don't you think?

Anyway, what makes *Queen Louise's Ballet* so unique, besides the length, and why it's the first *modern* ballet, is that it was connected by a story line or, in technical terms, it's called *dramatic cohesion*. Each scene was related to the tales of Circe, a Greek enchantress, who used her powers to battle with man and the gods. The triumph of good, portrayed by Jupiter, over evil, portrayed by Circe, was told in a . . . let's call it a unified production.

**Audio** 12. What is the discussion mainly about?
**Answer** **C** All of the other choices are mentioned in relationship to the main topic: the development of the ballet.

| | | |
|---|---|---|
| **Audio** | 13. | Listen again to part of the discussion and then answer the following question. |
| **Replay** | | "So . . . I'll have them for you next time. Okay then. Let's begin our discussion of the ballet. . . . " |
| **Audio** | | Why does the professor say this: |
| **Replay** | | "Okay then." |
| **Answer** | **A** | To end his explanation and begin the discussion. Professors often use the word "Okay" as a transition from classroom management activities before the class to the beginning of their lectures. |
| **Audio** | 14. | According to the professor, what does the term *balletti* mean? |
| **Answer** | **C** | A dance done in figures |
| **Audio** | 15. | How did the early choreographers accommodate the abilities of amateur performers? |
| **Answer** | **A** | The steps were quite simple. |
| **Audio** | 16. | Why does the professor mention that he checked several references about the length of *Queen Louise's Ballet*? |
| **Answer** | **C** | He wasn't sure that it was accurate. |
| **Audio** | 17. | What can be inferred about the professor? |
| **Answer** | **B** | He encourages the students to participate. |

## PART TWO

## *Listening 4 "Admissions Office"*

### Audio Conversation

Narrator: Listen to part of a conversation between a student and an admissions assistant.

Student: Excuse me, but the secretary referred me to your office.

Assistant: Yes?

Q18

Student: I'm a new student . . . well, actually, I'm not enrolled yet, but I'm trying to get all my admissions applications turned in today.

Assistant: What's your name?

Student: Robert Franklin.

Assistant: Middle initial?

Student: T.

Q19

Assistant: Oh, I see. Wait a minute and we'll find out what you have to do. . . . Well, according to the records here, you have your admissions form, a financial aid application, three letters of recommendation, transcripts from Regional College . . . so that's everything you need except a transcript from County Community College.

Student: That's what I thought. You see, I took a couple of courses there during the summer because it's close to my parent's house. Anyway, almost all of my first two years is from Regional College, and, uh, that's where I'm transferring from. In fact, the credit for the community college courses appears on the transcript from Regional College as transfer credit, but, uh, it doesn't show my final grades in the courses.

Q20

Assistant: Oh, and you haven't been able to register for your courses here at State University because the computer shows that you are missing some of your application materials. Is that it?

Student: Exactly. What I was wondering is whether you have, like, a policy for this kind of situation so I could go ahead and register for this first semester while we wait for the

transcript to get here. It should be here now. I requested it the same time that I requested a transcript from Regional College, but they're just slow at County Community.

Assistant: That happens sometimes. . . . Do you have a copy of your transcript from County Community College?

Student: Yes, I do. It's right here. Of course, it isn't an official copy. It's stamped "unofficial copy."

Assistant: But I can use this one until the official copy gets here. Here's the best way to handle this. We can give you a provisional admission. That means that you're admitted contingent upon the receipt of your official transcript. That will allow you to register for your courses this semester. When County Community College sends us your official transcript, then I can change your status from provisional admission to regular admission.

Student: Oh, that's great!

Assistant: Is this the only copy you have of your transcript?

Student: No. I have another one.

Assistant: Good. Then I'll just keep this in your file.

Student: Okay.

Q21

Assistant: Now the only problem is you can't register for next semester without regular admission status, and you need the official transcript for me to do that, so you still need to keep after them to get everything sent to us as soon as possible.

Student: Right. Well, I'll do that. But at least I have some time to get it done. . . . Um . . . what do I need to do now . . . to get registered, I mean.

Q22

Assistant: Just wait here while I enter everything into the computer, and then you can take a copy of your provisional admission along with you to the office for transfer

students. They'll assign you an advisor and help you get registered later today.

| | | |
|---|---|---|
| **Audio** | 18. | Why does the student go to the admissions office? |
| **Answer** | **D** | He is trying to enroll in classes. |
| **Audio** | 19. | What is missing from the student's file? |
| **Answer** | **B** | A transcript from County Community College |
| **Audio** | 20. | Listen again to part of the conversation and then answer the following question. |
| **Replay** | | "Oh, and you haven't been able to register for your courses here at State University because the computer shows that you are missing some of your application materials. Is that it?" |
| **Audio** | | Why does the woman say this: |
| **Replay** | | "Is that it?" |
| **Answer** | **B** | The admissions assistant paraphrases the problem and then asks for confirmation that she has understood it. "Is that it?" means "Is that correct?" |
| **Audio** | 21. | What does the woman suggest that the man do? |
| **Answer** | **D** | Continue to request an official transcript from County Community College |
| **Audio** | 22. | What will the student most probably do now? |
| **Answer** | **B** | Go to the office for transfer students to be assigned an advisor |

## *Listening 5 "Geology Class"*

**Audio Lecture**

Narrator: Listen to part of a lecture in a geology class.

Professor:

The original source of energy is what? The Sun. Then plants use the Sun's energy during photosynthesis to convert water and carbon dioxide into sugar and oxygen, and they store the energy in the chemicals that the plant produces. When animals eat plants, the energy is transferred to their bodies. So then, the plants and animals die and decay, and they sink to the bottom of the sea or . . . or disintegrate into the soil and then they're covered by more and more sediment as rivers deposit mud and sand into the sea or the seas advance and retreat. Of course, it's a very gradual process . . . one that takes place over, well, millions of years. But finally, the organic material begins to transform into the hydrocarbons, and the hydrocarbons eventually become oil and gas deposits. So how does this happen? Well, at first, the oil and gas are mixed with sand and sediment but . . . as the layers on top increase, then so does the pressure. And under pressure, mixtures of oil and sand and water . . . they seep down through the layers of porous rock . . . that's usually sandstone or limestone . . . so they sink down until they reach a layer of nonporous rock, and that's where they pool because they can't pass through the nonporous rock.

Q23

Okay. Sometimes there are breaks in the layers of rocks and the breaks allow oil and gas to bubble up and . . . and eventually they reach the surface of the Earth again. So, when this happens, the gas and some oil evaporate into the air . . . but they leave a sticky black tar that appears in pools or pits on the surface. But most crude oil is found in underground formations, which we call traps. So today, I want to talk about the major types of oil traps. In all the different types of traps, the oil collects in porous rocks, along with gas and water. And, over time, the oil moves up toward the surface of the Earth through cracks and holes in the porous rock until it reaches a nonporous rock deposit . . . and the nonporous rock, remember, it won't allow the oil to continue moving. So the oil becomes trapped under the nonporous rock deposit.

Now think for a moment. While oil was forming and moving, the Earth was also undergoing changes. In fact, there were enormous movements of the crust as the center began to cool. When *folding* happened, well, it was like the Earth fell back onto itself. And when *faulting* happened, it was . . . well,

one layer was forced by rocks above down through the layers below. So, you can see that the . . . the repositioning of porous and nonporous rock . . . this repositioning would have affected the movement of oil. When the Earth shifted, cracks would have been opened, and nonporous layers would have been . . . dropped . . . dropped over channels that had previously been used as . . . as pathways for the transfer of oil and gas to the surface.

Q24

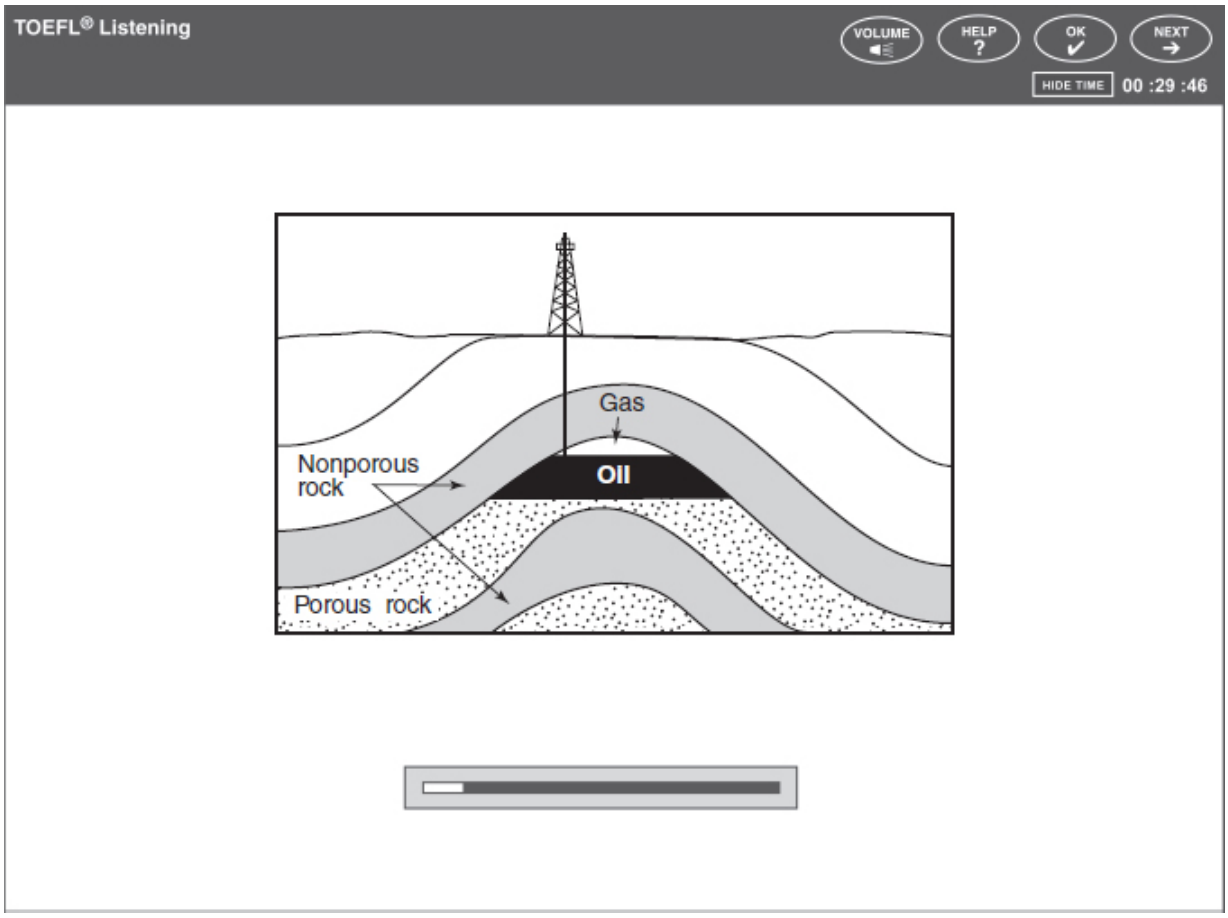
Q25

Okay, as geologists, we're interested in locating the traps. Now why would that be so? Because that's where we'll find the oil and gas reserves. And that's what I really want to talk about today. So, there are several different types of traps, but today we're going to talk about the three most common ones—the anticline trap, the salt dome trap, and the fault trap.

Q26

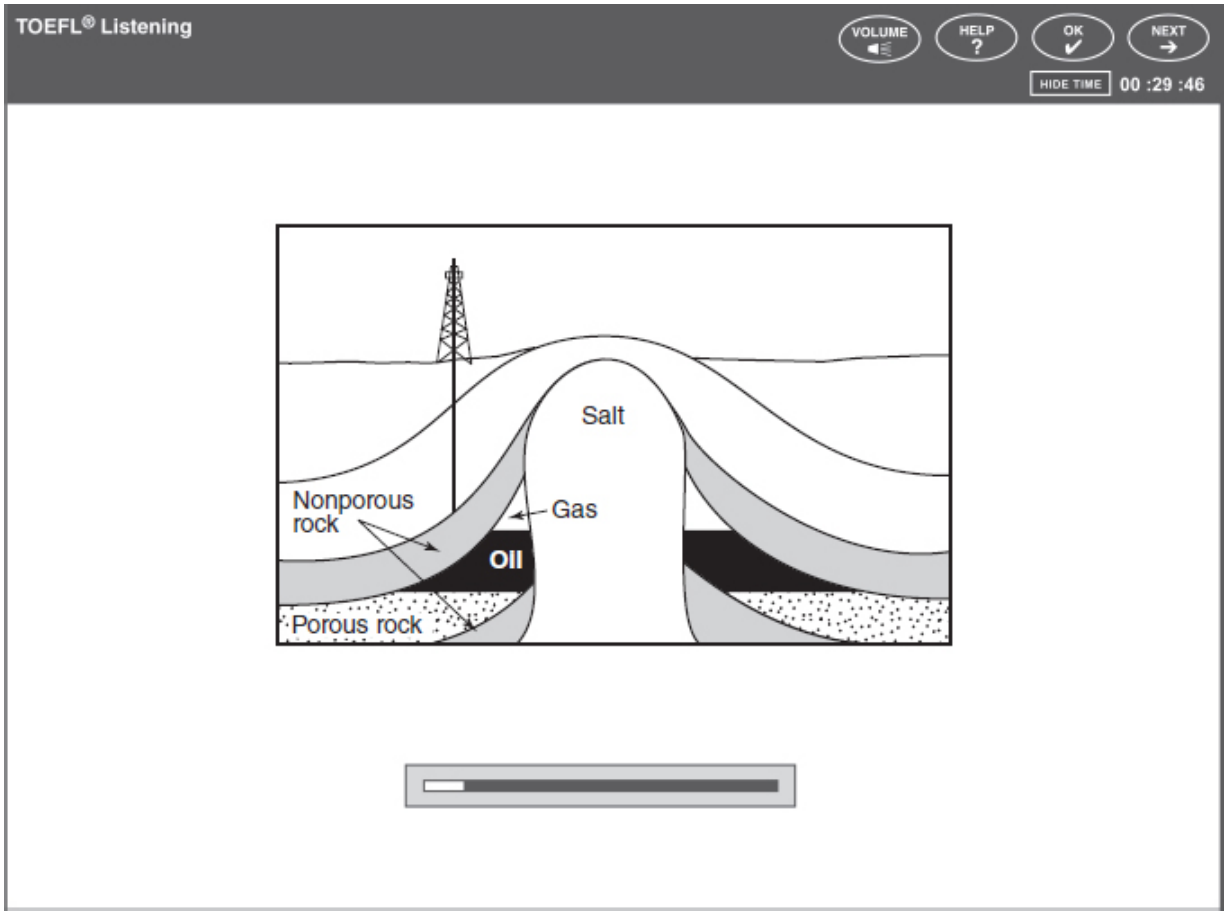
Q27

Look at this diagram. Here's an example of an anticline. As you can see, the oil is trapped under a formation of rock that resembles an arch. That's because the arch was bent from a previously flat formation by uplifting. In this anticline, the petroleum is trapped under a formation of nonporous rock with a gas deposit directly over it. This is fairly typical of an anticline. Because gas isn't as dense as oil, it rises above it. The dome over the top can be rock as in this example, or it could be a layer of clay. The important thing is that the cap of nonporous material won't let the oil or gas pass upwards or sideways around it.

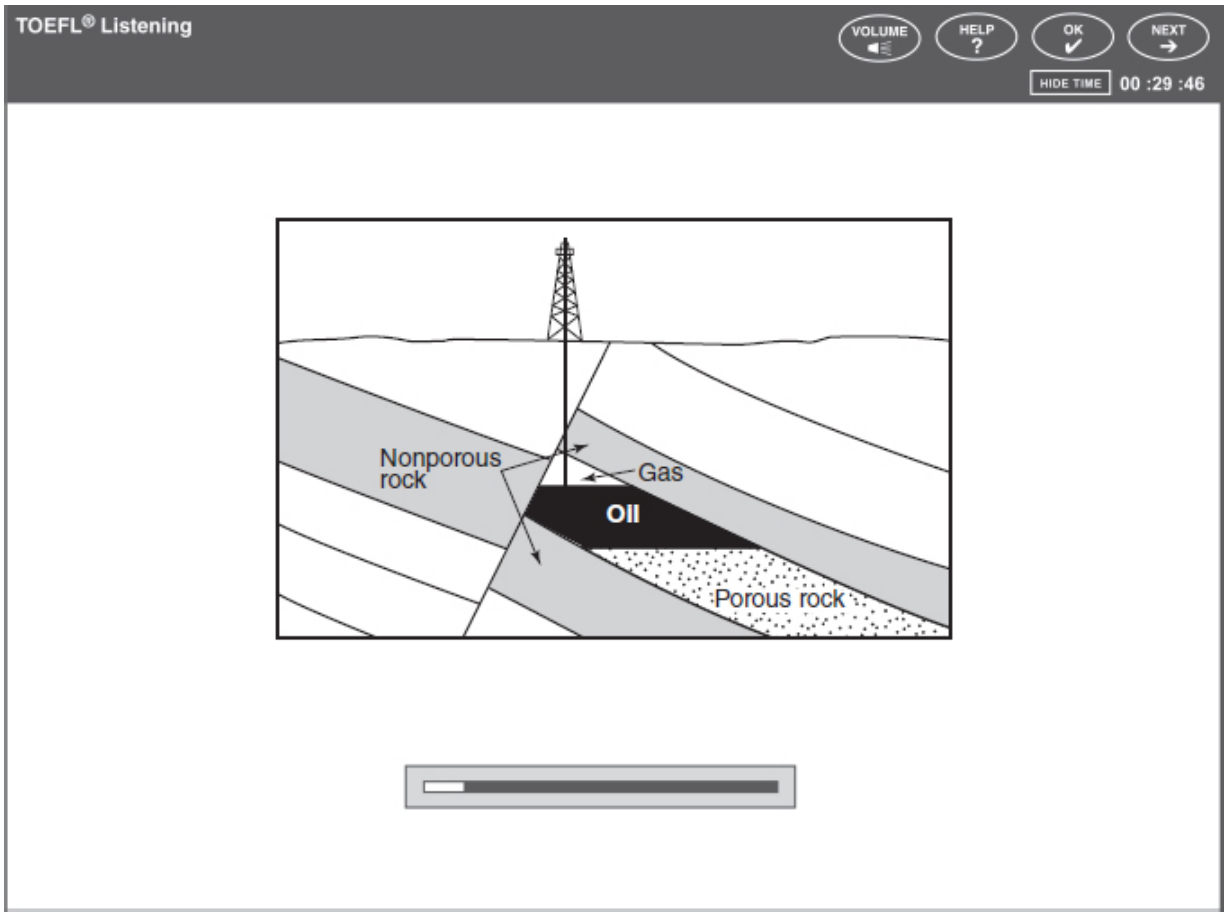



Q28

Now let's look at a diagram of a salt dome. This salt dome shows how a cylinder-shaped salt deposit has pushed up through a layer of sedimentary rocks, causing them to arch and fracture. The oil deposits have collected along the sides of the salt dome. Salt is a unique substance. With enough heat and pressure on it, the salt will slowly flow, kind of like a glacier, but, unlike glaciers, salt that's buried below the surface of the Earth can move upward until it reaches the Earth's surface, where it's then dissolved by groundwater or rain. Well, to get all the way to the Earth's surface, salt has to lift and break through many layers of rock. And that's what ultimately creates the salt dome.




Finally, I want to show you a fault trap. Fault traps are formed by the movement of rock along a fault line. This diagram represents a fracture in the Earth that's shifted a nonporous rock formation on top of a porous formation. In this case, the reservoir rock, which is porous, has moved opposite a layer of nonporous rock. The nonporous rock prevents the oil from escaping. Remember, as in all traps, the oil is collected in the porous rock and trapped underground by the nonporous rock.




Geologists study the terrain for indications of possible oil traps. For example, a bulge in a flat surface may signal the presence of a salt dome. Your textbook has a good explanation of how technology assists us in this effort. So I want you to read Chapter 3 before class next time.

**Audio** 23. What is the lecture mainly about?
**Answer** **B** The other points relate to the main topic of the lecture: the major types of oil traps.

**Audio** 24. Why does the professor begin by talking about the process that transforms organic material into oil and gas?
**Answer** **A** He is introducing the main topic by providing background information. When he begins the main topic, he makes a direct transition: “that’s what I really want to talk about.”

**Audio** 25. Listen again to part of the lecture and then answer the

following question.

**Replay** "Okay, as geologists, we're interested in locating the traps. Now why would that be so? Because that's where we'll find the oil and gas reserves."

**Audio** Why does the professor say this:

**Replay** "Now why would that be so?"

**Answer** **D** He plans to answer the question. Professors often use rhetorical questions in their lectures. By posing a question that they plan to answer, they help students follow the main points.

**Audio** 26. Select the diagram of the anticline trap that was described in the lecture. Click on the correct diagram.

**Answer** **B** An anticline trap is shown in diagram B.

**Audio** 27. Identify the nonporous rock in the diagram. Click on the correct letter.

**Answer** **B** In all traps, the oil is collected in the porous rock and trapped underground by the nonporous rock.

**Audio** 28. According to the professor, what do geologists look for when they are trying to locate a salt dome?

**Answer** **A** A bulge in an otherwise flat area

# SPEAKING

Track 57 **Model Test 3, Speaking Section**

## *Independent Speaking Question 1 "Climate"*

Narrator 2: Number 1. Listen for a question that asks your opinion about a familiar topic. After you hear the question, you have 15 seconds to prepare and 45 seconds to record your answer.

Narrator 1: Some people enjoy living in a location that has a warm climate all year. Other people like to live in a place where the seasons change. Which type of climate do you prefer and why? Use specific reasons and examples to support your opinion.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 15 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 45 seconds]

Beep

## *Integrated Speaking Question 2 "Withdrawal from Classes"*

Narrator 2: Number 2. Read a short passage and listen to a talk on the same topic. Then listen for a question about them. After you hear the question, you have 30 seconds to prepare and 60 seconds to record your answer.

Narrator 1: A new policy for withdrawal from classes at the university has been established. Read the policy in the college catalogue [printed on page 535]. You have 50 seconds to complete it. Please begin reading now.

[Reading Time: 50 seconds]

Narrator 1: Now listen to the students discuss the policy with each other.

| | |
|---|---|
| Woman: | The difference in this policy from the old policy is . . . now you only have three reasons to request a full refund after the first week . . . illness, death in the family, or military service. |
| Man: | Right, but that about covers it, don't you think? |
| Woman: | Not really. In the old policy, you could drop out to help your family. Look, let's say that your mother's sick. She's not dying but she needs care. Then what? If you drop out to help her, you just lose your tuition. |
| Man: | Oh, I see. So you think that there should be more flexibility. |
| Woman: | Yeah. I think every case should be decided on its own merits. This policy is too . . . too . . . |
| Man: | Too narrow? |
| Woman: | Too rigid. I think at least some students will have other good reasons to withdraw and they'll just have to take a partial reimbursement because they won't be able to document their eligibility. I'd like to see a procedure, you know, a way to petition for eligibility. . . . I'd like to see that added to the policy. |

Narrator 1: The student expresses her opinion of the policy for reimbursement. Report her opinion and explain the reasons that she gives for having that opinion.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 30 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

## *Integrated Speaking Question 3 "Ballads"*

Narrator 2: Number 3. Read a short passage and then listen to part of a lecture on the same topic. Then listen for a question about them. After you hear the question, you have 30 seconds to prepare and 60 seconds to record your answer.

Narrator 1: Now read the passage about ballads [printed on page 536]. You have 50 seconds to complete it. Please begin reading now.

[Reading Time: 50 seconds]

Narrator 1: Now listen to part of a lecture in a music appreciation class. The professor is talking about the ballad of "Barbara Allen."

Professor:
There are countless versions of the ballad of "Barbara Allen," and although it probably originated in the British Isles, versions are found not only in the British colonies but also in many other countries, including Italy and several countries in Scandanavia. In fact, there are almost 100 versions in the United States alone. But the version that I'm going to play for you today is the traditional Child Ballad number 84 from the reference *English and Scottish Popular Ballads.* In it, the narrative tells the story of Barbara Allen

and the young man who fell in love with her. After Barbara Allen rejects him, he dies of unrequited love. And the day after his funeral, Barbara Allen dies of regret. They are buried beside each other in the churchyard, and a red rose grows from his grave. A briar grows from her grave . . . uh, that's a thorny bush . . . and as they twine around each other . . . the rose and the thorn . . . they form a lover's knot. So we see that the lovers who were not united in life are together in death. The music is repetitive, like most ballads, and also important to identifying it as a ballad, the second and the fourth lines of each four-line stanza rhyme.

Narrator 1: Explain how the example in the lecture illustrates the definition of a *ballad*.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 30 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

## *Integrated Speaking Question 4 "Ultrasound"*

Narrator 2: Number 4. Listen to part of a lecture. Then listen for a question about it. After you hear the question, you have 20 seconds to prepare and 60 seconds to record your answer.

Narrator 1: Now listen to part of a lecture in a general science class. The professor is discussing the way that ultrasound works.

Professor:

Okay, let’s talk about how ultrasound works, and how it’s used in medical diagnosis. To make a long story short, ultrasound is very similar to the sonar devices we discussed last week. Remember the system that emits ultrasonic pulses and listens for reflected pulses from objects in the ocean? Well, ultrasound is really just another type of sonar. The sound waves used in the ultrasound are created by a crystal that moves rapidly back and forth, creating a sound, but you can’t hear it because the frequency is so high. The doctor places the device, the transmitter that sends out the sound waves . . . the doctor puts that on the surface of the skin so the sound waves are transmitted inside the body. And when this high-frequency sound is directed to a particular area, then the tissue and organs reflect the sound. The patterns of sound that are reflected are processed by a computer, and an image appears on the screen. And that tells the doctor whether there is something unusual there or not. This is very important in the diagnosis of cancer . . . to know whether a tumor is present . . . and also as a noninvasive way to monitor the growth of a fetus during pregnancy.

Narrator 1: Using the main points and examples from the lecture, describe the kind of information that ultrasound can provide, and then explain the way that ultrasound is used in medical diagnosis.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 20 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

# WRITING

**Track 58** **Model Test 3, Writing Section**

## *Integrated Essay "Emperor Penguins"*

First, read the passage [printed on page 539] and take notes.

Narrator: Now listen to a lecture on the same topic as the passage that you have just read.

Professor:
Although the reading passage about emperor penguins in your textbook was correct for the time that it was written, new data have come to light since the book was printed. In fact, we now know that all three assumptions in the passage about this interesting species are probably not true.

First, let's consider whether emperor penguins are monogamous. That is, do they mate for life? With greater observation, we find that the answer is yes and no. Yes, they're monogamous for the mating season and the pair is committed and diligent in caring for their chick, but we also now know that if they don't locate their previous mate the following year in a timely way, they'll mate with another penguin. So this means that it would be more correct to consider them serially monogamous, mating with one partner per season. When the pair *can* find each other within a tight time frame, then, yes, they'll continue to mate with the same partner, but it looks like that happens about only 15 percent of the time.

Now let's look at nest loyalty. A new study by the University of Minnesota used satellite images to verify that emperor penguins were returning to the same location to nest every year. Researchers found six instances in which the penguins didn't return to the same rookery and, in addition, found a *new*

rookery that appears to confirm the relocation of an entire colony. This could also account for the disappearance of banded birds from previous studies. And, of course, this disproves the previous assumption about penguins returning to the same rookery every year.

Last, let’s revisit the issue of whether emperor penguins are endangered. Just a few years ago, they were given endangered status under the Endangered Species Act because models of declining numbers estimated that their population could decline by as much as one-third by the end of the century. Disappearing sea ice and radical changes in the marine life in current feeding habitats have convinced the scientific community that emperor penguins *must* be protected if they’re to survive.

# EXAMPLE ANSWERS AND CHECKLISTS FOR SPEAKING AND WRITING

Track 59 **Model Test 3**

## *Example Answer for Independent Speaking Question 1 "Climate"*

I've lived in a warm climate for most of my life, but one year my family moved to England where the seasons change. I thought it was beautiful, and I enjoyed the experience, but I was glad to be home. In fall, we don't rake leaves; in winter, we don't shovel snow; and in spring, we don't drive in the rain. So a warm climate is less work. And I can wear the same clothes all year in a warm climate. Best of all, I'd like to see the sun shine every day.

## Checklist 1

- ✔ The talk answers the question.
- ✔ The speaker states an opinion clearly.
- ✔ Reasons for the opinion are explained.
- ✔ The speaker uses different vocabulary words.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Answer for Integrated Speaking Question 2 "Withdrawal from Classes"*

The woman thinks the eligibility requirement for a 100 percent refund after the second week of classes should be changed. Right now, you have to show documentation of serious illness, injury, death of a family member, or military duty. She points out that a student's family might need help, but, uh, the . . . the circumstances wouldn't be covered by the policy. Um, she suggests that there should be a way to petition for full reimbursement by explaining the situation, and, uh, each case should be decided based on the circumstances.

## Checklist 2

- ✔ The speaker briefly summarizes the reading.
- ✔ The speaker states the opinion in the listening.
- ✔ Reasons for the opinion are explained.
- ✔ The speaker uses different vocabulary words.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Answer for Integrated Speaking Question 3 "Ballads"*

A ballad is "a poem that tells a story and is sung to music." Characteristic of most ballads is the rhyming of the second and fourth lines, and an oral tradition, which, uh, means that the song is revised as it's passed down from one musician to another. Some popular ballads have been written down and assigned a . . . number in a reference book by Child. Now, "Barbara Allen" is a ballad because it tells a story about lovers who were not united in *life* but are joined symbolically in *death*. The second and fourth lines of the song rhyme, and many versions of it are found around the world. One version is listed in the Child reference as number 84.

## Checklist 3

- ✔ The speaker summarizes the concept in the reading.

- ✔ The example in the lecture is related to the concept.
- ✔ The speaker paraphrases the wording.
- ✔ The information is accurate.
- ✔ The speaker uses different vocabulary words.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

### *Example Answer for Integrated Speaking Question 4 "Ultrasound"*

Ultrasound is like sonar because it sends out ultrasonic pulses, and picks up reflections of the pulses. In ultrasound, a crystal creates sound waves at such a high frequency that you can't hear them, but when the device that transmits the waves is placed on your body, it sends the waves inside to the part that's being tested, and the organs reflect the sound waves. So that informs the doctor if you have anything suspicious there. Um, ultrasound is useful in locating cancer, but it's also used in prenatal care to examine the baby before it's born. In fact, it's fairly standard to produce images of babies to check their growth. So ultrasound is useful for medical diagnosis because it can provide accurate information without surgical procedures.

## Checklist 4

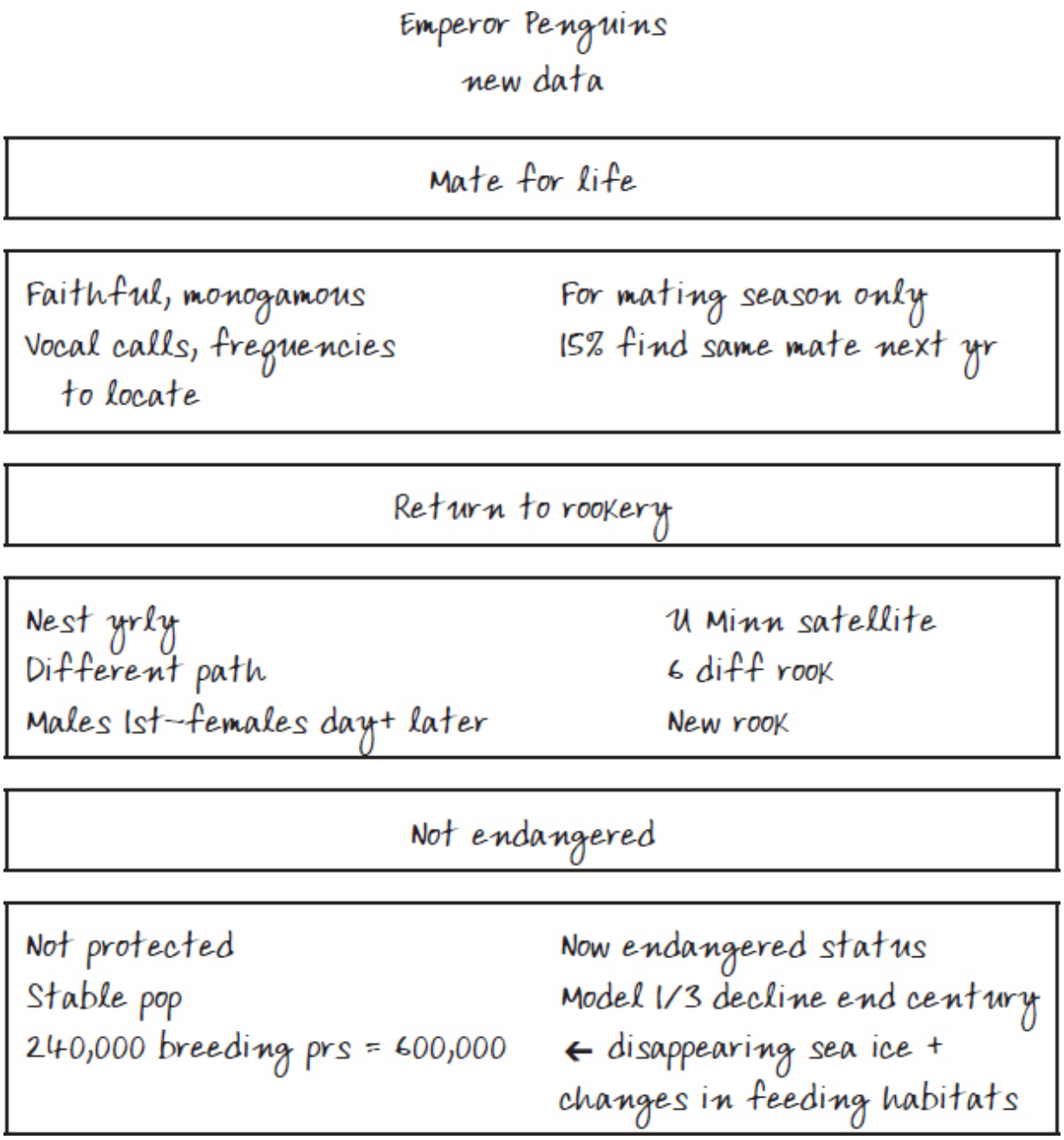
- ✔ The talk summarizes the lecture.
- ✔ All major points are included.
- ✔ Examples and details support the main idea.
- ✔ The speaker paraphrases the wording.
- ✔ The information is accurate.
- ✔ Different vocabulary words are used.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.

- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Response for Integrated Essay "Emperor Penguins"*

Many writers begin with a chart like those you practiced in Chapter 3. Only the essay will be scored.

### Chart




## Example Essay "Emperor Penguins"

Although all of the information in the reading was true at the time that it was written, new data have emerged that changes our understanding of emperor penguins. The lecturer mentions three behaviors that need to be reconsidered.

First, emperor penguins do not mate for life, as previously believed. New studies have revealed that they mate for the season and remain committed to their mate and their chick, but, if they do not find the same mate the next year, they will mate with another penguin. Although they use vocal calls to try locating their previous mate, statistically, only about 15 percent find the same mate the following season.

Second, emperor penguins do not return to the same rookery every year to mate. Scientists at the University of Minnesota found six instances in which the penguins mated at a different rookery and one instance in which a new rookery was founded in order to relocate a colony.

Third, although emperor penguins were not on the endangered list and their population was considered stable when the passage was published, a current model shows a 33 1/3 percent decline by the end of the century. Taking into consideration the disappearing sea ice and changes in their habitat, emperor penguins have now been included on the endangered species list.

## Checklist for Integrated Essay

- ✔ The essay answers the question.
- ✔ A topic sentence summarizes the main idea.
- ✔ An outline sentence previews the major points.
- ✔ Examples and details support the points.
- ✔ The information is accurate.
- ✔ Each lecture point is addressed.
- ✔ The writer paraphrases the wording.
- ✔ Different vocabulary words are used.
- ✔ The writer makes few mistakes in grammar.
- ✔ A variety of sentences are included.
- ✔ The essay is complete within the time limit.
- ✔ The essay is easy for someone to read.

## *Example Response for Academic Discussion: "Standardized Testing"*

I strongly agree with Joan’s opinion that it would be more helpful to include previous grades in school and the recommendations of teachers who know the student rather than relying on one score on one stressful test to determine academic ability. After all, a standardized test only provides a result based on a student’s performance on one day. I would also add that standardized tests don’t even attempt to evaluate problem solving or creativity, both of which contribute to success in school, not to mention the fact that the questions are not always typical of classroom experiences. Perhaps that is why these high stakes tests haven’t been very accurate predictors of future academic achievement.

# MODEL TEST 4: PROGRESS TEST

## READING

### *Reading 1 "Layers of Social Class"*

1. **C** In this passage, *form* is a synonym for "constitute."
2. **A** *Although it is not generally accepted* paraphrases "Despite social myths to the contrary." . . . *your family provides the best prediction of your future wealth* paraphrases ". . . the best predictor of future wealth is the family into which you are born."
3. **B** The author uses the example of the *Forbes 400* to support the statement that most wealthy people inherit their money. ". . . most [wealth] is inherited."
4. **B** In this passage, *expensive* is a synonym for "exclusive." Context comes from the previous reference to "high-priced."
5. **B** "The upper middle class . . . tend to be well-educated professionals or business executives." Choice A is not correct because the lower middle class is composed of workers in skilled trades. Choice C is not correct because the term *nouveau riche* refers to the upper class that has recently acquired money. Choice D is not correct because the upper class is typically a group that has inherited wealth.
6. **B** ". . . an open-class system leads many to think that the majority have a middle-class lifestyle . . . ." Choice A is not correct because they vary widely in lifestyle and in resources. Choice C is not correct because, although the status may be unclear, people do not have a problem defining themselves as middle class. Choice D is not correct because "norm" refers to *average*, not *normal*.

7. **C** "Also known as the working class, this class inclues blue-collar workers . . . and many service workers . . . ." Choice A is not correct because they are working in blue-collar and service jobs. Choice B is not correct because service workers and manual laborers are part of the lower middle class, not the lower class that work in minimum-wage jobs. Choice D is not correct because the working class is in the lower middle class, not the lower class.

8. **A** In this passage, mostly is a synonym for "primarily." Context comes from the root prime, which means "first."

9. **C** "The underclass includes those who are likely to be permanently unemployed . . . the underclass may become dependent on public assistance or illegal activities." Choices A and D may be true, but they are not mentioned in the passage. Choice B is not correct because the illegal activities cause the increase in crime, not the opposite.

10. **B, C, E** summarize the passage. Choice A is a minor point that supports the major point in Choice C. Choice D is a minor point that supports the major point in Choice E. Choice F is true, but it is not developed as a major point.

### *Reading 2 "Weather and Chaotic Systems"*

11. **B** In this passage, *specific* is a synonym for "particular."

12. **B** In this passage, *control* is a synonym for "govern."

13. **A** The author uses the example of the car to explain how conditions are used to make predictions. The prediction of the location of the car is compared with the prediction of the weather.

14. **D** "For tomorrow's weather, this slightly different initial condition will not change the weather prediction . . . But for next month's weather, the two predictions may not agree at all!" Choice A is not correct because the change in the initial conditions was minor. Choice B is not correct because it is not mentioned in the passage. Choice C is not correct because computer models are used to deal

with all the data for weather prediction on time scales shorter than a few weeks.

15. **B** Chronological order is a transitional device that connects the insert sentence in sequence within the text. ". . . tomorrow" should precede "next week" and "next month" should follow "next week."

16. **A** "This extreme sensitivity to initial conditions is sometimes called the *butterfly effect*." Choice B is not correct because the flap of a butterfly's wings is used to describe the sensitivity, not to predict conditions. Choice C is not correct because the rate of the wings is not mentioned. Choice D is not correct because the cause and result do not refer to different locations. They refer to changes over time.

17. **C** ". . . chaotic systems are described by nonlinear equations." Choice A is not correct because chaotic systems [like weather] "are not completely random." Choice B is true, but it is not the reason why weather is considered a chaotic system. Choice D is not correct because many chaotic systems are "predictably unpredictable."

18. **C** In this passage, *characteristics* is a synonym for "features." Context comes from the contrast with "details" later in the sentence.

19. **D** "Our understanding of chaotic systems is increasing at a tremendous rate, but much remains to be learned about them." Choice A is not correct because "many chaotic systems have a kind of underlying order." Choice B is not correct because "Our understanding of chaotic systems is increasing at a tremendous rate." Choice C is not correct because "details . . . remain unpredictable."

20. **D, F, C** summarize the passage. Choice A may be true, but it is not directly stated in the passage. Choice B is a minor point because it is an example. Choice E is a minor point because it is an example.

## *Reading 3 "Building with Arches"*

21. **D** In this passage, *essential* is a synonym for “inherent.”

22. **A** “. . . the arch is stable only when it is complete, when the topmost stone, the **keystone**, has been set in place.” Choice B is not correct because the historical background was provided at the beginning of the passage. Choice C is not correct because the virtues are pointed out before the keystone is mentioned. Choice D is not correct because the passage is about arches, and no alternatives are suggested.

23. **D** Choice A is mentioned in paragraph 2, sentence 4. Choice B is mentioned in paragraph 2, sentence 5. Choice C is mentioned in paragraph 2, sentence 5.

24. **D** In this passage, *practically* is a synonym for “virtually.”

25. **C** “This vault construction makes it possible to create large interior spaces.” Choices A, B, and D are true, but they are not advantages of the arch.

26. **A** “Earlier churches had used the old Roman forms of round arch and barrel vault so as to add height to their churches.” Choice B is not correct because wooden beams characterized buildings before the Romanesque style. Choice C is not correct because the Romanesque buildings added height. Choice D is not correct because the Romanesque style was many hundreds of years later.

27. **C** “. . . massive walls that they dared not weaken with light-admitting openings.” Choice A is not correct because the Gothic period, which followed the Romanesque, solved the problem with pointed arches that allowed for windows. Choice B is not correct because the author does not mention that windows were difficult to make. Choice D is not correct because the reference to reinforcement at the major points of intersection was characteristic of Gothic, not Romanesque, architecture.

28. **B** “The pointed arch . . . offers many advantages . . . and . . . the arch can be taller.” Choice A is not correct because such an arch [pointed] can be much taller than a barrel vault. Choice C is not correct because the nave added space but not height. Choice D is

not correct because windows were an additional advantage of pointed arch construction, but they did not extend the height.

29. **D** Vocabulary reference is a transitional device that connects the insert sentence with the previous sentence. The connection is the reference to “reinforced” in the first sentence and “These reinforcements” in the second sentence. Choices A, B, and C are not correct because there are no vocabulary references to connect them with the insert sentence.

30. Round Arch: **C, D, G, H** Pointed Arch: **A, E, I** Not used: **B, F**

## *Reading 4 “The Evolution of Birds”*

31. **B** . . . *birds did not fly immediately after they developed feathers* paraphrases “Feathers evolved before powered flight.”

32. **D** “. . . birds are toothless, an adaptation that trims the weight of the head . . .” Choice A is not correct because the organs are fewer, not lighter. Choice B is not correct because their muscles are large and powerful, not smaller. Choice C is not correct because the head is lighter, not heavier.

33. **D** In this passage, *rules* is a synonym for “principles.”

34. **C** Addition is a transitional device that connects the insert sentence with previous sentences. Several benefits of flight are explained before the insert sentence. The sentence after the insert expands on the benefit of migrating to avoid extreme climates.

35. **A** In this passage, *simple* is an antonym for “elaborate.” Context comes from the references to “complex” in the previous sentence.

36. **B** In this passage, *very important* describes “essential.” Context comes from the examples of alterations in the previous two paragraphs.

37. **B** “. . . unlike a present-day bird, it [*Archaeopteryx*] could not take off from a standing position.” It may be inferred that *Archaeopteryx* had to run or glide to lift off. Choice A is not correct because it had

a “long tail.” Choice C is not correct because it “retained ancestral characteristics such as teeth. . . .” Choice D is not correct because, although the *Archaeopteryx* was found in Germany, the habitat is not mentioned in the passage.

38. **B** Because three scenarios are discussed to explain how therapods developed flight, it must be concluded that scientists have proposed several different possibilities. Choices A, C, and D are alternative scenarios.

39. **D** Choice A is mentioned in paragraph 3, sentence 1. Choice B is mentioned in paragraph 5, sentence 1. Choice C is mentioned in paragraph 6, sentences 1 and 2.

40. **A, C, E** summarize the passage. Choice B is an example of major point C. Choice D is a minor point that refers to major point A. Choice F is an example of major point E.

# LISTENING

Track 60 **Model Test 4, Listening Section**

## PART ONE

### *Listening 1 "Professor's Office"*

**Audio Conversation**

Narrator: Listen to part of a conversation on campus between a student and a professor.

Q1

| | |
|---|---|
| Professor: | So what did you want to see me about, Ernie? |
| Student: | My grade. I'm not doing very well in this class. |
| Professor: | Well, that's not exactly true. You were doing very well until the last test. |
| Student: | I got a D. Professor Adams, I've never gotten a D in my life . . . before this, I mean. So that's why I'm here. I hope you can give me some advice. |
| Professor: | Well, from my class book, I see that your attendance is excellent. No absences, so that's not the problem. |
| Student: | No, I never miss class. I'm a serious student. I just don't know what happened on that test. |
| Professor: | Did you bring it? The test? |
| Student: | Yes, I did. Here it is. |
| Professor: | Okay. I think I remember this, but there were almost a hundred tests to grade, so let's have a look at it. |
| Student: | Thanks. |

___

Q2

Professor: Well, Ernie . . . let's see . . . Here it is. Yes, I *do* recall this test. You didn't finish it. You stopped after question 15. So you had 5 questions that were counted wrong because they . . . because you didn't complete the test.

Student: I know. I didn't watch the time, and I just couldn't believe it when you asked us to hand in the tests.

Professor: Yes, I see. But you did a good job on the questions that you *did* respond to.

Student: Professor Adams, maybe you won't believe me, but I know the answers to the questions that I . . . that . . . that . . .

Professor: The ones that you left blank at the end.

Student: Yeah. So now I need some advice about how to bring up my grade because a D is going to make a big difference.

Q3

Professor: This test counts 25 percent so . . . you're right. It will bring it down at least a letter.

Student: I know.

Professor: Okay then. The first thing is to learn something from this. You have to find a way to pace yourself through tests or you're going to have this problem again.

Student: I know, and believe me, I learned that already.

Professor: Okay. That's good. Now, uh, what about the grade for this class?

Q4

Student: I was hoping you might give me a chance to . . . to maybe do an extra credit assignment.

Professor: Hummm. I don't know about that.

Student: Oh.

Professor: But here's what we *can* do. If you want to finish the test right now, and your answers are satisfactory, then I'll add some points to your grade.

Student: You will? I know the answers. Really I . . .

Q5

Professor: . . . I can't give you full credit for your answers. That wouldn't be fair to the other students, but I can add some points, and that should help you somewhat.

Student: Wow. This is great.

Professor: Okay. Just take your test over there and finish it. You had about an hour to complete 20 questions, so, . . . that would be 15 minutes to finish the 5 questions you left blank. And Ernie . . . pace yourself.

Student: I will! Thanks. Thanks a lot.

**Audio** 1. Why does the man go to see his professor?

**Answer** **D** To ask the professor how to bring up his grade

**Audio** 2. Why did Ernie get a low grade on the last test?

**Answer** **C** He did not have time to finish it.

**Audio** 3. What do we know about the test?

**Answer** **B** It was worth 25 percent of the final grade.

**Audio** 4. Listen again to part of the conversation and then answer the following question.

**Replay** "I was hoping you might give me a chance to . . . to maybe do an extra credit assignment."

"Hummm. I don't know about that."

Why does the professor say this:

**Audio Replay** "Hummm. I don't know about that."

**Answer** **D** Her tone indicates that she does not want to do what the man suggests. "I don't know about that" is an indirect way to say no.

**Audio** 5. What can be inferred about the professor?

**Answer** **A** She tries to be fair to all of her students.

## *Listening 2 "Anthropology Class"*

### Audio Lecture

Narrator: Listen to part of a lecture in an anthropology class. The professor is discussing agriculture.

Professor:

Q6

Q10

Let's just pick up where we left off last week. Okay, as you'll recall, earlier theories about the development of agriculture tended to view it as a progressive event, or even as a catalyst for everything from art to industry, but I'm going to share a rather different view with you. From a revisionist perspective, the development of agriculture about 10,000 years ago *didn't* improve the lives of early farmers. On the contrary, when hunter-gatherers abandoned the age-old method of foraging for food and began to cultivate crops, they put their health at risk. Now I know it's just the opposite of . . . it's quite a different viewpoint let's say, so . . . why would this be . . . why would their health decline when agriculture provided people with an efficient way to get more food for less work?

Q11

Clearly, cultivated fields yield more food per acre than uncultivated land with undomesticated patches of berries and nuts. Well, first let's consider the conditions that are necessary for agriculture to flourish. In order to have enough labor to plant, tend, and harvest crops, a larger number of people must, well, . . . they have to cooperate. That means that the density of the population must increase in the area surrounding the cultivated farms. And, as we know, crowding contributes to the transmission of infectious diseases. So when hunter-gatherers were wandering in small bands, the likelihood of an epidemic was slight, but after the agricultural revolution, tuberculosis . . . and diseases of the intestinal tract . . . these began to reach epidemic

proportions in the crowded agricultural communities. And, in addition, because the population was no longer mobile and . . . and relied on trade to inject variety into the lives and diets of the farmers, that meant that disease was also transmitted through the exchange of goods.

Q11

Now, the revisionists also argue that the content of the diet for early farmers was inferior to that of the hunter-gatherers. You'll recall that hunter-gatherers enjoyed a variety of foods selected from wild plants and game, and in studies of modern tribes that have continued the tradition of hunting and gathering food, it appears that those . . . the hunters and gatherers . . . they have a better balance of nutrients and even more protein than tribes that have adopted agricultural lifestyles. Today, three grain crops . . . wheat, corn, and rice . . . these account for the bulk of calories consumed by farming societies. So, consider the implications. Extrapolating from this and from evidence that early farmers raised only one or two crops, we can conclude that a disproportionate amount of carbohydrates formed the basis of their diets.

Q7

Now another interesting series of studies involve the skeletal remains of hunter-gatherers as compared with their agricultural relatives. And one such study from Greece and Turkey . . . it indicates that the average height of hunter-gatherers at the end of the Ice Age was . . . let me check my notes . . . yes, it was $5'9''$ for men and $5'5''$ for women. And their bones were strong, healthy, and athletic. But, after the agricultural revolution, skeletal remains revealed that height had diminished to a shocking $5'3''$ for men and $5'$ for women. And evidence from bone samples suggests that they suffered from diseases caused by malnutrition, like anemia. And this is interesting. Further studies from paleontologists at the University of Massachusetts project life expectancies for hunter-gatherers at about twenty-six years, but post agricultural life expectancies were less than twenty years. Let me just read you something from one of the studies by George Armelagos, and I quote, "episodes of nutritional stress and infectious disease were seriously affecting their ability to survive." And he's referring to early farmers here.

Q8

Q11

Q9

So, let’s see where we are. Oh, yes. Consider that hunter-gatherers had the advantage of mobility. So if food wasn’t plentiful, they broke camp and moved on in search of an area with a larger food supply. And, if one type of food were in short supply, for example . . . well, berries, then they wouldn’t eat berries but there would probably be a good supply of another type of food, like nuts. Or hunting might compensate for a bad year for plant foods. But farmers were very vulnerable to crop failures. Remember, most early farmers cultivated only one or two crops. If there was a drought and the grain harvest failed, they didn’t have other resources, and that’s why they were subject to malnutrition or even starvation. So, as you see, revisionists have made a rather convincing case. To sum it up, according to the revisionists, the development of agriculture put the health of early farmers at risk.

| | | |
|---|---|---|
| **Audio** | 6. | Which of the following is the main topic of the lecture? |
| **Answer** | **D** | The negative effects of agriculture on early farmers |
| **Audio** | 7. | What are two key characteristics of hunter-gatherers mentioned in the lecture? |
| **Answer** | **A** | They were taller than farmers. |
| | **C** | They lived longer than farmers. |
| **Audio** | 8. | Listen again to part of the lecture and then answer the following question. |
| **Replay** | | “So, let’s see where we are. Oh, yes. Consider that hunter-gatherers had the advantage of mobility.” |
| **Audio** | | Why does the professor say this: |
| **Replay** | | “Oh, yes.” |
| **Answer** | **B** | To indicate that another point will be made. Professors may use the phrase |

"Oh, yes" when it is something that they have just remembered to add.

**Audio** 9. How does the professor organize his lecture?
**Answer** **B** He makes an argument for the revisionist point of view.

**Audio** 10. Which of the following statements best summarizes the position of the revisionists?
**Answer** **C** Agriculture contributed to the health risks for early farmers.

**Audio** 11. In the lecture, the professor describes the relationship between health and agriculture. Indicate whether each of the following is true or false. Click in the correct box for each phrase.

**Answer**

| | Yes | No |
|---|---|---|
| A Epidemics were spread by crowded towns and trade. | ✔ | |
| B Crop failures threatened the entire population. | ✔ | |
| C Wars with invading hunter-gatherers devastated them. | | ✔ |
| D Unbalanced diets contributed to malnutrition. | ✔ | |
| E Hard labor damaged their bones. | | ✔ |

## *Listening 3 "Business Class"*

### Audio Discussion

Narrator: Listen to part of a discussion in a business class.

Professor:

Q12

In your textbook, the author states that “companies sell products but companies market brands.” And several of you have asked me about that distinction . . . between selling products and marketing brands. . . . So I thought we ought to take some time to talk about it in class. Okay then, let me give you an example. Suppose that we have a company, and the product is chicken. Then it’s easy to understand they we’re selling chicken. Maybe we’re even selling a special preparation of chicken—barbequed chicken—and maybe we include lemonade and a hot roll free with our barbequed chicken. We may even have the best service. But, we’re still selling chicken, even though it’s a special preparation and even though we’ve provided an attractive package with free additional products and good service. All of that is still selling.

But what’s marketing then? Well, when we market a product, we have to create meaning that attaches itself to the product . . . something that makes the product more unique and more desirable than other similar products. Maybe this chicken was a family recipe that was handed down from Aunt Ruby. So this isn’t just chicken. It’s Aunt Ruby’s recipe. And eating it is special because she doesn’t give the recipe to anyone but family, and being in the restaurant is just like being in Aunt Ruby’s kitchen. How you interpret the *experience* is just as important as how you view the product. See what I mean?

Susan:
Yeah. So marketing is why the commercials on television are so hard to understand sometimes. Honestly, sometimes I don’t know what they’re trying to sell because the commercials—they almost always represent the product as something else—success, sex, youth. So when a car is marketed, for example, it’s shown in a situation with a lot of successful people in an upscale neighborhood, or the man who buys the car gets the woman, or the woman who buys the car is young and beautiful, and desirable while she’s driving it. You know.

Professor:

Q13

Excellent point, Susan. I couldn't have said it better. Because marketing is what attaches that meaning to the product. Something that is important to the consumer. You may not be able to buy youth, but you can buy products, and the message is that these products will get you what you really want. . . . Okay, so marketing is selling an image or a benefit . . . something that's really attractive and larger than the product itself, and by attaching it to the product, we can give that larger meaning to what we want to sell. Go back to the car commercial for a minute. We want to sell cars, but we market them by selling something bigger first, maybe success, and by association, we sell the cars.

John:
I get that part. It's pretty clear. But I'm still trying to figure out the difference between marketing and branding.

Professor:

Q14

Okay. Let's talk about that for a minute. Branding is similar to marketing because the customer *perceives* the product as being valuable. But branding is more about the customer than it is about the product. It's the personality of the product that people relate to. Think Allstate Insurance, and you'll probably come up with "You're in good hands," and their competitor, State Farm, will remind you, "Like a good neighbor, State Farm is there." This is an emotional relationship that customers have with the personality of the product. Rob Frankel is probably one of the most widely respected business consultants in the area of product branding. In his book, *The Revenge of Brand X*, he says, "business is about relationships, not about transactions." That's not an exact quote, but it's close. And he's so right on. Branding isn't about the product or even about the customer service. It's about the customer's perception of the product and the relationship with the personality of the product. And that's how branding works.

John:
So it's not just a logo.

Professor:

Q15

No. It's not a logo, it's not a name, although name recognition or the familiarity of a logo is helpful. It's not a commercial or even a string of commercials in a marketing plan. It's more about loyalty and confidence and all of the things that make a relationship good. Customers have to do more than recognize the brand. They have to be motivated to buy it . . . and continue to buy it, over time.

Susan:
But in the book—I think I remember this—in the book didn't it mention that a company has to have a marketing message to build a brand?

Professor:
Absolutely. It's a telegraphic message—it can't be very long, and it has to be easy to understand, and it has to be a consistent message. I mean that to effectively build a brand and, more importantly, brand loyalty, you have to repeat that message over and over. Say it loud enough and long enough and it starts to sound right, and it starts to echo in your customers' heads when they think about making a purchase.

Q16

So what's the result we're going for? It's when the customer will wait until the store gets more of it instead of buying a different brand, or if the price goes up, the customer will pay extra instead of buying a cheaper brand. And this is brand loyalty, which is especially important in an industry when there isn't very much difference in the competing products. Can you think of an example . . . of a product that is more or less the same across brands?

Susan:
That's easy—laundry detergent. There really isn't very much difference from one brand to another.

Professor:
Right. But people tend to buy the same one every time.

Susan:
So that's brand loyalty, and that happens because of the marketing message.

Professor:
And the relationship with the personality of the brand. Okay then. How do we give our products a personality so we can develop a relationship with customers?

John:
Well, Aunt Ruby is someone who we can relate to when we think about chicken.

Professor:
Right . . .

John:
Or . . . I'm kind of thinking about celebrities. It seems like more and more commercials feature them. Especially sports celebrities.

Professor:

Q17

Thanks for mentioning that, John. Celebrity spokespersons are an easy option if a company wants to give a personality to a product. When kids think about Nike shoes, do they want a relationship with a shoe, with Nike, or with the basketball player? With Michael Jordan? It's pretty obvious that Air Jordan shoes are all about the basketball player. And that's taking branding to its logical conclusion—when customers have a relationship with a product and are loyal to the brand.

| | | |
|---|---|---|
| **Audio** | 12. | What is the discussion mainly about? |
| **Answer** | **B** | Marketing brand-name products |
| **Audio** | 13. | Listen again to part of the discussion and then answer the following question. |
| **Replay** | | "Go back to the car commercial for a minute. We want to |

sell cars, but we market them by selling something bigger first, and by association, we sell the cars."

**Audio** Why does the professor say this:

**Replay** "Go back to the car commercial for a minute."

**Answer D** To relate new information to a previous example. Professors often ask students to "go back to" something that was previously mentioned when it is relevant to the point they are currently discussing.

**Audio** 14. According to the professor, why do consumers develop brand loyalty?

**Answer A** They have a relationship with the personality that the product projects.

**Audio** 15. How does the professor emphasize his point about branding?

**Answer B** He defines it by contrasting it with related concepts. He explains what branding is *not* in order to clarify what branding *is*.

**Audio** 16. Why does Susan mention laundry detergent?

**Answer D** To clarify the concept of brand loyalty

**Audio** 17. According to the discussion, what would be a good way to sell a product?

**Answer B** Hire a celebrity that customers like and relate to

## PART TWO

### *Listening 4 "Professor's Office"*

**Audio Conversation**

Narrator: Listen to a conversation between a professor and a

student.

Student: Thanks for seeing me, Professor Watson. I was absent for the first session because I was trying to get into the class so I thought I'd touch base with you before the second session tomorrow.

Professor: Well, you didn't miss much. We went over the syllabus, but that's about all.

Q18

Student: Right. And the syllabus is pretty straightforward, uh, except I had a few questions about the group project. I've had group projects before in other classes, and I haven't done as well as I usually do on a project that I take responsibility for on my own.

Professor: So . . . are you asking me to change the requirement?

Q19

Student: Oh, no. Not at all. I just want to understand how you want us to do it . . . just what I missed out on when you explained it last week. It's worth 25 percent of the grade, so . . .

Q20

Professor: Okay. Well, first off, it's my policy to give both a group grade and an individual grade for the project because I want you to work together as a team, but I also want to reward you for any leadership skills that you show for the group.

Student: So, do you choose the groups or what?

Professor: Actually, I used to assign students to groups because, since you are all freshmen, I thought you probably wouldn't know each other very well yet, and I thought that would be helpful, but after many years, I've changed my mind. So you need to know how to choose a team. When we meet tomorrow, I'm going to dismiss class

about fifteen minutes early so that you can use that time to find out a little about each other.

Student: Okay.

Q21

Professor: Probably the most important criteria for putting together a team will be scheduling times to meet and work together, so you may want to ask whether your fellow students have jobs in the evening, when they are on campus for classes, and what responsibilities they have right before and after our class. Since you'll all be in the same place every Thursday at ten, scheduling before or after class could be easier. Sometimes that works well.

Student: That's a great idea. I was wondering how to, you know, get everyone together.

Q21

Professor: Or, some of my students have used email, Facebook groups, and Skype. Whatever you do, I recommend that you create a Gmail account and use Google documents because then all of your group members can work on the same document simultaneously and that may keep the meetings down to a minimum for you.

Student: That's good. I'll do that for my group. Anything else I should know?

Professor: Well, another important consideration is identifying strengths and preferences for working on the project. Some people enjoy doing the research but really don't like to create the PowerPoint slides or the handouts. Some people love to be up front presenting, while that's a terrifying experience for other people.

Student: Makes sense. That should probably happen at the first meeting.

Professor: Right. And one other thing . . . it really helps to do a rehearsal of the presentation a few days before you do it in class. It not only helps the presenter, but also shows

you whether there are any issues to resolve in the PowerPoint or on the handout.

Student: Okay then. I really appreciate your taking the time to explain everything. I'm sorry you had to repeat it for me.

Q22

Professor: No problem. I'm glad you were able to get in the class.

**Audio** 18. Why does the student go to see her professor?
**Answer** **B** She has questions about the project.

**Audio** 19. Listen again to part of the conversation and then answer the following question.
**Replay** "I just want to understand how you want us to do it . . . just what I missed out on when you explained it last week. It's worth 25 percent of the grade, so . . ."
**Audio** Why does the student say this:
**Replay** "It's worth 25 percent of the grade, so . . ."
**Answer** **A** She thinks the requirement is important.

**Audio** 20. How will the professor grade the project?
**Answer** **B** He will give each student an individual grade and a group grade.

**Audio** 21. What advice does the professor provide about group work?
**Answer** **B** Find people with similar schedules
**C** Use Google documents

**Audio** 22. What is the professor's attitude toward the student?
**Answer** **A** He does not mind explaining the requirements.

## *Listening 5 "Biology Class"*

**Audio Lecture**

Narrator: Listen to part of a lecture in a biology class. The professor is discussing blood types.

Professor:

Q23

Before we begin our discussion of blood types, let's review what we know about blood. According to the textbooks, about half of the volume of blood is made up of blood cells that begin as stem cells in bone marrow. And these stem cells can develop into any of the other kinds of cells found in blood, including red cells, white cells, and platelets. So . . . some stem cells become white cells or leukocytes and these are essential to the immune system. And when bacteria or germs invade the body, some of the white cells form antibodies to resist the infection directly while other white cells begin to work on the chemistry of the foreign substance itself . . . to fight the infection. Now, compared with red blood cells, there are relatively few white blood cells . . . only about one for every seven hundred red cells. And the smallest of the blood cells are called platelets, but what they don't have in size they make up for in numbers. Well, most of us have about two trillion of them and they work to help the blood to clot and . . . , uh, repair holes in the walls of blood vessels. But we need a way to transport the blood, right? Plasma is the liquid substance in blood that transports most of the chemicals . . . vitamins, minerals, hormones, and enzymes.

Q23

But most stem cells become red blood cells, or erythocytes. They're the most numerous. As I mentioned before, there are about seven hundred to every one white blood cell. So the red cells give blood the color red, and they're important for what we call blood typing. And blood typing is what I want to get going on today.

Now, blood types are a classification of red blood cells according to the presence of specific substances . . . antigenic proteins and carbohydrates . . . and you can see them under the microscope on the surface of the cells. The four blood types are identified by letters . . . A, B, AB, and O. Blood type A contains red blood cells with the antigen A. Blood type B contains red

blood cells with the antigen B. The AB blood type contains both antigens, and the O blood type contains no antigens, but the individual with this type can form antibodies containing either A or B antigens.

Student 1:

Q24

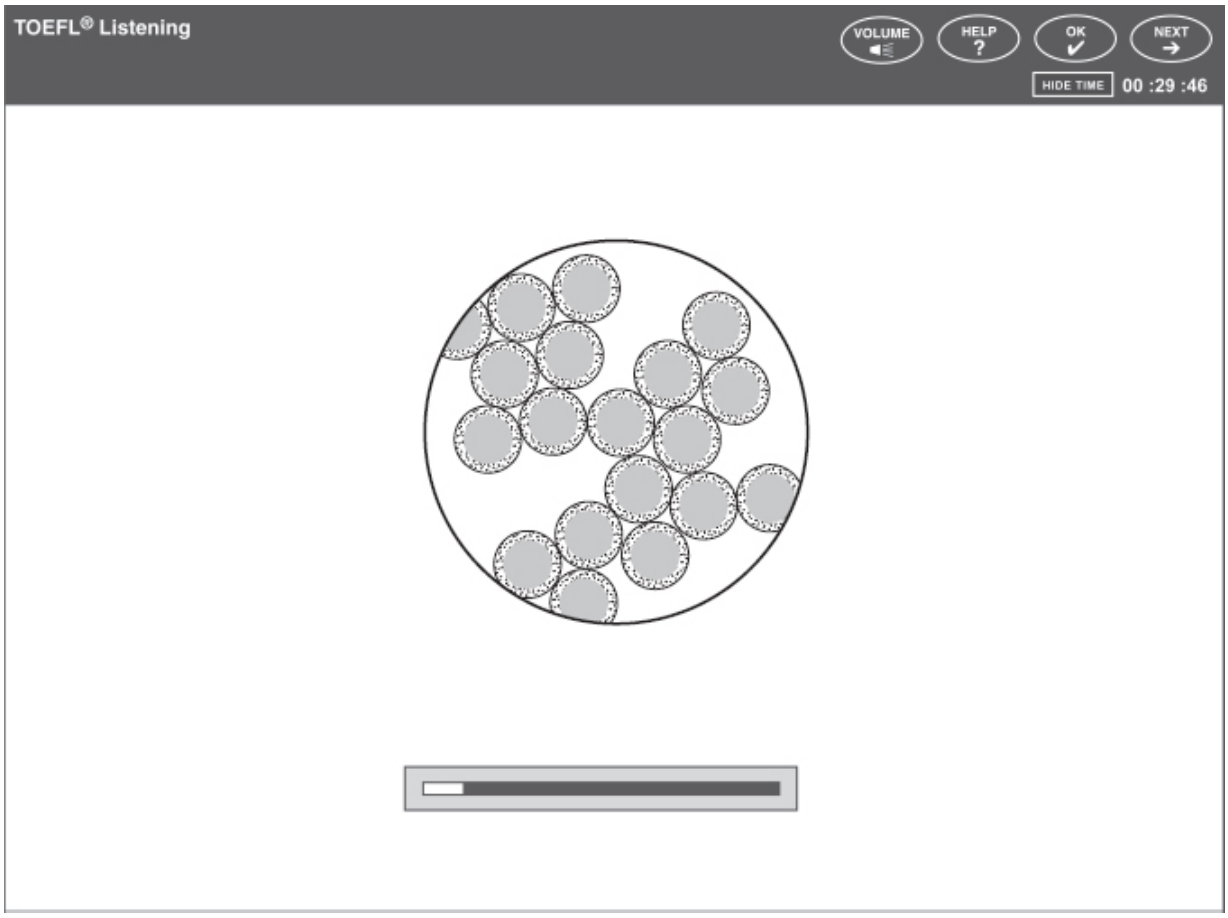
Excuse me. Is that why the O blood type is considered a universal blood type? Because it can form antibodies with either A or B antigens?

Professor:

Q25

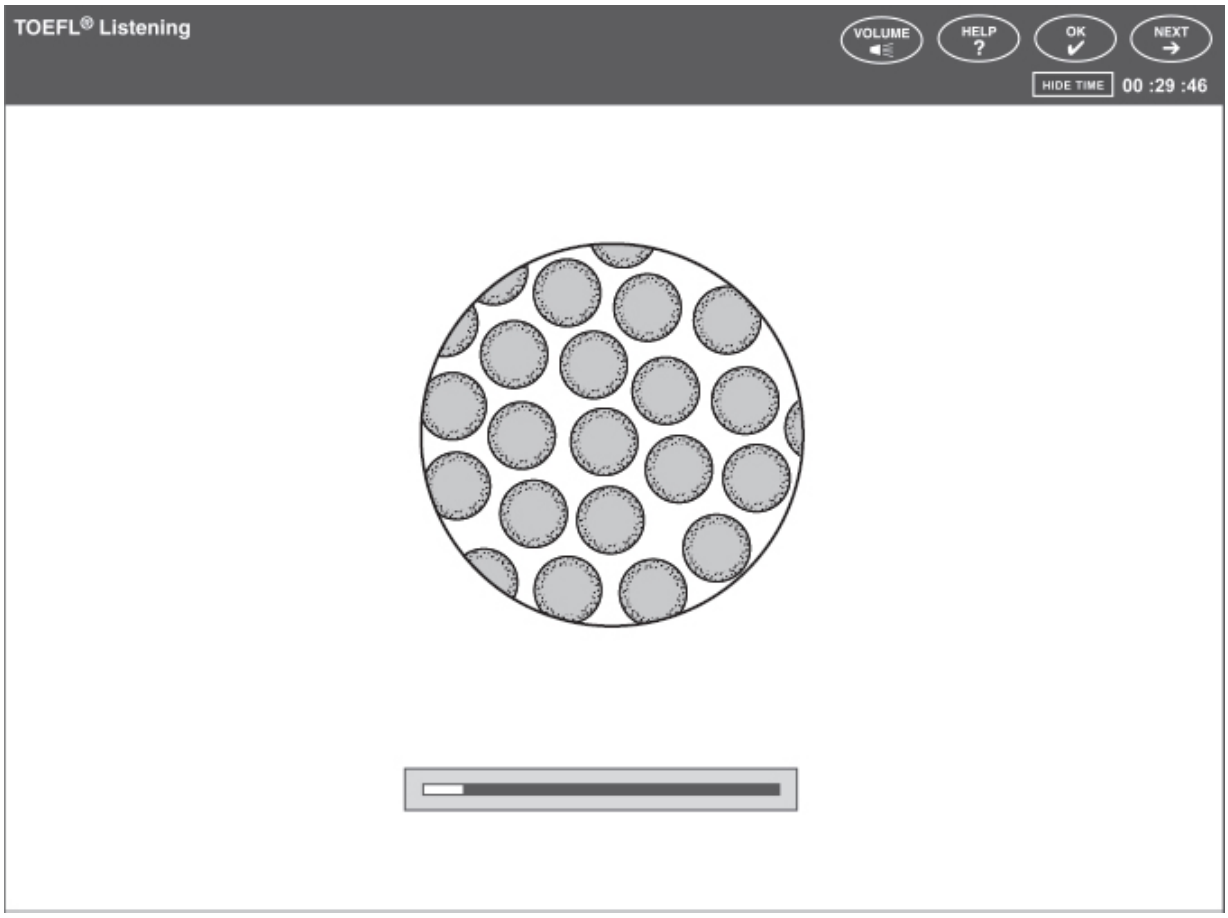
Right you are. But, in typing the blood, the antigens are really much more complex than this explanation might suggest. There are at least 300 different antigens. In fact, there are so many potential combinations that an individual's blood type is almost as unique as a fingerprint. But anyway, these basic types are used for determining compatibilities for blood transfusions. Before a transfusion is approved, hospitals always perform a procedure called a cross match, which involves taking a sample of the donor's red blood cells and mixing them with a sample of the patient's plasma. You see, in almost every individual, the plasma contains antibodies that will react to antigens that aren't found on their own red blood cells. So, during a transfusion, antibodies in the patient's plasma can bind to antigens on the donor's red blood cells when the donor's blood isn't similar to that of the patient. Well, many minor reactions can occur like fever or chills, but some reactions are so severe that they lead to a . . . a spontaneous destruction of the red blood cells from the donor and that can result in shock or even death. So you can understand why blood typing is so important. Cross matching lowers the risk of a serious reaction.

Okay. In cross matching, we take red cells from one person and plasma from the other person, and we watch to see whether there's a negative response. Take a look at this diagram. It's on page 112 in your textbook. Here's what you would be looking at with a reaction caused by incompatible blood. See how the cells clump together?




Q26

The reason that this is happening is because there's a chemical reaction between the protein molecules in the red cells of one person and the plasma of the other. Now look at this slide. This diagram is on the next page in your text, and this shows a compatible match with no clumping.




See how the cells are evenly spaced?

Well, of course, doctors prefer to use the same type as that of the patient, but compromises have to be made in emergencies. Type A patients can't receive type B blood, and type B patients can't receive type A blood, but back to your question; since an O donor has blood that's compatible with both A and B antigens, it's the ideal, or as you said, the universal donor. In an emergency, type O blood can be used for patients of all blood types. And fortunately, worldwide, type O is the most common, followed by type A. Relatively few people have type B blood, and the fewest have type AB.

Q27

Student 2: Professor Stephens, can you tell us anything about artificial blood?

Professor:

Q28

Well, actually, scientists have developed artificial blood that's been used successfully in blood transfusions with human patients. It's a white fluid, chemically similar to Teflon, the material that coats cookware and prevents material from adhering to it. The fluid can be used as a match with all blood types, and, so, the cross matching step in transfusions . . . that can be eliminated. So far, artificial blood has done a good job of replacing the red cells by carrying oxygen through the body and eliminating carbon dioxide, but there are no white cells present, no antibodies, no platelets. So, it doesn't clot, and it doesn't remain in the body very long. Still, continuing research along these lines should probably be encouraged. Um, even with cross matching and other precautions, transfusions with human blood involve risks.

| | | |
|---|---|---|
| **Audio** | 23. | What aspect of blood does the professor mainly discuss? |
| **Answer** | **D** | A discussion of blood typing |
| | | |
| **Audio** | 24. | Listen again to part of the lecture and then answer the following question. |
| **Replay** | | "Excuse me. Is that why the O blood type is considered a universal blood type? Because it can form antibodies with either A or B antigens?"<br>"Right you are." |
| **Audio** | | Why does the student say this: |
| **Replay** | | "Excuse me." |
| **Answer** | **B** | She is interrupting politely to ask a question. |
| | | |
| **Audio** | 25. | Why does the professor mention fingerprints? |
| **Answer** | **A** | To demonstrate that blood types are different for individuals |
| | | |
| **Audio** | 26. | In cross matching, how does a compatible match appear under the microscope? |
| **Answer** | **A** | All of the cells are at an equal distance from each other. |

| | | |
|---|---|---|
| **Audio** | 27. | Why does the professor mention artificial blood? |
| **Answer** | **B** | She is answering a question. |
| | | |
| **Audio** | 28. | Listen again to part of the lecture and then answer the following question. |
| **Replay** | | "Still, continuing research along these lines should probably be encouraged. Um, even with cross matching and other precautions, transfusions with human blood involve risks." |
| **Audio** | | What does the professor imply when she says this: |
| **Replay** | | "Still, continuing research along these lines should probably be encouraged." |
| **Answer** | **D** | She agrees that research should continue in spite of problems. |

# SPEAKING

Track 61 **Model Test 4, Speaking Section**

## *Independent Speaking Question 1 "Schools"*

Narrator 2: Number 1. Listen for a question that asks your opinion about a familiar topic. After you hear the question, you have 15 seconds to prepare and 45 seconds to record your answer.

Narrator 1: Agree or disagree with the following statement:

A coeducational school is a better environment than a school that provides education for men only or women only. Use specific reasons and examples to support your opinion.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 15 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 45 seconds]

Beep

## *Integrated Speaking Question 2 "English Requirements"*

Narrator 2: Number 2. Read a short passage and listen to a talk on the same topic. Then listen for a question about them. After you hear the question, you have 30 seconds to prepare and 60 seconds to record your answer.

Narrator 1: A meeting is planned to explain the proposal for a change in the English language requirements for Community College. Read the notice in the college newspaper [printed on page 573]. You have 50 seconds to complete it. Please begin reading now.

[Reading Time: 50 seconds]

Narrator 1: Now Listen to a conversation between a man and a women after the meeting.

| | |
|---|---|
| Woman: | I think that this is a good policy because sometimes international students don't do well on an English test but they're still good students in their major field. So, they can probably succeed with a lower score on the TOEFL. |
| Man: | I can relate to that. I don't do that well on standardized tests either. |
| Woman: | Right. And besides that, um, it's a good idea to begin with one credit class instead of a full course load. I mean, studying part time while finishing the language classes will provide more of a . . . a transition into regular courses. |
| Man: | That makes sense. |
| Woman: | Also, after several semesters in the English Language Institute, most international students become impatient . . . and this opportunity . . . to begin regular classes . . . it would increase their motivation toward the end of their language program. |
| Man: | Well, you seem to know a lot about this. I totally get what you're saying. |

Narrator 1: The student expresses her opinion of the policy for international students. Report her opinion and explain the reasons that she gives for

having that opinion.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 30 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

## *Integrated Speaking Question 3 "Myths and Legends"*

Narrator 2: Number 3. Read a short passage and then listen to part of a lecture on the same topic. Then listen for a question about them. After you hear the question, you have 30 seconds to prepare and 60 seconds to record your answer.

Narrator 1: Now read the passage about myths and legends [printed on page 574]. You have 45 seconds to complete it. Please begin reading now.

[Reading Time: 45 seconds]

Narrator 1: Now listen to part of a lecture in an anthropology class. The professor is talking about the legend of Paul Bunyan.

Professor:
Paul Bunyan is one of the more popular characters in American legends. A hero among the lumberjacks of the American Northwest, Paul Bunyan had the size, strength, and the frontier spirit of the North American continent that embraced the stories about him. According to legend, Paul Bunyan was a giant of a man who ate forty bowls of porridge for breakfast and used

wagon wheels for the buttons on his shirts. His feet were so large that, while he was walking west across Minnesota, his footprints created 10,000 lakes. He's also attributed with the creation of the Grand Canyon, Puget Sound, and the Black Hills. Some of my colleagues who specialize in folklore believe that the legend has a French-Canadian origin; however, they agree with me that the whole idea of the giant fits in well with the expansion of the frontier in both Canada and the United States. The legend was retold and embellished in the logging camps of Michigan, Wisconsin, and Minnesota. Some of the earliest publications are found in the *Detroit News-Tribune* in 1910.

Narrator 1: Explain how the example of Paul Bunyan illustrates the definition of a *legend*.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 30 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

## *Integrated Speaking Question 4 "Urban Wildlife"*

Narrator 2: Number 4. Listen to part of a lecture. Then listen for a question about it. After you hear the question, you have 20 seconds to prepare and 60 seconds to record your answer.

Narrator 1: Now listen to part of a lecture in a biology class. The professor is discussing the types of habitats for wildlife found in cities.

Professor:
Although cities have not generally been associated with wildlife, there are many species that have become so much a part of the urban landscape that they are, for the most part, unnoticed neighbors. For example, in New York's Central Park, almost 300 species of birds have been identified. Urban parks certainly provide some of the world's safest and, in many ways, best wildlife habitats, and as the natural habitats shrink, well, these urban parks will become more and more important to the conservation of wildlife, including not only birds . . . but also freshwater animals, and even small mammals. So, as you see, man-made areas are one important type of habitat in cities. But artificial structures in the urban landscape . . . these can also provide a home for animals that adapt to life in the city. For instance, chimney swifts are birds that originally lived in hollow trees, but now chimney swifts are commonly found in the long brick chimneys in factories or other vertical shafts in tall buildings. Think about it. A city has more chimneys than there are hollow trees in a forest of equal area. Consequently, these birds flock to the city. Another case of adaptation is the urban drainage system, which is usually made up of concrete ditches, and they naturally attract stream and marsh animals. Again, to use New York City as an example, probably 250 species of fish are found in the harbor, many of which make their way into the pools and ponds and ditches in the New York drainage system. In Boston, the Back Bay was actually designed to create habitats and attract marshland wildlife to the city.

Narrator 1: Using the main points and examples from the lecture, describe the two general types of habitats for wildlife found in urban areas.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 20 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

# WRITING

Track 62 **Model Test 4, Writing Section**

## *Integrated Essay "Sales Principles"*

First, read the passage [printed on page 577] and take notes.

Narrator: Now listen to a lecture on the same topic as the passage that you have just read.

Professor:
The reading lists three traditional sales principles, and almost everyone who takes even an introductory business course will be familiar with them, but recent research by Neil Rackham and mutually sponsored by several Fortune 500 companies, well, they have called all three into question.

First, let's look at the principle that, to get more orders, you should make more calls. According to Rackham's findings, a high volume of calls *does* correlate with sales for items that cost *less*, but it doesn't prove true for *expensive* items. In fact, the opposite is true. Rackham attributes this difference to the preparation that's required for a call. A reduction in preparation in order to increase the number of calls may make the salesperson sound less informed, and that could influence the sale of an item that requires a bigger decision, as when the company is asked to make a *large* expenditure.

Second, it *does* seem logical to call people who hold higher positions in the organization for the reasons that the reading suggests. Still, the research results reveal the same level of success for an even distribution of calls across the levels of the organizations contacted. And for salespersons who call very high-level executives, the questions that they are obliged to

answer are more specific and require a better understanding of the company than many salespersons are prepared to demonstrate . . . a situation that relates back to the issue of preparation time.

Third, contrary to traditional guidelines, the salespersons who put their effort into conversations early on in the sales . . . they report that those sales close easily, without pressure or imposed deadlines. Making sure that the customer’s concerns are addressed, summarizing the benefits, and proposing a next step is enough to encourage the customer to close the sale without deadlines or additional incentives.

# EXAMPLE ANSWERS AND CHECKLISTS FOR SPEAKING AND WRITING

Track 63 **Model Test 4**

### *Example Answer for Independent Speaking Question 1 "Schools"*

I agree that a coeducational school is a better environment for both men and women because it's more representative of the world that they'll live in after school. In modern society, men and women will compete for opportunities so it's good practice to compete in classes. And men and women need to learn how to interact socially, and a coeducational school provides activities where they can associate with each other in a somewhat supervised environment. So, I think if men and women are separated throughout their school life, it might be harder for them to work together and develop social relationships after they finish school.

## Checklist 1

- ✔ The talk answers the question.
- ✔ The speaker states an opinion clearly.
- ✔ Reasons for the opinion are explained.
- ✔ The speaker uses different vocabulary words.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Answer for Integrated Speaking Question 2 "English Requirements"*

The college is considering a change in the TOEFL requirement. It would allow international students who score five points below the cut-off score of 80 to take a credit class while they're finishing their English courses in the English Language Institute. Um, the student thinks that the new policy is a good idea because some students have problems taking a test, but they still have the capacity to succeed in their credit classes. And students who qualify will have an academic advisor, so they'll be more likely to take a class they can handle. So she also suggests that a part-time schedule would give students a smoother transition into a full-time academic schedule and, it would motivate students who who're getting tired of studying English.

## Checklist 2

- ✔ The speaker briefly summarizes the reading.
- ✔ The speaker states the opinion in the listening.
- ✔ Reasons for the opinion are explained.
- ✔ The speaker uses different vocabulary words.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Answer for Integrated Speaking Question 3 "Myths and Legends"*

Myths are stories from ancient times that offer an explanation for why things happened and often have their origin in religion, but legends are stories about heroes who really lived and represent examples of the best values of their culture. So, Paul Bunyan would be a legend because there was probably a big lumberjack, and the stories about him got more and more exaggerated until he was a giant who used wagon wheels for buttons on his shirt and could create lakes with his footprints. The professor says

that this legend was appropriate for Canada and the United States during the Westward expansion because the territories were so vast, a hero would need to be a *giant* to represent the best values of such a time and place.

## Checklist 3

- ✔ The speaker summarizes the concept in the reading.
- ✔ The example in the lecture is related to the concept.
- ✔ The speaker paraphrases the wording.
- ✔ The information is accurate.
- ✔ The speaker uses different vocabulary words.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Answer for Integrated Speaking Question 4 "Urban Wildlife"*

Both man-made areas and artificial structures become habitats for wildlife in cities. One example is Central Park in New York, which has become a safe haven for hundreds of species of birds, small mammals, and even freshwater animals that live in the streams and lakes. Back Bay in Boston is a marshland environment that was developed to provide habitats for wildlife. Um, artificial structures allow wildlife to adapt by using a space that has similar advantages to those of a natural habitat. For example, the chimney swift is a small bird that makes its home in hollow trees, but it has adapted by nesting in chimneys, and the fish that live in natural harbors often swim into ditches that connect to urban drainage systems.

## Checklist 4

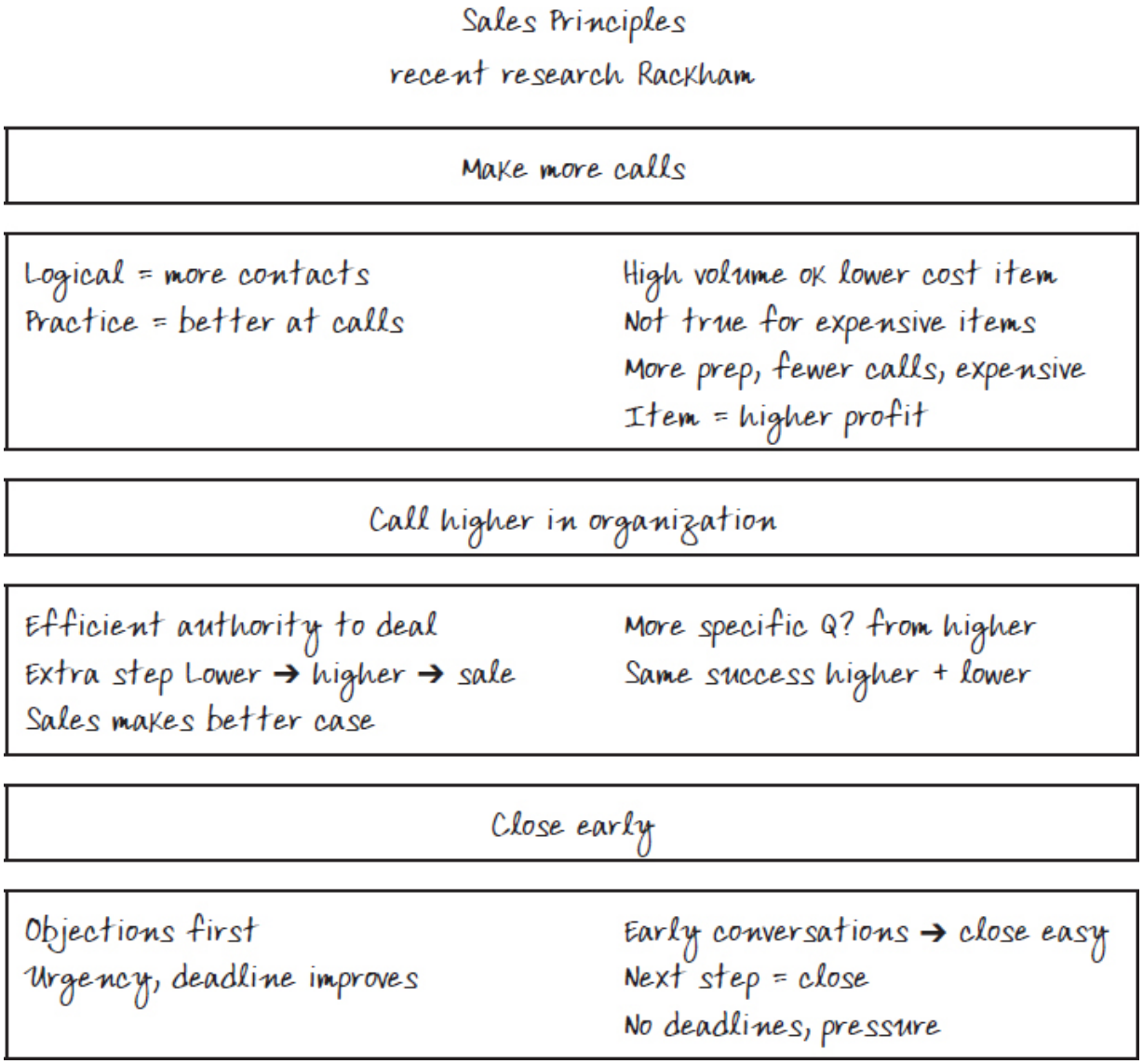
- ✔ The talk summarizes the lecture.
- ✔ All major points are included.

- ✔ Examples and details support the main idea.
- ✔ The speaker paraphrases the wording.
- ✔ The information is accurate.
- ✔ Different vocabulary words are used.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

### *Example Response for Integrated Essay "Sales Principles"*

Many writers begin with a chart like those you practiced in Chapter 3. Only the essay will be scored.

## Chart




## Example Essay “Sales Principles”

The lecture refutes the reading passage. According to the professor, recent research by Rackham contradicts three traditional sales assumptions.

First, although it is logical that more calls will result in a higher sales volume, newer studies demonstrate that making more calls is only effective for items that do not require a large expenditure. For high-dollar items, fewer calls translate into higher profits. The professor speculates that the salesperson’s time may be better spent on additional preparation than on more calls for expensive purchases.

The second point in the passage encourages calls to people higher in the company because they are in a position to approve the sale; however, Rackham's investigation reveals the same rate of success for calls to higher and lower employees in the organization.

Finally, the professor disputes the rule that closing early and imposing deadlines will assure success. The professor maintains that early conversations and a series of logical next steps will close the deal without deadlines and pressure. In short, the old sales principles are not borne out by the new research studies.

## Checklist for Integrated Essay

- ✔ The essay answers the question.
- ✔ A topic sentence summarizes the main idea.
- ✔ An outline sentence previews the major points.
- ✔ Examples and details support the points.
- ✔ The information is accurate.
- ✔ Each lecture point is addressed.
- ✔ The writer paraphrases the wording.
- ✔ Different vocabulary words are used.
- ✔ The writer makes few mistakes in grammar.
- ✔ A variety of sentences are included.
- ✔ The essay is complete within the time limit.
- ✔ The essay is easy for someone to read.

## *Example Response for Academic Discussion: "Traditional and Online Museums"*

I agree with Jack that it's a very different experience to view art online as compared with the experience of seeing the originals in a traditional museum. He makes a good point about the proportions. In my case, my computer doesn't have the best resolution and coloration so what I am seeing is not remotely the same as the originals. Another disadvantage to online museums is that most museums don't put their entire collection online, which means that you don't have the opportunity to see many works

that are available for viewing in the traditional museum. I think that reading something online is very different, and much less informative, than taking a tour with a guide, who is knowledgeable and able to answer questions.

# MODEL TEST 5: PROGRESS TEST

## READING

### *Reading 1 "Rising Sea Levels"*

1. **B** In this passage, *scale* is a synonym for "range." Context comes from the numbers in the following sentence, ". . . 10–20 cm . . . ."
2. **B** In this passage, *probably* is a synonym for "likely."
3. **B** The author mentions an iceberg "the size of Delaware" to impress the reader with the size of the icebergs. Choices A, C, and D are not noted in the reference to Delaware.
4. **D** "In response to the increasing warmth, the Antarctic Peninsula is sporting new vegetation growth." Choices A and C are true, but they are not the reason for the new plant life. Choice B is not correct because the islands have appeared because of ice melt, not because the land masses have split.
5. **A** Alphabetical order is a transitional device that connects the sentences. Larsen A, B, and C are mentioned in order. The insert sentence is an introductory statement.
6. **B** Most of paragraph 5 is in quotation marks in reference to data in a study by the IPCC. Choice A is not correct because the author is quoting data from a source. Choice C is not correct because data on sea levels does not compare one area with another. Choice D is not correct because the author does not mention his studies when he is presenting the data.
7. **C** ". . . people move away from coastal flooding from the sea-level rise." Choice A is not correct because the temperature on land is

not mentioned. Choice B is not correct because the vegetation along the coastlines will die as seawater floods it. Choice D is true, but it is not the reason why people will migrate.

8. **C** The reference to "Particularly tragic social and economic consequences" in the last paragraph gives an insight into the author's opinion. Choices A and B are not correct because they are not directly expressed and cannot be concluded from information in the passage. Choice D is not correct because the breaking up of ice shelves and the melting of ice causes the sea levels to rise, not the new glaciers that are created when the ice shelves disintegrate.

9. **D** In this passage, *influences* is a synonym for "impacts." Context comes from the word "consequences" in the same sentence.

10. **C, B, E** summarize the passage. Choice A is an example that supports major point C. Choice D is a detail that supports major point B. Choice F is an example that supports major point C.

### *Reading 2 "Organic Architecture"*

11. **A** "Wright manifested his vigorous originality early, and by 1900 he had arrived at a style entirely his own [style]." The phrase "his own" does not refer to Choices B, C, or D.

12. **C** In this passage, *created* is a synonym for "conceived." Context comes from the word "designed" in the previous sentence.

13. **D** In this passage, *Discontinuing* is a synonym for "Abandoning." Context comes from the contrast of "symmetry" with the "spaces . . . grouped freely."

14. **B** "Wright fully expressed these elements and concepts in Robie House." Choice A is true, but it is only one of the original ideas expressed. Choice C is not correct because, although it is often true of Wright's designs, the accessories for Robie House were not mentioned in the passage. Choice D is not correct because the house was built between 1907 and 1909, but Wright did not live there during the construction.

15. **B** A general statement followed by examples is a transitional device that connects the insert sentence with the following sentences. The insert sentence introduces the examples of the relationship between interior and exterior spaces.

16. **A** In this passage, the phrase *most important* describes "prime." The word "prime" is often used with "example."

17. **C** Because "the city lot constrained the building-to-site relationship" at "Robie House," the description of "Fallingwater" implies that it was better suited to the site. Choice A is not correct because "Fallingwater" was built after "Robie House." Choice B is not correct because "Fallingwater" extended the "Robie House" design in all four directions. Choice D is not correct because "Robie House" had many large and open spaces in the "wandering" floor plan.

18. **B** ". . . he acted on a cherished dream to provide good architectural design for less prosperous people by adapting the ideas of his prairie house to plans for smaller, less expensive dwellings." Choice A is not correct because the smaller prairie houses were not designed specifically for Europe. Choice C is not correct because many younger architects adopted his designs, but he did not build prairie houses to help architects. The revolution in architecture mentioned in Choice D occurred, but it was not Wright's purpose in building the smaller versions of his prairie designs.

19. **C** The entrance in a prairie house was "all but concealed." Choice A is mentioned in paragraph 3, sentence 5. Choice B is mentioned in paragraph 3, sentence 7. Choice D is mentioned in paragraph 3, sentence 7.

20. **C, F, D** summarize the passage. Choices A, B, and E are details of Wright's professional life that are not main points in the passage.

## *Reading 3 "New Women of the Ice Age"*

21. **B** In this passage, *experts* is a synonym for "authorities." Context comes from the reference to "Soffer," a person.

22. **C** In this passage, *suggestions* is a synonym for "implications." Context comes from the clause "they raise serious questions" in the same sentence.

23. **B** Because her views "make her conservative colleagues cringe," it must be concluded that her views are not as conservative. Choice A is not correct because she disagrees about the role of women as hunters, not as caretakers. Choice C is not correct because she is identified as an authority on the Ice Age and as an archeologist, not as a biologist. Choice D is not correct because she is a leading authority on hunting and gathering in the Ice Age.

24. **D** . . . *historically* paraphrases "In many historical societies" and *not perilous* paraphrases "nor . . . in physical peril." . . . *did not require great strength* paraphrases "did not call for brute strength," and *women have been important participants* paraphrases "women played a key part."

25. **A** The author mentions Native American and Aborigine groups to give examples of modern groups in which women participate in net hunting. Choice B is not correct because the author presents facts, not opinions. Choice C is not correct because the techniques do not place women in peril, but they do not protect them, either. Choice D is not correct because the example of the people in the Congo reinforces the information about the Native American and Aborigine groups.

26. **C** ". . . Mbuti in the forests of the Congo report that they capture game every time they lay out their woven traps, scooping up 50 percent of the animals encountered." Choice A is not correct because nets are valued more than bows and arrows. Choice B is not correct because they trade the surplus meat with neighbors. Choice D is not correct because vegetables are not mentioned.

27. **B** ". . . some of their inhabitants whittled bone tools that look much like the awls and net spacers . . . " Choice A is true, but it is not

mentioned as evidence. Choice C is not correct because Soffer believes that net hunting was more widespread than these two sites. Choice D is not correct because the camps stretched from Germany to Russia, but the researchers from those areas were not mentioned.

28. **D** In this passage, *functions* is a synonym for "roles." Context comes from the reference to "activities" in the same sentence.

29. **C** A conclusion based on evidence is a transitional device that connects the conclusion in the insert sentence to the evidence in the previous sentences. Choices A and B are not correct because the conclusion in the insert sentence would appear before the evidence. Choice D is not correct because the insert sentence would interrupt the relationship between the first and second sentences in the last paragraph.

30. **B, D, F** summarize the passage. Choice A is a minor point that is not developed. Choice C is a detail that is mentioned to support major point D. Choice E is true, but it is not mentioned in the passage.

# LISTENING

Track 64 **Model Test 5, Listening Section**

## PART ONE

### *Listening 1 "Professor's Office"*

**Audio Conversation**

Narrator: Listen to part of a conversation between a student and a professor.

Student: Professor Collins. I'm really sorry. I mean . . . these are my daughters. They're twins. I wouldn't ordinarily bring them to an appointment, but the babysitter didn't show up, and I couldn't leave them. I didn't want to cancel. I hope it's okay.

Professor: It's okay. I have three kids of my own, and I've been in the same situation.

Student: Thanks. Well, this shouldn't take much of your time. I really just have one question.

Professor: All right.

Q1

Student: I'm having a problem understanding the difference between declarative memory and procedural memory. I think from my notes that they're both examples of . . . let me see . . . I have it down here . . . "Declarative and procedural memory are two broad types of memory circuits in long-term memory."

Professor: That's right. But you need to distinguish between them.

Student: Exactly.

Professor: Okay, well, declarative memory is a memory that links us to a fact. Like a name or a date or even an experience.

Student: So when I remember a professor's name when I see him, that's declarative memory?

Professor: Yes, at its most basic level, it is. But declarative memory also includes problem solving. Like today, when you decided to bring your daughters to my office, you were using declarative memory to access previous experiences and facts that would allow you to make a decision.

Student: Oh, right. I remember your example in class. That makes sense now. You were talking about problem solving by recalling experiences. But wasn't that episodic memory?

Professor: Very good. Yes, it's called episodic memory. But declarative memory includes episodic memory, which is the ability to access prior experiences or personal episodes in our life, usually for the purpose of making a decision or solving a problem. So episodic memory is a subcategory of declarative memory, so to speak. And semantic memory is just the storehouse of facts that we have in our memory circuits . . .

Q2

Student: . . . which is also a subcategory of declarative memory?

Professor: Precisely.

Student: Okay. Then procedural memory doesn't include facts or experiences.

Q3

Professor: Not directly, no. Procedural memory refers to skills that we've learned and are now remembering in order to, uh, to perform the skill without really thinking much about it. Like, for example, riding a bike or . . . or do you play a musical instrument?

Student: Piano, sort of. Not really.

Professor: Okay. Well, when you ride a bike then, you aren't

thinking about the name of every part of the bike and how to use the handle bars or the pedals . . . or at least not consciously.

Student: No.

Professor: But at some level, you *are* remembering how to do these things, so you are using your memory.

Student: And that would be procedural memory.

Professor: Yes, it would.

Student: Okay, then. That's why you said that declarative memory can be more rapidly learned, but it can also be more rapidly forgotten—because a fact can come and go in the memory. But procedural memory takes repetition and practice, so it's harder to unlearn. I'm not saying that very well.

Professor: But you have the idea. Often with declarative memory, you're consciously trying to remember, but with procedural memory, you're performing a skill without consciously trying to recall how . . . without each step in the process.

Student: That's what I mean. . . . But . . .

Professor: Yes?

Student: Well, I was thinking about language. When my girls were learning to talk . . .

Professor: Oh, I see where you are going. You want to know whether language learning is declarative or procedural.

Student: Yeah.

Professor: What do you think?

Student: I was thinking that maybe it's both? Because you have to memorize vocabulary, but eventually, it's more like a skill . . . like riding a bike . . . because you don't think about each individual word. It's more . . . more automatic. Um. Do you see what I mean?

Q4

Professor: A very good analysis. I think you've got this.

Student: Okay. Well, thanks a lot.

Professor: And, uh, if you ever need to ask me a question and it's . . . hard to get in to see me, just drop me an email.

Student: I thought about that, but . . .

Q5

Professor: Look, I'm always glad to see you, but I answer a lot of questions like this by email every day and if it's easier for you, that's fine with me.

Student: That's very kind of you. Thank you so much.

**Audio** 1. Why does the woman go to see her professor?

**Answer** **B** To clarify several terms that she doesn't understand—declarative memory and procedural memory.

**Audio** 2. What do semantic memory and episodic memory have in common?

**Answer** **C** They are subcategories of declarative memory.

**Audio** 3. When the professor gives the example of riding a bicycle, what kind of memory is he referring to?

**Answer** **C** Procedural memory

**Audio** 4. Listen again to part of the conversation and then answer the following question.

**Replay** "Um. Do you see what I mean?"
"A very good analysis. I think you've got this."
"Okay. Well, thanks a lot."

**Audio** What does the student mean when she says this:

**Replay** "Do you see what I mean?"

**Answer** **A** She wants confirmation that the professor understands.

**Audio** 5. What does the professor suggest?

**Answer** **C** He offers to respond to additional questions by email.

## *Listening 2 "Geology Class"*

### Audio Discussion

Narrator: Listen to part of a discussion in a geology class.

Professor: The exploitation of minerals involves five steps. First, you have to explore and locate the mineral deposits, then you set up a mining operation, next, you must refine the raw minerals and transport the refined minerals to the manufacturer.

Student 1: Excuse me. Sorry. I only have four steps. Could you . . . ?

Professor: Sure. That's exploration, mining, refining, transportation, and manufacturing.

Student 1: Thanks.

Q6

Professor: So, each of these activities involves costs, there are costs associated with them, and the costs can be economic, but not necessarily so. Mineral exploitation also has environmental costs associated with it. For example, the exploration stage will clearly have a high economic cost because of . . . of personnel and technology, but the environmental cost will probably be quite low. Why would that be, do you think?

Student 2: Because you aren't actually disturbing the environment. You're just looking, I mean, after you find a mineral deposit, you don't do anything about it at that stage.

Professor: Right. So the environmental costs would be low. But what happens when you use up all the resources that are easy to find? Then what?

Q11

Student 2: Then the costs go up for exploration.

Q11

Professor: Which costs?

Student 2: Well, probably both of them, but I can see where the economic costs would increase.

Professor: Okay. Let's say, for example, that some areas such as national parks or historic reserves have been . . . off-limits to exploration. What will happen when we use up the minerals outside of these areas? Remember now that these are . . . nonrenewable resources that we're looking for.

Student 1: Then there will be a lot of pressure . . . you know . . . to open up these areas to exploration and exploitation.

Q11

Professor: Probably so. And that means that there could be a high environmental cost. Any other options?

Student 1: Find an alternative.

Professor: Yes. You're on the right track.

Q9

Student 1: Okay. Find an alternative, I mean a substitute, something that will substitute for the mineral. Maybe something man-made?

Professor: Good. That will involve a different kind of exploration, again with economic costs. I'm talking about basic research here to find synthetics. But, uh, let's go on to the other steps, and we'll see if we can pull this all together. How about mining? Now, we're looking at high environmental costs because of the destruction of the landscape and . . . and the accumulation of . . . waste products that have to be dealt with. Air and water pollution is almost always a problem. . . . Any ideas on refining?

Student 2: Wouldn't it be the same as mining? I mean, you would have high costs because of labor and equipment, and there would be problems of waste and pollution, like you said.

Professor: True. True. And in refining, well, that often involves the separation of a small amount of a valuable mineral from a large amount of surrounding rock. So that means that refining also carries the additional cost of cleanup. And

don’t forget that it’s often difficult to get vegetation to grow on piles of waste. In fact, some of it, the waste piles I mean, they can even be dangerous to living creatures, including people. Not to mention the appearance of the area. So the environmental costs can be extremely high. Isn’t it sad and ironic that so much of the mining and refining must take place in areas of great natural beauty?

Q10

Student 1: So you’re saying that both mining and refining have heavy costs . . . heavy economic and environmental costs.

Professor: Right. And in both mining and refining, you would need transportation to support the movement of supplies, equipment, and personnel. But, after the minerals are mined and refined, then transportation becomes even more essential.

Q8

Student 2: And I was just thinking that, in addition to the economic costs of the transportation for trucks and fuel and labor and everything, there could be, there might be some construction, too, if there aren’t any roads in or out of the area.

Professor: And that would mean . . .

Q7

Student 2: That would mean that the landscape and even the ecosystem for the plants and animal life could be altered, so . . . so that’s an environmental cost.

Professor: It is indeed. Good point. That leaves us with manufacturing. After we find it, mine it, refine it, and transport it, we still have to manufacture it. What are the costs associated with that? Well, construction again, for factories, then there would be energy costs, technology, and labor.

Student 1: So all that’s economic. No environmental costs in manufacturing then.

Professor: Well, yes, there are actually. Pollution is often a costly problem for manufacturing plants.

Student 1: Oh right. I was thinking of the natural landscape, and the manufacturing is often positioned near cities to take advantage of the labor pool. But, um . . . cities have the environmental problems associated with pollution. So, every step has both economic and environmental costs then.

Q6

Professor: Right.

**Audio** 6. What is this discussion mainly about?

**Answer** **D** The economic and environmental costs of exploiting minerals

**Audio** 7. According to the professor, what are two problems that can be anticipated when roads are cut into an area for mining?

**Answer** **B** The natural landscape is damaged.

**D** The ecosytem is disturbed.

**Audio** 8. Listen again to part of the discussion and then answer the following question.

**Replay** "And I was just thinking that, in addition to the economic costs of the transportation for trucks and fuel and labor and everything, there could be, there might be some construction, too, if there aren't any roads in or out of the area."

"And that would mean . . ."

**Audio** Why does the professor say this:

**Replay** "And that would mean . . ."

**Answer** **A** Professors often begin a sentence and then wait for a student to complete it. In this case, the professor is encouraging the student to continue by adding information to the answer that he gave initially.

**Audio** 9. What option is proposed as an alternative when all of the mineral resources in easily accessible locations have been depleted?

**Answer** **C** Developing synthetic resources [man-made] to replace [natural] minerals

**Audio** 10. What does the professor imply about the environmental costs of mineral exploitation?

**Answer** **B** Because the professor comments that it is "sad and ironic that so much of the mining and refining must take place in areas of great natural beauty," it may be concluded that he regrets that the environment is damaged.

**Audio** 11. What does the professor want the students to do in this class session?

**Answer** **C** Because the professor encourages student questions and asks questions that will generate participation, he must want the students to ask questions and draw conclusions.

# PART TWO

## *Listening 3 "Professor's Office"*

### Audio Conversation

Narrator: Listen to part of a conversation on campus between a student and a professor.

Q12

Student: Hi. I'm Ron Watson. I'm here to apply for the work-study job.

Professor: Oh, good. Um, have you ever had a work-study position?

Student: Not really. To tell the truth, I'm not exactly sure how it works.

Professor: Well, it's like this: on work-study, you have regular hours and assigned responsibilities, but, if you get everything

done, you can study. You can't leave because there may be something else to do later, during your hours. But you should always bring your books and, oh, I'd guess that, probably about 25 percent of the time, you should be able to study.

Q13

Student: This is even better than I thought. What kind of assignments would I have, I mean, if I get this opportunity?

Professor: Clerical mostly, I'm afraid. Nothing too demanding, but it isn't the most interesting work, either. Filing, copying, delivering mail, some grading, but only multiple-choice tests, and we use a grading machine for that.

Student: Would someone show me how to operate the grading machine? I'm sure I could do it if someone showed me once or twice.

Professor: No problem. We have a secretary here in the department, and she'll be the main person you'd report to. She'd show you how to do everything.

Student: Okay. Great.

Professor: Now, let's see whether your hours will fit in with the hours we need. Could you work Monday through Thursday from ten to two?

Student: That's sixteen hours a week?

Professor: To start. We may actually want to extend that to Fridays, so, if that happens, it would be twenty hours. You'll notice that the hours include the usual lunch break. That would let Nancy . . . she's the secretary . . . so she could get you started on the work, and then take her lunch from noon to one, and be back for the last hour of your day, in case you had any questions.

Student: Okay.

Professor: Oh, and I should tell you about the phone. While Nancy's gone for lunch, we'll want you to answer the phone.

Q14

Student: Sure. I can do that. Uh, will there be any work on the computer? I'm familiar with most of the basic office programs. I used to help my Dad in his office when I was in high school. He's a lawyer.

Professor: Oh. Well, we hadn't planned to include anything like that in the job, but it's a plus.

Student: Sorry to ask, but . . . how does the pay work? Do I get paid for the time I work minus the study time or . . .

Q15

Professor: Oh no. You get paid for sixteen hours a week whether you're working or studying. This is a special program for students.

Student: It seems too good to be true.

Professor: Well, you need to have an interview with Nancy. Since you'll be working closely with her, she'll make the final decision.

Student: Okay. Should I make an appointment or . . .

Professor: No. Just go over to her desk and tell her who you are. She's expecting you. We want to get the position filled as soon as possible.

Student: Well, thank you for seeing me. I hope I'll be working here.

Q16

Professor: Good luck. . . . Oh, yes, be sure to tell Nancy about the computer experience.

Student: I will.

Professor: And let her know I've already interviewed you, and I referred you to her.

Student: Thanks again. I really appreciate your taking the time to explain everything to me.

Professor: You're welcome.

| | | |
|---|---|---|
| **Audio** | 12. | Why does the student go to the professor's office? |
| **Answer** | **B** | To apply for a job |
| **Audio** | 13. | Listen again to part of the conversation and then answer the following question. |
| **Replay** | | "What kind of assignments would I have, I mean, if I get this opportunity?"<br>"Clerical mostly, I'm afraid. Nothing too demanding, but it isn't the most interesting work, either." |
| **Audio** | | What does the professor mean when she says this: |
| **Replay** | | "Clerical mostly, I'm afraid." |
| **Answer** | **C** | She is concerned that the man will be bored. |
| **Audio** | 14. | What experience does the man have that may be helpful? |
| **Answer** | **C** | He has used computer programs for office work. |
| **Audio** | 15. | What is the pay for the work-study position? |
| **Answer** | **A** | An hourly rate for sixteen hours per week regardless of the activity |
| **Audio** | 16. | What can we assume about the meeting? |
| **Answer** | **A** | Because she sent him to the secretary for an interview and she wanted the student to tell the secretary that she referred him, it may be concluded that the professor was impressed with the student. |

## *Listening 4 "Music Appreciation Class"*

**Audio Lecture**

Narrator: Listen to part of a lecture in a music appreciation class.

Professor:

Q17

Q18

As you know, tonight's the concert that I want you to attend, so I'll keep class short today. Let me tell you a little bit about the history of chamber music so you'll be prepared to appreciate the music that you hear tonight. The University Quartet is one of the best in the region, so you'll be hearing an excellent example . . . anyway . . . about chamber music. From medieval times through the eighteenth century, musicians in Europe had basically two options for employment—the church or the nobility. So . . . when they weren't creating pieces for religious occasions and performing at church functions . . . musicians were playing in the chambers of stately homes. Now a *chamber* is the name for a room where guests may be assembled, kind of like a *hall*. And because of their association with this room, this chamber, the musicians who played for the wealthy patrons came to be known as *chamber players*.

Chamber music is written to be performed by a relatively small group . . . more than one but fewer than a dozen musicians. I should tell you that pieces for more than eight players are unusual though, and it's very rare to see a conductor. It may surprise you to know that any combination of instruments can be used for chamber music. The strings, woodwinds, and piano are so often associated with chamber music and . . . uh . . . they remain the most popular, even today, but chamber music has been written for other instruments as well.

Q22

Q19

Well, the history of chamber music is usually divided into three distinct periods. In the Classical period . . . and that extends from the mid-seventeen hundreds to around 1820 . . . so in the Classical period, chamber music, like many other expressions of the arts . . . it reacted to the extravagant Baroque style by creating new structures, and these structures expressed simplicity, balance, and order. It was the age of the Enlightenment with the ideals of logic and reason. So this translated into compositions with one melodic line. The line . . . the melody . . . it was usually written for the violin and all the other instruments provided an accompaniment. Early chamber music in the

classical tradition often included the recorder, the harpsichord, and the viola.

Q19

Vienna was a hub of activity . . . for chamber music, and three composers dominated the artistic scene. Franz Joseph Haydn is generally credited with organizing the string quartet, and he produced more than 80 pieces for it . . . the quartet. Wolfgang Amadeus Mozart also composed chamber music, including not only quartets but also quintets, and trios with clarinet, and even piano sonatas. Since the music was relatively simple, many amateurs played for their own enjoyment. This was new, but by then, music was being printed and more people had access to it. So music rooms became popular and people played chamber music as a social activity.

Q20

Well, it was Ludwig van Beethoven who probably bridged between the Classical period and the Romantic period, and I say that because his works were longer and . . . and perhaps more complex than his predecessors. And I find this amazing since the later quartets were all created when he was totally deaf. In any case, composers and performers were beginning to . . . to break free of the formal confines of the Classical period. Their works became increasingly more difficult, expressing some of the high emotions of the nineteenth century, which, as you will recall the backdrop of that century . . . the French and American revolutions . . . they were defining moments. So Chopin, Liszt, and Wagner wrote very little chamber music . . . because they preferred the emotional power of the full orchestra . . . or, uh, the personal expression in a piano solo. It was also at about this time that Franz Schubert, Johannes Brahms, Felix Mendelssohn, and Antonin Dvorak made their contributions, and they wrote melodic, passionate compositions for chamber players. But now the music was more difficult to play, and the patronage system was declining anyway, so . . . so most chamber music moved from the great homes of the wealthy and into the concert halls, which were frequented by a growing middle class. And it was a very creative period for chamber music, and professional chamber groups emerged during this time. The composers probably felt a new freedom

because they weren’t so much pressed to please their patrons and they could explore their art.

Q21

Well, at the turn of the century, the Modern period ushered in an opportunity for even greater experimentation. Painters were bringing Impressionism to the forefront of the artistic consciousness, and this was reflected musically in the work of Claude Debussy and Maurice Ravel. Their chamber music was considered revolutionary . . . Debussy and Ravel . . . because, unlike previous composers, their compositions had recurring themes instead of a continuous melody. And there are a number of other composers who wrote chamber music in the Modern period but . . . but whether they’ll be remembered is, well, a question to be answered by future historians. What we *do* know is that the Modernists gave chamber music new combinations of instruments and arrangements. And as the music became more . . . more . . . unexpected, often with unusual tonality, well, it also became even more difficult to play and that meant that the scores for modern chamber music had to be played by very skilled ensemble musicians.

This evening, at the concert, the University Quartet will perform one of the Classical pieces by Hayden. You’ll hear the *Quartet in D Minor, Opus 76, Number 2, Third Movement*. There are two violins, one cello, and one viola. So, that said . . . I’ll see you tonight.

**Audio** 17. What is the main purpose of the lecture?
**Answer** **A** To explain chamber music

**Audio** 18. What is the origin of the term *chamber music*?
**Answer** **C** A place where the music was played

**Audio** 19. Which of the following are the key characteristics of chamber music in the Classical period?
**Answer** **A** Orderly structures
**D** Amateur musicians

| | | |
|---|---|---|
| **Audio** | 20. | Listen again to part of the lecture and then answer the following question. |
| **Replay** | | "Well, it was Ludwig van Beethoven who probably bridged between the Classical period and the Romantic period, and I say that because his works were longer and . . . and perhaps more complex than his predecessors. And I find this amazing since the later quartets were all created when he was totally deaf." |
| **Audio** | | What does the professor mean when she says this about Beethoven: |
| **Replay** | | "And I find this amazing since the later quartets were all created when he was totally deaf." |
| **Answer** | **B** | Her positive tone indicates that she is in admiration of Beethoven's exceptional talent. |

| | | |
|---|---|---|
| **Audio** | 21. | Why does the professor mention Impressionism? |
| **Answer** | **A** | She is comparing the experimentation in art with that in music. |

| | | |
|---|---|---|
| **Audio** | 22. | How did the professor organize the lecture? |
| **Answer** | **B** | She arranged the information in chronological order. |

## *Listening 5 "Botany Class"*

### Audio Discussion

Narrator: Listen to part of a discussion in a botany class. The professor is talking about hydroponics.

Professor:

Q23

Although the recent interest in hydroponics may lead you to believe that it's a relatively new idea, the process probably originated in ancient times. In fact, the famous Hanging Gardens of Babylon may well have been one of the first successful attempts to grow plants in water, that is, hydroponically.

Early agriculture in Pakistan and India as well as other areas throughout the Middle East included water crops, and we also have evidence that the Egyptians were growing plants in water along the Nile . . . and that was without soil. Asia and the South Pacific were prime locations for early hydroponic gardens. And, in the Western Hemisphere, we know that the Aztecs had developed an advanced system of water agriculture along the marshlands of Lake Tenochtitlan in the Central Valley of Mexico because, when the Spanish arrived, they made drawings in their journals of "floating islands of trees and vegetation," in other words, hydroponic agriculture.

Q24

Okay, well, this isn't a history class. It's a botany class. But I think it's important when we're talking about scientific discoveries that we understand how science works. Sometimes we're rediscovering and refining methods that have been used for a very long time, and that's certainly the case of hydroponics. Through the years, it's been called *nutriculture, chemiculture, acquiculture, soilless* culture, but the current term is *hydroponics*, and that encompasses the modern science of growing plants without soil by using an inert medium such as sand, peat, gravel, or . . . or even sawdust or Styrofoam. Of course, you have to add a solution of nutrients.

Clearly, good soil has the nutrients necessary for plant growth, but when plants are grown without soil, all the nutrients must be provided in another way. So, why do you think that we would go to all of this additional effort to replace soil?

Student 1:
Well, I think the book mentioned something about keeping the growing medium more sterile.

Professor:
Umhum. Soil-borne diseases and pests and even weeds can be . . . virtually eliminated . . . by using a soil alternative.

Student 1:

So I was thinking probably you wouldn't require as much labor, to get rid of the pests and weeds.

Professor:
Good thought. Now tell me what you know about fertilizer and water.

Student 2:
Oh, right. Less fertilizer and water are required per plant since they're constantly reused, and aren't the results more uniform because of the highly controlled conditions?

Q25

Professor:
Right on both counts. But probably the most important advantage is the ability to cultivate a larger number of plants in a limited space. . . . Where would this be important, do you think?

Student 1:
Well, small or isolated environments or very arid climates with limited fresh water supplies, probably.

Q26

Student 2:
Or regions with poor soils, for instance, in developing countries where the weather conditions aren't dependable and . . . and famine might, well, could happen.

Student 1: Or the area may have a dense population.

Professor: So hydroponics is limited to developing regions then.

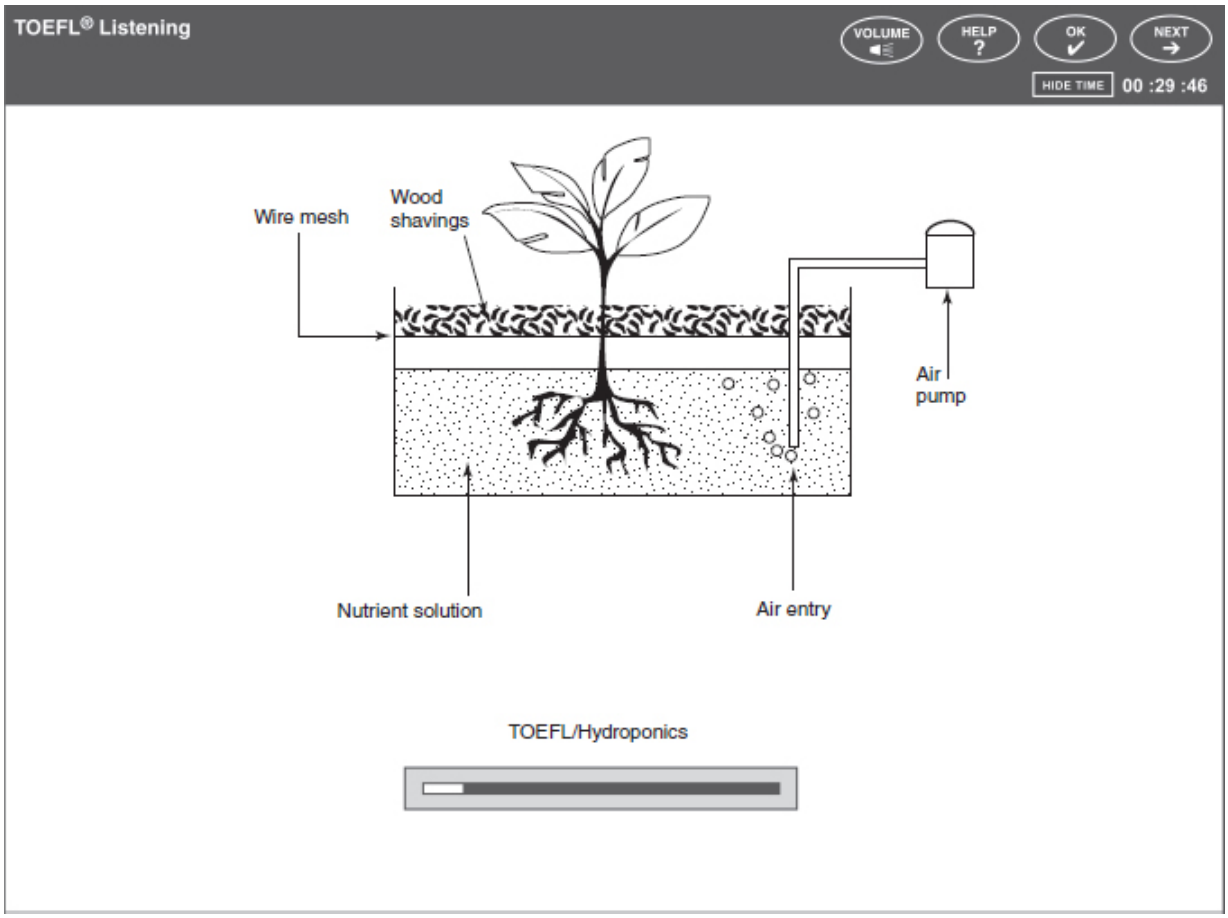
Student 3:
I'm not sure about that. Even in highly industrialized nations, populations are growing and . . . and isn't the total acreage in cultivation dropping to accommodate the expansion of urban areas?

Professor:
Well stated. As agricultural land is sold for development, hydroponics has become a viable option for, well, for almost every country in the world.

Now earlier, I said that we're often rediscovering ancient methods in science, but we're also adapting them by using improvements from other scientific research. In the case of hydroponics, there are probably two modern discoveries that have supported progress in hydroponics. Okay. First, the development of plastics . . . that allowed growers to abandon the old concrete beds, which were costly to construct and problematic because . . . because they leached into the nutrient solution. But, plastic beds are cheap, they're light, and sterile . . . an ideal replacement for concrete. And many of the greenhouses themselves are even built of plastic panels. Okay. The other important advancement is the knowledge we've accumulated about plant nutrition. Of course, like I said, good soil has the nutrients necessary for plant growth, but when plants are grown without soil, all the nutrients must be provided in another way. And now we have a much better idea of what we need to use in the solution to obtain the best results.

Q27

So . . . all of that said, let's talk about the lab experiment that we've set up here. This solution contains potassium nitrate, ammonium sulfate, magnesium sulfate, monocalcium phosphate, and calcium sulfate. Don't try to write down all of that now. You can refer to your lab workbook for the list of substances and the proportions needed for proper plant growth.




Q28

For now, just look at this diagram. The drawing in your lab workbook should look more or less like this one. As you know, for plants grown in soil, the roots absorb water and nutrients, but they also serve to anchor the plant. That's why the roots of our hydroponic plants aren't placed directly in the water and nutrient solution. We used sterile gravel held in place by wire mesh to anchor the plants and that allowed us to suspend the roots in the tank below. Remember, the tank contains the water and nutrient solution. So . . . because oxygen is also taken in by the roots, we had to attach an air pump to mix oxygen into the solution. Remember, a constant source of oxygen is one of the major problems with hydroponics tanks of this kind. And you can see the way that the pump is attached to the tank.

Okay, it's almost time for our break this morning, so I'd like you to come over to the hydroponics area and examine the experiment close up. I'd also like you to take a closer look at this specimen of nutrient solution. What do

you notice about this? Can you draw any conclusions? Today is Day 1 for you to record your observations on the chart in your workbook.

**Audio** 23. What is this discussion mainly about?
**Answer** **A** Growing plants without soil

**Audio** 24. Why does the professor talk about the history of hydroponics?
**Answer** **A** She wants to put the modern method in historical context.

**Audio** 25. According to the professor, what is the greatest advantage of hydroponics?
**Answer** **D** Less space is needed to produce a large number of plants.

**Audio** 26. Listen again to part of the discussion and then answer the following question.
**Replay** "Or regions with poor soils, for instance, in developing countries where the weather conditions aren't dependable and . . . and famine might, well, could happen."
"Or the area may have a dense population."
"So hydroponics is limited to developing regions then."
"I'm not sure about that."

**Audio** Why does the professor say this:
**Replay** "So hydroponics is limited to developing regions then."
**Answer** **A** Her tone is not conclusive. She is making a statement to generate further discussion.

**Audio** 27. Why does the professor suggest that the students refer to their lab workbook?
**Answer** **C** To find a list of important plant nutrients

**Audio** 28. According to the professor, why are roots important to plants?
**Answer** **A** To absorb water and nutrients

**C** To suspend the plants in the solution

# SPEAKING

Track 65 **Model Test 5, Speaking Section**

## *Independent Speaking Question 1 "Success"*

Narrator 2: Number 1. Listen for a question that asks your opinion about a familiar topic. After you hear the question, you have 15 seconds to prepare and 45 seconds to record your answer.

Narrator 1: Some people believe that the best way to succeed is to set goals and work hard to achieve them. Other people think that hard work is not as important as good luck. Which point of view do you think is true, and why? Use specific reasons and examples to support your opinion.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 15 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 45 seconds]

Beep

## *Integrated Speaking Question 2 "Auto Registration"*

Narrator 2: Number 2. Read a short passage and listen to a talk on the same topic. Then listen for a question about them. After you hear the question, you have 30 seconds to prepare and 60 seconds to record your answer.

Narrator 1: A student meeting is planned to discuss the policy for vehicle registration. Read the policy in the college catalogue [printed on page 611]. You have 50 seconds to complete it. Please begin reading now.

[Reading Time: 50 seconds]

Narrator 1: Now listen to a conversation between two students after the meeting. The woman is expressing her opinion about the policy.

| | |
|---|---|
| Woman: | Well, I don't mind paying a parking fee, and I even think that $20 is reasonable . . . |
| Man: | . . . but . . . |
| Woman: | But my concern is that some of us are using more than one car, and since the registration is for the car, not the student, well, then you have to pay $40 so you can drive both of your cars on campus, but you're only one student. See what I mean? |
| Man: | I sure do. Now that you mention it, I don't always drive the same car to school. |
| Woman: | Like me, sometimes I have to take my husband's car and one time last semester, I didn't have it registered and I got a ticket. |
| Man: | Well, I've never gotten a ticket. I guess I was just lucky. |
| Woman: | I think that every student should pay a parking fee, and then just put a parking permit on the windshield of whatever car the student is driving that day, don't you? |
| Man: | Yeah. That seems reasonable. |

Narrator 1: The student expresses her opinion of the policy for vehicle registration. Report her opinion and explain the reasons that she gives for having that opinion.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 30 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

## *Integrated Speaking Question 3 "Stress"*

Narrator 2: Number 3. Read a short passage and then listen to part of a lecture on the same topic. Then listen for a question about them. After you hear the question, you have 30 seconds to prepare and 60 seconds to record your answer.

Narrator 1: Now read the passage about stress [printed on page 612]. You have 50 seconds to complete it. Please begin reading now.

[Reading Time: 50 seconds]

Narrator 1: Now listen to part of a lecture in a psychology class. The professor is talking about an experiment.

Professor:
Let me tell you about a classic experiment on rats. I think it was first done in the early seventies by Weiss and reported in the *Scientific American*. Anyway, the rats were divided randomly into three groups. Rats in the first group were given shocks, but, just before the shock was induced, they received a warning in the form of a tone. The second group of rats was also given shocks, but this group didn't receive the warning tone. And the final control group received no shocks, but they were exposed to the same

warning tone as the first group. After a few weeks the rats were examined, and the animals that had received shocks with no warning were already showing severe signs of stomach ulcers. The other two groups of rats showed little or no instance of ulcers. According to Weiss, the experiment confirmed that unexpected events are more stressful than those that can be predicted. In related experiments, there was also evidence that even a small amount of control over the circumstances surrounding the stress can lower the negative effects. When rats were allowed to select their own rest and feeding times, they experienced less physical damage than did rats that received the same amount of rest and feeding at times that were selected *for* them.

Narrator 1: Using the experiment in the lecture, explain the concept of *stress*.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 30 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

## *Integrated Speaking Question 4 "Caverns"*

Narrator 2: Number 4. Listen to part of a lecture. Then listen for a question about it. After you hear the question, you have 20 seconds to prepare and 60 seconds to record your answer.

Narrator 1: Now listen to part of a lecture in a geology class. The professor is discussing caverns.

Professor:
Okay, as you'll recall, caves form in limestone when acidic groundwater follows some kind of weakness in the rocks. Now, the rock formations in a *cavern* . . . that's the technical name that we use for a cave . . . the rock formations there are of two kinds . . . stalactites and stalagmites. Both of these formations are water that contains dissolved minerals that . . . that accumulate and build deposits. But stalactites hang down from the ceiling of the cavern, and stalagmites protrude up from the floor of the cavern. Well, these words sound a lot alike, and this can be confusing, so I always tell my students to remember that there is a *t* in stalactites, and the *t* has a tail that hangs down just like the stalactites that hang down from the ceiling of the cave, but there is an *m* in stalagmites and the points on an *m* stick up like the stalagmites that protrude up from the ground in a cave. And if that doesn't work for you, another way to remember the difference is that stalactite has a *c* in it, and so does the word *ceiling*, whereas stalagmite has a *g* in it, and so does the word *ground.* So stalactites drip down from the ceiling and stalagmites build up from the ground. So with these little tricks for remembering the difference, I expect you *all* to get this right on the next quiz.

Narrator 1: Using the main points and examples from the lecture, describe the two kinds of rock formations in a cavern, and explain how the professor helps his students remember the difference between the two.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 20 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

# WRITING

Track 66 **Model Test 5, Writing Section**

## *Integrated Essay "Competition in the Classroom"*

First, read the passage [printed on page 615] and take notes.

Narrator: Now listen to a lecture on the same topic as the passage that you have just read.

Professor:
Although it's claimed that competition in the classroom plays an important role in academic achievement, today we'll challenge the assumptions that competition is good for students. First of all, competition supposedly provides motivation, but in well-documented research, competitive classrooms can cause high degrees of performance anxiety, which actually interferes with learning and impedes the goal of motivation. Increased instances of cheating, fear of failure, antagonism among students, and low self-esteem also tend to increase in highly competitive educational settings.

A second assumption is that competition increases productivity, but in an analysis of 122 studies on this topic, Alfie Kohn found that cooperation promoted higher productivity than competition in about half of the studies, and 25 percent of the studies didn't discriminate between productivity in cooperative and competitive cases. In numerous studies since, the benefits of cooperative learning, or the structuring of groups to work together in the classroom, has confirmed the increase in productivity that accompanies a focus on group goals.

The assumption that competition is *fun* may have been true in the past, when emphasis was placed on the process, that is, *playing* the game. But, in

contemporary society, the emphasis seems to have changed. Children are so dedicated to *winning* the game that the spontaneous fun is often lost in the contest. Even sports competitions have become all about the outcome. And losers don't have nearly as much fun as winners.

So, here's my solution: why not retain all of the *good* aspects of competition by allowing students to compete against themselves? Instead of a situation in which one person wins because he's read the most books—everyone wins because each child has read more books *this* term than he or she did *last* term? See what I mean?

# EXAMPLE ANSWERS AND CHECKLISTS FOR SPEAKING AND WRITING

Track 67 **Model Test 5**

### *Example Answer for Independent Speaking Question 1 "Success"*

I think it's important to set goals and work hard to achieve them. For one thing, goals help you think clearly. By identifying goals, you get organized. Another thing is the advantage of sharing goals with people who can help you. If others know what you're trying to do, sometimes they give you advice or assistance. As for good luck, I agree that a lucky opportunity or a chance meeting is sometimes a key to success . . . but, unless you know where you're going and what you want to achieve, you might not even recognize a lucky opportunity. So, in my opinion, the best way to succeed is to know what you want and work to create your own good fortune.

### Checklist 1

- ✔ The talk answers the question.
- ✔ The speaker states an opinion clearly.
- ✔ Reasons for the opinion are explained.
- ✔ The speaker uses different vocabulary words.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Answer for Integrated Speaking Question 2 "Auto Registration"*

To park on campus, students have to buy permits for each vehicle. They cost $20. The woman doesn't oppose the fee, but she believes that the fee should cover all the vehicles a student might use. Last term, when she had to drive her husband's car, she got a ticket even though she had a paid permit for her own car. So her solution is to pay for parking on campus and then display the permit on the vehicle the student happens to be driving. If there are several cars in the family, the student can drive any of them, using the same parking permit. She thinks the registration should be for the student who needs the parking space, not for the vehicle the student's driving.

## Checklist 2

- ✔ The speaker briefly summarizes the reading.
- ✔ The speaker states the opinion in the listening.
- ✔ Reasons for the opinion are explained.
- ✔ The speaker uses different vocabulary words.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Answer for Integrated Speaking Question 3 "Stress"*

Stress is caused by changes that require people to adjust. It's interesting that new conditions don't have to be negative. For example, you'd expect to have stress after a divorce or a health problem, but even a new house or a trip can be stressful. In the experiment by Weiss, one group of rats was shocked after a tone, so they knew the shock was going to happen. Another group heard the tone but didn't get the shock, and the other group received shocks at random. So the rats that received shocks without warning were the ones who developed ulcers. This research proved that unexpected

experiences are more stressful. Even a little control like choosing times to rest or eat could reduce stress.

## Checklist 3

- ✔ The speaker summarizes the concept in the reading.
- ✔ The example in the lecture is related to the concept.
- ✔ The speaker paraphrases the wording.
- ✔ The information is accurate.
- ✔ The speaker uses different vocabulary words.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Answer for Integrated Speaking Question 4 "Caverns"*

Rock formations in caverns are water saturated with dissolved minerals. As they drip and deposit themselves, some hang from the ceiling and some grow up from the floor. The terms for these deposits are so similar that the professor suggests some tricks to keep them straight. *Stalactite* has the letter *t*, which reminds students of a tail that hangs down . . . but *stalagmite* has the letter *m*, which brings to mind two points that stick up. Also, *stalactite* has a *c*, like the word *ceiling*, and stalactites drip down from the ceiling, but *stalagmite* has a *g*, like the word *ground*, and stalagmites grow up from the ground. So, these memory aids help us recall that stalactites grow down from the cavern and stalagmites grow up from the floor.

## Checklist 4

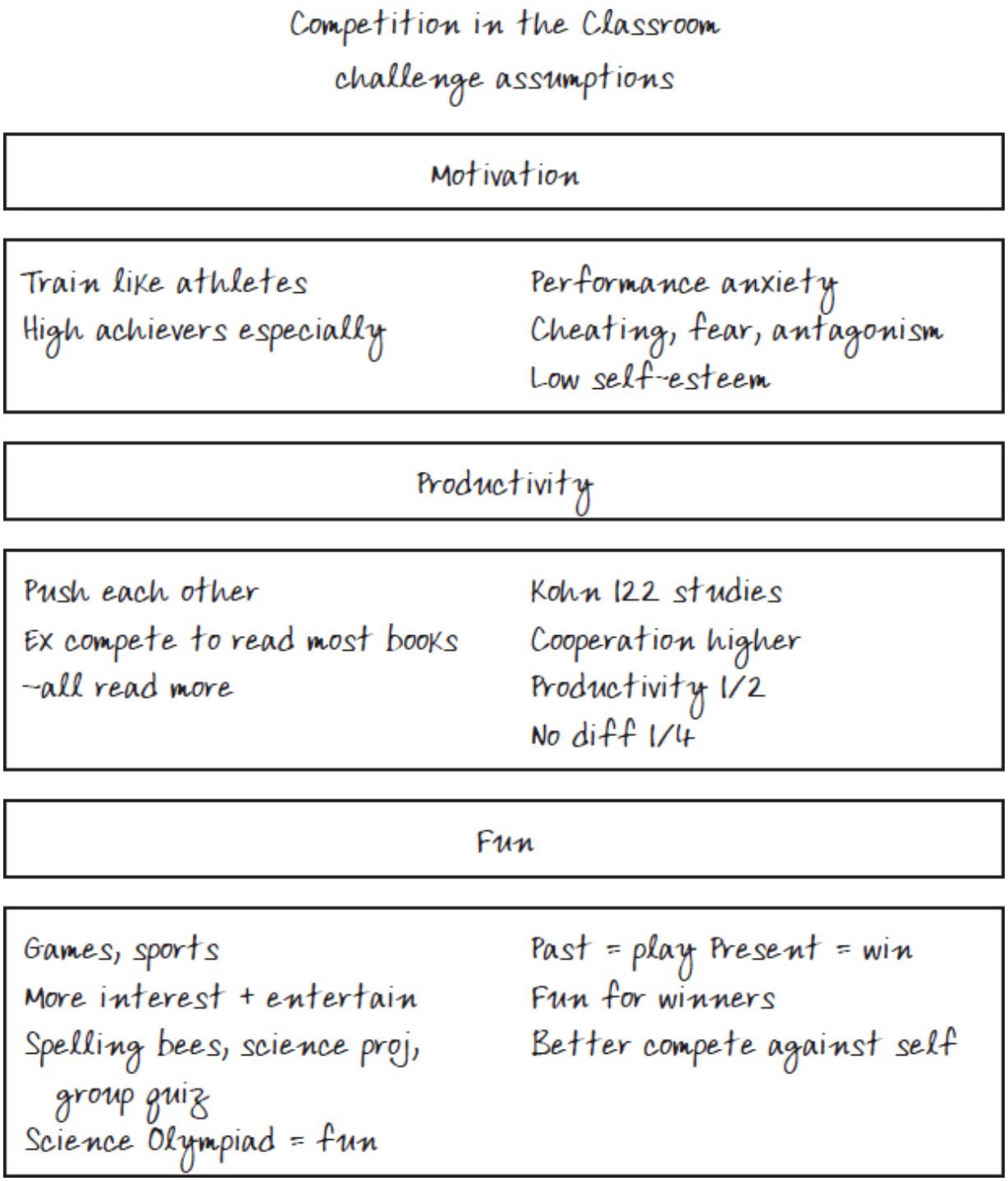
- ✔ The talk summarizes the lecture.
- ✔ All major points are included.
- ✔ Examples and details support the main idea.
- ✔ The speaker paraphrases the wording.
- ✔ The information is accurate.

- ✔ Different vocabulary words are used.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

### *Example Response for Integrated Essay "Competition in the Classroom"*

Many writers begin with a chart like those you practiced in Chapter 5. Only the essay will be scored.

## Chart




## Example Essay "Competition in the Classroom"

The lecture challenges the assumptions in the reading passage, presenting the benefits of competition in the classroom. According to the lecturer,

higher motivation, productivity, and fun do not justify competitive classrooms.

First, although high achievers may be motivated by competing with their classmates, most students experience performance anxiety before the competition, and low self-esteem when they don’t win. According to the professor, cheating, fear, and antagonism often occur as a result of competition in the classroom.

Next, the professor cites research by Kohn in which he looked at 122 studies of cooperation in the classroom. In half of the studies, productivity was higher in a cooperative classroom, and, in a quarter of the studies, there was no difference between the levels of productivity in cooperative and competitive classrooms.

Last, the lecture discredits the idea that a competitive classroom is fun, specifically that games and sports like spelling bees and science projects are more interesting and entertaining. The professor argues that, in the past, it was fun to play, but, currently, the emphasis is on winning, and it is only fun for those who manage to beat their fellow students in the competition. The lecture makes a case for students having the opportunity to compete against themselves to improve their scores.

## Checklist for Integrated Essay

- ✔ The essay answers the question.
- ✔ A topic sentence summarizes the main idea.
- ✔ An outline sentence previews the major points.
- ✔ Examples and details support the points.
- ✔ The information is accurate.
- ✔ Each lecture point is addressed.
- ✔ The writer paraphrases the wording.
- ✔ Different vocabulary words are used.
- ✔ The writer makes few mistakes in grammar.
- ✔ A variety of sentences are included.
- ✔ The essay is complete within the time limit.
- ✔ The essay is easy for someone to read.

## *Example Response for Academic Discussion: "Artificial Intelligence"*

One argument against the use of AI is that it will cause many jobs to be lost because it will replace humans in the workplace; however, I think that artificial intelligence will create the opportunity for different and more rewarding jobs for human beings. Looking into the future, humans could engage in creative projects instead of spending many hours completing repetitive tasks. This could be accomplished by assigning those routine tasks to an AI assistant. AI even has the potential to reduce the human work week, allowing us to enjoy more leisure time with our families or in interesting pursuits outside of work. I think that AI can greatly improve our lives.

# MODEL TEST 6: PROGRESS TEST

## READING

### *Reading 1 "Exotic and Endangered Species"*

1. **C** ". . . exotic species . . . a resident of an established community that was deliberately or accidentally moved from its home range and became established elsewhere." Choice A is not correct because it refers to an endangered species, not an exotic species. Choice B is not correct because exotic species are moved from their communities. Choice D is not correct because an exotic species becomes established, unlike most imports, which fail to thrive outside of their home range.

2. **B** In this passage, *connect* is a synonym for "bond." Context comes from the result at the end of the same sentence. ". . . they started to import familiar animals."

3. **C** ". . . no natural predators . . . was the reality." Choice A is not correct because it refers to a solution for the problem, not why the plan failed. Choice B is not correct because Australians imported rabbits because they liked the familiar species. Choice D is not correct because it refers to the reason that the rabbits were introduced, not to why the plan failed.

4. **C** The rabbits create deserts by eating the vegetation, but they were not moved to deserts. Choice A is mentioned in paragraph 4, sentence 6. Choice B is mentioned in paragraph 4, sentence 7. Choice D is mentioned in paragraph 4, sentence 9.

5. **B** "Biting insects, mainly mosquitoes and fleas, quickly transmit the virus from host to host." Choice A is not correct because South American rabbits are the normal hosts for the myxoma virus. Choice C is not correct because it is the *O. cuniculus* rabbit that dies when infected. Choice D is not correct because resistant populations of *O. cuniculus* rabbits, not fleas, have an immunity to the virus.

6. **C** ". . . researchers are now questioning whether . . . it can . . . infect animals other than rabbits (such as humans)." Choice A is not correct because insects were not mentioned in the Spencer Gulf experiment. Choice B is not correct because the purpose of the experiment was to kill the rabbits. Choice D is not correct because 80 to 95 percent of the rabbits are being killed, but the small number with immunity is not identified as dangerous.

7. **C** In this passage, *results* is a synonym for "consequences." Context comes from the logical connection between researchers "questioning" and the phrase "long-term," which describes the "consequences."

8. **A** In this passage, *surpasses* is a synonym for "exceeds." Context comes from the logical relationship between "demand" and "supply."

9. **C** Vocabulary reference is a transitional device that connects the insert sentence with the previous sentence. The connection is the reference to "starch" in both the insert sentence and the previous sentence.

10. **E, B, C** summarize the passage. Choice A is a minor point that refers to major point C. Choice D is a detail that is not developed as a major point. Choice F is an important fact, but it is not a major point because is it not developed.

## *Reading 2 "Paleolithic Art"*

11. **D** Choice A is mentioned in paragraph 1, sentence 5. Choice B is mentioned in paragraph 1, sentence 6. Choice C is implied in paragraph 1, sentences 3 and 5.

12. **A** In this passage, *admission* is a synonym for "access." Context comes from the contrast with "remoteness" and "difficulty" in the same sentence.

13. **C** In this passage, *assist* is a synonym for "facilitate." Context comes from the contrast of "destruction" and "survival" in the same and following sentences.

14. **B** In this passage, the phrase *not believed* describes "discredited." Choice A describes *distracted*. Choice C describes *discouraged*. Choice D describes *disorderly*. Context comes from the parts of the word. The prefix *dis* means "not." The root *credit* means "believe."

15. **B** Example is a transitional device that connects the insert sentence with the general statement in the previous sentence. The connection is between the general statement "animals that seem to have been diet staples . . . are not . . . portrayed" and the example that "red deer, not bison, were eaten."

16. **A** *It is true* paraphrases "cannot . . . be doubted" and *the paintings were meaningful* paraphrases "the paintings did have meaning."

17. **B** "Some researchers have considered them [positive imprints] 'signatures' of cult or community members, or . . . individual artists." Choices A and C are not correct because they are not mentioned or implied. Choice D is not correct because the author states that the "handprints . . . must have had a purpose."

18. **C** "Old Stone Age painters and sculptors frequently . . . used the caves' naturally irregular surfaces to help give the illusion of real presence to their forms." Choice A is not correct because the hardness of the stone is not mentioned. Choice B is not correct because the rock formation, not the animals, provided inspiration. Choice D may have been true, but it is not the reason that they selected certain surfaces in the caves.

19. **C** Because the author presents several different theories and does not offer a strong argument for any of them, the author's opinion is probably that the exact purpose of cave paintings is not known. Choice A is not correct because the author also presents the food-creation theory and the mythology theory as alternatives to the hunting ritual theory. Choice B is not correct because the mythology theory is not the only possibility discussed. Choice D is not correct because the author suggests several reasons why this theory cannot explain the narrow range of subjects or the inaccessibility of many of the paintings.

20. **A, B, D** summarize the passage. Choice C is true, but it is a minor point that is mentioned as evidence for Choice B. Choice E is not mentioned in the passage. Choice F is true, but it is a point that is used to develop the ideas in Choice A.

## *Reading 3 "Group Decision Making"*

21. **B** ". . . people will . . . be more committed to a decision in which they have had a say than to a decision made for them." Choice A is true, but more ideas do not explain why the decisions are successful. Choice C is not correct because the help provided by a large number of people is not mentioned in the passage as an advantage during implementation. Choice D is not correct because implementation is successful in group decisions, but the decisions themselves may or may not be successful.

22. **B** In this passage, *significant* is a synonym for "considerable." Context comes from the reference to the "time required to make a decision" as a "disadvantage."

23. **A** Generalization and example is a transitional device that connects the insert sentence with following sentences. "In fact, the traditional group is prone to a variety of difficulties" provides a general statement that introduces the disadvantages developed in the following sentences. Choices B, C, and D would interrupt the examples by inserting the generalization.

24. **D** In this passage, *As a result* describes "Consequently." Context comes from the conclusion that follows the word "Consequently."

25. **B** "All group members need to be encouraged and permitted to contribute." Choice A is not correct because the group should have goals, and personal goals by one member [the leader] should not dominate the discussion. Choice C is not correct because it is considered a disadvantage when an individual such as the group leader dominates the group. Choice D is not correct because expectations are not mentioned as a responsibility of the group leader.

26. **C** ". . . a group may try too hard to compromise . . . to maintain friendships and avoid disagreements." Choice A is not correct because the group may not make optimal decisions when the members try too hard to compromise. Choice B is not correct because groupthink requires agreement rather than compromise. Choice D is not correct because helping one member to reach a personal goal or win an argument would be the opposite of compromise.

27. **B** In this passage, *debatable* is a synonym for "controversial." Context comes from the contrast with "social pressure . . . to conform."

28. **A** "It occurs when groups are highly cohesive, have highly directive leaders, are insulated so they have no clear ways to get objective information, and—because they lack outside information—have little hope that a better solution might be found than the one [solution] proposed by the leader or other influential group members." The phrase "the one" does not refer to Choices B, C, or D.

29. **C** ". . . decisions . . . are made without consideration of . . . alternative options." Choice A is not correct because the group exerts pressure on dissenters, but dissenters do not exert pressure on the group. Choice B is not correct because it is neither mentioned nor implied

in the passage. Choice D is not correct because, when groupthink takes place, poor decision making and wrong decisions occur.

30. **A, B, D** summarize the passage. Choice C is a general introductory statement, not a major point. Choice E is true but is not mentioned in the passage. Choice F is a minor point that supports major point A.

## *Reading 4 "Four Stages of Planetary Development"*

31. **A** *The Earth may have been liquid* paraphrases "Earth was probably molten," and *the heat collected faster than it dissipated* paraphrases "this heat would have accumulated much more rapidly than it could leak away." In addition, *if the formation took place quickly* paraphrases "If Earth formed rapidly."

32. **B** Because radioactive decay "releases heat" and "helped melt Earth," it must be concluded that radioactive matter generates intense heat. Choice A is not correct because all traces of early lava flooding caused by radioactive heating have been destroyed. Choice C is probably true, but the relative importance of the stages is not mentioned in the passage. Choice D is not correct because the heating, not the flooding, is caused by radioactive decay.

33. **D** In this passage, the phrase *most important* describes the word "dominant." Context comes from the contrast with the phrase "still occasionally" earlier in the sentence.

34. **B** ". . . water fell as rain, filling the deepest basins to produce the first oceans." Choices A, C, and D are true, but they do not describe how the oceans formed.

35. **D** Addition is a transitional device that connects the insert sentence with the previous sentence. The reference to the way that the "mountains" and "continents" are "changing" in the previous sentence introduces the way that "air and water erode the surface and wear away geological features [like mountains and continents]" in the insert sentence. Choices A and B are not correct

because they refer to flooding, not to the processes in slow surface evolution such as erosion. Choice C is not correct because the sentence does not include a reference to erosion and cannot introduce an additional sentence about erosion.

36. **A** In this passage, *different* is a synonym for "peculiar." Context comes from the word "Nevertheless," which signals a contrast with the previous sentences that show similarities between Earth and the other planets.

37. **A** In this passage, *procedure* is a synonym for "process."

38. **A** According to the passage, *cratering* is the second stage and *flooding* is the third stage. Choice B is not correct because *slow surface evolution* is the fourth stage, after *flooding*. Choice C is not correct because *differentiation* is the first stage, which comes before, not after *cratering*. Choice D is not correct because it is not a stage, although it is an important process.

39. **B** "No one is sure how the presence of living matter [which is peculiar to Earth] has affected the evolution of Earth." Choice A is mentioned in paragraph 1, sentence 1. Choice C is mentioned in paragraph 1, sentence 2. Choice D is mentioned in paragraph 3, sentence 5.

40. **B, E, F** summarize the passage. Choice A is not correct because the stages are the same. Choice C is true, but it is a minor point that refers to major point E. Choice D is true, but it is a minor point that refers to major point F.

# LISTENING

Track 68 **Model Test 6, Listening Section**

## PART ONE

### *Listening 1 "Professor's Office"*

**Audio Conversation**

Narrator: Listen to a conversation between a student and a professor.

Student: Hi, Dr. Davis. I'm a little early. Should I wait outside?

Professor: No. Come on in. I'm free. What did you want to talk about?

Q1

Student: Well, I've read the first couple of books you had on my list . . . the reading list for my independent study . . . and I was just wondering how you want me to report them to you. We didn't really talk about that.

Professor: Well, I'm glad you stopped by. Let me think . . . didn't you have a project to do in addition to the reading list?

Student: Yes. You said it could be a research paper or I could come up with a proposal for a different kind of project.

Professor: That's right. So, the reading list is . . . background information then. Why don't you just come in when you finish the first part of the list? I think it was divided in two distinct parts . . . so just come in, and we'll talk about the readings.

Student: You mean I should prepare a synopsis of each book and . .

. and kind of report to you on each one?

Q4

Professor: No, no. Nothing as formal as that. I was thinking more along the lines of a conversation. As I recall, the list has a focus, doesn't it?

Student: Definitely. All of the books are novels and plays from the second half of the twentieth century.

Professor: The postmodern period then. And all North American novelists and playwrights.

Student: Right.

Professor: So we should be able to find some common threads then. Remember, though, postmodernism is very difficult to define precisely. Maybe we could start with a discussion of the themes that emerge in the collection of literature from that period.

Student: That sounds interesting.

Professor: I think so, too. And by the time you get through with the second half of the reading list and we get together again, maybe we can figure out whether we're looking at a logical extension of postmodernism or whether there's actually a new movement there . . . in the readings on the second part. If you'll notice, there are quite a few minority writers represented, so you might want to think about what *that* means.

Q2

Student: I noticed that in the list. The first part of the list has the usual North American writers and, of course, a good representation of women writers, as you would expect, but the second part of the list includes a number of African-American authors, several Hispanic-American writers, and a few Asian-Americans.

Professor: It's a multiethnic mix.

Student: Yeah.

Professor: Good. So have you decided whether you want to do a

paper or . . . something else perhaps?

Student: To tell the truth, I'd really like to do something a little more creative. Maybe bring in some visuals on the computer as part of the . . . I don't know . . . I suppose you would call it a mixed media report. But I've never done anything like that before.

Professor: But that's what an independent study is designed to do. It's an opportunity to experiment and to have some one-on-one time with a professor.

Student: But a research paper is easier in some ways. At least I know that I can do a decent job. The computer project is unknown territory.

Q3

Professor: True. But remember, it's unknown territory for all of us. I think I've heard some references to *Cybermodernism*, if you want to investigate some of the work that's being created in, as you call it, mixed media literature.

Student: Cybermodernism? Wow!

Professor: I think you'd find it interesting. Anyway, it's up to you. It's *your* project.

Student: Thanks. I'm really excited about doing this independent study. Actually, I'm spending more time on it than on any of my other classes.

Q5

Professor: I've found that students usually invest more time and energy in a class that they can design. That's why I like to direct them. Oh, and Terry, if you run into any problems, don't wait until you're halfway through your reading list. Just stop by during my office hours. Maybe I can give you some references or at least a sounding board.

Student: Thanks. This is better than I even expected.

**Audio** 1. Why does the man go to see his professor?

**Answer** **C** To ask about the professor's requirements

| | | |
|---|---|---|
| **Audio** | 2. | How is the second part of the reading list different from the first part? |
| **Answer** | **A** | More minority authors are represented. |
| **Audio** | 3. | Listen again to part of the conversation and then answer the following question. |
| **Replay** | | "I think I've heard some references to *Cybermodernism*, if you want to investigate some of the work that is being created in, as you call it, mixed media literature." "Cybermodernism? Wow!" |
| **Audio** | | What does the man mean when he says this: |
| **Replay** | | "Cybermodernism? Wow!" |
| **Answer** | **B** | His tone expresses interest and excitement. |
| **Audio** | 4. | What will the man probably do before the next meeting? |
| **Answer** | **D** | Prepare to talk with the professor |
| **Audio** | 5. | What can be inferred about the professor? |
| **Answer** | **B** | She is willing to help her students. |

## *Listening 2 "Philosophy Class"*

### Audio Discussion

Narrator: Listen to part of a discussion in a philosophy class.

Professor:

Q6

The earliest Greek philosophers, also known as the pre-Socratic philosophers, they were very interested in determining the nature of the universe. Initially, Thales proposed that water was the original material from which all other material was derived, and by that he was referring not only to things on Earth but also in the heavens. He observed that life sprouts from a moist ground, unlike death that dries and shrivels into dust. The fact that water could transform itself into a solid as it does when it freezes into

ice or it could change into air as it does when heated into steam, well, this convinced him that everything had originated as water and would eventually return to water. He believed that all things are living things, including rocks and metals, and so literally everything would transform itself into the original material, water, in a logical pattern of change.

Q7

A little later, Anaximander, and he was a student of Thales, so Anaximander was set on a path that involved questioning which of the elements was the most basic or fundamental. But he suggested that the universe was not originally made up of water as Thales had reasoned, but was a living mass, which he called the *infinite.* The word in Greek actually means “unlimited,” but most translators have used the term *infinite* since it probably captures the meaning a little better in English. So Anaximander put forward what some believe is the first theoretical postulate . . . that the infinite was constantly in motion . . . up and down, back and forth. So, although the infinite had begun as a whole, the motion had caused pieces to be broken off to form all of the elements of the universe . . . the Earth, the Sun, stars. Then, he speculated that, as the oceans had begun to evaporate, the first sea plants and animals had formed, and from them their descendants, the birds and land animals, evolved, until finally, mankind was created.

Student 1: That sounds a lot like evolutionary theory.

Professor:
Yes, it does. Probably the first instance of evolutionary theory among Europeans, although the Chinese philosophers had discussed this possibility earlier. Okay, so what do you think he postulated about the continued motion of the universe? Anyone?

Student 2:
I remember that part. He thought that all of these separate elements would eventually be put back together into the original infinite mass.

Professor:

Precisely right. But good students think for themselves, and some years later, Anaximander's student Anaximenes criticized his teacher's view. He deduced that the original element of the universe was air, which was timeless and boundless, and, in fact, alive. Because mankind and all the animals must breathe air in order to survive, he believed, therefore, that air had been transformed into blood, bone, and flesh. He also concluded that air was the origin of water, stone, and earth, and I think you can see the analogy with the parts of the body there. Furthermore, he contended that the solid condensations of air constituted the body of the world, but the ethereal quality of air constituted the spirit of the world, and it was the spirit that remained alive forever.

Now these three philosophers . . . Thales, Anaximander, and Anaximenes . . . they were all residents of Miletus, and were very active beginning about 600 years before the Christian era. So they were called the Milesian philosophers. And they all had different views, but they also had something in common.

Student 1:

Q8

Do you mean that they were all materialists? Because they were trying to explain the universe in terms of perceivable elements like water and air?

Professor:

Q9

Good observation. Let's take that a step further. They all attempted to explain the unknown in terms of the familiar instead of looking to the current mythologies or to a divine presence. And that's what is truly extraordinary about these pre-Socratic philosophers. A naturalistic account of the cosmos was profoundly different from the myths and legends of gods and goddesses that had been the basis for explaining the origin of the universe.

Student 2: So what do you mean by naturalistic?

Professor:

Q10

I mean that they tried to use scientific arguments, and this marked a very new way of thinking. Unlike the exciting narratives of superhuman beings with the powers to create and change the universe, they proposed that the universe was made up of something very basic, and that it was constantly undergoing *natural* changes. The Milesians made a major contribution . . . and they did this by moving beyond the old mythologies and folktales, and some scholars even suggest that they were responsible for the beginnings of Western philosophy as we know it. Now, when we talk about philosophy, it's important to point out that for many centuries philosophy was *not* a separate discipline from other areas of thought and knowledge. In fact, early philosophers were mathematicians, physicists, chemists, and biologists before any of these sciences were identified as separate . . . subjects, or . . . fields of study. So the pre-Socratic philosophers were trying to discover a scientific basis for the universe long before the scientific method and the technologies were available to support their investigations. But, really, many scholars argue that these philosophers did initiate the process at least, and the process eventually resulted . . . years later . . . as the beginning of the physical sciences.

Q11

Okay, all of this appears on the surface to be very positive, right? But, at the time, many philosophers as well as ordinary citizens were feeling much less comfortable with the very sparse tenants of emerging science than they had been with the rich and complicated stories that had explained the universe for them. Remember that this is all before Socrates, Aristotle, and Plato who were . . . by then . . . well, more able to expand on protoscientific thought and produce a massive and elaborate scientific alternative to the ancient beliefs.

**Audio** 6. What is the discussion mainly about?
**Answer** **C** The nature of the universe

**Audio** 7. Why does the student mention evolutionary theory?
**Answer** **D** He is comparing evolution to Anaximander's theory.

**Audio** 8. Listen again to part of the discussion and then answer the following question.
**Replay** "Do you mean that they were all materialists? Because they were trying to explain the universe in terms of perceivable elements like water and air?"
"Good observation. Let's take that a step further."
**Audio** Why does the professor say this:
**Replay** "Good observation. Let's take that a step further."
**Answer** **C** She is going to expand on the comment. To "take a step further" means to "elaborate" or "provide details."

**Audio** 9. What view did the three Milesian philosophers share?
**Answer** **B** They introduced a scientific approach to explaining nature.

**Audio** 10. What can be inferred about the early Greek philosophers?
**Answer** **A** They were exploring the physical sciences.

**Audio** 11. Listen again to part of the discussion and then answer the following question.
**Replay** "Okay, all of this appears on the surface to be very positive, right? But, at the time, many philosophers as well as ordinary citizens were feeling much less comfortable with the very sparse tenants of emerging science than they had been with the rich and complicated stories that had explained the universe for them."
**Audio** What does the professor mean when she says this:
**Replay** "Okay, all of this appears on the surface to be very positive, right?"
**Answer** **B** She is introducing doubt. "On the surface" implies that there is more to know.

## PART TWO

### *Listening 3 "Professor's Office"*

**Audio Conversation**

Narrator: Now listen to a conversation between a student and a professor.

Student: Excuse me, Professor Jones. I was wondering whether I could talk with you for a minute? If you're busy now, though . . .

Professor: Sure, Anne. What's up?

Student: Well, I've been working on my research project. I'm doing it on decaffeinated beverages.

Professor: Oh, I remember. That's going to be interesting. How's it going?

Q12

Student: Good. I've got all the data, but the report is turning out to be fairly short. It took such a long time to do the research, I thought I'd have a lot more to write about.

Professor: Well, how long will it be, do you think?

Student: Probably five or six pages, and that includes a couple of pages with charts in them.

Professor: That sounds about right.

Student: It does?

Professor: Yes. Of course, it depends on what you included in the five pages. The issue here is whether the research design was well thought out, and whether you have all of the information in your report that you need to explain what you did . . . the approach . . . and the results that you found.

Student: Okay. I have a short introduction . . . just a few paragraphs really . . . so that's about caffeine, and then I

talk about the benefits of decaffeination, and several ways to do that.

Professor: Unhuh. What else?

Student: Well, I explain my research design . . . and that's sort of a problem too because I'm not sure whether to make this sound like a book, you know, the way the studies are explained in our textbook, or whether I should just write it up as clearly as I can so that anyone would understand what I did.

Q13

Professor: I'd go for that option. In fact, why don't you ask a few friends to read it before you turn it in? If your friends get it, that's a good indication that you've explained it well, but if they have a lot of questions, then maybe you need to do some rewriting. And, Anne, it's even better if your friends aren't chemistry majors like you are.

Student: Well, I would never have thought of that.

Professor: Then I'm glad I suggested it. By the way, did you include references at the end of your study?

Student: Just two. That's all I used.

Professor: Okay. Good. Just as long as you cite the references you used.

Student: Well, thanks. This is the first time I've ever done my own research. It was hard because I didn't have any experience, but it was fun, too. I was thinking about trying to get a part-time job as a lab assistant next year.

Q14

Professor: I think you'd be a good candidate. In fact, why don't you write up a draft of that report, and I'll look it over for you before you hand in the final copy.

Q15

Student: That would be perfect. I could bring it in on Monday since that's when you have your usual office hours.

Would that be okay?

Professor: Yes, but that would only give you one day before the report is due.

Student: Oh, right.

Professor: Okay then. Why don't you bring it to class on Friday?

Student: That would be great.

Professor: And, Anne, if you're really serious about that lab assistant position, I can give you some information about that when I see you.

Student: I can't thank you enough.

Q16

Professor: Not at all, Anne. You've got a lot going for you. I'm glad to help.

**Audio** 12. Why does the woman want to talk with her professor?
**Answer** **C** She has some questions about the report she is writing.

**Audio** 13. What advice does the professor give the woman?
**Answer** **A** Have some friends read the research

**Audio** 14. What does the professor offer to do?
**Answer** **A** Read a draft of the report before the woman submits it

**Audio** 15. Listen again to part of the conversation and then answer the following question.
**Replay** "I could bring it in on Monday since that's when you have your usual office hours. Would that be okay?"
"Yes, but that would only give you one day before the report is due."
"Oh, right."
**Audio** Why does the professor say this:
**Replay** "Yes, but that would only give you one day before the report is due."
**Answer** **A** His tone expresses reluctance because he realizes that she

won’t have time to revise the report.

| | | |
|---|---|---|
| **Audio** | 16. | What is the professor’s opinion of the woman? |
| **Answer** | **B** | He is very impressed with her attitude. |

## *Listening 4 “Biology Class”*

### Audio Lecture

Narrator: Listen to part of a lecture in a biology class. The professor is talking about bacteria.

Professor:

Q19

Bacteria is the common name for a very large group of one-celled microscopic organisms that, we believe, may be the smallest, simplest, and perhaps even the very first forms of cellular life that evolved on Earth. Because they’re so small, bacteria must be measured in microns, with one micron measuring about 0.00004 inches long. Most bacteria range from about 0.1 microns to about 4 microns wide and about 0.2 microns to almost 50 microns long. So how can we observe them? I’ll give you one guess. Under the microscope, of course. As I said, bacteria are very primitive and simple. In fact, they’re unicellular, which means that they’re made up of a single cell. We think they probably evolved about three and a half billion years ago. Some of the oldest fossils are bacterial organisms. They’ve been found almost everywhere on Earth, including all the continents, seas, and fresh water habitats, and in the tissues of both plants and animals.

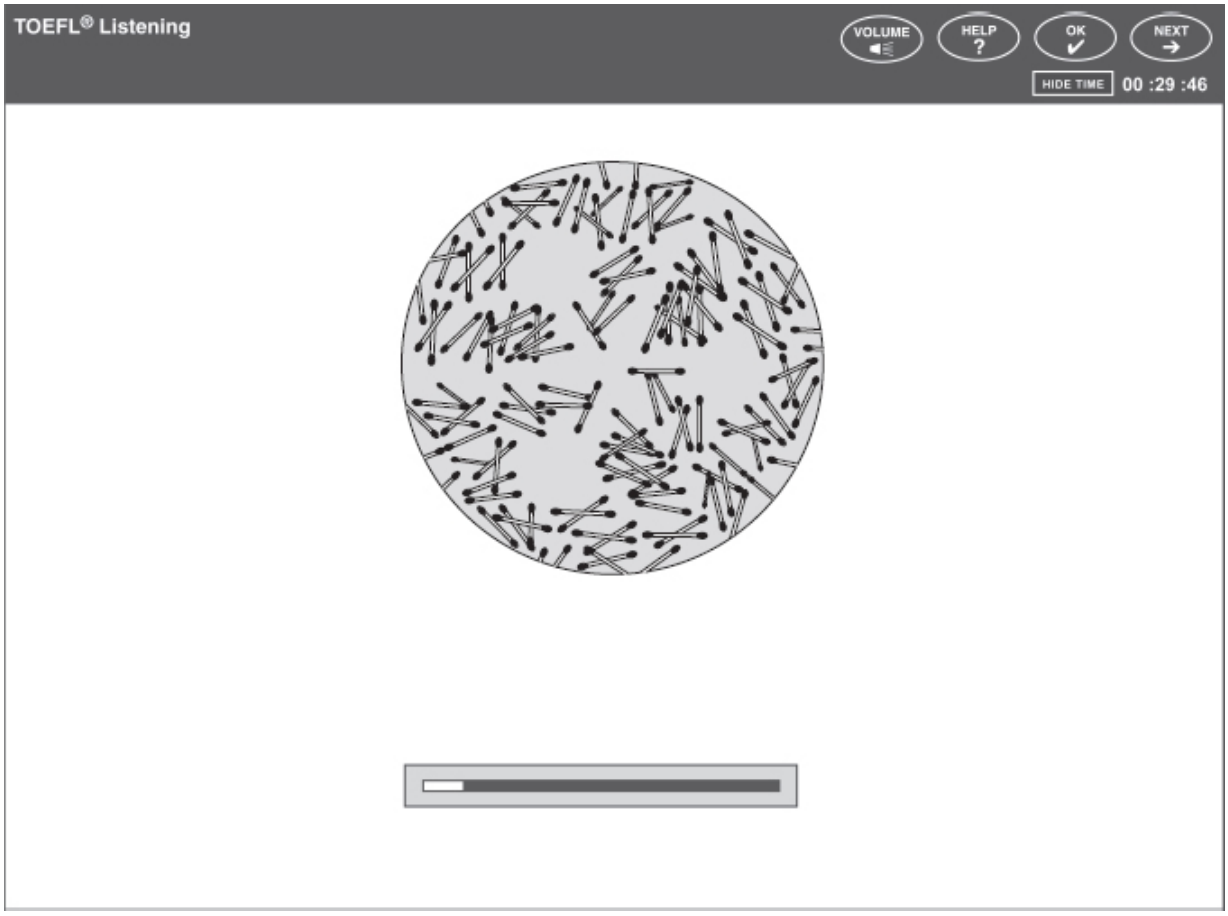
Q19

Well, since they’re so prevalent, you might ask, how do they reproduce? Okay, they grow in colonies and can reproduce, quite rapidly, in fact, by a process called *fission*. In fission, the cell, and remember, there’s only one in bacteria, one cell. So the cell increases in size and then splits in two parts. Fission is also referred to in your text as *asexual budding*. Now you’ll also read about *conjugation*, and that’s when two separate bacteria exchange

pieces of DNA, so there are two ways that reproduction can occur, but we think that fission is more common.

Q17

Okay. Bacteria were virtually unknown until about 1600 when microscopes were introduced, and, at that time, bacteria were observed and classified into three main types according to their shapes, and that classification hasn't really changed that much over the years. So that's what I want to talk about today—the main types of bacteria. The slides that I'm going to show you are enlargements of bacteria that I observed under the microscope in the lab earlier today. Now, this first slide is an example of *bacilli*.

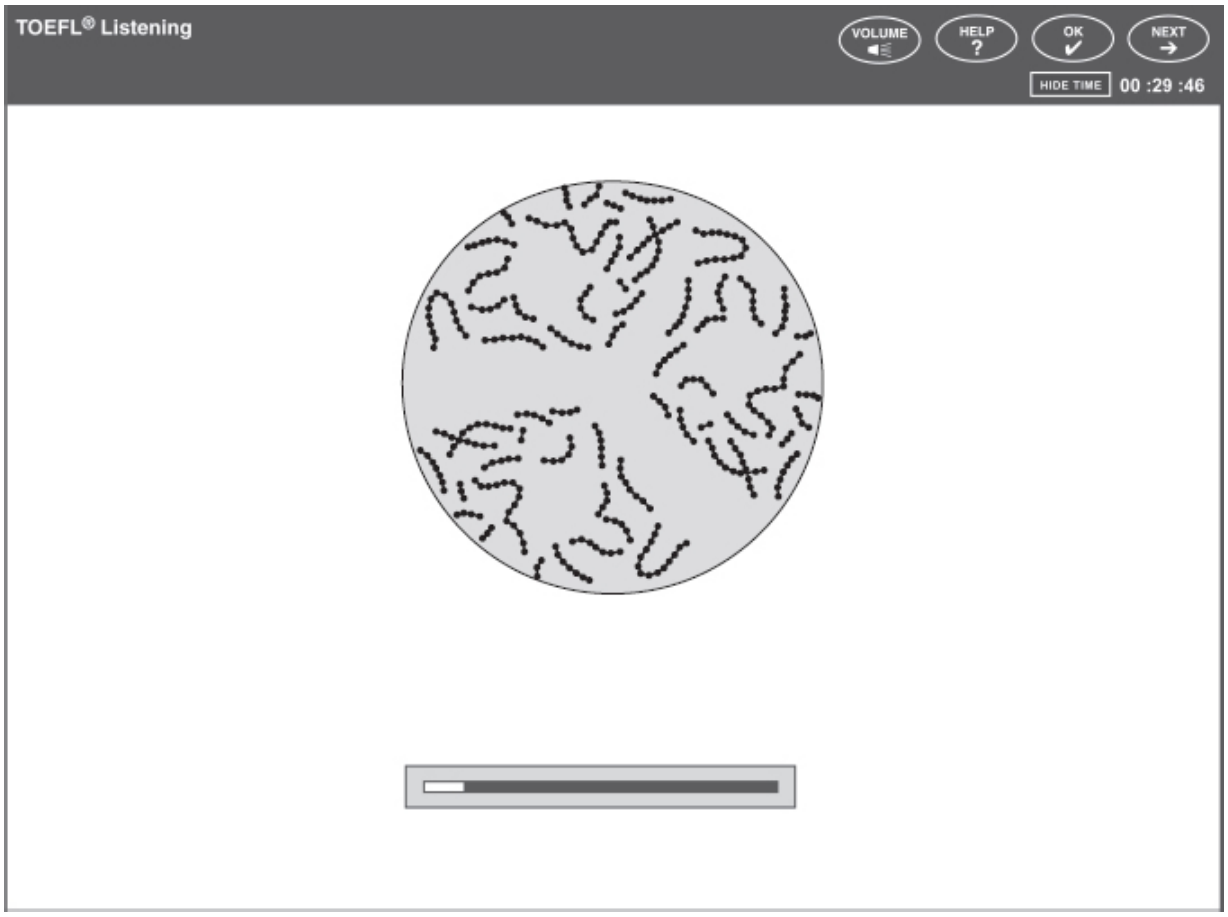



The bacilli are a group of bacteria that occur in the soil and air. As you can see, they're shaped like rods, and if you were to see them in motion, they'd be rolling or tumbling under the microscope. Of course, you can't see that

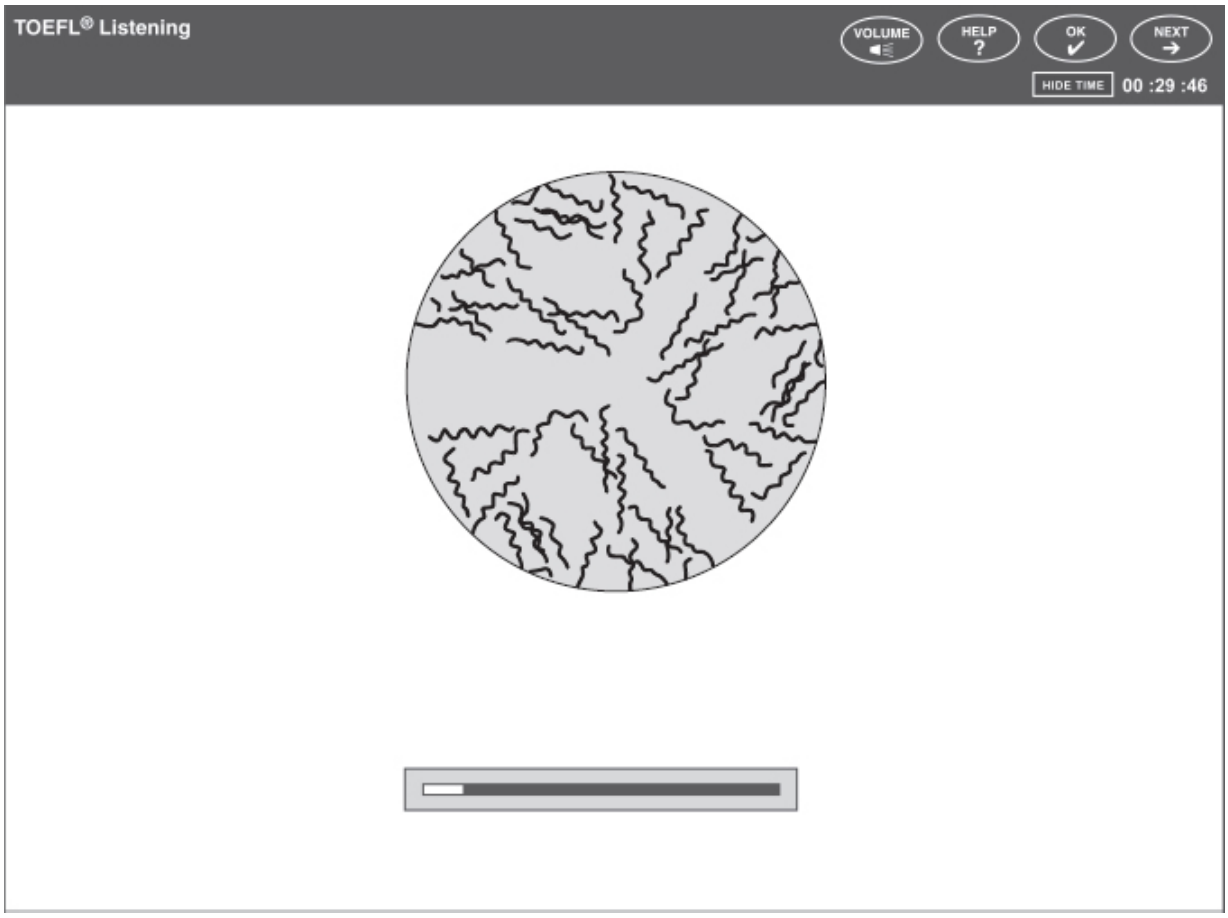
because this is a still visual, but later, when you go into the lab, you'll see that rolling motion in examples of bacilli. These are kind of a greenish blue, but some are yellow. So don't try to identify them by their color. Look at the shape. These bacilli are largely responsible for food spoilage.

Q18

Okay, the next slide is a very different shape of bacteria. It's referred to as the cocci group, and it tends to grow in clusters or chains, like this example. This specimen is one of the common streptococci bacteria that cause strep throat.




Finally, let's look at the spiral-shaped bacteria called the *spirilla*.




This is the spirilla. They look a little like corkscrews, and they're responsible for a number of diseases in humans. But I don't want you to get the wrong idea. It's true that some species of bacteria *do* cause diseases, but for the most part, bacteria are benign.

Q20

There's a lot of bacteria in this room in fact. We all have it on us. They live harmlessly on the skin, in the mouth, and in the intestines. In fact, bacteria are very helpful to researchers because bacterial cells resemble the cells of other life forms in many ways, and may be studied to give us insights. For example, we have a major research project in genetics here at the university. Since bacteria reproduce very rapidly, we're using them to determine how certain characteristics are inherited.

Q21

Okay, now, let me review these three types with you . . . cocci are spheres, bacilli are rods, and spirilli are spirals. One of my students came up with a way to remember them. Just try to visualize the first letter in the name of each of the different types: Cocci starts with C like the shape of half a sphere. Bacilli starts with a straight line on the B, and a rod is straight. Spirilla starts with an S, and that's a spiral shape. If it helps you, use it.

Q22

In any case, although I want you to know the three major classifications, within these basic groups there are virtually hundreds of variations that make them somewhat more difficult to identify and classify than the rather straightforward specimens that I showed you a minute ago. Because, you see, bacteria can join in chains, clusters, pairs. And, sometimes, more than one type of bacteria may be found together in a specimen. I think you get the picture.

Okay then, in addition to identifying bacteria by their shape, which we now know isn't really a very good method for distinguishing them easily, if we really want to identify what type of bacteria we're dealing with, it's better to study the biochemistry or genetic structure of the specimen. They have one chromosome of double-stranded DNA in a ring, which we can analyze fairly easily.

**Audio** 17. What aspect of bacteria is this lecture mainly about?
**Answer** **D** The three major types of bacteria

**Audio** 18. Which of the following slides contain cocci bacteria?
**Answer** **B** The cocci bacteria are shown in this slide.

**Audio** 19. Which two characteristics are common in bacteria?
**Answer** **A** They have one cell.
**C** They reproduce quickly.

**Audio** 20. Why are bacteria being used in the research study at the university?

**Answer** **C** Bacteria are similar to other life forms.

**Audio** 21. How does the professor help the students to remember the types of bacteria?
**Answer** **C** He uses the first letter to represent the shape.

**Audio** 22. Listen again to part of the lecture and then answer the following question.
**Replay** "Because, you see, bacteria can join in chains, clusters, pairs. And, sometimes, more than one type of bacteria may be found together in a specimen. I think you get the picture."
**Audio** Why does the professor say this:
**Replay** "I think you get the picture."
**Answer** **D** To "get the picture" means "to understand." He thinks that the information is very clear.

## *Listening 5 "Literature Class"*

### Audio Discussion

Narrator: Listen to part of a discussion in a literature class.

Professor:

Q23

Today we're continuing our discussion of *Gulliver's Travels* by Jonathan Swift. We left off last session at the point where Gulliver began his fourth voyage as the captain of a merchant ship. As you'll recall, his crew had confined him and cast him ashore on an island. While making his way along a road, he was attacked by a herd of deformed beasts with brown skin and no tails, but suddenly the attack was interrupted by the appearance of a beautiful horse. And this is where we left off. So what happens next?

Student 1:
Well, another horse comes along, and they appear to be having a conversation, the two horses, I mean, and they keep using the words *Yahoo*

and *Houyhnhnm* so Gulliver is able to understand that Yahoo refers to the animals that attacked him and Houyhnhnm refers to the horses. Then Gulliver goes home with the horses.

Professor:
And what is Gulliver thinking about while he's observing the Yahoos and the Houyhnhnms?

Student 2:

Q24

Oh, this was good. He starts to understand that the only difference between himself and the Yahoos is his clothing. But he's . . . he's horrified by this, so we see him trying to be more like the horses.

Professor: How do you know that he's striving to emulate the Houyhnhnms?

Student 2: Well, he learns their language . . . so he can communicate with them.

Professor:
Right. So this brings us to the most important part of the narrative—the comparison between the Yahoos and the Houyhnhnms. First tell us how the Yahoos are portrayed. What do they eat? How do they look?

Student 3:

Q25

Well, I think the author used the word depraved several times. They eat dog and donkey meat and even garbage, and they drink, um, they drink . . . too much. And he says they're filthy, and they stink.

Professor:
So their behavior . . . the Yahoos' behavior . . . is neither rational nor moral. Now take a look at the description of the Yahoos that Gulliver has known in England. Let me refer to the book here. Okay, Gulliver explains that Yahoos in England fight wars for religious reasons, that lawyers use reason to argue

for the wrong side, that the wealthy live to acquire more luxuries, and that greed makes them ill. By this, we assume that he's referring to the rich gourmet diet that causes gout and other health problems among the upper classes. So this is in contrast with the Houyhnhnms, right? How so?

| Student 1 | Student 2: |
| --- | --- |
| Well . . . | Yes . . . |

| Student 1: | Sorry, go ahead. |
| --- | --- |

Student 2:
I was just going to say that they eat oats, bread, and honey, but not meat, not other animals. And they don't drink.

Student 1:
I think it's important that they don't even understand the concept of a lie. That proves that they are . . . that they have a very innocent nature.

Professor:
Good point. You're referring to the fact that they failed to grasp how the crew was able to initiate the mutiny that brought Gulliver to their island.

| Student 1: | Umhum. |
| --- | --- |

Professor:
Okay, so what do the Houyhnhnms think about Gulliver? And what does Gulliver conclude about himself?

Student 2:

Q25

Well, Gulliver isn't really a Yahoo, and he isn't really a Houyhnhnm, either. I'd say he's kind of in the middle. But, he's trying to become a Houyhnhnm.

When he goes back to England, he's actually afraid of other humans . . . I mean . . . Yahoos.

Professor:

Q26

But he can't quite achieve his transformation, can he? Even though his pride motivates him to continue the impossible pursuit of perfection. . . . So, what does this all mean?

Student 1:
I think it's like the other chapters. The fourth voyage is . . . it's another critique of the weaknesses in human nature.

Professor:

Q27

Q28

Then Swift is making the point that, although humankind is capable of rational behavior, we seldom choose to exercise it. The very meaning of the word *Yahoo* in the Houyhnhnm language is "evil." So Swift is very satirical then. And when we consider the time period for the book, the early 1700s, we must appreciate the exceptional departure from the literature of the era, which was mostly written to flatter or entertain. Swift used satire to provide the reader with a perspective that's very different from that of other writers in an age of science and reason.

| | | |
|---|---|---|
| **Audio** | 23. | What is the discussion mainly about? |
| **Answer** | **B** | A narrative of the fourth voyage of Gulliver |

| | | |
|---|---|---|
| **Audio** | 24. | What does Gulliver learn about himself? |
| **Answer** | **A** | He is like the Yahoos in many ways. |

| | | |
|---|---|---|
| **Audio** | 25. | In the discussion, the professor describes the characteristics of the Yahoos. |

Indicate whether each of the following is one of their characteristics. Click in the correct box for each sentence.

**Answer**

| | | Yes | No |
|---|---|---|---|
| A | They eat flowers. | | ✔ |
| B | They have a foul odor. | ✔ | |
| C | They engage in an immoral lifestyle. | ✔ | |
| D | They are satirical caricatures of humans. | ✔ | |
| E | They live in trees. | | ✔ |

**Audio** 26. Listen again to part of the discussion and then answer the following question.

**Replay** "But he can't quite achieve his transformation, can he? Even though his pride motivates him to continue the impossible pursuit of perfection. . . . So, what does this all mean?"

**Audio** Why does the professor say this:

**Replay** "So what does this all mean?"

**Answer** **B** She is asking the students a question. Sometimes professors ask rhetorical questions that they intend to answer as they continue the lecture, but, in this case, the professor pauses long enough to indicate that she is waiting for a student to respond.

**Audio** 27. According to the professor, what kind of book is *Gulliver's Travels*?

**Answer** **B** A satire about mankind

**Audio** 28. What can we infer about the literature of the period?

**Answer** **D** The tone was not very serious. It was meant to entertain.

# SPEAKING

Track 69 **Model Test 6, Speaking Section**

## *Independent Speaking Question 1 "Job Opportunities"*

Narrator 2: Number 1. Listen for a question that asks your opinion about a familiar topic. After you hear the question, you have 15 seconds to prepare and 45 seconds to record your answer.

Narrator 1: Some people are attracted to jobs that include a great deal of travel. Other people prefer jobs that allow them to return to their homes every evening. Which type of job opportunity would you prefer, and why? Use specific reasons and examples to support your opinion.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 15 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 45 seconds]

Beep

## *Integrated Speaking Question 2 "Excused Absence"*

Narrator 2: Number 2. Read a short passage and listen to a talk on the same topic. Then listen for a question about them. After you hear the question, you have 30 seconds to prepare and 60 seconds to record your answer.

Narrator 1: The professor's attendance policy is published in the course syllabus. Read the policy in the course syllabus [printed on page 651]. You have 50 seconds to complete it. Please begin reading now.

[Reading Time: 50 seconds]

Narrator 1: Now listen to a student who is talking with a friend about the policy.

| | |
|---|---|
| Woman: | So what do you think about the professor's policy? The one he included in the syllabus? |
| Man: | Well, on the one hand, it's good that you can be absent *once* without explaining *why*. |
| Woman: | But, on the other hand . . . |
| Man: | But on the other hand, you can't be absent more than one time without getting a lower grade. |
| Woman: | Yeah, and it sounds like he doesn't make any exceptions. |
| Man: | Sounds like it. So, I'd rather have the option of explaining my problem to the professor if I need to be absent, and then try to figure out a way to make up the work. |
| Woman: | Me too. |
| Man: | Look, if I'm sick for two weeks, I don't think it's fair for the professor to lower my grade as long as I keep up with the class. Or, if you have a legitimate reason not to be there—like a family emergency or something. I don't think you should have to choose between your health or your family and your grade in the class. |

Narrator 1: The student expresses his opinion of the professor's policy for excused absences. Report his opinion and explain the reasons that he gives for having that opinion.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 30 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

## *Integrated Speaking Question 3 "Insects"*

Narrator 2: Number 3. Read a short passage and then listen to part of a lecture on the same topic. Then listen for a question about them. After you hear the question, you have 30 seconds to prepare and 60 seconds to record your answer.

Narrator 1: Now read the passage about insects [printed on page 652]. You have 50 seconds to complete it. Please begin reading now.

[Reading Time: 50 seconds]

Narrator 1: Now listen to part of a lecture in a biology class. The professor is talking about insects.

Professor:
Strictly speaking, a spider *isn't* an insect. True, it's an invertebrate and an arthropod, but it belongs to a class identified as *arachnids*. Arachnids are not included in the insect world because their body structure is very different. The bodies of spiders are divided into two parts—a head with a fused thorax, which is all one structure, and the second part is a separate abdomen joined to the large head-thorax part by a narrow stalk. The head contains what many researchers now believe is a highly developed brain. There are no antennae, but four pairs of eyes and eight legs covered with

fine, sensitive hairs more than compensate for the absence of the antennae. These hairy legs and feet explore the environment sending sensory messages back to the brain. Okay . . . the abdomen—remember that's the second part of the spider—it includes not only the digestive and reproductive systems but also the silk glands that allow spiders to spin their webs. So, as you see, even though spiders and insects are commonly grouped together as bugs, they're really not the same. An oversimplification is that spiders have too many legs and not enough wings. In reality, the entire body structure is quite different.

Narrator 1: Referring to the lecture, explain why a spider is not strictly considered an *insect*.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 30 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

## *Integrated Speaking Question 4 "Skinner Box"*

Narrator 2: Number 4. Listen to part of a lecture. Then listen for a question about it. After you hear the question, you have 20 seconds to prepare and 60 seconds to record your answer.

Narrator 1: Now listen to part of a lecture in a psychology class. The professor is discussing the Skinner box.

Professor:

There have been several references to the Skinner box in your textbook because a lot of behavioral modification experiments still use similar devices, even today, so let's just take a few minutes and make sure that everyone understands exactly what a Skinner box *is* and how it works. The box, which was named for B. F. Skinner, the American psychologist who developed it . . . it was used in Skinner's original experiment in 1932, and its construction hasn't changed much from that time. It's just a small, empty box, really, except for a bar with a cup underneath it. So picture this: In Skinner's experiment, a rat that had been deprived of food for twenty-four hours was placed in the box. As the animal began to explore its new environment, it accidentally hit the bar, and a food pellet dropped into the cup. The rat ate the pellet and continued exploring for more food. After hitting the bar three or four times with similar results, the animal started hitting the bar with intention instead of by accident. It had learned it could get food by pressing the bar. In other words, the food stimulus reinforced the bar pressing response. So . . . many psychology experiments were modeled after Skinner's original research. Um, various animals have been placed in modified Skinner boxes and presented with conditions that will result in a reward—food or some other desirable object or experience. In most of the behavior modification experiments in your book, you'll see a citation for Skinner's classic study.

Narrator 1: Using the main points and examples from the lecture, describe the Skinner box, and then explain how the device is used in psychology experiments.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 20 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

# WRITING

Track 70 **Model Test 6, Writing Section**

## *Integrated Essay "Formation of the Moon"*

First, read the passage [printed on page 655] and take notes.

Narrator: Now listen to a lecture on the same topic as the passage that you have just read.

Professor:
Unfortunately, I don't see a convincing theory among the three presented in the reading. Let me explain. Two problems cast doubt on the fission theory. When put to the test, models show that a force capable of breaking off a chunk of the Earth the size of the Moon would've destroyed the entire planet instead of sinking into the ocean. Also, an inspection of lunar rocks collected during the Apollo missions convinces us that the Moon was once hotter than the Earth. So, you see, fission would've been pretty much impossible. And another issue—the rocks themselves have a different chemical composition from that of the Earth's crust.

Now, let's look at coaccretion. Remember that this hypothesis assumes that the Moon and the Earth came into existence at the same time, but here's the problem with that—gravitational forces would probably have fused them together, or they would share more characteristics than they do. I mean, how do we explain the relatively small iron core of the Moon at only 25 percent compared to the much larger iron core of the Earth at 50 percent?

Which brings us to the impact hypothesis. Let's say for purposes of argument that the planet that crashed into Earth—the one about as big as Mars—let's say that happened, and the debris from both planets orbited the

Earth and eventually created the Moon. But if there was debris, then why didn’t it form a *group* of moons as would be predicted, instead of just *one* moon? And why didn’t the moon rocks show evidence of the kind of biochemical processes we would expect, the kind that would accompany extreme evaporation from a massive collision?

So, from my point of view, and quite a few of my colleagues would agree with me, well, we just need to keep looking, because none of our current theories are adequate.

# EXAMPLE ANSWERS AND CHECKLISTS FOR SPEAKING AND WRITING

Track 71 **Model Test 6**

### *Example Answer for Independent Speaking Question 1 "Job Opportunities"*

Although a job that involves travel seems glamorous, it really isn't for me. For one thing, traveling for business usually means going to the same places repeatedly and staying in the same hotel. Besides that, the pace of a business trip doesn't allow time to see anything besides the inside of an office building and the road to the airport. And eating in restaurants isn't healthy. No, I'd rather have a job opportunity that would let me sleep in my own bed and eat my own cooking. But, ideally, the job would also include a three-week paid vacation so I could travel to a destination of *my* choice and relax.

### Checklist 1

- ✔ The talk answers the question.
- ✔ The speaker states an opinion clearly.
- ✔ Reasons for the opinion are explained.
- ✔ The speaker uses different vocabulary words.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Answer for Integrated Speaking Question 2 "Excused Absence"*

According to the professor's policy, students can be absent from one class without explaining unless there's a test scheduled, and then the professor expects students to go to her office to give her an explanation and arrange for making up the test. Also, being absent more than once could mean that your grade could be lowered by one letter for each time you miss. The student doesn't agree with the excused absence policy because he thinks his grade shouldn't be affected by absence if he makes up the work. From his point of view, a valid reason for absence, like an emergency, a family problem, or illness shouldn't jeopardize his grade unless he fails to keep up or his work's unsatisfactory.

## Checklist 2

- ✔ The speaker briefly summarizes the reading.
- ✔ The speaker states the opinion in the listening.
- ✔ Reasons for the opinion are explained.
- ✔ The speaker uses different vocabulary words.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Answer for Integrated Speaking Question 3 "Insects"*

Insects are arthropods with a three-part body structure—a head, thorax, and abdomen. The head has a pair of eyes, a pair of antennae, three pairs of legs, and two pairs of wings. Now, although a spider is also an arthropod, it isn't considered an insect because it only has a two-part body structure. The head and the thorax are joined together on a spider and attached to its abdomen by a thin stem. And a spider doesn't have antennae but it *does* have four pairs of eyes. Instead of six legs, it has eight hairy legs that are

used kind of like an insect uses its antennae to explore. A spider doesn't have wings. It has a unique glandular system that allows it to spin its webs.

## Checklist 3

- ✔ The speaker summarizes the concept in the reading.
- ✔ The example in the lecture is related to the concept.
- ✔ The speaker paraphrases the wording.
- ✔ The information is accurate.
- ✔ The speaker uses different vocabulary words.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Answer for Integrated Speaking Question 4 "Skinner Box"*

A Skinner box is a box that's empty except for a cup and a bar. When the bar over the cup is depressed, a food pellet drops into the cup. An animal in a Skinner box will explore for food, and will accidentally hit the bar, releasing the pellet. So after the animal hits the bar three or four times and it's rewarded, then it begins to hit the bar on purpose. The Skinner box's commonly used in psychology experiments that involve behavior modification. By presenting the opportunity for a reward, the behavior that produces the reward is reinforced. In the classic experiment, the subject's reward is a food pellet, and the behavior that's reinforced is pressing the bar, but many types of rewards and behaviors have been used.

## Checklist 4

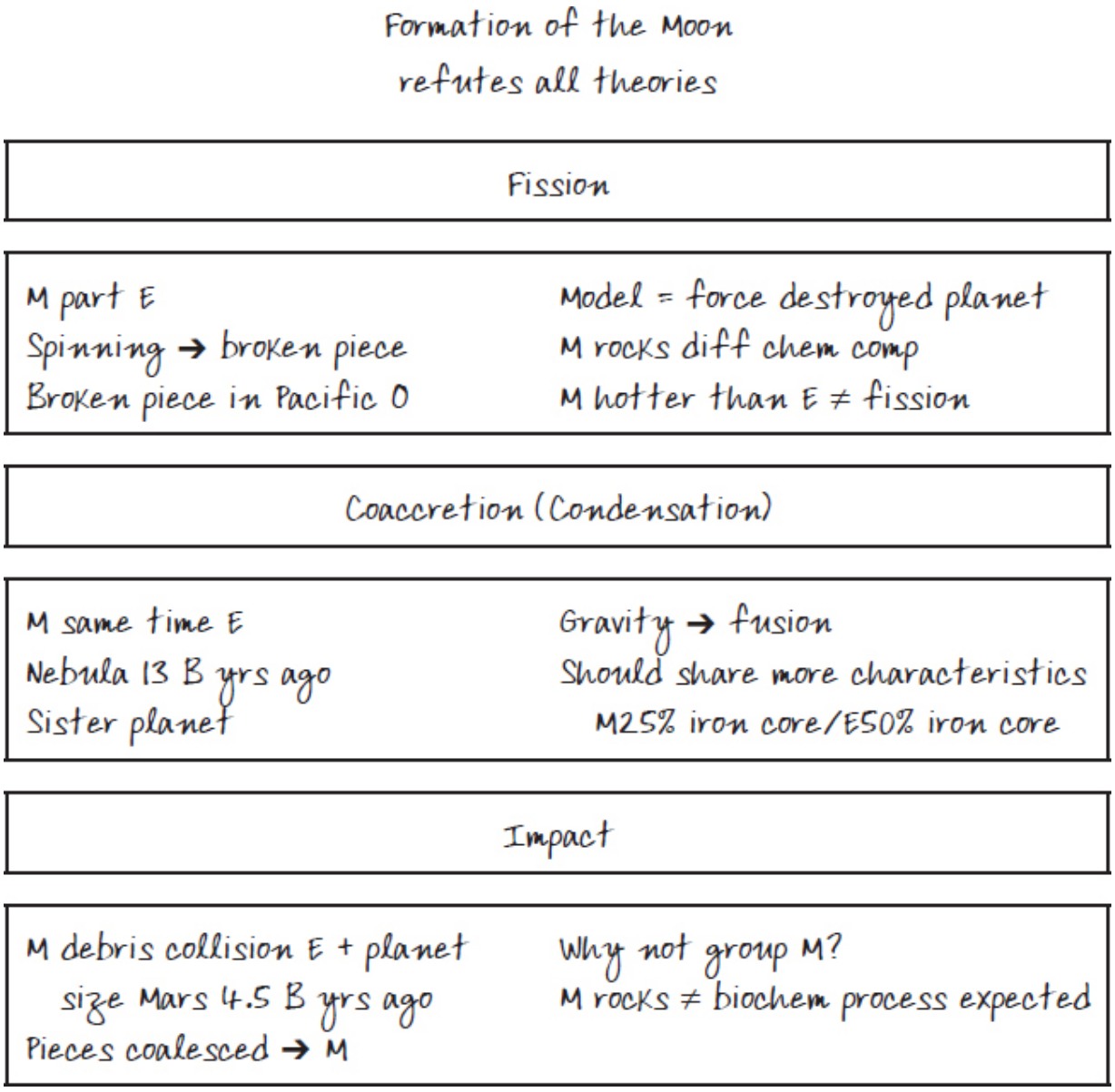
- ✔ The talk summarizes the lecture.
- ✔ All major points are included.
- ✔ Examples and details support the main idea.

- ✔ The speaker paraphrases the wording.
- ✔ The information is accurate.
- ✔ Different vocabulary words are used.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Response for Integrated Essay "Formation of the Moon"*

Many writers begin with a chart like those you practiced In Chapter 3. Only the essay will be scored.

## Chart




## Example Essay "Formation of the Moon"

The lecture discusses three theories that explain the formation of the Moon. The professor refutes each theory that was presented in the reading passage.

First, the fission theory was challenged because the force of a chunk of the Earth breaking off would have destroyed the planet. In addition, the moon rocks should have had a different chemical composition. Furthermore, the Moon would have to have been hotter than Earth for fission to occur.

Second, the coaccretion or condensation theory contradicts the fact that gravity would have caused fusion, not separation. Moreover, if the Moon and the Earth were formed from the same nebula at the same time, they should share more characteristics, but the Moon's core is 25 percent iron, whereas the Earth's core is 50 percent iron.

Finally, the impact hypothesis does not stand up under scrutiny because the debris from an impact by a planet the size of Mars would have more likely resulted in a group of moons, not just one large moon. Also significant is the examination of moon rocks, which do not reveal the kind of biochemical processes that would be expected if the impact hypothesis were correct.

## Checklist for Integrated Essay

- ✔ The essay answers the question.
- ✔ A topic sentence summarizes the main idea.
- ✔ An outline sentence previews the major points.
- ✔ Examples and details support the points.
- ✔ The information is accurate.
- ✔ Each lecture point is addressed.
- ✔ The writer paraphrases the wording.
- ✔ Different vocabulary words are used.
- ✔ The writer makes few mistakes in grammar.
- ✔ A variety of sentences are included.
- ✔ The essay is complete within the time limit.
- ✔ The essay is easy for someone to read.

## *Example Response for Academic Discussion "School Security"*

In my opinion, hiring police officers to protect students is a good idea. When relationships are established between faculty, students, and law enforcement officers, these different groups can work together to reduce drug abuse and bullying as well as violent crime on school campuses. Police officers are trained to respond to emergencies and prevent them from escalating into violent situations which put students and educators at risk of

injury or worse. Educators simply don’t have the knowledge or skill to handle the kind of criminal activity that’s taking place on school properties. This is the job of the police, and including them as campus personnel will make schools the safe places they should be.

# MODEL TEST 7: PROGRESS TEST

## READING

### *Reading 1 "The Hydrologic Cycle"*

1. **D** "The hydrologic cycle is the transfer of water from the oceans to the atmosphere to the land and back to the oceans." Choices A and B are not correct because they are not complete since they refer to only part of the cycle. Choice C is not correct because it refers to water sources, not the process.

2. **D** "Of the total 1.3 billion cubic km water on Earth, about 97% is in oceans and about 2% is in glaciers and ice caps. The rest [of the water] is in freshwater on land and in the atmosphere." The pronoun phrase "The rest" does not refer to Choices A, B, and C.

3. **B** ". . . the building of large dams and reservoirs, can change the amount of water evaporated into the atmosphere and change the location and amount of precipitation on land." Choice A is not correct because pavement increases flooding. Choice C is not correct because it refers to the purpose of the man-made water sources, not to their effect on the water cycle. Choice D is not correct because aqueducts transport water from the mountains, but they do not improve the flow into the oceans.

4. **C** Cause and effect is a transitional device that connects the insert sentence with the previous sentence. The cause is "distribution of water on land is far from uniform," and the result is water shortages in some areas. Choices A, B, and D are not correct because the cause and result are not in consecutive order.

5. **C** In this passage, *basic* is a synonym for “fundamental.” Context comes from the usage with “unit,” which is often described as “basic” or “fundamental.”

6. **A** “A drainage basin is usually named for its main stream or river, such as the Mississippi River drainage basin.” The phrase “such as” signals an example. Choices B, C, and D are true, but they are not the reason that the author mentions the Mississippi River.

7. **D** “. . . this relatively small amount of water in the global water cycle [0.001% of the total water on Earth] . . . produces all our freshwater resources.” Choice A is not correct because the residence time of 9 days is more than one week. Choice B is not correct because both glaciers and oceans are unsuitable for human use. Choice C is not correct because only a relatively small amount of water is in the global water cycle at any one time.

8. **C** “. . . 99% of Earth’s water in its natural state is unavailable or unsuitable for beneficial human use.” Choice A is not correct because total water abundance is not the problem. Choice B is not correct because water can be found at or near the Earth’s surface. Choice D is not correct because the age of water is not mentioned as a safety hazard.

9. **C** In this passage, *important* is a synonym for “significant.” Context comes from the numbers in the fraction.

10. **A, C, E** summarize the passage. Choice B is a minor point that refers to major point C. Choice D can be inferred from the passage, but it is not developed as a major point. Choice F is true, but it is not mentioned in the passage.

## *Reading 2 “Piaget’s Cognitive Development Theory”*

11. **B** In this passage, *support* is a synonym for “underlie.”

12. **C** We *engage in both organization of what we see and experience* paraphrases “. . . In addition to organizing our observations and

experiences" and *adaptation of novel ideas* paraphrases "we *adapt*, adjusting to new environmental demands."

13. **A** In this passage, *change* is a synonym for "adjust." Context comes from the reference to "adapt" in a previous sentence.

14. **A** The concepts are explained by the toddler's new experience with the car as the child "has assimilated these objects . . . and fine-tunes the category . . . accommodating the scheme." Choice B is not correct because the concepts, not the demonstration, are the lesson. Choice C is not correct because the toddler solves the problem. Choice D is not correct because the example demonstrates the ways that people adapt, not the stages of development.

15. **C** In this passage, *different* is a synonym for "distinct." Context comes from the reference to "different" in the next sentence.

16. **C** Chronological order is a transitional device that connects the insert sentence with the following sentence. "At the beginning" should appear in the sentence before "At the end" in reference to the sensorimotor stage.

17. **B** ". . . concrete operational thinkers cannot imagine the steps necessary to complete an algebraic equation, which is too abstract for thinking at this stage." Choice A is not correct because algebra requires formal, not concrete, operational thinking. Choice C is not correct because a child of 10 has reasoning abilities, if they are applied to concrete examples. Choice D is not correct because it is the abstract nature of the steps, not the number of steps, that makes algebra too difficult for a 10-year-old.

18. **C** "They might think about what an ideal parent is like and compare their parents to this ideal standard." Choice A is true, but it is not the reason that the author mentions parents. Choices B and D are not mentioned in the passage.

19. **A** Because the formal operational stage is the last stage in Piaget's theory, and the age range is between 11 and 15, it must be concluded that people who are older than 15 have completed all of

the stages. Choice B is not correct because the age range for the formal operational stage is between 11 and 15. Choice C is not correct because logical reasoning replaces intuitive thought in the concrete operational stage from 7 to 11 years of age. Choice D is not correct because there is no evidence to support this conclusion in the passage.

20. **A, B, E** summarize the passage. Choice C is an explanation of the concrete operational stage, which is a minor point that is used to develop major point B. Choice D is an example of accommodation that supports major point A. Choice F is true, but it is not directly referred to in the passage.

## *Reading 3 "Speech and Writing"*

21. **D** "When linguists study language, therefore, they take the spoken language as their best source of data and their object of description. . . ." Because they use the spoken language, researchers must prefer speech samples. Choice A is not correct because, when researchers study Latin, they must make an exception [use written samples]. Choices B and C are not mentioned in the passage.

22. **C** Reference is a transitional device that connects the insert sentence with the previous sentence. *The Sumerians* in the insert sentence refers to "Sumer" in the previous sentence.

23. **A** ". . . the majority of the Earth's inhabitants are illiterate." Choice B is not correct because illiterate populations are quite capable of spoken communication. Choice C is not correct because the majority of the Earth's inhabitants in the modern world are illiterate. Choice D is not correct because it is not mentioned in the passage.

24. **D** *Both simple and complex writing systems* paraphrases "Writing systems [that] vary in complexity," and *require direct instruction* paraphrases "must all be taught."

25. **B** In this passage, the phrase *come close to* is a synonym for "approximate." Context comes from the words "imperfectly" and "ideals" in the same sentence.

26. **C** ". . . the association of writing with the standard variety is not a necessary one, as evidenced by the attempts of writers to transcribe faithfully the speech of their characters." Choice A is not correct because the speech of their characters is transcribed [written down]. Choice B is not correct because the examples are transcriptions of speech, not writing styles. Choice D is not correct because examples of the two varieties are not provided and could not be contrasted.

27. **B** In this passage, *temporary* is a synonym for "transient." Context comes from the contrast with writing, which tends to "last."

28. **D** "Writing could also change if it were made to follow the changes of speech. The fact that people at various times try to carry out spelling reforms amply illustrates this possibility [writing could change to follow the changes in speech]." Choice A is not correct because examples of British and American spelling are different. Choice B is not correct because pronunciation in British and American English is not compared. Choice C is not correct because spelling changes because of pronunciation, but pronunciation does not change because of spelling.

29. **A** "The fact that people at various times try to carry out spelling reforms amply illustrates this possibility [writing could also change]." The phrase "this possibility" does not refer to Choices B, C, or D.

30. Speech: **B, C, E, I** Writing: **D, F, G** Not used: **A, H**

# LISTENING

Track 72 **Model Test 7, Listening Section**

## PART ONE

### *Listening 1 "Professor's Office"*

**Audio Conversation**

Narrator: Listen to a conversation between a student and a professor.

Q1

Professor: Okay, Chris. Do you understand why I asked you to see me?

Student: I guess so. I did something in class . . . I apologize.

Professor: But do you understand what's bothering me?

Student: No, not really. I like your class.

Q2

Professor: I'm glad you do. But, Chris, you're disturbing the other students with your constant talking.

Student: I am?

Professor: Yes. I've had several people complain about it. They're missing key parts of the lecture because you're talking.

Student: But I'm talking about the lecture. I'm not just making conversation.

Professor: Look, Chris. It doesn't matter. When *I* am talking, *you* should be listening.

Student: Well, I'm sorry. Sometimes I don't get a word or a phrase

so I ask someone about it.

Q3

Professor: Okay. I really don't think you're creating a disturbance on purpose. If I did, I'd simply ask you to drop the class. Period.

Student: Oh, please don't do that.

Professor: That's not my plan, but it has to be an option. Look, maybe you need to record the lectures. I don't mind if you do that. Then, you can fill in the blanks when you listen the second time instead of asking your neighbor during the class.

Student: That's a great idea. I really wanted to do that, but I was thinking you probably wouldn't want me to.

Professor: And another thing. If you have questions, I need you to write them down and make an appointment to talk with me about them. That's why I have office hours twice a week. Just call the department, and we'll arrange a time.

Student: Excuse me, Dr. Pierce. Can I tell you something? Um, I'm embarrassed to ask you questions.

Professor: Why in the world would that be? I ask for questions at the end of every lecture. I encourage students to use my office hours . . .

Student: I know you do. It's just that where I went to school before I came here, if you asked a professor a question, it was an insult because . . . because it implied that he hadn't explained everything well. You see, if the professor does a good job on the lecture, everything will be clear and no one will need to ask a question.

Q4

Professor: I see. Well, it's different here. I'm not saying that your other experience is wrong . . . I'm just saying that we do things differently at the university in this country. In my class I don't expect you to understand everything in the lectures. And I don't take it as a challenge when someone

asks a question. I view the question as . . . kind of a compliment . . . because it means that person is very interested and is really trying to learn. That's the kind of student I want.

Student: So, I can ask you questions in class?

Professor: Or in my office. Just don't ask other students questions while I'm trying to give my lecture. That does upset me.

Student: Oh, Professor Pierce. I'm so sorry. I was trying to be respectful. I'm interested in the class and I want to know everything.

Professor: I see that. Now I'm asking you to show your interest and respect in a different way. I want you to ask me the questions at the times that I provide for question-and-answer—at the end of the lecture and during my office hours.

Q5

Student: And I can record the lectures?

Professor: Yes. Just don't make a lot of noise in class, okay?

Student: Oh no, I won't. Thank you so much.

**Audio** 1. Why does the man go to see his professor?

**Answer** **D** His professor asked him to come to the office.

**Audio** 2. Listen again to part of the conversation and then answer the following question.

**Replay** "I like your class."

"I'm glad you do. But, Chris, you are disturbing the other students with your constant talking."

"I am?"

**Audio** Why does the student say this:

**Replay** "I am?"

**Answer** **B** The student's tone expresses surprise.

**Audio** 3. Listen again to part of the conversation and then answer

| | | |
|---|---|---|
| | | the following question. |
| **Replay** | | "I really don't think you're creating a disturbance on purpose. If I did, I'd simply ask you to drop the class. Period." |
| | | "Oh, please don't do that." |
| | | "That's not my plan, but it has to be an option." |
| **Audio** | | What does the professor mean when she says this: |
| **Replay** | | "That's not my plan, but it has to be an option." |
| **Answer** | **A** | She is warning the student that she could take more serious action. |
| **Audio** | 4. | How does the professor feel about questions in class? |
| **Answer** | **B** | She thinks that students who ask questions are showing interest. |
| **Audio** | 5. | What will the man probably do during the next class? |
| **Answer** | **B** | He will tape record the lecture. |

## *Listening 2 "Art Class"*

**Audio Lecture**

Narrator: Listen to part of a lecture in an art class.

Professor:

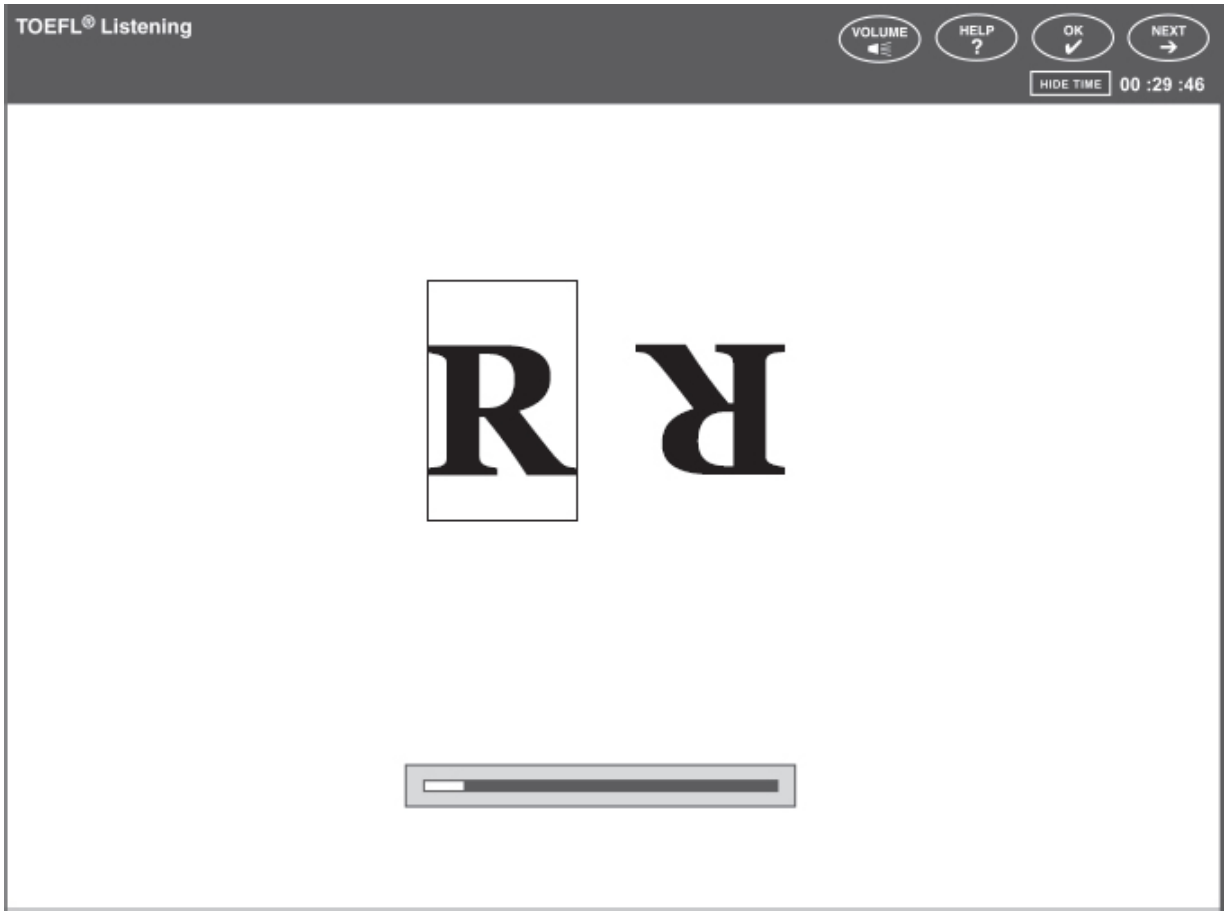
Q6

Q7

Symmetry is a concept that, yes, is expressed in the graphic arts, but to understand its fundamental nature, we must go beyond art. We find symmetry in nature, it reverberates in music, translates into choreography for dance, and . . . underlies basic mathematical formulas. But I'm getting ahead of myself. Let's begin with a dictionary definition of symmetry. And I'm reading here from the *American Heritage Dictionary of the English Language*: Symmetry is "exact correspondence of form and constituent

configuration on opposite sides of a dividing line or plane or about a center or an axis." And it's also identified in the same source as "beauty as a result of balance or harmonious arrangement." So we experience beauty and harmony when symmetry of form is expressed, and the form may be interpreted by any of the senses as . . . harmonious. But in this class we're going to focus on symmetry in the visual arts, and that's symmetry in a visual plane.

Let's just look at some examples. In general, there are four types of symmetry in a plane, and a pattern is symmetrical if there's at least one type of symmetry. So, let me show you the four types since it's much easier to understand when you see them.

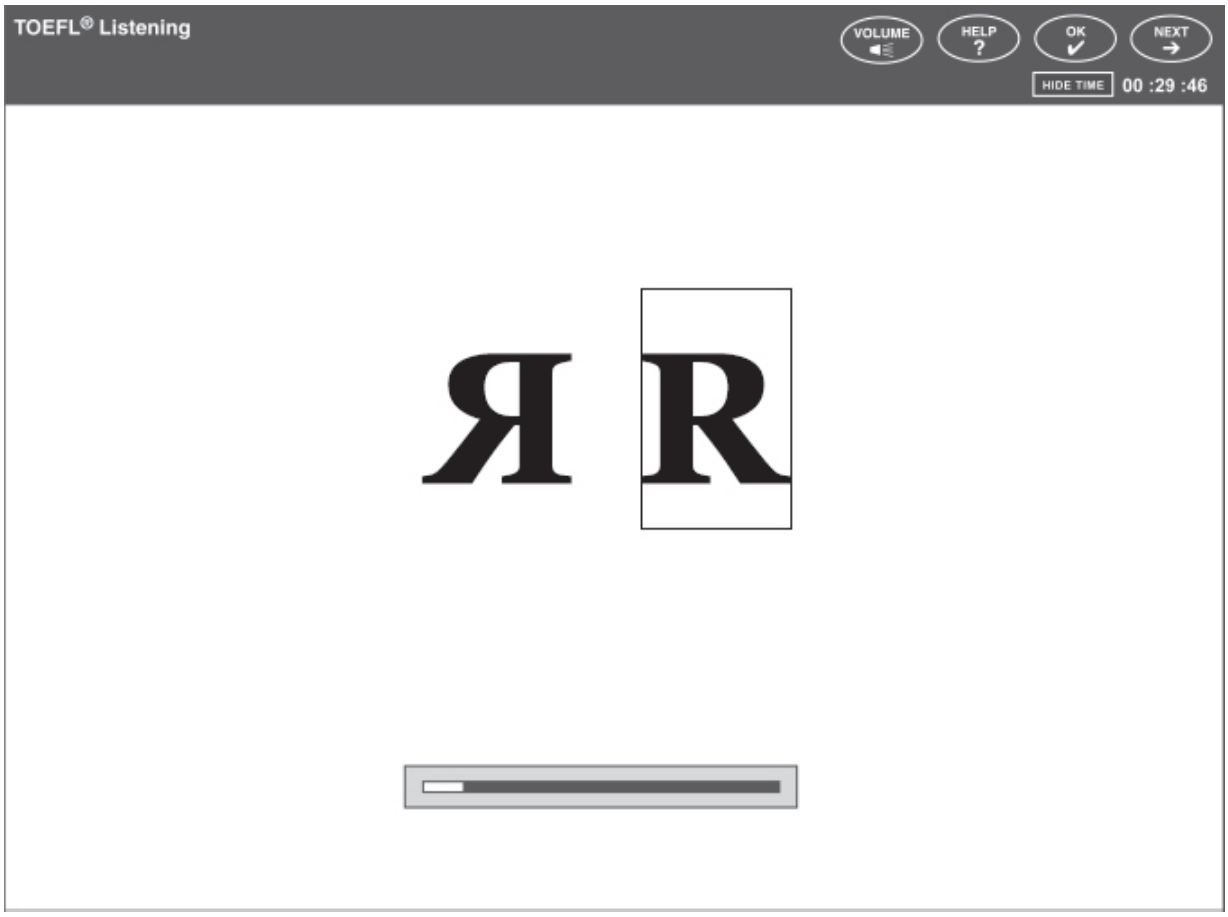



This is *rotation* symmetry. For this example, I used the letter *R*, but any object could have been used. And, in the rotation, the object, in this

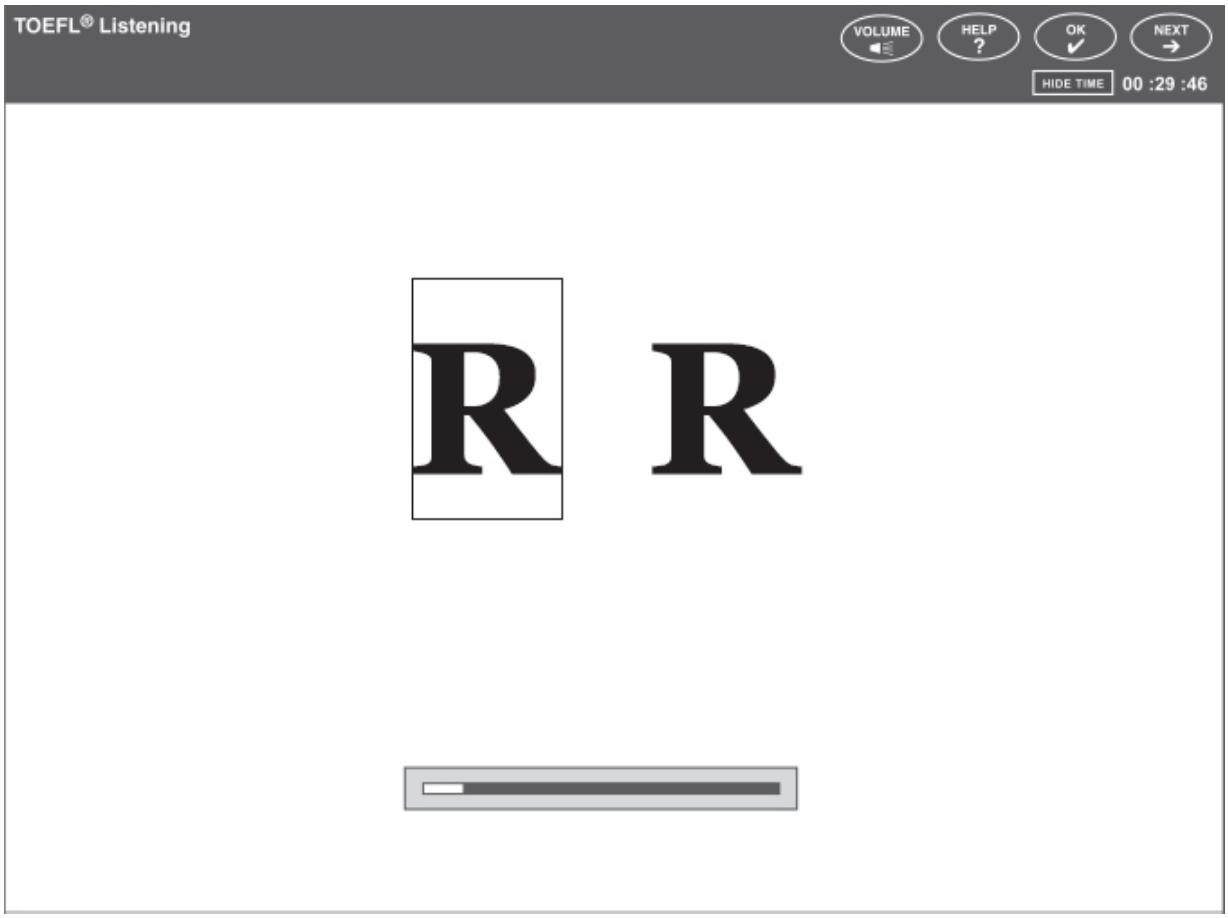
example, the letter *R*, is turned around a center. In this case, there's a right angle, but any angle could have been selected.

Q8

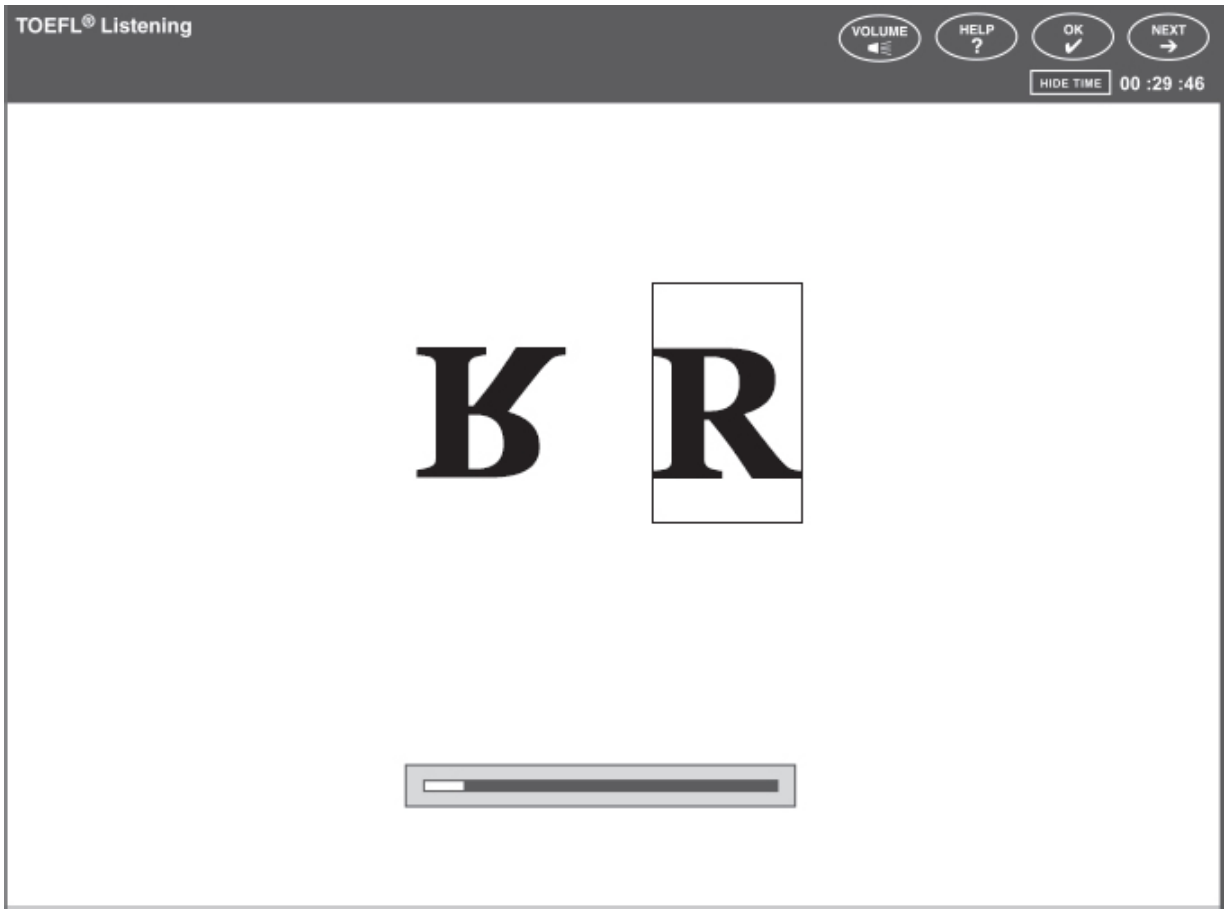
*Reflection* is . . . wait a minute. Okay, here's the slide.




Reflection is what we see in a mirror, so every reflection has a mirror line. A reflection of the letter *R* is a mirror image or a backwards letter *R*. So, unlike the rotation around a circle, this type of symmetry flips the object over.




Here's a *translation.* To translate an object means that we move it, but we do it without rotation or reflection. It's simply placed somewhere else on the plane. And, for our purposes, we're talking about a flat plane. So, in this example . . . we just moved it over a little bit.




Okay, this is my last example of symmetry and it's referred to as *glide* reflection. This is the most complex type of symmetry because it involves two steps instead of one. A glide reflection is a combination of a reflection and a translation along the direction of the mirror line. So, . . . you can see the two steps here. First, we flip it over and then we move it somewhere else on the plane.

Of course, these concepts can be generalized to include spatial symmetry as well. But, symmetry on a flat plane involves positioning all points around the plane so their positions in relationship to each remain constant . . . although their absolute positions may be subject to change. To put it in simple terms, if an object looks the same to you after you spin it around, flip it over, or look at it in a mirror, then that object probably has symmetry.

Q9

Symmetry is such a fundamental organizing principle that an object with symmetry can be identified . . . without our being able to see the . . . the entire object. Our brains somehow piece together the missing pieces to form a symmetrical whole. Which is really rather extraordinary, when you think about it. At some very basic level, symmetry may be part of the way that we . . . that we organize our thinking. And, of course, that would explain why it's so pleasing.

Q10

So now let's return to symmetry in art. Symmetry stands out and attracts attention. It's the system of organization for patterns. But what is a pattern? A pattern has three characteristics—a system for organization, and like we said before, this is often symmetry, but a pattern also has a basic unit, that is, uh, it's an object that's the smallest discrete part of the image. As you'll recall from the types of symmetry that we discussed, the letter R was the basic unit. Okay, finally, a pattern has repetition, which can be the repetition of a unit or a group of units. And, . . . this repetition, in much of art . . . this repetition is arranged symmetrically.

Just look around the classroom. Look at the tiles on the floor. Here you see a symmetrical design with four repeating tiles. The tiles were not placed at random. There's a pattern here with all three characteristics of a pattern—first, there's a unit, a basic unit, of four tiles; second, there's repetition of the tiles with solid tiles surrounding them; and . . . third, there's symmetry . . . within the four tiles, which, to be specific, looks like rotation symmetry to me.

Q11

Now, for your studio assignment, I want you to draw a pattern that has as its organizing principle, a symmetrical design. It can be either in color or in black and white, but it must fit on a piece of standard 8½ by 11-inch paper. On a second sheet of paper, I want you to identify the type of symmetry that you used. Perhaps some of you will want to experiment with several types of symmetry, but if you do, please be sure to identify each of them clearly in your narrative. For this first effort, I recommend that you stick to something relatively simple, like the tile floor. So, when you come to class

next week, be ready to share your design with three other people in a group. Then I'll collect them at the end of the hour.

| | | |
|---|---|---|
| **Audio** | 6. | What is this lecture mainly about? |
| **Answer** | **A** | All of the other choices are mentioned in relationship to the main topic: Symmetry in the visual arts. |
| **Audio** | 7. | Listen again to part of the lecture and then answer the following question. |
| **Replay** | | "We find symmetry in nature, it reverberates in music, translates into choreography for dance, and . . . underlies basic mathematical formulas. But I'm getting ahead of myself. Let's begin with a dictionary definition of symmetry." |
| **Audio** | | What does the professor mean when he says this: |
| **Replay** | | "But I'm getting ahead of myself." |
| **Answer** | **D** | He wants to talk about that subject later. |
| **Audio** | 8. | Which of the following slides represents reflection symmetry?<br>Click on the correct diagram. |
| **Answer** | **C** | Reflection symmetry is shown in diagram C. |
| **Audio** | 9. | How is it possible to recognize an object when only part of it is visible? |
| **Answer** | **A** | The brain recognizes symmetry and visualizes the whole. |
| **Audio** | 10. | In addition to a system for organization, what characteristics define a pattern? |
| **Answer** | **A** | A basic unit |
| | **C** | Repetition |
| **Audio** | 11. | What assignment does the professor give his students? |
| **Answer** | **D** | They have to design a pattern that includes symmetry. |

## PART TWO

### *Listening 3 "Professor's Office"*

**Audio Conversation**

Narrator: Listen to a conversation between a professor and a student.

Q12

Student: I'm here because I'm not doing very well in your class . . . your online class in ecology.

Professor: What seems to be the problem?

Student: I'm not sure. That's why I wanted to talk with you about it. I've taken a couple of courses with you on campus so I thought I knew what you wanted . . . what the requirements would be like. And I felt like I could try an online course.

Professor: Is this the first online course you've taken?

Student: Yeah. This is the first one.

Professor: And why didn't you take the on-campus course? Ecology is offered both on campus and online this term. I teach both of the sections.

Q13

Student: I know. I wish I would have. You see, I'm taking an overload, and I thought it would be good to schedule one online course so I could manage my time better. I can do the online course on the weekends.

Professor: Okay. Well, one problem might be that you're taking more courses than you can handle. Have you ever taken an overload before?

Student: Yes, I have, and it hasn't been a problem.

Professor: Let's look at your grades in the course then. We've only

had one test and you got an A in that. And you got a B on both of the short papers. Oh. I see. The discussions.

Student: Right. Um, when I was in your other classes, I did really well in class discussion. I can't figure out what I'm doing wrong, and they count 20 percent of the final grade, so I have to bring them up.

Professor: Okay. The first thing I notice about your posts is that they're very short. If you go back to the syllabus, you'll find a range for the length of the responses, and this doesn't look like the minimum word count.

Student: Oh.

Q15

Professor: And another thing. Your posts are opinion posts. And that's fine. I'm interested in your opinion. But I don't see much to back it up. If you have at least one journal article that you're referring to, it makes your opinion much stronger. But even if you don't cite a journal article, I need to see something that shows me you have a reason for your view—maybe an experience or something from the book. Some kind of reference.

Student: Okay. Um, one of the problems I'm having is that the other posts already say everything I want to say, so sometimes I just end up agreeing with them.

Q15

Professor: I noticed that. And good response posts have to do more than that. You have to expand on the previous post if you want to agree with it. Look, maybe it would help if you got into the conversation a little sooner. Your posts are usually at the end of the discussion. If you did your post earlier, maybe you would feel like you had more to say . . . before someone else already posted your idea.

Student: Maybe that *would* help. I've been doing the posts on the weekend because I can spend more time on the course when I'm not rushing to my classes on campus during the

week, and you're right, that's just before the deadline on Monday.

Q14

Professor: Okay then. If you can improve the posts for discussion, you should be able to bring your grade up. Your tests and papers look good.

Q16

Student: Thanks. This has helped a lot. My original plan to study for this course on the weekend—well, maybe that isn't going to work out. But I think I can get a handle on it now.

**Audio** 12. Why did the student go to see his professor?
**Answer** **C** To get some advice about improving his grade

**Audio** 13. Why did the man take an online course?
**Answer** **A** He wanted to study over the weekend.

**Audio** 14. What is the student's problem?
**Answer** **A** He is not succeeding in the discussions.

**Audio** 15. How can the man improve his discussion posts?
**Answer** **A** Use journal references.
**C** Enter the discussion earlier.

**Audio** 16. What will the student probably do?
**Answer** **B** He will work online before the weekend.

## *Listening 4 "Biology Class"*

**Audio Lecture**
Narrator: Listen to part of a lecture in a biology class.

Professor:

Q17

By studying the fossil record we can read the history of life on Earth. Interestingly enough, it appears that there are long periods in which not very much change occurs; then sporadic brief periods in which there are mass extinctions of species followed by diversification of the groups that survived. How does this happen? Well, sometimes a habitat is destroyed or the environment changes. Did you know that, if the temperature of the ocean falls by even a few degrees, many species will die? Incredible, isn't it? Or, even when the environment is relatively stable, biological conditions can change when other species evolve in different directions. For example, let's see, when a similar species evolves by developing a shell, then the related species without shells may be more vulnerable to predators and could become extinct as a result of changes in the other species. So you can see that extinction is a natural consequence of history. It's, well, inevitable. But sometimes mass extinctions occur and most of the known species are lost. And this is very different.

Q18

Let me mention two such mass extinctions. First, the Permian mass extinction, which occurred about 250 million years ago. According to fossil records, more than 90 percent of the marine species and about 30 percent of the orders of insects . . . perished. Then, about 65 million years ago, the Cretaceous mass extinction claimed more than half of the marine species and many terrestrial species of plants and animals, including the dinosaurs.

Q19

So what causes mass extinction? This isn't an easy question to answer. You see, it's obvious from the fossil records that species exist during a certain geological time period, and then, they disappear, and we have solid evidence for that. But *why* they disappear is, well, more speculative. In the Permian, several extreme conditions may have converged, including the merging of the continents into one large land mass. As you can imagine, such a radical change in the distribution of land and water would have disturbed habitats and caused the climate to change. There's also evidence that volcanic activity during this period may have produced enough carbon

dioxide to cause global warming, which, in turn would have affected the temperature and depth of the oceans, and it, and I'm referring here to global warming, so it probably also caused the oxygen levels in the oceans to decrease. All of these conditions could have converged to extinguish an enormous number of species at the same time. That's mass extinction.

Q20

And, a similar set of conditions may also have contributed to the mass extinction in the Cretaceous period as well. We can gather data that convinces us about continental drift . . . that it occurred along with receding seas along the continental coastlines. In addition, we know that cooler climate was probably the result, at least in part, of . . . increased volcanic eruptions, and these eruptions probably released enough material into the atmosphere to block the sunlight. Having said all of that, many scientists now favor a very different hypothesis. They theorize that maybe a large asteroid collided with the Earth. Advocates of the so-called impact hypothesis speculate that there were two events that caused the mass extinction. First, the impact probably caused a fire storm of such proportion that most of the life in North America would have been decimated within minutes. Second, they postulate that an enormous cloud of fallout could have blocked out the sunlight and . . . that the impact was, in fact, large enough to . . . darken the Earth . . . and we're talking about months or even years. So the result . . . of the darkness, I mean . . . that would have caused a reduction in photosynthesis, which, in turn, would have created a disruption in the food chain. Now, such a disruption would have affected many species.

Q21

So the advocates of the impact hypothesis . . . they put forward evidence that a thin layer of clay, rich in iridium deposits, uh, can be found in the geologic material that separates the Mesozoic and the Cenozoic eras—precisely the time period for the Cretaceous mass extinction. So what's special about this clay? Well, iridium is a very rare element on Earth, but it's quite common in meteorites and other extraterrestrial debris that's been analyzed. So, it's possible that this sediment is the remains of the impact.

The fact that there was more serious damage to the species in the Western Hemisphere could also be explained by the *point* of impact, and the fact that the dust cloud could have caused more acidic precipitation nearer the area of impact. Or, there may have been a number of calamities that converged simultaneously, disrupting planetary balances.

Q22

But, whatever the cause or causes, the fact remains that the mass extinctions occurred, and they influenced the biological diversity of our planet in profound ways. The species that survived, whether because they had genetic advantages or because they were fortunate enough to be farther from the catastrophes . . . these species became the ancestors of the species that have played important roles in biological evolutionary history.

| | | |
|---|---|---|
| **Audio** | **17.** | What aspect of the fossil record is this lecture mainly about? |
| **Answer** | **B** | The other points relate to the main topic of the lecture: Mass extinctions. |
| **Audio** | 18. | Identify the main periods of mass extinction. |
| **Answer** | **A** | Permian |
| | **C** | Cretaceous |
| **Audio** | 19. | Listen again to part of the lecture and then answer the following question. |
| **Replay** | | "You see, it's obvious from the fossil records that species exist during a certain geological time period, and then, they disappear, and we have solid evidence for that. But *why* they disappear is, well, more speculative." |
| **Audio** | | Why does the professor say this: |
| **Replay** | | "But *why* they disappear is, well, more speculative." |
| **Answer** | **A** | The word "speculative" expresses uncertainty. |
| **Audio** | 20. | What is the impact hypothesis? |
| **Answer** | **D** | The premise that an asteroid crashed, blocking the sunlight |

on Earth

**Audio** 21. What is the evidence for the impact hypothesis?
**Answer** **A** The clay from the Cretaceous period contains an element that is rare on Earth.

**Audio** 22. What can be inferred about the professor's opinion?
**Answer** **C** He thinks that mass extinctions were important to evolution.

## *Listening 5 "Anthropology Class"*

### Audio Discussion

Narrator: Listen to part of a discussion in an anthropology class. The professor is talking about totem poles.

Professor:
Some of the largest and most elaborate totem poles are those carved by the Haida people who live on Queen Charlotte Island about 150 kilometers west of the coast of British Columbia, as well as on the smaller islands along the West Coast of Canada. These islands are densely covered with huge red cedar trees that have served for many years as the material for the poles. Some of the totem poles are as tall as the trees themselves.

Q23

Q24

Historically, the Haida have carved and raised the totem poles for several important reasons . . . to honor an elder who's died, to record family ancestry and the accomplishments of the clan, to serve as a reminder for ancient stories that are part of an oral tradition, and . . . to recognize a person who's sponsored a Potlach ceremony. As an aside, the Potlach is a celebration that includes feasting and the exchange of gifts. There might also be singing, story telling, and dancing, and I'll go into that more a bit later in the semester.

Q25

But back to the significance of the totem poles. When you see a totem pole, it's obvious that the carvings depict figures of animals and humans, stacked one on top of the other. It's probably less clear that the selection and placement of the carved figures is deeply symbolic. So, to really understand how important the totem poles are in Haida culture and to have an insight into the symbolism, I want you to think about all of the symbols in a European coat of arms. For example, the Coat of Arms of Canada includes a unicorn and a lion, a fleur de lis, and maple leaves. What's the point? Anyone? Come on. I'll give you one guess.

Student 1:
Do you mean that this coat of arms is a symbol . . . uh, I mean it identifies the people of Canada?

Professor:
Precisely. And that's what a totem pole does as well. It identifies the people of a family or clan or village in a symbolic way. The raven and the eagle are usually incorporated into the pole because the Haida people traditionally belong to one or the other of these two important clans. Other animals may recall a time before people lived on the Earth, when birds and animals talked with each other and supernatural events explained history and provided examples for religious teachings.

But some symbols and the stories associated with them . . . these are known only to the owner of the pole and, of course, to the carver. Although some symbolic meanings are repeated, such as the association of healing power with the wolf or dignity with the bear, still, it's just not possible to recreate a story merely by looking at the pole. So, unless the stories are passed down to relatives or recorded by an anthropologist, then the meaning attached to an individual totem pole can be . . . lost.

Student 2:
Excuse me, I keep thinking about that old expression, *low man on the totem pole.* How does that fit in . . . to the symbolism, I mean?

Professor:

Q26

I knew someone would bring that up. Okay. *Low man on the totem pole* means "a person with very little status," but, actually, we know that this expression isn't at all in keeping with the tradition of carving totem poles. In fact, the lower figures on the totem pole are usually the most important.

Student 3: Why?

Professor:

Q27

For a very practical reason. Not symbolic at all. Remember the size of a totem pole? Well, it's often carved by more than one artist, usually a master carver and a number of apprentices, and the master carver is the one who carves the bottom ten feet of the pole, leaving the upper figures to the less experienced apprentices. The most elaborate carving and, therefore, the most important figures are at the bottom of the pole where people are able to see them more clearly than they can see the figures at the top. In fact, many totem poles have a thunderbird at the top, which serves as a cap. As the lord of the sky, this choice is logical, but, most of the time, it has very little significance in the story of the pole and it might be the . . . the crudest carving.

Student 3: So did the Haida people worship the totem poles?

Professor:
That's another old myth. Totem poles were *not* worshipped and were *not* used to frighten away evil spirits as some early records supposed.

Now, no one knows exactly how long the Haida have been carving totem poles, and the reason for this is that a cedar pole that's been exposed to the elements . . ., uh, it will decay in fewer than one hundred years, so archeologists don't have a physical record of totem poles over the centuries. Probably the best description that we have of the tradition dates back to the late 1700s when European sailing vessels began trading with the Haida, and we know from ships' journals that totem poles were a well-established

tradition at that time. Some of them were painted and others weren't, so that option seems to have been left to the discretion of the owner and the carver.

Q28

Okay, it's almost time for the bell to ring, but I want to mention that, although our discussion has focused on the Haida, interestingly enough, many other aboriginal people have a history of carving totem poles as well. Just off the top of my head, I'd have to include the Tlingit and Tsimshian people of Alaska and the Salish people of Western Washington and British Columbia. And . . . the Maori people of New Zealand . . . and the . . . Ainu people from Northern Japan. But that isn't an inclusive list by any means.

| | | |
|---|---|---|
| **Audio** | 23. | Which of the following is an important reason the Haida people carve totem poles? |
| **Answer** | **C** | To recall traditional stories |
| **Audio** | 24. | Listen again to part of the discussion and then answer the following question. |
| **Replay** | | "As an aside, the Potlach is a celebration that includes feasting and the exchange of gifts. There might also be singing, story telling, and dancing, and I'll go into that more a bit later in the semester." |
| **Audio** | | What does the professor mean when he says this: |
| **Replay** | | "As an aside, the Potlach is a celebration that includes feasting and the exchange of gifts." |
| **Answer** | **A** | An "aside" is information that does not directly relate to the topic. |
| **Audio** | 25. | Why does the professor mention the coat of arms of Canada? |
| **Answer** | **A** | To compare the symbolism to that of a totem pole |
| **Audio** | 26. | What does the saying *low man on the totem pole* mean? |
| **Answer** | **C** | A person who has the least status among the members |
| **Audio** | 27. | Why do the master carvers work on the bottom figures? |

**Answer** **B** The figures near the bottom are more visible to the public.

**Audio** 28. Listen again to part of the discussion and then answer the following question.

**Replay** "Just off the top of my head, I'd have to include the Tlingit and Tsimshian people of Alaska and the Salish people of Western Washington and British Columbia. And . . . the Maori people of New Zealand . . . and the . . . the Ainu people from Northern Japan. But that isn't an inclusive list by any means."

**Audio** What does the professor mean when he says this:

**Replay** "Just off the top of my head, I'd have to include the Tlingit and Tsimshian people of Alaska and the Salish people of Western Washington and British Columbia."

**Answer** **D** He is informing the students that there may be more information that he is not able to recall right now. "Off the top of my head" is an expression that speakers use when they are providing information spontaneously.

# SPEAKING

Track 73 **Model Test 7, Speaking Section**

## *Independent Speaking Question 1 "Foreign Travel"*

Narrator 2: Number 1. Listen for a question that asks your opinion about a familiar topic. After you hear the question, you have 15 seconds to prepare and 45 seconds to record your answer.

Narrator 1: Agree or disagree with the following statement:

Traveling independently is better than traveling as part of a tour group.

Use specific reasons and examples to support your opinion.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 15 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 45 seconds]

Beep

## *Integrated Speaking Question 2 "Old Main"*

Narrator 2: Number 2. Read a short passage and listen to a talk on the same topic. Then listen for a question about them. After you hear the question, you have 30 seconds to prepare and 60 seconds to record your answer.

Narrator 1: A public meeting is planned to discuss alternatives for renovating the original building on campus. Read the notice from the college newspaper [printed on page 690]. You have 50 seconds to complete it. Please begin reading now.

[Reading Time: 50 seconds]

Narrator 1: Now listen to two students who are discussing the plan.

| | |
|---|---|
| Woman: | I totally disagree with the option to tear down old main. |
| Man: | Why's that? |
| Woman: | Well, Although there may be some practical reasons for tearing down the structure surrounding the clock tower, I'd like the committee to consider the historical importance of Old Main and opt for renovation of the original structure. I think we all agree that the brick structure is quite beautiful and basically sound. Only a few minor repairs would be necessary to preserve it. |
| Man: | So I think it comes down to the cost. |
| Woman: | Yes. They say it would cost a lot, but the cost of new electrical and plumbing systems for the old structure would be less than the cost of a new building with the same systems. |
| Man: | And that part about the clock tower being part of a modern building seems a stretch. |
| Woman: | Right. And If a new building were to be erected, the clock tower would seem out of place somehow. |

Narrator 1: The woman expresses her opinion of the plan for the renovation of Old Main. Report her opinion and explain the reasons that she gives for having that opinion.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 30 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

## *Integrated Speaking Question 3 "Pangea"*

Narrator 2: Number 3. Read a short passage and then listen to part of a lecture on the same topic. Then listen for a question about them. After you hear the question, you have 30 seconds to prepare and 60 seconds to record your answer.

Narrator 1: Now read the passage about Pangea [printed on page 691]. You have 50 seconds to complete it. Please begin reading now.

[Reading Time: 50 seconds]

Narrator 1: Now listen to part of a lecture in a geography class. The professor is talking about Pangea.

Professor:
The theory of *continental drift* posits that 250 million years ago the continents were all connected in one gigantic continent, which we refer to as Pangea, and that was surrounded by one huge ocean called Panthalassa. At that time, the northernmost region of the continent corresponded to a landmass that included most of the modern continent of Asia, and Europe was south of the Asian region instead of north as it is now. So Asia and Europe were connected to the west with what is now North America. Africa

and the Arabian Peninsula were positioned south of Europe with South America to the west, India to the east, and Antarctica and Australia south and southeast. Then, about 200 million years ago, this super continent began to separate into a northern continent and a southern continent. The northern continent was made of what is currently North America, Greenland, Europe, and Asia, and the southern continent included Antarctica, Australia, India, and South America. By 135 million years ago, the two continents had moved into positions that began to resemble the map that we see today, with seven continents.

Narrator 1: Using the information in the lecture about plate tectonics, explain the theory of *continental drift*.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 30 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

## *Integrated Speaking Question 4 "Fax Machines"*

Narrator 2: Number 4. Listen to part of a lecture. Then listen for a question about it. After you hear the question, you have 20 seconds to prepare and 60 seconds to record your answer.

Narrator 1: Now listen to part of a lecture in a business class. The professor is discussing the way that a fax machine transmits and receives data.

Professor:

Okay, to illustrate my point that many new machines are simply combinations of machines that are already available, let's talk about the fax machine. To understand how a fax machine works, I'd like you to think of it as three machines . . . a copier, a modem, and a printer. First, the data is copied. How does that happen? Well, when you load paper into the fax machine, a light shines on it and optical sensors read whether a specific point on the paper is black or white. These sensors communicate the digital information into a microprocessor, where a copy of the page is made of black or white dots. Thus, you see that, in the first step, the fax machine functions like a copier. Next, the fax machine works like a modem. Remember, a modem takes a black-and-white image and converts this digital data into an analog signal, that is, electronic impulses that can be sent over a phone line. The fax machine calls another fax machine to transmit, using two different types of tones to represent the black and white dots in the document. For example, it might send an 800-hertz tone for white and a 1,300-hertz tone for black. The last part of a fax machine is the printer. After the receiving fax machine answers the sending fax machine, it begins to accept the electronic impulses, and then it converts them back to the black-and-white dots in a digital image. Finally, it prints the image out on paper just like any other printer.

Narrator 1: Using the main points and examples from the lecture, describe the three parts of a fax machine and then explain how the fax process works.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 20 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

# WRITING

Track 74 **Model Test 7, Writing Section**

## *Integrated Essay "Urban Forest Plan"*

First, read the passage [printed on page 694] and take notes.

Narrator: Now listen to a lecture on the same topic as the passage that you have just read.

Professor:
No one would deny that the urban forest is a positive aspect of our city or that we need a plan to take care of the mature trees. However, many earlier attempts to protect the existing urban forest by legislation have not succeeded, and, in my opinion, this plan is also destined to fail.

The first goal, legislation, sounds good on the surface, but legislating the problem hasn't worked very well over the years. The reasons that past laws have come to nothing are, first, because the legislation was too complicated —too many rules published in language that wasn't easily understood. And, second, the legislation was simply not enforced. The consequences of ignoring the law didn't deter anyone from *breaking* the law.

Next, support to maintain and conserve the trees is just another way to say that taxes are going to increase. It would be wonderful if the public would voluntarily come forward to provide funding for the project, but again, in the past, a very small percentage of the budget for maintenance and conservation has come from private donations. Almost 80 percent has come from taxes, and, although this new plan doesn't specify how much of a tax increase will be necessary, it's clearly going to cost taxpayers to implement it.

The public information campaign is probably the best idea, and it should happen before anything else. But again, in the past, similar campaigns have focused on very vague goals like improving the lifestyle, and I hear the same ambiguous incentives again this time. If the public is going to support a costly project, people need to see how their lives will be improved. Will golfers enjoy a better golf course? Will the dog park be cleaned up for pet owners? These are the specifics that the public might be willing to support.

# EXAMPLE ANSWERS AND CHECKLISTS FOR SPEAKING AND WRITING

Track 75 **Model Test 7**

## *Example Answer for Independent Speaking Question 1 "Foreign Travel"*

I agree that traveling independently is better than traveling as part of a tour group. I've taken tours, but I prefer to make my own plans because . . . I don't want to spend a lot of time at tourist hotels. In my experience, large hotels insulate travelers from the foreign culture. Instead of eating typical food, they prepare special meals for tourists. And when I'm with groups, it's less likely that local people will approach me. On my own, I've had wonderful conversations with locals. Another reason I like to travel independently is because I'm kind of spontaneous, so I like to take advantage of opportunities that present themselves on the trip.

## Checklist 1

- ✔ The talk answers the question.
- ✔ The speaker states an opinion clearly.
- ✔ Reasons for the opinion are explained.
- ✔ The speaker uses different vocabulary words.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Answer for Integrated Speaking Question 2 "Old Main"*

The professor doesn't support the plan to demolish the main structure of Old Main and build a new structure around the original clock tower. She presents three arguments. First, she says the brick structure now standing is strong and would require only minor repairs. Second, she points out that the electrical and plumbing problems in the old building could be repaired for less than the expenditure for a new building. Finally, she opposes the construction of a new building around the clock tower because she thinks the tower would look odd in the new setting. She would probably support the alternative plan to repair the original building.

## Checklist 2

- ✔ The speaker briefly summarizes the reading.
- ✔ The speaker states the opinion in the listening.
- ✔ Reasons for the opinion are explained.
- ✔ The speaker uses different vocabulary words.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Answer for Integrated Speaking Question 3 "Pangea"*

According to the theory of plate tectonics, the outer layer of the Earth is made up of plates that are continually moving and changing the relative position of the land and oceans. Building on this, scientists have proposed that, 250 million years ago, there was only *one* landmass, a huge continent named Pangea, and it included *all* the continents we observe today. But 200 million years ago, the plates caused Pangea to drift and break into a Northern continent that included North America, Greenland, Asia, and Europe, and a Southern continent that contained South America, India, Antarctica, and Australia. By 135 million years ago, the plates had separated the landmasses into the seven continents we recognize today.

## Checklist 3

- ✔ The speaker summarizes the concept in the reading.
- ✔ The example in the lecture is related to the concept.
- ✔ The speaker paraphrases the wording.
- ✔ The information is accurate.
- ✔ The speaker uses different vocabulary words.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Answer for Integrated Speaking Question 4 "Fax Machines"*

A fax machine has three parts. The fax that's sending text and images has sensors to read black-and-white points on paper, and a microprocessor recreates the images in black-and-white dots, like a copy machine. So then the image in black-and-white dots . . . it's converted into an analog signal of electronic impulses. The impulses are sent over a phone line, like a modem. Then the fax machine connects with another fax machine receiving the information. They communicate with two tones. One signals a black dot and another signals a white dot. And the fax machine begins to print in the same way any printer produces an image. So a fax is a combination copier, modem, and printer.

## Checklist 4

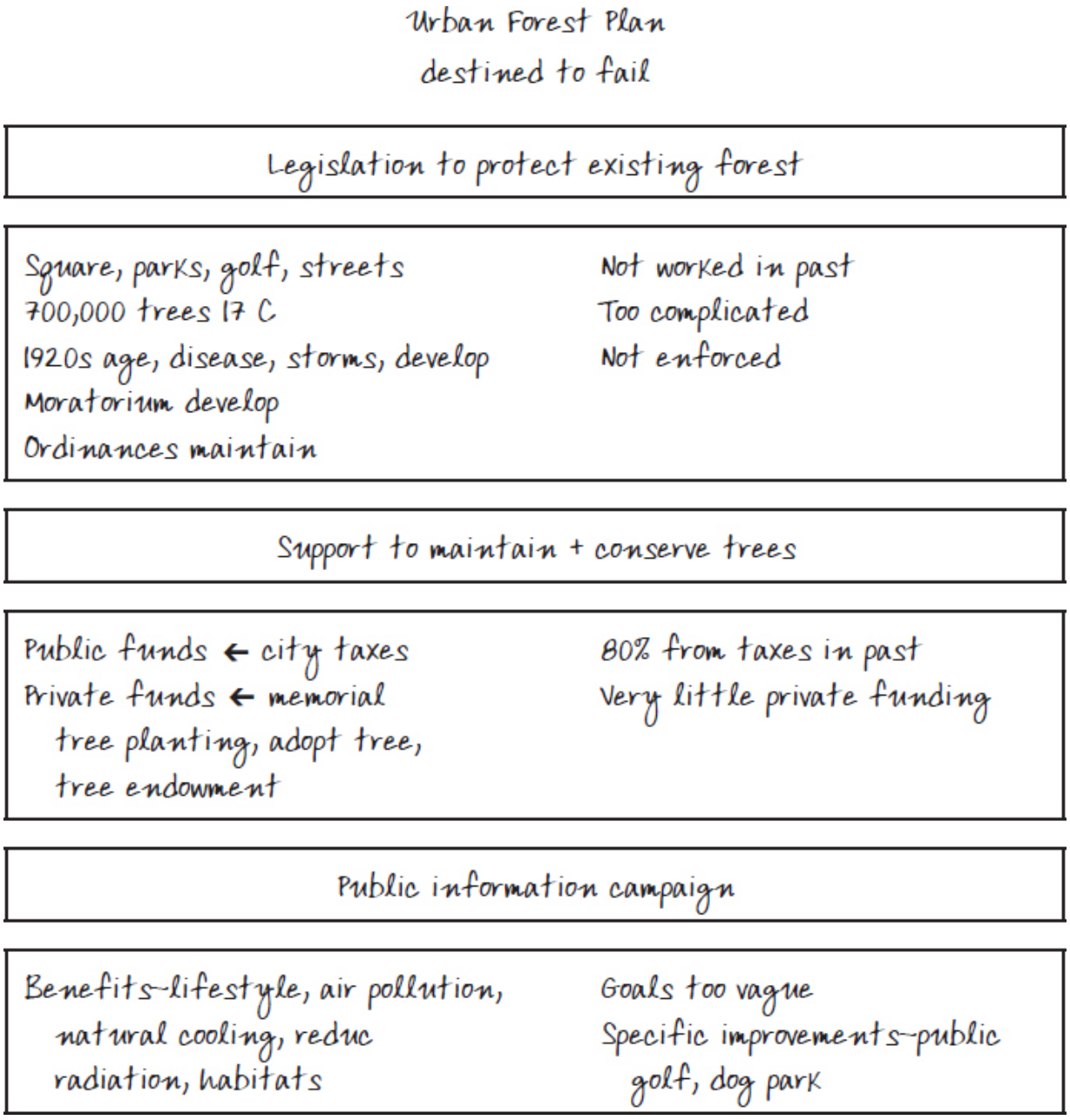
- ✔ The talk summarizes the lecture.
- ✔ All major points are included.
- ✔ Examples and details support the main idea.
- ✔ The speaker paraphrases the wording.
- ✔ The information is accurate.
- ✔ Different vocabulary words are used.
- ✔ The speaker makes few errors in grammar.

- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

### *Example Response for Integrated Essay "Urban Forest Plan"*

Many writers begin with a chart like those you practiced in Chapter 3. Only the essay will be scored.

## Chart




## Example Essay "Urban Forest Plan"

A new plan to protect and maintain the urban forest includes legislation, financial support, and a public information campaign, but the lecturer claims that it is destined to fail.

According to the lecturer, legislation has not been successful in the past because it was too complicated and often not enforced. Another moratorium

on development and additional ordinances to maintain the trees in public areas would probably not be effective either, for the same reasons.

About 80 percent of the support for maintaining the urban forest in previous plans has come from taxes, with very little private funding. Although the new plan offers some good ideas for soliciting private funds, public funding from city taxes is still the primary source.

The lecturer points out that prior plans have not included specific goals that would encourage public support, a mistake that will probably be repeated in the public information campaign this time. In order to persuade the public that the urban forest is worth preserving and maintaining, people need to understand how their personal lives will improve. The lecturer names several public areas that people often use, including golf courses and dog parks, which would benefit from the conservation of the trees growing there.

## Checklist for Integrated Essay

- ✔ The essay answers the question.
- ✔ A topic sentence summarizes the main idea.
- ✔ An outline sentence previews the major points.
- ✔ Examples and details support the points.
- ✔ The information is accurate.
- ✔ Each lecture point is addressed.
- ✔ The writer paraphrases the wording.
- ✔ Different vocabulary words are used.
- ✔ The writer makes few mistakes in grammar.
- ✔ A variety of sentences are included.
- ✔ The essay is complete within the time limit.
- ✔ The essay is easy for someone to read.

## *Example Response for Academic Discussion "Globalization"*

Although I agree that there are economic advantages to globalization, I think that an unfortunate consequence of this trend is the loss of the unique cultural and social customs of individual countries and regions. Clothing,

food, and other formerly distinctive material culture and practices, many of which have been valued for hundreds of years, are being integrated into a universal lifestyle. If you travel to a city anywhere in the world, it looks a lot like any other city. Many beautiful cultural traditions are being discontinued because they are not like the global norm. I think that diversity is a great loss to the global community. Therefore, I see globalization as disadvantageous in the long run.

# MODEL TEST 8: PROGRESS TEST

## READING

### *Reading 1 "Prosperity in the Early Empire"*

1. **A** In this passage, *constant* is a synonym for "steady." Context comes from the reference to "a drain of gold and silver coins" in the same sentence.

2. **B** "Although both empires built roads chiefly for military purposes, the roads also came to be used to facilitate trade." Choice A is not correct because the roads were used to facilitate trade after they were built for military purposes. Choice C is not correct because the two empires enjoyed commercial contact and mutual curiosity without intercultural understanding. Choice D may be logical, but it is not mentioned in the passage.

3. **C** "The Silk Road received its name from the Chinese import of silk cloth, which became a popular craze among Roman elites . . . ." Choices A, B, and D are not mentioned in the passage.

4. **C** "A famous stone relief from Ostia . . . shows a shopkeeper selling groceries and livestock. In addition . . . two monkeys from overseas . . . ." Choice A is not correct because Ostia's location is not mentioned. Choice B is not correct because it is not clear whether the shopkeeper is a slave or a freedman. Choice D is not correct because it is the merchandise shown in the carving that is for sale, not the carving.

5. **C** Contrast is a transitional device that connects the insert sentence with the previous or following sentence. "Some" signals that

contrasting information about “industries” may follow. The phrase “Other industries” introduces the contrast.

6. **C** “Although still primarily an agrarian economy, the Roman Empire provided . . . for an expansion of trade . . . .” Choice A is not correct because “some industries became concentrated in certain areas . . . such as Capua and . . . Arretium.” Choice B is not correct because artisans were freedmen or slaves. Choice D is not correct because workers on large estates paid rent, but they did not own the land.

7. **D** In this passage, *continued to exist* is a synonym for “persisted.” Context comes from the contrast with the *latifundia*, which still “dominated agriculture.”

8. **C** In this passage, *very large* is a synonym for “extensive.” Context comes from the reference to an “expansion of trade” in the previous sentence.

9. **D** Choice A is mentioned in paragraph 2, sentence 4. Choice B is mentioned in paragraph 7, sentence 5. Choice C is mentioned in paragraph 2, sentence 5.

10. **B, C, E** summarize the passage. Choices A, D, and F are true, but they are minor points and details.

## *Reading 2 “Altruism”*

11. **C** “It is easy to understand the pervasive nature of selfishness if natural selection shapes behavior. . . . Behavior that maximizes an individual’s survival and reproductive success is favored by selection, regardless of how much damage such behavior does to another individual.” Choice A is not correct because the number of species engaging in antagonistic behavior is not mentioned. Choice B is not correct because conformity to the group is not mentioned as selfish behavior. Choice D is not correct because competition would be an example of selfish behavior.

12. **B** Example is a device that is used after a general statement to clarify it. “It is easy to understand the pervasive nature of selfishness if natural selection shapes behavior” is a general statement. Choice B inserts the example after the general statement.

13. **A** In this passage, *noticeable* is a synonym for “conspicuous.” Context comes from the phrase “brings attention” at the end of the sentence.

14. **D** In this passage, *almost* is a synonym for “nearly.”

15. **B** In this passage, *supported* is a synonym for “maintained.”

16. **A** “. . . Hamilton’s idea of inclusive fitness, the total effect an individual has on proliferating its genes by producing its own offspring and by providing aid that enables other close relatives, who share many of those genes, to produce offspring.” Choice C is not correct because although colonies with a queen and workers are a population of close relatives, the aid is not mutual. Choices B and D may be logical, but they are not mentioned in the passage.

17. **A** “. . . female Belding’s ground squirrels settle close to their site of birth, whereas males settle at distant sites.” Choice B is not correct because it refers to worker bees, not to ground squirrels. Choice C is not correct because both parents sacrifice for their offspring. Choice D refers to bees, but it is not the reason that female ground squirrels sound the alarm calls.

18. **A** “In the case of naked mole rats, DNA analyses have shown that all the individuals in a colony are closely related . . . .the altruist increases the chance that some genes identical to its own will be passed to the next generation.” Choices B, C, and D may be logical, but they are not mentioned in the passage.

19. **C** Choice A is mentioned in paragraph 2, sentence 3. Choice B is mentioned in paragraph 3, sentence 3. Choice D is mentioned in paragraph 4, sentence 5.

20. **B, C, E** summarize the passage. Choice A is true, but it is a minor point that supports the major point in Choice E. Choices D and F are not

mentioned in the passage.

## *Reading 3 "Solar Energy"*

21. **D** "A *passive solar system* captures heat energy and stores it in a 'thermal mass,' such as water-filled tanks, adobe, tile, or concrete." Choices A, B, and C refer to active solar systems.

22. **B** In this passage, *possible* is a synonym for "feasible." Context comes from the reference to "effective" systems in the second part of the sentence.

23. **C** In this passage, *cause* is a synonym for "generate." Context comes from the reference to "produces" earlier in the sentence.

24. **B** "Familiar to all of us are the solar cells in pocket calculators . . . ." Choice A is not correct because no comparison is made. Choice C is not correct because the author does not make an argument that the Sun is underutilized in reference to pocket calculators, although the argument is made elsewhere in the passage. Choice D is not correct because the only reference to history is the specific date of the PVs technology, not several dates that summarize the general history of solar power.

25. **B** "A typical residential array features 36 panels . . . . People that live in a home with this type of installation [a residential array] would be able to run their electric meters in reverse and supply electricity to the power grid." The phrase "this type of installation" does not refer to Choices A, C, or D.

26. **A** "Using solar cookers, villagers are able to cook meals and sanitize their drinking water without scavenging for wood." Choice B is not correct because these solar devices are simple, yet efficient. In Choice C, electrical power, not solar cookers, is installed on rooftops. Choice D is not correct because these solar devices are simple and training is not mentioned.

27. **B** Result is the transitional device that connects the insert sentence with the previous sentence. In addition, the reference to "wood"

also connects the two sentences. Choices A, C, and D are not correct because they do not provide the information that introduces the result in the insert sentence.

28. **B** *Politics is more influential* paraphrases "political control" and *new technologies* paraphrases "technological innovation."

29. **B** "The efficiency of these cells has improved to the level that they are generally cost-competitive, especially if government policies and subsidies were to be balanced evenly among all energy sources." The grammatical structure implies that government policies do NOT support the cells. Choice A is not correct because power is currently generated for hundreds of thousands of homes and solar panel cookers also use this technology. Choice C is not correct because people who use this type of installation [PV cell technology] would be able to run their electric meters in reverse and supply electricity to the power grid. Choice D is not correct because of the option to supply electricity to the power grid.

30. **A, C, E** summarize the passage. Choice B is true, but it is a minor point that is mentioned as an argument for using solar power in developing nations. Choice D is not mentioned in the passage. According to the passage, solar power is a "wise choice" for the future, but it is not as certain as implied in Choice F.

## *Reading 4 "Tattoo in Polynesia"*

31. **B** In this passage, *prevalent* is a synonym for "widespread." Context comes from the reference to "typically" in the previous sentence.

32. **C** Reference is a transitional device that connects the insert sentence with the previous sentence. A *son or nephew* in the insert sentence refers to the "next generation" of an "older family member" in the previous sentence.

33. **D** "In New Zealand . . . a serrated chisel created a groove in the skin to receive pigment, thereby producing a colored line." Choice A is not correct because it does not refer to New Zealand. Choice B is

not correct because a woodcarver does not create the tattoos, although the process is similar to woodcarving. Choice C is not correct because the lines are colored, not black, in New Zealand.

34. **A** ". . .maori facial *moko* recall the patterns found on *poupou*, decorated wall panels in Maori meeting houses." Choice B is not correct because the reference to meeting houses refers to tattoos. Choices C and D are not correct because the explanation of how the designs are deciphered and the commentary on the purposes of decorations do not include *poupou*.

35. **D** Choices A and B are mentioned in paragraph 6, sentence 5. Choice C is mentioned in paragraph 6, sentence 1. It is confirmed that the chief is a male because of the reference to "his." It was his mother who was a female chief.

36. **D** "Marquesan tattoos were often designed to cover the entire body, and were the most elaborate in Polynesia." Choice A is not correct because even slaves had tattoos. Choice B refers to New Zealanders, not Marquesan Islanders. Choice C is not correct because the tattoos were the most elaborate in Polynesia.

37. **C** In this passage, *for the most part* is a synonym for "virtually."

38. **D** ". . . a resurgence of this ancient tradition [tattoo] as part of a cultural revival." Choice A is not correct because missionaries exerted pressure to stop tattooing. Choice B is not correct because some people have revived tattooing. Choice C may be logical, but it is not mentioned and may not be concluded from information in the passage.

39. **C** Choices A, B, and D are all mentioned in paragraph 5, sentence 3.

40. **A, D, E** summarize the passage. Choices B and F are true, but they are examples and details that support major points. Choice C is not mentioned in the passage.

# LISTENING

Track 76 **Model Test 8, Listening Section**

## PART ONE

### *Listening 1 "Professor's Office"*

**Audio Conversation**

Narrator: Listen to a conversation between a student and a professor.

Professor: You wanted to see me, Jane?
Student: Yes, I . . . I'd really like your opinion on something.
Professor: Okay.

Q1
Student: Well, I have to make a decision about graduate school.
Professor: Oh. I thought you were going to go to Harvard.
Student: I am. And I'm really excited about it. I could hardly believe it when I got a teaching assistant position in the business school. And I can't thank you enough for the letter that you sent. I'm sure it was the reason they gave me the opportunity.

Q5
Professor: It may have helped, but your class evaluations for the summer classes you taught here probably meant more to the committee.
So what's to decide?
Student: I just got a letter from Professor Chang.

Professor: Chang? Oh, yes, he's the one doing that . . . uh . . . that interesting research on business practices in Asia.

Student: Right.

Professor: Oh, I see where this is going.

Student: I speak Chinese, and I want to do my dissertation on small businesses in China. So . . . he offered me a research assistantship. And now, I don't know what to do.

Q2

Professor: Hmmn. Well, it's a good problem to have, if you know what I mean.

Student: I know. It's just that . . . that . . . I see advantages to both options.

Professor: Okay. But first, have you given the committee an answer about the teaching assistantship? You haven't signed any contracts or anything?

Student: No . . . no. The opportunities came right on top of each other. One day I didn't have any options, and two days later, I had two great options.

Professor: Okay, that's good. Because if you decide to go with the research, you won't have to get out of the teaching agreement.

Student: Right.

Professor: So let's talk about the advantages of the teaching position. Why would that be a good option?

Student: Well, for one thing, when I was teaching this summer, I found out that I really enjoyed it. I liked preparing for the classes. I looked forward to interacting with the students. It was an all around great experience.

Professor: And?

Student: And it made me wonder if I might not enjoy teaching more than going back to a job in business.

Professor: Okay. Anything else that attracts you to the teaching assistantship?

Student: . . . I was thinking that if I decide to . . . if I do pursue a

teaching career, it would be much better to have the teaching experience on my vita than the research. Don't you think?

Professor: Sounds reasonable. But what about the research? Why are you attracted to that option?

Student: That's the problem. I'm not sure that my reasons are very good. See, Professor Chang is very well known, and if he likes my work, I'm thinking he'd probably serve as the chairman for my dissertation committee, and that would just about guarantee that I'd have a publishable dissertation.

Professor: Go on.

Q3

Student: And he could probably open a lot of doors for me if I do decide to go back into business. I . . . was actually thinking about trying to set up something in Asia after I graduate.

Professor: So what's the downside . . . for both options?

Student: Okay. The downside of teaching is that if I really enjoy it, and I decide to go into teaching full time after I get my Ph.D., the money isn't that great.

Professor: True. You'd make a lot more in the business world.

Student: But the downside of the research is . . . Professor Chang might want so much of my time that I won't be able to work on my dissertation. At least with the teaching assistantship, the job responsibilities and the hours are spelled out in the contract. And, I was thinking, if he isn't happy with my work . . . the work I do with him . . . then he probably wouldn't help me anyway . . . to get started on my own in Asia when I graduate. So you see my problem.

Professor: How long do you have to think about it?

Student: I have to send in a contract next week.

Q4

| | | |
|---|---|---|
| Professor: | | So it really sounds like you need to get clear about what you want to do *after* Harvard, and then you'll know which opportunity would be the best stepping stone. |
| Student: | | Exactly. I just don't want to make the wrong decision. |
| Professor: | | Well, you don't have a lot of time, but you don't have to decide today either. Why don't you sleep on it? |
| Student: | | That's a good idea. And thanks for listening. Maybe, if you wouldn't mind, I could talk with you again before I . . . before next week. |
| Professor: | | Sure, Jane. |
| **Audio** | 1. | Why does the student visit the professor? |
| **Answer** | **B** | She needs advice about two opportunities. |
| **Audio** | 2. | Listen again to part of the conversation and then answer the following question. |
| **Replay** | | "And now, I don't know what to do." |
| | | "Hmmn. Well, it's a good problem to have, if you know what I mean." |
| **Audio** | | What does the man mean when he says this: |
| **Replay** | | "Well, it's a good problem to have, if you know what I mean." |
| **Answer** | **B** | He is congratulating Jane. |
| **Audio** | 3. | How could Professor Chang help Jane? |
| **Answer** | **C** | He could promote Jane's business in Asia. |
| **Audio** | 4. | What does the professor think that Jane should do? |
| **Answer** | **D** | Decide what she wants to do after graduation. |
| **Audio** | 5. | What can be inferred about Jane from this conversation? |
| **Answer** | **D** | Jane is an excellent teacher. |

## ***Listening 2 "Environmental Science Class"***

**Audio Lecture**

Narrator: Listen to part of a lecture in an environmental science class.

Professor:
Recycling is a key component of modern waste management and is the third component of the "*Reduce, Reuse, Recycle"* waste hierarchy.

Q7

Q6

In this hierarchy, *reduce* means decreasing the number of items or the amount of resources that we consume, using only the amount that's needed, and looking for alternatives that will allow us to use less. So we *reduce* when we buy a plastic water bottle and refill it instead of buying a case of water in plastic bottles. Okay then, how is that different from *reuse*? Well,

*reuse* means extending the use of something rather than throwing it away. So back to the water bottle, let's say that the lid gets cracked, so you can't carry it around without spilling the water. But you don't want to throw it away, so you decide to use it for something else. Let's say, to water your plants. That's giving something another use. Or, to use waste management terms, *repurposing*. Your drinking water bottle gets a new purpose. It becomes a plant sprinkler. The main point is that the bottle doesn't go into a landfill. And that brings us to the topic of our lecture today. *Recycling*. So, as I said before, *recycle* is the third component in waste management. It means to process old, used items so the material can be used to make new products. Examples of things that are often recycled are plastic, like the plastic bottle in our example, or glass, newspapers, or aluminum cans, and more recently, electronics.

Now, in the strictest sense, recycling of a material would produce a new supply of the same material, for example used office paper to make more office paper, or used aluminum cans to make new cans. However, this is often difficult or too expensive as compared with producing the same product from new materials, so recycling of many products or materials actually involves their reuse in producing different materials. If you want to be completely accurate, you'd have to say that a lot of recycling is repurposing or reusing.

But anyway, what we usually think of as recycling, whether it's actually reusing or not . . . this prevents waste, reduces the consumption of new materials, reduces energy usage and pollution from the usual methods of waste disposal such as incineration which causes air pollution, or dumping and landfills that can seep into the water supply, causing water pollution. And so on.

Q8

Now global recessions tend to influence businesses that you wouldn't ordinarily think of as being affected by market forces. And, unfortunately, recycling is one of them. Landfills rely on recycling to reduce the heaps of trash that arrive every day, and these businesses find it more and more difficult to continue to remain open during a slow economic cycle. Because

recycling contractors can’t find buyers for glass, paper, and plastic, and when they do, the prices are so depressed that it isn’t worth their effort to collect and store the recyclables. As only one example, we can see mixed paper fall to levels as low as about 10 percent of its usual value during a global economic downturn.

These depressed prices encourage companies to employ a warehousing strategy, retaining the recyclables in anticipation of better prices. And that usually happens when businesses that use recycled materials begin to produce more new products. You see, since recyclables are used to make new consumer goods, when new products aren’t being made, then recyclables aren’t being purchased either.

Recyclables from the United States are exported for the most part to countries such as China and India. They process the recyclables and then the United States buys a portion of the recycled materials back from these countries in the form of consumer goods. And this system is very, uh, very . . . advantageous . . . until the demand for recyclables diminishes.

Q9

The drop in the market for recyclables has a trickle-down effect. For example, the Chinese don’t have a lot of forested land so they get almost all of their fiber for packaging from the U.S. But when the demand for consumer goods from China drops, then they don’t need as much cardboard for boxes. I think you see what the problem is.

So this leaves many companies in a position of making adjustments to their policies on recycling—both buying and selling recycled products—because they have to determine whether it continues to make sense financially. And, along the same lines, many communities suspend their recycling programs because it’s not practical for cities to collect materials that they can’t sell. So that leaves the landfills to deal with waste that continues to pile up.

Q10

One of the items that is not as dependent on foreign markets is aluminum. So historically, aluminum has been the most valuable item in the recycling program. In fact, it can support the cost for running an entire recycling

program. The reason for this is that aluminum retains more of its relative value because it takes the most energy to produce from new materials. So recycling can offer a higher return on investment. Industrial consumers of aluminum incorporate energy savings in the prices for aluminum cans. But there's another important reason why aluminum remains more stabile, and that's because recycled cans are less dependent on foreign markets. More than 90% of all aluminum collected in North America is recycled in North America. So this domestic demand provides more stability in the market place.

Q11

But what about recycling because it's the right thing to do? Well, yes it is. We'd all agree to that. But the problem is finding a way to funnel the materials into manufacturing during periods of recession when production slows so dramatically. Environmentally conscious consumers have been able to pat themselves on the back and feel good about sorting their recyclables and putting them on the curb. But most recycling programs have been driven as much by raw economics as by environmental activism. If the cities cancel the programs, it will be more and more difficult to recycle.

So what can we do? Well, in the long run, the markets will reestablish themselves. In other words, a downturn will reverse itself, and the prices will justify the cost of recycling. But in the short run, we probably have to take a hard look at the first two components in that waste hierarchy—reduce and reuse.

**Audio** 6. What is the main topic of the lecture?
**Answer** **A** Recycling

**Audio** 7. Which example does the professor provide to explain "repurposing?"
**Answer** **B** Using a water bottle as a sprinkler

**Audio** 8. How do global recessions affect recycling?

| | | |
|---|---|---|
| **Answer** | **A** | The recycling business slows down because of lower prices. |
| **Audio** | 9. | Listen again to part of the lecture and then answer the following question. |
| **Replay** | | "But when the demand for consumer goods from China drops, then they don't need as much cardboard for boxes. I think you see what the problem is." |
| **Audio** | | Why does the professor say this: |
| **Replay** | | "I think you see what the problem is." |
| **Answer** | **D** | To move on to the next point |
| **Audio** | 10. | How is aluminum different from other recycled materials? |
| **Answer** | **A** | It costs more to produce new products. |
| | **B** | It can be sold in the same place that it is collected. |
| **Audio** | 11. | What is the professor's point of view about recycling? |
| **Answer** | **D** | Economic factors are a major influence on recycling. |

## PART TWO

### *Listening 3 "Dormitory"*

**Audio Conversation**

| | |
|---|---|
| Narrator: | Listen to part of a conversation in a dormitory. |
| Q12 | |
| Woman: | Hi. I just moved in and I need to arrange for someone to repair a few things in my dorm room. |
| Man: | Oh, well, have you spoken with your R.A.? |
| Woman: | R.A.? |
| Man: | Your Resident Advisor. Listen, what floor are you on? I'll look it up for you. |
| Woman: | I'm in 760. So that's the seventh floor. |
| Man: | Okay . . . I think that's Rodgers, but . . . just a minute . . . |

yep . . . Jean Rodgers is your R.A.

Woman: But, these are maintenance problems. Don't I need to . . .

Man: The R.A. handles just about everything.

Woman: Oh.

Man: Unless it's an emergency. Then we call maintenance right away. What's the problem?

Woman: Well, where do I start? Besides the fact that the room wasn't cleaned. Okay . . . I can't put any books on my shelves because they're loose, and I'm afraid that they'll come off the wall if I put any weight on them.

Man: Okay. Well, that won't qualify as an emergency, even though it *is* inconvenient. Anything else?

Woman: A cracked window.

Man: Cracked, not broken. Right?

Woman: Right.

Man: So rain wouldn't come in or anything.

Woman: I don't think so. But, the main problem is the door.

Man: Won't lock?

Woman: How did you know?

Q13

Man: It's a fairly common complaint. But sometimes it's just that . . . well, how do I say this? Sometimes you just have to get used to it.

Woman: I don't think so.

Man: Do you have a roommate?

Woman: It's a single.

Man: Oh. Because I was thinking if your roommate was having the same problem, then we'd know it was the lock.

Q14

Woman: I'd say the door is an emergency. I can't leave my stuff in an unlocked room.

Man: That's for sure. So what about now?

Woman: Oh. One of my friends is keeping an eye on my room.

She's across the hall from me so she can see the door from her room.

Man: That's good. Well, your R.A. is still the first person to call, and if she thinks you need maintenance, then she'll take care of it for you.

Woman: Okay. How do I get in touch with her?

Man: I'll call her for you. And you can meet her at your room. Then she can either show you how to lock and unlock the door or, if there's a problem, she can get maintenance up there right away.

Woman: Do you think they'll fix my bookshelf and window, too?

Man: Probably not today. They're just on emergency call because it's a weekend. But, why don't you take this form with you? It's a request for repair. Your R.A. has to sign it, but since you'll be seeing her in a few minutes, you might as well get her signature now.

Woman: But you're going to call Jean Rodgers now, about the door.

Q16

Man: I sure will. You'll have to have it fixed before class starts tomorrow. Hold off a minute and I'll let you talk with your R.A. yourself. Then you can head upstairs to wait for her.

Woman: Thanks. By the way, do you know if there are any vacant rooms in the dorm? I mean, it might be easier to just move to another one.

Man: It probably would be, but you'd have to have a roommate because there's only one single on every floor, and they're all full.

Woman: Oh. I'd really planned to live by myself.

Q15

Man: Don't worry. Jean Rodgers is a good R.A. She'll take care of it for you.

**Audio** 12. What problem does the woman have?

**Answer** **B** Her room requires some maintenance.

| | | |
|---|---|---|
| **Audio** | 13. | Listen again to part of the lecture and then answer the following question. |
| **Replay** | | "But sometimes it's just that . . . well, how do I say this? Sometimes you just have to get used to it." |
| **Audio** | | Why does the man say this: |
| **Replay** | | "But sometimes it's just that . . . well, how do I say this?" |
| **Answer** | **D** | He does not want to insult the woman. |
| **Audio** | 14. | What does the woman consider an emergency? |
| **Answer** | **D** | A broken lock |
| **Audio** | 15. | Why does the woman prefer to stay in the room she was assigned? |
| **Answer** | **C** | She prefers to live by herself. |
| **Audio** | 16. | What will the woman probably do? |
| **Answer** | **B** | Meet with the R.A. to solve the problem |

## *Listening 4 "Anthropology Class"*

**Audio Lecture**

Narrator: Listen to part of a lecture in an anthropology class.

Professor:

Q17

Egyptian hieroglyphics remained a mystery until the 19th century. In 1798, Napoleon led a military expedition whose mission was to take possession of Malta and Egypt with a view to controlling the trade routes to the east. To that end, he was to build a canal through the Isthmus of Suez. So, as was customary during that historical period, the military was accompanied by a contingent of scientists and scholars. In fact, Napoleon himself had been elected to the National Institute, which was an exclusive body of scientists and scholars. Anyway, as part of the expedition, the Institute of Egypt was

established and the scholars accompanying the expedition were organized into four groups: Mathematics, Physics, Political Economics, and Literature and the Arts. Gaspard Monge was the director of the group and they traveled with the army, charting the geography, examining the great monuments, and gathering information about Egypt. Which brings us back to hieroglyphics, and the Rosetta Stone, which is what I really want to talk about today.

Many of you are probably familiar with the term, “Rosetta Stone” from the language programs by that name. But why is that name so appropriate for educational materials to teach languages? Well, the Rosetta Stone actually exists. And it’s famous for unlocking knowledge about language.

Q18

The stone was found in the Nile Delta, in a small village a few miles inland, in 1799, I believe. According to records, Napoleon's army was building a fort near the village. The name of the stone is actually taken from the name of the village—Rashid to the locals but Rosetta to the Europeans. Some reports from the time claim that a military detail found the stone on the ground, but others reported that it was part of an ancient wall that was to be demolished by the corps of engineers, but instead, the Captain took it to the team of scholars to add to their collection.

So the stone, called the Rosetta Stone, is 114 centimeters high by 72 centimeters wide, and about 28 centimeters thick. In inches, that'd be about four feet by two and a half feet by one foot. So that's about the size of a coffee table. But it's a block of black basalt or, as some geologists now claim, gray granodorite, so it weighs a whole lot more than a coffee table. In fact, it weighs almost a ton. Now let me show you a photo of the stone.

As you can see, it has some damage to the upper left and lower right corners. And it has inscriptions chiseled into it in three different scripts. The first is hieroglyphics—these are the pictographs that were used to record important government documents or to inscribe religious information during the First Dynasty, about 3000 years ago. The second is Demotic, which is a script that the Egyptians began to use in their daily activities about 600 B.C. And the third script is Greek, which was the language of the Egyptian rulers at that time. So the stone was probably carved in these three scripts so that everyone could read it—the priests, the government officials, and the rulers.

Q19

Now the Egyptian Demotic is in the middle and it's the least damaged, and very little of the Greek at the bottom is missing, but quite a lot of the hieroglyphic writing at the top's been destroyed. Now this is the interesting part—since the Greek script could be translated, it provided a key to deciphering the other two scripts because when scholars began studying the stone, they soon realized that it contained the same message, written three times in the three different scripts. From the Greek, they knew that the message was a decree in praise of King Ptolemy V. The stone apparently commemorates the accession of Ptolemy V in 205 B.C. And we think that it was carved in about 200 B.C. So once they'd translated the Greek and the Demotic, and they understood the meaning, then they began to work on deciphering the hieroglyphics.

Q20

But it didn't happen right away. Many people worked on deciphering hieroglyphs over the years, but the structure of the script was very difficult to work out. After the defeat of France by the British in 1802, the Rosetta Stone was shipped to England and delivered to the British Museum in London, where it's still on display for the general public. In any case, an English scholar, Thomas Young was his name, if I recall, so he made the first major advance when he discovered that the signatures within the script could be translated into names, in particular, *Ptolemy* and *Alexander*. The names were surrounded by a loop of rope called a *cartouche* [Blackboard:

cartouche] which he speculated might function to protect the person from harm.

Q22

So then scholars began to identify repetitions of Greek words and located the same numbers of repeating signs in the Demotic script, and they were actually able to find the words *Egypt* and several other royal names inside a cartouche. And the exciting discovery was that the names actually had phonetic values—by that I mean that the pictures were symbols for sounds as well as for whole ideas like a person's name!

Q21

In 1822, after many years of studying the Rosetta Stone and other examples of ancient Egyptian writing, Jean-François Champollion was finally able to decipher the hieroglyphs systematically. Champollion could read both Greek and Coptic, which is the alphabetic form of the spoken Egyptian language. Anyway, he was able to figure out what the seven Demotic signs in Coptic were. By looking at how these signs were used in Coptic, he was able to work out what they stood for. Then he began tracing these Demotic signs back to hieroglyphic signs. First, he began to classify the hieroglyphs, and from there, he was able to formulate a system of grammar and generalizations which opened the way for Egyptologists to read the carvings on monuments and papyruses for the first time!

**Audio** 17. What is the main topic of this lecture?
**Answer** **C** The influence of the Rosetta Stone on hieroglyphics

**Audio** 18. How was the Rosetta Stone discovered?
**Answer** **D** Soldiers found it in a construction site.

**Audio** 19. According to the professor, why is the Rosetta Stone important?
**Answer** **C** Translations of one language made it possible to interpret the others.

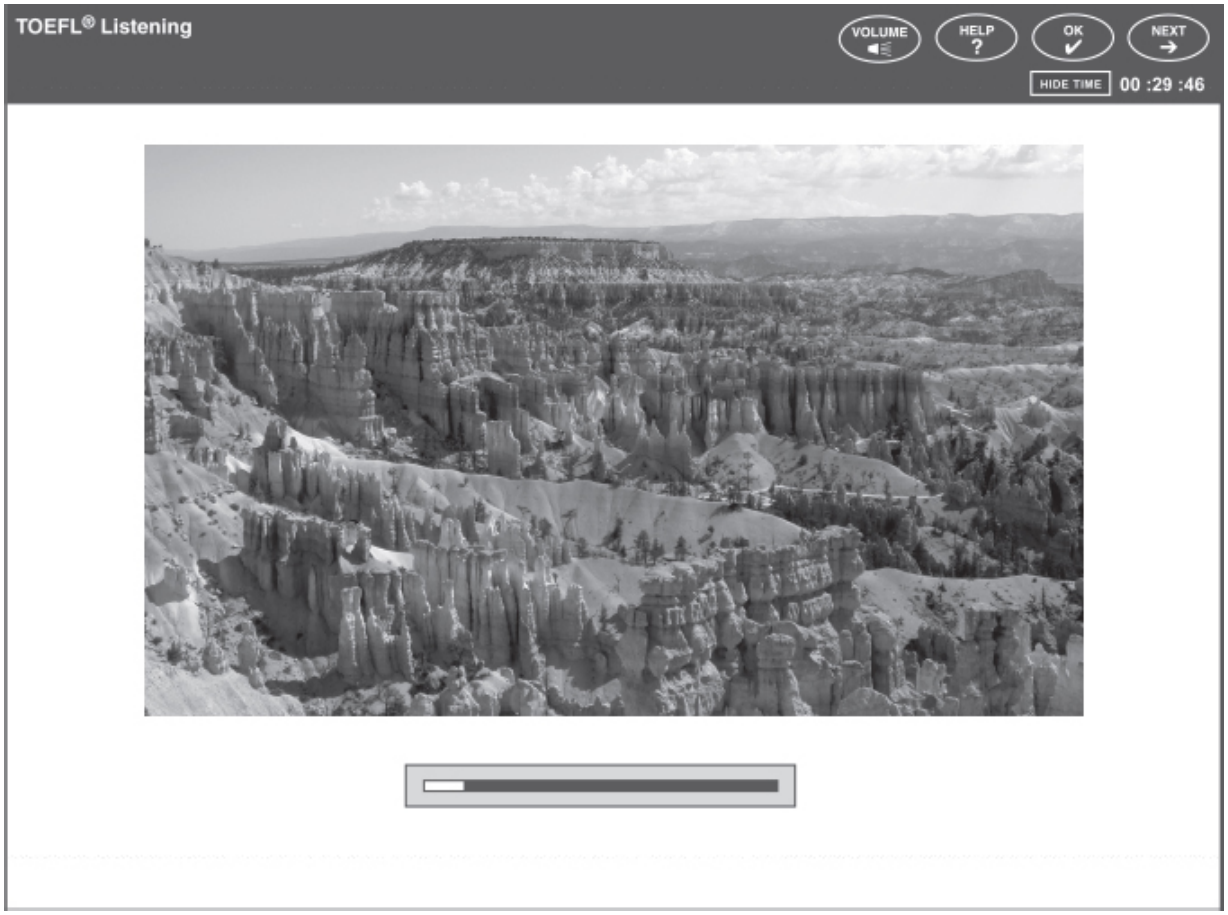
| | | |
|---|---|---|
| **Audio** | 20. | Listen again to part of the lecture and then answer the following question. |
| **Replay** | | "In any case, an English scholar, Thomas Young was his name, if I recall, so he made the first major advance when he discovered that the signatures within the script could be translated into names, in particular, *Ptolemy* and *Alexander*." |
| **Audio** | | Why does the professor say this: |
| **Replay** | | ". . . Thomas Young was his name, if I recall, . . . . " |
| **Answer** | **B** | He indicates that he is not certain about the name. |
| **Audio** | 21. | What contribution did Champollion make to Egyptology? |
| **Answer** | **D** | He classified hieroglyphics and described a grammar of the language. |
| **Audio** | 22. | What best describes the professor's attitude in this lecture? |
| **Answer** | **A** | Enthusiastic |

## *Listening 5 "Geology Class"*

**Audio Lecture**

Narrator: Listen to part of a discussion in a geology class.

Professor:
Hoodoos are tall, thin spires of rock that rise up from the basins in high plateau regions such as the Colorado Plateau or the Badlands. This is an example of a hoodoo.




Q23

As you can see, the shape is irregular. What you may not perceive from the picture though is that this hoodoo is about the height of a ten-story building. But what causes these fantastic structures? How do they form?

Q24

About thirty to forty million years ago, there was a lakebed here, and minerals were deposited in it. So although most of the hoodoo is limestone, and as you know, limestone is white, the colors in the layers of limestone are created by small deposits of iron that oxidize to produce shades of yellow, orange, red, and brown. Manganese oxides create the blue and purple tones, and then, the weather and light conditions also contribute to the variety of colors that you see in the canyons.

Water plays the major role in creating the landscape. But to really appreciate this, you have to understand two processes—mechanical weathering and chemical weathering. On about 200 days every year, the temperature rises above freezing during the day and then drops below freezing at night. When water freezes, it expands by almost 10%, bit by bit prying open cracks, making them ever wider. It's kind of like what happens when a crack appears in a paved road, and then makes a hole that gets bigger and bigger.

Q25

During these freezing and thawing cycles, water seeps into the cracks in the rocks, and expands during the freezing, which breaks the rock into smaller pieces. When the ice melts, the pieces fall apart and the water washes them into the canyon. So this is mechanical weathering, or to be more specific, *frost wedging*. Now, in addition to frost wedging, chemical weathering also breaks down the rocks because water absorbs weak acids from the air and soil, and that dissolves the calcium carbonate, which was a kind of cement to hold the clay, silt, and sand particles together. So as these particles fall into the canyon, they help shape the formations, too.

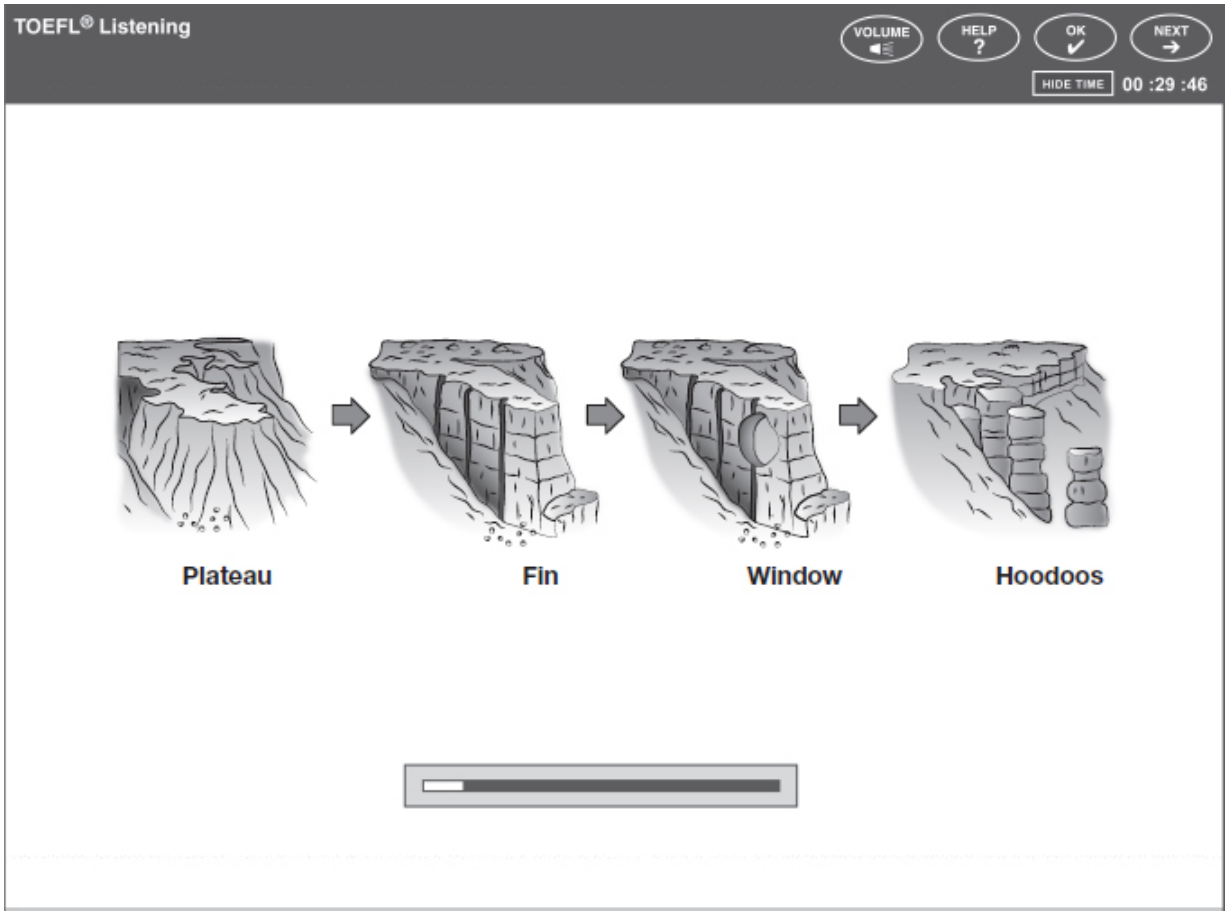
Q26

What little rain we get here also creates the hoodoos. It's . . . uh . . . slightly acidic . . . the rainwater . . . so this weak carbonic acid can slowly dissolve limestone grain by grain. And it's this process that sculpts the hoodoos and gives them their unique profiles. Where internal mudstone and siltstone layers interrupt the limestone, you can expect the rock to be more resistant to the chemical weathering because there's comparatively less limestone. So each type of rock erodes at a different rate, carving out the formations. Just suppose that one of the pillars is composed primarily of sandstone and ironstone. Well, the sandstone will certainly disintegrate faster than the harder ironstone. And the result will be an unevenly shaped pillar—a hoodoo.

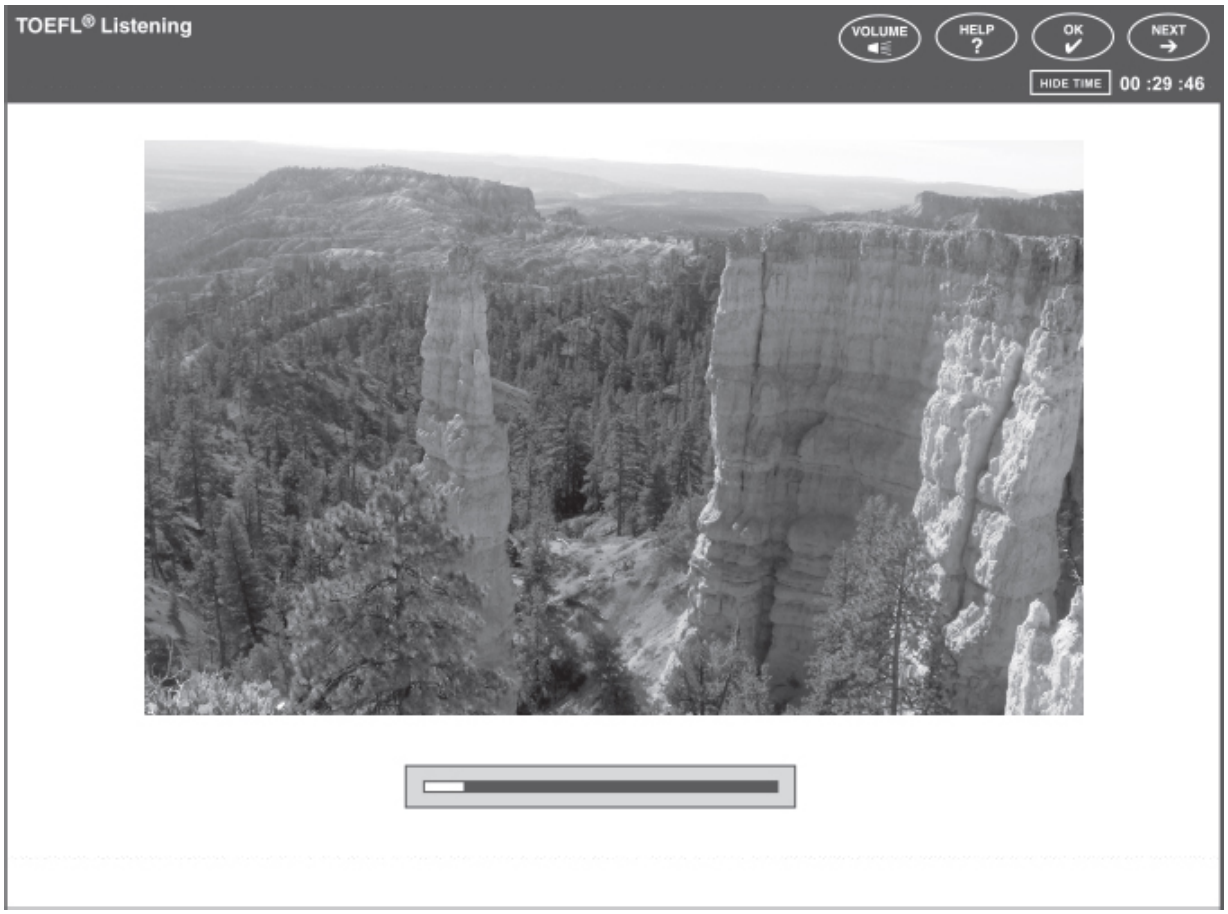
This is a fairly typical process for the formation of hoodoos. As you can see, first you have a plateau that weathers into what we call a fin. As the weathering continues, a window breaks through the fin, and eventually, a

series of windows allow the hoodoo to break off into a free-standing structure.

Q27




Many of the more durable hoodoos are capped with a special kind of limestone called dolomite. Dolomite is fortified by magnesium, a mineral that dissolves at a much slower rate, and consequently protects the weaker limestone underneath it. Let me show you an example of that—the dolomite cap, I mean.




Q28

Now I know that a lot of rock formations are carved out by the wind, but in the case of hoodoos, wind has very little to do with it. For one thing, we know that in most areas where hoodoos are prevalent, such as Bryce Canyon in Utah, there's no pattern of erosion for the dominant wind direction. If wind were responsible for the hoodoos, then they'd erode in a parallel formation with the prevailing wind direction—but they don't. In addition, the surfaces of the hoodoos would be rounded and smoother if wind were responsible for creating them, wouldn't they? But many hoodoos have sharp edges and jagged tops. These uneven, angular shapes are a big clue that it's water, not wind, that created these unique formations.

So now we know how hoodoos formed. But unfortunately hoodoos aren't very stable. So, as you can probably imagine, the same processes that create hoodoos are equally aggressive in destroying them. The average rate of erosion is calculated at 2 to 4 feet (0.6–1.3 m) every 100 years. And in any

one location, you'll see both the formation and destruction of hoodoos at different stages in their development.

**Audio** 23. What is the discussion mainly about?
**Answer** **C** An explanation of the processes that create hoodoos

**Audio** 24. According to the professor, what contributes to the colors in the rock formations?
**Answer** **B** Minerals
**C** Light

**Audio** 25. According to the book, what is *frost wedging*?
**Answer** **B** Water that expands when it freezes and breaks rocks into pieces

**Audio** 26. What causes the uneven shapes of hoodoos?
**Answer** **A** Unequal rates of erosion for different rocks in the hoodoo

**Audio** 27. In the lecture, the professor identifies the steps in which the hoodoos are formed. Match these processes to the order.

| Order | Step |
|---|---|
| 1 | Plateau |
| 2 | Fin |
| 3 | Window |
| 4 | Hoodoo |

**Audio** 28. Listen again to part of the lecture and then answer the following question.
**Replay** "In addition, the surfaces of the hoodoos would be rounded and smoother if wind were responsible for creating them,

| | | |
|---|---|---|
| | | wouldn’t they? But many hoodoos have sharp edges and jagged tops.” |
| **Audio** | | What does the professor mean when she says this: |
| **Replay** | | “In addition, the surfaces of the hoodoos would be rounded and smoother if wind were responsible for creating them, wouldn’t they? |
| **Answer** | **B** | She is confirming an obvious statement. |

# SPEAKING

Track 77 **Model Test 8, Speaking Section**

## *Independent Speaking Question 1 "Gifts"*

Narrator 2: Number 1. Listen for a question that asks your opinion about a familiar topic. After you hear the question, you have 15 seconds to prepare and 45 seconds to record your answer.

Narrator 1: Some people give gift cards for special occasions so that recipients can choose something they like. Other people select a gift for recipients to open at the celebration. Which type of gifts do you prefer to give, and why? Use specific reasons and examples to support your opinion.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 15 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 45 seconds]

Beep

## *Integrated Speaking Question 2 "Women's Sports"*

Narrator 2: Number 2. Read a short passage and listen to a talk on the same topic. Then listen for a question about them. After you hear the question, you have 30 seconds to prepare and 60 seconds to record your answer.

Narrator 1: The university's announcement is published in the campus newspaper. Please begin reading now [printed on page 729]. You have 50 seconds to complete it. Please begin reading now.

[Reading Time: 50 seconds]

Narrator 2: Now listen to a student who is talking with friends about the decision.

| | |
|---|---|
| Man: | Can you believe it? Another fee increase. |
| Woman: | I know. |
| Man: | I'm barely able to make my payments now, even with a student loan. Well, at least this is my last year. |
| Woman: | I've got two years left. Look, here's the thing that bothers me. The athletic program makes a lot of money. You know, tickets for the games—you can never find a seat—and the ticket prices are beyond the reach of most students anyway. Then there's all the revenue from television rights. I heard that the school makes over a million dollars for football alone. So why can't some of that money be used for women's sports? I mean, it's all athletics. |
| Man: | Oh, you don't have to convince me, but the argument is that all the money comes from men's sports. And women's sports won't make any money, so why invest in it? |
| Woman: | But the problem is that they *are* investing in it. They're just using student money from fees. |
| Man: | Good point. |
| Woman: | I know that if you go to a women's game, there's hardly anybody there, but if there was as much hype about women's sports as there is about men's sports, maybe more people would take an interest. Maybe even the media, and |

| | |
|---|---|
| | that would mean revenue from television. Of course, that's a long way down the road. |
| Man: | And the university says that the first step is scholarships for talented women athletes. |
| Woman: | Well, I don't have a problem with that. I think women athletes *should* receive scholarships. I just think that the athletic program should fund them. |
| Man: | I think you're right. |

Narrator 1: The student expresses her opinion of the university's decision to increase fees. Report her opinion, and explain the reasons that she gives for having that opinion.

[Preparation Time: 30 seconds]

Narrator 2: Please prepare your answer after the beep.

Beep

Narrator 2: Please begin speaking after the beep.

[Recording Time: 60 seconds]

Beep

## *Integrated Speaking Question 3 "Dramatic License"*

Narrator 2: Number 3. Read a short passage and listen to part of a lecture on the same topic. Then listen for a question about them. After you hear the question, you have 30 seconds to prepare and 60 seconds to record your answer.

Narrator 1: Now read the passage about Dramatic License [printed on page 730]. You have 50 seconds to complete it. Please begin reading now.

[Reading Time: 50 seconds]

Narrator 1: Now listen to part of a lecture in a literature class. The professor is talking about dramatic license.

Professor:
Although Shakespeare is acclaimed as one of the greatest writers in the English language, he made liberal use of dramatic license, especially in his historical plays, in which we find gross distortions of historical facts. To take “Macbeth” as just one example, the characters are not portrayed accurately in the play. The historical Macbeth claimed the throne of Scotland after defeating King Duncan in battle, but in the play by Shakespeare, Macbeth murders King Duncan in his sleep. The historical Macbeth was king of Scotland for seventeen years, and records document his role as a very capable ruler, whereas Duncan was a weakened monarch, not the experienced and wise king that Shakespeare presents in the play. And very little is known about the historical Lady Macbeth, and so Shakespeare had to create the character, using imagination and a large measure of dramatic license. As for Banquo, he is portrayed as a noble and loyal personage, when, in fact, historical documents accuse him of conspiracy in the death of King Duncan.

So why would Shakespeare deviate so far from the truth in writing about these historical characters? Well, certainly, in part, he wanted to heighten the drama and provide the audience with characters that were larger than life. But scholars also suggest that at least some of the changes may have been made to flatter the new English King, James VI of Scotland, who becomes James I of England after the death of Queen Elizabeth I. It seems that Banquo was an ancestor of the new King James, and the play was meant to flatter the king.

At the end of the day, Macbeth is a confusing combination of history and fiction, and an excellent example of dramatic license.

Narrator 1: Explain how the example in the lecture illustrates the concept of *dramatic license*.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 30 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

## *Integrated Speaking Question 4 "Definition of a Planet"*

Narrator 2: Number 4. Listen to part of a lecture. Then listen for a question about it. After you hear the question, you have 20 seconds to prepare and 60 seconds to record your answer.

Narrator 1: Now listen to part of a lecture in an astronomy class. The professor is discussing the definition of a planet.

Professor:
Under the auspices of the International Astronomical Union, some of the foremost astronomers in the world spent years refining the definition of a planet. Why? Well, technology played a major role in the controversy. Powerful new telescopes now extend our range of research into the outer regions of the solar system and beyond, allowing us to see many large objects. Are they planets? Well, some of them are comparable or even larger than Pluto, which has traditionally been considered a planet.

Okay, then. Superficially, you might think that it would be easy to define what a planet is. It's a large, round body. But the problem is—what's the lower limit—how large and how round does it have to be for a body to be a planet instead of an asteroid? And conversely, what's the higher limit—how large can a planet be before it's defined as a star? And that's why it took so long to arrive at a definition.

So, here's where we are on this. In order to be defined as a planet, an object must meet three major conditions: First, a planet has to have sufficient mass for its gravitational forces to overcome rigid body forces so that it assumes

a nearly round shape. And second, it has to be in orbit around a star, so it can't *be* a star or a satellite of a planet. A third condition must also be taken into account. In the end stages of *planet formation*, a planet "clears the neighborhood," which means that it's the dominant body in its gravitational field, and no other bodies of comparable size other than its own satellites or objects under its gravitational influence are in the area. So here's the problem: Technically, Pluto has *not* cleared its neighborhood, so under the new definition, it isn't really a planet. And everybody isn't happy about that. You see, this definition was arrived at by a vote, so it is, at least in part, a political decision, as well as a scientific one.

Narrator 1: Using the main points and examples from the lecture, define a planet and explain why Pluto is no longer considered a planet.

Narrator 2: Please prepare your answer after the beep.

Beep

[Preparation Time: 20 seconds]

Narrator 2: Please begin speaking after the beep.

Beep

[Recording Time: 60 seconds]

Beep

# WRITING

Track 78 **Model Test 8, Writing Section**

## *The Vinland Map*

First, read the passage [printed on page 733] and take notes.

Narrator 2: Now listen to a lecture on the same topic as the passage that you have just read.

Professor:
Everything you've read about the Vinland map is accurate, but it presents only one side of the scholarly debate. Let's examine each argument a little more carefully.

First, the resemblance of the map to the world map by Andrea Bianco. The Vinland map is certainly similar and the script is consistent with script that's common during the period from 1415 to about 1460 in Germany, France, Flanders, and Italy. But some inconsistencies appear in the use of capital letters—much more frequent in the Vinland Map than in others attributed to the time period. And some of the Latin suggests a scribe who knew Latin, but not Icelandic. For example, the spelling of Iceland as *Isolanda* and Vinland as *Vinilanda* is suspect.

Second, the dating of the parchment. Although it's true that reliable Carbon-14 dating techniques confirm the age of the parchment as appropriate for a map from the 1400s, we must also allow for the fact that the parchment may be old, but the drawing of the map might be more recent. Many forgers use materials from the correct time period to produce an artifact that's more difficult to analyze.

Finally, the ink. Several studies have questioned the authenticity of the map based on the chemical composition of the ink that was used to draw it. The curious outcome in most cases was that *anatase* was found. So why is that important? Well, anatase is a very specific form of titanium dioxide, which appeared in the commercial production of ink beginning in the twentieth century. So, naturally, even though it was found in very small quantities, it's still a red flag, and most specialists would agree that the data are, at best, inconclusive.

Narrator 1: Summarize the main points in the lecture and explain how they cast doubt on the ideas in the reading passage.

# EXAMPLE ANSWERS AND CHECKLISTS FOR SPEAKING AND WRITING

Track 79 **Model Test 8**

## *Example Answer for Independent Speaking Question 1 "Gifts"*

Although it's nice to give a gift in a beautifully wrapped package, I think it's better to give a gift card. A lot of times, people have to return a gift because they got the same thing or because the gift turns out to be the wrong size. Another problem with gifts is mailing them. Sometimes the postage costs more than the gift. But a gift card is easy and cheap to mail so you can actually spend more money on the gift. And, uh, most people appreciate the chance to shop for something they really want.

## Checklist 1

- ✔ The talk answers the question.
- ✔ The speaker states an opinion clearly.
- ✔ Reasons for the opinion are explained.
- ✔ The speaker uses different vocabulary words.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Answer for Integrated Speaking Question 2 "Women's Sports"*

According to the announcement, the fee increase is supposed to fund women's sports to achieve more equal opportunities for women athletes. But the woman feels the fee shouldn't be necessary because the football program alone produces three million dollars annually. She suggests that if some of the money from the football program were used for women's sports, then additional fees wouldn't be required. And, uh, she also mentions that tuition has been increased by $800 in the past five years. She doesn't oppose supporting women's sports programs, but she believes the athletics department has enough money without the fee increase. She also points out that none of the money from the football program is currently used for women's athletics.

## Checklist 2

- ✔ The speaker briefly summarizes the reading.
- ✔ The speaker states the opinion in the listening.
- ✔ Reasons for the opinion are explained.
- ✔ The speaker uses different vocabulary words.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Answer for Integrated Speaking Question 3 "Dramatic License"*

Dramatic license changes historical facts for artists or writers to make their works more interesting. When historical data isn't available or there isn't enough for a long work then the author creates scenes, art, or dialog. The lecturer provides an example in Shakespeare's play, *Macbeth*, in which the characters are changed from their historical counterparts. Macbeth was in reality an effective ruler but is portrayed as a murderer. King Duncan wasn't really the wise monarch portrayed, and not enough is known about Lady Macbeth to judge. Banquo, in truth, a conspirator, is shown on stage as a

noble person. So Shakespeare is using dramatic license to make the play exciting, and perhaps to please King James I by showing his ancestor Banquo in a good light.

## Checklist 3

- ✔ The speaker summarizes the concept in the reading.
- ✔ The example in the lecture is related to the concept.
- ✔ The speaker paraphrases the wording.
- ✔ The information is accurate.
- ✔ The speaker uses different vocabulary words.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Answer for Integrated Speaking Question 4 "Definition of a Planet"*

Advances in technology have provided astronomers with telescopes that see objects once obscured from view, and some are larger than Pluto, the smallest traditional planet. So, the problem is the old definition of a planet as a large, round body bigger than an asteroid and smaller than a star. The new definition requires that an object meet three specifications. One: The gravitational forces must be strong enough to make the object round. Two: It has to orbit around a star. And three: it has to "clear the neighborhood." This means that it is the primary object in its gravitational field. Pluto hasn't met the qualifications because it hasn't "cleared the neighborhood." So, if we accept the new definition, then Pluto can no longer be considered a planet.

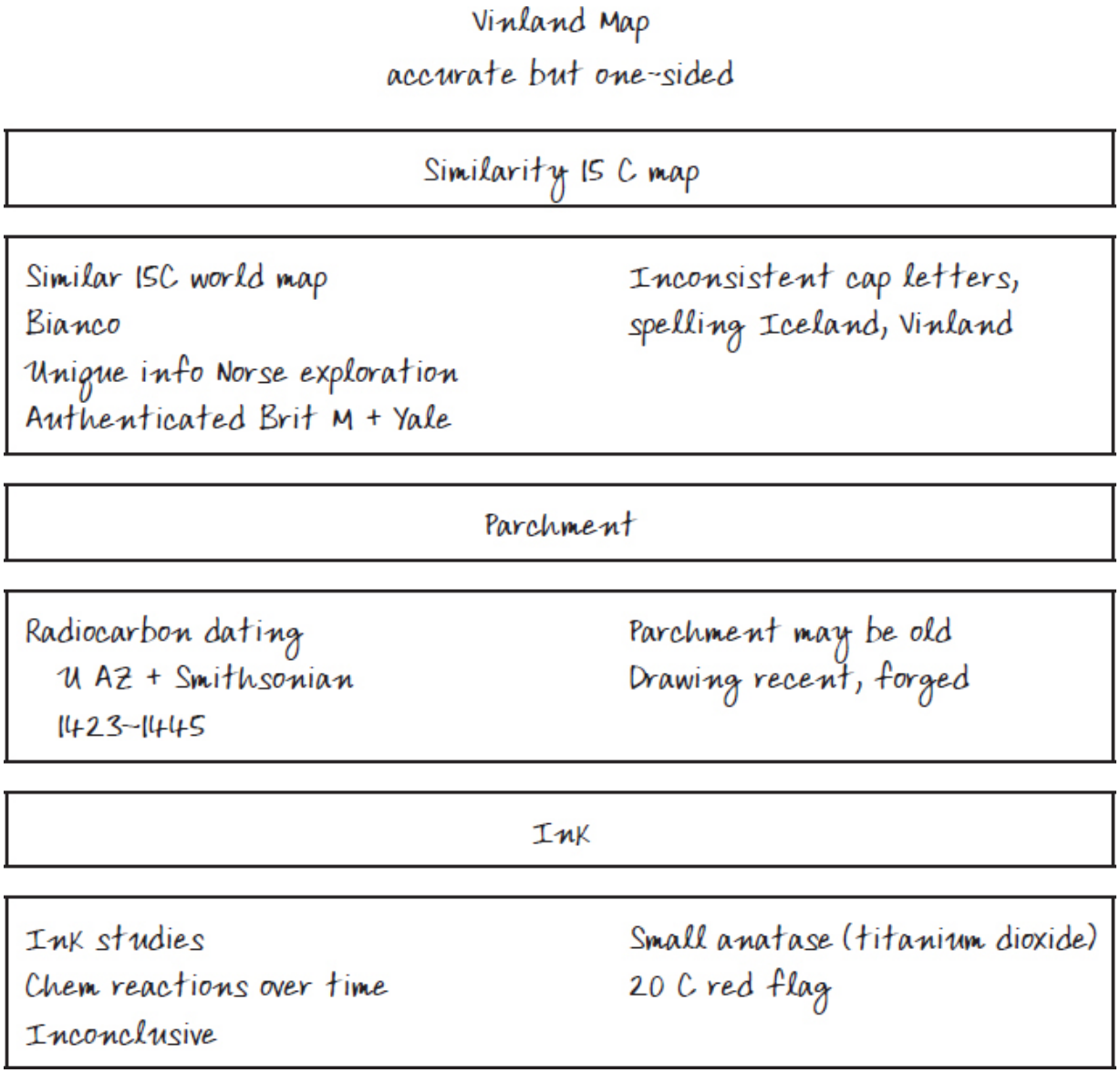
## Checklist 4

- ✔ The talk summarizes the lecture.

- ✔ All major points are included.
- ✔ Examples and details support the main idea.
- ✔ The speaker paraphrases the wording.
- ✔ The information is accurate.
- ✔ Different vocabulary words are used.
- ✔ The speaker makes few errors in grammar.
- ✔ The pronunciation is understandable.
- ✔ The talk does not include long pauses.
- ✔ The ideas in the talk are easy to follow.
- ✔ The talk is complete within the time limit.

## *Example Response for Integrated Essay "The Vinland Map"*

## Notes




## Example Essay

The passage presented three reasons why the Vinland map is an authentic artifact, including the similarity of the Vinland map to 15th century maps, the age of the parchment, and the composition of the ink. In the lecture, the professor concedes that many statements are accurate but do not present the alternative arguments.

In the first place, although the Vinland map is similar to a 15th century map of the world by Bianco, the professor points out the inconsistent use of capital letters and the spelling of Iceland and Vinland, which may indicate

that the scribe knew Latin but not Icelandic, a language essential to a Norse mapmaker from that period.

In the second place, although the radiocarbon dating of the parchment was authenticated by reputable institutions, it may be that old parchment was used to produce a more recent drawing. The lecture reminds us that many forgers use a similar procedure to make a newer copy appear to be ancient.

In the last place, the ink studies are inconclusive because chemical reactions over time are unpredictable; however, the professor confirms that even the small amount of anatase found in the ink should be of concern since titanium dioxide in anatase was not used until the 20th century.

- ✔ The essay answers the question.
- ✔ A topic sentence summarizes the main idea.
- ✔ An outline sentence previews the major points.
- ✔ Examples and details support the points.
- ✔ The information is accurate.
- ✔ Each lecture point is addressed.
- ✔ The writer paraphrases the wording.
- ✔ Different vocabulary words are used.
- ✔ The writer makes few mistakes in grammar.
- ✔ A variety of sentences are included.
- ✔ The essay is complete within the time limit.
- ✔ The essay is easy for someone to read.

## *Academic Discussion "Animals in Zoos"*

I agree with Kim that zoos are more helpful than harmful for the animals that are living there. Animals in zoos have support that they do not find in their wild habitat, including protection from poachers and predators as well as medical intervention during emergency situations. In addition, often a zoo is just a temporary sanctuary for animals, and many zoos have programs to reintroduce animals into the wild after they have been cared for in their zoo environments. Zoos also have educational programs aimed at improving understanding and interactions between animals and people.

Although there may be some zoos that are poorly run, in my opinion, most are ethical organizations, worthy of our support.