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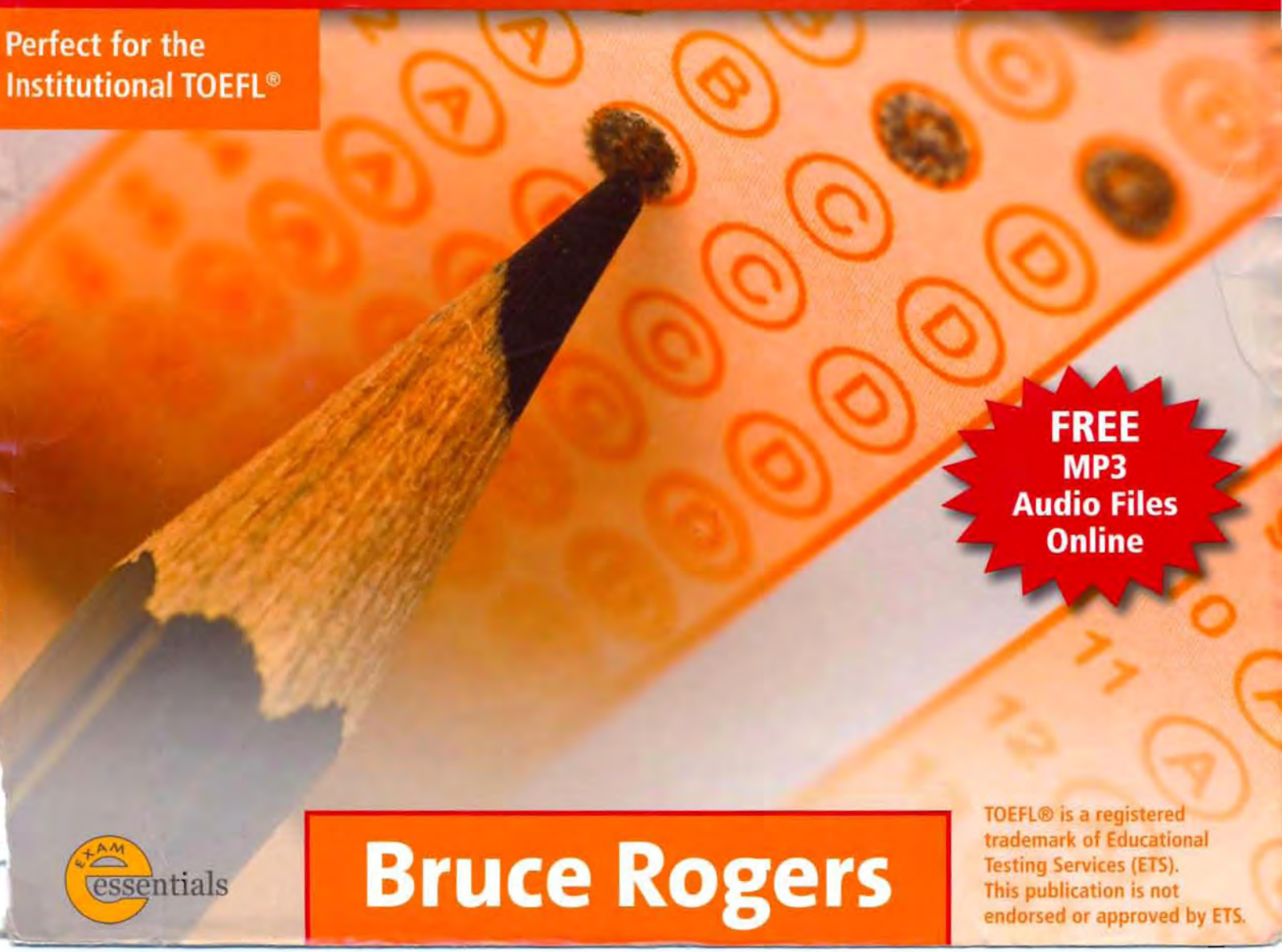
# The Complete Guide to the TOEFL® Test

## PBT Edition

Perfect for the Institutional TOEFL®



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Bruce Rogers

EXAM essentials

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# The Complete Guide to the TOEFL® Test

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## PBT Edition

Bruce Rogers

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**Bruce Rogers**

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# Preface

## About This Book

If you are preparing for TOEFL, you are not alone. Over a million people all over the world take either the Internet- or Paper-based version of the test every year. A high score on this test is an essential step in being admitted to graduate or undergraduate programs at almost all colleges and universities in North America. A strong TOEFL score may also be needed to complete an English program at a language school or may be a requirement for graduation from a university. But preparing for this test can be a difficult, frustrating experience. Perhaps you haven't taken many standardized, multiple choice tests such as TOEFL. Perhaps you are not familiar with the format of TOEFL. Maybe you've taken TOEFL once but were not satisfied with your score, or maybe you've taken the test several times but can't seem to improve your score beyond a certain point. In any of these cases, you need a guide. That's why this book was written—to help students preparing for this important exam to maximize their scores.

This is the most complete and accurate TOEFL preparation book for the Paper-based test now available. It is based on many years of classroom experience teaching TOEFL preparation classes in the United States and abroad, and on several years of research on the test. *The Complete Guide to the TOEFL Test* is simply written and clearly organized and is suitable for any intermediate or advanced student of English as a second or foreign language.

*The Complete Guide to the TOEFL Test* offers a step-by-step program that teaches you critical test taking techniques, helps you polish the language skills specifically needed for the Paper-based test, and generally makes you a smarter test-taker. And the *Guide* is an efficient way to prepare for TOEFL; by concentrating only on the points that are actually tested on the TOEFL, it lets you make the most of your preparation period and never wastes your time.

Good luck on TOEFL!

## About This Edition

In 2005, Educational Testing Service (ETS) began administering the Internet-based TOEFL (iBT). It was introduced at first in the United States and a few other countries. Over the next few years, ETS began to administer the iBT in more and more countries. However, the original Paper-based TOEFL (PBT) is still given in many locations around the world. Whether you take the iBT or the PBT depends on the location where you take the test. It may also depend on *when* you take the test, because some centers offer the PBT on certain dates and the iBT on others.

To find out if the iBT or the PBT is given in your area, you should check the TOEFL website. Go to www.ets.org, click on TOEFL and then click on Register for the Test.

In addition, the Institutional TOEFL (called the TOEFL Institutional Testing Program (ITP) by ETS) is a paper-based test which is administered by language centers, universities, and other institutions all over the world. Over 400,000 people take the Institutional test every year.

For students or classes that must prepare for the Internet-based test, *The Complete Guide to the TOEFL: iBT Edition* is also available from this publisher.

This edition of *The Complete Guide to the TOEFL Test* meets the needs of people who want to take the TOEFL PBT rather than the iBT because the design of the two versions of the test is quite different.

I believe *The Complete Guide to the TOEFL Test* is the most complete and accurate and up-to-date guide to preparing for the Paper-based TOEFL available. If you have comments about this edition of *The Complete Guide to the TOEFL Test* or about any aspect of the TOEFL test, I welcome your ideas, questions, and suggestions. Please feel free to contact me at the e-mail address below.

And, as always, good luck on TOEFL!

Bruce Rogers
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## Organization of this Book

**Getting Started**, the first section of the book, serves as an introduction to the Paper-based test. The opening portion of this section, Questions and Answers about TOEFL, provides you with information about the format of the test, guides you through the process of registering for the exam, and helps you understand your scores. The next portion of this section, Keys to High Scores, presents the "secrets" of being a good test-taker: arranging your preparation time, using the process of elimination, coping with test anxiety, pacing yourself during the test, and other important techniques.

The main body of the book is divided into three parts, reflecting the three main sections of the Paper-based test: Listening Comprehension, Structure and Expression, and Reading Comprehension.

Each of these sections consists of the following components:

- An introduction containing basic strategies for that section of the test.
- A full-length sample test to give you a feel for each part of the test and to provide a basis for understanding the lessons.
- An introduction to each subsection of the test, with specific tactics for approaching the items in each portion of the test.
- Lessons that break down the knowledge and skills needed for each part of the test into comprehensible "bites" of information. Each of the forty-eight lessons in the book contains sample items that illustrate exactly how the point brought up in that lesson is tested in TOEFL. Furthermore, each lesson contains one or more exercises for practicing the relevant points. Some of these items follow TOEFL format, others follow formats appropriate for the particular point being taught, but all of them have the same "feel" as actual TOEFL items. There are around 125 of these exercises in the *Guide*—totaling over 2,500 practice items!
- Mini-tests that review the points brought up in the previous lessons. These tests put together the points practiced in isolation in the lessons and allow you to chart your progress. All the items on the mini-tests are identical in form to items on actual tests.
- Mini-lessons covering important testing points which require more time to master than points brought up in the lessons. You should begin studying and working the exercises in the mini-lessons as soon as you begin each section of the guide.
- **Section 1: Listening Comprehension** This section is subdivided into three parts, each one designed to familiarize you with the problems commonly encountered on the three parts of the revised Section 1: Dialogues, Extended Conversations, and Mini-Talks. The exercises and tests in this part of the book are intended to be used with the audios that accompany the *Guide*. The mini-lessons for this section teach common idioms and figurative expressions that are often tested in Part A.
- **Section 2: Structure and Written Expression** The first part of this section categorizes common grammatical points tested in Structure problems and suggests ways to solve these problems. The second part lists the usual errors that must be identified in Written Expression problems and offers ways to identify these mistakes. The mini-lessons for this section cover preposition usage, one of the most difficult of grammar skills.
- **Section 3: Reading Comprehension** This section of the book prepares you for the third section of TOEFL. The Reading Comprehension portion of the book suggests reading attack skills, lists the various types of questions asked about the passages, and offers suggestions for answering each type of question. There are in-depth reading exercises to practice these techniques. The mini-lessons for this section systematically build your vocabulary, especially concentrating on the type of words that are asked about in the vocabulary items in the Reading section.
- **The *Test of Written English*** This part of the book introduces the TWE and presents the best methods for planning, writing, and checking the essay you must write if you take this portion of the exam. There are two models of strong TWE essays and there are two practice TWE exams.

- **Three Complete Practice Tests** Practice tests provide one of the best ways to get ready for TOEFL because they draw together all the points you have studied. These tests duplicate the format, content, and level of difficulty of the actual exam. You may want to take one of these tests as a diagnostic when you begin your studies. To get the most out of these exams, follow the recommendations in the section titled **About Taking the Practice Tests**. Scoring information is also included here.

## Suggestions for Using This Book

*The Complete Guide to the TOEFL Test: PBT Edition* is designed to be used either as a textbook for TOEFL preparation classes or as a tool for individuals preparing for the exam by themselves. If you are working alone, you will need the audio program to accompany the textbook as well as the answer keys and audio scripts (available online).

Whether working alone or in a group, you should begin your preparation for TOEFL by reading the introductory chapters titled **Getting Started**. You can then work through the book in the order in which it is written or begin with the section in which you are weakest (or in which the majority of the students in a class are weakest.) Generally, you can make the fastest progress by working in your weakest area. You can determine which area is your weakest by looking at the scores from a previous test or by using one of the practice tests as a diagnostic test.

The amounts of time required to cover each segment of the *Guide* are given below. Keep in mind that these times are very approximate and do not include review sessions.

| | |
|---|---|
| Getting Started | 1–3 hours |
| Guide to Listening Comprehension | 15–20 hours |
| Guide to Structure and Written Expression | 20–30 hours |
| Guide to Vocabulary and Reading Comprehension | 15–25 hours |
| Guide to the Test of Written English | 4–8 hours |
| Three Complete Practice Tests | 8–10 hours |

# Acknowledgements

I would like to thank all who worked on the original second edition of the book and to Tom Jefferies and Daisy Sosa for their help in preparing this updated printing.

# Getting Started

# Questions and Answers about TOEFL

**Q: What is TOEFL?**

**A:** TOEFL stands for ***Test of English as a Foreign Language.*** It is a test designed to measure the English-language ability of people who do not speak English as their first language and who plan to study at colleges and universities in North America either as undergraduate or graduate students.

Educational Testing Service (ETS) of Princeton, New Jersey prepares and administers TOEFL. This organization produces many other standardized tests, such as the Test of English for International Communication (TOEIC), the Scholastic Aptitude Test (SAT), and the Graduate Record Exam (GRE).

Although there are other standardized tests of English, TOEFL is by far the most important in North America. ETS has offered this exam since 1965. Each year, over a million people take the TOEFL test at testing centers all over the world. Around 7,000 colleges and universities in the United States and Canada accept TOEFL scores from students from non-English speaking countries as part of their application process.

**Q: What format does the Paper-based TOEFL (PBT) follow? How long does it take to complete?**

**A:** All the questions on the PBT (except for the TWE Prompt) are multiple choice questions with four answer choices. The test is divided into three sections, each with its own time limit. These sections are always given in the same order.

| Paper-based TOEFL Format | |
|---|---|
| Listening Comprehension | 50 items<br>30 minutes (approximately) |
| Structure and Written Expression | 40 items<br>25 minutes |
| Reading Comprehension | 50 items<br>55 minutes |
| Totals | 140 items<br>1 hour 50 minutes |

Because of the time it takes to check identification, show people to their seats, give directions, and pass out and collect exams, you will actually be in the testing room for about two and a half hours.

**Q: How is the Internet-Based TOEFL (iBT) different from the PBT?**

**A:** The two versions of the test are quite different. Some of the most important differences are as follows:

- All the items on the PBT are multiple choice but there are some special computer-unique item types on the iBT.
- There is no Structure section on the iBT
- There is no Speaking section on the PBT but there are six speaking tasks on the iBT
- There is one Writing task on the PBT but two on the iBT
- There are several "integrated" tasks on the iBT which test several skills at once, such as Listening Reading, and Speaking, but the PBT tests all the skills independently.
- Note taking is allowed on the iBT but not on the PBT

**Q: What is the Institutional TOEFL?**

**A.** Institutional TOEFL (called the TOEFL Institutional Testing Program (ITP) by ETS) tests are given by English-language centers, universities, and other institutions. Sometimes Institutional TOEFL scores are used for placement in a school's English program or for testing a student's progress. Sometimes scores or a certain level are required for graduation. Institutional tests are made up of items that previously appeared on Paper-based tests administered by ETS. The answer sheets are sent to ETS or a TOEFL representative for scoring. Because ETS does not supervise these tests, most universities won't accept the results for admission purposes.

The questions types, number of items, and time limits for the Institutional TOEFL are the same as the Paper-based TOEFL.

**Q: What is the *Test of Written English* (TWE)?**

**A.** The TWE tests your ability to communicate written English by requiring you to write a short essay on a specified topic. You have twenty-five minutes to complete your essay. There is no additional fee for taking TWE.

There is no TWE on the Institutional TOEFL.

**Q: How do I register for TOEFL?**

**A:** You can register for the Paper-based test administered by ETS on their website. For the Institutional TOEFL, each institution has its own system for registering for the test.

**Q: What should I bring with me to the exam site?**

**A:** You should bring the following:

- Your passport or other appropriate identification document
- Your admission ticket
- A watch
- Several HB or No. 2 pencils
- Your photo file record, with a recent photograph attached

Don't bring any reference books, such as dictionaries. You are not permitted to smoke, eat, or drink in the test center.

Remember, you should arrive **30 minutes** before the test begins.

**Q: When will I receive the results of the test?**

**A:** ETS sends scores for Paper-based tests about five weeks after you have taken the test. ETS will not send your scores early or give out scores over the telephone.

Results for the Institutional TOEFL tests are usually available sooner, often in about four weeks.

**Q: How does ETS calculate my TOEFL PBT score?**

**A:** There is a total score and three sub-scores, one for each section of the test. Each section counts equally toward the total score. To obtain these scores, ETS's computers count the number of correct answers in each section. The results are called raw scores. The raw scores are then converted into scaled scores.

The scaled scores from each section are added together, multiplied by 10, and divided by 3 to arrive at a total score, as shown:

| Scaled scores | Part 1 | | Part 2 | | Part 3 | | |
|---|---|---|---|---|---|---|---|
| | 49 | + | 58 | + | 55 | = | 162 |
| | | | | | | | Total Score |
| | (162 × 10) | = | 1620 | ÷ | 3 | = | 540 |

Total scores range from a high of 677 to a low of 310, although scores of below 420 are rare. You must answer at least 25% of the questions in all three sections to receive a test score.

**Q: How is the PBT scoring system different from the iBT scoring system?**

**A:** The scores for the PBT range from 677 (the highest) to 310 (the lowest). This is also the scoring system used on the Institutional TOEFL test. The scores on the iBT range from 120 (the highest) to 0 (the lowest).

Use the chart below to compare scores on the iBT and the PBT.

| TOEFL PBT | TOEFL iBT |
|---|---|
| 677 | 120 |
| 650 | 115 |
| 637 | 110 |
| 620 | 105 |
| 600 | 100 |
| 587 | 95 |
| 570 | 90 |
| 563 | 85 |
| 550 | 80 |
| 537 | 75 |
| 523 | 70 |
| 513 | 65 |
| 497 | 60 |
| 480 | 55 |
| 463 | 50 |
| 450 | 45 |
| 433 | 40 |
| 417 | 35 |
| 397 | 30 |
| 377 | 25 |
| 350 | 20 |
| 327 | 15 |
| 317 | 10 |
| 310 | 0 |

**Q: What is a passing score on the Paper-based TOEFL?**

**A:** There isn't any. Each university has its own standards for admission, so you should check the catalogues of universities you are interested in, or contact their admissions offices. Most undergraduate programs require scores between 500 and 550, and most graduate programs ask for scores between 525 and 600. In recent years, there has been a tendency for universities to raise their minimum TOEFL requirements. Of course, the higher your score, the better your chance of admission.

On the Institutional TOEFL, acceptable scores are set by each institution.

**Q: How are universities informed of my scores?**

**A:** ETS reports your score to three institutions for free. For a charge, ETS will send your scores to additional institutions. Some universities will also accept photocopies of the test results that were mailed directly to you. Institutes that administer the institutional test are not allowed to send scores to universities.

**Q: How can I get more information about the Paper-based TOEFL?**

**A:** There is a lot more information about the Paper-based test on the ETS website at www.ets.org.

# Twelve Keys to High Scores on TOEFL

## Key #1: Increase your general knowledge of English.

There are two types of knowledge that will lead to high TOEFL scores:

- A knowledge of the tactics used by good test takers and of the "tricks" of the test (which you will learn by using this *Guide*)
- A general command of English (which must be built up over a long period)

Following a step-by-step TOEFL preparation program, such as that presented in *The Complete Guide to the TOEFL Test,* will familiarize you with the tactics you need to raise your scores. The practice tests in this book will help you polish these techniques.

The best way to increase your general knowledge of English is simply to use English as much as possible. Classes in English will be useful, and so will opportunities to speak, read, write, or listen to English.

Some people who are preparing for TOEFL think that conversation classes and practice are a waste of time because speaking skills are not tested on the exam. In fact, one of the best ways to get ready for the exam is to converse in English whenever you can. Not only will you improve your ability to listen to everyday English, but you'll also learn to think in English. If you are living in an English-speaking country, don't spend all your time with people from your own country. If you are living in your home country, try to arrange opportunities for conversations in English.

You can improve your listening comprehension skills by going to English-language lectures and movies. Listening to news and informational broadcasts on the radio is especially useful. Reading books, magazines, and newspapers in English can help you prepare for the Reading Comprehension part of the test.

One of your most important jobs is to systematically improve your vocabulary. Vocabulary building will help you, not just in the Reading test, but throughout the exam. You may want to keep a personal vocabulary list. When you come across an unfamiliar word, look it up in a dictionary and write the word and its definition in your personal vocabulary list. Keep this list with you and study it when riding buses, eating lunch, taking coffee breaks, or whenever else you have a free moment.

## Key #2: Make the most of your preparation time.

You need to train for TOEFL just as you would train for any important competitive event. Obviously, the sooner you can start training, the better, but no matter when you begin, you need to get the most out of your preparation time.

Make a time-management chart. Draw up an hour-by-hour schedule of your week's activities. Block out those hours when you are busy with classes, work, social activities, and other responsibilities. Then pencil in times for TOEFL preparation. You will remember more of what you study if you schedule a few hours every day or several times weekly instead of scheduling all your study time in large blocks on weekends. After following this schedule for a week, make whatever adjustments are necessary. After that, try to keep to this schedule until the week before the testing date. During that last week, reduce your study time and begin to relax.

If possible, reserve a special place where you do nothing but work on TOEFL preparation, separate from where you do your regular homework or other work. This place should be as free of distractions as possible.

A good method of studying for TOEFL is the "30-5-5" method:

- Study for thirty minutes.
- Take a five-minute break-leave your desk and do something completely different.

- When you return, take five minutes to review what you studied before the break and preview what you are going to study next.

Incidentally, it's an excellent idea to meet regularly with a small group of people who are also preparing for TOEFL. Research has shown that this study-group approach to test preparation is very effective.

### Key #3: Be in good physical condition when you take the exam.

When you make out your time-management schedule, don't forget to leave time for physical activities-sports, aerobics, jogging, bicycling, or whatever else you prefer.

The most important physical concern is that you not become exhausted during your preparation time. If you aren't getting enough sleep, you'll need to reduce your study time or another activity. This is especially important in the last few days before the exam.

### Key #4: Choose your test date carefully.

If you require PBT scores for admission to a university, you need to plan ahead. Most students at North American universities enter their programs in the fall term, with late classes beginning in August or September. The deadline for applying for the fall term is usually December of the previous year or January of that year. Therefore, you should take the test sometime in the spring or summer of the previous year. If your score on the test is not satisfactory, you will then have time to take the test again.

Of course, if you are taking a TOEFL preparation program, you should wait until you have completed or almost completed that course before you take the test so that the tactics and skills you have learned will be fresh in your mind.

### Key #5: Be familiar with the format and directions.

You should have a clear map of the TOEFL test in your mind. Then, as you're taking the exam, you'll know exactly where you are and what's coming next. You can familiarize yourself with the basic TOEFL format by looking over the chart on page xvi.

The directions for each part of the TOEFL test are always the same; even the same examples are used. If you are familiar with the directions, you won't have to waste time reading them during the test. You can become familiar with these directions by studying the directions for the practice tests in this book.

## Key #6: Organize your pre-exam time.

You shouldn't try to "cram" (study intensively) during the last few days before the exam. Last-minute studying can leave you exhausted, and you need to be alert for the test. The night before the exam, don't study at all. Get together the materials you'll need in the morning, then go to a movie, take a long walk, or do something else to take your mind off the test. Go to bed when you usually do.

If the exam is in the morning, have breakfast before you leave. Wear comfortable clothes because you'll be sitting in the same position for a long time. Give yourself plenty of time to get to the test site, keeping in mind traffic, weather, and parking problems. If you have to rush, that will only add to your stress.

## Key #7: Use time wisely during the test.

TOEFL would be a far easier test if you could spend an unlimited amount of time working on it. However, there are strict time limits. Doing well on TOEFL means that you must find a balance between speed and accuracy. You don't want to rush through any section, but you do want to finish each section before time is called. The ideal is to finish Sections 2 and 3 with a few minutes remaining so that you can go back to questions that you found difficult. (The timing on Section 1 is controlled by the audio and you can't go back and check your answers after completing this section.)

The questions on TOEFL are not equally difficult. Items can be classified as easy, medium, and difficult. The approximate distribution of items on a typical TOEFL are as follows: easy-30%; medium-40%; difficult-30%.

Easy items are usually found at the beginning of each part of the test, medium items are usually found in the middle of each part, and difficult items are usually found at the end of each part. You may be tempted to rush through the easy items to save time for the difficult ones at the end of each part. This is not a good strategy. Your goal is to get as many right answers as possible. Therefore, you want to concentrate on the items that give you the best chance of a correct answer-in other words, the easiest ones.

**Hint:** Remember, you don't get any extra points for answering difficult questions.

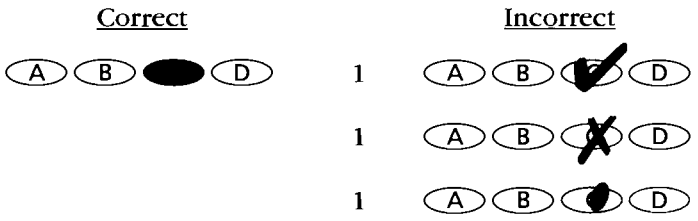
Work steadily. Never spend too much time on anyone problem. If you are unable to decide on an answer, guess and go on. Answer each question as you come to it, even if you are not sure of the answer. You can mark difficult items on your answer sheet with check marks (as shown in Key #8). Then, if you have time at the end of the section, you can return to these problems. Sometimes when you come back to an item, you will find it easier. (Be sure to erase all of these check marks before you hand in your answer sheet.)

The most important tool for timing yourself is a watch, preferably one with a "count down" feature that you can set at the beginning of Sections 2 and 3. (Watches with alarms are not permitted.)

## Key #8: Know how to mark your answer sheet.

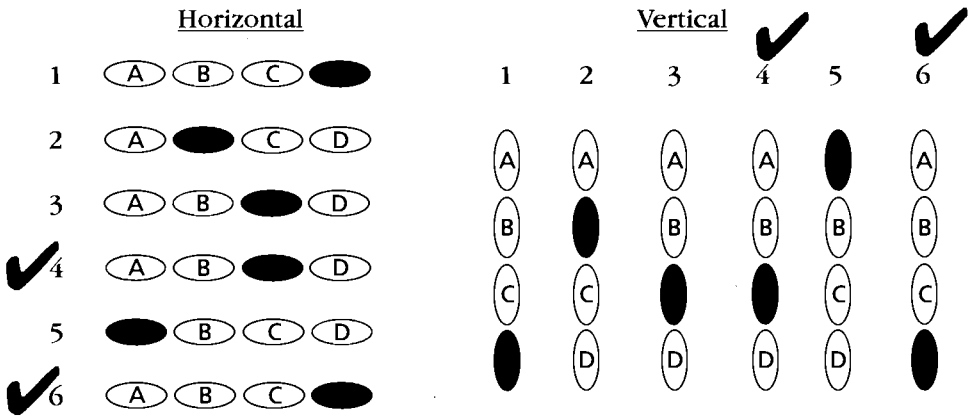
One of the worst surprises you can have during a test is to suddenly discover that the number of the item that you are working on doesn't correspond to the number of the answer you are marking for that item. You have to go back to find where you first got off track, then change all the answers after that number. You can avoid this problem by using the test book itself as a marker. Cover all the unanswered items in each column on your answer sheet. Then uncover one item at a time as you advance. Every five items or so, quickly glance at the number of the question that you are working on and the number of the answer to make sure they are the same.

Mark answers by filling in the oval so that the letter cannot be seen. Don't mark answers any other way.




Bring several #2 black lead pencils. Make sure each has a functioning eraser. Do not use a pen, liquid lead pencil, or any other kind of marker.

By the way, you may see either of two types of answer sheet. On one the answer choices are displayed horizontally, while on the other they are displayed vertically.




Always be sure you have filled in a circle completely and have filled in only one answer per item. If you have to erase an answer, erase it completely.

Notice the check marks by numbers 4 and 6. The test taker found these items difficult. He or she guessed at the answers, and then used the marks as a reminder to come back to these items if the time allowed. These marks should be erased before the end of the test.

Incidentally, if you mark the same answer four times in a row, you'll know one of those four answers is wrong. The same correct answer will occur at most three times in a row on TOEFL.

> **Hint:** Don't sharpen your pencils too much before the exam. You can fill in circles more quickly if your pencil is not too sharp.

## Key #9: Improve your concentration.

The ability to focus your attention on each item is an important factor in scoring high. Two and a half hours or more after all is a long time to spend in deep concentration. However, if your concentration is broken, it could cost you points. When an outside concern comes into your mind, just say to yourself, "I'll think about this after the test."

Like any skill, the ability to concentrate can be improved with practice. Work on it while you are taking the practice tests in this book.

## Key #10: Use the process of elimination to make the best guess.

Unlike some standardized exams, TOEFL has no penalty for guessing. In other words, incorrect answers aren't subtracted from your total score. Even if you are not sure which answer is correct, you should always, always, always guess. But you want to make an educated guess, not a blind guess. To do so, use the process of elimination,

To understand the process of elimination, it may be helpful to look at the basic structure of a multiple-choice item. On TOEFL, multiple choice items consist of a **stem** and **four answer choices**, (The stem in the Listening section is spoken; in the other two sections, it is written.) One answer choice, called the **key**, is correct. The three incorrect choices are called **distractors** because their function is to distract (take away) your attention from the right answer.

STEM .....
(A) distractor
(B) distractor
(C) key
(D) distractor

The three distractors, however, are usually not equally attractive. One is usually "almost correct." This choice is called the **main distractor**. Most people who answer an item incorrectly will chose this answer.

STEM .....
(A) distractor
(B) key
(C) distractor
(D) main distractor

To see how this works in practice, look at this simple Structure item:

Winter wheat _____ planted in the fall.
(A) because
(B) is
(C) which
(D) has

If you are sure of the answer, you should mark your choice immediately and go on. If not, you should use the process of elimination. In this item, choices (A) and (C) are fairly easy to eliminate. Because this sentence consists of a single clause, connecting words such as *because* and *which* are not needed. It may be a little more difficult to choose between choices (B) and (D) because both form correct verb phrases. Even if you are unable to decide between these two choices, you have a 50% chance of guessing correctly. That's twice as good as the 25% chance you would have if you had guessed blindly. (Choice (B) is the key, of course; a passive verb, not a present perfect verb, is required to complete the sentence correctly.) Choice (D) is the main distractor.

What if you eliminate one or two answers but can't decide which of the remaining choices is correct? If you have a "hunch" (an intuitive feeling) that one choice is better that the others, choose it. If not, just pick any remaining answer and go on.

If you have no idea which of the four answers is correct, it's better to use a standard "guess letter," such as (C), than to guess at random.

You should NEVER leave any items unanswered. Even if you don't have time to read an item, you have a 25% chance of guessing the key. If you are unable to finish a section, fill in all the unanswered ovals on your answer sheet with your guess letter in the last few seconds before time is called.

Remember: Use the same guess letter all the time so that you can fill in the ovals quickly.

## Key #11: Learn to control test anxiety.

A little nervousness before an important test is normal. After all, these tests can have an important effect on your plans for your education and career. If you were going to participate in a big athletic contest or give an important business presentation, you would feel the same way. There is an expression in English that describes this feeling quite well: "butterflies in the stomach." These "butterflies" will mostly disappear once the test starts. And a little nervousness can actually help by making you more alert and focused. However, too much nervousness can slow you down and cause you to make mistakes.

You may become anxious during the test because it seems very hard and it seems that you are making many mistakes. Try not to panic. The test seems hard because it *is* hard. You can miss quite a few items and still get a high score.

One way to avoid stress on the day of the test is to give yourself plenty to time to get to the test center. If you have to rush, you'll be even more nervous during the exam. If you begin to feel extremely anxious during the test, try taking a short break—a "ten-second vacation." Close your eyes and put down your pencil. Take a few deep breaths, shake out your hands, roll your head on your neck, relax—then go back to work.

Of course, you can't take a break during the Listening Comprehension section when the items are being read. However, if you're familiar with the directions, you can relax during the times when directions are being read.

A positive, confident attitude toward the exam can help you overcome anxiety. Think of TOEFL not as a test of your knowledge or of you as a person but as an intellectual challenge, a series of puzzles to be solved.

## Key #12: Learn from taking practice test and official TOEFL exams.

One of the most important steps in preparing for TOEFL is taking realistic, complete practice tests. There are now three tests in this book.

In addition, you may take the official TOEFL test several times. Each time you take a test, either a practice test or a real one, you should learn from it. Immediately after the exam, write down your reactions: Which section seemed difficult? Did you have problems finishing any sections? When you look at your results, is the score for one section significantly lower of higher than the scores for the other two sections? You can use this information to focus your studies for the next time you take the test.

> **Hint:** Whenever you take a practice test, pretend that you are taking an actual TOEFL exam. Whenever you take an actual exam, pretend you are taking a practice test.

# Guide to Listening Comprehension

# About Listening Comprehension

The Listening Comprehension section of TOEFL is always given first. The purpose of this section is to test your understanding of spoken English.

The directions for this section are given on the audio as well as printed in your test book. There are four speakers, two men and two women. The speakers read the items at a normal speed. All four have standard North American accents. The tone of the items is conversational, much less formal than the items in the two other test sections.

Section 1 is divided into three parts:

**Listening Comprehension Format**

| | |
|---|---|
| Part A: Dialogs | 30 items |
| Part B: Extended Conversations | 2 conversations<br>7–8 items |
| Part C: Mini-Talks | 3 talks<br>12–13 items |
| Totals: | 50 items<br>+30 minutes |

Listening Comprehension actually tests both your listening ability and your reading skills since you must understand both the material on the audio and the answer choices written in your test book.

Many test takers find the Listening Comprehension section the most difficult. Because it is given first, you may be more nervous during this part of the test. Furthermore, it is difficult to understand voices on audio (just as it is on the telephone or radio) because you can't see the speakers' gestures, facial expressions, or lip movements as you can during "live" listening. Finally, the test writers at ETS employ a number of "tricks" that make choosing the correct answer more difficult.

The exercises and tests in the Listening Comprehension section of this text are designed to help you overcome these difficulties. You will become more comfortable listening to audio materials in general and to TOEFL items in particular. You'll also become alert to many of the test writers' tricks.

**Strategies for Section 1**

- Familiarize yourself with the directions for each part before the exam. But remember, you are not permitted to turn the page to look over answer choices while the directions are being read. (No answer choices appear on the same page as the directions for Section 1.)
- If you have any difficulties hearing the audio, inform one of the proctors during the introductory section. Once the test has begun, the proctors cannot stop the audio.
- Never skip any items. If you're not sure of an answer, guess.
- Answer each item as quickly as you can; then preview the answer choices for the next item. Try to guess what the next item will be by the form of the answer choices.
- Concentration is very important in this part of the test. Once you choose an answer, don't think about the last item—start thinking about the next one. Don't daydream. Focus your attention on the audio and on the choices in your test book.

Begin your preparation for Section 1 by taking the Sample Listening Comprehension Test on the following pages. This will familiarize you with the first section of the exam.

# 1 Sample Listening Comprehension Test

This section tests your ability to comprehend spoken English. It is divided into three parts, each with its own directions. You are *not* permitted to turn the page during the reading of the directions or to take notes at any time.

## Part A

**Directions:** Each item in this part consists of a brief conversation involving two speakers. Following each conversation, a third voice will ask a question. You will hear the conversations and questions only once, and they will *not* be written out.

When you have heard each conversation and question, read the four answer choices and select the *one*—(A), (B), (C), or (D)—that best answers the question based on what is directly stated or on what can be inferred. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

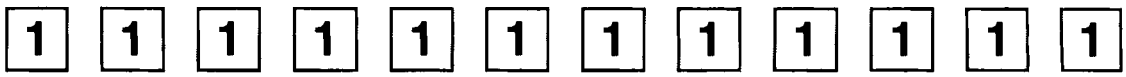
Here is an example.

You will hear:

**Sample Answer**

You will read: (A) Open the window.
(B) Move the chair.
(C) Leave the room.
(D) Take a seat.

From the conversation you find out that the woman thinks the man should put the chair over by the window. The best answer to the question "What does the woman think the man should do?" is (B), "Move the chair." You should fill in (B) on your answer sheet.



1. (A) It's brand new.
   (B) She just repaired it.
   (C) Someone painted it.
   (D) It's just been sold.
2. (A) Give the woman cash.
   (B) Go to his car.
   (C) Return some merchandise.
   (D) Use his credit card.
3. (A) He shouldn't have thrown away the list.
   (B) He doesn't have to read all the books.
   (C) All of the books on the list are required.
   (D) Some of the books are available now.
4. (A) She enjoyed it very much.
   (B) She thought it was too long.
   (C) She thought it was boring.
   (D) She only liked the ending.
5. (A) Either a pen or pencil can be used.
   (B) It's not necessary to fill out the form.
   (C) She doesn't have either a pen or a pencil.
   (D) A pen is better than a pencil.
6. (A) The software isn't convenient to use.
   (B) He's not familiar with the software.
   (C) Using the software is simple.
   (D) He wishes he'd bought that software.
7. (A) The man ordered it, but it hasn't arrived yet.
   (B) It isn't working.
   (C) Someone else is using it.
   (D) The man doesn't know how to operate it.
8. (A) What time his brother called.
   (B) Where to meet his brother.
   (C) Why his brother called.
   (D) When to meet his brother.
9. (A) He left on a long trip yesterday.
   (B) His letter arrived unexpectedly.
   (C) He seemed to be sad yesterday.
   (D) The letter he sent was very funny.
10. (A) It's on the wrong floor.
    (B) There are too many bedrooms.
    (C) It's too small.
    (D) The rent is too high.

Go on to the next page

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11. (A) He'll probably give the man another grade.
    (B) He doesn't teach chemistry anymore.
    (C) He rarely changes his grades.
    (D) He'll probably retire soon.
12. (A) She mailed the grades to her students.
    (B) She left the students' tests in her office.
    (C) She can't get into her office.
    (D) She put a list of grades on the door.
13. (A) He should get something for his friends to eat.
    (B) There isn't time for him to go out now.
    (C) The game won't be played today.
    (D) He should have invited his friends to the game.
14. (A) His class has been canceled.
    (B) He shouldn't drop the class.
    (C) An earlier class would be better for him.
    (D) He doesn't need to study political science.
15. (A) Sitting in other seats.
    (B) Going home.
    (C) Turning up the music.
    (D) Asking the usher for a refund.
16. (A) He has a good excuse for being late.
    (B) He's been feeling very weak recently.
    (C) He's still waiting to be contacted.
    (D) He doesn't take responsibility for errors.
17. (A) She doesn't have her camera.
    (B) The sun hasn't set yet.
    (C) There isn't any film in the camera.
    (D) Her camera is broken.
18. (A) He got on the wrong bus.
    (B) He's afraid he'll be late for his flight.
    (C) He's sorry he took a bus instead of flying.
    (D) He had to wait for the bus.
19. (A) The meeting will have to be rescheduled.
    (B) She doesn't care whom the board picks as dean.
    (C) She's not sure where the meeting will be.
    (D) The board will not choose a dean this month.
20. (A) He's upset about the card game.
    (B) He's getting ready for the game.
    (C) He knocked over the card table.
    (D) He sat down to have dinner.

Go on to the next page

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21. (A) They wish they hadn't paid attention to Harvey.
    (B) They asked for some information about Harvey.
    (C) Harvey told them not to ignore him.
    (D) Only Harvey could give them any assistance.

22. (A) Most of the audience joined in the performance.
    (B) Some people don't enjoy performing.
    (C) Not many people were in the audience.
    (D) A few people didn't like the performance.

23. (A) A hotel room.
    (B) The man's family.
    (C) A reasonable offer.
    (D) The man's schedule.

24. (A) He must change his syllabus.
    (B) The woman cannot take his class.
    (C) He has extra copies of the syllabus.
    (D) Some students are not on his list.

25. (A) It's inconvenient for him to go to Mount Pleasant Street.
    (B) Those antique stores aren't very nice.
    (C) There are many inexpensive shops on Mount Pleasant Street.
    (D) The antiques in those stores are a little expensive.

26. (A) He's gone to San Diego many times.
    (B) He's attended a lot of conferences.
    (C) He has already gotten enough information.
    (D) He's living in San Diego now.

27. (A) He once drove in a race.
    (B) He's going to the races soon.
    (C) He drives quite fast.
    (D) He's thinking about a new car.

28. (A) The bowls are stacked on the shelves.
    (B) This soup is no worse than the other brands.
    (C) The new bowls are very attractive.
    (D) He plans to stock up on this soup.

29. (A) Peter wouldn't be favored in the match.
    (B) The match had already been played.
    (C) The match wouldn't be played.
    (D) Peter would win the match.

30. (A) He hasn't finished working on the bookshelves.
    (B) The tools have been misplaced.
    (C) He's not very good with tools.
    (D) The tools have already been returned.

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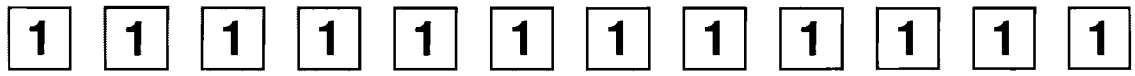

## Part B

**Directions:** This part of the test consists of extended conversations between two speakers. After each of these conversations, there are a number of questions. You will hear each conversation and question only once, and the questions are *not* written out.

When you have heard the questions, read the four answer choices and select the *one*—(A), (B), (C), or (D)—that best answers the question based on what is directly stated or on what can be inferred. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

Don't forget: during actual exams, taking notes or writing in your test book is *not* permitted.

31. (A) Student and advisor.
    (B) Museum curator and visitor.
    (C) Manager and job applicant.
    (D) Professor and teaching assistant.
32. (A) In a few weeks.
    (B) Next year.
    (C) In three years.
    (D) In four years.
33. (A) Change her major.
    (B) Make a quick decision.
    (C) Take elective courses in art history.
    (D) Work full time at a museum.
34. (A) She couldn't get airline reservations.
    (B) She can't find an important book.
    (C) She's been studying too much.
    (D) She doesn't have a car.
35. (A) Amounts of money.
    (B) Names of riders.
    (C) Types of cars.
    (D) Regions of the United States.
36. (A) Information about places to visit.
    (B) Help with expenses and driving.
    (C) Plane reservations.
    (D) A used car.
37. (A) In the campus cinema.
    (B) Next door to the Student Union building.
    (C) In a travel agent's office.
    (D) On the second floor of the Student Union building.

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## Part C

**Directions:** This part of the test consists of several talks, each given by a single speaker. After each of these talks, there are a number of questions. You will hear each talk and question only once, and the questions are *not* written out.

When you have heard each question, read the four answer choices and select the *one*—(A), (B), (C), or (D)—that best answers the question based on what is directly stated or on what can be inferred. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

Here is an example.

You will hear:

Now here is a sample question.

You will hear:

**Sample Answer**

You will read: (A) Philosophy.
(B) Meteorology.
(C) Astronomy.
(D) Photography.

The lecture concerns a lunar eclipse, a topic that would typically be discussed in an astronomy class. The choice that best answers the question "In what course is this lecture probably being given?" is (C), "Astronomy." You should fill in (C) on your answer sheet.

Here is another sample question.

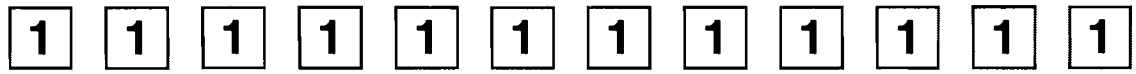
You will hear:

**Sample Answer**

You will read: (A) The Earth's shadow moves across the Moon.
(B) Clouds block the view of the Moon.
(C) The Moon moves between the Earth and the Sun.
(D) The Sun can be observed without special equipment.

From the lecture you learn that a lunar eclipse occurs when the Earth moves between the Sun and the Moon and the shadow of the Earth passes across the Moon. The choice that best answers the question "According to the speaker, which of the following occurs during a lunar eclipse?" is (A), "The Earth's shadow moves across the Moon."

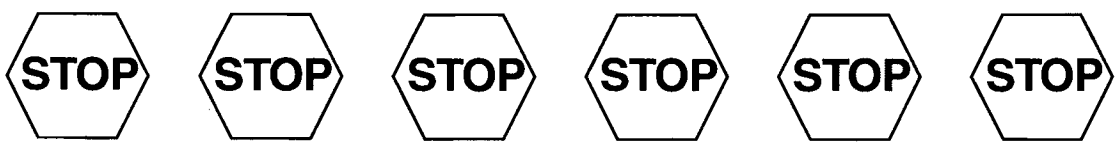
Don't forget: during actual exams, taking notes or writing in your test book is *not* permitted.



38. (A) An airplane.
    (B) A satellite.
    (C) A fireworks display.
    (D) A flying saucer.
39. (A) To change tires.
    (B) To avoid the danger.
    (C) To get a hotel room.
    (D) To change drivers.
40. (A) From the news on the radio.
    (B) From a newspaper.
    (C) From his mother.
    (D) From the news on television.
41. (A) It burned up in the upper atmosphere.
    (B) It injured a woman as she was sleeping.
    (C) It caused damage to a parked car.
    (D) It broke into pieces before striking the ground.
42. (A) Frightened.
    (B) Upset.
    (C) Fortunate.
    (D) Relieved.
43. (A) On board a bus.
    (B) At the top of the Washington Monument.
    (C) On an elevator.
    (D) At the Lincoln Memorial.
44. (A) Four years.
    (B) Thirty-six years.
    (C) Forty years.
    (D) Forty-eight years.
45. (A) Walk up 898 steps.
    (B) Take the elevator to the top.
    (C) Come down on the elevator.
    (D) Walk down the stairs.
46. (A) They jumped over it.
    (B) They took pictures of it.
    (C) They wrote their names on it.
    (D) They touched it.
47. (A) Music appreciation.
    (B) American history.
    (C) Dance.
    (D) Geography.
48. (A) They were an important part of the daily lives of the people of the frontier.
    (B) They were all extremely old.
    (C) They were all written as theme songs for political campaigns.
    (D) They were primarily written as dance music.
49. (A) They weren't as enduring.
    (B) They were harder to sing and play.
    (C) They were livelier.
    (D) They weren't concerned with politics.
50. (A) Sing songs.
    (B) Look at some sheet music.
    (C) Go to a dance.
    (D) Listen to a recording.

THIS IS THE END OF THE SAMPLE LISTENING COMPREHENSION TEST.

STOP WORK ON THIS TEST.



# Dialogs

## About Dialogs

The first part of the Listening Comprehension section consists of spoken dialogs (conversations) between two speakers. A third speaker asks a question about what was said or implied in the conversation. You must decide which of the four answer choices printed in your test book is the best answer for the question you hear and then mark that choice on your answer sheet. Between each of the dialogs is a twelve-second pause. There are thirty dialogs.

### Sample Item

You will hear:

M1: Do you think I should leave this chair against the wall or put it somewhere else?
F1: Over by the window, I'd say.
M2: What does the woman think the man should do?

You will read:

(A) Open the window.
(B) Move the chair.
(C) Leave the room.
(D) Take a seat.

The woman indicates that she thinks the man should put the chair over by the window rather than leave it where it is. In other words, he should move it. The best

answer is therefore (B).

Note: M1 = first male voice
M2 = second male voice
F1 = first female voice
F2 = second male voice

## The Dialogs

Most of the dialogs in Part A involve a man and a woman. A few involve two men or two women. Each speaker usually speaks one or two sentences. Many dialogs (about 25%) are about facets of life at American universities: attending classes, talking to professors, writing research papers, taking tests. Other dialogs are about more general activities: shopping in grocery stores, looking for housing, taking vacations, going to meetings and parties. The tone of the dialogs is informal. Idioms, first names, contractions *(I'm, doesn't, can't)* are often heard. Some of the items test your ability to understand various language functions. For example, you must be able to determine if a speaker is agreeing or disagreeing with the other speaker, or if one speaker is accepting or rejecting the other speaker's offer.

## The Questions

Most of the questions about the dialogs focus on what the second speaker says. However, it is usually necessary to understand the entire dialog in order to choose the correct answer. For example, in the Sample Item, it is not clear what the woman means when she says "Over by the window" unless you understand what the man says first. One or two questions in each test may focus instead on what the first speaker says.

| Common Part A Question Types | Examples |
|---|---|
| 1. *Meaning questions* These are the most common questions (about 50%). They ask for a restatement of what the second speaker or both speakers say. They may be general questions or ask what the speakers say about some specific topic. They often follow dialogs that contain idioms. | "What does the man/woman mean?"<br>"What do the speakers say about ———?" |
| 2. *Inference questions* These are the second most common Part A questions (about 20%). The answers for these questions are not directly stated in the dialog, but they can be inferred (concluded) from what the speakers say. | "What does the man/woman imply?"<br>"What can be inferred from the conversation about ———?"<br>"What can be concluded from the conversation about———?" |
| 3. *Questions about suggestions* Generally, the first speaker talks about a problem or asks for advice. The second speaker makes a suggestion for solving the problem. | "What does the woman suggest the man do?"<br>"What does the man suggest they do?"<br>"What does the woman suggest?"<br>"What does the woman think the man should do?" |
| 4. *Questions about future actions* These ask what one or both of the speakers will do next or in the near future, or what one or both are planning to do. | "What will the man do?"<br>"What will they probably do next?"<br>"What are the speakers planning to do?" |

| Common Part A Question Types | Examples |
|---|---|
| 5. *Topic questions* These ask about the subject of the dialog. | "What are they talking about?"<br>"What are they discussing?" |
| 6. *Questions about opinions* These ask how one or both of the speakers feel about some topic. | "How does the man/woman feel about ———?"<br>"What is their opinion of ———?" |
| 7. *Questions about assumptions* These ask what the second speaker thought (assumed) before he or she spoke to the first speaker. | "What had the man assumed about ———?"<br>"What had the woman previously assumed?" |
| 8. *Questions about questions* The first speaker makes a statement; the second speaker asks a question to get more information. | "What does the man want to know?" |
| 9. *Questions about time* These ask when a conversation is taking place or when an event the speakers mention in the conversation will take place. | "When is this conversation taking place?"<br>"When will the ——— take place?" |
| 10. *Questions about reasons* These ask why one or both of the speakers did something. | "Why did the man/woman ———?" |
| 11. *Questions about problems* These ask about some trouble one or both of the speakers are having. | "What problem is the man having?"<br>"What is the problem?" |
| 12. *Questions about activities* These ask what one or both of the speakers are doing. | "What are the speakers probably doing?" |

**Note:** Two types of questions that were commonly asked about dialogs in the past are seldom or never asked about in the new-format test. These are location questions ("Where does this conversation probably take place?") and occupation questions ("What is the man's occupation?" or "Who is the man?").

## The Answer Choices

All four of the answer choices are logical answers for the question, but only one—the key—is correct according to the dialog. However, as in all parts of the TOEFL, not all of the answer choices are equally attractive. You can often eliminate one or two choices easily even if you are not sure which answer is correct and so make a better guess.

Correct answers are seldom stated word for word by either of the speakers. Correct answers often contain synonyms (words with the same meaning) for words in the dialogs and use different sentence structures.

Grammatically, there are three types of answer choices:

1. Complete sentences (about 75%)
2. Incomplete sentences, usually beginning with verb forms—most often the simple form of the verb (about 20%)
3. Short noun or prepositional phrases

The form of the answer choice can sometimes help you guess what the question will be, and you can therefore focus your listening.

| Question Types and Examples | Usual Form of Answer Choice and Examples |
|---|---|
| Meaning questions:<br>"What does the man mean?" | Complete sentences:<br>(A) He prefers coffee to tea.<br>(B) He'd like some lemon in his tea. |
| Questions about inferences:<br>"What does the woman imply about the article?" | Complete sentences:<br>(A) She will probably read it today.<br>(B) She wasn't able to find it in the library. |
| Questions about suggestions:<br>"What does the woman suggest John do?" | Incomplete sentences beginning with simple forms of verbs or *-ing* forms:<br>(A) Call his cousin.<br>(B) Take his cousin home. |
| "What does the man suggest?" | (A) Taking a bus to campus.<br>(B) Walking to class. |
| Questions about future actions:<br>"What will the speakers probably do next?" | Incomplete sentences beginning with simple forms of verbs:<br>(A) Park their car.<br>(B) Get some gasoline. |
| Topic questions:<br>"What are the speakers discussing?" | Noun phrases:<br>(A) The man's new schedule.<br>(B) A homework assignment. |
| Questions about opinions:<br>"What was their opinion of the play?" | Complete sentences or adjective phrases:<br>(A) They didn't enjoy it very much.<br>(B) They liked it more than they thought they would. |
| "How does the man feel about the announcement he heard?" | (A) Angry.<br>(B) Enthusiastic. |
| Questions about assumptions:<br>"What had the man assumed about Kathy?" | Complete sentences often containing the auxiliary verb *would* or *had:*<br>(A) She had already finished the paper.<br>(B) She wouldn't finish the research on time. |
| Questions about questions:<br>"What does the woman ask about Professor Tolbert?" | Incomplete sentences beginning with the word *if* or one of the *wh-* words or noun phrases:<br>(A) If she is still in her office.<br>(B) Where her office is. |
| "What does the man ask about the department store?" | (A) Its location.<br>(B) Its hours of operation. |
| Questions about time:<br>"When will the man play the piano?" | Prepositional phrases of time:<br>(A) At noon.<br>(B) Before the ceremony. |
| Questions about reasons:<br>"Why did Jerry miss the party?" | Complete sentences or incomplete sentences beginning with infinitives (*to* + simple form):<br>(A) He didn't receive an invitation.<br>(B) He had other plans for the evening. |
| "Why did Linda talk to Professor Delgado?" | (A) To ask him about a grade.<br>(B) To explain why she missed class. |

| Question Types and Examples | Usual Form of Answer Choice and Examples |
|---|---|
| Questions about problems:<br>"What problem did the man have?" | Complete sentences:<br>(A) He didn't bring enough money for the tickets.<br>(B) There were no tickets available. |
| Questions about activities:<br>"What are they probably doing?" | Incomplete sentences beginning with *-ing* verbs:<br>(A) Buying groceries.<br>(B) Cooking breakfast. |

The test writers sometimes make it more difficult to pick the correct answer by using sound-alike words, homonyms, words with multiple meaning, and other techniques. You'll practice avoiding these traps in this part of the *Guide.*

### Tactics for Dialogs

- Be familiar with the directions for Part A.
- Remember that the answer for the question is generally contained in what the second speaker says.
- If you are not sure of the answer, eliminate as many answer choices as you can.
- After you have chosen an answer, use the remaining time to preview the choices for the next item. If the answer choices are long, just skim over them quickly. Try to anticipate what the question will be by the form of the answer choices.
- If you don't understand all or part of a conversation, guess and go on.

## LESSON 1

### ANTICIPATING QUESTIONS ABOUT DIALOGS

Between each dialog in Part A, there is a twelve-second pause. During the pause, here's what you should do:

- Answer the question you have just heard as quickly as you can.
- Preview the choices for the next item.

A look at the answer choices may tell you the topic of the upcoming dialog and what question will be asked about it. Consider the answer choices below:

(A) Before she leaves her dormitory.
(B) During chemistry class.
(C) After the lab period.
(D) While she's eating lunch.

Even a quick glance will tell you that the dialog must be about a student's schedule and that the question will begin, "When. . . ."

If you have an idea of the topic of the dialog and if you know what the question about the dialog will be, you will know what to listen for, and your listening task will be easier.

## Exercise 1

**Focus:** Guessing which type of question will be asked about dialogs by looking at the four answer choices.

**Directions:** Quickly look over the five Part A items in each set. Try to guess the topic of the dialog and the type of question that would be asked about it. Then look at the list of questions following each set of items. Put the letter of the appropriate question in the blank provided. One question in each set will *not* be used. The first one is done as an example.

**Note:** There is no audio material for this exercise.

**Set A**

1. (A) Pleased.
   (B) Cold.
   (C) Disappointed.
   (D) Hungry.

Question: __b__

2. (A) Go to her office.
   (B) Call a taxi.
   (C) Show the man where to find a taxi.
   (D) Get directions.

Question: _____

3. (A) Cloudy but much warmer.
   (B) Rainy.
   (C) Clear but cold.
   (D) The same as today's.

Question: _____

4. (A) He left it in the lock.
   (B) It's still in his dorm room.
   (C) He put it in his pocket.
   (D) It doesn't work in this lock.

Question: _____

5. (A) Playing a game.
   (B) Attending a play.
   (C) Learning some lines.
   (D) Trying to find tickets.

Question: _____

a) What will tomorrow's weather probably be like?
b) How does the man feel?
c) What are these people doing?
d) Where will the man go tomorrow?
e) What does John say about the key?
f) What will the woman do next?

## Set B

6. (A) He had given his textbooks to a friend.
   (B) He would receive more money.
   (C) He wouldn't get to the bookstore on time.
   (D) He hadn't sold his textbooks.

Question: _____

7. (A) She enjoyed it very much.
   (B) She thought it was too long.
   (C) She liked it more than the movie reviewer did.
   (D) She found it confusing.

Question: _____

8. (A) A tuition increase.
   (B) A policy change.
   (C) A new class.
   (D) A recent proposal.

Question: _____

9. (A) Buy some new software.
   (B) Get her computer fixed.
   (C) Use the computers at the library.
   (D) Borrow his computer.

Question: _____

10. (A) He doesn't have the right notebook.
    (B) He forgot to bring a pen.
    (C) He went to the wrong lecture hall.
    (D) He was late for the lecture.

Question: _____

a) What did the woman think about the movie?
b) What is the man's problem?
c) What does the man suggest Ann do?
d) What had the woman assumed about the man?
e) What information does the man want?
f) What are they discussing?

## Set C

11. (A) His brother helped him move the piano.
    (B) He moved the piano to his brother's house.
    (C) His brother taught him to play the piano.
    (D) He and his brother hired professional movers.

Question: _____

12. (A) To ask her a question.
    (B) To get her advice.
    (C) To give her a suggestion.
    (D) To disagree with her idea.

Question: _____

13. (A) Who Katie is.
    (B) What was said.
    (C) When Katie called.
    (D) What the problem was.

Question: _____

14. (A) She's probably an expert on modern art.
    (B) She didn't paint the picture herself.
    (C) She's just begun to study painting.
    (D) She probably doesn't like modern art.

Question: _____

15. (A) At the beginning of the spring semester.
    (B) During spring break.
    (C) During final exams.
    (D) Right after final exams.

Question: _____

a) How does the man feel about the woman's remark?
b) Why did the man call Professor Wilkey?
c) What does the woman want to know?
d) When does this conversation take place?
e) What does the man mean?
f) What can be inferred about the woman?

## LESSON 2

## DIALOGS WITH SOUND CONFUSION

Some of the items in Part A involve a confusion between words that have similar sounds. Here's how they work: one of the speakers uses a word or phrase that sounds like a word or phrase in one or more of the answer choices. If you don't hear the word clearly, you might incorrectly choose an option with a sound-alike word or phrase.

### Sample Item

You will hear:

M1: I've never had this type of fruit before. I don't even know what to do with it.
F1: You just have to peel it and eat it.
M2: What does the woman mean?

You will read:

(A) She doesn't feel like eating fruit.
(B) The man should take the pill before eating.
(C) The fruit shouldn't be eaten until it's been peeled.
(D) She isn't familiar with this type of fruit either.

The word *feel* in choice (A) sounds like the word *peel* in the dialog. In a different way, the word *pill* in choice (B) also sounds like the word *peel.* Notice that choice (C)—the correct answer—and choice (D) do not contain sound-alike words.

Many sound-alike expressions in Part A are **minimal pairs.** Minimal pairs are two words that are pronounced alike except for one vowel sound (*peel* and *pill, lack* and *lake, point* and *paint*) or one consonant sound (*peel* and *feel, vine* and *wine, mop* and *mob*).

Another sound problem involves two words that sound like one word, such as *mark it* and *market, sent her* and *center, in tents* and *intense.*

A third type of sound problem involves one word that sounds like part of a longer word, such as *nation* and *imagination, mind* and *remind, give* and *forgive.*

**Hint:** If an answer choice contains a word that sounds like a word in the spoken sentence, that choice is probably wrong. For example, if you hear the word *spell* and you read the word *spill* in an answer choice, you can eliminate that choice.

When you're taking Part A during an actual exam, you can use the **context** of the dialogs to help you solve problems with sound confusion. If you hear and understand all of the dialog, you won't have much trouble eliminating choices involving sound-alike words. However, if you only understand part of a dialog or if you "mis-hear" one or two words, you may easily choose an incorrect answer.

## Exercise 2.1

**Focus:** Discriminating between sound-alike words in dialogs and answer choices.

**Directions:** Listen to the dialogs. Decide which of the two choices, (A) or (B), best answers the question, and mark the appropriate blank. The first one is done as an example.

Now start the audio.

1. (A) _____ Get in a different lane.
   (B) ✔ Stand in another line.
2. (A) _____ Go down the slide.
   (B) _____ Play on the sled.
3. (A) _____ Put them in a file.
   (B) _____ Throw them in a pile.
4. (A) _____ He can't shut his suitcase.
   (B) _____ His suitcase doesn't fit in the closet.
5. (A) _____ She made bread from whole wheat.
   (B) _____ She baked some white bread.
6. (A) _____ It's being audio.
   (B) _____ Brenda is typing it.
7. (A) _____ Emily bought new clothes.
   (B) _____ Emily recently moved.
8. (A) _____ Its taste has improved.
   (B) _____ It tastes slightly bitter.
9. (A) _____ How much the ticket cost.
   (B) _____ What Ellen might win.
10. (A) _____ It's been chipped.
    (B) _____ There's a ship inside it.
11. (A) _____ He tripped in the aisle.
    (B) _____ He slipped in some oil.
12. (A) _____ For its fast horses.
    (B) _____ For its natural resources.
13. (A) _____ Thinking about the decision.
    (B) _____ Arguing about the issue.
14. (A) _____ The color is too bright.
    (B) _____ It doesn't fit around the neck.
15. (A) _____ Wrote his name on the paper.
    (B) _____ Told his students to write a paper.

## Exercise 2.2

**Focus:** Identifying sound-alike expressions in answer choices and choosing correct answers.

**Directions:** Listen to the dialogs. Each dialog contains a word or phrase that sounds like a word or phrase in two of the answer choices. Underline these words. Underline only those words with similar sounds, not words that are exactly the same. Then mark the answer choice that has the same meaning as the spoken sentence. (The correct answer will not contain any sound-alike words.) The first one is done as an example.

Now start the audio. If necessary, repeat this exercise to make sure that you have underlined all the sound-alike words.

1. (A) _____ She went to the center with her friend.
   (B) ✔ She wrote her friend a letter.
   (C) _____ She told her friend to call her later.
2. (A) _____ He has an appointment with the president.
   (B) _____ He was just appointed vice-president.
   (C) _____ He's unhappy because he lost the election.
3. (A) _____ It is a study of the life of plants.
   (B) _____ It concerns the breeding of cattle.
   (C) _____ It deals with life on Earth.
4. (A) _____ They can't leave until the rain is over.
   (B) _____ Their drain has stopped up.
   (C) _____ He shouldn't board the train until it completely stops.
5. (A) _____ He offered his help to Darlene.
   (B) _____ He made an offer to Darlene's sister.
   (C) _____ When Darlene was gone, he missed her.

6. (A) _____ Get a copy made.
   (B) _____ Buy some cough drops.
   (C) _____ Eat in the coffee shop.

7. (A) _____ He didn't hear what the woman said.
   (B) _____ He can lend the man a pen.
   (C) _____ He had a pain behind his ear.

8. (A) _____ The food in this town isn't very good.
   (B) _____ She needed boots when she left home.
   (C) _____ The flooding in her neighborhood was severe.

9. (A) _____ She's been weakened by the sickness.
   (B) _____ She was awakened by the coughing.
   (C) _____ She missed class because of her cough.

10. (A) _____ Evaluate the texts.
    (B) _____ Correct the exams.
    (C) _____ Collect the tests.

11. (A) _____ His apartment is more comfortable now.
    (B) _____ He recently bought a new van.
    (C) _____ He's been feeling fine lately.

12. (A) _____ Her name is not on the list.
    (B) _____ The lease is difficult to read.
    (C) _____ The lawyer told her to call the police.

## LESSON 3

### DIALOGS WITH HOMONYMS AND WORDS WITH MULTIPLE MEANINGS

Two words are **homonyms** if they have the same pronunciation but are spelled differently and have different meanings. The words *flour* and *flower, bare* and *bear* are homonyms. In some items in Part A, one or more incorrect answer choices refer to a homonym of a word that is used on the audio, as in the example below.

**Sample Item**

You will hear:

M1: Eugene missed a lot of classes last week.
F1: That's because he was sick. I think he had the flu.
M2: What is learned about Eugene?

You will read:

(A) He has been feeling weak for a long time.
(B) Because of sickness, Eugene was absent.
(C) Eugene's eyesight isn't very strong, so he needs glasses.
(D) Eugene flew to another city this week.

The dialog contains the word *week,* meaning a seven-day period. Choices (A) and (C) refer to a homonym of that word, *weak,* which means "not strong." The dialog also contains the word *flu,* an illness similar to a bad cold. Choice (D) refers to a homonym of that word, *flew* (took a trip by plane).

The dialogs may also contain **words with multiple meanings.** In these items, one or two of the answer choices refer to another definition of a word as it is used in the dialog.

**Sample Item**

You will hear:

F1: Are you sure this is how Lois spells her last name?
M1: It doesn't look right, does it? In fact, I'm not even sure it starts with that letter.
M2: What does the man mean?

You will read:

(A) The letter to Lois was incorrectly addressed.
(B) Lois's last name may be incorrectly spelled.
(C) Lois's name appeared on the right side of the page.
(D) Lois hasn't begun writing the letter yet.

The dialog contains the words *right,* meaning "correct," and the word *letter,* meaning a character in the alphabet. Choices (A) and (D) also contain the word *letter,* but in those choices the word has another definition—a message sent through the mail. Choice (C) also contains the word *right,* but in that choice, it refers to a direction—the opposite of left.

You won't be confused by these items if you understand the entire dialog. Again, the **context** of the dialog can help you choose the correct answer. But if you focus only on single words, like *week* and *flu* or *letter* and *right* in the two samples, you can easily make mistakes.

## Exercise 3.1

**Focus:** Using the context of dialogs to identify homonyms.

**Directions:** Listen to the dialogs. Decide which of the pair of homonyms appears in the dialogs and mark the appropriate answer, (A) or (B). The first one is done as an example.

Now start the audio.

1. _____ (A) presence
   ✓ (B) presents
2. _____ (A) overdue
   _____ (B) overdo
3. _____ (A) pain
   _____ (B) pane
4. _____ (A) where
   _____ (B) wear
5. _____ (A) fined
   _____ (B) find
6. _____ (A) right
   _____ (B) write
7. _____ (A) board
   _____ (B) bored
8. _____ (A) brakes
   _____ (B) breaks
9. _____ (A) sail
   _____ (B) sale
10. _____ (A) site
    _____ (B) sight
11. _____ (A) rose
    _____ (B) rows
12. _____ (A) aloud
    _____ (B) allowed

## Exercise 3.2

**Focus:** Using the context of dialogs to identify the definitions of words with multiple meanings.

**Directions:** Listen to the dialogs. One word from the dialog is given, along with two possible definitions of the word. Choose the definition of the word as it is used in the dialog and mark the appropriate answer, (A) or (B). The first one is done as an example.

Now start the audio.

1. cold
   ✓ (A) minor illness
   _____ (B) chilly weather
2. kind
   _____ (A) type
   _____ (B) considerate
3. light
   _____ (A) not heavy
   _____ (B) not dark
4. wing
   _____ (A) part of an airplane
   _____ (B) part of a building
5. tables
   _____ (A) charts
   _____ (B) furniture
6. coat
   _____ (A) layer
   _____ (B) warm clothing
7. field
   ✓ (A) outside the classroom
   _____ (B) area of study
8. playing
   _____ (A) taking part in a game
   _____ (B) appearing
9. party
   _____ (A) celebration
   _____ (B) group
10. period
    _____ (A) punctuation mark
    _____ (B) class time

## Exercise 3.3

**Focus:** Using the context of dialogs to answer questions involving both homonyms and words with multiple definitions.

**Directions:** Listen to the statements. Decide which of the two choices best answers the question and mark the appropriate answer, (A) or (B). The first one is done as an example.

Now start the audio.

1. ✔ (A) Look for mistakes.
   _____ (B) Write a check.

2. _____ (A) Events in the past.
   _____ (B) The man's performance in class.

3. _____ (A) He'd never heard buffaloes before.
   _____ (B) This was the first herd he'd ever seen.

4. _____ (A) Follow the directions on the sign.
   _____ (B) Sign up for another class.

5. _____ (A) Buy a second suit.
   _____ (B) Consider it for a little while.

6. _____ (A) He can't carry the luggage by himself.
   _____ (B) The handle on the suitcase is broken.

7. _____ (A) He was surprised by the rain.
   _____ (B) He just got out of the shower.

8. _____ (A) The class has a better opinion of him.
   _____ (B) He was standing in front of the class.

9. _____ (A) She works in an office by herself.
   _____ (B) She's in charge of making loans.

10. _____ (A) She's sorry the seminar is over.
    _____ (B) She was often absent from the seminar.

11. _____ (A) They can park their car at the zoo.
    _____ (B) The park is located near the zoo.

12. _____ (A) If she has some money for a phone call.
    _____ (B) If her phone number has changed recently.

## LESSON 4

## DIALOGS WITH IDIOMATIC EXPRESSIONS

On many TOEFL exams, up to half the dialogs in Part A contain idiomatic expressions. Many of the idiomatic expressions are two- or three-word verbs, such as *call off* and *look out for.*

### Sample Item

You will hear:

F1: I wonder where Mike is.
M1: He'll show up as soon as the work is done, I bet.
M2: What does the man say about Mike?

You will read:

(A) He probably won't arrive until the work is finished.
(B) He went to a show instead of going to work.
(C) He can show them how to do the work.
(D) He'll probably work late today.

The idiom *show up* means "arrive." Choices (B) and (C) contain the word *show,* but it is not used in the idiomatic sense.

In most dialogs, the second speaker uses the idiomatic expression. Most questions about this type of dialog are questions about meaning ("What does the man mean?" for example), but some are inference questions or other types of questions. The correct answer often contains a synonym for the idiom (*arrive* for *show up* in choice (A) of the Sample Item). Incorrect choices often contain references to the literal meaning of idioms, as in choices (B) and (C).

The Mini-Lessons for Section 1, at the end of the Listening Comprehension section (pages 81–100), are intended to familiarize you with a large number of idioms. You should work on these lessons and study these expressions as often as possible.

However, memorizing these phrases does not guarantee that you will recognize all the idiomatic expressions that you will hear in the Listening Comprehension section. There are, after all, thousands of these expressions in English. You must develop "a good ear" for guessing the meaning of idioms. The context of the sentence will help you understand the expression, even if you're unfamiliar with it.

## Exercise 4.1

**Focus:** Recognizing synonyms for idiomatic expressions.

**Directions:** Listen to the spoken statements. Each contains an idiomatic or figurative expression which is written out. First decide which of the two choices best answers the question and mark the appropriate answer, (A) or (B). Then underline the phrase in the correct answer that has the same meaning as the idiom. If necessary, rewind the audio and listen to the exercise again. The first one has been done as an example.

Now start the audio.

1. get into hot water
   ✔ (A) She was in trouble.
   _____ (B) She took a warm bath.

2. run into
   _____ (A) He met Caroline unexpectedly at the coffee shop.
   _____ (B) Caroline and I jogged to the coffee shop.

3. hit it off
   _____ (A) He and Chuck argued as soon as they met.
   _____ (B) He and Chuck quickly became friends.

4. a piece of cake
   _____ (A) The exam was simple.
   _____ (B) She had a snack after the test.

5. at the drop of a hat
   _____ (A) He can't leave until he finds his hat.
   _____ (B) He's ready to leave immediately.

6. on edge
   _____ (A) He walks back and forth when he's nervous.
   _____ (B) He likes to walk along the edge.

7. under the weather
   _____ (A) She didn't want to practice because of the bad weather.
   _____ (B) She wasn't there because she felt a little sick.

8. take after
   _____ (A) He looks like his grandfather.
   _____ (B) He takes care of his grandfather.

9. for good
   _____ (A) He doesn't want the professor to quit teaching permanently.
   _____ (B) He hopes Professor Holmes has a good reason for quitting.

10. give a hand with
    _____ (A) Hand her the box.
    _____ (B) Help her carry the box.

11. a stone's throw from
    _____ (A) He likes to throw rocks in the park.
    _____ (B) He lives close to the park.

12. not think much of
    _____ (A) She didn't consider it.
    _____ (B) She didn't like it.

## Exercise 4.2

**Focus:** Understanding dialogs involving idiomatic and figurative expressions.

**Directions:** Look over the idiomatic expressions listed before each set of items. If you are unfamiliar with any of the idioms, you may want to look them up in the Mini-Lessons for Section 1 that follow the Listening Comprehension section of this book (pages 81-100). The dialogs each contain one of the listed expressions. Listen to the dialogs and mark the one answer choice, (A) or (B), that best answers the question. The first one has been done as an example.

Now start the audio.

## Set A

| | | | |
|---|---|---|---|
| clear up | get off the ground | hours on end | over one's head |
| push one's luck | run of the mill | short for | turn in |

1. ✓ (A) He's not sure Max's business will succeed.
   _____ (B) He doesn't know where Max has gone.

2. _____ (A) Gary is lucky to have such a good car.
   _____ (B) It's time for Gary to get some new tires.

3. _____ (A) Go to bed.
   _____ (B) Watch a different program.

4. _____ (A) She didn't understand all the jokes.
   _____ (B) She left before the performance was over.

5. _____ (A) If the weather gets better.
   _____ (B) If she doesn't have any other plans.

6. _____ (A) Elizabeth is taller than Liz.
   _____ (B) People call Elizabeth "Liz."

7. _____ (A) She's stopped listening to it.
   _____ (B) She listens to it constantly.

8. _____ (A) The service is very fast there.
   _____ (B) It's just an average restaurant.

## Set B

| | | | |
|---|---|---|---|
| believe one's eyes | a breeze | chip in | get in one's blood |
| lend a hand | look who's talking | music to one's ears | what the doctor ordered |

9. _____ (A) Ice water sounds perfect.
   _____ (B) The doctor told her to drink a lot of water.

10. _____ (A) Skiing can be a dangerous sport.
    _____ (B) It's easy to get into the habit of skiing.

11. _____ (A) She enjoys the sound of nature.
    _____ (B) She wishes she'd brought a radio.

12. _____ (A) She wants to talk to Norman.
    _____ (B) Norman doesn't study much himself.

13. _____ (A) There's not enough wind to go sailing today.
    _____ (B) It won't be too hard to learn to sail.

14. _____ (A) Lend him some money.
    _____ (B) Give him some help.

15. _____ (A) They'll all pay for the gasoline.
    _____ (B) Gasoline is very inexpensive.

16. _____ (A) She doesn't think the man is telling the truth.
    _____ (B) She was surprised to see the snow.

**Set C**

| | | | |
|---|---|---|---|
| by heart | call it a day | come around | go without saying |
| ring a bell | slowly but surely | take a lot of nerve | take into account |

17. _____ (A) She seems too nervous.
_____ (B) She took a bold approach.

18. _____ (A) He doesn't want to do any more painting today.
_____ (B) He'll phone the woman later today.

19. _____ (A) She spoke the lines in an emotional way.
_____ (B) She's memorized all the lines.

20. _____ (A) At some point, they'll agree to let her go.
_____ (B) They'll come with her to Alaska.

21. _____ (A) Rob Martin hasn't called him yet.
_____ (B) He doesn't think Rob Martin was on the team.

22. _____ (A) He didn't count his money carefully.
_____ (B) He forgot about the tax.

23. _____ (A) She's making steady progress.
_____ (B) She thinks the work is going too slowly.

24. _____ (A) Of course she was sorry that Molly left.
_____ (B) Molly left without saying goodbye.

## Exercise 4.3

**Focus:** Using the context of dialogs to understand the meaning of idioms.

**Directions:** Listen to the following dialog. Decide which of the choices—(A), (B), or (C)—best answers the question about the dialog and mark the appropriate answer. The first one is done as an example.

Now start the audio.

1. _____ (A) Go to work with Jim.
_____ (B) Go out for coffee.
_✔_ (C) Get some exercise.

2. _____ (A) If the woman will go to the party with him.
_____ (B) If the red tie looks good with his shirt.
_____ (C) If he should wear a tie to the party.

3. _____ (A) She missed Friday's class, too.
_____ (B) They both missed class because they went sailing.
_____ (C) He should take better notes during Professor Morrison's class.

4. _____ (A) He cut himself while he was preparing food.
_____ (B) He doesn't want to work in a restaurant.
_____ (C) He's planning to open up his own restaurant.

5. _____ (A) He wants to know if the woman is joking.
_____ (B) He wants the woman to leave him alone.
_____ (C) He'd like to know what the quiz will be about.

6. _____ (A) The program was canceled.
_____ (B) The shuttle was launched yesterday.
_____ (C) The launch was delayed.

7. _____ (A) She stood up and left the lecture.
_____ (B) She was waiting outside the lecture hall.
_____ (C) Her sweater made her easy to spot.

8. _____ (A) He deserved to get a ticket.
_____ (B) He was going to a good restaurant.
_____ (C) He probably wasn't speeding.

9. _____ (A) He'll be glad to help.
_____ (B) If he helps, it will save the man some money.
_____ (C) He won't be very cooperative.

10. _____ (A) It's about buying large real estate properties.
_____ (B) There are too many students in his class.
_____ (C) In general, he likes his real estate class.

11. _____ (A) The man didn't get Jill a watch.
_____ (B) The weather will be cool on graduation day.
_____ (C) Jill won't be graduating.

12. _____ (A) She ordinarily works in a florist shop.
_____ (B) In the end, she won't have a problem.
_____ (C) She wears too much perfume to work.

13. _____ (A) She doesn't want any fruit.
_____ (B) She doesn't want to celebrate her birthday.
_____ (C) She doesn't like candy.

14. _____ (A) He doesn't have any questions for her.
_____ (B) He won't be able to take a trip.
_____ (C) He can't study during spring break.

15. _____ (A) Mick's father told him to go to medical school.
_____ (B) Mick's father studied medicine.
_____ (C) Mick and his father walked to the school.

16. _____ (A) Fred would be upset if he'd lost money.
_____ (B) Fred shouldn't be paid for singing.
_____ (C) Fred is generally very sympathetic.

17. _____ (A) If Wally has been injured.
_____ (B) If Wally has been informed.
_____ (C) If Wally's trip has been canceled.

18. _____ (A) He can't find some of his pictures.
_____ (B) He didn't go to the Grand Canyon.
_____ (C) Not all of his photos were good.

19. _____ (A) She thinks they're certain to do well.
_____ (B) She thinks they're talented but lack experience.
_____ (C) She doesn't like their style of photography.

20. _____ (A) The lake is not very scenic.
_____ (B) Her parents won't let them use the cabin.
_____ (C) The cabin is not luxurious.

## LESSON 5

### ANSWERING INFERENCE QUESTIONS ABOUT DIALOGS

Sometimes the answer to a question about a dialog is not directly stated in the dialog. How can you answer this type of question? You must be able to make an **inference** about the dialog. In other words, information in the dialog will indirectly provide you with the answer to the question.

This type of question can be phrased in two ways:

- What does the man/woman imply?
- What can be inferred from the conversation?

Some inference questions involve **overstatement,** or exaggeration.

F: Are you interested in selling your car?
M: Sure—if someone has a million dollars!

Because of the exaggeration, we can infer that the man doesn't want to sell his car at all.

#### Sample Item

You will hear:

M1: Can I take this bus to the art museum?
F1: No, this bus goes north to Bank Street. You want a bus that goes the opposite way.
M2: What can be inferred from this conversation?

You will read:

(A) The man needs to take a southbound bus.
(B) There is no bus to the museum.
(C) It takes a long time to get to the museum by bus.
(D) The art museum is on Bank Street.

From the information in the dialog it can be inferred that (A) is correct because the first bus is going north, but the man must take a bus going in the opposite direction to get to the art museum. Choice (B) is incorrect; it *is* possible to get to the museum by bus. There is no information about (C). Choice (D) can't be true because Bank Street is where the first bus is going.

## Exercise 5

**Focus:** Listening to dialogs that are followed by inference questions and identifying the best answers.

**Directions:** Listen to the following dialogs. Decide which of the three choices—(A), (B), or (C)—best answers the question and mark the appropriate answer. The first one has been done as an example.

Now start the audio.

1. _____ (A) He's not related to Larry.
   _____ (B) He doesn't believe Larry won the contest.
   ___✓___ (C) He's not a very good dancer.

2. _____ (A) The suit costs a lot of money.
   _____ (B) The man dresses as if he were very wealthy.
   _____ (C) The man already has an expensive suit.

3. _____ (A) There is just enough food.
   _____ (B) Many uninvited guests will come.
   _____ (C) The woman has prepared too much food.

4. _____ (A) Dave is a painter.
   _____ (B) Dave's apartment has been recently painted.
   _____ (C) Dave's brother doesn't like the smell of paint.

5. _____ (A) He's changed his major often.
   _____ (B) He hasn't really changed his major.
   _____ (C) He won't do well in his new major.

6. _____ (A) His lectures put his students to sleep.
   _____ (B) He's a middle-aged man.
   _____ (C) He lectures about history.

7. _____ (A) He hasn't been to the dentist for years.
   _____ (B) He wasn't able to see the dentist yesterday.
   _____ (C) Before he saw the dentist, he had a long wait.

8. _____ (A) They have agreed on it.
   _____ (B) They have different opinions about it.
   _____ (C) It depends on their co-operation.

9. _____ (A) Louis's new boss shouldn't have been promoted.
   _____ (B) Louis and his old boss argued.
   _____ (C) Louis should get a better job.

10. _____ (A) There's not enough snow to cause a cancellation yet.
    _____ (B) It will probably snow all night.
    _____ (C) The university has already decided to cancel classes.

11. _____ (A) He's been interested in folk dancing for a long time.
    _____ (B) He's interested in making new friends.
    _____ (C) He wants to form a new folk-dancing club.

12. _____ (A) She didn't enjoy the music.
    _____ (B) She couldn't see the concert very well.
    _____ (C) She had a good seat near the stage.

13. _____ (A) Last summer was even hotter.
    _____ (B) This is the hottest summer he can remember.
    _____ (C) He didn't live here last year.

14. _____ (A) Students must pay to swim in the pool.
    _____ (B) The public cannot use the pool on campus.
    _____ (C) The pool can be used by students for free.

15. _____ (A) They can't see the stars clearly.
    _____ (B) They're not in the city tonight.
    _____ (C) They are looking at the lights of the city.

16. _____ (A) He doesn't know many people at work.
    _____ (B) He wasn't expecting a phone call.
    _____ (C) He's not allowed to get phone calls at work.

17. _____ (A) Those aren't Shelly's photographs.
_____ (B) Shelly has begun to take color photographs.
_____ (C) Shelly took the photographs hanging in the hall.

18. _____ (A) That scarf looks great on Fran.
_____ (B) Fran wears that scarf too often.
_____ (C) In this weather, Fran needs a scarf.

19. _____ (A) She doesn't have an accent.
_____ (B) Her parents have very strong accents.
_____ (C) Her accent is stronger than her parents'.

20. _____ (A) Robert usually has trouble skiing.
_____ (B) That's not a difficult slope.
_____ (C) Robert is an excellent skier.

## LESSON 6

### DIALOGS INVOLVING AGREEMENT AND DISAGREEMENT

To answer questions about some of the dialogs in Part A, it is necessary to understand if the second speaker agrees or disagrees with the first speaker's ideas or proposals.

There are many ways to express agreement and disagreement:

**Agreement**

So do I.

Me too.

Neither do I.*

I don't either.*

Who wouldn't?

Isn't he/she/it though!
(Didn't he/wasn't she/hasn't it though!)

I'll second that.

I'll say!

You can say that again.

Is/Has/Was it ever!

You bet!

I couldn't agree with you more.

I feel the same way you do about it.

*These two expressions show agreement with a negative statement:
I don't really like my schedule this term.
I don't either. *OR* Neither do I.

**Disagreement**

I don't think so.

That's not what I think.

That's not the way I see it.

Not really.

I can't say I agree.

I couldn't agree with you less.

I'm afraid I don't agree.

Probably not.

Not necessarily.

I'm afraid not.

I'm not so sure.

There are, of course, other expressions that show agreement and disagreement. Some are practiced in the exercises.

#### Sample Items

You will hear:

M1: Howard certainly is a talented journalist.
F1: Isn't he though!
M2: What does the woman mean?

You will read:

(A) She doesn't know if Howard is a journalist.
(B) She agrees that Howard is talented.
(C) She read Howard's journal.
(D) She doesn't think Howard is talented.

Although the woman's reply seems negative in form, it actually signals agreement. Therefore, the best answer is (B).

You will hear:

F1: I thought Cheryl's photographs were the best at the exhibit.
M1: I didn't really see it that way.
M2: What does the man mean?

You will hear:

(A) He thought Cheryl's photos were the best.
(B) He didn't look at Cheryl's photos.
(C) He thought other photos were better than Cheryl's.
(D) He didn't go to the exhibit.

The man's response, "I didn't really see it that way," means that he disagreed with the woman's opinion that Cheryl's photographs were the best. The best answer is therefore (C).

## Exercise 6.1

**Focus:** Determining if one speaker agrees or disagrees with the other speaker.

**Directions:** Listen to the following dialogues. Decide if the second speaker agrees or disagrees with the first speaker, and mark the appropriate blank. The first one is done as an example.

Now start the audio.

1. ✓ (A) Agrees
   _____ (B) Disagrees
2. _____ (A) Agrees
   _____ (B) Disagrees
3. _____ (A) Agrees
   _____ (B) Disagrees
4. _____ (A) Agrees
   _____ (B) Disagrees
5. _____ (A) Agrees
   _____ (B) Disagrees
6. _____ (A) Agrees
   _____ (B) Disagrees
7. _____ (A) Agrees
   _____ (B) Disagrees
8. _____ (A) Agrees
   _____ (B) Disagrees
9. _____ (A) Agrees
   _____ (B) Disagrees
10. _____ (A) Agrees
    _____ (B) Disagrees
11. _____ (A) Agrees
    _____ (B) Disagrees
12. _____ (A) Agrees
    _____ (B) Disagrees

## Exercise 6.2

**Focus:** Listening to dialogs that involve agreement and disagreement, and answering questions about them.

**Directions:** Listen to the following dialogs. Decide which choice—(A), (B), or (C)—best answers the question and mark the appropriate answer. The first one is done as an example.

Now start the audio.

1. ✔ (A) He prefers taking a final exam.
   _____ (B) He's thinks an exam takes too much time.
   _____ (C) He'd rather write a research paper.

2. _____ (A) It was difficult, but she understood it.
   _____ (B) It wasn't very useful.
   _____ (C) It's probably easier than the other chapters.

3. _____ (A) He completely disagrees with it.
   _____ (B) He doesn't believe the university will accept it.
   _____ (C) He thinks it's a good one.

4. _____ (A) She doesn't think that Jack wrote it.
   _____ (B) She thinks it had too many details.
   _____ (C) She found it well-written.

5. _____ (A) He thinks it's a good day for bike riding, too.
   _____ (B) He doesn't agree with the woman's opinion of the weather.
   _____ (C) He didn't hear what the woman said.

6. _____ (A) Arthur wasn't doing well in the class.
   _____ (B) She's not sure why Arthur dropped the class.
   _____ (C) She believes Arthur dropped the class for no reason.

7. _____ (A) It might work.
   _____ (B) It's very impractical.
   _____ (C) It's unnecessary.

8. _____ (A) He didn't understand it.
   _____ (B) It made him angry.
   _____ (C) He agreed with it.

9. _____ (A) She's never been there during final exam week.
   _____ (B) It's crowded because students will be taking exams soon.
   _____ (C) It's not crowded now, but it soon will be.

10. _____ (A) He likes the costumes Madelyn made.
    _____ (B) He wouldn't recommend the play.
    _____ (C) He doesn't think the costumes are attractive.

11. _____ (A) It was very happy.
    _____ (B) It was exciting.
    _____ (C) It was unhappy.

12. _____ (A) She thinks Pamela is right.
    _____ (B) She thinks the regulations are fair.
    _____ (C) She disagrees with the man's opinion.

Although the woman's reply seems negative in form, it actually signals agreement. Therefore, the best answer is (B).

You will hear:

F1: I thought Cheryl's photographs were the best at the exhibit.
M1: I didn't really see it that way.
M2: What does the man mean?

You will hear:

(A) He thought Cheryl's photos were the best.
(B) He didn't look at Cheryl's photos.
(C) He thought other photos were better than Cheryl's.
(D) He didn't go to the exhibit.

The man's response, "I didn't really see it that way," means that he disagreed with the woman's opinion that Cheryl's photographs were the best. The best answer is therefore (C).

## Exercise 6.1

**Focus:** Determining if one speaker agrees or disagrees with the other speaker.

**Directions:** Listen to the following dialogues. Decide if the second speaker agrees or disagrees with the first speaker, and mark the appropriate blank. The first one is done as an example.

Now start the audio.

1. ✓ (A) Agrees
   _____ (B) Disagrees
2. _____ (A) Agrees
   _____ (B) Disagrees
3. _____ (A) Agrees
   _____ (B) Disagrees
4. _____ (A) Agrees
   _____ (B) Disagrees
5. _____ (A) Agrees
   _____ (B) Disagrees
6. _____ (A) Agrees
   _____ (B) Disagrees
7. _____ (A) Agrees
   _____ (B) Disagrees
8. _____ (A) Agrees
   _____ (B) Disagrees
9. _____ (A) Agrees
   _____ (B) Disagrees
10. _____ (A) Agrees
    _____ (B) Disagrees
11. _____ (A) Agrees
    _____ (B) Disagrees
12. _____ (A) Agrees
    _____ (B) Disagrees

## Exercise 6.2

**Focus:** Listening to dialogs that involve agreement and disagreement, and answering questions about them.

**Directions:** Listen to the following dialogs. Decide which choice—(A), (B), or (C)—best answers the question and mark the appropriate answer. The first one is done as an example.

Now start the audio.

## LESSON 7

### DIALOGS INVOLVING SUGGESTIONS, INVITATIONS, OFFERS, AND REQUESTS

A number of dialogs in Part A involve a speaker making and/or responding to **suggestions, invitations, offers,** and **requests.** There are many ways to express these language functions. Some are listed in the charts in this lesson, while others are practiced in the exercises.

## A) Suggestions

These are pieces of advice that one speaker gives another. In most dialogs, the first speaker poses a problem and the second speaker suggests a possible solution to that problem. In some dialogs, the first speaker makes a suggestion, and the second speaker responds to that suggestion positively or negatively.

| Making Suggestions | |
|---|---|
| Why don't you/we . . . | If I were you . . . |
| Why not . . . | If I were in your shoes . . . |
| Have you ever thought of . . . | You/We should . . . |
| You/We might want to . . . | Shouldn't you/we . . . |
| You/We could always . . . | What about . . . |
| Maybe you/we could . . . | What if you/we . . . |
| Try . . . | How about . . . |

| Positive Responses | Negative Responses |
|---|---|
| Why not! | I don't think so. |
| Good idea! | I don't believe so. |
| That's an idea. | I already thought of that. |
| Sounds good to me. | I don't think that will work. |
| By all means! | Don't look at me! |
| Why didn't I think of that? | Can I take a rain check?* |
| That's worth a try. | |
| Thanks, I'll give that a try. | |

*This means, "Could we do this some other time?"

### ▼ Sample Item

You will hear:

M1: I'm doing so poorly in math class, I think I'm going to have to drop it.
F1: You know, Frank, you should talk to Professor de Marco before you do anything. He's given special help to lots of students who were having trouble.
M2: What does the woman suggest Frank do?

You will read:

(A) Study with a group of students.
(B) Drop his mathematics course.
(C) Discuss the problem with the professor.
(D) Take no action at this time.

The woman suggests that the man talk to Professor de Marco because the professor has helped many students in the past. ▲

## B) Invitations

These are requests for someone to come somewhere or to take part in some activity. The first speaker may invite the second speaker to do something and the second speaker responds, or the second speaker may invite the first speaker to do something.

| Making Invitations | |
|---|---|
| Shall we . . . | Let's . . . |
| Would you like to . . . | Do you want to . . . |
| Would you care to . . . | Could you . . . |
| Would you be able to . . . | Can you . . . |
| Want to . . . | |

| Positive Responses | Negative Responses |
|---|---|
| Yes, let's. | I'm sorry, but . . . |
| Sure, thanks. | I'd like to, but . . . |
| Sounds good. | I'd love to, but . . . |
| All right, I'd love to. | Thanks a lot, but . . . |
| I'd like that. | That sounds nice, but . . . |
| What a great idea! | I'll pass. |
| Sure. Thanks for inviting me. | Thanks for the invitation, but . . . |
| If you want me to. | I don't think I'll be able to make it this time. |
| Don't mind if I do. | |

▼ **Sample Item**

You will hear:

M1: Would you like to join us on Sunday?
We're going to go on a picnic at the lake.
F1: I'd love to, but I have a test Monday, and I have to get ready for it.
M2: What will the woman probably do on Sunday?

You will read:

(A) Study for a test.
(B) Go on a picnic.
(C) Take an exam.
(D) Join a club.

The man invites the woman to come to a picnic. The woman says that she'd love to go, but that she must study for a test she is taking Monday. (If the woman had accepted the man's invitation, Choice (B) would have been correct.) ▲

## C) Offers

These are proposals to help someone or allow someone to do something. Either speaker in the dialog may make an offer.

| Making Offers | |
|---|---|
| Let me . . . | Can I . . . |
| Shall I . . . | May I . . . |
| Would you like me to . . . | Should I . . . |
| Do you want me to . . . | I could . . . |
| **Positive Responses** | **Negative Responses** |
| That would be nice. | I don't think so. |
| Yes, please. | I'm afraid not. |
| Please do. | That won't be necessary. |
| Sure, thanks. | Thanks anyway. |
| | Please don't. |

### ▼ Sample Item

You will hear:

F1: Should I make reservations for dinner Friday night?
M1: Thanks anyway, but I've already made them.
M2: What does the man mean?

You will read:

(A) He can't go to dinner Friday night.
(B) Reservations won't be required.
(C) He made reservations earlier.
(D) He'd like the woman to make reservations.

The woman offers to make reservations, but the man replies that he's already made them. ▲

## D) Requests

To make a request is to ask someone to do something, or to ask for help or information.

| Making Requests | |
|---|---|
| Would you . . . | Will you . . . |
| Could you/I . . . | May I . . . |
| Do you mind if . . . | Can you/I . . . |
| Would you mind if . . . | |

| Positive Responses | Negative Responses |
|---|---|
| I'd be glad to. | Sorry, but . . . |
| I'd be delighted. | I'm afraid not. |
| Sure thing. | I'd like to, but . . . |
| Certainly. | I wish I could, but . . . |
| Why not? | *Actually, I do/would. |
| If you want to. | *I'm afraid I do/would. |
| If you'd like. | *As a matter of fact, I do/would. |
| You bet. | |
| *Not at all. | |
| *Of course not. | |

*Responses for "Do you mind if . . ." or "Would you mind if . . .")

### ▼ Sample Item

You will hear: M1: I have to make one more phone call before I go.
F2: Take your time. Would you just lock the office door when you finish?
M2: What does the woman want the man to do?

You will read:

(A) Lock the office.
(B) Finish his phone call quickly.
(C) Tell her what time it is.
(D) Look up a phone number.

The woman requests that the man lock up the office. ▲

## Exercise 7.1

**Focus:** Identifying suggestions, invitations, offers, and requests and responses to them.

**Directions:** Listen to the following dialogs. Decide which of the two choices best completes the sentence, and mark the appropriate space. The first one is done as an example.

Now start the audio.

1. The man is . . .
   ✔ (A) declining an offer
   _____ (B) making a suggestion
2. The woman is . . .
   _____ (A) accepting an invitation
   _____ (B) making an offer
3. The woman is . . .
   _____ (A) declining an offer
   _____ (B) making a suggestion
4. Mark is . . .
   _____ (A) rejecting a request
   _____ (B) agreeing to a request
5. The woman is . . .
   _____ (A) giving an invitation
   _____ (B) making a suggestion
6. The man is . . .
   _____ (A) agreeing to a request
   _____ (B) turning down an offer
7. Ed is probably going to . . .
   _____ (A) receive a suggestion
   _____ (B) make an offer
8. The woman is . . .
   _____ (A) suggesting a solution
   _____ (B) offering help
9. Cynthia is . . .
   _____ (A) giving an invitation
   _____ (B) accepting an offer
10. The woman is . . .
    _____ (A) declining an offer
    _____ (B) making a request
11. The man will probably . . .
    _____ (A) do what the woman suggests
    _____ (B) turn down the woman's invitation
12. Bob is . . .
    _____ (A) agreeing to an offer
    _____ (B) refusing a request
13. The man is . . .
    _____ (A) making a suggestion
    _____ (B) accepting an invitation
14. The man is . . .
    _____ (A) requesting that the man do something
    _____ (B) giving the woman a suggestion
15. Paul is . . .
    _____ (A) rejecting a suggestion
    _____ (B) agreeing with a suggestion
16. James tells the woman that . . .
    _____ (A) he can't accept her invitation
    _____ (B) he'd enjoy another sandwich

## Exercise 7.2

**Focus:** Listening to dialogs involving suggestions, invitations, offers, and requests, and answering questions about them.

**Directions:** Listen to the following dialogs. Decide which choice—(A), (B), or (C)—best answers the question about the dialogs, and mark the appropriate answer. The first one is done as an example.

Now start the audio.

1. _____ (A) He would like a cigarette.
   _____ (B) The woman can smoke if she likes.
   _✓_ (C) He doesn't want the woman to smoke.

2. _____ (A) The man wears it quite often.
   _____ (B) It needs to be cleaned.
   _____ (C) The man should wear it.

3. _____ (A) Make more popcorn.
   _____ (B) Go to another theater.
   _____ (C) Buy some popcorn.

4. _____ (A) She could plan the trip.
   _____ (B) She may not feel well.
   _____ (C) She can go on the class trip.

5. _____ (A) He doesn't want more coffee.
   _____ (B) He doesn't want to use his credit card.
   _____ (C) He'd like to make coffee.

6. _____ (A) She doesn't think it's warm.
   _____ (B) She'll open the window herself.
   _____ (C) She wants the window closed.

7. _____ (A) The soup is more expensive than sandwiches.
   _____ (B) She doesn't know what kind of soup there is.
   _____ (C) The man might enjoy some soup.

8. _____ (A) The kitchen also needs cleaning.
   _____ (B) The living room doesn't have to be cleaned.
   _____ (C) The man shouldn't do the cleaning.

9. _____ (A) Go with her to the registrar's office.
   _____ (B) Help her find her way to the registrar's office.
   _____ (C) Tell her where to get her own map.

10. _____ (A) Work on their chemistry homework.
    _____ (B) Have breakfast.
    _____ (C) Stop studying for a little while.

11. _____ (A) Buy a new toaster.
    _____ (B) Replace her old shoes.
    _____ (C) Have repairs done.

12. _____ (A) He'd like her to go away.
    _____ (B) She can read his magazine.
    _____ (C) He hasn't finished reading.

13. _____ (A) Get an antique desk.
_____ (B) Buy a new computer.
_____ (C) Sit down and get to work.

14. _____ (A) He's already passed the test.
_____ (B) He doesn't like to study at the library.
_____ (C) He doesn't plan to study tonight.

15. _____ (A) He hasn't seen the letters.
_____ (B) He doesn't know the right answers.
_____ (C) He doesn't want to respond to the letters.

16. _____ (A) She wants to go even though it's raining.
_____ (B) She can't come to lunch today.
_____ (C) She'll pay for their lunch.

## LESSON 8

### DIALOGS INVOLVING CONTRADICTIONS, ASSUMPTIONS, AND QUESTIONS

## A) Contradictions

These involve the second speaker correcting what the first speaker says, as in the samples below:

### ▼ Sample Items

You will hear:

F1: Amy didn't work overtime last week.
M1: As a matter of fact, she did.
M2: What does the man say about Amy?

You will read:

(A) She is always late for work.
(B) She never works overtime.
(C) She worked extra hours last week.
(D) She hasn't had her job very long.

The man's emphatic use of the auxiliary verb *did* shows that he is contradicting what the woman said.

You will hear:

M1: Martin always talks about how he loves to dance.
F1: Yes, but you don't see him out on the dance floor very often, do you?
M2: What does the woman say about Martin?

You will read:

(A) He is an excellent dancer.
(B) He doesn't like dancing very much.
(C) He doesn't talk about dancing very often.
(D) He goes dancing four times a week.

The woman's use of the word *but* and the tag question (". . . do you?") suggests that she doesn't believe that Martin really loves to dance.

You will hear:

F1: All of the students voted for the proposal to expand the Student Council.
M1: Well, most of them did, anyway.
M2: What does the man mean?

You will read:

(A) All of the students voted.
(B) Some of the students opposed the proposal.
(C) The proposal was defeated.
(D) The Student Council voted.

The man says that most of the students voted for the proposal, contradicting the idea that all of them did. Therefore, some of the students must have opposed the proposal.

In some dialogs, such as the third Sample Item, the second speaker does not completely contradict what the first speaker says but rather limits the first speaker's idea. ▲

## B) Assumptions

These are the beliefs that one speaker has until he or she receives information from a second speaker. You will generally hear dialogs involving assumptions near the end of Part A. These questions are considered difficult, but once you understand how they work and practice answering them, you should find them no more difficult than any other type of question. In this type of dialog, the first speaker makes a statement. The second speaker is surprised because the first statement contradicts what he or she believes to be true. The second speaker's response often begins with the word "Oh" and ends with the phrase ". . . after all." The answer to assumption questions is the reverse of what the second speaker thinks, and so what is "true" according to the first speaker is not the correct choice.

### ▼ Sample Item

You will hear:

F1: No, Judy's not here right now. She's at her economics class.
M1: Oh, so she decided to take that course after all.
M2: What had the man assumed about Judy?

You will read:

(A) She wouldn't take the course.
(B) She had already completed that course.
(C) She was busy studying economics.
(D) She wouldn't find economics difficult.

The man is surprised that Judy is in economics class because he thought that she had decided not to take the course. Therefore, he had obviously assumed that Judy was not going to take the course before he spoke to the woman. ▲

## C) Questions

The second speaker in a dialog sometimes asks about what the first speaker says. The third speaker then asks what the second speaker wants to know.

### ▼ Sample Item

You will hear:

F1: Professor Petrakis said that Mark Twain was his favorite writer.
M1: When did he say that?
M2: What does the man want to know?

You will read:

(A) When Mark Twain lived.
(B) What the professor said about Mark Twain.
(C) When the professor made his remark.
(D) What books Mark Twain wrote.

The man asks when Professor Petrakis called Mark Twain his favorite author. ▲

Two question phrases that may give you trouble are *What . . . for?* and *How come . . . ?* Both mean *Why . . . ?*

## Exercise 8

**Focus:** Answering questions about dialogs involving contradictions, assumptions, and questions.

**Directions:** Listen to the following dialogs. Decide which one of the answer choices—(A), (B), or (C)—is correct, and mark the appropriate answer. The first one is done as an example.

Now start the audio.

1. _____ (A) Ginny is definitely coming to dinner.
   _____ (B) Ginny likes fish better than chicken.
   __✔__ (C) Ginny likes chicken.

2. _____ (A) She had already moved.
   _____ (B) She hadn't found a new apartment yet.
   _____ (C) She'd already made an appointment.

3. _____ (A) What the man's name is.
   _____ (B) Who told the man to see the dean.
   _____ (C) Who the dean is.

4. _____ (A) He wants to take part in the election.
   _____ (B) He's not interested in running for office.
   _____ (C) He wants to get more facts from the president.

5. _____ (A) She couldn't type very fast.
   _____ (B) She had already finished the final draft.
   _____ (C) She hadn't completed the research.

6. _____ (A) He doesn't really like horseback riding.
   _____ (B) He rides horses whenever possible.
   _____ (C) He doesn't talk about riding very much.

7. _____ (A) When his insurance agent called.
   _____ (B) What his insurance agent wanted.
   _____ (C) What time he should return the call.

8. _____ (A) He was working full time.
   _____ (B) He was eating in the cafeteria.
   _____ (C) He didn't want a job.

9. _____ (A) When they returned.
   _____ (B) How long their hike was.
   _____ (C) Where they hiked.

10. _____ (A) He thinks the clothes are expensive.
_____ (B) He doesn't think the clothes are very nice.
_____ (C) He thinks the woman is being unreasonable.

11. _____ (A) Where the meeting will be held.
_____ (B) When the meeting will start.
_____ (C) Where the recreation center will be built.

12. _____ (A) Joy did not want to study abroad.
_____ (B) The overseas program had been canceled.
_____ (C) Joy would study overseas sooner than next year.

13. _____ (A) If the party was at Ben's house.
_____ (B) What time the party ended.
_____ (C) If the man enjoyed the party.

14. _____ (A) All of Ted's answers were incorrect.
_____ (B) Most of the problems were done correctly.
_____ (C) Ted doesn't have to solve the problems.

15. _____ (A) How she got to the grocery store.
_____ (B) Why she went to the grocery store.
_____ (C) How much she paid for groceries.

16. _____ (A) Robin's brother didn't help her get a job.
_____ (B) Robin didn't get a job.
_____ (C) Robin was able to help her brother.

17. _____ (A) The flashlight had needed batteries.
_____ (B) There had been some other problem with the flashlight.
_____ (C) The woman hadn't changed the batteries.

18. _____ (A) Professor Brennon surely won't lead the seminar.
_____ (B) Professor Brennon's permission is not required.
_____ (C) The woman doesn't need to take the seminar.

19. _____ (A) Why Steve is in the Pacific Northwest.
_____ (B) How long Steve has been traveling.
_____ (C) When Steve will return from his trip.

20. _____ (A) It hadn't been released yet.
_____ (B) It wouldn't be very good.
_____ (C) It can no longer be considered new.

## LESSON 9

### ANSWERING QUESTIONS ABOUT ACTIVITIES, PLANS, TOPICS, AND PROBLEMS

## A) Questions About Activities

These questions follow dialogs that involve people talking about what they are doing. They are a kind of inference question because the activity itself is not mentioned in the dialog. Instead, you must determine the activity from the special vocabulary used by the speakers.

### ▼ Sample Item

You will hear:

F1: Is there room for that box up there?
M1: I can fit it in the trunk. And this suitcase should fit in the back seat.
M2: What are the speakers probably doing?

You will read:

(A) Boarding an airplane.
(B) Unpacking a box.
(C) Loading a car.
(D) Buying a suitcase.

The words *box*, *trunk*, *suitcase*, and *back seat* all indicate that the speakers are putting things into a car. ▲

## B) Questions About Plans

These questions follow dialogs in which two speakers discuss what one or both of them are going to do in the future.

### ▼ Sample Item

You will hear:

F1: Are you going to go to Boston with Michael this summer?
M1: Wish I could, but if I want to graduate next year, I've got to stay here and take a couple classes.
M2: What does the man plan to do this summer?

You will read:

(A) Graduate.
(B) Attend classes.
(C) Visit Michael.
(D) Go to Boston.

The man indicates that he must stay where he is and take classes in order to graduate next year. ▲

## C) Questions About Topics

The third speaker asks what the other two speakers are talking about. The topic is not usually mentioned directly in the dialog; it must be inferred from a general understanding of the dialog. The topic can be a person, a thing, or an activity.

### ▼ Sample Item

You will hear:

F1: Have you seen this letter from the bursar's office?
F2: Oh, no, not another increase! If you ask me, we're already spending too much to go to school here.
M2: What are these speakers talking about?

You will read:

(A) Higher tuition costs.
(B) A poor grade.
(C) Higher postage rates.
(D) A letter from a relative.

From the fact that the letter comes from the bursar's office (the financial office of a university) and that the second woman is upset about an increase and feels they are spending too much to go to school, it is clear that they are talking about an increase in tuition. ▲

## D) Questions About Problems

These questions follow dialogs in which the speakers are discussing some trouble one or both of them are having. The third speaker asks what the problem is.

### ▼ Sample Item

You will hear:

M2: Gordon, what happened to your window?
M1: When I was painting the house last week, I hit it with the ladder.
M2: What problem does Gordon probably have?

You will read:

(A) His house needs painting.
(B) He broke his ladder.
(C) He spilled some paint.
(D) His window is broken.

Gordon, the second speaker, says that he hit the window with the ladder when he was painting the house. The logical result—a broken window. ▲

## Exercise 9

**Focus:** Answering questions about activities, plans, topics, and problems.

**Directions:** Listen to the dialogs and the questions about them. Decide which of the answer choices—(A), (B), or (C)—best answers the question, and mark the appropriate blank.

Now start the audio.

1. ✔ (A) Road conditions.
   _____ (B) A weather report.
   _____ (C) Motel reservations.

2. _____ (A) Go to the concert.
   _____ (B) Listen to jazz on the radio.
   _____ (C) Buy more tickets.

3. _____ (A) The man's car is not running.
   _____ (B) The man isn't going to the party.
   _____ (C) The car isn't big enough for four people.

4. _____ (A) Stay inside.
   _____ (B) Find his umbrella.
   _____ (C) Look outside.

5. _____ (A) A store.
   _____ (B) A bridge.
   _____ (C) A street.

6. _____ (A) Shop for groceries.
   _____ (B) Leave for a camping trip.
   _____ (C) Go to a circus.

7. _____ (A) Ask for medicine for his headaches.
   _____ (B) Buy some new frames for his eyeglasses.
   _____ (C) Get different lenses for his glasses.

8. _____ (A) Clothing.
   _____ (B) Hair styling.
   _____ (C) Painting.

9. _____ (A) Take a trip.
   _____ (B) Watch television.
   _____ (C) Examine some documents.

10. _____ (A) He lent it to someone else.
    _____ (B) It was ruined in the rain.
    _____ (C) He forgot where he left it.

11. _____ (A) A car.
    _____ (B) A magazine.
    _____ (C) A computer.

12. _____ (A) Go directly to business school.
    _____ (B) Look for a job with a big company.
    _____ (C) Start her own business.

13. _____ (A) Playing cards.
    _____ (B) Making dinner.
    _____ (C) Repairing a boat.

14. _____ (A) He doesn't have Phyllis's address.
    _____ (B) He's upset with Phyllis.
    _____ (C) He doesn't have a stamp.

15. _____ (A) Order a salad.
    _____ (B) Go to another restaurant.
    _____ (C) Put some salt in her soup.

## LESSON 10

### DIALOGS WITH SPECIAL VERBS

## A) Causative Verbs

These verbs indicate that someone causes someone else to do something. When a dialog contains a causative verb, you must understand who performs the action. The verbs *have, get, make,* and *let* are the most common causative verbs. They are used in the following patterns:

Have

| | |
|---|---|
| *have someone do something* | Dave had the mechanic fix his car. |
| *have something done* | Dave had his car fixed. |

The causative verb *have* indicates that one person asks or pays another to do something. The subject of this sentence, *Dave,* does not perform the action. In the first sentence, the mechanic does. In the second sentence, an unnamed person does.

Get

| | |
|---|---|
| *get someone to do something* | Jerry got his cousin to cut his hair. |
| *get something done* | Jerry got his hair cut. |

The causative verb *get* usually means to persuade someone to do something. Again note that the subject, *Jerry,* does not perform the action. In the first sentence, Jerry's cousin does. In the second sentence, an unnamed person does.

Make

| | |
|---|---|
| *make someone do something* | Cathy made her son do his homework. |

The causative verb *make* means to force someone or compel someone to do something. Cathy's son is compelled to do his homework.

Let

| | |
|---|---|
| *let someone do something* | The boss let us go home. |

The verb *let* means *permit* or *allow.* The boss gives permission; we go home.

### ▼ Sample Item

You will hear:

M1: Did you speak to the head of the department?
F1: No, she had her assistant meet with me.
M2: What does the woman mean?

You will read:

(A) She spoke to the head of the department.
(B) The head of the department had a meeting with her assistant.
(C) She met with the assistant to the head of the department.
(D) The assistant will soon become head of the department.

According to the dialog, the head of the department directed her assistant to meet with the woman. ▲

## B) *Used to*

The expression *used to* has two forms, each with different meanings:

*used to* + simple form

I used to live in New York. —means→ I once lived in New York (but now I don't).

*be/get* + *used to* + gerund (*-ing* verb) / + noun phrase

I'm not used to driving on the left side of road. —means→ I'm not accustomed to driving on the left side.

I've finally gotten used to my new job. —means→ I've finally become accustomed to my new job.

The dialogs in Part A sometimes take advantage of these two functions of *used to.*

### ▼ Sample Items

You will hear:

F1: What does Hank's father do for a living?
M1: He's a salesman now, but he used to be a truck driver.
M2: What does the man say about Hank's father?

You will read:

(A) He once drove trucks.
(B) He sells used trucks.
(C) His truck is still useful.
(D) He's accustomed to his job.

(A) (B) (C) (D)

The man says that Hank's father used to be a truck driver. In other words, Hank's father once drove trucks, but he no longer does so.

You will hear:

F1: Nancy is working late again today?
M1: Yeah, she must be getting used to it by now.
M2: What does the man say about Nancy?

You will read:

(A) She probably has a more difficult job now.
(B) She once worked later than she does now.
(C) She seldom comes to work late.
(D) She is becoming accustomed to late hours at work.

(A) (B) (C) (D)

The second speaker indicates that Nancy has probably adjusted to working late.

## Exercise 10

**Focus:** Listening to dialogs that contain causative verbs or expressions with *used to.*

**Directions:** Listen to the dialogs and the questions about them. Then decide which of the two answer choices—(A) or (B)—best answers the question, and mark the appropriate blank. The first one is done as an example.

Now start the audio.

1. _____ (A) Doug is happy to be Rose's friend.
   _✔_ (B) Doug and Rose are no longer good friends.
2. _____ (A) He can do the job as well as a professional.
   _____ (B) He should hire an electrician to do the job.
3. _____ (A) This station now plays classical music.
   _____ (B) The station doesn't broadcast anything but news.
4. _____ (A) Changing the oil was easy for her.
   _____ (B) The oil didn't need to be changed.
5. _____ (A) He's not accustomed to early classes yet.
   _____ (B) His classes are difficult, too.
6. _____ (A) She's finally accustomed to roller-skating.
   _____ (B) She doesn't go skating as often as she once did.
7. _____ (A) He's going to clean his tie.
   _____ (B) He's going to take his tie to the laundry.
8. _____ (A) He moved the poster.
   _____ (B) He no longer likes the poster.
9. _____ (A) She may not be able to take a vacation in August.
   _____ (B) She's not sure when the busiest time will be.
10. _____ (A) She asked Greg to explain the point.
    _____ (B) She explained the point to Greg.
11. _____ (A) He isn't accustomed to his glasses.
    _____ (B) He looks quite different without glasses.
12. _____ (A) This type of weather is not new to him.
    _____ (B) He once lived in a very different climate.
13. _____ (A) She's going to take a picture of the members of her club.
    _____ (B) Someone is going to photograph her club.
14. _____ (A) She's never cooked with it.
    _____ (B) She doesn't feel comfortable using it.
15. _____ (A) If the deer will come near them.
    _____ (B) If they can approach the deer.

## ANSWER SHEET
## MINI-TEST 1: DIALOGS

| | | |
|---|---|---|
| 1. (A) (B) (C) (D) | 11. (A) (B) (C) (D) | 21. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 12. (A) (B) (C) (D) | 22. (A) (B) (C) (D) |
| 3. (A) (B) (C) (D) | 13. (A) (B) (C) (D) | 23. (A) (B) (C) (D) |
| 4. (A) (B) (C) (D) | 14. (A) (B) (C) (D) | 24. (A) (B) (C) (D) |
| 5. (A) (B) (C) (D) | 15. (A) (B) (C) (D) | 25. (A) (B) (C) (D) |
| 6. (A) (B) (C) (D) | 16. (A) (B) (C) (D) | 26. (A) (B) (C) (D) |
| 7. (A) (B) (C) (D) | 17. (A) (B) (C) (D) | 27. (A) (B) (C) (D) |
| 8. (A) (B) (C) (D) | 18. (A) (B) (C) (D) | 28. (A) (B) (C) (D) |
| 9. (A) (B) (C) (D) | 19. (A) (B) (C) (D) | 29. (A) (B) (C) (D) |
| 10. (A) (B) (C) (D) | 20. (A) (B) (C) (D) | 30. (A) (B) (C) (D) |

## MINI-TEST 1: DIALOGS

**Directions:** Listen to the conversations and the questions about them. Decide which of the four answer choices—(A), (B), (C), or (D)—is the best answer to the question. Then mark the appropriate answer on the answer sheet.

Now start the audio.

1. _____ (A) She met her during the summer.
   _____ (B) She's never liked her very much.
   _____ (C) She warned her of a problem.
   _____ (D) Her impression of her has changed.
2. _____ (A) Review the last point.
   _____ (B) Go on to the next chapter.
   _____ (C) Leave the classroom.
   _____ (D) Point out the teacher's mistake.
3. _____ (A) The weather will not be as nice tomorrow.
   _____ (B) She no longer reads the weather report.
   _____ (C) She went to the store for a newspaper.
   _____ (D) The weather reports will change soon.
4. _____ (A) Writing an advertisement.
   _____ (B) Playing a game.
   _____ (C) Looking at a newspaper.
   _____ (D) Discussing a book.
5. _____ (A) Grace may want to live with the man's sister.
   _____ (B) The woman thinks Grace already has a roommate.
   _____ (C) The woman doesn't know where Grace has moved.
   _____ (D) Grace doesn't know the man's sister.
6. _____ (A) Go to a meeting.
   _____ (B) Keep a budget.
   _____ (C) Reduce his expenses.
   _____ (D) Get some exercise.

7. (A) The man should clean out his closet.
   (B) The lamp will look better in a small space.
   (C) She doesn't like the lamp very much.
   (D) The living room is the best place for the lamp.
8. (A) What Mark is writing.
   (B) Where Mark is living now.
   (C) Why Mark doesn't want to go.
   (D) Why Mark is in a hurry.
9. (A) He certainly likes Ernie's red car.
   (B) The man in the red car resembles Ernie.
   (C) Ernie has a car just like that red one.
   (D) He can't see the man in the red car.
10. (A) The man doesn't need his hat.
    (B) It's not very cold today.
    (C) She likes the way the hat looks.
    (D) The man ought to wear his hat.
11. (A) She's never seen it.
    (B) It was made a long time ago.
    (C) She likes it a lot.
    (D) It's a very unusual movie.
12. (A) He doesn't believe what the woman told him.
    (B) He thinks the team was unprepared too.
    (C) He disagrees with the woman's idea.
    (D) He isn't ready to go to the game either.
13. (A) The man would like to use that computer.
    (B) Becky will need the computer for a long time.
    (C) There are no longer any computers in the library.
    (D) Becky would like the man to go to the library.
14. (A) He hurt his hand when he was scuba diving.
    (B) He hasn't gone scuba diving for a long time.
    (C) He's not too old to go scuba diving.
    (D) He's an experienced scuba diver.
15. (A) His shoes hurt his feet.
    (B) He was injured in a skiing accident.
    (C) His shoes are old and in bad shape.
    (D) He walked so far that his legs hurt.
16. (A) She doesn't have time to listen now.
    (B) She doesn't know what song she wants to hear.
    (C) She wants to hear his song right away.
    (D) She prefers old songs to new ones.
17. (A) A television commercial.
    (B) A history class.
    (C) The woman's field of study.
    (D) Some famous artists.
18. (A) She was about to suggest the same thing.
    (B) She doesn't feel like giving a party.
    (C) She's completely surprised by the man's remark.
    (D) She isn't hungry right now.

19. (A) Sophie won't be at her apartment.
(B) The man can inform Sophie at the meeting.
(C) The man shouldn't bother Sophie.
(D) Sophie will think this is bad news.

20. (A) He doesn't go out as often as he once did.
(B) He doesn't always tell the truth.
(C) He isn't as friendly as he once was.
(D) He hasn't always been so sociable.

21. (A) The ring is quite attractive.
(B) Laura got a bargain on the ring.
(C) The ring was probably expensive.
(D) Laura had to sell her ring.

22. (A) She didn't realize Bill had to work.
(B) Bill has not finished his work.
(C) The break has not lasted long enough.
(D) The work didn't take long to complete.

23. (A) The woman has just begun to collect rocks.
(B) The man is unwilling to help.
(C) The box is very heavy.
(D) There's nothing in the box.

24. (A) She doesn't like the length of her hair.
(B) She thinks the haircut took too long.
(C) She doesn't know where to get a haircut.
(D) She thinks haircuts are too expensive.

25. (A) Professor Clayburn is going to speak some other night.
(B) He's never heard of Professor Clayburn.
(C) He didn't realize Professor Clayburn was speaking tonight.
(D) Professor Clayburn is giving his speech in this room.

26. (A) The man may see her drawing.
(B) She'd like the man to visit.
(C) The man should draw a second picture.
(D) She's going to take a guess.

27. (A) The weather has been very warm.
(B) Her car doesn't need a tune-up.
(C) She's starting to feel ill.
(D) She's already too warm.

28. (A) Joe has been making too much noise.
(B) Dogs are not allowed in the dorm.
(C) No one understands the parking regulations.
(D) Joe is not allowed to leave his room.

29. (A) Where the Medical Center is located.
(B) Which office Dr. Norton is in.
(C) What Dr. Norton told the man.
(D) Why the man went to see Doctor Norton.

30. (A) She liked chemistry.
(B) She would graduate in May.
(C) She didn't have to repeat a course.
(D) She hadn't completed the required courses.

# About Extended Conversations

## About Extended Conversations

The second part of the Listening Comprehension section consists of longer conversations between a man and a woman or (sometimes) between two men or two women. Each conversation lasts from thirty to ninety seconds. It is preceded by brief introductory comments. After each of the conversations, there are from three to five questions. The questions are separated by a twelve-second pause. You must decide which one of the four answer choices in your test book is the best answer for the question, then mark that answer on your answer sheet. You're not permitted to take notes. There are two longer conversations.

## The Introductory Comments

These comments tell you which questions the conversation refers to and provide some brief information about the conversation:

"Questions 31 to 34: Listen to two students talk about their psychology class."
"Questions 31 to 35: Listen to a conversation about plans for a class trip."
"Questions 35 to 38: Listen to two friends discussing a performance that they attended."
"Questions 36 to 39: Listen to a conversation in a student housing office."
"Questions 35 to 39: Listen to a conversation between two teaching assistants."

Not only do these introductory comments tell you to get ready to listen; they also tell you how many questions in your test book to preview at one time. Moreover, they give you a general idea of what to expect as you listen.

### ▼ Sample Item

You will hear:

M2: Listen to a conversation between two students.
F1: Bill, you're a physics major, aren't you?
M1: That's right.
F1: I need some advice. I want to take an introductory physics class, and I have to choose between two teachers, Professor Hunter and Professor McVey. Do you know much about them?
M1: I've taken classes from both of them. To tell you the truth, I don't really like Hunter's style of teaching. He doesn't seem to care if his students understand or not, and his lectures are pretty dry.
F1: Well, then, what about McVey? I've heard his course is difficult.
M1: It's not easy, but you'll learn a lot, and he always encourages his students to ask questions and join in discussions.

You will then hear:

M2: What does the woman ask Bill to do?

You will read:

(A) Give her information about two teachers.
(B) Help her with a physics assignment.
(C) Speak to a professor for her.
(D) Lead a discussion.

The woman asks Bill for some advice about the two professors who are teaching basic physics courses. Therefore, the best answer is (A).

You will then hear:

M2: What does Bill imply that the woman should do?

You will read:

(A) Change her major to physics.
(B) Discuss her problem with Professor Hunter.
(C) Sign up for an easy class.
(D) Take Professor McVey's class.

Bill speaks critically of Professor Hunter's teaching methods, but favorably of Professor McVey's, so he would probably advise her to take McVey's course. The best answer is (D). ▲

## The Conversations

The extended conversations are similar to the Part A dialogs in style, but are longer. They frequently take place in a campus setting between two students or between a professor and a student.

## The Questions

The questions may be overview questions or detail questions. The first question after the conversation is often an overview question. Overview questions require a broad understanding of the entire conversation. To answer them correctly, you must understand what *both* speakers say. There are several types of overview questions:

| Type of Overview Question | Sample Question |
|---|---|
| Topic question | "What are the speakers discussing?" |
| Questions about setting (time and location) | "Where did this conversation take place?"<br>"When did this conversation take place?" |
| Questions about the speakers | "Who are the speakers?"<br>"What is the probable relationship between the speakers?" |

It's important to listen carefully to the first few lines of an extended conversation to answer overview questions because this part of the talk often sets the scene. It often establishes the time and location of the conversation, the identity of the speakers, and the main idea of the rest of the conversation.

Detail questions ask about specific points in the conversation. The answer will usually be contained in what *one* speaker says. Detail questions follow the order of information in the conversation. In other words, the first of these questions refers to a point made early in the conversation, and the last asks about a point made near the end of the conversation. Most detail questions are factual questions; the answers are directly stated in the conversation. Many factual questions begin with these phrases:

According to the conversation, . . .
According to the man, . . .
According to the woman, . . .

A few of the detail questions are inference questions. In other words, the information is not directly given by the speakers; it can be concluded from the information that *is* stated, however.

What can be inferred from the man's comment about . . . ?
What does the man imply about . . . ?
What will the speakers probably try to do?

## The Answer Choices

The four choices are all plausible answers for the question. Usually the answer choices are mentioned in some way in the conversation, but only one, the key, answers that particular question correctly.

Some people prefer to close their eyes or look away while listening to the extended conversations in order to concentrate on the voices on the audio. However, it is better if you read over the answer choices in the test book while listening. This technique is difficult, but it has several advantages:

- It allows you to get an overall sense of what the topic of the conversation will be.
- It enables you to anticipate what the questions will be, then concentrate on listening for those points.
- It permits you to confirm some of the details that you hear by comparing them with the answer choices in the test book.

In the next section of this *Guide*, you will practice previewing answer choices, listening to Part B conversations, and answering both overview and detail questions about the conversations.

### TACTICS FOR EXTENDED CONVERSATIONS

- Be familiar with the directions, but remember that you cannot turn the page to look over answer choices while the directions are being read.
- Pay attention to the introductory comment for each conversation. These comments will tell you which items each conversation refers to and may give you an idea of what the conversation will be about.
- Preview the answer choices during the conversations and the pauses between questions. Try to guess what the questions will be.
- Listen for overall concepts:
  - Who is taking part in the conversation?
  - Where and when does the conversation take place?
  - What is the main topic of the conversation?

  The answers to these questions are often suggested in the first few lines of the conversations.
- You are not permitted to take written notes, but try to take "mental notes" on specific details: facts, figures, dates, places, and so on. You can sometimes check the information you think you hear against information you read in the answer choices while you are previewing.
- Answer items right away.
- Never leave any blanks on your answer sheet. Always guess.

## LESSON 11

### ANTICIPATING QUESTIONS ABOUT THE EXTENDED CONVERSATIONS

When you are previewing the items in Part C, you should try to anticipate what the questions will be by the form of the answer choices. You usually won't be able to guess exactly what the question will be, but you can guess what type of question will be asked. For example, if the four answer choices are the names of places, a "Where . . ." question will be asked; if the answer choices are times of day or dates, you will hear a "When . . ." question. If you have some idea of what the question will be, you can focus your listening during the talks.

You can also get a good idea of the situation in which the conversation is taking place by previewing the items.

Remember: The introductory comments at the beginning of the conversation tell you which items to preview.

## Exercise 11

**Focus:** Guessing the questions that will be asked about an extended conversation and the situation in which the conversation takes place by previewing answer choices.

**Directions:** Look over the answer choices below. First try to guess the general type of question that will be asked about each item. Then look at the list of questions after each group of items and match the letter of the appropriate question with the item. Then answer the question about the overall topic of the conversation. The first one is done as an example.

There is no audio material for this exercise.

### Conversation 1

1. (A) A grade the student received.
   (B) A story about a dance recital.
   (C) The need for correct spelling.
   (D) The role of a reporter.

Question: ___b___

2. (A) Business.
   (B) Architecture.
   (C) Journalism.
   (D) Dance.

Question: _____

3. (A) She submitted it too late.
   (B) It was too long.
   (C) Some important details were omitted.
   (D) Almost every word was misspelled.

Question: _____

4. (A) Rewrite the story.
   (B) Buy a better dictionary.
   (C) Go to more dance recitals.
   (D) Get a job as a reporter.

Question: _____

*Questions for Conversation 1*

a) For what class did the man do the assignment?
b) What is the main topic of this conversation?
c) What does the man advise the woman to do?
d) What problem does the man mention in connection with the story?

*Situation Question: Conversation 1*

Which of the following best describes the situation in which the first conversation probably takes place?

_____ (A) One student is telling another a story about a dance.
_____ (B) A professor is criticizing a student's story about a dance performance.
_____ (C) An instructor is teaching a student a new dance.
_____ (D) One student is suggesting ways in which the other student can improve her spelling.

## Conversation 2

5. (A) He doesn't get enough exercise.
   (B) He's nervous about an important test.
   (C) He's spending too much time at the Recreation Center.
   (D) He doesn't know how to swim.

Question: _____

6. (A) Across campus from the Student Center building.
   (B) South of the stadium.
   (C) On the north side of campus.
   (D) Between the Student Center and the stadium.

Question: _____

7. (A) Sign up for some classes at the Recreation Center.
   (B) Spend more time studying for exams.
   (C) Take a break from his studies.
   (D) Take a bus to the Recreation Center.

Question: _____

8. (A) Just before the beginning of the semester.
   (B) During mid-term exams.
   (C) Near the end of the semester.
   (D) Just after the end of the semester.

Question: _____

*Questions for Conversation 2*

a) Where is the Recreation Center?
b) What does the woman suggest the man do?
c) What problem does the man complain about?
d) At what point in the semester does this conversation take place?

*Situation Question: Conversation 2*

Which of the following best describes the situation in which the conversation probably takes place?

_____ (A) One student recommends that another get some exercise in order to relax during exams.
_____ (B) Two students discuss their plans for a vacation.
_____ (C) A physical education instructor suggests that a student register for classes in her department.
_____ (D) A student explains to a visitor to campus how to get to the stadium.

## Conversation 3

9. (A) At an art gallery.
   (B) At an art museum.
   (C) In an artist's studio.
   (D) In a special room in the library.

Question: _____

10. (A) Paintings.
    (B) Sculptures.
    (C) Book covers.
    (D) Photographs.

Question: _____

11. (A) A story in a newspaper.
    (B) An article in an art magazine.
    (C) A class she attended.
    (D) A show she saw on television.

Question: _____

12. (A) An art historian and a student.
    (B) Two students.
    (C) Two visitors to a museum.
    (D) A tour guide and a tourist.

Question: _____

13. (A) Primitive.
    (B) Life-sized.
    (C) Realistic.
    (D) Stylized.

Question: _____

*Questions for Conversation 3*

a) Who is taking part in this conversation?
b) How would the woman probably describe the works of art that she saw?
c) What was the source of the woman's information?
d) Where did the exhibit take place?
e) What kind of art are the speakers discussing?

*Situation Question: Conversation 3*

Which of the following best describes the situation in which the conversation probably takes place?

_____ (A) One speaker describes to the other her techniques for painting pictures.
_____ (B) The woman tells the man about a recent book she read.
_____ (C) An art expert gives some advice to the other speaker about becoming an artist.
_____ (D) One speaker tells the other about some art she saw at an exhibit.

## LESSON 12

### ANSWERING OVERVIEW QUESTIONS ABOUT EXTENDED CONVERSATIONS

After each extended conversation in Part B, there are four to five questions. Usually the first and sometimes the last question are **overview questions**. To answer these questions, you need an understanding of the whole conversation rather than of any specific point.

*Overview Questions for the Extended Conversations*

- What is the main topic of this conversation?
- What are these people primarily discussing?
- Where does this conversation take place?
- When does this conversation take place?
- What is the relationship between the speakers?
- What is the man's/woman's occupation?
- What is one speaker's attitude toward the other speaker?

Main topic questions must correctly summarize the conversation. Incorrect answers for these questions are too general, too specific, or incorrect according to the conversation.

Although these questions require an overall understanding of the conversations, the first few sentences often "set the scene." In other words, the opening lines of the talk establish the time, place, and main topic. Read the opening lines of the extended conversation given below:

M1: (Answering phone) Hello?
F1: Hi, Rod, this is Rita—I'm in your nine o'clock class. I missed class because of a cold, and I was wondering if I could borrow your notes.
M1: I don't know if you could read my notes—I have terrible handwriting. But I can tell you what happened. Professor Phillips went over the material in Chapter 4, about different types of stars in our galaxy. And she talked about what the mid-term exam is going to be like.
F1: Uh-oh, you better tell me all about the mid-term—I really need to do well on it.

From this portion of a conversation, we learn that

. . . both of the speakers are students
. . . they are probably taking a course in astronomy
. . . the class is about halfway over (because they are taking mid-term exams)
. . . the rest of the talk will probably deal with the material that will be on the examination

Not all conversations begin with so much detail. However, it is important to concentrate on the opening lines to learn this kind of information.

## Exercise 12

**Focus:** Listening to the opening lines of extended conversations, and answering overview questions about the topics, settings, and speakers.

**Directions:** Listen to the conversations and the questions about them. Then mark the answer choice—(A), (B), or (C)—that correctly completes the sentence. The first one is done as an example.

Now start the audio.

1. _____ (A) Methods of predicting earthquakes.
   ___✓___ (B) Ways to improve the man's presentation.
   _____ (C) The many new uses of computer graphics.

2. _____ (A) Statistics.
   _____ (B) Computer science.
   ___✓___ (C) Geology.

3. _____ (A) A language teacher and a student.
_____ (B) A dean and a teacher.
_____ (C) A teacher and an assistant.

4. _____ (A) The language of the deaf.
_____ (B) Methods of teaching German.
_____ (C) Communication networks.

5. _____ (A) Professor Quinn's approach to teaching.
_____ (B) The process of getting a student identification card.
_____ (C) Procedures for checking out reserve material.

6. _____ (A) At a university library.
_____ (B) In a psychology class.
_____ (C) In a laboratory.

7. _____ (A) To ask for a job.
_____ (B) To get some advice.
_____ (C) To discuss medical research.

8. _____ (A) Academic advisor.
_____ (B) Physician.
_____ (C) Administrator.

9. _____ (A) Helpful.
_____ (B) Discouraging.
_____ (C) Inconsiderate.

10. _____ (A) The art of raising dogs.
_____ (B) A softball game.
_____ (C) A dogsled race.

11. _____ (A) An archaeologist.
_____ (B) An anthropologist.
_____ (C) A university student.

12. _____ (A) Their plans for the coming school year.
_____ (B) Tina's volunteer position.
_____ (C) Tina's trip to Europe.

13. _____ (A) A clerk at a bookstore.
_____ (B) A librarian.
_____ (C) A publisher's sales officer.

14. _____ (A) Before the spring term begins.
_____ (B) In the middle of the spring term.
_____ (C) After the spring term ends.

15. _____ (A) In Nicholson Hall.
_____ (B) In the Graduate Admissions Office.
_____ (C) In the Financial Aid Office.

16. _____ (A) Requirements for graduate admission.
_____ (B) Directions to another office.
_____ (C) The woman's need for a scholarship.

## LESSON 13

### ANSWERING DETAIL QUESTIONS ABOUT EXTENDED CONVERSATIONS

Most of the questions in Part B are **detail questions** that require an understanding of specific points in the conversation. A majority of these questions are **factual questions,** asking what, where, when, why, and how much. To answer the question, you need to listen carefully.

Other questions are **inference questions.** As previously explained, the answers to inference questions are not directly stated, but are suggested by information in the lecture. Many of these questions begin, "What do the speakers imply about . . ." or "What can be inferred from the conversation about . . ."

Remember that the order of detail questions follows the order of the conversation. In other words, the first detail question will be about something mentioned early in the conversation while the last one is about something mentioned near the end of the conversation.

If anything in the conversation is emphasized, it will probably be asked about. In other words, if something one speaker says is repeated by the second speaker, or if one speaker talks about something in an emphatic tone of voice, there will probably be a question about that information, as in this section of a conversation:

M1: My project for my film-making class took me six weeks to finish.
F1: Six weeks! I can hardly believe it. Doesn't the teacher realize you have other classes too?

You can be fairly sure that there will be a question such as this: "How long did the man's project take to complete?"

## Exercise 13.1

**Focus:** Answering detail and inference questions based on specific points in short portions of extended conversations.

**Directions:** You will hear three extended conversations, each one divided into several short portions. After each portion, there will be a number of questions based on that part of the talk. Mark the best answer choice—(A), (B), or (C)—for each question. The first one is done as an example.

Now start the audio.

1. _____ (A) A doctor.
   _____ (B) A newspaper.
   __✔__ (C) A magazine.

2. _____ (A) It's too tiring.
   _____ (B) It can cause injuries.
   _____ (C) It's not demanding enough.

3. _____ (A) Downhill skiing.
   _____ (B) Jogging.
   _____ (C) Cross-country skiing.

4. _____ (A) It doesn't require much snow.
   _____ (B) It is a recently developed sport.
   _____ (C) It can be done in flat areas.

5. _____ (A) Use a cross-country ski machine.
   _____ (B) Travel to ski resorts.
   _____ (C) Take up jogging.

6. _____ (A) The expense.
_____ (B) The weather conditions.
_____ (C) The danger.

7. _____ (A) He stayed up most of the night.
_____ (B) He's been studying all morning.
_____ (C) He took an exam last night.

8. _____ (A) It was an improvement.
_____ (B) It was disappointing.
_____ (C) It was unfair.

9. _____ (A) Undergraduate students.
_____ (B) Teachers.
_____ (C) Graduate students.

10. _____ (A) She learned how to do research.
_____ (B) She was prepared for her sociology test.
_____ (C) She learned teaching techniques.

11. _____ (A) Basic scientific research.
_____ (B) Business management.
_____ (C) Test-taking skills.

12. _____ (A) In the library.
_____ (B) In the Physics Tower.
_____ (C) In Staunton Hall.

13. _____ (A) Study for his next exam.
_____ (B) Go to the Study Skills Center.
_____ (C) Get some sleep.

14. _____ (A) To buy something at an auction.
_____ (B) To pay for employees' salaries.
_____ (C) To improve their broadcasts.

15. _____ (A) Apply for a job at the station.
_____ (B) Donate his services for the station's auction.
_____ (C) Direct the construction of a new tower.

16. _____ (A) She must work on her own research project.
_____ (B) She has to help her parents.
_____ (C) She must study for exams.

17. _____ (A) They seldom attend auctions.
_____ (B) They might bid on the man's services.
_____ (C) They use the library often.

## Exercise 13.2

**Focus:** Answering detail and inference questions based on specific points in complete extended conversations.

**Directions:** You will hear four extended conversations. After each conversation, there will be a number of questions based on it. Mark the best answer choice—(A), (B), or (C)—for each question. The first one is done as an example.

Now start the audio.

1. _____ (A) North of Los Angeles.
   _✔_ (B) Between Los Angeles and San Diego.
   _____ (C) East of San Diego.

2. _____ (A) They are a type of insect.
   _____ (B) They are a kind of fish.
   _____ (C) They are a type of bird.

3. _____ (A) In March.
   _____ (B) In early summer.
   _____ (C) In October.

4. _____ (A) About 200 miles.
   _____ (B) About 1,000 miles.
   _____ (C) About 7,000 miles.

5. _____ (A) The swallows' arrival.
   _____ (B) The parade.
   _____ (C) The swallows' departure.

6. _____ (A) Only during the first week of classes.
   _____ (B) Whenever students ask for them.
   _____ (C) Only in the afternoon.

7. _____ (A) A tour guide.
   _____ (B) A classroom.
   _____ (C) A map.

8. _____ (A) In the Science Building.
   _____ (B) In the Student Center Building.
   _____ (C) In the University Recreation Center.

9. _____ (A) A test in a composition class.
   _____ (B) A road test.
   _____ (C) The written test for her driver's license.

10. _____ (A) He drove too fast.
    _____ (B) He couldn't park well.
    _____ (C) He made an improper turn.

11. _____ (A) Drive her to the test site.
    _____ (B) Help her get ready for the road test.
    _____ (C) Sell her a car.

12. _____ (A) It doesn't belong to her.
    _____ (B) She's not a licensed driver.
    _____ (C) It isn't running right.

**ANSWER SHEET**
**MINI-TEST 2**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1. | (A) | (B) | (C) | (D) | 5. | (A) | (B) | (C) | (D) |
| 2. | (A) | (B) | (C) | (D) | 6. | (A) | (B) | (C) | (D) |
| 3. | (A) | (B) | (C) | (D) | 7. | (A) | (B) | (C) | (D) |
| 4. | (A) | (B) | (C) | (D) | 8. | (A) | (B) | (C) | (D) |

## MINI-TEST 2: EXTENDED CONVERSATIONS

**Directions:** Listen to the conversations and the questions about them. Decide which one of the four answer choices—(A), (B), (C), or (D)—is the best answer to the question. Then mark the appropriate answer on the answer sheet.

Now start the audio.

1. _____ (A) To look up some terms.
   _____ (B) To meet Stanley.
   _____ (C) To get a snack.
   _____ (D) To prepare for an exam.
2. _____ (A) His library card.
   _____ (B) A statistics book.
   _____ (C) Some index cards.
   _____ (D) A notebook.
3. _____ (A) Piles of note cards.
   _____ (B) The part of the library where journals are stored.
   _____ (C) The part of the library where books are shelved.
   _____ (D) A place to get something to eat.
4. _____ (A) Behind the main desk.
   _____ (B) The periodicals room.
   _____ (C) A lost and found office.
   _____ (D) The reference room.
5. _____ (A) The sport of mountain climbing.
   _____ (B) Classes the man is taking.
   _____ (C) An exhibit the man saw in a museum.
   _____ (D) A new activity the man is involved in.
6. _____ (A) A means of descending slopes.
   _____ (B) A method of climbing cliffs.
   _____ (C) A way to clean walls.
   _____ (D) A type of graffiti.
7. _____ (A) Educating people about geology.
   _____ (B) Cleaning up after careless people.
   _____ (C) Photographing mountain peaks.
   _____ (D) Rescuing people who are in danger.
8. _____ (A) Explore a cave with him.
   _____ (B) Take some photographs.
   _____ (C) Attend a meeting.
   _____ (D) Examine a crystal.

# Mini-Talks

## About Mini-Talks

The third part of Section 1 consists of Mini-Talks. These are monologues (talks involving only one speaker). Each Mini-Talk lasts from thirty to ninety seconds. Like the Extended Conversations, they are preceded by introductory comments. After each talk, there are from three to five questions. The questions are separated by a twelve-second pause. You have to decide which of the four answer choices in the test book best answers the question, then mark that answer on your answer sheet. You are not allowed to take notes. There are three Mini-Talks.

## The Introductory Comments

These comments tell you which questions the Mini-Talks refer to and provide some brief information about the conversation:

"Questions 35 to 40: Listen to a lecture given at a botanical garden."
"Questions 31 to 35: Listen to a talk about the university's housing policy."
"Questions 35 to 38: Listen to a lecture given in a history class."

The introductory comments tell you how many questions in your test book to preview at one time and give you a general idea of the topic of the talk.

### ▼ Sample Item

You will hear:

M2: Listen to this lecture given in a university classroom.

M1: Students, this evening we'll have a chance to observe a phenomenon that we've discussed several times in class. Tonight there will be a lunar eclipse. As we've said, when an eclipse of the Moon occurs, the Earth passes between the Sun and the Moon. Therefore, the shadow of the Earth moves across the surface of the Moon and obscures it. Because you won't be looking at the Sun, it is not necessary to use the special lenses and filters that you need when observing a solar eclipse. You can observe a lunar eclipse with your unaided eye or with a telescope, and photograph it with an ordinary camera. So if the weather's not cloudy tonight, go out and take a look at this eclipse of the Moon. I'm sure you'll find it interesting.

You will hear:

M2: In what course is this lecture probably being given?

You will read:

(A) Philosophy.
(B) Meteorology.
(C) Astronomy.
(D) Photography.

The lecture concerns a lunar eclipse, a topic that would typically be discussed in an astronomy class.

You will hear:

M2: According to the speaker, which of the following occurs during a lunar eclipse?

You will read:

(A) The Earth's shadow moves across the Moon.
(B) Clouds block the view of the Moon.
(C) The Moon moves between the Earth and the Sun.
(D) The Sun is too bright to be observed without special equipment.

The speaker says "the shadow of the Earth moves across the Moon and obscures it." The best answer is therefore (A). ▲

## The Talks

The Mini-Talks are usually somewhat more formal in style than the Extended Conversations. Some of the talks resemble lectures given as part of a university course in history, literature, or biology, for example. Other Mini-Talks resemble talks you would hear at a university, but not in a classroom. For example, you might hear talks about campus organizations, registration procedures, or the services at a campus medical center. Still others have nothing to do with university life; you may hear a tour guide speaking to a group of tourists or a curator speaking to visitors at a museum.

## The Questions

As with the Extended Conversations, the questions about Mini-Talks may be overview questions or detail questions. The first question after the talk is usually an overview question. Overview questions require an understanding of the entire conversation. There are several types of overview questions:

| Type of Overview Question | Sample Question |
|---|---|
| Topic/main idea/ purpose questions | "What is the lecture mainly about?"<br>"What is the speaker mainly talking about?"<br>"What is the main idea of this lecture?"<br>"Why is the speaker giving this talk?"<br>"What is the main point of this lecture?" |
| Questions about setting (course, time, and location) | "In what course was this lecture probably given?"<br>"Where was this talk probably given?"<br>"When was this talk probably given?" |
| Questions about the speaker | "Who is the speaker?"<br>"What is the speaker's occupation?" |

You should listen carefully to the first few lines of the mini-talk to answer overview questions because this part of the talk often sets the scene. It often establishes the time and location of the conversation, the identity of the speaker, and the main idea of the rest of the conversation.

Detail questions ask about specific points in the talk. Detail questions follow the order of information in the lecture. In other words, the first of these questions refers to a point made early in the lecture; the last asks about a point made near the end of the lecture. Most detail questions are factual questions; the answers are directly stated in the talk. Some factual questions begin with these phrases:

According to the speaker, . . .
According to the lecture, . . .

A few are inference questions. The answers to these are not directly stated in the talk; they are only suggested. These questions usually contain some form of the words *infer* or *imply* or the word *probably*.

What can be inferred about . . . ?
What does the speaker imply about . . . ?
What is probably true about . . . ?

## The Answer Choices

The four choices are all plausible answers for the question. Usually the answer choices are mentioned in some way in the talk. As with the conversations, it is better to read over the answer choices in the test book while listening so that you can preview the answer choices than to look away or close your eyes.

In the next section of this *Guide*, you will practice previewing answer choices, listening to Part C Mini-Talks, and answering both overview and detail questions about the talks.

**Tactics for Mini-Talks**

- Be familiar with the directions, but remember that you cannot turn the page to look over answer choices while the directions are being read.
- Pay attention to the introductory comment for each talk. These comments will tell you which items each talk refers to and may give you an idea of what the talk will be about.
- Preview the answer choices while the talks are being read and during the pauses between questions. Try to guess what the questions and the topic will be.
- Listen for overall concepts:
  - Who is giving the talk?
  - Where and when is the talk being given?
  - What is the main topic or purpose of the talk?

  The answers to these questions are often suggested in the first few lines of the talks.
- You are not permitted to take written notes, but try to take "mental notes" on specific details: facts, figures, dates, places, and so on. You can sometimes check the information you think you hear against information you read in the answer choices while you are previewing.
- Answer items right away.
- Never leave any blanks on your answer sheet. Always guess.

## LESSON 14

### ANTICIPATING QUESTIONS ABOUT MINI-TALKS

As in the other two parts of the Listening Comprehension section, you should preview the items in Part C and try to anticipate what the questions will be by the form of the answer choices. You may not be able to guess exactly what the questions will be, but you can guess what type of question will be asked. For example, if the four answer choices are the names of places, a "Where . . ." question will be asked; if the answer choices are times of day or dates, you will hear a "When . . ." question.

If you have some idea of what the question will be, you can focus your listening during the talks.

## Exercise 14

**Focus:** Guessing what Part C questions will be asked by looking at the answer choices.

**Directions:** Look over the answer choices below. First try to guess the general type of question that will be asked about each item. Then look at the list of questions after each group of items and match the letter of the appropriate question with the item. One question in each set will *not* be used. The first one is done as an example.

There is no audio material for this exercise.

1. (A) The life of Clara Barton.
   (B) A short history of the American Red Cross.
   (C) The role of nurses in the Civil War.
   (D) The writings of Clara Barton.

Question: b

2. (A) In Virginia.
   (B) In Switzerland.
   (C) In Massachusetts.
   (D) In Texas.

Question: _____

3. (A) Teacher.
   (B) Superintendent of a hospital.
   (C) Clerk in a government office.
   (D) Diplomatic official.

Question: _____

4. (A) In 1845.
   (B) During the American Civil War.
   (C) During a trip to Europe.
   (D) In 1881.

Question: _____

5. (A) To help wounded soldiers.
   (B) To provide relief for hurricane victims.
   (C) To prevent famines.
   (D) To publish books about nursing.

Question: _____

*Questions for items 1–5*

a) What was Clara Barton's first occupation?
b) What is this talk mainly about?
c) Where was Clara Barton born?
d) When did Clara Burton found the American Red Cross?
e) What was the original purpose of the American Red Cross?
f) When was this lecture probably given?

6. (A) To honor a student.
   (B) To introduce a speaker.
   (C) To discuss the creative writing program.
   (D) To criticize a new book.

Question: _____

7. (A) A science fiction novel.
   (B) Poetry.
   (C) Criticism.
   (D) A collection of short stories.

Question: _____

8. (A) A cash prize.
   (B) Publication of his works.
   (C) A free trip.
   (D) A scholarship.

Question: _____

*Questions for items 6-8*

a) How does the speaker feel about Jim McKee?
b) What award did Jim McKee receive?
c) What kind of writing has Jim McKee done?
d) What is the main purpose of this talk?

9. (A) A radio announcer.
(B) A waitress.
(C) A television announcer.
(D) A chef.

Question: _____

10. (A) Vegetarian food.
(B) Food from New Mexico.
(C) Food from Louisiana.
(D) Fresh seafood.

Question: _____

11. (A) On Atlantic Avenue.
(B) On a boat.
(C) On a dock.
(D) On First Street.

Question: _____

12. (A) Most of the dishes are reasonably priced.
(B) All but a few of the dishes are delicious.
(C) The service has improved lately.
(D) It's not too crowded on weekday nights.

Question: _____

*Questions for Items 9-12*

a) What does the speaker say about the Tangerine Café?
b) What kind of food does the Tangerine Café mainly serve?
c) What problem did the speaker have when she went to the Tangerine Café?
d) Who is the speaker?
e) Where is the Tangerine Café located?

## LESSON 15

### ANSWERING OVERVIEW QUESTIONS ABOUT MINI-TALKS

After each talk in Part C, there are three or four questions. Usually the first question is an **overview question**. To answer this type of question, you need an understanding of the whole talk rather than of any specific point.

*Overview Questions for the Mini-Talks*

- What is the main idea/main point/main topic of the lecture?
- What is the purpose of this talk?
- Where was this lecture given?
- When was this talk given?
- In what course was this lecture given?
- What is the speaker's occupation?
- Who is the audience for this talk?

Main idea, main topic, and main point questions must correctly summarize the talk. Incorrect answers for these questions are usually too general, too specific, or incorrect according to the lecture.

Although these questions require an overall understanding of the talks, the first few sentences often "set the scene." In other words, the opening lines of the talk frequently establish the time, place, and main topic. Read the opening lines of the Mini-Talk given below:

> Good morning, everyone. As you probably know, this class is a continuation of a course that began last term. Last term we focused on American writers of the nineteenth century. Today we'll begin our study of twentieth-century novelists with a look at Ernest Hemingway.

From this introduction, we know that

. . . the speaker is a teacher
. . . the audience is a group of students
. . . the course is in American literature
. . . the talk will concern Ernest Hemingway

Not all talks will begin with so much detail. However, it is important to concentrate on the opening lines to learn this kind of information.

## Exercise 15

**Focus:** Listening to the opening lines of Mini-Talks and answering overview questions about the main ideas, speakers and audiences, settings, and so on.

**Directions:** Listen to the introductions and the questions about them. Then mark the answer choice—(A), (B), or (C)—that correctly completes the sentence. The first one is done as an example.

Now start the audio.

1. _____ (A) A teacher.
   _✔_ (B) A tour guide.
   _____ (C) A photographer.
2. _____ (A) A description of the wildlife preserve.
   _____ (B) Advice about outdoor photography.
   _____ (C) The scientific classification of buffaloes.
3. _____ (A) To explain the traditions of handball.
   _____ (B) To give information about the rules of tennis.
   _____ (C) To discuss the rules of handball.
4. _____ (A) At the end of a tournament.
   _____ (B) Before an exhibition game.
   _____ (C) During a game.

5. _____ (A) Factory workers.
_____ (B) Visitors to a factory.
_____ (C) Management trainees.

6. _____ (A) The process of canning soft drinks.
_____ (B) Management-labor teamwork.
_____ (C) The life cycle of plants.

7. _____ (A) The physical rewards of dancing.
_____ (B) The importance of the program to the university.
_____ (C) The disadvantages of being in the program.

8. _____ (A) Director of a dance program.
_____ (B) Professor of psychology.
_____ (C) Athletics coach.

9. _____ (A) A host at a party.
_____ (B) The president of a society.
_____ (C) The captain of a ship.

10. _____ (A) The role of the State Historical Society.
_____ (B) The history of New England.
_____ (C) The story of some shipwrecks.

11. _____ (A) Composition.
_____ (B) Fine arts.
_____ (C) Architecture.

12. _____ (A) The use of blueprints.
_____ (B) Methods of organization.
_____ (C) Editing papers.

13. _____ (A) Experienced skiers.
_____ (B) Ski instructors.
_____ (C) Beginning skiers.

14. _____ (A) The fundamentals of skiing.
_____ (B) Championship skiers.
_____ (C) The development of ski resorts.

15. _____ (A) Law.
_____ (B) Economics.
_____ (C) Classical languages.

16. _____ (A) A few weeks after the beginning of class.
_____ (B) In the first class meeting.
_____ (C) During the final exam.

17. _____ (A) On a boat.
_____ (B) At an aquarium.
_____ (C) On a plane.

18. _____ (A) The habits of whales.
_____ (B) Types of whales.
_____ (C) Efforts to protect whales.

19. _____ (A) Students who own bicycles.
_____ (B) New members of the campus police force.
_____ (C) Pedestrians concerned about safety.

20. _____ (A) To describe some recent accidents.
_____ (B) To introduce a new program.
_____ (C) To provide safety and security hints.

## LESSON 16

### ANSWERING DETAIL QUESTIONS ABOUT MINI-TALKS

Most of the questions about Part C talks are **detail questions** that ask about specific points in the talk. The majority of these questions are **factual questions,** asking about facts, reasons, places, or dates mentioned by the speaker. This type of question often begins, "According to the speaker, . . ." Incorrect answers are often mentioned at some point in the talk but are not appropriate answers to the questions as asked.

You are not permitted to take written notes while listening to the lecture.

A few questions about the Part C talks are **inference questions.** Many of these questions begin, "What does the speaker imply about . . ." or "What can be inferred from the lecture about . . ."

As in Part B, if a speaker emphasizes a point in the lecture by going back to it or repeating it, there will probably be a question about it.

> M: . . . Now, in the days of the California Gold Rush, the journey by ship from the East Coast to San Francisco took about six months. Can you imagine that—gold-seekers spent six months at sea just getting to California!

There will almost certainly be a question about how long it took to get from the East Coast to San Francisco during the Gold Rush.

## Exercise 16.1

**Focus:** Answering detail and inference questions based on specific points in Part C talks.

**Directions:** You will hear three talks, each one divided into several short portions. After each portion, there will be a number of questions based on that part of the talk. Mark the best answer choice—(A), (B), or (C)—for each question. The first one is done as an example.

Now start the audio.

### Talk A

1. _____ (A) It covers some difficult topics.
   _✔_ (B) It's unlike other biology courses.
   _____ (C) It has never been offered by this department.

2. _____ (A) By visiting a coral reef.
   _____ (B) By going to the library.
   _____ (C) By going to a farm.

3. _____ (A) Diving.
   _____ (B) Photography.
   _____ (C) Biology.

4. _____ (A) As harmful.
   _____ (B) As easily damaged.
   _____ (C) As frightening.

5. _____ (A) Transportation.
   _____ (B) Housing.
   _____ (C) Basic equipment.

6. _____ (A) Traveling by ship.
   _____ (B) Trying to get financial aid.
   _____ (C) Applying to another university.

### Talk B

7. _____ (A) They have such impressive appetites.
   _____ (B) They sometimes walk on two legs.
   _____ (C) They frequently attack people.

8. _____ (A) They will eat anything except plants.
   _____ (B) They eat only honey.
   _____ (C) They aren't limited to a few types of food.

9. _____ (A) Five feet.
   _____ (B) Ten feet.
   _____ (C) Fifteen feet.

10. _____ (A) In Alaska.
    _____ (B) In Yellowstone National Park.
    _____ (C) All over the United States.

11. _____ (A) The kodiak bear.
    _____ (B) The grizzly bear.
    _____ (C) The black bear.

12. _____ (A) They are sometimes not as friendly as they seem.
_____ (B) They are much more dangerous than grizzly bears.
_____ (C) They look dangerous but are usually friendly.

**Talk C**

13. _____ (A) In the 1950's.
_____ (B) In the 1970's.
_____ (C) In the 1990's.

14. _____ (A) They fly off into deep space.
_____ (B) They remain in orbit forever.
_____ (C) They burn up in the atmosphere.

15. _____ (A) Three to four hundred.
_____ (B) Eight thousand.
_____ (C) Half a million.

16. _____ (A) They are too small.
_____ (B) They are too far away.
_____ (C) They are moving too fast.

17. _____ (A) A large booster rocket.
_____ (B) A piece of metal the size of an aspirin.
_____ (C) A tiny fleck of paint.

18. _____ (A) Their high speed.
_____ (B) Their jagged shape.
_____ (C) Their tremendous size.

19. _____ (A) An aspirin.
_____ (B) A piece of debris.
_____ (C) A model of the debris collector.

20. _____ (A) They detect the debris.
_____ (B) They store the debris.
_____ (C) They collect the debris.

21. _____ (A) It has already been tested on Earth.
_____ (B) It has not been built yet.
_____ (C) It has already been used on a spacecraft.

## Exercise 16.2

**Focus:** Answering detail questions about complete Part C talks.

**Directions:** You will hear a number of Part C Mini-Talks. After each talk, there will be a number of questions based on that part of the talk. Mark the best answer choice—(A), (B), or (C)—for each question. The first one is done as an example.

Now start the audio.

1. _____ (A) Two years.
_✔_ (B) Three years.
_____ (C) Five years.

2. _____ (A) Student fees.
_____ (B) Room-and-board charges at the dormitory.
_____ (C) Student insurance rates.

3. _____ (A) Its tuition rates are going up faster than the ones at Hambleton University.
   _____ (B) It has the highest tuition rates in the state.
   _____ (C) Its tuition rates are still lower than those at Hambleton University.

4. _____ (A) An executive on the Student Council.
   _____ (B) A member of the Board of Regents.
   _____ (C) A spokesperson for the administration.

5. _____ (A) A new dormitory will not be built.
   _____ (B) The proposal to increase student services will not be adopted.
   _____ (C) The tuition will not be raised.

6. _____ (A) A starfish.
   _____ (B) A salamander.
   _____ (C) A mammal.

7. _____ (A) A snake sheds its skin and grows a new one.
   _____ (B) An insect grows a new limb.
   _____ (C) A baby gets its first set of teeth.

8. _____ (A) Embryonic cells.
   _____ (B) Specialized cells.
   _____ (C) Nerve cells.

9. _____ (A) To treat diseases among animals.
   _____ (B) To learn to speed up the process among lower animals.
   _____ (C) To apply what they learn to human medicine.

10. _____ (A) Before the Revolutionary War.
    _____ (B) During the Revolutionary War.
    _____ (C) After American independence.

11. _____ (A) His military service.
    _____ (B) His political philosophy.
    _____ (C) His dictionary.

12. _____ (A) T-H-E-A-T-R-E instead of T-H-E-A-T-E-R.
    _____ (B) L-A-B-O-U-R instead of L-A-B-O-R.
    _____ (C) N-I-F instead of K-N-I-F-E.

## ANSWER SHEET
## MINI-TEST 3: MINI-TALKS

| | | |
|---|---|---|
| 1. (A) (B) (C) (D) | 5. (A) (B) (C) (D) | 9. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 6. (A) (B) (C) (D) | 10. (A) (B) (C) (D) |
| 3. (A) (B) (C) (D) | 7. (A) (B) (C) (D) | 11. (A) (B) (C) (D) |
| 4. (A) (B) (C) (D) | 8. (A) (B) (C) (D) | 12. (A) (B) (C) (D) |

## MINI-TEST 3: MINI-TALKS

**Directions:** Listen to the talks and the questions about them. Decide which one of the four answer choices—(A), (B), (C), or (D)—is the best answer to the question. Then mark the appropriate answer on the answer sheet.

Now start the audio.

1. _____ (A) An improved toothbrush.
   _____ (B) Recent developments in genetics.
   _____ (C) New uses for bacteria.
   _____ (D) A means of fighting tooth decay.
2. _____ (A) They have many side effects.
   _____ (B) They occur naturally in people's mouths.
   _____ (C) They attack one type of bacteria.
   _____ (D) They cause tooth decay.
3. _____ (A) Microbiology.
   _____ (B) Genetic engineering.
   _____ (C) Dentistry.
   _____ (D) Civil engineering.
4. _____ (A) Plan A includes dinner, but Plan B does not.
   _____ (B) Plan B is more expensive than Plan A.
   _____ (C) Plan B includes Sunday dinner, but Plan A does not.
   _____ (D) Plan A provides for three meals on most days while Plan B provides for only two.
5. _____ (A) The Bengal Grill.
   _____ (B) Restaurants near campus.
   _____ (C) The Tiger's Lair.
   _____ (D) The dormitory cafeterias.
6. _____ (A) A receipt.
   _____ (B) A check.
   _____ (C) A student ID card.
   _____ (D) A friend.
7. _____ (A) Selling one's meal tickets to anyone else.
   _____ (B) Eating at a dormitory where one does not live.
   _____ (C) Eating at a cafeteria if one lives off campus.
   _____ (D) Going back for more than one serving of food.
8. _____ (A) They are open longer hours.
   _____ (B) They serve many more students.
   _____ (C) They offer a wider variety of foods.
   _____ (D) They charge lower prices.

9. _____ (A) Visitors to the Bronx Zoo.
   _____ (B) Zoology students.
   _____ (C) Visitors to the City Zoological Gardens.
   _____ (D) New employees at the zoo.
10. _____ (A) They were usually sleeping when visitors were present.
   _____ (B) They were uncomfortable because they were exposed to direct sunlight.
   _____ (C) They couldn't be observed because they were always in darkness.
   _____ (D) They couldn't sleep well and therefore became ill.
11. _____ (A) To make them visible to observers.
   _____ (B) To put them to sleep.
   _____ (C) To simulate natural daylight.
   _____ (D) To allow them to see clearly.
12. _____ (A) Study marsupial mammals.
   _____ (B) Leave the zoo.
   _____ (C) Look at the nocturnal animals.
   _____ (D) Go to the World Down Under exhibit.

# Mini-Lessons for Section 1

## Idiomatic Expressions

A knowledge of idioms is important for the Listening Comprehension section, especially Part A. These Mini-Lessons contain lists of some 300 expressions and their definitions as well as exercises to familiarize you with most of these expressions. Many of the expressions listed here have appeared on the Listening Comprehension sections of TOEFL exams in the past, some of them several times.

**Notes:**

1. If a phrase contains a word in parentheses, that word is used only if the verb is followed by an noun or pronoun.

   Example:
   catch up (with)

   You go ahead. I'll catch up later. (no noun or pronoun)
   I'll catch up with you later. (pronoun)

2. The words *one* and *someone* are used to indicate that any pronoun (or sometimes a noun) can be used in this expression.

   Example:
   on one's own

   How long have you been on *your* own?
   Tom's been on *his* own for several years.

## Mini-Lesson 1.1

**about to** almost ready to
**above all** most importantly
**add up** make sense; be logical
**all at once** suddenly; without warning
**all of a sudden** all at once; suddenly
**as a matter of fact** in reality; actually
**as a rule** generally; customarily
**at ease** not nervous; calm
**at the drop of a hat** quickly; without any preparation time

**back out (of)** withdraw an offer
**bank on** depend on; count on
**be my guest** do what you want; feel free; help yourself
**be rusty** need practice or review
**beats me** I don't know; I have no idea (often used in response to a question)
**better off** in an improved condition.
**bite off more than one can chew** take on more responsibility than one can handle
**bound to** certain to; sure to
**break down** stop functioning (a machine, for example)
**break in (on)** interrupt
**break the ice** break through social barriers (as at a party)
**break the news (to)** inform; give bad news
**break up** end (a meeting, for example)
**break up (with)** stop being a couple (a boyfriend and girlfriend, for example)
**a breeze** something very simple and easy to do

**bring about** cause to happen
**bring up** (1) raise (a child)
(2) introduce (a topic, for example)
**brush up on** review; study; practice
**bump into** meet unexpectedly; run into
**by and large** mostly; generally; on the whole
**by heart** by memory; learned word for word
**by no means** in no way; not at all

**Exercise:** Fill in the blanks in the sentences or dialogs with idioms from the list above. There will be one word per blank. It may be necessary to change the verb forms in order for the sentence to be grammatically correct. The first one is done as an example.

1. "Can you talk now?"
   "No, I'm *about* *to* go to the grocery store, but I'll call you as soon as I get back."
2. "You're probably too tired to play another game of racquetball, right?"
   "I'm not that tired, really. _____ _____ _____ _____ _____, I'd enjoy another game."
3. "Will you support my proposal at the meeting?"
   "Certainly. You can _____ _____ my support."
4. I was talking to my aunt when suddenly my cousin George Ann _____ _____ _____ our conversation.
5. "I understand Diane lost her job."
   "Yes, but she's actually _____ _____. She found a more interesting job with a higher salary."
6. _____ _____ _____, Carlos is very punctual, but he sure was late tonight.
7. My car _____ _____ last week, and I had to take the bus to work until it was repaired.
8. I was taking a quiet walk last night when, _____ _____ _____ _____, there was a loud explosion.
9. Kent is _____ _____ fail that class if he doesn't start studying.
10. They _____ _____ their children to be honest.
11. There were a few things I didn't like about Professor Wong's class, but _____ _____ _____ I enjoyed it.
12. "I think Matthew was cheating on that quiz."
    "That doesn't _____ _____. Why should the best student in the class cheat?"
13. "Can I have another sandwich?"
    "Sure, _____ _____ _____. I made plenty."
14. Actors and actresses must know their lines _____ _____.
15. If you don't want to talk about this problem, why did you _____ it _____?
16. Many accidents are _____ _____ by carelessness.
17. Their team won the game, but they _____ _____ _____ dominated it. It was a very close game.
18. "What a boring party. No one is talking to one another."
    "Maybe we should put on some music and start dancing. That might _____ _____ _____."
19. "Have you studied Spanish before?"
    "Yes, but it's been years since I took a Spanish class, so I'll need to _____ _____ _____ it before I go to Venezuela."
20. "You're taking five classes this term?"
    "Yes, and I'm having trouble getting caught up. I'm afraid I _____ _____ _____ _____ this time."

21. "You're all packed and ready to go, I see."
"I could leave _____ _____ _____ _____ _____ _____."

22. "Do you know what the name of this street is?"
"_____ _____. This is the first time I've ever been in this town."

23. "How's that biology class you're taking?"
"So far, it's been _____ _____. We've just been going over things I studied last semester."

24. "What time did the party _____ _____ last night?"
"I don't know. It was still going on when I went home."

25. "I was awfully nervous when I gave that speech."
"Really? You hid it well. I thought you were completely _____ _____."

## Mini-Lesson 1.2

**call it a day** stop working for the day; go home
**call off** cancel
**call on** visit
**calm down** relax
**care for** (1) take care of
(2) like; feel affection for
**catch on** become popular
**catch on (to)** understand; learn
**catch up (with)** go as fast as; catch
**check in** (or **into**) register (at a hotel)
**check out (of)** (1) leave (a hotel)
(2) take material (from a library, for example)
**cheer up** become cheerful; be happy
**chip in (on/for)** contribute
**clear up** (1) clarify; make understandable
(2) become nice and sunny (used to talk about the weather)
**come across** find; meet; encounter
**come around (to)** begin to change one's opinion; begin to agree with
**come down with** become sick with (an illness)
**come up with** think of (an idea)
**cost an arm and a leg** be very expensive
**count on** depend on; rely on; bank on
**count out** eliminate; no longer consider as a factor
**cut off** stop; discontinue (a service, for example)
**cut out for** have an aptitude for; be qualified for

**Exercise:** Fill in the blanks in the sentences or dialogs with idioms from the list above. There will be one word per blank. It may be necessary to change the verb forms in order for the sentence to be grammatically correct.

1. The reception in the garden was _____ _____ because of a thunderstorm.
2. Don't get so excited. Just _____ _____ and tell us what happened.
3. I was looking up some information in the almanac when I _____ _____ an interesting fact.
4. I can _____ _____ _____ my car. It's very dependable and never breaks down.
5. How did you _____ _____ _____ such a strange idea?
6. I arrived in town last night at seven-thirty and _____ _____ my hotel at around eight. This morning I plan to _____ _____ at about nine.

7. "Did you rent this videotape?"
   "No, I _____ it _____ _____ the library."
8. You look tired. Why don't we _____ _____ _____ _____ and finish up tomorrow?
9. It won't be too expensive to buy Professor McMillen a present if we all _____ _____ _____.
10. If Arthur doesn't pay his electric bill soon, the utilities company might _____ _____ _____ his electricity.
11. "I don't understand this theorem at all."
    "Talk to Professor Adler. I'll bet she can _____ _____ your confusion."
12. Who _____ _____ your cat while you were out of town?
13. A good stereo system doesn't have to _____ _____ _____ _____ _____ _____. You can find one for a reasonable price.
14. Cauliflower isn't my favorite vegetable. In fact, I don't _____ _____ it at all.
15. "I'm depressed. I didn't do very well on the first quiz."
    "_____ _____! That quiz only counted for 10% of the total grade, and I'm sure you'll do better on the other tests."
16. "How did Eric do in the cross-country ski race?"
    "He got off to a bad start, so he never _____ _____ _____ the leading skiers."
17. "Why did Brenda drop out of business school?"
    "She decided she wasn't _____ _____ _____ a career in business. She's going to study art instead."
18. This song wasn't very popular when it was first recorded, but now it's starting to _____ _____.
19. "Your roommate is still planning to vote for Smithson for president of the Student Council?"
    "Yes, but I'm going to keep talking to him. I think eventually he'll _____ _____ _____ our point of view and vote for Brannigan."
20. That saleswoman _____ _____ her clients at least once a month because she thinks personal contact is important.
21. "Is it still raining?"
    "No, the rain has stopped and it's starting to _____ _____."

## Mini-Lesson 1.3

**day in and day out** constantly; for a long time
**die down** become less severe; quiet down
**do over** do again; repeat
**do without** not have
**down the drain** wasted; done for no reason (work, for example)
**dream up** invent; think of; come up with
**drop (someone) a line** send someone a letter
**drop in (on)** visit informally
**drop off** (1) leave something (a package, for example)
(2) take (someone) home; let someone out of a car
**drop out (of)** stop attending (classes, for example)

**easy as pie** very simple; a piece of cake
**eyes bigger than one's stomach** said of someone who takes more food than he or she can eat

**fall behind** not move as quickly as; lag behind
**fall through** fail to happen

**a far cry from** not similar to; not as good as
**fed up (with)** not able to tolerate; disgusted with; annoyed by
**feel free** do something if one wants
**feel like** be inclined to; want to
**feel like a million dollars** feel very good
**feel up to** feel able to do something; ready to
**few and far between** uncommon and infrequent
**figure out** understand; solve

**Exercise:** Fill in the blanks in the sentences or dialogs with idioms from the list above. There will be one word per blank. It may be necessary to change the verb forms in order for the sentence to be grammatically correct.

1. It took me hours to _____ _____ how to record programs on my DVD player.
2. If you could _____ _____ the laundry on the way to work, I'll pick it up on Monday.
3. "What a wonderful masquerade party!"
   "People certainly _____ _____ some interesting costumes, didn't they?"
4. "Do you _____ _____ going out tonight?"
   "No, I'd rather stay home and read."
5. "Why have you _____ _____ in your French class?"
   "I was sick and I missed a few classes. But I'm studying hard to catch up."
6. "Why do we need to get gas now? We have quite a bit left."
   "This highway goes through some very empty country, and gas stations are _____ _____ _____ _____."
7. Howard's teacher wasn't satisfied with the work he had done, so she asked him to _____ it _____.
8. I'm _____ _____ _____ my roommate's lack of responsibility. He never pays his bills or his share of the rent on time.
9. "Isn't your class picnic today?"
   "No, our plans for the picnic _____ _____."
10. "The food at that new restaurant isn't bad."
    "It's all right, but _____ _____ _____ _____ it's the food at Mario's. Now *that* is a great restaurant!"
11. Ben had to _____ _____ _____ the university because of financial problems.
12. After blowing furiously all day, the wind finally _____ _____.
13. "Do you telephone friends before you visit, or just _____ _____ _____ them?"
    "It depends. If they're close friends, I just visit them. If they're acquaintances, I generally call first."
14. "I'm tired of the same old routine."
    "I know how you feel. I get tired of doing the same things _____ _____ _____ _____ _____ too."
15. "Ralph really loaded up his tray with food."
    "He'll never eat it all. Ralph's _____ are _____ _____ his _____."
16. "I need to use a computer for a few hours."
    "_____ _____ to use my laptop computer. I don't need it this morning."
17. "I've missed James since he moved to Seattle."
    "You should _____ him _____ _____ and let him know how you're doing. I'm sure he'd love to get a letter from you."

## Mini-Lesson 1.4

**fill in** write in a blank (on an application form, for example)
**fill in (for)** substitute for
**fill one in** provide missing information
**fill out** complete (an application form, for example)
**find out** learn; discover
**a fish out of water** someone not in his or her normal surroundings
**fix up** repair; renovate
**follow in one's footsteps** do what someone else did (especially a parent)
**for good** permanently; forever
**for the time being** temporarily; for now
**from out of the blue** unexpectedly; without warning

**get a kick out of (doing something)** enjoy; have fun doing something
**get along with** have good relations with
**get carried away** go too far; do too much; buy too much
**get in one's blood** become a habit; become customary
**get in over one's head** take on too much responsibility; bite off more than one can chew
**get in the way** block; obstruct
**get in touch with** contact
**get off** leave (a vehicle)
**get off the ground** start to be successful
**get on** board (a vehicle)
**get over** recover from (a disease)
**get rid of** discard; no longer have
**get under way** begin; start
**give (someone) a cold shoulder** act unfriendly toward someone; ignore
**give away** distribute (for free)

**Exercise:** Fill in the blanks in the sentences or dialogs with idioms from the list above. There will be one word per blank. It may be necessary to change the verb forms in order for the sentence to be grammatically correct.

1. "How did you _____ _____ where Warren lives?"
   "I just looked it up in my address book."
2. "I'm interested in the job that was advertised in the newspaper."
   "Fine. Just _____ _____ this application form."
3. Don't forget to _____ _____ the date on your check.
4. "Is Agnes still mad at you?"
   "I suppose so. I saw her at a party last weekend, and she just _____ me _____ _____ _____."
5. "Are you moving to Baltimore _____ _____?"
   "No, just _____ _____ _____ _____. I'll be back here in a month or two."
6. "That old paint that you have stored in your garage is a fire hazard."
   "You're right. I should _____ _____ _____ it."
7. Some companies _____ _____ free samples of new products in order to familiarize consumers with them.
8. "How's that advanced computer class you're taking, Polly?"
   "Not so good. I can't understand a word that the teacher or any of the students are saying. I really feel like _____ _____ _____ _____ _____."
9. "Don't you just hate all this graffiti?"
   "It *is* ugly, isn't it? I've never understood why people _____ _____ _____ _____ _____ writing on walls. It doesn't seem like much fun to me."

10. When the train stopped, a mysterious looking woman in a black raincoat _____ _____ the train and found her seat.
11. "Maxwell's project will be very successful, I think."
"Oh, I don't know. I'm not sure it will ever _____ _____ _____ _____."
12. Do you _____ _____ _____ your new roommate, or do you two argue?
13. "That run-down old house that David bought looks terrific."
"Yes, he's _____ it _____ beautifully, hasn't he?"
14. "Has Edward _____ _____ _____ _____ you lately?"
"No, he hasn't. I don't think he has my new telephone number."
15. "Will the concert start soon?"
"It should _____ _____ _____ any minute now."
16. Living by the ocean really _____ _____ your _____. Once you've lived here, you never want to leave.
17. This is the last stop. Everyone has to _____ _____ the bus here.
18. Professor Dunbar came down with the flu, so her teaching assistant _____ _____ _____ her for a few days.

## Mini-Lesson 1.5

**get the hang of something** learn how to do something
**give a hand** applaud; clap
**give a hand (with)** assist
**go easy on** not punish severely
**go on (with)** continue
**go overboard** do too much; buy too much
**go with** (1) accompany
(2) look good together; complement (for example, two articles of clothing)
**go without saying** be clear; be obvious
**grow up** to mature; to become an adult

**hand in** give back to; return
**hand out** distribute
**hang on** wait
**hard to come by** difficult to find
**have a heart** be compassionate; show mercy
**have a hunch** have an intuitive feeling
**have a word with (someone)** talk to someone briefly
**have on** wear
**have one's hands full** be very busy; have a challenging job
**have the time of one's life** have fun; have a great time
**hear firsthand (from)** get information directly from someone
**hear from** be contacted by; be in touch with
**hear of** know about; be familiar with
**hit it off** become friendly (especially at a first meeting)
**hit the road** leave; go away
**hold on** wait
**hold on (to)** grasp
**hold still** not move
**hold up** delay

**Exercise:** Fill in the blanks in the sentences or dialogs with idioms from the list above. There will be one word per blank. It may be necessary to change the verb forms in order for the sentence to be grammatically correct.

1. Everett was born in the South, but he _____ _____ in Michigan.
2. At the beginning of the class, the instructor _____ _____ the quizzes and told the students they had ten minutes in which to finish.
3. After ten minutes, the students _____ _____ their quizzes to the instructor.
4. "Have you ever _____ _____ William Carlos Williams?"
   "I believe so. He was a poet, wasn't he?"
5. "Hello, is Gina there?"
   "Yes, _____ _____ a minute and I'll get her."
6. "You're graduating next month, right?"
   "Yes, but I'm going to _____ _____ _____ my studies in graduate school."
7. _____ _____ while I take your photograph. I don't want the picture to be blurry.
8. "I got stopped by the police for speeding. I have to pay a big fine."
   "Well, you could talk to the judge and ask him to reduce it. Since you've never been stopped for speeding before, maybe he'll _____ _____ _____ you."
9. "Do you like this blouse?"
   "Yes, but I think the grey silk one would _____ better _____ your jacket."
10. "So, Dave is teaching you how to wind surf?"
    "Yes, and he's such a good teacher that I'm already _____ _____ _____ _____ it."
11. The audience _____ the cast a big _____ after their wonderful performance.
12. "Do you think Iris will pass the history test?"
    "That _____ _____ _____. In fact, she'll probably have the best grade in the class."
13. "What _____ _____ your flight?"
    "There was a big snowstorm in Denver that delayed a lot of flights."
14. "Have you _____ _____ Maureen since she went to Hawaii?"
    "Yeah, I got a postcard from her yesterday. She said she's _____ _____ _____ _____ her _____ and never wants to come home."
15. Can you _____ me _____ _____ _____ this luggage? It's too heavy for me to carry myself.
16. The wind is starting to blow. You'd better _____ _____ _____ your hat.
17. "Oh, you bought that new book by Richard Stone."
    "Yes, but that book is _____ _____ _____ _____. I looked for it in three or four bookstores before I finally found it."
18. It's getting late. I'd better _____ _____ _____ if I want to get home by midnight.
19. "Can I _____ _____ _____ _____ you now, Professor Rivera?"
    "I've got to go to class right now. Drop by my office later, and we'll talk then."
20. "You sure bought a lot of groceries."
    "Yeah, I guess I _____ _____. I should never go grocery shopping when I'm hungry."

## Mini-Lesson 1.6

**in a nutshell** in summary; in brief
**in favor of** in agreement with; supporting
**in hot water** in trouble
**in no time** very soon; very quickly
**in person** face to face (not by telephone, letter, etc.)
**in store** in the future; coming up
**in the dark** not knowing; confused
**in the long run** over a long period of time
**in the same boat** in the same situation; having the same problem
**iron out** solve (a problem)

**join the club** have the same problem as other people
**jump to conclusions** form opinions without sufficient evidence

**keep an eye on** watch; take care of; look after
**keep an eye out (for)** look for
**keep on (with)** continue
**keep track of** know where something or someone is
**keep up (with)** maintain the same speed as
**kill time** spend time doing unimportant things (before an appointment, for example)
**know like the back of one's hand** be very familiar with

**lay off** put out of work
**learn the ropes** become familiar with; get used to; get the hang of
**leave out** not include; omit
**leave someone/something alone** not disturb
**let someone down** disappoint
**let up** decline in intensity (rain, for example)
**look after** take care of, mind
**look for** try to locate
**look forward to** anticipate (with pleasure)
**look into** investigate

**Exercise:** Fill in the blanks in the sentences or dialogs with idioms from the list above. There will be one word per blank. It may be necessary to change the verb forms in order for the sentence to be grammatically correct.

1. Will you _____ _____ _____ _____ my dog while I go in the drugstore?
2. Kathy's daughter has such short legs that she has a hard time _____ _____ _____ the other children.
3. The store had to _____ _____ a number of clerks because sales were down.
4. "You must be anxious to go on your vacation."
   "I certainly am. I'm really _____ _____ _____ this trip."
5. Don't _____ _____ _____. Maybe your jewelry wasn't stolen after all.
6. "I need to find a new apartment."
   "There might be some vacancies in the building where I live. I'll _____ _____ _____ _____ _____ one."
7. The company may lose some money now, but _____ _____ _____ _____, this is a good investment.
8. Alex complained that no one invited him to any social events and that he felt _____.
9. "Can you hurry over here? I need to see you right away."
   "Sure. I'll be there _____."

10. "May I help you, sir?"
"No, I'm just looking around and trying to _____ some _____ until my wife finishes shopping."
11. "Has it stopped raining yet?"
"No, but it's beginning to _____ _____ a little."
12. "I can't go to Daryl's party this weekend. I have to study."
"Guess we're _____ _____ _____ _____. I've got to study too."
13. "Should we stop and spend the night at this motel?"
"No, let's _____ _____ driving for a few more miles."
14. If you find a baby animal in the woods, don't touch it. Just _____ it _____.
15. I _____ all over town _____ a good used car, but I couldn't find one.
16. Stella's sister _____ _____ her baby while Stella is at work.
17. "If you don't know how to use this software, why don't you ask Joanne to help?"
"I *did* ask her, but I'm still _____ _____ _____. I didn't understand a word she said."
18. The police are _____ _____ the crime.
19. "Did Amanda ever complete her project?"
"She's almost finished. She just has a few minor problems left to _____ _____."
20. Alfred is _____ _____ _____ with his boss because he didn't finish an important project by the deadline.
21. "Has Marilyn gotten used to her new job at the bank yet?"
"It took her awhile, but I think she's finally _____ _____ _____ there."
22. Are you _____ _____ _____ this proposal or against it?
23. "Are you familiar with this neighborhood?"
"I grew up here, so I _____ _____ _____ _____ _____ my _____."
24. "Is your roommate at home now?"
"I have no idea. I can never _____ _____ _____ his comings and goings."
25. "I understand that you have a new dean over at the Business School."
"Yes, his name is Dean Nishimura. He has a completely different philosophy of business education from the one Dean Woodford had, so I'm sure that some big changes are _____ _____ for us."

## Mini-Lesson 1.7

**look like** resemble
**look out (for)** be careful
**look over** examine; read
**look up** (1) find information (especially in a reference book)
(2) try to locate someone
**look up to** respect; admire

**make a fool of oneself** act embarrassingly
**make a point of** make a special effort
**make ends meet** balance a budget
**make sense (of)** be logical and clear; understand
**make up** invent; create
**make up one's mind** decide
**make way for** allow space for; provide a path for
**mean to** intend to

**mixed up** confused
**music to one's ears** something that sounds pleasant

**a nervous wreck** someone who is very nervous
**next to nothing** very little (money, for example); cheap
**no doubt about it** certainly; definitely
**no harm done** there was no damage done
**not at all** not in any way; not to any degree
**not believe one's ears** (or **eyes**) be unable to believe what one hears (or sees)
**not think much of** not like; not have a good opinion of

**odds and ends** small, miscellaneous items
**an old hand (at)** an experienced person
**on edge** nervous
**on end** consecutively, without a break (*days on end*, for example)
**on hand** easily available
**on needles and pins** nervous; anxious
**on one's own** independently
**on second thought** after reconsidering
**on the go** always busy; always moving
**on the tip of one's tongue** almost able to remember
**on the whole** in general
**out of (something)** not having something
**out of one's mind** insane; illogical; irrational
**out of order** broken; not functioning properly
**out of the question** definitely not; impossible
**over and over** again and again; repeatedly
**over one's head** not understandable (a joke, for example); obscure

**Exercise:** Fill in the blanks in the sentences or dialogs with idioms from the list above. There will be one word per blank. It may be necessary to change the verb forms in order for the sentence to be grammatically correct.

1. "Have you _____ _____ this contract yet?"
   "Not yet. I'll try to read it this weekend."
2. "I think I'll have the prime rib, waiter."
   "All right, sir."
   "Wait, no— _____ _____ _____, I think I'll have the chicken."
3. Is this story true, or did you just _____ it _____?
4. You can't get a soda from that machine. There's a sign on it that says "_____ _____ _____."
5. Sherry _____ _____ _____ her father because of all the help and good advice he's given her.
6. I don't have much cash _____ _____, but I can get some from an automatic teller machine.
7. What a confusing movie! I couldn't _____ _____ _____ it.
8. "You did a fine job on this research paper, especially on the bibliography."
   "Thanks. I _____ _____ _____ getting the bibliography exactly right. I did it _____ _____ _____ until it was perfect."
9. "What's Fritz's cousin's name?"
   "It's _____ _____ _____ _____ my _____, but I can't quite remember."
10. "Hello. I'd like to reserve a room for this weekend."
    "I'm afraid that's _____ _____ _____ _____. The hotel is fully booked this weekend."

11. "Do you have any fresh peaches?"
"Sorry, I'm _____ _____ them. I just sold the last crate of peaches."
12. "Listen to the roar of the engines."
"Yeah, it's _____ _____ my _____. I just love going to these car races."
13. The plane was delayed for hours _____ _____. I thought we'd never get off the ground.
14. "Have you finished moving into your new apartment?"
"Almost. There are still a few _____ _____ _____ in my old apartment that I need to move today."
15. "Brad sure is busy, isn't he?"
"Yeah, he's involved in so many activities that he's always _____ _____ _____ _____."
16. There are so many interesting dishes on the menu that it's hard for me to _____ _____ my _____ which one to order.
17. If you go into the swamp, _____ _____ _____ alligators.
18. "When will you be informed of the test results?"
"Not until Monday, so I'll be _____ _____ _____ _____ all weekend."
19. "Do you know what the capital of South Dakota is?"
"I'm not sure. Let's _____ it _____ in this atlas."
20. They're going to tear down those old warehouses to _____ _____ _____ a big new hotel.
21. "I like that painting you bought. Did it cost much?"
"No, the artist sold it to me for _____ _____ _____."
22. "How was your final exam, Laurie?"
"A couple of questions were tricky, but _____ _____ _____ it was pretty easy."
23. "I'm sorry I knocked that vase over. I didn't mean to."
"_____ _____ _____. It wasn't damaged."
24. I must have been _____ _____ my _____ when I signed the lease on this apartment. I can't afford this much rent.
25. He didn't _____ _____ break the plate; it was an accident.
26. "I didn't know you could play horseshoes so well."
"Oh, I'm _____ _____ _____ _____ horseshoes. I've been playing since I was a kid."
27. You must be _____ _____. This isn't River Street; it's Laurel Avenue.
28. "How long have you been living alone?"
"I've been _____ my _____ since I graduated from high school."
29. "Did you find that lecture boring?"
"_____ _____ _____. In fact, I thought it was fascinating."
30. "Christine is so funny, she should be a stand-up comic."
"I suppose, but a lot of her jokes go right _____ _____ my _____ I just don't get them."

## Mini-Lesson 1.8

**part with** no longer have; get rid of; not be in the company of
**pass up** not accept; not choose
**pass with flying colors** do very well (on a test)
**pat oneself on the back** congratulate oneself
**pay attention (to)** concentrate on; focus on
**pick out** choose; select

**pick up** (1) take something from a surface (for example, a floor)
(2) go to a location and get someone or something
(3) learn (especially without formal training)
**pick up the tab (for)** pay for
**the picture of** a perfect example of something
**play it by ear** do something without a definite plan
**play it safe** choose a cautious plan
**point out** indicate
**a pretty penny** a lot of money
**pull one's leg** joke with someone; make up a story
**push one's luck** to continue doing something too long; to keep taking chances
**put aside** save for later; set aside
**put away** return something to its proper place
**put off** delay; postpone
**put on** begin to wear
**put together** assemble
**put up with** tolerate

**Exercise:** Fill in the blanks in the sentences or dialogs with idioms from the list above. There will be one word per blank. It may be necessary to change the verb forms in order for the sentence to be grammatically correct.

1. Vanessa is allergic to tobacco smoke, so she can't _____ _____ _____ smoking.
2. "That conference you attended in San Diego must have been very expensive."
"Yes, but fortunately, the company I work for _____ _____ _____ _____ _____ it."
3. I asked my teacher to _____ _____ the mistakes that I made in my essay so that I could correct them.
4. "What do you want to do tomorrow?"
"I don't know. Let's just _____ _____ _____ _____."
5. "You should get rid of that old leather jacket."
"I know, but I hate to _____ _____ it. I've had it for years."
6. "How did you learn how to make such beautiful pottery? Did you take a class in ceramics?"
"No, I just _____ it _____ on my own."
7. "Can you read that sign?"
"Just a minute. Let me _____ my glasses _____."
8. It took Linda weeks to _____ _____ that thousand-piece jigsaw puzzle.
9. This bike cost _____ _____ _____ _____, but I think it was worth it.
10. "I passed the first two quizzes in this class, and I scarcely studied for them at all."
"Well, if I were you, I wouldn't _____ my _____ any further. You should study for the next quiz because it's going to be a lot harder."
11. I'll _____ _____ _____ the laundry that you dropped off at the cleaners this morning.
12. The child _____ _____ her toys from the floor and then _____ them _____ in her toy box.
13. Bert and Mary had to _____ _____ their dinner party until next weekend because Bert wasn't feeling well.
14. "Who _____ _____ that tie for you?"
"No one. I chose it myself."
15. "Are you going to take that job?"
"No, I decided to _____ it _____ because I don't want to relocate."
16. _____ _____ as I read the directions or you won't understand what to do.

17. "I finally finished collecting all the materials I need to write my report."
"Great, but don't be too quick to _____ yourself _____ _____ _____. You still have to write the report and then word-process it."

18. "How did you do on your final exams?"
"Great! I _____ them all _____ _____ _____."

19. I'm going to _____ this magazine _____ for now and read it later.

20. I wouldn't believe a word Lynn told you. She's just _____ your _____.

## Mini-Lesson 1.9

**right away** immediately
**ring a bell (with)** sound familiar to
**rough it** experience somewhat difficult or primitive conditions
**rule out** say something is impossible; eliminate
**run a temperature** have a fever
**run for office** try to get elected
**run into** (1) meet unexpectedly; bump into
(2) collide with
**run late** be late; be in a hurry
**run of the mill** ordinary
**run out of** exhaust the supply of

**save one's breath** don't bother asking someone
**search me** I don't know; I have no idea; beats me
**see eye to eye (with someone) (on something)** have the same opinion; be in agreement
**see (someone) off** accompany (to an airport or train station, for example)
**see to** take care of; check on; fix
**serve one right** receive the proper punishment; get the penalty one deserves
**short for** a nickname for
**show around** orient; give a tour
**show off** try to attract attention by unusual behavior
**show up** arrive
**shut down** close
**sign up (for)** enroll (for a class, for example)
**sing another tune** change one's opinion; feel differently
**size up** measure; estimate
**sleep on it** postpone a decision until the next day
**slowly but surely** gradually; steadily but not quickly
**snowed under** very busy
**so far, so good** up until now, there are no problems
**sooner or later** at some indefinite future time
**speak one's mind** say what one is thinking
**speak up** speak more loudly
**speak up for** support verbally
**spell out (for)** make something very clear; explain in detail

**Exercise:** Fill in the blanks in the sentences or dialogs with idioms from the list above. There will be one word per blank. It may be necessary to change the verb forms in order for the sentence to be grammatically correct.

1. "Has John gone back to Minneapolis yet?"
"Yes, I just _____ him _____ at the airport."

2. "This pipe is leaking again."
   "We'd better have a plumber _____ _____ it."
3. I was late because I _____ _____ _____ gasoline.
4. Write down your ideas _____ _____. If you wait to write them down, you may forget them.
5. When the factory _____ _____, hundreds of workers were laid off.
6. "Did you _____ _____ _____ Professor Carmichael's class?"
   "No, I decided to take Professor Knudson's class instead."
7. "Vicki, how's that project you're working on coming along?"
   "_____ _____, _____ _____, but the tricky part will be next week."
8. "Have you ever heard of an actor named Anthony Reed?"
   "Hmmm. I don't think so. The name doesn't _____ _____ me at all."
9. "Frank doesn't take a hint very well, does he?"
   "No, you have to _____ things _____ _____ Frank. He likes everything crystal clear."
10. I'd heard that the clothes in this store were very nice, but I found them _____ _____ _____.
11. "Bennet thought those stories Tina told about you were pretty funny."
    "They weren't funny; they were embarrassing. Bennet would be _____ _____ _____ if Tina had told that kind of story about him."
12. Norman doesn't like to _____ _____ when he goes on vacation. He prefers to stay at luxury hotels.
13. I don't like to go to parties too early. I'd rather _____ _____ a little bit late.
14. It's expensive to _____ _____ _____ these days. Political campaigns cost a lot of money.
15. "So, do you plan to buy this motorcycle or not?"
    "I'm still not sure. Can I _____ _____ it and let you know tomorrow morning?"
16. "Have you seen the campus yet?"
    "Yes, my cousin Melissa is a student there, and she _____ me _____."
17. "I'm collecting money for the Red Cross. I think I'll ask Pat to contribute."
    "_____ _ your _____. Pat never contributes to anything."
18. "Are you going to medical school?"
    "Not this year, but I wouldn't _____ it _____ in the future."
19. I _____ _____ my old friend Leslie downtown yesterday. I hadn't seen her for months.
20. "I understand you're learning how to speak Russian."
    "Yes, and it was really hard for me, especially at first. Now, though, I'm _____ _____ getting the hang of it."
21. "Your sister's name is Jessie?"
    "That's what everyone calls her—it's _____ _____ Jessica."
22. "Have a busy night at the restaurant?"
    "We weren't just busy—we were _____ _____! I've never seen so many customers!"
23. "I feel terrible. I have a terrible cold or maybe even the flu."
    "Are you _____ _____ _____? If you have a fever, then you probably have the flu."
24. My brother and I agree on most issues, but I sure don't _____ _____ _____ him _____ this proposal to build a new stadium.

## Mini-Lesson 1.10

**spick and span** extremely clean; spotless
**stack up against** compare with
**stamp out** eliminate; wipe out
**stand for** (1) tolerate; put up with
(2) symbolize; represent
**stand out** be noticeable
**stay out** not come home
**stay out (or up) to all hours** come home (or go to bed) very late
**stay up** not go to bed
**stick with** not change; stay with
**stock up on** get a large supply of something
**a stone's throw from** not far away from; close to
**stop by** visit informally; go to see
**straighten up** clean up; make tidy
**stuck with** have something one cannot get rid of

**take a break** stop working for a short time
**take a lot of nerve** require a lot of courage
**take a lot out of (someone)** be hard on someone; drain energy from someone
**take advantage of** utilize; make use of; exploit
**take after** resemble; look like (especially an older relative)
**take apart** disassemble
**take it easy** relax; calm down

**Exercise:** Fill in the blanks in the sentences or dialogs with idioms from the list above. There will be one word per blank. It may be necessary to change the verb forms in order for the sentence to be grammatically correct.

1. Vaccines have permitted doctors to virtually _____ _____ a number of diseases, including smallpox and polio.
2. "How late do you usually _____ _____?"
"I'm normally in bed by eleven on weekdays."
3. "How late do you usually _____ _____ on weekends?"
"I sometimes don't come home until two or three in the morning."
4. "Do you _____ _____ your mother or father?"
"I don't think I look much like either one of them."
5. Earl had no trouble _____ _____ the engine on the lawn mower, but then he couldn't put it back together.
6. You look a little tired. Why don't you _____ _____ _____ and finish your homework later?
7. The teacher won't _____ _____ cheating. When she caught one student cheating on the mid-term exam, she gave him a zero on that test.
8. "I tried and tried to find a buyer for this old car."
"Looks like you're _____ _____ it for now."
9. "My brother is going to invest all his savings in a new business venture."
"That _____ _____ _____ _____ _____. I'd be afraid to take a risk like that."
10. "I give up. I can't solve this chemistry problem."
"_____ _____ it. Eventually, you'll figure it out."
11. We have to leave the apartment _____ _____ _____. The landlord said that if it wasn't clean when we moved out, we'd lose part of our security deposit.

12. Don was wearing jeans and a T-shirt while all the other guests had on formal dinner wear. He really _____ _____.
13. "I'm nervous about my interview."
"_____ _____ _____. You'll make a better impression if you're relaxed."
14. The fifty stars on the American flag _____ _____ the fifty states.
15. "Do you _____ _____ your apartment before guests _____ _____?"
"A little bit. I don't mind if it's a little messy, but I don't want it to look like a disaster area."
16. "My new roommate is from Italy."
"You should _____ _____ _____ this opportunity to learn some Italian."
17. "I just heard on the news that the Florida orange crop was damaged by the hurricane last week, and that orange juice prices are going to go way up."
"If we had a big freezer, we could _____ _____ _____ frozen orange juice now and we wouldn't have to pay those prices."
18. "Do you live near Cecilia?"
"Oh, sure. My apartment building is just _____ _____ _____ _____ hers."
19. "So you ran in that ten-kilometer race?"
"Yes, but it _____ _____ _____ _____ _____ me. I can hardly move."
20. "Tim, you've eaten at both these restaurants—how does Chez Michelle _____ _____ _____ the Oak Room?"
"Oh, they're both good. I think the Oak Room has slightly better food, but the service is better at Chez Michelle."

## Mini-Lesson 1.11

**take a short cut** take a more direct or faster route than usual
**take off** (1) remove (clothing, for example)
(2) ascend (a plane, for example)
(3) become popular quickly
**take over** assume control or responsibility
**take part (in)** participate in
**take the plunge** finally take action; do something different
**take time off (from)** take a vacation or a break from work or school
**take up** begin to study some topic or engage in some activity
**talk down to** speak to someone as if he or she were a child; patronize
**talk into** persuade; convince
**talk out of** dissuade; convince not to do something
**talk over** discuss
**tear oneself away from something** stop doing something interesting
**tear up** rip into small pieces
**tell apart** distinguish
**things are looking up** the situation is improving
**think over** consider
**throw away** discard; get rid of
**throw cold water on** discourage; force to cancel (a plan, for example)
**throw the book at someone** give someone the maximum punishment
**try on** test clothing before buying (for size, style, and so on)
**try out** test a product before buying
**try out (for)** audition for (a role in a play, for example); attempt to join (a team, for example)

**Exercise:** Fill in the blanks in the sentences or dialogs with idioms from the list above. There will be one word per blank. It may be necessary to change the verb forms in order for the sentence to be grammatically correct.

1. You'd better _____ _____ these gloves before you buy them; they may not fit.
2. At first, I didn't want to go to the party, but I'm glad Annette _____ me _____ it. It was fun.
3. The spy _____ _____ the document so that no one else could read it.
4. The twins look so much alike that almost no one can _____ them _____.
5. "I need more excitement in my life."
   "Why don't you give up stamp collecting and _____ _____ sky-diving instead?"
6. "Who made the final decision?"
   "All of the people who were at the meeting _____ _____ _____ the decision-making process."
7. Most air accidents take place when a plane is _____ _____ or landing.
8. You've got to _____ _____ _____ _____ those computer games and do your homework.
9. Dan was afraid the judge would _____ _____ _____ _____ him because he had been charged with the same offense several times.
10. _____ _____ your boots before you go into the house.
11. I wish I'd _____ _____ this calculator before I bought it. It doesn't seem to be working right.
12. Marvin was going to drop out of school, but his grandfather _____ him _____ _____ it.
13. I'm not sure if this is a suitable topic for a research paper. I need to _____ it _____ with my teacher before I start writing.
14. "I'm going to _____ _____ those old newspapers."
    "Don't just put them in the trash—recycle them instead."
15. "Are you going on the class trip?"
    "I need to _____ it _____ before I decide."
16. "How did you get home so quickly?"
    "I _____ _____ _____ _____ through the fields."
17. "So, Louisa, you decided to _____ _____ _____ a part in the play?"
    "Yes, I've been interested in acting for quite a while, so I finally decided to _____ _____ _____."
18. Akiko is going to _____ some _____ _____ _____ teaching to finish writing her dissertation.

## Mini-Lesson 1.12

**turn around** face in a different direction
**turn down** (1) reject an offer
(2) decrease the intensity of
**turn in** (1) return; give back; hand in
(2) go to bed
**turn into** change to; transform into
**turn off** stop the operation (of an appliance, for example); shut off

**turn on** start the operation (of an appliance, for example)
**turn out** (1) result; end up; be the final product
(2) produce
(3) arrive; gather (for a meeting, for example)
**turn up** (1) increase in intensity
(2) arrive

**under the weather** slightly ill
**use up** use completely

**wait on** serve
**walk on air** be very happy
**warm up** (1) heat
(2) practice; prepare for
**warm up (to)** become friendly with; start to enjoy
**watch out (for)** be alert; look out for
**wear out** become no longer useful because of wear
**what the doctor ordered** exactly what was needed; the perfect thing
**wipe out** eliminate; stamp out
**without a hitch** without a problem
**work out** (1) exercise
(2) bring to a successful conclusion; solve

**Exercise:** Fill in the blanks in the sentences or dialogs with idioms from the list above. There will be one word per blank. It may be necessary to change the verb forms in order for the sentence to be grammatically correct.

1. The story of Dr. Jekyll and Mr. Hyde is about a scientist who _____ _____ a monster after drinking a chemical potion.
2. _____ _____ the water or the tub will overflow.
3. It's warm in here. Could you _____ _____ the heater a little?
4. I love that song. Could you _____ _____ the radio a little?
5. I can't see a thing. Please _____ _____ the light.
6. This sweater looked nice when it was new, but now it's _____ _____.
7. "I'm hungry!"
"Why don't you _____ _____ some of the leftovers from lunch? You can use the microwave oven."
8. Not many people _____ _____ for the meeting last night.
9. It's been a rough day. I'm going to _____ _____ early and get a good night's sleep.
10. "How about a nice cup of hot tea?"
"That's exactly what I'm in the mood for. It's just _____ _____ _____."
11. "How was your presentation?"
"Great. It went off _____ _____ _____."
12. I'm going to the gym to _____ _____ on the exercise machines.
13. If you're on a crowded bus or subway car, you must _____ _____ _____ pickpockets.
14. "A bear! I don't see a bear! Where is it?"
"_____ _____ slowly. It's right behind you."
15. Maria had quite a few problems last year, but she _____ them all _____.
16. Don't ask me to _____ _____ you! I'm not your servant.
17. Brian was offered the manager's job, but he _____ it _____. He said he didn't want the responsibility.

18. Before the game starts, the players need to _____ _____.
19. "This cake Holly baked for the wedding _____ _____ very well, don't you think?"
    "Yes, indeed. It was delicious."
20. "Mitchell looked pale and tired."
    "He told me he was feeling a little _____ _____ _____."
21. "You must be happy about getting that scholarship."
    "Are you kidding? I'm still _____ _____ _____."

# Guide to Structure and Written Expression

# About Structure and Written Expression

The second section of TOEFL tests your understanding of English grammar and usage. This section is divided into two parts: Structure and Written Expression.

| | |
|---|---|
| Structure<br>(Sentence Completion) | 15 items |
| Written Expression<br>(Error Identification) | 25 items |
| Totals | 40 items |
| Time | 25 minutes |

**Section 2 is important!** Your best chance for improving your score on TOEFL in a short time is to improve your score on this section, and therefore pull up your total score. Although a wide range of grammar points are tested, there are certain points that appear again and again, and you can master these points with the information and practice this *Guide* provides. Also, there are fewer items in this part than in the other two, so each item that you answer correctly adds more to your total score.

Section 2 may seem less stressful for you than Section 1 because you don't have to divide your attention between the audio and the test book. It may seem less stressful than Section 3 because it is easier to finish all the items before time is called.

Section 2 sentences are generally about academic subjects: the physical sciences (such as astronomy or geology), the social sciences (such as psychology or economics), or the humanities (such as music or literature). You will *not* see sentences that deal with "controversial" subjects such as abortion, illegal drugs, or sensitive political issues.

Any cultural references in the sentences are to the culture of the United States or Canada. Many of the sentences contain references to people, places, and institutions that you will not be familiar with. (In fact, many North Americans are not familiar with these either!) It's not necessary to know these references; you should simply concentrate on the structure of the sentences. It's also not necessary to understand all the vocabulary in a sentence; you can often answer a question correctly without a complete understanding of that sentence.

There are two possible approaches to Section 2 problems: an analytical approach and an intuitive approach. A test-taker who uses the analytical approach quickly analyzes the grammar of a sentence to see what element is missing (in Structure) or which element is incorrect (in Written Expression). Someone who uses the second approach simply chooses the answer that "sounds right" (in Structure) or the one that "sounds wrong" (in Written Expression). Although this *Guide* emphasizes the first approach, the second can be useful too, especially for people who learned English primarily by speaking it and listening to it rather than by studying grammar and writing. If you aren't sure which approach works best for you, take Section 2 of one of the Practice Tests using the first method, and Section 2 of another test using the second approach. Did one approach give you a significantly better score? You can also combine the two approaches: if you get "stuck" (unable to choose an answer) using one method, you can switch to another.

> **Hint:** An excellent way to prepare for Section 2 is to write your own Structure and Written Expression items. Write several items for each of the lessons in this part of the *Guide*. There's no better way to start thinking like a test-writer.

**Strategies for Section 2**

- Be familiar with the directions for both parts. Don't waste time reading the directions or examples. Begin immediately with question 1.
- You can spend an average of about thirty seconds on each item. If an item seems difficult, make a guess and lightly mark the item on your answer sheet so that you can come back to it later. Erase all such marks before time is up. Don't spend too much time working on difficult items; it's better to work on items that you will probably get correct.
- Never answer any item too quickly, even if it seems easy. Always consider all four answer choices. On both parts of this section, it's easy to make mistakes because of carelessness.
- Never leave any answers blank. Always guess even if you have no idea what the answer is.
- If you finish before time is called, go back and work on items that you found difficult. You are not permitted go ahead to Section 3.

Now begin your preparation for Section 2 by taking the Sample Structure and Written Expression Test. Be sure to observe the twenty-five-minute time limit.

# 2 Sample Structure and Written Expression Test

**Time: 25 minutes**

This section tests your ability to recognize grammar and usage suitable for standard written English. This section is divided into two parts, each with its own directions.

## Structure

**Directions:** Items in this part are incomplete sentences. Following each of these sentences, there are four words or phrases. You should select the one word or phrase—(A), (B), (C), or (D)—that best completes the sentence. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

*Example I*

Sample Answer

Pepsin _____ an enzyme used in digestion.

(A) that
(B) is
(C) of
(D) being

This sentence should properly read "Pepsin is an enzyme used in digestion." You should fill in (B) on your answer sheet.

*Example II*

Sample Answer

_____ large natural lakes are found in the state of South Carolina.

(A) There are no
(B) Not the
(C) It is not
(D) No

This sentence should properly read "No large natural lakes are found in the state of South Carolina." You should fill in (D) on your answer sheet.

As soon as you understand the directions, begin work on this part.

Go on to the next page

2 2 2 2 2 2 2 2 2 2 2 2

1. Martha Graham, _____ of the pioneers of modern dance, didn't begin dancing until she was twenty-one.
   (A) who, as one
   (B) she was
   (C) one
   (D) was one

2. Tiger moths _____ wings marked with stripes or spots.
   (A) have
   (B) with
   (C) their
   (D) whose

3. Platinum is harder than copper and is almost as pliable _____.
   (A) gold
   (B) than gold
   (C) as gold
   (D) gold is

4. Most of Annie Jump Cannon's career as an astronomer involved the observation, classification, and _____.
   (A) she analyzed stars
   (B) the stars' analysis
   (C) stars were analyzed
   (D) analysis of stars

5. Many communities are dependent on groundwater _____ from wells for their water supply.
   (A) that obtained
   (B) obtained
   (C) is obtained
   (D) obtain it

6. _____ experimental studies of the aging process, psychologist Ross McFarland determined that people could work productively much longer than had previously been thought.
   (A) In that
   (B) Through
   (C) Since
   (D) Into

7. _____ often raise funds from the sale of stock.
   (A) For corporations to operate
   (B) The operations of corporations
   (C) Corporations operate by
   (D) To operate, corporations

8. While all birds are alike in that they have feathers and lay eggs, _____ great differences among them in terms of size, structure, and color.
   (A) there are
   (B) but are
   (C) if there are
   (D) to be

Go on to the next page

2 2 2 2 2 2 2 2 2 2 2 2

9. There were _____ federal laws regulating mining practices until 1872.
   (A) none
   (B) not
   (C) no
   (D) nor

10. The Masters, one of the most important of all golf tournaments, _____ every year in Augusta, Georgia.
   (A) has held
   (B) being held
   (C) is held
   (D) holding

11. Not only _____ places of beauty; they serve scientific and educational purposes as well.
   (A) are botanical gardens
   (B) botanical gardens to be
   (C) botanical gardens are
   (D) to be botanical gardens

12. _____ quicksand can be found all over the world, little was known about its composition until recently.
   (A) Except
   (B) Although
   (C) Even
   (D) Despite

13. In 1791 Quebec was divided into two sections, Upper Canada and Lower Canada, _____ were ruled by elected assemblies.
   (A) they both
   (B) both of them
   (C) in which both
   (D) both of which

14. _____ are a form of carbon has been known since the late eighteenth century.
   (A) Diamonds
   (B) Because diamonds
   (C) That diamonds
   (D) Diamonds, which

15. Designed by Frédéric Auguste Bartholdi, _____.
   (A) the United States was given the Statue of Liberty by the people of France
   (B) the people of France gave the Statue of Liberty to the United States
   (C) the Statue of Liberty was given to the United States by the people of France
   (D) the French people presented the United States with a gift, the Statue of Liberty

Go on to the next page

2 2 2 2 2 2 2 2 2 2 2 2

## Written Expression

**Directions:** The items in this part have four underlined words or phrases, (A), (B), (C) and (D). You must identify the one underlined expression that must be changed for the sentence to be correct. Then find the number of the question on your answer sheet and fill in the space corresponding to
the letter.

*Example I*

Sample Answer

Lenses may <u>to have</u> (A) either <u>concave</u> (B) <u>or</u> (C) convex <u>shapes</u> (D).

This sentence should read "Lenses may have either concave or convex shapes." You should therefore select answer (A).

*Example II*

Sample Answer

<u>When</u> (A) painting a fresco, an artist <u>is applied</u> (B) paint <u>directly</u> (C) to the damp plaster <u>of a wall</u> (D).

This sentence should read "When painting a fresco, an artist applies paint directly to the damp plaster of a wall." You should therefore select answer (B).

As soon as you understand the directions, begin work on this section.

Go on to the next page

16. There (A) are thousand (B) of different (C) types of (D) roses.

17. Since (A) 1908 breeders set out (B) to produce chickens that could survive (C) Canada's cold climate (D).

18. From (A) 1865 to 1875, a remarkable (B) various (C) of inventions was produced (D).

19. The simplest (A) kind of plant, alike (B) the simplest kind of animal, consists of (C) only one (D) cell.

20. The first recorded (A) use of natural gas to light (B) streetlamps it was (C) in the town of (D) Frederick, New York, in 1825.

21. A museum in Denver, Colorado, chronicles (A) black cowboys and (B) his (C) role in the history (D) of the American West.

22. Bluegrass music is a kind of (A) country music who (B) was pioneered (C) by Bill Monroe of (D) Rosine, Kentucky.

23. A number of (A) the materials used in manufacturing (B) paint are potential (C) dangerous if mishandled (D).

24. There (A) are several (B) races of giraffes, but (C) there are (D) only one species.

25. Chestnuts were once (A) the most common (B) tree in the eastern United States, but almost (C) of them were destroyed by a disease called (D) chestnut blight.

Go on to the next page

2 2 2 2 2 2 2 2 2 2 2 2

26. Despite (A) they are small (B), ponies are strong (C) and have (D) great stamina.

27. Physical therapists help patients relearn (A) how to use (B) their bodies after (C) disease or injure (D).

28. Liquids take the shape (A) of any (B) container which in (C) they are placed (D).

29. The (A) Sun supplies the light and the warmth (B) that permit life (C) on Earth existing (D).

30. For seventeen years, between 1932 to (A) 1949, Fred Allen was (B) one of the (C) most popular comedians on radio (D).

31. Boolean algebra is most often (A) used to solve (B) problems in logic (C), probability, and engineer (D).

32. Attorney Clarence Darrow is knowing (A) for his (B) defense of (C) unpopular persons and causes (D).

33. Phi Beta Kappa is a (A) honor society (B) that encourages scholarship (C) in science and art (D).

34. The French Quarter is the (A) most famous (B) and the most old (C) section of (D) New Orleans.

35. There was (A) once a widespread believe (B) that all lizards (C) were poisonous (D).

36. In the late (A) nineteenth century, many public buildings, especially that (B) on college campuses, were built (C) in the in the Romanesque Revival style of architecture (D).

Go on to the next page

2 2 2 2 2 2 2 2 2 2 2 2

37. Sponges have (A) neither heads (B) nor (C) separate body organs (D).

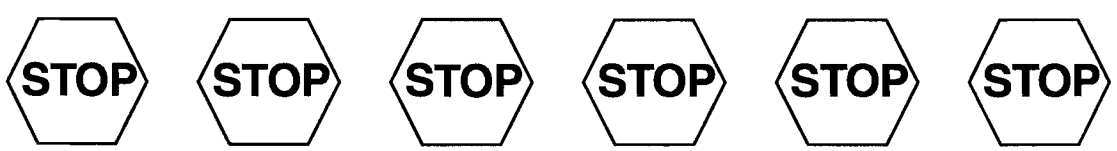
38. A wooden (A) barrel is made from strips (B) of wood called staves holding (C) together with metal (D) hoops.

39. Salt was once too (A) scarce and (B) precious that it was used (C) as money (D).

40. Sharks acquire many (A) sets of tooth (B) during (C) their (D) lifetimes.

THIS IS THE END OF SECTION 2.

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON SECTION 2 ONLY.
DO NOT READ OR WORK ON ANY OTHER SECTION OF THE TEST.



# About Structure

## Introduction

This part of the test consists of fifteen incomplete sentences. Some portion of each sentence has been replaced by a blank. Under each sentence, four words or phrases are listed. One of these completes the sentence grammatically and logically.

### ▼ Sample Item

Pepsin _____ an enzyme used in digestion.

(A) that
(B) is
(C) of
(D) being

The sentence consists of a single clause (*Pepsin is an enzyme*) and a reduced (shortened) adjective clause (*used in digestion*). Each clause must contain a subject and a verb. There is a subject but no main verb. (The verbal form *used* is NOT the main verb in this sentence; it is a past participle.) Therefore, a main verb is needed. Only choices (B) and (D) are verb forms. However, an *-ing* verb can never be used alone as a main verb. The only possible choice is (B), the main verb *is*. ▲

## What Is Tested in This Section?

In general, there are five main points tested. The chart below shows how these are presented in the next section of the *Guide*.

| Main Testing Points | Lesson |
|---|---|
| Sentence Structure | Lesson 17: Incomplete Independent Clauses<br>Lesson 18: Incomplete Adjective Clauses<br>Lesson 19: Incomplete/Missing Participial Phrases<br>Lesson 20: Incomplete/Missing Appositives<br>Lesson 21: Incomplete Adverb Clauses<br>Lesson 22: Incomplete Noun Clauses<br>Lesson 23: Incomplete/Missing Prepositional Phrases |
| Word Order | Lesson 24: Word Order Items |
| Verbs and Verbals | Lesson 25: Items Involving Verb Problems<br>Lesson 26: Incomplete/Missing Infinitive and Gerund Phrases |
| Proper Style | Lesson 27: Items Involving Parallel Structures<br>Lesson 28: Items Involving Misplaced Modifiers |
| Word Choice | Lesson 29: Incomplete/Missing Comparisons<br>Lesson 30. Missing Conjunctions<br>Lesson 31: Missing Negative Words |

The points practiced in the first group of lessons (Lessons 17 to 23) are tested on almost every TOEFL exam. The points in the second group (Lessons 24 to 31) are tested on many TOEFL exams.

## What Is the Best Way to Answer Structure Items?

If the answer choices are fairly short, you should begin by taking a quick look at the answer choices to get an idea of what to look for when you read the sentence. A look at the answer choices can often tell you that you are looking at a problem involving verb forms, word order, parallel structure, misplaced modifiers, or others.

If the answer choices are long or complicated, begin by reading the stem. Don't analyze it word for word, but as you are reading, try to form a picture of the sentence's overall structure. How many clauses will there be in the complete sentence? Does each clause have a complete subject and verb? Is there a connecting word to join clauses? Are any other elements obviously missing?

Then look at the answer choices. If you're not sure of the answer, try to eliminate as many distractors as possible. Distractors in Structure are generally incorrect for one of the following reasons:

- A necessary word or phrase is missing, so the sentence is still incomplete.
- An unnecessary word or phrase is included.
- Part of the answer choice is ungrammatical when put into the stem.

Never choose an answer until you've read the sentence completely; sometimes an option seems to fit in the sentence unless you read every word.

After you have eliminated as many answer choices as possible, read the sentence quickly to yourself with the remaining choice or choices in place of the blank. If an answer doesn't "sound right," it probably isn't. If you still can't decide, guess and go on. If you have time, come back to these more difficult items later.

Punctuation clues can sometimes help you solve Structure problems. For example, if there are a series of items in a sentence separated by commas (A, B, and C), you will probably see a problem involving parallel structures.

**Tactics for Structure**

- If the answer choices are short, look them over before you read the sentence. Try to get an idea of what type of problem you are working with.
- Read the sentence, trying to determine which elements are missing. Never choose an answer until you have read the entire sentence; sometimes an answer will seem to fit until you have read the last few words of the sentence.
- Mark your choice immediately if the answer is obvious. If you're not sure, try to eliminate incorrect answers.
- Read the sentence with the remaining answer choices in place of the blank. Choose the option that sounds best.
- If you are still unable to decide on an answer, guess and and go on. Lightly mark these items on your answer sheet and come back to them if time permits.
- Go on to the second part of this section (Written Expression) as soon as you've finished Structure. Don't spend so much time working on Structure that you don't have enough time to finish Written Expression.

## LESSON 17

## INCOMPLETE INDEPENDENT CLAUSES

The structures practiced in this lesson are the ones that are most often tested in the Structure section. About 20% of all problems in the section (usually three or four per test) involve incomplete independent clauses.

### A) Clauses

All sentences consist of one or more clauses. A **simple sentence** consists of one clause.

People need vitamins.
The man took a vitamin pill.
Judy lives in northern California.
In the summer, Tom walks to his office.

A **compound sentence** consists of two independent clauses joined by a coordinating conjunction (such as *and* and *but*).

The man took a vitamin pill, and he drank a glass of orange juice.
Judy lives in northern California now, but she was raised in Ohio.

A **complex sentence** consists of an independent clause (called the main clause) and a dependent (subordinate) clause. Subordinate clauses may be adverb clauses, noun clauses, or adjective clauses. In the sentences below, the independent clauses are italicized.

*The man took a vitamin pill* because he had a cold.
(independent clause + adverb clause)
*I didn't realize* that Nancy was here.
(independent clause + noun clause)
*Tom walks to his office*, which is located on Broadway, *every day during the summer*.
(independent clause + adjective clause)

All three types of subordinate clauses are commonly seen in the Structure part of the test, and each is considered in separate lessons (Lessons 18, 21, and 22). The emphasis in this chapter, however, is on the basic components of independent clauses.

### B) Missing Subjects, Verbs, Objects, and Complements

All clauses have a **subject** and a **verb.** Clauses with an action verb often take a **direct object** as well.

| Subject | Verb | Object |
|---|---|---|
| People | need | vitamins. |

The verb missing from an independent clause may be a single-word verb (*need*, *was*, *took*, *had*, *walked*) or a verb phrase consisting of one or more auxiliary verbs and a main verb (*will need*, *has been*, *should take*, *would have had*, *had walked*). The verbs may be active (*need*, *take*) or passive (*was needed*, *is taken*).

The missing subject and direct object may be a noun (*people*, *vitamins*, *Tom*) a noun phrase (*some famous people*, *a vitamin pill*, *my friend Tom*) or a pronoun. (*He*, *she*, *it,* and *they* are subject pronouns; *him*, *her*, *it* and *them* are object pronouns.)

After the verb *to be* and certain other non-action verbs, a **subject complement** is used rather than a direct object. (Subject complements are also known as predicate nominatives and predicate adjectives.)

| Subject | Verb | Complement |
|---|---|---|
| She | is | an architect. |
| The teacher | seemed | upset. |

In the Structure section of TOEFL, it is common for any of these elements or a combination of two or more of these elements to be missing from the stem. The most common problem in Structure involves a missing verb. A missing subject and a missing subject-verb combination are common as well. The missing element may also be part of rather than all of the verb or noun phrase.

## ▼ Sample Items

The art of storytelling _____ almost as old as humanity.

(A) that is
(B) is
(C) it is
(D) being

The correct answer supplies the missing verb. Choice (A) is incorrect because the word *that* is used to connect a relative clause to a main clause; in this sentence, there is only one verb, so there can only be one clause. Choice (C) is incorrect because there is an unnecessary repetition of the subject (*The art of storytelling it . . .*). Choice (D) is not correct because an *-ing* form (*being*) cannot be the main verb of a clause.

_____ a few of the sounds produced by insects can be heard by humans.

(A) Only
(B) There are only
(C) That only
(D) With only

The correct answer completes the noun phrase that is the subject of the sentence. The expletive *There* in choice (B) is incorrectly used. In (C), the word *That* creates a noun clause, but each clause must have its own verb. (*Produced* is used as a participle, not a main verb, in this sentence.) Choice (D) is incorrect because a preposition may not be used directly before the subject.

_____ when lava cools very rapidly.

(A) Because pumice is formed
(B) To form pumice
(C) Pumice is formed
(D) Forming pumice

The best answer supplies an independent clause to join to the adverb clause *when lava cools very rapidly*. Choice (A) consists of an adverb clause; two adverb clauses cannot be joined to form a complete sentence. Choices (B) and (D) are incorrect because they do not contain main verbs, and an independent clause must contain a main verb. (*To form* and *forming* are not main verbs.) Only choice (C) could serve as an independent clause because it contains a subject (*Pumice*) and a full verb, the passive verb *is formed*.

Duke Ellington wrote _____ during his career.

(A) that over a thousand songs
(B) over a thousand songs
(C) over a thousand songs were
(D) there were over a thousand songs

The direct object is missing from this sentence. In choice (A), the connecting word *that* is used unnecessarily. In (C), the verb *were* is used unnecessarily because there is only one clause and it has a verb (*wrote*). In choice (D) the phrase *there were* is not needed between a verb and its direct object. Choice (B) correctly supplies a noun phrase that serves as the direct object.

Before the invention of the printing press, books _____.

(A) that were very rare
(B) were very rarely
(C) were very rare
(D) as very rare

Choice (A) incorrectly forms an adjective clause; an adjective must be joined to a main clause. Choice (B) contains an adverb; after the verb *to be*, an adjective is required. Choice (D) lacks a verb. Choice (C) correctly supplies a verb (*were*). ▲

## C) Clauses with *There* and *It*

Some clauses begin with the introductory words *there* or *it* rather than with the subject of the sentence. These introductory words are sometimes called **expletives.**

The expletive *there* shows that someone or something exists, usually at a particular time or place. These sentences generally follow the pattern *there* + verb *to be* + subject:

*There* are many skyscrapers in New York City.
*There* was a good movie on television last night.

The expletive *it* is used in a number of different situations and patterns:

*It* is important to be punctual for appointments.
(with the verb *to be* + adjective + infinitive)
*It* was in 1959 that Alaska became a state.
(with the verb *to be* + adverbial + noun clause)
*It* takes a long time to learn a language.
(with the verb *to take* + time phrase + infinitive)
*It* was David who did most of the work.
(with the verb *to be* + noun + relative clause)

*It* and *there*, along with the verb and other sentence elements, may be missing from the stem.

### ▼ Sample Items

In Michigan, _____ over six hundred feet deep.

(A) salt deposits
(B) where salt deposits are
(C) having salt deposits
(D) there are salt deposits

Choice (D) correctly supplies an introductory word (*there*), a verb, and a subject. Choice (A) lacks a verb. Choice (B) contains a subordinator, used to introduce a clause; there is only one verb, however, so there can only be one clause. Choice (C) also lacks a main verb.

_____ a tomato plant from 75 to 85 days to develop into a mature plant with ripe fruit.

(A) It takes
(B) To take
(C) That takes
(D) By taking

Choice (A) correctly completes the sentence with the introductory word *It* and a verb. Choice (B) and (D) do not supply main verbs. Choice (C) incorrectly creates a noun clause. ▲

## Exercise 17

**Focus:** Completing structure problems involving incomplete independent clauses. (Note: Three or four items in this exercise do *not* focus on missing subjects, verbs, complements, or introductory words; these items are marked in the answer key with asterisks.)

**Directions:** Choose the one option—(A), (B), (C), or (D)—that correctly completes the sentences, and then mark the appropriate blank. The first one is done as an example.

1. In the United States, _____ is generally the responsibility of municipal governments.
   _____ (A) for water treatment
   __✓__ (B) water treatment
   _____ (C) where water treatment
   _____ (D) in which water treatment

2. Crop rotation _____ of preserving soil fertility.
   _____ (A) it is one method
   _____ (B) one method
   _____ (C) a method is one
   _____ (D) is one method

3. _____ the dollar as its monetary unit in 1878.
   _____ (A) Canada adopted
   _____ (B) Adopted by Canada,
   _____ (C) It was adopted by Canada
   _____ (D) The Canadian adoption of

4. _____ almost impossible to capture the beauty of the aurora borealis in photographs.
   _____ (A) Being
   _____ (B) It is
   _____ (C) There is
   _____ (D) Is

5. Usually, political cartoons _____ on the editorial page of a newspaper.
   _____ (A) appear
   _____ (B) whose appearance
   _____ (C) by appearing
   _____ (D) when they appear

6. _____ two major art museums, the Fogg and the Sadler.
   _____ (A) Harvard University has
   _____ (B) At Harvard University
   _____ (C) Harvard University, with its
   _____ (D) There at Harvard University

7. American actress and director Margaret Webster _____ for her production of Shakespearean plays.
   _____ (A) who became famous
   _____ (B) famous as she became
   _____ (C) becoming famous
   _____ (D) became famous

8. _____ gas tanks connected to welding equipment, one full of oxygen and the other full of acetylene.
   _____ (A) It is two
   _____ (B) Of the two
   _____ (C) There are two
   _____ (D) Two

9. _____ is more interested in rhythm than in melody is apparent from his compositions.
   _____ (A) That Philip Glass
   _____ (B) Philip Glass, who
   _____ (C) Philip Glass
   _____ (D) Because Philip Glass

10. Compressed air _____ the power to drive pneumatic tools.
    _____ (A) by providing
    _____ (B) provides
    _____ (C) that provides
    _____ (D) the provision of

11. _____ by cosmic rays.
    _____ (A) The earth is constantly bombarded
    _____ (B) Bombarded constantly, the earth
    _____ (C) Bombarding the earth constantly
    _____ (D) The earth's constant bombardment

12. _____ primary colors are red, blue, and yellow.
    _____ (A) There are three
    _____ (B) The three
    _____ (C) Three of them
    _____ (D) That the three

13. _____ who was elected the first woman mayor of Chicago in 1979.
    _____ (A) It was Jane Byrne
    _____ (B) Jane Byrne
    _____ (C) That Jane Byrne
    _____ (D) When Jane Byrne

14. Every computer consists of a number of systems _____ together.
    _____ (A) by working
    _____ (B) work
    _____ (C) they work
    _____ (D) that work

15. On the Moon, _____ air because the Moon's gravitational field is too weak to retain an atmosphere.
    _____ (A) there is no
    _____ (B) where no
    _____ (C) no
    _____ (D) is no

16. The Glass Mountains of northwestern Oklahoma _____ with flecks of gypsum, which shine in the sunlight.
    _____ (A) they are covered
    _____ (B) covered them
    _____ (C) that are covered
    _____ (D) are covered

17. In some cases, _____ to decide if an organism is a plant or an animal.
    _____ (A) difficult if
    _____ (B) it is difficult
    _____ (C) the difficulty
    _____ (D) is difficult

18. The first American novelist to have a major impact on world literature _____.
    _____ (A) who was James Fenimore Cooper
    _____ (B) James Fenimore Cooper was
    _____ (C) it was James Fenimore Cooper
    _____ (D) was James Fenimore Cooper

19. _____ important railroad tunnel in the United States was cut through the Hoosac Mountains in Massachusetts.
    _____ (A) At first
    _____ (B) It was the first
    _____ (C) The first
    _____ (D) As the first of

20. Generally, _____ in the valleys and foothills of the Pacific Coast ranges.
    _____ (A) the California poppy grown
    _____ (B) the growth of the California poppy
    _____ (C) the California poppy grows
    _____ (D) growing the California poppy

21. When bats are at rest, _____ hang upside-down.
    _____ (A) they
    _____ (B) and
    _____ (C) to
    _____ (D) as

22. _____ that the capital of South Carolina was moved from Charleston to Columbia.
    _____ (A) In 1790 was
    _____ (B) There was in 1790
    _____ (C) In 1790
    _____ (D) It was in 1790

23. Although not as important as they once were, _____ a major form of transportation in North America.
    _____ (A) there are still railroads
    _____ (B) railroads, which are still
    _____ (C) railroads are still
    _____ (D) railroads still being

24. The Loop, which is the commercial heart of Chicago, _____ within a rectangular loop of elevated train tracks.
    _____ (A) that is enclosed
    _____ (B) enclosing it
    _____ (C) is enclosed
    _____ (D) enclosed

25. _____ amino acids that serve as the basic building blocks of all proteins.
    _____ (A) About twenty
    _____ (B) For about twenty of
    _____ (C) About twenty are
    _____ (D) There are about twenty

## LESSON 18

### INCOMPLETE ADJECTIVE CLAUSES

As mentioned in the previous lesson, there are three types of dependent clauses, all of which are tested in Structure. **Adjective clauses**—also called **relative clauses**—are the most commonly tested of the three. You will see one or two items involving adjective clauses on most tests.

Adjective clauses are a way of joining two sentences. In the joined sentence, the adjective clause modifies (describes) a noun (called the **head noun**) in another clause of the sentence. It begins with an **adjective clause marker.**

I wanted the book. The book had already been checked out.
The book *which I wanted* had already been checked out.

The adjective clause in this example begins with the marker *which* and modifies the head noun *book*.

Adjective clause markers are relative pronouns such as *who*, *that*, or *which* or the relative adverbs *when* or *where*.

| Adjective Clause Marker | Use | Example |
|---|---|---|
| who | Subject (people) | A neurologist is a doctor *who* specializes in the nervous system. |
| whom | Object (people) | This is the patient *whom* the doctor treated. |
| whose | Possessive (people) | Mr. Collins is the man *whose* house I rented. |
| which | Subject/Object (things) | That is a topic *which* interests me. (*which* as subject) |
| | | That is the topic *on which* I will write. (*which* as object of preposition) |
| that | Subject/Object (people/things) | Art *that* is in public places can be enjoyed by everyone. (*that* as subject) |
| | | The painting *that* Ms. Wallace bought was very expensive. (*that* as object) |
| where | Adverb (place) | Here is the site *where* the bank plans to build its new headquarters. |
| when | Adverb (time) | This is the hour *when* the children usually go to bed. |

Like all clauses, adjective clauses must have a subject and a verb. In some cases the adjective-clause marker itself is the subject; in some cases, there is another subject.

The painting was very expensive. Ms. Wallace bought it.
The painting *which Ms. Wallace bought* was very expensive.

The adjective-clause marker in the joined sentence replaces *it*, the object of the verb *bought*. In the joined sentence, the adjective clause keeps the subject—*Ms. Wallace*—that it had in the original sentence.

This is a topic. It interests me.
This is a topic *that interests me*.

The adjective-clause marker in the joined sentence replaces *it*, the subject of the second original sentence. In the joined sentence, the marker itself is the subject of the adjective clause. Notice that the inclusion of the pronoun *it* in the joined sentences above would be an error.

**Incorrect:** *The painting which Ms. Wallace bought *it* was very expensive.
*This is a topic which *it* interests me.

This type of mistake is sometimes seen in distractors.

When the markers *which*, *that*, and *whom* are used as objects in relative clauses, they can correctly be omitted.

The painting Ms. Wallace bought is very expensive. (*which* omitted)

The adjective-clause markers *which* and *whom* can also be used as objects of prepositions:

That is the topic. I will write on it.
That is the topic *on which I will write*.

You may also see sentences with adjective clauses used in this pattern:

quantity word + *of* + relative clause

He met with two advisors. He had known both of them for years.
He met with two advisors, *both of whom he had known for years*.

I read a number of articles. Most of them were very useful.
I read a number of articles, *most of which were very useful*.

Any part of a relative clause can be missing from the stem of Structure items, but most often, the marker and the subject (if there is one) and the verb are missing. Any word or phrase from another clause—usually the head noun—may also be missing from the stem.

### ▼ Sample Items

Cable cars are moved by cables _____ underground and are powered by a stationary engine.

(A) they run
(B) that they run
(C) run
(D) that run

Choice (A) is incorrect because the pronoun *they* cannot be used to join two clauses. Choice (B) is not appropriate because the subject *they* is not needed in the adjective clause; the marker *that* serves as the subject of the clause. Choice (C) is incorrect because there is no marker to join the adjective clause to the main clause.

The melting point is the temperature _____ a solid changes to a liquid.

(A) which
(B) at which
(C) which at
(D) at

Choice (A) is incorrect because a preposition is needed before the adjective clause.
Choice (C) is incorrect because the relative pronoun comes before the preposition.
Choice (D) is incorrect because the relative pronoun has been omitted.

There are six types of flamingos, all _____ have long legs, long necks, and beaks that curve sharply downward.

(A) of them
(B) that
(C) of which
(D) they

Choices (A) and (D) do not contain connecting words needed to join clauses. Choice (B) does not follow the correct pattern of relative clauses after a quantity word (*all*). The correct pattern needed to complete this sentence is quantity word + *of* + marker. Only (C) follows this pattern. ▲

## Exercise 18

**Focus:** Answering structure problems involving incomplete adjective clauses. (Note: One or two items in this exercise do *not* focus on adjective clauses; these items are marked in the answer key with asterisks.)

**Directions:** Choose the one option—(A), (B), (C), or (D)—that correctly completes the sentence, and then mark the appropriate blank. The first one is done as an example.

1. Most folk songs are ballads _____ have simple words and tell simple stories.
   _____ (A) what
   _____ (B) although
   _____ (C) when
   ✔ (D) that

2. After its introduction in 1969, the float process _____ the world's principal method of manufacturing flat sheets of glass.
   _____ (A) by which it became
   _____ (B) it became
   _____ (C) became
   _____ (D) which became

3. In 1850, Yale University established Sheffield Scientific School, _____.
   _____ (A) engineers were educated there
   _____ (B) where engineers were educated
   _____ (C) in which were engineers educated
   _____ (D) where were engineers educated

4. Many of Louise Nevelson's sculptures consisted of a number of large wooden structures _____ in complex patterns.
   _____ (A) which she arranged
   _____ (B) she arranged them
   _____ (C) which arranged
   _____ (D) arranged them

5. In addition to being a naturalist, Stewart E. White was a writer _____ the struggle for survival on the American frontier.
   _____ (A) whose novels describe
   _____ (B) he describes in his novels
   _____ (C) his novels describe
   _____ (D) who, describing in his novels

6. Diamonds are often found in rock formations called pipes, _____ the throats of extinct volcanoes.
   _____ (A) in which they resemble
   _____ (B) which resemble
   _____ (C) there is a resemblance to
   _____ (D) they resemble

7. William Samuel Johnson, _____ helped write the Constitution, became the first president of Columbia College in 1787.
   _____ (A) whom he had
   _____ (B) and he had
   _____ (C) who had
   _____ (D) had

8. Seals appear clumsy on the land, _____ are able to move short distances faster than most people can run.
   _____ (A) but they
   _____ (B) which they
   _____ (C) they
   _____ (D) which

9. The instrument panel of a light airplane has at least a dozen instruments _____.
   _____ (A) the pilot must watch
   _____ (B) what the pilot must watch
   _____ (C) which the pilot must watch them
   _____ (D) such that the pilot must watch them

10. A keystone species is a species of plants or animals _____ absence has a major effect on an ecological system.
    _____ (A) that its
    _____ (B) its
    _____ (C) whose
    _____ (D) with its

11. The size and shape of a nail depend primarily on the function _____ intended.
    _____ (A) which it is
    _____ (B) for which it is
    _____ (C) which it is for
    _____ (D) for which is

12. In geometry, a tangent is a straight line _____ a curve at only one point.
    _____ (A) it touches
    _____ (B) whose touching
    _____ (C) its touching
    _____ (D) that touches

13. It was the ragtime pianist Scott Joplin _____ the "Maple Leaf Rag," perhaps the best known of all ragtime tunes.
    _____ (A) wrote
    _____ (B) the writer of
    _____ (C) who wrote
    _____ (D) writing

14. There are over 2,000 varieties of snakes, _____ are harmless to humans.
    _____ (A) mostly they
    _____ (B) most of them
    _____ (C) most of which
    _____ (D) which most

15. Smokejumpers are _____ descend into remote areas by parachute to fight forest fires.
    _____ (A) firefighters
    _____ (B) when firefighters
    _____ (C) who, as firefighters
    _____ (D) firefighters who

16. Charlotte Gilman's best known book _____ she urges women to become financially independent.
    _____ (A) is *Women and Economics*, in which
    _____ (B) *Women and Economics*, in which
    _____ (C) is *Women and Economics*, which
    _____ (D) *Women and Economics*, which

## LESSON 19

### INCOMPLETE OR MISSING PARTICIPIAL PHRASES

**Participial phrases** generally occur after nouns. They are actually **reduced** (shortened) **relative clauses. Present participles** (which always end in *-ing*) are used to reduce adjective clauses that contain active verbs.

Minnesota, *which joined the Union in 1858*, became the thirty-second state.
(adjective clause with active verb)
Minnesota, *joining the Union in 1858*, became the thirty-second state.
(participial phrase with a present participle)

Most **past participles** end in *-ed*, but there are also many irregular forms. Past participles are used to reduce adjective clauses with passive verbs.

William and Mary College, *which was founded in 1693*, is the second oldest university in the United States.
(adjective clause with a passive verb)
William and Mary College, *founded in 1693*, is the second oldest university in the United States.
(participial phrase with a past participle)

Participial phrases can also come before the subject of a sentence.

*Joining the Union in 1858*, Minnesota became the thirty-second state.
*Founded in 1693*, William and Mary College is the second oldest university in the United States.

Usually, the participle itself is missing from this type of Structure item, but any part of a participial phrase as well as parts of a main clause may be missing.

#### ▼ Sample Item

Natural resources provide the raw materials _____ to produce finished goods.

(A) needed
(B) are needed
(C) which need
(D) needing

● Ⓑ Ⓒ Ⓓ

Option (B) is a passive verb; the sentence cannot contain two main verbs (*are needed* and *provide*) in the same clause. Choice (C) creates an adjective clause, but the verb in the clause is active and a passive verb is required. (However, a relative clause with a passive verb (*which are needed*) would be a correct answer.) Choice (D) is a present participle and has an active meaning; a past participle is needed. ▲

## Exercise 19

**Focus:** Completing structure problems involving incomplete or missing participial phrases. (Note: One or two items in this exercises do *not* focus on participial phrases; these items are marked on the answer key with asterisks.)

**Directions:** Choose the one option—(A), (B), (C), or (D)—that correctly completes the sentence, and then mark the appropriate blank. The first one is done as an example.

1. Aerodynamics is the study of the forces _____ on an object as it moves through the atmosphere.
   ✔ (A) acting
   _____ (B) act
   _____ (C) are acting
   _____ (D) acted

2. _____ for their strong fiber include flax and hemp.
   _____ (A) Plants are grown
   _____ (B) Plants grown
   _____ (C) Plants that grow
   _____ (D) To grow plants

3. _____, José Limon's dance troupe often toured abroad.
   _____ (A) The U.S. State Department sponsored it
   _____ (B) Sponsored by the U.S. State Department
   _____ (C) The U.S. State Department, which sponsored it
   _____ (D) The sponsorship of the U.S. State Department

4. Elfreth's Alley in Philadelphia is the oldest residential street in the United States, with _____ from 1728.
   _____ (A) houses are dated
   _____ (B) the dates of the houses
   _____ (C) the dating of houses
   _____ (D) houses dating

5. In 1821 the city of Indianapolis, Indiana, was laid out in a design _____ after that of Washington, D.C.
   _____ (A) patterned
   _____ (B) was patterned
   _____ (C) a pattern
   _____ (D) that patterned

6. _____ in front of a camera lens changes the color of the light that reaches the film.
   _____ (A) Placed a filter
   _____ (B) A filter is placed
   _____ (C) A filter placed
   _____ (D) When a filter placed

7. The Massachusetts State House, _____ in 1798, was the most distinguished building in the United States at that time.
   _____ (A) completing
   _____ (B) which was completed
   _____ (C) was completed
   _____ (D) to be completed

8. Barbara McClintock _____ for her discovery of the mobility of genetic elements.
   _____ (A) known
   _____ (B) who knows
   _____ (C) knowing
   _____ (D) is known

9. The solitary scientist _____ by himself has in many instances been replaced by a cooperative scientific team.
   _____ (A) to make important discoveries
   _____ (B) important discoveries were made
   _____ (C) has made important discoveries
   _____ (D) making important discoveries

10. Geometry is the branch of mathematics _____ the properties of lines, curves, shapes, and surfaces.
    _____ (A) that concerned with
    _____ (B) it is concerned with
    _____ (C) concerned with
    _____ (D) its concerns are

11. _____ an average of 471 inches of rain a year, Mount Waialeale in Hawaii is the wettest spot in the world.
    _____ (A) It receives
    _____ (B) Receiving
    _____ (C) To receive
    _____ (D) Received

12. Amber is a hard, yellowish-brown _____ from the resin of pine trees that lived millions of years ago.
    _____ (A) substance formed
    _____ (B) to form a substance
    _____ (C) substance has formed
    _____ (D) forming a substance

## LESSON 20

### INCOMPLETE OR MISSING APPOSITIVES

An **appositive** is a noun phrase that explains or rephrases another noun phrase. It usually comes after the noun which it rephrases. It may also come before the subject of a sentence.

Buffalo Bill, *a famous frontiersman*, operated his own Wild West Show.
(appositive following a noun)
*A famous frontiersman*, Buffalo Bill operated his own Wild West Show.
(appositive before the subject)

Appositives are actually reduced adjective clauses. However, unlike adjective clauses, they do not contain a marker or a verb.

Oak, *which is one of the most durable hardwoods*, is often used to make furniture.
(adjective clause)
Oak, *one of the most durable hardwoods*, is often used to make furniture.
(appositive)

Appositives are usually separated from the rest of the sentence by commas, but some short appositives (usually names) are not.

Economist *Paul Samuelson* won a Nobel Prize in 1970.

In Structure items, all or part of an appositive phrase may be missing. In addition, the noun that the appositive refers to or other parts of the main clause may be missing.

▼ **Sample Item**

The National Road, _____ of the first highways in North America, connected the East Coast to the Ohio Valley.

(A) which one
(B) it was one
(C) one
(D) was one

Ⓐ Ⓑ ● Ⓓ

Choice (A) is incorrect; there is no verb in the relative clause. Choice (B) has no connecting word to join the clause to the rest of the sentence. Choice (D) is incorrect because a verb cannot be used in an appositive phrase. Note: *which was one* would also be a correct answer. ▲

## Exercise 20

**Focus:** Completing structure problems involving appositives. (Note: The focus for one or two items in this exercises is *not* appositives; these sentences are marked in the answer key with asterisks.)

**Directions:** Choose the one option—(A), (B), (C), or (D)—that correctly completes the sentences, and then mark the appropriate blank. The first one is done as an example.

1. The Democratic Party is older than the other major American political party, _____.
   _____ (A) which the Republican party
   __✔__ (B) the Republican party
   _____ (C) it is the Republican party
   _____ (D) the Republican party is

2. _____ relations with friends and acquaintances, play a major role in the social development of adolescents.
   _____ (A) What are called peer group relations are
   _____ (B) Peer group relations are
   _____ (C) Peer group relations, the
   _____ (D) By peer group relations, we mean

3. Joseph Henry, _____ first director of the Smithsonian Institute, was President Lincoln's advisor on scientific matters.
   _____ (A) the
   _____ (B) to be the
   _____ (C) was the
   _____ (D) as the

4. The Wassatch Range, _____ extends from southeastern Idaho into northern Utah.
   _____ (A) which is a part of the Rocky Mountains,
   _____ (B) a part of the Rocky Mountains that
   _____ (C) is a part of the Rocky Mountains
   _____ (D) a part of the Rocky Mountains, it

5. _____ Ruth St. Dennis turned to Asian dances to find inspiration for her choreography.
   _____ (A) It was the dancer
   _____ (B) The dancer
   _____ (C) That the dancer
   _____ (D) The dancer was

6. The organs of taste are the _____ which are mainly located on the tongue.
   _____ (A) groups of cells, are taste buds
   _____ (B) taste buds, are groups of cells
   _____ (C) taste buds, these are groups of cells
   _____ (D) taste buds, groups of cells

7. In 1878 Frederick W. Taylor invented a concept called scientific management, _____ of obtaining as much efficiency from workers and machines as possible.
   _____ (A) it is a method
   _____ (B) a method which
   _____ (C) a method
   _____ (D) called a method

8. A group of Shakers, _____ settled around Pleasant Hill, Kentucky, in 1805.
   _____ (A) members of a strict religious sect which
   _____ (B) whose members of a strict religious sect
   _____ (C) members of a strict religious sect,
   _____ (D) were members of a strict religious sect

9. In physics, _____ "plasma" refers to a gas which has a nearly equal number of positively and negatively charged particles.
   _____ (A) the term
   _____ (B) by the term
   _____ (C) is termed
   _____ (D) terming

10. Norman Weiner, _____ mathematician and logician, had an important role in the development of the computer.
    _____ (A) who, as a
    _____ (B) was a
    _____ (C) whom a
    _____ (D) a

11. Jerome Kern's most famous work is *Showboat*, _____ most enduring musical comedies.
    _____ (A) it is one of the finest,
    _____ (B) one of the finest,
    _____ (C) the finest one
    _____ (D) as the finest of the

12. _____ a marshland that covers over 750 square miles in North Carolina and Virginia.
    _____ (A) In the Great Dismal Swamp,
    _____ (B) The Great Dismal Swamp, which
    _____ (C) The Great Dismal Swamp,
    _____ (D) The Great Dismal Swamp is

## LESSON 21

### INCOMPLETE ADVERB CLAUSES

## A) Full Adverb Clauses

An **adverb clause** consists of a connecting word, called an **adverb clause marker** (or subordinate conjunction), and at least a subject and a verb.

The demand for economical cars increases *when gasoline becomes more expensive*.

In this example, the adverb clause marker *when* joins the adverb clause to the main clause. The adverb clause contains a subject (*gasoline*) and a verb (*becomes*).

An adverb clause can precede the main clause or follow it. When the adverb clause comes first, it is separated from the main clause by a comma.

*When gasoline becomes more expensive*, the demand for economical cars increases.

The following markers are commonly seen in the Structure section:

| Adverb Clause Marker | Use | Example |
|---|---|---|
| because | cause | *Because* the speaker was sick, the program was canceled. |
| since | cause | *Since* credit cards are so convenient, many people use them. |
| although | opposition (contrary cause) | *Although* he earns a good salary, he never saves any money. |
| even though | opposition (contrary cause) | *Even though* she was tired, she she stayed up late. |
| while | contrast | Some people arrived in taxis *while* others took the subway. |
| if | condition | *If* the automobile had not been invented, what would people use for basic transportation? |
| unless | condition | I won't go *unless* you do. |
| when | time | Your heart rate increases *when* you exercise |
| while | time | Some people like to listen to music *while* they are studying. |
| as | time | One train was arriving *as* another was departing. |
| since | time | We haven't seen Professor Hill *since* she returned from her trip. |
| until | time | Don't put off going to the dentist *until* you have a problem. |
| once | time | *Once* the dean arrives, the meeting can begin. |
| before | time | *Before* he left the country, he bought some traveler's checks. |
| after | time | She will give a short speech *after* she is presented with the award. |

In Structure items, any part of a full adverb clause—the marker, the subject, the verb, and so on—can be missing from the stem.

## B) Clause Markers with *-ever*

Words that end with *-ever* are sometimes used as adverb clause markers. (In some sentences, these words are actually noun-clause markers, but they are seldom used that way in Structure items.)

The three *-ever* words that you are likely to see in the Structure Section are given in the chart below:

| Adverb Clause Marker with -ever | Meaning | Example |
|---|---|---|
| wherever | any place that . . . | Put that box *wherever* you can find room for it. |
| whenever | any time that . . . | They stay at that hotel *whenever* they're in Boston. |
| however | any way that . . . | *However* you solve the problem, you'll get the same answer. |

## C) Reduced Adverb Clauses

When the subject of the main clause and the subject of the adverb clause are the same person or thing, the adverb clause can be reduced (shortened). Reduced adverb clauses do not contain a main verb or a subject. They consist of a marker and a participle (either a present or a past participle) or a marker and an adjective.

*When astronauts are orbiting the earth*, they don't feel the force of gravity.
(full adverb clause)
*When orbiting the earth*, astronauts don't feel the force of gravity.
(reduced clause with present participle)

*Although it had been damaged*, the machine was still operational.
(full adverb clause)
*Although damaged*, the machine was still operational.
(reduced clause with a past participle)

*Although he was nervous*, he gave a wonderful speech.
(full adverb clause)
*Although nervous*, he gave a wonderful speech.
(reduced clause with an adjective)

You will most often see reduced adverb clauses with the markers *although*, *while*, *if*, *when*, *before*, *after*, and *until*. Reduced adverb clauses are NEVER used after *because*.

In Structure items, any part of a full adverb clause—the marker, the subject, the verb, and so on—can be missing from the stem.

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*When astronauts are orbiting the earth*, they don't feel the force of gravity.
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You will most often see reduced adverb clauses with the markers *although*, *while*, *if*, *when*, *before*, *after*, and *until*. Reduced adverb clauses are NEVER used after *because*.

## D) Prepositional Phrases with the Same Meaning as Adverb Clauses

There are also certain prepositions that have essentially the same meaning as adverb-clause markers but are used before noun phrases or pronouns, not with clauses.

| Preposition | Related Marker | Example |
|---|---|---|
| because of | because/since | He chose that university *because of* its fine reputation. |
| due to | because/since | The accident was *due to* mechanical failure. |
| on account of | because/since | Visibility is poor today *on account of* air pollution. |
| in spite of | although/even though | He enjoys motorcycle riding *in spite of* the danger. |
| despite | although/even though | *Despite* its loss, the team is still in first place. |
| during | when/while | Her father lived in England *during* the war. |

In structure items where the correct answer is an adverb-clause marker, one of these words often appears as a distractor.

### ▼ Sample Items

No one knows what color dinosaurs were _____ no sample of their skin has survived.

(A) because of
(B) because that
(C) it is because
(D) because

Choice (A) is incorrect; *because of* can only be used before nouns or pronouns. In choice (B), *that* is unnecessary. In (C), the phrase *it is* is used unnecessarily.

_____ rises to the surface of the earth, a volcano is formed.

(A) Liquid magma
(B) Whenever liquid magma
(C) Liquid magma, which
(D) That liquid magma

Choice (A) creates two clauses, but there is no connecting word to join them. (C) creates a sentence with a main clause and an adjective clause, but the main clause has two subjects (*liquid magma* and *a volcano*). (D) creates a noun clause. In a correct sentence, when a noun clause begins a sentence, the clause itself is the subject of the verb in the main clause, but this sentence already has a subject (*volcano*).

_____ invisible to the unaided eye, ultraviolet light can be detected in a number of ways.

(A) Although is
(B) Despite
(C) Even though it
(D) Although

The best answer completes a reduced adverb clause. In choice (A), the adverb clause lacks a subject and is not a correct reduction because it contains a verb. In choice (B), *despite* cannot be used with an adjective (only with a noun phrase or pronoun). (C) does not supply a verb for the adverb clause and is not a correct reduction because it contains a subject.

Because _____, alabaster can be easily carved.

(A) is soft
(B) softness
(C) of its softness
(D) of soft

Choice (A) lacks a subject in the adverb clause. Choice (B), a noun, could only be used with *because of*. In (D), *because of* is followed by an adjective; to be correct, it must be followed by a noun phrase or pronoun. ▲

## Exercise 21

**Focus:** Completing structure problems involving adverb clauses, reduced adverb clauses, and related prepositional expressions. (Note: Two or three items do *not* focus on one of these structures. These items are marked in the answer key with an asterisk.)

**Directions:** Choose the one option—(A), (B), (C), or (D)—that correctly completes the sentences, and then mark the appropriate blank. The first one is done as an example.

1. Small sailboats can easily capsize _____ they are not handled carefully.
   _____ (A) but
   _____ (B) which
   _✔_ (C) if
   _____ (D) so

2. _____ they are tropical birds, parrots can live in temperate or even cold climates.
   _____ (A) Despite
   _____ (B) Even though
   _____ (C) Nevertheless
   _____ (D) But

3. _____ added to a liquid, antifreeze lowers the freezing temperature of that liquid.
   _____ (A) That
   _____ (B) As is
   _____ (C) It is
   _____ (D) When

4. _____ advertising is so widespread in the United States, it has had an enormous effect on American life.
   _____ (A) Why
   _____ (B) The reason
   _____ (C) On account of
   _____ (D) Since

5. _____ towards shore, its shape is changed by its collision with the shallow sea bottom.
   _____ (A) During a wave rolls
   _____ (B) As a wave rolls
   _____ (C) A wave rolls
   _____ (D) A wave's rolling

6. _____ are increasingly linked over long distances by electronic communications, but many of them still prefer face-to-face encounters.
   _____ (A) Although people
   _____ (B) Despite people
   _____ (C) Today people
   _____ (D) The fact that people

7. _____ together in one place, they form a community.
   _____ (A) When people who live
   _____ (B) When people living
   _____ (C) Whenever people live
   _____ (D) Whenever living people

8. _____ managed by an independent governor and board of directors, the Bank of Canada is owned by the Canadian government.
   _____ (A) And yet
   _____ (B) In spite of it
   _____ (C) Although
   _____ (D) It is

9. _____ pieces of rope are of different thickness, the weaver's knot can be used to join them.
   _____ (A) Two of
   _____ (B) What two
   _____ (C) Two such
   _____ (D) If two

10. _____, the seeds of the Kentucky coffee plant are poisonous.
    _____ (A) Until they have been cooked
    _____ (B) Cooking them
    _____ (C) They have been cooked
    _____ (D) Cooked until

11. Natural silk is still highly prized _____ similar artificial fabrics.
    _____ (A) although is available
    _____ (B) despite there are available
    _____ (C) in spite of the availability of
    _____ (D) even though an availability of

12. Cattle ranches are found almost _____ in Utah.
    _____ (A) wherever
    _____ (B) everywhere
    _____ (C) overall
    _____ (D) somewhere

13. _____ through a prism, a beam of white light breaks into all the colors of the rainbow.
    _____ (A) When shines
    _____ (B) It shines
    _____ (C) It is shone
    _____ (D) When shone

14. _____ most people think of freezing as a relatively modern method of food preservation, it is actually one of the oldest.
    _____ (A) Even
    _____ (B) As though
    _____ (C) However
    _____ (D) Even though

15. _____ large bodies of water never freeze solid is that the sheet of ice on the surface protects the water below it from the cold air.
    _____ (A) Because
    _____ (B) Why do
    _____ (C) The reason that
    _____ (D) For the reason

16. _____ granted by the Patent Office, it becomes the inventor's property and he or she can keep it, sell it, or license it to someone else.
    _____ (A) Once a patent is
    _____ (B) When a patent
    _____ (C) A patent, once
    _____ (D) A patent, whenever it

17. Owls can hunt in total darkness _____ their remarkably keen sense of smell.
    _____ (A) since
    _____ (B) because of
    _____ (C) the result
    _____ (D) that

18. _____ most bamboo blooms every year, there are some species that flower only two or three times a century.
    _____ (A) Whenever
    _____ (B) That
    _____ (C) While
    _____ (D) However

## LESSON 22

### INCOMPLETE NOUN CLAUSES

**Noun clauses** are the third type of subordinate clause. They begin with **noun-clause markers.** Noun clauses that are formed from statements begin with the noun-clause marker *that*. Noun clauses formed from *yes/no* questions begin with the noun-clause markers *whether* or *if*. Those formed from information questions begin with *wh-* words: *what*, *where*, *when*, and so on.

Dr. Hopkins' office is in this building.
(statement) I'm sure that Dr. Hopkins' office is in this building.

Is Dr. Hopkins' office on this floor?
(yes/no question) I don't know *if (whether)* Dr. Hopkins' office is on this floor.

Where is Dr. Hopkins' office?
(information question) Please tell me *where* Dr. Hopkins' office is.

Notice that the word order in direct questions is not the same as it is in noun clauses. The noun clause follows statement word order (subject + verb), not question word order (auxiliary + subject + main verb). Often one of the distractors for noun-clause items will incorrectly follow question word order.

*I don't know what *is her name*.
(Incorrect use of question word order)

I don't know what *her name is*.
(Correct word order)

*She called him to ask what time *did his party start*.
(Incorrect use of question word order)

She called him to ask what time *his party started*.
(Correct word order)

Noun clauses function exactly as nouns do: as subjects, as direct objects, or as complements after the verb *to be*.

*When the meeting will be held* has not been decided.
(noun clause as subject)

The weather announcer said *that there will be thunderstorms*.
(noun clause as direct object)

This is *what you need*.
(noun clause after *to be*)

Notice that when the noun clause is the subject of a sentence, the verb in the main clause does not have a noun or pronoun subject.

In Structure items, the noun-clause marker, along with any other part of the noun clause—subject, verb, and so on—may be missing from the stem, or the whole noun clause may be missing.

▼ **Sample Items**

_____ was caused by breathing impure air was once a common belief.

(A) Malaria
(B) That malaria
(C) Why malaria
(D) Because malaria

Choice (A) is incorrect because there are two verbs (*was caused* and *was*) but only one subject. Choice (C) is incorrect because *Why* is not the appropriate noun-clause marker in this sentence; the noun clause is based on a statement, not on an information question. Choice (D) is incorrect because it forms an adverb clause, but the main clause lacks a subject. In the correct answer the noun clause itself (*That malaria was caused by breathing impure air*) is the subject of the verb *was* in the main clause.

One basic question psychologists have tried to answer is _____.

(A) people learn
(B) how do people learn
(C) people learn how
(D) how people learn

Choice (A) is incorrect; there is no connector between the first clause and the second. Choice (B) incorrectly follows question word order. (C) is incorrect because *how* is in the wrong position. ▲

## Exercise 22

**Focus:** Completing structure problems involving incomplete noun clauses. (Note: Two or three items in this exercise do *not* focus on noun clauses. These items are marked in the answer key with asterisks.)

**Directions:** Choose the one option—(A), (B), (C), or (D)—that correctly completes the sentences, and then mark the appropriate blank. The first one is done as an example.

1. _____ begin their existence as ice crystals over most of the earth seems likely.
   _____ (A) Raindrops
   _____ (B) If raindrops
   _____ (C) What if raindrops
   ___✓___ (D) That raindrops

2. Scientists cannot agree on _____ related to other orders of insects.
   _____ (A) that fleas are
   _____ (B) how fleas are
   _____ (C) how are fleas
   _____ (D) fleas that are

3. It was in 1875 _____ joined the staff of the astronomical observatory at Harvard University.
   _____ (A) that Anna Winlock
   _____ (B) Anna Winlock, who
   _____ (C) as Anna Winlock
   _____ (D) Anna Winlock then

4. _____ is a narrow strip of woods along a stream in an open grassland.
   _____ (A) Ecologists use the term "gallery forest"
   _____ (B) What do ecologists call a "gallery forest"
   _____ (C) "Gallery forest" is the term ecologists use
   _____ (D) What ecologists call a "gallery forest"

5. _____ developed very rapidly in Alabama primarily because of its rich natural resources.
   _____ (A) That heavy industry
   _____ (B) Heavy industry
   _____ (C) Heavy industry that was
   _____ (D) When heavy industry

6. _____ so incredible is that these insects successfully migrate to places that they have never even seen.
   _____ (A) That makes the monarch butterflies' migration
   _____ (B) The migration of the monach butterflies is
   _____ (C) What makes the monarch butterflies' migration
   _____ (D) The migration of the monarch butterflies, which is

7. Art critics do not all agree on what _____ a painting great.
   _____ (A) qualities make
   _____ (B) are the qualities for making
   _____ (C) qualities to make
   _____ (D) do the qualities that make

8. In order to grow vegetables properly, gardeners must know _____.
   _____ (A) what the requirements for each vegetable are
   _____ (B) that the requirements for each vegetable
   _____ (C) what are each vegetable's requirements
   _____ (D) that is required by each vegetable

9. When _____ is not known.
   _____ (A) was the wheel invented
   _____ (B) the invention of the wheel
   _____ (C) inventing the wheel
   _____ (D) the wheel was invented

10. For many years people have wondered _____ exists elsewhere in the universe.
    _____ (A) that life
    _____ (B) life which
    _____ (C) whether life
    _____ (D) life as it

11. _____ of all modern domestic poultry is the red jungle fowl is widely believed.
    _____ (A) The ancestor
    _____ (B) The ancestor is
    _____ (C) How the ancestor
    _____ (D) That the ancestor

12. _____ the right side of a person's brain is dominant, that person is left-handed.
    _____ (A) That
    _____ (B) If
    _____ (C) Which
    _____ (D) For

## LESSON 23

### MISSING OR INCOMPLETE PREPOSITIONAL PHRASES

A **prepositional phrase** consists of a **preposition** (*in, at, with, for, until,* and so on) followed by a noun phrase or pronoun, which is called the **prepositional object.** Prepositional phrases often describe relationships of time and location, among others.

In the *autumn,* maple leaves turn red.
Beacon Hill is one of the most famous neighborhoods *in Boston.*
*With luck,* there won't be any more problems.
This house was built *by John's grandfather.*

Often, prepositional phrases come at the beginning of sentences, but they may appear in other parts of the sentence as well.

The correct answer for this type of item may be a preposition, its object, or both, as well as other parts of the sentence.

You may see prepositions in distractors, especially before the subject of a sentence. Remember, the object of a preposition cannot correctly be the subject of a sentence, as in these examples:

**In the autumn* is my favorite season.
**Without a pencil* is no way to come to a test.

#### ▼ Sample Items

_____ the unaided eye can see about 6,000 stars.

(A) A clear night
(B) It's a clear night
(C) On a clear night
(D) When a clear night

Choice (A) is incorrect because there is no connector to join the noun phrase *a clear night* to the rest of the sentence. Choice (B) consists of an independent clause, but there is no connector to join it to the other clause. (D) seems to form a subordinate clause, but the clause lacks a verb.

_____ all the field crops grown in the United States are harvested with machines called combines.

(A) Of nearly
(B) Nearly
(C) That nearly
(D) Nearly of

Choices (A) and (D) are incorrect because the subject of a sentence (*all the field crops*) cannot be the object of a preposition (*of*). Choice (C) creates a noun clause, but the noun clause lacks a verb. ▲

## Exercise 23

**Focus:** Completing structure problems involving prepositional phrases. (Note: One or two items in this exercises do *not* focus on prepositional phrases. These items are marked in the answer key with asterisks.)

**Directions:** Choose the one option—(A), (B), (C), or (D)— that correctly completes the sentence, and then mark the appropriate blank. The first one is done as an example.

1. Dynamite is ordinarily detonated _____ called a blasting cap.
   _____ (A) a device is used
   _____ (B) that a device
   ✔ (C) with a device
   _____ (D) the use of a device

2. _____ seed of a flowering plant is covered by a dense protective coat.
   _____ (A) On each
   _____ (B) Each
   _____ (C) Each of
   _____ (D) That each

3. _____ 1900 there were some 300 bicycle factories in the United States, and they produced over a million bicycles.
   _____ (A) In
   _____ (B) Because in
   _____ (C) It was in
   _____ (D) That in

4. A thick layer of fat called blubber keeps whales warm even _____ coldest water.
   _____ (A) although the
   _____ (B) in the
   _____ (C) the
   _____ (D) of the

5. _____ the United States, the general movement of air masses is from west to east.
   _____ (A) Across
   _____ (B) To cross
   _____ (C) They cross
   _____ (D) It's across

6. The bark of a tree thickens _____.
   _____ (A) with age
   _____ (B) it gets older
   _____ (C) as older
   _____ (D) by age

7. A substance that is harmless to a person who has no allergies can cause mild to serious reactions in a person _____ allergies.
   _____ (A) has
   _____ (B) which having
   _____ (C) can have
   _____ (D) with

8. In 1886 a number of national unions formed the American Federation of Labor _____.
   _____ (A) Samuel Gompers was its leader
   _____ (B) under the leadership of Samuel Gompers
   _____ (C) which, under Samuel Gompers' leadership
   _____ (D) Samuel Gompers led it

9. Harmonicas, autoharps, and kazoos _____ folk instruments.
   _____ (A) are examples
   _____ (B) for example
   _____ (C) are examples of
   _____ (D) as examples of

10. _____ charming shops and restaurants, Old Town is the most picturesque section of Albuquerque.
   _____ (A) With its
   _____ (B) Its
   _____ (C) Because its
   _____ (D) For its

11. _____, such as banking and travel, in which computers are not a convenience but a necessity.
   _____ (A) Where some industries
   _____ (B) In some industries
   _____ (C) Some industries
   _____ (D) There are some industries

12. One of the oldest large suspension bridges still _____ today is the George Washington Bridge between New York City and Fort Lee, New Jersey.
   _____ (A) uses
   _____ (B) is used
   _____ (C) the use of
   _____ (D) in use

## ANSWER SHEET
## MINI-TEST 4: STRUCTURE

| | | |
|---|---|---|
| 1. (A) (B) (C) (D) | 6. (A) (B) (C) (D) | 11. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 7. (A) (B) (C) (D) | 12. (A) (B) (C) (D) |
| 3. (A) (B) (C) (D) | 8. (A) (B) (C) (D) | 13. (A) (B) (C) (D) |
| 4. (A) (B) (C) (D) | 9. (A) (B) (C) (D) | 14. (A) (B) (C) (D) |
| 5. (A) (B) (C) (D) | 10. (A) (B) (C) (D) | 15. (A) (B) (C) (D) |

## MINI-TEST 4: STRUCTURE

**Directions:** The following sentences are incomplete. Beneath each of these sentences, there are four words or phrases marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence.

1. _____ by Anna Baldwin in 1878.
   - _____ (A) The invention of the vacuum milking machine
   - _____ (B) That the vacuum milking machine was invented
   - _____ (C) The vacuum milking machine, which was invented
   - _____ (D) The vacuum milking machine was invented

2. Dry cleaning is the process _____ clothes are cleaned in liquids other than water.
   - _____ (A) by
   - _____ (B) which through
   - _____ (C) by which
   - _____ (D) through

3. Sand dunes are made of loose sand _____ up by the action of the wind.
   - _____ (A) it builds
   - _____ (B) builds
   - _____ (C) is building
   - _____ (D) built

4. _____ book *Jubilee*, which was based on the life of her great-grandmother, Margaret Walker was awarded the Pulitzer Prize.
   - _____ (A) For her
   - _____ (B) Her
   - _____ (C) It was her
   - _____ (D) That her

5. Job specialization takes place _____ of production is separated into occupations.
   - _____ (A) whenever the work is
   - _____ (B) when the work
   - _____ (C) is when the work
   - _____ (D) whenever working

6. _____ are hot is a common misconception.

_____ (A) All deserts
_____ (B) All deserts which
_____ (C) Of all deserts
_____ (D) That all deserts

7. _____ imaginative stories about the origin of the game of chess.

_____ (A) Many of the
_____ (B) Many
_____ (C) There are many
_____ (D) Of the many

8. _____ one of Canada's greatest engineering projects, is a twenty-seven mile long waterway between Lake Erie and Lake Ontario.

_____ (A) Because the Welland Ship Canal is
_____ (B) The Welland Ship Canal is
_____ (C) That the Welland Ship Canal is
_____ (D) The Welland Ship Canal,

9. A deep-tissue massage is a type of massage therapy _____ on one part of the body, such as the lower back.

_____ (A) its concentration is
_____ (B) concentrating
_____ (C) why it concentrates
_____ (D) to be concentrated

10. One of the most powerful optical telescopes, the "Big Eye" at Mt. Palomar, _____ a two-hundred-inch mirror.

_____ (A) has
_____ (B) that has
_____ (C) with
_____ (D) which

11. Elfego Baca, _____ legendary Mexican-American folk hero, was a lawman in New Mexico in the late 1880's.

_____ (A) a
_____ (B) who, as a
_____ (C) was a
_____ (D) and he was a

12. _____ relatively inexpensive, the metal pewter can be fashioned into beautiful and useful objects.

_____ (A) Even it is
_____ (B) Despite
_____ (C) Nevertheless, it is
_____ (D) Although

13. _____ is a general category that includes all mental states and activities.

_____ (A) What do psychologists call cognition
_____ (B) Psychologists call it cognition
_____ (C) What psychologists call cognition
_____ (D) Cognition, as it is called by psychologists, which

14. Nathaniel Hawthorne wrote four novels, _____ *The Scarlet Letter*, became an American literary classic.

_____ (A) of which one,
_____ (B) which one
_____ (C) one of which,
_____ (D) one was

15. _____ about four years for a new aircraft model to move from the preliminary design stage to the full-production stage.

_____ (A) It takes
_____ (B) Taking
_____ (C) That takes
_____ (D) To take

## LESSON 24

### WORD ORDER ITEMS

All of the answer choices for a Structure item involving **word order** contain more or less the same words, but they are arranged in four different orders. The word order is "scrambled" in three choices; one is correct. Most items consist of three or four words.

(A) X Y Z
(B) Y X Z
(C) Z Y X
(D) X Z Y

Word order problems are easy to identify because the answer choices are exactly—or almost exactly—the same length, so the answer choices form a rectangle.

(A) so far away from
(B) away so far from
(C) from so far away
(D) away from so far

Many different types of structures are used in word order problems. One of the most common is a phrase with a superlative adjective or adverb.

Word order items are the only Structure items in which the distractors can be ungrammatical. In other Structure problems, distractors are always correct in some context. However, at least two of the choices may be grammatical. The correct choice depends on the context of the sentence.

It sometimes is easy to eliminate distractors in word order items by making sure they "fit" the rest of the sentence. If you are not sure which remaining answer is correct, use your "ear." Say the sentence to yourself (silently) to see which sounds best. Sometimes in word order problems, the answer that looks best doesn't always sound best. Don't, however, go just by the sound of the answer choices; you must consider them as part of the whole sentence.

A special type of word order problem involves **inversions.** This type of sentence uses question word order even though the sentence is not a question. When are inversions used?

- **When the negative words listed below are placed at the beginning of a clause for emphasis**

| | |
|---|---|
| not only | never |
| not until | seldom |
| not once | rarely |
| at no time | scarcely |
| by no means | no sooner |
| nowhere | |

Not once *was he* on time.
Seldom *have I heard* such beautiful music.
Not only *did the company* lose profits, but it also had to lay off workers.

- **When the following expressions beginning with *only* occur at the beginning of a sentence (with these expressions, the subject and verb in that clause are inverted)**

| | |
|---|---|
| only in (on, at, by, etc.) | only recently |
| only once | |

Only in an emergency *should you use* this exit.
Only recently *did she return* from abroad.
Only by asking questions *can you learn*.

- **When the following expressions beginning with *only* occur at the beginning of a sentence (with these expressions the subject and verb of the second clause are inverted)**

  only if
  only because
  only until
  only when
  only after

  Only if you have a serious problem *should you* call Mr. Franklin at home.
  Only when you are satisfied *is the sale* considered final.

- **When clauses beginning with the word *so* + an adjective or participle occur at the beginning of a sentence**

  So rare *is this coin* that it belongs in a museum.
  So confusing *was the map* that we had to ask a police officer for directions.

- **When clauses beginning with expressions of place or order occur at the start of a sentence (in these cases, the subject and main verb are inverted since auxiliary verbs are not used as they would be in most questions)**

  In front of the museum *is a statue.*
  Off the coast of California *lie the Channel Islands.*
  First *came a police car;* then *came an ambulance.*

### ▼ Sample Items

Andromeda is a galaxy containing millions of individual stars, but it is _____ Earth that it looks like a blurry patch of light.

(A) so far away from
(B) away so far from
(C) from so far away
(D) away from so far

Only choice (A) involves the correct word order for this sentence. Choices (B) and (D) are incorrect word orders in any sentence. Choice (C) could be correct in certain sentences, but is not correct in the context of this sentence.

Not only _____ shade and beauty, but they also reduce carbon dioxide.

(A) do trees provide
(B) trees provide
(C) provide trees
(D) trees do provide

Only choice (A) correctly uses question word order after *not only*. Choices (B) and (C) do not use an auxiliary verb, which is required after *not only*. Choice (D) does not follow the correct word order: auxiliary + adjective + main verb. ▲

## LESSON 24

### WORD ORDER ITEMS

All of the answer choices for a Structure item involving **word order** contain more or less the same words, but they are arranged in four different orders. The word order is "scrambled" in three choices; one is correct. Most items consist of three or four words.

(A) X Y Z
(B) Y X Z
(C) Z Y X
(D) X Z Y

Word order problems are easy to identify because the answer choices are exactly—or almost exactly—the same length, so the answer choices form a rectangle.

(A) so far away from
(B) away so far from
(C) from so far away
(D) away from so far

Many different types of structures are used in word order problems. One of the most common is a phrase with a superlative adjective or adverb.

Word order items are the only Structure items in which the distractors can be ungrammatical. In other Structure problems, distractors are always correct in some context. However, at least two of the choices may be grammatical. The correct choice depends on the context of the sentence.

It sometimes is easy to eliminate distractors in word order items by making sure they "fit" the rest of the sentence. If you are not sure which remaining answer is correct, use your "ear." Say the sentence to yourself (silently) to see which sounds best. Sometimes in word order problems, the answer that looks best doesn't always sound best. Don't, however, go just by the sound of the answer choices; you must consider them as part of the whole sentence.

A special type of word order problem involves **inversions.** This type of sentence uses question word order even though the sentence is not a question. When are inversions used?

- **When the negative words listed below are placed at the beginning of a clause for emphasis**

| | |
|---|---|
| not only | never |
| not until | seldom |
| not once | rarely |
| at no time | scarcely |
| by no means | no sooner |
| nowhere | |

Not once *was he* on time.
Seldom *have I heard* such beautiful music.
Not only *did the company* lose profits, but it also had to lay off workers.

- **When the following expressions beginning with *only* occur at the beginning of a sentence (with these expressions, the subject and verb in that clause are inverted)**

| | |
|---|---|
| only in (on, at, by, etc.) | only recently |
| only once | |

Only in an emergency *should you use* this exit.
Only recently *did she return* from abroad.
Only by asking questions *can you learn*.

- **When the following expressions beginning with *only* occur at the beginning of a sentence (with these expressions the subject and verb of the second clause are inverted)**

  only if
  only because
  only until
  only when
  only after

  Only if you have a serious problem *should you* call Mr. Franklin at home.
  Only when you are satisfied *is the sale* considered final.

- **When clauses beginning with the word *so* + an adjective or participle occur at the beginning of a sentence**

  So rare *is this coin* that it belongs in a museum.
  So confusing *was the map* that we had to ask a police officer for directions.

- **When clauses beginning with expressions of place or order occur at the start of a sentence (in these cases, the subject and main verb are inverted since auxiliary verbs are not used as they would be in most questions)**

  In front of the museum *is a statue.*
  Off the coast of California *lie the Channel Islands.*
  First *came a police car;* then *came an ambulance.*

### ▼ Sample Items

Andromeda is a galaxy containing millions of individual stars, but it is _____ Earth that it looks like a blurry patch of light.

(A) so far away from
(B) away so far from
(C) from so far away
(D) away from so far

Only choice (A) involves the correct word order for this sentence. Choices (B) and (D) are incorrect word orders in any sentence. Choice (C) could be correct in certain sentences, but is not correct in the context of this sentence.

Not only _____ shade and beauty, but they also reduce carbon dioxide.

(A) do trees provide
(B) trees provide
(C) provide trees
(D) trees do provide

Only choice (A) correctly uses question word order after *not only*. Choices (B) and (C) do not use an auxiliary verb, which is required after *not only*. Choice (D) does not follow the correct word order: auxiliary + adjective + main verb. ▲

## Exercise 24

**Focus:** Completing structure problems involving word order. (Note: *All* the items in this exercise focus on word order problems.)

**Directions:** Choose the one option—(A), (B), (C), or (D)—that correctly completes the sentence, and then mark the appropriate blank. The first one is done as an example.

1. Hills known as land islands, or salt domes, are _____ Louisiana's marshlands.
   - ✔ (A) extremely interesting features of
   - _____ (B) of extremely interesting features
   - _____ (C) interesting extremely features of
   - _____ (D) extremely interesting of features

2. _____ of chamber music is the string quartet.
   - _____ (A) The famous most form
   - _____ (B) The most famous form
   - _____ (C) The form most famous
   - _____ (D) Most the form famous

3. Not until the seventeenth century _____ to measure the speed of light.
   - _____ (A) did anyone even attempt
   - _____ (B) anyone did even attempt
   - _____ (C) did anyone attempt even
   - _____ (D) did even attempt anyone

4. Alfalfa is _____ for livestock.
   - _____ (A) a primarily grown crop
   - _____ (B) grown primarily a crop
   - _____ (C) a crop grown primarily
   - _____ (D) a grown crop primarily

5. The Franklin stove, which became common in the 1790's, burned wood _____ an open fireplace.
   - _____ (A) efficiently more than much
   - _____ (B) much more efficiently than
   - _____ (C) much more than efficiently
   - _____ (D) more efficiently much than

6. Reinforced concrete is concrete that is strengthened by metal bars _____.
   - _____ (A) in it that are embedded
   - _____ (B) embedded that are in it
   - _____ (C) are that it embedded in
   - _____ (D) that are embedded in it

7. The type of clothing people wear tells others a lot about _____.
   - _____ (A) who they are
   - _____ (B) are they who
   - _____ (C) they are who
   - _____ (D) who are they

8. Most Southern states had set up primary school systems by the late eighteenth century, but only in New England _____ and open to all students.
   - _____ (A) primary schools were free
   - _____ (B) were primary schools free
   - _____ (C) free were primary schools
   - _____ (D) were free primary schools

9. Fungi, _____, do not produce chlorophyll.
   _____ (A) as such mushrooms
   _____ (B) mushrooms as such
   _____ (C) such as mushrooms
   _____ (D) mushrooms such as

10. Seldom _____ more than twenty minutes a night.
   _____ (A) sleep giraffes
   _____ (B) do giraffes sleep
   _____ (C) giraffes do sleep
   _____ (D) giraffes sleep

11. _____ of the early years of space exploration was the discovery of the Van Allen radiation belt in 1958.
   _____ (A) Perhaps the greatest triumph
   _____ (B) The triumph perhaps greatest
   _____ (C) The greatest perhaps triumph
   _____ (D) The triumph greatest perhaps

12. Today _____ major new products without conducting elaborate market research.
   _____ (A) corporations hardly introduce ever
   _____ (B) hardly ever corporations introduce
   _____ (C) hardly ever introduce corporations
   _____ (D) corporations hardly ever introduce

13. Across the Chesapeake Bay from the rest of the state _____, whose farms produce beans, tomatoes, and other garden vegetables.
   _____ (A) there lies Maryland's Eastern Shore
   _____ (B) lies Maryland's Eastern Shore
   _____ (C) Maryland's Eastern Shore lies there
   _____ (D) Maryland's Eastern Shore lies

14. Acidophilus bacteria are _____ in an acid medium.
   _____ (A) those that grow best
   _____ (B) those grow best that
   _____ (C) that those grow best
   _____ (D) grow best those that

15. _____ of great apes, the gibbon is the smallest.
   _____ (A) Four of the types
   _____ (B) The four of types
   _____ (C) Four types of the
   _____ (D) Of the four types

16. It is difficult _____ through swamps because of tangled roots and shallow waterways.
   _____ (A) to navigate even for small boats
   _____ (B) for even small boats to navigate
   _____ (C) even small boats for to navigate
   _____ (D) even to navigate for small boats

17. A lodestone is _____.
   _____ (A) an occurring naturally magnet
   _____ (B) a magnet naturally occurring
   _____ (C) naturally a magnet occurring
   _____ (D) a naturally occurring magnet

18. So complicated _____ that consumers who use a product are seldom aware of where all its components come from.
    _____ (A) today trade is international
    _____ (B) today international trade is
    _____ (C) is international trade today
    _____ (D) international trade is today

19. The snow bunting is _____ winter birds in Canada.
    _____ (A) one most of the common
    _____ (B) the most common one of
    _____ (C) one of the most common
    _____ (D) the one of most common

20. Nashville has _____ the capital of country music.
    _____ (A) as long been known
    _____ (B) been known long as
    _____ (C) long been known as
    _____ (D) long as been known

## LESSON 25

### ITEMS INVOLVING VERB PROBLEMS

The answer choices for this type of problem are all or almost all different forms of the same verb. From the context of the sentence stem, you'll have to decide which form works best in the sentence. Distractors are generally incorrect for one of these reasons:

- **The "verb" is not really a verb.**

  Used alone, an infinitive, gerund, or participle cannot be a main verb.

- **The verb is active but should be passive, or it is passive but should be active.**
  If the subject of the sentence *performs* the action, the verb must be in the active voice. If the subject of the sentence *receives* the action, the verb must be in the passive.

  The architect *designed* the building.
  (active verb)
  The building *was designed* by the architect.
  (passive verb)

- **The verb does not agree with its subject.**
  Singular subjects require singular verbs; plural subjects require plural verbs.

- **The verb is not in the right tense.**
  According to the time words or ideas in the sentence, the appropriate tense must be used.

- **An unnecessary element comes before the verb.**
  Personal pronouns (*he*, *she*, *it*), relative pronouns (*who*, *which*, *that*, and so on), or conjunctions (*and*, *but*, and so on) may be used unnecessarily before verbs in some sentences.

▼ **Sample Item**

Before the late eighteenth century, most textiles _____ at home.

(A) produced
(B) was produced
(C) producing
(D) were produced

Ⓐ Ⓑ Ⓒ ●

Choice (D) is the best answer. (A) can be considered either an active verb in the past tense or a past participle; both are incorrect. An active verb is incorrect because a passive verb is needed; a past participle is incorrect because a past participle cannot serve as a main verb. (B) is incorrect because the plural subject *textiles* requires a plural verb, *were*. (C) is incorrect because, by itself, an *-ing* form can never be a main verb. ▲

## Exercise 25

**Focus:** Completing structure problems involving verb forms. (Note: One or two items in this exercises do *not* focus on finite verb forms. These items are marked in the answer key with asterisks.)

**Directions:** Choose the one option—(A), (B), (C), or (D)—that correctly completes the sentence, and then mark the appropriate blank. The first one is done as an example.

1. R. M. Bartlett of Philadelphia _____ the first private business college in the United States in 1843.
   _____ (A) founding
   ___✔___ (B) founded
   _____ (C) was founded
   _____ (D) founds

2. In 1989 the space probe *Voyager 2* _____ by the planet Neptune.
   _____ (A) fly
   _____ (B) having flown
   _____ (C) flying
   _____ (D) flew

3. A cupful of stagnant water may _____ millions of microorganisms.
   _____ (A) contains
   _____ (B) to contain
   _____ (C) contain
   _____ (D) containing

4. Computers and new methods of communication _____ revolutionized the modern office.
   _____ (A) have
   _____ (B) to have
   _____ (C) that have
   _____ (D) has

5. Sarah Knight _____ a fascinating account of a journey she made from Boston to New York in 1704.
   _____ (A) written
   _____ (B) write
   _____ (C) wrote
   _____ (D) writing

6. All animals _____ on other animals or plants.
   _____ (A) feed
   _____ (B) feeds
   _____ (C) fed
   _____ (D) feeding

7. Chromium _____ in the manufacture of stainless steel.
   _____ (A) using
   _____ (B) is used
   _____ (C) uses
   _____ (D) is using

8. The Baltimore and Ohio Railroad _____ the first air conditioning system for trains in 1931.
   _____ (A) has installed
   _____ (B) installed
   _____ (C) to have installed
   _____ (D) installing

9. Porous rocks such as chalk and sandstone allow water _____ through them.
   _____ (A) soaks
   _____ (B) is soaked
   _____ (C) to soak
   _____ (D) can soak

10. By 1790, rice _____ an important crop in the South.
   _____ (A) being
   _____ (B) has been
   _____ (C) was
   _____ (D) was being

11. Weavers are social birds that _____ complex nests housing hundreds of families.
   _____ (A) build
   _____ (B) are built
   _____ (C) are building
   _____ (D) built

12. The American dancer Maria Tallchief first _____ prominent in Europe.
   _____ (A) to become
   _____ (B) become
   _____ (C) has become
   _____ (D) became

## LESSON 26

### INCOMPLETE OR MISSING INFINITIVE AND GERUND PHRASES

An **infinitive** is a verbal form that consists of the word *to* and the simple form of the verb: *to be, to go, to give, to build.* Infinitives are often followed by an object: *to give directions, to build a house.* Together, an infinitive and its object form an **infinitive phrase.**

Infinitives can be used in a variety of ways. They may be the subjects or objects of verbs or used after *to be* + adjective.

*To read* the directions is important. (infinitive as subject of a verb)
He forgot *to read* the directions. (infinitive as object of a verb)
It's important *to read* the directions. (infinitive after *to be* + adjective)

Infinitives can be used as adjective phrases after noun phrases. You will often see this in Structure problems after noun phrases containing the word *first.*

John Glenn was the first American *to orbit* the Earth.

Infinitives can also be used to show purpose. In other words, they explain why an action takes place. (The phrase *in order* + infinitive also shows purpose.) These infinitive phrases often come at the beginning of a sentence, and are set off by commas.

*To learn how to dance,* he took lessons.
*In order to learn how to dance,* he took lessons.

You may see Structure items that focus on **passive infinitives.** A passive infinitive consists of the word *to* + *be* + past participle.

Roberta was the first person *to be asked* to speak at the meeting.

A **gerund** is a verbal form that ends in *-ing: being, going, giving, building.* Like infinitives, gerunds are often followed by objects: *giving directions, building a house.* Together, a gerund and its object form a **gerund phrase.**

Gerunds are verbal nouns, and are used as other nouns are used. You will generally see gerunds as subjects or objects of verbs or as objects of prepositions. (Note: Infinitives can also be subjects and objects but *never* objects of prepositions.)

*Playing* cards is enjoyable. (gerund as subject of a verb)
He enjoys *playing* cards. (gerund as object of a verb)
He passes the time by *playing* cards. (gerund as object of a preposition)

#### ▼ Sample Items

_____ the eggs of most birds must be kept warm.

(A) Proper development
(B) By properly developing,
(C) They develop properly
(D) To develop properly,

The only one of these for phrases listed here that can show purpose is choice (D), an infinitive. This expression means *in order to develop properly.*

In 1959 the political philosopher Hannah Arendt became the first woman _____ a full professor at Princeton University.

(A) to appoint
(B) was appointed
(C) to be appointed
(D) an appointment as

After a noun phrase such as *the first woman* an infinitive is used as an adjective phrase. Because a passive form is needed (Hannah Arendt receives the action; she doesn't perform the action), choice (A) is not the correct infinitive form. Choice (C), a passive infinitive, is best.

The ear is the organ of hearing, but it also plays a role in _____ balance.

(A) maintaining
(B) it maintains
(C) to maintain
(D) maintained

A gerund is used correctly after a preposition. Choices (B), (C), and (D) would not be appropriate after a preposition. ▲

## Exercise 26

**Focus:** Completing structure problems involving infinitive and gerund phrases. (Note: One or two of the items in this exercise do *not* focus on infinitives or gerunds. These items are marked in the answer key with asterisks.)

**Directions:** Choose the one option—(A), (B), (C), or (D)—that correctly completes the sentence, and then mark the appropriate blank. The first one is done as an example.

1. _____ for a career in dance generally begins at an early age.
   _____ (A) People train
   _____ (B) That people train
   _____ (C) If training
   ✔ (D) Training

2. A baby's first teeth _____ are generally the lower incisors.
   _____ (A) appearance
   _____ (B) appear
   ✔ (C) to appear
   _____ (D) in appearing

3. A climbing helmet _____ protection for a rock-climber's head from falling rocks and other hazards.
   _____ (A) to provide
   ✔ (B) provides
   _____ (C) providing
   _____ (D) that provides

4. Power tools require careful handling _____ injuries.
   _____ (A) by avoiding
   _____ (B) they avoid
   _____ (C) to avoid
   _____ (D) that avoid

5. An electromagnet is created _____ electrical current through a coil of wire.
   _____ (A) by passing
   _____ (B) passes by
   _____ (C) to be passed
   _____ (D) passed

6. _____ at home requires only three types of chemicals, several pieces of simple equipment, and running water.
   _____ (A) For the development of film
   _____ (B) To develop film
   _____ (C) When film is developed
   _____ (D) In developing film

7. The purpose of cost accounting is _____ involved in producing and selling a good or service.
   _____ (A) as a determination of its costs
   _____ (B) the costs determined
   _____ (C) that determines the costs
   _____ (D) to determine the costs

8. _____ was one of the most difficult tasks pioneers faced on their journeys west.
   _____ (A) Crossing rivers
   _____ (B) While crossing rivers
   _____ (C) Rivers being crossed
   _____ (D) By crossing rivers

9. Energy can be defined as the ability _____.
   _____ (A) do working
   _____ (B) to do work
   _____ (C) doing work
   _____ (D) work to be done

10. The process of _____ by hand has changed little since the fifteenth century.
    _____ (A) to bind books
    _____ (B) binding books
    _____ (C) books are bound
    _____ (D) bound books

11. A crescent wrench has adjustable jaws for _____ a nut, bolt, or pipe.
    _____ (A) to grip
    _____ (B) they grip
    _____ (C) gripping
    _____ (D) gripped

12. Compressed air is _____ air brakes, pneumatic tools, and other machinery.
    _____ (A) used to powering
    _____ (B) to use powering
    _____ (C) used to power
    _____ (D) in use by powering

13. Some people believe that the crystals of certain minerals _____ curative powers.
    _____ (A) have
    _____ (B) having
    _____ (C) that have
    _____ (D) to have

14. The narrow blades of speed skates allow _____ speeds of up to 30 miles per hour.
    _____ (A) for skaters maintaining
    _____ (B) skaters to maintain
    _____ (C) skaters maintain
    _____ (D) maintenance by skaters

15. The first library _____ in the Nebraska Territory was built in Fort Atkinson in 1870.
    _____ (A) to be established
    _____ (B) was established
    _____ (C) could establish
    _____ (D) to establish

## LESSON 27

### ITEMS INVOLVING PARALLEL STRUCTURES

In certain Structure items, the correct use of **parallel structures** is tested. Parallel structures have the same grammatical form and function. Look at the following sentences:

She spends her leisure time *hiking*, *camping*, and *fishing*.
He *changed* the oil, *checked* the tire pressure, and *filled* the tank with gas.
Nancy plans to either *study* medicine or *major* in biology.
Nancy plans to study either *medicine* or *biology*.

All of the structures in italics are parallel. In the first, three gerunds are parallel; in the second, three main verbs; in the third, two simple forms; in the fourth, two nouns. Many other structures must be parallel in certain sentences: adjectives, adverbs, infinitives, prepositional phrases, noun clauses, and others.

The most common situation in which parallel structures are required is in a sequence (*A, B,* and *C*) as in the first two sentences above. Parallel structures are also required with correlative conjunctions such as *either . . . or* or *not only . . . but also.* (Correlative conjunctions are presented in Lesson 30.)

#### ▼ Sample Item

San Francisco has a pleasant climate, _____ and many fascinating neighborhoods.

(A) exciting scenery,
(B) has exciting scenery
(C) that the scenery is exciting
(D) the scenery is exciting,

● Ⓑ Ⓒ Ⓓ

This sentence contains a series of three objects after the verb *has:* the first and third are noun phrases (*a pleasant climate* and *many fascinating neighborhoods*). To be parallel, the second object must also be a noun phrase. Therefore, choice (A) is the correct answer; (B), (C), and (D) are not parallel. ▲

## Exercise 27

**Focus:** Completing structure problems involving parallelism. (Note: One or two items in the exercise do *not* focus on items involving parallel structures. These items are marked in the answer key with asterisks.)

**Directions:** Choose the one option—(A), (B), (C), or (D)—that correctly completes the sentence, and then mark the appropriate blank. The first one is done as an example.

1. Insects provide many beneficial services, such as _____, breaking down deadwood, and pollinating plants.
   _____ (A) they condition soils
   _____ (B) to condition soil
   __✔__ (C) conditioning the soil
   _____ (D) soil conditioned

2. Frozen orange juice must be packed, _____, and stored when the fruit is ripe.
   _____ (A) be frozen
   _____ (B) must be frozen
   _____ (C) frozen
   _____ (D) it must be frozen

3. Sioux is a North American Indian language that is spoken not only _____ Sioux but also by the Crow and Osage tribes.
   _____ (A) by the
   _____ (B) the
   _____ (C) do the
   _____ (D) and the

4. In 1900 electrically powered cars were more popular than gasoline powered cars because they were quiet, operated smoothly, and _____.
   _____ (A) handled easily
   _____ (B) ease of handling
   _____ (C) handling easily
   _____ (D) easy to handle

5. Roger Williams was a clergyman, _____ the colony of Rhode Island, and an outspoken advocate of religious and political freedom.
   _____ (A) founded
   _____ (B) the founder of
   _____ (C) was the founder of
   _____ (D) he founded

6. Paint can be applied to a surface with rollers, _____, or spray guns.
   _____ (A) brushes
   _____ (B) brushes can be used
   _____ (C) with brushes
   _____ (D) by brush

7. The use of labor-saving devices in homes, _____, and factories added to the amount of leisure time people had.
   _____ (A) at an office
   _____ (B) used in offices
   _____ (C) offices
   _____ (D) in offices

8. A dulcimer can be played by either striking its strings with a hammer or _____.
   _____ (A) to pluck them with the fingers
   _____ (B) fingers are used to pluck them
   _____ (C) they are plucked with the fingers
   _____ (D) plucking them with the fingers

9. Throughout history, trade routes have increased contact between people, _____, and greatly affected the growth of civilization.
   _____ (A) have resulted in an exchange of ideas
   _____ (B) an exchange of ideas has resulted
   _____ (C) resulted in an exchange of ideas
   _____ (D) resulting in an exchange of ideas

10. Walt Disney made many technical advances in the use of sound, color, and _____ in animated films.
    _____ (A) photographing
    _____ (B) using photography
    _____ (C) photography
    _____ (D) use of photographs

11. Artist Paul Kane traveled throughout Northwest Canada on foot, by canoe, and _____ to sketch Native Canadians going about their ordinary lives.
    _____ (A) on horseback
    _____ (B) riding a horse
    _____ (C) horseback
    _____ (D) by a horse

12. Barbara Jordan was the first woman in the South to win an election to the House of Representatives, _____ as Congresswoman from Texas from 1973 to 1979.
    _____ (A) to serve
    _____ (B) served
    _____ (C) serving
    _____ (D) has served

13. Photographers' choice of a camera depends on what kind of pictures they want to take, how much control they want over exposure, and _____ they want to spend.
    _____ (A) the amount of money
    _____ (B) what money
    _____ (C) how much money
    _____ (D) so much money that

14. Atlanta is the commercial, financial, and _____ of Georgia.
    _____ (A) center of administration
    _____ (B) administrative center
    _____ (C) center for administering
    _____ (D) administering center

15. Even after the Revolutionary War, American importers obtained merchandise from Britain because British merchants understood American tastes, offered attractive prices, and _____.
    _____ (A) easy credit was provided
    _____ (B) because of easy credit
    _____ (C) easy credit
    _____ (D) provided easy credit

## LESSON 28

## ITEMS INVOLVING MISPLACED MODIFIERS

A **misplaced modifier** is a participial phrase or other modifier that comes before the subject, but does *not* refer to the subject.
Look at this sentence:

> *Driving down the road, a herd of sheep suddenly crossed the road in front of Liza's car. (INCORRECT)

This sentence is incorrect because it seems to say that a herd of sheep—rather than Liza—was driving down the road. The participial phrase is misplaced. The sentence could be corrected as shown:

> As Liza was driving down the road, a herd of sheep suddenly crossed the road in front of her. (CORRECT)

This sentence now correctly has Liza in the driver's seat instead of the sheep.

The following sentence structures are often misplaced:

| Misplaced Structure | Example | Correction |
|---|---|---|
| present participle | Walking along the beach, the ship was spotted by the men. | Walking along the beach, the men spotted the ship. |
| past participle | Based on this study, the scientist could make several conclusions. | Based on this study, several conclusions could be made by the scientist. |
| appositive | A resort city in Arkansas, the population of Hot Springs is about 35,000. | A resort city in Arkansas, Hot Springs has a population of about 35,000. |
| reduced adjective clause | While peeling onions, his eyes began to water. | While he was peeling onions, his eyes began to water. |
| adjective phrases | Warm and mild, everyone enjoys the climate of the Virgin Islands. | Everyone enjoys the warm, mild climate of the Virgin Islands. |
| expressions with *like* or *unlike* | Like most cities, parking is a problem in San Francisco. | Like most cities, San Francisco has a parking problem. |

Structure items with misplaced modifiers are usually easy to spot. They generally consist of a modifying element at the beginning of the sentence followed by a comma, with the rest or most of the rest of the sentence missing. The answer choices tend to be long. To find the answer, you must decide what subject the modifier correctly refers to.

### ▼ Sample Item

Using a device called a cloud chamber, _____.

(A) experimental proof for the atomic theory was found by Robert Millikin
(B) Robert Millikin's experimental proof for the atomic theory was found
(C) Robert Millikin found experimental proof for the atomic theory
(D) there was experimental proof found for the atomic theory by Robert Millikin

Choice (A) and (B) are incorrect because the modifier (*Using a device called a cloud chamber . . .*) could not logically refer to the subjects (*experimental proof* and *Robert Millikin's experimental proof*). (D) is incorrect because a modifier can never properly refer to the introductory word *there* or *it*. ▲

## Exercise 28

**Focus:** Completing structure problems involving misplaced modifiers. (Note: *all* the items in this exercise focus on misplaced modifiers.)

**Directions:** Choose the one option—(A), (B), (C), or (D)—that correctly completes the sentences, and then mark the appropriate blank. The first one is done as an example.

1. Fearing economic hardship, _____.
   ✔ (A) many New Englanders emigrated to the Midwest in the 1820's
   _____ (B) emigration from New England to the Midwest took place in the 1820's
   _____ (C) it was in the 1820's that many New Englanders emigrated to the Midwest
   _____ (D) an emigration took place in the 1820's from New England to the Midwest

2. Rich and distinctive in flavor, _____.
   _____ (A) there is in the United States a very important nut crop, the pecan
   _____ (B) the most important nut crop in the United States, the pecan
   _____ (C) farmers in the United States raise pecans, a very important nut crop
   _____ (D) pecans are the most important nut crop in the United States

3. Orbiting from 2.7 to 3.6 billion miles from the sun, _____.
   _____ (A) the astronomer Clyde Tombaugh discovered Pluto in 1930
   _____ (B) Pluto was discovered by the astronomer Clyde Tombaugh in 1930
   _____ (C) it was in 1930 that the astronomer Clyde Tombaugh discovered Pluto
   _____ (D) the discovery of Pluto was made by Clyde Tombaugh in 1930

4. A popular instrument, _____.
   _____ (A) only a limited role has been available to the accordion in classical music
   _____ (B) there is only a limited role for the accordion in classical music
   _____ (C) classical music provides only a limited role for the accordion
   _____ (D) the accordion has played only a limited role in classical music

5. Unlike most birds, _____.
   _____ (A) the heads and necks of vultures lack feathers
   _____ (B) feathers are not found on the heads and necks of vultures
   _____ (C) vultures do not have feathers on their heads and necks
   _____ (D) there are no feathers on vultures' heads and necks

6. Widely reproduced in magazines and books, _____.
   _____ (A) Ansel Adams depicted the Western wilderness in his photographs
   _____ (B) the Western wilderness was depicted in the photographs of Ansel Adams
   _____ (C) Ansel Adams's photographs depicted the Western wilderness
   _____ (D) it was through his photographs that Ansel Adams depicted the Western wilderness

7. Smaller and flatter than an orange, _____.
   _____ (A) a tangerine is easy to peel and its sections separate readily
   _____ (B) the peel of a tangerine is easily removed and its sections are readily separated
   _____ (C) it's easy to peel a tangerine and to separate its sections
   _____ (D) to peel a tangerine is easy, and its sections can be readily separated

8. Like the federal government, _____.
   _____ (A) taxation provides most of the funds for state and local governments as well
   _____ (B) state and local governments obtain most of their funds through taxation
   _____ (C) through taxation is how state and local governments obtain most of their funds
   _____ (D) funds are provided from taxation for state and local governments

9. Originally settled by Polynesians around 700 A.D., _____.
   _____ (A) Hawaii received its first European visitor in 1778, when Captain James Cook landed there
   _____ (B) Hawaii's first European visitor, Captain James Cook, landed there in 1778
   _____ (C) in 1778 the first European, Captain James Cook, visited Hawaii
   _____ (D) the first European to visit Hawaii was Captain James Cook, landing there in 1778

10. Unlike most modernist poets, _____ based on ordinary speech.
    _____ (A) Robert Frost's poems were
    _____ (B) the works of Robert Frost were
    _____ (C) Robert Frost wrote poems that were
    _____ (D) the poetry written by Robert Frost was

11. Named for its founder, _____ in Ithaca, New York.
    _____ (A) in 1865 Ezra Cornell established Cornell University
    _____ (B) Cornell University was established in 1865 by Ezra Cornell
    _____ (C) it was in 1865 that Cornell University was established by Ezra Cornell
    _____ (D) Ezra Cornell established Cornell University in 1865

12. While living in New Orleans, _____ the Creole people of Louisiana.
    _____ (A) a book of folklore, *Bayou Folk,* was written by Kate Chopin about
    _____ (B) *Bayou Folk*, a book of folklore, was written by Kate Chopin about
    _____ (C) the subject of Kate Chopin's book *Bayou Folk* was the folklore of
    _____ (D) Kate Chopin wrote *Bayou Folk,* a book about the folklore of

## LESSON 29

### INCOMPLETE OR MISSING COMPARISONS

You may see sentences in the Structure section that contain comparisons. Many of these involve the comparative forms of adjectives.

On the average, the Pacific Ocean is *deeper than* the Atlantic.
Rhonda is a *more experienced* performer *than* Theresa.
This show is *less interesting than* the one we watched last night.

Be sure that the sentence compares similar things or concepts.

**The ears of African elephants* are bigger than *Indian elephants*. (INCORRECT)
*The ears of African elephants* are bigger than *those of of Indian elephants*. (CORRECT)

The first sentence above is incorrect because it compares two dissimilar things: an African elephant's ears and an Indian elephant. In the second, the word *those* refers to ears, so the comparison is between similar things.

Another type of comparison involves the phrase *as . . . as*.

The lab lasted *as long as* the class did.
There weren't *as many people at the meeting as* I had thought there would be.

The words *like/alike* and *unlike/not alike* can also be used to express comparison:

| | |
|---|---|
| Like A, B . . . | Unlike X, Y . . . |
| A, like B, . . . | X, unlike Y, . . . |
| A is like B. | X is unlike Y. |
| A and B are alike. | X and Y are not alike. |

In these sentences, similar-looking words such as *likely*, *likewise*, *dislike,* and *unlikely* may appear as distractors.

Other phrases can be used in making comparisons:

| | |
|---|---|
| A is the same as B | X is different from Y |
| A and B are the same | X and Y are different |
| A is similar to B | X differs from Y |

A special kind of comparison is called a **proportional statement.** A proportional statement follows this pattern: *The more A . . . the more B.*

*The higher* the humidity, *the more uncomfortable* people feel.

### ▼ Sample Items

Subtropical zones _____ temperate zones, but they still have distinct summer and winter seasons.

(A) that are warmer
(B) warmer
(C) are warmer as
(D) are warmer than

Choice (A) creates a relative clause, which is not appropriate in this sentence; also, the choice lacks the word *than*. Choice (B) lacks both a verb and the word *than*. (C) incorrectly uses *as* in place of *than*.

_____ other mammals, whales do not have a sense of smell.

(A) Not alike
(B) Unlike
(C) Unlikely
(D) Dislike

Choice (A) is used only in the pattern "A and B are not alike." (C) and (D) are not used in comparisons; *unlikely* is an adjective meaning "not probable"; *dislike* is a verb meaning "not enjoy, not admire."

_____ the diameter of a circle, the larger its circumference is.

(A) Greater than
(B) The greater
(C) Great as
(D) As great as

The correct pattern for a proportional statement is *the more A . . . the more B*. Only choice (B) follows this pattern. ▲

## Exercise 29

**Focus:** Completing structure problems involving comparisons. (Note: *All* the items in this exercise focus on comparisons.)

**Directions:** Choose the option—(A), (B), (C), or (D)—that correctly completes the sentence, and then mark the appropriate blank. The first one is done as an example.

1. Sea bass _____ freshwater bass.
   ✔ (A) are larger than
   _____ (B) the larger the
   _____ (C) are as large
   _____ (D) are larger

2. Wild strawberries are _____ as cultivated strawberries.
   _____ (A) not so sweet
   _____ (B) not as sweet
   _____ (C) less sweeter
   _____ (D) not as sweeter

3. Automobiles, airplanes, and buses use more energy per passenger _____.
   _____ (A) as do trains
   _____ (B) than trains do
   _____ (C) trains do
   _____ (D) like trains

4. The larger a drop of water, _____ freezing temperature.
   _____ (A) the higher its
   _____ (B) its higher
   _____ (C) higher than its
   _____ (D) higher of its

5. _____ San Diego and San Francisco, Los Angeles has no natural harbor.
   _____ (A) Dissimilar
   _____ (B) Unlike
   _____ (C) Dislike
   _____ (D) Different

6. The water of the Great Salt Lake is _____ seawater.
   _____ (A) saltier than that of
   _____ (B) as salty as that of
   _____ (C) saltier than
   _____ (D) so salty as

7. A psychosis is a severe mental disorder, _____ than a neurosis.
   _____ (A) the most serious
   _____ (B) as serious
   _____ (C) more serious than
   _____ (D) as though serious

8. The social system of bumblebees is not as complex _____.
   _____ (A) than honeybees
   _____ (B) as honeybees
   _____ (C) that honeybees are
   _____ (D) as that of honeybees

9. The administration of private colleges is nearly _____ that of public colleges.
   _____ (A) same
   _____ (B) just as
   _____ (C) the same as
   _____ (D) similar

10. _____ a river on land, an ocean current does not flow in a straight line.
    _____ (A) Alike
    _____ (B) Like
    _____ (C) Likewise
    _____ (D) Likely

11. The skin temperature of humans is _____ their internal temperature.
    _____ (A) not high as
    _____ (B) not so high
    _____ (C) as low
    _____ (D) lower than

12. A butterfly _____ a moth in a number of ways.
    _____ (A) is different from
    _____ (B) is different
    _____ (C) the difference is
    _____ (D) differing from

## LESSON 30

### MISSING CONJUNCTIONS

**Conjunctions** are connecting words; they join parts of a sentence. In this lesson, we'll look at two types of conjunctions.

**Coordinate conjunctions** are used to join equal sentence parts: single words, phrases, and independent clauses. When two full clauses are joined, they are usually separated by a comma. The coordinate conjunctions you will most often see in Structure problems are listed in the chart below:

| Coordinate Conjunction | Use | Examples |
|---|---|---|
| and | addition | Hereford cows are brown *and* white.<br>He washed his car *and* cleaned out the garage. |
| or | choice, possibility | This plant can be grown in a house *or* in a garden.<br>Her action was very brave *or* very foolish. |
| but | contrast, opposition | He brought his wallet *but* forgot his checkbook.<br>The book discussed some interesting ideas, *but* it wasn't very well written. |
| nor | negation | He's never taken a class in sociology, *nor* does he intend to. |
| so | effect | It was a bright day, *so* she put on her sunglasses. |

(The conjunction *so* is used to join only clauses—not single words or phrases.)

**Conjunctive adverbs** (*moreover*, *therefore*, *however*, *nevertheless*, and so on) are also used to join clauses, but in Structure problems, these words are most often used as distractors—they seldom appear as correct answers.

**Correlative conjunctions** are two-part conjunctions. Like coordinate conjunctions, they are used to join clauses, phrases, and words.

| Correlative Conjunction | Use | Example |
|---|---|---|
| both . . . and | addition | *Both* wolves *and* coyotes are members of the dog family. |
| not only . . . but also | addition | Dominic studied *not only* mathematics *but also* computer science. |
| either . . . or | choice, possibility | We need *either* a nail *or* a screw to hang up this picture. |
| neither . . . nor | negation (not A and not B) | *Neither* the television *nor* the stereo had been turned off. |

### ▼ Sample Items

The automobile began as a toy _____ developed into a powerful force for social change.

(A) it
(B) but
(C) when
(D) or

There is a contrast in this sentence; the role of the automobile as a toy in its early days is contrasted with its later role as a force for social change. The only word among the four choices that indicates contrast is choice (B), *but.*

Singer Marian Anderson trained _____ in the United States and abroad.

(A) not just
(B) and
(C) both
(D) not only

The correct structure for this sentence is *both . . . and.* Choices (A), (B), and (D) do not follow this pattern. (In choice (D), *not only* must be paired with *but also* to be correct.) ▲

## Exercise 30

**Focus:** Completing structure problems involving conjunctions. (Note: One or two of the items in this exercise do *not* focus on conjunctions. These items are marked in the answer key with asterisks.)

**Directions:** Choose the one option—(A), (B), (C), or (D)—that correctly completes the sentence, and then mark the appropriate blank. The first one is done as an example.

1. Blindfish, which spend their whole lives in caves, have _____ eyes nor body pigments.
   _____ (A) not any
   _✔_ (B) neither
   _____ (C) nor
   _____ (D) without

2. Specialty stores, unlike department stores, handle only one line of merchandise _____ a limited number of closely related lines.
   _____ (A) either
   _____ (B) but
   _____ (C) instead
   _____ (D) or

3. Thomas Eakins studied not only painting _____ anatomy when he was training to become an artist.
   _____ (A) moreover
   _____ (B) but also
   _____ (C) as well
   _____ (D) and

4. Although topology is the youngest branch of geometry, _____ is considered the most sophisticated.
   _____ (A) but it
   _____ (B) so it
   _____ (C) it
   _____ (D) however it

5. In 1923 Jean Toomer wrote a book titled *Cane* which combined fiction _____ poetry to describe the experience of being black in the United States.
   _____ (A) and
   _____ (B) to
   _____ (C) also
   _____ (D) or

6. Endive can be used _____ as a salad green or as a cooking vegetable.
   _____ (A) such
   _____ (B) both
   _____ (C) either
   _____ (D) neither

7. Glucose does not have to be digested, _____ it can be put directly into the bloodstream.
   _____ (A) so
   _____ (B) while
   _____ (C) and since
   _____ (D) nor

8. Natural fiber comes from either animal _____ plant sources.
   _____ (A) or
   _____ (B) otherwise
   _____ (C) and
   _____ (D) nor

9. Paint is _____ used to protect wood.
   _____ (A) not only the substance
   _____ (B) the substance which is not only
   _____ (C) not only a substance which is
   _____ (D) not the only substance

10. An acoustic engineer's purpose in designing a factory is to suppress sound, _____ his or her purpose in designing a concert hall is to transmit sound faithfully.
    _____ (A) or
    _____ (B) so
    _____ (C) but
    _____ (D) which

11. Demographers believe most metropolitan areas will continue to grow in _____ population and area in the future.
    _____ (A) moreover
    _____ (B) both
    _____ (C) together
    _____ (D) besides

12. Most crustaceans live in the sea, _____ some live in fresh water and a few have ventured onto land.
    _____ (A) both
    _____ (B) also
    _____ (C) but
    _____ (D) and

## LESSON 31

### MISSING NEGATIVE WORDS

The answer choices for this type of item are four negative expressions, such as the ones listed below:

| Negative Word | Use | Meaning | Example |
|---|---|---|---|
| no | adjective | not any | There was *no* milk in the refrigerator. |
| none | pronoun | not one | They took a lot of pictures, but almost *none* of them turned out. |
| nothing | pronoun | not anything | There was *nothing* in his briefcase. |
| no one | pronoun | not anyone | *No one* arrived at the meeting on time. |
| nor | conjunction | and . . . not | He's never been fishing, *nor* does he plan to go. |
| without | preposition | not having | She likes her coffee *without* milk or sugar. |
| never | adverb | at no time | I've *never* been to Alaska. |

The negative word *not* is used to make almost any kind of word or phrase negative: verbs, prepositional phrases, infinitives, adjectives, and so on.

Both *no* and *not* can be used before nouns, depending on meaning.

There is *no* coffee in the pot. (It's empty.)
This is *not* coffee. (It's tea.)

The adjective *no* is also used before the word *longer* to mean "not anymore."

I *no longer* read the afternoon paper.

#### ▼ Sample Item

There is almost _____ vegetation in the Badlands, a barren region of South Dakota.

(A) not
(B) nor
(C) none
(D) no

Ⓐ Ⓑ Ⓒ ●

Choices (A), (B), and (C) cannot be used before nouns as adjectives. ▲

By the way, probably the most common correct answer for this type of problem is the adjective *no*.

## Exercise 31

**Focus:** Completing structure problems involving negative words. (Note: *All* the items in this exercise focus on negative words.)

**Directions:** Choose the one option—(A), (B), (C), or (D)—that correctly completes the sentence, and then mark the appropriate blank. The first one is done as an example.

1. Old Faithful is the most famous but _____ the most powerful geyser in Yellowstone National Park.
   _____ (A) none of
   _____ (B) no
   _____ (C) nothing
   ✔ (D) not

2. Early carpenters, having _____ nails, had to use wooden pegs to secure their constructions.
   _____ (A) no
   _____ (B) not
   _____ (C) without
   _____ (D) neither

3. Joseph Priestly, the discoverer of oxygen, had little _____ interest in science until he met Benjamin Franklin in Paris.
   _____ (A) and not
   _____ (B) or no
   _____ (C) but not
   _____ (D) nor any

4. Mobile homes were _____ counted as permanent houses until the 1960 census.
   _____ (A) not
   _____ (B) nor
   _____ (C) no
   _____ (D) none

5. Most solo musicians play _____ sheet music in front of them.
   _____ (A) without
   _____ (B) not having
   _____ (C) lacking
   _____ (D) and no

6. Desertification is the creation of deserts where _____ had existed before.
   _____ (A) never
   _____ (B) no one
   _____ (C) none
   _____ (D) not one

7. Glass snakes are actually legless lizards, _____ snakes.
   _____ (A) no
   _____ (B) not
   _____ (C) nor
   _____ (D) none

8. There is _____ truth to the old expression "Lightning never strikes the same place twice."
   _____ (A) without
   _____ (B) none
   _____ (C) no
   _____ (D) not

9. _____ single person can be said to have invented the automobile.
   _____ (A) There was not a
   _____ (B) Nor a
   _____ (C) Not one of
   _____ (D) No

10. A serious study of physics is impossible _____ some knowledge of mathematics.
   _____ (A) not with
   _____ (B) no
   _____ (C) not having
   _____ (D) without

11. _____ two fingerprints have ever been found to be exactly the same.
   _____ (A) No
   _____ (B) Never
   _____ (C) Not
   _____ (D) None

12. One of the few stands of forest on the East Coast of the United States that has _____ been harvested is Hutcheson Forest in New Jersey.
   _____ (A) no
   _____ (B) never
   _____ (C) none
   _____ (D) nothing

13. Customers could, until the 1960's, open small savings accounts at U.S. Post Offices, but that service is _____ offered.
   _____ (A) no longer
   _____ (B) not longer
   _____ (C) no long
   _____ (D) not along

14. _____ the reptiles alive today is capable of flight.
   _____ (A) No
   _____ (B) None of
   _____ (C) Not one
   _____ (D) Not

## ANSWER SHEET
## MINI-TEST 5: STRUCTURE

| | | |
|---|---|---|
| 1. (A) (B) (C) (D) | 6. (A) (B) (C) (D) | 11. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 7. (A) (B) (C) (D) | 12. (A) (B) (C) (D) |
| 3. (A) (B) (C) (D) | 8. (A) (B) (C) (D) | 13. (A) (B) (C) (D) |
| 4. (A) (B) (C) (D) | 9. (A) (B) (C) (D) | 14. (A) (B) (C) (D) |
| 5. (A) (B) (C) (D) | 10. (A) (B) (C) (D) | 15. (A) (B) (C) (D) |

## MINI-TEST 5: STRUCTURE

**Directions:** The following sentences are incomplete. Beneath each of these sentences, there are four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence.

1. _____, an organism must be able to adapt to changing factors in its environment.
   _____ (A) If survival
   _____ (B) For surviving
   _____ (C) To survive
   _____ (D) It survives

2. The art of landscape architecture is _____ that of architecture itself.
   _____ (A) almost as old as
   _____ (B) as almost old
   _____ (C) almost as old than
   _____ (D) old as almost

3. The Mummers' Parade has _____ every year in Philadelphia on New Year's Day since 1901.
   _____ (A) holding
   _____ (B) been holding
   _____ (C) held
   _____ (D) been held

4. Rarely _____ more than fifty miles from the coast.
   _____ (A) redwood trees grow
   _____ (B) redwood trees do grow
   _____ (C) grow redwood trees
   _____ (D) do redwood trees grow

5. Microorganisms live in extreme conditions of heat and cold where _____ other organisms can survive.
   _____ (A) not
   _____ (B) never
   _____ (C) no
   _____ (D) none

6. The higher one rises in the atmosphere, _____ the temperature generally becomes.
   _____ (A) colder than
   _____ (B) the colder
   _____ (C) the colder as
   _____ (D) is colder

7. Medical researchers are constantly looking for ways to control, _____, and cure diseases.

_____ (A) prevention
_____ (B) preventing
_____ (C) prevent
_____ (D) to prevent

8. Nerve cells, or neurons, _____ in the human body.

_____ (A) the most complex cells are
_____ (B) are the most complex cells
_____ (C) most complex the cells are
_____ (D) most are the complex cells

9. Released in 1915, _____.

_____ (A) D. W. Griffith made an epic film about the Civil War, *Birth of a Nation*
_____ (B) the Civil War was the subject of D. W. Griffith's epic film, *Birth of a Nation*
_____ (C) D. W. Griffith's epic film *Birth of a Nation* was about the Civil War
_____ (D) the subject of D. W. Griffith's epic film *Birth of a Nation* was the Civil War

10. _____ on barren slopes can help prevent erosion.

_____ (A) Planting trees
_____ (B) For trees to be planted
_____ (C) In order to plant trees
_____ (D) Trees are planted

11. Vermont is the only state in New England _____ an Atlantic coastline.

_____ (A) without
_____ (B) not with
_____ (C) which not having
_____ (D) doesn't have

12. In 1867, Hiram R. Revels _____ the first black to be elected to the U.S. Senate.

_____ (A) becoming
_____ (B) became
_____ (C) to have become
_____ (D) has become

13. Jupiter's moons can be easily seen through _____ binoculars or a small telescope.

_____ (A) either
_____ (B) if
_____ (C) whether
_____ (D) or

14. The Colorado beetle is a beautiful insect, _____ it causes a great deal of damage to food crops.

_____ (A) but
_____ (B) what
_____ (C) or
_____ (D) that

15. Judge Francis Hopkins is probably best known as a signer of the Declaration of Independence, but he also excelled as a poet, _____, and an orator.

_____ (A) as a musician
_____ (B) by playing music
_____ (C) a musician
_____ (D) he played music

# Written Expression

## About Written Expression

In this part of the test, there are twenty-five sentences. In each sentence, four expressions—single words or two- or three-word phrases—are underlined. Your job is to identify which of these phrases must be rewritten (it can't simply be omitted) in order for the sentence to be correct. All the errors involve grammar or usage—never punctuation or spelling.

### ▼ Sample Items

Music, dramatic (A), and art (B) contribute to the culture (C) of any (D) community.

This sentence should correctly read "Music, *drama*, and art contribute to the culture of any community." Choice (A) would have to be rewritten to correct the sentence, so (A) is the best answer.

Lenses may having (A) either concave (B) or (C) convex shapes (D).

The correct verb form after a modal auxiliary is the simple form *have*. This sentence should read "Lenses may have either concave or convex shapes." The best answer is (A). ▲

## What's the Best Way to Answer Written Expression Items?

You should begin with a quick reading of each sentence to find any obvious errors. **Don't** simply read the underlined portions, because in most items the underlined expression is incorrect only in the context of the sentence. **Don't** answer the question until you've read the entire sentence.

Easier questions can be answered after the first reading; mark your answer and go on. If you don't find the error immediately, re-read the sentence, now concentrating on the underlined expressions. You can't use the same techniques for reading these items as you would to read other materials, such as newspapers or magazine articles. Usually, a person's eyes move very quickly over "little words" like articles and prepositions because these words don't contain much information. However, in this part of the test, these expressions may be used incorrectly. It would be helpful, in fact, if you could read these sentences aloud, but of course that isn't permitted. You **can**, however, train your eyes to move slowly and to pronounce the sentences in your mind exactly as if you were speaking them.

If you haven't identified the error after a careful reading of the sentence, go through a mental checklist of the most common errors: word form, word choice, verb error, parallelism, pronoun errors, and singular/plural noun errors. Do the underlined expressions seem to fit into any of these categories?

If you still can't find an error, eliminate expressions that seem to be used correctly, and then make a guess from any items that remain.

**Frequency of Errors in Written Expression***

| Type of Error | Percentage |
|---|---|
| Word Form | 21 |
| Word Choice | 15 |
| Verbs | 10 |
| Parallel Structures | 9 |
| Pronouns | 8 |
| Singular/Plural Nouns | 8 |
| Verbals (Infinitives, Gerunds, and Participles) | 6 |
| Prepositions | 6 |
| Articles | 5 |
| Word Order | 5 |
| Comparatives and Superlatives | 3 |
| Conjunctions | 2 |
| Other Types of Errors | 2 |

* Based on an analysis of 20 different exams that test-takers were allowed to keep after Disclosed Test Admissions.

In this section of the *Guide,* the lessons follow the same order as given in the chart above. The most common error, which involves incorrect word forms, is considered first, and so on. Each type of error is explained, and examples are provided. There are exercises to help you practice identifying all these types of errors.

When taking actual exams, once you've found an error, don't worry about how to correct it. However, while working the exercises in this *Guide,* it's important to understand **why** an item is incorrect, so most of the exercises ask you not just to identify errors but to supply corrections as well.

### Tactics for Written Expression

- Skim each sentence, looking for obvious errors.
- If you haven't found the error, read the sentence again carefully, concentrating on the underlined parts. Go through a mental checklist of the most common types of errors (those involving word form, word choice, parallelism, verbs, pronouns, and singular/plural nouns) to see if any of the underlined expressions seem to fall into those categories.
- If you are still unable to find an error, try eliminating options that seem to be correct. If more than one option remains, put a mark by the number of that item on your answer sheet, and then take a guess and go on.
- If you finish before time is called, go back and work on Section 2 problems that you marked as difficult. Make sure you have an answer for every problem. Don't go on to Section 3.

## LESSON 32

### ERRORS WITH WORD FORMS

By far the most common type of Written Expression error involves word forms. As many as eight or nine items per test may be word-form problems. Most errors of this type involve using one part of speech in place of another. Both the incorrect word and the correction come from the same root (*rapid* and *rapidly*, for example, or *inform* and *information*). The four parts of speech generally involved are verbs, nouns, adjectives, and adverbs. The most common problems are adjectives in place of adverbs and adverbs in place of adjectives. Nouns in place of adjectives and adjectives in place of nouns are also commonly seen. In some word-form problems, different forms of the same part of speech may be involved. For example, a noun that refers to a person (*leader*) may be used in place of the field (*leadership*). A gerund (a verbal noun) may also be used in place of an ordinary noun (*judging* and *judgment*, for example).

Parts of speech can often be identified by their suffixes (word endings):

**Common Noun Endings**

| | | | |
|---|---|---|---|
| -tion | information | -ery | recovery |
| -sion | provision | -ship | scholarship |
| -ence | existence | -tude | multitude |
| -ance | acceptance | -ism | capitalism |
| -ity | creativity | -cracy | democracy |
| -hood | childhood | -logy | biology |
| -dom | wisdom | -ness | happiness |
| -th | health | -ment | experiment |

**Endings for Nouns That Refer to Persons**

| | | | |
|---|---|---|---|
| -er | explorer | -ee | employee |
| -or | sailor | -ic | comic |
| -ist | psychologist | -ian | technician |
| -ent | student | -ant | attendant |

**Common Verb Endings**

| | | | |
|---|---|---|---|
| -ize | realize | -ify | satisfy |
| -en | shorten | -ate | incorporate |
| -er | recover | | |

| Common Adjective Endings | | | |
|---|---|---|---|
| -ate | moderate | -y | sunny |
| -ous | dangerous | -ic | economic |
| -al | normal | -ical | logical |
| -ial | remedial | -ory | sensory |
| -able | comfortable | -less | hopeless |
| -ible | sensible | -ive | competitive |
| -ish | sluggish | -ly | friendly |
| -ant | resistant | -ful | colorful |

| Common Adverb Endings | | | |
|---|---|---|---|
| -ly | quickly | -ally | historically |

## A) Adjective/Adverb Errors

The most common type of word-form problem involves the use of an adverb in place of an adjective or an adjective in place of an adverb. A few points to keep in mind:

- Adjectives modify nouns, noun phrases, and pronouns.
  - Adjectives often come before nouns.
    an *important* test
    a *quiet* evening
    a *long* letter
  - They often answer the question *What kind?*

    She is a *brilliant* doctor. (What kind of a doctor is she? A *brilliant* one.)
  - Adjectives also follow the verb *to be* and other linking verbs.

    The glass was *empty*.
    That song sounds *nice*.
    They look *upset*.
  - Adverbs may modify verbs, participles, adjectives, prepositions, adverb clause markers, and other adverbs.

    Ann *eagerly* accepted the challenge.
    (adverb modifying the main verb *accepted*)
    It was a *rapidly* changing situation.
    (adverb modifying the present participle *changing*)
    She wore a *brightly* colored scarf.
    (adverb modifying the past participle *colored*)
    Ted seemed *extremely* curious about that topic.
    (adverb modifying the adjective *curious*)
    We arrived at the airport *shortly* before our flight left.
    (adverb modifying the adverb-clause marker *before*)
    We arrived at the airport shortly before noon.
    (adverb modifying the preposition *before*)
    The accident occurred *incredibly* quickly.
    (adverb modifying the adverb *quickly*)

- Sometimes adverbs are used at the beginning of sentences, often followed by a comma. These adverbs sometimes modify the entire sentence rather than one word in the sentence.

  *Generally*, I like my classes.
  *Usually* Professor Ingram's lectures are more interesting.

- Most adverbs tested in this section are adverbs of manner. They are formed by adding the suffix *-ly* or *-ally* to an adjective.

| | | | |
|---|---|---|---|
| quick | quickly | comic | comically |
| comfortable | comfortably | historic | historically |

- Adverbs of manner answer the question *How?*

  She treated her employees *honestly*. (How did she treat her employees? *Honestly*.)

- A few adverbs (*fast*, *hard*, *high*, for example) have the same form as adjectives.

  He bought a *fast* car. (adjective)
  He was driving so *fast* that he got a speeding ticket. (adverb)

- *Well* is the irregular adverb form of the adjective *good*.

  Juan is an exceptionally *good* student.
  He did very *well* on the last test.

- Some adjectives also end in *-ly*: *friendly*, *yearly*, *costly*, and *lively*, for example.

  That was a *costly* mistake.
  I found Houston a very *friendly* city.

### ▼ Sample Items

The A | Black Hills of South Dakota are B | covered with C | densely D | pine forests.

(A) (B) (C) ●

The best answer is (D). An adjective, *dense*, not an adverb, is required to modify the noun phrase *pine forests*.

During A | solar storms, the amount B | of radiation reaching C | the Earth is abnormal D | high.

(A) (B) (C) ●

The adverb *abnormally* is needed to modify the adjective *high*. ▲

## B) Incorrect Forms of Words Connected with Certain Fields

This error involves a confusion between the names of fields (*biology*, for example) and the name of a person who practices in that field (*biologist*), or between one of those terms and the adjective that describes the field (*biological*).

▼ **Sample Item**

First specializing (A) in industrial (B) photography, Margaret Bourke-White later became a famous news photographer (C) and editorial (D).

The adjective *editorial* is used to describe the field of editing. However, a noun referring to a person (*editor*) is needed in this sentence. ▲

## C) Other Word-Form Problems

There are many other word-form problems. Some examples are given here:

▼ **Sample Items**

Corn played an (A) important role in (B) the cultural (C) of the cliff-dwelling (D) Indians of the Southwest.

The noun *culture*, not the adjective *cultural*, is needed.

The galaxy (A) Andromeda is the most distance (B) object visible (C) to observers (D) in the Northern Hemisphere.

The adjective *distant* is needed in place of the noun *distance*.

Scientists belief (A) that the continents once formed (B) a single continent surrounded by (C) an enormous (D) sea.

In this sentence, the verb *believe* is needed in place of the noun *belief*.

Bunsen burners are used to (A) hot (B) materials in (C) a chemistry (D) lab.

The verb *heat* is needed in place of the adjective *hot*.

A sudden (A) freezing (B) can destroy (C) citrus crops (D).

Rather than the gerund (*-ing*) form, the noun *freeze* is required. ▲

## Exercise 32.1

**Focus:** Correctly providing word forms for parts of speech commonly confused in Written Expression problems.

**Directions:** Fill in the lines in the blanks below with the appropriate word forms. In some cases, there may be more than one correct answer. The first one is done as an example.

| | Verb | Noun | Adjective | Adverb |
|---|---|---|---|---|
| 1. | differ | *difference* | *different* | *differently* |
| 2. | | | inventive | |
| 3. | compete | | | |
| 4. | fertilize | | | |
| 5. | | | | deeply |
| 6. | | decision | | |
| 7. | beautify | | | |
| 8. | prohibit | | | |
| 9. | originate | | | |
| 10. | | | emphatic | |
| 11. | | | inconvenient | |
| 12. | | glory | | |
| 13. | mystify | | | |
| 14. | | | | equally |
| 15. | | | general | |
| 16. | | | | simply |
| 17. | | | familiar | |
| 18. | | | pure | |
| 19. | free | | | |
| 20. | restrict | | | |

## Exercise 32.2

**Focus:** Providing word forms related to the names of fields, to adjectives describing those fields, and to people involved in those fields.

**Directions:** Fill in the blanks in the chart below with the appropriate form. The first one is done as an example.

| | Field | Person | Adjective |
|---|---|---|---|
| 1. | music | *musician* | *musical* |
| 2. | | surgeon | |
| 3. | | | poetic |
| 4. | | electrician | |
| 5. | administration | | |
| 6. | | | financial |
| 7. | | photographer | |
| 8. | theory | | |
| 9. | | | athletic |
| 10. | editing | | |
| 11. | | philosopher | |
| 12. | | criminal | |
| 13. | | | political |
| 14. | | lawyer | |
| 15. | humor | | |

## Exercise 32.3

**Focus:** Identifying errors and recognizing correct use of adjectives and adverbs.

**Directions:** Underline the form that correctly completes the sentence. The first one is done as an example.

1. In any animal community, herbivores (great/greatly) outnumber carnivores.
2. Floods cause billions of dollars worth of property damage (annual/annually).
3. (Regular/Regularly) airmail service in the United States began in 1918.
4. Writer Ernest Hemingway was known for his (simple/simply) language and his lively dialogue.
5. The tiny coral snake is (beautiful/beautifully) but deadly.
6. Skyscrapers developed (simultaneous/simultaneously) in Chicago and New York City.
7. (General/Generally), bauxite is found near the surface, so it is relatively (simple/simply) to mine.
8. A good proofreader (painstaking/painstakingly) examines a manuscript for errors in spelling and grammar as well as for factual mistakes.
9. The colony of New Hampshire was (permanent/permanently) separated from the Massachusetts Bay Colony in 1692.
10. The most numerous and (wide/widely) distributed of all insectivorous animals are the shrews.
11. The endocrine system functions in (close/closely) relationship with the nervous system.
12. A gap in the Coast Range of California provides (easy/easily) access to the San Francisco Bay area.
13. Mushrooms are found in an (incredible/incredibly) range of sizes, colors, and shapes.
14. Some airplanes have an automatic pilot that is connected to the airplane's controls and (automatic/automatically) keeps the plane on course.
15. Winslow Homer, who had no (formal/formally) training in art, became famous for his paintings of the sea.

16. The potter's wheel was an invention of (profound/profoundly) importance.
17. The nuclear-powered cargo ship *Savannah* proved (commercial/commercially) impractical.
18. Sojourner Truth spoke (persuasively/persuasive) in opposition to slavery.
19. In 1948 Stan Getz made a (masterful/masterfully) solo recording of the song "Early Autumn" which (deep/deeply) influenced younger musicians.
20. The planet Venus was once believed to be two (distinct/distinctly) objects: the morning star Phosphorous and the evening star Hesperus.

## Exercise 32.4

**Focus:** Identifying which parts of speech are appropriate in sentences.

**Directions:** Underline the form that correctly completes the sentence. Then identify the parts of speech of the words in parentheses. You can use these abbreviations for parts of speech:

| | |
|---|---|
| N = noun | G = gerund (*-ing*) noun |
| V = verb | ADJ = adjective |
| PN = "person" noun | ADV = adverb |

The first one is done as an example.

1. Sinclair Lewis' novel *Babbitt* is set in the (fiction/<u>fictional</u>) town of Zenith.
   (___N___/___ADJ___)
2. By-products from chicken eggs are used by (industry/industrial) in manufacturing such (produces/products) as soap and paint. (_____/_____)
   (_____/_____)
3. The daylily is an attractive, (fragrance/fragrant) flower. (_____/_____)
4. An equation is a (mathematics/mathematical) statement which says that two expressions are (equal/equality). (_____/_____) (_____/_____)
5. The Supreme Court has ruled that (evidence/evident) obtained from (illegal/illegally) searches cannot be used in court. (_____/_____) (_____/_____)
6. The Richter Scale measures the (severely/severity) of earthquakes. (_____/_____)
7. Justin Winsom promoted the (developing/development) of libraries throughout the United States in the nineteenth century. (_____/_____)
8. Pipelines (transportation/transport) huge quantities of natural gas and liquid petroleum products.
   (_____/_____)
9. Scientists (differ/different) in their opinions of how snow crystals (originate/origin).
   (_____/_____) (_____/_____)
10. Harry Blackstone was a famous (magic/magician). (_____/_____)
11. Glass sponges are found in oceans at a (deep/depth) of 300 feet or more.
    (_____/_____)
12. Colorado shares with Wyoming the (distinction/distinctly) of having four (perfect/perfectly) straight borders. (_____/_____) (_____/_____)
13. Yale's Peabody Museum has a world-famous (collection/collecting) of fossils.
    (_____/_____)
14. Pronghorns, which are American antelopes, are (present/presence) in large numbers on the (open/openly) plains of Wyoming. (_____/_____) (_____/_____)

15. The President's (chooses/choices) for the members of the Cabinet must be (approved/approval) by the Congress. ( _____/_____ ) ( _____/_____ )

16. Rose Han Lee wrote a number of (scholar/scholarly) accounts about the effects of (immigrant/immigration) on mining towns in the western United States. ( _____/_____ ) ( _____/_____ )

17. Most snails venture out to look for (feed/food) only after sunset or on (rain/rainy) days. ( _____/_____ ) ( _____/_____ )

18. Hats may (symbolize/symbol) social status or (occupation/occupational) as well as being fashion items. ( _____/_____ ) ( _____/_____ )

19. Analgesics are used to (relieve/relief) pain and reduce fever. ( _____/_____ )

20. The process of (respire/respiration) in plants involves a complex series of (chemistry/chemical) reactions. ( _____/_____ ) ( _____/_____ )

21. A (member/membership) of the Paiute tribe of Nevada, Sarah Winnemuca worked as a guide and (interpret/interpreter). ( _____/_____ ) ( _____/_____ )

22. The (strong/strength) of a rope is (direct/directly) proportional to its cross-sectional area. ( _____/_____ ) ( _____/_____ )

23. The Nassau grouper is a (tropics/tropical) fish that is noted for its (able/ability) to change color. ( _____/_____ ) ( _____/_____ )

24. Alpha rays (loss/lose) energy (rapidity/rapidly) as they pass through matter. ( _____/_____ ) ( _____/_____ )

25. The cherry is one of the only fruits that will not (ripe/ripen) if it is removed from the tree. ( _____/_____ )

## Exercise 32.5

**Focus:** Identifying errors involving word-form problems. (Note: One or two items in this exercise do not focus on word-form errors. These are marked in the answer key with an asterisk.)

**Directions:** Decide which of the four underlined words or phrases—(A), (B), (C), or (D)—would not be considered correct, and write the letter of the expression in the blank. Then, in the line at the end of the sentence, write the correction for the underlined phrase. The first one is done as an example.

B 1. Liberal arts colleges cultivate (A) general intellectually (B) abilities (C) rather than technical or professional (D) skills. intellectual

_____ 2. Goats are extremely destruction (A) to natural (B) vegetation (C), and are often responsible (D) for soil erosion. _____

_____ 3. Wild (A) plants were of considerable (B) important (C) to early settlers, and many are still used medicinally (D) and as foods. _____

_____ 4. One important branch (A) of linguistics (B) is semantics, which analysis (C) the meaning (D) of words. _____

_____ 5. Unlike folk dancers (A), which are the product (B) of a single culture (C), ballet is an international (D) art form. _____

_____ 6. The Earth's out (A) shell is divided (B) into sections called plates, which are constantly (C) in motion (D). _____

_____ 7. Black bears can move rapidly (A) when necessary (B) and are skillful (C) tree-climbers for their size and weigh (D). _____

_____ 8. In an arboretum, trees are cultivated (A) for scientific (B) and educational (C) purpose (D). _____

_____ 9. In most Western states, the first major industry (A) was mining, which was gradually (B) supplemented (C) by ranches (D). _____

_____ 10. Peach trees grow (A) good (B) in a variety of (C) soil types, but do best in sandy (D) loam. _____

_____ 11. The unit (A) of measuring (B) called the foot was originally (C) based on the length (D) of the human foot. _____

_____ 12. Philosopher (A) Theodore A. Langerman was interested (B) in the fields of literary (C) and music (D). _____

_____ 13. Pure (A) nitric acid is colorless, but it acquires (B) a yellow color (C) when it is exposed of (D) air. _____

_____ 14. A chemical (A) react (B) that absorbs (C) heat (D) is called endothermic. _____

_____ 15. One characteristic (A) of the poems (B) of Emily Dickinson is the sharp (C) of her images (D).

_____ 16. Luther Gulick was a teacher (A) and physician (B) who spent much of his live (C) promoting physical fitness (D). _____

_____ 17. A dog should be checked regularly (A) by a veterinarian to ensure (B) that it remains (C) in good healthy (D). _____

_____ 18. Southwestern (A) Boston is made up of Hyde Park, West Roxbury, and other pleasant (B) residential (C) neighbors (D). _____

_____ 19. Hunting and fishing techniques were highly developed (A) among the North American Indians, particularly (B) in regions where agriculture (C) was less success (D). _____

_____ 20. Science (A) requires the careful (B) collect (C) and organization (D) of data. _____

_____ 21. The Natchez Trace was an important (A) commercial (B) and military route (C) between Nashville, Tennessee to (D) Natchez, Mississippi. _____

_____ 22. Some games rely mainly (A) on skill (B) and practice while others primarily (C) involve lucky (D).

_____ 23. In the absent (A) of natural (B) enemies, the gypsy moth has become (C) a serious (D) pest in North America. _____

_____ 24. Huey Long and his brother (A) Earl were the two most powerful (B) politics (C) in the history (D) of Louisiana. _____

_____ 25. To make candles, pioneers twisted (A) string into wicks, dipped the wicks into hot (B) fat, then hung (C) the candles to cool and hard (D). _____

## LESSON 33

### ERRORS IN WORD CHOICE

Word-choice errors involve the incorrect use of one word in place of another. These two words may be related forms (*other* and *another*, for example), or they may be completely different (*do* and *make*, for example).

Descriptions of some of the most common word choice errors are given below.

### A) Wrong Choice of *Make* or *Do*

The verb *to do* is often used in place of *to make*, and *to make* in place of *to do*. In its basic sense, *to make* means to produce, to create, to construct, while *to do* means to perform, to act, to accomplish. These verbs are also used in a number of set expressions:

**Common Expressions with *Make***

| | |
|---|---|
| make advances | make an offer |
| make an attempt | make a plan |
| make a comparison | make a point |
| make a contribution | make a prediction |
| make a decision | make a profit |
| make a distinction | make a promise |
| make a forecast | make a sound/noise |
| make an investment | make a suggestion |
| make a law | |

be made of (= be composed of)

make up (= compose)

*To make* is also used in this pattern: *make* + someone + adjective (The gift *made* her happy).

**Common Expressions with *Do***

| | |
|---|---|
| do an assignment | do a job (errand, chore) |
| do business with | do research |
| do one's duty | do one's work |
| do someone a favor | |

The auxiliary verb *do* is used rather than repeat main verbs (My computer doesn't operate as fast as theirs *does*).

Anytime you see the verb *make* or *do* underlined in the Written Expression section, suspect a word-choice error.

▼ **Sample Items**

Cement is done (A) from varying (B) amounts (C) of limestone, clay, and (D) gypsum.

The verb *done* is incorrect in this sentence. The correct word choice is *made*.

Small town newspapers (A) often urge (B) readers to make business (C) with local (D) merchants.

The phrase should read *do business*. ▲

## B) Wrong Choice of *Like* or *Alike* and *Like* or *As*

The word *alike* is incorrectly used in place of *like*, or *like* is used in place of *alike*. These words are used correctly in the following patterns:

| | |
|---|---|
| Like A, . . . | Like birds, mammals are warm-blooded. |
| A, like B, . . . | Birds, like mammals, are warm-blooded. |
| A is like . . . | Birds are like mammals in that they are both warm-blooded. |
| A and B are alike . . . | Birds and mammals are alike in that they are both warm-blooded. |

Whenever you see the words *alike* or *like* underlined, you should suspect a word-choice error.

The word *like* is also sometimes confused with the word *as*. When *like* is used in a comparison, it is followed by a noun or pronoun. When *as* is used in a comparison, it is followed by a clause containing a subject and a verb.

I did my experiment just *as* Paul did.
My results were much *like* Paul's.

The word *as* is also used before nouns when it means *in place of* or *in the role of*. This is particularly common after certain verbs: *serve*, *function*, and *use*, among others.

The Vice-President served *as* President when the President was sick.

▼ **Sample Items**

Alike (A) their close (B) relative the frogs (C), toads are (D) amphibians.

Choice (A) doesn't follow the pattern *Like A, B . . .*

Asters, as (A) most (B) perennial plants, bloom (C) once a year (D).

The word *like* should be used in place of the word *as* before a noun phrase (*most perennial plants*). ▲

## C) Wrong Choice of *So, Such, Too,* and *As*

The words *so*, *such,* and *too* are used in the following patterns:

*so* + adjective + *that* clause
These boxes are *so* heavy that we can't lift them.

(*So* is also used with *many* . . . *that* and *much* . . . *that*.)
There were *so* many people in the auditorium that we could barely get in the front door.

*such* + adjective + noun phrase + *that* clause
It was *such* a pretty view that he took a photograph.

*too* + adjective + infinitive
It's *too* cold to go swimming today.

Notice that *so* and *such* are both followed by *that* clauses, but *too* is followed by an infinitive.

The words *as* and *so* are also sometimes confused:

*Jane did *so* well as I did on the economics exam. (INCORRECT)
*The coffee was *as* hot that I couldn't drink it. (INCORRECT)

In the first sentence, the word *as* should be used in place of *so;* in the second, *so* should be used in place of *as*.

Also look for *so much* or *too much* used in place of *so* or *too*.

### ▼ Sample Items

The sun is so bright to look at directly.
A B C D

The correct pattern *too* + adjective + infinitive.

In much of Alaska, the growing season is as short that crops can't be raised.
A B C D

The correct pattern is *so* + adjective + *that* clause.

The giant squid is so an elusive animal that at one time it was believed to be purely mythical.
A B C D

Before an adjective + noun + *that* clause, the word *such* should be used.

The mineral grains in basalt are so much small that they cannot be seen with the unaided eye.
A B C D

The phrase should read *so small* rather than *so much small.*

## D) Wrong Choice of *Another* or *Other*

**Use of *Another* and *Other***

| | Another | Other |
|---|---|---|
| **Used as an adjective** | *another* + singular noun<br>(Have *another* sandwich.) | *other* + plural noun<br>(I wonder if there is life on *other* planets.)<br>determiner + *other* + noun<br>(There may be life on some *other* planets.) |
| **Used as a pronoun** | *another*<br>(Thanks. I'll have *another*.) | determiner + *other*<br>("I have one book."<br>"I have the *other*.") |

*Another* means "one more, an additional one." It can be used as an adjective before a singular nouns or alone as a pronoun.

He needs *another* piece of paper.
I have one class in that building, and *another* in the building across the quadrangle.

*Other* is used as an adjective before a plural noun. It is also used as an adjective before a singular noun when preceded by a determiner such as *the*, *some*, *any*, *one*, or *no*. It can also be used alone as a pronoun when preceded by a determiner.

There are *other* matters I'd like to discuss with you.
One of the books was a novel; the *other* was a collection of essays.
There's no *other* place I'd rather visit.

### ▼ Sample Items

Willa Cather is known (A) for *My Antonia* and another (B) novels of the (C) American frontier (D).

(A) ● (C) (D)

Before a plural noun, *other* must be used.

An (A) understudy is an actor who can (B) substitute for other (C) actor in case of (D) an emergency.

(A) (B) ● (D)

*Other* is used incorrectly in place of *another* before a singular noun. ▲

## E) Wrong Choice of *Because* or *Because Of;* *and Similar Expressions* or *Although;* *During* or *When/While*

Certain expressions, such as *because*, are adverb clause markers and are used only before clauses. Other expressions, such as *because of*, are prepositions and are used before noun phrases or pronouns.

| Adverb Clause Markers (Used with Clauses) | Prepositions (Used with Noun Phrases) |
|---|---|
| because | because of |
| although | despite |
| when | in spite of |
| while | during |

▼ **Sample Items**

Because migration (A) to the suburbs, the population (B) of many (C) large American cities declined (D) between 1950 and 1960.

● B C D

Before a noun phrase (*migration*), the preposition *because of* must be used.

Despite (A) most people consider (B) the tomato a vegetable, botanists classify (C) it as a fruit (D).

● B C D

Before a full clause (*most people consider the tomato a vegetable*), the adverb marker *although* must be used. ▲

## F) Wrong Choice of *Much* or *Many* and Similar Expressions

Certain expressions can only be used in phrases with plural nouns; others can be used in expressions only with non-count nouns.

| Used with Plural Nouns | Used with Non-count Nouns |
|---|---|
| many | much |
| few, a few | little, a little |
| fewer, the fewest | less, the least |
| number | amount |

▼ **Sample Items**

Pearls are found (A) in much (B) colors, including (C) cream, blue (D), lavender, and black.

A ● C D

*Many* must be used with a plural noun (*colors*).

Even during (A) economic (B) booms, there is a small number (C) of unemployment (D).

The word *amount* must be used to refer to a non-count noun such as *unemployment.* ▲

## G) Other Word-Form Problems

Other pairs of words are sometimes confused in Written Expression, including those listed below. All of the sentences with asterisks are examples of errors and are INCORRECT.

| | |
|---|---|
| no | Used as an adjective before nouns; means "not any." Also used in the expression *no longer.* |
| not | Used to make all other words negatives. |
| | **Not* gasoline was left in the tank.<br>**This is *no* the station I usually listen to.<br>**I *not longer* listen to that station. |
| most | Used in superlative adjective phrases; also used to mean "the majority." |
| almost | Used as an adverb to mean "nearly." |
| | **This is the al*most* interesting chapter in the book.<br>**I've read *almost* of the chapters in the book.<br>**I've solved *most* all of the problems in the book. |
| twice | Used as an adjective to mean "two times." |
| double | Used as an adjective to mean "make twice as large." |
| | **Henry has *double* as much money as he did before he invested it.<br>**Henry *twice* his money. |
| earliest | Used as a superlative adjective to mean "most distant in time." |
| soonest | Used as a superlative adverb to mean "most promptly." |
| | **These are the *soonest* examples of the artist's works. |

(You will probably not see *earliest* used incorrectly in place of *soonest.*)

| | |
|---|---|
| percent | Used after a number. |
| percentage | Not used after a number. |
| | **Fifty *percentage* of the people voted in favor of the initiative.<br>**The *percent* of people who approve of the initiative has been steadily growing. |
| after | Used as a preposition before a noun or as an adverb clause marker before a clause. |
| afterwards | Used as an adverb, means "after that." |
| | **We'll go to dinner *after*wards the play.<br>**We'll go to dinner *after*wards the play is over.<br>**First the performer played the guitar and *after* she played the flute. |
| ago | Used to talk about a time earlier than the present. |
| before | Used to talk about a time earlier than some other point in time. |
| | **Harold won a gold medal in the Olympics last year, and four years ago that, he won a silver medal. |

(You will probably not see *before* used incorrectly in place of *ago*.)

| | |
|---|---|
| tell | Used with an object; also used in certain set expressions: *tell a story, tell the truth, tell a secret*. |
| say | Used without an object. |

*Mr. Hunter *said* us that he'd had a good trip.
*Joe *said* a wonderful story.
*Mr. Hunter *told* that he'd had a good trip.

| | |
|---|---|
| ever | Means "at any time." Used with *not* to mean "never." Also used in some set expressions such as *ever since* and *hardly ever*. |
| never | Means "at no time." Not used with a negative word. |

*He hardly n*ever* goes to that club.

(You will probably not see *ever* used incorrectly in place of *never*.)

| | |
|---|---|
| alive | Used after a verb. |
| live | Used before a noun. |

*Sue likes to have *alive* plants in her apartment.
*Although she forgot to water it for a week, the plant was still *live*.

| | |
|---|---|
| around | Used as a preposition to mean "in a circular path." |
| round | Used as an adjective to mean "circular in shape." |

*The new office building will be *around* glass tower.

(You will probably not see *round* used incorrectly in place of *around*.)

| | |
|---|---|
| age | Used as a noun, often in these patterns:<br>at the age of twenty-one<br>twenty-one years of age |
| old | Used as an adjective, often in this pattern:<br>twenty-one years old |

*Harriet will be thirty years age next week.
*Operators of motor vehicles must be thirty years of old in this state.

| | |
|---|---|
| near | Used as an adjective; means "close to." |
| nearly | Used as an adverb; means "almost." |

Lynn is looking for an apartment *nearly* the Medical Center.
The two-bedroom apartment she looked at cost *near* a thousand dollars a month.

| | |
|---|---|
| some | Used as a determiner before a noun to mean "an indefinite amount." |
| somewhat | Used as an adverb to mean "slightly." |

*This bicycle is *some* more expensive than the one I looked at yesterday.

(You will probably not see *somewhat* used incorrectly in place of *some*.)

You can practice the distinctions between many of these words in Exercise 44.7.

Note: The distinctions between words such as *desert* and *dessert*, *stationary* and *stationery*, *capital* and *capitol*, which are really spelling problems, are NOT tested on TOEFL.

## Exercise 33.1

**Focus:** Choosing correctly between *do* and *make*.

**Directions:** Underline the word that correctly completes each sentence below. The first one is done as an example.

1. The tips of high-speed dental drills are (done/made) of tungsten steel and often contain diamonds.
2. A cottage industry is a form of manufacturing (done/made) at home.
3. Margaret Mead (did/made) fundamental contributions to both the theory and field work of anthropology.
4. Many universities receive grants to (do/make) research for the federal government.
5. Research in genetics in the early nineteenth century (did/made) much to improve agriculture.
6. Futurologists study current trends to (do/make) predictions about the future.
7. Filmmaker George Lucas has (done/made) many advances in the production of motion pictures, especially in the use of special effects.
8. The distinction between wildflowers and weeds is one that is often difficult to (do/make).
9. The helicopter can (do/make) jobs that no other aircraft can.
10. Yeast is added to dough to (do/make) bread light and porous.

## Exercise 33.2

**Focus:** Choosing correctly between *like* and *alike* and *like* and *as*.

**Directions:** Underline the word that correctly completes each sentence below. The first one is done as an example.

1. The government of the United States and that of Canada are (alike/like) in that both conduct a complete census every ten years.
2. Fashion design, (as/like) all types of design, has been greatly aided by computers.
3. (Alike/Like) stars, galaxies tend to congregate in clusters.
4. Fungi are the most important decomposers of forest soil, just (as/like) bacteria are the most important decomposers of grassland soil.
5. The spinal column is (alike/like) the brain in that its main functions can be classified as either sensory or motor functions.
6. A peanut is not actually a nut but a legume (alike/like) peas and beans.
7. The stately Government House in Annapolis serves (as/like) the residence of the Governor of Maryland.
8. The cetosaur was a dinosaur that looked much (as/like) the whales of today.
9. Fats are made up of carbon, hydrogen, and carbon atoms just (like/as) carbohydrates are.
10. One way pumpkins and watermelons are (like/alike) is that both grow on vines trailing along the surface of the ground.

## Exercise 33.3

**Focus:** Choosing correctly between *so, such, too,* and *as.*

**Directions:** Underline the word that correctly completes each sentence below. The first one is done as an example.

1. The mineral talc is (so/such) soft that it can be scratched with a fingernail.
2. Oceanographers use robots and unmanned submarines to explore parts of the ocean that are (so/too) deep for people to explore safely.
3. (So/As) much paper money was printed during the Revolutionary War that it became almost worthless.
4. The walking stick is an insect with (so/such a) close resemblance to a twig that it escapes the notice of its enemies.
5. At present, solar cells are (so/too) expensive and inefficient to be used in the commercial generation of electricity.
6. Acrylic plastics are very hard and are (so/as) clear as glass.
7. Founded in 1682, Norfolk developed (so/such a) prosperous sea trade that it quickly became the largest town in the colony of Virginia.
8. Continental islands are (so/so much) close to continents that their plant and animal life are identical to life on the mainland.
9. Timberline is the elevation on a mountainside above which temperatures become (so/too) cold for most trees to grow.
10. A few people have (such/too) good eyesight that they can actually see the brightest stars during full daylight.

## Exercise 33.4

**Focus:** Choosing correctly between *other* and *another.*

**Directions:** Underline the word that correctly completes each sentence below. The first one is done as an example.

1. Lightning is a rush of electrical current from a cloud to the ground or from one cloud to (another/other).
2. A ballet dancer's techniques and skills are very different from those of (another/other) dancers.
3. The commercial center of New York City, the island of Manhattan is joined to the (another/other) boroughs by bridges and tunnels.
4. The legal surrender of a criminal suspect from one state or country to (another/other) is called extradition.
5. Rocky Mountain spotted fever is one type of disease that is carried by ticks, and Colorado tick fever is (another/other).
6. The art of photography has often been influenced by—and has influenced—(another/other) fine arts.
7. William O. Douglas was a Supreme Court Justice for thirty-six years, longer than any (another/other) justice in the history of the Court.
8. In physics, diffusion is the spread of one substance's molecules or atoms through those of (another/other).

9. A basketball player may advance the ball by dribbling it or passing it to (another/other) player.
10. Limkins are water birds that eat snails and (another/other) mollusks.

## Exercise 33.5

**Focus:** Choosing correctly between *because of* or *because* and similar expressions.

**Directions:** Underline the word that correctly completes the sentences below. The first one is done as an example.

1. (Although/Despite) cats cannot see in complete darkness, their eyes are much more sensitive to light than humans' eyes.
2. (Because/Because of) cheese is essentially a concentrated form of milk, it contains the same nutrients as milk.
3. (Although/In spite of) its frightening appearance, the octopus is shy and completely harmless.
4. (Because/Because of) its acute sense of smell, the bloodhound is often used in tracking.
5. (When/During) the female oriole is absent from the nest, the male oriole stands guard.
6. (Although/Despite) their light weight, aluminum alloys can be very strong.
7. (Although/In spite of) Adlai Stevenson was never elected president, he was one of the preeminent American politicians of the mid-twentieth century.
8. Snakebirds were not given their name because they eat snakes, but (because/because of) their long, slender necks resemble snakes.
9. In the sixteenth century, it was thought that a compass needle pointed north (because/because of) some mysterious influence of the stars.
10. (Although/Despite) it can occur in adults, chicken pox is classified as a disease of childhood.
11. Opinion polls are often used (while/during) political campaigns to find out how voters feel about candidates and issues.
12. Geneticists often experiment with bacteria and viruses (because/because of) those organisms reproduce so quickly.

## Exercise 33.6

**Focus:** Choosing correctly between *much* or *many* and similar words.

**Directions:** Underline the word that correctly completes each sentence below. The first one is done as an example.

1. (Many/Much) industrial products can be made from soybeans.
2. Desert plants compete fiercely for the (few/little) water that is available.
3. The American designer Louis Comfort Tiffany took (many/much) of his inspiration from nature.
4. A (few/little) simple precautions can prevent accidents at home and on the job.
5. In a formal debate, the same (number/amount) of persons speak for each team, and both teams are granted an equal (number/ amount) of time in which to make their arguments.
6. Bats do (few/little) damage to people, livestock, or crops.
7. Even small (numbers/amounts) of zinc can have a significant effect on the growth of plants.

8. The adrenal glands, one on top of each kidney, secrete (many/much) important hormones.
9. (Many/Much) of the stories in John Weems' biography of George Washington are difficult to believe.
10. Folk artists have (few/little) or no formal art training.

## Exercise 33.7

**Focus:** Choosing correctly between other commonly confused words.

**Directions:** Underline the word that correctly completes each sentence below. The first one is done as an example.

1. At eight weeks of (age/old), red foxes begin to get their adult markings.
2. The Missouri River is about (double/twice) as long as the Colorado River.
3. Catherine Esther Beacher established schools in Connecticut and Ohio, and (after/afterwards) founded the American Women's Educational Association.
4. (Most/Almost) antibiotics are antibacterial agents, but some are effective against fungal, protozoal, or yeast infections.
5. In 1941, nylon was first used to make stockings, and the year (ago/before), it was first used to make toothbrush bristles.
6. Chuck Berry was one of the (soonest/earliest) and most influential performers of rock music.
7. Long before Columbus, various thinkers believed that the Earth was (around/round).
8. Apricots, which are (some/somewhat) smaller than peaches, are known for their delicate taste.
9. Huge radio telescopes aimed into space may someday (say/tell) us whether intelligent life exists elsewhere in the universe.
10. One of Canada's most beautiful botanical gardens is Butchart Gardens (near/nearly) Victoria, British Columbia.
11. Since 1945, the average size of American farms has more than (doubled/twice).
12. When the Hopi Indians perform the Snake Dance, the dancers handle (alive/live) rattlesnakes.
13. Around eighty-five (percentage/percent) of the bauxite produced in the United States is mined in Arkansas.
14. Artist Clementine Hunter continued to paint until she was over 100 years (age/old).
15. The period immediately (after/afterwards) the Civil War is known as Reconstruction.
16. (No/Not) plant has a nervous system, and most respond very slowly to stimuli in their environment.
17. (Most/Almost) every county in the United States has agricultural extension agents who provide help to farmers.
18. Murals (say/tell) narrative stories through visual images.
19. Forests cover (near/nearly) half the land area of Tennessee.
20. Giraffes hardly (ever/never) sleep more than twenty minutes a night.

## Exercise 33.8

**Focus:** Identifying a variety of word-choice errors. (Note: One or two items in this exercise do not focus on word-choice errors. These are marked in the answer key with an asterisk.)

**Directions:** Decide which of the four underlined words or phrases—(A), (B), (C), or (D)—would not be considered correct, and write the letter of the expression in the blank. Then, in the line at the end of the sentence, write the correction for the underlined phrase. The first one is done as an example.

__C__ 1. When (A) a spacecraft is operating beyond (B) the atmosphere, its fins and wings not longer (C) serve to stabilize (D) it. __no longer__

_____ 2. The University of Chicago is unlike (A) most other (B) U.S. universities in that it has emphasized graduate student programs so much (C) as undergraduate programs ever since (D) it opened.

_____

_____ 3. The mass production (A) of paper bags cut costs so much (B) that a bag soon (C) became a routine part of near (D) every purchase. _____

_____ 4. A person must be (A) at least (B) thirty years age (C) in order to serve as (D) a U.S. senator.

_____

_____ 5. No (A) other (B) state receives as few (C) rainfall as (D) the state of Nevada. _____

_____ 6. Because of (A) refraction, the water in a tank ever (B) looks as deep (C) as it actually (D) is.

_____

_____ 7. Molds grow (A) on bread, fruit, paper and much (B) other (C) substances (D). _____

_____ 8. The *lei*, which is made (A) of flowers, shells, and other (B) materials, is presented to visitors as (C) a symbolize (D) of Hawaiian hospitality. _____

_____ 9. The botanists (A) Katherine Hunter and Emily Fose spent many (B) difficult months making (C) research in the (D) Rocky Mountains. _____

_____ 10. Early (A) explorers in Utah named the cliffs they encountered (B) "reefs" because (C) they thought these cliffs looked alike (D) coral formations. _____

_____ 11. Today (A) oysters are grown and harvested much (B) like (C) any another (D) crop. _____

_____ 12. Walter Hunt invented an enormous amount (A) of devices, including (B) the safety pin and a machine (C) for making (D) nails. _____

_____ 13. Connecticut, like (A) the other (B) New England states, are (C) dotted with many (D) little lakes.

_____

_____ 14. The soonest (A) parachutes were made of (B) canvas, but later (C), silk and then nylon were used (D).

_____

_____ 15. When (A) vigorous exercise, muscles require a much greater (B) amount (C) of oxygen than when they (D) are at rest. _____

_____ 16. One (A) should never (B) throw water on an alive (C) electrical (D) fire. _____

## LESSON 34

### ERRORS WITH VERBS

Whenever the verb is underlined in a Written Expression problem, you should check for the common verb errors outlined in this lesson.

## A) Errors in Subject-Verb Agreement

If a subject is singular, the verb must be singular. If the subject is plural, the verb must be plural. Most problems involving subject-verb agreement on TOEFL are simple, but a few are tricky.

### ▼ Sample Items

Minerals <u>in</u> (A) seawater <u>exists</u> (B) in the same <u>proportions</u> (C) in all of the oceans <u>of the</u> (D) world.

The plural subject *minerals* requires a plural verb, *exist*. You might have found this question tricky because the singular noun *seawater* comes between the subject and the verb, and you may have mistaken that word for the true subject.

Bowling, one <u>of</u> (A) the <u>most popular</u> (B) indoor sports, <u>are</u> (C) popular all over the United States and in <u>other</u> (D) countries.

The subject of the sentence is *bowling*, not *sports*. The singular verb form *is* should therefore be used.

There are some special rules about subject-verb agreement that you should be familiar with:

- **A sentence with two subjects joined by *and* takes a plural verb.**

The chemistry lab and the physics lab *are*. . .

- **Some words end in *-s* but are singular in form. Many of these words are the names of fields of study (*economics*, *physics*, and so on). *News* is another word of this kind.**

  Economics *is*. . .
  The news *was*. . .

- **Irregular plurals (*children, feet, mice,* and so on) do not end in *-s* but take plural verbs.**

  The women *were*. . .
  His feet *are*. . .

- **When a clause begins with the expletive *there,* the verb may be singular or plural, depending on the thematic subject.**

  There *was* a loud noise. . .
  There *were* a few problems. . .

- **Subjects with *each* and *every* take singular verbs. (This includes compound words like *everyone* and *everything*.)**

  Each state *has*. . .
  Each of the representatives *was* . . .
  Every person *was*. . .
  Everyone *wants*. . .

- **The verb in relative clauses depends on the noun that the relative pronoun refers to.**

  The house that *was* built. . .
  The students who *were* selected. . .

- **The phrase *the number of* + plural noun takes a singular verb. The phrase *a number of* + plural noun takes a plural verb.**

  The number of trees *is*. . .
  A number of important matters *have*. . .

- **Singular subjects used with phrases such as *along with*, *accompanied by*, *together with*, *as well as*, and *in addition to* take singular verbs.**

  The mayor, along with the city council, *is*. . .
  Together with his friends, Mark *has*. . .

- **Quantities of time, money, distance, and so on usually take a singular verb.**

  Five hundred dollars *was*. . .
  Two years *has*. . .
  Ten miles *is*. . .

## B) Errors Involving Tense

Most tense errors involve the simple present tense, the simple past tense, and the present perfect tense.

- **The simple present tense is a general-time tense.**

  It usually indicates that a condition is always true or that an action always occurs. It may also indicate that an action regularly occurs.

  The atmosphere *surrounds* the earth.
  Dana often *stays* at this hotel.
  Generally, the lectures in this class *are* very interesting.

- **The simple past tense indicates that an action took place at a specific time in the past.**

  They *moved* to Phoenix five years ago.
  This house *was built* in the 1920's.
  Dinosaurs *lived* millions of years ago.

- **The present perfect tense usually indicates that an action began at some time in the past and continues to the present. It may also indicate that an action took place at an unspecified time in the past.**

  Mr. Graham *has worked* for this company since 1990.
  She *hasn't been* to a doctor for a year.
  Jennifer *has* recently *returned* from Europe.

### ▼ Sample Items

The most important (A) period of physical growth (B) in humans occurred (C) during their (D) first two years.

(A) (B) ● (D)

Choice (C) is best. The simple present tense, not the past tense, should be used because the situation described in this sentence always occurs.

Personal (A) taxes for (B) Americans rose (C) sharply (D) since 1945.

(A) (B) ● (D)

Option (C) is again best. The time phrase *since 1945* means *from 1945 until now*. Therefore, the present perfect (*have risen*) is required in place of the past tense. ▲

## C) Incorrect Verb Forms

Some of the verb errors are errors in form. An *-ing* form may be used in place of a part participle, a simple form in place of an *-ing* form, an infinitive in place of a simple form, and so on. Some involve irregular verbs that have different forms for the past tense and the past participle—*took* and *taken*, for example. The following information may help you choose the correct form of the main verb.

- **The simple form follows all modal auxiliaries.**

| | | |
|---|---|---|
| might be | can remember | should study |
| must know | could go | may follow |

Certain similar auxiliary verbs require infinitives.

| | | |
|---|---|---|
| ought to attend | used to play | have to hurry |

- **The past participle is used after a form of *have* in all perfect forms of the verb.**

| | | |
|---|---|---|
| has done | had called | should have said |
| have run | will have read | could have made |

- **The *-ing* form is used after a form of *be* in all progressive forms of the verb.**

| | | |
|---|---|---|
| is sleeping | has been writing | should have been wearing |
| was working | had been painting | will be waiting |

- **The past participle is used after a form of *be* in all passive forms of the verb.**

| | |
|---|---|
| is worn | has been shown |
| is being considered | had been promised |
| were told | will have been missed |
| would have been lost | |
| might have been cancelled | |

Verb-form problems may also involve auxiliary verbs: *has* may be used in place of *did*, *is* in place of *does*, and so on.

### ▼ Sample Items

The first (A) bicycle race on record (B) in the United States taken (C) place in (D) 1883.

The correct verb is the past tense form (*took*), not a past participle.

The Michigan Dunes, located (A) on Lake Michigan's eastern (B) shore, may to reach (C) a height (D) of 200 feet.

After a modal auxiliary, the simple form of the verb (*reach*) should be used in place of the full infinitive (*to reach*).

Dextrose does not taste (A) as sweet (B) as (C) table sugar is (D).

The correct auxiliary verb in this sentence is *does*, not *is*. The auxiliary *does* replaces the present tense verb *tastes*. ▲

## Exercise 34.1

**Focus:** Choosing correct verb forms to achieve subject-verb agreement.

**Directions:** Underline the form that correctly completes each sentence. The first one is done as an example.

1. Ethics (is/are) the study of moral duties, principles, and values.
2. The first bridge to be built with electric lights (was/were) the Brooklyn Bridge.
3. There (is/are) two types of calculus, differential and integral.
4. George Gershwin, together with his brother Ira, (was/were) the creator of the first musical comedy to win a Pulitzer Prize.
5. In a chess game, the player with the white pieces always (moves/move) first.
6. The Earth and Pluto (is/are) the only two planets believed to have a single moon.
7. A number of special conditions (is/are) necessary for the formation of a geyser.
8. Each of the Ice Ages (was/were) more than a million years long.
9. The battery, along with the alternator and starter, (makes/make) up the electrical system of a car.
10. Teeth (is/are) covered with a hard substance called enamel.
11. The more-or-less rhythmic succession of economic booms and busts (is/are) referred to as the business cycle.
12. The number of protons in the nucleus of an atom (varies/vary) from element to element.
13. All trees, except for the tree fern, (is/are) seed-bearing plants.

14. Fifteen hundred dollars a year (was/were) the per capita income in the United States in 1950.

15. Everyone who (goes/go) into the woods should recognize common poisonous plants such as poison ivy and poison oak.

## Exercise 34.2

**Focus:** Recognizing and correcting errors in verb tense and form.

**Directions:** If the underlined form is correct, mark the sentence *C*. If the underlined form is incorrect, mark the sentence *X* and write a correction for the underlined form in the blank at the end of the sentence. The first one is done as an example.

__X__ 1. Coal, grain, steel, and other products are often shipping by barge on inland waterways. __shipped__

_____ 2. The first cotton mill in Massachusetts has built in the town of Beverly in 1787. _____

_____ 3. Physician Alice Hamilton is known for her research on industrial diseases. _____

_____ 4. When scientists search a site for fossils, they begin by examining places where the soil has wore away from the rock. _____

_____ 5. The popularity of recreational vehicles has been grown over the last few decades. _____

_____ 6. Experts have estimated that termites cause as much property damage every year as fire has. _____

_____ 7. In music, a chord is the sound of two or more notes that are playing together. _____

_____ 8. The white pine is the most commercially important forest tree in North America until the beginning of the twentieth century. _____

_____ 9. In 1846 the Swiss naturalist Louis Agassiz come to the United States to give a series of lectures. _____

_____ 10. Parrots and crows are considered the most intelligent birds. _____

_____ 11. Portable fire extinguishers generally containing liquid carbon dioxide. _____

_____ 12. The first experimental telegraph line in the United States run from Baltimore to Washington, a distance of forty miles. _____

_____ 13. The first seven American astronauts were chose in 1959. _____

_____ 14. Since ancient times, farmers used scarecrows to protect their crops from hungry birds. _____

_____ 15. In the late nineteenth century, many important theories in both the biological and the physical sciences have been produced. _____

## Exercise 34.3

**Focus:** Identifying and correcting errors involving verb forms. (Note: One or two items in this exercise do not focus on word-form errors. These are marked in the answer key with an asterisk.)

**Directions:** Decide which of the four underlined words or phrases—(A), (B), (C), or (D)—would not be considered correct, and write the letter of the expression in the blank. Then, in the line at the end of the sentence, write a correction for the underlined phrase. The first one is done as an example.

A 1. Medical students must to study both the theory and practice of medicine.
study

_____ 2. The seal, like the sea lion and the walrus, is a descendant of ancestors that once live on the land. _____

_____ 3. The top layer of the ocean stores as much heat as does gases in the atmosphere.
_____

_____ 4. Every one of the body's billions of cells require a constant supply of food and oxygen.
_____

_____ 5. In science, the results of an experiment are not generally accepted until they had been duplicated in other laboratories. _____

_____ 6. In colonial times, flax and wool required months of preparation before they could be dyed and spin into cloth. _____

_____ 7. Although some people find bats terrifying, they are actually beneficial because they ate harmful insects. _____

_____ 8. Each of the four types of human tooth are suited for a specific purpose. _____

_____ 9. Mathematicians taken centuries to develop the methods that now are used in arithmetic. _____

_____ 10. Electric milking machines have made dairy farming a much easier job than it once did.
_____

_____ 11. Playwright Frank Shin has often describes the lives of Chinese Americans in his dramas.
_____

_____ 12. Cans of paint must be shaking (A) to mix (B) the pigments with the medium in which (C) they are suspended (D). _____

_____ 13. Beavers continuously (A) repair (B) the dams they (C) have build (D). _____

_____ 14. The emphasize (A) on team sports has become (B) even stronger (C) in this century than it was (D) in the past. _____

_____ 15. Sheep are (A) often dip (B) in liquid chemicals to eliminate (C) ticks and other (D) external parasites. _____

## LESSON 35

### ERRORS WITH PARALLEL STRUCTURES

Written Expression items involving errors with parallel structures are similar to those in the Structure part of the test (Lesson 24). These sentences most often contain a series of three expressions: *X*, *Y*, and *Z*. One of these expressions is *not* grammatically parallel to the other two items in the series.

Structures that are often involved in parallelism are nouns, adjectives, verbs, prepositional phrases, gerunds, and infinitives.

Some problems with parallelism are actually word-form problems similar to those in Lesson 32.

#### ▼ Sample Item

As a young man (A), George Washington liked boating (B), to hunt (C), and fishing (D).

(A) (B) ● (D)

Option (C) is not parallel with the other items in the series: *to hunt* is an infinitive, while the other items are gerunds. You may have considered the other options that are part of the series, (B) and (D), but if you rewrote only one of these, the three expressions would still not be parallel.

In general, errors involving parallelism are easy to identify.

## Exercise 35.1

**Focus:** Identifying and correcting errors involving parallelism.

**Directions:** If the underlined form is parallel to other forms in the sentence, mark the sentence *C*. If the underlined form is not parallel, mark the sentence *X* and write a correction for the underlined form in the blank at the end of the sentence. The first one is done as an example.

*X* 1. Because of their hardness, industrial diamonds can be used for cutting, grind, and drilling. *grinding*

_____ 2. Sacramento is the commercial, industry, and financial center of California's Central Valley, as well as being the state capital. _____

_____ 3. Philosophers are concerned with questions about nature, human behavior, society, and reality. _____

_____ 4. When taking part in winter sports, one should wear clothing that is lightweight, warmth, and suitable for the activity. _____

_____ 5. Folklore consists of the beliefs, customs, traditions, and telling stories that people pass from generation to generation. _____

_____ 6. Major sources of noise pollution include automobiles and other vehicles, industrial plants, and heavy construction equipment. _____

_____ 7. Steel is alloyed with manganese to increase its strength, hardness, and resistance to wear. _____

_____ 8. Scholar John Fiske wrote on history, religious, and social issues. _____

_____ 9. Electricity is used to light, hot, and cool buildings. _____

_____ 10. T. S. Eliott was equally distinguished as a poet, he wrote criticism, and a dramatist.
_____

_____ 11. Jute is a glossy fiber that is strong, does not easily stretch, and inexpensive.
_____

_____ 12. Wetlands were once considered useless areas, but they have been found to purify water, nurture wildlife, and flood control. _____

## Exercise 35.2

**Focus:** Identifying and correcting errors with parallel structures. (Note: One or two items in this exercise do not focus on errors involving parallel structures. These are marked in the answer key with an asterisk.)

**Directions:** Decide which of the four underlined words or phrases—(A), (B), (C), or (D)—would not be considered correct, and write the letter of that expression in the blank. Then, in the line at the end of the sentence, write a correction for the underlined phrase. The first one is done as an example.

B 1. Computers are often used (A) to control, adjustment (B), and correct (C) complex industrial (D) operations. adjust

_____ 2. The bellflower is (A) a wildflower that grows in (B) shady fields, in marshes (C), and mountain (D) slopes. _____

_____ 3. Eggs may be boiled (A) in the shell (B), scrambled, fried (C), and cooked in countless another (D) ways. _____

_____ 4. Many places of history (A), scientific, cultural (B), or scenic (C) importance have been designated national (D) monuments. _____

_____ 5. R. Buckminster Fuller was a design (A), an architect (B), an inventor (C), and an engineer (D).
_____

_____ 6. Modern (A) motorcycles are lighter (B), faster, and specialized (C) than motorcycles (D) of 25 years ago. _____

_____ 7. Many people who live near the ocean depend on (A) it as a source of food (B), recreation (C), and to have economic (D) opportunities. _____

_____ 8. Large commercial fishing vessels are equipped (A) to clean, packaging (B), and freeze (C) the fish that they catch at sea (D). _____

_____ 9. As a breed (A), golden retrievers are intelligent (B), loyally (C), and friendly (D) dogs. _____

_____ 10. Mathematics can be considered a language (A), an art, a science (B), a tool (C), or playing a game (D).

_____

_____ 11. Paper (A) may contain vegetable (B), minerals (C), or man-made (D) fibers. _____

_____ 12. According to Susan Sontag, our concepts (A) of art (B), beauty, and nature (C) has (D) been changed by photography. _____

_____ 13. The economist Kenneth Boulding proposed (A) a single social science that would unify (B) economic (C), sociology, and political (D) science. _____

_____ 14. The teeth front (A) are used to bite (B) food (C), the canines to tear it, and the molars to grind it (D).

_____

_____ 15. An ant's (A) antennae provide it (B) with a sense of hear (C), smell, touch (D), and taste.

_____

## LESSON 36

## ERRORS WITH PRONOUNS

**Pronoun errors** in Written Expression involve several types of pronouns:

- **Personal pronouns**
  (*he, she, it, they,* and so on)
- **Reflexive pronouns**
  (*himself, herself, itself, themselves,* and so on)
- **Relative pronouns** (adjective clause markers)
  (*who, whose, which, that,* and so on)
- **Demonstrative pronouns**
  (*this, that, these, those*)

For the purposes of this lesson, possessive adjectives (*his* house, *their* bicycles) are considered personal pronouns and demonstrative adjectives (*that* book, *those* horses) are considered demonstrative pronouns.

The greatest number of errors involve personal pronouns.

### A) Errors in Pronoun/Noun Agreement

A pronoun must agree with the noun to which it refers (the pronoun's **referent**).

Most agreement errors with personal pronouns, reflexive pronouns, and demonstrative pronouns consist of a singular pronoun referring to a plural noun or a plural pronoun referring to a singular noun.

Agreement errors with relative pronouns usually involve the use of *who* to refer to things or *which* to refer to persons. (Note: The relative pronoun *that* can be used in certain sentences to refer to both persons and things.)

Another error involves the use of *this* or *these* in place of *that* and *those*. (*This* and *these* are used to refer to things that are perceived as close in time or space; *that* and *those* are used to refer to things that are perceived as distant in time or space.)

#### ▼ Sample Items

Jackrabbits have (A) powerful rear legs (B) that enable it (C) to leap long distances (D).

(A) (B) ● (D)

The pronoun referring to the plural noun *Jackrabbits* must be plural.

The best way (A) for children to learn science (B) is to perform (C) experiments himself (D).

(A) (B) (C) ●

The referent is plural (*children*), so the reflexive pronoun must also be plural (*themselves*) to agree with it. Therefore, the best answer is (D).

The Canadian Shield is a huge (A), rocky region who (B) curves around (C) Hudson Bay like (D) a giant horseshoe.

The referent for the pronoun *who* is *region*. To agree with the referent, the relative pronoun *which* or *that* must be used. The pronoun *who* can refer only to a person.

Trademarks enable (A) a company to distinguish its (B) products from these (C) of another (D) company.

The demonstrative *these* cannot be used to refer to the products of another company. The demonstrative *those* should be used instead. ▲

## B) Errors in Pronoun Form

These errors involve personal pronouns. A subject form like *he* might be used in place of an object form like *him*, or a possessive pronoun like *hers* might be used in place of a possessive adjective like *her*. This type of pronoun error is usually easy to spot.

### ▼ Sample Item

Herman Melville gathered (A) material for him (B) novels, including *Moby Dick*, during his (C) years at sea (D).

The possessive form *his*, not the object form *him*, is required. ▲

## C) Incorrect Type of Pronoun

In some sentences, the wrong type of pronoun is used. For example, a reflexive pronoun might be used when a personal pronoun is needed, or a personal pronoun used when a relative pronoun is required.

### ▼ Sample Items

As larvae, barnacles are (A) free-swimming, but as adults (B) they attach them (C) to stones, docks, and hulls of ships (D).

The reflexive pronoun is required because the subject and object are the same entity: *they attach themselves*.

A barometer is a (A) device it is (B) used to measure (C) atmospheric pressure (D).

(A) ● (C) (D)

A personal pronoun (*it*) cannot be used to connect an adjective clause to the rest of the sentence. A relative pronoun (*which* or *that*) must be used instead.

## D) Incorrect Inclusion of Pronouns

Some errors involve the unnecessary use of pronouns. Often, this type of error occurs when a personal pronoun is used as a subject in a sentence that already has a noun subject. It may also involve a personal pronoun used unnecessarily in a relative clause.

In a few items, a relative pronoun is used unnecessarily.

### ▼ Sample Items

Block Island in (A) Long Island Sound it is (B) surrounded (C) by cold, dangerous (D) waters.

(A) ● (C) (D)

The subject of the sentence is *Block Island*; the personal pronoun *it* is an unnecessary repetition of the subject.

Dutch elm disease, which it is (A) caused (B) by a fungus, can destroy (C) a tree within (D) four weeks.

● (B) (C) (D)

The relative pronoun *which* is the true subject of the relative clause; the personal pronoun *it* is not needed.

Certain types (A) of turtles that may (B) live as long as (C) 100 years (D).

(A) ● (C) (D)

The relative pronoun *that* is unnecessary in this sentence because there is only one verb (*may live*). A sentence that contains a relative clause must have a verb in each clause.

## Exercise 36.1

**Focus:** Identifying and correcting errors of pronoun agreement.

**Directions:** If the underlined form is correct, mark the sentence *C*. If the underlined form is incorrect, mark the sentence *X* and write a correction for the underlined form in the blank at the end of the sentence. The first one is done as an example.

C 1. Unlike other cats, the cheetah cannot fully retract their claws. its

_____ 2. One cannot see through translucent materials, but light can pass through it.

_____ 3. Investment banking is concerned with the sale of government bonds, and he also deals with corporate stocks and bonds.

_____ 4. The oldest known forms of fossils are those of microscopic plants similar to algae.

_____ 5. Gene Krupa had one of the few big bands who was centered around a drummer.

_____ 6. Emeralds get its beautiful green color from titanium and chromium impurities in the stone.

_____ 7. The viola is larger and heavier than the violin, and she has a darker, somewhat nasal tone.

_____ 8. The Ringling Brothers were five brothers which built a small group of performers into the world's largest circus.

_____ 9. Storms on the planet Saturn may be larger than the planet Earth itself.

_____ 10. The molecules of a liquid are held together tighter than that of a gas.

_____ 11. Ducks make nests out of leaves and its own feathers.

_____ 12. The clipper ship *Flying Cloud* was one of the fastest ships of their kind.

_____ 13. There are thousands of kinds of bacteria, many of whom are beneficial.

_____ 14. When babies reach the age of one, her growth begins to slow down.

_____ 15. The arrangement of keys on the keyboard of a personal computer is almost the same as those on a standard typewriter.

## Exercise 36.2

**Focus:** Identifying and correcting errors involving incorrect types and forms of pronouns.

**Directions:** If the underlined form is correct, mark the sentence *C*. If the underlined form is incorrect, mark the sentence *X* and write a correction for the underlined form in the blank at the end of the sentence. The first one is done as an example.

X 1. Artist Margaret LengTan combined dance and piano playing in hers performances. her

_____ 2. Over the years, the intensive breeding of domestic rabbits has given their softer, finer fur than wild rabbits.

_____ 3. New England poet Edwin A. Robinson moved to New York City in 1896 and devoted himself to his writing.

_____ 4. Yellow journalism was a form of news reporting it emphasized the spectacular aspects of the news.

_____ 5. There are between 100 and 400 billion stars in ours galaxy, the Milky Way.

_____ 6. The atoms of a crystal always arrange them into a specific array, called a lattice.

_____ 7. Fred Astaire and Gene Kelly were basically tap dancers, but their both added some ballet movements to their dance steps.

_____ 8. The Pritzken Prize is given every year to architects their work benefits humanity and the environment. _____

_____ 9. Charleston, South Carolina, has preserved to a remarkable degree it historic houses and famous gardens. _____

_____ 10. Ice fishermen sometimes build small, movable huts to protect them from the cold winds. _____

## Exercise 36.3

**Focus:** Identifying errors involving the incorrect inclusion of pronouns.

**Directions:** If the sentence contains a pronoun that is incorrectly included, mark that sentence *X* and underline the pronoun. If the sentence does not contain an incorrect pronoun inclusion, mark that sentence *C*. The first one is done as an example.

__X__ 1. The first great public library in the United States it was founded in Boston in the 1830's.

_____ 2. Floods which cause billions of dollars worth of property damage in the United States annually.

_____ 3. As a class, percussion instruments such as drums that are the simplest in construction of any musical instruments.

_____ 4. Richard G. Hatcher of Gary, Indiana, he was one of the first black mayors of a sizable American city.

_____ 5. Active stocks are stocks which are frequently bought and sold.

_____ 6. There are many species of plants and animals that they are peculiar to Hawaii.

_____ 7. Pipettes are glass tubes, open at both ends, which chemists use them to transfer small volumes of liquid.

_____ 8. When molten basalt cools, it forms six-sided columns.

_____ 9. Elizabeth Peabody, founder of the first American kindergarten, she helped gain acceptance of that institution as a regular part of public education.

_____ 10. Today meteorologists obtain the information which they use to make weather predictions chiefly from satellites.

_____ 11. Cells often obtain water through which the process of osmosis.

_____ 12. The lighting of large outdoor arenas it first became feasible in the 1930's.

## Exercise 36.4

**Focus:** Identifying and correcting errors involving pronouns. (Note: One or two items in this exercise do not focus on pronoun errors. These are marked in the answer key with an asterisk.)

**Directions:** Decide which of the four underlined words or phrases—(A), (B), (C), or (D)—would not be considered correct, and write the letter of the expression in the blank. Then, in the line at the end of the sentence, write a correction for the underlined phrase. The first one is done as an example.

C 1. A caricature is a picture in which (A) the subject's distinctive (B) features they are (C) deliberately exaggerated (D). are

_____ 2. A beaver uses its strong (A) front teeth (B) to cut down trees and peel off (C) its (D) bark.

_____

_____ 3. Ants are blind to red light, so it is (A) possible to observe themselves (B) in an artificial nest without (C) disturbing their (D) activities. _____

_____ 4. An auger is a tool (A) which a carpenter uses it (B) to bore (C) holes in wood (D). _____

_____ 5. The glaciers in Olympia National Park are unusually (A) because they (B) are found at altitudes lower than those (C) at which (D) glaciers are usually found. _____

_____ 6. In his (A) novels, Sinclair Lewis drew (B) critical portraits of Americans who (C) thought of them (D) as model citizens. _____

_____ 7. Jaguars which resemble (A) leopards, but they (B) are larger and are marked (C) with rosettes rather than (D) spots. _____

_____ 8. Most bacteria have (A) strong cell walls much (B) like (C) that (D) of plants. _____

_____ 9. Bees collect (A) pollen, which (B) furnishes (C) protein for its (D) diet. _____

_____ 10. A small business often (A) limits their (B) operations to a single neighborhood (C) or a group of neighboring communities (D). _____

_____ 11. Louisa May Alcott, she (A) is best known for her books (B) for children, served as (C) a nurse during (D) the Civil War. _____

_____ 12. The principles (A) used in air-conditioning are basically (B) the same as those (C) used by the human body to cool himself (D). _____

_____ 13. In that (A) age of computers, it is (B) difficult to imagine how tedious the work of (C) accountants and clerks must have been (D) in the past. _____

_____ 14. In general (A), the only kind of cells that (B) cannot replace itself (C) are nerve cells (D).

_____

_____ 15. The naturalist Edwin Teal illustration (A) his (B) books with photographs he (C) had taken himself (D).

_____

## LESSON 37

### ERRORS WITH SINGULAR AND PLURAL NOUNS

## A) Plural Nouns in Place of Singular Nouns and Singular Nouns in Place of Plural Nouns

Underlined nouns in the Written Expression section may be incorrect because they are plural but should be singular, or because they are singular but should be plural.

Sometimes it is clear that a singular subject is incorrectly used because the verb is plural, or that a plural noun is used incorrectly because the verb is singular. In this type of item, the verb will *not* be underlined, because this is not a verb error.

Sometimes it is obvious that a plural or a singular noun is needed because of the determiners that precede the noun. Certain determiners are used only before singular nouns while other determiners are used only before plural nouns.

| Determiners Used with Singular Nouns | Determiners Used with Plural Nouns |
|---|---|
| a/an | two, three, four, etc. |
| one | dozens of |
| a single | hundreds of |
| each | thousands of |
| every | a few (of) |
| this | many (of) |
| that | a number of |
| | the number of |
| | a couple (of) |
| | every one of |
| | each one of |
| | each of |
| | one of |
| | these |
| | those |

Each *contestant* won a prize.
Each of the *contestants* won a prize.
This *flower* is a yellow rose.
These *flowers* are yellow roses.
I attended only one *game* this season.
It was one of the most exciting *games* that I ever attended.

### ▼ Sample Items

Several of (A) Washington Irving's story (B) have become (C) classics in American literature (D).

In this item, both the determiner before the noun (*Several of*) and the plural verb (*have*) indicate that a plural noun (*stories*) should be used.

Mauna Loa, an active (A) volcano on (B) the island (C) of Hawaii, usually has one eruptions (D) every three years.

A singular noun must be used after the determiner *one*.

One of the (A) most beautiful (B) state capitol (C) is the Utah State Capitol, located (D) in Salt Lake City.

The correct pattern is *one of the* + superlative adjective + plural noun. The plural noun *capitols* must therefore be used. ▲

## B) Errors Involving Irregular Plurals

Most plural nouns in English end in *-s*, but a few are irregular. Only the most common irregular plurals are tested on TOEFL. (Irregular plurals that come to English from Latin or Greek—*data*, *cacti*, *alumnae*, or *phenomena*, for example—will NOT be tested on TOEFL.)

**Common Irregular Plural Nouns**

| *Singular Noun* | *Plural Noun* |
|---|---|
| child | children |
| man | men |
| woman | women |
| foot | feet |
| tooth | teeth |
| mouse | mice |
| fish | fish |

▼ **Sample Item**

As childs (A) grow older (B), their (C) bones become thicker (D) and longer.

The correct plural form of *child* is *children*. ▲

## C) Errors with Plural Forms of Non-Count Nouns

In some items a non-count noun (such as *furniture*, *research*, *sunshine*, *information*, or *bread*) is incorrectly given as a plural noun.

▼ **Sample Item**

Some (A) encyclopedias deal with (B) specific fields, such as music (C) or philosophy, and provide informations (D) on only those subjects.

*Information* is an uncountable noun and cannot be pluralized. ▲

## D) Errors with Plural Compound Nouns

Compound nouns consist of two nouns used together to express a single idea: *grocery store*, *travel agent*, *dinner party*, and *house cat*, for example. Only the second noun of compounds is pluralized: *grocery stores*, *travel agents*, *dinner parties*, and *house cats*.

(There are rare exceptions to this rule—*sports cars* and *women doctors*, for example—but these won't be tested.)

▼ **Sample Item**

Raymond Chandler's detectives stories (A) are admired (B) by both critics and (C) general readers (D).

The correct plural form of this compound noun is *detective stories*. ▲

## E) Errors Involving Plural Forms of Numbers and Measurement

Some errors involve numbers + measurements:

They went for a *six-mile* walk.
They walked *six miles*.

In the first sentence, the number + measurement is used as an adjective, and the measurement is singular. In the second, the measurement is a noun and is therefore plural.

Numbers like *hundred*, *thousand*, and *million* may be pluralized when they are used indefinitely—in other words, when they do not follow other numbers.

| | |
|---|---|
| seven thousand | thousands |
| five million dollars | millions of dollars |

### ▼ Sample Items

The U.S. president serves a maximum of two four-years terms.
A B C D

When used before a noun, a number + measurement is singular.

Thousand of antibiotics have been developed, but only about
A B C
thirty are in common use today.
D

The plural form *Thousands* should be used.

## Exercise 37

**Focus:** Identifying and correcting errors involving singular and plural nouns. (Note: One or two items in this exercise do not focus on singular-plural errors. These are marked in the answer key with an asterisk.)

**Directions:** Decide which of the four underlined words or phrases—(A), (B), (C), or (D)—would not be considered correct, and write the letter of the expression in the blank. Then, in the line at the end of the sentence, write a correction for the underlined phrase. The first one is done as an example.

__D__ 1. The male mandril baboon is one of the most colorful of all mammal. __mammals__
A B C D

_____ 2. Zoonoses are diseases that can be transmitted to humans beings by animals.
A B C D
_____

_____ 3. Many championship automobiles and motorcycle races take place in Daytona Beach,
A B C D
Florida. _____

_____ 4. The Newberry Award is granted every years to the authors of outstanding books for
A B C
children. _____
D

_____ 5. The major source of air pollution vary from city to city. _____
A B C D

_____ 6. Around (A) seventy-five percents (B) of the Earth's surface (C) is covered by water (D). _____

_____ 7. All college (A) and universities get their funds (B) from a variety (C) of sources (D). _____

_____ 8. Russell Cave in (A) northeastern Alabama was the home (B) of cliff-dwelling Indians thousand (C) of years (D) ago. _____

_____ 9. In (A) 1792 a corporation constructed (B) a sixty-miles (C) toll road from (D) Philadelphia to Lancaster, Pennsylvania. _____

_____ 10. The mathematician and astronomer (A) David Rittenhouse was (B) one of the first man (C) of science (D) in the American colonies. _____

_____ 11. Publishers of (A) modern encyclopedias (B) employ hundreds (C) of specialists and large editorials (D) staffs. _____

_____ 12. The (A) electric toaster (B) was one of the earliest appliance (C) to be developed for the kitchen (D). _____

_____ 13. Tornadoes can pick up objects (A) as heavy as automobiles (B) and carry them for hundreds (C) of foot (D). _____

_____ 14. Many kinds (A) of vegetables (B) are growth (C) in (D) California's Imperial Valley. _____

_____ 15. In typical pioneers (A) settlements, men (B), women, and children (C) worked from morning until night at farm (D) and household tasks. _____

_____ 16. Some engineers (A) have predicted that, within twenty years (B), automobiles will be make (C) almost completely of plastic (D). _____

_____ 17. The pine (A) tree is probably the more (B) important lumber (C) tree (D) in the world. _____

_____ 18. Mary Lyon <u>founded</u> (A) Mount Holyoke College, the first permanent <u>institution</u> (B) of higher <u>learning</u> (C) for <u>woman</u> (D) in the United States. _____

_____ 19. <u>Adult</u> (A) humans have more than a <u>trillions</u> (B) <u>cells</u> (C) in their <u>bodies</u> (D). _____

_____ 20. Phytoplankton is <u>found</u> (A) only in the upper <u>layers</u> (B) of of the <u>ocean</u> (C), where <u>sunlights</u> (D) can reach. _____

## ANSWER SHEET
## MINI-TEST 6: WRITTEN EXPRESSION

| | | |
|---|---|---|
| 1. (A) (B) (C) (D) | 10. (A) (B) (C) (D) | 19. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 11. (A) (B) (C) (D) | 20. (A) (B) (C) (D) |
| 3. (A) (B) (C) (D) | 12. (A) (B) (C) (D) | 21. (A) (B) (C) (D) |
| 4. (A) (B) (C) (D) | 13. (A) (B) (C) (D) | 22. (A) (B) (C) (D) |
| 5. (A) (B) (C) (D) | 14. (A) (B) (C) (D) | 23. (A) (B) (C) (D) |
| 6. (A) (B) (C) (D) | 15. (A) (B) (C) (D) | 24. (A) (B) (C) (D) |
| 7. (A) (B) (C) (D) | 16. (A) (B) (C) (D) | 25. (A) (B) (C) (D) |
| 8. (A) (B) (C) (D) | 17. (A) (B) (C) (D) | |
| 9. (A) (B) (C) (D) | 18. (A) (B) (C) (D) | |

## MINI-TEST 6: WRITTEN EXPRESSION

**Directions:** The sentences below have four underlined words or phrases, (A), (B), (C), and (D). Identify the *one* underlined expression that must be changed for the sentence to be correct. Then find the number of the question on your answer sheet and fill in the space corresponding to the letter.

**Time:** 12 minutes

_____ 1. Bricks can be (A) made from many (B) difference (C) types of clay (D).

_____ 2. Despite (A) most mushrooms are edible (B), some species cause (C) serious poisoning (D).

_____ 3. Judges in dog shows (A) rate dogs on such points (B) as their colorful (C), posture, shape, and size (D).

_____ 4. The medicine (A) of prehistoric people probably consisted of a mixture of (B) scientific practices, superstitions (C), and religious believes (D).

_____ 5. The game (A) backgammon has (B) been playing (C) for thousands (D) of years.

_____ 6. One of (A) the greatest (B) of American automobile designer (C) was (D) Harley Earl.

_____ 7. Before (A) the late eighteenth century, most textiles (B) were done (C) at home (D).

_____ 8. Political science, alike (A) the other (B) social sciences (C), is not an exact (D) science.

_____ 9. About (A) 8,000 years (B) ago, people began (C) using animals to carry themselves (D) and their belongings.

_____ 10. Storks constantly (A) rearrange their nests to keep their (B) eggs safety (C), dry, and warm (D).

_____ 11. In its purely (A) state, hydrochloric acid is a gas (B), but it (C) is almost always (D) used as a solution in water.

_____ 12. Animals that (A) hibernate usually (B) eat large numbers (C) of food in the (D) autumn.

_____ 13. Many (A) folk songs (B) have been written (C) about railroads and railroads (D) workers.

_____ 14. Some plants and insects (A) exhibit so (B) high degree of interdependence that the elimination of one results (C) in the elimination of the other (D).

_____ 15. Lightly (A), sandy soil absorbs (B) water more quickly (C) than clay or (D) loam.

_____ 16. Fannie Farmer, an educator (A) and cooking (B) expert, she wrote (C) the first distinctively (D) American cookbook.

_____ 17. The rhesus monkey has (A) been widely (B) used in biological (C), psychological, and medicine (D) research.

_____ 18. During (A) the Depression of the 1930's, many (B) artists were giving (C) jobs (D) by the Federal Arts Project.

_____ 19. Crocodiles are sometimes confused (A) with alligators, but are different (B) from they (C) in a number (D) of ways.

_____ 20. As a concert violinist (A), conductor, and he composed (B) both serious and popular music (C), Leonard Bernstein achieved a series of remarkable (D) successes.

_____ 21. It is a chemical (A) called capsaicin that gives (B) hot peppers their (C) spice (D) flavor.

_____ 22. Flying snakes can launch (A) itself (B) from the top of (C) one tree and glide to another (D).

_____ 23. A basic (A) knowledge of social studies such as history (B) and geography are (C) considered an important part of the education of every child (D).

_____ 24. The black walnut tree is grown (A) principally for its (B) lumber, which is (C) used for cabinets and furnitures (D).

_____ 25. Plymouth was the soonest (A) of the five colonies (B) established (C) by the Pilgrims in (D) Massachusetts.

## LESSON 38

### ERRORS WITH VERBALS

**Verbals** are participles, gerunds, infinitives, and—for the purpose of this lesson—simple forms of the verb.

**Participles** are verbal adjectives. In this part of the test, participles are often seen before nouns as one-word adjectives. **Present participles** end with *-ing*. When used before a noun, present participles have an active meaning. **Past participles** of regular verbs end in *-ed*; the past participles of many common verbs are irregular. Before nouns, past participles have a passive meaning.

It was an *exhausting* ten-kilometer race. (present participle)
The *exhausted* runners were too tired to move after the race. (past participle)

In the first sentence, the race exhausts the runners. The race "performs" the action. In the second sentence, the runners are exhausted by the race. They receive the action.

Participles are also used in phrases after nouns as reduced (shortened) relative clauses. Again, present participles imply an active idea, past participles a passive one.

The man *stealing* the money was arrested.
(present participle; means "who stole")
The money *stolen* from the bank was recovered.
(past participle; means "which was stolen")

**Gerunds** are verbal nouns. Like present participles, gerunds end in *-ing*. They can be the subjects of verbs, the objects of prepositions, and the objects of certain verbs. (See the chart on the following page.)

*Dancing* is good exercise. (gerund as subject)
You can solve this problem *by using* a calculator. (gerund as object of a preposition)
He enjoys *going* to good restaurants. (gerund as object of a verb)

All two- and three-word verb phrases that can be followed by verbals are used with gerunds, not infinitives. This is true even when the verb phrase ends with the word *to*. (This can be tricky because infinitives always begin with the word *to*.)

I'm looking forward to *going* to New Orleans.
John is opposed to our *participating*.

**Infinitives** consist of the word *to* and the simple form of the verb. Like gerunds, infinitives can be the subjects of verbs and the objects of certain verbs (see chart). Unlike gerunds, infinitives can *never* be the objects of prepositions.

*To help* others is rewarding. (infinitive as subject)
He attempted *to swim* across the river. (infinitive as object of a verb)

Infinitives are used in several other ways:

It's important *to change* the oil in your car frequently.
(infinitive after an adjective)
The first man *to land* on the moon was Neil Armstrong.
(infinitive used as an adjective after a noun)
She must take this class *to graduate*.
(infinitive used to show purpose)

**Simple forms** are the base forms of verbs; they consist of the infinitive without the word *to*. Simple forms are used after the causative verbs *have, make,* and *let:*

He had the carpenter *repair* the door.
His father makes him *study* hard.
She let her son *go* on the trip.

**Common Verbs That Take Verbal Objects**

| *Verbs Used with Gerunds* | *Verbs Used with Infinitives* | *Verbs Used with Simple Forms* |
|---|---|---|
| admit | agree | have |
| avoid | allow | let |
| deny | arrange | make |
| enjoy | attempt | |
| finish | cause | |
| justify | choose | |
| quit | decide | |
| recommend | enable | |
| suggest | hope | |
| understand | instruct | |
| | know (how) | |
| | learn (how) | |
| | permit | |
| | persuade | |
| | require | |
| | seem | |
| | teach (how) | |
| | tell | |
| | use | |
| | warn | |

Watch for the following errors involving verbals:

## A) Incorrect Choice of Verbal

Any of these verbals—participle, gerund, infinitive, or simple form—may be incorrectly used when another one of them is required.

**Simple forms** are the base forms of verbs; they consist of the infinitive without the word *to*.

Simple forms are used after the causative verbs *have, make,* and *let:*

He had the carpenter *repair* the door.
His father makes him *study* hard.
She let her son *go* on the trip.

**Common Verbs That Take Verbal Objects**

| *Verbs Used with Gerunds* | *Verbs Used with Infinitives* | *Verbs Used with Simple Forms* |
|---|---|---|
| admit | agree | have |
| avoid | allow | let |
| deny | arrange | make |
| enjoy | attempt | |
| finish | cause | |
| justify | choose | |
| quit | decide | |
| recommend | enable | |
| suggest | hope | |
| understand | instruct | |
| | know (how) | |
| | learn (how) | |
| | permit | |
| | persuade | |
| | require | |
| | seem | |
| | teach (how) | |
| | tell | |
| | use | |
| | warn | |

Watch for the following errors involving verbals:

## A) Incorrect Choice of Verbal

Any of these verbals—participle, gerund, infinitive, or simple form—may be incorrectly used when another one of them is required.

▼ **Sample Items**

The writer Edgar Allan Poe is usually (A) credited (B) with invent (C) the short story (D).

(A) (B) ● (D)

After a preposition (*with*), a simple form cannot be used. The correct form is a gerund (*inventing*).

A single-lens (A) reflex camera (B) allows a photographer seeing (C) exactly what the camera will photograph (D).

(A) (B) ● (D)

After the verb *allow*, a gerund (*seeing*) cannot be used. An infinitive (*to see*) is correct. ▲

## B) Incorrect Choice of Participle

You may see past participles used incorrectly for present participles or present participles used incorrectly for past participles.

You may also see a main verb used when a participle is required.

▼ **Sample Items**

There are (A) probably around (B) 3,000 languages speaking (C) in the world (D).

(A) (B) ● (D)

A past participle (*spoken*) is required because the idea is passive. The sentence means, ". . . 3,000 languages *which are spoken* . . ."

For decades (A), journalist Theodore H. White wrote (B) books described (C) American presidential (D) elections.

(A) (B) ● (D)

The past participle *described* is used incorrectly because the idea is active: the books described the elections. Therefore, a present participle, *describing*, should be used. (The sentence could also be corrected by adding a relative pronoun: *that described*.)

Nutmeg, widely is used (A) as a spice (B), is actually (C) the kernel of a tropical nut (D).

● (B) (C) (D)

Rather than the main verb *is used*, a past participle (*used*) is required.

## C) Incorrect Forms of Infinitives

Incorrect infinitive forms such as *for go* or *to going* may be used in place of the correct form, *to go.*

▼ **Sample Item**

Viral infections <u>are</u> (A) generally <u>more difficult</u> (B) <u>to treating</u> (C) than bacterial <u>infections</u> (D).

(A) (B) ● (D)

The correct form of the infinitive is *to treat.* ▲

## Exercise 38.1

**Focus:** Identifying incorrect and correct forms of gerunds, infinitives, and simple forms.

**Directions:** Underline the form that best completes each sentence. The first one is done as an example.

1. Sport parachutes are relatively easy (controlling/<u>to control</u>).
2. Sleeve bearings allow pistons (to move/move) back and forth.
3. One of the most important steps in (producing/to produce) a motion picture is film editing.
4. An opera singer is required (having/to have) a powerful and beautiful voice.
5. The Wampanoag Indians taught the Pilgrims how (growing/to grow) corn.
6. Frogs and certain kinds of birds use their tongues (to catch/catch) insects.
7. Isadora Martinez invented a knee implant that lets people with arthritis (to bend/bend) their knees easily.
8. Smells can be more effective than any other sensory stimuli in vividly (bringing/bring) back memories.
9. Modems permit computers (communicating/to communicate) with one another over telephone lines.
10. A sudden sound can make a golfer (to miss/miss) a shot.
11. Heavy spring snows may cause the branches of trees (snap/to snap).
12. Modern race cars store fuel in rubber bladders that are almost impossible (rupturing/to rupture).
13. New words are constantly being invented (describe/to describe) new objects and concepts.
14. Dr. Mary Walker, a surgeon in the Union Army during the Civil War, was the first and so far only woman (to be awarded/awarding) the Congressional Medal of Honor.
15. In 1957 Ralph Abernathy founded an organization devoted to (achieve/achieving) racial equality for black Americans.

## Exercise 38.2

**Focus:** Identifying incorrect and correct forms of participles.

**Directions:** Underline the form that best completes each sentence. The first one is done as an example.

1. The largest (knowing/known) insects are found in tropical rain forests.
2. A bill of lading is a (writing/written) receipt for goods that are sent by public transportation.
3. A hummingbird's heart beats at the (astonishing/astonished) rate of 615 beats per minute.
4. At the peak of his jump, a pole vaulter performs a series of (twisting/twisted) body motions to clear the bar.
5. Anyone (working/worked) under conditions that cause a heavy loss of perspiration can suffer heat exhaustion.
6. A mosquito (filled/is filled) with blood is carrying twice its own body weight.
7. The state of Wisconsin has seventy-two counties, many (naming/named) after Indian tribes.
8. Sunspots occur in cycles, with the greatest number generally (appearing/are appearing) every eleven years.
9. A delta is a more-or-less triangular area of sediments (depositing/deposited) at the mouth of a river.
10. William H. Kilpatrick was a philosopher and scholar now generally (regarding/regarded) as the father of progressive education.
11. Checkerboard Mesa in Utah features a strangely (cracked/cracking) expanse of stone.
12. It has been known since the third century that coffee has a (stimulated/stimulating) effect.

## Exercise 38.3

**Focus:** Identifying and correcting a variety of errors involving verbals. (Note: One or two items in this exercise do not focus on errors involving verbals. These are marked in the answer key with an asterisk.)

**Directions:** Decide which of the four underlined words or phrases—(A), (B), (C), or (D)—would not be considered correct, and write the letter of that expression in the blank. Then, in the line at the end of the sentence, write a correction for the underlined phrase. The first one is done as an example.

C 1. The (A) most widely used (B) material for package (C) consumer goods is (D) cardboard.
packaging

_____ 2. One of the latest (A) methods of quarrying (B) stone is to cutting (C) the stone with a (D) jet torch.
_____

_____ 3. In 1944 biologist Charles Michener devised (A) a system for to classify (B) the approximately (C) 20,000 species of (D) bees. _____

_____ 4. Most candles are made of paraffin wax mix (A) with compounds that have (B) higher melting points to keep (C) them from melting (D) in hot weather. _____

_____ 5. Machines used (A) to harvest (B) tree crops such as cherries or almonds can be classified (C) either as shakers and (D) as pick-up machines. _____

_____ 6. Fishing cats, found (A) in Southeast Asia, are distinguished (B) by their webbed (C) feet, which enable them catching (D) fish. _____

_____ 7. Geothermal energy (A) is energy to obtain (B) by using (C) heat from the Earth's (D) interior.

_____

_____ 8. Bathe (A) in mineral water has long been (B) believed to have (C) beneficial effects (D). _____

_____ 9. It is the facets (A) cut (B) into a diamond that make (C) it to sparkle (D). _____

_____ 10. Ralph Blakelock specialized (A) in paint (B) wild, lonely nighttime landscapes (C), usually with black trees silhouetted (D) against the moon. _____

_____ 11. The Farallon Islands are a group of (A) uninhabited (B) islands lying (C) about 40 mile (D) west of San Francisco. _____

_____ 12. The crushing (A) leaves of yarrow plants can serve (B) as a traditional (C) medicine for cleansing (D) wounds. _____

_____ 13. Robert A. Moog developed (A) an electronic device that could be (B) used for play (C) synthesized (D) music. _____

_____ 14. Hypnosis is sometimes (A) employed as a (B) means of helping (C) people to quit to smoke (D).

_____

_____ 15. Throughout his long career (A), Pete Seeger has been (B) a lead (C) figure in reviving (D) folk music.

_____

## LESSON 39

### ERRORS WITH PREPOSITIONS

Errors with **prepositions** are among the most difficult errors to catch. Preposition use in English is very complex. For every rule, there seems to be an exception. Recently, there have been more errors involving prepositions in the Written Expression part of TOEFL, and the errors have been more difficult to spot.

Prepositions are used in the following ways:

- In adverbial phrases that show time, place, and other relationships

  in the morning  on Pennsylvania Avenue  to the park by a student

- After certain nouns

  a cause of  a reason for  a solution to

- After certain adjectives and participles

  different from  aware of  disappointed in

- After certain verbs

  combine with  rely on  refer to

- In phrasal prepositions (two- or three-word prepositions)

  according to  together with  instead of

- In certain set expressions

  by far  in general  on occasion  at last

**Note:** In Mini-Lessons for Section 2, found at the end of this section of the *Guide,* all of these uses for prepositions are explained and practice exercises are provided.

There are two main types of preposition errors that you may see in the Written Expression part of the test:

## A) Errors in Preposition Choice

The wrong preposition is used according to the context of the sentence.

Some of the rules for choosing the correct prepositions are given in the Mini-Lessons, but you will never be able to memorize all the rules for preposition use in English. The more you practice, though, the more you will develop a "feel" for determining which preposition is correct in any given situation.

There are two particular situations involving preposition choice that are often tested in Written Expression:

- **Errors with *from . . . to* and *between . . . and***

Both these expressions are used to give the starting time and ending time. They can also be used to show relationships of place and various other relationships.

He lived in Seattle *from* 1992 *to* 1997.
He lived in Seattle *between* 1992 *and* 1997.

Route 66 ran *from* Chicago *to* Los Angeles.
Route 66 ran *between* Chicago *and* Los Angeles.

Errors usually involve an incorrect pairing of those words, or the incorrect use of other prepositions:

**between* A *to* B
**between* A *with* B
**from* X *and* Y
**since* X *to* Y

- **Errors with *since, for,* and *in***

*Since* is used before a point in time with the present perfect tense—but never with the past tense. *For* is used before a period of time with the present perfect and other tenses. *In* is used before certain points in time (years, centuries, decades) with the past tense and other tenses—but never with the present perfect tense.

He's lived here *since* 1995.
He's lived here *for* two years.
He moved here *in* 1995.

Errors involve the use of one of these prepositions for another:

*He's lived here *in* 1995.
*He's lived here *since* two years.
*He lived here *since* 1995.

### ▼ Sample Items

The pitch of a tuning fork (A) depends of (B) the size (C) and shape of its (D) arms.

(A) ● (C) (D)

The correct preposition after the verb *depend* is *on*, not *of*.

The Alaskan Pipeline runs (A) between (B) Prudhoe Bay on the Arctic Coastal Plain to the port (C) of Valdez, a distance (D) of 789 miles.

(A) ● (C) (D)

The correct pattern is *from . . . to*.

Candles were mankind's (A) chief source of (B) illumination since (C) at least (D) 2,000 years.

(A) (B) ● (D)

Before a period of time (*2,000 years*) the preposition *for* should be used. ▲

## B) Incorrect Inclusion or Omission of Prepositions

A preposition is used when one is not needed, or not used when one is needed.

### ▼ Sample Items

According many (A) critics, Mark Twain's novel *Huckleberry Finn* is his greatest (B) work, and is one of the (C) greatest American novels (D) ever written.

The preposition *to* has been omitted from the phrase *According to*.

Some (A) of the most of (B) spectacular waterfalls in the (C) eastern United States are found in (D) the Pocono Mountains of Pennsylvania.

The preposition *of* should not be used in this phrase. (When *most* means "majority," it can be used in the phrase *most of the*. "Most of the people agree . . . ," for example. However, in this sentence, *most* is part of the superlative form of the adjective *spectacular*, and so cannot be used with *of*.) ▲

## Exercise 39.1

**Focus:** Identifying correct and incorrect preposition choice.

**Directions:** Underline the prepositions that correctly complete the sentences below. The first one is done as an example.

1. (For/To) an injection to be effective (on/against) tetanus, it must be administered (by/within) seventy-two hours (of/for) the injury.
2. Wage rates depend (in/on) part (from/on) the general prosperity (of/for) the economy.
3. The invention (of/for) the hand-cranked freezer opened the door (for/to) commercial ice cream production, and (for/since) then, the ice-cream industry has grown (in/into) a four-billion-dollar-a-year industry.
4. (At/On) the time (of/in) the Revolutionary War, the North American colonies were merely a long string (with/of) settlements (along/among) the Atlantic Coast (between/from) Maine and Georgia.
5. The probability (of/for) two people (in/on) a group (of/for) ten people having birthdays (in/on) the same day is about one (in/of) twenty.
6. Showboats were floating theaters that tied up (at/to) towns (in/on) the Ohio and Mississippi rivers to bring entertainment and culture (to/at) the people (on/in) the frontier.
7. Scrimshaw, the practice (of/for) carving ornate designs (in/on) ivory, was first practiced (by/of) sailors working (by/with) sail needles while (in/on) long sea voyages.
8. Assateague Island, (off/of) the coast (off/of) Virginia, is famous (for/to) its herds (of/with) wild ponies.
9. (In/On) order (for/to) an object to be visible, light must travel (from/for) that object (at/to) a person's eyes.
10. (In/On) the 1930's and 1940's, when train travel was (on/at) its peak, passengers could look forward (for/to) wonderful meals (on/at) trains.

11. (In/Since) the 1960's, op art, which was based (in/on) scientific theories (of/for) optics, employed patterns (of/in) lines and colors that seemed to change shape as the viewer looked (on/at) them.

12. The first national convention devoted (for/to) the issue (of/with) women's rights, organized partly (of/by) Elizabeth Cady Stanton, was held (in/on) her hometown (in/of) Seneca Falls, New York, (in/on) 1848.

13. (In/Since) 1716 a party (of/for) explorers led (by/with) Lieutenant Governor Spotswood (of/in) Virginia tried (in/on) vain to find a route (through/of) the Appalachian Mountains.

14. Dolphins rely (in/on) echolocation, a form (of/for) navigation similar (with/to) the sonar systems used (on/at) submarines.

15. Analytical geometry, (in/on) which algebraic ideas are used (for/to) the description (of/for) geometric objects, has been (in/on) use (for/since) the seventeenth century.

## Exercise 39.2

**Focus:** Identifying and correcting errors involving the inclusion or omission of prepositions.

**Directions:** If there is a preposition unnecessarily included in a sentence, mark that sentence *X* and underline the preposition. If there is a preposition incorrectly omitted from a sentence, mark that sentence *X*, underline the word before and after the missing preposition, and write the correct preposition on the line at the end of the sentence. If the sentence is correctly written, mark that sentence *C*. The first one is done as an example.

__X__ 1. According polls taken throughout the twentieth century, Lincoln and Washington are the preeminent American presidents. ____to____

_____ 2. Today, many varieties of fruit are available all year thanks improved storage and shipping techniques. _____

_____ 3. The origin of the Moon remains a mystery. _____

_____ 4. Traffic jams can cause of pollution, delays, and short tempers. _____

_____ 5. The Sun's rays heat the Earth's surface, on which then radiates the heat into the air. _____

_____ 6. A warm-blooded animal is one that keeps the same body temperature regardless the air temperature. _____

_____ 7. Charlie Parker, considered by many the greatest improviser in the history of jazz, influenced many other jazz musicians. _____

_____ 8. Most of people are aware of the need to visit dentists regularly. _____

_____ 9. Muscle fibers are attached bones by tendons. _____

_____ 10. In his essay "Self-Reliance," Ralph W. Emerson told to his readers why they should not depend on the ideas of others. _____

_____ 11. The crayfish is a freshwater crustacean related the lobster. _____

_____ 12. Charles Goren was an expert the game of bridge. _____

_____ 13. Stomata are the tiny openings in the leaves of plants through which oxygen and carbon dioxide pass. _____

_____ 14. Ducks have small oil glands by which keep their feathers oily and repel water. _____

_____ 15. The tail of a comet always points away the Sun. _____

_____ 16. Lichens grow in extreme environments in where no other plants can exist.
_____

_____ 17. Not all of waterfalls are formed in the same way. _____

_____ 18. The pulmonary artery carries blood from the right side the heart to the lungs.
_____

_____ 19. In addition to the twelve constellations of the zodiac, thirty other constellations were familiar people of ancient times. _____

_____ 20. Rainbows always appear in that part of the sky opposite the Sun. _____

## Exercise 39.3

**Focus:** Identifying and correcting preposition errors. (Note: One or two items in this exercise do *not* focus on preposition errors. These are marked in the answer key with an asterisk.)

**Directions:** Decide which of the four underlined words or phrases—(A), (B), (C), or (D)—would not be considered correct, and write the letter of that expression in the blank at the beginning of the sentence. Then, in the blank at the end of the sentence, write a correction for the underlined phrase. The first one is done as an example.

__A__ 1. Water polo is a game <u>in which</u> (A) is played <u>in the water</u> (B) <u>by two</u> (C) teams, each <u>with</u> (D) seven players. _____*which*_____

_____ 2. Dynamics is a <u>branch of</u> (A) physics that <u>deals for</u> (B) the relationship <u>between</u> (C) motion <u>and force</u> (D). _____

_____ 3. <u>Many of</u> (A) radio stations <u>began</u> (B) <u>broadcasting</u> (C) baseball games <u>during</u> (D) the 1920's.
_____

_____ 4. The <u>economy of</u> (A) Maine is based <u>to a great extent</u> (B) <u>in its</u> (C) forests, which cover eighty <u>percent of</u> (D) its surface area. _____

_____ 5. The removal <u>of</u> (A) waste <u>materials</u> (B) is <u>essential to</u> (C) all forms of <u>live</u> (D). _____

_____ 6. John Diefenbaker, Prime Minister of Canada <u>during</u> (A) 1957 to 1963, <u>is given</u> (B) <u>much of</u> (C) the credit <u>for the adoption</u> (D) of the Canadian Bill of Rights. _____

_____ 7. The first stage <u>on</u> (A) the manufacturing <u>of all</u> (B) <u>types of</u> (C) clothing is the <u>cutting of</u> (D) the material. _____

_____ 8. All of (A) the wheat grown throughout (B) the world belongs one (C) of fourteen (D) species. _____

_____ 9. There are approximately (A) 600 different (B) species of (C) trees native of (D) the continental United States. _____

_____ 10. Waterwheels, which (A) appeared on (B) the fourth century B.C., were probably the first (C) machines not powered by (D) humans or animals. _____

_____ 11. Since (A) centuries, Southwestern Indian tribes have valued (B) turquoise and have used (C) it in jewelry (D). _____

_____ 12. Loggerhead turtles lay thousands eggs (A) at a single (B) time, but only a a few of (C) survive to adulthood (D). _____

_____ 13. In nowadays (A), commercial bakeries use complex, automated machines, but the basic principles of baking (B) have changed little (C) for thousands (D) of years. _____

_____ 14. It takes over (A) four years for light (B) from (C) the nearest star reaching (D) the earth. _____

_____ 15. In (A) the mid-1900's, an increasing (B) number of jobs (C) in the United States have involved the handling of (D) information. _____

## LESSON 40

### ERRORS WITH ARTICLES

Like errors with prepositions, errors with articles are sometimes hard to catch. This is partly because of the complexity of the article system in English, and partly because articles, like prepositions, are "small words" and one's eye tends to skip over errors involving these words.

The basic uses of articles are explained in the chart:

| **Indefinite Articles *a* and *an*** | **Definite Article *the*** | **No Article (ø)** |
|---|---|---|
| *A* or *an* is used before singular nouns when one does not have a specific person, place, thing, or concept in mind: | *The* is used before singular, plural, and non-count nouns when one has a specific person, place, thing, or concept in mind: | No article is used before non-count nouns or plural nouns when one does not have specific persons, places, things, or concepts in mind: |
| an orange | the oranges | ø orange |
| a chair | the oranges | ø oranges |
| | the fruit | ø fruit |
| | the chair | ø chair |
| | the chairs | ø chairs |
| | the furniture | ø furniture |

The indefinite article *a* is used before words that begin with a consonant sound (*a chair, a book*); *an* is used before words that begin with a vowel sound (*an orange, an ocean liner*). Before words that begin with the letters *h-* and *u-*, either *a* or *an* can be used, depending on the pronunciation of the words.

| **Vowel Sounds** | **Consonant Sounds** |
|---|---|
| an honor | a hat |
| an umbrella | a university |

There are also some specific rules for using (or not using) articles that you should be aware of.

- An indefinite article can be used to mean "one." It can also used to mean "per."

  a half, a quarter, a third, a tenth
  a mile a minute (one mile per minute)
  an apple a day (one apple per day)

- A definite article is used when there is only one example or the thing or person, or when the identity of the thing or person is clear.

  *The Moon* went behind some clouds. (There's only one Moon.)
  Please open *the door*. (You know which door I mean.)

- A definite article is usually used before these expressions of time and position.

| | | |
|---|---|---|
| the morning | the front | the beginning |
| the afternoon | the back | the middle |
| the evening* | the center | the end |
| | the top | |
| the past | the bottom | |
| the present | | |
| the future | | |

*No article is used in the expression "at night."

- A definite article comes before a singular noun that is used as a representative of an entire class of things. This is especially common with the names of animals, trees, inventions, musical instruments, and parts of the body.

*The tiger* is the largest cat.
My favorite tree is *the oak*.
The Wright Bothers invented *the airplane*.
*The oboe* is a woodwind instrument.
*The heart* pumps blood.

- A definite article is used before expressions with a ordinal number. No article is used before expressions with cardinal numbers.

| | |
|---|---|
| the first | one |
| the fourth chapter | Chapter Four |
| the seventh volume | Volume Seven |

- A definite article is used before decades and centuries.

| | |
|---|---|
| the 1930's | the 1800's |
| the fifties | the twenty-first century |

- A definite article is usually used before superlative forms of adjectives.

| | |
|---|---|
| the widest river | the most important decision |

- A definite article is used in quantity expressions in this pattern: quantifier + *of* + *the* + noun.

| | |
|---|---|
| many of the textbooks | not much of the paper |
| some of the water | most of the students |
| all of the people | a few of the photographs |

These expressions can also be used without the phrase *of the*.

| | |
|---|---|
| many textbooks | not much paper |
| some water | most students |
| all people | a few photographs |

- A definite article is used before the name of a group of people or a nationality. No article is used before the name of a language.

*The Swedish* are proud of their ancestors, *the Vikings*.
She learned to speak *Swedish* when she lived in Stockholm.

- A definite article is used when an adjective is used without a noun to mean "people who are . . . ."

Both the young and the old will enjoy this movie.
The poor have many problems.

- A definite article is used before a non-count noun or a plural noun when it is followed by a modifier. No article is used when these nouns appear alone.

  *The rice* that I bought today is in the bag.
  *Rice* is a staple in many countries.
  *Trees* provide shade.
  *The trees* in this park are mostly evergreens.

- A definite article is used before the name of a field of study followed by an *of* phrase. If a field is used alone, or is preceded by an adjective, no article is used.

| | |
|---|---|
| the literature of the twentieth century | literature |
| the history of the United States | American history |

- Definite articles are used before the "formal" names of nations, states, and cities. (These usually contain *of* phrases.) No articles are used before the common names of nations, states, and cities.

| | |
|---|---|
| the United States of America | America |
| the state of Montana | Montana |
| the city of Philadelphia | Philadelphia |

- Definite articles are used before most plural geographic names: the names of groups of lakes, mountains, and islands. No article is used before the names of individual lakes, mountains, and islands.

| | |
|---|---|
| the Great Lakes | Lake Powell |
| the Rocky Mountains | Mount Washington |
| the Hawaiian Islands | Long Island |

In the Written Expression section, there are three main types of errors involving articles:

## A) Incorrect Article Choice

One of the most common errors is the use of *a* in place of *an* or vice versa. Fortunately, this is also the easiest type of error to detect. Another error is *a* or *an* used in place of *the*, or *the* in place of *a* or *an*.

### ▼ Sample Items

A eclipse (A) of the Sun (B) may be either (C) total or partial (D).

(A) ● (B) (C) (D)

*An* must be used before a noun beginning with a vowel sound such as *eclipse*.

Rose Bird was a first (A) woman in the history (B) of California to serve (C) on the State Supreme Court (D).

(A) ● (B) (C) (D)

In a phrase with an ordinal number (such as *first*) the definite article *the* must be used. ▲

## B) Incorrect Omission or Inclusion of an Article

Sometimes an article is used when none is needed, or one is omitted when one is required.

### ▼ Sample Items

Slag consists of waste (A) materials and impurities which (B)
rise to top (C) of melted metals. (D)

The definite article *the* should not be omitted from the phrase *to the top of*.

The most (A) asteroids are (B) beyond the (C) orbit of the planet (D) Mars.

Definite article are used only before quantity expressions that contain *of* phrases. (*Most asteroids* or *Most of the asteroids* are both correct in this sentence.) ▲

## C) Use of a Definite Article in Place of a Possessive

A definite article may be incorrectly used in place of a possessive word—*its*, *his*, *her*, or *their*.

### ▼ Sample Item

The Ozark Mountains of (A) Arkansas are (B) famous (C) for the (D) rugged beauty.

*The* should correctly read *their* because the sentence refers to the beauty belonging to the Ozark Mountains. ▲

## Exercise 40.1

**Focus:** Identifying the correct and incorrect use of articles.

**Directions:** Underline the forms that correctly complete the sentence. The first one is done as an example.

1. Only about (the one/one) percent of (the water/water) on Earth is (the fresh/fresh) water.
2. (The mineral/Mineral) phosphate is (the most/most) common ingredient of all types of (the fertilizers/fertilizers).
3. (The/A) process of refining minerals requires (a/an) huge amount of (an electrical/electrical) energy.
4. (A humor/Humor) runs through (the American/American) literature from (the earliest/earliest) times until (the present/present).

5. (The ozone/Ozone) layer acts as (a/an) umbrella against (the most/most) of (the Sun's/Sun's) dangerous rays.
6. In (the early/early) 1800's, Sequoia, (a Cherokee/Cherokee) leader, created (the/a) first written form of (a North/North) American Indian language.
7. (The Goddard/Goddard) family of (the New/New) England produced some of (the/a) finest furniture made in (the United/United) States in (the seventeenth/seventeenth) century.
8. (The popcorn/Popcorn) has (a/the) same food value as any other kind of (a corn/corn).
9. One of (the most/most) important tools for (a research/ research) in social science is (a well-written/well-written) questionnaire.
10. Native to (the American/American) West, (the/a) coyote came east early in (the twentieth/twentieth) century when its chief natural competitor, (the/a) wolf, died out.
11. (The nineteenth/Nineteenth) century astronomer Alvin G. Clarke built hundreds of (the refracting/refracting) telescopes during (the/his) lifetime.
12. (The Hawaiian/Hawaiian) Islands are among (the most/most) geographically isolated islands in (the world/world).

## Exercise 40.2

**Focus:** Identifying and correcting errors with articles. (Note: One or two items in this exercise do not focus on article errors. These are marked in the answer key with an asterisk.)

**Directions:** Decide which of the four underlined words or phrases—(A), (B), (C), or (D)—would not be considered correct, and write the letter of the expression in the blank. Then, in the line at the end of the sentence, write a correction for the underlined phrase. The first one is done as an example.

__A__ 1. The most (A) butterfly eggs are coated with a (B) sticky substance that holds them (C) to plants (D).
Most

_____ 2. A number of (A) large insurance companies (B) have the (C) headquarters in (D) Hartford, Connecticut. _____

_____ 3. To be effective (A), an (B) advertisement must first (C) attract an attention (D). _____

_____ 4. Virgin Islands National Park features a underwater (A) preserve with coral (B) reefs and colorful (C) tropical fish (D). _____

_____ 5. Arthritis, a painful (A) swelling of the (B) joints, is often associated with elderly (C) people, but can afflict young (D) as well. _____

_____ 6. Wilmington is an only (A) large city (B) in the (C) state of (D) Delaware. _____

_____ 7. About the third (A) of the earth's (B) land (C) surface is covered by relatively flat plains (D).

_____

_____ 8. In the 1920's (A), gasoline (B) companies began giving away free (C) road maps to the customers (D).

_____

_____ 9. The Tropic (A) of Cancer is imaginary (B) line that marks the northern (C) boundary of the Earth's (D) tropical zone. _____

_____ 10. Hereford cows (A) are one of most common (B) breeds of cattle (C) raised for beef (D). _____

_____ 11. American soprano Kathleen Battle taught music (A) in elementary school before beginning (B) the career (C) as a professional (D) singer. _____

_____ 12. In 1891, first (A) state law to help local (B) communities pay for highways (C) was passed in (D) New Jersey. _____

_____ 13. Lumber (A) is dried and seasoned (B) in an heated (C) chamber called a (D) dry kiln. _____

_____ 14. Grandfather Mountain, a highest (A) mountain in the (B) Blue Ridge mountain range (C), is in (D) North Carolina. _____

_____ 15. The term (A) "baritone" refers to the range (B) of male (C) voice that lies between tenor to (D) bass.

_____

_____ 16. It was around (A) 1925 that accurate (B), convenient system for recording (C) the choreography of ballet (D) was developed. _____

_____ 17. Richard Byrd was the first (A) person in the history (B) to fly over (C) the (D) North Pole.

_____

_____ 18. At beginning (A) of the Civil War (B), Matthew Brady was authorized to accompany the Union Army (C) and take photographs (D). _____

_____ 19. In 1878 in San Francisco (A), Kate Wiggins open (B) the first (C) kindergarten on the West Coast (D).

_____

_____ 20. The tulip tree (A), the tallest (B) broadleaf plant in the eastern (C) United States, may reach height (D) of over 200 feet. _____

## LESSON 41

### ERRORS WITH COMPARATIVES AND SUPERLATIVES

Most adjectives have three forms: the absolute (the basic adjective form), the comparative, and the superlative. Comparatives are used to show that one item has more of some quality that another does.

George is *taller* than his brother.

Superlatives are used to show that one item in a group of three or more has the greatest amount of some quality.

He was the *tallest* man in the room.

The chart explains how comparatives and superlatives are formed:

| | Absolute | Comparative | Superlative |
|---|---|---|---|
| One-syllable adjectives | warm | warmer | the warmest |
| Two-syllable adjectives ending with *-y* | funny | funnier | the funniest |
| Other two-syllable adjectives | common | more common | the most common |
| Adjectives with three or more syllables | important | more important | the most important |

Some two-syllable adjectives have two correct forms of both the comparative and the superlative:

| | | |
|---|---|---|
| narrower<br>more narrow | clever<br>more clever | polite<br>more polite |
| narrowest<br>most narrow | cleverest<br>most clever | politest<br>most polite |

A "negative" comparison can be expressed with the words *less* and *least*. *Less* and *least* are used no matter how many syllables an adjective has.

| | |
|---|---|
| less bright | less expensive |
| the least bright | the least expensive |

The absolute form of a few adjectives ends in *-er* (*tender, bitter, slender, clever,* and so on). Don't confuse these with the comparative forms (*more bitter* or *bitterer*, for example).

Many adverbs also have comparative and superlative forms. The comparative and superlative forms of all *-ly* adverbs are formed with *more* and *most*.

| | |
|---|---|
| more brightly | more importantly |
| most brightly | most importantly |

A few adjectives and adverbs have irregular comparative and superlative forms:

| Irregular Comparatives and Superlatives | | |
|---|---|---|
| good/well | better | the best |
| bad/badly | worse | the worst |
| far | farther | the farthest |
| | further | the furthest |

(*Far* has two comparative and superlative forms, depending on how the word is used, but the distinction between these two forms will not be tested.)

There are two main types of errors involving comparatives and superlatives:

## A) Incorrect Choice of the Three Forms

Any of the three forms—absolute, comparative, or superlative—may be incorrectly used in place of one of the other forms.

### ▼ Sample Items

Basketball is played (A) at a much (B) fast (C) pace than baseball (D).

(A) (B) ● (D)

The comparative form *faster* is needed because two concepts—the pace of basketball and the pace of baseball—are being compared.

The deep (A) oceans contain (B) some of the stranger (C) of all living (D) creatures.

(A) (B) ● (D)

This sentence does not compare two groups; a superlative form (*strangest*) is required. ▲

## B) Incorrect Forms of Comparatives and Superlatives

Incorrect forms such as *more bigger* or *most hot* may appear.

### ▼ Sample Item

The most small (A) vessels in the (B) circulatory system (C) are (D) capillaries.

● (B) (C) (D)

The correct form is *smallest* because *small* is a one-syllable adjective. ▲

## Exercise 41

**Focus:** Identifying and correcting errors in comparatives and superlatives.

**Directions:** If the underlined form is correct, mark the sentence *C*. If the underlined form is incorrect, mark the sentence *X* and write a correction for the underlined form in the blank at the end of the sentence. The first one is done as an example.

X 1. The period is probably the most easiest punctuation mark to use. *the easiest*

_____ 2. When metal replaced wood in the construction of ships' hulls, more strong and large ships could be built. _____

_____ 3. Charcoal is the most commonly used cooking fuel in the world. _____

_____ 4. Soft solder melts at a low temperature than ordinary solder. _____

_____ 5. Many of the nation's most important documents are stored in the National Archives Building in Washington, D.C. _____

_____ 6. The surfboards used twenty-five years ago were more heavier than the ones used by surfers today. _____

_____ 7. Few American politicians have spoken more eloquently than William Jennings Bryan. _____

_____ 8. Subterranean termites are the more destructive type of termites in the United States. _____

_____ 9. Prince Edward Island is the less populous of Canada's ten provinces. _____

_____ 10. During a depression, economic conditions are far worst than they are during a recession. _____

_____ 11. One of the most basic American contributions to technology was the so-called "American system" of interchangeable machine parts. _____

_____ 12. The horse chestnut has a stronger, bitter taste than other chestnuts. _____

_____ 13. Chicago's Field Museum is one of the largest and better known natural history museums in the United States. _____

_____ 14. Baltimore has one of the world's most finest natural harbors. _____

_____ 15. The Kennedy-Nixon race of 1960 was the closest presidential election of last century. _____

_____ 16. The finback whale is the fastest of all whales, and only the blue whale is largest. _____

_____ 17. The cello is shorter and more slender than the double bass. _____

_____ 18. Oil floats on water because oil is less denser than water. _____

## LESSON 42

### ERRORS IN WORD ORDER

Most word-order errors in Written Expression consist of two words in reverse order. Some of the most common examples of this type of error are given below:

| Error | Example | Correction |
|---|---|---|
| Noun + adjective | drivers careful | careful drivers |
| Noun + possessive | clothing women's | women's clothing |
| Main verb + auxiliary | finished are | are finished |
| Adjective + adverb | a basic extremely idea | an extremely basic idea |
| Verb + subject (in an indirect question or other *wh-* clause) | Tell me where is it.<br>I spoke to John when was he here. | Tell me where it is.<br>I spoke to John when he was here. |
| Preposition/adverb clause marker + adverb | after immediately | immediately after |
| Participle + adverb | baked freshly bread | freshly baked bread |
| Relative pronoun + preposition | the house which in she lives | the house in which she lives |
| adverb, adjective, or quantifier + *almost* | totally almost<br>late almost<br>all almost | almost totally<br>almost late<br>almost all |
| enough + adjective* | enough good | good enough |

**Enough* can correctly be used before nouns: *enough money, enough time. Enough* may also be used before an adjective when the adjective comes before a noun. (There weren't *enough good seats* at the concert.)

#### ▼ Sample Items

Goods (A) such as flowers fresh (B) and seafood (C) are often shipped (D) by air.

(A) ● (C) (D)

The adjective *fresh* must come before the noun *flowers: fresh flowers.*

Visitors to Vancouver often comment (A) on how beautiful (B) its setting is (C) and on how clean is it (D).

(A) (B) (C) ●

The correct word order is subject + verb: *it is.* ▲

## Exercise 42.1

**Focus:** Identifying and correcting word order in sentences.

**Directions:** If the word order of the underlined form is correct, mark the sentence *C*. If the word order is incorrect, mark the sentence *X* and write a correction in the blank at the end of the sentence.

X 1. The Douglas fir is the source chief of lumber in the state of Oregon. *chief source*

_____ 2. The painted turtle is a colored brightly, smooth-shelled turtle. _____

_____ 3. Trained in Europe, John Sargent became an extremely successful portrait painter in the United States. _____

_____ 4. Insects lived on the Earth before long the first mammal appeared. _____

_____ 5. The freezing point is the temperature which at a liquid becomes a solid. _____

_____ 6. Ammonia, a compound of nitrogen and hydrogen, has many industrial uses. _____

_____ 7. The Atlantic coastline of the United States is about 400 longer miles than the Gulf coastline. _____

_____ 8. Zoos provide an opportunity to study a wide range of animals, often in their habitats natural. _____

_____ 9. A test pilot tries out new kinds of aircraft to determine if are they safe. _____

_____ 10. The air of the upper atmosphere is just enough dense to ignite meteors by friction. _____

_____ 11. More pigs are raised in Iowa than in other any state. _____

_____ 12. Cirrus clouds are composed entirely almost of ice crystals. _____

_____ 13. Many sailboats are equipped with small engines for times when there is not enough wind. _____

_____ 14. Few of the doctors in the thirteen colonies had any training formal as physicians. _____

_____ 15. Margaret Wise Brown was a successful writer of books children's. _____

## Exercise 42.2

**Focus:** Identifying errors involving word order. (Note: One or two items in this exercise do *not* focus on word-order errors. These are marked in the answer key with an asterisk.)

**Directions:** Decide which of the four underlined words or phrases—(A), (B), (C), or (D)—would not be considered correct, and write the letter of the expression in the blank. Then, in the line at the end of the sentence, write the correction for the underlined phrase. The first one is done as an example.

C 1. During pioneer times (A), the Allegheny Mountains were (B) a barrier major (C) to transportation (D).

*major barrier*

_____ 2. In Philadelphia's Franklin Institute, there is (A) a working model (B) of a human heart (C) enough large (D) for visitors to walk through. _____

_____ 3. The task of (A) the cartographer is to (B) represent the Earth's surface (C) at a reduced greatly (D) scale.

_____

_____ 4. Mutualism is a relationship between (A) animal species (B) which in (C) both benefit (D).

_____

_____ 5. To grow well (A), a tree must be (B) well-suited (C) to the area where is it (D) planted. _____

_____ 6. The development of (A) transistors made possible it (B) to reduce the size of many (C) electronic devices (D). _____

_____ 7. Twelve drawings usually have to (A) be prepared for (B) second each (C) of animated film (D).

_____

_____ 8. Today many garden vegetables (A) have few resemblance (B) to the wild plants (C) from which (D) they come. _____

_____ 9. Sloths are moving slow (A), shaggy mammals that are often seen (B) hanging upside down (C) from tree limbs (D). _____

_____ 10. Carbohydrates as such (A) sugar or starches (B) are important energy sources (C) for humans and animals (D). _____

_____ 11. On nights when is the sky (A) clear and the air calm (B), the Earth's surface (C) rapidly radiates (D) heat into the atmosphere. _____

_____ 12. Frank Lloyd Wright is known for (A) his original highly (B) methods of harmonizing buildings (C) with their surroundings (D). _____

_____ 13. Some algae are microscopic (A) and consist of one only (B) cell, but others are large plants (C) containing many cells (D). _____

_____ 14. A fully grown (A) male mountain lion (B) may be (C) eight long feet (D). _____

_____ 15. Stone fruits are fruits such as (A) peaches and plums in which (B) a hard pit surrounded is (C) by soft pulp (D). _____

_____ 16. Job enrichment is a technique used (A) to increase satisfaction workers' (B) by giving them (C) more responsibilities (D). _____

_____ 17. The first permanent European (A) settlement in what is now (B) Mississippi was a (C) center trading (D) in Biloxi. _____

_____ 18. In the early (A) 1800's, a dispute developed (B) among geologists how about (C) rocks are (D) formed.

_____

_____ 19. Most country music (A) songs are deeply personal (B) and deal with (C) themes of love, lonely (D), and separation. _____

_____ 20. An umbra is a shadow's darkest (A) central part from which (B) is light (C) totally excluded (D).

_____

## LESSON 43

## ERRORS WITH CONJUNCTIONS

You may encounter errors with either **correlative conjunctions** or **coordinate conjunctions.**

### A) Errors with Correlative Conjunctions

Correlative conjunctions are two-part conjunctions. Errors usually involve an incorrect combination of the two parts, such as *neither . . . or* or *not only. . . . and.* Anytime you see a sentence containing correlative conjunctions, you should be on the lookout for this type of error. This is an easy error to spot!

| Correlative Conjunctions |
|---|
| either . . . or |
| neither . . . nor |
| both . . . and |
| not only . . . but also |
| whether . . . or |

Another error is the use of *both . . . and* to join three elements.

▼ **Sample Items**

X rays have (A) important applications (B), not only in medicine and (C) in industry (D).

A B ● D

The correct pattern is *not only . . . but also.*

The (A) air that (B) surrounds our planet (C) is both odorless (D), colorless, and invisible.

A B C ●

Because *both . . . and* can be used to join only two elements, the word *both* must be eliminated to correct the sentence. ▲

### B) Errors with Coordinate Conjunctions

The conjunction *and* is correctly used to show addition; *or* is used to show choice between alternatives; *but* is used to show contrast or opposition.

▼ **Sample Item**

Brakes and clutches serve (A) very different functions (B) in an automobile, and (C) their principles of operation are nearly (D) the same.

(A) (B) ● (D)

The first clause discusses how brakes and clutches are different; the second clause discusses how they are the same. Therefore, the conjunction joining them must show contrast. Choice (C) should read *but*. ▲

## Exercise 43

**Focus:** Identifying and correcting errors involving conjunctions.

**Directions:** If the underlined form is correct, mark the sentence *C*. If the underlined form is incorrect, mark the sentence *X* and write a correction for the underlined form in the blank at the end of the sentence. The first one is done as an example.

X 1. Model airplanes can be guided both by control wires or by radio transmitters. *either*

____ 2. Information in a computer can be lost because it is no longer stored or because it is stored but cannot be retrieved. _____

____ 3. John Lancaster Spaulding was not only a religious leader and also a social reformer. _____

____ 4. Although fish can hear, they have neither external ears or eardrums. _____

____ 5. In all animals, whether simple and complex, enzymes aid in the digestion of food. _____

____ 6. The two most common methods florists use to tint flowers are the spray method or the absorption method. _____

____ 7. Beekeepers can sell either the honey and the beeswax that their bees produce. _____

____ 8. The alloys brass and bronze both contain copper as their principal metals. _____

____ 9. The human brain is often compared to a computer, and such an analogy can be misleading. _____

____ 10. Rust both corrodes the surface of metal but also weakens its structure. _____

____ 11. A work of science fiction generally uses scientific discoveries and advanced technology, either real or imaginary, as part of its plot. _____

____ 12. Community theater both provides entertainment for local audiences but also furnishes a creative outlet for amateurs interested in drama. _____

_____ 13. The heron is a long-legged wading bird that preys on <u>both frogs</u>, fish, and eels.

_____ 14. For over twenty years after winning the World Chess Championship in 1972, Bobby Fischer played in <u>either</u> a tournament nor an exhibition game. _____

_____ 15. Designing fabric requires not only artistic talent but also a knowledge of fiber <u>and</u> of textile machinery. _____

## ANSWER SHEET
## MINI-TEST 7: WRITTEN EXPRESSION

| | | |
|---|---|---|
| 1. (A) (B) (C) (D) | 10. (A) (B) (C) (D) | 19. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 11. (A) (B) (C) (D) | 20. (A) (B) (C) (D) |
| 3. (A) (B) (C) (D) | 12. (A) (B) (C) (D) | 21. (A) (B) (C) (D) |
| 4. (A) (B) (C) (D) | 13. (A) (B) (C) (D) | 22. (A) (B) (C) (D) |
| 5. (A) (B) (C) (D) | 14. (A) (B) (C) (D) | 23. (A) (B) (C) (D) |
| 6. (A) (B) (C) (D) | 15. (A) (B) (C) (D) | 24. (A) (B) (C) (D) |
| 7. (A) (B) (C) (D) | 16. (A) (B) (C) (D) | 25. (A) (B) (C) (D) |
| 8. (A) (B) (C) (D) | 17. (A) (B) (C) (D) | |
| 9. (A) (B) (C) (D) | 18. (A) (B) (C) (D) | |

## MINI-TEST 7: WRITTEN EXPRESSION

**Directions:** The sentences below have four underlined words or phrases, (A), (B), (C), and (D). You must identify the one underlined expression that must be changed for the sentence to be correct. Then find the number of the question on your answer sheet and fill in the space corresponding to the letter.

**Time:** 15 minutes

_____ 5. Commercial bakeries can make (A) thousands of loaves (B) of bread on one time (C) by using (D) automated equipment.

_____ 2. North America is a third (A) largest (B) of the (C) seven continents (D).

_____ 3. Neither humans or (A) dogs can hear (B) as well (C) as cats (D).

_____ 4. The astronomer (A) George Hale was a pioneer (B) in the art (C) of photograph (D) the Sun.

_____ 5. Trucks can be (A) used transport (B) a wide (C) variety (D) of cargoes.

_____ 6. Pikes Peak, named for (A) explorer Zebulon Pike, is Colorado's most famous (B) but (C) not its most highest (D) mountain.

_____ 7. Identical colors may appear (A) to be (B) quite different when are they (C) viewed against (D) different backgrounds.

_____ 8. Oceanography is not a single (A) science and (B) rather a group of disciplines with (C) a common focus. (D)

_____ 9. Until (A) 1960, Maine was unique in that it held (B) presidential and congressional elections on (C) September, two months earlier (D) than the rest of the nation.

_____ 10. Snowshoes allow a person walking (A) on snow without sinking (B) into it because they (C) distribute the person's (D) weight over a wide area.

_____ 11. Fuel injection engines employ (A) injectors instead a (B) carburetor to spray (C) fuel into (D) the cylinders.

_____ 12. Ocean (A) currents have a enormous (B) effect on life (C) on this planet (D).

_____ 13. Hydraulic elevators are still used (A) in some old (B) buildings, but all almost (C) new buildings are equipped with (D) electrical elevators.

_____ 14. Diaries and (A) journals writing (B) during colonial times provide the best (C) records of that era (D).

_____ 15. Frequently, the combination of (A) several spices will result of (B) a more pleasing (C) flavor than (D) the use of just one.

_____ 16. Gold topaz is much rare (A) than (B) either (C) white or blue (D) topaz.

_____ 17. A mosaic is picture (A) made (B) from small bits of colored (C) glass or (D) tile.

_____ 18. Reclamation is the successful (A) attempt to make (B) deserts, marshlands, or other unusable land suitable of (C) farming or building (D).

_____ 19. A successful (A) salesperson must have (B) an intuitive understanding (C) of psychology human (D).

_____ 20. The University of Wisconsin was the first (A) school to make (B) a serious effort teach (C) students public administration. (D)

_____ 21. Some (A) underground water is enough safe (B) to drink, but (D) all surface water must be treated. (D)

_____ 22. A feeding (A) animal will usually allow competitors approaching (B) only within (C) a certain distance, the boundaries of which (D) are called its feeding territory.

_____ 23. Most (A) familiar type of (B) pump in use (C) today is the (D) piston pump.

_____ 24. The term (A) "forgetting" refers to (B) the loss, whether temporary and (C) long-term, of material that (D) has previously been learned.

_____ 25. Dieticians urge people to eat (A) the banana (B) a day to get enough potassium (C) in their diet. (D)

# MINI-LESSONS FOR SECTION 2

## Preposition Use

It is important for the Structure and especially the Written Expression parts of the test that you be familiar with the correct usage of prepositions. The mini-lessons for this section consist of lists of prepositions in combination with other words and in various set expressions. The exercises allow you to practice using these prepositions in sentences. Cover the lists with a piece of paper as you complete the exercises.

## Mini-Lesson 2.1

### Adjectives/Participles + Prepositions, Part A

| | | |
|---|---|---|
| acceptable to | characteristic of | eligible for |
| accustomed to | close to | equal to |
| adequate for | composed of | equipped with |
| afraid of | contrary to | essential to/for |
| aware of | dependent on | familiar with |
| based on | different from | famous for |
| capable of | disappointed in/with | |

**Exercise:** Fill in the blanks in the sentences below with the correct prepositions. The first one is done as an example.

1. The Medical Center is close *to* campus.
2. I was disappointed _____ the grade I received on my last essay.
3. Now that she has graduated, Anne is no longer dependent _____ her parents for financial support.
4. Catherine became accustomed _____ spicy foods when she was traveling.
5. Table salt is composed _____ two elements, sodium and chlorine.
6. Is your bicycle equipped _____ a light?
7. This computer isn't capable _____ running that software.
8. Bluegrass music is somewhat different _____ other types of country music.
9. Washington State is famous _____ its apples.
10. Was your choice of research topic acceptable _____ your instructor?
11. People who are afraid _____ heights are called acrophobes.
12. Water is essential _____ all life.
13. Were you aware _____ the regulation against smoking in this area?
14. Tepees are characteristic _____ the Indian tribes of the Great Plains.
15. Will this office be adequate _____ your needs?
16. I'm not familiar _____ that song.
17. One meter is approximately equal _____ a yard.
18. This movie is based _____ a true story.
19. This summer, he'll be eligible _____ a three-week vacation.
20. What he said is contrary _____ common sense.

## Mini-Lesson 2.2

### Adjectives/Participles + Prepositions, Part B

| | | |
|---|---|---|
| free of | next to | related to |
| independent of | opposed to | relevant to |
| inferior to | opposite of* | satisfied with |
| married to | perfect for | suitable for |
| native to | possible for | surprised at/by |
| necessary for/to | preferable to | typical of |

**Opposite of* is used for words or concepts that are completely different, such as *large* and *small*. When *opposite* means "across from," it is not used with *of*. "The bank is *opposite* the post office on Cedar Street."

**Exercise:** Fill in the blanks in the sentences below with the correct prepositions.

1. The art museum is located next _____ the museum of natural history on State Street.
2. Many vegetables, including tomatoes, potatoes, and corn, are native _____ the New World.
3. This style of architecture is typical _____ the colonial period.
4. Oxygen, fuel, and heat are all necessary _____ combustion.
5. Two people would find this apartment too crowded, but it's perfect _____ one.
6. These tools are inferior _____ the ones I usually use.
7. Were you surprised _____ the grade you received?
8. The opposite _____ *old fashioned* is *modern*.
9. House cats are distantly related _____ lions and tigers.
10. Is this type of soil suitable _____ growing tomatoes?
11. The point that Murray brought up wasn't really relevant _____ the discussion.
12. Organically raised crops are free _____ chemical pesticides and herbicides.
13. A grade of A- is preferable _____ one of B+.
14. If you're not satisfied _____ your essay, then I suggest that you rewrite it.
15. Abolitionists were people who were opposed _____ the practice of slavery.
16. The United States became independent _____ England in 1776.
17. Is it possible _____ me to get an appointment sometime next week?
18. President James Madison was married _____ one of the most famous of all first ladies, Dolley Madison.

## Mini-Lesson 2.3

### Nouns + Prepositions

| | | |
|---|---|---|
| approach to | exception to | origin of |
| attention to | experience with | part of |
| cause of | expert on | price of |
| component of | form of | probability of |
| contribution to | group of | quality of |
| cure for | improvement in | reason for |
| decrease in | increase in | reliance on |
| demand for | influence on | result of |
| effect of/on* | interest in | solution to |
| example of | native of | supply of |

**effect* + *of* + cause
*effect* + *on* + thing or person affected
(The effect *of* heat *on* rocks. . .)

**Exercise:** Fill in the blanks in the sentences below with the correct prepositions.

1. A decrease _____ the supply _____ a good usually results in an increase _____ the price _____ that good.
2. Once scientists fully understand the cause _____ a disease, it becomes easier for them to find a cure _____ it.
3. Professor Lyle noticed a distinct improvement _____ the quality _____ her students' work.
4. It is believed that sunspots have an influence _____ the Earth's weather patterns.
5. Have you had much experience _____ computers?
6. I'm sorry; I wasn't paying close attention _____ what you said.
7. The professor gave us several examples _____ that phenomenon.
8. Do you know the reason _____ the delay?
9. Interest _____ physical fitness increased during the 1980's.
10. The Dorothy Chandler Pavilion is part _____ the Los Angeles Music Center.
11. Linguists have many theories about the origin _____ language.
12. This is an exception _____ the general rule.
13. What approach should I take _____ this problem?
14. The Ivy League is a group _____ eight prestigious universities in the Northeast.
15. People's reliance _____ automobiles as their chief form _____ transportation has increased over the years.
16. I've tried and tried, but I simply can't find a solution _____ this dilemma.
17. The demand _____ personal computers continues to grow.
18. Only a native _____ the United States can serve as President.
19. Economists don't agree on what effects government spending has _____ the economy.
20. Margaret Knight designed some of the components _____ the rotary engine.

## Mini-Lesson 2.4

### Verbs + Prepositions

| | | |
|---|---|---|
| account for | compete with | insist on |
| adjust to | concentrate on | interfere with |
| agree with/on* | consist of | participate in |
| attach to | contribute to | plan on |
| attribute to | cooperate with | refer to |
| begin with | deal with | rely on |
| believe in | depend on | result in |
| belong to | devote to | search for |
| combine with | engage in | |

**Agree with* is used with people.
*Agree on* is used with an issue, plan, etc.
(I *agreed with* Mary *on* that issue.)

**Exercise:** Fill in the blanks in the sentences below with the correct prepositions.

1. Do you belong _____ any campus clubs or organizations?
2. Cytology is the branch of biology that deals _____ the structure, form, and life of cells.
3. Maybe you should begin your speech _____ some jokes.
4. Let's concentrate _____ solving this problem before we discuss the other ones.
5. People want friends they can rely _____.
6. Most essays consist _____ an introduction, a body, and a conclusion.
7. We didn't plan _____ such a long delay.
8. If you are engaged _____ any extracurricular activities, you should mention that fact on your résumé.
9. Iron combines _____ oxygen to form rust.
10. After several hours of discussion, the council finally agreed _____ a plan.
11. The accident resulted _____ several minor injuries.
12. Storms on the Sun can interfere _____ radio broadcasts on the Earth.
13. By the late 1940's, television had begun to seriously compete _____ radio for audience and advertisers.
14. That theatrical company can always be depended _____ to deliver a good performance.
15. James didn't have any trouble adjusting _____ the climate in Atlanta because he'd grown up in the South.
16. William insists _____ getting up early, even on weekends.
17. What does this symbol refer _____?
18. Occupational physicians search _____ the causes of injury and sickness at the workplace.
19. Many companies participated _____ the trade fair.
20. How do you account _____ this discrepancy?
21. Do you believe _____ any superstitions?
22. Workaholics devote too much of their time _____ their jobs.

## Mini-Lesson 2.5
### Phrasal Prepositions

| | | |
|---|---|---|
| according to | due to | on account of |
| ahead of | except for | prior to |
| along with | in favor of | regardless of |
| because of | in spite of | thanks to |
| by means of | instead of | together with |

**Exercise:** Fill in the blanks in the sentences below with the correct prepositions.

1. Work on the new highway will be finished ahead _____ schedule.
2. _____ spite _____ the warnings, Phil dove off the cliff.
3. The chairman, along _____ his staff, attended the conference.
4. According _____ my dictionary, you're mispronouncing that word.
5. Prior _____ her wedding, Nicole's last name was Brooks.
6. Are you _____ favor _____ that amendment or against it?
7. _____ account _____ a lack of funds, the university library will now close at nine instead _____ at eleven.
8. Sunsets may appear more colorful because _____ air pollution.
9. Due _____ a computer error, $100,000 was transferred into Judy's checking account.
10. Regardless _____ the final score, I'm sure this will be an exciting game.
11. Glider pilots can actually increase their altitude _____ means _____ hot air currents called thermals.
12. Thanks _____ the financial aid he received, he was able to attend the university.

## Mini-Lesson 2.6
### *In, On,* and *At,* Part A

### Expressions of Time

+ century (*in the eighteenth century*)
+ decade (*in the 1990's*)
+ year (*in 1975*)

in + season (*in the summer*)
+ month (*in July*)
+ parts of the day (*in the morning, in the evening, in the afternoon*)

+ days of the week (*on Wednesday*)

on
+ dates (*on October 7*)
+ time of day (*at 6 P.M.; at noon*)

at + *night*

## Expressions of Place

| | | |
|---|---|---|
| | + | continent (*in Africa*) |
| | + | country (*in Mexico*) |
| | + | state (*in Pennsylvania*) |
| in | + | city (*in Los Angeles*) |
| | + | building (*in the bank*) |
| | + | room (*in the auditorium*) |
| | + | *the world* |
| | + | street (*on Maxwell Street*) |
| on | + | floor of a building (*on the fourth floor*) |
| | + | *Earth* |
| at | + | address (*at 123 Commonwealth Avenue*) |

**Exercise:** Fill in the blanks in the sentences below with the preposition *in*, *on*, or *at*.

1. John F. Kennedy was the first President of the United States to be born _____ the twentieth century.
2. Fruit trees generally bloom _____ April or May.
3. Gettysburg, the greatest battle ever fought _____ North America, took place _____ July 1863.
4. I like to shower _____ the morning, but my roommate likes to shower _____ night.
5. The President lives _____ the White House, which is located _____ 1600 Pennsylvania Avenue _____ Washington, D.C.
6. Many advertising agencies are located _____ Madison Avenue _____ New York City.
7. Jazz was so popular _____ the 1920's that the decade is sometimes called the Jazz Age.
8. Leaves turn red and gold _____ the autumn.
9. Most college football games are played _____ Saturdays.
10. Both Washington and Lincoln were born _____ February. Washington was born _____ February 22, Lincoln _____ February 12.
11. About 90% of all the people _____ New Jersey live _____ cities.
12. The New Year is celebrated _____ midnight _____ January 1.
13. Dean Hughes' office is _____ the Administration Building _____ the third floor.
14. Quebec is the largest province _____ Canada.

## Mini-Lesson 2.7

### *In, On,* and *At,* Part B

The prepositions *in*, *on*, and *at* are also used in a number of set expressions:

| | | |
|---|---|---|
| in a book/magazine | on a bus/train/etc. | at best/worst |
| newspaper | on fire | at birth |
| in charge (of) | on the other hand | at death |
| in common (with) | on purpose | at first/last |
| in danger (of) | on radio/television | at least/most |
| in detail | on the whole | at the moment |
| in existence | | at once |
| in the front/middle/back | | at the peak (of) |
| in general | | at present |
| in part | | at random |
| in the past/future | | |
| in practice | | |
| in a row | | |
| in style | | |
| in theory | | |

**Exercise:** Fill in the blanks in the sentences below with the preposition *in*, *on*, or *at*.

1. Did you hear that news _____ television or read it _____ the newspaper?
2. The members of a jury are chosen _____ random from a list of voters.
3. Videophones are not practical _____ present, but they may be _____ the near future.
4. Mr. Grigsby is _____ charge of the marketing department.
5. Please come here _____ once.
6. I'm sure he didn't break the window _____ purpose.
7. Air travel is _____ its peak _____ the summer.
8. _____ the whole, I enjoyed the movie, but there were a few scenes I didn't like.
9. Mark is a good friend, but we don't have much _____ common.
10. Claudia has gotten so many speeding tickets that she's _____ danger of losing her driver's license.
11. The story _____ the magazine described the incident _____ great detail.
12. There is _____ least one vowel in virtually every English word.
13. Five oak trees were planted _____ a row _____ front of the school.
14. This type of music is no longer _____ style.
15. _____ general, I found zoology to be an easier subject than botany.
16. The American Constitution has been _____ existence for over two hundred years.
17. Like many other baby birds, ducklings are blind _____ birth.
18. This book is based _____ part on fact.
19. The ship was _____ fire.
20. _____ theory, this idea is quite difficult to understand; _____ the other hand, it is quite simple _____ practice.

## Mini-Lesson 2.8
### Other Prepositions

*By* is often used with forms of communication and transportation:

*by car, by plane, by phone, by express mail*

(Note: If the noun is plural or is preceded by a determiner, the preposition *in* or *on* must be used: *in cars, on a boat, on the telephone, in a taxi.*)

*By* is also used with gerunds to show how an action happened:

How did you get an appointment with Dr. Blish?
*By calling his secretary.*

*With* is used to indicate the idea of accompaniment or possession:

Melanie came to the party *with her friend.*
He wanted a house *with a garage.*

*Without* indicates the opposite relationship:

Melanie came to the party *without her friend.*
He bought a house *without a garage.*

*With* also indicates that an instrument was used to perform an action:

He opened the door *with a key.*

*Without* indicates the opposite relationship:

He opened the door *without a key.*

*By* and *for* are also used in the following expressions:

| | |
|---|---|
| by chance | for example |
| by far | for free |
| by hand | for now |

*For* is sometimes used to show purpose; it means "to get."

She went to the store *for toothpaste and shampoo.*

**Exercise:** Fill in the blanks in the sentences below with the correct prepositions.

1. Magnetic compasses are not very useful on ships _____ steel hulls.
2. Penicillin was discovered more or less _____ chance.
3. Legal aid organizations provide legal advice for poor people for small fees or _____ free.
4. Alaska is _____ far the largest state.
5. Amoebas are so small that they can't be seen _____ a microscope.
6. Fruits, vegetables, and other agricultural products are generally shipped _____ truck.
7. Semaphore operators communicate _____ using flags.
8. The most expensive rugs are made _____ hand.
9. Ice hockey is played _____ a hard rubber disk called a puck.
10. They traveled to the island _____ a boat.

# Guide to Reading Comprehension

## About Reading Comprehension

This part of the exam tests your ability to read and answer questions about passages written in formal written English. It usually contains five passages. After each passage there are usually from eight to twelve questions referring to that passage for a total of fifty questions. The passages vary in length from about seven lines to about thirty-five.

### ▼ Sample Items

Like mammals, birds claim their own territories. A bird's territory may be small or large. Some birds claim only their nest and the area right around it, while others claim far larger territories that include their feeding areas. Gulls, penguins, and other waterfowl nest in huge colonies, but even in the biggest colonies, each male and his mate have small territories of their own immediately around their nests.

Male birds defend their territory chiefly against other males of the same species. In some cases, a warning call or threatening pose may be all the defense needed, but in other cases, intruders may refuse to leave peacefully.

1. What is the main topic of this passage?
   (A) Birds that live in colonies
   (B) How birds defend their territory
   (C) The behavior of birds
   (D) Territoriality in birds

Choice (A) deals with particular types of birds—gulls, penguins, and others—but the passage concerns all birds. Choice (B) deals only with the concept of defending a territory. This is the topic of the second paragraph, but not of the passage as a whole. Choice (C) is too general; there are many types of bird behavior that this passage does not examine. Choice (D) is best, because all the aspects of the passage deal with some factors of birds' territories.

2. According to the passage, male birds defend their territories primarily against
   (A) female birds
   (B) birds of other species
   (C) males of their own species
   (D) carnivorous mammals

Lines 9–10 state that male birds "defend their territories chiefly against other males of the same species." There is no mention in the passage of any of the other options.

3. It can be inferred from the passage that gulls and penguins
   (A) do not claim a feeding area as part of their territories
   (B) share their territories with many other birds
   (C) leave their colonies during their nesting season
   (D) do not build nests

The passage says that birds which claim their feeding areas have large territories compared to those which do not. Birds living in colonies have "small territories . . . immediately around their nests," indicating that their feeding areas would not be part of their territories. Choice (B) contradicts lines 7–8, which state that "each male and his mate . . . have small territories of their own." Choice (C) is unlikely because the passage indicates that these birds' nests are part of large colonies; they would not leave during nesting season. Choice (D) is incorrect because these birds' nests are part of their territories.

4. In line 5, the word "it" refers to
   (A) a nest
   (B) an area
   (C) a bird
   (D) a territory

Substitute all four answer choices for the word *it* in line 3; as you'll see, only (A) is a logical choice.

5. The word "intruders" in line 12 is closest in meaning to
   (A) invaders
   (B) youngsters
   (C) defenders
   (D) guests

It is clear from the passage that the "intruders" mentioned in this line are male birds that "refuse to leave peacefully." Of the four answer choices, only "invaders" (persons or creatures that attack from the outside) could be substituted for the word "intruders" with no major change in meaning. ▲

## The Passages

The passages cover a wide range of topics, but in general can be classified as follows:

1. **Science and technology (40%)** Includes astronomy, geology, chemistry, physics, mathematics, zoology, botany, medicine, engineering, mechanics, and so on.
2. **North American history, government, geography, and culture (20%)**
3. **Art (15%)** Includes literature, painting, architecture, dance, drama, and so on.
4. **Social science (10%)** Includes anthropology, economics, psychology, urban studies, sociology, and so on.
5. **Biography (15%)**

Some passages may be classified in more than one way. For example, a biography might be about the life of a historical figure, an artist, or a scientist.

If there is a national context for any of the passages, it is American or occasionally Canadian. Therefore, if a passage is about history, it will be about the history of the United States or Canada.

Although the passages deal with various topics, the style in which they are written is similar, and they usually follow fairly simple patterns of organization.

The vocabulary used in the Reading Comprehension portion is fairly sophisticated. There will almost certainly be words that you do not recognize. Sometimes you can guess the meaning of these words by context. However, it is not necessary to understand all the vocabulary in the passages in order to answer the questions.

## The Questions

The main types of questions asked can be categorized as shown below:

| Type of Question/ Percentage on Test | Explanation | Example |
|---|---|---|
| Main Idea/ Main Topic/ Main Purpose (10%) | These ask you to identify an answer choice that correctly summarizes the author's main idea, the subject of the whole passage, or the author's reason for writing the passage. | "What is the main idea of the passage?"<br>"What is the passage primarily about?"<br>"Why did the author write the passage?" |
| Factual Questions (24%) | These ask you to locate and identify answers to questions about specific information and details in the passage. | "According to the passage, where did . . . ?"<br>"According to the author, why did . . . ?"<br>"Which of the following is true, according to the passage?" |
| Negative Questions (9%) | These ask which of the answer choices is NOT discussed in the passage. | "Which of the following is NOT true about . . ."<br>"All of the following are true EXCEPT . . ." |
| Scanning Questions (4%) | These ask you to find the place in the passage that some topic is mentioned. | "Where in the passage does the author first discuss . . ." |
| Inference Questions (12%) | These ask you to draw conclusions based on information in the passage. | "The author implies that which of the following is true?"<br>"Which of the following can be inferred from the passage?" |

| | | |
|---|---|---|
| Vocabulary-in-Context Questions (26%) | These ask you identify the meaning of a word or phrase as used in the passage. | "The word '——' in line 5 is closest in meaning to . . ." |
| Reference Questions (10%) | These ask you to identify the noun to which a pronoun or other expression refers. | "The word "it" in line 15 refers to . . ."<br>"In line 20, the word "there" refers to which of the following?" |

There are a few other types of questions that are occasionally asked about the readings. These make up the remaining 5% of the question types.

About half the Reading items have **closed stems;** they begin with direct questions. The others have **open stems;** they begin with incomplete sentences.

Closed Stem
Which of the following is the main topic of the passage?

Open Stem
The main topic of the passage is

## The Answer Choices

For all questions in this part, the four options are equally grammatical and, in most cases, would be equally logical choices for someone who has not carefully read the passage. Incorrect choices are generally based on information that is found in the passage, but does not correctly answer the question.

## What Is the Best Way to Approach the Passages?

First, take a quick look at the questions (*not* at the answer choices) to see what will be asked about. Try to keep these in the back of your mind as you read the passage. Then read the article at a comfortable speed. Try *not* to read one word at a time, like this:

A bird's territory may be small or large. Some birds claim only their nest and the area right around it.

Word-by-word reading slows you down and interferes with your comprehension. Try to read in units of thought. In other words, group words into related phrases.

A bird's territory may be small or large. Some birds
claim only their nest and the area right around it.

The paragraph is the primary unit of meaning in all reading. Most passages consist of from one to five paragraphs. If you can form a clear idea of what each paragraph is about, you can put these ideas together and come up with the main idea of the entire passage. The main idea of each paragraph is often contained in one sentence, called the topic sentence. Try to locate topic sentences. Often, the topic sentence is the first sentence of a paragraph, but it may also be the last sentence. Occasionally, a paragraph has no topic sentence; the topic is stated indirectly.

If there is more than one paragraph in the passage, try to understand the relationship between the paragraphs. Form a mental "map" of the passage. Watch for words that signal special relationships and transitions, such as *however*, *therefore*, *first*, *next*, *then*, and so on.

## What Is the Best Way to Answer the Questions?

It depends on the type of question. The best tactics for answering each type of question are given in the next five lessons. In the exercises, you will read passages similar to the ones found on actual TOEFL tests to develop the reading skills needed to do well on this section.

## What Are Some Important Factors in Scoring High on This Section?

**Timing** is an important factor. Most test-takers find this the hardest to complete because reading the passages takes up so much time. Near the end of the test, you may realize that you won't have enough time to finish. Don't panic! When there is only about four or five minutes remaining, this is what you should do: If you have not read one of the passages, skim it over very quickly to get the main idea. Answer the first question about it (which will probably be a main idea or topic question). Then answer any of the questions that provide line numbers (vocabulary-in-context and reference questions) because these require less time to locate the information you need. Then answer any remaining questions, referring back to the passage as little as possible. If you can't find the information needed to answer the question in about ten seconds, just pick the choice that seems the most logical. Then, in the last few seconds, fill in any empty blanks with your "guess answer."

On the other hand, if you *do* finish the test before time is called, go back and work on items that you had trouble with the first time. Don't just sit back and relax, and don't turn back to Sections 1 or 2.

**Concentration** is another important factor. This is the last section of the test. It's also the longest and, for some people, the most difficult. You may be starting to get tired. However, you've got to maintain your concentration until the end of the test and not waste any time.

## What Is the Best Way to Prepare for This Part of TOEFL?

After completing the exercises in the *Guide* and taking the practice tests in this book, read as much on your own as you can. A recent study showed that **extracurricular reading** (readings done outside of classes) was the single most important factor in improving overall TOEFL scores. Material from textbooks, magazines, newspapers, and encyclopedias will be useful. You might also want to try writing TOEFL-style questions about passages that you read. This technique not only increases your comprehension, but it also helps you think like the people who write TOEFL tests.

### Strategies for Section 3

- As with the other sections, be familiar with the directions and examples for Section 3 so that you can begin work immediately.
- For each passage, begin by briefly looking over the questions (but not the answer choices). Try to keep these questions in mind during your reading.
- Read each passage at a comfortable speed.
- Answer the questions, referring to the passage when necessary.
- Eliminate answers that are clearly wrong or do not answer the questions. If more than one option remains, guess.
- Mark difficult or time-consuming answers so that you can come back to them later if you have time. Erase all these marks before the end of the test.
- Don't spend more than about 10 minutes on any one reading and the questions about it.

- When only a few minutes remain, **don't** start guessing blindly. Skim the remaining passage or passage quickly; then answer the first question in each set. Then answer any questions with line numbers. After that, read the remaining questions, and if you can't find the question quickly, choose the one that seems most logical to you.
- When there are only a few seconds left, fill in all remaining blanks with your guess letter.

# 3 Sample Reading Comprehension Test

**Time: 55 minutes**

This section of the test measures your ability to understand the meaning of words and to comprehend written materials.

**Directions:** The remainder of this section contains several passages, each followed by a number of questions. Read the passages and, for each question, choose the *one* best answer—(A), (B), (C), or (D)—based on what is stated in the passage or on what can be inferred from the passage. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

Read the following passage:

Like mammals, birds claim their own territories. A bird's territory may be small or large. Some birds claim only their nest and the area right around it, while others claim far larger territories that include their feeding areas. Gulls, penguins, and other waterfowl nest in huge colonies, but even in the biggest colonies, each male and his mate have small territories of their own immediately around their nests.

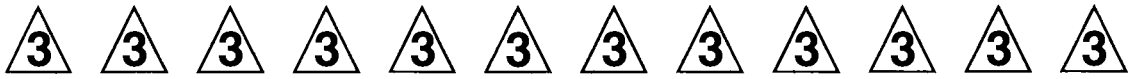
Male birds defend their territory chiefly against other males of the same species. In some cases, a warning call or threatening pose may be all the defense needed, but in other cases, intruders may refuse to leave peacefully.

*Example I*

Sample Answer

What is the main topic of this passage?

(A) Birds that live in colonies
(B) Birds' mating habits
(C) The behavior of birds
(D) Territoriality in birds



The passage mainly concerns the territories of birds. You should fill in (D) on your answer sheet.

*Example II*

Sample Answer

According to the passage, male birds defend their territory primarily against

(A) female birds
(B) birds of other species
(C) males of their own species
(D) mammals

The passage states that "Male birds defend their territory chiefly against other males of the same species." You should fill in (C) on your answer sheet.

As soon as you understand the directions, begin work on this part.

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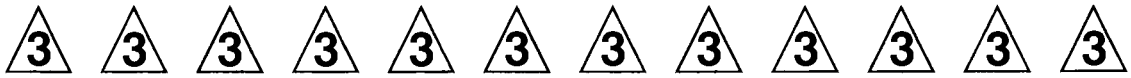

## Questions 1–12

The technology of the North American colonies did not differ strikingly from that of Europe, but in one respect, the colonists enjoyed a great advantage. Especially by comparison with
(line) Britain, Americans had a wonderfully plentiful supply of wood.
(5) The first colonists did not, as many people imagine, find an entire continent covered by a climax forest. Even along the Atlantic seaboard, the forest was broken at many points. Nevertheless, all sorts of fine trees abounded, and through the early colonial period, those who pushed westward encountered new
(10) forests. By the end of the colonial era, the price of wood had risen slightly in eastern cities, but wood was still extremely abundant.

The availability of wood brought advantages that have seldom been appreciated. Wood was a foundation of the economy. Houses
(15) and all manner of buildings were made of wood to a degree unknown in Britain. Secondly, wood was used as a fuel for heating and cooking. Thirdly, it was used as the source of important industrial compounds, such as potash, an industrial alkali; charcoal, a component of gunpowder; and tannic acid, used for
(20) tanning leather.

The supply of wood conferred advantages but had some negative aspects as well. Iron at that time was produced by heating iron ore with charcoal. Because Britain was so stripped of trees, she was unable to exploit her rich iron mines. But the American
(25) colonies had both iron ore and wood; iron production was encouraged and became successful. However, when Britain developed coke smelting, the colonies did not follow suit because they had plenty of wood and besides, charcoal iron was stronger than coke iron. Coke smelting led to technological innovations and was
(30) linked to the emergence of the Industrial Revolution. In the early nineteenth century, the former colonies lagged behind Britain in industrial development because their supply of wood led them to cling to charcoal iron.

1. What does the passage mainly discuss?
   (A) The advantages of using wood in the colonies
   (B) The effects of an abundance of wood on the colonies
   (C) The roots of the Industrial Revolution
   (D) The difference between charcoal iron and coke iron

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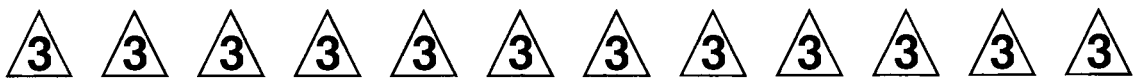

2. The word "strikingly" in line 2 is closest in meaning to
   (A) realistically
   (B) dramatically
   (C) completely
   (D) immediately

3. Which of the following is a common assumption about the forests of North America during the colonial period?
   (A) They contained only a few types of trees.
   (B) They existed only along the Atlantic seaboard.
   (C) They had little or no economic value.
   (D) They covered the entire continent.

4. The use of the word "abounded" in line 8 indicates that the trees were
   (A) present in large numbers
   (B) restricted to certain areas
   (C) cut down
   (D) cultivated

5. According to the passage, by the end of the colonial period, the price of wood in eastern cities
   (A) rose quickly because wood was becoming so scarce
   (B) was much higher than it was in Britain
   (C) was slightly higher than in previous years
   (D) decreased rapidly because of lower demand for wood

6. What can be inferred about houses in Britain during the period written about in the passage?
   (A) They were more expensive than American houses.
   (B) They were generally built with imported materials.
   (C) They were typically smaller than homes in North America.
   (D) They were usually built from materials other than wood.

7. Why does the author mention gunpowder in line 19?
   (A) To illustrate the negative aspects of some industrial processes
   (B) To give an example of a product made with wood
   (C) To remind readers that the Colonial era ended in warfare
   (D) To suggest that wood was not the only important product of the Colonies

8. The word "conferred" in line 21 is closest in meaning to
   (A) consulted
   (B) gathered
   (C) provided
   (D) restricted

9. The phrase "follow suit" in line 27 means
   (A) do the same thing
   (B) make an attempt
   (C) have the opportunity
   (D) take a risk

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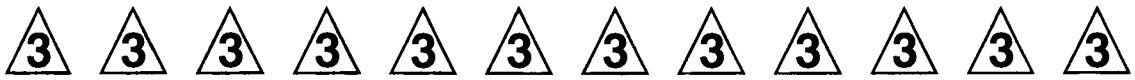

10. According to the passage, why was the use of coke smelting advantageous?
    (A) It led to advances in technology.
    (B) It was less expensive than wood smelting.
    (C) It produced a stronger type of iron than wood smelting.
    (D) It stimulated the demand for wood.

11. The phrase "cling to" in line 33 is closest in meaning to
    (A) try to develop
    (B) avoid
    (C) continue to use
    (D) reconsider

12. Where in the passage does the author begin to discuss in detail the disadvantages that an abundant supply of wood brought to the colonies?
    (A) Lines 1-3
    (B) Lines 5-7
    (C) Lines 13-14
    (D) Lines 21-22

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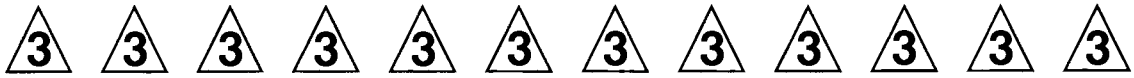

## Questions 13–22

The Peales were a distinguished family of American artists. Charles Willson Peale is best remembered for his portraits of leading figures of the American Revolution. He painted portraits of Franklin and Jefferson, and over a dozen of George Washington. His life-size portrait of his sons Raphaelle and Titian was so realistic that George Washington reportedly once tipped his hat to the figures in the picture.

Charles Willson Peale gave up painting in his middle age and devoted his life to the Peale Museum, which he founded in Philadelphia. The world's first popular museum of art and natural science, it featured paintings by Peale and his family as well as displays of animals in their natural settings. Peale found the animals himself and devised a method of taxidermy to make the exhibits more lifelike. The museum's most popular display was the skeleton of a mastodon—a huge, extinct elephant—which Peale unearthed on a New York farm in 1801.

Three of Peale's seventeen children were also famous artists. Raphaelle Peale often painted still lifes of flowers, fruit, and cheese. His works show the same luminosity and attention to detail that the works of the Dutch masters show. In the late eighteenth century, however, portraiture was the rage, and so Raphaelle Peale found few buyers for his still lifes at the time. His brother Rembrandt studied under his father and painted portraits of many noted people, including one of George Washington. Another brother, Rubens Peale, painted mostly landscapes and portraits.

James Peale, the brother of Charles Willson Peale, specialized in miniatures. His daughter Sarah Miriam Peale was probably the first professional female portrait painter in America.

13. What is the main topic of the passage?
    (A) The life of Charles Willson Peale
    (B) Portraiture in the 18th century
    (C) The Peale Museum
    (D) A family of artists

14. The author probably mentions that Washington "tipped his hat to the figures in the painting" (lines 6–7) to indicate that
    (A) Charles Willson Peale's painting was very lifelike
    (B) Washington respected Charles Willson Peale's work
    (C) Washington was friendly with Raphaelle and Titian Peale
    (D) the painting of the two brothers was extremely large

15. The word "settings" in line 12 is closest in meaning to which of the following?
    (A) Environments
    (B) Categories
    (C) Positions
    (D) Requirements

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16. For which of the following terms does the author give a definition in the second paragraph?
    (A) Natural science
    (B) Skeleton
    (C) Taxidermy
    (D) Mastodon

17. Which of the following questions about the Peale Museum does the passage NOT supply enough information to answer?
    (A) Who found and prepared its animal exhibits?
    (B) In what city was it located?
    (C) Where did its most popular exhibit come from?
    (D) In what year was it founded?

18. The word "unearthed" in line 16 is closest in meaning to
    (A) displayed
    (B) dug up
    (C) located
    (D) looked over

19. Which of the following words could best be substituted for the word "rage" in line 21?
    (A) Fashion
    (B) Anger
    (C) Conflict
    (D) Desire

20. According to the passage, Rembrandt Peale and his father both painted
    (A) miniatures
    (B) portraits of George Washington
    (C) paintings of flowers, fruit, and cheese
    (D) pictures of animals

21. Which of the following is NOT one of the children of Charles Willson Peale?
    (A) Titian Peale
    (B) Rubens Peale
    (C) Raphaelle Peale
    (D) Sarah Miriam Peale

22. The author's attitude toward the Peales is generally
    (A) envious
    (B) puzzled
    (C) admiring
    (D) disappointed

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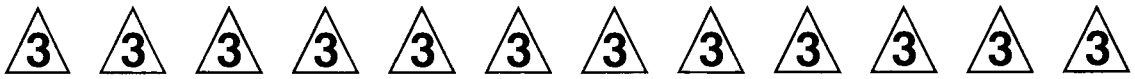

## Questions 23–34

According to the best evidence gathered by space probes and astronomers, Mars is an inhospitable planet, more similar to Earth's Moon than to Earth itself—a dry, stark, seemingly lifeless world. Mars' air pressure is equal to Earth's at an faltitude of 100,000 feet. The air there is 95% carbon dioxide. Mars has no ozone layer to screen out the Sun's lethal radiation. Daytime temperatures may reach above freezing, but because the planet is blanketed by the mere wisp of an atmosphere, the heat radiates back into space. Even at the equator, the temperature drops to -50°C (-60°F) at night. Today there is no liquid water, although valleys and channels on the surface show evidence of having been carved by running water. The polar ice caps are made of frozen water and carbon dioxide, and water may be frozen in the ground as permafrost.

Despite these difficult conditions, certain scientists believe that there is a possibility of transforming Mars into a more Earth-like planet. Nuclear reactors might be used to melt frozen gases and eventually build up the atmosphere. This in turn could create a "greenhouse effect" that would stop heat from radiating back into space. Liquid water could be thawed to form a polar ocean. Once enough ice has melted, suitable plants could be introduced to build up the level of oxygen in the atmosphere so that, in time, the planet would support animal life from Earth and even permanent human colonies. "This was once thought to be so far in the future as to be irrelevant," said Christopher McKay, a research scientist at the National Aeronautics and Space Administration. "But now it's starting to look practical. We could begin work in four or five decades."

The idea of "terra-forming" Mars, as enthusiasts call it, has its roots in science fiction. But as researchers develop a more profound understanding of how Earth's ecology supports life, they have begun to see how it may be possible to create similar conditions on Mars. Don't plan on homesteading on Mars any time soon, though. The process could take hundreds or even thousands of years to complete, and the cost would be staggering.

23. With which of the following is the passage primarily concerned?
    (A) The possibility of changing the Martian environment
    (B) The challenge of interplanetary travel
    (C) The advantages of establishing colonies on Mars
    (D) The need to study the Martian ecology

24. The word "stark" in line 3 is closest in meaning to
    (A) harsh
    (B) unknown
    (C) dark
    (D) distant

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25. The word "there" in line 5 refers to
    (A) a point 100 miles above the Earth
    (B) the Earth's Moon
    (C) Mars
    (D) outer space

26. Which of the following does the author NOT list as a characteristic of the planet Mars that would make colonization difficult?
    (A) There is little liquid water.
    (B) Daytime temperatures are dangerously high.
    (C) The Sun's rays are deadly.
    (D) Nighttime temperatures are extremely low.

27. According to the passage, the Martian atmosphere today consists mainly of
    (A) carbon dioxide
    (B) oxygen
    (C) ozone
    (D) water vapor

28. It can be inferred from the passage that the "greenhouse effect" mentioned in line 19 is
    (A) the direct result of nuclear reactions
    (B) the cause of low temperatures on Mars
    (C) caused by the absence of green plants
    (D) a possible means of warming Mars

29. The word "suitable" in line 21 is closest in meaning to
    (A) resistant
    (B) altered
    (C) appropriate
    (D) native

30. According to Christopher McKay, the possibility of transforming Mars
    (A) could occur only in science fiction stories
    (B) will not begin for hundreds, even thousands of years
    (C) is completely impractical
    (D) could be started in 40 to 50 years

31. As used in line 29, the term "terra-forming" refers to
    (A) a process for adapting plants to live on Mars
    (B) a means of transporting materials through space
    (C) a method of building housing for colonists on Mars
    (D) a system of creating Earth-like conditions on other planets

32. The phrase "more profound" in lines 30–31 is closest in meaning to
    (A) deeper
    (B) more practical
    (C) more up-to-date
    (D) brighter

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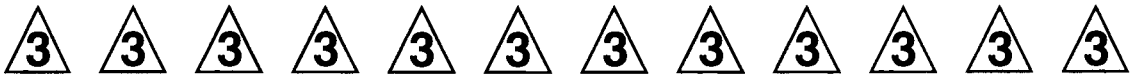

33. According to the article, the basic knowledge needed to transform Mars comes from
    (A) the science of astronomy
    (B) a knowledge of Earth's ecology
    (C) data from space probes
    (D) science fiction stories

34. The word "staggering" in line 35 is closest in meaning to
    (A) astonishing
    (B) restrictive
    (C) increasing
    (D) unpredictable

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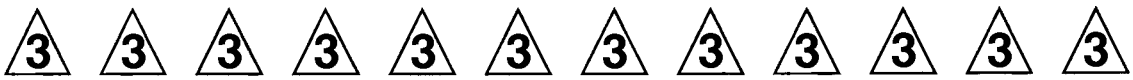

## Questions 35–43

Another critical factor that plays a part in susceptibility to colds is age. A study done by the University of Michigan School of Public Health revealed particulars that seem to hold true for the general population. Infants are the most cold-ridden group, faveraging more than six colds in their first year. Boys have more colds than girls up to age three. After the age of three, girls are more susceptible than boys, and teenage girls average three colds a year to boys' two.

The general incidence of colds continues to decline into maturity. Elderly people who are in good health have as few as one or two colds annually. One exception is found among people in their twenties, especially women, who show a rise in cold infections, because people in this age group are most likely to have young children. Adults who delay having children until their thirties and forties experience the same sudden increase in cold infections.

The study also found that economics plays an important role. As income increases, the frequency at which colds are reported in the family decreases. Families with the lowest income suffer about a third more colds than families at the upper end. Lower income generally forces people to live in more cramped quarters than those typically occupied by wealthier people, and crowding increases the opportunities for the cold virus to travel from person to person. Low income may also adversely influence diet. The degree to which poor nutrition affects susceptibility to colds is not yet clearly established, but an inadequate diet is suspected of lowering resistance generally.

35. The paragraph that precedes this passage most probably deals with
    (A) minor diseases other than colds
    (B) the recommended treatment of colds
    (C) a factor that affects susceptibility to colds
    (D) methods of preventing colds among elderly people

36. Which of the following is closest in meaning to the word "particulars" in line 3?
    (A) Minor errors
    (B) Specific facts
    (C) Small distinctions
    (D) Individual people

37. What does the author claim about the study discussed in the passage?
    (A) It contains many inconsistencies.
    (B) It specializes in children.
    (C) It contradicts the results of earlier studies in the field.
    (D) Its results apparently are relevant for the population as a whole.

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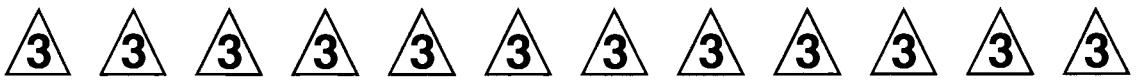

38. It may be inferred from the passage that which of the following groups of people is most likely to catch colds?
    (A) Infant boys
    (B) Young girls
    (C) Teenage boys
    (D) Elderly women

39. There is information in the second paragraph of the passage to support which of the following conclusions?
    (A) Men are more susceptible to colds than women.
    (B) Children infect their parents with colds.
    (C) People who live in a cold climate have more colds than those who live in a warm one.
    (D) People who don't have children are more susceptible to colds than those who do.

40. The phrase "people in this age group" (line 13) refers to
    (A) infants
    (B) people in their twenties
    (C) people in their thirties and forties
    (D) elderly people

41. The author's main purpose in writing the last paragraph of the passage was to
    (A) explain how cold viruses are transmitted
    (B) prove that a poor diet causes colds
    (C) discuss the relationship between income and frequency of colds
    (D) discuss the distribution of income among the people in the study

42. The word "cramped" in line 21 is closest in meaning to
    (A) cheap
    (B) crowded
    (C) depressing
    (D) simple

43. The author's tone in this passage could best be described as
    (A) neutral
    (B) humorous
    (C) tentative
    (D) critical

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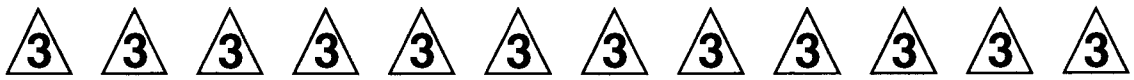

## Questions 44–50

About fifty years ago, plant physiologists set out to grow roots by themselves in solutions in laboratory flasks. The scientists found that the nutrition of isolated roots was quite
(line) simple. They required sugar and the usual minerals and vitamins.
(5) However, they did not require organic nitrogen compounds. These roots got along fine on mineral inorganic nitrogen. Roots are capable of making their own proteins and other organic compounds. These activities by roots require energy, of course. The process of respiration uses sugar to make the high energy compound ATP,
(10) which drives the biochemical reactions. Respiration also requires oxygen. Highly active roots require a good deal of oxygen.

The study of isolated roots has provided an understanding of the relationship between shoots and roots in intact plants. The leaves of the shoots provide the roots with sugar and vitamins,
(15) and the roots provide the shoots with water and minerals. In addition, roots can provide the shoots with organic nitrogen compounds. This comes in handy for the growth of buds in the early spring when leaves are not yet functioning. Once leaves begin photosynthesizing, they produce protein, but only mature
(20) leaves can "export" protein to the rest of the plant in the form of amino acids.

44. What is the main topic of the passage?
    (A) The relationship between a plant's roots and its shoots
    (B) What can be learned by growing roots in isolation
    (C) How plants can be grown without roots
    (D) What elements are necessary for the growth of plants

45. The word "themselves" in line 2 refers to
    (A) plant physiologists
    (B) solutions
    (C) laboratory flasks
    (D) roots

46. According to the passage, what is ATP?
    (A) A biochemical process
    (B) The tip of a root
    (C) A chemical compound
    (D) A type of plant cell

47. The word "intact" in line 13 is closest in meaning to
    (A) mature
    (B) wild
    (C) whole
    (D) tiny

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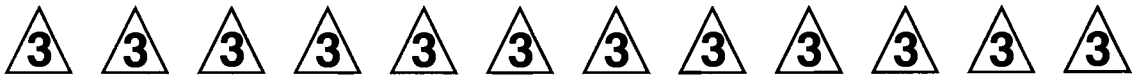


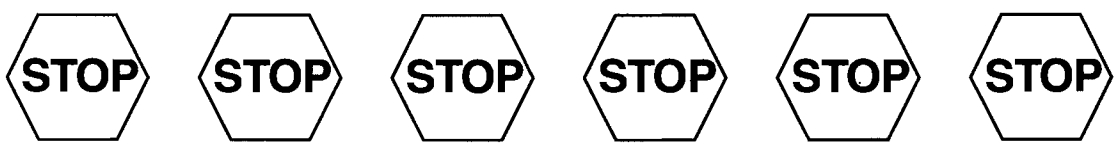
48. The use of the phrase "comes in handy" in line 17 indicates that the process is
    (A) useful
    (B) predictable
    (C) necessary
    (D) successful

49. It can be inferred from the passage that, in the early spring, the buds of plants
    (A) "export" protein in the form of amino acids
    (B) do not require water
    (C) have begun photosynthesizing
    (D) obtain organic compounds from the roots

50. Which of the following best describes the organization of the passage?
    (A) The results of two experiments are compared.
    (B) A generalization is made, and several examples of it are given.
    (C) The findings of an experiment are explained.
    (D) A hypothesis is presented, and several means of proving it are suggested.

**THIS IS THE END OF THE SAMPLE READING COMPREHENSION SECTION.**

**IF YOU FINISH BEFORE TIME IS CALLED, GO BACK AND CHECK YOUR WORK.**



# LESSON 44

## OVERVIEW QUESTIONS

### A) Main Idea, Main Topic, and Main Purpose Questions

After almost every passage, the first question is an **overview question** about the main idea, main topic, or main purpose of a passage. **Main idea questions** ask you to identify the most important thought in the passage. Answer choices are complete sentences.

**Sample Questions**

- What is the main idea of the passage?
- The primary idea of the passage is . . .
- Which of the following best summarizes the author's main idea?

When there is not a single, readily identified main idea, **main topic questions** may be asked. These ask you what the passage is generally "about." Answer choices are noun phrases.

**Sample Questions**

- The main topic of the passage is . . .
- What does the passage mainly discuss?
- The passage is primarily concerned with . . .

**Main purpose questions** ask *why* an author wrote a passage. The answer choices for these questions usually begin with infinitives.

**Sample Questions**

- The author's purpose in writing is to . . .
- What is the author's main purpose in the passage?
- The main point of this passage is to . . .
- Why did the author write the passage?

**Sample Answer Choices**

- To define . . .
- To discuss . . .
- To illustrate . . .
- To distinguish between _____ and _____
- To relate . . .
- To propose . . .
- To support the idea that . . .
- To compare _____ and _____

Don't answer the initial overview question about a passage until you have answered the other questions. The process of answering the detail questions may give you a clearer idea of the main idea, topic, or purpose of the passage.

The correct answers for main idea, main topic, and main purpose questions correctly summarize the main points of the passage; they must be more general than any of the supporting ideas or details, but not so general that they include ideas outside the scope of the passages.

Distractors for this type of question have one of these characteristics:

1. They are too specific.
2. They are too general.
3. The are incorrect according to the passage.
4. They are irrelevant (unrelated) to the main idea of the passage.

If you're not sure of the answer for one of these questions, go back and quickly scan the passage. You can usually infer the main idea, main topic, or main purpose of the entire passage from an understanding of the main ideas of the paragraphs that make up the passage and the relationship between them.

## B) Other Overview Questions

A number of other questions are asked that require an overall understanding of the passage. These are often the last question in a set of questions.

**Tone questions** ask you to determine the author's feelings about the topic by the language that he or she uses in writing the passage. Look for vocabulary that indicates if the author's feelings are positive, negative, or neutral.

### Sample Questions

- What tone does the author take in writing this passage?
- The tone of this passage could best be described as . . .

### Sample Answer Choices

- Positive
- Favorable
- Optimistic
- Amused
- Pleased
- Respectful
- Humorous
- Negative
- Critical
- Unfavorable
- Angry
- Defiant
- Worried
- Outraged
- Neutral
- Objective
- Impersonal

If you read the following sentences in passages, would the tone of those passages most likely be positive or negative?

A) That was just the beginning of a *remarkable* series of performances by this *brilliant* actress.

B) Despite some minor problems, this device has a number of *admirable* features.

C) This practice is *a waste of time and money.*

D) At the time his poems were first published, they were very popular, but today most critics find them *simplistic and rather uninteresting.*

The italicized words in sentences A) and B) show a positive tone; in C) and D), the italicized words indicate a negative attitude. Notice that sentence B) contains negative words ("minor problems"), but the overall meaning of the sentence is positive. Sentence D) contains positive language ("very popular"), but overall, the tone is negative. (Words like *despite*, *but*, *although*, *however*, and similar words can "reverse" the tone of the passage.)

Most TOEFL Reading passages have a neutral tone, but sometimes an author may take a position for or against some point. However, answer choices that indicate strong emotion—*angry*, *outraged*, *sad*, and so forth—will seldom be correct.

**Attitude questions** are very similar to tone questions. Again, you must understand the author's opinion. The language that the author uses will tell you what his or her position is.

What is the author's attitude toward smoking on airplanes as expressed in the sentence below?

> Although some passengers may experience a slight discomfort from not smoking on long flights, their smoking endangers the health of all the passengers and crew.

The author opposes smoking during flights. He admits that there is some argument in favor of smoking—some passengers may feel discomfort—but this is not as important as the fact that smoking can be dangerous to everyone on the flight. The use of the word *although* shows this.

**Sample Questions**

- What is the author's attitude toward . . .
- The author's opinion of _____ is best described as . . .
- The author's attitude toward _____could best be described as one of . . .
- How would the author probably feel about . . .

Another type of attitude question presents four statements and asks how the author would feel about them.

- Which of the following recommendations would the author most likely support?
- The author would be LEAST likely to agree with which of the following statements?
- The author of the passage would most likely be in favor of which of the following policies?

**Organization questions** ask about the overall structure of a passage or about the organization of a particular paragraph.

**Sample Question**

- Which of the following best describes the organization of the passage?

**Sample Answer Choices**

- A general concept is defined, and examples are given.
- Several generalizations are presented, from which a conclusion is drawn.
- The author presents the advantages and disadvantages of _____.
- The author presents a system of classification for _____.
- Persuasive language is used to argue against _____.
- The author describes _____.
- The author presents a brief account of _____.
- The author compares _____ and _____.

**Questions about previous or following paragraphs** ask you to assume that the passage is part of a longer work: What would be the topic of the hypothetical paragraph that precedes or follows the passage? To find the topic of the previous paragraph, look for clues in the first line or two of the passage; for the topic of the following passage, look in the last few lines. Sometimes incorrect answer choices mention topics that have already been discussed in the passage.

**Sample Questions**

- With what topic would the following/preceding paragraph most likely deal?
- The paragraph prior to/after the passage most probably discusses . . .
- It can be inferred from the passage that the previous/next paragraph concerns . . .
- What most likely precedes/follows the passage?

## Exercise 44.1

**Focus:** Identifying correct answers and recognizing distractors in main idea/main topic/main purpose questions.

**Directions:** Read the passages. Then mark each answer choice according to the following system:

| | |
|---|---|
| S | Too specific |
| G | Too general |
| X | Incorrect |
| I | Irrelevant |
| C | Correct |

The first one is done as an example.

There are two main types of cell division. Most cells are produced by a process called mitosis. In mitosis, a cell divides and forms two identical daughter cells, each with an identical number of chromosomes. Most one-celled creatures reproduce by this method, as do most of the cells in multi-celled plants and animals. Sex cells, however, are formed in a special type of cell division called meiosis. This process reduces the number of chromosomes in a sex cell to half the number found in other kinds of cells. Then, when sex cells unite, they produce a single cell with the original number of chromosomes.

1. What is the main topic of this passage?
   __S__ (A) The method by which one-celled organisms reproduce
   __C__ (B) A comparison between mitosis and meiosis
   __X__ (C) Meiosis, the process by which identical cells are produced

The last gold rush belongs as much to Canadian history as it does to American. The discovery of gold along the Klondike River, which flows from Canada's Yukon Territory into Alaska, drew some 30,000 fortune hunters to the north. The Yukon became a territory, and its capital of the time, Dawson, would not have existed without the gold rush. The gold strike furnished material for a dozen of Jack London's novels. It inspired Robert Service to write "The Shooting of Dan McGrew" and other poems, and it provided the background for the wonderful Charlie Chaplin movie, *The Gold Rush*. It also marked the beginnings of modern Alaska.

2. This author's main purpose in writing is to
   _____ (A) discuss the significance of mining in Canada and the United States
   _____ (B) show the influence of the Klondike gold strike on the creative arts
   _____ (C) point out the impact of the Klondike gold strike

The keystone arch was used by almost every early civilization. To build a keystone arch, stones are cut so that the opposite sides taper toward each other slightly. The upper and lower surfaces are carved so that when several stones are placed side by side, the upper and lower surfaces meet in smooth, continuous curves. Some form of scaffolding is built under the arch and shaped to accept the curved underside of the stones. Then the stones are fitted in place one by one. The keystone is the top center stone, the last to be dropped into position. Afterwards, the scaffolding is removed and the arch is self-supporting.

3. The passage mainly concerns the
   _____ (A) basic principles of building keystone arches
   _____ (B) uses of arches in modern architecture
   _____ (C) role of scaffolding in building keystone arches

Circumstantial evidence is evidence not drawn from the direct observation of a fact. If, for example, there is evidence that a piece of rock embedded in a wrapped chocolate bar is the same type of rock found in the vicinity of the candy factory, and that rock of this type is found in few other places, then there is circumstantial evidence that the stone found its way into the candy during manufacture and suggests that the candy-maker was negligent. Despite a popular notion to look down on the quality of circumstantial evidence, it is of great usefulness if there is enough of it and if it is properly interpreted. Each circumstance, taken singly, may mean little, but a whole chain of circumstances can be as conclusive as direct evidence.

4. What is the author's main purpose in this passage?
   _____ (A) To show that a manufacturer's negligence can be shown by direct evidence only
   _____ (B) To define circumstantial evidence and show its usefulness
   _____ (C) To demonstrate that circumstantial evidence can be very useful in science

The Northwest Ordinance was passed by Congress in 1787. It set up the government structure of the region north of the Ohio River and west of Pennsylvania, then called the Northwest Territory. It set the conditions under which parts of the Territory could become states having equality with the older states. But the ordinance was more than just a plan for government. The law also guaranteed freedom of religion and trial by jury in the Territory. It organized the Territory into townships of 36 square miles and ordered a school to be built for each township. It also abolished slavery in the Territory. The terms were so attractive that thousands of pioneers poured into the Territory. Eventually, the Territory became the states of Ohio, Indiana, Illinois, Michigan, and Wisconsin.

5. What is the main topic of this passage?
   _____ (A) The structure of government
   _____ (B) The provisions of an important law
   _____ (C) The establishment of schools in the Northwest Territory

The story of the motel business from 1920 to the start of World War II in 1941 is one of uninterrupted growth. Motels spread from the West and the Midwest all the way to Maine and Florida. They clustered along transcontinental highways such as U.S. routes 40 and 66 and along the north-south routes running up and down both the East and West coast. There were 16,000 motels by 1930 and 24,000 by 1940. The motel industry was one of the few industries that was not hurt by the Depression of the 1930's. Their cheap rates attracted travelers who had very little money.

6. What does the passage mainly discuss?
   _____ (A) How the Depression hurt U.S. motels
   _____ (B) The impact of transcontinental highways
   _____ (C) Two decades of growth for the motel industry

An old proverb states, "Beware of oak, it draws the stroke." This saying is handy during thunderstorm season. In general, trees with deep roots that tap into groundwater attract more lightning than do trees with shallow, drier roots. Oaks are around 50 times more likely to be struck than beeches. Spruces are nearly as safe as beeches. Pines are not as safe as these two, but are still much safer than oaks.

7. What is the author's main point?
   _____ (A) Old proverbs often contain important truths.
   _____ (B) Trees with shallow roots are more likely to avoid lightning than those with deep roots.
   _____ (C) The deeper a tree's roots, the safer it is during a thunderstorm.

Alternative history is generally classified as a type of science fiction, but it also bears some relation to historical fiction. This type of writing describes an imaginary world that is identical to ours up to a certain point in history, but at that point, the two worlds diverge; some important historical event takes place in one world but not in the other, and they go in different directions. Alternative histories might describe worlds in which the Roman Empire had never fallen, in which the Spanish Armada had been victorious, or in which the South had won the Civil War. Or they may suppose that some technology had been introduced earlier in the world's history than actually happened. For example: What if computers had been invented in Victorian times? Many readers find these stories interesting because of the way they stimulate the imagination and get them thinking about the phenomenon of cause and effect in history.

8. What is the main idea of this passage?
   _____ (A) Alternative histories describe worlds in which history has taken another course.
   _____ (B) Alternative histories are a type of historical novel.
   _____ (C) Science fiction writers have accurately predicted certain actual scientific developments.

Until the late 1700's, metal could not be turned on a lathe to make it uniformly smooth and round. The operator could not guide the cutting tool evenly by hand against the turning piece. This problem was solved by David Wilkinson of Pawtucket, Rhode Island. In 1798 he invented a machine in which the cutter was clamped into a movable slide that could be advanced precisely, by hand crank, parallel to the work. The slide rest, as it came to be called, has many uses. It permits the manufacture of parts so uniform that they can be interchanged. Without it, mass production would not have been possible. As it turns out, the great English machinist Henry Maudsley had developed nearly the same mechanism a few years before, but this was unknown to Wilkinson and does not diminish his accomplishment.

9. Why did the author write this passage?
   _____ (A) To prove that Wilkinson's invention was based on Maudsley's
   _____ (B) To demonstrate the importance of mass production to American society
   _____ (C) To show the usefulness of Wilkinson's invention

Almost every form of transportation has given someone the idea for a new type of toy. After the Montgolfier brothers flew the first balloon, toy balloons became popular playthings. In the nineteenth century, soon after railroads and steamships were developed, every child had to have model trains and steamboats. The same held true for automobiles and airplanes in the early twentieth century. Toy rockets and missiles became popular at the beginning of the space age, and by the 1980's, there were many different versions of space-shuttle toys.

10. The main idea of this passage is that
    _____ (A) inventors have been inspired by toys to build new forms of transportation
    _____ (B) toy automobiles and airplanes were very popular in the early 1900's
    _____ (C) toy design has followed developments in transportation

## Exercise 44.2

**Focus:** Answering a variety of overview questions about short passages.

**Directions:** Read the passages and mark the best answer choice—(A), (B), (C), or (D). The first one is done as an example.

American folk music originated with ordinary people at a time when the rural population was isolated and music was not yet spread by radio, audios, compact disks, or music DVDs. It was transmitted by oral tradition and is noted for its energy, humor, and emotional impact. The major source of early American folk songs was music from the British Isles, but songs from Africa as well as songs of the American Indians have a significant part in its heritage. Later settlers from other countries also contributed songs. In the nineteenth century, composer Stephen Foster wrote some of the most enduringly popular of all American songs, which soon became part of the folk tradition. Beginning in the 1930's, Woody Guthrie gained great popularity by adapting traditional melodies and lyrics and supplying new ones as well. In the 1950's and 1960's, singer-composers such as Pete Seeger, Bob Dylan, and Joan Baez continued this tradition by creating "urban" folk music. Many of these songs dealt with important social issues, such as racial integration and the war in Vietnam.

1. The primary purpose of this passage is to
   __✔__ (A) trace the development of American folk music
   _____ (B) explain the oral tradition
   _____ (C) contrast the styles of folk musicians
   _____ (D) point out the influence of social issues on "urban" folk music

Every scientific discipline tends to develop its own special language because it finds ordinary words inadequate, and psychology is no different. The purpose of this special jargon is not to mystify non-psychologists; rather, it allows psychologists to accurately describe the phenomena they are discussing and to communicate with each other effectively. Of course, psychological terminology consists in part of everyday words such as *emotion*, *intelligence*, and *motivation*, but psychologists use these words somewhat differently. For example, laymen use the term *anxiety* to mean nervousness or fear, but most psychologists reserve the term to describe a condition produced when one fears events over which one has no control.

2. The main topic of this passage is
   _____ (A) effective communication
   _____ (B) the special language of psychology
   _____ (C) two definitions of the word *anxiety*
   _____ (D) the jargon of science

Gifford Pinchot was the first professionally trained forester in the United States. After he graduated from Yale in 1889, he studied forestry in Europe. In the 1890's he managed the forest on the Biltmore estate in North Carolina (now Pisgah National Forest) and became the first to practice scientific forestry. Perhaps his most important contribution to conservation was persuading President Theodore Roosevelt to set aside millions of acres in the West as forest reserves. These lands now make up much of the national parks and national forests of the United States. Pinchot became the Chief Forester of the U.S. Forest Service in 1905. Although he held that post for only five years, he established guidelines that set forest policy for decades to come.

3. The passage primarily deals with
   _____ (A) Gifford Pinchot's work on the Biltmore Estate
   _____ (B) the practice and theory of scientific forestry
   _____ (C) the origin of national parks and national forests in the United States
   _____ (D) the contributions Gifford Pinchot made to American forestry

Off-Broadway theater developed in New York City in about 1950 as a result of dissatisfaction with conditions on Broadway. Its founders believed that Broadway was overly concerned with producing safe, commercially successful hit plays rather than drama with artistic quality. Off-Broadway producers tried to assist playwrights, directors, and performers who could not find work on Broadway. Off-Broadway theaters were poorly equipped, had limited seating, and provided few conveniences for audiences. But the originality of the scripts, the creativity of the performers, and the low cost of tickets made up for these disadvantages, and off-Broadway theater prospered. However, by the 1960's, costs began to rise and by the 1970's, off-Broadway theater was encountering many of the difficulties of Broadway and had lost much of its vitality. With its decline, a experimental movement called *off-off-Broadway* theater developed.

4. What is the main idea of this passage?
   _____ (A) After initial success, off-Broadway theater began to decline.
   _____ (B) Off-Broadway theaters produced many hit commercial plays.
   _____ (C) Theaters on Broadway were not well equipped.
   _____ (D) Off-Broadway plays were highly creative.

5. The paragraph that follows this passage most likely deals with
   _____ (A) the help off-Broadway producers provided directors, playwrights, and performers
   _____ (B) methods off-Broadway theaters used to cope with rising prices
   _____ (C) the development of off-off-Broadway theater
   _____ (D) the decline of Broadway theater

At the time of the first European contact, there were from 500 to 700 languages spoken by North American Indians. These were divided into some 60 language families, with no demonstrable genetic relationship among them. Some of these families spread across several of the seven cultural areas. The Algonquin family, for instance, contained dozens of languages and occupied a vast territory. Speakers of Algonquin languages included the Algonquins of the Eastern Woodland, the Blackfoots of the Plains, and the Wiyots and Yuroks of California. Other language families, like the Zuni family of the Southwest, occupied only a few square miles of area and contained only a single tribal language.

6. What is the main idea of this passage?
   _____ (A) Each of the cultural areas was dominated by one of the language families.
   _____ (B) The Zuni language is closely related to the Algonquin language.
   _____ (C) There is considerable diversity in the size and the number of languages in language families of the North American Indians.
   _____ (D) Contact with Europeans had an extraordinary effect on the languages of the Indian tribes of North America.

Other major changes in journalism occurred around this time. In 1846, Richard Hoe invented the steam cylinder rotary press, making it possible to print newspapers faster and cheaper. The development of the telegraph made possible much speedier collection and distribution of news. Also in 1846, the first wire service was organized. A new type of newspaper appeared around this time, one that was more attuned to the spirit and needs of the new America. Although newspapers continued to cover politics, they came to report more human interest stories and to record the most recent news, which they could not have done before the telegraph. New York papers and those of other northern cities maintained corps of correspondents to go into all parts of the country to cover newsworthy events.

7. The main purpose of the passage is to
   _____ (A) present a brief history of American journalism
   _____ (B) outline certain developments in mid-19th-century journalism
   _____ (C) explain the importance of the steam cylinder rotary press
   _____ (D) present some biographical information about Richard Hoe

8. What is the most probable topic of the paragraph preceding this one?
   _____ (A) Other types of rotary presses
   _____ (B) Alternatives to using wire services
   _____ (C) Newspapers that concentrated on politics
   _____ (D) Other developments in journalism

9. The tone of the passage could best be described as
   _____ (A) objective
   _____ (B) optimistic
   _____ (C) angry
   _____ (D) humorous

In the western third of North America, the convoluted folds of the Earth's surface and its fractured geologic structure tend to absorb the seismic energy of an earthquake. Even if an earthquake measuring 8.5 on the Richter scale struck Los Angeles, its force would fade by the time it reached San Francisco, some 400 miles away. But in the eastern two thirds of the continent the same energy travels more easily. The earthquake that struck New Madrid, Missouri, in 1811, estimated at 8 on the Richter scale, shook Washington, D.C., about 800 miles away, and was felt as far as Boston and Toronto.

10. Which of the following best expresses the main idea of this passage?
    _____ (A) If a major earthquake strikes Los Angeles, it will probably damage San Francisco as well.
    _____ (B) The New Madrid earthquake of 1811 was felt in Boston and Toronto.
    _____ (C) The geology of the western United States is much more complex than that of the East.
    _____ (D) Earthquakes travel farther in the East than in the West.

There has never been an adult scientist who has been half as curious as any child between the ages of four months and four years. Adults sometimes mistake this superb curiosity about everything as a lack of ability to concentrate. The truth is that children begin to learn at birth, and by the time they begin formal schooling at the age of five or six, they have already absorbed a fantastic amount of information, perhaps more, fact for fact, than they will learn for the rest of their lives. Adults can multiply by many times the knowledge children absorb if they appreciate this curiosity while simultaneously encouraging the children to learn.

11. With which of the following statements would the author probably agree?
    _____ (A) Children lack the ability to concentrate.
    _____ (B) Young children have a much greater curiosity than adult scientists do.
    _____ (C) The first few years of school are the most important ones for most children.
    _____ (D) Adults can use children's intense curiosity to help children learn more.

12. The paragraph following this one most likely deals with
    _____ (A) ways in which adults can help children learn by stimulating their curiosity
    _____ (B) the learning habits of children over the age of four
    _____ (C) the methods adult scientists use to study the curiosity of young children
    _____ (D) ways in which adults can become as curious as children about their environments

Settlement houses were institutions established to improve living conditions in poor city neighborhoods in the late 1800's and early 1900's. They offered health, educational, recreational, and cultural activities. The first to open in the United States was University Settlement in New York City. It was established by the social reformer Stanton Coit in 1886. The most famous example was Hull House, established by the well-known reformer Jane Addams in Chicago in 1890. Settlement houses were usually staffed by idealistic young college graduates who were eager to improve the condition of the poor.

13. The passage mainly discusses
    _____ (A) U.S. cities in the late nineteenth century
    _____ (B) the idealism of college graduates
    _____ (C) settlement houses in the late 1800's and early 1900's
    _____ (D) the life of several American social reformers

The dancer Isadora Duncan was a daring, dynamic innovator in dance. While she was not very successful in teaching her highly personal style of dance to others, she taught a generation of dancers to trust their own forms of expression. She rebelled against the rigid, formal style of classical ballet. Inspired by the art of Greece, she usually danced barefoot in a loose, flowing Greek tunic. She found further inspiration in nature and used dance movements to mirror the waves of the sea and passing clouds.

Isadora Duncan was born in San Francisco in 1878. She gave her first performance in 1899. Early failures gave way to triumphant performances in Budapest, Berlin, London, and finally, in 1908, back in the United States. She lived in Europe most of her life, establishing dancing schools for children there. She died in 1927 near Nice, France, in a freak accident, her long scarf being caught in the wheel of an open sports car in which she was riding.

14. The author's attitude toward Isadora Duncan could best be described as one of
    _____ (A) displeasure
    _____ (B) admiration
    _____ (C) compassion
    _____ (D) amazement

15. Which of the following best describes the organization of the passage?
    _____ (A) The author first discusses Isadora Duncan's style of dance and then her life history.
    _____ (B) The first paragraph deals with Isadora Duncan's role as a teacher, the second her role as a performer.
    _____ (C) The author first discusses Isadora Duncan's shortcomings and then her positive points.
    _____ (D) First there is an analysis of Isadora Duncan's influences and then of her lasting contributions to dance.

Through the centuries, the dream of medieval alchemists was to discover how to turn lead and other "base" metals into gold. Some were fakes, but many were learned men with philosophical goals. Their quest was based on the ancient idea that all matter consists of different proportions of just four substances—earth, water, fire, and air. They believed that it was possible to adjust the proportions of the elements that made up lead by chemical means so that it turned into gold, a process called transmutation. Their experiments were concerned with finding the substance—which they called the *philosopher's stone*—that, when added to lead, would cause this astonishing change to take place. Alchemists also searched for the *elixir of life*, a substance that could cure diseases and prolong life. They failed on both counts. However, their techniques for preparing and studying chemicals helped lay the foundation for the modern science of chemistry.

16. Which of the following statements best summarizes the author's attitude toward medieval alchemists?
    _____ (A) Although they were all fakes, they made important contributions to science.
    _____ (B) Their discovery of the philosopher's stone was more important than the achievements of modern chemists.
    _____ (C) Although their theories were sound, they lacked the equipment needed to accomplish their goals.
    _____ (D) They were unable to realize their goals, but they helped prepare the way for modern chemistry.

## Exercise 44.3

**Focus:** Understanding the meaning of multi-paragraph passages by identifying the main point of each of the paragraphs.

**Directions:** Read the following passages and the questions about them. Decide which of the choices best answers the question, and mark the answer. The first one is done as an example.

## Questions 1–3

In most of Europe, farmers' homes and outbuildings are generally located within a village, and tools and animals are housed there. Every morning, the farmers and farm laborers leave their village to work their land or tend their animals in distant fields, and return to the village at the end of the day. Social life is thus centripetal; that is, it is focused around the community center, the village. Only in certain parts of Quebec has this pattern been preserved in North America.

Throughout most of North America, a different pattern was established. It was borrowed from northern Europe, but was pushed even further in the New World where land was cheap or even free.

It is a centrifugal system of social life, with large isolated farms whose residents go to the village only to buy goods and procure services. The independence associated with American farmers stems from this pattern of farm settlement. The American farmer is as free of the intimacy of the village as the urbanite.

1. The main topic of the first paragraph is
   _____ (A) European farm products
   _____ (B) social life in Quebec
   ✔ (C) the European pattern of rural settlement

2. The main topic of the second paragraph is
   _____ (A) the relative isolation of North American farm families
   _____ (B) the relationship between farmers and urbanites in North America
   _____ (C) the low cost of farmland in North America

3. The main topic of the entire passage is
   _____ (A) a comparison of farming in northern and southern Europe
   _____ (B) the difference between farming in Quebec and the rest of North America
   _____ (C) European influence on American agriculture
   _____ (D) a contrast between a centripetal system of rural life and a centrifugal system

## Questions 4–7

While fats have lately acquired a bad image, one should not forget how essential they are. Fats provide the body's best means of storing energy, far more efficient energy sources than either carbohydrates or proteins. They act as insulation against cold, as cushioning for the internal organs, and as lubricants. Without fats, there would be no way to utilize fat-soluble vitamins. Furthermore, some fats contain fatty acids that contain necessary growth factors and help with the digestion of other foods.

An important consideration of fat intake is the ratio of saturated fats to unsaturated fats. Saturated fats, which are derived from dairy products, animal fats, and tropical oils, increase the amount of cholesterol in the blood. Cholesterol may lead to coronary heart disease by building up in the arteries of the heart. However, unsaturated fats, derived from vegetable oils, tend to lower serum cholesterol if taken in a proportion twice that of saturated fats.

The consumption of a variety of fats is necessary, but the intake of too much fat may lead to a variety of health problems. Excessive intake of fats, like all nutritional excesses, is to be avoided.

4. The main idea of the first paragraph is that
   _____ (A) fats have a bad image
   _____ (B) fats serve important functions in the body
   _____ (C) fats store food more efficiently than proteins or carbohydrates

5. What is the main idea of the second paragraph?
   _____ (A) Unsaturated fats may reduce cholesterol levels.
   _____ (B) The consumption of any type of fat leads to heart disease.
   _____ (C) Fats taken in the proper proportion may reduce serum cholesterol.

6. The main idea of the third paragraph is that
   _____ (A) people are eating less and less fat today
   _____ (B) fats should be gradually eliminated from the diet
   _____ (C) excessive consumption of fats may be dangerous to one's health

7. With which of the following is the whole passage primarily concerned?
   _____ (A) The role of fats in human health
   _____ (B) The dangers of cholesterol
   _____ (C) The benefits of fats in the diet
   _____ (D) The importance of good nutrition

## Questions 8–10

The term *weathering* refers to all the ways in which rock can be broken down. It takes place because minerals formed in a particular way (say at high temperatures, in the case of igneous rocks) are often unstable when exposed to various conditions. Weathering involves the interaction of the lithosphere (the earth's crust) with the atmosphere and hydrosphere (air and water). It occurs at different rates and in different ways, depending on the climactic and environmental conditions. But all kinds of weathering ultimately produce broken minerals and rock fragments and other products of the decomposition of stone.

Soil is the most obvious and, from the human point of view, the most important result of the weathering process. Soil is the weathered part of the Earth's crust that is capable of sustaining plant life. The character of soil depends on the nature of rock from which it is formed. It also depends on the climate and on the relative "age" of the soil. Immature soils are little more than broken rock fragments. Over time, immature soil develops into mature soil, which contains quantities of humus, formed from decayed plant matter. Mature soil is darker, richer in microscopic life, and more conducive to plant growth.

8. The first paragraph primarily describes
   _____ (A) the process by which rocks are broken down
   _____ (B) the weathering of igneous rocks
   _____ (C) gradual changes in the earth's weather patterns

9. The main topic of the second paragraph is
   _____ (A) a description of immature soil
   _____ (B) the growth of plants
   _____ (C) the evolution of soil

10. The main idea of the entire passage is that
    _____ (A) weathering breaks down rocks and leads to the development of soil
    _____ (B) soils may be classified as mature or immature
    _____ (C) the process of soil development is more important to humans than that of weathering
    _____ (D) the Earth's crust is constantly changing

## Questions 11–15

The first Dutch outpost in New Netherlands was made at Fort Orange (now Albany) in 1624; it became a depot of the fur trade. But the most important settlement was at the southern tip of Manhattan, commanding the great harbor at the mouth of the Hudson River. Peter Minuit, first governor-general of New Netherlands, "purchased" title to the island from the Canarsie Indians for the equivalent of twenty-four dollars worth of trinkets. However, the Canarsie Indians might be described as tourists from Brooklyn; Minuit had to make a later payment to the group that was actually resident there.

In 1626 engineers from Holland arrived in Manhattan to construct Fort Amsterdam. Within its rectangular walls, permanent houses were built, replacing the thatched dwellings of the original Manhattanites. The fort became the nucleus of the town of New Amsterdam. Soon Manhattan had its first skyline: the solid outline of the fort, the flagstaff, the silhouette of a giant windmill, and the masts of trading ships.

The Dutch West India company established dairy farms in the vicinity of New Amsterdam. Each morning, the cattle were driven to the "Bouwerie" (now the Bowery), a large open common in the city. Just southwest of the Bouwerie was the Bowling Green, a level area where the burghers played ninepins, the ancestor of modern bowling. The Bowling Green became the site of a cattle fair where livestock were marketed; beer and sausage was available from booths; cheese, lace, and linen were sold by farmers' wives; and Indian women sold baskets and other handicrafts. These colorful gatherings and other aspects of everyday life in New Amsterdam are described in Washington Irving's rollicking book, Diedrich Knickerbocker's *History of New York*.

The last and most powerful governor-general of New Netherlands was Peter Stuyvesant, famous for his temper and his wooden leg. He annexed the Swedish colony of Delaware and ordered the streets of New Amsterdam laid out in an orderly manner and numbered. He did his best to obtain military and financial aid from Holland against the British. When the British sent emissaries demanding the surrender of the colony, he wanted to fight.

Four British warships, commanded by Colonel Richard Nicolls, sailed into the harbor in 1664. The fort was long out of repair, and there was a shortage of ammunition. Stuyvesant had no choice but to surrender. New Netherlands became the British colony of New York, and New Amsterdam became New York City.

11. What is the main topic of the first paragraph?
    _____ (A) The first Dutch settlement in New Netherlands
    _____ (B) Peter Minuit's acquisition of Manhattan
    _____ (C) Tourism in Manhattan

12. The second paragraph deals primarily with
    _____ (A) the establishment of Fort Amsterdam
    _____ (B) the skyline of Manhattan
    _____ (C) the thatched houses of the Indians

13. The third paragraph mainly describes
    _____ (A) aspects of everyday life in New Amsterdam
    _____ (B) the origin of the game of modern bowling
    _____ (C) Washington Irving's book about New Amsterdam

14. What does the fourth paragraph mainly discuss?
    _____ (A) The annexation of the Swedish colony of Delaware
    _____ (B) The ordering of the streets in New Amsterdam
    _____ (C) A description of Peter Stuyvesant and his accomplishments

15. What is the primary topic of the entire passage?
    _____ (A) A history of the British colony of New York
    _____ (B) The origin and importance of the Cattle Fair
    _____ (C) European colonization in the New World
    _____ (D) Forty years of Dutch rule in New Amsterdam

## LESSON 45

### FACTUAL QUESTIONS, NEGATIVE QUESTIONS, AND SCANNING QUESTIONS

## A) Factual Questions

**Factual questions** ask about explicit facts and details given in the passage. They often contain one of the *wh-* question words: *who, what, when, where, why, how much*.

Factual questions often begin with the phrases "According to the passage, . . ." or "According to the author, . . ." When you see these phrases, you know that the information needed to answer the question is directly stated somewhere in the passage (unlike answers for inference questions).

To answer factual questions, you have to locate and identify the information that the question asks about. If you are not sure from your first reading where to look for specific answers, use the following **scanning** techniques:

- Focus on one or two key words as you read the stem of each question. Lock these words in your mind.
- Scan the passage looking for the key words or their synonyms. Look only for these words. Do *not* try to read every word of the passage.
- It may help to use the eraser end of your pencil as a pointer to focus your attention. Don't re-read the passage completely—just look for these words.
- When you find the key words in the passage, carefully read the sentence in which they occur. You may have to read the sentence preceding or following that sentence as well.
- Compare the information you read with the four answer choices.

The order of detail questions about a passage almost always follows the order in which ideas are presented in the passage. In other words, the information you need to answer the first detail question will usually come near the beginning of the passage; the information for the second will follow that, and so on. Knowing this should help you locate the information you need.

Correct answers for detail questions are seldom the same, word for word, as information in the passage; they often contain synonyms and use different grammatical structures.

There are generally more factual questions—twelve to eighteen per Reading section—than any other type except (on some tests) vocabulary-in-context questions.

## B) Negative Questions

These questions ask you to determine which of the four choices is not given in the passage. These questions contain the words NOT, EXCEPT, or LEAST (which are always capitalized).

- According to the passage, all of the following are true
  EXCEPT
- Which of the following is NOT mentioned in the passage?
- Which of the following is the LEAST likely . . .

Scan the passage to find the answers that ARE correct or ARE mentioned in the passage. Sometimes the three distractors are clustered in one or two sentences; sometimes they are scattered throughout the passage. The correct answer, of course, is the one that does not appear.

Negative questions often take more time than other questions. Therefore, you may want to guess and come back to these questions if you have time.

There are generally from three to six negative questions per Reading section.

## C) Scanning Questions

These questions ask you to find where in the passage some particular information or transition is located. They are easy to identify: the answers are usually line numbers. They are usually easy to answer too. Scanning questions are often the last question in a set of questions about a passage. To answer these questions, use the same techniques for scanning given in Part A about factual questions.

## Sample Questions

- In what line does the author shift his focus to _____?
- Where in the passage does the author first discuss _____?
- A description of _____ can be found in . . .
- Where in the passage does the author specifically stress _____?
- In what paragraph does the author first mention the concept of _____?

In each Reading section, there are generally from one to three scanning questions.

## Exercise 45.1

**Focus:** Scanning passages to locate answers for factual and scanning questions.

**Directions:** For each question, locate that part of the passage in which the answer will probably be found, and write down the line numbers in the blank at the end of the passage. Don't worry about answering the question itself, only about finding the information. The first one is done as an example. Do these scanning exercises as fast as you can.

## Questions 1–7

Antlers grow from permanent knoblike bones on a deer's skull. Deer use their antlers chiefly to fight for mates or for leadership of a herd. Among most species of deer, only the males have
(line) antlers, but both male and female reindeer and caribou have
(5) antlers. Musk deer and Chinese water deer do not have antlers at all.

Deer that live in mild or cold climates lose their antlers each winter. New ones begin to grow the next spring. Deer that live in tropical climates may lose their antlers and grow new ones at
(10) other times of year.

New antlers are soft and tender. Thin skin grows over the antlers as they develop. Short, fine hair on the skin makes it look like velvet. Full-grown antlers are hard and strong. The velvety skin dries up and the deer rubs the skin off by scraping
(15) its antlers against trees. The antlers fall off several months later.

The size and shape of a deer's antlers depend on the animal's age and health. The first set grows when the deer is from one to two years old. On most deer, the first antlers are short and
(20) straight. As deer get older, their antlers grow larger and form intricate branches.

1. How do deer primarily use their antlers? 2–3
2. In what way are reindeer and caribou different from other types of deer? _____
3. When do deer that live in temperate climates begin to grow their antlers? _____
4. According to the article, which of the following does the skin on deer's antlers most closely resemble? _____

5. Which of the following factors influences the size and shape of a deer's antlers? _____
6. At what age do deer get their first antlers? _____
7. What happens to a deer's antlers as the deer grow older? _____

## Questions 8–13

The trumpet player Louis Armstrong, or Satchmo as he was usually called, was among the first jazz musicians to achieve international fame. He is known for the beautiful, clear tone of his trumpet playing and for his gruff, gravelly singing voice. He was one of the first musicians to sing in the scat style, using rhythmic nonsense syllables instead of lyrics.

Armstrong was born into a poor family in New Orleans. He first learned to play the cornet at the age of 13, taking lessons while living in a children's home. As a teenager, he played in a number of local jazz bands in New Orleans' rollicking nightlife district, Storyville.

In 1922, Armstrong moved to Chicago to play in Joe "King" Oliver's band. Two years later, he joined Fletcher Henderson's band. Then, from 1925 to 1928, Armstrong made a series of records with groups called the Hot Five, the Hot Seven, and the Savoy Ballroom Five. These records rank among the greatest recordings in the history of jazz. They include "Cornet Chop Suey," "Potato Head Blues," and "West End Blues."

Armstrong led a big band during the 1930's and 1940's, but in 1947 returned to playing with small jazz groups. He performed all over the world and made a number of hit records, such as "Hello, Dolly" and "Mack the Knife." Armstrong also appeared in a number of movies, first in *New Orleans* in 1947, *High Society* in 1956, and *Hello, Dolly* in 1969.

8. What was Armstrong's nickname? _____
9. Which of the following phrases best describes Armstrong's singing voice? _____
10. Where did Armstrong first learn to play the cornet? _____
11. In what city was Joe "King" Oliver's band based? _____
12. During what period did Armstrong record some of jazz's greatest records? _____
13. What was the first movie Armstrong appeared in? _____

## Questions 14–23

In 1862, during the Civil War, President Lincoln signed the Morrill Act. The measure was named for its sponsor, Congressman (later Senator) Justin S. Morrill of Vermont. Popularly called the Land Grant Act, it provided each state with 30,000 acres of public land for each senator and each representative it had in Congress. It required that the land be sold, the proceeds invested, and the income used to create and maintain colleges to teach agriculture and engineering.

Although not all states used the money as planned in the act, some thirty states did establish new institutions. Purdue University, the University of Illinois, Texas A & M, Michigan State, and the University of California all trace their roots to the Morrill Act. Eighteen states gave the money to existing state universities to finance new agricultural and engineering departments. A few gave their money to private colleges. For example, Massachusetts used much of its funds to endow the Massachusetts Institute of Technology. One state changed its mind. Yale University was chosen to be funded in Connecticut, but farmers protested, and the legislature moved the assets to the University of Connecticut.

Most students chose to study engineering. Agriculture was not even considered a science until it had been dignified by the work of research stations. These were established at land-grant institutions in 1887 by the Hatch Act. Gradually, universities broke away from the narrow functions Congress had assigned them and presented a full range of academic offerings, from anthropology to zoology.

Today there are some 69 land-grant institutions in all 50 states, the District of Columbia, and Puerto Rico. About one in five college students in the United States attends land-grant schools.

14. When was the Morrill Act signed? _____
15. Who sponsored the Morrill Act? _____
16. What position did the sponsor of the Morrill Act have at the time it was passed? _____
17. How much land did each state receive under the Morrill Act? _____
18. How many states used the money in the way it was intended by Congress? _____
19. Which of these states used its money to fund a private university? _____
20. Who objected to the way the Connecticut legislature initially decided to spend its funds? _____
21. What was one effect of the Hatch Act of 1887? _____
22. How many land-grant institutions are in operation at present? _____
23. What percent of college students in the United States currently attend land-grant institutions? _____

## Exercise 45.2

**Focus:** Answering factual, negative, and scanning questions about reading passages.

**Directions:** Read the following passages and the questions about them. Decide which of the choices—(A), (B), (C), or (D)—best answers the question, and mark the answer. The first one is done as an example.

### Questions 1–9

Mesa Verde is the center of the prehistoric Anasazi culture. It is located in the high plateau lands near Four Corners, where Colorado, Utah, New Mexico, and Arizona come together. This high ground is majestic but not forbidding. The climate is dry, but tiny streams trickle at the bottom of deeply cut canyons, where seeps and springs provided water for the Anasazi to irrigate their crops. Rich red soil provided fertile ground for their crops of corn, beans, squash, tobacco, and cotton. The Anasazi domesticated the wild turkey and hunted deer, rabbits, and mountain sheep.

For a thousand years the Anasazi lived around Mesa Verde. Although the Anasazi are not related to the Navajos, no one knows what these Indians called themselves, and so they are commonly referred to by their Navajo name, Anasazi, which means "ancient ones" in the Navajo language.

Around 550 A.D., early Anasazi—then a nomadic people archaeologists call the Basketmakers—began constructing permanent homes on mesa tops. In the next 300 years, the Anasazi made rapid technological advancements, including the refinement of not only basket-making but also pottery-making and weaving. This phase of development is referred to as the Early Pueblo Culture.

By the Great Pueblo Period (1100–1300 A.D.), the Anasazi population swelled to over 5,000 and the architecturally ambitious cliff dwellings came into being. The Anasazi moved from the mesa tops onto ledges on the steep canyon walls, creating two and three story dwellings. They used sandstone blocks and mud mortar. There were no doors on the first floor and people used ladders to reach the first roof. All the villages had underground chambers called *kivas*. Men held tribal councils there and also used them for secret religious ceremonies and clan meetings. Winding paths, ladders, and steps cut into the stone led from the valleys below to the ledges on which the villages stood. The largest settlement contained 217 rooms. One might surmise that these dwellings were built for protection, but the Anasazi had no known enemies and there is no sign of conflict.

But a bigger mystery is why the Anasazi occupied these structures such a short time. By 1300, Mesa Verde was deserted. It is conjectured that the Anasazi abandoned their settlements because of drought, overpopulation, crop failure, or some combination of these. They probably moved southward and were incorporated into the pueblo villages that the Spanish explorers encountered two hundred years later. Their descendants still live in the Southwest.

1. The passage does NOT mention that the Anasazi hunted
   _____ (A) sheep
   ___✔___ (B) turkeys
   _____ (C) deer
   _____ (D) rabbits

2. The name that the Anasazi used for themselves
   _____ (A) means "basketmakers" in the Navajo language
   _____ (B) is unknown today
   _____ (C) was given to them by archaeologists
   _____ (D) means "ancient ones" in the Anasazi language

3. How long did the Early Pueblo Culture last?
   _____ (A) 200 years
   _____ (B) 300 years
   _____ (C) 550 years
   _____ (D) 1000 years

4. Where did the Anasazi move during the Great Pueblo Period?
   _____ (A) To settlements on ledges of canyon walls
   _____ (B) To pueblos in the south
   _____ (C) Onto the tops of the mesas
   _____ (D) Onto the floors of the canyons

5. According to the passage, the Anasazi buildings were made primarily of
   _____ (A) mud
   _____ (B) blocks of wood
   _____ (C) sandstone
   _____ (D) the skins of animals

6. According to the passage, the Anasazi entered their buildings on the ledges
   _____ (A) by means of ladders
   _____ (B) from underground chambers
   _____ (C) by means of stone stairways
   _____ (D) through doors on the first floor

7. According to the passage, *kivas* were used for all the following purposes EXCEPT
   _____ (A) clan meetings
   _____ (B) food preparation
   _____ (C) religious ceremonies
   _____ (D) tribal councils

8. According to the passage, the LEAST likely reason that the Anasazi abandoned Mesa Verde was
   _____ (A) drought
   _____ (B) overpopulation
   _____ (C) war
   _____ (D) crop failure

9. Where in the passage does the author mention specific accomplishments of the Basketmakers?
   _____ (A) Lines 7–9
   _____ (B) Lines 10–13
   _____ (C) Lines 14–15
   _____ (D) Lines 23–25

## Questions 10–15

Dulcimers are musical instruments that basically consist of wooden boxes with strings stretched over them. In one form or another, they have been around since ancient times, probably originating with the Persian santir. Today there are two varieties: the hammered dulcimer and the Appalachian, or
(line) mountain dulcimer. The former is shaped like a trapezoid, has two or more strings, and is played
(5) with wooden mallets. It is the same instrument played in a number of Old World countries. The Appalachian dulcimer is classified by musicologists as a box zither. It is a descendant of the Pennsylvania Dutch scheitholt and the French epinette. Appalachian dulcimers are painstakingly fashioned by artisans in the mountains of West Virginia, Kentucky, Tennessee, and Virginia. These instruments have three or four strings and are plucked with quills or the fingers. They are shaped like
(10) teardrops or hourglasses. Heart-shaped holes in the sounding board are traditional. Most performers play the instruments while seated with the instruments in their laps, but others wear them around their necks like guitars or place them on tables in front of them. Originally used to play dance music, Appalachian dulcimers were popularized by performers such as John Jacob Niles and Jean Ritchie during the folk music revival of the 1960's.

10. According to the passage, a hammered dulcimer is made in the shape of
    _____ (A) an hourglass
    _____ (B) a heart
    _____ (C) a trapezoid
    _____ (D) a teardrop

11. According to the passage, which of the following is NOT an ancestor of the Appalachian dulcimer?
    _____ (A) The box zither
    _____ (B) The santir
    _____ (C) The scheitholt
    _____ (D) The epinette

12. According to the passage, how many strings does the Appalachian dulcimer have?
    _____ (A) One or two
    _____ (B) Three or four
    _____ (C) Four or five
    _____ (D) Six or more

13. According to the author, most performers play the Appalachian dulcimer
    _____ (A) while sitting down
    _____ (B) with the instrument strapped around their neck
    _____ (C) while standing at a table
    _____ (D) with wooden hammers

14. According to the author, what are John Jacob Niles and Jean Ritchie known for?
    _____ (A) Played dance music on Appalachian dulcimers
    _____ (B) Are artisans who design Appalachian dulcimers
    _____ (C) Helped bring Appalachian dulcimers to the public's attention
    _____ (D) Began the folk music revival of the 1960's

15. Where in the passage does the author describe the hammered dulcimer?
    _____ (A) Lines 1–2
    _____ (B) Lines 4–5
    _____ (C) Lines 9–10
    _____ (D) Lines 13–14

## Questions 16–20

Humanitarian Dorothea Dix was born in Hampden, Maine, in 1802. At the age of 19, she established a school for girls, the Dix Mansion School, in Boston, but had to close it in 1835 due to her poor health. She wrote and published the first of many books for children in 1824. In 1841, Dix
(line) accepted an invitation to teach classes at a prison in East Cambridge, Massachusetts. She was deeply
(5) disturbed by the sight of mentally ill persons thrown in the jail and treated like criminals. For the next 18 months, she toured Massachusetts institutions where other mental patients were confined, and reported the shocking conditions she found to the state legislature. When improvements followed in Massachusetts, she turned her attention to the neighboring states and then to the West and South.

(10) Dix's work was interrupted by the Civil War; she served as superintendent of women hospital nurses for the federal government.

Dix saw special hospitals for the mentally ill built in some 15 states. Although her plan to obtain public land for her cause failed, she aroused concern for the problem of mental illness all over the United States as well as in Canada and Europe.

(15) Dix's success was due to her independent and thorough research, her gentle but persistent manner, and her ability to secure the help of powerful and wealthy supporters.

16. In what year was the Dix Mansion School closed?
    _____ (A) 1802
    _____ (B) 1824
    _____ (C) 1835
    _____ (D) 1841

17. Why did Dorothea Dix first go to a prison?
    _____ (A) She taught classes there.
    _____ (B) She was sent there by the state legislature.
    _____ (C) She was convicted of a crime.
    _____ (D) She was doing research for a book.

18. Where was Dorothea Dix first able to bring about reforms in the treatment of the mentally ill?
    _____ (A) Canada
    _____ (B) Massachusetts
    _____ (C) The West and South
    _____ (D) Europe

19. Dorothea Dix was NOT successful in her attempt to
    _____ (A) become superintendent of nurses
    _____ (B) publish books for children
    _____ (C) arouse concern for the mentally ill
    _____ (D) obtain public lands

20. At what point of the passage does the author discuss specific reasons for Dix's success?
    _____ (A) Lines 1-3
    _____ (B) Lines 4-5
    _____ (C) Lines 10-11
    _____ (D) Lines 15-16

## Questions 21–26

A quilt is a bed cover made of squares of material pieced together. Each square consists of two layers filled with a layer of wool or cotton cloth, feathers, or down. Often, the squares are decorated with fancy stitches and designs. According to legend, the earliest pieced quilt was stitched in 1704 by
(line) Sarah Sedgewick Everett, wife of the governor of the Massachusetts colony. By 1774 George
(5) Washington was buying quilts in Belvoir, Virginia, to take back to Martha in Mount Vernon. As the frontier moved westward, quilting went along. In addition to sleeping under them, homesteaders kept out drafts by hanging quilts over doors and windows. And if the money ran out, quilts were used to pay debts.

For isolated pioneer women, quilts were a source of comfort. Mary Wilman, whose family moved
(10) to Texas from Missouri in 1890, recalled the first time she and her mother had to spend a week alone and a dust storm came up. "The wind blew for three days and the dust was so thick that you couldn't see the barn. My mother quilted all day, and she taught me how to quilt. If it hadn't been for quilting, I think we would have gone crazy."

Quilting provided an important social function for the women of the frontier as well. At quilting
(15) bees, women met to work on quilts and to share the latest news.

Today, however, the homely quilt has become a costly cultural phenomenon. The International Quilt Festival in Houston, Texas, the "world's fair of quilting," attracted only 2,500 people and displayed only 200 quilts when it began a dozen years ago. This year there were over 20,000 visitors and 5,000 quilts, some of which sold for as much as $50,000.

21. According to legend, who made the first American quilt?
    _____ (A) Sarah Sedgewick Everett
    _____ (B) the governor of the colony of Massachusetts
    _____ (C) Martha Washington
    _____ (D) Mary Wilman

22. Which of the following is NOT mentioned in the passage as one of the benefits of quilts for pioneers?
    _____ (A) They could be used to pay debts.
    _____ (B) They could be used to help insulate houses.
    _____ (C) They could provide psychological comfort.
    _____ (D) They could be worn as warm clothing.

23. According to the passage, what is a "quilting bee?"
    _____ (A) A type of insect
    _____ (B) A gathering where women socialized and made quilts
    _____ (C) A type of quilt
    _____ (D) A place where people buy and sell quilts

24. In what state is the International Quilt Festival held?
    _____ (A) Massachusetts
    _____ (B) Texas
    _____ (C) Virginia
    _____ (D) Missouri

25. How many quilts were displayed at the first International Quilt Festival?
    _____ (A) 200
    _____ (B) 2,500
    _____ (C) 5,000
    _____ (D) 20,000

26. Where in the passage does the author first begin to discuss the way in which the public's perception of quilts has changed in modern times?
    _____ (A) Lines 6–8
    _____ (B) Line 9
    _____ (C) Lines 14–15
    _____ (D) Line 16

## Questions 27–32

Ambient divers, unlike divers who go underwater in submersible vehicles or pressure-resistant suits, are exposed to the pressure and temperature of the surrounding (*ambient*) water. Of all types of diving, the oldest and simplest is free diving. Free divers may use no equipment at all, but most
(line) use a face mask, foot fins, and a snorkel. Under the surface, free divers must hold their breath. Most
(5) free divers can descend only 30 to 40 feet, but some skilled divers can go as deep as 100 feet.

Scuba diving provides greater range than free diving. The word *scuba* stands for *s*elf-contained *u*nderwater *b*reathing *a*pparatus. Scuba divers wear metal tanks with compressed air or other breathing gases. When using open-circuit equipment, a scuba diver simply breathes air from the tank through a hose and releases the exhaled air into the water. A closed-circuit breathing device, also
(10) called a rebreather, filters out carbon dioxide and other harmful gases and automatically adds oxygen. This enables the diver to breathe the same air over and over.

In surface-supplied diving, divers wear helmets and waterproof canvas suits. Today, sophisticated plastic helmets have replaced the heavy copper helmets used in the past. These divers get their air from a hose connected to compressors on a boat. Surface-supplied divers can go deeper than any other type of ambient diver.

27. Ambient divers are ones who
    _____ (A) can descend to extreme depths
    _____ (B) use submersible vehicles
    _____ (C) use no equipment
    _____ (D) are exposed to the surrounding water

28. According to the passage, a free diver may use any of the following EXCEPT
    _____ (A) a rebreather
    _____ (B) a snorkel
    _____ (C) foot fins
    _____ (D) a mask

29. According to the passage, the maximum depth for free divers is around
    _____ (A) 40 feet
    _____ (B) 100 feet
    _____ (C) 200 feet
    _____ (D) 1,000 feet

30. When using closed-circuit devices, divers
    _____ (A) exhale air into the water
    _____ (B) hold their breath
    _____ (C) breathe the same air over and over
    _____ (D) receive air from the surface

31. According to the passage, surface-supplied divers today use helmets made from
    _____ (A) glass
    _____ (B) copper
    _____ (C) plastic
    _____ (D) canvas

32. Where in the passage does the author mention which type of diver can make the deepest descents?

_____ (A) Lines 2–3
_____ (B) Lines 6–8
_____ (C) Lines 9–10
_____ (D) Lines 14–15

## LESSON 46

### INFERENCE QUESTIONS AND PURPOSE QUESTIONS

## A) Inference Questions

As in the Listening Comprehension section, there are questions in the Reading Comprehension section that require you to make **inferences.** The answers to these questions are not directly provided in the passage—you must "read between the lines." In other words, you must make conclusions based indirectly on information in the passage. Many test-takers find these questions the most difficult type of Reading question.

Inference questions may be phrased in a number of ways. Many of these questions contain some form of the words *infer* or *imply.*

- Which of the following can be inferred from the passage?
- It can be inferred from the passage that . . .
- The author implies that . . .
- Which of the following does the passage imply?
- Which of the following would be the most reasonable guess about _____?
- The author suggests that . . .
- It is probable that . . .

There will probably be from five to eight of these questions per Reading section.

### ▼ Sample Item

A star very similar to the Sun is one of the nearest stars to Earth. That star is Alpha Centauri, just 4.3 light-years away. Other than our own Sun, the nearest star to the Earth is a tiny red star, not visible without a telescope, called Proxima Centauri.

It can be inferred from this passage that
(A) Proxima Centauri is similar to the Earth's Sun.
(B) Proxima Centauri is the closest star to the Earth.
(C) Alpha Centauri is invisible from the Earth.
(D) Proxima Centauri is less than 4.3 light-years from the Earth.

Choice (A) is not a valid inference; Alpha Centauri is similar to the Sun, but Proxima Centauri is "a tiny red star." Choice (B) also cannot be inferred; the closest star to the Earth is our own Sun. Nor can (C) be inferred; Proxima Centauri is invisible, but there is no information as to whether Alpha Centauri is. Since Alpha Centauri is 4.3 light-years away, it can be inferred that Alpha Centauri, the closest star, is less than that. ▲

## B) Purpose Questions

These questions ask why the author of a passage mentions some piece of information, includes a quotation from a person or a study, or uses some particular word or phrase.

**Sample Questions**

- Why does the author mention _____?
- The author refers to _____ to indicate that . . .
- The author quotes _____ in order to show . . .
- The phrase _____ in line _____ is mentioned to illustrate the effect of . . .

**Sample Answer Choices**

- To strengthen the argument that _____
- To provide an example of _____
- To challenge the idea that _____
- To contradict _____
- To support the proposal to _____

There are usually from one to four purpose questions per Reading section.

## Exercise 46.1

**Focus:** Identifying valid inferences based on sentences.

**Directions:** Read each sentence; then mark the one answer choice—(A), (B), or (C)—that is a valid inference based on that sentence. The first one is done as an example.

1. Cities founded around the turn of the eighteenth century, such as Williamsburg, Annapolis, and especially Philadelphia, were laid out on a regular grid with public squares, while cities laid out in the mid-seventeenth century, such as Boston, remain chaotic to this day.
   _____ (A) Philadelphia is today laid out more regularly than either Williamsburg or Annapolis.
   _✔_ (B) Boston was not originally laid out according to a logical plan.
   _____ (C) Philadelphia, Williamsburg, and Annapolis were founded before Boston.

2. When apple growers talk about new varieties of apples, they don't mean something developed last month, last year, or even in the last decade.
   _____ (A) Apple growers haven't developed any new varieties in recent decades.
   _____ (B) Some varieties of apples can be developed in a short time, but others take a long time.
   _____ (C) New varieties of apples take many years to develop.

3. Blood cholesterol used to be thought of as a problem only for adults.
   _____ (A) Blood cholesterol is no longer a problem for adults.
   _____ (B) Only children have a problem with blood cholesterol.
   _____ (C) Blood cholesterol affects both adults and children.

4. A metal-worker of 3,000 years ago would recognize virtually every step of the lost-wax process used to cast titanium for jet engines.
   _____ (A) Titanium has been forged for thousands of years.
   _____ (B) The lost-wax method of casting is very old.
   _____ (C) Metal working has changed very little in 3,000 years.

5. There is more quartz in the world than any one kind of feldspar, but the feldspars as a group are five times more common than quartz.
   _____ (A) One type of quartz is five times more plentiful than feldspar.
   _____ (B) Quartz is less common than the feldspars.
   _____ (C) The most common type of feldspar is as plentiful as quartz.

6. Compared with the rest of its brain, the visual area of a turtle's brain is comparatively small since turtles, like all other reptiles, depend on senses other than sight.
   _____ (A) No reptile uses sight as its primary sense.
   _____ (B) Animals that depend on sight all have larger visual areas in their brain than turtles do.
   _____ (C) The visual areas of other reptile brains are comparatively smaller than those of turtles.

7. Contrary to popular belief, there is no validity to the stories one hears of initials carved in a tree by a young boy becoming elevated high above his head when he visits the tree as an old man.
   _____ (A) Trees don't grow the way many people think they do.
   _____ (B) If a child carves initials in a tree, it won't grow.
   _____ (C) Over time, initials that are carved into a tree will be elevated.

8. Illegible handwriting does not indicate weakness of character, as even a quick glance at the penmanship of George Washington, Franklin D. Roosevelt, or John Kennedy reveals.
   _____ (A) Washington, Roosevelt, and Kennedy all had handwriting that was difficult to read.
   _____ (B) A person's handwriting reveals a lot about that person.
   _____ (C) The author believes that Washington, Roosevelt, and Kennedy all had weak characters.

9. William Faulkner set many of his novels in and around an imaginary town, Jefferson, Mississippi, which he closely patterned after his hometown of Oxford, Mississippi.
   _____ (A) William Faulkner wrote many of his novels while living in Jefferson, Mississippi.
   _____ (B) The town of Oxford, Mississippi, exists only in Faulkner's novels.
   _____ (C) Faulkner actually wrote about his hometown but did not use its real name.

10. Most fish take on, to a certain degree, the coloration of their natural surroundings, so it is not surprising that the fish inhabiting warm, shallow waters around tropical reefs are colored all the brilliant tints of the rainbow.
   _____ (A) Tropical fish are unlike other fish because they take on the coloration of their environment.
   _____ (B) Tropical fish are brightly colored because they inhabit warm waters.
   _____ (C) Tropical reefs are brightly colored environments.

11. Although sheepherding is an older and more beloved occupation, shepherds never caught the attention of American filmmakers the way cowboys did.
   _____ (A) There have been more American films about cowboys than about shepherds.
   _____ (B) Films about shepherds were popular before films about cowboys.
   _____ (C) Cowboys are generally younger than shepherds.

12. The Okefenokee Swamp is a fascinating realm that both confirms and contradicts popular notions of a swamp, because along with huge cypresses, dangerous quagmires, and dim waterways, the Okefenokee has sandy pine islands, sunlit prairies, and clear lakes.
   _____ (A) People generally feel that swamps are fascinating places.
   _____ (B) The Okefenokee has features that most people do not associate with swamps.
   _____ (C) Most swamps do not have huge cypresses, dangerous quagmires, and dim waterways.

13. As an architect, Thomas Jefferson preferred the Roman style, as seen in the University of Virginia, to the English style favored by Charles Bullfinch.
   _____ (A) The University of Virginia was influenced by the Roman style.
   _____ (B) Bullfinch was an English architect.
   _____ (C) Jefferson preferred to build in the English style of architecture.

14. In all cultures, gestures are used as a form of communication, but the same gestures may have very different meanings in different cultures.
   _____ (A) No two cultures use the same gestures.
   _____ (B) One gesture will never have the same meaning in two cultures.
   _____ (C) A person from one culture may misunderstand the gestures used by a person from another culture.

15. Even spiders that do not build webs from silk use it for a variety of purposes, such as constructing egg sacs and nursery tents.
    _____ (A) All spiders build webs.
    _____ (B) Spiders that build webs don't build egg sacs or nursery tents.
    _____ (C) Silk is used by all spiders.

## Exercise 46.2

**Focus:** Recognizing valid inferences based on longer passages.

**Directions:** Read the passages. If the statements following the passages are valid inferences based on those passages, mark the items *I*. If the statements cannot be inferred from the passage, mark those items *X*. The first one is done as an example.

## Questions 1–7

The term "neon light" was originally applied to a particular type of vapor lamp using the inert gas neon. A long tube was filled with neon, which then became luminous at low pressure when an electric current was passed through it. The lamp then emitted the characteristic reddish-orange light of neon. Today, the term "neon light" is given to lamps of this general type which may be filled with a variety of gases, depending on the color that is desired. Argon, for example, is used to produce blue light. Colors can also be altered by changing the color of the glass tube. The tubes must be quite long in all these lamps to produce light efficiently. As a result, high voltages are required. Neon tube lamps are not practical for indoor illumination, but they have found widespread outdoor use in glowing, colorful advertising signs.

__X__ 1. The inert gas neon is reddish-orange in color.

_____ 2. The meaning of the term "neon light" has changed over time.

_____ 3. Today's "neon lights" never actually contain neon.

_____ 4. All types of "neon lights" work on the same general principles.

_____ 5. When stimulated by electricity, different types of gas produce different colors.

_____ 6. Modern "neon lights" are more efficient than those used in the past.

_____ 7. The primary market for neon lights is businesses rather than private households.

## Questions 8–15

Natural flavorings and fragrances are often costly and limited in supply. For example, the vital ingredient in a rose fragrance is extracted from natural rose oil at a cost of thousands of dollars a pound; an identical synthetic substance can be made for 1% of this cost. Since the early twentieth century, success in reproducing these substances has created a new industry that today produces hundreds of artificial flavors and fragrances.

Some natural fragrances are easily synthesized; these include vanillin, the aromatic ingredient in vanilla, and benzaldehyde, the aromatic ingredient in wild cherries. Other fragrances, however, have dozens, even hundreds of components. Only recently has it been possible to separate and identify these ingredients by the use of gas chromatography and spectroscopy. Once the chemical identity is known, it is often possible to synthesize them. Nevertheless, some complex substances, such as the aroma of fresh coffee, have still not been duplicated satisfactorily.

Many of the chemical compounds making up these synthetics are identical to those found in nature, and are as harmless or harmful as the natural substances. New products must be tested for safety, and when used in food, must be approved by the U.S. Food and Drug Administration.

The availability of synthetic flavors and fragrances has made possible a large variety of products, from inexpensive beverages to perfumed soap to used cars with applied "new car odor."

_____ 8. Natural rose fragrance is 100 times more expensive to produce than artificial rose fragrance.

_____ 9. Vanillin is easier to synthesize than benzaldehyde.

_____ 10. In general, the more components there are in a fragrance, the harder it is to synthesize.

_____ 11. Once a substance has been chemically analyzed, it can always be easily synthesized.

_____ 12. Only recently has it been possible to satisfactorily synthesize the aroma of fresh coffee.

_____ 13. Not all synthetic flavors are harmless.

_____ 14. Synthesized substances must be tested for safety only if they are used in food.

_____ 15. Synthetic fragrances can be used to make a used car smell like a new one.

## Questions 16–20

A legend is a popular type of folk tale. In some ways, legends resemble myths, another type of folk tale. But myths describe events from antiquity and usually deal with religious subjects, such as the birth of a god. Legends tell of recognizable people, places, and events and often take place in comparatively recent times. Some legends are based on real persons or events, but many are entirely fictional. The legends of the superhuman accomplishments of Paul Bunyan and Pecos Bill are imaginary, while the legends about Washington and Lincoln are mostly exaggerations of real qualities those two presidents had.

All societies have legends. Most legends began as stories about the heroes of a particular region, occupation, or ethnic group. For example, John Henry was a legendary hero of black Americans, and Casey Jones of railroad workers. Over time, however, these figures have become national heroes.

_____ 16. Both legends and myths can be classified as folk tales.

_____ 17. Myths generally take place in comparatively recent times.

_____ 18. The stories of Paul Bunyan and Pecos Bill are not true, but they are based on actual people.

_____ 19. Legends about Washington and Lincoln are not entirely fictional.

_____ 20. John Henry and Casey Jones are today well-known only by certain groups of people.

## Exercise 46.3

**Focus:** Answering inference and purpose questions.

**Directions:** Read the following passages and the questions about them. Decide which of the choices—(A), (B), (C), or (D)—best answers the question, and mark the answer. The first one is done as an example.

## Questions 1–4

Pigeons have been taught to recognize human facial expressions, upsetting long-held beliefs that only humans had evolved the sophisticated nervous systems to perform such a feat. In recent experiments at the University of Iowa, eight trained pigeons were shown photographs of people displaying emotions of happiness, anger, surprise, and disgust. The birds learned to distinguish between these expressions. Not only that, but they were also able to correctly identify the same expressions on photographs of unfamiliar faces. Their achievement does not suggest, of course, that the pigeons had any idea what the human expressions meant.

Some psychologists have theorized that because of the importance of facial expression to human communication, humans developed special nervous systems capable of recognizing subtle expressions. The pigeons cast doubt on that idea, however.

(15) In fact, the ability to recognize facial expressions of emotion is not necessarily innate even in human babies, but may have to be learned in much the same way pigeons learn. In experiments conducted several years ago at the University of Iowa, it was found that pigeons organize images of things into the same (20) logical categories that humans do.

None of this work would come as any surprise to Charles Darwin, who long ago wrote about the continuity of mental development from animals to humans.

1. From the passage, which of the following can be inferred about pigeons?
   _____ (A) They can show the same emotions humans can.
   _____ (B) They can understand human emotions.
   _____ (C) They can only identify the expressions of people they are familiar with.
   ___✔___ (D) They have more sophisticated nervous systems than was once thought.

2. The passage implies that, at birth, human babies
   _____ (A) have nervous systems capable of recognizing subtle expressions
   _____ (B) can learn from pigeons
   _____ (C) are not able to recognize familiar faces
   _____ (D) may not be able to identify basic emotions through facial expressions

3. Why does the author mention the experiments conducted several years ago at the University of Iowa?
   _____ (A) They proved that pigeons were not the only kind of animal with the ability to recognize facial expressions.
   _____ (B) They were contradicted by more recent experiments.
   _____ (C) They proved that the ability to recognize human expressions was not innate in human babies.
   _____ (D) They showed the similarities between the mental organization of pigeons and that of humans.

4. If Charles Darwin could have seen the results of this experiment, his most probable response would have been one of
   _____ (A) rejection
   _____ (B) surprise
   _____ (C) agreement
   _____ (D) amusement

## Questions 5–7

The spectacular eruptions of Old Faithful geyser in Yellowstone National Park do not occur like clockwork. Before the earthquake of 1959, eruptions came every 60 to 65 minutes; today they are as (line) little as 30 minutes or as much as 90 minutes apart. The geyser (5) usually gives a warning: a short burst of steam. Then a graceful column rises up to 150 feet in the air. The water unfurls in the sunlight with the colors of the rainbow playing across it.

This eruption is only the visible part of the spectacle. The geyser is linked by an intricate plumbing network to some (10) extremely hot rocks. As water seeps into the underground system, it is heated at the bottom like water in a tea kettle. But while water in a kettle rises because of convection, the narrow tubes of the geyser system prevent free circulation of the water. Thus,

the water in the upper tubes is far cooler than the water at the bottom. The weight of the water puts pressure on the column, and this raises the boiling point of the water near the bottom. Finally, the water in the upper part of the column warms and expands, some of it welling out of the mouth of the geyser. This decreases the pressure on the superheated water, which abruptly turns to steam. This in turn forces all the water and vapor out of the geyser.

5. It can be inferred from the passage that the earthquake of 1959 made Old Faithful geyser erupt
   _____ (A) more frequently
   _____ (B) less regularly
   _____ (C) more suddenly
   _____ (D) less spectacularly

6. Why does the author mention a rainbow in line 7?
   _____ (A) The column of water forms an arc in the shape of a rainbow.
   _____ (B) In the sunlight, the column of water may produce the colors of the rainbow.
   _____ (C) Rainbows can be seen quite frequently in Yellowstone National Park.
   _____ (D) The rainbow, like the geyser, is an example of the beauty of nature.

7. The passage implies that Old Faithful would probably not erupt at all if
   _____ (A) the tubes of the geyser system were very wide
   _____ (B) the climate suddenly changed
   _____ (C) there had not been an earthquake in 1959
   _____ (D) the underground tubes were longer

## Questions 8–12

In 1881, a new type of weed began spreading across the northern Great Plains. Unlike other weeds, the tumbleweed did not spend its life rooted to the soil; instead it tumbled and rolled across fields in the wind. The weed had sharp, spiny leaves that could lacerate the flesh of ranchers and horses alike. It exploited the vast area of the plains, thriving in regions too barren to support other plants. With its ability to generate and disseminate numerous seeds quickly, it soon became the scourge of the prairies.

To present-day Americans, the tumbleweed symbolizes the Old West. They read the Zane Grey novels in which tumbleweeds drift across stark western landscapes and see classic western movies in which tumbleweeds share scenes with cowboys and covered wagons. Yet just over a century ago, the tumbleweed was a newcomer. The first sign of the invasion occurred in North and South Dakota in the late 1870's.

Farmers had noticed the sudden appearance of the new, unusual weed. One group of immigrants, however, did not find the weed at all unfamiliar. The tumbleweed, it turns out, was a native of southern Russia, where it was known as Tartar thistle. It was imported to the United States by unknown means.

Frontier settlers gave the plants various names: saltwort, Russian cactus, and wind witch. But botanists at the Department of Agriculture preferred the designation *Russian thistle* as the plant's common name. However, these botanists had a much harder time agreeing on the plant's scientific name. Generally, botanists compare a plant to published accounts of similar plants, or to samples kept as specimens. Unfortunately, no book described the weed, and no samples existed in herbaria in the United States.

8. Which of the following can be inferred about tumbleweeds?
   _____ (A) They have strong, deep roots.
   _____ (B) They require a lot of care.
   _____ (C) They reproduce efficiently.
   _____ (D) They provided food for ranchers and animals.

9. The passage suggests that most present-day Americans
   _____ (A) consider the tumbleweed beneficial
   _____ (B) don't know when tumbleweeds came to North America
   _____ (C) have never heard of tumbleweeds
   _____ (D) believe tumbleweeds are newcomers to the United States

10. The author mentions the novels of Zane Grey and classic western movies (lines 11-12) because they
    _____ (A) tell the story of the invasion of tumbleweeds
    _____ (B) are sources of popular information about tumbleweeds
    _____ (C) present very inaccurate pictures of tumbleweeds
    _____ (D) were written long before tumbleweeds were present in the United States

11. It is probable that the "group of immigrants" mentioned in line 18
    _____ (A) was from southern Russia
    _____ (B) had lived in North and South Dakota for many years
    _____ (C) imported tumbleweeds into the United States
    _____ (D) wrote a number of accounts about tumbleweeds

12. From the passage it can be inferred that the botanists at the Department of Agriculture
    _____ (A) could not find any tumbleweeds on the plains
    _____ (B) gave the names saltwort, Russian cactus, and wind witch to the tumbleweed
    _____ (C) could not decide on a common designation for the tumbleweed
    _____ (D) found it difficult to classify the plant scientifically

## Questions 13–17

For most modern airports, the major design problem is scale—how to allow adequate space on the ground for maneuvering wide-body jets while permitting convenient and rapid movement of passengers departing, arriving, or transferring from one flight to another.

Most designs for airport terminals take one of four approaches. In the linear plan, the building may be straight or curved. The passengers board aircraft parked next to the terminal. This plan works well for small airports that need to provide boarding areas for only a few aircraft at a time.

In the pier plan, narrow corridors or piers extend from a central building. This plan allows many aircraft to park next to the building. However, it creates long walking distances for passengers.

(15) In the satellite plan, passengers board aircraft from small terminals that are separated from the main terminals. Passengers reach the satellites by way of shuttle trains or underground passageways that have shuttle trains or moving sidewalks.

The transporter plan employs some system of transport to move (20) passengers from the terminal building to the aircraft. If buses are used, the passengers must climb a flight of stairs to board the aircraft. If mobile lounges are used, they can link up directly with the aircraft and protect passengers from the weather.

13. It can be inferred that scale would not pose a major design problem at airports if
_____ (A) airports were larger
_____ (B) aircraft did not need so much space to maneuver on the ground
_____ (C) other forms of transportation were more efficient
_____ (D) airplanes could fly faster

14. The linear plan would probably be best at
_____ (A) a busy airport
_____ (B) an airport used by many small aircraft
_____ (C) an airport with only a few arrivals or departures
_____ (D) an airport that serves a large city

15. The passage implies that the term "satellite plan" is used because
_____ (A) satellites are launched and tracked from these sites
_____ (B) small terminals encircle the main terminal like satellites around a planet
_____ (C) the plan makes use of the most modern, high-technology equipment
_____ (D) airports that make use of this plan utilize data from weather satellites

16. The passage suggests that shuttle trains transfer passengers to satellite terminals from
_____ (A) the main terminal
_____ (B) airplanes
_____ (C) downtown
_____ (D) other satellite terminals

17. It can be inferred that mobile lounges would be more desirable than buses when
_____ (A) passengers are in a hurry
_____ (B) flights have been delayed
_____ (C) the weather is bad
_____ (D) passengers need to save money

## Questions 18–20

The sea has been rising relative to the land for at least 100 years, geologists say. During that same period, the Atlantic Coast has eroded an average of 2 to 3 feet per year, the Gulf
(line) Coast even faster. Many engineers maintain that seawalls and
(5) replenished beaches are necessary to protect the nation's shoreline. Too many people live or vacation in Miami Beach, Atlantic City, or Martha's Vineyard to allow their roads and buildings to simply fall into the sea.

The problem with seawalls is that they simply don't work. One
(10) study has shown that, in fact, seawalls accelerate the erosion of beaches.

Faced with the loss of their beaches, other communities have tried a simple but expensive solution: replace the lost sand. These replenishment programs, however, are costly and of dubious
(15) value. Another study has shown that only 10% of replenished beaches lasted more than 5 years.

18. It can be inferred from the passage that the author
    _____ (A) opposes the use of both seawalls and beach replenishment
    _____ (B) believes beach replenishment would be more effective than seawalls
    _____ (C) opposes any actions to protect the shoreline
    _____ (D) denies that beach erosion is a problem

19. Why does the author mention Miami Beach, Atlantic City, and Martha's Vinyard?
    _____ (A) These are communities with seawalls.
    _____ (B) These are communities that have implemented replenishment programs.
    _____ (C) These are communities in danger of beach erosion.
    _____ (D) These are communities which have lost roads and buildings to erosion.

20. The author quotes the two studies in the passage in order to
    _____ (A) suggest that the sea is not rising as fast as was originally believed
    _____ (B) strengthen the engineers' contention that seawalls and replenished beaches are necessary
    _____ (C) propose two new solutions to beach erosion
    _____ (D) support his own position

## LESSON 47

## VOCABULARY-IN-CONTEXT QUESTIONS

In vocabulary-in-context questions, you must determine which of four words or phrases can best substitute for a word or words in the passage.

Most of the questions ask about single words (usually nouns, verbs, adjectives, and adverbs). Some ask about two- or three-word phrases.

Sometimes two or more of the answer choices for these items might be "correct" definitions of the word that is asked about. In those cases, you must decide which is correct in the context of the passage.

There are a number of clues that can help you determine the meaning of an unknown word:

- **Synonyms**

  The first state to institute compulsory education was Massachusetts, which made it mandatory for students to attend school 12 weeks a year.

  The word *mandatory* is a synonym for the word *compulsory*.

- **Examples**

  Many gardeners use some kind of mulch, such as chopped leaves, peat moss, grass clippings, pine needles, or wood chips, in order to stop the growth of weeds and to hold in moisture.

  From the examples given, it is clear that *mulch* is plant matter.

- **Contrast**

  In the 1820's the Southern states supported improvements in the national transportation system, but the Northern states balked.

  Since the Southern states supported improvements, and since a word signaling contrast (*but*) is used, it is clear that the Northern states disagreed with this idea, and that the word *balked* must mean *objected* or *refused*.

- **General Context**

  In a desert, vegetation is so scanty as to be incapable of supporting any large human population.

  As is generally known, deserts contain little vegetation, so clearly the word *scanty* must mean *scarce* or *barely sufficient*.

When answering vocabulary-in-context questions, you must often depend on the general context of the sentence to help you choose the correct answer.

You should follow these steps to answer vocabulary-in-context items:

1. Look at the word being asked about and the four answer choices. If you are familiar with the word, guess which answer is correct. Do *not* mark your answer sheet yet.
2. Read the sentence in which the word appears. If you were familiar with the word and guessed at the answer, make sure that the word that you chose fits with the word as it is used in the sentence. If you were unfamiliar with the word, see if context clues in the sentence or in the sentences before or after help you guess the meaning.

3. If you are not sure which answer is correct, read the sentence with each of the four answer choices in place. Does one seem more logical, given the context of the sentence, than the other three? If not, do any seem illogical? (Those you can eliminate.)
4. If you're still not sure, make the best guess you can and go on.

### ▼ Sample Items

In Britain's North American colonies, university trained physicians were at a premium. At the time of the Revolution, there were probably only around 400 physicians
(line) and some 3,000 practitioners who had on-the-job training as
(5) barber-surgeons or physicians' apprentices. Whether university trained or not, none had much knowledge of the causes of disease, and the "cures" they often recommended—bleeding, blistering, and the use of violent purgatives—were at best ineffective and at
(10) worst lethal.

1. The phrase "at a premium" in line 2 is closest in meaning to
   (A) well-paid
   (B) not very numerous
   (C) very experienced
   (D) not well-respected

The phrase "only around 400" indicates that there was a shortage of university-trained physicians.

2. Which of the following words could best be substituted for the word "lethal" in line 10?
   (A) Impractical
   (B) Brutal
   (C) Impossible
   (D) Deadly

The phrase "at best ineffectual and at worst lethal" indicates that the correct answer must describe a situation much worse than ineffectual. Choices (A) and (C) don't create logical sentences when substituted for *lethal*. Choice (B), *brutal* (which means savage or violent), is more logical, but only choice (D) is synonymous with the word that is asked about. ▲

## Exercise 47.1

**Focus:** Using context clues to answer vocabulary-in-context questions involving words with multiple definitions.

**Directions:** Read each item. Then mark the answer choice that could best be used in place of the underlined expression as it appears in the sentence.

1. The planet Mercury is visible to the <u>naked</u> eye but is not the easiest planet to spot.
   _____ (A) unclothed
   __✓__ (B) unaided
   _____ (C) unarmed

2. Every atlas has its own legend.
   _____ (A) mythical story
   _____ (B) famous person
   _____ (C) explanation of symbols

3. Above the snowline, any mountain hollow is permanently occupied with snow.
   _____ (A) filled
   _____ (B) busy

4. The glass factories of Toledo, Ohio, boomed after Michael Owens invented a process that turned out bottles by the thousands.
   _____ (A) exploded
   _____ (B) resounded
   _____ (C) prospered

5. Dr. René Dubos, a French physician who came to the United States in 1924, searched for substances that would check the growth of bacteria.
   _____ (A) restrict
   _____ (B) investigate

6. The root of the horseradish plant has a biting taste.
   _____ (A) chewing
   _____ (B) sharp
   _____ (C) sarcastic

7. The double-bass is shaped like a viola and has a deep, rich tone.
   _____ (A) valuable
   _____ (B) resonant
   _____ (C) abundant

8. A public library is a resource the entire community can draw on.
   _____ (A) illustrate
   _____ (B) approach
   _____ (C) use

9. A business concern with two or more owners is referred to as a partnership.
   _____ (A) firm
   _____ (B) worry

10. Table salt is finer than rock salt.
    _____ (A) made up of smaller particles
    _____ (B) of better quality
    _____ (C) freer of impurities

11. Shirley Jackson's sometimes chilling, sometimes hilarious stories were largely ignored by critics at the time they were published.
    _____ (A) freezing
    _____ (B) frightening

12. As a child, the sharpshooter Annie Oakley hunted game with such success that, by selling it, she was able to pay off the mortgage on her family's farm.
    _____ (A) animals
    _____ (B) athletic competition

13. All chimpanzees are extremely curious about their surroundings.
    _____ (A) strange
    _____ (B) inquisitive

14. Furniture design and manufacture were originally the work of individuals, but by the eighteenth century, many furniture makers had teams of craftsmen to help them carry out their plans.
    _____ (A) transport
    _____ (B) obey
    _____ (C) implement

15. Samuel Latham Mitchell helped found Rutgers Medical College in New Jersey in 1826, and he produced several important works in chemistry and geology.
    _____ (A) books
    _____ (B) accomplishments
    _____ (C) factories

## Exercise 47.2

**Focus:** Answering vocabulary-in-context questions about words or phrases in reading passages.

**Directions:** Answer the questions about the vocabulary in the passages, and mark the words or phrases that are closest in meaning to the words or phrases that are asked about. The first one is done as an example.

## Questions 1–11

The Civil War created feverish manufacturing activity to supply critical material, especially in the North. When the fighting stopped, the stage was set for dramatic economic growth. Wartime
(line) taxes on production vanished, and the few taxes that remained
(5) leaned heavily on real estate, not on business. The population flow from farm to city increased, and the labor force it provided was buttressed by millions of newly arrived immigrants willing to work for low wages in the mills of the North and on the railroad crews of the Midwest and West.
(10) Government was nothing if not accommodating. It established tariff barriers, provided loans and grants to build a transcontinental railroad, and assumed a studied posture of nonintervention in private enterprise. The social Darwinism of British philosopher Herbert Spencer and American economist William
(15) Graham Summer prevailed. The theory was that business, if left to its own devices, would eliminate the weak and nurture the strong. But as business expanded, rivalry heated up. In the 1880's, five railroads operating between New York and Chicago were vying for traffic, and two more were under construction. As a result of
(20) the battle, the fare between the cities decreased to $1. The petroleum industry suffered from similar savage competition, and in the 1870's, many oil industries failed.

1. The word "feverish" in line 1 is closest in meaning to
    _✔_ (A) extremely rapid
    _____ (B) sickly and slow
    _____ (C) very dangerous
    _____ (D) understandable

2. Which of the following is closest in meaning to the word "critical" in line 2?
    _____ (A) Industrial
    _____ (B) Serious
    _____ (C) Crucial
    _____ (D) Insulting

3. The phrase "the stage was set" in line 3 is closest in meaning to which of the following?
   _____ (A) The play was over.
   _____ (B) The progress continued.
   _____ (C) The foundation was laid.
   _____ (D) The direction was clear.

4. The phrase "real estate" in line 5 refers to
   _____ (A) tools and machines
   _____ (B) actual income
   _____ (C) new enterprises
   _____ (D) land and buildings

5. The word "buttressed" in line 7 is closest in meaning to
   _____ (A) concerned
   _____ (B) supplemented
   _____ (C) restructured
   _____ (D) enriched

6. The word "accommodating" in line 10 is closest in meaning to
   _____ (A) persistent
   _____ (B) indifferent
   _____ (C) balanced
   _____ (D) helpful

7. Which of the following could best be substituted for the word "posture" in line 12?
   _____ (A) Stature
   _____ (B) Predicament
   _____ (C) Position
   _____ (D) Situation

8. The word "prevailed" in line 15 is closest in meaning to
   _____ (A) influenced
   _____ (B) triumphed
   _____ (C) premiered
   _____ (D) evolved

9. The phrase "left to its own devices" in lines 15–16 means
   _____ (A) forced to do additional work
   _____ (B) allowed to do as it pleased
   _____ (C) made to change its plans
   _____ (D) encouraged to produce more goods

10. The word "vying" in line 18 is closest in meaning to
    _____ (A) competing
    _____ (B) hoping
    _____ (C) arranging
    _____ (D) caring

11. The word "savage" in line 21 is closest in meaning to
    _____ (A) fierce
    _____ (B) growing
    _____ (C) surprising
    _____ (D) genuine

## Questions 12–19

All birds have feathers, and all animals with feathers are birds. No other major group of animals is so easy to categorize. All birds have wings, too, but wings are not peculiar to birds.

(line) Many adaptations are found in both feathers and wings. Feathers (5) form the soft down of geese and ducks, the long decorative plumes of ostriches, and the strong flight feathers of eagles and hawks. Wings vary from the short, broad ones of chickens, which seldom fly, to the long, slim ones of albatrosses, which spend almost all their lives soaring on air currents. In penguins, wings have been (10) modified into flippers and feathers into a waterproof covering. In kiwis, the wings are almost impossible to detect.

Yet diversity among birds is not so striking as it is among mammals. The difference between a hummingbird and a penguin is immense, but hardly as startling as that between a bat and a whale. (15) It is variations in details rather than in fundamental patterns that have been important in the adaptation of birds to many kinds of ecosystems.

12. The word "categorize" in line 2 is closest in meaning to
    _____ (A) appreciate
    _____ (B) comprehend
    _____ (C) classify
    _____ (D) visualize

13. Which of the following is closest in meaning to the phrase "peculiar to" in line 3?
    _____ (A) Unusual for
    _____ (B) Common to
    _____ (C) Necessary for
    _____ (D) Unique to

14. The word "slim" in line 8 is closest in meaning to
    _____ (A) slender
    _____ (B) powerful
    _____ (C) graceful
    _____ (D) soft

15. The word "detect" in line 11 is closest in meaning to
    _____ (A) utilize
    _____ (B) extend
    _____ (C) observe
    _____ (D) describe

16. Which of the following is closest in meaning to the word "diversity" in line 12?
    _____ (A) Function
    _____ (B) Heredity
    _____ (C) Specialty
    _____ (D) Variety

17. The word "hardly" in line 14 is closest in meaning to
    _____ (A) definitely
    _____ (B) not nearly
    _____ (C) possibly
    _____ (D) not always

18. The word "startling" in line 14 is closest in meaning to
_____ (A) initial
_____ (B) exciting
_____ (C) tremendous
_____ (D) surprising

19. The word "fundamental" in line 15 is closest in meaning to
_____ (A) basic
_____ (B) shifting
_____ (C) predictable
_____ (D) complicated

## Questions 20–27

Manufactured in the tranquil New England town of Concord, New Hampshire, the famous Concord Coach came to symbolize the Wild West. Its rugged body and a suspension system of leather straps could handle the hard jolts from rough roads. A journalist in 1868, describing a railroad shipment of 30 coaches bound for Wells, Fargo and Company, wrote, "They are splendidly decorated . . . the bodies red and the running parts yellow. Each door has a handsome picture, mostly landscapes, and no two coaches are exactly alike."

Wells, Fargo and Company was founded in 1852 to provide mail and banking services for the gold camps of California and later won a monopoly on express services west of the Mississippi. A Wells, Fargo Concord Coach carried nine to fourteen passengers plus baggage and mail. The accommodations were by no means plush. However, the stagecoach was the swiftest method of travel through much of the Far West.

20. The word "tranquil" in line 1 is closest in meaning to
_____ (A) peaceful
_____ (B) bustling
_____ (C) industrial
_____ (D) tiny

21. The word "symbolize" in line 2 is closest in meaning to
_____ (A) recollect
_____ (B) fulfill
_____ (C) deny
_____ (D) represent

22. Which of the following could best substitute for the word "rugged" in line 3?
_____ (A) Streamlined
_____ (B) Roomy
_____ (C) Sturdy
_____ (D) Primitive

23. Which of the following is closest in meaning to the word "jolts" in line 4?
_____ (A) Signs
_____ (B) Shocks
_____ (C) Sights
_____ (D) Shots

24. The phrase "bound for" in line 5 is closest in meaning to
_____ (A) belonged to
_____ (B) destined for
_____ (C) built by
_____ (D) paid for

25. The word "splendidly" in line 6 is closest in meaning to
_____ (A) superbly
_____ (B) deliberately
_____ (C) specifically
_____ (D) slightly

26. The word "plush" in line 13 is closest in meaning to
_____ (A) normal
_____ (B) luxurious
_____ (C) memorable
_____ (D) unpleasant

27. Which of the following is closest in meaning to the word "swiftest" in line 14?
_____ (A) Most comfortable
_____ (B) Cheapest
_____ (C) Most direct
_____ (D) Fastest

## Questions 28–35

The Hopi people of Arizona stress the institutions of family and religion in a harmonious existence which makes the self-sacrificing individual the ideal. The Hopi individual is trained to feel his or her responsibility to and for the Peaceful People—the Hopi's own term for themselves. Fighting, bullying, or attempting to surpass others bring automatic rebuke from the community.

Implicit in the Hopi view is an original and integrated theory of the universe. With this they organize their society in such a way to obtain a measure of security from a harsh and hazardous environment made up of human foes, famine, and plagues. They conceive of the universe—humans, animals, plants, and supernatural spirits—as an ordered system functioning under a set of rules known to them alone. These rules govern their behavior, emotions, and thoughts in a prescribed way.

28. The word "stress" in line 1 is closest in meaning to
_____ (A) emphasize
_____ (B) define
_____ (C) describe
_____ (D) persuade

29. Which of the following could best substitute for the word "harmonious" in line 2?
_____ (A) Cooperative
_____ (B) Dangerous
_____ (C) Philosophical
_____ (D) Exclusive

30. The word "term" in line 5 is closest in meaning to
_____ (A) era
_____ (B) name
_____ (C) area
_____ (D) law

31. The word "bullying" in line 5 is closest in meaning to
_____ (A) lying
_____ (B) organizing
_____ (C) entertaining
_____ (D) tormenting

32. Which of the following can replace the word "rebuke" in line 6 with the least change in meaning?
_____ (A) Prestige
_____ (B) Criticism
_____ (C) Reaction
_____ (D) Acknowledgment

33. Which of the following could best be substituted for the word "hazardous" in line 9?
_____ (A) Changing
_____ (B) Random
_____ (C) Familiar
_____ (D) Dangerous

34. The word "foes" in line 10 is closest in meaning to
_____ (A) fears
_____ (B) needs
_____ (C) enemies
_____ (D) failures

35. Which of the following is closest in meaning to the word "prescribed" in line 14?
_____ (A) Set
_____ (B) Disorderly
_____ (C) Legal
_____ (D) Compatible

## Questions 36–42

Canadian researchers have discovered a set of genes that determine the lifespan of the common nematode, a type of worm. This finding sheds new light on the aging process that may eventually allow scientists to delay the inexorable process of aging and death.

By manipulating the newly discovered genes, the team at McGill University in Montreal was able to increase the lifespan of the nematode fivefold. Altering the genes apparently slowed the metabolism of the worms to a more leisurely pace. This in turn may slow the accumulation of the DNA defects thought to cause aging.

Although the causes of aging in humans are undoubtedly more involved, researchers are confident that the discoveries will provide invaluable clues about this heretofore mysterious process.

36. The word "determine" in line 2 is closest in meaning to
_____ (A) control
_____ (B) modify
_____ (C) maintain
_____ (D) shorten

37. Which of the following is closest in meaning to the phrase "sheds new light on" in line 3?
    _____ (A) Contradicts what is known about
    _____ (B) Gives new meaning to
    _____ (C) Provides more information about
    _____ (D) Calls more attention to

38. The word "inexorable" in line 4 is closest in meaning to
    _____ (A) cruel
    _____ (B) unstoppable
    _____ (C) essential
    _____ (D) incomprehensible

39. Which of the following could best be used in place of the phrase "more leisurely" in line 9?
    _____ (A) More relaxed
    _____ (B) Livelier
    _____ (C) Easier
    _____ (D) More irregular

40. The word "involved" in line 12 is closest in meaning to
    _____ (A) committed
    _____ (B) serious
    _____ (C) apparent
    _____ (D) complicated

41. Which of the following is closest in meaning to the word "clues" in line 13?
    _____ (A) Plans
    _____ (B) Secrets
    _____ (C) Signals
    _____ (D) Hints

42. The word "heretofore" in line 13 is closest in meaning to
    _____ (A) universally
    _____ (B) almost
    _____ (C) previously
    _____ (D) somewhat

## LESSON 48

### REFERENCE QUESTIONS

**Reference questions** ask what noun (called the **referent**) a pronoun or some other expression refers to. The correct answer is *not* always the noun that is closest to the pronoun in the passage. Incorrect choices are usually other nouns that appear in the passage. If you are unable to decide immediately which answer is correct, substitute the four choices for the word that is being asked about. Which one is the most logical substitute?

In general, reference questions tend to be the easiest type of reading question.

#### ▼ Sample Item

There is a poisonous, plant-like animal called the anemone that lives among coral reefs. When small fish venture too close to the tentacles of these "living flowers," they are stung and eaten. For unknown reasons, the anemone makes an exception of the clownfish, which swims through its deadly tentacles in safety. When in danger, the clownfish dashes among the anemone's tentacles where other fish are afraid to follow. The clownfish even builds its nest where the anemone can protect it.

1. The word "they" in line 4 refers to
   (A) coral reefs
   (B) small fish
   (C) tentacles
   (D) flowers

Of the four choices, only "small fish" is a logical answer.

2. The word "it" in line 10 is a reference to the
   (A) clownfish
   (B) nest
   (C) anemone
   (D) exception

Only the word "nest" is a logical substitute for "it." ▲

## Exercise 48.1

**Focus:** Identifying the referents for pronouns and other expressions in sentences and very short passages.

**Directions:** Read the items. Decide which choice is the correct referent for the underlined word, and mark the answer. The first one is done as an example.

1. Detergents clean clothes by first removing particles of dirt from the fabric, then suspending the particles until <u>they</u> can be washed away.
   _____ (A) clothes
   _✓_ (B) particles of dirt
   _____ (C) detergents

2. Wooly mammoths were hunted by big cats called sabertooth tigers, which also became extinct by the end of the last Ice Age. They were also hunted by early men armed with spears and clubs.
   _____ (A) sabertooth tigers
   _____ (B) early men
   _____ (C) wooly mammoths

3. X-rays allow art historians to examine paintings internally without damaging them.
   _____ (A) x-rays
   _____ (B) art historians
   _____ (C) paintings

4. There is a New England influence in southern Ohio, manifesting itself in white churches and village greens.
   _____ (A) a New England influence
   _____ (B) southern Ohio

5. Florists often refrigerate cut flowers to protect their fresh appearance.
   _____ (A) florists'
   _____ (B) flowers'

6. A flat kite needs a tail to supply drag and to keep the kite pointed toward the sky. A simple one consists of cloth strips tied end to end.
   _____ (A) kite
   _____ (B) tail
   _____ (C) sky

7. A number of sculptors have rejected the abstractions of minimalist artists. These sculptors have developed a style of extreme realism involving ordinary subjects.
   _____ (A) extreme realists
   _____ (B) minimalists

8. Water is an exception to many of nature's rules because of its unusual properties.
   _____ (A) nature's
   _____ (B) water's

9. Compound bows are popular with bow hunters, but they are not permitted in international archery competitions.
   _____ (A) bow hunters
   _____ (B) compound bows

10. Ropes are cords at least .15 inches in diameter and are made of three or more strands which are themselves formed of twisted yarns.
    _____ (A) yarns
    _____ (B) ropes
    _____ (C) strands
    _____ (D) cords

11. Grocers slice sides, quarters, and what are called primal cuts of beef into smaller pieces. These pieces are called retail cuts.
    _____ (A) smaller pieces
    _____ (B) sides, quarters, and primal cuts

12. Leaves are found on all deciduous trees, but they differ greatly in size and shape.
    _____ (A) trees
    _____ (B) leaves

13. Yasuo Kuniyashi was born in Japan in 1883 and studied art at the Los Angeles School of Art and Design. He also studied art in New York City, where he gave his first one-man show. In 1925 he moved from <u>there</u> to Paris where he was influenced by the works of Chagall and other artists.
    _____ (A) Japan
    _____ (B) Paris
    _____ (C) Los Angeles
    _____ (D) New York City

14. In the past, biologists considered mushrooms and other fungi as a type of non-green plant. Today, however, <u>they</u> are most commonly regarded as a separate kingdom of living things.
    _____ (A) mushrooms and other fungi
    _____ (B) biologists
    _____ (C) plants

15. William Dean Howells, a contemporary and friend of Mark Twain, wrote a number of books that realistically portrayed life on farms in Midwestern America. One of his followers, Hamlin Garland, was even more bitter in his criticism of rural America than <u>his mentor</u>.
    _____ (A) Hamlin Garland
    _____ (B) Mark Twain
    _____ (C) William Dean Howells

16. The Wisconsin Dells is a region where the Wisconsin River cuts through soft sandstone. The strange formations that have been carved out of the rocks there are a delight to tourists. <u>They</u> have names such as Devil's Elbow, Grand Piano, and Fat Man's Misery.
    _____ (A) strange formations
    _____ (B) tourists
    _____ (C) rocks

17. The lives of beetles are divided into four stages, as are <u>those</u> of wasps, ants, and butterflies.
    _____ (A) lives
    _____ (B) stages
    _____ (C) insects

18. After electron microscopes were invented, scientists found many new viruses. Some of <u>them</u> were round, some oval, and some corkscrew-shaped.
    _____ (A) electron microscopes
    _____ (B) viruses
    _____ (C) scientists

19. The detailed information in maps is now produced almost entirely from satellite photography rather than by ground surveying because <u>this method</u> is faster, cheaper, and more accurate.
    _____ (A) satellite photography
    _____ (B) ground surveying

20. An elephant is bigger than a mouse because it has trillions more cells, not because <u>its</u> cells are any bigger.
    _____ (A) a mouse's
    _____ (B) an elephant's

## Exercise 48.2

**Focus:** Answering reference questions based on longer passages.

**Directions:** Read the following passages and the questions about them. Decide which of the choices—(A), (B), (C), or (D)—best answers the question, and mark the answer. The first one is done as an example.

## Questions 1–6

In addition to these various types of deep mining, several types of surface mining may be used when minerals lie relatively close to the surface of the Earth. One type is open-pit mining. The first step is to remove the overburden, the layers of rock and earth lying above the ore, with giant scrapers. The ore is broken up in a series of blasting operations. Power shovels pick up the pieces and load them into trucks or, in some cases, ore trains. These carry it up ramps to ground level. Soft ores are removed by drilling screws, called augers.

Another type is called "placer" mining. Sometimes heavy metals such as gold are found in soil deposited by streams and rivers. The soil is picked up by a power shovel and transferred to a long trough. Water is run through the soil in the trough. This carries soil particles away with it. The metal particles are heavier than the soil and sink to the bottom, where they can be recovered.

The finishing-off process of mining is called mineral concentration. In this process, the desired substances are removed from the waste in various ways. One technique is to bubble air through a liquid in which ore particles are suspended. Chemicals are added that make the minerals cling to the air bubbles. The bubbles rise to the surface with the mineral particles attached, and they can be skimmed off and saved.

1. The word "them" in line 7 refers to
   _____ (A) power shovels
   _____ (B) layers of rock and earth
   _____ (C) giant scrapers
   __✓__ (D) pieces of ore

2. To which of the following does the word "These" in line 8 refer?
   _____ (A) Ramps
   _____ (B) Trucks or ore trains
   _____ (C) Augers
   _____ (D) Blasting operations

3. The phrase "Another type" in line 10 is a reference to another type of
   _____ (A) deep mining
   _____ (B) ore
   _____ (C) metal
   _____ (D) surface mining

4. The word "This" in line 13 refers to
   _____ (A) a power shovel
   _____ (B) gold
   _____ (C) running water
   _____ (D) a long trough

5. In line 17, the phrase "this process" refers to
   _____ (A) surface mining
   _____ (B) the depositing of soil
   _____ (C) mineral concentration
   _____ (D) placer mining

6. The word "they" in line 22 refers to
   _____ (A) the processes
   _____ (B) the air bubbles
   _____ (C) the chemicals
   _____ (D) the minerals

## Questions 7–10

Mount Rainier, the heart of Mt. Rainier National Park, is the highest mountain in the state of Washington and in the Cascade Range. The mountain's summit is broad and rounded. It is 14,410 feet above sea level and has an area of about one square mile. Numerous steam and gas jets occur around the crater, but the volcano has been sleeping for many centuries.

Mount Rainier has a permanent ice cap and extensive snow fields, which give rise to over forty glaciers. These feed swift streams and tumbling waterfalls that race through the glacial valleys. Forests extend to 4,500 feet. There are alpine meadows between the glaciers and the forests which contain beautiful wild flowers. The Nisqually Glacier is probably the ice region that is most often explored by visitors. Paradise Valley, where hotel accommodations are available, perches on the mountain's slope at 5,400 feet. The Wonderland Trail encircles the mountain. Its 90-mile length can be covered in about a week's time.

7. To which of the following does the word "It" in line 3 refer?
   _____ (A) Mt. Rainier
   _____ (B) The summit
   _____ (C) The Cascade range
   _____ (D) The national park

8. The word "These" in line 8 refers to which of the following?
   _____ (A) Snow fields
   _____ (B) Steam and gas jets
   _____ (C) Glaciers
   _____ (D) Streams and waterfalls

9. The word "which" in line 11 refers to
   _____ (A) forests
   _____ (B) wild flowers
   _____ (C) alpine meadows
   _____ (D) glacial valleys

10. What does the word "Its" in line 15 refer to?
    _____ (A) The trail's
    _____ (B) An ice region's
    _____ (C) The mountain's
    _____ (D) A week's

## Questions 11–15

Some people associate migration mainly with birds. Birds do travel vast distances, but mammals also migrate. An example is the caribou, reindeer that graze on the grassy slopes of northern Canada. When the weather turns cold, they travel south until spring. Their tracks are so well-worn that they are clearly visible from the air. Another migrating mammal is the Alaska fur seal. These seals breed only in the Pribilof Islands in the Bering Sea. The young are born in June and by September are strong enough to go with their mothers on a journey of over 3,000 miles. Together they swim down the Pacific Coast of North America. The females and young travel as far as southern California. The males do not journey so far. They swim only to the Gulf of Alaska. In the spring, males and females all return to the islands, and there the cycle begins again. Whales are among the greatest migrators of all. The humpback, fin, and blue whales migrate thousands of miles each year from the polar seas to the tropics. Whales eat huge quantities of tiny plants and animals (called plankton). These are most abundant in cold polar waters. In winter, the whales move to warm waters to breed and give birth to their young.

11. The phrase "An example" in line 2 refers to an example of a
    _____ (A) migratory mammal
    _____ (B) place where animals migrate
    _____ (C) bird
    _____ (D) person who associates migration with birds

12. In line 5, the word "Their" is a reference to the
    _____ (A) caribou's
    _____ (B) grassy slopes'
    _____ (C) birds'
    _____ (D) seals'

13. To what does the word "They" in line 12 refer?
    _____ (A) female seals
    _____ (B) young seals
    _____ (C) the islands
    _____ (D) male seals

14. In line 14, the word "there" refers to
    _____ (A) the Gulf of Alaska
    _____ (B) the Pribilof Islands
    _____ (C) southern California
    _____ (D) the Pacific Coast of North America

15. The word "These" in line 18 refers to
    _____ (A) three types of whales
    _____ (B) tiny plants and animals
    _____ (C) polar seas
    _____ (D) warm waters

## Questions 16–19

Design is the arrangement of materials to produce certain effects. Design plays a role in visual arts and in the creation of commercial products as well. Designers are concerned with the direction of lines, the size of shapes, and the shading of colors. They arrange these patterns in ways that are satisfying to viewers. There are various elements involved in creating a pleasing design.

*Harmony*, or *balance*, can be obtained in a number of ways. It may be either symmetrical (in balance) or asymmetrical (out of balance, but still pleasing to the eye). Or a small area may balance a large area if it has an importance to the eye (because of color or treatment) which equals that of the larger area.

*Contrast* is the opposite of harmony. The colors red and orange harmonize, since orange contains red. A circle and oval harmonize, as they are both made up of curved lines. But a short line does not harmonize with a long line. It is in contrast.

*Unity* occurs when all the elements in a design combine to form a consistent whole. Unity resembles balance. A design has balance if its masses are balanced, or if its tones and colors harmonize. But unity differs from balance because it implies that balanced elements work together to form harmony in the design as a whole.

16. The word "They" in line 5 refers to
    _____ (A) designers
    _____ (B) lines, shapes, and colors
    _____ (C) directions, size, and shape
    _____ (D) visual arts

17. The word "that" in line 12 is used as a reference to
    _____ (A) a color
    _____ (B) an area
    _____ (C) importance
    _____ (D) balance

18. The word "It" in line 16 is used as a reference to
    _____ (A) a circle
    _____ (B) the color red
    _____ (C) a long line
    _____ (D) a short line

19. In line 20, the word "it" refers to
    _____ (A) unity
    _____ (B) balance
    _____ (C) a design
    _____ (D) a consistent whole

## Questions 20–22

Although they had been used to haul freight and passengers between the Eastern seaboard and the Ohio Valley since 1812, wagon trains were first used extensively in the 1820's on the Santa Fe Trail. Long trains of covered wagons drawn by oxen or mules carried manufactured goods to trade for fur, gold, and silver in Santa Fe. The independent traders who pooled their resources to form these trains elected a captain and several lieutenants who commanded the parallel columns in which the wagons usually moved. They enforced the rules, selected the routes, and designated stopping places.

20. To what does the word "they" in line 1 refer?
    _____ (A) the Eastern Seaboard and the Ohio Valley
    _____ (B) wagon trains
    _____ (C) freights and passengers
    _____ (D) oxen and mules

21. The word "their" in line 6 refers to
    _____ (A) the covered wagons'
    _____ (B) the oxen and mules'
    _____ (C) the independent traders'
    _____ (D) the captain and lieutenants'

22. To what does the word "They" in line 9 refer?
    _____ (A) the leaders
    _____ (B) the traders
    _____ (C) the parallel columns
    _____ (D) the stopping places

## Questions 23–26

In most of the earliest books for children, illustrations were an afterthought. But in the Caldecott "toy books," pictures were as important as the few lines of copy, and they occupied far more space. One can almost read the nursery rhymes from the dramatic action in the pictures.

Since then, thousands of successful picture books have been published in the United States and in many countries around the world. In the best, the text and illustrations seem to complement each other perfectly. Often one person is the author and illustrator—for example, Robert McCloskey (*Make Way for Ducklings*) and Arnold Loebel (*Frog and Toad Together*). Many others have been produced by an author-artist team, as in *The Happy Lion*, written by Louise Fatio and illustrated by Roger Duvoisin.

Wordless picture books have also become popular. With a little help, three- or four-year-olds can follow the sequence of events and they can understand the stories suggested in them. One of the most delightful examples of a wordless book is Jan Ormerod's *Sunshine*.

(20) American publishers have also drawn on artists from other countries whose original, imaginative works have brought their different visions to American children's book illustration. Among them are Leo Lionni from Italy, Feoddor Rojankowski from Russia, and Taro Yashima from Japan.

23. The word "they" in line 3 refers to
_____ (A) the earliest books for children
_____ (B) lines of copy
_____ (C) the Caldecott "toy books"
_____ (D) pictures

24. The phrase "the best" in line 8 refers to the best
_____ (A) picture books
_____ (B) illustrations
_____ (C) authors
_____ (D) nursery rhymes

25. The word "they" in line 17 refers to
_____ (A) delightful examples
_____ (B) events
_____ (C) 3- and 4-year-olds
_____ (D) wordless picture books

26. The word "their" in line 22 refers to
_____ (A) American publishers
_____ (B) original, imaginative works
_____ (C) artists from other countries
_____ (D) American children's

## ANSWER SHEET
## MINI-TEST 8: READING COMPREHENSION

| | | |
|---|---|---|
| 1. (A) (B) (C) (D) | 11. (A) (B) (C) (D) | 21. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 12. (A) (B) (C) (D) | 22. (A) (B) (C) (D) |
| 3. (A) (B) (C) (D) | 13. (A) (B) (C) (D) | 23. (A) (B) (C) (D) |
| 4. (A) (B) (C) (D) | 14. (A) (B) (C) (D) | 24. (A) (B) (C) (D) |
| 5. (A) (B) (C) (D) | 15. (A) (B) (C) (D) | 25. (A) (B) (C) (D) |
| 6. (A) (B) (C) (D) | 16. (A) (B) (C) (D) | 26. (A) (B) (C) (D) |
| 7. (A) (B) (C) (D) | 17. (A) (B) (C) (D) | 27. (A) (B) (C) (D) |
| 8. (A) (B) (C) (D) | 18. (A) (B) (C) (D) | 28. (A) (B) (C) (D) |
| 9. (A) (B) (C) (D) | 19. (A) (B) (C) (D) | 29. (A) (B) (C) (D) |
| 10. (A) (B) (C) (D) | 20. (A) (B) (C) (D) | 30. (A) (B) (C) (D) |
| 31. (A) (B) (C) (D) | 41. (A) (B) (C) (D) | |
| 32. (A) (B) (C) (D) | 42. (A) (B) (C) (D) | |
| 33. (A) (B) (C) (D) | 43. (A) (B) (C) (D) | |
| 34. (A) (B) (C) (D) | 44. (A) (B) (C) (D) | |
| 35. (A) (B) (C) (D) | 45. (A) (B) (C) (D) | |
| 36. (A) (B) (C) (D) | 46. (A) (B) (C) (D) | |
| 37. (A) (B) (C) (D) | 47. (A) (B) (C) (D) | |
| 38. (A) (B) (C) (D) | 48. (A) (B) (C) (D) | |
| 39. (A) (B) (C) (D) | 49. (A) (B) (C) (D) | |
| 40. (A) (B) (C) (D) | 50. (A) (B) (C) (D) | |

## MINI-TEST 8: READING COMPREHENSION

**Directions:** In this mini-test, there are several passages, each followed by a number of questions. Read the passages and, for each question, choose the *one* best answer, (A), (B), (C), or (D). You can mark the answer you have chosen either on the answer sheet above or on the blanks by the answer choices. All of your answers should be based on what is stated or implied in the passages.

**Time:** 55 minutes

### Questions 1–12

Humans have struggled against weeds since the beginnings of agriculture. Marring our gardens is one of the milder effects of weeds—any plants that thrive where they are unwanted. They clog waterways, destroy wildlife habitats, and impede farming. Their spread eliminates grazing areas and accounts for one-third of all crop loss. They compete for sunlight, nutrients, and water with useful plants.

(line)
(5)

The global need for weed control has been answered mainly by the chemical industry. Its herbicides are effective and sometimes necessary, but some pose serious problems, particularly if misused. Toxic compounds threaten animal and public health when they accumulate in food plants, ground water, and drinking water. They also harm workers who apply them.

In recent years, the chemical industry has introduced several herbicides that are more ecologically sound. Yet new chemicals alone cannot solve the world's weed problems. Hence, scientists are exploring the innate weed-killing powers of living organisms, primarily insects and microorganisms.

The biological agents now in use are harmless to humans and are environmentally benign. They can be chosen for their ability to attack selected targets and leave crops and other plants untouched. In contrast, some of the most effective chemicals kill virtually all the plants they come in contact with, sparing only those that are naturally resistant or have been genetically modified for resistance. Furthermore, a number of biological agents can be administered only once, after which no added applications are needed. Chemicals typically must be used several times per growing season.

1. With what topic does this passage primarily deal?
   _____ (A) The importance of the chemical industry
   _____ (B) The dangers of toxic chemicals
   _____ (C) Advantages of biological agents over chemical ones
   _____ (D) A proposal to ban the use of all herbicides

2. The word "Marring" in line 2 is closest in meaning to
   _____ (A) spoiling
   _____ (B) dividing
   _____ (C) replacing
   _____ (D) planting

3. The word "clog" in line 3 is closest in meaning to
   _____ (A) drain
   _____ (B) float on
   _____ (C) obstruct
   _____ (D) grow along

4. Which of the following terms does the author define in the first paragraph?
   _____ (A) Grazing areas
   _____ (B) Weeds
   _____ (C) Wildlife habitats
   _____ (D) Nutrients

5. Which of the following statements about the use of chemical agents as herbicides would the author most likely agree?
   _____ (A) It should be increased.
   _____ (B) It has become more dangerous recently.
   _____ (C) It is safe but inefficient.
   _____ (D) It is occasionally required.

6. Which of the following is NOT given as an advantage of biological agents over chemical herbicides?
   _____ (A) They are less likely to destroy desirable plants.
   _____ (B) They are safer for workers.
   _____ (C) They are more easily available.
   _____ (D) They do not have to be used as often.

7. Which of the following is closest in meaning to the word "Hence" in line 16?
   _____ (A) In addition
   _____ (B) Consequently
   _____ (C) Subsequently
   _____ (D) In contrast

8. The word "innate" in line 17 is closest in meaning to
   _____ (A) natural
   _____ (B) effective
   _____ (C) organic
   _____ (D) active

9. According to the passage, biological agents consist mainly of
   _____ (A) insects and microorganisms
   _____ (B) useful plants
   _____ (C) weeds
   _____ (D) herbicides

10. The word "those" in line 23 refers to
    _____ (A) chemicals
    _____ (B) targets
    _____ (C) plants
    _____ (D) agents

11. The word "applications" in line 25 could best be replaced by which of the following?
    _____ (A) Requests
    _____ (B) Special purposes
    _____ (C) Treatments
    _____ (D) Qualifications

12. Which of the following best describes the organization of the passage?
    _____ (A) A general idea is introduced, and several specific examples are given.
    _____ (B) A recommendation is analyzed and rejected.
    _____ (C) A problem is described, and possible solutions are discussed.
    _____ (D) Two possible causes for a phenomenon are compared.

## Questions 13–21

*West Side Story* is a musical tragedy based on William Shakespeare's play *Romeo and Juliet*. It is set in the early 1950's, when gang warfare in big cities led to injuries and even
(line) death. *West Side Story* transforms the Montagues and Capulets
(5) of Shakespeare's play into feuding street gangs, the Jets and the Sharks, one consisting of newly arrived Puerto Ricans and the other of native-born New Yorkers. The plot, tightly choreographed by Jerome Robbins, tells the story of the love of Maria, a Puerto Rican, for Tony, who, while attempting to stop a street fight, kills
(10) Maria's brother and is ultimately killed himself. Leonard

Bernstein's musical score is brilliant, and Stephen Sondheim, making his Broadway debut, reveals a remarkable talent for writing lyrics. Among the hit songs of the play are "Tonight," "Maria," "America," and "I Feel Pretty."

(15) The play opened on September 26, 1957. It ran for 734 performances, toured for 10 months, and then returned to New York for an additional 246 performances. A film version was released in 1961, and a successful New York revival opened in 1980.

13. The author's attitude toward the play is generally
_____ (A) regretful
_____ (B) critical
_____ (C) emotional
_____ (D) favorable

14. According to the passage, when does the action of the play *West Side Story* take place?
_____ (A) In Shakespeare's time.
_____ (B) In the early 1950's.
_____ (C) In 1957.
_____ (D) In 1980.

15. It can be inferred from the passage that the Capulets and Montagues
_____ (A) were rival groups in Shakespeare's play
_____ (B) were 1950's street gangs
_____ (C) fought against the Jets and Sharks
_____ (D) were groups of actors, dancers, and singers

16. The word "feuding" in line 5 is closest in meaning to
_____ (A) growing
_____ (B) hostile
_____ (C) organized
_____ (D) criminal

17. Which of the following is closest in meaning to the word "ultimately" in line 10?
_____ (A) Evidently
_____ (B) Immediately
_____ (C) Eventually
_____ (D) Savagely

18. According to the article, the words to the songs of *West Side Story* were written by
_____ (A) Jerome Robbins
_____ (B) Leonard Bernstein
_____ (C) William Shakespeare
_____ (D) Stephen Sondheim

19. The word "score" in line 11 could best be replaced by which of the following?
_____ (A) Talent
_____ (B) Music
_____ (C) Performance
_____ (D) Dialogue

20. During its initial appearance in New York, how many times was *West Side Story* performed?
_____ (A) 10
_____ (B) 26
_____ (C) 246
_____ (D) 734

21. Where in the passage is the basic story of *West Side Story* summarized?
_____ (A) Lines 1-4
_____ (B) Lines 7-10
_____ (C) Lines 13-14
_____ (D) Lines 15-17

## Questions 22–33

About 8,000 people looked over the horseless carriages on November 3, 1900, the opening day of the New York Auto Show, and the first opportunity for the automobile industry to show off its wares to a sizable audience.

By happenstance, the number of people at the show equalled the entire car population at that time. At that time, 10 million bicycles and an unknown number of horse-and-buggies provided the prime means of transportation. Only about 4,000 cars were assembled in the United States in 1900, and only a quarter of those were gasoline powered. (The rest ran on steam or electricity.)

After viewing the cars made by 32 car makers, the show's audience favored electric cars because they were quiet. The risk of a boiler explosion turned people away from steamers, and the gasoline powered cars produced smelly fumes. The Duryea Motor Wagon Company, which launched the American auto industry in 1892, offered an additive designed to mask the smell of the naphtha that it burned.

The prices were not that different from what they are today. Most cost between $800 and $1,500, or roughly $11,000 to $18,500 in today's prices. Many of the 1900 models were cumbersome—the Gasmobile, the Franklin, and the Orient, for example, steered with tillers like boats rather than with steering wheels.

The black-tie audience at the show viewed the display more as a social outing than as the extravaganzas that auto shows were about to become.

22. Approximately how many cars were there in the United States in 1900?
_____ (A) 4,000
_____ (B) 8,000
_____ (C) 10 million
_____ (D) An unknown number

23. Which of the following is closest in meaning to the phrase "By happenstance" as used in line 5?
_____ (A) Generally
_____ (B) For example
_____ (C) Coincidentally
_____ (D) By design

24. Approximately how many of the cars assembled in the year 1900 were gasoline powered?
_____ (A) 32
_____ (B) 1,000
_____ (C) 2,000
_____ (D) 4,000

25. According to the passage, people at the 1900 New York Auto Show favored cars powered by
_____ (A) electricity
_____ (B) naphtha
_____ (C) gasoline
_____ (D) steam

26. The word "fumes" in line 14 is closest in meaning to
_____ (A) fuels
_____ (B) grains
_____ (C) fires
_____ (D) gases

27. Which of the following is closest in meaning to the word "launched" in line 15?
_____ (A) Joined
_____ (B) Designed
_____ (C) Initiated
_____ (D) Anticipated

28. The purpose of the additive mentioned in line 16 was to
_____ (A) increase the speed of cars
_____ (B) make engines run more efficiently
_____ (C) hide offensive smells
_____ (D) make cars look better

29. What was the highest price asked for a car at the 1900 New York Auto Show in the dollars of that time?
_____ (A) $800
_____ (B) $1,500
_____ (C) $11,300
_____ (D) $18,500

30. The word "cumbersome" in line 20 is closest in meaning to
_____ (A) clumsy
_____ (B) unshapely
_____ (C) fragile
_____ (D) inconvenient

31. Which of the following is NOT mentioned in the passage as steering with a tiller rather than with a steering wheel?
_____ (A) A Franklin
_____ (B) A Duryea
_____ (C) An Orient
_____ (D) A Gasmobile

32. The passage implies that the audience viewed the 1900 New York Auto Show primarily as
_____ (A) a formal social affair
_____ (B) a chance to buy automobiles at low prices
_____ (C) an opportunity to learn how to drive
_____ (D) a chance to invest in one of thirty-two automobile manufacturers

33. It can be inferred from the passage that auto shows held after 1900
_____ (A) were more spectacular
_____ (B) involved fewer manufacturers
_____ (C) were more formal
_____ (D) involved less expensive cars

## Questions 34–41

When drawing human figures, children often make the head too large for the rest of the body. A recent study offers some insights into this common disproportion in children's
(line) illustrations. As part of the study, researchers asked children
(5) between four and seven years old to make several drawings of men. When they drew front views of male figures, the size of the heads was markedly enlarged. However, when the children drew rear views of men, the size of the heads was not so exaggerated. The researchers suggest that children draw bigger heads when they
(10) know they must leave room for facial details. Therefore, the odd head size in children's illustrations is a form of planning, and not an indication of a poor sense of scale.

34. The main subject of the passage is
_____ (A) what the results of an experiment revealed
_____ (B) how children learn to draw
_____ (C) how researchers can gather data from works of art
_____ (D) what can be done to correct a poor sense of scale

35. It can be inferred that, during the research project, the children drew
_____ (A) pictures of men from different angles
_____ (B) figures without facial expression
_____ (C) sketches of both men and women
_____ (D) only the front view of men

36. The word "they" in line 6 refers to
_____ (A) researchers
_____ (B) men
_____ (C) illustrations
_____ (D) children

37. The word "markedly" in line 7 is closest in meaning to
_____ (A) modestly
_____ (B) noticeably
_____ (C) merely
_____ (D) newly

38. The findings of the experiment described in the passage would probably be of LEAST interest to which of the following groups?
_____ (A) Teachers of art to children
_____ (B) Commercial artists
_____ (C) Experts in child development
_____ (D) Parents of young children

39. The word "odd" in line 10 is closest in meaning to
_____ (A) unusual
_____ (B) huge
_____ (C) average
_____ (D) expected

40. The word "scale" in line 12 is closest in meaning to
_____ (A) measurement
_____ (B) proportion
_____ (C) balance
_____ (D) property

41. The passage provides information to support which of the following conclusions?
    _____ (A) Children under the age of seven do not generally have a good sense of scale.
    _____ (B) With training, young children can be taught to avoid disproportion in their art.
    _____ (C) Children enlarge the size of the head because they sense that it is the most important part of the body.
    _____ (D) Children plan ahead when they are drawing pictures.

## Questions 42–50

Georgia O'Keeffe was born in Sun Prairie, Wisconsin, in 1887. She studied art in Chicago and New York from 1904 to 1908. Beginning as an advertising illustrator, she supported herself until 1918 by
(line) teaching in various schools and colleges in Texas. After that date,
(5) she devoted herself entirely to painting. Her paintings were first exhibited in 1916 at "291," an experimental art gallery in New York City owned by Alfred Steiglitz which was frequented by some of the most influential artists of the time. O'Keeffe married Steiglitz in 1924.

(10) O'Keeffe's early paintings were mostly abstract designs. In the 1920's she produced depictions of flowers and precise cityscapes of New York City. Whether painting flowers or buildings, she captured their beauty by intuitively magnifying their shapes and simplifying their details.

(15) O'Keeffe's style changed dramatically in 1929 during a visit to New Mexico. She was enchanted by the stark but beautiful landscapes under the bright Southwestern sun, and she then adopted her characteristic style. Thereafter, she most often painted desert landscapes, often with the blanched skull of a longhorn in the
(20) foreground.

O'Keeffe's paintings were exhibited annually at several New York galleries until 1946, and she is represented in the permanent collections of most major American museums. In her later years, she settled in Taos, New Mexico, becoming the dean of Southwestern
(25) painters and one of the best known of American artists.

42. The author's main purpose in writing this passage was to
    _____ (A) criticize Georgia O'Keeffe's style of painting
    _____ (B) discuss the early successes of an important American artist
    _____ (C) compare abstract art and landscape art
    _____ (D) give the highlights of Georgia O'Keeffe's artistic career

43. According to the article, where did Georgia O'Keeffe receive her formal art training?
    _____ (A) Sun Prairie, Wisconsin
    _____ (B) Chicago and New York
    _____ (C) Texas
    _____ (D) Taos, New Mexico

44. The expression "that date" in line 4 refers to
    _____ (A) 1887
    _____ (B) 1908
    _____ (C) 1916
    _____ (D) 1918

45. The word "frequented" in line 7 is closest in meaning to
_____ (A) visited
_____ (B) supported
_____ (C) founded
_____ (D) favored

46. The word "intuitively" in line 13 is closest in meaning to
_____ (A) deliberately
_____ (B) defiantly
_____ (C) instinctively
_____ (D) instructively

47. Which of the following had the greatest influence on changing O'Keeffe's style of painting?
_____ (A) A trip to the Southwest
_____ (B) Alfred Steiglitz's photographs
_____ (C) Her job as an advertising illustrator
_____ (D) Meeting influential artists

48. The word "blanched" in line 19 is closest in meaning to
_____ (A) shattered
_____ (B) prominent
_____ (C) whitened
_____ (D) inexplicable

49. Which of the following became the most common subject of O'Keeffe's paintings after 1929?
_____ (A) City scenes
_____ (B) Desert scenes
_____ (C) Flowers
_____ (D) Abstract patterns

50. It can be inferred from the passage that, in her later years, O'Keeffe
_____ (A) continued to be successful
_____ (B) returned to New York City
_____ (C) could not match the successes of her early career
_____ (D) took up photography

# MINI-LESSONS FOR SECTION 3

## Vocabulary Building

These mini-lessons consist of lists of over 500 words and their synonyms as well as practice exercises. Although vocabulary is no longer tested in discrete items in Part 3, there are vocabulary-in-context questions in the Reading Comprehension section. These exercises will improve your ability to use context to choose the word that best fits into a sentence.

## Mini-Lesson 3.1

**abandon** *v.* desert, leave behind
**able** *adj.* capable, qualified, fit
**abolish** *v.* end, eliminate
**abrupt** *adj.* sudden, hasty, unexpected
**acclaim** *v.* applaud, praise, honor
*n.* praise, applause, honor
**acrid** *adj.* bitter, sharp, biting
**adapt** *v.* adjust, modify
**adept** *adj.* skillful, expert
**adhere** *v.* stick, cling
**admonish** *v.* warn, caution, advise
**adorn** *v.* decorate
**advent** *n.* coming, arrival
**adverse** *adj.* hostile, negative, contrary
**affluent** *adj.* rich, wealthy, prosperous, well-to-do
**aggravate** *v.* (1) annoy, irritate
(2) intensify, worsen
**aggregate** *adj.* entire, total, combined
**agile** *adj.* graceful, nimble, lively
**ailment** *n.* sickness, illness
**allot** *v.* divide, distribute
**amazing** *adj.* astonishing, astounding, surprising, startling
**amiable** *adj.* agreeable, congenial, pleasant
**anticipate** *v.* foresee, expect, predict
**anxious** *adj.* (1) worried, nervous, apprehensive
(2) eager, avid
**appraise** *v.* evaluate, estimate, assess
**apt** *adj.* (1) appropriate, suitable, correct, relevant, proper
(2) likely, prone
**arduous** *adj.* difficult, exhausting
**arid** *adj.* dry, barren
**aroma** *n.* fragrance, smell, odor, scent
**artificial** *adj.* synthetic, imitation, manmade
**astonishing** *adj.* surprising, amazing, astounding
**astute** *adj.* intelligent, clever, perceptive
**attain** *v.* accomplish, achieve
**augment** *v.* supplement, increase, strengthen, expand
**austere** *adj.* strict, harsh, severe, stern
**authentic** *adj.* genuine, true
**aversion** *n.* dislike, hostility, fear
**awkward** *adj.* clumsy

**Exercise:** Complete the following sentences by filling in the blanks with vocabulary item (A), (B), or (C) according to the context of the sentences. The first one is done as an example.

1. Penicillin can have an ___A___ effect on a person who is allergic to it.
   (A) adverse (B) anxious (C) awkward
2. Burning rubber produces an _____ smoke.
   (A) austere (B) arid (C) acrid
3. Rationing is a system for _____ scarce resources.
   (A) allotting (B) adapting (C) appraising
4. Anthrax is generally an _____ of sheep and cattle, but may also _____ be transmitted to humans.
   (A) ailment (B) aroma (C) aversion
5. The head of an academic department at a university should be not only a distinguished scholar but also an _____ administrator.
   (A) agile (B) able (C) abrupt
6. Mountain climbing is an _____ sport.
   (A) austere (B) arduous (C) anxious
7. Turtles _____ their eggs after they lay them and never see their young.
   (A) abandon (B) appraise (C) adorn
8. Scholarships allow some students from less _____ families to attend college.
   (A) artificial (B) affluent (C) amiable
9. Jewelers are sometimes asked to _____ jewelry for insurance purposes.
   (A) attain (B) abandon (C) appraise
10. Acrobats must be extremely _____.
    (A) awkward (B) affluent (C) agile
11. In a domed stadium such as the Georgia Dome, natural grass cannot be grown. _____ turf is used on the playing field.
    (A) Artificial (B) Arid (C) Austere
12. Southern Arizona has an _____ climate.
    (A) arid (B) astute (C) acrid
13. A person suffering from claustrophobia has an _____ to confined spaces.
    (A) ailment (B) aversion (C) acclaim
14. I didn't care for the play because it ended so _____.
    (A) amiably (B) abruptly (C) anxiously
15. The ballerina was _____ for her wonderful performances.
    (A) augmented (B) anticipated (C) acclaimed

## Mini-Lesson 3.2

**baffle** *v.* confuse, puzzle, mystify
**balmy** *adj.* mild, warm
**ban** *v.* prohibit, forbid
**bar** *v.* prevent, obstruct, block
**barren** *adj.* sterile, unproductive, bleak, lifeless
**barter** *v.* trade, exchange
**beckon** *v.* summon, call, signal
**belligerent** *adj.* hostile, aggressive
**beneficial** *adj.* helpful, useful, advantageous
**benevolent** *adj.* benign, kind, compassionate
**bias** *n.* prejudice, leaning
**bland** *adj.* mild, tasteless, dull
**blatant** *adj.* flagrant, obvious, overt
**blend** *v.* mix, mingle, combine
*n.* mixture, combination
**bloom** *v.* blossom, flower, flourish
**blunder** *v.* make a mistake
*n.* error, mistake
**blunt** *adj.* (1) unsharpened, dull
(2) rude, abrupt, curt
**blurry** *adj.* unfocused, unclear, indistinct
**bold** *adj.* brave, courageous
**bolster** *v.* support, sustain
**bond** *v.* join, connect
*n.* tie, link, connection
**boom** *v.* expand, prosper
*n.* expansion, prosperity, growth
**brace** *v.* support, reinforce
**brilliant** *adj.* (1) bright, shiny, radiant, dazzling
(2) talented, gifted, intelligent
**brisk** *adj.* (1) lively, quick, vigorous
(2) cool, chilly, invigorating
**brittle** *adj.* fragile, breakable, weak
**bulky** *adj.* huge, large, clumsy

**Exercise:** Complete the following sentences by filling in the blanks with vocabulary item (A), (B), or (C) according to the context of the sentences.

1. Most flowers _____ in the spring.
   (A) blend (B) brace (C) bloom
2. The Virgin Islands, located in the Caribbean, have a _____ climate.
   (A) blurry (B) brittle (C) balmy
3. Before currency came into use, people used the _____ system, exchanging goods directly for goods.
   (A) barter (B) blunder (C) bias
4. The airline _____. It sent me to Atlanta but my luggage to Montreal.
   (A) beckoned (B) bartered (C) blundered
5. People with ulcers must eat _____ foods.
   (A) bold (B) bland (C) bulky
6. Steel is not as _____ as cast iron; it doesn't break as easily.
   (A) brisk (B) brittle (C) brilliant
7. Some people feel that violent sports such as boxing should be _____ because they are too dangerous.
   (A) banned (B) bloomed (C) braced
8. Many people think of deserts as _____ regions, but many species of plants and animals have adapted to life there.
   (A) bland (B) barren (C) balmy
9. An autocratic ruler who serves his people well is sometimes called a _____ dictator.
   (A) blatant (B) belligerent (C) benevolent
10. Robert Goddard was a _____ pioneer in the field of rocketry.
    (A) brilliant (B) balmy (C) brisk
11. I enjoy taking walks on _____ autumn mornings.
    (A) barren (B) brisk (C) blurry
12. The victim was apparently struck by a club or some other _____ object.
    (A) bland (B) brittle (C) blunt

## Mini-Lesson 3.3

**calamity** *n.* disaster, catastrophe
**capable** *adj.* competent, able, efficient, skillful
**carve** *v.* cut, sculpt, slice
**casual** *adj.* (1) informal, relaxed
(2) accidental, chance
**caustic** *adj.* biting, harsh, sarcastic
**cautious** *adj.* careful, alert, prudent
**celebrated** *adj.* distinguished, famous, prominent
**charming** *adj.* delightful, lovely, attractive
**cherish** *v.* appreciate, esteem, treasure
**choice** *n.* selection, option
*adj.* exceptional, superior
**cite** *v.* quote, mention, refer to, list
**clash** *v.* argue, dispute, quarrel
*n.* argument, conflict, dispute
**classify** *v.* categorize
**clever** *adj.* smart, sharp, witty, bright
**cling** *v.* stick, adhere, hold
**clumsy** *adj.* awkward, inept
**coax** *v.* persuade, urge
**colossal** *adj.* huge, enormous, gigantic
**commence** *v.* begin, initiate, start
**commerce** *n.* trade, business
**commodity** *n.* good, product, merchandise
**compel** *v.* force, require, coerce
**competent** *adj.* adept, skillful, capable, able

**Exercise:** Complete the following sentences by filling in the blanks with vocabulary item (A), (B), or (C) according to the context of the sentences.

1. The Red Cross provides relief in case of _____ such as floods, earthquakes, and hurricanes.
   (A) challenges (B) commodities (C) calamities
2. Spoken language is generally more _____ than written language.
   (A) casual (B) capable (C) cautious
3. When writing research papers, writers must _____ the sources they use.
   (A) coax (B) cite (C) clash
4. Monkeys are _____ as primates.
   (A) compelled (B) classified (C) coaxed
5. _____ remarks can offend people.
   (A) Casual (B) Caustic (C) Clever
6. Sculptors use hammers and chisels to _____ statues out of stone.
   (A) clash (B) compel (C) carve
7. The Space Age _____ in October 1957 when Sputnik, the first artificial satellite, was launched by the Soviet Union.
   (A) commenced (B) coaxed (C) cited
8. Workers must be very _____ when dealing with toxic substances.
   (A) caustic (B) casual (C) cautious
9. In seaside communities, building sites that have a view of the ocean are considered _____.
   (A) choice (B) clever (C) competent
10. With the growth of international _____, the economies of the world have become more interdependent.
    (A) commodity (B) commerce (C) choice
11. The Lincoln Memorial features a _____ statue of the sixteenth president.
    (A) colossal (B) caustic (C) casual
12. Corn, cotton, sugar, and many other goods are bought and sold in _____ markets.
    (A) clash (B) commerce (C) commodity

## Mini-Lesson 3.4

**complement** *v.* supplement, complete
*n.* supplement, addition
**compliment** *v.* praise, flatter, commend
*n.* praise, flattery, commendation
**comprehensive** *adj.* complete, thorough, exhaustive
**compulsory** *adj.* necessary, obligatory, mandatory
**concede** *v.* admit, acknowledge, recognize
**concise** *adj.* brief, short, abbreviated
**concrete** *adj.* tangible, specific, real, perceptible
**congregate** *v.* assemble, gather
**conspicuous** *adj.* noticeable, obvious, prominent
**contemplate** *v.* think about, ponder, speculate
**controversial** *adj.* disputable, debatable
**convenient** *adj.* accessible, available, handy
**cope with** *v.* deal with, manage, handle
**copious** *adj.* abundant, ample, plentiful
**cordial** *adj.* congenial, warm, friendly
**courteous** *adj.* polite, refined, gracious
**covert** *adj.* secret, hidden
**cozy** *adj.* (1) comfortable, warm
(2) friendly, intimate, close
**crave** *v.* desire, long for, hope for
**crooked** *adj.* (1) curved, twisted, zigzag
(2) dishonest, corrupt
**crucial** *adj.* critical, decisive, key
**crude** *adj.* (1) rude, impolite, vulgar
(2) unprocessed, raw, unrefined
**cruel** *adj.* brutal, vicious, ruthless
**cryptic** *adj.* secret, hidden, mysterious
**curb** *v.* restrict, limit, control
**curious** *adj.* (1) inquisitive
(2) odd, strange, unusual
**curt** *adj.* abrupt, blunt, impolite

**Exercise:** Complete the following sentences by filling in the blanks with vocabulary item (A), (B), or (C) according to the context of the sentences.

1. The use of seat belts is _____ in many states; failure to wear them may result in fines.
   (A) covert (B) cruel (C) compulsory
2. Every summer, bears from all over southern Alaska _____ along the McNeil River.
   (A) crave (B) curb (C) congregate
3. An abstract is a _____ form of an academic article. Many journals publish abstracts so readers can decide if it is worthwhile to read the full version of the article.
   (A) concise (B) comprehensive (C) concrete
4. Before 1754, Britain and the North American colonies had a _____ relationship, but after that, their relationship became strained.
   (A) conspicuous (B) cozy (C) curt
5. Automatic teller machines provide a _____ means of banking twenty-four hours a day.
   (A) cordial (B) crooked (C) convenient
6. Lombard Street in San Francisco, which zigzags its way up Nob Hill, is known as the most _____ street in the world.
   (A) controversial (B) crooked (C) cryptic
7. A good writer supports his or her generalizations with _____ examples.
   (A) concrete (B) curious (C) crude
8. Many hunters wear orange and other bright colors in order to be as _____ as possible, and therefore avoid being shot by other hunters by mistake.
   (A) covert (B) cruel (C) conspicuous
9. Movie directors use music to _____ the action on the screen.
   (A) contemplate (B) complement (C) compliment
10. Workers in the service sector should be trained to act as _____ as possible.
    (A) crudely (B) courteously (C) curtly

## Mini-Lesson 3.5

**damp** *adj.* moist, wet, humid
**daring** *adj.* bold, courageous, brave
**dazzling** *adj.* shining, sparkling, blinding, bright
**declare** *v.* announce, proclaim
**deem** *v.* believe, consider, regard, judge
**defective** *adj.* flawed, faulty, broken, malfunctioning
**defiant** *adj.* rebellious, insubordinate
**delicate** *adj.* exquisite, fragile
**delightful** *adj.* charming, attractive, enchanting
**delusion** *n.* illusion, dream, fantasy
**demolish** *v.* tear down, destroy, wreck, raze
**dense** *adj.* thick, solid
**desist** *v.* stop, cease, discontinue
**device** *n.* instrument, tool, mechanism
**devise** *v.* invent, plan, figure out
**dim** *adj.* unclear, faint, indistinct
**din** *n.* noise, clamor, commotion
**dire** *adj.* desperate, grievous, serious
**dismal** *adj.* gloomy, depressing, dreary
**disperse** *v.* scatter, distribute, spread
**dispute** *n.* argument, quarrel, debate, clash, feud
**distinct** *adj.* discrete, separate, different
**distinguished** *adj.* celebrated, notable, famous, well-known
**divulge** *v.* reveal, admit, disclose
**dogged** *adj.* stubborn, determined, persistent
**dominate** *v.* rule, control, govern
**dot** *v.* are located in, are scattered around
*n.* spot, point
**downfall** *n.* collapse, ruin, destruction
**doze** *v.* sleep, nap
**drawback** *n.* disadvantage, weakness, flaw
**dreary** *adj.* dismal, gloomy, bleak
**drench** *v.* wet, soak
**drowsy** *adj.* sleepy, tired
**dubious** *adj.* doubtful, skeptical, uncertain
**durable** *adj.* lasting, enduring, resistant
**dwell** *v.* live, reside, inhabit
**dwelling** *n.* house, home, residence
**dwindle** *v.* decrease, diminish
**dynamic** *adj.* energetic, forceful, active, vibrant

**Exercise:** Complete the following sentences by filling in the blanks with vocabulary item (A), (B), or (C) according to the context of the sentences.

1. The snow on the mountaintop was _____ in the bright morning sun.
   (A) dazzling (B) dogged (C) dim
2. A person who has been accused of a crime cannot be forced to _____ any information that is self-incriminating.
   (A) divulge (B) desist (C) disperse
3. Roses have a _____ beauty.
   (A) dense (B) delicate (C) dire
4. An odometer is a _____ for measuring distance.
   (A) device (B) delusion (C) dwelling
5. The amount of open space has _____ as more and more land is developed.
   (A) dominated (B) dwindled (C) dispersed
6. A _____ battery can cause an electrical device to malfunction.
   (A) dogged (B) durable (C) defective
7. Richard Bird and his pilot Floyd Bennet undertook a _____ flight to the North Pole in May of 1926.
   (A) daring (B) defiant (C) distinct
8. Steep, round hills called knobs _____ southern Indiana.
   (A) demolish (B) dot (C) dwell
9. Artists Nathaniel Currier and J. Merritt Ives produced some _____ prints of nineteenth century New England scenes which collectors prize for their charm.
   (A) dreary (B) dim (C) delightful
10. Economists define _____ goods as ones intended to last more than four months.
    (A) durable (B) dense (C) delicate
11. One cause of the American Revolution was a _____ over taxation.
    (A) drawback (B) delusion (C) dispute
12. Florida has a humid climate. Summers there are particularly hot and _____.
    (A) dynamic (B) damp (C) dogged

## Mini-Lesson 3.6

**eerie** *adj.* strange, odd, unusual, frightening
**elderly** *adj.* old, aged
**elegant** *adj.* sophisticated, polished
**eligible** *adj.* suitable, qualified, acceptable
**eminent** *adj.* celebrated, distinguished, famous
**emit** *v.* send out, discharge
**enchanting** *adj.* delightful, charming, captivating
**encounter** *v.* meet, find, come across
*n.* meeting, confrontation
**endeavor** *n.* attempt, venture
**endorse** *v.* authorize, approve, support
**enhance** *v.* intensify, amplify, strengthen
**ensue** *v.* follow, result
**entice** *v.* lure, attract, tempt
**era** *n.* period, age
**essential** *adj.* critical, vital, crucial, key
**esteem** *v.* cherish, honor, admire
**evade** *v.* escape, avoid, elude
**exhaustive** *adj.* thorough, complete, comprehensive
**exhilarating** *adj.* exciting, thrilling, stimulating
**extravagant** *adj.* excessive, lavish

**fable** *n.* story, tale
**fabled** *adj.* legendary, mythical, famous
**facet** *n.* aspect, point, feature
**faint** *adj.* dim, pale, faded, indistinct
**falter** *v.* hesitate, waver
**fancy** *adj.* decorative, ornate, elaborate
**fasten** *v.* attach, secure
**fatal** *adj.* mortal, lethal, deadly
**fatigue** *v.* tire, exhaust
*n.* exhaustion, weariness
**faulty** *adj.* flawed, inferior
**feasible** *adj.* possible
**feeble** *adj.* weak, fragile, frail
**ferocious** *adj.* fierce, savage, violent
**fiery** *adj.* (1) blazing, burning
(2) passionate, fervent
**fitting** *adj.* suitable, proper, apt, appropriate
**flagrant** *adj.* blatant, obvious
**flaw** *n.* defect, imperfection, fault
**flee** *v.* escape, go away, elude
**flimsy** *adj.* fragile, frail, weak, feeble
**forego** *v.* abandon, give up
**foremost** *adj.* chief, principal, leading
**fragment** *n.* particle, piece, bit
**fragrant** *adj.* aromatic, scented
**fraudulent** *adj.* false, deceptive, deceitful
**fundamental** *adj.* basic, integral, elemental
**fusion** *n.* blend, merger, union
**futile** *adj.* useless, pointless, vain

**Exercise:** Complete the following sentences by filling in the blanks with vocabulary items (A), (B), or (C) according to the context of the sentences.

1. In 1906, much of San Francisco was destroyed by an earthquake and the fires that _____.
   (A) evaded (B) ensued (C) encountered
2. The writer H. P. Lovecraft wrote many _____ stories about the supernatural.
   (A) essential (B) eerie (C) exhilarating
3. A new _____ of aviation began in 1947 when Chuck Yeager became the first pilot to fly faster than the speed of sound.
   (A) fable (B) endeavor (C) era
4. Vance Packard's book *The Hidden Persuaders* deals with the tactics advertisers use to _____ consumers.
   (A) endorse (B) entice (C) enhance
5. Riding a roller coaster is an _____ experience.
   (A) exhilarating (B) elegant (C) exhaustive
6. Before the plane takes off, passengers must _____ their seat belts.
   (A) flee (B) emit (C) fasten
7. In the United States, citizens are _____ to vote at the age of eighteen.
   (A) essential (B) elderly (C) eligible
8. Barracudas are _____ predators, sometimes called the "tigers" of tropical waters.
   (A) elegant (B) futile (C) ferocious
9. Certain gases such as neon _____ light when exposed to an electrical current.
   (A) emit (B) evade (C) esteem
10. People make more mistakes when they are _____ than when they are fresh.
    (A) exhaustive (B) eminent (C) fatigued
11. A _____ in a jewel makes it less valuable.
    (A) fragment (B) facet (C) flaw
12. Honeysuckle is a shrub that has _____ white or yellowish blossoms.
    (A) flagrant (B) fragrant (C) exhilarating

## Mini-Lesson 3.7

**gala** *adj.* festive, happy, joyous
**gap** *n.* break, breach, opening
**garrulous** *adj.* talkative
**gaudy** *adj.* showy, flashy, ostentatious
**genial** *adj.* pleasant, cordial, agreeable
**gentle** *adj.* mild, kind, considerate
**genuine** *adj.* authentic, real, valid
**glitter** *v.* sparkle, shine, glisten
**glory** *n.* grandeur, majesty, fame
**gorgeous** *adj.* attractive, beautiful
**graphic** *adj.* clear, explicit, vivid
**grasp** *v.* (1) grab, seize, grip
(2) understand
**grave** *adj.* serious, grievous, solemn, somber
**gregarious** *adj.* sociable, friendly
**grim** *adj.* severe, dreary, bleak, somber
**grip** *v.* hold, grasp, seize
**grueling** *adj.* exhausting, difficult
**gullible** *adj.* innocent, naive, trusting, credulous

**hamper** *v.* delay, obstruct, hinder, block
**haphazard** *adj.* random, chance, aimless, unplanned
**hardship** *n.* difficulty, trouble
**harm** *v.* injure, damage
**harmony** *n.* accord, agreement, peace
**harness** *v.* control, use
**harsh** *adj.* severe, rough, strict
**hasty** *adj.* quick, rushed, hurried
**hazardous** *adj.* dangerous, risky
**heed** *v.* obey, listen to, mind, follow
**hinder** *v.* block, obstruct, hamper
**hoist** *v.* lift, raise, pick up
**hue** *n.* color, tint, shade
**huge** *adj.* enormous, giant, colossal, immense
**hurl** *v.* pitch, throw, fling

**Exercise:** Complete the following sentences by filling in the blanks with vocabulary item (A), (B), or (C) according to the context of the sentences.

1. During the construction of skyscrapers, cranes are used to _____ building materials to the upper floors.
   (A) hurl (B) harness (C) hoist
2. The twenty-six mile-long Boston Marathon is a _____ foot race.
   (A) gorgeous (B) grueling (C) hasty
3. Dams can _____ the power of rivers, but they may also destroy their beauty.
   (A) heed (B) harness (C) hurl
4. The more facets a diamond has, the more it _____.
   (A) glitters (B) harms (C) hinders
5. Many people celebrate the New Year with _____ parties.
   (A) gala (B) grueling (C) haphazard
6. Think it over for a while; don't make a _____ decision.
   (A) genuine (B) gullible (C) hasty
7. Bad weather _____ the rescue crews trying to locate the life rafts.
   (A) hampered (B) grasped (C) harnessed
8. Gorillas look ferocious but are actually quite _____ creatures.
   (A) gaudy (B) gentle (C) gorgeous
9. Con artists are criminals who take advantage of _____ people by tricking them and taking their money.
   (A) garrulous (B) grim (C) gullible
10. Working with toxic materials is a _____ occupation.
    (A) hazardous (B) genial (C) haphazard
11. Most minnows are tiny fish, but squaw fish, which can weigh as much as 30 pounds, are actually _____ minnows.
    (A) gregarious (B) gaudy (C) huge
12. At first, the results of the experiment seemed _____, but finally a pattern emerged.
    (A) haphazard (B) grave (C) genuine

## Mini-Lesson 3.8

**idea** *n.* concept, notion, thought
**ideal** *n.* model, standard
*adj.* perfect, model, standard
**idle** *adj.* (1) inactive, unused, inert
(2) lazy
**illusion** *n.* fantasy, delusion
**imaginary** *adj.* unreal, fantastic, fictitious
**imaginative** *adj.* creative, original, clever
**immense** *adj.* huge, enormous, massive, colossal
**impair** *v.* damage, injure, spoil
**impartial** *adj.* fair, unbiased, neutral
**implement** *v.* realize, achieve, put into practice, execute
*n.* tool, utensil, instrument
**incessant** *adj.* constant, ceaseless, continuous
**increment** *n.* increase, amount
**indifferent** *adj.* uncaring, apathetic, unconcerned
**indigenous** *adj.* native
**indispensable** *adj.* necessary, essential, vital, critical
**indistinct** *adj.* unclear, blurry, hazy
**induce** *v.* persuade, convince, coax
**inept** *adj.* incompetent, awkward, clumsy
**inexorable** *adj.* unstoppable
**infamous** *adj.* notorious, shocking
**infinite** *adj.* limitless, endless, boundless
**infinitesimal** *adj.* tiny, minute, minuscule
**ingenious** *adj.* brilliant, imaginative, clever, inventive
**ingenuous** *adj.* naive, trusting
**inhabit** *v.* live, dwell, reside, populate
**inhibit** *v.* control, limit, restrain
**initial** *adj.* original, first, beginning, introductory
**innate** *adj.* natural, inborn
**intense** *adj.* powerful, heightened, concentrated
**intricate** *adj.* complicated, complex, involved
**irate** *adj.* angry, furious, upset

**jagged** *adj.* rough, rugged, uneven, irregular
**jeopardy** *n.* danger, hazard, risk, threat
**jolly** *adj.* joyful, happy, cheerful, jovial
**jolt** *v.* shock, jar, shake up, surprise
*n.* blow, surprise, shock

**keen** *adj.* (1) sharp
(2) shrewd, clever, bright
(3) eager, enthusiastic
**key** *adj.* principal, crucial, important
**knack** *n.* skill, ability, aptitude, talent

**Exercise:** Complete the following sentences by filling in the blanks with vocabulary item (A), (B), or (C) according to the context of the sentences.

1. Many people feel that Hawaii has an almost _____ climate.
   (A) idle (B) impartial (C) ideal
2. A plow is a farm _____ used to break up soil and prepare the land for planting.
   (A) increment (B) knack (C) implement
3. A laser uses a synthetic ruby to concentrate light into an extremely _____ high-energy beam.
   (A) intense (B) indistinct (C) imaginary
4. Jesse James was an _____ outlaw, well-known as a bank robber and gunfighter.
   (A) inept (B) ingenuous (C) infamous
5. Antibiotics _____ the growth of bacteria.
   (A) inhabit (B) jolt (C) inhibit
6. Optical _____ deceive the eye with tricks of perception.
   (A) illusions (B) ideals (C) increments
7. Stockholders may be too _____ to vote in corporate elections, so they let management vote for them by proxy.
   (A) infamous (B) indifferent (C) ingenious
8. The heavily populated states of Ohio, Pennsylvania, Illinois, and Michigan are _____ states for any candidate in a presidential election.
   (A) initial (B) impartial (C) key
9. A virus is so _____ that it can be seen only with an electron microscope.
   (A) infinite (B) imaginary (C) infinitesimal
10. The _____ character Falstaff is one of Shakespeare's finest comic creations.
    (A) keen (B) jolly (C) irate
11. Anyone can learn basic cooking skills; you don't need a special _____.
    (A) knack (B) idea (C) implement
12. Alcohol _____ one's ability to drive.
    (A) jolts (B) impair (C) induce
13. The _____ people of Australia were called Aborigines by the English settlers.
    (A) indigenous (B) ingenuous (C) innate
14. The rhinoceros has a poor sense of sight but _____ sense of smell.
    (A) an impartial (B) an inept (C) a keen
15. The equator is _____ line running around the center of the Earth.
    (A) an imaginative (B) a jagged (C) an imaginary
16. A glacier's progress is slow but _____.
    (A) inexorable (B) impartial (C) infinite

## Mini-Lesson 3.9

**lack** *v.* need, require, not have
*n.* shortage, absence, scarcity
**lag** *v.* fall behind, go slowly
**lavish** *adj.* luxurious, plentiful, abundant
**lax** *adj.* careless, negligent, loose
**legendary** *adj.* mythical, fabled, famous
**legitimate** *adj.* proper, authentic, valid
**lethargic** *adj.* slow, listless, sluggish, lazy
**likely** *adj.* probable, plausible
**linger** *v.* remain, stay
**link** *v.* join, connect, fasten, bind
*n.* connection, tie
**long** *v.* desire, wish for
**lucid** *adj.* clear, plain, understandable
**lull** *v.* soothe, calm, quiet
*n.* pause, break
**lure** *v.* attract, tempt, entice
**lurid** *adj.* shocking, sensational, graphic
**lurk** *v.* prowl, sneak, hide
**luster** *n.* shine, radiance, brightness
**luxurious** *adj.* lavish, elegant, plush

**magnificent** *adj.* majestic, impressive, splendid
**magnitude** *n.* size, extent, amount
**mandatory** *adj.* necessary, obligatory, compulsory
**mar** *v.* damage, ruin, deface, spoil
**memorable** *adj.* unforgettable, impressive, striking
**mend** *v.* fix, repair
**mild** *adj.* gentle, moderate, calm
**mingle** *v.* blend, combine, mix
**minute** *adj.* tiny, minuscule, infinitesimal
**monitor** *v.* observe, watch
**moral** *adj.* honorable, ethical
**morale** *n.* spirit, confidence, attitude
**murky** *adj.* unclear, cloudy
**mysterious** *adj.* puzzling, strange
**mythical** *adj.* legendary, imaginary, fictional

**Exercise:** Complete the following sentences by filling in the blanks with vocabulary item (A), (B), or (C) according to the context of the sentences.

1. It's difficult for scuba divers to see when the water is _____.
   (A) murky (B) lucid (C) magnificent
2. In most cultures, it is traditional to prepare _____ meals to celebrate holidays.
   (A) lurid (B) lethargic (C) lavish
3. Parents often sing to children to _____ them to sleep.
   (A) lurk (B) mingle (C) lull
4. Julius Caesar is known not only for his military and political skills but also for his _____, informative writing.
   (A) lucid (B) lurid (C) lethargic
5. A cobbler _____ damaged shoes.
   (A) mars (B) mends (C) lacks
6. One of the _____ exhibits of Impressionist art is found at the Art Institute of Chicago.
   (A) mildest (B) most memorable (C) most lucid
7. The USO is a service organization which entertains U.S. troops and improves their _____.
   (A) morale (B) luster (C) lack
8. Quarks are _____ particles that are believed to be the fundamental unit of matter.
   (A) massive (B) minute (C) mythical
9. Some people like to _____ after dinner over coffee and dessert.
   (A) lag (B) long (C) linger
10. Paperback novels in the 1940's and 1950's often had _____ covers to attract readers' attention.
    (A) lurid (B) murky (C) legitimate
11. One problem caused by a rising crime rate is a _____ of space in prisons.
    (A) lag (B) lack (C) link
12. The _____ lumberjack Paul Bunyan and his giant blue ox Babe are two of the most famous characters in American folklore.
    (A) legendary (B) moral (C) minute

## Mini-Lesson 3.10

**negligible** *adj.* unimportant, trivial
**nimble** *adj.* graceful, agile
**notable** *adj.* remarkable, conspicuous, striking
**notify** *v.* inform
**notion** *n.* idea, concept, thought
**notorious** *adj.* infamous, disreputable
**novel** *adj.* new, innovative

**objective** *n.* goal, purpose, aim
*adj.* fair, impartial, unbiased, neutral
**oblong** *adj.* oval
**obscure** *adj.* unfamiliar, ambiguous, little-known
**obsolete** *adj.* antiquated, out-of-date, outmoded
**odd** *adj.* strange, unusual, peculiar, curious
**offspring** *n.* young, children, descendants
**ominous** *adj.* threatening, menacing, dangerous
**opulent** *adj.* luxurious, plush, affluent
**ornamental** *adj.* ornate, decorative, elaborate
**outgoing** *adj.* (1) open, friendly
(2) departing, leaving
**outlook** *n.* (1) opinion, view
(2) prospect, forecast
**outstanding** *adj.* excellent, exceptional, notable, well-known
**overall** *adj.* general, comprehensive
**overcast** *adj.* cloudy, gloomy
**overcome** *v.* subdue, defeat, overwhelm
**overlook** *v.* ignore, disregard, neglect
**oversee** *v.* supervise, manage, direct
**oversight** *n.* error, mistake, omission
**overt** *adj.* open, obvious
**overtake** *v.* catch up with, reach
**overwhelm** *v.* (1) astonish, astound
(2) inundate, overcome, engulf
(3) conquer, defeat, overpower

**Exercise:** Complete the following sentences by filling in the blanks with vocabulary item (A), (B), or (C) according to the context of the sentences.

1. Who should be _____ in case you are involved in an accident?
   (A) overlooked (B) notified (C) overtaken
2. Many of the world's most _____ restaurants are located in luxury hotels.
   (A) outgoing (B) opulent (C) overt
3. The black clouds of a gathering thunderstorm look quite _____.
   (A) ominous (B) negligible (C) overcast
4. Pulitzer Prizes are awarded to _____ journalists, novelists, poets, and other writers.
   (A) objective (B) outstanding (C) notorious
5. An _____ plant is cultivated chiefly for its beauty.
   (A) opulent (B) obscure (C) ornamental
6. Franklin D. Roosevelt was able to _____ his physical handicaps; he didn't permit them to interfere with his living a vigorous life.
   (A) oversee (B) overcome (C) overtake
7. The poetry of Ezra Pound is sometimes difficult to understand because it contains so many _____ references.
   (A) notable (B) obscure (C) objective
8. The Bessemer Process was once the most common method of making steel, but today this process is considered _____.
   (A) odd (B) novel (C) obsolete
9. Gregarious people are friendly and _____.
   (A) overcast (B) nimble (C) outgoing
10. The town planning commission said that their financial _____ for the next fiscal year was optimistic; they expect increased tax revenues.
    (A) outlook (B) oversight (C) notion
11. The new play was so successful that the demand for tickets was _____.
    (A) odd (B) overwhelming (C) negligible
12. A book's table of contents provides readers with an _____ idea of what the book is about.
    (A) outgoing (B) overt (C) overall
13. Because ultraviolet light from the Sun can penetrate clouds, it is possible to get a sunburn on an _____ day.
    (A) obscure (B) overcast (C) opulent
14. Although the accident appeared serious, only a _____ amount of damage was done.
    (A) novel (B) notable (C) negligible

## Mini-Lesson 3.11

**pace** *n.* rate, speed
**painstaking** *adj.* careful, conscientious, thorough
**pale** *adj.* white, colorless, faded, blanched
**paltry** *adj.* unimportant, minor, trivial
**particle** *n.* piece, bit, fragment
**path** *n.* trail, track, way, route
**peculiar** *adj.* (1) strange, odd, puzzling
(2) distinctive, characteristic, unique, special
**penetrate** *v.* enter, go through, pierce, puncture
**perceive** *v.* observe, sense, notice
**peril** *n.* danger, hazard, risk, threat
**perpetual** *adj.* constant, endless, eternal
**perplexing** *adj.* puzzling, mystifying, confusing
**pierce** *v.* penetrate, puncture, stab
**plausible** *adj.* likely, credible, believable
**plead** *v.* appeal, beg
**plush** *adj.* opulent, luxurious, elegant
**ponder** *v.* consider, think about, reflect on
**portion** *n.* share, part, section, segment
**postpone** *v.* delay, put off, defer
**potent** *adj.* strong, powerful, effective
**pounce** *v.* jump, leap, spring
**precious** *adj.* expensive, costly, rare
**precise** *adj.* accurate, exact, definite
**premier** *adj.* (1) first, opening, earliest, initial
(2) chief, leading, foremost
**pressing** *adj.* urgent, crucial, compelling
**pretext** *n.* excuse, pretense, justification
**prevail** *v.* succeed, win, triumph
**prevalent** *adj.* common, widespread, popular
**prior** *adj.* earlier, preceding, former
**probe** *v.* investigate, inquire into
**procure** *v.* obtain, acquire, secure
**profound** *adj.* important, significant, deep
**profuse** *adj.* plentiful, abundant
**prompt** *adj.* punctual, timely
**prosper** *v.* flourish, thrive, succeed
**provoke** *v.* (1) irritate, anger, annoy
(2) cause, trigger
**prudent** *adj.* careful, sensible, cautious
**pulverize** *v.* crush, grind, powder
**pungent** *adj.* (1) bitter, harsh, biting, sharp
(2) spicy, sour, tart
**pursue** *v.* chase, follow, seek
**puzzling** *adj.* mystifying, confusing, baffling

**Exercise:** Complete the following sentences by filling in the blanks with vocabulary item (A), (B), or (C) according to the context of the sentences.

1. Turquoise is not valuable enough to be classified as a _____ stone.
   (A) perpetual (B) pale (C) precious
2. Employers often require job applicants to have _____ experience in the field.
   (A) premier (B) prior (C) plush
3. Hospitals define *urgent care* as medical care given to somewhat less _____ medical problems than emergency care.
   (A) perplexing (B) pressing (C) prudent
4. Tool makers must have the ability to work very _____ in order to meet exact specifications.
   (A) precisely (B) profoundly (C) plausibly
5. NASA _____ the launch of space vehicles on account of bad weather or technical problems.
   (A) ponders (B) postpones (C) probes
6. _____ of dust in the air may trigger allergies in some people.
   (A) Portions (B) Pretexts (C) Particles
7. The Appalachian Trail, extending from Maine to Georgia, is the longest continuous hiking _____ in the world.
   (A) pace (B) peril (C) path
8. When a tiger spots its prey, it crouches down and then _____.
   (A) pleads (B) ponders (C) pounces
9. X-rays cannot _____ lead.
   (A) provoke (B) penetrate (C) pursue
10. Morphine, a form of synthetic heroin, is a _____ painkiller.
    (A) potent (B) pungent (C) paltry
11. Sherlock Holmes, a fictional detective, solved many _____ crimes.
    (A) puzzling (B) prevalent (C) prompt
12. Mallows are a type of wildflower that grows _____ in prairies, woods, and marshes.
    (A) profusely (B) profoundly (C) preciously
13. Certain spices give foods a _____ taste.
    (A) prudent (B) pungent (C) pale
14. Trade with Britain and the West Indies allowed colonial seaports such as Boston to _____.
    (A) postpone (B) provoke (C) prosper
15. A _____ investor never takes unnecessary financial risks.
    (A) perplexing (B) prudent (C) premier

## Mini-Lesson 3.12

**quaint** *adj.* charming, picturesque, curious, old-fashioned
**quake** *v.* shiver, shake, tremble
**quandary** *n.* problem, dilemma, predicament
**quarrel** *n.* argument, dispute, disagreement
**quest** *n.* search, journey, venture

**radiant** *adj.* bright, shiny, glowing
**ragged** *adj.* torn, tattered, worn
**range** *n.* scope, extent, spectrum
*v.* (1) extend, vary, fluctuate
(2) roam, wander
**rash** *adj.* thoughtless, careless, reckless
**raw** *adj.* (1) uncooked
(2) unprocessed, unrefined, crude
**raze** *v.* demolish, level, knock down
**recede** *v.* retreat, go back, subside, withdraw
**reckless** *adj.* careless, rash
**recollect** *v.* recall, remember
**recount** *v.* narrate, tell
**refine** *v.* improve, process, purify
**refuge** *n.* shelter, haven, retreat
**rehearse** *v.* practice, train, go over
**reliable** *adj.* dependable, trustworthy
**relish** *v.* enjoy, savor, like
**remedy** *n.* treatment, cure
**remnant** *n.* remainder, balance, fragment
**remote** *adj.* isolated, distant
**renowned** *adj.* famous, celebrated, notable
**resent** *v.* dislike, take offense at
**retract** *v.* withdraw, pull back
**riddle** *n.* puzzle, mystery
**rigid** *adj.* (1) stiff, unbending
(2) harsh, severe, strict
**rip** *v.* tear, cut, slash
**ripe** *adj.* mature, developed, grown, ready
**risky** *adj.* dangerous, hazardous, treacherous
**roam** *v.* travel, wander, range
**rough** *adj.* (1) uneven, jagged, rugged
(2) difficult
(3) impolite
**route** *n.* way, course, path, road
**rudimentary** *adj.* elementary, fundamental, primative
**rugged** *adj.* (1) jagged, rough, uneven
(2) strong, sturdy
**rumor** *n.* gossip, hearsay, story
**rural** *adj.* agricultural
**ruthless** *adj.* cruel, brutal, vicious

**Exercise:** Complete the following sentences by filling in the blanks with vocabulary item (A), (B), or (C) according to the context of the sentences.

1. Motorists can be fined for driving _____.
   (A) recklessly (B) reliably (C) ruthlessly
2. Millions of bison once _____ the plains of North America.
   (A) recollected (B) ripped (C) roamed
3. Musicians have to _____ before performing.
   (A) rehearse (B) resent (C) recount
4. At the end of the Ice Age, glaciers began to _____.
   (A) quake (B) raze (C) recede
5. Big Sur, a wild section of California's coastline, is known for its _____ beauty.
   (A) ragged (B) rash (C) rugged
6. Wetlands provide _____ for many species of birds, reptiles, mammals, and amphibians.
   (A) riddles (B) refuge (C) rumors
7. The pirate Blackbeard had a reputation for being a harsh, _____ man.
   (A) ruthless (B) quaint (C) reliable
8. Wrecking balls are used to _____ buildings.
   (A) rip (B) quake (C) raze
9. The northernmost section of the Rocky Mountains, the Brooks Range, is located in a _____ section of Alaska.
   (A) remote (B) reliable (C) radiant
10. Dogs can hear a greater _____ of sounds than humans.
    (A) remnant (B) quandary (C) range
11. Patent medicine salesmen have claimed to have _____ for all types of ailments, from cancer to baldness to the common cold.
    (A) remedies (B) quandaries (C) riddles
12. Visitors to Vermont delight in the beautiful scenery and picturesque villages and enjoy staying in some of the _____ country inns there.
    (A) rudimentary (B) ragged (C) quaint
13. _____ materials have less economic value than processed materials.
    (A) Raw (B) Rash (C) Renowned
14. Many medieval stories dealt with _____, such as the story of the search for the Grail.
    (A) quarrels (B) quandaries (C) quests
15. The Tennessee Valley Authority helped bring cheap electricity to farmers in the _____ South.
    (A) reliable (B) rural (C) rugged

## Mini-Lesson 3.13

**salvage** *v.* save, rescue, recover, retrieve
**scale** *v.* climb
*n.* (1) range, spectrum
(2) proportion
**scarce** *adj.* rare, sparse, unusual
**scatter** *v.* disperse, spread
**scent** *n.* aroma, fragrance, odor, smell
**scrap** *v.* abandon, get rid of
*n.* piece, fragment
**seasoned** *adj.* experienced, veteran
**secluded** *adj.* hidden, isolated, secret
**sensational** *adj.* thrilling, exciting, shocking
**serene** *adj.* quiet, peaceful, calm, tranquil
**sever** *v.* cut, slice off, break
**severe** *adj.* (1) harsh, strict, austere
(2) undecorated, plain
**shatter** *v.* break, smash, fragment
**sheer** *adj.* (1) steep, sharp, abrupt
(2) transparent, thin, filmy
**shimmer** *v.* shine, glow, glisten, gleam
**shred** *v.* rip up, tear up
**shrewd** *adj.* clever, sly
**shrill** *adj.* piercing, high-pitched
**shun** *v.* avoid, stay away from
**shy** *adj.* timid, reserved
**significant** *adj.* important, vital, major
**signify** *v.* symbolize, stand for, indicate
**sketch** *v.* draw
*n.* drawing, picture, diagram
**slender** *adj.* thin, slim, slight
**sluggish** *adj.* slow, listless, lazy, lethargic
**sly** *adj.* cunning, clever, shrewd
**soak** *v.* wet, drench, saturate
**solace** *n.* comfort, consolation, relief
**somber** *adj.* serious, grave, solemn
**sort** *v.* classify, categorize
*n.* type, kind, variety
**sound** *n.* noise
*adj.* safe, solid, secure

**Exercise:** Complete the following sentences by filling in the blanks with vocabulary item (A), (B), or (C) according to the context of the sentences.

1. Skunks use a pungent _____ as their first line of defense.
   (A) scent (B) scrap (C) sound
2. One of the most popular peaks for mountain climbers to _____ is El Capitan in Yosemite National Park.
   (A) scale (B) soak (C) shun
3. Foxes are not particularly rare, but they are not often seen because they are so _____.
   (A) sluggish (B) somber (C) shy
4. The Civil Rights Act of 1964 was a particularly _____ piece of legislation.
   (A) serene (B) significant (C) slender
5. _____ workers are more valuable to employers than beginners.
   (A) Shrill (B) Seasoned (C) Sluggish
6. The Shakers were a strict religious group that _____ all types of pleasure.
   (A) scrapped (B) shunned (C) sketched
7. Denver's plan to build a subway system was _____ in the 1970's.
   (A) scattered (B) sorted (C) scrapped
8. Even after a ship has sunk, its cargo can often be _____.
   (A) severed (B) shattered (C) salvaged
9. Some economists believe that the best way to get a _____ economy moving again is to cut taxes.
   (A) sensational (B) sluggish (C) shrewd
10. Government bonds and blue-chip stocks are _____ investments.
    (A) sound (B) shy (C) scarce
11. If a person's spinal cord is _____, paralysis results.
    (A) soaked (B) severed (C) salvaged
12. Silk is a _____ fabric.
    (A) sheer (B) shrewd (C) slender

## Mini-Lesson 3.14

**span** *v.* extend, bridge, connect
*n.* length, extent, range
**spawn** *v.* generate, create, produce
*n.* offspring, descendants
**specific** *adj.* definite, particular, exact
**specimen** *n.* example, sample
**spectacular** *adj.* dramatic, sensational, impressive
**spell** *n.* interval, period, time
**spirited** *adj.* lively, energetic, vigorous
**splendid** *adj.* excellent, superb, wonderful
**spoil** *v.* (1) ruin, mar
(2) decay, deteriorate, decompose, rot
**spot** *v.* locate, find, see
*n.* (1) location, site
(2) mark, stain, speck
**spur** *v.* stimulate, impel, encourage, provoke
*n.* inducement, stimulus
**stable** *adj.* steady, secure, stationary, fixed
**stage** *v.* present, put on
*n.* grade, step, level, phase
**stain** *v.* color, tint, discolor, dye
*n.* spot, mark, blemish
**stale** *adj.* (1) old, dry
(2) dull, trite, uninteresting
**stall** *v.* halt, delay, put off
**stately** *adj.* dignified, grand, magnificent, elegant
**steep** *adj.* sheer, perpendicular
**stern** *adj.* firm, severe, strict, harsh
**strife** *n.* conflict, dispute, struggle
**strive** *v.* attempt, try
**struggle** *v.* fight, argue, dispute
*n.* conflict, strife, battle, effort
**stubborn** *adj.* rigid, uncompromising, obstinate
**sturdy** *adj.* strong, rugged, well-built
**subsequent** *adj.* later, succeeding, following, ensuing
**subtle** *adj.* indirect, suggestive, implied
**suitable** *adj.* appropriate, correct, apt
**summit** *n.* peak, apex, zenith
**sundry** *adj.* miscellaneous, diverse, various
**superb** *adj.* excellent, splendid
**supplant** *v.* replace, substitute for
**supple** *adj.* pliable, flexible, bendable
**sway** *v.* (1) wave, rock, swing, bend
(2) persuade, influence
**sweeping** *adj.* complete, exhaustive, general, comprehensive
**swift** *adj.* fast, quick, rapid
**swivel** *v.* rotate, spin, turn

**Exercise:** Complete the following sentences by filling in the blanks with vocabulary item (A), (B), or (C) according to the context of the sentences.

1. High pressure cells may bring brief warm _____ even in the middle of winter.
   (A) struggles (B) spells (C) spans
2. The _____ cliffs of the Na Pali Coast of Kauai Island, Hawaii, rise some 4,000 feet from the sea.
   (A) still (B) steep (C) subtle
3. The process of refining oil involves a number of _____.
   (A) specimens (B) spots (C) stages
4. In high winds, skyscrapers will _____ slightly.
   (A) swivel (B) sway (C) stall
5. Severe thunderstorms may _____ tornadoes.
   (A) spot (B) spawn (C) span
6. The snow-covered _____ of Mount Hood is the highest point in the state of Oregon.
   (A) spur (B) summit (C) span
7. D. W. Griffith was the first director of _____ films. These were movies made on a colossal scale.
   (A) specific (B) suitable (C) spectacular
8. Cheetahs are the _____ of all land mammals, with top speeds of up to 70 miles per hour.
   (A) stalest (B) subtlest (C) swiftest
9. Salt can be used to keep meat from _____.
   (A) struggling (B) spoiling (C) stalling
10. Because they must be able to break a path through icebound waters, icebreakers have to be very _____ boats.
    (A) stern (B) sturdy (C) supple
11. Most people who divorce _____ remarry.
    (A) specifically (B) subsequently (C) stubbornly
12. A roadbed supplies a _____ base for a highway.
    (A) stable (B) sundry (C) sweeping
13. The geographical center of the North American continent is a _____ near Balta, North Dakota.
    (A) spot (B) stage (C) summit
14. Many medical tests require a blood _____.
    (A) spell (B) specimen (C) stain
15. Because of their protective coloration, ghost crabs are hard to _____.
    (A) spur (B) spawn (C) spot

## Mini-Lesson 3.15

**tact** *n.* diplomacy, discretion, poise
**tale** *n.* story
**tame** *v.* domesticate, master
*adj.* docile, domesticated, gentle
**tamper (with)** *v.* interfere (with)
**tangle** *v.* knot, twist
**tart** *adj.* sour, tangy, piquant
**taunt** *v.* insult, mock, torment
**tedious** *adj.* boring, dull, tiresome
**telling** *adj.* effective, convincing, forceful
**temperate** *adj.* mild, moderate
**tempting** *adj.* alluring, attractive, enticing
**tender** *adj.* (1) delicate, soft
(2) gentle, loving
(3) sore, painful
**thaw** *v.* melt
**thorough** *adj.* complete, comprehensive
**thoroughfare** *n.* street, boulevard
**thrifty** *adj.* economical, inexpensive
**thrilling** *adj.* exciting, stimulating, stirring
**thrive** *v.* prosper, flourish
**thwart** *v.* prevent, impede, obstruct
**tidings** *n.* news, message
**tilt** *v.* incline, slope
**timid** *adj.* fearful, shy, retiring
**tint** *v.* color, hue, shade, tone
*n.* color, stain, dye
**tiresome** *adj.* tedious, dull, boring
**toil** *v.* labor, work
*n.* exertion, labor, work
**tolerant** *adj.* patient, impartial, open-minded
**torment** *v.* taunt, abuse, bully
**torrent** *n.* flood, deluge
**tow** *v.* haul, draw, pull, drag
**toxic** *adj.* poisonous, noxious
**trait** *n.* characteristic, feature, quality
**treacherous** *adj.* dangerous, hazardous
**trickle** *n.* drip, leak
**triumph** *n.* victory, success, achievement
**trivial** *adj.* unimportant, minor
**trying** *adj.* demanding, difficult, troublesome
**tug** *v.* pull, draw

**Exercise:** Complete the following sentences by filling in the blanks with vocabulary item (A), (B), or (C) according to the context of the sentences.

1. Citric acid gives citrus fruit their _____ taste.
   (A) temperate (B) toxic (C) tart
2. The use of robots and automated machinery has eliminated certain _____ factory jobs.
   (A) tedious (B) thrilling (C) timid
3. One should never buy a food or medicine if the packaging has obviously been _____.
   (A) tangled (B) thwarted (C) tampered with
4. Alfred Hitchcock directed a number of _____ psychological dramas; among the most exciting are *Psycho* and *North by Northwest*.
   (A) timid (B) trivial (C) thrilling
5. Tides are caused by the _____ of the Moon's gravity.
   (A) tangle (B) torrent (C) tug
6. Many people find chocolate _____.
   (A) tempting (B) tender (C) temperate
7. Peachtree Street is the main _____ in Atlanta.
   (A) triumph (B) thoroughfare (C) tilt
8. In her book *Silent Spring*, Rachel Carson wrote about insecticides and their _____ effects on animal life.
   (A) tiresome (B) tender (C) toxic
9. In the desert, dry creek beds may turn into raging _____ after heavy rainstorms.
   (A) trickles (B) torrents (C) toils
10. Barley can be grown almost anywhere in the temperate zone. Unlike most other grains, it even _____ at high altitudes.
    (A) tampers (B) thrives (C) thaws
11. _____ such as hair color and eye color are inherited genetically from one's parents.
    (A) Traits (B) Triumphs (C) Tints
12. Washington Irving collected and interpreted many famous old _____, including the legends of Rip Van Winkle and the Headless Horseman.
    (A) tales (B) tidings (C) traits

## Mini-Lesson 3.16

**ultimate** *adj.* (1) conclusive, definite, final
(2) maximum, highest, best
**unbearable** *adj.* intolerable, agonizing
**uncouth** *adj.* impolite, rude, vulgar
**undertake** *v.* try, attempt
**ungainly** *adj.* awkward, unskillful
**uniform** *adj.* consistent, regular
**unique** *adj.* singular, one of a kind, special
**unruly** *adj.* unmanageable, disorganized, disorderly
**unsound** *adj.* defective, faulty, unsafe
**uphold** *v.* support, sustain
**upkeep** *n.* maintenance
**uproar** *n.* disorder, disturbance, commotion
**urge** *v.* encourage, advise, implore
**urgent** *adj.* pressing, compelling
**utensil** *n.* tool, implement, device
**utter** *v.* say, speak
*adj.* total, absolute, complete

**vacant** *adj.* empty, unoccupied
**vague** *adj.* unclear, uncertain, ambiguous
**vain** *adj.* (1) useless, pointless
(2) conceited, proud
**valid** *adj.* genuine, authentic, legitimate
**vanish** *v.* disappear
**variable** *adj.* changeable, shifting
**vast** *adj.* huge, enormous, extensive, immense
**venomous** *adj.* poisonous
**verbose** *adj.* talkative, wordy
**verge** *n.* brink, edge, threshold
**vessel** *n.* (1) container, bottle
(2) ship
**vex** *v.* irritate, anger, annoy
**viable** *adj.* (1) alive, living
(2) feasible, practical, possible
**vicinity** *n.* area, proximity, zone
**vigorous** *adj.* dynamic, energetic, spirited
**vital** *adj.* critical, crucial, key, essential
**vivid** *adj.* clear, distinct, graphic
**vow** *v.* promise, pledge, swear
*n.* oath, promise, pledge

**Exercise:** Complete the following sentences by filling in the blanks with vocabulary item (A), (B), or (C) according to the context of the sentences.

1. To be fair, laws must be _____ applied to all persons.
   (A) urgently (B) vaguely (C) uniformly
2. The rattlesnake is the most common _____ snake in the United States.
   (A) ungainly (B) venomous (C) variable
3. The League of Women Voters _____ all citizens to vote.
   (A) urges (B) vexes (C) upholds
4. In his novel *The Red Badge of Courage*, Stephen Crane _____ describes a Civil War battle.
   (A) vividly (B) uniformly (C) vitally
5. An Erlenmeyer flask is a glass _____ used in chemistry labs.
   (A) vessel (B) vow (C) verge
6. Aerobics is _____ form of exercise.
   (A) a viable (B) an uncouth (C) a vigorous
7. A metropolitan area consists of a central city and any suburban areas in its _____.
   (A) vicinity (B) vessel (C) upkeep
8. Special police tactics are required to deal with riots or _____ crowds.
   (A) ungainly (B) unruly (C) unsound
9. The kidneys play a _____ role in maintaining health by removing impurities from the bloodstream.
   (A) vivid (B) viable (C) vital
10. The myth of Narcissus tells the story of a handsome but _____ young man who stares at his reflection in a pool of water for so long that he turns into a flower.
    (A) vain (B) ungainly (C) verbose
11. The fork has been used as an eating _____ since at least the twelfth century.
    (A) vessel (B) utensil (C) verge
12. The Great Plains cover _____ area.
    (A) a vast (B) a viable (C) an ultimate

## Mini-Lesson 3.17

**wage** *n.* salary, pay, earnings
**wander** *v.* roam, travel, range
**wane** *v.* shrink, decrease, decline
**ware** *n.* good, merchandise
**warp** *v.* deform, bend, twist
**wary** *adj.* careful, cautious, alert
**weary** *adj.* tired, exhausted, fatigued
**well-to-do** *adj.* rich, wealthy, affluent
**wholesome** *adj.* healthy, nutritious, beneficial
**wicked** *adj.* evil, corrupt, immoral
**widespread** *adj.* extensive, prevalent, sweeping
**wily** *adj.* crafty, cunning, shrewd
**wise** *adj.* astute, prudent, intelligent
**withdraw** *v.* retreat, pull out, remove
**wither** *v.* dry, shrivel, wilt
**withhold** *v.* reserve, retain, hold back
**witty** *adj.* comic, clever, amusing
**woe** *n.* trouble, distress, sorrow
**wonder** *v.* think about, speculate, ponder
*n.* marvel, miracle
**wound** *v.* injure, hurt
*n.* injury

**yearn** *v.* desire, crave, want
**yield** *v.* (1) give up, surrender
(2) produce, supply
*n.* production, output, crop

**zealous** *adj.* enthusiastic, eager
**zenith** *n.* peak, tip, apex
**zone** *n.* area, vicinity, region

**Exercise:** Complete the following sentences by filling in the blanks with vocabulary item (A), (B), or (C) according to the context of the sentences.

1. If boards become wet, they may _____.
   (A) wither (B) yield (C) warp
2. Whole grains and fresh fruit and vegetables are _____ foods.
   (A) wicked (B) wholesome (C) well-to-do
3. You must be _____ when buying a used car; be sure the engine is in good condition.
   (A) weary (B) zealous (C) wary
4. In the past, many salesmen tried to sell their _____ door- to-door.
   (A) wares (B) woes (C) yields
5. Humorist Will Rogers wrote many _____ newspaper columns.
   (A) wily (B) weary (C) witty
6. Congress sets the minimum _____, which is the lowest amount of money workers may be paid per hour.
   (A) wage (B) yield (C) zone
7. Intelligent policies are needed so that public funds are used _____.
   (A) wholesomely (B) zealously (C) wisely
8. Fertilizers can increase farmers' _____.
   (A) wonders (B) yields (C) woes
9. Some superstitions are familiar to many cultures. For example, there is a _____ belief that black cats bring bad luck.
   (A) widespread (B) wily (C) wicked
10. A green belt is a parklike _____ around a city in which no development is permitted.
    (A) zenith (B) wound (C) zone

# Guide to the Test of Written English (TWE)

# About the Test of Written English

## Introduction

The TWE (Test of Written English) is designed to measure your ability to write an academic essay. The TWE is NOT given with Institutional TOEFL tests. However, it is ALWAYS given with paper-based tests that are administered by ETS. It is administered before the other three sections of TOEFL. There is no additional fee required to take the TWE.

TWE differs from the rest of TOEFL in that it is **productive.** Instead of choosing one of four answer choices, you must write your own short essay. TWE consists of a single essay topic called a **prompt**; there is no choice as to what to write about. You have thirty minutes in which to write an essay based on the prompt. A typical TWE answer is about 200 to 300 words long and is divided into four or five paragraphs.

The most common type of TWE prompt asks you to write a contrast/opinion essay. In this type of essay, you must contrast two points of view, then defend one of those positions. Another type of essay asks you to select some development, invention, or phenomenon and explain its importance. Prompts are carefully chosen to avoid anything controversial, upsetting, or unfair to a particular group.

At ETS, your essay is read by at least two trained readers who score it "holistically." In other words, the essay is not judged according to individual errors you might make but by the overall organization, development, clarity, and effectiveness of your writing. The score is based on a scale of 1 to 6; half-point scores (5.5, 4.5, and so on) are also given. The scoring system ETS uses is similar to the one that follows. (You can use this chart to estimate your TWE score when you take the TWE Practice Tests.)

| Score | Explanation of Score |
|---|---|
| 6 | Strongly indicates the ability to write a well-organized, well-developed, and logical essay. Specific examples and details support the main ideas. All the elements of the essay are unified and cohesive. A variety of sentence structures are used successfully, and sophisticated vocabulary is employed. Grammatical errors are infrequent, but a few minor mistakes may occur. |
| 5 | Indicates the ability to write an organized, developed, and logical essay. The main ideas are adequately supported by examples and details. Sentence structure may be less varied than that of a level 6 essay, and vocabulary less sophisticated. Some grammatical errors will appear. |
| 4 | Indicates a moderate ability to write an acceptable essay. Although main ideas may be adequately supported, weaknesses in organization and development will be apparent. Sentence structure and vocabulary may lack sophistication or be used inappropriately. Grammatical errors may be frequent. |
| 3 | Indicates some minimal ability in writing an acceptable essay, but involves serious weaknesses in organization and development. Significant sentence-structure and vocabulary problems occur, and there are frequent grammatical errors that sometimes make the writer's ideas difficult to comprehend. |
| 2 | Indicates the inability to write an acceptable essay. Organization and development are very weak or nonexistent. Lacks unity and cohesion. Few if any specific details may be given in support of the writer's ideas. If details are given, they may seem inappropriate. Significant and frequent errors in grammar occur throughout the essay. Writer may not have fully understood the essay topic. |
| 1 | Strongly indicates the inability to write an acceptable essay. No apparent development or organization. Sentences may be brief and fragmentary and unrelated to one another. Significant grammatical errors occur throughout the essay and make it difficult to |

understand any of the author's ideas. Writer may have completely misunderstood the essay topic.

OFF Did not write on the topic assigned.

1NR Did not write the essay.

The average score TWE score is between 3.5 and 4.0. TWE is scored separately from the rest of the test and has no effect on your overall TOEFL score.

Following are two sample TWE prompts and essays that respond to those prompts. (Note: These essays are based on composite student essays. They have been edited to correct errors in grammar and mechanics.)

## Sample TWE Prompt A

Some people believe that money spent on space research benefits all of humanity. Others take the opposite view and say that money for this type of research is wasted. Discuss these two positions, using examples. Tell which view you agree with and explain why.

Notes

Intro: Space research + 50 years:
expensive—$ well spent or wasted?

| – ideas | + ideas |
|---|---|
| costs billions; also human resources; no real benefits | consumer products; e.g., PC's, freeze-dried foods, pacemakers |
| e.g., trip to Moon only brought back rocks | weather & communication satellites |
| many important uses for this $ on Earth: | scientific knowledge about planets, Moon, even Earth |
| e.g., education<br>environment<br>housing | |

Conclu: As shown, many benefits—also, human race needs challenge just as individuals do—therefore, space research is worth all the money spent

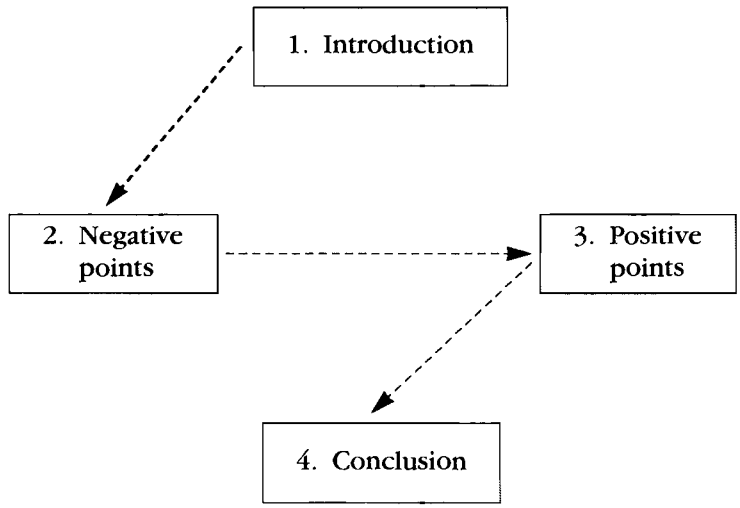
For over fifty years, a number of nations have been involved in the exploration of outer space. This research has been very costly, of course. Has this money been well-spent or wasted?

Some people believe that all or most space research should be eliminated because of its incredible expense, not only in terms of money, but also in terms of scientific and human resources. These people point out the fact that it cost billions of dollars to send astronauts to the Moon, but all they brought back were some worthless rocks. These people say that the money and effort now being wasted in outer space could be spent on more important projects right here on Earth, such as providing housing for homeless people, improving the education system, saving the environment, and finding cures for diseases.

However, other people believe that space research has provided many benefits to humanity. They point out that hundreds of useful products, from personal computers to heart pacemakers to freeze-dried foods, are the direct or indirect results of space research. They say that weather and communication satellites, which are also products of space programs, have benefited people all over the globe. In addition to these practical benefits, supporters of the space program point to the scientific knowledge that has been acquired about the Sun, the Moon, the planets, and even our own Earth as a result of space research.

I agree with those people who support space research and want it to continue. Space research, as shown, has already brought many benefits to humanity. Perhaps it will bring even more benefits in the future, ones that we can't even imagine now. Moreover, just as individual people need challenges to make their lives more interesting, I believe the human race itself needs a challenge, and I think that the peaceful exploration of outer space provides just such a challenge.

Notice that in the first sample TWE, the writer organized the essay in the following way:



## Sample TWE Prompt B

Developments in transportation such as the invention of the automobile have had an enormous impact on modern society. Choose another development in transportation that you think is of great importance. Give reasons for your selection.

Notes

Intro: One of most important develop is internat'l jet transport—since '50's—because of speed & rel. low costs, has changed way people think

Speed: 100 yrs ago, took weeks to cross ocean: today, few hrs—this has changed people's concept of space—world smaller

Low costs: In past, only wealthy could travel comfortably; poor people had to save for years—today, more and more people can travel: businessmen
students
tourists

Conclusion: countries no longer so isolated; people think of world as they used to think of their own hometowns

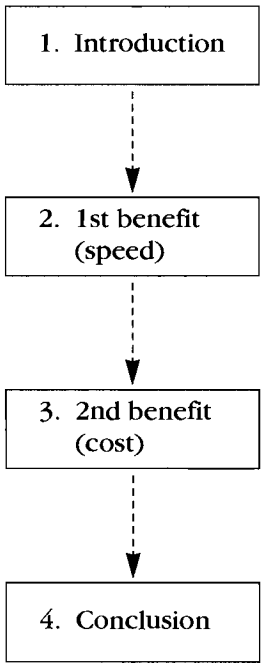
I believe that one of the most important developments in transportation has been the development of international jet transport. Since this style of transportation appeared in the 1950's, it has had some revolutionary effects. Because of the high speeds and the relatively low cost of this type of travel, it has changed the way people look at the world.

The most obviously important characteristic of jet travel is the high speed involved. A hundred years ago, it took weeks to cross the Atlantic or Pacific oceans by ship. Today, those same trips can be completed in a matter of hours. One can attend a meeting in Paris and have dinner in New York the same day. These amazing speeds have changed people's concepts of space. Today the world is much smaller than it was in the past.

Another important aspect of jet travel is its relatively low cost. An international journey one hundred years ago was extremely expensive. Only wealthy people could afford to travel comfortably, in first class. Poor people had to save for years to purchase a ticket, and the conditions in which they traveled were not very good. Today it is possible for more and more people in every country to travel in comfort. Thus it is possible for businesspeople to do business all over the world, for students to attend universities in other countries, and for tourists to take vacations anywhere in the world.

In conclusion, the speed and low cost of international jet travel have changed the world. Individual nations are not as isolated as they were in the past, and people now think of the whole planet as they once thought of their own hometowns.

Notice that the writer organized the second sample essay as follows:



# Ten Keys to Writing the TWE Essay

## KEY #1: Budget your time carefully.

You have only a half-hour in which to complete your work. You should use your time more or less as shown below:

| | |
|---|---|
| Reading and thinking about the prompt | 2 minutes |
| Planning and taking notes | 3 minutes |
| Writing the essay | 22 minutes |
| Checking the essay | 3 minutes |

As with all parts of TOEFL, be familiar with the directions for TWE so that you don't have to waste time reading them.

## KEY #2: Read the question carefully.

You must write on the prompt exactly as it is given, so be sure you understand it. If you write about another topic, you won't receive a score at all. If you don't completely address the topic, you will receive a lower score.

## KEY #3: Brainstorm!

Before you begin to write, spend a minute or two just "brainstorming." Just think about the prompt and the best way to approach it. Remember: there is no "correct" answer for TWE. You can choose any position as long as you can adequately support it. While you're brainstorming, jot down your ideas in the section marked "NOTES".

## KEY #4: Plan your essay before you write.

You don't have to write out a formal outline with Roman numerals, capital letters, and so on. However, you *should* make some notes. By following your notes, you can organize your essay *before* you write, leaving you free to concentrate on the task of writing.

When making notes, don't worry about writing complete, grammatical sentences; use abbreviations if possible. The point of taking notes is to simply get your ideas down on paper as quickly as possible.

## KEY #5: Be sure your handwriting is as clear and legible as possible.

Handwriting that is hard to read may unconsciously prejudice the readers who are grading your essay. Be sure your handwriting is not too small or too large.

## KEY #6: Follow a clear, logical organization.

All TWE essays should consist of three basic parts: an **introductory paragraph**, a **body** that consists of two or three paragraphs, and a **concluding paragraph**. You need to include all of these elements in your essay. The introduction states the main idea of the essay in one sentence called the **thesis statement** and may provide some background about that idea. The body develops the main idea brought up in the introduction. Specific examples are given to make the thesis statement seem stronger and more believable to the reader. The conclusion evaluates and summarizes the material that is in the body. It provides the reader with a sense of closure—the feeling that the essay is really finished, not that the writer simply ran out of time.

The exact plan of organization you use depends on the type of prompt you are given. The following patterns could be used for the two main types of prompt commonly given. Of course, these are not the only patterns that could be used in writing TWE essays, but they are effective plans for organizing your ideas.

### Prompt Type A: Contrast/Opinion

| | | |
|---|---|---|
| Introduction: | Paragraph 1: | Present the two sides of the issue; give a brief amount of background information. |
| Body: | Paragraph 2: | Discuss the negative side of the issue; give examples. |
| | Paragraph 3: | Discuss the positive side of the issue; give examples. |
| Conclusion: | Paragraph 4: | Express you own opinion about the issue; give specific reasons for your decision. |

### Prompt Type B: Explain the Importance of a Development, Invention, or Phenomenon

| | | |
|---|---|---|
| Introduction: | Paragraph 1: | Explain what development you have chosen to write about, and why. |
| Body: | Paragraph 2: | Discuss one aspect of why this development is important; give examples. |
| | Paragraph 3: | Discuss another aspect of why this development is important; give examples. |
| Conclusion: | Paragraph 4: | Summarize the points made in paragraphs 2 and 3. |

Now look back at the two TWE sample essays to see if they follow these patterns of organization.

## KEY #7: Use concrete examples and specific reasons.

Whenever you make a general statement, you should support it with specific examples. Don't just say, "Computers are important to modern business." Give specific examples of how computers can benefit businesses. If you state an opinion, give reasons. Don't just say, "I believe television is harmful to children." Explain exactly why you think television hurts children.

**KEY #8: Use signal words to indicate transitions.**

Signal words can be used to join paragraph to paragraph and sentence to sentence. These words make your essay clearer and easier to follow. Some of these expressions and their meanings are given below.

## Expressions Used to List Points, Examples, or Reasons

**First example or reason**
- First, . . .
- The first example is . . .
- The first reason for this is that . . .

**Additional examples or reasons**
- Second . . . (Third, Fourth)
- A second (third, fourth) example is that . . .
- Another example is . . .
- Another reason is that . . .
- In addition, . . .
- Furthermore, . . .
- Moreover, . . .

**Final examples or reasons**
- Finally, . . .

**To give individual examples**
- For example, . . .
- For instance, . . .
- To give a specific example, . . .
- *X* is an example of *Y*.

**To show contrast**
- However, . . .
- On the other hand, . . .
- Nevertheless, . . .

**To show a conclusion**
- Therefore, . . .
- Consequently, . . .

**To show similarity**
- Likewise, . . .
- Similarly, . . .

**To begin a concluding paragraph**
- In conclusion, . . .
- In summary, . . .

## Examples of the Use of Signal Words

I agree with the idea of stricter gun control for a number of reasons. *First,* statistics show that guns are not very effective in preventing crime. *Second,* accidents involving guns frequently occur. *Finally,* guns can be stolen and later used in crimes.

I believe that a good salary is an important consideration when looking for a career. *However,* the nature of the work is more important to me. *Thus,* I would not accept a job that I did not find rewarding.

For me, the reasons for living in an urban area are stronger than the reasons for living in a rural community. *Therefore,* I agree with those people who believe it is an advantage to live in a big city.

Look back at the sample essays again. Did the authors use signal words to show transitions?

### KEY #9: Use a variety of sentence types.

Good writing in English consists of a more or less equal balance between short, simple sentences consisting of only one clause and longer sentences containing two or more clauses. Therefore, make an effort to use sentences of various lengths.

You should also vary sentence structures. Begin some sentences with prepositional phrases or subordinate clauses.

**Examples of various sentence types**

Instead of . . .

I agree with this idea for several reasons.

Try . . .

For several reasons, I agree with this idea.

Instead of . . .

I support Idea A even though Idea B has some positive attributes.

Try . . .

Even though Idea B has some positive attributes, I support Plan A.

### KEY #10: Check your essay for errors.

Allow a few minutes to proofread the essay. However, don't make any major changes at this time. Don't cross out long sections or try to add a lot of new material. Look for obvious errors in punctuation, spelling, and capitalization, as well as common grammatical mistakes: subject-verb agreement, wrong tense use, incorrect use of plurals, incorrect word forms, and so on. If you have ever taken a writing class in English, look at the corrections the teacher made on your papers to see what types of mistakes you commonly make, and look for these.

# Three Practice TWE Tests

The following exams are very similar to actual TWE tests. Time yourself carefully while taking these practice tests. You can use the scoring chart on page 388 to estimate your score. If you are taking an English course, you may want to ask your English teacher to score your test and to make recommendations for improving your essay.

**Practice TWE Directions**

**30 Minutes**

1. When you are ready, turn the page and carefully read the essay prompt.
2. Before you begin writing, think about the prompt. You will probably want to make some notes to organize your thoughts. Use only the space marked NOTES to write notes or an outline.
3. Write on only *one* topic. If you do not write on the topic given, you will not receive a score.
4. Your essay should be clear and precise. Support your ideas with facts. The quality of your writing is of more importance than the quantity, but you will probably want to write more than one paragraph.
5. Begin your essay on the first line of the essay page. Use the next page if you need to. Write as neatly as possible. Don't write in large letters. Don't skip lines or leave large margins.
6. Check your essay after you have finished. Give yourself enough time to read over your essay and make minor revisions *before* the end of the exam.
7. After 30 minutes, stop writing and put your pencil down.

## TWE Essay Prompt 1

Some people believe that advertising on television is generally beneficial to viewers. Others take the position that television advertising has primarily negative effects. Which position do you agree with? Explain your decision, using specific examples.

NOTES

Use this space for essay notes only. Write the final version of your essay on the next two pages.

Name: _____

Write your essay here.

## TWE Essay Prompt 2

Some people say that university students should concentrate on their own field of study, and that all the classes they take should be closely related to that subject. Others believe that university students should get a general education, taking classes in many fields before concentrating on a single field. Discuss both points of view, using concrete examples. Which view do you support? Give reasons for your choice.

NOTES

Use this space for essay notes only. Write the final version of your essay on the next two pages.

Name: _____

Write your essay here.

## TWE Essay Prompt 3

Good, affordable housing is one of the factors that make a community a desirable place to live. Choose one other factor that you feel is important. Give specific reasons for your choice.

NOTES

Use this space for essay notes only. Write the final version of your essay on the next two pages.

Name: _____

Write your essay here.

# Three Complete Practice Tests

# About Taking the Practice Tests

One of the best ways to ensure success on TOEFL is to take realistic practice exams. The three tests in this book are accurate and up to date. They duplicate actual exams in terms of format, content, and level of difficulty. They cover all the types of items that commonly appear on actual exams. All items have been pre-tested.

These tests can be used in the classroom or by self-study learners. In order to get the most from these practice tests, suggestions for both types of users are given below.

### Using the Tests in the Classroom

- The test should be given under actual testing conditions—for example, desks should be arranged as they would be during a test, and no talking should be allowed. If possible, each test should be given in its entirety rather than section by section.
- Sections 2 and 3 should be carefully timed, and students should not work ahead.
- Students should mark answers on the answer sheets provided at the end of the book.
- An analysis and a discussion of all three parts of the exam is an important follow-up for the practice tests. These activities can be done as a class or in small groups. Test-takers should understand *why* a choice is correct.

### Using the Tests for Self-Study

- Take each test all at one time rather than section by section.
- Use a watch to time yourself carefully during Sections 2 and 3. Do not go ahead to the next section even if you finish early. Do not give yourself extra time even if you haven't finished the section.
- Sit at a desk or table, not in an easy chair or on a sofa, and work away from distractions such as a television or a stereo.
- Mark your answers on the answer sheets rather than in the book.
- After completing the test, mark incorrect answers but do not write in the corrections. Instead, go back and answer these questions a second time.
- Read the explanations in the Written Expression section and the Reading Comprehension section for all items that you answer incorrectly.
- If you have time, take the entire test over again on another answer sheet. (You may want to make photocopies of the answer sheets in the back of the book before you begin.)
- Use the scoring charts in the back of this book to calculate your scores for each practice test.
- Keep track of your scores in the Personal Score Record in the Scoring section of this book. If you have consistently lower scores on one section of the test, you might want to review the corresponding section in the *Guide*.
- If you have enough time, take the entire test over on a separate answer sheet.

# Scoring the Practice Tests

The level of difficulty varies slightly from one TOEFL test to another. ETS uses a statistical process called "test equating" to adjust each set of scores. The chart given here can only be used to determine a range of scores. ETS, of course, reports your score as a single number, not as a range.

After completing each test, obtain a raw score for each of the three sections by counting the number of correct answers in the three sections. Then look at the conversion chart to determine the range of scaled scores for each section. Add the three low scores from the range of scores for each section, then the three high scores. Multiply both totals by 10 and divide by 3. Your "actual" TOEFL score will lie somewhere in that range of numbers.

For example, suppose that you had 32 correct answers in Listening Comprehension, 29 in Structure and Written Expression, and 37 in Reading Comprehension:

| | Raw Score (number correct) | Range of Scaled Scores (from conversion chart) |
|---|---|---|
| Section 1 | 32 | 49-50 |
| Section 2 | 29 | 50-52 |
| Section 3 | 37 | 53-54 |

49 + 50 + 53 = 152
50 + 52 + 54 = 156

152 × 10 = 1,520 ÷ 3 = 507
156 × 10 = 1,560 ÷ 3 = 520

Your score on the practice test would be between 507 and 520.

**SCORE CONVERSION CHART**

| Section 1 | | Section 2 | | Section 3 | |
|---|---|---|---|---|---|
| Raw Scores | Range of Scaled Scores | Raw Scores | Range of Scaled Scores | Raw Scores | Range of Scaled Scores |
| 48-50 | 65-68 | 39-40 | 64-68 | 48-50 | 65-67 |
| 45-47 | 57-64 | 36-38 | 60-64 | 45-47 | 57-64 |
| 42-44 | 55-57 | 34-35 | 57-59 | 42-44 | 56-57 |
| 39-41 | 54-55 | 31-33 | 53-56 | 39-41 | 55-56 |
| 36-38 | 52-54 | 29-30 | 50-52 | 36-38 | 53-54 |
| 33-35 | 50-52 | 27-28 | 49-50 | 33-35 | 51-52 |
| 30-32 | 49-50 | 24-26 | 48-49 | 30-32 | 50-51 |
| 27-29 | 47-48 | 21-23 | 46-48 | 27-29 | 48-49 |
| 24-26 | 45-47 | 18-20 | 43-45 | 24-26 | 46-47 |
| 21-23 | 44-45 | 15-17 | 39-42 | 21-23 | 44-45 |
| 18-20 | 42-44 | 12-14 | 36-38 | 18-20 | 42-44 |
| 15-17 | 39-41 | 9-11 | 32-35 | 15-17 | 39-41 |
| 12-14 | 36-38 | 6-8 | 28-32 | 12-14 | 36-38 |
| 9-11 | 33-36 | 3-5 | 24-27 | 9-11 | 33-36 |
| 6-8 | 29-32 | 0-2 | 20-23 | 6-8 | 29-32 |
| 3-5 | 25-28 | | | 3-5 | 25-28 |
| 0-2 | 23-24 | | | 0-2 | 21-24 |

## Personal Score Record

### Practice Test 1

| Section 1 Range of Scores | Section 2 Range of Scores | Section 3 Range of Scores | Total Range of Scores |
|---|---|---|---|
| | | | |

### Practice Test 2

| Section 1 Range of Scores | Section 2 Range of Scores | Section 3 Range of Scores | Total Range of Scores |
|---|---|---|---|
| | | | |

### Practice Test 3

| Section 1 Range of Scores | Section 2 Range of Scores | Section 3 Range of Scores | Total Range of Scores |
|---|---|---|---|
| | | | |

# Practice Test 1

# 1 Listening Comprehension

This section tests your ability to comprehend spoken English. It is divided into three parts, each with its own directions. You are *not* permitted to turn the page during the reading of the directions or to take notes at any time.

## Part A

**Directions:** Each item in this part consists of a brief conversation involving two speakers. Following each conversation, a third voice will ask a question. You will hear the conversations and questions only once, and they will *not* be written out.

When you have heard each conversation and question, read the four answer choices and select the *one*—(A), (B), (C), or (D)—that best answers the question based on what is directly stated or on what can be inferred. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

Here is an example.

You will hear:

Sample Answer

You will read: (A) Open the window.
(B) Move the chair.
(C) Leave the room.
(D) Take a seat.

From the conversation you find out that the woman thinks the man should put the chair over by the window. The best answer to the question, "What does the woman think the man should do?" is (B), "Move the chair." You should fill in (B) on your answer sheet.

1 1 1 1 1 1 1 1 1 1 1 1

1. (A) She doesn't have an appointment.
   (B) Her problem is complicated.
   (C) She must live somewhere else.
   (D) Her apartment isn't far away.

2. (A) She can use his phone if she wants.
   (B) There's no charge for phone calls.
   (C) His phone is out of order too.
   (D) She can call him later if she likes.

3. (A) He couldn't find it.
   (B) It was too hard to solve.
   (C) It was simpler than he'd thought.
   (D) He solved it even though it was hard.

4. (A) He cleaned up after cooking.
   (B) He forgot to put the pots and pans away.
   (C) He was out in a terrible storm.
   (D) He put some plants in the kitchen.

5. (A) He studied forestry in school.
   (B) He worked in a forest.
   (C) He read a lot of books about trees.
   (D) His father taught him.

6. (A) How many pages he must write.
   (B) What Professor Barclay discussed.
   (C) How long the class lasted.
   (D) When the paper is due.

7. (A) She doesn't like any music except classical.
   (B) There is some classical music she doesn't like.
   (C) She likes classical music, but she can't play it.
   (D) Classical music doesn't interest her at all.

8. (A) He was too busy to take it.
   (B) He did well on it.
   (C) He left some questions unanswered on it.
   (D) He took it two times.

9. (A) Breaking the glass.
   (B) Warming the lid.
   (C) Hitting the lid.
   (D) Filling the jar.

10. (A) It was too expensive.
    (B) She bought it at the shop next door.
    (C) It was given to her as a gift.
    (D) She paid very little for it.

11. (A) She doesn't want to discuss the traffic.
    (B) She didn't have to go downtown today.
    (C) She was in the traffic herself.
    (D) She thinks the traffic was better today.

12. (A) The classes aren't interesting.
    (B) Classes have been canceled.
    (C) The weather is pleasant.
    (D) It isn't very sunny today.

13. (A) Gary doesn't need a audio player.
    (B) She wants her audio player back.
    (C) She's glad Gary is finally here.
    (D) Gary can keep her audio player.

14. (A) Stay inside and read it.
    (B) Look in it for advertisements for umbrellas.
    (C) Cover her head with it.
    (D) Throw it away.

15. (A) She originally supported Margaret.
    (B) She can no longer support Ed.
    (C) Ed has dropped out of the race.
    (D) She's not interested in the election.

Go on to the next page

1 1 1 1 1 1 1 1 1 1 1 1

16. (A) She and her brother painted the apartment.
(B) Her brother owes her some money.
(C) Her brother painted the apartment by himself.
(D) She painted her brother's apartment.

17. (A) Give him a map.
(B) Cut his hair for him.
(C) Drive him to the lake.
(D) Show him another route.

18. (A) Hanging it.
(B) Buying it.
(C) Painting it.
(D) Framing it.

19. (A) Borrow Stephanie's computer.
(B) Buy her own computer.
(C) Save some money.
(D) Stay home and complete her assignment.

20. (A) He doesn't need to practice anymore.
(B) His team has won a lot of games.
(C) He doesn't want to play volleyball.
(D) His team needs to improve.

21. (A) She seems to be feeling better.
(B) She has quite an imagination.
(C) She takes beautiful pictures.
(D) She's too sick to go out.

22. (A) Lou has been here once before.
(B) They'll start when Lou arrives.
(C) Lou has already started.
(D) Everyone is getting hungry.

23. (A) She thinks they're reasonably priced.
(B) She doesn't like them at all.
(C) She'd buy them if she had enough money.
(D) She doesn't need them, but she still likes them.

24. (A) To improve his game quickly.
(B) To take more lessons.
(C) To train with a professional.
(D) To teach people to play tennis.

25. (A) Wrap the present.
(B) Play a game.
(C) Point out a problem.
(D) End the discussion.

26. (A) He wants to buy some books.
(B) Two of the books are the same.
(C) He needs some matches.
(D) The couple is a good match.

27. (A) Neither street goes downtown.
(B) California Street is better than Oak Street.
(C) There's not enough time to go downtown.
(D) He can take either street.

28. (A) It was hard to hear.
(B) It wasn't true.
(C) It was surprising.
(D) It wasn't very interesting.

29. (A) The handle on the suitcase is broken.
(B) His hands are already full.
(C) The luggage is too heavy for him.
(D) He'll be happy to help.

30. (A) She had to prepare for an exam.
(B) She'd passed the physics test.
(C) She was going camping.
(D) She'd dropped the physics class.

Go on to the next page

1 1 1 1 1 1 1 1 1 1 1 1

## Part B

**Directions:** This part of the test consists of extended conversations between two speakers. After each of these conversations, there are a number of questions. You will hear each conversation and question only once, and the questions are *not* written out.

When you have heard the questions, read the four answer choices and select the *one*—(A), (B), (C), or (D)—that best answers the question based on what is directly stated or on what can be inferred. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

Don't forget: During actual exams, taking notes or writing in your test book is *not* permitted.

1 1 1 1 1 1 1 1 1 1 1 1

31. (A) They are both studying social anthropology.
    (B) Both of them are going to the museum on Saturday.
    (C) They both have the same teacher.
    (D) Both of them have studied anthropology before.

32. (A) In the morning.
    (B) In the afternoon.
    (C) In the evening.
    (D) Only on Saturdays.

33. (A) Relationships between parents and children.
    (B) The tools used by ancient people.
    (C) Leadership in contemporary society.
    (D) Marriage customs.

34. (A) He found it uninteresting.
    (B) He found it useful.
    (C) He found it fascinating.
    (D) He found it difficult.

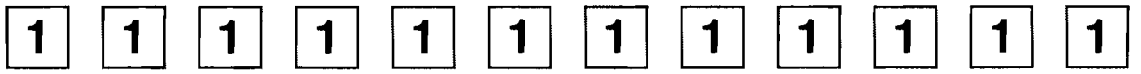
35. (A) At a university.
    (B) At a television station.
    (C) At a newspaper office.
    (D) At a hospital.

36. (A) He needs a well-paying position.
    (B) He was told to by a professor.
    (C) He wants the experience.
    (D) He recently lost another job.

37. (A) Drama.
    (B) Journalism.
    (C) Telecommunications.
    (D) History.

38. (A) Talk to Ms. Wagner.
    (B) Drop a class.
    (C) Change his major.
    (D) Complete a form.

Go on to the next page



## Part C

**Directions:** This part of the test consists of several talks, each given by a single speaker. After each of these talks, there are a number of questions. You will hear each talk and question only once, and the questions are *not* written out.

When you have heard each question, read the four answer choices and select the *one*—(A), (B), (C), or (D)—that best answers the question based on what is directly stated or on what can be inferred. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

Here is an example.

You will hear:

Now here is a sample question.

You will hear:

**Sample Answer**

You will read: (A) Philosophy.
(B) Meteorology.
(C) Astronomy.
(D) Photography.

The lecture concerns a lunar eclipse, a topic that would typically be discussed in an astronomy class. The choice that best answers the question, "In what course is this lecture probably being given?" is (C), "Astronomy." You should fill in (C) on your answer sheet.

Here is an example.

You will hear:

**Sample Answer**

You will read: (A) The Earth's shadow moves across the Moon
(B) Clouds block the view of the Moon.
(C) The Moon moves between the Earth and the Sun.
(D) The Sun can be observed without special equipment.

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From the lecture you learn that a lunar eclipse occurs when the Earth moves between the Sun and the Moon and the shadow of the Earth passes across the Moon. The choice that best answers the question, "According to the speaker, which of the following occurs during a lunar eclipse?" is (A), "The Earth's shadow moves across the Moon."

Don't forget: During actual exams, taking notes or writing in your test book is *not* permitted.

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39. (A) A football game.
(B) Jet transportation.
(C) The *Hindenburg* disaster.
(D) Lighter-than-air craft.

40. (A) Early twentieth century airships.
(B) Blimps.
(C) Jet aircraft.
(D) Modern airships.

41. (A) The age of zeppelins ended in disaster there.
(B) It was there that the first blimp was designed.
(C) Helium was first substituted for hydrogen there.
(D) It was there that the last zeppelin was built.

42. (A) They would be safer.
(B) They would use less fuel.
(C) They would be faster.
(D) They could fly higher.

43. (A) The Uniform Time Act.
(B) The role of daylight saving time in wartime.
(C) Ways to save energy.
(D) The history of daylight saving time.

44. (A) In the spring.
(B) In the summer.
(C) In the fall.
(D) In the winter.

45. (A) As confusing.
(B) As innovative.
(C) As amusing.
(D) As wasteful.

46. (A) To standardize daylight saving time.
(B) To establish year-round daylight saving time.
(C) To abolish daylight saving time.
(D) To shorten daylight saving time.

47. (A) A program the city is starting.
(B) The uses of recycled materials.
(C) A proposed schedule.
(D) A recent newspaper article.

48. (A) Newspapers.
(B) Aluminum cans.
(C) Plastic bottles.
(D) Glass containers.

49. (A) The north.
(B) The east.
(C) The south.
(D) The central.

50. (A) Look in the local newspaper.
(B) Keep listening to radio.
(C) Stop by the recycling center.
(D) Call the radio station.

**THIS IS THE END OF SECTION 1, LISTENING COMPREHENSION.**

**STOP WORK ON SECTION 1.**

STOP STOP STOP STOP STOP STOP

# 2 Structure and Written Expression

**Time: 25 minutes**

This section tests your ability to recognize grammar and usage suitable for standard written English. This section is divided into two parts, each with its own directions.

## Structure

**Directions:** Items in this part are incomplete sentences. Following each of these sentences, there are four words or phrases. You should select the *one* word or phrase—(A), (B), (C), or (D)—that best completes the sentence. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

*Example I*

Sample Answer

Pepsin _____ an enzyme used in digestion.

(A) that
(B) is
(C) of
(D) being

This sentence should properly read "Pepsin is an enzyme used in digestion." You should fill in (B) on your answer sheet.

*Example II*

Sample Answer

_____ large natural lakes are found in the state of South Carolina.

(A) There are no
(B) Not the
(C) It is not
(D) No

This sentence should properly read "No large natural lakes are found in the state of South Carolina." You should fill in (D) on your answer sheet.

As soon as you understand the directions, begin work on this part.

Go on to the next page

2 2 2 2 2 2 2 2 2 2 2 2

1. _____ team sports require cooperation.
   (A) Of all
   (B) They are all
   (C) All
   (D) Why are all

2. Anyone who has ever pulled weeds from a garden _____ roots firmly anchor plants to the soil.
   (A) is well aware of
   (B) is well aware that
   (C) well aware
   (D) well aware that

3. Centuries of erosion have exposed _____ rock surfaces in the Painted Desert of northern Arizona.
   (A) in colors of the rainbow
   (B) colored like a rainbow
   (C) rainbow-colored
   (D) a rainbow's coloring

4. The higher the temperature of a molecule, _____.
   (A) the more energy it has
   (B) than it has more energy
   (C) more energy has it
   (D) it has more energy

5. Frontier surgeon Ephraim MacDonald had to perform operations _____ anesthesia.
   (A) no
   (B) not having
   (C) without
   (D) there wasn't

6. _____ young, chimpanzees are easily trained.
   (A) When are
   (B) When
   (C) They are
   (D) When they

7. A person of _____ age may suffer from defects of vision.
   (A) every
   (B) some
   (C) certain
   (D) any

8. _____ have settled, one of their first concerns has been to locate an adequate water supply.
   (A) Wherever people
   (B) There are people who
   (C) Whether people
   (D) People

9. If a bar magnet is _____, the two pieces form two complete magnets, each with a north and south pole.
   (A) broken
   (B) broke
   (C) breaking
   (D) break

10. The type of plant and animal life living in and around a pond depends on the soil of the pond, _____, and the pond's location.
    (A) what the quality of the water is
    (B) how is the water quality
    (C) the quality of the water
    (D) what is the water quality

11. Clifford Holland, _____ civil engineer, was in charge of the construction of the first tunnel under the Hudson River.
    (A) he was a
    (B) a
    (C) being a
    (D) who, as a

Go on to the next page

2 2 2 2 2 2 2 2 2 2 2 2

12. _____ parrots are native to tropical regions is untrue.
(A) That all
(B) All
(C) Why all
(D) Since all

13. A major concern among archaeologists today is the preservation of archaeological sites, _____ are threatened by development.
(A) of which many
(B) many of them
(C) which many
(D) many of which

14. In 1775 Daniel Boone opened the Wilderness Trail and made _____ the first settlements in Kentucky.
(A) possibly it was
(B) as possible
(C) possible
(D) it possible

15. Rarely _____ seen far from water.
(A) spotted turtles
(B) spotted turtles are
(C) have spotted turtles
(D) are spotted turtles

Go on to the next page

## Written Expression

**Directions:** The items in this part have four underlined words or phrases, (A), (B), (C), and (D). You must identify the *one* underlined expression that must be changed for the sentence to be correct. Then find the number of the question on your answer sheet and fill in the space corresponding to the letter.

*Example I*

Sample Answer

Lenses may to have (A) either concave (B) or (C) convex shapes (D).

This sentence should read "Lenses may have either concave or convex shapes." You should therefore select answer (A).

*Example II*

Sample Answer

When (A) painting a fresco, an artist is applied (B) paint directly (C) to the damp plaster of a wall (D).

This sentence should read "When painting a fresco, an artist applies paint directly to the damp plaster of a wall." You should therefore select answer (B).

As soon as you understand the directions, begin work on this section.

Go on to the next page

2 2 2 2 2 2 2 2 2 2 2 2

16. Ceramics can be harder, light (A), and more resistant (B) to heat (C) than metals (D).

17. Not everyone (A) realizes that (B) the most largest (C) organ of the human (D) body is the skin.

18. Mold is extremely (A) destruction (B) to books (C) in a library (D).

19. Sidney Lanier achieved (A) fame both as a (B) poet or (C) as a symphony musician (D).

20. The horses (A) used play (B) polo are not of any special (C) breed or of any definite (D) size.

21. A tapestry consists of (A) a foundation weave, called the warp, which across (B) are passed different colored (C) threads, called the weft, forming decorative patterns (D).

22. The works (A) of early American woodcarvers had many (B) artistic qualities, but these craftsmen probably did not (C) think of them (D) as artists.

23. Perhaps mankind's first (A) important musical (B) influence were (C) the songs of birds (D).

24. The techniques of science and magic (A) are quite different (B), but their basic aims—to understand (C) and control nature—they are (D) very similar.

25. It was in a cave near Magdalena, New Mexico, when (A) the oldest (B) known (C) ears of cultivated corn were discovered (D).

26. The fossil remains of much (A) extinct mammals (B) have been found (C) in the tar pits at Rancho La Brea in (D) Los Angeles.

27. Sharks can detect (A) minute electrical (B) discharges coming (C) from its (D) prey.

Go on to the next page

2 2 2 2 2 2 2 2 2 2 2 2

28. A dark nebula consists of a cloud of (A) interstellar dust enough dense (B) to obscure (C) the stars beyond (D) it.

29. Commercially (A) honey is heated and filtered (B) in order to stabilize (C) and clarify it (D).

30. The various (A) parts of the body require so (B) different surgical (C) skills that many (D) surgical specialties have developed.

31. One reason birds have been (A) so successful is because of (B) their able (C) to escape from danger quickly (D).

32. The wood (A) of the rosewood tree is used (B) to do (C) fine musical (D) instruments.

33. Chemical engineering is based on (A) the principles (B) of physics, chemists (C), and mathematics (D).

34. Ballet performers must be (A) believable actors (B) and actresses as well (C) as experts (D) dancers.

35. Venus, the second (A) planet from (B) the Sun, is exactly almost (C) the same size as (D) the Earth.

36. P. T. Barnum opened his own (A) circus in 1871 and become (B) the most famous (C) showman of his time (D).

37. The way a child plays with (A) other children reveals a lots (B) about the child's (C) emotional development (D).

38. Sheep have been (A) domesticated (B) for over (C) 5,000 years ago (D).

Go on to the next page

2 2 2 2 2 2 2 2 2 2 2 2

39. Chemical compounds with (A) barium, cobalt, and strontium are (B) responsible to (C) many of the vivid colors (D) in fireworks.

40. Duke University in North Carolina has (A) an outstanding collecting (B) of documents concerning (C) Southern history (D).

**THIS IS THE END OF SECTION 2.**

**IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON SECTION 2 ONLY.**

**DO NOT READ OR WORK ON ANY OTHER SECTION OF THE TEST.**

STOP STOP STOP STOP STOP STOP

# 3 Reading Comprehension

**Time: 55 minutes**

This section of the test measures your ability to comprehend written materials.

**Directions:** This section contains several passages, each followed by a number of questions. Read the passages and, for each question, choose the *one* best answer—(A), (B), (C), or (D)—based on what is stated in the passage or on what can be inferred from the passage. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

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▼ **Read the following passage:**

Like mammals, birds claim their own territories. A bird's territory may be small or large. Some birds claim only their nest and the area right around it, while others claim far larger territories that include their feeding areas. Gulls, penguins, and other waterfowl nest in huge colonies, but even in the biggest colonies, each male and his mate have small territories of their own immediately around their nests.

Male birds defend their territory chiefly against other males of the same species. In some cases, a warning call or threatening pose may be all the defense needed, but in other cases, intruders may refuse to leave peacefully.

*Example I*

Sample Answer

What is the main topic of this passage?

(A) Birds that live in colonies
(B) Birds' mating habits
(C) The behavior of birds
(D) Territoriality in birds

The passage mainly concerns the territories of birds. You should fill in (D) on your answer sheet.

*Example II*

Sample Answer

According to the passage, male birds defend their territory primarily against

(A) female birds
(B) birds of other species
(C) males of their own species
(D) mammals

The passage states that "Male birds defend their territory chiefly against other males of the same species." You should fill in (C) on your answer sheet.

As soon as you understand the directions, begin work on this section.

## Questions 1–11

The Sun today is a yellow dwarf star. It is fueled by thermonuclear reactions near its center that convert hydrogen to helium. The Sun has existed in its present state for about 4 billion, 600 million years and is thousands of times larger than the Earth.

By studying other stars, astronomers can predict what the rest of the Sun's life will be like. About 5 billion years from now, the core of the Sun will shrink and become hotter. The surface temperature will fall. The higher temperature of the center will increase the rate of thermonuclear reactions. The outer regions of the Sun will expand approximately 35 million miles, about the distance to Mercury, which is the closest planet to the Sun. The Sun will then be a red giant star. Temperatures on the Earth will become too hot for life to exist.

Once the Sun has used up its thermonuclear energy as a red giant, it will begin to shrink. After it shrinks to the size of the Earth, it will become a white dwarf star. The Sun may throw off huge amounts of gases in violent eruptions called nova explosions as it changes from a red giant to a white dwarf.

After billions of years as a white dwarf, the Sun will have used up all its fuel and will have lost its heat. Such a star is called a black dwarf. After the Sun has become a black dwarf, the Earth will be dark and cold. If any atmosphere remains there, it will have frozen onto the Earth's surface.

1. What is the primary purpose of this passage?
   (A) To alert people to the dangers posed by the Sun
   (B) To discuss conditions on Earth in the far future
   (C) To present a theory about red giant stars
   (D) To describe changes that the Sun will go through

2. The word "fueled" in line 1 is closest in meaning to
   (A) powered
   (B) bombarded
   (C) created
   (D) propelled

3. The word "state" in line 3 is closest in meaning to
   (A) shape
   (B) condition
   (C) location
   (D) size

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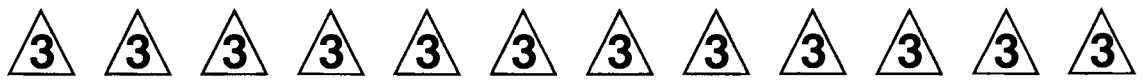

4. It can be inferred from the passage that the Sun
   (A) is approximately halfway through its life as a yellow dwarf
   (B) has been in existence for 10 billion years
   (C) is rapidly changing in size and brightness
   (D) will continue as a yellow dwarf for another 10 billion years

5. What will probably be the first stage of change as the Sun becomes a red giant?
   (A) Its core will cool off and use less fuel.
   (B) Its surface will become hotter and shrink.
   (C) It will throw off huge amounts of gases.
   (D) Its center will grow smaller and hotter.

6. When the Sun becomes a red giant, what will conditions be like on Earth?
   (A) Its atmosphere will freeze and become solid.
   (B) It will be enveloped in the expanding surface of the Sun.
   (C) It will become too hot for life to exist.
   (D) It will be nearly destroyed by nova explosions.

7. As a white dwarf, the Sun will be
   (A) the same size as the planet Mercury
   (B) thousands of times smaller than it is today
   (C) around 35 million miles in diameter
   (D) cold and dark

8. According to the passage, which of the following best describes the sequence of stages that the Sun will probably pass through?
   (A) Yellow dwarf, white dwarf, red giant, black giant
   (B) Red giant, white dwarf, red dwarf, nova explosion
   (C) Yellow dwarf, red giant, white dwarf, black dwarf
   (D) White dwarf, red giant, black dwarf, yellow dwarf

9. The phrase "throw off" in line 17 is closest in meaning to
   (A) eject
   (B) burn up
   (C) convert
   (D) let in

10. The word "there" in line 23 refers to
    (A) our own planet
    (B) the outer surface of the Sun
    (C) the core of a black dwarf
    (D) the planet Mercury

11. Which of the following best describes the tone of the passage?
    (A) Alarmed
    (B) Pessimistic
    (C) Comic
    (D) Objective

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## Questions 12–23

It is said that George Washington was one of the first to realize how important the building of canals would be to the nation's development. In fact, before he became President, he headed the first company in the United States to build a canal which was to connect the Ohio and Potomac rivers. It was never completed, but it showed the nation the feasibility of canals. As the country expanded westward, settlers in western New York, Pennsylvania, and Ohio needed a means to ship goods. Canals linking natural waterways seemed to offer an effective solution.

In 1791 engineers commissioned by the state of New York investigated the possibility of a canal between Albany on the Hudson River and Buffalo on Lake Erie, which would link the Great Lakes area with the Atlantic seacoast. It would avoid the mountains that served as a barrier to canals from the Delaware and Potomac rivers.

The first attempt to dig the canal, to be called the Erie Canal, was made by private companies, but only a comparatively small portion was built before the project was halted for lack of funds. The cost of the project was an estimated five million dollars, an enormous amount for those days. There was some on-again-off-again Federal funding, but the War of 1812 put an end to this. In 1817 DeWitt Clinton was elected Governor of New York and persuaded the state to finance and build the canal. It was completed in 1825, costing two million dollars more than expected.

The canal rapidly lived up to its sponsors' faith, quickly paying for itself through tolls. It was far more economical than any other form of transportation at the time. It permitted trade between the Great Lake region and East Coast, robbing the Mississippi River of much of its traffic. It allowed New York to supplant Boston, Philadelphia, and other Eastern cities as the chief center of both domestic and foreign commerce. Cities sprang up along the canal. It also contributed in a number of ways to the North's victory over the South in the Civil War.

An expansion of the canal was planned in 1849. Increased traffic would undoubtedly have warranted its construction had it not been for the development of the railroads.

12. Why does the author most likely mention George Washington in the first paragraph?
    (A) He was President at the time the Erie Canal was built.
    (B) He was involved in pioneering efforts to build canals.
    (C) He successfully opened the first canal in the United States.
    (D) He commissioned engineers to study the possibility of building the Erie Canal.

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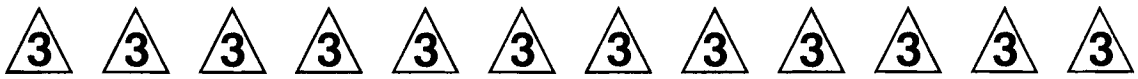

13. The word "feasibility" in line 6 is closest in meaning to
    (A) profitability
    (B) difficulty
    (C) possibility
    (D) capability

14. According to the passage, the Erie Canal connected the
    (A) Potomac and Ohio rivers
    (B) Hudson River and Lake Erie
    (C) Delaware and Potomac rivers
    (D) Atlantic Ocean and the Hudson River

15. Which of the following is closest in meaning to the word "comparatively" in line 17?
    (A) Relatively
    (B) Contrarily
    (C) Incredibly
    (D) Considerably

16. The phrase "on-again-off-again" in line 20 could be replaced by which of the following with the least change in meaning?
    (A) Intermittent
    (B) Unsolicited
    (C) Ineffectual
    (D) Gradual

17. The completion of the Erie Canal was financed by
    (A) the state of New York
    (B) private companies
    (C) the federal government
    (D) DeWitt Clinton

18. The actual cost of building the Erie Canal was
    (A) five million dollars
    (B) less than had been estimated
    (C) seven million dollars
    (D) more than could be repaid

19. The word "tolls" in line 26 is closest in meaning to which of the following?
    (A) Jobs
    (B) Grants
    (C) Links
    (D) Fees

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20. Which of the following is NOT given in the fourth paragraph as an effect of the building of the Erie Canal?
    (A) It allowed the East Coast to trade with the Great Lakes area.
    (B) It took water traffic away from the Mississippi River.
    (C) It helped determine the outcome of the Civil War.
    (D) It established Boston and Philadelphia as the most important centers of trade.

21. What can be inferred about railroads in 1849 from the information in the last paragraph?
    (A) They were being planned but had not yet been built.
    (B) They were seriously underdeveloped.
    (C) They had begun to compete with the Erie Canal for traffic.
    (D) They were weakened by the expansion of the canal.

22. The word "warranted" in line 35 is closest in meaning to
    (A) guaranteed
    (B) justified
    (C) hastened
    (D) prevented

23. At what point in the passage does the author focus on the beginning of construction of the Erie Canal?
    (A) Lines 3–5
    (B) Lines 10–13
    (C) Lines 16–18
    (D) Lines 25–26

## Questions 24–33

It's a sound you will probably never hear, a sickened tree sending out a distress signal. But a group of scientists has heard the cries, and they think some insects also hear the trees and are drawn to them like vultures to a dying animal.

Researchers with the U.S. Department of Agriculture's Forest Service fastened sensors to the bark of parched trees and clearly heard distress calls. According to one of the scientists, most drought-stricken trees transmit their plight in the 50- to 500-kilohertz range. (The unaided human ear can detect no more than 20 kilohertz.) Red oak, maple, white pine, and birch all make slightly different sounds in the form of vibrations at the surface of the wood.

The scientists think that the vibrations are created when the water columns inside tubes that run the length of the tree break, a result of too little water flowing through them. These fractured columns send out distinctive vibration patterns. Because some

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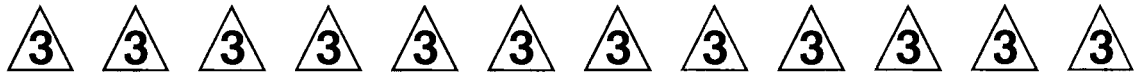


insects communicate at ultrasonic frequencies, they may pick up the trees' vibrations and attack the weakened trees. Researchers are now running tests with potted trees that have been deprived of
(20) water to see if the sound is what attracts the insects. "Water-stressed trees also smell differently from other trees, and they experience thermal changes, so insects could be responding to something other than sound," one scientist said.

24. Which of the following is the main topic of the passage?
(A) The vibrations produced by insects
(B) The mission of the U.S. Forest Service
(C) The effect of insects on trees
(D) The sounds made by distressed trees

25. The word "them" in line 4 refers to
(A) trees
(B) scientists
(C) insects
(D) cries

26. The word "parched" in line 6 is closest in meaning to which of the following?
(A) Burned
(B) Dehydrated
(C) Recovered
(D) Fallen

27. The word "plight" in line 8 is closest in meaning to
(A) signal
(B) condition
(C) need
(D) agony

28. It can be inferred from the passage that the sounds produced by the trees
(A) serve as a form of communication with other trees
(B) are the same no matter what type of tree produces them
(C) cannot be heard by the unaided human ear
(D) fall into the 1–20 kilohertz range

29. The word "fractured" in line 15 is closest in meaning to
(A) long
(B) blocked
(C) hollow
(D) broken

30. Which of the following could be considered a cause of the trees' distress signals?
(A) Torn roots
(B) Attacks by insects
(C) Experiments by scientists
(D) Lack of water

Go on to the next page

31. In line 17, the phrase "pick up" could best be replaced by which of the following?
    (A) Perceive
    (B) Lift
    (C) Transmit
    (D) Attack

32. All of the following are mentioned as possible factors in drawing insects to weakened trees EXCEPT
    (A) thermal changes
    (B) smells
    (C) sounds
    (D) changes in color

33. It can be inferred that, at the time the passage was written, research concerning the distress signals of trees
    (A) had been conducted many years earlier
    (B) had been unproductive up to then
    (C) was continuing
    (D) was no longer sponsored by the government

## Questions 34–41

The concepts of analogy and homology are probably easier to exemplify than to define. When different species are structurally compared, certain features can be described as either analogous or homologous. For example, flight requires certain rigid aeronautical principles of design, yet birds, bats, and insects have all conquered the air. The wings of all three types of animals derive from different embryological structures, but they perform the same functions. In this case, the flight organs of these creatures can be said to be analogous. In contrast, features that arise from the same structures in the embryo but are used in different functions are said to be homologous. The pectoral fins of a fish, the wings of a bird, and the forelimbs of a mammal are all homologous structures. They are genetically related in the sense that both the forelimb and the wing evolved from the fin.

34. Which of the following best describes the organization of the passage?
    (A) A contrast is drawn between two concepts by means of examples.
    (B) A general concept is introduced, examples are given, and a conclusion is offered.
    (C) Two definitions of the same concept are compared.
    (D) Two proposals are suggested and support for both is offered.

35. According to the passage, the concepts of analogy and homology are
    (A) difficult to understand
    (B) easier to understand through examples than through definitions
    (C) impossible to explain
    (D) simple to define but hard to apply

Go on to the next page

36. The word "rigid" in line 4 is closest in meaning to
    (A) inflexible
    (B) ideal
    (C) unnatural
    (D) steep

37. According to the information provided in the passage, which of the following would most probably be considered analogous?
    (A) A shark's fin and a tiger's claws
    (B) A man's arms and a bird's wings
    (C) A monkey's tail and an elephant's tail
    (D) A spider's legs and a horse's legs

38. According to the passage, one way in which homologous organs differ from analogous organs is that they
    (A) are genetically related
    (B) are only found in highly developed animals
    (C) perform the same general functions
    (D) come from different embryological structures

39. As used throughout the passage, the term "structures" most nearly means
    (A) buildings
    (B) features of an animal's anatomy
    (C) organizational principles
    (D) units of grammar

40. The word "sense" in line 13 is closest in meaning to
    (A) feeling
    (B) logic
    (C) meaning
    (D) perception

41. Where in the passage does the author first focus his discussion on the concept of homology?
    (A) Lines 2-4
    (B) Lines 6-8
    (C) Lines 9-11
    (D) Lines 13-14

## Questions 42–50

Probably the most famous film commenting on twentieth century technology is *Modern Times*, made in 1936. Charlie Chaplin was motivated to make the film by a reporter who, while interviewing
(line) him, happened to describe working conditions in industrial
(5) Detroit. Chaplin was told that healthy young farm boys were lured

Go on to the next page

to the city to work on automotive assembly lines. Within four or five years, these young men's health was destroyed by the stress of work in the factories.

The film opens with a shot of a mass of sheep making their way down a crowded ramp. Abruptly the scene shifts to a scene of factory workers jostling one another on their way to a factory. However, the rather bitter note of criticism in the implied comparison is not sustained. It is replaced by a gentler note of satire. Chaplin prefers to entertain rather than lecture.

Scenes of factory interiors account for only about one-third of the footage of *Modern Times*, but they contain some of the most pointed social commentary as well as the most comic situations. No one who has seen the film can ever forget Chaplin vainly trying to keep pace with the fast-moving conveyor belt, almost losing his mind in the process. Another popular scene involves an automatic feeding machine brought to the assembly line so that workers need not interrupt their labor to eat. The feeding machine malfunctions, hurling food at Chaplin, who is strapped into his position on the assembly line and cannot escape. This serves to illustrate people's utter helplessness in the face of machines that are meant to serve their basic needs.

Clearly, *Modern Times* has its faults, but it remains the best film treating technology within a social context. It does not offer a radical social message, but it does accurately reflect the sentiments of many who feel they are victims of an over-mechanized world.

42. The author's main purpose in writing this passage is to
    (A) criticize the factory system of the 1930's
    (B) analyze an important film
    (C) explain Chaplin's style of acting
    (D) discuss how film reveals the benefits of technology

43. According to the passage, Chaplin got the idea for the film *Modern Times* from
    (A) a newspaper article
    (B) a scene in a movie
    (C) a job he had once held
    (D) a conversation with a reporter

44. The word "abruptly" in line 10 is closest in meaning to
    (A) suddenly
    (B) mysteriously
    (C) finally
    (D) predictably

Go on to the next page

45. It can be inferred from the passage that two-thirds of the film *Modern Times*
    (A) is completely unforgettable
    (B) takes place outside a factory
    (C) is more critical than the other third
    (D) entertains the audience more than the other third

46. Which of the following could best replace the phrase "losing his mind" in lines 19–20?
    (A) Getting fired
    (B) Doing his job
    (C) Going insane
    (D) Falling behind

47. The word "This" in line 24 refers to which of the following?
    (A) The machine
    (B) The food
    (C) The assembly line
    (D) The scene

48. According to the passage, the purpose of the scene involving the feeding machine is to show people's
    (A) ingenuity
    (B) adaptability
    (C) helplessness
    (D) independence

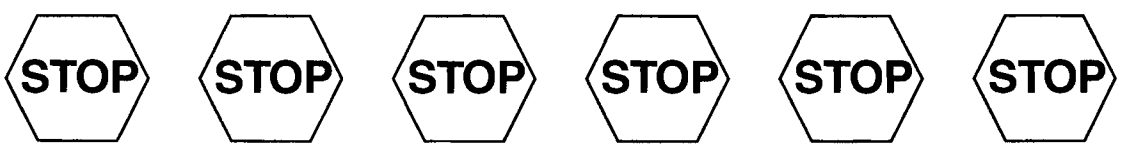
49. The word "utter" in line 25 is closest in meaning to which of the following?
    (A) Notable
    (B) Complete
    (C) Regrettable
    (D) Necessary

50. The author would probably be LEAST likely to use which of the following words to describe the film *Modern Times*?
    (A) Revolutionary
    (B) Entertaining
    (C) Memorable
    (D) Satirical

**THIS IS THE END OF THE SAMPLE READING COMPREHENSION SECTION.**

**IF YOU FINISH BEFORE TIME IS CALLED,**

**GO BACK AND CHECK YOUR WORK IN THIS SECTION ONLY.**



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# 1 Listening Comprehension

This section tests your ability to comprehend spoken English. It is divided into three parts, each with its own directions. You are *not* permitted to turn the page during the reading of the directions or to take notes at any time.

## Part A

**Directions:** Each item in this part consists of a brief conversation involving two speakers. Following each conversation, a third voice will ask a question. You will hear the conversations and questions only once, and they will *not* be written out.

When you have heard each conversation and question, read the four answer choices and select the *one*—(A), (B), (C), or (D)—that best answers the question based on what is directly stated or on what can be inferred. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

Here is an example.

You will hear:

Sample Answer

You will read: (A) Open the window.
(B) Move the chair.
(C) Leave the room.
(D) Take a seat.

From the conversation you find out that the woman thinks the man should put the chair over by the window. The best answer to the question, "What does the woman think the man should do?" is (B), "Move the chair." You should fill in (B) on your answer sheet.

# Practice Test 2

# 1 Listening Comprehension

This section tests your ability to comprehend spoken English. It is divided into three parts, each with its own directions. You are *not* permitted to turn the page during the reading of the directions or to take notes at any time.

## Part A

**Directions:** Each item in this part consists of a brief conversation involving two speakers. Following each conversation, a third voice will ask a question. You will hear the conversations and questions only once, and they will *not* be written out.

When you have heard each conversation and question, read the four answer choices and select the *one*—(A), (B), (C), or (D)—that best answers the question based on what is directly stated or on what can be inferred. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

Here is an example.

You will hear:

Sample Answer

You will read: (A) Open the window.
(B) Move the chair.
(C) Leave the room.
(D) Take a seat.

From the conversation you find out that the woman thinks the man should put the chair over by the window. The best answer to the question, "What does the woman think the man should do?" is (B), "Move the chair." You should fill in (B) on your answer sheet.

1. (A) The plane hasn't taken off yet.
   (B) The cost of flying has increased.
   (C) More flights will soon be scheduled.
   (D) He hasn't changed his vacation plans.

2. (A) All of the books are cheap.
   (B) None of the books is required.
   (C) Half of the books should be returned.
   (D) Only four of the books are expensive.

3. (A) It will probably rain today.
   (B) She likes to watch the rain come down.
   (C) She'll play even if it rains.
   (D) It has rained a lot lately.

4. (A) Nearly all of the students can meet.
   (B) The meeting time must be changed.
   (C) Only Lisa will be at the library.
   (D) Lisa dropped the class on Friday.

5. (A) He walked so far that he was exhausted.
   (B) He was wearing shorts on his hike.
   (C) He encountered some wild animals in the woods.
   (D) He should get some comfortable hiking shoes.

6. (A) He intends to see Michelle.
   (B) Michelle may visit him anytime.
   (C) He has to return some money to Michelle.
   (D) Michelle owes him some money.

7. (A) Buying some red chairs.
   (B) Renting a bigger auditorium.
   (C) Moving chairs from the auditorium.
   (D) Getting more chairs.

8. (A) He can't read the sign.
   (B) He didn't make the sign.
   (C) He didn't sign his name.
   (D) He doesn't like the sign.

9. (A) Housing near campus is getting cheaper and cheaper.
   (B) She doesn't need to live close to campus.
   (C) It's not easy to find inexpensive housing near campus.
   (D) The man could find housing if he looked carefully.

10. (A) To a game.
    (B) To buy tickets.
    (C) To get some groceries.
    (D) To a party.

11. (A) The bucket has been broken.
    (B) The water was spilled.
    (C) They still need more money.
    (D) They have run out of time.

12. (A) He is kind.
    (B) He is impolite.
    (C) He is somewhat busy.
    (D) She doesn't want to say.

13. (A) It's not surprising that Tony went fishing.
    (B) He already knew Tony had caught only one fish.
    (C) He doesn't think Tony is a good fisherman.
    (D) Tony usually catches a lot of fish.

14. (A) Don't complete the form.
    (B) Don't waste time.
    (C) Take a form.
    (D) There's no hurry.

15. (A) He is telling her the truth.
    (B) He's never been to Seattle.
    (C) He has visited Seattle once.
    (D) She's only spoken to him once.

16. (A) Disapproved of her plan.
    (B) Watered Lily's plants.
    (C) Traveled overseas.
    (D) Caught colds.

17. (A) It should have been turned up.
    (B) The people across town enjoyed it.
    (C) It's extremely popular.
    (D) It was much too loud.

18. (A) It was quite relaxing.
    (B) The weather wasn't good.
    (C) It was unexpectedly busy.
    (D) It was perfectly planned.

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19. (A) The lab is generally locked on Saturdays.
(B) The man doesn't have a key to the lab.
(C) Something strange happened in the lab on Saturday.
(D) The lab should never be locked.

20. (A) He needs the insurance no matter how much it costs.
(B) There are other types of insurance he should buy.
(C) The man doesn't have enough money to buy insurance.
(D) The cost of insurance is becoming more reasonable.

21. (A) She's an art student.
(B) She's afraid of flying.
(C) She did well on the test.
(D) She got her pilot's license.

22. (A) An elevator.
(B) A television.
(C) An automobile.
(D) A telephone.

23. (A) Meg's sister took it to the cleaner's.
(B) Meg cleaned it.
(C) Meg wore it to class.
(D) Meg's sister borrowed it.

24. (A) They must go to an orientation session.
(B) They are not new students.
(C) They won't be allowed to register.
(D) They were given the wrong schedule.

25. (A) He doesn't mind moving.
(B) His brother won't move for two weeks.
(C) He'd rather not help his brother move.
(D) His brother decided not to move.

26. (A) She has a coin like his.
(B) She knows a lot about coins.
(C) She thinks the coin is worthless.
(D) She's never seen this type of coin.

27. (A) Its lyrics are hard to understand.
(B) It needs a stronger melody.
(C) It has become very popular.
(D) Its melody is hard to forget.

28. (A) He hadn't been smiling.
(B) His picture hadn't been taken.
(C) It wasn't a good picture.
(D) The woman wouldn't show him the picture.

29. (A) They're always expensive.
(B) They haven't been cleaned.
(C) They're inexpensive now.
(D) There aren't any available.

30. (A) From college.
(B) Through her roommate.
(C) From the reception.
(D) Through her sister.

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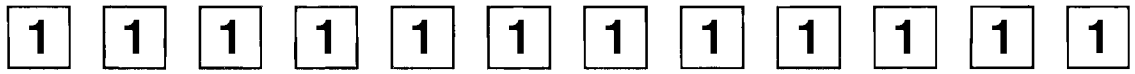

## Part B

**Directions:** This part of the test consists of extended conversations between two speakers. After each of these conversations, there are a number of questions. You will hear each conversation and question only once, and the questions are *not* written out.

When you have heard the questions, read the four answer choices and select the *one*—(A), (B), (C), or (D)—that best answers the question based on what is directly stated or on what can be inferred. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

Don't forget: During actual exams, taking notes or writing in your test book is *not* permitted.

31. (A) At a newspaper.
    (B) At an advertising agency.
    (C) At a furniture store.
    (D) At a real estate office.

32. (A) A two-bedroom apartment.
    (B) A sofa.
    (C) A chair.
    (D) A roommate.

33. (A) Her phone number.
    (B) The location of the apartment.
    (C) The best time to call her.
    (D) Her first name.

34. (A) $5.
    (B) $15.
    (C) $30.
    (D) $250.

35. (A) From a newspaper advertisement.
    (B) From a magazine article.
    (C) From a television program.
    (D) From an automobile dealer.

36. (A) To warn of dangers.
    (B) To explain traffic regulations.
    (C) To wake up drivers who are falling asleep.
    (D) To give directions.

37. (A) He has a good sense of direction.
    (B) He owns a "smart" car.
    (C) He doesn't know how to drive.
    (D) He doesn't know the way to the woman's house.

38. (A) He got lost.
    (B) He ran out of gas.
    (C) He was in an accident.
    (D) His car broke down.

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## Part C

**Directions:** This part of the test consists of several talks, each given by a single speaker. After each of these talks, there are a number of questions. You will hear each talk and question only once, and the questions are *not* written out.

When you have heard each question, read the four answer choices and select the *one*—(A), (B), (C), or (D)—that best answers the question based on what is directly stated or on what can be inferred. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

Here is an example.

You will hear:

Now here is a sample question.

You will hear:

Sample Answer

You will read: (A) Philosophy.
(B) Meteorology.
(C) Astronomy.
(D) Photography.

The lecture concerns a lunar eclipse, a topic that would typically be discussed in an astronomy class. The choice that best answers the question, "In what course is this lecture probably being given?" is (C), "Astronomy." You should fill in (C) on your answer sheet.

Here is another sample question.

You will hear:

Sample Answer

You will read: (A) The Earth's shadow moves across the Moon.
(B) Clouds block the view of the Moon.
(C) The Moon moves between the Earth and the Sun.
(D) The Sun can be observed without special equipment.

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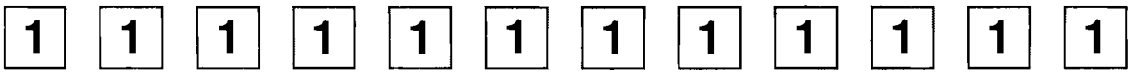

From the lecture you learn that a lunar eclipse occurs when the Earth moves between the Sun and the Moon and the shadow of the Earth passes across the Moon. The choice that best answers the question, "According to the speaker, which of the following occurs during a lunar eclipse?" is (A), "The Earth's shadow moves across the Moon."

Don't forget: During actual exams, taking notes or writing in your test book is *not* permitted.

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39. (A) To present an award.
(B) To say goodbye to Professor Callaghan.
(C) To explain computer models.
(D) To welcome a new college president.

40. (A) An administrator.
(B) A faculty member.
(C) A chancellor of the college.
(D) A graduate student.

41. (A) Computer science.
(B) History.
(C) Economics.
(D) Physics.

42. (A) Two.
(B) Four.
(C) Six.
(D) Eight.

43. (A) A bicycle racer.
(B) A radio announcer.
(C) A coach.
(D) A television reporter.

44. (A) The benefits of bicycle commuting.
(B) Local traffic problems.
(C) A series of bicycle races.
(D) The American university system.

45. (A) On the college campus.
(B) On downtown streets.
(C) In Woodland Park.
(D) In the nearby countryside.

46. (A) Take part in the race.
(B) Travel to the country.
(C) Avoid the downtown area.
(D) Ride a bicycle to work.

47. (A) In an art history class.
(B) In a painter's studio.
(C) In a photography class.
(D) In an art museum.

48. (A) A famous person.
(B) A beautiful landscape.
(C) An empty phone booth.
(D) Geometric shapes.

49. (A) They are very valuable.
(B) They are quite large.
(C) They are highly abstract.
(D) They are extremely lifelike.

50. (A) Paint pictures.
(B) Write papers.
(C) View some slides.
(D) Discuss their reactions.

**THIS IS THE END OF SECTION 1, LISTENING COMPREHENSION.**

**STOP WORK ON SECTION 1.**

STOP STOP STOP STOP STOP STOP

# 2 Structure and Written Expression

**Time:** 25 minutes

This section tests your ability to recognize grammar and usage suitable for standard written English. This section is divided into two parts, each with its own directions.

## Structure

**Directions:** Items in this part are incomplete sentences. Following each of these sentences, there are four words or phrases. You should select the *one* word or phrase—(A), (B), (C), or (D)—that best completes the sentence. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

*Example I*

Sample Answer

Pepsin _____ an enzyme used in digestion.

(A) that
(B) is
(C) of
(D) being

This sentence should properly read "Pepsin is an enzyme used in digestion." You should fill in (B) on your answer sheet.

*Example II*

Sample Answer

_____ large natural lakes are found in the state of South Carolina.

(A) There are no
(B) Not the
(C) It is not
(D) No

This sentence should properly read "No large natural lakes are found in the state of South Carolina." You should fill in (D) on your answer sheet.

As soon as you understand the directions, begin work on this part.

Go on to the next page

2 2 2 2 2 2 2 2 2 2 2 2

1. Sharp knives are actually safer to use _____.
   (A) as dull ones
   (B) as ones that are dull
   (C) than dull ones
   (D) that are dull ones

2. Daniel Webster, Thaddeus Stevens, and many others _____ prominent in public life began their careers by teaching school.
   (A) they became
   (B) once they became
   (C) became
   (D) who became

3. As coal mines became deeper, the problems of draining water, bringing in fresh air, and _____ to the surface increased.
   (A) transporting ore
   (B) to transport ore
   (C) how ore is transported
   (D) ore is transporting

4. _____ because of the complexity of his writing, Henry James never became a popular writer, but his works are admired by critics and other writers.
   (A) It may be
   (B) Perhaps
   (C) Besides
   (D) Why is it

5. Piedmont glaciers are formed _____ several valley glaciers join and spread out over a plain.
   (A) by
   (B) when
   (C) from
   (D) that

6. As late as 1890, Key West, with a population of 18,000, _____ Florida's largest city.
   (A) that was
   (B) to be
   (C) was
   (D) it was

7. A mastery of calculus depends on _____ of algebra.
   (A) an understanding
   (B) is understood
   (C) to understand
   (D) understand

Go on to the next page

2 2 2 2 2 2 2 2 2 2 2 2

8. _____ he was not a musician himself, Lawrence Hammond developed an electronic keyboard instrument called the Hammond organ.
   (A) Although
   (B) That
   (C) Despite
   (D) For

9. Agnes De Mille's landmark musical play *Oklahoma!* was _____ of story, music, and dance.
   (A) successfully combined
   (B) a successful combination
   (C) to combine successfully
   (D) successful combining

10. _____ single dialect of American English has ever become dominant.
    (A) No
    (B) Not only a
    (C) Not
    (D) Nor a

11. In 1837 the University of Michigan became the first state university _____ by a board of regents elected by the voters of the state.
    (A) under the control
    (B) it was controlled
    (C) being controlled
    (D) to be controlled

12. Indoor heating systems have made _____ for people to live and work comfortably in temperate climates.
    (A) it is possible
    (B) possible
    (C) it possible
    (D) possibly

13. Certain fish eggs contain droplets of oil, _____ to float on the surface of the water.
    (A) allowing them
    (B) allows them
    (C) they are allowed
    (D) this allows them

14. Considered America's first great architect, _____.
    (A) many of the buildings at Harvard University were designed by Henry Hobson Richardson
    (B) Henry Hobson Richardson designed many of the buildings at Harvard University
    (C) Harvard University has many buildings that were designed by Henry Hobson Richardson
    (D) it was Henry Hobson Richardson who designed many of the buildings at Harvard University

15. _____ is caused by a virus was not known until 1911.
    (A) That measles
    (B) As measles
    (C) Measles
    (D) What if measles

Go on to the next page

2 2 2 2 2 2 2 2 2 2 2 2

## Written Expression

**Directions:** The items in this part have four underlined words or phrases, (A), (B), (C), and (D). You must identify the *one* underlined expression that must be changed for the sentence to be correct. Then find the number of the question on your answer sheet and fill in the space corresponding to the letter.

*Example I*

Sample Answer

Lenses may <u>to have</u> (A) either <u>concave</u> (B) <u>or</u> (C)
convex <u>shapes</u> (D).

This sentence should read "Lenses may have either concave or convex shapes." You should therefore select answer (A).

*Example II*

Sample Answer

<u>When</u> (A) painting a fresco, an artist <u>is applied</u> (B) paint
<u>directly</u> (C) to the damp plaster <u>of a wall</u> (D).

This sentence should read "When painting a fresco, an artist applies paint directly to the damp plaster of a wall." You should therefore select answer (B).

As soon as you understand the directions, begin work on this section.

Go on to the next page

2 2 2 2 2 2 2 2 2 2 2 2

16. Dreams are commonly (A) made up of (B) either (C) visual and verbal images (D).

17. The *Yale Daily News* is oldest than (A) any other (B) college newspaper still (C) in operation (D) in the United States.

18. Mary Rinehart was a pioneer (A) in the field (B) of journalist (C) in the early (D) twentieth century.

19. The Dave Brubek Quartet, one of the most popular (A) jazz bands of the 1950's, had a particularly (B) loyal following (C) on campuses college (D).

20. In the (A) architecture, a capital (B) is the top (C) portion of a column (D).

21. Today, successful farmers are experts not only in agriculture (A), but also (B) in market (C), finance, and accounting (D).

22. In the early (A) days of jet development, jet engines used (B) great numbers (C) of fuel (D).

23. Georgia has too (A) many types of soil (B) that virtually (C) any temperate-zone crop can be grown there (D).

24. The sum of all (A) chemical reactions in an organism's (B) living cells are (C) called its (D) metabolism.

25. River transportation (A) in the United States consists (B) primarily (C) of barges pull (D) by towboats.

26. Most modern (A) barns are both insulated (B), ventilated, and equipped with (C) electricity (D).

27. Many (A) bridges in New England were covered (B) with wooden roofs to protect it (C) from rain and snow (D).

Go on to the next page

28. It is their nearly perfect (A) crystal structure that gives (B) diamonds their hardness (C), brilliance, and transparent (D).

29. Needles are simple-looking (A) tools, but (B) they are very relatively (C) difficult to make (D).

30. Ducks are less (A) susceptible to (B) infection than (C) another (D) types of poultry.

31. Unlike (A) competitive running (B), race walkers must always keep some portion of their (C) feet in contact with (D) the ground.

32. One of the most beautiful (A) botanical gardens (B) in the United States is the wildly (C) and lovely Magnolia Gardens near (D) Charleston, South Carolina.

33. Composer John Cage used many unusual (A) objects as instrument (B) in his music, including (C) cowbells, flower pots, tin cans (D), and saw blades.

34. Woody Guthrie wrote thousands (A) of songs during the lifetime (B), many of which (C) became classic folk songs (D).

35. Runner Wilma Rudolph win (A) three gold medals at the 1960 (B) Olympics, and she set (C) the world record (D) for the 100-meter dash in 1961.

36. Some critics have called (A) Theodore Dreiser's book *Sister Carrie* a first (B) modern novel because (C) it broke so many (D) traditions.

37. Abigail Adams' letters (A) to her (B) husband present a graphic (C) picture of the age which (D) she lived.

Go on to the next page

2 2 2 2 2 2 2 2 2 2 2 2

38. Viscosity is a measurement describing (A) the relative (B) difficulty or easy (C) with which (D) liquids flow.

39. More than (A) 10,000 years ago, glaciers moved (B) across the Minnesota region four time (C), leveling most of (D) the land.

40. The discover (A) of gold and silver in the rugged mountains (B) of Nevada in 1858 attracted (C) many fortune-seekers to that area (D).

**THIS IS THE END OF SECTION 2.**

**IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON SECTION 2 ONLY.**

**DO NOT READ OR WORK ON ANY OTHER SECTION OF THE TEST.**

STOP STOP STOP STOP STOP STOP

# 3 Reading Comprehension

**Time:** 55 minutes

This section of the test measures your ability to comprehend written materials.

**Directions:** This section contains several passages, each followed by a number of questions. Read the passages and, for each question, choose the *one* best answer—(A), (B), (C), or (D)—based on what is stated in the passage or on what can be inferred from the passage. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

▼ **Read the following passage:**

Like mammals, birds claim their own territories. A bird's territory may be small or large. Some birds claim only their nest and the area right around it,
(line) while others claim far larger territories that include
(5) their feeding areas. Gulls, penguins, and other waterfowl nest in huge colonies, but even in the biggest colonies, each male and his mate have small territories of their own immediately around their nests.

Male birds defend their territory chiefly against other
(10) males of the same species. In some cases, a warning call or threatening pose may be all the defense needed, but in other cases, intruders may refuse to leave peacefully.

*Example I*

Sample Answer

What is the main topic of this passage?

(A) Birds that live in colonies
(B) Birds' mating habits
(C) The behavior of birds
(D) Territoriality in birds

The passage mainly concerns the territories of birds. You should fill in (D) on your answer sheet.

*Example II*

Sample Answer

According to the passage, male birds defend their territory primarily against

(A) female birds
(B) birds of other species
(C) males of their own species
(D) mammals

The passage states that "Male birds defend their territory chiefly against other males of the same species." You should fill in (C) on your answer sheet.

As soon as you understand the directions, begin work on this section.

Go on to the next page

## Questions 1–11

The time when humans crossed the Arctic land bridge from Siberia to Alaska seems remote to us today, but actually represents a late stage in the prehistory of humans, an era when polished stone implements and bows and arrows were already being used, and dogs had already been domesticated.

When these early migrants arrived in North America, they found the woods and plains dominated by three types of American mammoths. These elephants were distinguished from today's elephants mainly by their thick, shaggy coats and their huge, upward-curving tusks. They had arrived on the continent hundreds of thousands of years before their human followers. The wooly mammoth in the North, the Columbian mammoth in middle North America, and the imperial mammoth of the South, together with their distant cousins the mastodons, dominated the land. Here, as in the Old World, there is evidence that humans hunted these elephants, as shown by the numerous spear points found with mammoth remains.

Then, at the end of the Ice Age, when the last glaciers had retreated, there was a relatively sudden and widespread extinction of elephants. In the New World, both mammoths and mastodons disappeared. In the Old World, only Indian and African elephants survived.

Why did the huge, seemingly successful mammoths disappear? Were humans connected with their extinction? Perhaps, but at that time, although they were cunning hunters, humans were still widely scattered and not very numerous. It is difficult to see how they could have prevailed over the mammoth to such an extent.

1. With which of the following is the passage primarily concerned?
   (A) Migration from Siberia to Alaska
   (B) Techniques used to hunt mammoths
   (C) The prehistory of humans
   (D) The relationship between man and mammoth in the New World

2. The word "implements" in line 4 is closest in meaning to
   (A) tools
   (B) ornaments
   (C) houses
   (D) carvings

3. The phrase "these early migrants" in line 6 refers to
   (A) mammoths
   (B) humans
   (C) dogs
   (D) mastodons

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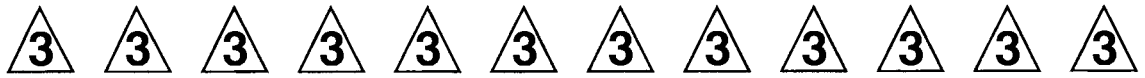

4. Where were the imperial mammoths the dominant type of mammoth?
   (A) In Alaska
   (B) In the central portion of North America
   (C) In the southern part of North America
   (D) In South America

5. It can be inferred that when humans crossed into the New World, they
   (A) had previously hunted mammoths in Siberia
   (B) had never seen mammoths before
   (C) brought mammoths with them from the Old World
   (D) soon learned to use dogs to hunt mammoths

6. Which of the following could best substitute for the word "remains" in line 17?
   (A) Bones
   (B) Drawings
   (C) Footprints
   (D) Spear points

7. The word "seemingly" in line 23 is closest in meaning to
   (A) tremendously
   (B) apparently
   (C) formerly
   (D) obviously

8. The passage supports which of the following conclusions about mammoths?
   (A) Humans hunted them to extinction.
   (B) The freezing temperatures of the Ice Age destroyed their food supply.
   (C) The cause of their extinction is not definitely known.
   (D) Competition with mastodons caused them to become extinct.

9. The word "cunning" in line 25 is closest in meaning to
   (A) clever
   (B) determined
   (C) efficient
   (D) cautious

10. Which of the following is NOT true about prehistoric humans at the time of the mammoths' extinction?
    (A) They were relatively few in number.
    (B) They knew how to use bows and arrows.
    (C) They were concentrated in a small area.
    (D) They were skilled hunters.

11. Which of the following types of elephants does the author discuss in the most detail in the passage?
    (A) The mastodon
    (B) The mammoth
    (C) The Indian elephant
    (D) The African elephant

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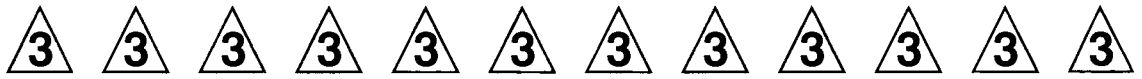

## Questions 12–23

Just before and during World War I, a number of white musicians came to Chicago from New Orleans playing in an idiom they had learned from blacks in that city. Five of them formed what eventually became known as the Original Dixieland Band. They moved to New York in 1917 and won fame there. That year they recorded the first phonograph record identified as jazz.

The first important recording by black musicians was made in Chicago in 1923 by King Oliver's Creole Jazz Band, a group that featured some of the foremost jazz musicians of the time, including trumpet player Louis Armstrong. Armstrong's dynamic trumpet style became famous worldwide. Other band members had played in Fate Marable's band, which traveled up and down the Mississippi River entertaining passengers on riverboats.

The characteristics of this early type of jazz, known as Dixieland jazz, included a complex interweaving of melodic lines among the cornet or trumpet, clarinet, and trombone, and a steady chomp-chomp beat provided by the rhythm section, which included the piano, bass, and drums. Most bands used no written notations, preferring arrangements agreed on verbally. Improvisation was an indispensable element. Even bandleaders such as Duke Ellington, who provided his musicians with written arrangements, permitted them plenty to freedom to improvise when playing solos.

In the late 1920's, the most influential jazz artists in Chicago were members of small bands such as the Wolverines. In New York, the trend was toward larger groups. These groups played in revues, large dance halls, and theaters. Bands would become larger still during the next age of jazz, the Swing era.

12. What is the main topic of this passage?
    (A) The early history of jazz
    (B) The music of World War I
    (C) The relationship of melody and rhythm in jazz
    (D) The New York recording industry in the 1920's

13. The word "idiom" in line 2 is closest in meaning to
    (A) slang
    (B) tempo
    (C) tune
    (D) style

14. The musicians who made the earliest jazz recordings were originally from
    (A) New Orleans
    (B) Chicago
    (C) New York
    (D) Mississippi

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15. When was the first important recording by black jazz musicians made?
    (A) In 1917
    (B) In 1923
    (C) In the late 1920's
    (D) In the early 1930's

16. According to the passage, Louis Armstrong was a member of which of the following?
    (A) The Original Dixieland Band
    (B) Fate Marable's riverboat band
    (C) King Oliver's Creole Jazz Band
    (D) The Wolverines

17. The word "steady" in line 17 is closest in meaning to
    (A) constant
    (B) basic
    (C) urgent
    (D) happy

18. According to the passage, which of the following instruments helped provide the beat for Dixieland jazz?
    (A) The cornet
    (B) The piano
    (C) The trombone
    (D) The clarinet

19. Duke Ellington is given as an example of a bandleader who
    (A) could not read music
    (B) did not value improvisation
    (C) discouraged solo performances
    (D) used written arrangements

20. Which of the following phrases would be LEAST likely to be applied to Dixieland jazz?
    (A) Relatively complex
    (B) Highly improvisational
    (C) Rhythmic and melodic
    (D) Carefully planned

21. According to the passage, who were the Wolverines?
    (A) A band that played in large dance halls
    (B) A New York group
    (C) A Swing band
    (D) A small group

22. The author provides the most detailed description of early jazz music in the
    (A) first paragraph
    (B) second paragraph
    (C) third paragraph
    (D) fourth paragraph

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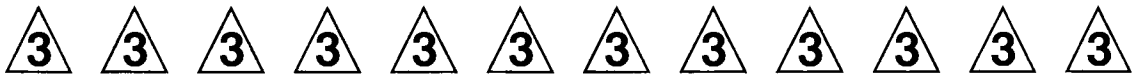

23. The paragraph following this one most likely deals with
    (A) the music of small bands
    (B) the Swing era
    (C) music that influenced Dixieland Jazz
    (D) other forms of music popular in the 1920's

## Questions 24–32

A pioneering study by Donald Appleyard made the astounding discovery that a sudden increase in the volume of traffic through an area affects people in the way that a sudden increase in crime does. Appleyard observed this by finding three blocks of houses in San Francisco that looked much alike and had the same kind of middle-class and working-class residents, with approximately the same ethnic mix. The difference was that only 2,000 cars a day ran down Octavia Street (LIGHT street, in Appleyard's terminology) while Gough Street (MEDIUM street) was used by 8,000 cars daily, and Franklin Street (HEAVY street) had around 16,000 cars a day. Franklin Street often had as many cars in an hour as Octavia Street had in a day.

Heavy traffic brought with it danger, noise, fumes, and soot, directly, and trash secondarily. That is, the cars didn't bring in much trash, but when trash accumulated, residents seldom picked it up. The cars, Appleyard determined, reduced the amount of territory residents felt responsible for. Noise was a constant intrusion into their homes. Many Franklin Street residents covered their doors and windows and spent most of their time in the rear of their houses. Most families with children had already left.

Conditions on Octavia Street were much different. Residents picked up trash. They sat on their front steps and chatted with neighbors. They had three times as many friends and twice as many acquaintances as the people on Franklin.

On Gough Street, residents said that the old feeling of community was disappearing as traffic increased. People were becoming more and more preoccupied with their own lives. A number of families had recently moved, and more were considering it. Those who were staying expressed deep regret at the destruction of their community.

24. The word "astounding" in line 1 is closest in meaning to
    (A) startling
    (B) disappointing
    (C) dubious
    (D) alternative

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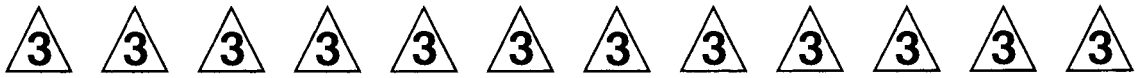

25. The three streets mentioned in this passage are different in that
    (A) they are in different cities
    (B) the residents are of different ethnic backgrounds
    (C) they have varying amounts of traffic
    (D) the income levels of the residents vary considerably

26. Approximately how many cars use Franklin Street daily?
    (A) 2,000
    (B) 8,000
    (C) 16,000
    (D) 20,000

27. All of the following are direct results of heavy traffic EXCEPT
    (A) increased amounts of trash
    (B) greater danger to residents
    (C) more pollution
    (D) more vibrations

28. The author's main purpose in the second paragraph is to
    (A) discuss the problems of trash disposal
    (B) point out the disadvantages of heavy traffic
    (C) propose an alternate system of transportation
    (D) suggest ways to cope with traffic problems

29. On which street is there the most social interaction?
    (A) Octavia Street
    (B) Gough Street
    (C) Franklin Street
    (D) There is no significant social interaction on any of the three streets.

30. The word "chatted" in line 23 is closest in meaning to
    (A) joked
    (B) talked
    (C) argued
    (D) walked

31. Which of the following is NOT a statement you would expect from a resident of Gough Street?
    (A) People on this street are unhappy because the neighborhood is deteriorating.
    (B) People on this street think mostly of themselves.
    (C) People on this street have more and more space for which they feel responsible.
    (D) A number of people are preparing to leave this street.

32. In what order does the author present detailed discussions of the three streets?
    (A) LIGHT, MEDIUM, HEAVY
    (B) HEAVY, MEDIUM, LIGHT
    (C) HEAVY, LIGHT, MEDIUM
    (D) LIGHT, HEAVY, MEDIUM

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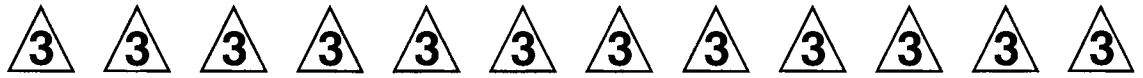

## Questions 33–42

Rachel Carson was born in 1907 in Springsdale, Pennsylvania. She studied biology at college, and zoology at Johns Hopkins University, where she received her master's degree in 1933. In 1936, she was hired by the U.S. Fish and Wildlife Service, where she worked most of her life.

Carson's first book, *Under the Sea Wind,* was published in 1941. It received excellent reviews, but sales were poor until it was reissued in 1952. In that year she published *The Sea Around Us,* which provided a fascinating look beneath the ocean's surface, emphasizing human history as well as geology and marine biology. Her imagery and language had a poetic quality. Carson consulted no fewer than 1,000 printed sources. She had voluminous correspondence and frequent discussions with experts in the field. However, she always realized the limitations of her non-technical readers.

In 1962 Carson published *Silent Spring,* a book that sparked considerable controversy. It proved how much harm was done by the uncontrolled, reckless use of insecticides. She detailed how they poison the food supply of animals, kill birds and fish, and contaminate human food. At the time, spokesmen for the chemical industry mounted personal attacks against Carson and issued propaganda to indicate that her findings were flawed. However, her work was vindicated by a 1963 report of the President's Science Advisory Committee.

33. The passage mainly discusses Rachel Carson's work
    (A) as a researcher
    (B) at college
    (C) at the U.S. Fish and Wildlife Service
    (D) as a writer

34. According to the passage, what did Carson primarily study at Johns Hopkins University?
    (A) Oceanography
    (B) History
    (C) Literature
    (D) Zoology

35. When she published her first book, Carson was closest to the age of
    (A) 26
    (B) 29
    (C) 34
    (D) 45

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36. It can be inferred from the passage that in 1952, Carson's book *Under the Sea Wind*
    (A) was outdated
    (B) became more popular than her other books
    (C) was praised by critics
    (D) sold many copies

37. Which of the following was NOT mentioned in the passage as a source of information for *The Sea Around Us*?
    (A) Printed matter
    (B) Talks with experts
    (C) A research expedition
    (D) Letters from scientists

38. Which of the following words or phrases is LEAST accurate in describing *The Sea Around Us*?
    (A) Highly technical
    (B) Poetic
    (C) Fascinating
    (D) Well-researched

39. The word "reckless" in line 18 is closest in meaning to
    (A) unnecessary
    (B) limited
    (C) continuous
    (D) irresponsible

40. According to the passage, *Silent Spring* is primarily
    (A) an attack on the use of chemical preservatives in food
    (B) a discussion of the hazards insects pose to the food supply
    (C) a warning about the dangers of misusing insecticides
    (D) an illustration of the benefits of the chemical industry

41. The word "flawed" in line 22 is closest in meaning to
    (A) faulty
    (B) deceptive
    (C) logical
    (D) offensive

42. Why does the author of the passage mention the report of the President's Science Advisory Committee (lines 23–24)?
    (A) To provide an example of government propaganda
    (B) To support Carson's ideas
    (C) To indicate a growing government concern with the environment
    (D) To validate the chemical industry's claims

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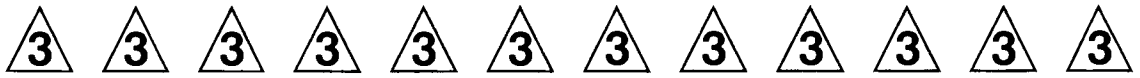

## Questions 43–50

What is meant by the term *economic resources*? In general, these are all the natural, man-made, and human resources that go into the production of goods and services. This obviously covers a lot of ground: factories and farms, tools and machines, transportation and communication facilities, all types of natural resources, and labor. Economic resources can be broken down into two general categories: property resources—land and capital—and human resources—labor and entrepreneurial skills.

What do economists mean by *land*? Much more than the non-economist. Land refers to all natural resources that are usable in the production process: arable land, forests, mineral and oil deposits, and so on. What about capital? Capital goods are all the man-made aids to producing, storing, transporting, and distributing goods and services. Capital goods differ from consumer goods in that the latter satisfy wants directly, while the former do so indirectly by facilitating the production of consumer goods. It should be noted that *capital* as defined here does not refer to money. Money, as such, produces nothing.

The term *labor* refers to the physical and mental talents of humans used to produce goods or services (with the exception of a certain set of human talents, entrepreneurial skills, which will be considered separately because of their special significance). Thus the services of a factory worker or an office worker, a ballet dancer or an astronaut all fall under the general heading of labor.

43. What is the author's main purpose in writing this passage?
    (A) To explain the concept of labor
    (B) To criticize certain uses of capital
    (C) To contrast capital goods and consumer goods
    (D) To define *economic resources*

44. In lines 3-4, the author uses the expression "This obviously covers a lot of ground . . ." to indicate that
    (A) the factories and farms discussed in the passage are very large
    (B) economic resources will be discussed in great depth
    (C) the topic of economic resources is a broad one
    (D) land is an important concept in economics

45. When non-economists use the term "land," its definition
    (A) is much more general than when economists use it
    (B) is much more restrictive than when economists use it
    (C) changes from place to place
    (D) includes all types of natural resources

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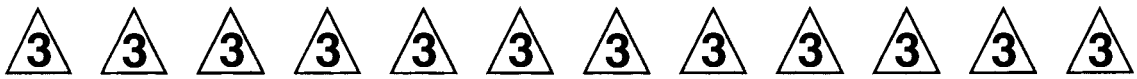


46. The word "arable" in line 11 is closest in meaning to
    (A) dry
    (B) fertile
    (C) developed
    (D) open

47. The phrase "the latter" in line 15 refers to
    (A) economists
    (B) non-economists
    (C) capital goods
    (D) consumer goods

48. Which of the following could be considered a capital good as defined in the passage?
    (A) A railroad
    (B) Money
    (C) A coal deposit
    (D) Human skills

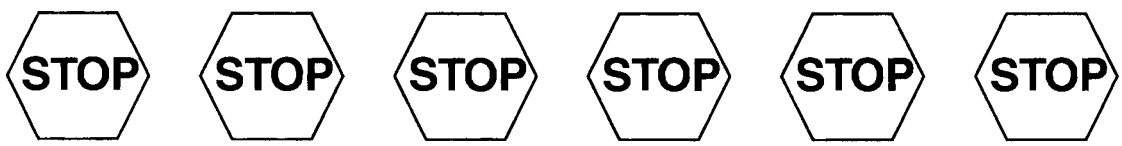
49. The word "heading" in line 24 is closest in meaning to
    (A) direction
    (B) practice
    (C) category
    (D) utility

50. The skills of all the following could be considered examples of labor, as defined in the passage, EXCEPT
    (A) artists and scientists
    (B) workers who produce services, not goods
    (C) office workers
    (D) entrepreneurs

**THIS IS THE END OF THE SAMPLE READING COMPREHENSION SECTION.**

**IF YOU FINISH BEFORE TIME IS CALLED,**

**GO BACK AND CHECK YOUR WORK IN THIS SECTION ONLY.**



# Practice Test 3

# Practice Test 3

# 1 Listening Comprehension

This section tests your ability to comprehend spoken English. It is divided into three parts, each with its own directions. You are *not* permitted to turn the page during the reading of the directions or to take notes at any time.

## Part A

**Directions:** Each item in this part consists of a brief conversation involving two speakers. Following each conversation, a third voice will ask a question. You will hear the conversations and questions only once, and they will *not* be written out.

When you have heard each conversation and question, read the four answer choices and select the *one*—(A), (B), (C), or (D)—that best answers the question based on what is directly stated or on what can be inferred. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

Here is an example.

You will hear:

Sample Answer

You will read: (A) Open the window.
(B) Move the chair.
(C) Leave the room.
(D) Take a seat.

From the conversation you find out that the woman thinks the man should put the chair over by the window. The best answer to the question, "What does the woman think the man should do?" is (B), "Move the chair." You should fill in (B) on your answer sheet.

1. (A) She broke the window herself.
   (B) She repaired the broken window.
   (C) She was able to get the widow open.
   (D) She hurt herself on the broken glass.

2. (A) The golf tournament made it famous.
   (B) It's grown a lot lately.
   (C) It can't be found without a map.
   (D) Very few people there play golf.

3. (A) Where she got her information.
   (B) How the copy was made.
   (C) Who painted the picture.
   (D) Why the copy was made.

4. (A) Groceries.
   (B) A used car.
   (C) Gasoline.
   (D) Medicine.

5. (A) She read it again and again.
   (B) She covered it up.
   (C) She read every page of it.
   (D) She ripped its cover off.

6. (A) He can no longer play.
   (B) He's played every day for years.
   (C) His playing has improved.
   (D) He played quite well.

7. (A) He needs to get more camping equipment.
   (B) He is an experienced camper.
   (C) He is taking too much equipment.
   (D) He shouldn't go camping for such a long time.

8. (A) Try to get elected mayor.
   (B) Attend a class.
   (C) Interview the mayor.
   (D) Apply for a job.

9. (A) She was mistaken about Professor Leguin.
   (B) She just returned from San Francisco.
   (C) She doesn't know what the professor looks like.
   (D) She's an admirer of Professor Leguin.

10. (A) He's speaking a language they don't know.
    (B) He doesn't have a microphone.
    (C) He's speaking much too quickly.
    (D) He's using a defective microphone.

11. (A) It's near the elevator.
    (B) He doesn't know where it is.
    (C) It's on another floor.
    (D) The directory doesn't list it.

12. (A) She's heard it only a few times.
    (B) She doesn't get to listen to it very often.
    (C) She once liked it, but she's heard enough.
    (D) She enjoys it very much.

13. (A) It's no wonder that she had to work.
    (B) It wasn't busy because of the weather.
    (C) She was very busy at work.
    (D) The snow made her late for work.

14. (A) He doesn't have any money left either.
    (B) The club is looking for some new members.
    (C) He can lend the woman some money.
    (D) It doesn't cost much to join the club.

15. (A) He doesn't enjoy receptions.
    (B) He uses his computer a lot.
    (C) His computer isn't working.
    (D) He will definitely attend.

16. (A) Only one person in the group is older than he.
    (B) His group is almost the oldest.
    (C) He's the youngest person in the group.
    (D) He appears only in the second photograph.

17. (A) Pancakes are not his favorite dish.
    (B) His pancakes don't taste very good.
    (C) He never makes enough pancakes.
    (D) He can't cook many dishes.

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18. (A) She thinks Professor Bryant is unfair.
(B) She doesn't know Professor Bryant.
(C) She agrees with the man.
(D) She doesn't understand the man's remark.

19. (A) In a few days.
(B) Before they eat.
(C) During lunch.
(D) When lunch is over.

20. (A) The woman would enjoy the mountain scenery.
(B) The weather has been hot this month.
(C) The weather in the mountains is unusual.
(D) The woman probably doesn't like cool weather.

21. (A) It has exceptionally good service.
(B) It has excellent food.
(C) The service there is disappointing.
(D) Everything there is great.

22. (A) If his name sounds familiar.
(B) If she's spoken to him on the phone.
(C) If he's a musician.
(D) If she likes his name.

23. (A) He thought other science courses would be harder.
(B) It's a required class for all students.
(C) He's studied geology before.
(D) It was the only science course open to him.

24. (A) He's never been to the zoo.
(B) He's seen only one bear.
(C) He's never seen a bear in the wild.
(D) There weren't any bears at that zoo.

25. (A) When she will answer the questions.
(B) Where she drove.
(C) What kind of car she has.
(D) Why she asked so many questions.

26. (A) He thinks it will be better than the old one.
(B) He's anxious for it to be completed.
(C) He's worried that it's not long enough.
(D) He feels that it shouldn't have been built.

27. (A) Where he's studying.
(B) What subject he's studying.
(C) How long he's been in Europe.
(D) When he's returning.

28. (A) Charlotte wouldn't be attending graduate school.
(B) Charlotte had gotten a scholarship.
(C) Graduate school wouldn't start until September.
(D) Scholarships were easy to get.

29. (A) He paid it today for the first time.
(B) He pays it on the last day of the month.
(C) He pays it after it's due.
(D) He's planning to pay it tomorrow.

30. (A) The debate involved only a few issues.
(B) Many people changed their plans.
(C) A lot of people attended.
(D) The debate lasted longer than expected.

Go on to the next page

## Part B

**Directions:** This part of the test consists of extended conversations between two speakers. After each of these conversations, there are a number of questions. You will hear each conversation and question only once, and the questions are *not* written out.

When you have heard the questions, read the four answer choices and select the *one*—(A), (B), (C), or (D)—that best answers the question based on what is directly stated or on what can be inferred. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

Don't forget: During actual exams, taking notes or writing in your test book is *not* permitted.

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31. (A) Because it was cheap.
(B) Because it is in such good condition.
(C) Because it is a collector's item.
(D) Because he can re-sell it at a high price.

32. (A) In the 1930's.
(B) In the 1940's.
(C) In the 1950's.
(D) In the 1960's.

33. (A) Replace its engine.
(B) Enter it in some shows.
(C) Take it on a long drive.
(D) Re-sell it for more money.

34. (A) At a conference hall.
(B) At an art gallery.
(C) At an airport.
(D) At a hotel.

35. (A) To attend a conference.
(B) To see the planetarium.
(C) To change planes.
(D) To go sightseeing.

36. (A) She recently went there.
(B) It's not a very good one.
(C) There's one in her hometown.
(D) It will be closed when she's free.

37. (A) On foot and by boat.
(B) By car and on foot.
(C) By air and by car.
(D) By car and by bus.

Go on to the next page

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## Part C

**Directions:** This part of the test consists of several talks, each given by a single speaker. After each of these talks, there are a number of questions. You will hear each talk and question only once, and the questions are *not* written out.

When you have heard each question, read the four answer choices and select the *one*—(A), (B), (C), or (D)—that best answers the question based on what is directly stated or on what can be inferred. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

Here is an example.

You will hear:

Now here is a sample question.

Sample Answer

You will read: (A) Philosophy.
(B) Meteorology.
(C) Astronomy.
(D) Photography.

The lecture concerns a lunar eclipse, a topic that would typically be discussed in an astronomy class. The choice that best answers the question, "In what course is this lecture probably being given?" is (C), "Astronomy." You should fill in (C) on your answer sheet.

Here is an example.

You will hear:

Sample Answer

You will read: (A) The Earth's shadow moves across the Moon.
(B) Clouds block the view of the Moon.
(C) The moon moves between the Earth and the Sun.
(D) The Sun can be observed without special equipment.

From the lecture you learn that a lunar eclipse occurs when the Earth moves between the Sun and the Moon and the shadow of the Earth passes across the Moon. The choice that best answers the question, "According to the speaker, which of the following occurs during a lunar eclipse?" is (A), "The Earth's shadow moves across the Moon."

Don't forget: During actual exams, taking notes or writing in your test book is *not* permitted.

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38. (A) Tourists.
(B) Professional dancers.
(C) Students.
(D) Traditional musicians.

39. (A) It will be different from the ones performed in Hawaii today.
(B) It will involve women wearing grass skirts.
(C) It will involve only male dancers.
(D) It was once performed for great Hawaiian leaders.

40. (A) They prohibited it.
(B) They sponsored it.
(C) They proposed some small changes in it.
(D) They exported it to other islands.

41. (A) Attend a live performance.
(B) Go on a tour.
(C) Perform a dance.
(D) Watch a DVD.

42. (A) To discuss a weather phenomenon.
(B) To explain how to drive during storms.
(C) To describe supercooled water.
(D) To warn gardeners of the danger of hail.

43. (A) Because of its size.
(B) Because of its color.
(C) Because of its layers.
(D) Because of its weight.

44. (A) As a drop of supercooled water.
(B) As a snowflake.
(C) As a particle of dust.
(D) As a ball of ice.

45. (A) In the spring.
(B) In the summer.
(C) In the fall.
(D) In the winter.

46. (A) New theories about the origin of language.
(B) How to teach grammar to children.
(C) Mistakes children sometimes make.
(D) The stages of children's language learning.

47. (A) "Koo, Koo."
(B) "Da-da."
(C) "More milk!"
(D) "Na-na."

48. (A) Between four and eight months.
(B) Between one year and eighteen months.
(C) Between two and three years.
(D) Between three and four years.

49. (A) They are the same in all languages.
(B) They are often misinterpreted.
(C) They are learned by imitation.
(D) They are quite logical.

50. (A) They are too complicated.
(B) She doesn't have time to talk about them today.
(C) The class didn't have a chance to read about them.
(D) She doesn't agree with them.

**THIS IS THE END OF SECTION 1, LISTENING COMPREHENSION.**

**STOP WORK ON SECTION 1.**

STOP STOP STOP STOP STOP STOP

# 2 Structure and Written Expression

**Time:** 25 minutes

This section tests your ability to recognize grammar and usage suitable for standard written English. This section is divided into two parts, each with its own directions.

## Structure

**Directions:** Items in this part are incomplete sentences. Following each of these sentences, there are four words or phrases. You should select the *one* word or phrase—(A), (B), (C), or (D)—that best completes the sentence. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

*Example I*

Sample Answer

Pepsin _____ an enzyme used in digestion.

(A) that
(B) is
(C) of
(D) being

This sentence should properly read "Pepsin is an enzyme used in digestion." You should fill in (B) on your answer sheet.

*Example II*

Sample Answer

_____ large natural lakes are found in the state of South Carolina.

(A) There are no
(B) Not the
(C) It is not
(D) No

This sentence should properly read "No large natural lakes are found in the state of South Carolina." You should fill in (D) on your answer sheet.

As soon as you understand the directions, begin work on this part.

Go on to the next page

2 2 2 2 2 2 2 2 2 2 2 2

1. Ellen Swallow Richards became the first woman to enter, graduate from, and _____ at the Massachusetts Institute of Technology.
   (A) teach
   (B) a teacher
   (C) who taught
   (D) to teach

2. Coins last approximately twenty times _____ paper bills.
   (A) longer
   (B) as long
   (C) long
   (D) longer than

3. It has been estimated that _____ species of animals.
   (A) more than a million
   (B) it is a million or more
   (C) there are over a million
   (D) are over a million of

4. Dr. Seuss, _____ was Theodore Seuss Geisel, wrote and illustrated delightfully humorous books for children.
   (A) his real name
   (B) who had as his real name
   (C) with his real name
   (D) whose real name

5. _____ American landscape architects was Hideo Sasaki.
   (A) The most famous one of
   (B) One of the most famous
   (C) Of the one most famous
   (D) The one most famous of

6. Most young geese leave their nests at an early age, and young snow geese are _____ exception.
   (A) not
   (B) no
   (C) none
   (D) never

7. Vancouver, British Columbia, has a temperate climate for a city situated _____ far north.
   (A) as
   (B) so
   (C) very
   (D) by

Go on to the next page

2 2 2 2 2 2 2 2 2 2 2 2

8. _____ in 1849, Manuel A. Alonso recorded the customs, language, and songs of the people of Puerto Rico in his poetry and prose.
   (A) Beginning
   (B) He began
   (C) Having begun
   (D) The beginning was

9. _____ the sails of a distant ship are visible before the body of the ship.
   (A) The curve of the Earth makes
   (B) The Earth, in that it curves, makes
   (C) Because the curve of the Earth,
   (D) Because of the curve of the Earth,

10. Printing ink is made _____ of a paste, which is applied to the printing surface with rollers.
    (A) to form
    (B) the form
    (C) in the form
    (D) so that it forms

11. Although _____ cold climates, they can thrive in hot, dry climates as well.
    (A) sheep adapted well
    (B) well-adapted sheep
    (C) sheep, well adapted to
    (D) sheep are well adapted to

12. Not only _____ as a shade tree, but it also produces wood used for boxes and furniture.
    (A) the Linden tree is of value
    (B) the value of the Linden tree is
    (C) is the Linden tree valuable
    (D) the valuable Linden tree is used

13. _____ one of Laura Ingalls Wilder's many books about the American frontier are based on her own childhood experiences.
    (A) Except
    (B) All but
    (C) Without
    (D) Not any

14. One of the first industries to be affected by the Industrial Revolution _____.
    (A) was the textile industry
    (B) the textile industry
    (C) in the textile industry
    (D) the textile industry was

15. _____the outer rings of a gyroscope are turned or twisted, the gyroscope itself continues to spin in exactly the same position.
    (A) However
    (B) Somehow
    (C) Otherwise
    (D) No matter

Go on to the next page

2 2 2 2 2 2 2 2 2 2 2 2

## Written Expression

**Directions:** The items in this part have four underlined words or phrases, (A), (B), (C), and (D). You must identify the *one* underlined expression that must be changed for the sentence to be correct. Then find the number of the question on your answer sheet and fill in the space corresponding to the letter.

*Example I*

Sample Answer

(A) (B) (C) (D)

Lenses may to have (A) either concave (B) or (C)

convex shapes (D).

This sentence should read "Lenses may have either concave or convex shapes." You should therefore select answer (A).

*Example II*

Sample Answer

(A) (B) (C) (D)

When (A) painting a fresco, an artist is applied (B) paint

directly (C) to the damp plaster of a wall (D).

This sentence should read "When painting a fresco, an artist applies paint directly to the damp plaster of a wall." You should therefore select answer (B).

As soon as you understand the directions, begin work on this section.

Go on to the next page

2 2 2 2 2 2 2 2 2 2 2 2

16. The rock formations in the Valley of Fire in Nevada has (A) been worn (B) into many strange (C) shapes by the action (D) of wind and water.

17. The author (A) Susan Glaspell won (B) a Pulitzer Prize in 1931 for (C) hers (D) play, *Alison's House*.

18. Haywood Broun was a read widely (A) newspaper (B) columnist who wrote (C) during (D) the 1920's and 1930's.

19. Researches (A) in economics (B), psychology, and marketing (C) can help (D) businesses.

20. Because of (A) their color and shape, seahorses blend so well (B) with the seaweed in which (C) they live that it is almost impossible to see themselves (D).

21. Although (A) the social sciences different (B) a great deal from one another (C), they share a common interest in (D) human relationships.

22. Herman Melville's novel (A) *Moby-Dick* describes the dangers (B), difficult, and often violent (C) life aboard (D) a whaling ship.

23. Near equator (A), the slant of the sun's rays is never great enough (B) to cause temperatures to fall (C) below the freezing point (D).

24. Stephen Hopkins was (A) a cultural (B) and political leadership (C) in (D) colonial Rhode Island.

25. A mousebird's tail (A) is double (B) as long as (C) its body (D).

Go on to the next page

2 2 2 2 2 2 2 2 2 2 2 2

26. The Uinta Mountains of northeastern Utah are the only (A) range of mountains in North America that runs (B) from east and (C) west for its entire length (D).

27. The tools (A) used most often (B) by floral (C) designers are the knives (D), scissors, and glue gun.

28. Most (A) types of dolphins live at less (B) 25 years, and some (C) species may reach 50 years of age (D).

29. Isle Royale National Park in (A) Lake Superior can (B) only be reached (C) by the boat (D).

30. The main divisions (A) of geologic time (B), called (C) eras, are subdivided to (D) periods.

31. All root (A) vegetables grow (B) underground, and (C) not all vegetables that (D) grow underground are roots.

32. The process (A) of fermentation takes place (B) only in (C) the absent (D) of oxygen.

33. In (A) about 1920, experimental psychologists (B) have devoted more research to learning (C) than to any other (D) topic.

34. Transfer taxes are imposed on (A) the sell (B) or exchange of (C) stocks and (D) bonds.

35. One of the greatest of mountains climbers (A), Carl Blaurock was the first (B) to climb all of the (C) mountains higher than 14,000 feet (D) in the United States.

36. Biochemists have solved (A) many of the mysteries (B) about photosynthesis, the process which (C) plants make food (D).

Go on to the next page

2 2 2 2 2 2 2 2 2 2 2 2

37. Oceanic islands have been separated from (A) the mainland for too (B) long that they have (C) evolved distinctive animal populations (D).

38. Certain (A) species of penicillin mold are used (B) to ripe (C) cheese (D).

39. Many of the (A) important products obtained (B) from trees, one of the most (C) important is wood pulp, which is used in paper-making (D).

40. Not longer (A) are contributions (B) to the advancement (C) of industry made (D) primarily by individuals.

**THIS IS THE END OF SECTION 2.**

**IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON SECTION 2 ONLY.**

**DO NOT READ OR WORK ON ANY OTHER SECTION OF THE TEST.**

STOP STOP STOP STOP STOP STOP

# 3 Reading Comprehension

**Time: 55 minutes**

This section of the test measures your ability to comprehend written materials.

**Directions:** This section contains several passages, each followed by a number of questions. Read the passages and, for each question, choose the *one* best answer—(A), (B), (C), or (D)—based on what is stated in the passage or on what can be inferred from the passage. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

---

▼ **Read the following passage:**

Like mammals, birds claim their own territories. A bird's territory may be small or large. Some birds claim only their nest and the area right around it, while others claim far larger territories that include their feeding areas. Gulls, penguins, and other waterfowl nest in huge colonies, but even in the biggest colonies, each male and his mate have small territories of their own immediately around their nests.

Male birds defend their territory chiefly against other males of the same species. In some cases, a warning call or threatening pose may be all the defense needed, but in other cases, intruders may refuse to leave peacefully.

*Example I*

Sample Answer

What is the main topic of this passage?

(A) Birds that live in colonies
(B) Birds' mating habits
(C) The behavior of birds
(D) Territoriality in birds

The passage mainly concerns the territories of birds. You should fill in (D) on your answer sheet.

*Example II*

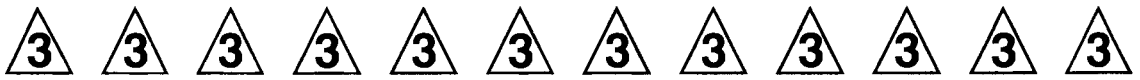
Sample Answer

According to the passage, male birds defend their territory primarily against

(A) female birds
(B) birds of other species
(C) males of their own species
(D) mammals

The passage states that "Male birds defend their territory chiefly against other males of the same species." You should fill in (C) on your answer sheet.

As soon as you understand the directions, begin work on this section.



## Questions 1–11

To date, Canada has produced only one classic children's tale to rank with *Alice's Adventures in Wonderland* and the works of Mark Twain; this was Lucy Maud Montgomery's *Anne of Green Gables*.

(line) Lucy Maud Montgomery was born in Clinton, Prince Edward Island. (5) Her mother died soon after her birth, and when her father went to Saskatchewan to assume a business position, she moved in with her grandparents in Cavendish, Prince Edward Island. There she went to school, and later qualified to be a teacher.

Montgomery wrote the *Anne* books while living in Cavendish and (10) helping her grandmother at the post office. The first of the books, *Anne of Green Gables*, was published in 1908, and in the next three years she wrote two sequels. Like Montgomery, the heroine of the book is taken in by an elderly couple who live in the fictional town of Avonlea, and Montgomery incorporated many (15) events from her life in Cavendish into the *Anne* books.

In 1911, Montgomery married Ewan MacDonald, and the couple soon moved to Ontario, where she wrote many other books. However, it was her first efforts that secured her prominence, and the *Anne* books are still read all around the world. Her novels have (20) helped create a warm picture of Prince Edward Island's special character. Several movies, a television series, and a musical play have been based on her tales, and today visitors scour the island for locations described in the book.

1. The main purpose of this passage is to
   (A) introduce Montgomery and her *Anne* books
   (B) contrast Canadian children's literature with that of other countries
   (C) provide a brief introduction to Prince Edward Island
   (D) show the similarities between Montgomery's life and that of her fictional character Anne.

2. The word "this" in line 3 refers to
   (A) Canada
   (B) the work of Mark Twain
   (C) *Alice's Adventures in Wonderland*
   (D) a Canadian children's classic

3. According to the passage, Montgomery was raised primarily
   (A) in an orphanage
   (B) by her grandparents
   (C) by her mother
   (D) by her father

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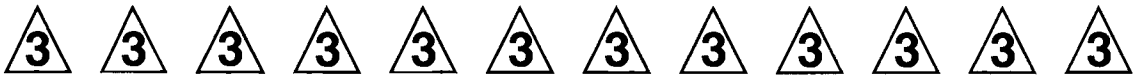

4. Approximately when did Lucy Maud Montgomery write the two sequels to her book *Anne of Green Gables*?
   (A) From 1874 to 1908
   (B) From 1908 to 1911
   (C) From 1911 to 1913
   (D) From 1913 to 1918

5. The word "elderly" in line 13 is closest in meaning to
   (A) kindly
   (B) old
   (C) friendly
   (D) sly

6. In the *Anne* books, the main character lives in
   (A) the town of Cavendish
   (B) Saskatchewan
   (C) the town of Avonlea
   (D) Ontario

7. Which of the following can be concluded from the passage about the *Anne* books?
   (A) They were at least partially autobiographical.
   (B) They were influenced by the works of Mark Twain.
   (C) They were not as successful as Montgomery's later works.
   (D) They were not popular until after Montgomery had died.

8. The word "prominence" in line 18 is closest in meaning to
   (A) reputation
   (B) excellence
   (C) effort
   (D) permanence

9. Which of the following is closest in meaning to the word "character" in line 21?
   (A) A person in a novel
   (B) Nature
   (C) A written symbol
   (D) Location

10. All of the following have been based on the *Anne* books EXCEPT
    (A) a television series
    (B) movies
    (C) a play
    (D) a ballet

11. In line 22, the word "scour" could be replaced by which of the following without changing the meaning of the sentence?
    (A) Cleanse
    (B) Admire
    (C) Search
    (D) Request

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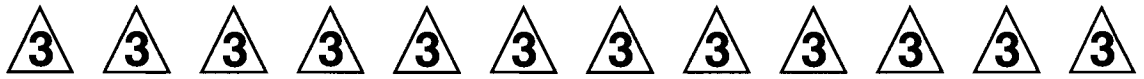

## Questions 12–23

Certain animals have an intuitive awareness of quantities. They know without analysis the difference between a number of objects and a smaller number. In his book *The Natural History of Selbourne* (1786), the naturalist Gilbert White tells how he surreptitiously removed one egg a day from a plover's nest, and how the mother laid another egg each day to make up for the missing one. He noted that other species of birds ignore the absence of a single egg but abandon their nests if more than one egg has been removed. It has also been noted by naturalists that a certain type of wasp always provides five—never four, never six—caterpillars for each of their eggs so that their young have something to eat when the eggs hatch. Research has also shown that both mice and pigeons can be taught to distinguish between odd and even numbers of food pieces.

These and similar accounts have led some people to infer that creatures other than humans can actually count. They also point to dogs that have been taught to respond to numerical questions with the correct number of barks, or to horses that seem to solve arithmetic problems by stomping their hooves the proper number of times.

Animals respond to quantities only when they are connected to survival as a species—as in the case of the eggs—or survival as individuals—as in the case of food. There is no transfer to other situations or from concrete reality to the abstract notion of numbers. Animals can "count" only when the objects are present and only when the numbers involved are small—no more than seven or eight. In lab experiments, animals trained to "count" one kind of object were unable to count any other type. The objects, not the numbers, are what interest them. Animals' admittedly remarkable achievements simply do not amount to evidence of counting, nor do they reveal more than innate instincts, refined by the genes of successive generations, or the results of clever, careful conditioning by trainers.

12. What is the main idea of this passage?
    (A) Careful training is required to teach animals to perform tricks involving numbers.
    (B) Animals cannot "count" more than one kind of object.
    (C) Of all animals, dogs and horses can count best.
    (D) Although some animals may be aware of quantities, they cannot actually count.

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13. Why does the author refer to Gilbert White's book in line 3?
    (A) To show how attitudes have changed since 1786
    (B) To contradict the idea that animals can count
    (C) To provide evidence that some birds are aware of quantities
    (D) To indicate that more research is needed in this field

14. The word "surreptitiously" in line 4 is closest in meaning to
    (A) quickly
    (B) secretly
    (C) occasionally
    (D) stubbornly

15. The word "abandon" in line 8 is closest in meaning to
    (A) vacate
    (B) rebuild
    (C) move
    (D) guard

16. The word "odd," as used in line 14, refers to which of the following?
    (A) Unusual numbers
    (B) Numbers such as 1, 3, 5, and so on
    (C) Lucky numbers
    (D) Numbers such as 2, 4, 6, and so on

17. The author mentions that all of the following are aware of quantities in some way EXCEPT
    (A) plovers
    (B) mice
    (C) caterpillars
    (D) wasps

18. The word "accounts" in line 15 is closest in meaning to
    (A) invoices
    (B) reasons
    (C) reports
    (D) deceptions

19. According to information in the passage, which of the following is LEAST likely to occur as a result of animals' intuitive awareness of quantities?
    (A) A pigeon is more attracted by a box containing two pieces of food than by a box containing one piece.
    (B) When asked by its trainer how old it is, a monkey holds up five fingers.
    (C) When one of its four kittens crawls away, a mother cat misses it and searches for the missing kitten.
    (D) A lion follows one antelope instead of a herd of antelopes because it is easier to hunt a single prey.

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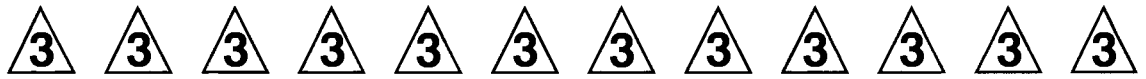

20. How would the author probably characterize the people who are mentioned in line 15?
    (A) As mistaken
    (B) As demanding
    (C) As clever
    (D) As foolish

21. The word "admittedly" in line 29 is closest in meaning to
    (A) improbably
    (B) arguably
    (C) apparently
    (D) undeniably

22. In line 31, the word "they" refers to
    (A) numbers
    (B) animals
    (C) achievements
    (D) genes

23. Where in the passage does the author mention research that supports his own view of animals' inability to count?
    (A) Lines 3-6
    (B) Lines 12-14
    (C) Lines 15-16
    (D) Lines 27-28

## Questions 24–33

It would be hard to cite a development that has had more impact on American industry than the Bessemer process of making steel. It made possible the production of low-cost steel and established the foundation of the modern steel industry. In many ways it was responsible for the rapid industrialization of the United States that took place in the formative period of the late 1800's.

The first Bessemer plant in the United States was built in Wyandotte, Michigan, in 1864, near the end of the Civil War. It was capable of producing only 2 tons of steel ingots at a time. The ingots were rolled into rails—the first steel rails made in the United States. Acceptance of the process was initially slow. By 1870, the annual output of Bessemer steel was a mere 42 thousand tons. Production grew rapidly after about 1875, rising to 1.2 million tons in 1880, when it exceeded that of wrought iron for the first time.

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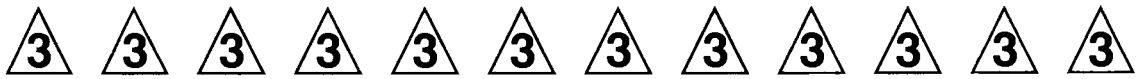

The rise of the U.S. steel industry in the last quarter of the 19th century was brought about largely by the demand for Bessemer steel rails for the nation's burgeoning rail network. Steel rails were far more durable than those made of iron. Spurred by this demand, the U.S. steel industry became the largest in the world in 1886, when it surpassed that of Great Britain.

The Bessemer Process was the chief method of making steel until 1907, when it was overtaken by the open-hearth process. By the 1950's, the Bessemer Process accounted for less than 3% of the total U.S. production.

24. With what topic is this passage mainly concerned?
(A) The history of metal-working
(B) A comparison of the U.S. and British steel industries in the nineteenth century
(C) The technical details of the Bessemer process
(D) The effects of one method of making steel

25. According to the passage, the Bessemer process contributed to all of the following EXCEPT
(A) the establishment of the modern steel industry in the United States
(B) the manufacture of weapons during the Civil War
(C) lowered costs for steel
(D) industrial development in the United States during an important period

26. What can be inferred from the passage about wrought iron?
(A) At one time, more of it was produced than Bessemer steel.
(B) It is a by-product of the Bessemer process.
(C) It was once primarily imported from Great Britain.
(D) It later became a more important product than Bessemer steel.

27. The word "burgeoning" in line 19 is closest in meaning to
(A) overpowering
(B) planned
(C) expanding
(D) vital

28. According to the passage, why were Bessemer steel rails used in place of iron rails?
(A) They lasted longer.
(B) They did not have to be imported.
(C) They could be installed faster.
(D) They provided a smoother ride for passengers.

29. The word "Spurred" in line 20 is closest in meaning to which of the following?
(A) Driven
(B) Challenged
(C) Dominated
(D) Broken

Go on to the next page

30. According to the passage, in what year did the steel industry of the United States begin to produce more steel than that of Great Britain did?
    (A) 1864
    (B) 1875
    (C) 1880
    (D) 1886

31. What can be inferred about the steel industry in the United States during the 1950's?
    (A) It had begun producing many new types of products.
    (B) It was in a period of severe decline.
    (C) It primarily involved methods of production other than the Bessemer Process.
    (D) It was becoming more and more important.

32. The paragraph following this one probably concerns
    (A) innovations in the railroad industry
    (B) the open-hearth method of making steel
    (C) industrialization in the twentieth century
    (D) new methods of making wrought iron

33. The author first begins to discuss the growth of the Bessemer Process in
    (A) lines 3-4
    (B) lines 8-9
    (C) lines 14-16
    (D) lines 23-24

## Questions 34–41

Nearly 515 blocks of San Francisco, including almost all of Nob Hill, were destroyed by the 1906 earthquake and fires. Many of San Francisco's "painted ladies"—its gaudy, nineteenth century Victorian houses—were lost in the disaster. Today, some 14,000 surviving houses have been preserved, particularly in the Cow Hollow, Mission, Pacific Heights, and Alamo Square districts.

Distinguished by their design characteristics, three styles of San Franciscan Victorians can be found today. The Italianate, which flourished in the 1870's, is characterized by a flat roof, slim pillars flanking the front door, and bays with windows that slant inward. The ornamentation of these narrow row houses was patterned after features of the Roman Classical styles. The Stick style, which peaked in popularity during the 1880s, added ornate woodwork outlines to the doors and windows. Other additions included the French cap, gables, and three-sided bays. Designs changed dramatically when the Queen Anne style became the rage in the 1890's. Turrets, towers, steep gabled roofs, and glass art windows distinguished Queen Anne houses from their predecessors.

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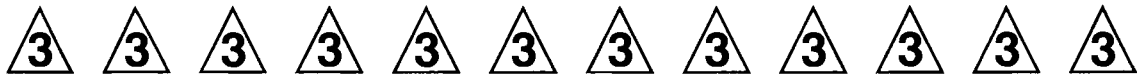

(20) In the period after the earthquake, the Victorians came to be regarded as impossibly old-fashioned, but beginning around 1960, owners began peeling off stucco, tearing off false fronts, reapplying custom woodwork, and commissioning multi-hued paint jobs. Before long, many of these houses had been restored to (25) their former splendor.

34. Which of the following is NOT one of the author's purposes in writing the passage?
(A) To talk about the restoration of Victorian houses in San Francisco in the 1960's
(B) To discuss housing problems in San Francisco today
(C) To briefly trace the history of Victorian houses in San Francisco
(D) To categorize the three types of Victorian houses found in San Francisco

35. The word "gaudy" in line 3 is closest in meaning to
(A) showy
(B) enormous
(C) antiquated
(D) simple

36. According to the passage, in what district of San Francisco are authentic Victorian houses LEAST likely to be found today?
(A) Cow Hollow
(B) Pacific Heights
(C) The Mission
(D) Nob Hill

37. According to the passage, which of the following styles of architecture was the last to become fashionable in San Francisco?
(A) Roman Classical
(B) Italianate
(C) Stick
(D) Queen Anne

38. As used in the second paragraph, the word "bays" refers to
(A) bodies of water
(B) colors
(C) architectural features
(D) trees

39. Which of the following is most likely to be seen only on a Queen Anne style house?
(A) A flat roof
(B) A tower
(C) A French cap
(D) Gables

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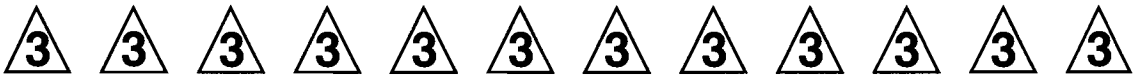

40. During which of the following periods were San Francisco's Victorian houses generally thought of as old-fashioned?
(A) From 1870 to 1890
(B) During the 1890's
(C) From 1907 to 1960
(D) During the 1960's

41. What can be inferred from the passage about Victorian houses after they had been restored?
(A) They were painted in many colors.
(B) They looked exactly like modern houses.
(C) They were covered with new fronts made of stucco.
(D) They were more attractive than the original houses.

## Questions 42–50

Sea otters dwell in the North Pacific. They are the largest of the mustelids, a group which also includes freshwater otters, weasels, and badgers. They are from four to five feet long, and most weigh from 60 to 85 pounds. Large males may weigh 100 pounds or more.

Unlike most marine mammals, such as seals or dolphins, sea otters lack a layer of blubber, and therefore have to eat up to 30% of their body weight a day in clams, crabs, fish, octopus, squids, and other delicacies to maintain body heat. Their voracious appetites do not create food shortages, though, because they are picky eaters, each animal preferring only a few food types. Thus no single type of food source is exhausted. Sea otters play an important environmental role by protecting forests of seaweed called kelp, which provide shelter and nutrients for many species. Certain sea otters feast on invertebrates like sea urchins and abalones that destroy kelp.

Sea otters eat and sleep while floating on their backs, often on masses of kelp. They seldom come on shore. Sea otters keep warm by means of their luxuriant double-layered fur, the densest among animals. The soft outer fur forms a protective cover that keeps the fine underfur dry. One square inch of underfur contains up to 1 million hairs. Unfortunately, this essential feature almost led to their extinction, as commercial fur hunters drastically reduced their numbers.

Under government protection, the sea otter population has recovered. While elated by the otters return, scientists are concerned about the California sea otter population growth of 5% a year, lagging behind the 18% a year rate among Alaska otters. Sea otters are extremely sensitive to pollution. In 1989 up to 5,000 sea otters perished when the *Exxon Valdez* spilled oil in Prince William Sound, Alaska.

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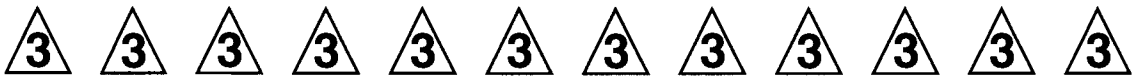

42. According to the passage, what are mustelids?
(A) A family of marine mammals that have blubber
(B) A type of sea otter
(C) A group of mammals that contains sea otters
(D) A kind of sea animal that includes clams, crabs, and many other creatures

43. It can be inferred from that passage that, if a large male sea otter weighs 100 pounds, it must eat approximately how many pounds of food a day to maintain its body heat?
(A) 5 pounds
(B) 15 pounds
(C) 30 pounds
(D) 60 pounds

44. The author refers to sea otters as "picky eaters" (line 11) because
(A) all sea otters eat many types of food
(B) each sea otter eats only one type of food
(C) all sea otters have voracious appetites
(D) each sea otter eats only a few kinds of food

45. The word "exhausted" in line 12 is closest in meaning to
(A) needed
(B) used up
(C) desired
(D) tired out

46. According to the passage, which of the following best describes sea otters' relationship with kelp forests?
(A) The kelp serves as food for the otters.
(B) The otters protect the kelp by eating animals that destroy it.
(C) The otters eliminate the kelp's source of nutrients.
(D) The kelp is destroyed when the otters build shelters.

47. Which of the following could best replace the word "luxuriant" in line 19?
(A) Expensive
(B) Soft
(C) Abundant
(D) Attractive

48. According to the passage, the outer fur of sea otters
(A) keeps the underfur from getting wet
(B) seems finer than the underfur
(C) is more desirable to hunters than the underfur
(D) is not as soft as the underfur

49. The word "elated" in line 26 is closest in meaning to
(A) disappointed
(B) shocked
(C) concerned
(D) overjoyed

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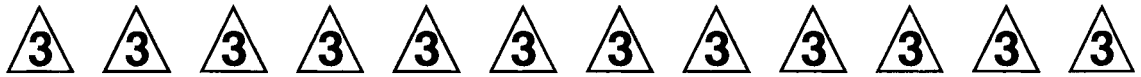
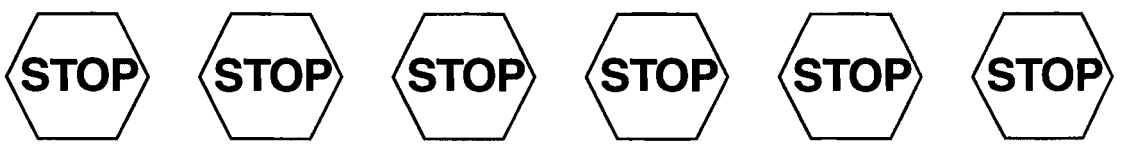


50. According to the passage, why are scientists concerned about the population of California sea otters?
(A) It has been growing at too fast a rate.
(B) Its growth rate has been steadily decreasing.
(C) Its growth rate is not as fast as that of the Alaska sea otters.
(D) It has been greatly reduced by oil spills and other forms of pollution.

**THIS IS THE END OF THE SAMPLE READING COMPREHENSION SECTION.**

**IF YOU FINISH BEFORE TIME IS CALLED,**

**GO BACK AND CHECK YOUR WORK IN THIS SECTION ONLY.**



# About the Author

Bruce Rogers has taught English as a Second Language and test preparation courses since 1979. He was a senior instructor in the English Program at the Economics Institute, University of Colorado, for 20 years and later became chair of the program. He has also taught in Indonesia, Vietnam, Korea, and the Czech Republic. He is the author of many books including *The Complete Guide to the TOEFL: iBT Edition* and *The Complete Guide to the TOEIC* both published by Heinle. He is currently president of Colorado TESOL. He lives in Boulder, Colorado, USA.

## SAMPLE LISTENING COMPREHENSION TEST ANSWER SHEET

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# PRACTICE TEST 1
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# PRACTICE TEST 2
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| 16. (A) (B) (C) (D) | 16. (A) (B) (C) (D) | 16. (A) (B) (C) (D) |
| 17. (A) (B) (C) (D) | 17. (A) (B) (C) (D) | 17. (A) (B) (C) (D) |
| 18. (A) (B) (C) (D) | 18. (A) (B) (C) (D) | 18. (A) (B) (C) (D) |
| 19. (A) (B) (C) (D) | 19. (A) (B) (C) (D) | 19. (A) (B) (C) (D) |
| 20. (A) (B) (C) (D) | 20. (A) (B) (C) (D) | 20. (A) (B) (C) (D) |
| 21. (A) (B) (C) (D) | 21. (A) (B) (C) (D) | 21. (A) (B) (C) (D) |
| 22. (A) (B) (C) (D) | 22. (A) (B) (C) (D) | 22. (A) (B) (C) (D) |
| 23. (A) (B) (C) (D) | 23. (A) (B) (C) (D) | 23. (A) (B) (C) (D) |
| 24. (A) (B) (C) (D) | 24. (A) (B) (C) (D) | 24. (A) (B) (C) (D) |
| 25. (A) (B) (C) (D) | 25. (A) (B) (C) (D) | 25. (A) (B) (C) (D) |
| 26. (A) (B) (C) (D) | 26. (A) (B) (C) (D) | 26. (A) (B) (C) (D) |
| 27. (A) (B) (C) (D) | 27. (A) (B) (C) (D) | 27. (A) (B) (C) (D) |
| 28. (A) (B) (C) (D) | 28. (A) (B) (C) (D) | 28. (A) (B) (C) (D) |
| 29. (A) (B) (C) (D) | 29. (A) (B) (C) (D) | 29. (A) (B) (C) (D) |
| 30. (A) (B) (C) (D) | 30. (A) (B) (C) (D) | 30. (A) (B) (C) (D) |
| 31. (A) (B) (C) (D) | 31. (A) (B) (C) (D) | 31. (A) (B) (C) (D) |
| 32. (A) (B) (C) (D) | 32. (A) (B) (C) (D) | 32. (A) (B) (C) (D) |
| 33. (A) (B) (C) (D) | 33. (A) (B) (C) (D) | 33. (A) (B) (C) (D) |
| 34. (A) (B) (C) (D) | 34. (A) (B) (C) (D) | 34. (A) (B) (C) (D) |
| 35. (A) (B) (C) (D) | 35. (A) (B) (C) (D) | 35. (A) (B) (C) (D) |
| 36. (A) (B) (C) (D) | 36. (A) (B) (C) (D) | 36. (A) (B) (C) (D) |
| 37. (A) (B) (C) (D) | 37. (A) (B) (C) (D) | 37. (A) (B) (C) (D) |
| 38. (A) (B) (C) (D) | 38. (A) (B) (C) (D) | 38. (A) (B) (C) (D) |
| 39. (A) (B) (C) (D) | 39. (A) (B) (C) (D) | 39. (A) (B) (C) (D) |
| 40. (A) (B) (C) (D) | 40. (A) (B) (C) (D) | 40. (A) (B) (C) (D) |
| 41. (A) (B) (C) (D) | | 41. (A) (B) (C) (D) |
| 42. (A) (B) (C) (D) | | 42. (A) (B) (C) (D) |
| 43. (A) (B) (C) (D) | | 43. (A) (B) (C) (D) |
| 44. (A) (B) (C) (D) | | 44. (A) (B) (C) (D) |
| 45. (A) (B) (C) (D) | | 45. (A) (B) (C) (D) |
| 46. (A) (B) (C) (D) | | 46. (A) (B) (C) (D) |
| 47. (A) (B) (C) (D) | | 47. (A) (B) (C) (D) |
| 48. (A) (B) (C) (D) | | 48. (A) (B) (C) (D) |
| 49. (A) (B) (C) (D) | | 49. (A) (B) (C) (D) |
| 50. (A) (B) (C) (D) | | 50. (A) (B) (C) (D) |

# PRACTICE TEST 3
# ANSWER SHEET

Name: _____

| Section 1 | Section 2 | Section 3 |
|---|---|---|
| 1. (A) (B) (C) (D) | 1. (A) (B) (C) (D) | 1. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 2. (A) (B) (C) (D) | 2. (A) (B) (C) (D) |
| 3. (A) (B) (C) (D) | 3. (A) (B) (C) (D) | 3. (A) (B) (C) (D) |
| 4. (A) (B) (C) (D) | 4. (A) (B) (C) (D) | 4. (A) (B) (C) (D) |
| 5. (A) (B) (C) (D) | 5. (A) (B) (C) (D) | 5. (A) (B) (C) (D) |
| 6. (A) (B) (C) (D) | 6. (A) (B) (C) (D) | 6. (A) (B) (C) (D) |
| 7. (A) (B) (C) (D) | 7. (A) (B) (C) (D) | 7. (A) (B) (C) (D) |
| 8. (A) (B) (C) (D) | 8. (A) (B) (C) (D) | 8. (A) (B) (C) (D) |
| 9. (A) (B) (C) (D) | 9. (A) (B) (C) (D) | 9. (A) (B) (C) (D) |
| 10. (A) (B) (C) (D) | 10. (A) (B) (C) (D) | 10. (A) (B) (C) (D) |
| 11. (A) (B) (C) (D) | 11. (A) (B) (C) (D) | 11. (A) (B) (C) (D) |
| 12. (A) (B) (C) (D) | 12. (A) (B) (C) (D) | 12. (A) (B) (C) (D) |
| 13. (A) (B) (C) (D) | 13. (A) (B) (C) (D) | 13. (A) (B) (C) (D) |
| 14. (A) (B) (C) (D) | 14. (A) (B) (C) (D) | 14. (A) (B) (C) (D) |
| 15. (A) (B) (C) (D) | 15. (A) (B) (C) (D) | 15. (A) (B) (C) (D) |
| 16. (A) (B) (C) (D) | 16. (A) (B) (C) (D) | 16. (A) (B) (C) (D) |
| 17. (A) (B) (C) (D) | 17. (A) (B) (C) (D) | 17. (A) (B) (C) (D) |
| 18. (A) (B) (C) (D) | 18. (A) (B) (C) (D) | 18. (A) (B) (C) (D) |
| 19. (A) (B) (C) (D) | 19. (A) (B) (C) (D) | 19. (A) (B) (C) (D) |
| 20. (A) (B) (C) (D) | 20. (A) (B) (C) (D) | 20. (A) (B) (C) (D) |
| 21. (A) (B) (C) (D) | 21. (A) (B) (C) (D) | 21. (A) (B) (C) (D) |
| 22. (A) (B) (C) (D) | 22. (A) (B) (C) (D) | 22. (A) (B) (C) (D) |
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| 49. (A) (B) (C) (D) | | 49. (A) (B) (C) (D) |
| 50. (A) (B) (C) (D) | | 50. (A) (B) (C) (D) |

Bruce Rogers

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**Bruce Rogers**

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# SECTION 1: LISTENING COMPREHENSION

## SAMPLE LISTENING COMPREHENSION TEST

| | | | | |
|---|---|---|---|---|
| 1.C | 11.C | 21.A | 31.A | 41.D |
| 2.B | 12.D | 22.D | 32.C | 42.C |
| 3.B | 13.A | 23.A | 33.C | 43.A |
| 4.A | 14.B | 24.D | 34.A | 44.B |
| 5.A | 15.A | 25.D | 35.D | 45.B |
| 6.C | 16.D | 26.A | 36.B | 46.A |
| 7.B | 17.C | 27.C | 37.D | 47.A |
| 8.D | 18.A | 28.B | 38.D | 48.A |
| 9.B | 19.D | 29.C | 39.D | 49.C |
| 10.C | 20.B | 30.B | 40.A | 50.D |

## PART A: DIALOGS

**Exercise 1**

| Set A | | Set B | | Set C | |
|---|---|---|---|---|---|
| 1.b | 4.e | 6.d | 9.c | 11.e | 14.f |
| 2.f | 5.c | 7.a | 10.b | 12.a | 15.d |
| 3.a | | 8.f | | 13.c | |

**Exercise 2.1**

| | | | | |
|---|---|---|---|---|
| 1.B | 4.A | 7.B | 10.A | 13.B |
| 2.B | 5.A | 8.B | 11.B | 14.B |
| 3.A | 6.A | 9.B | 12.A | 15.B |

**Exercise 2.2**

| | |
|---|---|
| 1. B center later | 7. B hear pain |
| 2. C appointment appointed | 8. C food boots |
| 3. C plants cattle | 9. C weakened awakened |
| 4. A drain train | 10. B texts collect |
| 5. A sister missed her | 11. A van fine |
| 6. C copy cough drops | 12. B list police |

**Exercise 3.1**

| | | | |
|---|---|---|---|
| 1.B | 4.A | 7.B | 10.A |
| 2.B | 5.B | 8.B | 11.B |
| 3.B | 6.A | 9.B | 12.B |

**Exercise 3.2**

| | | | | |
|---|---|---|---|---|
| 1.A | 3.A | 5.A | 7.A | 9.B |
| 2.B | 4.B | 6.A | 8.B | 10.B |

**Exercise 3.3**

| | | | |
|---|---|---|---|
| 1.A | 4.A | 7.A | 10.A |
| 2.B | 5.B | 8.A | 11.B |
| 3.B | 6.A | 9.B | 12.A |

**Exercise 4.1**

| | | |
|---|---|---|
| 1.A was in trouble | 5.B immediately | 9.A permanently |
| 2.A met … unexpectedly | 6.A nervous | 10.B Help |
| 3.B became friends | 7.B a little sick | 11.B close to |
| 4.A simple | 8.A looks like | 12.B didn't like |

**Exercise 4.2**

| Set A | | Set B | | Set C | |
|---|---|---|---|---|---|
| 1.A | 5.A | 9.A | 13.B | 17.B | 21.B |
| 2.B | 6.B | 10.B | 14.B | 18.A | 22.B |
| 3.A | 7.B | 11.A | 15.A | 19.B | 23.A |
| 4.A | 8.B | 12.B | 16.B | 20.A | 24.A |

**Exercise 4.3**

| | | | | |
|---|---|---|---|---|
| 1.C | 5.A | 9.C | 13.C | 17.B |
| 2.B | 6.C | 10.C | 14.B | 18.C |
| 3.A | 7.C | 11.A | 15.B | 19.A |
| 4.B | 8.A | 12.B | 16.A | 20.C |

**Exercise 5**

| | | | | |
|---|---|---|---|---|
| 1.C | 5.A | 9.B | 13.A | 17.A |
| 2.A | 6.C | 10.A | 14.C | 18.A |
| 3.C | 7.C | 11.B | 15.B | 19.B |
| 4.B | 8.B | 12.B | 16.B | 20.C |

**Exercise 6.1**

| | | | |
|---|---|---|---|
| 1.A | 4.A | 7.A | 10.B |
| 2.A | 5.B | 8.B | 11.A |
| 3.B | 6.B | 9.A | 12.A |

**Exercise 6.2**

| | | | |
|---|---|---|---|
| 1.A | 4.C | 7.A | 10.A |
| 2.C | 5.A | 8.B | 11.C |
| 3.C | 6.B | 9.B | 12.B |

**Exercise 7.1**

| | | | |
|---|---|---|---|
| 1.A | 5.B | 9.B | 13.A |
| 2.A | 6.A | 10.A | 14.B |
| 3.B | 7.A | 11.A | 15.B |
| 4.B | 8.B | 12.B | 16.B |

**Exercise 7.2**

| | | | |
|---|---|---|---|
| 1.C | 5.A | 9.B | 13.B |
| 2.C | 6.B | 10.C | 14.C |
| 3.C | 7.C | 11.A | 15.C |
| 4.A | 8.A | 12.B | 16.B |

**Exercise 8**

| | | | | |
|---|---|---|---|---|
| 1.C | 5.C | 9.B | 13.C | 17.A |
| 2.B | 6.A | 10.A | 14.B | 18.B |
| 3.B | 7.C | 11.A | 15.B | 19.B |
| 4.A | 8.C | 12.C | 16.A | 20.A |

**Exercise 9**

| | | | | |
|---|---|---|---|---|
| 1.A | 4.A | 7.C | 10.B | 13.A |
| 2.A | 5.B | 8.C | 11.C | 14.C |
| 3.C | 6.B | 9.B | 12.B | 15.A |

**Exercise 10**

| | | | | |
|---|---|---|---|---|
| 1.B | 4.A | 7.B | 10.A | 13.B |
| 2.B | 5.A | 8.A | 11.B | 14.B |
| 3.B | 6.B | 9.A | 12.A | 15.B |

**Mini-Test 1: Dialogs**

| | | | | |
|---|---|---|---|---|
| 1.D | 7.C | 13.A | 19.B | 25.C |
| 2.A | 8.D | 14.D | 20.D | 26.A |
| 3.A | 9.B | 15.A | 21.C | 27.D |
| 4.C | 10.D | 16.C | 22.B | 28.B |
| 5.A | 11.C | 17.C | 23.C | 29.D |
| 6.B | 12.B | 18.A | 24.A | 30.D |

## PART B: ABOUT EXTENDED CONVERSATIONS

**Exercise 11**

| Conversation 1 | Conversation 2 | Conversation 3 |
|---|---|---|
| 1.b<br>2.a<br>3.d<br>4.c | 5.c<br>6.a<br>7.b<br>8.d | 9.d<br>10.e<br>11.c<br>12.a<br>13.b |
| B | A | D |

**Exercise 12**

| | | | |
|---|---|---|---|
| 1.B | 5.C | 9.A | 13.C |
| 2.C | 6.A | 10.C | 14.A |
| 3.A | 7.B | 11.C | 15.C |
| 4.A | 8.C | 12.B | 16.B |

**Exercise 13.1**

| | | | | | |
|---|---|---|---|---|---|
| 1.C | 4.C | 7.A | 10.A | 13.C | 16.C |
| 2.B | 5.A | 8.B | 11.C | 14.C | 17.B |
| 3.C | 6.A | 9.A | 12.C | 15.B | |

**Exercise 13.2**

| | | | |
|---|---|---|---|
| 1.B | 4.C | 7.B | 10.C |
| 2.C | 5.B | 8.B | 11.B |
| 3.A | 6.A | 9.C | 12.B |

**Mini-Test 2: Extended Conversations**

| | | | |
|---|---|---|---|
| 1.A | 3.C | 5.D | 7.B |
| 2.C | 4.D | 6.A | 8.C |

## PART C: MINI-TALKS

**Exercise 14**

| Talk 1 | Talk 2 | Talk 3 |
|---|---|---|
| 1.b<br>2.c<br>3.a<br>4.d<br>5.e | 6.d<br>7.c<br>8.b | 9.d<br>10.b<br>11.e<br>12.a |

**Exercise 15**

| | | | | |
|---|---|---|---|---|
| 1.B<br>2.A<br>3.C<br>4.B | 5.B<br>6.A<br>7.C<br>8.A | 9.B<br>10.C<br>11.A<br>12.C | 13.C<br>14.A<br>15.B<br>16.B | 17.A<br>18.A<br>19.A<br>20.C |

**Exercise 16.1**

| Talk A | Talk B | Talk C |
|---|---|---|
| 1.B<br>2.A<br>3.C<br>4.B<br>5.C<br>6.B | 7.B<br>8.C<br>9.B<br>10.B<br>11.C<br>12.A | 13.A<br>14.C<br>15.B<br>16.A<br>17.B<br>18.A<br>19.C<br>20.C<br>21.B |

**Exercise 16.2**

| | | |
|---|---|---|
| 1.B<br>2.C<br>3.B<br>4.A<br>5.B | 6.A<br>7.C<br>8.A<br>9.C | 10.B<br>11.C<br>12.C |

**Mini-Test 3: Mini-Talks**

| | | |
|---|---|---|
| 1.D<br>2.C<br>3.B | 4.D<br>5.D<br>6.C<br>7.A<br>8.C | 9.C<br>10.A<br>11.A<br>12.C |

## MINI-LESSONS FOR SECTION 1: IDIOMATIC EXPRESSIONS

**Mini-Lesson 1.1**

1. about to
2. As a matter of fact
3. bank on
4. broke in on
5. better off
6. As a rule
7. broke down
8. all of a sudden
9. bound to
10. brought up
11. by and large
12. add up
13. be my guest
14. by heart
15. bring ...up
16. brought about
17. by no means
18. break the ice
19. brush up on
20. bit off more than ...could chew
21. at the drop of a hat
22. Beats me
23. a breeze
24. break up
25. at ease

**Mini-Lesson 1.2**

1. called off
2. calm down
3. came across
4. count on
5. come up with
6. checked into
7. check... out
7. checked...out from
8. call it a day
9. chip in
10. cut off
11. clear up
12. cared for
13. cost an arm and a leg
14. care for
15. Cheer up
16. caught up with
17. cut out for
18. catch on
19. come around to
20. calls on
21. clear up

**Mini-Lesson 1.3**

1. figure out
2. drop off
3. dreamed up
4. feel like
5. fallen behind
6. few and far between
7. do ... over
8. fed up with
9. fell through
10. a far cry from
11. drop out of
12. died down
13. drop in on
14. day in and day out
15. eyes ...bigger than ...stomach
16. feel free
17. drop ... a line

**Mini-Lesson 1.4**

1. find out
2. fill out
3. fill in
4. gave ... the cold shoulder
5. for good
6. for the time being
6. get rid of
7. give away
8. a fish out of water
9. get a kick out of
10. got on
11. get off the ground
12. get along with
13. fixed ...up
14. gotten in touch with
15. get under way
16. gets in...blood
17. get off
18. filled in for

**Mini-Lesson 1.5**

1. grew up
2. handed out
3. handed in
4. heard of
5. hold on
6. go on with
7. Hold still
8. go easy on
9. go... with
10. getting the hang of
11. gave...hand
12. goes without saying
13. held up
14. heard from
15. give... a hand with
16. hold on to
17. hard to come by
18. hit the road
19. have a word with
20. went overboard

**Mini-Lesson 1.6**

1. keep an eye on
2. keeping up with
3. lay off
4. looking forward to
5. jump to conclusions
6. keep an eye out for
7. in the long run
8. left out
9. in no time
10. kill ... time
11. let up
12. in the same boat
13. keep on
14. leave... alone
15. looked... for
16. looks after
17. in the dark
18. looking into
19. iron out
20. in hot water
21. learned the ropes
22. in favor of
23. know like the back of...hand
24. keep track of
25. in store

**Mini-Lesson 1.7**

1. looked over
2. on second thought
3. make...up
4. out of order
5. looks up to
6. on hand
7. make sense of
8. make a point of over and over
9. on the tip of … tongue
10. out of the question
11. out of
12. music to ... ears
13. on end
14. odds and ends
15. on the go
16. make up...mind
17. look out for
18. on needles and pins
19. look...up
20. make way for
21. next to nothing
22. on the whole
23. No harm done
24. out of...mind
25. mean to
26. an old hand at
27. mixed up
28. on...own
29. Not at all
30. over...head

**Mini-Lesson 1.8**

1. put up with
2. picked up the tab for
3. point out
4. play it by ear
5. part with
6. picked...up
7. put. ..on
8. put together
9. a pretty penny
10. push.. .luck
11. pick up
12. picked up put. ..away
13. put off
14. picked out
15. pass ...up
16. Pay attention
17. pat. ..on the back
18. passed...with flying colors
19. put. .. aside
20. pulling.. .leg

**Mini-Lesson 1.9**

1. saw … off
2. see to
3. ran out of
4. right away
5. shut down
6. sign up for
7. So far so good
8. ring a bell with
9. spell. .. out for
10. run of the mill
11. singing another tune
12. rough it
13. show up
14. run for office
15. sleep on
16. showed... around
17. Save... breath
18. rule ... out
19. ran into
20. slowly but surely
21. short for
22. snowed under
23. running a temperature
24. see eye to eye with...on

**Mini-Lesson 1.10**

1. stamp out
2. stay up
3. stay out
4. take after
5. taking apart
6. take a break
7. stand for
8. stuck with
9. takes a lot of nerve
10. Stick with
11. spick and span
12. stood out
13. Take it easy
14. stand for
15. straighten up stop by
16. take advantage of
17. stock up on
18. a stone's throw from
19. took a lot out of
20. stack up against

**Mini-Lesson 1.11**

1. try on
2. talked .. .into
3. tore up
4. tell ... apart
5. take up
6. took part in
7. taking off
8. tear... away from
9. throw the book at
10. Take off
11. tried out
12. talked ...out of
13. talk... over
14. throw away
15. think...over
16. took a short cut
17. try out for take the plunge
18. take ... time out from

**Mini-Lesson 1.12**

1. turns into
2. Turn off
3. turn down
4. turn up
5. turn on
6. worn out
7. warm up
8. turned out
9. turn in
10. what the doctor ordered
11. without a hitch
12. work out
13. watch out for
14. Turn around
15. worked...out
16. wait on
17. turned ...down
18. warm up
19. turned out
20. under the weather
21. walking on air

# SECTION 2: GUIDE TO STRUCTURE AND WRITTEN EXPRESSION

## SAMPLE STRUCTURE AND WRITTEN EXPRESSION TEST

| | | | | |
|---|---|---|---|---|
| ▪ ***Structure*** | | | | |
| 1.C<br>2.A<br>3.C | 4.D<br>5.B<br>6.B | 7.D<br>8.A<br>9.C | 10.C<br>11.A<br>12.B | 13.D<br>14.C<br>15.C |
| ▪ ***Written Expression*** | | | | |
| 16.B<br>17.A<br>18.C<br>19.B<br>20.C | 21.C<br>22.B<br>23.C<br>24.D<br>25.C | 26.A<br>27.D<br>28.C<br>29.D<br>30.A | 31.D<br>32.A<br>33.A<br>34.C<br>35.B | 36.B<br>37.C<br>38.C<br>39.A<br>40.B |

**Explanation of Written Expression Items**

16. The plural verb *are* indicates that a plural subject, *thousands*, must be used
17. The preposition *in* should replace the preposition *since.* (The preposition *since* is used only in sentences in which the verb is in the present perfect tense, not the simple past tense.)
18. The noun *variety* should be used in place of the adjective *various.*
19. The word *alike* is only used in the pattern *A and B are alike.* The correct pattern in this sentence is *A, like B, ....*
20. The subject of the sentence is *use; it* is an unnecessary repetition of the subject.
21. A plural pronoun *(their)* should be used to agree with the plural noun *cowboys.*
22. The relative pronoun *who* can only refer to a person, not to a thing. The relative pronoun *that* or *which* should be used instead.
23. An adverb *(potentially)* not an adjective *(potential)* is needed.
24. The subject of the clause *(one species)* is singular, so the singular verb *is* must be used.
*25. Almost* is the wrong word choice. The best word choice is *most* (or *almost all).*
*26. Despite* is used only before noun phrases. An adverb-clause marker *(although)* must be used with a clause.
27. A noun *(injury),* not a verb *(injure),* is required.
28. The preposition must precede the relative pronoun: *in which.*
29. After the verb *permit,* an infinitive *(to exist)* is used.
30. The correct pattern is *between A and B.*
31. In order to be parallel with the other words in the series *(logic* and *probability),* the name of the field *(engineering)* must be used.
32. The verb in this sentence should be passive; therefore, the past participle *known* (not the *-ing* form *knowing)* must be used.
33. Before a word beginning with a vowel sound *(honor),* the article *an* must be used.
34. The superlative form of a one-syllable adjective *(old)* is formed with the suffix *-est: oldest.*
35. The noun *belief* should be used in place of the verb *believe.*
36. The plural pronoun *those* should be used to refer to the plural noun phrase *public buildings.*
37. The correct pattern is *neither... nor.*
38. A past participle *(held)* is needed in place of the *-ing* form.
39. The correct pattern is *so* + adjective + *that* clause *(too* is used in the pattern *too* + adjective + infinitive).
40. A plural noun *(teeth)* is required.

## PART A: ABOUT STRUCTURE

**Note:** Items marked with an asterisk (*) do not focus on the structures that are presented in that lesson.

### Exercise 17

| | | | | |
|---|---|---|---|---|
| 1.B | 6.A | 11.A | 16.D | 21.A |
| 2.D | 7.D | 12.B | 17.B | 22.D |
| 3.A | 8.C | 13.A | 18.D | 23.C |
| 4.B | 9.A* | 14.D* | 19.C | 24.C |
| 5.A | 10.B | 15.A | 20.C | 25.D |

### Exercise 18

| | | | |
|---|---|---|---|
| 1.D | 5.A | 9.A | 13.C |
| 2.C* | 6.B | 10.C | 14.C |
| 3.B | 7.C | 11.B | 15.D |
| 4.A | 8.A* | 12.D | 16.A |

### Exercise 19

| | | | |
|---|---|---|---|
| 1.A | 4.D | 7.B* | 10.C |
| 2.B | 5.A | 8.D* | 11.B |
| 3.B | 6.C | 9.D | 12.A |

### Exercise 20

| | | | |
|---|---|---|---|
| 1.B | 4.A* | 7.C | 10.D |
| 2.C | 5.B | 8.C | 11.B |
| 3.A | 6.D | 9.A | 12.D* |

### Exercise 21

| | | | | |
|---|---|---|---|---|
| 1.C | 5.B | 9.D | 13.D | 17.B |
| 2.B | 6.C* | 10.A | 14.D | 18.C |
| 3.D | 7.C | 11.C | 15.C* | |
| 4.D | 8.C | 12.B* | 16.A | |

### Exercise 22

| | | | |
|---|---|---|---|
| 1.D | 4.D | 7.A | 10.C |
| 2.B | 5.B* | 8.A | 11.D |
| 3.A | 6.C | 9.D | 12.B* |

### Exercise 23

| | | | |
|---|---|---|---|
| 1.C | 4.B | 7.D | 10.A |
| 2.B* | 5.A | 8.B | 11.D* |
| 3.A | 6.A | 9.C* | 12.D |

### Mini-Test 4: Structure

| | | | | |
|---|---|---|---|---|
| 1.D | 4.A | 7.C | 10.A | 13.C |
| 2.C | 5.B | 8.D | 11.A | 14.C |
| 3.D | 6.D | 9.B | 12.D | 15.A |

### Exercise 24

| | | | | |
|---|---|---|---|---|
| 1.A | 5.B | 9.C | 13.B | 17.D |
| 2.B | 6.D | 10.B | 14.A | 18.C |
| 3.A | 7.A | 11.A | 15.D | 19.C |
| 4.C | 8.B | 12.D | 16.B | 20.C |

**Exercise 25**

| | | | |
|---|---|---|---|
| 1.B | 4.A | 7.B | 10.C |
| 2.D | 5.C | 8.B | 11.A |
| 3.C | 6.A | 9.C* | 12.D |

**Exercise 26**

| | | | | |
|---|---|---|---|---|
| 1.D | 4.C | 7.D | 10.B | 13.A* |
| 2.C | 5.A | 8.A | 11.C | 14.B |
| 3.B* | 6.B | 9.B | 12.C | 15.A |

**Exercise 27**

| | | | | |
|---|---|---|---|---|
| 1.C | 4.A | 7.C | 10.C | 13.C |
| 2.C | 5.B | 8.D | 11.A | 14.B |
| 3.A | 6.A | 9.C | 12.C* | 15.D |

**Exercise 28**

| | | | |
|---|---|---|---|
| 1.A | 4.D | 7.A | 10.C |
| 2.D | 5.C | 8.B | 11.B |
| 3.B | 6.C | 9.A | 12.D |

**Exercise 29**

| | | | |
|---|---|---|---|
| 1.A | 4.A | 7.C | 10.B |
| 2.B | 5.B | 8.D | 11.D |
| 3.B | 6.C | 9.C | 12.A |

**Exercise 30**

| | | | |
|---|---|---|---|
| 1.B | 4.C* | 7.A | 10.C |
| 2.D | 5.A | 8.A | 11.B |
| 3.B | 6.C | 9.D* | 12.C |

**Exercise 31**

| | | | | |
|---|---|---|---|---|
| 1.D | 4.A | 7.B | 10.D | 13.A |
| 2.A | 5.A | 8.C | 11.A | 14.B |
| 3.B | 6.C | 9.D | 12.B | |

**Mini-Test 5: Structure**

| | | | | |
|---|---|---|---|---|
| 1.C | 4.D | 7.C | 10.A | 13.A |
| 2.A | 5.C | 8.B | 11.A | 14.A |
| 3.D | 6.B | 9.C | 12.B | 15.C |

**PART B: WRITTEN EXPRESSION**

**Note:** Items marked with an asterisk (*) do not focus on the structures that are presented in that lesson.

**Exercise 32.1**

| | | | |
|---|---|---|---|
| 1. | difference | different | differently |
| 2. invent | invention | | inventively |
| 3. | competition (*or* competitiveness) | competitive | competitively |
| 4. | fertility (*or* fertilization, fertilizer) | fertile | |
| 5. deepen | depth | deep | |
| 6. decide | | decisive | decisively |
| 7. | beauty (*or* beautification) | beautiful | beautifully |
| 8. | prohibition | prohibitive | prohibitively |
| 9. | origin ( *or* originality) | original | originally |
| 10. emphasize | emphasis | | emphatically |
| 11. inconvenience | inconvenience | | inconveniently |
| 12. glorify (*or* glory) | | glorious | gloriously |
| 13. | mystery (*or* mystification) | mysterious | mysteriously |
| 14. equalize (*or* equal) | equality | equal | |
| 15. generalize | generality (*or* generalization) | | generally |
| 16. simplify | simplicity (*or* simplification) | simple | |
| 17. familiarize | familiarity (*or* familiarization) | | familiarly |
| 18. purify | purity | | purely |
| 19. | freedom | free | freely |
| 20. | restriction | restrictive | restrictively |

**Exercise 32.2**

| | | |
|---|---|---|
| 1. | musician | musical |
| 2. surgery | | surgical |
| 3. poetry | Poet | |
| 4. electricity | | electric |
| 5. | administrator | administrative |
| 6. finance | financier | |
| 7. photography | | photographic |
| 8. | theoretician (*or* theorist) | theoretical |
| 9. athletics | athlete | |
| 10. | editor | editorial |
| 11. philosophy | | philosophical |
| 12. crime | | criminal |
| 13. politics | politian | |
| 14. law | | legal |
| 15. | humorist | humorous |

**Exercise 32.3**

| | | | |
|---|---|---|---|
| 1. greatly | 6. simultaneously | 11. close | 16. profound |
| 2. annually | 7. generally | 12. easy | 17. commercially |
| 3. Regular | 8. painstakingly | 13. incredible | 18. persuasively |
| 4. simple | 9. permanently | 14. automatically | 19. masterful deeply |
| 5. beautiful | 10. widely | 15. formal | 20. distinct |

**Exercise 32.4**

| | |
|---|---|
| 1. fictional *(N/Adj)*<br>2. industry *(N/Adj)*<br>products *(V/N)*<br>3. fragrant *(N/Adj)*<br>4. mathematical *(N/Adj)*<br>equal *(Adj/N)*<br>5. evidence *(N/Adj)*<br>illegal *(Adj/Adv)*<br>6. severity *(Adv/N)*<br>7. development *(G/N)*<br>8. transport *(N/V)*<br>9. differ *(V/Adj)*<br>originate *(V/N)*<br>10. magician *(N/PN)*<br>11. depth *(Adj/N)*<br>12. distinction *(N/Adv)*<br>13. collection *(N/G)*<br>14. present *(Adj/N)*<br>open *(Adj/Adv)* | 15. choices *(V/N)*<br>approved *(V/N)*<br>16. scholarly *(PN/Adj)*<br>immigration *(PN/N)*<br>17. food *(V/N)*<br>rainy *(N or V/Adj)*<br>18. symbolize *(V/N)*<br>occupation *(N/Adj)*<br>19. relieve *(V/N)*<br>20. respire *(V/N)*<br>chemical *(N/Adj)*<br>21. member *(PN/N)*<br>interpreter *(V/PN)*<br>22. strength *(Adj/N)*<br>directly *(Adj/Adv)*<br>23. tropical *(N/Adj)*<br>ability *(Adj/N)*<br>24. lose *(N/V)*<br>rapidly *(N/Adv)*<br>25. ripen *(Adj/V)* |

**Exercise 32.5**

| | | |
|---|---|---|
| 1.B intellectual<br>2.A destructive<br>3.C importance<br>4.C analyzes<br>5.A dances | 6.A outer<br>7.D weight<br>8.D* purposes<br>9.D ranching<br>10.B well | 11.B measurement<br>12.C literature<br>13.D* exposed to<br>14.B reaction<br>15.C sharpness |

| | |
|---|---|
| 16.C life<br>17.D health<br>18.D neighborhoods<br>19.D successful<br>20.C collection | 21.D* and<br>22.D luck<br>23.A absence<br>24.C politicians<br>25. D harden |

**Exercise 33.1**

| | | | | |
|---|---|---|---|---|
| 1. made<br>2. done | 3. made<br>4. do | 5. did<br>6. make | 7. made<br>8. make | 9. do<br>10. make |

**Exercise 33.2**

| | | | | |
|---|---|---|---|---|
| 1. alike<br>2. like | 3. Like<br>4. as | 5. like<br>6. like | 7. as<br>8. like | 9. as<br>10. alike |

**Exercise 33.3**

| | | | | |
|---|---|---|---|---|
| 1. so<br>2. too | 3. So<br>4. such a | 5. too<br>6. as | 7. such a<br>8. so | 9. too<br>10. such |

**Exercise 33.4**

| | | | | |
|---|---|---|---|---|
| 1. another<br>2. other | 3. other<br>4. another | 5. another<br>6. other | 7. other<br>8. another | 9. another<br>10. other |

**Exercise 33.5**

| | | | |
|---|---|---|---|
| 1. Although<br>2. Because<br>3. In spite of | 4. Because of<br>5. When<br>6. Despite | 7. Although<br>8. because<br>9. because of | 10. Although<br>11. during<br>12. because |

**Exercise 33.6**

| | | |
|---|---|---|
| 1. Many | 5. number … amount | 9. Many |
| 2. little | 6. little | 10. little |
| 3. much | 7. amounts | |
| 4. few | 8. many | |

**Exercise 33.7**

| | | | | |
|---|---|---|---|---|
| 1. age | 5. before | 9. tell | 13. percent | 17. Almost |
| 2. twice | 6. earliest | 10. near | 14. old | 18. tell |
| 3. afterwards | 7. round | 11. doubled | 15. after | 19. nearly |
| 4. Most | 8. somewhat | 12. live | 16. No | 20. ever |

**Exercise 33.8**

| | | | |
|---|---|---|---|
| 1.C no longer | 5.C little | 9.C doing | 13.C* is |
| 2.C as much | 6.B never | 10.D like | 14.A earliest |
| 3.D nearly | 7.B many | 11.D other | 15.A during |
| 4.C old (*or* of age) | 8.D* symbol | 12.A number | 16.C a live |

**Exercise 34.1**

| | | | | |
|---|---|---|---|---|
| 1. is | 4. was | 7. are | 10. are | 13. are |
| 2. was | 5. moves | 8. was | 11. is | 14. was |
| 3. are | 6. are | 9. makes | 12. varies | 15. goes |

**Exercise 34.2**

| | | |
|---|---|---|
| 1. X shipped | 6.X does | 11.X contain |
| 2.X was built | 7.X are played | 12.X ran |
| 3.C | 8.X was | 13.X were chosen |
| 4.X worn | 9.X came | 14.X have used |
| 5.X has been growing (*or* has grown) | 10.C | 15.X were produced |

**Exercise 34.3**

| | | |
|---|---|---|
| 1.A study | 6.D spun | 11.B described |
| 2.D lived | 7.D eat | 12.A shaken |
| 3.D do | 8.C is suited | 13.D built |
| 4.B requires | 9.A took | 14.A* emphasis |
| 5.C have | 10.D was | 15.B dipped |

**Exercise 35.1**

| | | |
|---|---|---|
| 1.X grinding | 5.X stories | 9.X heat |
| 2.X industrial | 6.C | 10.X a critic |
| 3.C | 7.C | 11.X is inexpensive |
| 4.X warm | 8.X religion | 12.X control floods |

**Exercise 35.2**

| | | |
|---|---|---|
| 1.B adjust | 6.C more specialized | 11.C mineral |
| 2.D and on mountain | 7.D economic | 12.D* have |
| 3.D* other | 8.B package | 13.C economics |
| 4.A historical | 9.C loyal | 14.A* front teeth |
| 5.A designer | 10.D a game | 15.C hearing |

**Exercise 36.1**

| | | |
|---|---|---|
| 1.X its | 6.X their | 11.X their |
| 2.X them | 7.X it | 12.X its |
| 3.X it | 8.X who | 13.X which |
| 4.C | 9.C | 14.X their |
| 5.X that (*or* which) | 10.X those | 15.X that |

**Exercise 36.2**

| | | |
|---|---|---|
| 1.X her | 5.X our | 9.X its |
| 2.X them | 6.X themselves | 10.X themselves |
| 3.C | 7.X they | |
| 4.X that (*or* which) | 8.X whose | |

**Exercise 36.3**

| | | | |
|---|---|---|---|
| 1.X it | 4.X he | 7.X them | 10.C |
| 2.X which | 5.C | 8.C | 11.X which |
| 3.X that | 6.X they | 9.X she | 12.X it |

**Exercise 36.4**

| | | |
|---|---|---|
| 1.C are | 6.D themselves | 11.A who |
| 2.D their | 7.A resemble | 12.D itself |
| 3.B them | 8.D those | 13.A this |
| 4.B uses | 9.D their | 14.C themselves |
| 5. A* unusual | 10.B its | 15.A* illustrated |

**Exercise 37**

| | | |
|---|---|---|
| 1.D mammals | 8.C thousands | 15.A pioneer |
| 2.C human | 9.C sixty-mile | 16.C* be made |
| 3.B automobile | 10.C men | 17.B* most |
| 4.A year | 11.D editorial | 18.D women |
| 5.B sources | 12.C appliances | 19.B trillion |
| 6.B percent | 13.D feet | 20.D sunlight |
| 7.A All colleges | 14.C* grown | |

**Mini-Test 6: Written Expression**

| | | | | |
|---|---|---|---|---|
| 1.C | 6.C | 11.A | 16.C | 21.D |
| 2.A | 7.C | 12.C | 17.D | 22.B |
| 3.C | 8.A | 13.D | 18.C | 23.C |
| 4.D | 9.D | 14.B | 19.C | 24.D |
| 5.C | 10.C | 15.A | 20.B | 25.A |

**Explanation**

1. The adjective *different* is required.
2. Before a clause, an adverb-clause marker such as *although* is required.
3. For parallelism, the noun *color* must be used.
4. The noun *beliefs* must be used in place of the verb *believes.*
5. The past participle *played* must be used after *has* (or *have)* to form the present perfect tense.
6. The plural form *designers* is required.
7. The verb *made* (meaning "to manufacture") is needed.
8. The word *like* is required in this pattern.
9. The correct pronoun is *them.* (The animals can't carry themselves!)
10. For parallelism, the adjective *safe* is needed.
11. The adjective *pure* is required.
12. The word *amounts* is used to refer to uncountable nouns like *food.*

13. Only the second noun of a compound noun is pluralized: *railroad workers.*
14. *Such a* is used with an adjective + noun + *that* clause.
15. The adjective *light* is required.
16. The pronoun *she* is an unnecessary repetition of the subject.
17. To be parallel with the two other adjectives *(biological* and *psychological),* the adjective *medical* must be used.
18. A passive verb phrase is needed: *were given.*
19. The object form of the pronoun *them* must be used.
20. For parallelism, a noun phrase is needed: *composer of*
21. The adjective *spicy* must be used.
22. The plural pronoun *themselves* must be used to agree with its referent.
23. A singular verb *(is)* is required to agree with the subject *knowledge.*
24. *Furniture* is an uncountable noun and cannot be pluralized.
25. *Soonest* is the wrong word choice; the correct word is *earliest.*

**Exercise 38.1**

| | | |
|---|---|---|
| 1. to control | 6. to catch | 11. to snap |
| 2. to move | 7. bend | 12. to rupture |
| 3. producing | 8. bringing | 13. to describe |
| 4. to have | 9. to communicate | 14. to be awarded |
| 5. to grow | 10. miss | 15. achieving |

**Exercise 38.2**

| | | | |
|---|---|---|---|
| 1. known | 4. twisting | 7. named | 10. regarded |
| 2. written | 5. working | 8. appearing | 11. cracked |
| 3. astonishing | 6. filled | 9. deposited | 12. stimulating |

**Exercise 38.3**

| | | |
|---|---|---|
| 1.C packaging | 6.D to catch | 11.D* 40 miles |
| 2.C to cut | 7.B obtained | 12.A crushed |
| 3. B classifying | 8.A Bathing | 13.C for playing |
| 4.A mixed | 9.D sparkle | 14.D smoking |
| 5.D* or | 10.B painting | 15.C leading |

**Exercise 39.1**

| | |
|---|---|
| 1. For against within of | 9. In for from to |
| 2. in on of | 10. In at to on |
| 3. of to since into | 11. In on of of at |
| 4. At of of along between | 12. to of by in of in |
| 5. of in of on in | 13. In of by of in through |
| 6. at on to on | 14. on of to on |
| 7. of in by with on | 15. in for of in since |
| 8. off of for of | |

**Exercise 39.2**

| | |
|---|---|
| 1.X <u>According polls</u> to | 11.X <u>related the</u> to |
| 2.X <u>thanks improved</u> to | 12.X <u>expert the</u> on |
| 3.C | 13.C |
| 4.X <u>of</u> | 14.X <u>by</u> |
| 5.X <u>on</u> | 15.X <u>by</u> |
| 6.X <u>regardless the</u> of | 16.X <u>away the</u> from |
| 7.C | 17.X <u>of</u> |
| 8.X <u>of</u> | 18.X <u>side the</u> of |
| 9.X <u>attached bones</u> to | 19.X <u>familiar people</u> to |
| 10.X <u>to</u> | 20.C |

**Exercise 39.3**

| | | |
|---|---|---|
| 1.A which | 6.A from | 11.A For |
| 2.B deals with | 7.A in | 12.A thousands of eggs |
| 3.A Many | 8.C belongs to one | 13.A Nowadays |
| 4.C on its | 9.D native to | 14.D* to reach |
| 5.D* life | 10.B in | 15.A Since |

**Exercise 40.1**

| |
|---|
| 1. one the water fresh |
| 2. The mineral the most fertilizers |
| 3. The a electrical |
| 4. Humor American the earliest the present |
| 5. The ozone an most the Sun's |
| 6. the early a Cherokee the a North |
| 7. The Goddard New the the United the seventeenth |
| 8. Popcorn the corn |
| 9. the most research a well-written |
| 10. the American the the twentieth the |
| 11. The nineteenth refracting his |
| 12. The Hawaiian the most the world |

**Exercise 40.2**

| | | |
|---|---|---|
| 1.A Most | 8.D their customers | 15.D* and |
| 2.C their | 9.B is an imaginary | 16.B an accurate |
| 3.D attention | 10.B the most common | 17.B history |
| 4.A an underwater | 11.C her career | 18.A At the beginning |
| 5.D the young | 12.A the first | 19.B* opened |
| 6.A the only | 13.C a heated | 20.D a height |
| 7.A a third | 14.A the highest | |

**Exercise 41**

| | | |
|---|---|---|
| 1.X the easiest | 7.C | 13.X best-known |
| 2.X stronger and larger | 8.X most destructive | 14.X finest |
| 3.C | 9.X least | 15.C |
| 4.X lower | 10.X worse | 16.X larger |
| 5.C | 11.C | 17.C |
| 6.X heavier | 12.X more bitter (*or* bitterer) | 18.X less dense |

**Exercise 42.1**

| | | |
|---|---|---|
| 1. X chief source | 6.C | 11.X any other |
| 2.X brightly colored | 7.X miles longer | 12.X almost entirely |
| 3.C | 8.X natural habitats | 13.C |
| 4.X long before | 9.X they are | 14.X formal training |
| 5.X at which | 10.X dense enough | 15.X children's books |

**Exercise 42.2**

| | |
|---|---|
| 1.C major barrier | 11.A the sky is |
| 2.D large enough | 12.B highly original |
| 3.D greatly reduced | 13.B only one |
| 4.C in which | 14.D feet long |
| 5.D it is | 15.C is surrounded |
| 6.B it possible | 16.B workers' satisfaction |
| 7.C each second | 17.D trading center |
| 8.B* little resemblance | 18.C about how |
| 9.A slow-moving | 19.D* loneliness |
| 10.A such as | 20.C light is |

**Exercise 43**

| | | |
|---|---|---|
| 1.X either | 6.X and | 11.C |
| 2.C | 7.X both | 12.X not only |
| 3.X but also | 8.C | 13.X frogs |
| 4.X nor | 9.X but | 14.X neither |
| 5.X or | 10.X and | 15.C |

**Mini-test 7: Written Expression**

| | | | | |
|---|---|---|---|---|
| 1.C | 6.D | 11.B | 16.A | 21.B |
| 2.A | 7.C | 12.B | 17.A | 22.B |
| 3.A | 8.B | 13.C | 18.C | 23.A |
| 4.D | 9.C | 14.B | 19.D | 24.C |
| 5.B | 10.A | 15.B | 20.C | 25.B |

**Explanation**

1. The wrong preposition is used; the phrase should correctly read *at one time.*
2. When a noun phrase includes an ordinal number *(third),* a definite article *(the third)* must be used. (However, an indefinite article is used in a fraction to mean *one: a third of the Earth's surface,* for example.)
3. The correct pattern is *neither... nor.*
4. After a preposition, a gerund form *(photographing)* is needed.
5. An infinitive *(to transport)* is needed.
6. The correct superlative form is *highest.*
7. In a *wh-* clause that is not a direct question, the correct word order is subject-verb: *They are.*
8. The conjunction *but* is used before the word *rather* to show contrast.
9. The preposition *in* is used before months such as *September.*
10. The correct form of the infinitive is *to walk.*
11. The preposition *of* is used in the phrase *instead of a.*
12. The article *an* must be used before words that begin with a vowel sound such as *enormous.*
13. The correct word order is *almost all.*
14. The past participle *written* is required.
15. The verb *result* is used with the preposition *in.* (The noun *result* is followed by the preposition *of)*
16. A comparative form *(much rarer)* must be used.
17. An indefinite article is needed before the noun: *a picture.*
18. The preposition *for* is used after the adjective *suitable.*
19. The correct word order is *human psychology.*
20. A full infinitive *(to teach)* is required in place of the simple form.
21. *Enough* must follow adjectives: *safe enough.*
22. After the verb *allow,* the infinitive *to approach* is needed.
23. The definite article is used before *most* when it is part of a superlative adjective phrase: *The most.*
24. The correct pattern is *whether... or.*
25. An indefinite article is required: *a banana.*

## MINI-LESSONS FOR SECTION 2: PREPOSITION USE

### Mini-Lesson 2.1

1. to
2. in (*or* with)
3. on
4. to
5. of
6. with
7. of
8. from
9. for
10. to11. of
12. to (*or* for)
13. of
14. of
15. for
16. with
17. to
18. on
19. for
20. to

### Mini-Lesson 2.2

1. to
2. to
3. of
4. for
5. for
6. to
7. at (*or* by)
8. of
9. to
10. for
11. to
12. of
13. to
14. with
15. to
16. for
17. to

### Mini-Lesson 2.3

1. in of in of
2. of for
3. in of
4. on
5. with
6. to
7. of
8. for
9. in
10. of
11. of
12. to
13. to
14. of
15. on of
16. to
17. for
18. of
19. on
20. of

### Mini-Lesson 2.4

1. to
2. with
3. with
4. on
5. on
6. of
7. on
8. in
9. with
10. on
11. in
12. with
13. with
14. on
15. to
16. on
17. to
18. for
19. in
20. for
21. in
22. to

### Mini-Lesson 2.5

1. of
2. In of
3. with
4. to
5. to
6. in of
7. On of of
8. of
9. to
10. of
11. by of
12. to

### Mini-Lesson 2.6

1. in
2. in
3. in in
4. in at
5. in at in
6. on in
7. in
8. in
9. on
10. in on on
11. in in
12. at on
13. in on
14. in

### Mini-Lesson 2.7

1. on in
2. at
3. at in
4. in
5. at
6. on
7. at in
8. On
9. in
10. in
11. in in
12. at
13. in in
14. in
15. In
16. in
17. at
18. in
19.on
20. In on in

### Mini-Lesson 2.8

1. with
2. by
3. for
4. by
5. without
6. by
7. by
8. by
9. with
10. on

# SECTION 3: READING COMPREHENSION

## SAMPLE READING COMPREHENSION TEST

| | | | | |
|---|---|---|---|---|
| 1.B | 11.C | 21.D | 31.D | 41.C |
| 2.B | 12.D | 22.C | 32.A | 42.B |
| 3.D | 13.D | 23.A | 33.B | 43.A |
| 4.A | 14.A | 24.A | 34.A | 44.B |
| 5.C | 15.A | 25.C | 35.C | 45.D |
| 6.D | 16.D | 26.B | 36.B | 46.C |
| 7.B | 17.D | 27.A | 37.D | 47.C |
| 8.C | 18.B | 28.D | 38.A | 48.A |
| 9.A | 19.A | 29.C | 39.B | 49.D |
| 10.A | 20.B | 30.D | 40.B | 50.C |

**Explanation**

1. The passage discusses the plentiful supply of wood in the colonies and the advantages and disadvantages this involved.
2. *Strikingly* means "dramatically."
3. Lines 5-6 state, "The first colonists did not, as many people imagine, find an entire continent covered by a climax forest."
4. *Abounded* means "present in large numbers."
5. Lines 10-11 state that "by the end of the colonial age, the price of wood had risen slightly in eastern cities."
6. Lines 15-16 indicate that, in the colonies, "buildings were made of wood to a degree unknown in Britain." Therefore, many British houses must have been made of materials other than wood.
7. According to lines 17-18, wood was the source of industrial compounds, and charcoal is given as an example. Charcoal, according to line 19, is a component of gunpowder.
8. In the context of the passage, the word *conferred* means "provided." (However, in other contexts, *conferred* may mean "consulted.")
9. The phrase *follow suit* means "do the same."
10. Lines 31--33 state that "the former colonies lagged behind Britain...because their supply of wood led them to cling to charcoal iron."
11. In the context of the passage, *cling to* means "continue to use."
12. The author begins to discuss the disadvantages brought on by an abundance of wood in the colonies in lines 21-22.
13. The passage deals with the entire Peale family; (A) and (C) are too narrow, and (B) is too general.
14. The passage indicates that the portrait was "so realistic" that Washington mistook the painted figures for real ones.
15. The word *settings* is closest in meaning to "environments."
16. The author defines the term *mastodon* in line 15 as "a huge, extinct elephant." The other terms are undefined.
17. There is no information about when the museum was founded. All of the other questions are answered in the second paragraph: Charles Willson Peale found and prepared the animal exhibits; the museum was located in Philadelphia; its most popular exhibit, a mastodon's skeleton, was found on a farm in New York.
18. In the context of the passage, the word *unearthed* means "dug up," "removed from the ground."
19. As used in this context, *rage* means the "current style or fashion."
20. Charles Willson Peale painted over a dozen portraits of Washington (line 4); Rembrandt Peale also painted at least one (lines 24-25).
21. Sarah Miriam Peale is the daughter of Charles Willson Peale's brother James Peale (line 28); Titian and Raphaelle are identified as Charles's sons in line 5, Rubens in line 25.
22. The author praises the art and work of Charles Willson Peale and other members of the family; that, together with the absence of any critical comments, makes *admiring* the best choice.
23. The main theme of this passage is the idea of transforming Mars; choice (A) best summarizes this idea.
24. The word *stark* means "harsh," "severe."

25. The word *there* refers to Mars.
26. The passage states that "daytime temperatures may reach above freezing," but there is no mention that temperatures ever become dangerously hot. The other characteristics are given in the first paragraph.
27. According to the passage, "The air there is 95% carbon dioxide" (line 5).
28. According to the passage, building up the atmosphere "could create a 'greenhouse effect' that would stop heat from radiating back into space." The author points out in lines 8-10 that it is because heat radiates back into space that Mars is so cold.
29. The word *suitable* is closest in meaning to "appropriate."
30. According to scientist Christopher McKay, the project could be started "in four or five decades"-forty or fifty years (lines 27-28).
31. *Terra-forming* refers to the process of "transforming Mars into a more Earth-like planet" (lines 16-17).
32. The phrase *more profound* means "deeper."
33. The passage indicates that the possibility of transforming Mars comes from an "understanding of how Earth's ecology supports life" (line 31).
34. The word *staggering* means "astonishing."
35. The first paragraph indicates that age is "another" factor in susceptibility to colds; therefore, it is logical that a previous paragraph must deal with some other factor.
36. *Specific facts* is closest in meaning to the word "particulars."
37. Lines 3-4 state that the study "revealed particulars that seem to hold true for the general population."
38. Line 4 indicates that "Infants are the most cold-ridden group" and that infant boys have more colds than infant girls (lines 5-6).
39. No matter what age they are, parents of young children show an increase in cold infections; it is reasonable to assume that these parents are infected by their children.
40. The reference is to people in their twenties.
41. This paragraph deals with the influence of economics on incidence of colds.
42. The word *cramped* means "small and crowded."
43. This is a neutral, objective scientific report.
44. The passage generally discusses an experiment in which plant roots are grown in isolation-in other words, without the tops of the plants.
45. The reference is to the roots of plants.
46. According to the passage (lines 9-10), ATP is a "high energy compound...which drives the biochemical reactions."
47. The word *intact* means "whole."
48. The phrase *comes in handy* means "is useful."
49. The fact that roots provide organic nitrogen compounds is useful for "the growth of buds in the early spring when leaves are not yet functioning" (lines 17-18)
50. The passage discusses an experiment involving plant roots and the significance of that experiment.

## READING COMPREHENSION EXERCISES AND MINI-TEST

**Exercise 44.1**

| | | | | |
|---|---|---|---|---|
| 1. (A) S | 3. (A) C | 5. (A) G | 7. (A) G | 9. (A) X |
| (B) C | (B) I | (B) C | (B) C | (B) I |
| (C) X | (C) S | (C) S | (C) X | (C) C |
| 2. (A) G | 4. (A) X | 6. (A) X | 8. (A) C | 10. (A) X |
| (B) S | (B) C | (B) I | (B) X | (B) S |
| (C) C | (C) I | (C) C | (C) I | (C) C |

**Exercise 44.2**

| | | | |
|---|---|---|---|
| 1.A | 5.C | 9.A | 13.C |
| 2.B | 6.C | 10.D | 14.B |
| 3.D | 7.B | 11.D | 15.A |
| 4.A | 8.D | 12.A | 16.D |

**Exercise 44.3**

| | | | | |
|---|---|---|---|---|
| 1.C | 4.B | 7.A | 10.A | 13.A |
| 2.A | 5.A | 8.A | 11.B | 14.C |
| 3.D | 6.C | 9.C | 12.A | 15.D |

**Exercise 45.1**

| | | |
|---|---|---|
| 1. lines 2-3 | 8. line 1 | 14. line 1 |
| 2. lines 4-5 | 9. line 3 | 15. line 2 |
| 3. lines 8-10 | 10. lines 5-6 | 16. line 2 |
| 4. lines 12-13 | 11. line 8 | 17. lines 3-4 |
| 5. lines 17-18 | 12. lines 9-10 | 18. lines 6-7 |
| 6. lines 18-19 | 13. lines 15-16 | 19. lines 10-11 |
| 7. lines 20-21 | | 20. lines 11-12 |
| | | 21. lines 16-17 |
| | | 22. lines 18-19 |
| | | 23. line 19 |

**Exercise 45.2**

| | | | |
|---|---|---|---|
| 1.B | 9.B | 17.A | 25.A |
| 2.B | 10.C | 18.B | 26.D |
| 3.A | 11.A | 19.D | 27.D |
| 4.A | 12.B | 20.D | 28.A |
| 5.C | 13.A | 21.A | 29.B |
| 6.A | 14.C | 22.D | 30.C |
| 7.B | 15.B | 23.B | 31.C |
| 8.C | 16.C | 24.B | 32.D |

**Exercise 46.1**

| | | | |
|---|---|---|---|
| 1.B | 5.B | 9.C | 13.A |
| 2.C | 6.A | 10.C | 14.C |
| 3.C | 7.A | 11.A | 15.C |
| 4.B | 8.A | 12.B | |

**Exercise 46.2**

| | | | | |
|---|---|---|---|---|
| 1.X | 5.I | 9.X | 13.I | 17.X |
| 2.I | 6.X | 10.I | 14.X | 18.X |
| 3.X | 7.I | 11.X | 15.I | 19.I |
| 4.I | 8.I | 12.X | 16.I | 20.X |

**Exercise 46.3**

| | | | | |
|---|---|---|---|---|
| 1.D | 5.B | 9.B | 13.B | 17.C |
| 2.D | 6.B | 10.B | 14.C | 18.A |
| 3.D | 7.A | 11.A | 15.B | 19.C |
| 4.C | 8.C | 12.D | 16.A | 20.D |

**Exercise 47.1**

| | | | | |
|---|---|---|---|---|
| 1.B | 4.C | 7.B | 10.A | 13.B |
| 2.C | 5.A | 8.C | 11.B | 14.C |
| 3.A | 6.B | 9.A | 12.A | 15.A |

**Exercise 47.2**

| | | | | | |
|---|---|---|---|---|---|
| 1.A | 8.B | 15.C | 22.C | 29.A | 36.A |
| 2.C | 9.B | 16.D | 23.B | 30.B | 37.C |
| 3.C | 10.A | 17.B | 24.B | 31.D | 38.B |
| 4.D | 11.A | 18.D | 25.A | 32.B | 39.A |

| | | | | | |
|---|---|---|---|---|---|
| 5.B | 12.C | 19.A | 26.B | 33.D | 40.D |
| 6.D | 13.D | 20.A | 27.D | 34.C | 41.D |
| 7.C | 14.A | 21.D | 28.A | 35.A | 42.C |

**Exercise 48.1**

| | | | | |
|---|---|---|---|---|
| 1.B | 5.B | 9.B | 13.D | 17.A |
| 2.C | 6.B | 10.C | 14.A | 18.B |
| 3.C | 7.A | 11.A | 15.C | 19.A |
| 4.A | 8.B | 12.B | 16.A | 20.B |

**Exercise 48.2**

| | | | | |
|---|---|---|---|---|
| 1.D | 7.B | 13.D | 19.A | 25.C |
| 2.B | 8.C | 14.B | 20.B | 26.C |
| 3.D | 9.C | 15.B | 21.C | |
| 4.C | 10.A | 16.A | 22.A | |
| 5.C | 11.A | 17.C | 23.D | |
| 6.D | 12.A | 18.D | 24.A | |

**Mini-Test 8: Reading**

| | | | | |
|---|---|---|---|---|
| 1.C | 11.C | 21.C | 31.B | 41.D |
| 2.A | 12.C | 22.B | 32.A | 42.D |
| 3.C | 13.D | 23.C | 33.A | 43.B |
| 4..B | 14.B | 24.B | 34.A | 44.D |
| 5.D | 15.A | 25.A | 35.A | 45.A |
| 6.C | 16.B | 26.D | 36.D | 46.C |
| 7.B | 17.C | 27.C | 37.B | 47.A |
| 8.A | 18.D | 28.C | 38.B | 48.C |
| 9.A | 19.B | 29.B | 39.A | 49.B |
| 10.C | 20.D | 30.A | 40.B | 50.A |

**Explanation**

1. The passage generally concerns the advantages of biological agents and the disadvantages of chemical agents.
2. The word *marring* means "spoiling," "ruining."
3. The word *clog* is closest in meaning to the word "obstruct."
4. The author defines *weeds* as "any plants that thrive where they are unwanted" (line 3). No definitions are offered for the other terms.
5. Lines 9-10 say "herbicides... are sometimes necessary."
6. Choice (A) is given in lines 20-22, which says that biological agents "leave crops and other plants untouched," while chemical agents "kill virtually all the plants they come in contact with." Choice (B) is also given; chemical agents "harm workers who apply them" (lines 12-13), while biological agents "are harmless to humans" (line 19). Choice (D) is given in lines 25-28; "biological agents can be administered only once," while chemical agents "must be used several times per growing season."
7. The word *hence* means "consequently" or "therefore."
8. The word *innate* means "natural" or "in-born."
9. According to the passage, the living organisms used to kill weeds are "primarily insects and micro-organisms."
10. The reference is to *plants.*
11. In this context, *applications* means treatments with biological agents.
12. The problem is the need to control weeds; the possible solutions are the use of chemical or biological agents.
13. The author refers to the fact that the plot is "tightly choreographed"; that Bernstein's score is "brilliant," and that Stephen Sondheim revealed "a remarkable talent." All of these positive factors, and the absence of negative ones, add up to a favorable attitude.
14. Lines 2-3 say the play "is set in the early 1950's."

15. Since the Jets and Sharks were rival gangs, and were based on the Montagues and Capulets, it is reasonable to assume that the latter groups were also rivals.
16. The word *feuding* means "hostile," "antagonistic."
17. The word *ultimately* means "eventually."
18. Lines 11-12 state: "Stephen Sondheim...reveals a remarkable talent for writing lyrics."
19. A *score* is the written form of a piece of music.
20. Lines 15-16 indicate that, after it first opened, the play ran for 734 performances.
21. The summary sentence (beginning "The plot. ..") runs from lines 7 to 10.
22. There were 8,000 people at the 1900 New York Auto Show, according to line 1. By coincidence, this was the same number of cars as there were in the United States in 1900 (lines 5-6).
23. *By happenstance* means "by chance," "coincidentally."
24. According to the passage, only around 4,000 cars were assembled in the United States in 1900, and only a quarter of those were gasoline powered (lines 8-10). One quarter of 4,000 is 1,000.
25. Lines 11-12 state that "the show's audience favored electric cars."
26. The word *fumes* means "gases," "vapors."
27. The word *launched* means "initiated," "began."
28. According to the passage, "The Duryea Motor Works ...offered an additive designed to mask the smell of the naphtha that it burned."
29. Line 19 indicates that the highest-priced cars sold for $1,500 in 1900 dollars.
30. The word *cumbersome* means "clumsy, difficult to control"
31. Lines 21-23 indicate that the Gasmobile, Franklin, and Orient steered with tillers; the Duryea probably used a steering wheel
32. Lines 23-25 state that "the black tie (i.e., very formal) audience viewed the display ... as a social outing."
33. According to the passage, auto shows were about to become "extravaganzas."
34. The passage deals with an interpretation of an experiment involving children's art.
35. The passage says that the children drew both "front views" (line 6) and "rear views" (line 7).
36. The reference is to the children.
37. The word *markedly* means "noticeably."
38. There is nothing in the article particularly useful to commercial artists.
39. The word *odd* means "unusual"
40. In the context of this passage, *scale* means "proportion."
41. Lines 10-12 indicate that the head size "is a form of planning, and not an indication of a poor sense of scale." There is no information in the passage to support any of the other choices.
42. Choice (A) is not correct; the author is not critical of 0'Keeffe's style. Choice (B) is too specific. There is no comparison of abstract art and landscape art, so (C) is not correct. Choice (D) is the best statement of the author's purpose.
43. Line 2 states that 0'Keeffe "studied art in Chicago and New York."
44. The expression refers to 1918.
45. The word *frequented* is closest in meaning to "visited."
46. The word *intuitively* means "instinctively."
47. Lines 15-16 indicate that "her style changed dramatically...during a visit to New Mexico." The reference to the "Southwestern sun" (line 17) tells you that New Mexico is in the Southwest.
48. The word *blanched* means "whitened," "bleached."
49. According to the passage, she "most often painted desert landscapes" after a trip to New Mexico in 1929.
50. Lines 24-25 state that she became "the dean of Southwestern painters and one of the best known of American artists." There is no information to support the other choices.

## MINI-LESSONS FOR PART 3

### Mini-Lesson 3.1

| | | | | |
|---|---|---|---|---|
| 1.A | 4.A | 7.A | 10.C | 13.B |
| 2.C | 5.B | 8.B | 11.A | 14.B |
| 3.A | 6.B | 9.C | 12.A | 15.C |

**Mini-Lesson 3.2**

| | | | | | |
|---|---|---|---|---|---|
| 1.C | 3.A | 5.B | 7.A | 9.C | 11.B |
| 2.C | 4.C | 6.B | 8.B | 10.A | 12.C |

**Mini-Lesson 3.3**

| | | | | | |
|---|---|---|---|---|---|
| 1.C | 3.B | 5.B | 7.A | 9.A | 11.A |
| 2.A | 4.B | 6.C | 8.C | 10.B | 12.C |

**Mini-Lesson 3.4**

| | | | | |
|---|---|---|---|---|
| 1.C | 3.A | 5.C | 7.A | 9.B |
| 2.C | 4.B | 6.B | 8.C | 10.B |

**Mini-Lesson 3.5**

| | | | |
|---|---|---|---|
| 1.A | 4.A | 7.A | 10.A |
| 2.A | 5.B | 8.B | 11.C |
| 3.B | 6.C | 9.C | 12.B |

**Mini-Lesson 3.6**

| | | | |
|---|---|---|---|
| 1.B | 4.B | 7.C | 10.C |
| 2.B | 5.A | 8.C | 11.C |
| 3.C | 6.C | 9.A | 12.B |

**Mini-Lesson 3.7**

| | | | |
|---|---|---|---|
| 1.C | 4.A | 7.A | 10.A |
| 2.B | 5.A | 8.B | 11.C |
| 3.B | 6.C | 9.C | 12.A |

**Mini-Lesson 3.8**

| | | | |
|---|---|---|---|
| 1.C | 5.C | 9.C | 13.A |
| 2.C | 6.A | 10.B | 14.C |
| 3.A | 7.B | 11.A | 15.C |
| 4.C | 8.C | 12.B | 16.A |

**Mini-Lesson 3.9**

| | | | |
|---|---|---|---|
| 1.A | 4.A | 7.A | 10.A |
| 2.C | 5.B | 8.B | 11.B |
| 3.C | 6.B | 9.C | 12.A |

**Mini-Lesson 3.10**

| | | | | |
|---|---|---|---|---|
| 1.B | 4.B | 7.B | 10.A | 13.B |
| 2.B | 5.C | 8.C | 11.B | 14.C |
| 3.A | 6.B | 9.C | 12.C | |

**Mini-Lesson 3.11**

| | | | | |
|---|---|---|---|---|
| 1.C | 4.A | 7.C | 10.A | 13.B |
| 2.B | 5.B | 8.C | 11.A | 14.C |
| 3.B | 6.C | 9.B | 12.A | 15.B |

**Mini-Lesson 3.12**

| | | | | |
|---|---|---|---|---|
| 1.A | 4.C | 7.A | 10.C | 13.A |
| 2.C | 5.C | 8.C | 11.A | 14.C |
| 3.A | 6.B | 9.A | 12.C | 15.B |

**Mini-Lesson 3.13**

| | | | |
|---|---|---|---|
| 1.A | 4.B | 7.C | 10.A |

| | | | |
|---|---|---|---|
| 2.A<br>3.C | 5.B<br>6.B | 8.C<br>9.B | 11.B<br>12.A |

**Mini-Lesson 3.14**

| | | | |
|---|---|---|---|
| 1.B<br>2.B<br>3.C<br>4.B | 5.B<br>6.B<br>7.C<br>8.C | 9.B<br>10.B<br>11.B<br>12.A | 13.A<br>14.B<br>15.C |

**Mini-Lesson 3.15**

| | | | |
|---|---|---|---|
| 1.C<br>2.A<br>3.C | 4.C<br>5.C<br>6.A | 7.B<br>8.C<br>9.B | 10.B<br>11.A<br>12.A |

**Mini-Lesson 3.16**

| | | | |
|---|---|---|---|
| 1.C<br>2.B<br>3.A | 4.A<br>5.A<br>6.C | 7.A<br>8.B<br>9.C | 10.A<br>11.B<br>12.A |

**Mini-Lesson 3.17**

| | | | | |
|---|---|---|---|---|
| 1.C<br>2.B | 3.C<br>4.A | 5.C<br>6.A | 7.C<br>8.B | 9.A<br>10.C |

# THREE COMPLETE PRACTICE TESTS

## PRACTICE TEST 1

SECTION 1: LISTENING COMPREHENSION

**PARTS A, B, AND C**

| | | | | |
|---|---|---|---|---|
| 1.C | 11.C | 21.A | 31.C | 41.A |
| 2.A | 12.C | 22.B | 32.B | 42.B |
| 3.B | 13.D | 23.B | 33.B | 43.D |
| 4.A | 14.C | 24.A | 34.A | 44.C |
| 5.D | 15.A | 25.D | 35.B | 45.C |
| 6.D | 16.A | 26.C | 36.C | 46.A |
| 7.B | 17.D | 27.D | 37.B | 47.A |
| 8.C | 18.A | 28.C | 38.D | 48.C |
| 9.B | 19.B | 29.B | 39.D | 49.D |
| 10.D | 20.D | 30.A | 40.B | 50.A |

SECTION 2: STRUCTURE AND WRITTEN EXPRESSION

| | | | | |
|---|---|---|---|---|
| ▪ ***Structure*** | | | | |
| 1.C | 4.A | 7.D | 10.C | 13.C |
| 2.C | 5.C | 8.A | 11.B | 14.C |
| 3.C | 6.B | 9.A | 12.A | 15.D |
| ▪ ***Written Expression*** | | | | |
| 16.A | 21.B | 26.A | 31.C | 36.B |
| 17.C | 22.D | 27.D | 32.C | 37.B |
| 18.B | 23.C | 28.B | 33.C | 38.D |
| 19.C | 24.D | 29.A | 34.D | 39.C |
| 20.B | 25.A | 30.B | 35.C | 40.B |

**Explanation of Written Expression Items**

16. In order to be parallel with the other adjectives in the series *(harder* and *more resistant),* the comparative form *lighter* must be used.
17. The correct superlative form is *largest.*
18. The adjective form *destructive* is required in place of the noun form.
19. The correct pattern is *both... and.*
20. The correct form of the infinitive *(to play)* is needed.
21. The correct word order is preposition + relative pronoun: *across which.*
22. Both the noun phrase *(these craftsmen)* and the pronoun refer to the same person, so the reflexive pronoun *themselves* should be used.
23. The singular form of the verb, *was,* should be used to agree with the singular subject, *influence.*
24. The pronoun subject *they* is used unnecessarily and should be omitted.
25. The relative word *where* must be used to describe a place. *(When* is used to describe a time.)
26. With countable nouns such as *mammals,* the word *many* is used.
27. In order to agree with a plural noun *(sharks),* the possessive adjective *their* should be plural.
28. The correct word order is adjective + *enough: dense enough.*
29. The adjective form *(Commercial)* is required.
30. *Such... that* is used with an adjective + noun. *(So... that* is used when an adjective appears alone.)
31. The noun *ability* is needed in place of the adjective *able.*
32. The correct verb is *make.*
33. In order to be parallel with the other items in the series *(physics* and *mathematics),* the name of the field *(chemistry)* must be used.

34. The adjective *expert* cannot be pluralized.
35. The correct word order is *almost exactly*.
36. The past tense form is required: *became.*
37. The word *lot* should not be pluralized.
38. The word *ago* is used unnecessarily.
39. The preposition *for* should be used with the adjective *responsible.*
40. The noun form *collection* should be used in place of the gerund.

SECTION 3: READING COMPREHENSION

| | | | | |
|---|---|---|---|---|
| 1.D | 11.D | 21.C | 31.A | 41.C |
| 2.A | 12.B | 22.B | 32.D | 42.B |
| 3.B | 13.C | 23.C | 33.C | 43.D |
| 4.A | 14.B | 24.D | 34.A | 44.A |
| 5.D | 15.A | 25.A | 35.B | 45.B |
| 6.C | 16.A | 26.B | 36.A | 46.C |
| 7.B | 17.A | 27.B | 37.D | 47.D |
| 8.C | 18.C | 28.C | 38.A | 48.C |
| 9.A | 19.D | 29.D | 39.B | 49.B |
| 10.A | 20.D | 30.D | 40.C | 50.A |

**Explanation**

1. The primary purpose of this passage is to detail the stages of the Sun's life in the future.
2. The word *fueled* is closest in meaning to "powered."
3. As it is used in the passage, the word "condition" is closest in meaning to "state."
4. The Sun has existed in its present state for about 4 billion, 600 million years (lines 34). It is expected to become a red giant in about 5 billion years. Therefore, it is about halfway through its life as a yellow dwarf.
5. Line 8 states that "the core of the Sun will shrink and become hotter."
6. The second paragraph describes the process by which the Sun becomes a red giant star. The last sentence of that paragraph states: "Temperatures on the Earth will become too hot for life to exist."
7. Lines 16-17 indicate that the Sun will be a white dwarf "After it shrinks to about the size of the Earth." Lines 4-5 indicate that the Sun today is thousands of times Jarger than the Earth. Therefore, the Sun will be thousands of times smaller than it is today.
8. According to the passage, the Sun is now a yellow dwarf star; it will then expand to a red giant star, shrink to a white dwarf star, and finally cool to a black dwarf.
9. The word *eject* has the same meaning as "throw off."
10. The reference is to the planet Earth.
11. The tone is scientifically objective. Although the passage describes the end of the Earth, that event is so far in the future that the author's tone is dispassionate.
12. Washington was one of the first persons to realize the importance of canals, and he headed the first company formed to build a canal. This indicates that he was a pioneer in canal construction. Choice (C) is incorrect because the canal was never finished.
13. The word *possibility* is closest in meaning to "feasibility."
14. According to lines 11-12, the canal linked Albany on the Hudson River with Buffalo on Lake Erie.
15. The word *relatively* is closest in meaning to "comparatively."
16. The word *intermittent* is closest in meaning to "on-again-off-again."
17. According to the passage, the Governor of New York "persuaded the state to finance and build the canal" (lines 22-23).
18. The cost had been estimated at $5 million (line 19) but actually cost $2 million more (line 24), a total of $7 million.
19. The *word fees* is closest in meaning to the word "tolls."

20. According to lines 29-31, the canal "allowed New York to supplant Boston, Philadelphia, and other eastern cities as the chief center of both domestic and foreign trade." The other effects are mentioned in the fourth paragraph.
21. Lines 34-36 indicate that the expansion of the Canal would have been warranted "had it not been for the development of the railroads." (This means, "if the railroads had not been developed.") The railroads must have taken so much traffic away from the canal that the expansion was no longer needed.
22. The word *warranted* most nearly means "justified."
23. The passage begins to discuss the actual construction of the Erie Canal in Line 16.
24. The passage mainly deals with the distress signals of trees. Choices (B) and (C) concern minor details. There is no information about (A).
25. The reference is to "trees" in line 4.
26. The word *parched* has the same meaning as the word "dehydrated."
27. The word *plight* means "condition."
28. The trees' signals are in the 50-500 kilohertz range; the unaided human ear can detect no more than 20 kilohertz (lines 9-10).
29. The *word fractured* is closest in meaning to "broken."
30. The signals are caused when the water columns inside tubes in trees break, "a result of too little water" (line 15).
31. In the context of the passage, *pick up* means "perceive."
32. Choices (A) and (B) are mentioned in lines 21-22; (C) is mentioned throughout the passage; there is no mention of (D).
33. Lines 18-19 say, "Researchers are now running tests," implying that research is continuing.
34. The passage explains the difference between two concepts, analogy and homology, and gives examples of both.
35. Lines 1-2 state, "The concepts ... are probably easier to exemplify than define."
36. The word *rigid* is closest in meaning to "inflexible." This means that there are certain principles that cannot be altered.
37. Analogous organs are those that perform the same functions but are not derived from the same embryological structures. The structures given in (D) most likely demonstrate this relationship in that they both provide the same functions-locomotion and support-but are not otherwise related.
38. Homologous organs "are genetically related," according to line 13.
39. In the context of the passage, the term *structures* refers to different physical parts of animals: wings, limbs, fins, and so on.
40. The word *sense* is closest in meaning to "meaning."
41. The author begins to discuss homology in the sentence beginning "In contrast … " in line 9.
42. The purpose of the passage is primarily to describe Charlie Chaplin's movie *Modern Times.*
43. Lines 2-4 state that Chaplin "was motivated to make the film by a reporter" during an interview.
44. The word *abruptly* is closest in meaning to the word "suddenly."
45. According to lines 15-16, "scenes of factory interiors account for only about one third of the footage." Therefore, about two thirds of the film must have been shot *outside* the factory.
46. The phrase *losing his mind* means "going insane" (from the pressure of work).
47. The reference is to the phrase "another popular scene" in line 20.
48. Lines 24-26 state: "This serves to illustrate people's utter helplessness in the face of machines that are meant to serve their basic needs."
49. The word *utter* is closest in meaning to that of "complete."
50. The film does *not* offer "a radical social message," and so would not be considered "revolutionary" (A). Line 14 states that "Chaplin prefers to entertain rather than lecture"; thus, it is "entertaining" (B). Lines 17-19 mention that people who have seen the film cannot forget certain scenes, and so it is "memorable" (C). According to lines 12-14, the opening scene's "rather bitter note of criticism …is replaced by a gentler note of satire"; therefore, the author would consider the film "satirical" (D).

**PRACTICE TEST 2**

SECTION 1: LISTENING COMPREHENSION

**PARTS A, B AND C**

| | | | | |
|---|---|---|---|---|
| 1.B | 11.C | 21.C | 31.A | 41.C |
| 2.D | 12.B | 22.A | 32.D | 42.C |
| 3.A | 13.C | 23.A | 33.A | 43.B |
| 4.A | 14.D | 24.B | 34.C | 44.C |
| 5.B | 15.C | 25.C | 35.B | 45.D |
| 6.A | 16.A | 26.B | 36.D | 46.D |
| 7.D | 17.D | 27.D | 37.A | 47.A |
| 8.A | 18.C | 28.B | 38.B | 48.C |
| 9.C | 19.A | 29.C | 39.A | 49.D |
| 10.B | 20.A | 30.D | 40.B | 50.C |

SECTION 2: STRUCTURE AND WRITTEN EXPRESSION

| | | | | |
|---|---|---|---|---|
| ▪ ***Structure*** | | | | |
| 1.C | 4.B | 7.A | 10.A | 13.A |
| 2.C | 5.B | 8.A | 11.D | 14.B |
| 3.A | 6.C | 9.B | 12.C | 15.A |
| ▪ ***Written Expression*** | | | | |
| 16.C | 21.C | 26.B | 31.B | 36.B |
| 17.A | 22.C | 27.C | 32.C | 37.D |
| 18.C | 23.A | 28.D | 33.B | 38.C |
| 19.D | 24.C | 29.C | 34.B | 39.C |
| 20.A | 25.D | 30.D | 35.A | 40.A |

**Explanation of Written Expression Items**

16. The correct pattern is *both... and*.
17. The comparative *older* is needed in place of the superlative *oldest.*
18. The noun that names a field *(journalism)* is needed in place of the noun naming a person *(journalist).*
19. The correct word order is *college campuses.*
20. The definite article *the* should not be used before the name of a field such as *architecture*.
21. To be parallel with the other words in the series *(agriculture*, *finance*, and *accounting)*, a noun that names a field should be used *(marketing).*
22. Before an uncountable noun, the word *amounts* should be used.
23. The correct expression is *so many... that. (Too* is used in phrases with infinitives: *too many to.... )*
24. The singular verb *is* must be used to agree with the singular subject *sum.*
25. The past participle *pulled* must be used to express a passive idea.
26. Before a series of three elements *(insulated*, *ventilated*, and *equipped)*, the conjunction *both* cannot be used.
27. The plural pronoun *them* must be used to agree with the plural noun *bridges.*
28. To be parallel with the other nouns in the series *(hardness* and *brilliance)*, another noun form *(transparency)* is needed.
29. The word *very* cannot be used to modify the word *relatively*.
30. The word *other* should be used in place of *another* before a plural noun *(types).*
31. This sentence incorrectly compares people and a sport *(running* and *race walkers).* For a logical comparison, the word *running* must be changed to *runners.*
32. The adjective *wild* should replace the adverb *wildly* because the phrase modifies a noun *(Magnolia Gardens).* The word *lovely* is used correctly in this sentence because it is an adjective ending in *-ly*, not an adverb.
33. The plural noun *instruments* is needed here.
34. The possessive form *his* should be used in place of the article *the.*

35. The past tense form of the verb *(won)* is needed.
36. The definite article *the* is required before the ordinal number *first.*
37. The preposition *in* has been omitted: *age in which.*
38. The noun *ease* is needed to be parallel with the noun *difficulty.*
39. The noun should be pluralized: *times.*
40. The noun *discovery* is required in place of the verb *discover.*

SECTION 3: READING COMPREHENSION

| | | | | |
|---|---|---|---|---|
| 1.D | 11.B | 21.D | 31.C | 41.A |
| 2.A | 12.A | 22.C | 32.C | 42.B |
| 3.B | 13.D | 23.B | 33.D | 43.D |
| 4.C | 14.A | 24.A | 34.D | 44.C |
| 5.A | 15.B | 25.C | 35.C | 45.B |
| 6.A | 16.C | 26.C | 36.D | 46.B |
| 7.B | 17.A | 27.A | 37.C | 47.D |
| 8.C | 18.B | 28.B | 38.A | 48.A |
| 9.A | 19.D | 29.A | 39.D | 49.C |
| 10.C | 20.D | 30.B | 40.C | 50.D |

**Explanation**

1. The passage generally deals with the time humans and mammoths co-existed in the New World and the possible role humans played in the extinction of the mammoths. No specific details are offered about (A) or (B), and (C) is too general.
2. The word *implements* is closest in meaning to "tools."
3. The phrase refers to "humans."
4. Line 13 mentions "the imperial mammoth of the South," meaning the southern section of North America.
5. Lines 14-16 state that "Here, as in the Old World, there is evidence that humans hunted these elephants," implying that humans had also hunted mammoths in Siberia.
6. The word *remains* can be defined as those parts of an animal's body that can be found after many years. In this case, they are mainly the bones of the mammoths.
7. The meaning of the word "apparently" is closest to that of *seemingly.*
8. The author argues that choice (A) is unlikely. Choice (B) is not possible because the extinction of the mammoths came at the *end* of the Ice Age. There is no information about (D). Only (C) is a possible conclusion.
9. The word *cunning* means "clever."
10. Choice (A) is true; line 26 states that humans were "not very numerous." Choice (B) is true; line 4 states that humans had bows and arrows at the time that they crossed from Siberia, and that crossing took place before the extinction of the mammoths. Choice (D) is also true; line 25 states that humans were "cunning hunters." Only (C) is *not* true; lines 25-26 say that humans were "still widely scattered."
11. The author provides the most detailed information about the mammoth.
12. The passage chiefly deals with the first decades of jazz, the Dixieland era.
13. As used in this sentence, the word *idiom* means a style of playing music.
14. According to the first paragraph, the earliest recordings were made by the Original Dixieland Band, who were among those white musicians who "came to Chicago from New Orleans."
15. According to the second paragraph, the first important recording made by black musicians was recorded by King Oliver's Creole Jazz Band in 1923.
16. Lines 8-10 state that King Oliver's Creole Jazz Band "featured some of the foremost jazz musicians of the time, including ...Louis Armstrong."
17. The word *steady* is closest in meaning to "constant."
18. Lines 16-18 indicate that the beat was provided by the rhythm section, which included the piano.
19. According to lines 21-22, Duke Ellington "provided his musicians with written arrangements."
20. Line 20 states that "improvisation was an indispensable element," indicating that Dixieland was *not* carefully planned. All of the other answer choices are referred to in the second paragraph.

21. Line 25 refers to the Wolverines as an example of a small Chicago jazz band.
22. The author provides the most detailed description of early jazz in the third paragraph.
23. The last sentence of the passage indicates that the next era of jazz would be the Swing era, so it is logical that the next paragraph will continue with a discussion of this period.
24. The word *astounding* is closest in meaning to "startling."
25. All three streets are in San Francisco (lines 4-5); the residents have the same approximate levels of income. (They are all middle class or working class, according to lines 5-6.) They all have approximately the same ethnic mix as well (lines 6-7). The only difference is the amount of traffic.
26. Lines 10-11 say that Franklin Street "had almost 16,000 cars a day."
27. According to lines 13-16, trash is a secondary effect of heavy traffic.
28. The author's main purpose in this paragraph is to discuss the negative impact heavy traffic has on Franklin Street.
29. The third paragraph deals with how Octavia Street residents interact; they have more friends and acquaintances on their block than do Franklin Street residents, and by implication, than do Gough Street residents as well.
30. The word *chatted* means "talked" (informally).
31. According to the passage, increased traffic *reduces* the amount of territory for which residents feel responsible (lines 16-17). All the other statements would be consistent with information given about Gough Street residents in the fourth paragraph.
32. The author first presents a detailed discussion of Franklin Street (HEAVY), the Octavia Street (LIGHT), and finally Gough Street (MEDIUM).
33. The passage concentrates on the books written by Rachel Carson and on her career as a writer.
34. Lines 2-3 state that Carson studied zoology at Johns Hopkins University.
35. Carson was born in 1907 (line 1) and published *Under the Sea Wind* in 1941 (lines 67), so she must have been around 34 years of age at the time of publication.
36. According to lines 7-8, when *Under the Sea Wind* was first published "it received excellent reviews, but sales were poor until it was reissued in 1952."
37. There is no mention that Rachel Carson took part in a research expedition.,The other sources are given in lines 12-13.
38. Carson "realized the limitations of her non-technical readers" (lines 14-15), implying that the book was not highly technical. It did have a poetic quality (line 11), and it was fascinating (interesting), according to line 9, and well-researched (lines 12-14).
39. The word *reckless* is closest in meaning to "irresponsible."
40. Lines 17-18 state that the book *Silent Spring* "proved how much harm was done by the uncontrolled, reckless use of insecticides."
41. The word *flawed* is closest in meaning to the word "faulty."
42. Carson's work "was vindicated" by the report (line 23), implying that the report contradicted the chemical industry's claims and supported her ideas.
43. The passage deals with the two main divisions of economic resources: property resources and human resources. The other choices refer to minor details in the passage.
44. This expression is used figuratively in the passage to mean that economic resources is a broad topic.
45. According to lines 9-10, economists "mean much more than the non-economist" by the term "land."
46. The word *arable* means "able to be cultivated"-and therefore, "fertile.
47. The term *the latter* (which means the second concept mentioned before) refers to "consumer goods."
48. Capital goods include aids to transporting goods (line 13), such as a railroad. Choice (B) is specifically mentioned as *not* being a type of capital (lines 17-18). Choices *(C)* and (D) are examples of land, not of capital.
49. The word *heading* as used in this sentence means "category."
50. The third paragraph indicates that the term *labor* involves all types of human talents except entrepreneurial skills, which are considered a separate category.

**PRACTICE TEST 3**

SECTION 1: LISTENING COMPREHENSION

**PARTS A, B AND C**

| | | | | |
|---|---|---|---|---|
| 1.B | 11.B | 21.C | 31.C | 41.D |
| 2.A | 12.D | 22.A | 32.C | 42.A |
| 3.A | 13.C | 23.A | 33.B | 43.C |
| 4.D | 14.A | 24.C | 34.D | 44.B |
| 5.C | 15.B | 25.D | 35.A | 45.A |
| 6.D | 16.A | 26.B | 36.C | 46.D |
| 7.C | 17.D | 27.C | 37.B | 47.A |
| 8.C | 18.C | 28.A | 38.C | 48.C |
| 9.A | 19.C | 29.B | 39.A | 49.D |
| 10.D | 20.B | 30.B | 40.A | 50.B |

SECTION 2: STRUCTURE AND WRITTEN EXPRESSION

| | | | | |
|---|---|---|---|---|
| ▪ ***Structure*** | | | | |
| 1.A | 4.D | 7.B | 10.C | 13.B |
| 2.D | 5.B | 8.A | 11.D | 14.A |
| 3.C | 6.B | 9.D | 12.C | 15.A |
| ▪ ***Written Expression*** | | | | |
| 16.A | 21.B | 26.C | 31.C | 36.C |
| 17.D | 22.B | 27.D | 32.D | 37.B |
| 18.A | 23.A | 28.B | 33.A | 38.C |
| 19.A | 24.C | 29.D | 34.B | 39.A |
| 20.D | 25.B | 30.D | 35.A | 40.A |

**Explanation of Written Expression Items**

16. The plural verb form *have* must be used to agree with the subject of the sentence, the plural *noun formations.*
17. The possessive adjective *her* should be used in place of the possessive pronoun *hers.*
18. The correct word order is adverb + participle: *widely read.*
19. *Research* is properly an uncountable noun and should not be pluralized.
20. The personal pronoun *them* should be used instead of the reflexive pronoun *themselves.*
21. The verb *differ* should be used in place of the adjective *different.*
22. In order to be parallel with the other items in the series *(difficult* and *violent),* the adjective *dangerous* is needed in place of the plural noun *dangers.*
23. Before the word *equator,* the definite article *the* must be used.
24. The noun *leader* (a person who leads) should be used in place of the noun *leadership* (the quality that leaders have).
25. The word *twice* should be used in place of *double* in this sentence.
26. The phrase should correctly read *from east to west.*
27. To be parallel with the other items *(scissors* and *glue gun),* a singular noun *(knife)* should be used in place of the plural noun *knives.*
28. The phrase should correctly read *at least.*
29. The definite article *the* should not be used in the phrase *by boat.*
30. The preposition *into* should be used after the verb *subdivided.*
31. There is a contrast between the two clauses of this sentence, so the conjunction *but* should be used in place of *and.*
32. The noun *absence* is needed in place of the adjective *absent.*
33. The preposition *Since* should be used in place of the preposition *In.* (This is clear because the *verb-have devoted-is* in the present perfect, not the past tense.)

34. The noun *sale* is needed in place of the verb *sell.*
35. Only the second noun *(climbers)* of the compound noun *(mountain climbers)* should be pluralized.
36. The preposition *by* has been incorrectly omitted; the phrase should read *the process by which.*
37. The word *so* should be used in place of *too.*
38. The verb *ripen* should be used in place of the adjective *ripe.*
39. The correct word order for the opening phrase of the sentence is *Of the many.*
40. This phrase should correctly read *No longer.*

SECTION 3: READING COMPREHENSION

| | | | | |
|---|---|---|---|---|
| 1.A | 11.C | 21.D | 31.C | 41.A |
| 2.D | 12.D | 22.C | 32.B | 42.C |
| 3.B | 13.C | 23.D | 33.C | 43.C |
| 4.B | 14.B | 24.D | 34.B | 44.D |
| 5.B | 15.A | 25.B | 35.A | 45.B |
| 6.C | 16.B | 26.A | 36.D | 46.B |
| 7.A | 17.C | 27.C | 37.D | 47.C |
| 8.A | 18.C | 28.A | 38.C | 48.A |
| 9.B | 19.B | 29.A | 39.B | 49.D |
| 10.D | 20.A | 30.D | 40.C | 50.C |

**Explanation**

1. The passage provides an introduction to Lucy Maud Montgomery's life and works, especially her *Anne* books.
2. The reference is to *Anne of Green Gables,* which is a classic children's tale written by a Canadian author.
3. According to lines 5-7, Montgomery "moved in with her grandparents" after her mother died and her father moved to Saskatchewan.
4. Montgomery's first book was published in 1908 (line 11), and she wrote the two sequels in the next three years."
5. The word *elderly* is closest in meaning to "old."
6. In lines 12-14, the author states that "the heroine of the book is taken in by an elderly couple who live in the fictional town of Avonlea."
7. According to lines 14-15, "Montgomery incorporated many events from her life in Cavendish into the *Anne* books.
8. The word *prominence* is closest in meaning to "reputation."
9. In the context of the passage, the word *character* means "nature."
10. There is no mention in the passage that a ballet was ever based on the *Anne* books. The other choices are mentioned in lines 21-22.
11. In the context of the passage, *scour* means "search."
12. Choices (A) and.(B) are details; choice (C) implies that animals *can* count, an idea which is contradicted in the third paragraph.
13. The accounts from White's book indicate that certain animals *are* aware of quantities on an intuitional level.
14. The word *surreptitiously* is closest in meaning to the word "secretly."
15. As used in this passage, the word *abandon* means "vacate."
16. The word *odd* in this context refers to numbers which are not divisible by 2 (1, 3, 5, 7, and so on). (Numbers that are divisible by 2 are called *even* numbers.)
17. According to the first paragraph, caterpillars are used by wasps to supply food for their young. There is no mention that they are aware of quantities. The other choices are given in the paragraph as examples of creatures that *are* aware of quantities in some way.
18. The word *accounts* means "reports" or "stories" in the context of this passage.
19. According to the passage, "animals respond to quantities when they are connected to survival as a species ...or survival as individuals." Choices (A) and (D) are connected to the pigeon's and the lion's survival as individuals (since these incidents involve food), and choice (C) is an incident involving the survival of a

species (since it involves the cat's young). It can be inferred that choice (B) is the result of conditioning by a trainer rather than the result of the monkey's instinctive awareness of quantities.

20. Since these people believe that "creatures other than humans can actually count" (line 16) and the author believes that none of the animal's achievements shows evidence of counting, the author must consider these people mistaken.
21. The word *admittedly* is closest in meaning to "undeniably."
22. The reference is to the remarkable achievements of animals.
23. The reference comes in the sentence beginning, "In lab experiments ...." The research mentioned in the first paragraph shows animals' ability to recognize quantities, not their inability to count.
24. The main topic of the passage is the impact of the Bessemer process. Choice (A) is too general; choices (B) and (C) are not directly discussed in the passage.
25. There is no mention that Bessemer steel was used in Civil War weapons; the other effects are cited in the first paragraph.
26. According to the passage, the production of Bessemer steel exceeded that of wrought iron in 1880 (lines 15-16), implying that wrought iron production was greater than Bessemer steel production before then.
27. The word *burgeoning* is closest in meaning to the word "expanding."
28. According to lines 19-20, "steel rails were far more durable (long-lasting) than those made of iron."
29. In the context of this passage, the word *driven* is closest in meaning to that of "spurred."
30. According to lines 21-22, "the U.S. steel industry became the largest in the world in 1886, when it surpassed that of Great Britain."
31. Because steel made by the Bessemer Process accounted for only 3 percent of the total U.S. production in the 1950's, steel production must have involved methods other than the Bessemer process.
32. Because the last paragraph deals with the declining importance of the Bessemer Process and mentions that the open-hearth method supplanted it, it is logical to assume that the next paragraph discusses the open-hearth method.
33. The author first mentions the expansion of the Bessemer steel method in lines 14 -16, in the sentence beginning "Production grew rapidly ...."
34. The author does not discuss San Francisco's current housing problems. Restoration is discussed in the third paragraph; the three styles are explained in the second paragraph; the entire passage provides a brief history of San Francisco's Victorian houses.
35. The word *gaudy* is closest in meaning to the word "showy."
36. The first paragraph indicates that almost all of Nob Hill was destroyed in 1906, and goes on to say that surviving Victorians can be found in Cow Hollow, Pacific Heights, and the Mission district.
37. Roman Classical is *not* one of the three styles of Victorian built in San Francisco; it is the style Italianate houses were influenced by, and so must have been an earlier style. Italianate styles were popular in the 1870's, Stick houses in the 1880's, and Queen Anne houses in the 1890's. Queen Anne houses were therefore the last to become fashionable.
38. In the context of the sentence, bays are features of Victorian houses. (They are a type of window.)
39. In lines 17-20, the author says that towers were among the features that "distinguished Queen Anne houses from their predecessors." The other choices are given as features of Italianate or Stick styles.
40. Victorian houses were considered "impossibly old-fashioned" in the period after the earthquake (which occurred in 1906), but interest in them was renewed during the 1960's, when many were restored.
41. According to lines 23-24, the owners of the houses commissioned "multi-hued paint jobs."
42. According to the first paragraph, sea otters, along with freshwater otters and other animals, are members of the group known as mustelids.
43. Lines 7-9 indicate that sea otters have to eat about 30 percent of their body weight a day. Thirty percent of 100 pounds is 30 pounds.
44. The term *picky eaters* (meaning creatures with selective appetites) is applied to sea otters because each animal prefers only a few food types (lines 11-12).
45. In the context of this passage, the word *exhausted* means "used up."
46. Lines 15-16 indicate that some sea otters protect kelp forests because they "feast on invertebrates such as sea urchins and abalones that destroy kelp."
47. The term *luxuriant* means "abundant."
48. According to lines 20-21, "the soft outer fur forms a protective cover that keeps the fine under-fur dry."
49. The word *elated* is closest in meaning to "overjoyed."

50. According to lines 26-28, scientists are worried because the California otter population rate of growth is only 5 percent a year, “lagging behind the 18%-a-year rate among Alaska otters.”

# AUDIO SCRIPTS

## SECTION 1: LISTENING COMPREHENSION

### SAMPLE LISTENING COMPREHENSION TEST

**Part A**

**CD 1, TR 2**

**1.** M1: I like your new bicycle, Helen.
F1: Thanks, but it isn't new. I had my old one repainted.
M2: What can be said about Helen's bicycle?

**2.** F2: Will that be cash, check, or charge?
M1: I'm going to write a check, but I just realized I left my checkbook in my car. I'll be right back.
M2: What will the man probably do next?

**3.** M1: I'll never be able to get through all these books on Professor Grey's reading list.
F2: But Mark, not all of them are required.
M2: What does the woman tell Mark?

**4.** M1: Was there anything you didn't like about the novel?
F1: Only that it was too short!
M2: What does the woman imply about the novel?

**5.** M1: Should I fill out this form with a pen or a pencil?
F2: What difference does it make?
M2: What does the woman mean?

**6.** F1: This new computer software is really easy to use.
M1: Isn't it, though!
M2: What does the man mean?

**7.** F2: You *did* bring the slide projector, didn't you?
M1: I brought it, but I'm afraid it's out of order.
M2: What is the problem with the slide projector?

**8.** F1: Your brother called. He wants you to meet him for dinner.
M1: Oh, really? Did he say when?
M2: What does the man want to know?

**9.** F2: Have you heard from Howard lately?
M1: Funny you should ask. Yesterday, from out of the blue, I got a letter from him.
M2: What does the man say about Howard?

**10.** F2: If you don't like this studio apartment, I can show you a one-bedroom unit up on the third floor.
M1: All right. This one just doesn't have enough room for me.
M2: How does the man feel about the studio apartment?

**CD 1, TR 3**

**11.** M1: I think I deserved a higher grade in chemistry class. Does Professor Welch ever change the grades he gives?
F1: Sure-about once a century!
M2: What can be inferred about Professor Welch from this conversation?

**12.** F1: I wonder how I did on Professor Porter's test.
M1: Oh, she's already posted the grades on her office door.
M2: What does the man say about Professor Porter?

**13.** M1: I've invited some friends over to watch the game on television. I think I'll go out and get some drinks before they arrive here.
F1: Shouldn't you get some snacks too?
M2: What does the woman tell the man?

**14.** M1: I'm going to drop my political science class. It meets too early in the morning for me.
F2: Allen, is that really a good reason to drop the class?
M2: What does the woman imply?

**15.** F1: I can hardly hear anything from back here! Let's just go home.
M1: Why don't we ask an usher if we can sit closer to the stage?
M2: What does the man suggest?

**16.** F1: William comes up with some weak excuse or another for just about every mistake he makes, doesn't he?
F2: Wait till you hear his latest.
M2: What do the speakers imply about William?

**17.** M1: What a beautiful sunset! You should photograph it, Melissa.
F1: If I had some film in my camera, I would.
M2: What does Melissa mean?

**18.** F2: We should be arriving at the airport in another ten minutes.
M1: Wait a second. This bus is going to the airport?
M2: What can be inferred about the man?

**19.** M1: I wonder when the board of regents will pick a new dean of students.
F1: Who knows? They're not even scheduled to meet until next month.
M2: What does the woman imply?

**20.** M1: Are Randy and his friends still going to play cards this evening?
F2: He's setting up the folding card table right now.
M2: What does the woman say about Randy?

**CD1, TR4**

**21.** M1: We should never have listened to Harvey.
F1: If only we'd asked someone else for advice!
M2: What do they mean?

**22.** M1: All the people in the audience certainly seemed to enjoy the performance.
F1: Well, *almost* all of them did.
M2: What does the woman mean?

**23.** M1: How was your room last night?
M2: I slept like a baby. And the rates were quite reasonable.
F2: What are these people probably discussing?

**24.** F1: Professor White? A few of us in the back of the room didn't get a copy of your syllabus.
M1: Hmm... there are 23 names on my class list, so I only brought 23 copies of the syllabus.
M2: What can be inferred from Professor White's remark?

**25.** F2: We're not far from Mount Pleasant Street. There are some antique stores there that have some wonderful things, and they're fairly cheap.
M1: They have some nice antiques, all right, but I sure wouldn't call them cheap.
M2: What does the man mean?

**26.** F1: Daniel said that San Diego is a great place to go to a conference.
M1: He should know. He's been there often enough.
M2: What does the man say about Daniel?

**27.** F2: Have you ever gone for a ride with Charlie?
F1: I sure have. He seems to think he's a race-car driver, doesn't he?
M2: What does the woman imply about Charlie?

**28.** FI: Try a bowl of this soup and see how you like it. It's a new brand.
M1: Um.. .I'd say it stacks up pretty well against the other kinds.
M2: What does the man mean?

**29.** F2: Peter is favored to win the tennis match Saturday.
M1: Oh, then that match wasn't canceled after all?
M2: What had the man *originally* assumed?

**30.** F2: Adam, do you remember the tools I lent you when you were building those bookshelves last month? I'd like to have them back.
M1: Uh, well, I hate to tell you this ...but I can't seem to lay my hands on them.
M2: What does Adam imply?

## Part B

**CD1, TR 6**

**Questions 31-33:** Listen to the following conversation.

M1: Good morning, Diana. What did you want to talk to me about?

F1: Good morning, Professor Lane. I wanted to talk to you about changing my major. You see, I've decided that when I graduate in three years, I'd like to work in an art museum. I think I should change my major to art history.

M1: You know, Diana, I think you should give this decision some more thought. You've done well in your year as a business major. Besides, all organizations need good managers, whether they're private companies or nonprofit foundations like museums.

F1: I suppose that's true, but wouldn't I still have to know a lot about art?

M1: Why not take a few elective courses in art history? And try working a few hours a week as a volunteer at the local art museum. See if you really like working there.

**31.** What is the probable relationship between these two speakers?
**32.** When does Diana hope to begin working at a museum?
**33.** What does the man advise Diana to do?

**CD 1, TR 7**

**Questions 34-37:** Listen to a conversation between two students.

M1: Gloria, hello! You're not looking too happy. What's the matter? Have you been studying too much?

F2: Oh, hi. No, that's not it. The problem is that I was planning to go home over spring break, but my travel agent just told me all the airlines are fully booked that week.

M1: Why not go by car?
F2: It's too long a trip to take by myself, and gasoline is so expensive.
M1: Have you checked the ride board? Maybe you can get a rider to go with you.
F2: The ride board-what's that?
M1: It's a bulletin board that has a map of the United States on it. The map is divided into different regions, and each region has a different number. Say you want to go to New England-that would be box number one. There are boxes for each number. You can put a white card or a blue card in one of the boxes.
F2: What's the difference between a blue card and a white one?
M1: Blue means you have a car and need riders to share the driving. White means that you're looking for a ride.
F2: So I should go look at the white cards to see if anyone needs a ride to where I'm going, right?
Ml: Yeah, and fill out a blue card too.
F2: So where is this ride board?
Ml: It's on the second floor of the Student Union building, right by the campus cinema.

**34.** Why does Gloria look unhappy?
**35.** According to the man, what do the numbers on the boxes at the ride board represent?
**36.** What does Gloria hope to obtain through the ride board?
**37.** Where is the ride board?

## Part C

**CD1, TR9**

**Questions 38-42:** Listen to a student telling his friends about an experience he had.

M1: I saw something rather unusual late last Sunday night. My roommate Ron and I were driving back here to the university from my parents' house. They live in a small town about seventy miles from here. We'd stopped so that I could driveRon was really tired-when all of a sudden, the whole sky was lit up. I thought I was seeing a UFO-a real flying saucer. Ron thought maybe it was an airliner going down, or a satellite coming out of orbit. A fireball shot across the sky. It looked almost like fireworks. Then the light disappeared behind the hills. It wasn't until the next morning, when I was listening to the morning news on the radio, that I found out what had happened. Apparently I'd seen a large meteorite. The light was caused by the heat of friction as the meteor traveled through the atmosphere. Most meteors burn up in the upper atmosphere, according to the announcer, but large ones can hit the ground. This one was unusual in that pieces of it were recovered. They landed in a parking lot about twenty miles from where we were. My mother told me that when she was young, she read a story in a magazine about a meteorite that crashed through the roof of a house and hit a woman sleeping in her bedroom and broke her leg. Anyway, it was an incredible sight, and I'm glad I was lucky enough to see it.

**38.** What did the man *initially* believe he had seen?
**39.** Why had the man stopped the car?
**40.** How did the man learn what he had actually seen?
**41.** What happened to the meteor that the man had seen?
**42.** How did the man feel about what he had seen?

**CD 1, TR 10**

**Questions 43-46:** Listen to a talk given by a tour guide.

F2: Ladies and gentlemen, the bus will stop next at the Washington Monument, which honors the first President of the United States. The first stone of the monument was laid in 1848, but because of a variety of problems, work was delayed. So it was not until 1884 that the monument was completed. Imagine that-it took 36 years! And then it was another four years before it opened to the public. Now, if you like, you can go to the top of the Monument. On the way up, you'll have to take the elevator. You can take the elevator down, too, or you can walk-if you don't mind climbing down 898 steps. The monument is made of marble, except for a tiny aluminum tip. Incidentally, before the tip was put on the monument, it was displayed around the country. Some young people jumped over the tip so that later, they could truthfully claim that they'd jumped over the top of the Washington

Monument. After visiting the Washington Monument, we'll be walking over to the Lincoln Memorial. Watch your step as you get off the bus, please.

**43.** Where is this talk probably being given?
**44.** How long did it take to build the Washington Monument?
**45.** According to the speaker, what must those people who go to the top of the Washington Monument do?
**46.** According to the speaker, what did some young people do when the tip of the monument was displayed?

**CD 1, TR 11**

**Questions 47-50:** Listen to the following lecture.

M2: Good day, class. Today we're going to continue our discussion of American music with a look at the songs of the frontier period. Nearly everyone who went west-the mountaineers, the miners, the river raftsmen, the railroad workers had songs to accompany their work. And after work, the men and women of the frontier sang and danced to fiddle tunes or country dances. Some of these songs were new versions of old songs from Europe, while some were completely new. Some of the most popular of these songs were later used as theme songs for political campaigns. Now, we're going to listen to a few of these songs performed much as they were almost two centuries ago. As you listen to the recordings, notice the difference between these lively songs and the slower, more genteel music of the Eastern choral societies that we listened to in our last class.

**47.** In what course is this lecture probably given?
**48.** What can be inferred about the songs of the frontier?
**49.** According to the speaker, how do these songs compare with the songs of Eastern choral societies?
**50.** What will the people who are listening to this lecture probably do next?

## PART A: DIALOGS

### Exercise 1

(There is no audio script for Exercise 1.)

### Exercise 2.1

**CD 1, TR 12**

**1.** M1: I've never had to wait so long just to pay for a few groceries!
F1: I think you should get in another line.
M2: What does the woman suggest the man do?

**2.** M1: How did your baby-sitting job go?
F2: Oh, fine-the children spent most of the day going down the hill on their new sled.
M2: What did the children do?

**3.** M1: Where should I put these letters for you?
F1: Oh, just toss them in that file.
M2: What does the woman tell the man to do with the letters?

**4.** F2: Did you get your suitcase packed?
M1: Yeah-but now I can't close it!
M2: What does the man mean?

**5.** F1: What kind of bread did Annie bake?
F2: My favorite-whole wheat bread!
M2: What is learned about Annie?

**6.** F1: Has Brenda finished writing her story for the radio news?
M1: Oh, sure-she's just taping it now.
M2: What does the man say about the story?

**7.** M1: Do you have Emily's address?
F1: She has a new one-let me see if I can find it for you.
M2: What does the woman mean?

**8.** F2: How's the coffee here, Dennis?
M1: It's a little bitter, to tell the truth.
M2: What does Dennis say about the coffee?

**9.** F1: I bought a ticket for the drawing. I hope I win.
M1: What's the prize, Ellen?
M2: What does the man ask Ellen?

**10.** M1: I wonder if this old bottle I found is worth any money. It's a beautiful color.
F2: Yes, but look-there's a chip in it.
M2: What does the woman say about the bottle?

**11.** F1: I saw Jerry is walking on crutches. Did he have an accident?
M1: His feet slipped in some oil and he twisted his knee.
M2: What happened to Jerry?

**12.** M2: This is a beautiful part of the state. What's it most famous for?
M1: Well, you'll see some remarkable race horses here.
M2: Why is this area well known?

**13.** M1: So, did the committee finally reach a decision on that issue?
F2: Finally-after they fought about it all afternoon.
M2: How did the committee spend the afternoon?

**14.** F1: I've never seen you in that shirt before.
M1: I don't wear it very often-it's too tight in the collar.
M2: What is the problem with the shirt?

**15.** F1: Are you having a midterm exam in Professor Maguire's class?
F2: No, he assigned a paper instead.
M2: What did Professor Maguire do?

## Exercise 2.2

**CD 1, TR 13**

**1.** M1: Stephanie, did you ever phone your friend?
F2: No, but I sent her a letter.
M2: What did Stephanie do?

**2.** F1: I understand that Stuart is going to resign as vice president.
M1: As a matter of fact, he's so disappointed that he wasn't elected president, he's quitting the club.
M2: What does the man say about Stuart?

**3.** MI: So you're going to take that class in ecology. What will you be studying?
F2: Well, according to the course catalog, it's the systematic study of life on this planet.
M2: What does the woman say about the class she is going to take?

**4.** MI: Are you ready to go now, Janet?
FI: As soon as the rain stops.
M2: What does Janet tell the man?

**5.** M1: I heard Darlene was having a hard time with her physics homework.
F2: Yes, but Sam has kindly offered to assist her.
M2: What does the woman say about Sam?

**6.** F1: I need to get a quick bite before we go to the workshop.
M1: There's a coffee shop here in the hotel.
M2: What does the man suggest the woman do?

**7.** M1: How can I take notes if I don't have anything to write with?
F2: You can probably borrow a pen from Gus-he always has one behind his ear.
M2: What does the woman say about Gus?

**8.** M2: Was the flood bad in your part of town?
F1: Bad! We practically needed boats to get home!
M2: What does the woman imply?

**9.** F2: Terry wasn't in class Monday, I noticed.
M1: Well, she came down with a cough this weekend, but she's feeling better now.
M2: What does the man say about Terry?

**10.** M1: So, Jane, what are your duties as Professor Ramsey's assistant?
F1: For one thing, I help him correct tests.
M2: What does Jane help Professor Ramsey do?

**11**. M2: Ned's apartment is so hot this summer, I don't know how he can stand it.
M1: It's a little better now that he got a fan.
M2: What is learned about Ned?

**12.** FI: Bonnie, you did look over the lease before you signed it, didn't you?
F2: Well, I tried to, but not even a lawyer could understand this lease.
M2: What does Bonnie mean?

## Exercise 3.1

**CD 1, TR 14**

**1.** M1: What did you get Suzie for her birthday?
F2: Didn't you read the invitation to her party? She said she didn't want anyone to bring any presents.

**2.** M2: I've got to go back to the library after dinner.
F1: I know you've got a lot of research to do, but don't overdo it. You're spending half your life in the library.

**3.** F2: I understand you had an accident this morning.
M2: Yes, I broke a pane in the window upstairs.

**4.** F1: I can't find my coat.
M1: Well, I certainly don't know where it is.

**5.** F2: You'd better pay that parking ticket you got last week.
M2: Yeah, I would if I could find it.

**6.** M1: You need to fill out a change-of-address form.
M2: Oh-is this the right form?

**7.** M1: You went to the meeting last night?
M2: Yes, but I wish I hadn't. Was I ever bored!

**8.** M1: What kind of car are you looking for?
F1: I don't care, as long as it's dependable. I can't stand a car that breaks down all the time.

**9.** M2: Don't you just love Andrew's boat?
F2: It's terrific. And it's for sale, you know.

**10.** F1: So, what did I tell you? Wouldn't this be a great location to build a house?
M1: You're right, it's the perfect site. I wish I could afford to buy this lot.

**11.** F2: Did you get your garden planted?
M1: Well, I got a start-I planted a few rows of corn.

**12.** F1: Shh-talking isn't allowed in this part of the library.
M2: Oh, it's okay to talk in *this* part.

## Exercise 3.2

**CD 1, TR 15**

**1.** F1: Where have you been keeping yourself, Ben? I haven't seen you since January at least.
M2: I've had this terrible cold, and I haven't gotten out much.

**2.** F2: What a kind person Glen is.
M1: Isn't he, though!

**3.** M1: Will it be cold in the mountains?
F1: I'd bring a light sweater if I were you -- it may get a little chilly at night.

**4.** M2: Is this where the aeronautics exhibit is going to be?
F2: No, it'll be in the north wing of the museum.

**5.** F1: Where did you get these statistics?
M1: In the tables at the back of this book.

**6.** M1: I'm going to paint these old wooden chairs white. They'll look good as new.
M2: You'd better take off that old coat of red first.

**7.** M1: How do you like your geology class?
F2: It's an interesting subject -- and tomorrow, we're going out into the field to look for fossils. That should be fun.

**8.** F1: Want to go see a movie?
F2: I don't know-what's playing?

**9**. *(Ring... ring.... Sound of phone being picked up.)*
F2: Good afternoon ...Blue Dolphin Restaurant.
M2: Yes, this is Mr. Adams. I'd like reservations for eight Friday evening.
F2: Fine, Mr. Adams. How many will there be in your party?

**10.** F2: When is your composition class?
M1: Next period.

## Exercise 3.3

**CD 1, TR 16**

**1.** M1: I'm ready to hand in my research paper.
F1: Better check your writing first, Scott.
M2: What does the woman suggest Scott do?

**2.** F2: How did you do on the history exam?
M1: Well, I passed anyway.
M2: What are they discussing?

**3.** F2: Did you see the buffaloes in the wildlife park?
M1: Yeah, and you know what? It was the first herd of buffaloes I'd ever seen.
M2: What does the man mean?

**4.** M1: Which line do I get in if I've already preregistered?
F2: Read the sign, why don't you?
M2: What does the woman tell the man to do?

**5.** M1: I can't decide whether to buy one suit or two.
F2: Just think about it for a second.
M2: What does the woman suggest the man do?

**6.** M2: All right, Henry, you can just bring your suitcases upstairs now.
M1: But I can't handle them all by myself.
F2: What does Henry say about the suitcases?

**7.** F1: Your hair is soaked, John. What happened?
M1: Oh, I was caught out in a sudden shower.
M2: What does John mean?

**8.** F2: Patrick, what did your classmates think when you won the award?
M1: Well, it certainly didn't hurt my standing with them.
M2: What does Patrick mean?

**9.** F1: I hear your sister got a new job.
M1: Yeah, she's now a loan officer at a bank.
M2: What does the man say about his sister?

**10.** M1: Is that seminar you were always complaining about finally over?
F2: Yeah, but you know, now that it's over, I miss going to it.
M2: What does the woman mean?

**11.** M1: So where is this park where we're going to have the picnic?
F1: It's on East Vine Street, across from the City Zoo.
M2: What does the woman tell the man?

**12.** F2: Why don't you use that pay phone over there.
M1: Okay, but, um...do you have any change?
M2: What does the man ask the woman?

## Exercise 4.1

**CD 1, TR 17**

**1.** M1: So, Rita, you left work early yesterday?
F1: Yeah, and did I ever get in hot water for that.
M2: What does the woman mean?

**2.** F2: Where did you see Caroline?
M1: I bumped into her at the coffee shop.
M2: What does the man mean?

**3.** F2: Did you talk to Chuck at the party?
M1: I sure did, and we hit it off right away.
M2: What does the man mean?

**4.** M2: How was the test?
F1: Piece of cake!
M2: What does the woman mean?

**5.** F2: Robert, are you ready to leave?
M1: At the drop of a hat!
M2: What does Robert imply?

**6.** F2: Sit down, will you, and relax!
M1: I'm sorry, I can't help it-I always pace when I'm on edge.
M2: What does the man tell the woman?

**7.** F1: Julie wasn't at band practice today.
M1: Oh, she's been under the weather lately.
M2: What does the man imply about Julie?

**8.** F1: There's Albert and his grandfather.
M1: Wow, Albert really takes after him, doesn't he?
M2: What does the man say about Albert?

**9.** F1: Did you hear-Professor Holmes is going to quit teaching.
M1: Not for good, I hope.
M2: What does the man say about Professor Holmes?

**10.** M1: That box looks heavy, Paula.
F2: It's heavy, all right. Could you please give me a hand with it?
M2: What does Paula ask the man to do?

**11.** F1: You live near the park?
M1: Just a stone's throwaway.
M2: What does the man mean?

**12.** M1: Have you heard Graham's proposal yet?
F2: Yes, and I don't think much of it.
M2: What does the woman say about Graham's proposal?

## Exercise 4.2

**CD 1, TR 18**

**SET A**

**1.** F1: Did you know Max is planning to open his own business? He could make a lot of money.
M1: Yeah, I suppose-if it ever gets off the ground.
M2: What does the man mean?

**2.** M2: I've had these old tires on my car now for over five years. I wonder how much longer they'll last.
F1: I wouldn't push my luck if I were you, Gary.
M2: What does the woman imply?

**3.** F2: Well, that was a good program. Want to watch something else?
M1: Not me-I'm ready to turn in.
M2: What will the man do next?

**4.** F1: Alice, what did you think of that comedian's jokes.
F2: To tell you the truth, a lot of them went over my head.
M1: What does Alice mean?

**5.** F1: Let's go to the beach tomorrow.
M1: If it clears up before then.
M2: Under what circumstances will the man go to the beach?

**6.** F2: Your sister's name is Liz?
F1: Well, everyone calls her that-it's short for Elizabeth.
M2: What is learned from this conversation?

**7.** MI: So your roommate really likes that song?
FI: You kidding? She listens to it for hours on end.
M2: What does the woman say about her roommate and the song?

**8.** F2: I've heard some good things about that new restaurant on College Avenue. What did you think of it?
Ml: I'd call it run of the mill.
M2: What does the man say about the restaurant?

**SET B**

**CD 1, TR 19**

**9.** M1: You look hot and tired. How about some ice water?
F1: Just what the doctor ordered!
M2: What does the woman mean?

**10.** M1: You've been skiing a lot lately, Karen.
F2: It really gets in the blood!
M2: What does Karen mean?

**11.** M1: Just listen to the sound of the creek, and the wind in the trees.
F1: It's like music to my ears!
M2: What does the woman mean?

**12.** Ml: Norman thinks we don't study enough.
F2: Look who's talking!
M2: What does the woman imply?

**13.** F1: Have you ever gone sailing before?
M1: No, but I've watched people sail, and it looks like a breeze.
M2: What does the man mean?

**14.** M1: Whew, I'm tired. Chopping wood is hard work.
F2: Want me to lend a hand?
M2: What does the woman offer to do?

**15.** FI: I'm not sure if I can afford to take this trip with you and your friends. Gasoline alone will cost a fortune.
M1: Not if we all chip in.
M2: What does the man mean?

**16.** M1: Did you see that it was snowing early this morning?
F1: Yeah, and I could hardly believe my eyes. Who ever saw snow here at this time of year!
M2: What does the woman mean?

**SET C**

**CD 1, TR 20**

**17.** F2: So, I didn't even make an appointment. I just went right into the professor's office and told him why he should choose me as his teaching assistant.
M1: Boy, that took a lot of nerve!
M2: What does the man mean?

**18.** F1: We still need to paint the kitchen.
M1: I know, but let's call it a day for now.
M2: What does the man mean?

**19.** M1: You don't need to read from the script?
F2: Oh, no-I've already learned my lines by heart.
M2: What does the woman mean?

**20.** M1: So, Marina, your parents still don't think you should go to Hawaii this summer?
F1: Oh, they'll come around, I think.
M2: What does Marina think her parents will do?

**21.** F2: Was there someone on your basketball team last year named Rob Martin?
Ml: Rob Martin? Hmm ... the name doesn't ring a bell.
M2: What does the man imply?

**22.** Fl: I thought you were going to buy that shirt.
M1: Well, I was planning to, but I didn't have enough money with me. I forgot to take tax into account.
M2: What does the man mean?

**23.** F2: How's your research project coming, Arlene?
Fl: Slowly but surely, it's getting done.
M2: What does Arlene mean?

**24.** Ml: Were you sorry to see Molly leave?
F2: That goes without saying.
M2: What does the woman mean?

## Exercise 4.3

**CD 1, TR 21**

**1.** M1: Want to go out for coffee?
F1: Maybe later. Right now, I'm going to go work out at the gym.
M2: What is the woman going to do next?

**2.** F2: The party is starting soon. Aren't you ready yet?
M1: I just have to decide on a tie. Do you think this red one goes with my shirt?
M2: What does the man want to know?

**3.** M1: Do you have notes from Professor Morrison's psychology class Friday? I missed class that day.
F2: Guess we're in the same boat!
M2: What does the woman imply?

**4.** M1: Is Ron still working as a cook?
F1: Not anymore. He decided he's not cut out for restaurant work.
M2: What can be concluded about Ron?

**5.** F2: Are you ready for the quiz in Professor Davenport's class today?
M1: A quiz? Today? Are you pulling my leg?
M2: What does the man mean?

**6.** F1: Brian, did you watch the launch of the space shuttle on television this morning?
M1: No, they had to put it off because of bad weather.
M2: What does Brian mean?

**7.** FI: You're sure Jennifer was at the lecture?
M1: Oh, she was definitely there. She really stood out in that bright red sweater of hers.
M2: What does the man say about Jennifer?

**8.** M1: Phil just got a speeding ticket.
F1: That serves him right.
M2: What does the woman say about Phil?

**9.** MI: I think I'll ask George to help.
F2: Save your breath!
M2: What does the woman imply about George?

**10.** F2: Do you like that real estate class you're taking, Roy?
M1: By and large, yes.
M2: What does Roy say about his class?

**CD 1, TR 22**

**11.** F1: Let me guess-you bought Jill a watch for a graduation present.
M1: You're not even warm.
M2: What do we learn from this conversation?

**12.** F2: I heard Dora was having some trouble at work.
M1: Yes, but as usual, she'll come out of it smelling like a rose.
M2: What does the man say about Dora?

**13.** M1: Should I get Lucy some candy for her birthday?
F1: Lucy doesn't care for sweets. Why don't you get her a basket of fruit?
M2: What is learned about Lucy?

**14.** F1: Are you going to take a trip during spring break?
M1: With all the studying I have to do, that's out of the question.
M2: What does the man mean?

**15.** F2: So Mick is going to go to medical school?
M1: Yes, he's following in his father's footsteps.
M2: What can be learned from this conversation?

**16.** F1: I told Fred about the money I lost, but he didn't seem very sympathetic.
M1: If it were *his* money that had been lost, he'd be singing another tune.
M2: What does the man mean?

**17.** F2: I've just heard Wally's going-away party has been canceled.
M1: Oh, no! Has anyone broken the news to Wally yet?
M2: What does the man want to know?

**18.** F1: Did you take a lot of photographs when you went to the Grand Canyon?
M1: Yes, but not all of them turned out well.
M2: What does the man mean?

**19.** M1: I just heard Linda and Rob are going to open a photography studio. I think they'll do very well.
F2: Well, with his talent as a photographer, and hers for business, they're bound to be successful.
M2: What is the woman's opinion of Linda and Rob?

**20.** M1: Can we stay at your parents' cabin at the lake?
F1: Sure, if you don't mind roughing it.
M2: What does the woman mean?

## Exercise 5

**CD 2, TR 1**

**1.** F2: I understand Larry won another dance contest.
M1: It's hard to believe we're from the same family, isn't it?
M2: What can be inferred about the man?

**2.** F1: Are you going to buy that suit?
M1: Do I look like a millionaire?
M2: What can be inferred from this conversation?

**3.** F1: Do you think I've made enough food for the party?
M1: I'd say you've made just the right amount-if a couple of hundred people show up!
M2: What does the man imply?

**4.** M2: Do you know where Dave is? I've gone over to his apartment several times, but he hasn't been there.
M1: He's staying at his brother's house. Dave hates the smell of fresh paint.
M2: What can be inferred from this conversation?

**5.** MI: Did you know Greg has changed his major?
F2: Oh, no. How many times does that make?
M2: What does the woman imply about Greg?

**6.** M1: Aren't Professor Sutton's lectures fascinating?
F1: I can close my eyes when I'm listening to him, and I'm back in the Middle Ages.
M2: What can be inferred from this conversation about Professor Sutton?

**7.** F2: Did you have to wait long to see the dentist yesterday?
MI: It seemed like years!
M2: What does the man imply?

**8.** F2: Do the experts agree with this plan?
M1: That depends on which expert you ask.
M2: What does the man imply about the experts and the plan?

**9.** F1: Did you know that Louis has a new boss?
M1: Let's hope he gets along better with this one.
M2: What does the man imply?

**10.** M1: Do you think the university will cancel classes tomorrow because of the snow?
F1: Only if it keeps snowing all night.
M2: What does the woman imply?

**CD 2, TR 2**

**11.** F2: You've joined the folk-dancing club? Since when are you interested in folk dancing?
M1: Since I discovered it was a great way to meet people!
M2: What does the man imply?

**12.** M1: Did you have a good seat for the concert?
F1: A good seat! I practically needed a telescope just to see the stage!
M2: What does the woman imply?

**13.** F1: Is it ever hot!
M1: If you think *this* is hot, you should have been here last summer.
M2: What does the man imply?

**14.** M1: Is the swimming pool on campus open to the public?
F2: It is, but if you're not a student, you'll have to pay a fee to swim there.
M2: What can be inferred from this conversation?

**15.** F1: Just look at those stars!
M1: They certainly never look so clear and bright from the city.
M2: What can be inferred about the speakers?

**16.** M2: There's a phone call for you, Mike.
M1: For me? But no one knows I'm at work today.
F2: What does Mike imply?

**17.** F1: Are those Shelly's photographs hanging in the hall?
M1: You know Shelly takes only black-and-white photos.
M2: What can be inferred from the man's remark?

**18.** F1: Did you notice that bright blue scarf Fran was wearing?
F2: uh-huh. She should wear it more often.
M2: What can be inferred from the conversation?

**19.** M1: Milly has a strong accent.
F2: Nothing like her parents, though.
M2: What can be inferred from this conversation?

**20.** M1: That's a tough slope to ski.
F2: Yeah, even Robert had trouble skiing down *that* slope.
M2: What does the woman imply?

## Exercise 6.1

**CD 2, TR 3**

**1.** M1: I don't care if it *is* raining-I'd rather go fishing than stay home.
M2: I couldn't agree with you more!

**2.** F1: It sure is windy.
M1: Is it ever!

**3.** M1: I didn't think Professor Hall's lecture was very informative.
M2: I can't really agree with you on that.

**4.** F1: Anthony is quite a singer.
M2: You bet he is!

**5.** M1: I think the service at that new cafe is pretty good.
F2: I wish I could say the same.

**6.** M1: Mayor Curtis certainly won't run for reelection now.
F2: Don't be so sure about that.

**7.** M2: It's been a long, hard day.
F1: Hasn't it, though!

**8.** F2: I think sky diving must be exciting.
M2: You wouldn't catch *me* jumping out of an airplane!

**9.** M1: Good thing there was a fire extinguisher in the hallway.
F1: I'll second that!

**10.** F2: There are some strange paintings in that gallery.
F1: Strange? I wouldn't call them strange.

**11.** F1: I really like that sports car Michael bought.
M1: Who wouldn't?

**12.** F2: We haven't heard from Harry for quite a while.
M2: No, we certainly haven't.

## Exercise 6.2

**CD 2, TR 4**

**1.** F1: I'd rather have a final exam than write a research paper.
M1: Me, too. Research papers take a lot more time.
M2: What does the man mean?

**2.** M1: This first chapter in the statistics textbook seems pretty simple, but I'm sure the other chapters are more difficult.
F2: I think you're probably right about that.
M2: How does the woman feel about the first chapter?

**3.** F1: The university should make it easier for students to register for classes.
M1: I couldn't agree with you more.
M2: How does the man feel about the woman's idea?

**4.** M1: Jack's story was certainly well written.
F2: Wasn't it, though! And so full of interesting details.
M2: What was the woman's opinion of Jack's story?

**5.** F1: What a perfect day to take a bike ride!
M1: You can say that again!
M2: What does the man mean?

**6.** M1: I can't understand why Arthur dropped his chemistry class. He was doing so well in it.
F2: Well, me neither, but he must have had a good reason.
M2: What does the woman mean?

**7.** MI: Tom's plan is so impractical, it will never work.
F1: That's not necessarily so.
M2: What does the woman say about Tom's plan?

**8.** F2: That editorial in this morning's paper made me angry!
M1: I felt the same way when I first read it, but the more I thought about it, the more I agreed with it.
M2: What was the man's *initial* reaction to the editorial?

**9.** M1: The library is sure crowded this evening.
F1: Is it ever! You can tell it's getting near final exam week.
M2: What does the woman say about the library?

**10.** F2: Madelyn designed the costumes for the play. They're wonderful, don't you think?
M1: Absolutely. Who wouldn't?
M2: What does the man mean?

**11.** F1: That was an exciting movie, and what a happy ending.
M1: Happy! You call that *happy?*
M2: How does the man feel about the ending of the movie?

**12.** M1: Pamela thinks these new regulations are unfair, but I don't.
F1: Oh, neither do 1.
M2: What does the woman mean?

## Exercise 7.1

**CD 2, TR 5**

**1.** F1: May I help you?
M1: Thanks, but I'm just looking around.

**2.** M2: Can you come to the recital this evening?
F2: I'm supposed to be working on my research this evening, but you know, I think a break would be nice.

**3.** M1: That author we both like is going to be signing books at Appleton's Bookstore this afternoon.
F1: I'm not busy this afternoon. Why don't we go?

**4.** F2: Mark, would you mind taking care of my tropical fish next week? I'm going to be out of town.
M2: Qh, no, I wouldn't mind at all.

**5.** M1: I need to get more exercise.
F2: You could always try bicycling. That's great exercise.

**6.** F1: Can I see the photographs you took on the field trip?
M2: If you want to, why not?

**7.** M1: I can't seem to get my car started.
M2: You know *whatI'd* do, Ed?

**8.** M1: These math problems are hard.
F2: Want me to give you a few hints?

**CD 2, TR 6**

**9.** M2: Cynthia, if you have a class, I could take your brother to the airport for you.
F1: Could you? That would be great.

**10.** MI: Should I turn on the television?
F2: Please don't.

**11.** F2: You could save a lot of time at the grocery by making up a list before you go.
M1: It's worth a try, I guess.

**12.** M1: Bob, get me a cup of coffee, will you?
M2: Who do you think I am, your waiter?

**13.** F1: I'm going to go out and get something to eat. Want to come?
M1: I've got a better idea. Let's have a pizza delivered.

**14.** F2: My arm still hurts.
M2: I'd get it X-rayed if I were you.

**15.** F2: You know, Paul, if you want your houseplants to grow, you should move them over by the window where they get more light.
M2: Now why didn't I ever think of that?

**16.** F1: Have another sandwich, James.
M1: Thanks. Don't mind if I do.

## Exercise 7.2

**CD 2, TR 7**

**1.** F1: Do you mind if I smoke?
M1: As a matter of fact, I do.
M2: What does the man mean?

**2.** M1: My blue suit hasn't come back from the cleaners yet.
F2: Well, there's always your gray one.
M2: What does the woman say about the gray suit?

**3.** F1: You know, one of the best things about this cinema is the great popcorn they have here.
M1: It *does* smell good. Let's go get some.
M2: What does the man suggest they do?

**4.** M1: We need someone to plan the class trip.
F1: How about Cathy?
M2: What does the woman say about Cathy?

**5.** F2: Shall I make some more coffee?
M1: Not on my account.
M2: What does the man mean?

**6.** M1: Should I open the window? It's getting a little warm in here.
F1: Don't bother. I'll do it.
M2: What does the woman mean?

**7.** M1: I don't know what to order for lunch. I'm tired of sandwiches.
F2: What about some vegetable soup?
M2: What does the woman mean?

**8.** M1: I'm going to clean my living room this afternoon.
F2: Shouldn't you clean your kitchen too?
M2: What does the woman suggest?

**CD 2, TR 8**

**9.** F1: Do you know where the registrar's office is?
M1: It's across campus from here. Would you like me to show you on this map?
M2: What does the man offer to do?

**10.** M1: Well, that's it for our chemistry homework. We should work on our math problems next.
F1: What about taking a little break first?
M2: What does the woman suggest they do?

**11.** F2: Do you think this toaster can be repaired?
M1: If I were in your shoes, I'd just buy another one.
M2: What does the man suggest that the woman do?

**12.** F2: Would you mind if I read your magazine?
M1: No, go right ahead.
M2: What does the man tell the woman?

**13.** M1: You know, I think I'm going to get a new computer desk. This one is too small for me to work at.
F2: What about buying a computer instead? Yours is practically an antique!
M2: What does the woman suggest the man do?

**14.** F1: Christopher, want to come to the library with Tim and me? We're going to study for our biology test tomorrow.
M1: I think I'll pass on that. I spent the whole weekend going over my biology notes, and tonight I'm just going to relax.
M2: What does Christopher tell the woman?

**15.** F2: Someone should answer these letters.
M1: Don't look at me!
M2: What does the man mean?

**16.** M1: I'm having some friends over for lunch today. Care to join us?
F1: Can I take a rain check?
M2: What does the woman mean?

## Exercise 8

**CD 2, TR 9**

**1.** F1: I guess we'd better serve fish for dinner, because Ginny doesn't like chicken.
M1: Actually, I'm sure she *does.*
M2: What does the man say about Ginny?

**2.** F2: Mona is moving into a new apartment on Sunday.
M1: So she's finally found a place, has she?
M2: What had the man assumed about Mona?

**3.** M1: I was told to go to the dean's office.
F2: By whom?
M2: What does the woman want to know?

**4.** F1: I told everyone that of course you weren't interested in running for class president.
M1: But as a matter of fact, I *am.*
M2: What does the man mean?

**5.** F2: Carol's typing the final draft of her paper.
M1: Oh, so she finally finished the research for it?
M2: What had the man assumed about Carol?

**6.** F1: Bert says he loves to ride horses.
M1: Sure, but you don't see him on horseback very often, do you?
M2: What does the man say about Bert?

**7.** F2: Your insurance agent called. He'd like you to call him back.
M1: Did he say when?
M2: What does the man want to know?

**8.** M1: Cliff is working part time in the cafeteria.
F1: Oh, he finally decided to get ajob, then?
M2: What had the woman assumed about Cliff?

**9.** M1: We spent the whole day hiking.
F2: Oh? How far did you go?
M2: What does the woman want to know?

**CD 2, TR 10**

**10.** F1: There are some nice clothes in this shop, and the prices are reasonable.
M1: Reasonable! I wouldn't call them reasonable.
M2: What does the man mean?

**11.** M1: There's going to be a meeting to discuss the proposed recreation center.
F2: Oh? Where?
M2: What does the woman ask the man?

**12.** M2: Joy is going to study overseas in a special program next year.
F2: Oh, not until next year?
M2: What had the woman assumed?

**13.** M1: I went to a party at Ben's house this weekend.
F1: Did you have a good time?
M2: What does the woman ask the man?

**14.** F1: Ted didn't do a good job on these problems. He'll have to do them all over.
M1: Well, a few of them, anyway.
M2: What does the man mean?

**15.** F2: I stopped at the grocery store on the way home from class.
M1: Yeah? How come?
M2: What does the man ask the woman?

**16.** F1: I think Robin only got the job because her brother works for that company.
M1: Oh, but you're wrong. Her brother works in a completely different division.
M2: What does the man mean?

**17.** M2: You know, I put new batteries in the flashlight, but it still doesn't work.
F1: No kidding? I was sure it would.
M2: What had the woman assumed?

**18.** F1: I plan to take Professor Brennon's seminar, but I have to get her permission first.
M1: As a matter of fact, you don't.
M2: What does the man mean?

**19.** M1: My friend Steve is traveling around in the Pacific Northwest.
F2: Since when?
M2: What does the woman want to know?

**20.** F1: Beverly, have you seen that new movie starring Calvin Pierce?
F2: Oh, that's already out?
M2: What had Beverly originally assumed?

## Exercise 9

**CD 2, TR 11**

**1.** F2: I can't believe how icy the highway is.
F1: Yeah, I've never seen it so bad. Maybe we should just stay at a motel and see if it's any better in the morning.
M2: What are they talking about?

**2.** M1: Have you heard about that big outdoor jazz concert next month?
F2: Heard about it! I already have tickets.
M2: What is the woman going to do?

**3.** F1: Joe and Nancy and I were hoping to get a ride to the party with you.
M1: With me? But I drive a little two-seater.
M2: What is the problem?

**4.** F2: Looks like rain. Better look for your umbrella.
M1: Yeah, I think it's definitely going to rain-that's why I'm not going out.
M2: What is the man going to do?

**5.** M2: You mean it's *still* closed?
M1: Yes, sir. The repairs won't be done for another two weeks. You'll have to take Highway 17 and cross downriver from here.
M2: What are they talking about?

**6.** M2: OK, so I'll bring the portable stove and the food.
M1: And I'll bring the tent and we'll each bring a sleeping bag. Hey, this is going to be fun!
M2: What are the speakers probably planning to do?

**7.** F1: I like your new glasses, Brian.
M1: I like these new frames, too, but my vision is blurry and I've been having headaches. I've got to go back to Dr. Lamb and get some new lenses prescribed.
M2: What does Brian intend to do?

**CD 2, TR 12**

**8.** F2: Do you think I'll need to put on two coats of this latex?
M1: Will you be using brushes or a roller?
M2: What are they discussing?

**9.** F1: Want to watch that documentary about Alaska?
F2: Sure-what channel?
M2: What are the speakers going to do?

**10.** F2: Ron, I need that art history book I lent you last month.
M1: Urn, well, I'm going to have to replace it for you. See, Tuesday I was looking at it out in the yard, and forgot to bring it in with me-and you remember that rain we had Tuesday night?
M2: What problem did Ron have with the book?

**11.** M2: Take a look at this model. It's incredibly fast.
F1: Does it have much memory?
M2: What are the speakers discussing?

**12.** F2: Shirley, are you going to go right on to business school when you finish your undergraduate studies?
F1: Actually, I hope to get some practical experience with a big corporation first.
M2: What will the woman probably do after she finishes her undergraduate program?

**13.** Ml: I think we need a new deck. I haven't won a single hand.
F1: Come on, it's your deal-I'll cut the cards.
M2: What are these people doing?

**14.** F2: Dave, Phyllis is going to be upset with you if you don't send her a postcard while we're here.
M1: Yeah, well, I'd send her one if I knew where to buy a stamp.
M2: What is the problem?

**15.** M1: Let's go to that soup and salad restaurant, okay?
F1: All right, we'll go there, but their soups are always much too salty for me.
M2: What will the woman probably do?

## Exercise 10

**CD 2, TR 13**

**1.** F1: Doug and Rose are such good friends.
M1: Well-they *used* to be.
M2: What does the man say?

**2.** M1: I'm going to rewire my house myself.
F2: If I were you, Roger, I think I'd have a professional do it.
M2: What does the woman tell Roger?

**3.** F1: I thought this was a classical music station.
M2: It used to be, but now it's a 24-hour news station.
F2: What does the man say about the radio station?

**4.** F1: Lynn, who did you get to change your oil?
F2: Why would I get someone to do *that?*
M2: What can be inferred from Lynn's remark?

**5.** F1: I'm having a hard time getting used to this early morning class.
M1: Yeah, me too.
M2: What does the man mean?

**6.** M2: Peggy, do you ever go roller-skating anymore?
F2: Sometimes, but not as much as I used to.
M2: What does Peggy mean?

**7.** F1: You got some egg on your tie.
M1: I know. I'll have to get it cleaned.
M2: What does the man mean?

**CD 2, TR 14**

**8.** F2: There's something different about your apartment, isn't there?
M1: That poster over my desk used to be over the sofa.
M2: What does the man mean?

**9.** M2: Will you be able to take a vacation in August?
F1: I don't know if my boss will let me. That's our busiest time of year.
M2: What does the woman mean?

**10.** F2: Greg, that was an interesting point you made in class.
M1: Thanks. But when the teacher made me explain what I meant, I didn't know exactly what to say.
M2: What did Greg's teacher do?

**11.** F1: Carter doesn't look the same at all these days.
F2: I'm not used to seeing him without glasses either.
M2: What do the speakers say about Carter?

**12.** F2: Nick, how do you like this hot, humid weather?
M1: Well, growing up in New Orleans, I'm pretty much used to it.
M2: What does Nick tell the woman?

**13.** F1: You look nice today, Sally.
M1: Thanks-our club is having our photo taken today for the yearbook.
M2: What does Sally mean?

**14.** M1: You finally bought a microwave oven, I see.
F2: Dh-huh, but I haven't gotten used to it yet.
M2: What does the woman mean?

**15.** M1: Jan, look behind you-there's a deer.
F2: Oh, isn't it beautiful. Do you think it will let us get a little closer to it?
M2: What does Jan ask the man?

## Mini-Test 1: Dialogs

**CD 3, TR 1**

**1.** M1: What do you think of Wanda?
F1: When I first met her, I didn't like her very much, but I really warmed up to her after awhile.
M2: What does the woman imply about Wanda?

**2.** F2: Now, if there are no more questions, let's move on to the next chapter.
M1: Excuse me, professor-could we go over that last point once more?
M2: What does the man want to do?

**3.** M2: Great weather we're having, huh?
F1: Yeah, but don't get too used to it. The weather report in the newspaper said that there's a big change in store.
M2: What does the woman mean?

**4.** F2: This is an interesting editorial-want to read it?
M1: I want to read the sports section and look over the classified ads first.
M2: What are these people doing?

**5.** M1: My sister is looking for a roommate. Do you know anyone who might want to move in with her?
F1: How about Grace?
M2: What do we learn from this conversation?

**6.** M1: I'm almost out of money again this month.
F2: Why don't you keep track of your expenses and payments? That might help you make ends meet.
M2: What does the woman think the man should do?

**7.** M1: Where do you think I should put this lamp, in my living room or in my bedroom?
F2: If I were you, I'd put it in the closet.
M2: What can be inferred from the woman's comment?

**8.** M1: We'd better leave right now.
F2: What's the rush, Mark?
M2: What does the woman want to know?

**9.** F1: Look over there. Is that Ernie in the red car?
M1: No, but it certainly looks like him.
M2: What does the man mean?

**10.** M1: It's freezing out there! I'm going to put on my scarf and gloves.
F2: Shouldn't you put on your hat too?
M2: What does the woman mean?

**CD 3, TR 2**

**11.** M1: Have you ever seen that old Humphrey Bogart movie *Casablanca?*
F1: Seen it! Only about a million times!
M2: What does the woman imply about the movie?

**12.** F1: I didn't think the team was well prepared for that game.
M1: To tell you the truth, neither did I.
M2: What does the man mean?

**13.** M1: Becky, are you going to be using that computer much longer? If so, I can go use one at the library.
FI: I'm almost finished.
M2: What can be inferred from this conversation?

**14.** F2: I didn't think John had ever been scuba-diving before.
M1: Oh, sure. John's an old hand at scuba-diving.
M2: What does the man say about John?

**15**. F2: Why are you walking that way, Richard? Did you hurt yourself when you went skiing?
M1: No, no-it's these shoes; they're not broken in yet.
M2: What problem is Richard having?

**16.** M1: Judy, I just wrote a new song. Want to hear it?
F1: Well, what are you waiting for?
M2: What does the woman mean?

**17.** M1: I didn't realize you were an art history major.
F2: I'm not. I'm taking a class in art history, but I'm studying to be a commercial artist.
M2: What are these people discussing?

**18.** M2: We should have a party.
F1: You took the words right out of my mouth.
M2: What does the woman mean?

**19.** M1: I'm going to drop by Sophie's apartment to give her the good news.
F2: Why bother? She'll be at the meeting this afternoon.
M2: What does the woman mean?

**20.** F2: Ted sure is outgoing.
F1: Isn't he! It's hard to believe he used to be shy.
M2: What do the speakers imply about Ted?

**CD 3, TR 3**

**21.** F1: Did you see that ring Laura bought?
F2: Uh-huh-must have cost her a pretty penny.
M2: What do the speakers mean?

**22.** F2: Bill, I thought you had so much work to do.
MI: I'm just taking a little break.
M2: What can be inferred from this conversation?

**23.** F1: Could you help me move this box upstairs?
M1: Sure, I-say, what do you have in here, your rock collection?
M2: What can be inferred from the man's comment?

**24.** F1: What a great haircut, Sarah!
F2: You think so? I think she took too much off.
M2: What is Sarah's opinion?

**25.** F1: What room is Professor Clayburn speaking in tonight?
M1: Professor Clayburn is speaking tonight?
M2: What does the man imply by his remark?

**26.** M2: Can I look at that drawing for a second?
F2: Be my guest.
M2: What does the woman mean?

**27.** M1: Want me to turn up the heater?
F2: Please don't-I'm burning up back here.
M2: What does the woman mean?

**28.** M2: I thought I heard barking coming from Joe's room.
M1: Barking! Doesn't Joe know there are regulations against keeping pets in the dorm?
F2: What is learned from this conversation?

**29**. M1: I stopped by Doctor Norton's office at the Medical Center.
F2: Really? What for?
M2: What does the woman want to know?

**30.** F1: Did you know Angela had finished all her required courses? She'll be graduating in May.
M1: Oh, so she doesn't have to repeat that chemistry course after all.
M2: What had the man assumed about Angela?

## PART B: EXTENDED CONVERSATIONS

### Exercise 11

(There is no tapescript for Exercise 11.)

### Exercise 12

**CD 3, TR 4**

**Questions 1-2:** Listen to a conversation between a teacher and a student.

M1: Professor Mueller, I've almost finished preparing my presentation for your class, but I'm not really satisfied with it. Could you give me some advice?
F2: I'll be happy to. What topic did you choose?
M1: It's about methods of predicting earthquakes, but so far, it's just a lot of facts and figures. How can I make it more interesting?
F2: Maybe you could use some computer graphics to help the class make sense of your statistics.

**1.** What will the main topic of this talk probably be?
**2.** For what class is the man probably preparing a presentation?

**Questions 3-4:** Listen to a conversation that takes place on a college campus.

F1: Hi there, Doctor Newman. Do you remember me?
M2: Oh, sure. We met at the reception in the dean's office last week, didn't we?
F1: That's right. I'm Alice Hart. Are you on your way to a class?
M2: Yes, I am, but I'm not in any great hurry. How about you?
F1: Me, too. I've got a German class in a few minutes.
M2: Well, I'm going to a language class myself. You see, I teach signing.
F1: Signing?
M2: Right, signing. Signing is just a short way of saying American Sign Language. It's the language deaf people use to communicate.

**3.** Who are the people taking part in this conversation?
**4.** What will the rest of the conversation probably be about?

**Questions 5-6:** Listen to the following conversation.

F1: I'm in Professor Quinn's psychology class. She told us that she'd put some articles on reserve for her class.
F2: Yes, those would be at the reserve desk.
F1: Do I need a library card to look at those articles?
F2: No, just a student ID card. If you've never checked out any reserve materials, I can tell you what you need to do.

**5.** What will the main topic of this conversation probably be?
**6.** Where does this conversation probably take place?

**CD 3, TR 5**

**Questions 7-9:** Listen to a conversation that takes place at a hospital.

F1: Good afternoon, Dr. Marshall. I know you must be very busy, so I appreciate your taking some time to talk to me. .
M2: That's all right. What can I do for you?
F1: Well, I'm interested in a career in hospital administration. My academic advisor suggested I speak to you. I was hoping you could give me some information about the field.
M2: I'd be glad to. Is there something particular you wanted to know?
F1: I was wondering what type of educational background a hospital administrator needs. Is a degree in medicine required?
M2: No, not necessarily. Some hospital administrators are medical doctors, but many of us aren't. My own doctoral degree is in public administration.

**7.** Why does the woman want to talk to Dr. Marshall?
**8.** What is Dr. Marshall's occupation?
**9.** What is Dr. Marshall's attitude toward the woman?

**Question 10:** Listen to the following conversation.

M1: Come on, Dorothy, turn off that television and let's go. The softball game starts in twenty minutes.
F2: Just a second-I want to find out who won the race.
M1: What race-a marathon?
F2: Well, it's kind of a marathon, but for dogs and dog sledders. It's called the Iditarod. It's run every year in Alaska.

**10.** What will the main topic of this conversation probably be?

**CD 3, TR 6**

**Questions 11-12:** Listen to the following conversation.

M1: Well, I had a nice, relaxing vacation. How about you, Tina?
F2: I wouldn't exactly call it relaxing, but it was interesting.
M1: I remember you said you were either going to Europe or you were going to work at your parents' company.
F2: I changed my mind and didn't do either of those. My anthropology professor talked me into volunteering for an archaeological project in New Mexico.
M1: That *does* sound interesting.

**11.** Who is Tina?
**12.** What will the two speakers probably discuss?

**Questions 13-14:** Listen to the following telephone conversation.

*(Ring... ring.... Sound of phone being picked up.)*

F1: Good morning. Thanks for calling the Sales Office of Hillman and Johnson Publishers.

M2: Yes, hello. This is Dave Gruening. I'm the manager of Kennedy Bookstore at Southwestern State University. I'm calling to check on the availability of a textbook, *Case Studies in International Business,* for the spring semester.

F1: Let me just check that on my computer. *(Sound of keystrokes.)* Um, let's see, is that the text by Sternberg?

M2: That's right. I'll need at least 120 copies sent to the bookstore at the latest by next Wednesday.

F1: I can't really promise they'll be there by next Wednesday-it may be the following week.

M2: But that class starts on Monday of the following week.

**13.** Who is the woman who answers the phone?
**14.** When does this conversation take place?

**Questions 15-16:** Listen to a conversation that takes place in a university office.

M1: Hi. How can I help you?

F2: I'm looking for an application form for the graduate school-can I pick one up here?

M1: No, this is the Financial Aid Office. Graduate Admissions is across campus from here. Do you know where Nicholson Hall is? It's in the office building next to that.

F2: Um, I'm not sure-I'm not very familiar with this campus.

**15.** Where does the man probably work?
**16.** What will the rest of the conversation probably deal with?

## Exercise 13.1

**CD 3, TR 7**

**Questions 1-2**: Listen to Portion 1 of Conversation A.

F1: I just read an article in a magazine that talked about different types of exercise. Guess what kind it recommended?

M1: Let's see-was it jogging?

F1: No, according to the article, jogging can cause leg and foot injuries for some people.

**1.** From what source did the woman get her information about exercising?
**2.** According to the woman, what is one of the disadvantages of jogging?

**Questions 3-4:** Listen to Portion 2 of Conversation A.

M1: Then what kind of exercise did the article suggest?

F1: Cross-country skiing. The article said cross-country skiing exercises almost all of the muscle systems of the body, and that it's good for the heart and lungs.

M1: Cross-country skiing! I would never have guessed that-Tell me, how is cross-country skiing different from downhill skiing?

F1: Well, for one thing, you don't have to go to the mountains to go cross-country skiing. You can go anywhere there's snow.

**3.** What form of exercise did the article recommend?
**4.** What can be inferred about cross-country skiing from this conversation?

**Questions 5-6:** Listen to Portion 3 of Conversation A.

M1: But what if there isn't enough snow to go skiing?
F1: The article said that there are exercise machines that provide almost the same kind of exercise. The only problem is, they're fairly expensive.
M1: I see. So if you have one of these machines, you can get the best kind of exercise and not even get your ears cold!

**5.** What does the article suggest people do if there isn't enough snow for skiing?
**6.** What is one disadvantage of a cross-country skiing machine?

**CD 3, TR 8**

**Questions 7-8:** Listen to Portion 1 of Conversation B.

F2: You look exhausted this morning, Steve.
M1: I *am* pretty tired. I stayed up nearly all night getting ready for a midterm exam this morning.
F2: Have you gotten the results of the test yet?
M1: Yes, and unfortunately, my grade could have been much better. No matter how much time I spend studying, I never seem to do well on tests.

**7.** Why is Steve tired?
**8.** How does Steve feel about the grade he received on the test?

**Questions 9-10**: Listen to Portion 2 of Conversation B.

F2: You know, Steve, if I were you, I'd consider taking some of the seminars offered by the Study Skills Center.
M1: The Study Skills Center? Never heard of it.
F2: Well, it's run by a group of graduate students and professors who help undergraduate students improve their study techniques. See, last semester, I had to do a research paper for a sociology course, but I had no idea how to collect research materials until I took one of the seminars at the Center.

**9.** Who are the Study Skills Center's seminars designed to help?
**10.** How was the woman helped by the seminar that she took?

**Questions 11-13:** Listen to Portion 3 of Conversation B.

M1: What kind of seminars does the Center offer that could help me?
F2: They have one on test-taking skills. There's also a seminar that teaches you to manage your time efficiently. You should find *that* useful, I should think.
MI: You're probably right. Where is the Center?
F2: They hold most of their seminars in the library, but the main office is in Staunton Hall, right across the quadrangle from the Physics Tower.
MI: You know, I think I'll go over there right now.
F2: Why don't you wait until tomorrow? Right now, you should go home and catch up on your sleep.

**11.** What is one type of seminar that the woman thinks Steve would find useful?
**12.** Where is the Study Skills Center's main office?
**13.** What does the woman suggest Steve do next?

**CD 3, TR 9**

**Questions 14-15:** Listen to Portion 1 of Conversation C.

F1: Hello, Roger. You're looking thoughtful today. What's on your mind?

M2: Well, Margie, you know the public television station is having an auction to raise money. They need to build a new transmitter tower so that viewers can get a clearer picture. I watch that channel a lot. I'd like to help out, but I don't really have anything to donate to the auction, and I can't afford to buy something new.

F1: Why not donate a service?

M2: What do you mean?

F1: Well, Roger, you're an experienced carpenter, right? Why don't you offer two hours of your carpentry work for free to whoever makes the highest bid?

**14.** Why is the television station trying to raise money?
**15.** What does the woman suggest that Roger do?

**Questions 16-17:** Listen to Portion 2 of Conversation C.

M2: That's a great idea! Thanks. And say, I know you watch some shows on that channel yourself. Why don't you donate a service too?

F1: You know, I'd like to help, but I have final exams coming up, so I'd better not make too many commitments. But I *will* come to the auction, and I'll bring my parents with me. I know they'd like to get some expert carpentry work done.

**16.** What excuse does the woman make for not donating a service?
**17.** What does the woman imply about her parents?

## Exercise 13.2

**CD 3, TR 10**

**Questions 1-5:** Listen to two students talk about a trip to California.

M1: So, Rebecca, what did *you* do for spring break?

F2: I went to southern California. I was in Los Angeles and San Diego. Oh, and I stopped in San Juan Capistrano. That's south of Los Angeles and north of San Diego. I happened to be there just about the time the swallows returned.

M1: Oh, I've heard about that-they always return on the same day, don't they?

F1: That's right, on March 19th. And they always flyaway on the same day, October 23rd. In the meantime, they migrate over 7,000 miles to get to their winter homes.

M1: Seven thousand miles-imagine! And always coming back on the same day!

F1: Yes, except for one year, a long time ago-they were delayed for a day by a storm at sea.

M1: So, what's the town of San Juan Capistrano like?

F1: Oh, it's a pleasant little town. Once there was a famous mission church there.

M1: Once? What happened to it?

F1: It was destroyed by an earthquake almost two hundred years ago. But there *is* an old adobe church that survived. The swallows build their nests in the walls and towers of that church.

M1: You sure were lucky to be there on the one day of the year when the swallows return.

F1: Well, I wasn't there *exactly* on that day. I got to town a couple of days later-but I did see the parade celebrating the swallows' return.

M1: They have a parade? The people there must really like those swallows. F1: Sure-they bring lots of tourists to town, and besides, the swallows eat insects including mosquitoes!

**1.** Where is the town of San Juan Capistrano?
**2.** What can be inferred about the swallows mentioned in the conversation?
**3.** When do the swallows return to San Juan Capistrano?
**4.** How far do the swallows migrate? '
**5.** Which of the following did Rebecca see?

**CD 3, TR 11**

**Questions 6-8:** Listen to a conversation that takes place on a college campus.

M1: I'm here for the campus tour.
F2: I'm sorry. We only offer a guided tour during the first week of classes.
M1: Oh, really? That's too bad. I was really hoping to get a good orientation. Last week, I spent nearly an hour trying to find a classroom in the Fine Arts Building.
F2: You know what you *can* do-you can take the self-guided tour. This pamphlet tells you exactly what to do, where to go, and what to look for, and it has a complete map of the campus.
M1: Sounds easy enough-where do I start?
F2: The first stop is right here, in the Student Center Building. Then you go next door to the Science Building-there's a great planetarium there, by the way and from there you go to the University Recreation Center. After that, just follow the directions in the pamphlet and you can't go wrong.

**6.** When is the guided tour of the campus given?
**7.** What did the man have difficulty locating the week before?
**8.** Where does the self-guided tour start?

**CD 3, TR 12**

**Questions 9-12:** Listen to the following conversation.

M2: Hi, Helen. How did your driving test go? Did you get your driver's license yet?
F1: So far, I've just taken the written test. I did well enough on that, but I still have to take the road test.
M2: I remember when I took the road test a few years ago. The first time I took it, I failed.
F1: You failed! But you're such a good driver! What happened?
M2: Well, I took a left-hand turn from the right lane, and the examiner told me just to turn around and go back to the testing center. It was pretty embarrassing.

F1: My big problem is parallel parking. I just can't seem to get a car into those little spaces.
M2: If you like, we can go out in my car before you take the road test and practice parallel parking.
F1: That would be great. I've just *got* to get my license. I can't believe that I have a car that my parents gave me just sitting in my garage, and I can't even drive it.

**9.** What did Helen recently pass?
**10.** What problem did the man have when he took his road test several years before?
**11.** What does the man offer to do for Helen?
**12.** Why can't Helen use the car in her garage?

## Mini-Test 2: Extended Conversations

**CD 4, TR 1**

**Questions 1-4:** Listen to a conversation at a university library.

M1: Hi, Martha. What are you doing here?
F2: Oh, I just came to look up some terms in the *Encyclopedia of Art* for my art history class. What about you, Stanley?
M1: I've got two papers due at the end of this term, and I've been getting an early start on them by collecting some references and writing down some statistics. I've spent most of the day here.
F2: Really? Well, you ought to be ready for a break then. Want to go get a snack or something?
M1: You know, that sounds great-let me just get my things together and... hey, where are my notes?

F2: What notes?

M1: The notes I spent all day working on. I don't see them.

F2: You mean, you lost your notebook?

M1: No, I don't use a notebook-I take notes on index cards.

F2: Well, just think about where you could have left them. Retrace your steps since you came in the library.

M1: Let's see-when I first arrived, I came here, to the reference room.

F2: Maybe they're somewhere in this room, then.

M1: No, I had them after that. I went to the stacks …

F2: Stacks? What do you mean, the stacks?

M1: You know, the book stacks. That's what they call the main part of the library, where most of the books are shelved.

F2: Well, that's where you should look.

M1: No, because I took some more notes from journals in the periodicals room up on the third floor. I'll bet that's where they are.

F2: Well, you go look up there, and I'll check with one of the librarians behind the main desk, just in case someone turned them in.

M1: Okay, and thanks for helping me out. Just as soon as I find them, we'll go get a bite to eat.

**1.** Why did Martha come to the library?
**2.** What did Stanley lose?
**3.** According to Stanley, what does the term "stacks" refer to?
**4.** In what part of the library is this conversation taking place?

**CD 4, TR 2**

**Questions 5-8:** Listen to the following conversation.

M1: Guess what-I joined the Spelunking Society last month.

F1: Seriously? Aren't spelunkers people who go down into caves? I thought you were only interested in mountain climbing!

M1: I *do* like to climb, but you know, the two sports have a lot in common. I'll give you an example: The same technique for climbing down steep slopes is used in both sports. It's called *rappelling.* Of course, climbers use this technique to come down cliffs, while spelunkers use it to go down holes.

F1: What else does your society do?

M1: For one thing, we help preserve caves. Believe it or not, some people are so careless that they just leave their litter in caves. And some people even write on cave walls. So we pick up trash and clean away the graffiti.

F1: I don't think I'd like spelunking very much. Caves are wet and cold and dark, aren't they?

M1: I suppose they are, but they can also be beautiful. Tell you what. Why don't you come along with me to the meeting tonight? They'll be showing slides that we took in a cave last weekend. You'll see some incredible rock formations and crystals. It might change the way you think about caves.

**5.** What is the main topic of this conversation?
**6.** According to the man, what is meant by the term *rappelling?*
**7.** What other activity does the Spelunking Society engage in besides exploring caves?
**8.** What does the man invite the woman to do?

**PART C: MINI TALKS**

## Exercise 14

(There is no audio script for this exercise.)

## Exercise 15

**CD 4, TR 3**

**Questions** 1-2: Listen to the following talk.

F1: Hello there, ladies and gentlemen, and welcome to the Larabee Springs Wildlife Preserve. Today, you'll have the chance to see one of the largest herds of buffaloes in North America and many other types of wildlife. I hope all of you have your cameras with you.

**1.** Who is the speaker?
**2.** What will the talk probably be about?

**Question 3-4:** Listen to a talk given at an athletic club.

M1: I'd like to take this opportunity to thank everyone for coming out to the Edgewood Athletic Club for our exhibition match. Before the match gets under way, I'd like to give you all a little background on how the sport of handball is played. Even though it's a game with a long tradition, some people aren't as familiar with the rules of this sport as they might be with, say, those of tennis.

**3.** What is the purpose of this talk?
**4.** When is this talk being given?

**Questions 5-6:** Listen to a talk given at a factory.

M1: Good morning. On behalf of our management team and our workers, I'd like to welcome all of you to our plant. You may have wondered, how do soft drinks get in those cans? How are the cans sealed? By the end of the tour, you'll know the answers. Now, please follow me out onto the factory fioor.

**5.** Who is the audience for this talk?
**6.** What will the main topic for this talk probably be?

**CD 4, TR 4**

**Questions 7-8:** Listen to the following talk.

F2: Since all of you have expressed interest in joining the university dance program, I probably don't have to say much about the physical and psychological rewards of being in a dance program such as this one. Instead, I want to concentrate on some of the drawbacks-the demands that will be put on your time and the sacrifices you'll be called on to make if you are chosen for the program.

**7.** What will the main topic of this talk probably be?
**8.** What is the speaker's probable occupation?

**Questions 9-10:** Listen to the following talk.

M2: As president of the State Historical Society, I'd like to call this meeting to order, and welcome all our members and guests. Tonight, I'm going to give you a short presentation on some famous shipwrecks, especially shipwrecks that took place in the waters off New England.

**9.** Who is the speaker?
**10.** What will this talk probably concern?

**Questions 11-12:** Listen to a lecture given in a university classroom.

F2: In the last few weeks, we have discussed how to organize your ideas, use your outline as a blueprint, and write the first draft of your essay. Today, we're going to consider another important process-the art of editing your paper.

**11.** In what course is this lecture probably being given?
**12.** What will the rest of this lecture probably deal with?

**Question 13-14:** Listen to a talk given at a ski lodge.

M1: Good morning, and welcome to Winterstar Ski Area. We truly hope to make your introduction to skiing as safe and enjoyable as possible.

**13.** For whom is this talk probably intended?
**14.** What will this talk probably concern?

**CD 4, TR 5**

**Questions 15-16:** Listen to this talk given in a university classroom.

F2: I'm Professor Wills. I hope no one had any trouble finding the classroom this morning. In a few minutes, I'll be handing out the course syllabus. As you'll see, we'll be spending the first few days discussing the law of supply and demand.

**15.** What class does Professor Wills probably teach?
**16.** At what point in the semester is this talk being given?

**Questions 17-18:** Listen to the following talk.

M2: Good morning, everyone. This is Captain Jackson, and I'd like to welcome you aboard the whale-watch cruise on the S.S. *Bluefish.* In just a few minutes we'll be outside the harbor and we'll steer toward Travis Island. If we spot any whales today, you'll most likely see them off the starboard bow-that's the right-hand, forward side-as we approach the island. In the meantime, I'd like to take this opportunity to tell you a little about how these magnificent sea mammals live.

**17.** Where is this talk probably being given?
**18.** What will the rest of this talk probably be about?

**Questions 19-20:** Listen to a talk given by a campus police officer.

F1: Hello. I'm Officer Jane Kelly. Thanks to all of you for coming this evening. As you know, there have been a number of accidents recently involving bicyclists and pedestrians on campus. There have also been some incidents involving the theft of bicycles, and I know this is a special concern for all of you. I intend to address both these issues during the course of the meeting.

**19.** Who is the probable audience for this talk?
**20.** What is the speaker's main purpose in giving this talk?

## Exercise 16.1

**CD 4, TR 6**

**Questions 1-2:** Listen to Portion 1 of Talk A.

M1: I'd like to welcome all of you to what is, I think, the most unusual course offered by the biology department-the Ecology of Coral Reefs. This course is unique because of our research methods. We don't just collect data from the library. Instead, we go to a coral reef in the Virgin Islands to do field studies.

**1.** What does the speaker imply about the course?
**2.** How will students do research in this class?

**Questions 3-4:** Listen to Portion 2 of Talk A.

M1: To prepare you for this trip, we'll first do some formal classroom work in biology. We'll also be going to the university pool to practice scuba diving and to learn the basics of underwater photography. And we'll be talking about precautions you must take to avoid damaging the reef. A coral reef is a very fragile environment, as you'll see.

**3.** Which of the following will be studied in a formal classroom setting?
**4.** How does the speaker characterize tropical reefs?

**Questions 5-6:** Listen to Portion 3 of Talk A.

M1: Because of the nature of this course, it does require a certain financial commitment on your part. The department can only provide basic equipment for you. You have to pay for your own air fare to the Virgin Islands as well as for your food and lodging. There are a few limited scholarships available for those who might have financial problems. See me after class if you're interested in applying for one of these. Any questions?

**5.** What will the department provide the students in this class?
**6.** What does the speaker suggest for those who might have problems with the costs of this course?

**CD 4, TR 7**

**Questions 7-8:** Listen to Portion 1 of Talk B.

F1: The largest American land mammals are bears. Maybe because bears can stand up and walk on two legs, we humans have always found them fascinating. Another characteristic bears have in common with humans is their range of appetite. As a matter of fact, they'll eat almost anything: berries, roots, nuts, meat, fish-and of course, they're particularly fond of honey.

**7.** The speaker suggests that bears are interesting to humans for what reason?
**8.** What does the speaker imply about the eating habits of bears?

**Questions 9-10:** Listen to Portion 2 of Talk B.

F1: The largest bear is the giant kodiak of Alaska. When this giant stands up, it may reach a height of ten feet, and it may weigh up to fifteen hundred pounds. Ten feet tall and weighing three quarters of a ton-what a sight they must be! Outside of Alaska, the largest bear in the United States is the grizzly bear. There aren't many of these bears left in North America-probably only a few thousand. Most of those live in Yellowstone National Park in Wyoming.

**9.** How tall can kodiak bears be when they are standing?
**10.** Where do most grizzly bears live?

**Questions 11-12:** Listen to Portion 3 of Talk B.

F1: Now, the most common bear in the United States is the black bear, which you'll see in many parts of the country. These bears are smaller than grizzlies and may seem friendly, but watch out! Like all bears, they are unpredictable and can be dangerous.

**11.** What is the most common type of bear in the United States?
**12.** Which of the following can be inferred from the lecture about black bears?

**CD 4, TR 8**

**Questions 13-14:** Listen to Portion 1 of Talk C.

F2: The skies above Earth are turning into a junkyard, according to space scientists. Ever since the Soviet Union launched *Sputnik*, the first satellite, way back in 1957, virtually every launch has contributed to the amount of debris in Earth orbit. Luckily, most of this junk burns up after it reenters the Earth's atmosphere, but some will be up there in orbit for years to come.

**13.** When did orbital debris first become a problem?
**14.** What happens to most pieces of orbital debris?

**Questions 15-16:** Listen to Portion 2 of Talk C.

F2: Today, there are about 8,000 bodies in orbit being monitored from Earth. Out of all those, only around 3 to 4 hundred are active and useful. There are also probably half a million pieces of debris too tiny to be monitored.

**15.** How many orbital bodies are being monitored today?
**16.** Why is it impossible to monitor most pieces of orbital debris?

**Questions 17-18:** Listen to Portion 3 of Talk C.

F2: Some orbital debris is as big as a bus, but most is in the form of tiny flecks of paint or pieces of metal. The debris also includes food wrappers, an astronaut's glove, the lens cap from a camera, broken tools, and bags of unwashed uniforms. The largest pieces-mostly empty booster rockets-are not necessarily the most dangerous because they can be detected and spacecraft can maneuver away from them. And the smallest particles generally cause only surface damage. However, a collision with a piece of metal only an eighth of an inch in diameter-say about the size of an aspirin-could puncture the hull of a spacecraft or space station and cause a catastrophic depressurization. That's because these particles are moving so incredibly fast!

**17.** Which of the following is probably most dangerous to astronauts on a spacecraft?
**18.** What makes particles in space so dangerous?

**Questions 19-21:** Listen to Portion 4 of Talk C.

F2: So what can be done about this problem? Well, two engineers recently proposed a novel solution to the problem of orbital junk, a device that consists of an array of water-spraying cones lined with plastic fibers to collect the debris and canisters to store it in. I brought a model of this device along with me so you could see what it looks like. Although this invention is still in its conceptual stage, two possible uses have been proposed. It could be launched as a free-flying satellite that actively seeks out debris or it could be launched into orbit with a spacecraft and serve as its shield.

**19.** What did the speaker bring with her?
**20.** What role do the cones play in the device described in this portion of the talk?
**21.** What can be inferred about the device described in this portion of the talk?

## Exercise 16.2

**CD 4, TR 9**

**Questions 1-5:** Listen to a talk given on a university radio station.

F1: Hello, this is Dana Lockwood with the campus news at noon. Yesterday the Board of Regents voted to raise tuition here at Hambleton University for the third year in a row. As in the previous two years, there will also be increases in the student fees and the room and board charges at the dormitories. This five percent increase makes Hambleton the second most expensive school to attend in the state. Only Babcock University charges more. Penny Chang, co-executive of the Student Council, told us today that there should be some corresponding increase in student services, such as longer hours at the library, more contact time with faculty, and improved lab facilities. However, a spokesperson for the administration said that the additional money has already been earmarked to pay for the higher insurance premiums that the university is being charged and for the construction of a new dormitory.

**1.** For how many consecutive years has tuition at Hambleton University gone up?
**2.** Which of the following is *not* mentioned in the talk as going up?
**3.** What does the speaker say about Babcock University?
**4.** According to the speaker, who is Penny Chang?
**5.** What can be inferred from the remark made by the spokesperson for the administration?

**CD 4, TR 10**

**Questions 6-9:** Listen to a lecture given by a biologist.

F2: Wouldn't it be wonderful if a person who had lost a hand or a leg in an accident could simply grow another in its place? Humans can't do this, of course, nor can any other mammal. But there are creatures who can do this and more. The champions at regeneration are starfish and some types of worms. If only a small piece of one of these creatures remains alive, it can regenerate an entire new body. Imagine that! Then there are animals such as salamanders or insects that can regenerate entire limbs. When these creatures grow a new limb, here's what happens: a regeneration "bud" forms at the surface of the wound. It is usually cone-shaped and contains the same kind of embryonic cells that were present at the birth of the creature. These develop into specialized cells as they grow, and a new organ is gradually formed.

Unfortunately, the more complex a creature, the less it is able to regenerate.
Snakes can replace their skin when they shed it; birds replace lost feathers. Even humans have certain powers of regeneration. When our top layer of skin wears off, day by day, it is continually replaced. Our nails and hair are constantly being replenished. Even our second set of teeth represents a kind of regeneration. And we are able to repair damage such as bone fractures and injuries to the skin and muscles.

Some scientists are studying the process of regeneration in lower animals to try to learn more about it so that, someday, they will be able to apply the lessons they learn to humans. Although it's doubtful that humans will ever be able to do what salamanders or insects do, this research may in the future help doctors heal wounds more quickly.

**6.** Which of the following is best able to regenerate lost body tissues?
**7.** Which of the following would *not* be considered regeneration?
**8.** According to the speaker, what is in a regeneration bud?
**9.** According to the speaker, why are scientists studying the process of regeneration?

**CD 4, TR 11**

**Questions 10-12:** Listen to a lecture about Noah Webster.

M1: Today I'm going to talk a little about Noah Webster and the impact he had on American English. Webster was born in Connecticut in 1758 and graduated from Yale University in 1778. This was during the time of the American Revolution, and Webster joined George Washington's army to fight against the British. The end of the war brought independence, but political independence didn't satisfy Webster. He wanted the former Colonies to be intellectually independent from Britain as well.

In 1783, Webster published a spelling book which would become known to generations of schoolchildren as the "blue-backed book" because of its blue cover. A couple of years later, he published his dictionary. It is for his

dictionary that Webster is chiefly remembered today. The Webster's dictionary popular today is a direct descendant of that book published in the 1780's.

In his dictionary, Webster made many changes in the way English was used in the United States. He suggested new ways of pronouncing words and added words used only in the former Colonies to the language. Most of the changes, though, involved spelling. Today, most people in the United States spell words differently from people in Britain because of Webster's original dictionary. Let me just give you a couple of examples-in Britain, words like *center* end in *r-e*. In the United States, these words end in *e-r*. He also took the letter *u* from words like *color*. In the British spelling, that word ends with the letters *o-u-r*, but in the American spelling, it ends with *o-r*.

Still, Webster did not go as far in revising spelling as his friend Benjamin Franklin wanted him to. Franklin wanted to drop all silent letters from words. The word *wrong* would have been spelled *r-o-n-g*, and the word *love* would have been spelled *l-o-v*.

**10.** According to the speaker, when did Webster graduate from Yale University?
**11.** What is Noah Webster mainly remembered for today?
**12.** Which of the following is a spelling that Benjamin Franklin would have approved of?

## Mini-Test 3: Mini-Talks

**CD 5, TR 1**

**Questions 1-3:** Listen to the following radio talk.

F2: If you're too busy to brush your teeth after every meal, and you sometimes forget to use dental floss, you'll be glad to know that, in the near future, you may be able to have healthier teeth thanks to microphages. What are microphages? They're tiny viruses that attack and destroy bacteria. Soon, they may be used to fight tooth decay if genetic engineers can develop a specialized type of phage to attack only those microbes that are harmful to the teeth.

These microphages could be used in toothpaste or mouthwash. Once in the mouth, they would consume bacteria that breed on the surface of teeth. The advantage of microphages is that they are absolutely harmless to humans. They attack only one specific bacterium and have no known side effects.

**1.** What is the main topic of this talk?
**2.** According to the speaker, which of the following can be said about microphages?
**3.** The use of microphages as described by the speaker depends on a development in which of the following fields?

**CD 5, TR 2**

**Questions 4-8:** Listen to a talk given at an orientation session.

F1: Hi, everyone. My name is Beth Sinclair, and I'm director of Campus Food Services. I'd like to join the previous speakers in welcoming you to Brooks College, and I want to give you some information on a very basic subject – staying well fed while you're getting your education. .

Now most of you will be purchasing meal tickets soon if you haven't already. You should be aware that there are two plans available. Plan A, which is a little more expensive, allows you to have three meals a day six days a week. With Plan B, you get two meals a day, your choice of breakfast and dinner or lunch and dinner. So, once again, Plan A is three meals a day, except on Sunday, and Plan B is two meals. On Sunday evenings, everyone's on their own, because all the dormitory cafeterias are closed. Food Services *does* operate some restaurants then, such as the Tiger's Lair over by the stadium or the Bengal Grill at the Student Center, but these restaurants don't take meal tickets. Of course, you can always eat at one of the restaurants near campus.

Now say you're living in Donahue Hall and you have a friend over in Cooper Village. Can you eat with your friend? Sure, because a meal ticket is good at any cafeteria on campus. Just remember to bring your Student ID card as well as your meal ticket. Oh, and what if you have a friend living off campus who wants to eat with you one night? That's fine too. One-time meal tickets are available at a very reasonable price. But remember, you may not sell or give your meal ticket to any other person.

Just one last note about the food in the dorms. Some people have the idea that all dorm food is bland and tastes the same. That may even have been true here at Brooks College until a few years ago. But these days we go out of our way to serve fresh, tasty, healthy food. We offer a great variety of dishes to choose from, including many

international dishes, and you can always go back for seconds. So, we're looking forward to seeing you at mealtimes, and bring your appetite.

**4.** According to the speaker, how are Plan A and Plan B different?
**5.** Which of the following is closed on Sunday evenings?
**6.** Which of the following must a student bring to meals in addition to a meal ticket?
**7.** According to the speaker, which of the following is *not* permitted?
**8.** According to the speaker, how have the dormitory cafeterias changed in recent years?

**CD 5, TR 3**

**Questions 9-12:** Listen to a talk given at a zoo.

M1: Ladies and gentlemen, welcome to the City Zoological Gardens' newest exhibit, World of Darkness. Not too many years ago, zoo visitors were unable to observe the behavior of nocturnal animals because these creatures are active during the night and generally sleep during the day, when the zoo is open to visitors. But in the 1960's, zookeepers at the Bronx Zoo in New York City found a solution to this problem and developed the system that we now utilize in our exhibit. The animals' habitats are lit with white light at night. The animals think the white light is daylight, so of course, they go to sleep. During the day, their habitats are lit with red light. The animals can barely detect this light. But the red light enables visitors to observe these animals going about their normal nocturnal activities. So enjoy your visit to the World of Darkness and enjoy observing these fascinating creatures of the night. And remember, next month is the grand opening of World Down Under, a new exhibit of Australian marsupials. Please join us for that event.

**9.** Who is the probable audience for this talk?
**10.** Which of the following does the speaker imply about nocturnal animals exhibited before the 1960's?
**11.** According to the speaker, why are red lights used to light nocturnal animals' habitats?
**12.** What will the audience for this talk probably do next?

# THREE COMPLETE PRACTICE TESTS

## PRACTICE TEST 1

SECTION 1: LISTENING COMPREHENSION

### Part A

**CD 5, TR 5**

**1.** F1: Excuse me-do you know which apartment Sally Hill lives in?
M1: Sally Hill? As far as I know, she doesn't live in this apartment complex at all. M2: What does the man imply about Sally Hill?

**2.** F2: Roger, may I use your phone? I think mine is out of order.
M1: Feel free.
M2: What does Roger tell the woman?

**3.** F1: Were you able to solve that math problem?
M1: To tell you the truth, I found it simply impossible.
M2: What does the man say about the math problem?

**4.** F1: Uh, oh. Your roommate's making dinner again. Your kitchen is going to look like a tornado hit it.
M1: Maybe not. Last night he cooked dinner and left the kitchen spick and span.
M2: What does the man say his roommate did?

**5.** F1: How did you learn so much about trees?
M1: Mostly from my father-he studied forestry in college.
M2: How did the man learn about trees?

**6.** *(Ring... ring.... Sound of phone being picked up.)*
M1: Hello.
F2: Hi, Tom, this is Brenda. Since you couldn't come to class today, I just thought I'd call to tell you what Professor Barclay told us. He said we're going to have to write a research paper.
M1: Really? And how long do we have to finish it?
M2: What does Tom ask Brenda?

**7.** M1: Julie certainly seems to like classical music.
F2: She doesn't like just *any* classical music.
M2: What does the woman imply about Julie?

**8.** F1: How did you do on Professor Dixon's history test?
M1: Probably not too well. I skipped a couple of questions, and I didn't have time to go back to them.
M2: What does the man say about the history test?

**9.** M1: I can't seem to get the lid off this glass jar.
F2: Maybe you could heat it in some warm water.
M2: What does the woman suggest?

**10.** M1: This desk must be an expensive antique.
F2: It may look like that, but I got it for next to nothing.
M2: What does the woman say about the desk?

**CD 5, TR 6**

**11.** M2: Traffic downtown was *terrible* today!
F1: You don't have to tell *me!*
M2: What does the woman imply?

**12.** F1: I wish my classes were over so I could get out and enjoy the sunshine.
M1: Nice out there, isn't it?
M2: What does the man mean?

**13.** M1: Gary's using that old tape player of yours.
F2: He's welcome to it.
M2: What does the woman mean?

**14.** F1: I'm going to make a run for it. You don't happen to have an umbrella I can borrow, do you?
M1: No-but here's a newspaper.
M2: What does the man imply the woman should do with the newspaper?

**15.** M1: I think Ed is the best choice for president of the student assembly.
F2: So do I - now that Margaret's dropped out of the race.
M2: What does the woman mean?

**16.** M1: Did you paint your apartment by yourself?
F1: Actually, I got my brother to help-he owed me a favor.
M2: What does the woman mean?

**17.** M1: I'd like to go swimming this afternoon, but it's such a long walk to the lake.
F2: I know a shortcut. Let me show you on this map.
M2: What does the woman offer to do for the man?

**18.** M1: I can't tell if this picture is straight or not.
F2: I'll hold it while you stand back and take a look.
M2: What are these people doing with the picture?

**19.** F1: I'm going to Stephanie's house. I have an assignment to complete, and I need to use her computer.
MI: Why don't you buy one of your own? Think how much time you could save.
M2: What does the man suggest the woman do?

**20.** F1: From what I saw, your volleyball team needs a little more practice.
M1: Only if we want to win some games!
M2: What does the man imply?

**CD 5, TR 7**

**21.** F2: Have you seen Shelly recently? The last time I spoke to her, she said she hadn't been feeling too well.
M1: Well, when I saw her this morning, she was the picture of health.
M2: What does the man say about Shelly?

**22.** F1: Everyone's getting a little impatient. Can't we call this meeting to order?
M1: Once Lou gets here, we can.
M2: What does the man mean?

**23.** M1: Mary Ann, are you going to buy those sunglasses you looked at?
F2: I wouldn't buy *that* pair even if I could afford them.
M2: What does Mary Ann say about the sunglasses?

**24.** F1: You can't expect to become a tennis pro after just a few lessons, Ken.
MI: I shouldn't have had such high hopes, I suppose.
M2: What did Ken probably expect?

**25.** F2: We only have a few more points to talk over.
M1: Good, because I need to wrap this up soon.
M2: What does the man want to do?

**26.** F2: Can I help you?
M1: I'd just like a couple of books of matches, please.
M2: What does the man mean?

**27.** M1: Should r take California Street or Oak Street to get downtown?
FI: What difference does it make? It's the same distance no matter how you go.
M2: What does the woman mean?

**28.** M2: Did you hear the announcement?
F1: Yes, and I could hardly believe my ears!
M1: What does the woman imply about the announcement?

**29.** M2: Brian, could you handle this suitcase too?
M1: How many hands do you think I have?
F2: What does Brian mean?

**30.** F1: I'm so glad I can go camping this weekend!
M1: Then you don't have to study for that physics test after all?
M2: What had the man originally thought about the woman?

**Part B**

**CD 5, TR 9**

**Questions 31-34:** Listen to the following conversation.

F1: Walter, why haven't you been coming to Professor Crosley's anthropology class?
M1: What do you mean? I've been there every morning!
F1: Every morning? But …oh, I get it-you must be in the professor's morning class in cultural anthropology. I'm in her afternoon class in social anthropology. So tell me, how do you like her class?
M1: Oh, it's very interesting. So far, we've been studying the art, the architecture, and the tools of different cultures. And this Saturday, our class is going down to the local museum. They're having an exhibit of the artifacts of the early inhabitants of this area.
F1: Your class has quite a different focus from mine. We're studying social relations in groups. For example, this week we've been talking about marriage customs and family life in a number of societies-including our own.
M1: So what's your opinion of Professor Crosley?
F1: Well, she asks her students to do a lot of work-we're going to have two tests and two research papers. But she's a fascinating lecturer. I've never taken an anthropology course before, but I'm glad I decided to take her course.
M1: Yeah, same for me. In fact, I never thought of anthropology as an interesting subject, but now I sure do.

**31.** What do the two speakers have in common?
**32.** When does the *woman's* class meet?
**33.** Which of the following topics would most likely be discussed in the *man's* class?
**34.** What had the man's opinion of anthropology been *before* this term?

**CD 5, TR 10**

**Questions 35-38:** Listen to the following phone conversation.
*(Ring... ring.... Sound of phone being picked up.)*

F1: Hello, this is WBCL Community Television studios. How may I help you?

M1: Hello. Uh, I'm calling because I saw an advertisement in the campus newspaper. It said there was a summer internship available for a student who wants to work on your local news program.

F1: Right. But you do realize that all of our interns are volunteers? It's an unpaid position.

M1: Oh, sure, I understand that. I just want to get some experience working for a television news program. You see, I'm thinking about a career in television news production after I get my degree.

F1: Oh? Are you majoring in telecommunications?

M1: No, in journalism, but I've taken some telecommunications courses.

F1: I see. Well, you'll need to talk to Ms. Wagner. She's in charge of the internship program. But first, you'll need to come here to fill out an application form. Can you drop by the studio later today?

**35.** Where does the woman work?
**36.** Why is the man applying for this position?
**37.** What is the man majoring in at the university?
**38.** What does the man need to do next in order to get the position?

## PART C

**CD 5, TR 12**

**Questions 39-42:** Listen to the following lecture.

M2: How many of you were at the football game Saturday night? Did you notice the blimp circling the stadium? Today's blimps are much smaller descendants of the giant airships-sometimes called zeppelins-that were used in the early twentieth century. Like those zeppelins, blimps are lighter-than-aircraft. But blimps differ from zeppelins in a number of ways. First, as I said, they are quite a bit smaller. The old airships were as long as football fields. And unlike zeppelins, blimps do not contain an internal metal frame. That's why blimps are sometimes called "non-rigid" airships. And blimps are a lot safer than the old zeppelins. That's because they use non-flammable helium in place of hydrogen to provide lift.

As you may know, the age of the airship ended when the famous German airship *Hindenburg* exploded disastrously at Lakehurst, New Jersey, in 1937. I say that airship travel ended then, but some engineers believe that large, rigid airships will fly again. These airships of the future could be equipped with jet engines and filled with helium. Although they wouldn't be as fast as modern airplanes, they would be much more fuel efficient.

**39.** What is the main topic of this talk?
**40.** Which of the following aircraft is classified as "non-rigid"?
**41.** What important event in the history of airships took place at Lakehurst, New Jersey, in 1937?
**42.** According to the talk, what advantage would the airships of the future have over jet airplanes?

**CD 5, TR 13**

**Questions 43-46:** Listen to the following talk.

F2: Twice a year, all the clocks in the United States are changed by one hour. In the spring, clocks are moved ahead an hour. This is called daylight saving time. In the fall, clocks are set back an hour to standard time. People remember how to change their clocks by remembering this saying: Spring forward, fall back. It seems Benjamin Franklin was the first person to propose the idea of daylight saving time, back in the 1790's. At the time, people thought he was joking. They couldn't believe he was serious. Many years later, during World War I, people realized what an innovative idea he'd had. In the spring and summer, the Sun rises earlier. By moving the clock ahead, people can take advantage of the extra daylight and save energy. Energy is an important resource, of course, especially during wartime. The United States operated on daylight saving time during World War I and again during World War II. After that, some parts of the country observed daylight saving time and some didn't. Beginning and ending dates varied from place to place. This confusion ended in 1966, when the Congress passed the Uniform Time Act, standardizing the process and making daylight saving time a federal law. Since then, some lawmakers have proposed that the United States go to year-round daylight saving time.

**43.** What is the main topic of this talk?
**44.** According to the speaker, when are clocks in the United States set *back?*
**45.** According to the speaker, how would most people probably have characterized Benjamin Franklin's plan for daylight saving time when it was first proposed?
**46.** According to the speaker, what was the effect of the Uniform Time Act of 1966?

**CD 5, TR 14**

**Questions 47-50:** Listen to the following radio announcement.

M1: This week, the city will begin a new program of curbside recycling. If you take your recyclable materials out to the street, the city will haul them away in trucks to be recycled. At present, you can recycle newspapers, aluminum cans, and glass containers. The trucks will *not* pick up plastic bottles. However, if you want to recycle plastic bottles, you can take them to the city recycling center on Pine Street. If you live in the north or west side of town, trucks will pick up your recyclables on Monday. If you live in the east or south part of town, your recyclables will be picked up on Wednesday. If you live in the central section of town, your pick-up day is Friday. For more details, see the map in today's newspaper. And remember, when it comes to newspaper, aluminum, and glass, don't throw it away-recycle it!

**47.** What is the main topic of this talk?
**48.** Which of the following must be brought to the city's facility on Pine Street to be recycled?
**49.** In which part of town are recyclables picked up on Friday?
**50.** To get more information, what does the speaker suggest?

## PRACTICE TEST 2

SECTION 1: LISTENING COMPREHENSION

### Part A

**CD 2, TR 2**

**1.** F1: So are you still planning to fly to Orlando for your vacation?
M2: Not the way air fares have been going up!
F2: What does the man mean?

**2.** M1: I can't believe we have to buy eight books for Professor McKnight's class.
That's going to cost a fortune.
F1: But four of them are inexpensive paperbacks.
F2: What does the woman tell the man?

**3.** M1: You still planning to play golf this afternoon?
F1: I don't think so. It looks a lot like rain to me.
F2: What does the woman mean?

**4.** F1: Can everyone in the class meet in the library on Friday?
M1: Everyone but Lisa.
F2: What does the man mean?

**5**. M2: I went for a hike in the woods, and now my legs are all scratched up from the thorns.
F1: Maybe next time you'll wear a pair of long pants when you go hiking.
F2: What can be inferred about the man?

**6.** F1: So, Rob, what are you going to do with your free afternoon?
M1: I thought I'd pay Michelle a visit.
F2: What does Rob mean?

**7.** F1: There won't be enough chairs in the auditorium.
M2: We could always rent more.
F2: What does the man suggest?

**8.** F1: What does that sign say?
M2: Uh, I can't quite make it out either.
F2: What does the man tell the woman?

**9.** M1: It's getting harder and harder to find affordable housing near campus.
F1: Isn't it, though!
F2: What does the woman mean?

**10.** M1: I'm going to go now.
F1: You'd better hurry. They're almost sold out of tickets for Saturday's game.
F2: Where is the man probably going to go next?

**CD 6, TR 3**

**11.** M1: We raised some money this week, but it was just a drop in the bucket.
F1: Maybe we'll do better next week.
F2: What is the problem?

**12**. M2: Tell me, what do you think of our waiter?
F1: Kind of rude, isn't he?
F2: What is the woman's opinion of the waiter?

**13.** F1: Tony spent the whole weekend fishing, and he didn't catch one single fish.
M2: I'm not too surprised.
F2: What does the man mean?

**14.** M1: I need a few more minutes to fill out this form.
F1: Take your time.
F2: What does the woman tell the man?

**15.** M2: Has Russell ever been to Seattle?
F1: Once before, I believe.
F2: What does the woman say about Russell?

**16.** F1: Is Lily still planning to study overseas?
M1: No, her parents threw cold water on that plan.
F2: What did Lily's parents do?

**17.** F2: David, do you think that the music was too loud? .
M2: Well, no-not if you wanted the people across town to hear It!
F2: What does David imply about the music?

**18.** F1: This was *supposed* to be a quiet, relaxing weekend.
M1: But it didn't quite turn out that way, did it?
F2: What does the man imply about the weekend?

**19.** F1: The front door to the lab was unlocked on Saturday morning.
M2: Really? That's strange.
F2: What can be inferred from this conversation?

**20.** M1: This insurance policy has gotten so expensive, I can hardly afford it.
F1: Yeah, but you can't really afford *not* to have it, can you?
F2: What does the woman tell the man?

**CD 6, TR 4**

**21.** F1: Did Morgan pass the test?
M2: Pass it? With flying colors!
F2: What does the man say about Morgan?

**22.** M1: Oh, no, it's *still* out of order!
F1: I guess we'll just have to walk up all those stairs again today.
F2: What are these two people talking about?

**23.** M1: Did you take your raincoat to the cleaner's, Meg?
F1: No, I had to go to class, so I got my sister to take it.
F2: What happened to the raincoat?

**24.** M1: This schedule says we have to attend an orientation session before we can register.
M2: That's just for new students.
F2: What can be inferred about these two speakers?

**25.** F1: So, Doug, are you looking forward to helping your brother move this weekend?
M1: Well, there *are* a couple of other ways I'd rather spend my weekend!
F2: What does Doug mean?

**26.** F1: This coin you found is worth a lot. It's quite rare.
M2: Oh, an expert, are you?
F2: What does the man imply about the woman?

**27.** F2: That sure is a catchy song.
F1: You're telling me. The melody's been running though my head all week.
M2: What can be concluded about the song?

**28.** F1: You look great in this picture, Larry. Look how you're smiling!
M1: So you *did* take that picture of me after all!
F2: What had the man *originally* assumed?

**29.** F1: Hotel rooms along the beach must be very expensive.
M2: Not now. During the off-season, they're dirt cheap.
F2: What does the man say about the hotel rooms?

**30.** M1: Who was that woman you were talking to at the reception?
F1: That was Carol Donovan. She was my sister's roommate in college.
F2: How is the woman acquainted with Carol Donovan?

## PART B

**CD 6, TR 6**

**Questions 31-34:** Listen to the following phone conversation.

*(Ring... ring.... Sound of phone being picked up.)*

M2: Hello, *Campus Daily*, advertising department. This is Mark speaking.
F2: Hi. I'm calling to place a couple of ads.
M2: Sure. Under what classification?
F2: Well, I want one in the "Roommate Wanted" section.

M2: All right. And how would you like that to read?

F2: OK, it should read "Female roommate wanted for pleasant, sunny two-bedroom apartment on Elliewood Avenue, three blocks from campus. Share rent and utilities. Available September 1. Call between 5 and 9 P.M. and ask for Cecilia.

M2: Fine. And what about your other ad?

F2: That one I'd like under "Merchandise for Sale," and I'd like it to read "Matching blue and white sofa and easy chair, excellent condition, $350 or best offer. Call between 5 and 9 P.M. and ask for Cecilia." Did you get all that?

M2: Uh-huh. You'll want your phone numbers on these, right?

F2: Oh, sure. Thanks for reminding me-it's 555-6972.

M2: And how long do you want these ads to run?

F2: For a week, I suppose. How much would that be?

M2: It's five dollars a week per line. Each of your ads will take up three lines, so that's $15 per ad.

**31.** Where does Mark work?
**32.** Which of the following is Cecilia trying to find?
**33.** Which of the following does Cecilia *initially* forget to tell Mark?
**34.** What is the total amount that the two advertisements will cost for one week?

**CD 6, TR 7**

**Questions 35-38:** Listen to the following conversation.

M1: I'm sorry I'm late, Cindy.

F1: That's all right, Joe. My house isn't that easy to find. But you know, you wouldn't have gotten lost if you had a "smart" car.

M1: A smart car? What's that.

F1: I just read a magazine article about some new technology that can make a car smart. One device is a computerized map display and a synthesized voice. You just enter the address where you want to go, and the voice tells you how to get there, street by street.

M1: Hey, that's just like my brother. He never gets lost, and he's always telling me the best route. So what else will smart cars be able to do?

Fl: Well, the article said that they'll be equipped with radar warning systems that will warn drivers if they're getting too close to other cars with an alarm signal, and they'll even put on the brakes if the drivers don't.

M1: Tell me, Cindy, will these cars be smart enough to fill themselves up with gas?

F1: Not that I know of. Why do you ask?

M1: Well, I'm not late because I got lost-I'm late because I ran out of gas on the way over here.

**35.** Where did Cindy get her information about "smart" cars?
**36.** According to Cindy, what is the purpose of the synthesized voice on "smart" cars?
**37.** What does Joe imply about his brother?
**38.** Why was Joe delayed on his way to Cindy's house?

## PART C

**CD 6, TR9**

**Questions 39-42:** Listen to a talk given at a ceremony.

M1: Good evening. I'd like to welcome the president of Colton College, the chancellors, the administrators, my fellow faculty members, and the students to the Academic Excellence Awards Night. Our first award, for Faculty Member of the Year, goes to Professor Patricia Callaghan. I'm particularly pleased that this year's winner is from my own department. Professor Callaghan has been at Colton College for a total of eight years now-two as a graduate student and six as a faculty member. She has consistently received top evaluations from the students as well as from her department head. Her papers on historical economics are well respected by all of her colleagues-including myself, if I may say so-and this year she received a government grant to continue her work of generating

computer models of the economy. Please join me, ladies and gentlemen, in giving a round of applause to Professor Callaghan.

**39.** What is the purpose of this talk?
**40.** Who is the speaker?
**41.** What subject does Professor Callaghan probably teach?
**42.** For how many years has Professor Callaghan been a teacher at Colton College?

**CD 6, TR 10**

**Questions 43-46:** Listen to the following announcement.

M1: Good morning, listeners. This is KUNI campus radio with the local news. Did you have any trouble getting around in traffic downtown this morning? Several streets are blocked off because of the bicycle races that are taking place today and for the next four days. Some races will be taking place downtown, some in Woodland Park on the north side of town, and some on campus. Long-distance road races will be held in the countryside nearby. Our own university is fielding a team to compete for prizes and glory, so come on out and cheer them on. And say, if you found yourself caught in traffic this morning, I suggest that you ride your own bike to class or to work tomorrow.

**43.** Who is the speaker?
**44.** What is the main topic of the talk?
**45.** According to the speaker, where will the long-distance road races be held?
**46.** What does the speaker suggest that his listeners do the next morning?

**CD 6, TR 11**

**Questions 47-50:** Listen to the following lecture about photorealistic art.

F1: Good morning, class. Today we'll continue our study of twentieth-century art movements with a discussion of photorealism, a style popular in the 1960's and 1970's. Painters who worked in this style realistically portrayed their subjects down to the smallest detail, and so their paintings resembled photographs in many respects. These painters usually chose subjects that were interesting only because they were so ordinary: a closed-down gas station, an old man waiting for a bus, a dilapidated billboard. Sculptors who worked in this style, such as Duane Hanson, created life-size sculptures of very ordinary people - construction workers, tourists, sales clerks, homeless people. His sculptures are so lifelike that sometimes visitors to a gallery or museum will try to engage them in a conversation. Now we're going to look at some slides of various works of photorealism. I'd like all of you to take notes while you're viewing the slides, and then tonight, I'd like you to write a short paper describing your reactions to these works.

**47.** Where was this talk probably given?
**48.** Which of the following would be the most likely subject of a photorealistic painting?
**49.** According to the speaker, why are the works of sculptor Duane Hanson so remarkable?
**50.** What will the audience for this talk do next?

## PRACTICE TEST 3

SECTION 1: LISTENING COMPREHENSION

### Part A

**CD 6, TR 13**

**1.** M1: Did Joan get someone to fix the broken window?
F1: No, she did it herself.
M2: What does the woman say about Joan?

**2.** M1: You're from Mayport? There's a big golf tournament held there every year, isn't there?
F2: You're right. That golf tournament really put our little town on the map.
M2: What does the woman say about the town of Mayport?

**3.** F2: This painting isn't an original-it's a copy.
M1: How do you know that?
M2: What does the man ask the woman?

**4.** F1: Do you know where the nearest pharmacy is?
M1: There's one in the supermarket on Lexington Street, right next to that big used car lot.
M2: What does the woman probably want?

**5.** F2: Mandy, did you get a chance to read that magazine I gave you?
F1: Cover to cover!
M2: What does Mandy say about the magazine?

**6.** M1: Jack didn't sound bad at all.
F1: Yeah, considering he hasn't played the guitar in years.
M2: What do the speakers say about Jack?

**7.** M1: Do you think that I've packed too much equipment for my camping trip?
F1: It should be just right, Max-if you plan to be gone for a couple of years!
M2: What does the woman imply about Max?

**8.** F2: What should I take with me when I talk to the mayor?
M1: I'd bring a pen and notebook and a small tape recorder. Oh, and a prepared list of questions, of course.
M2: What is the woman probably planning to do?

**9.** M1: That couldn't have been Professor Leguin that you saw yesterday-he's been at a conference in San Francisco all week.
F2: Well, it sure looked like him.
M2: What can be inferred about the woman?

**10.** F1: There must be something wrong with that microphone the speaker is using. I can hardly understand a word he's saying.
M1:Yeah, I can only catch a word or two myself.
M2: Why are these people probably having trouble understanding the speaker?

**CD 6, TR 14**

**11.** F1: Do you know where Dr. Delany's office is?
Ml: There's a directory over by the elevators.
M2: What does the man imply about Dr. Delany's office?

**12.** M1: Do you still like country music?
F1: Can't get enough of it!
M2: What does the woman say about country music?

**13.** Ml: You weren't very busy at work today, I suppose.
F2: *Not busy!* We were snowed under!
M2: What does the woman mean?

**14.** F1: 1've spent all my money for the month.
M1l: Join the club!
M2: What does the man mean?

**15.** Ml: Is Clark going to come to the reception with us?
F2: If he can tear himself away from his computer for one evening, he might.
M2: What does the woman imply about Clark?

**16.** M1: In this photograph, Gordon looks like the youngest person in your group.
F1: Actually, he's the second oldest.
M2: What is learned about Gordon from this conversation?

**17.** M1: Sam sure cooks good pancakes.
F2: Yeah, but not much else.
M2: What does the woman say about Sam?

**18.** Ml: Professor Bryant always grades fairly.
F1: I couldn't agree with you more.
M2: What does the woman mean?

**19.** M1: We should discuss our presentation some time in the next few days.
F2: Fine. How about over lunch today?
M2: When does the woman want to talk about the presentation?

**20.** F1: I'd love to be up in the mountains where it's cool.
M1: So you're not enjoying our weather this month?
M2: What can be inferred from the man's remark?

**CD 6, TR 15**

**21.** M1: This is a great restaurant. You can get anything you want here.
F2: Anything except good service.
M2: What is the woman's opinion of the restaurant?

**22.** M1: Does the name John Casey ring a bell for you?
F1: John Casey? I can't say that it does.
M2: What does the man ask the woman about John Casey?

**23.** F1: I didn't know you were interested in geology.
M1: Well, it's a requirement to take at least one science course, and geology seemed like the easiest one.
M2: Why is the man taking the geology course?

**24.** F2: Have you ever seen a bear?
M1: Only at the zoo.
M2: What does the man mean?

**25.** F1: Connie asked you a lot of questions, didn't she?
M1: Yes, she did, and I'd like to know what she was driving at.
M2: What does the man wonder about Connie?

**26.** F2: Gary, do you know when the work on that new road will be done?
M1: The sooner the better, as far as I'm concerned!
M2: What does Gary say about the new road?

**27.** M1: My brother Charles is studying in Europe.
F1: Really? Since when?
M2: What does the woman want to know about the man's brother?

**28.** F2: Charlotte will be starting graduate school in September.
M1: So she *did* get a scholarship.
M2: What had the man *originally* assumed?

**29.** F2: Today is the first of the month. Isn't your rent due today?
M1: Yes, but I always pay it on the day before it's due.
M2: What does the man say about his rent?

**30.** F1: A lot of people were planning to attend the debate.
M1: Not many were there, though.
M2: What does the man mean?

## PART B

**CD 6, TR 17**

**Questions 31-33:** Listen to the following conversation.

F1: Don, I hear you bought a new car.
M1: I *did* just buy a car, but it's not exactly a *new* one-it was made back in the 1950's. Here, take a look at this photo.
F1: Wow, you're right-this car hasn't been new for a long time! Couldn't you afford a newer car?
M1: Believe it or not, this car cost almost as much as a new one.
F1: Really? How could that be?
M1: Well, a lot of cars from the '40's, '50's, and '60's have become collectors' items and are worth a lot of money.
F1: But this one doesn't seem to be in very good shape.
M1: The engine is still in good condition. I plan to fix up the interior and to paint the car myself. Then it will be worth even more money.
F1: So then you'll re-sell it?
M1: No, I don't plan to re-sell it-but I might enter it in some classic auto shows. Maybe I'll win a prize.

**31.** Why did Don buy an older car?
**32.** When was Don's car made?
**33.** What does Don plan to do with the car he bought?

**CD 6, TR 18**

**Questions 34-37:** Listen to the following conversation.

F1: You'll be in Room 207. Here's your key, and I hope you enjoy your stay with us, Ms. Cook.
F2: Thanks. Oh, by the way, I'd like to get some information from you. You see, the conference I'm attending will be over early Wednesday, and I don't fly out until Thursday. Do you have any recommendations for sight-seeing?
F1: There's a great planetarium at our natural history museum. You might enjoy that.
F2: I don't know-I don't think I want to do that. The city I come from has a good planetarium.
F1: There are also some good art galleries downtown.
F1: I'm more interested in doing something outdoors.
F1: Oh, well, there's a beautiful waterfall called Crystal Falls not far from here.
F2: That sounds like something I'd enjoy seeing. How do I get there?
F1: Do you have a car, or will you be taking a bus?
F2: I rented a car at the airport.
F1: Then just take Waterson Street west out of town and go about five miles. You'll see a sign that says Crystal Falls. It's a short walk from there.
F2: That sounds great. Thanks!

**34.** Where is this conversation taking place?
**35.** What does Ms. Cook imply that her main purpose was in coming to this town?

**36.** Why does Ms. Cook *not* want to go to the planetarium?
**37.** How will Ms. Cook probably get to the waterfall?

## PART C

**CD 6, TR 20**

**Questions 38-41:** Listen to a part of a talk about a type of dance.

F1: Good afternoon. In today's class, we're going to continue our discussion of dance around the world with a look at the hula, a dance of the Hawaiian Islands, and we'll see a video of a traditional hula dance. Today, when we hear the word "hula," most of us think of women in grass skirts swaying to ukulele music while tourists take pictures. The traditional version, though, is quite different from the dance as it is performed today. The traditional hula was danced by both men and women who had been trained at special schools. It was accompanied by rhythmic chanting. The chants and the dances were originally performed. To honor the gods, promote fertility, or praise great Hawaiian leaders. The traditional hula was banned by missionaries from New England around 1820, and the hula dance itself survived only in a radically different form. The performance you'll see on the screen this afternoon, though, is as much like the original dance as possible. Even the costumes the dancers are wearing are authentic. Now let's turn down the lights and watch.

**38.** Who is the audience for this lecture?
**39.** What can be inferred about the dance that the audience will see?
**40.** What effect did New England missionaries have on the traditional hula dance in around 1820?
**41.** What will the audience for this talk do next?

**CD 6, TR 21**

**Questions 42-45:** Listen to the following talk.

M1: Imagine you are driving down the highway one spring day and it begins to rain. You hear the sound of the rain on the car roof. Suddenly it sounds as if small stones are pounding on the car, and you see balls of ice bouncing on the road. You're in a hailstorm, and you'd better get your car under cover! Hailstones can damage vehicles as well as gardens and farmers' crops.

If you pick up a hailstone and cut it in half, you'll see it has layers, just like an onion. A hailstone begins its existence as a snowflake, high in the atmosphere. The snowflake comes in contact with what is called "supercooled water"-water that exists at temperatures below freezing, but is still in liquid form. This water forms a coating of ice around the snowflake, and it becomes a hailstone. As the hailstone falls, the layers of ice build up. Air currents may lift the hailstone back into the supercooled water many times, and more layers of ice form until the air currents can no longer hold it up. Then it falls to Earth.

Hailstorms occur most often in the spring. Some hailstones are as big as baseballs, and may weigh over a pound.

**42.** What is the main purpose of this lecture?
**43.** Why does the speaker compare a hailstone to an onion?
**44.** According to the speaker, how does a hailstone begin its existence?
**45.** According to the speaker, when are hailstorms most common?

**CD 6, TR 22**

**Questions 46-50:** Listen to part of a lecture about child development.

F2: Now, in the last few minutes of class, I'd like to address a slightly different issue: the question of how children learn to talk. Learning to speak their own language is one of children's greatest accomplishments, yet it is a somewhat mysterious process. Children first begin to make language-like noises when they are between two and four months old. These noises generally begin with the letters *g* and *k* because these sounds-"goo" and "koo"-are the easiest sounds for infant mouths to make. Between four months and eight months, infants begin to babble meaningless syllables. Most common are those beginning with *p, b, d, m,* or *n* sounds, followed by a vowel sound. Parents sometimes misinterpret these as actual words, such as *mama* or *dada*. Between six months and a year, babies

say their first true words. Vocabulary grows slowly at first, usually only a few words a month, but once a child has learned about fifty words generally at around 18 months-the pace picks up rapidly.

At first, children say single words; then they begin forming two-word combinations: "all gone," "more milk," "see doggie." Children's two word combinations are so similar the world over that they read like translations of one another. Between the age of two and three, children can form complete sentences and have mastered the basics of grammar. Can you believe it? A two and- a-half-year-old toddler is a grammatical genius, and all without studying a single rule! Typically, four-year-olds know some 15,000 words and can form very sophisticated sentences. Even their mistakes are very logical: "I saw two mans" or "We goed to gramma's house."

So, how does this all happen? Well, there are several conflicting theories about language acquisition, but unfortunately, there just isn't time to discuss them today, so we'll take them up in Wednesday's class. In the meantime, please read Chapter Eight in your textbook. See you Wednesday.

**46.** What is the main topic of this talk?
**47.** Which of the following sounds would a two-month-old baby be most likely to produce?
**48.** At what age do most children begin to master the basics of grammar?
**49.** What does the speaker say about the grammatical mistakes that four-year-olds make?
**50.** Why does the speaker not discuss the theories about how children acquire language?