

# ANSWER KEY

## READING ANSWER KEY

### READING DIAGNOSTIC PRE-TEST

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

19. 

theories attributing aggression to instinct:	(2) (6)
theories attributing aggression to learned behaviors:	(1) (4)

20. 

causes of aggression:	(2) (3) (5) (6)
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Note: These answers may be in any order.

### READING EXERCISE 1

- |      |       |       |       |       |
|------|-------|-------|-------|-------|
| 1. B | 6. B  | 11. C | 16. B | 21. A |
| 2. D | 7. D  | 12. A | 17. C | 22. A |
| 3. C | 8. A  | 13. B | 18. B | 23. A |
| 4. A | 9. C  | 14. D | 19. A | 24. C |
| 5. B | 10. B | 15. A | 20. D |       |

### READING EXERCISE 2

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

### READING EXERCISE (Skills 1-2)

- |      |      |      |       |       |
|------|------|------|-------|-------|
| 1. A | 4. A | 7. A | 10. B | 13. A |
| 2. C | 5. B | 8. C | 11. D |       |
| 3. B | 6. D | 9. D | 12. A |       |

### READING EXERCISE 3

- |      |      |      |       |       |
|------|------|------|-------|-------|
| 1. A | 4. B | 7. A | 10. D | 13. B |
| 2. D | 5. C | 8. C | 11. D | 14. C |
| 3. A | 6. D | 9. B | 12. A |       |

### READING EXERCISE 4

- |      |      |      |      |      |
|------|------|------|------|------|
| 1. A | 3. B | 5. D | 7. D | 9. C |
| 2. C | 4. D | 6. D | 8. D |      |

### READING EXERCISE (Skills 3-4)

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. C | 3. B | 5. B | 7. B | 9. D  |
| 2. A | 4. C | 6. C | 8. D | 10. B |

### READING REVIEW EXERCISE (Skills 1-4)

- |      |      |      |       |       |
|------|------|------|-------|-------|
| 1. A | 4. B | 7. B | 10. A | 13. D |
| 2. C | 5. D | 8. A | 11. B |       |
| 3. B | 6. D | 9. C | 12. C |       |

### READING EXERCISE 5

- |      |       |       |       |       |
|------|-------|-------|-------|-------|
| 1. D | 6. C  | 11. A | 16. A | 21. C |
| 2. A | 7. A  | 12. D | 17. B | 22. D |
| 3. D | 8. D  | 13. C | 18. A |       |
| 4. C | 9. B  | 14. B | 19. C |       |
| 5. B | 10. C | 15. D | 20. D |       |

### READING EXERCISE 6

- |      |       |       |       |       |
|------|-------|-------|-------|-------|
| 1. D | 6. C  | 11. D | 16. D | 21. C |
| 2. C | 7. A  | 12. A | 17. A | 22. A |
| 3. A | 8. D  | 13. B | 18. B |       |
| 4. D | 9. C  | 14. D | 19. D |       |
| 5. B | 10. D | 15. C | 20. D |       |

### READING EXERCISE (Skills 5-6)

- |      |      |      |       |       |
|------|------|------|-------|-------|
| 1. C | 4. B | 7. B | 10. A | 13. B |
| 2. C | 5. B | 8. C | 11. D |       |
| 3. A | 6. D | 9. D | 12. D |       |

### READING REVIEW EXERCISE (Skills 1-6)

- |      |      |      |       |       |
|------|------|------|-------|-------|
| 1. C | 4. A | 7. D | 10. A | 13. B |
| 2. B | 5. D | 8. C | 11. D |       |
| 3. D | 6. B | 9. B | 12. A |       |

### READING EXERCISE 7

- |      |      |       |       |       |
|------|------|-------|-------|-------|
| 1. B | 5. A | 9. A  | 13. D | 17. B |
| 2. A | 6. A | 10. C | 14. C | 18. B |
| 3. D | 7. D | 11. D | 15. B | 19. D |
| 4. C | 8. C | 12. B | 16. A |       |

### READING EXERCISE 8

- |      |      |       |       |       |
|------|------|-------|-------|-------|
| 1. D | 5. B | 9. C  | 13. D | 17. D |
| 2. A | 6. A | 10. B | 14. A | 18. B |
| 3. C | 7. D | 11. A | 15. B | 19. D |
| 4. C | 8. D | 12. D | 16. A |       |

### READING EXERCISE (Skills 7-8)

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. B | 3. D | 5. D | 7. C | 9. B  |
| 2. C | 4. A | 6. A | 8. C | 10. A |

### READING REVIEW EXERCISE (Skills 1-8)

- |      |      |      |       |       |
|------|------|------|-------|-------|
| 1. B | 4. C | 7. A | 10. A | 13. C |
| 2. A | 5. C | 8. B | 11. D |       |
| 3. D | 6. A | 9. D | 12. B |       |

### READING EXERCISE 9

1. 

the ways that plant life is able to develop on islands:	(2) (4) (6)
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2. 

Ben and Jerry's unconventional company:	(2) (4) (5)
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3. 

radical shifts in population that the bald eagle has undergone:	(1) (2) (4) (6)
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4. 

characteristics shared by modernism in art:	(1) (2) (4) (6)
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### READING EXERCISE 10

1. 

amount of sand:	(5) (7)
directions of winds:	(1) (3)
2. 

buckaroo and vaquero:	(2) (7)
buckaroo and vaccine:	(5) (8)
vacca and vaccine:	(1) (4)



3. those with active traps: (2) (5)  
those with inactive traps: (1) (4)

4. Faulkner in the first phase of his career: (2) (5) (8)  
Faulkner in the second phase of his career: (1) (4) (7)

### READING EXERCISE (Skills 9-10)

1. processes affecting the development of millions of species: (1) (3) (6)

2. speciation: (2) (5)  
extinction: (1) (4) (7)

### READING REVIEW EXERCISE (Skills 1-10)

1. B      4. D      7. B      10. A  
2. A      5. C      8. A      11. D  
3. D      6. B      9. B      12. C

13. different models for analyzing the process of decision making: (2) (3) (6)

### READING POST-TEST

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

19. schooling behavior in certain fish: (2) (4)

20. hypotheses related to purpose: (1) (5) (7)  
hypotheses related to manner: (2) (6)

## LISTENING ANSWER KEY

### LISTENING DIAGNOSTIC PRE-TEST

1. B      5. Y, N, N, Y, Y      9. A  
2. C, D      6. A      10. C1, C3, C2  
3. C      7. D      11. C  
4. B      8. A, C      12. D

### LISTENING EXERCISE 1

1. C      3. B      5. A      7. A  
2. A      4. D      6. C      8. D

### LISTENING EXERCISE 2

1. C      9. B      17. B, D  
2. B      10. A, C      18. A  
3. D      11. B, D      19. B  
4. A, D      12. D      20. B, D  
5. B      13. C      21. A, B  
6. B, C      14. A, C      22. D  
7. C      15. B, C      23. C  
8. C      16. B

### LESSON REVIEW EXERCISE (Skills 1-2)

1. B      3. C      5. A, D      7. C, D  
2. D      4. A      6. B

### LISTENING EXERCISE 3

1. B      5. D      9. B      13. B      17. B  
2. A      6. B      10. D      14. D      18. A  
3. C      7. C      11. A      15. C      19. D  
4. D      8. A      12. C      16. A

### LISTENING EXERCISE 4

1. B      3. D      5. B      7. D  
2. C      4. A      6. D      8. B

### LISTENING EXERCISE (Skills 3-4)

1. D      3. B      5. B  
2. A      4. D      6. A

### LISTENING REVIEW EXERCISE (Skills 1-4)

1. D      3. A      5. D      7. B, D  
2. C      4. D      6. B      8. C

### LISTENING EXERCISE 5

1. B      8. Y, N, Y, Y, N  
2. Y, N, N, Y, N, Y      9. C2, C3, C1  
3. C1, C3, C2      10. C  
4. A      11. C1, C2, C1, C3, C2, C2, C3  
5. C3, C1, C4, C2      12. C2, C3, C1  
6. N, Y, N, Y, Y      13. C1, C2, C3  
7. D      14. C2, C3, C1

### LISTENING EXERCISE 6

1. D      3. D      5. B      7. C      9. A  
2. A      4. B      6. C      8. D

### LISTENING EXERCISE (Skills 5-6)

1. A      4. C3, C1, C2      7. C  
2. D      5. N, Y, Y, N, N, Y  
3. C2, C3, C1      6. B

### LISTENING REVIEW EXERCISE (Skills 1-6)

1. A      3. C2, C1, C3      5. A, D  
2. B, D      4. C3, C1, C2      6. B

### LISTENING POST-TEST

1. B      5. C      9. B  
2. A      6. D      10. C  
3. N, Y, N, Y      7. A      11. Y, Y, N, N  
4. A, C      8. D      12. A

## SPEAKING ANSWER KEY

### SPEAKING DIAGNOSTIC PRE-TEST

#### Sample Notes

#### Question 3

TOPIC OF READING PASSAGE: notice about registering for classes in Humanities Department

main points of notice:

- too many students registering for classes without fulfilling prerequisites
- now students need signatures from advisors to register for humanities classes (except intro classes)
- advisors must check that students have fulfilled prerequisites

TOPIC OF LISTENING PASSAGE: student conversation about notice

main points of conversation:

- woman has read the notice but man hasn't
- they each need to go see their advisors
- man wants to read notice first



#### Question 4

TOPIC OF READING PASSAGE: nonverbal communication

definition and examples of nonverbal communication:

- definition (any communication without words)
- examples (smiling, frowning, nodding, shaking head, shaking hands, waving hand)

TOPIC OF LISTENING PASSAGE: two points of clarification about nonverbal communication

points of clarification:

- there can be nonverbal communication without intent
- there cannot be nonverbal communication without communication

#### Question 5

TOPIC OF LISTENING PASSAGE: problem the woman is having with her college French class

what the woman's problem is:

- took 3 years of French in high school
- intermediate French is too difficult (she can't understand anything)

what the man suggests:

- find out if other students have the same problem
- talk with her professor

#### Question 6

LISTENING TOPICS: echolocation used by whales

points about echolocation used by whales:

- only toothed, not toothless, whales use echolocation
- whales send out clicks, clicks reflected from objects back to whales
- whales can learn size, shape, distance, speed, direction

#### SPEAKING EXERCISE 5

##### Sample Notes

1. TOPIC OF READING PASSAGE: notice on problem with bicycle parking on campus  
main points about problem:
  - too many students parking bicycles in unauthorized places
  - new policy ticketing bicycles parked in unauthorized places
  - authorized parking for bicycles along east and west sides of campus
2. TOPIC OF READING PASSAGE: message on retirement of professor  
main points about message:
  - retiring professor has served at university for 50 years
  - will retire at end of next spring semester
  - praised for commitment to students and for publications
3. TOPIC OF READING PASSAGE: part of a class syllabus on professor's policy against late assignments  
main points in part of class syllabus:
  - assignments and due dates listed

- no late assignment accepted, ever
- grade on late assignment always zero

#### SPEAKING EXERCISE 6

##### Sample Notes

1. TOPIC OF LISTENING PASSAGE: student conversation on unhappiness with notice on bicycle parking  
main points about conversation:
  - man has seen notice but woman hasn't
  - neither one is happy about notice
  - it seems unfair to both that they cannot park bicycles near classrooms
2. TOPIC OF LISTENING PASSAGE: student conversation about professor who is retiring  
main points about conversation:
  - both students sorry professor is retiring
  - woman's father took classes from professor 30 years ago
  - both students want to take class from professor spring semester
3. TOPIC OF LISTENING PASSAGE: student conversation about part of class syllabus on late assignments  
main points about conversation:
  - man initially does not believe what syllabus says about late assignments
  - woman tells story about injured student whose late papers were not accepted
  - man then believes what syllabus says about late papers

#### SPEAKING EXERCISE 7

##### Sample Notes

1. reading passage describes a *notice*; listening passage shows *students' unhappiness* about the notice
2. reading passage describes a *message about a professor*; listening passage shows *students' reaction* to the message
3. reading passage describes part of a *syllabus*; listening passage shows *students' reaction* to the part of the syllabus

#### SPEAKING EXERCISE 8

##### Sample Answers

1. In this set of materials, the reading passage is a notice, and the listening passage shows some students' unhappiness with the notice.  
The reading passage is a notice on a problem with bicycle parking on campus. The notice states that too many students are parking bicycles in unauthorized places, that there is a new policy ticketing bicycles parked in unauthorized places, and that the only authorized parking for their bicycles is along two sides of campus.  
The listening passage is a conversation between students who are unhappy with the notice on bicycle parking. In the conversation, the woman has already seen the notice, but the man hasn't. Neither one is happy about the notice because it seems unfair to



both of them that they can't park their bicycles near their classrooms.

2. In this set of materials, the reading passage is a message about a professor, and the listening passage shows some students' reaction to the message.

The reading topic is a message on the retirement of a long-time professor. The message states that the professor who is retiring has served at the university for almost 50 years and will retire at the end of next spring semester. Throughout her career, the professor has been praised for her commitment to students and for her publications.

The listening topic is a student conversation about the professor who is retiring. In the conversation, both students are sorry the professor is retiring. The woman's father took classes from the same professor 30 years ago, and both students want to take class from the professor in the coming spring semester.

3. In this set of materials, the reading passage describes part of a syllabus, and the listening passage shows the students' reaction to that part of the syllabus.

The reading passage is part of a class syllabus on a professor's policy against late assignments. The reading passage lists assignments and due dates. It also states that no late assignments are accepted, ever, and that the grade on any late assignment is always zero.

The listening passage is a student conversation about the part of the class syllabus on late assignments. In the conversation, the man initially does not believe what the syllabus says about late assignments. Then the woman tells a story about an injured student whose late papers were not accepted, and the man then believes what the syllabus says about late papers.

### **SPEAKING REVIEW EXERCISE (Skills 5–8)**

#### **Sample Notes**

TOPIC OF READING PASSAGE: part of history syllabus on research assignment

main points about research assignment:

- students must choose event or person from history
- students must research the event or person
- students must write about the event or person from positive and negative perspectives

TOPIC OF LISTENING PASSAGE: student conversation about research assignment

main points about conversation:

- man has better understanding of assignment than woman
- man gives reasons why he thinks the professor gave this assignment (students should look at various sources, students should understand that a person or event can be viewed in different ways)

#### **Sample Answer**

In this set of materials, the reading passage is part of a syllabus, and the listening passage is a student conversation about this part of the syllabus.

The reading passage is about a research assignment or part of the history syllabus. The main points about

the syllabus are that students must choose an event or person from history, they must research the event or person, and they must write about the event or person from positive and negative perspectives.

The listening passage is a student conversation about the research assignment. In the conversation, the man has a better understanding of the assignment than the woman. The man gives reasons why he thinks the professor gave this assignment; the reasons are that the students should look at various sources and that the students should understand that a person or event can be viewed in different ways.

### **SPEAKING EXERCISE 9**

#### **Sample Notes**

1. TOPIC OF READING PASSAGE: the Dead Sea

main points about Dead Sea:

- "dead" because high salt level prevents life in it
- landlocked with no outlet
- in area with high temperature, which causes rapid evaporation

2. TOPIC OF READING PASSAGE: polling

main points about polling:

- involves asking people how they feel about an issue or candidate
- representative sample can be polled if the group to be polled is too large

3. TOPIC OF READING PASSAGE: Polynesian migration in the Pacific Ocean

details about Polynesian migration:

- started 4,000 years ago
- covered 20,000 square miles of Pacific Ocean (Hawaii to New Zealand to Easter Island)
- made use of outrigger canoes (2 tree trunks joined with a platform)

### **SPEAKING EXERCISE 10**

#### **Sample Notes**

1. TOPIC OF LISTENING PASSAGE: additional point about Dead Sea

Dead Sea is not a sea:

- sea is body of water that is part of ocean or opens into ocean
- lake is body of water that is entirely enclosed
- Dead Sea has no outlet and is therefore lake

2. TOPIC OF LISTENING PASSAGE: push polling

characteristics of push polling:

- negative and unfair kind of polling
- involves asking leading questions to influence person being polled

3. TOPIC OF LISTENING PASSAGE: one special aspect of Polynesian migration

Polynesians may have made it to South America:

- surprising because they were traveling on outrigger canoes
- South American plants in Hawaii may be indication this happened



## SPEAKING EXERCISE 11

1. reading passage describes *a body of water*; listening passage provides *additional information* about the body of water
2. reading passage describes *polling in general*; listening passage describes *one specific kind of polling*
3. reading passage describes *a migration by one culture*; listening passage describes *one special aspect of that migration*

## SPEAKING EXERCISE 12

### Sample Answers

1. In this set of materials, the reading passage describes a body of water, and the listening passage provides additional information about the body of water.

The reading passage describes the body of water named the Dead Sea. This body of water is said to be "dead" because its high salt level prevents life in it. It's so salty because it's landlocked with no outlet and it's in an area with a high temperature, which causes rapid evaporation.

The listening passage makes an additional point about the Dead Sea. This point is that the Dead Sea isn't really a sea. A sea is a body of water that's part of the ocean or opens into the ocean, while a lake is a body of water that's entirely enclosed. The Dead Sea has no outlet and is therefore a lake.

2. In this set of materials, the reading passage describes polling in general, and the listening passage describes one specific kind of polling.

The reading passage describes polling, which is a process that involves asking people how they feel about an issue or candidate. A representative sample can be polled if the group to be polled is too large.

The listening passage describes one particular kind of polling, which is called push polling. Push polling is a negative and unfair kind of polling that involves asking leading questions to influence the person being polled.

3. In this set of materials, the reading passage describes a migration by one culture, and the listening passage describes one special aspect of that migration.

The reading passage describes the Polynesian migration across the Pacific Ocean. This migration started 4,000 years ago and covered 20,000 square miles of Pacific Ocean, from Hawaii to New Zealand to Easter Island. This migration was accomplished using outrigger canoes, which consisted of two tree trunks joined with a platform.

The listening passage describes one special aspect of Polynesian migration. This special aspect is that the Polynesians may have made it to South America, which would be surprising because the Polynesians were traveling on outrigger canoes. One indication that this might have happened is that there are plants from South America in Hawaii.

## SPEAKING REVIEW EXERCISE (Skills 9–12)

### Sample Notes

TOPIC OF READING PASSAGE: equity theory of employee satisfaction

main points about equity theory:

- employee determines return for contribution and compares their return for contribution to other employees
- employee content if return for contribution is higher than or equal to return for contribution of other employees and unhappy if it is lower

TOPIC OF LISTENING PASSAGE: examples of equity theory

examples related to employee X:

- employee X satisfied when he and coworker have equal returns for contributions (similar job title, work, salary, office)
- employee X dissatisfied when he gets less return for contribution than coworker (same job title but more work, less money, smaller office)

### Sample Answer

In this set of materials, the reading passage describes a theory, and the listening passage provides examples of this theory.

The reading passage describes the equity theory of employee satisfaction. According to this theory, the employee determines his or her return for contribution and compares it to the return for contribution of other employees. An employee will be content if his or her return for contribution is higher than or equal to the return for contribution of other employees and unhappy if it is lower.

The listening passage provides examples of the equity theory of employee satisfaction. In the first example, employee X is satisfied when he and his coworker have equal returns for their contributions such as similar job titles, similar work, similar salaries, and similar offices. In the second example, employee X is dissatisfied when he receives less return for contribution than his coworker, such as having the same job titles but having to do more work, making less money, and having a smaller office.

## SPEAKING EXERCISE 13

### Sample Notes

1. TOPIC OF LISTENING PASSAGE: woman wants to know about two different professors who teach the same course

what the woman learns about the two professors:

- Dr. Abbott has interesting discussions and gives essay exams
- Dr. Becker concentrates on details and gives multiple-choice exams

what the woman thinks about the two professors:

- interesting discussions sound good but essay exams do not
- concentration on details doesn't sound good but multiple-choice exams do

2. TOPIC OF LISTENING PASSAGE: man unable to go to big game because he needs to review notes for an exam

what woman suggests to the man:

- review and reorganize notes soon after taking them
- not wait until just before exam to review notes



what man decides:

- can try this method with future notes
- needs to review old notes now and can't go to game

3. TOPIC OF LISTENING PASSAGE: woman's question about an independent study project

what the man says he did wrong:

- put off the project until a couple of days before each monthly meeting
- expected professor to tell him what to do

what the woman should do:

- work on project regularly throughout each month
- determine direction research should go and discuss ideas with professor

#### **SPEAKING EXERCISE 14**

1. woman learns about two professors and states what she thinks about them
2. woman offers suggestion to help man solve a problem, and he reacts to this
3. woman learns how man completed a project and learns from what he says

#### **SPEAKING EXERCISE 15**

##### **Sample Answers**

1. In this listening passage, the woman learns about two professors and states what she thinks about them.

The woman wants to know about two different professors who teach the same course. She learns that Dr. Abbott has a lot of interesting discussions and gives essay exams and that Dr. Becker concentrates on details and gives multiple-choice exams.

After the woman learns about the two professors, she comes to the conclusion that interesting discussions sound good but essay exams do not and that concentration on details doesn't sound good but multiple-choice exams do.

2. In this listening passage, the woman offers a suggestion to the man to help him solve a problem he is having, and the man reacts to her suggestion.

The situation is that the man is unable to go to a big game because he needs to review his notes before an exam. The woman suggests that the man review and reorganize his notes soon after taking them and that he not wait until just before an exam to review his notes.

After this discussion, the man decides that he can try this method with his notes in the future but that he needs to review his old notes now and he cannot go to the game.

3. In this listening passage, the woman learns how the man completed a project, and she learns what she should do from what he says.

The woman asks the man about an independent study project he worked on with Dr. Lee. The man tells the woman that the two problems he had were that he put off working on the project until a couple of days before each monthly meeting and that he expected the professor to tell him what to do.

After she hears this, the woman comes to the conclusion that she should work on the project regularly throughout each month and that she should determine the direction her research should go and then discuss her ideas with the professor.

#### **SPEAKING REVIEW EXERCISE (Skills 13–15)**

##### **Sample Notes**

TOPIC OF LISTENING PASSAGE: man's boredom in class because of lack of involvement

how man shows he's bored:

- sits in the back
- almost falls asleep

how woman suggests that he can become more involved:

- should sit in the front
- should answer questions and ask the professor questions

##### **Sample Answer**

In this listening passage, the man describes a problem he's having in a certain class, and the woman offers suggestions to solve the problem.

The problem the man has is that he's bored in class. The man shows that he's bored by sitting in the back of the classroom and almost falling asleep.

The woman suggests that the man can take specific steps to become more involved in the class. He can try sitting in the front of the classroom. He can also answer questions the professor asks and ask the professor questions.

#### **SPEAKING EXERCISE 16**

##### **Sample Notes**

1. TOPIC OF LISTENING PASSAGE: Bank holiday of 1933

main points about Bank Holiday of 1933:

- was not a holiday (was a closing of unstable banks)
- banks were closed while federal government reorganized the banking system
- one part of reorganization was federal deposit insurance
- since then bank failures have decreased considerably

2. TOPIC OF LISTENING PASSAGE: definition of creativity

main points in definition of creativity:

- originality (idea must not be normal, everyday idea)
- appropriateness (idea must fit the situation)

3. TOPIC OF LISTENING PASSAGE: how the Amazon River got its name

two sources contributed to its name:

- native inhabitants gave river the name Amanuzu ("big wave")
- chronicle by European explorers describes female warriors who resembled Amazons in Greek literature



## SPEAKING EXERCISE 17

1. professor describes Bank Holiday of 1933
2. professor discusses definition of creativity
3. professor discusses how the Amazon river got its name

## SPEAKING EXERCISE 18

### Sample Answers

1. In this listening passage, a professor describes the Bank Holiday of 1933. The main point the professor makes about the Bank Holiday of 1933 is that it was not a holiday but was instead a closing of unstable banks. Banks were closed while the federal government reorganized the banking system. One part of the reorganization was federal deposit insurance, and since then, bank failures have decreased considerably.
2. In this listening passage, a professor discusses a definition of creativity. The point the professor makes about this definition is that it must include the ideas of originality and appropriateness. Originality means that a creative idea must not be a normal, everyday idea, and appropriateness means that a creative idea must fit the situation.
3. In this listening passage, a professor discusses how the Amazon River got its name. Two sources contributed to its name. The first source is the name given to the river by native inhabitants; this name was Amanuzu, which meant "big wave." The second source was a chronicle by European explorers. This chronicle described female warriors who resembled Amazons in Greek literature.

## SPEAKING REVIEW EXERCISE (Skills 16–18)

### Sample Notes

TOPIC OF LISTENING PASSAGE: seasonal affective disorder (SAD)

main points about SAD:

- affects people living in areas where sunlight is low in winter (such as Alaska)
- reduced sunlight causes reduced serotonin (hormone that causes cheerfulness) and increased melatonin (hormone that causes sleepiness)

### Sample Answer

In this listening passage, the professor discusses seasonal affective disorder, or SAD. The professor makes the point that SAD affects people living in areas where sunlight is low in winter, such as Alaska. The reduced sunlight causes reduced serotonin, which is a hormone that causes cheerfulness, and increased melatonin, which is a hormone that causes sleepiness.

## SPEAKING POST-TEST

### Sample Notes

#### Question 3

TOPIC OF READING PASSAGE: problem at the university's main cafeteria

details about problem:

- main cafeteria closed from October 24 to November 1

- students with meal cards can use them at 3 snack bars on campus

TOPIC OF LISTENING PASSAGE: student discussion of the problem at the cafeteria

details of discussion:

- both man and woman are going to snack bar for lunch
- man saw the notice and woman heard about it
- man can't believe cafeteria is closed during the semester
- woman heard cafeteria is closed because of a fire

#### Question 4

TOPIC OF READING PASSAGE: importance for a teacher to choose appropriate social environment in the classroom

types of social environments:

- cooperative = students work together to come up with best answers together
- competitive = students work alone to come up with better answers than other students
- individualistic = students work alone to come up with best answers individually

TOPIC OF LISTENING PASSAGE: how a teacher can establish different social environments

ways to establish social environments:

- cooperative (by putting students in pairs or groups and accepting only answers that have been agreed upon by group)
- competitive (by having students work individually and evaluating responses in comparison with answers from other students)
- individualistic (by having students work individually and evaluating responses based upon a predetermined scale)

#### Question 5

TOPIC OF LISTENING PASSAGE: student conversation about woman's class schedule

main points of discussion:

- woman scheduled four classes in a row in different corners of university and cannot get to her classes on time
- man suggests thinking about where classes meet, not just when

#### Question 6

TOPIC OF LISTENING PASSAGE: one reason people thought there were living beings on Mars

a linguistic error:

- Italian astronomer saw *canali* on Mars in 1877
- *canali* in Italian can be natural or man-made
- in English canals are man-made and channels are natural
- *canali* was translated into English as *canals* (man-made)
- conclusion was that astronomer said there were living beings on Mars



## WRITING ANSWER KEY

### WRITING DIAGNOSTIC PRE-TEST

#### Sample Notes

#### Question 1

TOPIC OF READING PASSAGE: childhood amnesia, a phenomenon of human memory (inability to remember early years)

studies of childhood amnesia:

- difficult to test whether memories are accurate
- still show that people do not remember first 3 to 5 years

TOPIC OF LISTENING PASSAGE: why childhood amnesia occurs

possible cause of childhood amnesia:

- young children encode randomly (before hippocampus matures and helps to organize memories)
- adults encode in organized patterns (after hippocampus matures)

TOPIC STATEMENT: In this set of materials, the reading passage discusses a certain phenomenon in human memory, and the listening passage discusses a possible explanation for this phenomenon.

### WRITING EXERCISE 1

#### Sample Notes

1. TOPIC OF READING PASSAGE: the Sahara Desert today

characteristics of the Sahara today:

- world's largest desert (equal in size to the U.S.)
- very dry climate (average rainfall under 10 cm per year)
- little surface water (only Nile River and some oases)

2. TOPIC OF READING PASSAGE: polysemy (one word having different meanings)

examples of polysemy:

- *sound* (19 noun meanings, 12 adjective meanings, 12 verb meanings, 4 meanings in verb phrases, 2 adverb meanings)
- *set* (57 noun meanings, 120 verb meanings)

3. TOPIC OF READING PASSAGE: Margaret Mead's research on culture and gender roles

Mead's studies of three societies in New Guinea:

- first society = both men and women have "feminine" characteristics
- second society = both men and women have "masculine" characteristics
- third society = men have "feminine" characteristics, women have "masculine" characteristics
- conclusion = gender characteristics come more from society than from biology

### WRITING EXERCISE 2

#### Sample Notes

1. TOPIC OF LISTENING PASSAGE: the Sahara in the past

characteristics of the Sahara in the past:

- 10,000 years ago (wet areas, forests, grasslands, rivers, lakes, large animals, prehistoric hunters, fishermen, and farmers)
- 6,000 years ago (began to dry out)
- 4,000 years ago (a desert)

2. TOPIC OF LISTENING PASSAGE: special subset of polysemic words (one word with opposite meanings)

examples of words with opposite meanings:

- *bolt* and *fast* (meaning "cannot move" or "move quickly")
- *sanction* (meaning "permit" or "not permit")

3. TOPIC OF LISTENING PASSAGE: criticisms of Mead's research

criticisms:

- results "too neat" (research not usually this tidy)
- results suggest Mead found what she was looking for rather than what was there

### WRITING EXERCISE 3

1. reading passage describes *present*; listening passage describes *past*
2. reading passage describes a *category of words*; listening passage describes *subset of category*
3. reading passage describes *research*; listening passage describes *criticisms of the research*

### WRITING EXERCISE 4

1. TOPIC STATEMENT: In this set of materials, the reading passage describes some characteristics of the Sahara Desert today, and the listening passage describes what the area was like in the past.
2. TOPIC STATEMENT: In this set of materials, the reading passage describes a certain category of words, and the listening passage describes a special subset of words in this category.
3. TOPIC STATEMENT: In this set of materials, the reading passage describes research by Margaret Mead, and the listening passage describes some criticisms of the research.

### WRITING EXERCISE 5

1. 4
2. 4
3. idea
4. 3
5. 3
6. person on trial
7. this kind of error
8. prosecuting attorney
9. 7 (this set, this legal concept, this legal idea, this kind, This example, this situation, this situation)
10. 1 (that procedure)
11. thus
12. In other words



## WRITING EXERCISE 6

- (A) In this set of materials, the reading passage discusses one type of management **style, and the** listening passage presents the opposite type of management style. Both of the management **styles were** proposed by Douglas McGregor.  
(B) The reading passage discusses the theory X management style, **which is an** authoritarian management style. What a theory X manager **believes is** that employees dislike work and will try to avoid it. Since this type of manager believes that employees do not like to **work, he** or she must force employees to **work**. A manager must force employees to work with threats and punishment.  
(C) The listening passage discusses a very different management **style; it** discusses the theory Y management style, which is a participative style of management. A theory Y manager believes that employees **work** for enjoyment. Employees do not need to be **threatened; they** work for the pleasure of working. The role that this type of manager needs to **follow is** to set objectives and then to reward **employees as** they meet these objectives.
- (A) In this set of materials, the reading passage describes the different types of waves that occur during **earthquakes, and** the listening passage explains how much damage each of these types of waves **causes**.  
(B) According to the reading passage, three different types of **waves occur** during an earthquake: primary (or P) waves, secondary (or S) waves, and surface waves. Primary waves are the fastest-moving **waves, and secondary** waves are not as fast as primary waves. Surface waves resemble the ripples in a pond after a stone has been thrown in **it; they** are very slow-moving waves.  
(C) According to the listening passage, the types of waves that occur during an **earthquake do** not cause equal amounts of damage to structures. What **causes** most damage to structures during **earthquakes is** surface waves. The really slow-moving surface waves cause most of the differential movement of buildings during earthquakes, **and it is** the differential movement of buildings that causes most of the damage. Because the primary and secondary waves vibrate much faster and with less movement than surface **waves, they** cause little damage to structures.

## WRITING EXERCISE 7

- (A) In this set of materials, the reading passage discusses **an attempt** to deal with the problem of spelling in **many** words in American English; the listening passage **explains** why this attempt was not a **successful** one.  
(B) The reading passage explains that there is a problem in spelling a number of **words** in English where the spelling and pronunciation **do** not match; it then goes on to explain that philanthropist Andrew Carnegie made **an effort** to resolve this. He gave **a huge** amount of **money** to establish a board **called** the Simplified Spelling Board. As the name of **the board** indicates, **its** purpose was to simplify the spellings **of words** that are difficult to spell in English. Because of all **of the work** that the board did, spellings like *ax* (instead of *axe*) and *program*

(instead of *programme*) **became** acceptable in American English.

- (C) The listening passage **explains** why the work of the Simplified Spelling Board **did** not last. According to the listening passage, the main reason for the board's problems **was** that it went too far. **It** tried to establish spellings like *yu* (instead of *you*) and *tuff* (instead of *tough*). There was a **really** negative reaction to the attempt to change spelling too much, and eventually the board was **dissolved**.
- (A) In this set of materials, the reading passage describes **a type** of learning, and the listening passage **provides** an **extended** example of this type of learning.  
(B) The reading passage discusses aversive conditioning, which is **defined** as learning involving an unpleasant stimulus. In this type of learning, an unpleasant stimulus is **applied** every **time** that a certain behavior occurs, in an attempt to stop the behavior. A learner **can behave** in two different **ways** in response to the knowledge that something unpleasant will soon **occur**. Avoidance behavior is **a change** in behavior before the stimulus **is** applied, to avoid the unpleasant stimulus, while escape behavior is the opposite, a change in behavior after the application of the stimulus, to cause **it** to stop.  
(C) The listening passage provides **a long** example of aversive conditioning. This extended example is about the alarm in **many** cars that **buzzes** if the driver's seat belt is not fastened. In this example, the method of aversive conditioning that is applied to drivers **is** that every time a driver tries to drive with the seat belt unfastened, the buzzer **goes** off. The driver exhibits avoidance behavior if he or she **has fastened** the seat belt before driving, to avoid hearing the buzzer. The driver exhibits escape behavior if he or she **attaches** the seat belt after the alarm **has started** to buzz, to stop the buzzing.

## WRITING REVIEW EXERCISE (Skills 1–7)

### Sample Notes

TOPIC OF READING PASSAGE: ancient human body (Iceman) in Alps (in Italy close to Austria)

description of body:

- more than 5,000 years old
- short male aged 40 to 50
- wearing lots of clothing (coat, belt, leggings, shoes, cap, cape)
- carrying lots of equipment (dagger, axe, bow, backpack, quiver with arrows)

TOPIC OF LISTENING PASSAGE: importance of discovery of Iceman

importance of discovery:

- fully preserved prehistoric man
- going about normal day when died

how Iceman probably died:

- traveling in mountains
- originally believed he had fallen asleep and froze in snow
- now assumed (from wounds) he was killed in a fight



TOPIC STATEMENT: In this set of materials, the reading passage discusses the discovery of the body of a man from 5,000 years ago, and the listening passage discusses the importance of the discovery.

### WRITING EXERCISE 10

- 3
- 3
- mysterious-sounding answer
- I do not know.
- amazed
- English
- assignment
- classmate
- 3 (this language, this expression, this mysterious-sounding answer)
- 1 (these two examples)
- For instance
- an even more interesting example
- Overall

### WRITING EXERCISE 13

(A) I definitely believe that taking part in organized team sports is beneficial. However, **it is** beneficial for much more than the obvious reasons. Everyone recognizes, of course, that participation in sports provides obvious physical benefits. **It leads to** improved physical **fitness; it** also provides a release from the stresses of life. I spent my youth taking part in a number of organized sports, including football, basketball, and **volleyball; as** a result of this experience I understand that the benefits of **participation are much** greater than the physical benefits.

(B) One very valuable benefit that children get from taking part in **sports is** that it teaches participants teamwork. What any player in a team sport needs to **learn is** that individual team members must put the team ahead of individual achievement. Individuals on one team who are working for individual glory rather than the good of the **team often** end up working against each other. A team made up of individuals unable to work **together is often** not a very successful **team; it** is usually a complete failure.

(C) What also makes participation in team sports **valuable is** that it teaches participants to work to achieve goals. Playing **sports involves** setting goals and working toward **them; examples** of such goals are running faster, kicking harder, throwing straighter, or jumping higher. Athletes learn **that they can** set goals and work toward them until the **goals are accomplished. It is** through hard work that goals can be met.

(D) By taking part in **sports, one can** learn the truly valuable skills of working together on teams and working to accomplish specific goals. These **goals are not** just beneficial in **sports; more** importantly, the skills that are developed through **sports are** the basis of success in many other aspects of life. Mastering these skills **leads to** success not only on the playing field but also in the wider arena of life.

### WRITING EXERCISE 14

(A) In my first semester at the university, I was **overwhelmed** by the differences between university studies and high school studies. In high school, I had

easily **been** able to finish the **amount** of work that was assigned, and if **on a certain** occasion I did not complete an assignment, the teacher quickly **told** me to make up the work. The situation in my university classes **was** not at all like the situation in high school. (B) I was tremendously **surprised** at the volume of work assigned in the university. Unlike high school courses, which perhaps covered a chapter in two **weeks**, university courses **regularly** covered two or three chapters in one week and two or three other chapters in the next week. I **had** been able to keep up with the workload in high school, but it was difficult for me to finish all the reading in **my** university classes even though I tried **really** hard to finish all of **it**.

(C) The role that the teacher took in motivating students to get work done **was** also very different in my university. In high school, if an assignment was **unfinished on the** date that it was due, my teacher would **immediately** let me know that I had **really made** a mistake and needed to finish **the** assignment right away. In my university classes, however, professors did not **regularly inform** students to make sure that we were **getting** work done on schedule. It was really easy to put off studying in the beginning of each **semester** and really have to work hard later in the semester to catch up on my assignments.

(D) During my first year in the university, I had to **set a firm** goal to get things done by myself instead of relying on others to watch over me and make sure that I **had** done what I was supposed to do. With so **many** assignments, this was quite a **difficult task**, but I now **regularly** try to do my best because I dislike being very far behind. It seems that I have **turned** into quite a **motivated** student.

### WRITING POST-TEST

#### Sample Notes

TOPIC OF READING PASSAGE: unintended consequences (effects that are unexpected after a decision)

example of parking ban on Main Street:

- positive consequence = some people get more exercise walking
- negative consequence = some people stop shopping in stores on Main Street

TOPIC OF LISTENING PASSAGE: extended example of unintended consequences

example of increased taxes:

- local government raised taxes to increase revenue
- decision ended up decreasing revenue (citizens had less to spend because of increased taxes)

TOPIC STATEMENT: In this set of materials, the reading passage defines a concept and provides a brief example of the concept; the listening passage provides a more extended example of the concept.



## MINI-TEST 1

### READING

- |      |      |      |       |
|------|------|------|-------|
| 1. A | 4. D | 7. B | 10. A |
| 2. C | 5. B | 8. A | 11. C |
| 3. D | 6. C | 9. D | 12. D |

13. a theory of migration: (1) (3) (5) (6)

### LISTENING

- |      |      |         |       |
|------|------|---------|-------|
| 1. A | 4. B | 7. B    | 10. D |
| 2. D | 5. D | 8. C    | 11. A |
| 3. C | 6. A | 9. C, D |       |

### SPEAKING

#### Sample Notes

#### Question 2

TOPIC OF READING PASSAGE: part of syllabus on assignment to watch films

main points about assignment:

- given list of 20 films
- must watch at least 12 films
- students write a report summarizing each film they watch
- may turn in extra reports for extra credit

TOPIC OF LISTENING PASSAGE: student conversation about assignment to watch films

how students seem to feel about assignment:

- man initially thinks assignment is too much work
- woman is enthusiastic about assignment
- man finally decides assignment not so bad (summaries not too bad, there are worse assignments than watching films)

#### Question 3

TOPIC OF LISTENING PASSAGE: formation of glaciers (masses of moving ice)

how glaciers form:

- considerable snow accumulates
- pressure on snow underneath causes change to small ice crystals
- pressure causes small ice crystals to become large ice crystals
- large amount of crystallized ice begins to move

### WRITING

TOPIC OF READING PASSAGE: uses of garlic throughout history

how garlic has been used:

- Egyptians (to cure 22 ailments and make workers stronger)
- Greeks and Romans (to cure illnesses, ward off spells and curses, make soldiers courageous)
- Homer, Vikings, Marco Polo (to help during long voyages)
- World War I (to fight infections)

TOPIC OF LISTENING PASSAGE: scientific evidence showing benefits of garlic

evidence of benefits:

- raw garlic (kills 23 kinds of bacteria)
- heated garlic (thins blood)

TOPIC STATEMENT: In this set of materials, the reading passage describes the various uses of garlic over time, and the listening passage describes scientific evidence that proves its benefits.

## MINI-TEST 2

### READING

- |      |      |      |       |
|------|------|------|-------|
| 1. B | 4. A | 7. D | 10. C |
| 2. D | 5. A | 8. A | 11. B |
| 3. C | 6. C | 9. D | 12. D |

13. first-borns: (4) (9)  
second-borns and middle children: (2) (10)  
last-borns: (1) (6)  
only children: (3) (7)

### LISTENING

- |                  |      |                |
|------------------|------|----------------|
| 1. B, C          | 5. D | 9. B           |
| 2. A             | 6. A | 10. Y, N, Y, Y |
| 3. N, Y, Y, N, N | 7. D | 11. D          |
| 4. C             | 8. C |                |

### SPEAKING

#### Sample Notes

#### Question 2

TOPIC OF READING PASSAGE: group leadership

two types of group leadership:

- instrumental leadership (concern with getting tasks done)
- expressive leadership (concern for the well-being of group)

TOPIC OF LISTENING PASSAGE: examples of group leadership

two situations showing different types of group leadership:

- group 1 had expressive leadership (activities to get to know each other, positive comments about project, e-mail describing feelings)
- group 2 had instrumental leadership (detailed list of work to be done, meetings about what was and was not accomplished, emphasis on getting work done on time)

#### Question 3

TOPIC OF LISTENING PASSAGE: student conversation about attending an open student council meeting

main points of discussion:

- meeting will be about changing final exam schedule
- proposed change from six to three days
- students who support change want earlier summer vacation
- both oppose change because both have five exams
- both decide to attend meeting to voice opinions



## MINI-TEST 3

### READING

- |      |      |      |       |
|------|------|------|-------|
| 1. A | 4. B | 7. C | 10. B |
| 2. D | 5. B | 8. B | 11. D |
| 3. C | 6. D | 9. A | 12. A |

13. the history of a sauce known as ketchup: (1) (3) (4) (6)

### LISTENING

- |      |                   |       |
|------|-------------------|-------|
| 1. B | 5. D              | 9. A  |
| 2. C | 6. C              | 10. C |
| 3. B | 7. C1, C2, C2, C3 | 11. D |
| 4. A | 8. B, C           |       |

### SPEAKING

#### Sample Notes

#### Question 2

TOPIC OF READING PASSAGE: notice about rules in the library

library rules:

- reading, working on research, or studying only
- no music, no talking, no sleeping, no eating or drinking

TOPIC OF LISTENING PASSAGE: student conversation about notice

how students feel about notice:

- woman is happy about new rules (she wants to study in peace and quiet)
- man is unhappy about notice (he wants to talk, sleep, eat and drink, play music while studying)

#### Question 3

TOPIC OF LISTENING PASSAGE: attempt during neoclassic period to make English more like Latin

main points of this attempt:

- during neoclassic period (17th and 18th centuries) high regard for ancient Greeks and Romans
- academics tried to make English more like Latin
- an example = rule in English against split infinitives

### WRITING

TOPIC OF READING PASSAGE: unique flowering and seeding cycles of Asian bamboo

unique characteristics of flowering and seeding cycles:

- all members of a species tend to flower and seed at same time
- flowering and seeding tend to occur at long intervals

example of one species of Asian bamboo:

- all members of a species around the world flower and seed at the same time
- flowering and seeding occurs less than once a century

TOPIC OF LISTENING PASSAGE: problem for giant panda caused by flowering and seeding cycles of Asian bamboo

giant panda's problem:

- some giant pandas still live in wild

- bamboo is main source of food
- giant panda loses food source when bamboo flowers and seeds
- dangerous when giant panda has to move

TOPIC STATEMENT: In this set of materials, the reading passage discusses unique characteristics of Asian bamboo, and the listening passage explains how these unique characteristics have an impact on the giant panda.

## MINI-TEST 4

### READING

- |      |      |      |       |
|------|------|------|-------|
| 1. D | 4. C | 7. C | 10. B |
| 2. A | 5. B | 8. C | 11. C |
| 3. D | 6. A | 9. D | 12. A |

13. estuary systems on flooded coastal plains: (2) (5) (8) (9)  
estuary systems on mountainous coasts: (1) (4) (6) (10)

### LISTENING

- |         |                       |
|---------|-----------------------|
| 1. D    | 7. A, B               |
| 2. A    | 8. C2, C1, C2, C1, C2 |
| 3. B, C | 9. C                  |
| 4. B    | 10. A, D              |
| 5. D    | 11. B                 |
| 6. C    |                       |

### SPEAKING

#### Sample Notes

#### Question 2

TOPIC OF READING PASSAGE: issue of nullification  
what nullification is:

- doctrine by which states believed they could refuse to accept federal laws
- federal government did not believe states could nullify federal laws

TOPIC OF LISTENING PASSAGE: situation when issue of nullification arose

main points about situation:

- in 1828 federal government authorized tariffs on some imported goods
- one southern state refused to pay tariffs (nullified federal law)
- federal government sent troops to southern state
- compromise lowering tariffs was reached to resolve situation

#### Question 3

TOPIC OF LISTENING PASSAGE: student conversation about a paper for psychology class

main points about paper:

- man wrote simple, direct answer to question
- man's paper was praised by professor
- woman wrote creative answer to question
- woman's paper was not praised by professor (professor wrote "needs work")
- woman decides to write simple, direct answer instead of creative answer in next paper



## MINI-TEST 5

### READING

1. C      4. D      7. C      10. B  
2. B      5. D      8. A      11. A  
3. A      6. A      9. B      12. C

- |                            |     |
|----------------------------|-----|
| 13. simple schizophrenia:  | (3) |
| hebephrenic schizophrenia: | (5) |
| paranoid schizophrenia:    | (1) |
| catatonic schizophrenia:   | (7) |
| acute schizophrenia:       | (2) |

### LISTENING

1. D                      5. B, C                      9. B  
2. Y, Y, N, N          6. B                      10. C2, C1, C4, C3  
3. A                      7. A                      11. A, D  
4. B                      8. A, C

### SPEAKING

#### Sample Notes

#### Question 2

TOPIC OF READING PASSAGE: announcement of positions for student assistants in Administration Building

requirement for positions:

- full-time with at least 60 units
- 3.0 minimum grade-point average
- mornings or afternoons Monday-Friday
- computer and telephone skills
- application submitted by Friday afternoon

TOPIC OF LISTENING PASSAGE: woman discusses applying for position with man

woman doesn't meet most requirements:

- has only 45 not 60 units
- has a 2.5 grade-point average not 3.0
- not available every morning or afternoon
- has telephone skills but not computer skills
- already submitted application anyway
- man thinks it is a waste of her time

#### Question 3

TOPIC OF LISTENING PASSAGE: zero-sum game theory and application in economics

theory:

- total points fixed in zero-sum-game
- total points not fixed in non-zero-sum game

application of theory to economics:

- total resources fixed in zero-sum economy
- total resources not fixed in non-zero-sum game

### WRITING

TOPIC OF READING PASSAGE: Joseph Heller's novel *Catch-22*

what the novel is about:

- takes place during World War II
- features bombardier who does not want to be in war

how the novel achieved success:

- book was originally not successful
- during later war, book became very successful

TOPIC OF LISTENING PASSAGE: significance of title *Catch-22*

significance of title:

- title refers to situation with no good choice
- phrase now part of American culture
- number 22 has no special meaning (could be different number)

TOPIC STATEMENT: In this set of materials, the reading passage describes the novel *Catch-22*, and the listening passage explains the significance of the title of the novel.

## MINI-TEST 6

### READING

1. C      4. B      7. A      10. D  
2. A      5. D      8. D      11. B  
3. B      6. C      9. C      12. A

- |  |             |
|--|-------------|
| 13. the tragedy of the <i>Exxon Valdez</i> : | (2) (3) (5) |
|--|-------------|

### LISTENING

1. C                      5. B                      9. C  
2. C                      6. D                      10. B  
3. A                      7. C2, C1, C3          11. A, B  
4. D                      8. A

### SPEAKING

#### Sample Notes

#### Question 2

TOPIC OF READING PASSAGE: how our solar system and our planet were formed

main points of formation of solar system and Earth:

- solar system started as spinning cloud of dust and gas
- dust and gas began clumping together
- majority of dust and gas became Sun
- smaller clumps became planets
- Earth formed globe with layered structure
- heavier material in middle and lighter material on the outside

TOPIC OF LISTENING PASSAGE: how the layered structure of our planet was formed

two categories of theories:

- the core formed first and the lighter layers came later
- material clumped first and layers formed later

#### Question 3

TOPIC OF LISTENING PASSAGE: student conversation about a guest speaker tonight

main points about the conversation:

- woman saw sign saying guest speaker will appear tonight
- both thought speaker was next week
- both think schedule must have been changed
- both decide to let friends know about change



## MINI-TEST 7

### READING

1. A      4. A      7. A      10. B  
2. D      5. D      8. C      11. A  
3. B      6. C      9. B      12. A

13. 

divergent boundary:	(3) (8)
convergent boundary:	(4) (5)
transcurrent boundary:	(2) (7)

### LISTENING

1. B                      5. D                      9. A, D  
2. D                      6. B                      10. A  
3. A                      7. N, N, Y, N          11. C3, C2, C1  
4. C                      8. C

### SPEAKING

#### Sample Notes

#### Question 2

TOPIC OF READING PASSAGE: part of syllabus describing professor's policy on preparation for class discussions

professor's policy:

- students must complete assigned reading before class
- must take part in class discussions
- should not come to class if they have not completed the reading
- should not come to class if they are not going to take part in class discussion

TOPIC OF LISTENING PASSAGE: students' reaction to policy on preparation for class discussions

students' reaction:

- woman at first questions policy
- man explains that he knows policy is real from friend who took class
- woman comes to believe that policy is real

#### Question 3

TOPIC OF LISTENING PASSAGE: problem called NIMBY (not-in-my-backyard)

situation with NIMBY:

- response when government wants to construct facility that will impact community (prison, landfill, mental hospital, power plant)
- citizens want these facilities but somewhere else
- NIMBY takes form of meetings, demonstrations, picketing, letter writing

### WRITING

TOPIC OF READING PASSAGE: hemophilia (disease where blood clots slowly or fails to clot)

transmission of hemophilia:

- disease usually passed from mother to son
- daughter can carry gene for disease and pass it to next generation
- son will develop disease

TOPIC OF LISTENING PASSAGE: royal hemophilia (example of hemophilia)

how royal hemophilia has been transmitted:

- Queen Victoria in England became carrier somehow
- Queen Victoria passed gene for disease to 3 of 9 children (1 son and 2 daughters)
- daughter Beatrice carried gene for disease to royal family of Spain
- daughter Alice carried gene for disease to royal families of Austria and Russia

TOPIC STATEMENT: In this set of materials, the reading passage discusses the characteristics of the disease hemophilia, and the listening passage describes a famous situation where this disease exists.

## MINI-TEST 8

### READING

1. B      4. C      7. D      10. D  
2. B      5. A      8. A      11. D  
3. D      6. B      9. A      12. A

13. 

only the New York limners:	(3) (8)
only the New England limners:	(1) (5)
both the New York and New England limners:	(4) (7)

### LISTENING

1. D                      7. C2, C4, C1, C3  
2. C                      8. B, C  
3. C, D                      9. C  
4. B                      10. D  
5. A                      11. A  
6. A

### SPEAKING

#### Sample Notes

#### Question 2

TOPIC OF READING PASSAGE: characteristics of somnambulism (sleepwalking)

characteristics:

- perhaps caused by fatigue, exhaustion, anxiety, drugs
- may result in simple actions (sitting up, getting up, walking around)
- may result in complex actions (dressing, washing dishes, moving furniture, operating machines)
- may be brief or last more than an hour

TOPIC OF LISTENING PASSAGE: common misconceptions about somnambulism (sleepwalking)

two common misconceptions:

- that it is dangerous to awaken a sleepwalker
- that a sleepwalker can't get hurt

#### Question 3

TOPIC OF LISTENING PASSAGE: student conversation about a problem the woman is having in a class

main points about the conversation:

- woman taking a class that man already took
- man didn't enjoy class at first but did later



- woman just starting class and doesn't like it
- problem is that professor goes so fast
- man says solution is to ask a lot of questions
- professor slows down to answer questions
- woman decides to start asking a lot of questions

## COMPLETE TEST 1

### READING 1

1. B      4. B      7. A      10. B  
 2. D      5. D      8. C      11. A  
 3. C      6. A      9. B      12. D

13. study of astronomy as it refers to prehistoric cultures: (3) (4) (6)

### READING 2

14. D      17. C      20. B      23. B  
 15. B      18. A      21. D      24. C  
 16. A      19. D      22. C      25. A

26. Truman and organized labor: (1) (2) (4) (6)

### READING 3

27. C      30. A      33. D      36. B  
 28. A      31. C      34. B      37. D  
 29. D      32. B      35. A      38. C

39. quinary system: (1) (8)  
 decimal system: (2) (10)  
 vigesimal system: (3) (6)  
 sexagesimal system: (4) (9)

### LISTENING

1. A      18. B  
 2. Y, N, Y, N, Y, N      19. C  
 3. B      20. D  
 4. D      21. D  
 5. D      22. C  
 6. C      23. C  
 7. C      24. A  
 8. B      25. D  
 9. C1, C1, C1, C2      26. D  
 10. A, D      27. B  
 11. D      28. C2, C1, C3  
 12. B      29. A  
 13. C      30. B  
 14. C2, C1, C3      31. B  
 15. A, D      32. N, Y, N, Y  
 16. A      33. D  
 17. C3, C2, C1      34. C

### SPEAKING

#### Sample Notes

#### Question 3

TOPIC OF READING PASSAGE: notice about getting tickets for special show

main points about notice:

- Spring Show is annual event
- tickets go on sale for students on March 1
- remaining tickets go on sale to public on March 8
- tickets always sell out early

TOPIC OF LISTENING PASSAGE: student conversation about getting tickets for Spring Show  
 what each student thinks:

- woman has not seen notice and does not know about show (because she is new to school)
- man emphasizes that she should see show and should get tickets soon (before they sell out)

#### Question 4

TOPIC OF READING PASSAGE: communication by great apes (gorillas, chimpanzees, orangutans)

characteristics of ape communication:

- communicate in variety of ways (facial expressions, gestures, calls)
- express wide range of ideas (anger, fear, danger, dominance, acceptance)

TOPIC OF LISTENING PASSAGE: Limitations of ape communication.

Two kinds of limitations:

- lack of displacement (communicate only about things that are present)
- lack of productivity (communicate without manipulating to create new meanings)

#### Question 5

TOPIC OF LISTENING PASSAGE: student conversation about woman's schedule for next semester

main points about conversation:

- woman must take a science class next semester
- woman is dreading this class
- man says it is not a problem
- man says there are many science classes to choose from
- man says she should have a more positive attitude about the science class
- man says she should choose a science class and maybe they can take it together
- woman is pleased with man's suggestion

#### Question 6

TOPIC OF LISTENING PASSAGE: mercantilism (economic policy of trading nations from 1580s to 1720s)

main points about mercantilism:

- was based on developing trade between nations
- had as goal to amass national wealth
- created national wealth by receiving payments in gold for exports over imports

### WRITING

TOPIC OF READING PASSAGE: characteristics of planet Venus

characteristics:

- shines brightly (so is called morning star and evening star)
- covered with clouds (clouds reflect sunlight)
- extremely hot (around 900 degrees Fahrenheit)

TOPIC OF LISTENING PASSAGE: surprising heat on Venus

what is surprising about heat:



- clouds reflect sunlight away from Venus
- Venus is farther away from Sun than Mercury but is hotter than Mercury

possible explanation for heat:

- dense atmosphere made of carbon dioxide
- heat trapped by dense atmosphere

TOPIC STATEMENT: In this set of materials, the reading passage describes certain characteristics of Venus, and the listening passage provides a possible explanation for one of the surprising characteristics.

## COMPLETE TEST 2

### READING 1

1. B      4. C      7. A      10. B  
 2. A      5. B      8. D      11. A  
 3. D      6. B      9. C      12. C

- |                |                 |
|----------------|-----------------|
| 13. direction: | (2) (7) (10)    |
| latitude:      | (1) (3) (6) (9) |
| longitude:     | (5)             |

### READING 2

14. D      17. A      20. D      23. A  
 15. C      18. B      21. A      24. D  
 16. B      19. C      22. B      25. C

- |  |             |
|--|-------------|
| 26. our understanding of Neanderthals: | (1) (4) (6) |
|--|-------------|

### READING 3

27. A      30. C      33. A      36. C  
 28. C      31. C      34. C      37. D  
 29. B      32. A      35. B      38. A

- |                    |              |
|--------------------|--------------|
| 39. primitive era: | (4) (6) (9)  |
| transitional era:  | (1) (5) (8)  |
| mature era:        | (2) (7) (10) |

### LISTENING

- |                |                |                |
|----------------|----------------|----------------|
| 1. D           | 13. B          | 25. C1, C3, C2 |
| 2. C           | 14. Y, N, Y, Y | 26. C, D       |
| 3. A, D        | 15. A, C       | 27. C2, C3, C1 |
| 4. A           | 16. B, D       | 28. D          |
| 5. A, D        | 17. D          | 29. C          |
| 6. D           | 18. B          | 30. A, C       |
| 7. A           | 19. D          | 31. D          |
| 8. C           | 20. A, C       | 32. Y, N, N, Y |
| 9. B, D        | 21. C2, C1, C3 | 33. A          |
| 10. Y, N, Y, N | 22. A          | 34. B          |
| 11. A, D       | 23. B          |                |
| 12. D          | 24. C          |                |

### SPEAKING

#### Sample Notes

#### Question 3

TOPIC OF READING PASSAGE: notice from Business Department on internships

main points about notice:

- some internships in local businesses available
- internships require 10 hours per week for 12 weeks
- students with internships sign up for Business 500
- students submit application and three references

TOPIC OF LISTENING PASSAGE: student conversation about notice on internships

what students think about internships:

- woman not interested in internships at first because there is no pay
- man explains that they get units and experience
- woman changes mind about internships

#### Question 4

TOPIC OF READING PASSAGE: speed of aircraft

main points about speed of aircraft:

- subsonic = slower than speed of sound
- supersonic = faster than speed of sound
- Mach 1 = at speed of sound
- Mach 2 = twice speed of sound

TOPIC OF LISTENING PASSAGE: sound in relation to supersonic aircraft

when sound from supersonic aircraft is heard:

- person on ground will not hear supersonic aircraft before it approaches (it is flying faster than the speed of sound)
- person on ground will hear sonic boom after supersonic aircraft passes (creates a shock wave as it passes)

#### Question 5

TOPIC OF LISTENING PASSAGE: conversation about a project two students are starting

main points about the conversation:

- man and woman working on project together
- woman's roommate did same project last quarter so woman knows about it
- professor gives a few instructions each week
- roommate says it is best to work on a few steps each week
- roommate did not do the project step by step
- man and woman decide to start now on first steps

#### Question 6

TOPIC OF LISTENING PASSAGE: multiple personality disorder (one person with two or more personalities)

characteristics of multiple personalities in one person:

- have different names, genders, and ages (young female Mary versus older male Michael)
- have different personalities (shy and quiet versus outgoing)
- have different talents, abilities, knowledge (musical talent, knowledge of card game, ability to speak foreign language)

### WRITING

TOPIC OF READING PASSAGE: library at Alexandria (ancient library)

description of library:

- founded by Ptolemy I
- expanded by Ptolemy II
- had 300,000 to 700,000 scrolls

how scrolls obtained:

- borrowed or bought and copied by hand



- from foreign powers in trade
- from citizens in payment of debts
- from ships in port

TOPIC OF LISTENING PASSAGE: how library was destroyed

thought to have been destroyed by Julius Caesar:

- Julius Caesar invaded port of Alexandria (48–47 B.C.)
- Caesar's forces set ships in port on fire
- fire could have spread to library

clues that Julius Caesar did not destroy library:

- library mentioned in literature long after time of Caesar
- movement to destroy temples and libraries in 4th century

TOPIC STATEMENT: In this set of materials, the reading passage discusses the library at Alexandria, and the listening passage discusses the cause of the destruction of the library.

## APPENDIX A

### APPENDIX EXERCISE A1

1. *pleases; chance*
2. *speaks; energy*
3. *competitor; shocked; outcome*
4. *remarks; brief*
5. *problems; resolved*
6. *acts; positive; determined*
7. *indicated; finish; eventually*
8. *answers; succinct*
9. *complex; explanation*
10. *novel; concept*
11. *appreciates; animated; discussions*
12. *reasons; involved; episode*

### APPENDIX EXERCISE A2

1. *this; herself; she; them; her; this*
2. *our; ourselves; your; mine; our; we; it; ourselves; this*
3. *these; they; their; them; themselves; they; themselves*
4. *he; this; he; it; him; his; himself; he; his*

### APPENDIX EXERCISE A3

- |                        |                              |
|------------------------|------------------------------|
| 1. <i>However</i>      | 11. <i>surprisingly</i>      |
| 2. <i>For instance</i> | 12. <i>on the other hand</i> |
| 3. <i>Furthermore</i>  | 13. <i>for example</i>       |
| 4. <i>In fact</i>      | 14. <i>as a result</i>       |
| 5. <i>Fortunately</i>  | 15. <i>in conclusion</i>     |
| 6. <i>in contrast</i>  | 16. <i>consequently</i>      |
| 7. <i>nonetheless</i>  | 17. <i>in addition</i>       |
| 8. <i>therefore</i>    | 18. <i>nevertheless</i>      |
| 9. <i>moreover</i>     | 19. <i>interestingly</i>     |
| 10. <i>in summary</i>  | 20. <i>indeed</i>            |

### APPENDIX EXERCISE (A1–A3)

1. It (B); he (B); His (B); fear (A); act (A)
2. However (C); this (B); main (A); point (A); board (A)
3. her (B); lecture (A); these (B); concepts (A)
4. He (B); objected (A); Nonetheless (C); plan (A)
5. no late (A); assignments (A); In fact (C); assignment (A); submitted (A)

6. Unfortunately (C); this (B); account (A); newspaper (A); these (B); inaccuracies (A)
7. you (B); this (B); decision (A); yourself (B); thesis (A); comprehensive exam (A); decision (A)
8. Indeed (C); outset (A); huge amount of effort (A); project (A); Not surprisingly (A); their (B); effort (A); they (B); project (A)
9. However (C); assignment (A); assignment (A); he (B); These (B); contradictory things (A); students (A); confused (A)
10. these (B); corporations (A); students (A); interviews (A); corporate (A); representatives (A); campus (A); interviews (A); Thus (C); interviews (A)

## APPENDIX B

### APPENDIX EXERCISE B1

1. I reasons
2. I (When) everyone . . . decided
3. C I found
4. I discusses
5. I preference
6. C piece. . . was found
7. I (As soon as) . . . article . . . appears
8. I is
9. I agreement
10. C It happened
11. I (As) no one . . . would have made
12. I made
13. C agreement . . . has been reached
14. I poem
15. I (Now that) you have told
16. C We forgot
17. I
18. I (If) you think
19. C manager . . . made
20. I (Even though) you gave

### APPENDIX EXERCISE B2

1. I matter was . . . (,) I could to decide
2. C children broke . . . (, but) . . . parents did . . . find out
3. I She expected . . . (, however) she did . . . graduate
4. C family moved . . . (; as a result,) I . . . had
5. I I made . . . (and) I vowed
6. C Sam did . . . sign . . . (, so) he signed
7. C students waited . . . (, Finally,) they got
8. I parents advised . . . (,) he did . . . take
9. I job . . . was . . . (,) . . . I was given
10. C Tom . . . wanted . . . (, yet) he did . . . know
11. I We must return . . . (, otherwise) we will have
12. C She . . . tries . . . (, However,) she . . . loses
13. I (Therefore) she has gotten . . . (,) she can pay
14. C She had . . . (; as a result,) she is
15. I They left . . . (,) it began
16. C I wanted . . . (; unfortunately,) this was
17. C I will have . . . (, or) I will . . . be
18. I accident happened . . . (, afterwards,) . . . police came . . . wrote
19. I plan has . . . (,) it . . . has
20. C directions must be followed . . . (; otherwise,) . . . outcome will be



### APPENDIX EXERCISE B3

- I reason (that) he took ... it was
- C (Why) ... man did ... will ... be
- C ticket (that) I needed ... was
- I (What) ... lifeguard did it was
- I day (when) I found ... it was
- C teacher (whose) ... I remember ... was
- I (Where) we went ... it was
- I (That) he ... said ... it could ... be refuted
- I man (who) helped ... he was
- C (How) ... paper got ... remains
- I (What) caused ... it is
- C plans (that) we made ... were
- I process ... (which) ... decisions were made it was
- C (Whatever) she gets is (what) she deserves
- C employee (who) has ... (that) you need is
- I (What) he wrote ... it could ... be taken
- I officer (who) stopped ... he gave
- C (How) he could believe ... (that) is ... is
- C reason (that) I applied ... was (that) ... tuition was
- I (Why) they said (what) they said ... (who) tried ... it was

### APPENDIX EXERCISE (B1-B3)

#### (possible corrections)

- |                                 |           |                           |
|---------------------------------|-----------|---------------------------|
| 1. <i>relationships, the</i>    | should be | <i>relationships; the</i> |
| 2. <i>reached but</i>           | should be | <i>reached, but</i>       |
| <i>o'clock, that</i>            | should be | <i>o'clock; that</i>      |
| 3. <i>morning it was</i>        | should be | <i>morning was</i>        |
| <i>Friday it would</i>          | should be | <i>Friday would</i>       |
| <i>because did</i>              | should be | <i>because I did</i>      |
| 4. <i>scholarship they have</i> | should be | <i>scholarship have</i>   |
| 5. <i>moves, it</i>             | should be | <i>moves, but it</i>      |
| <i>career, so we</i>            | should be | <i>career, we</i>         |
| 6. (no errors)                  |           |                           |
| 7. <i>raised, however</i>       | should be | <i>raised; however</i>    |
| 8. <i>confidential, they</i>    | should be | <i>confidential; they</i> |
| <i>If want</i>                  | should be | <i>If you want</i>        |
| <i>do it is</i>                 | should be | <i>do is</i>              |
| 9. <i>trees and</i>             | should be | <i>trees, and</i>         |
| <i>heard they would</i>         | should be | <i>heard would</i>        |
| 10. (no errors)                 |           |                           |

## APPENDIX C

### APPENDIX EXERCISE C1

- C 1. rangers (in the eastern section) (of the park) have spotted
- I 2. flowers (on the plum tree) (in the garden) has started  
(*flowers ... have started*)
- I 3. cost (of the books) (for all) (of his classes) are  
(*cost ... is*)
- C 4. reports ... (by the staff) (for the manager) contain
- I 5. light (from the candles) (on the end tables) provide  
(*light ... provides*)
- I 6. ideas ... (at the meeting) (of the council) was  
(*ideas ... were*)
- C 7. gemstones (in the necklace) ... (by the actress) were

- I 8. speech (on a variety) (of topics) (of great importance) (to the citizens) are being broadcast  
(*speech ... is being broadcast*)
- C 9. tires (for the front) (of the car) are being installed
- I 10. exams ... (for the last week) (of the semester) is going  
(*exams ... are going*)

### APPENDIX EXERCISE C2

- C 1. All ... (experience) has contributed
- I 2. Most ... (dishes) ... was  
(*Most ... dishes ... were*)
- I 3. Some ... (details) ... requires  
(*Some ... details ... require*)
- C 4. Half ... (material) needs
- I 5. All ... (homes) ... was  
(*All ... homes ... were*)
- I 6. Most ... (children) ... has improved  
(*Most ... children ... have improved*)
- C 7. Some ... (money) ... has
- I 8. half ... (eggs) ... was  
(*half ... eggs ... were*)
- C 9. all ... (medicine) has
- C 10. most ... (time) ... was

### APPENDIX EXERCISE C3

- I 1. was really scary (but) was still quite pleasure  
(*pleasurable*)
- C 2. that he was sorry (and) that he would make amends
- I 3. idealism, integrity, (and) dedicate  
(*dedication*)
- I 4. tall (yet) ... athlete  
(*athletic*)
- C 5. call ... , write ... , (or) send
- C 6. in the spring semester (but) not in the fall semester
- I 7. Los Angeles (and) New York ... pick up ... (and) delivers  
(*deliver*)
- I 8. work ... (or) studies  
(*study*)
- C 9. pain, anger, resentment, frustration, (and) disbelief
- C 10. well-rehearsed (yet) natural-sounding

### APPENDIX EXERCISE C4

- I 1. (not only) plays football (but also) baseball  
(*plays baseball*)
- C 2. (either) praised (or) scolded
- I 3. (both) in the refrigerator (and) the freezer  
(*in the freezer*)
- I 4. (neither) what you prefer (or) what I prefer  
(*nor*)
- C 5. (not only) misplaced ... (but also) couldn't find
- I 6. (Either) you can work ... (or) join  
(*, or you can join*)
- C 7. She was (both) challenged by (and) frustrated with
- C 8. (Neither) the manager (nor) any members
- I 9. (either) register for three courses (or) for four courses  
(*register for four courses*)
- I 10. (Both) the children (as well as) the baby-sitter  
(*and*)



**APPENDIX EXERCISE C5**

- I 1. (the unusualest)  
(*the most unusual*)  
C 2. (more expensive than)  
C 3. (the angriest)  
I 4. (the hotter than)  
(*hotter than*)  
I 5. (more cloudier) today (than)  
(*cloudier . . . than*)  
C 6. (the most ancient)  
C 7. (wider than)  
I 8. (the most tallest)  
(*the tallest*)  
I 9. (most efficient)  
(*the most efficient*)  
C 10. (stronger) . . . (more flavorful than)

**APPENDIX EXERCISE C6**

- C 1. (the friendliest)  
I 2. (the most difficult of)  
(*more difficult than*)  
I 3. (a nicest disposition than)  
(*a nicer disposition than*)  
C 4. (the best party)  
I 5. (the most fuel-efficient of)  
(*more fuel-efficient than*)  
I 6. (the drier that)  
(*the driest that*)  
C 7. (the most understanding of)  
I 8. (earlier that)  
(*the earliest that*)  
I 9. (the highest of)  
(*higher than*)  
C 10. (more reticent than)

**APPENDIX REVIEW EXERCISE (C1-C6)**

- C 1.  
C 2.  
I 3. (*the nearest*)  
I 4. (*left*)  
I 5. (*were*)  
I 6. (*the most important*)  
C 7.  
C 8.  
I 9. (*a more honorable*)  
C 10.  
I 11. (*are*)  
I 12. (*the most ridiculous*)  
C 13.  
I 14. (*were*)  
C 15.

**APPENDIX EXERCISE C7**

- I 1. have came  
(*have come*)  
C 2. thought . . . had told  
I 3. has wore  
(*has worn*)  
C 4. have blown  
I 5. has running  
(*has run*)  
C 6. had struck . . . had knocked  
I 7. have drew  
(*have drawn*)  
C 8. has taught

- I 9. had . . . knew  
(*had . . . known*)  
C 10. have . . . gotten

**APPENDIX EXERCISE C8**

- I 1. will be inaugurate  
(*will be inaugurated*)  
C 2. were presented . . . are unchanged  
I 3. was took  
(*was taken*)  
C 4. has been promoted  
I 5. are . . . arguing . . . is happens  
(*is happening*)  
I 6. should . . . have been smoke . . . was  
(*should . . . have been smoking*)  
C 7. was ringing  
I 8. were froze  
(*were frozen*)  
C 9. is wondering . . . will be departing  
I 10. were take off . . . land  
(*were taking off . . . landing*)

**APPENDIX EXERCISE C9****(possible answers)**

- C 1. cannot return  
I 2. may preferring  
(*may prefer*)  
I 3. will depends  
(*will depend*)  
C 4. might be coming  
I 5. must to try  
(*must try*)  
I 6. could taken  
(*could take*)  
C 7. might announce  
I 8. must . . . gave  
(*must . . . give*)  
I 9. will going  
(*will go or will be going*)  
C 10. was . . . would not start

**APPENDIX EXERCISE C10**

- I 1. need . . . was  
(*need . . . is or needed . . . was*)  
C 2. has . . . describes . . . happened  
I 3. told . . . is pleased . . . heard  
(*was*)  
C 4. is . . . did . . . understand  
C 5. had . . . is going  
I 6. leaves . . . took  
(*leaves . . . takes or left . . . took*)  
I 7. was landing . . . remain  
(*was landing . . . remained or is landing . . . remain*)  
C 8. are . . . committed  
I 9. filled . . . up . . . heads  
(*headed*)  
C 10. understand . . . happened . . . are . . . occurred

**APPENDIX EXERCISE C11****(possible answers)**

- C 1. is . . . has graduated  
I 2. had rung . . . leave  
(*had rung . . . left or has rung . . . leave*)  
I 3. have visited . . . traveled  
(*travel or have traveled*)



- C 4. found . . . had made
- C 5. are based . . . have done
- I 6. had been collected . . . dismisses  
(*dismissed*)
- C 7. was . . . growing . . . had . . . been
- C 8. knows . . . have . . . tried
- C 9. can tell . . . know . . . has transpired
- C 10. will be . . . have submitted

#### APPENDIX EXERCISE C12

- I 1. (By 1995) . . . has decided  
(*had decided*)
- C 2. was established (in 1900)
- I 3. (Since) . . . saw . . . got  
(*have gotten*)
- I 4. Mike has applied . . . (a few months ago)  
(*applied*)
- C 5. elected . . . (last month)
- I 6. experienced . . . (lately)  
(*have experienced*)
- C 7. (By the end of the meeting) . . . had reached
- I 8. has . . . graduated . . . (in June)  
(*finally graduated*)
- I 9. am living . . . (since) I was  
(*have been living*)
- C 10. was . . . called . . . tried . . . (a few minutes ago) . . .  
got

#### APPENDIX EXERCISE C13

- I 1. will be trim  
(*will be trimmed*)
- C 2. is made
- I 3. robbed  
(*was robbed*)
- I 4. were describing  
(*were described*)
- C 5. has been changed . . . have been filled
- I 6. have given  
(*have been given*)
- C 7. was cooked . . . was brought
- I 8. was accepted  
(*was accepted by*)
- I 9. will . . . be allowed . . . have . . . been pay  
(*have . . . been paid*)
- C 10. is being held . . . will be posted

#### APPENDIX EXERCISE C14

- I 1. won  
(*was won*)
- C 2. started
- I 3. placed  
(*were placed*)
- I 4. selected  
(*were selected*)
- C 5. opened
- I 6. expected  
(*was expected*)
- C 7. amused
- I 8. announced  
(*were announced*)
- I 9. knocked . . . fell off  
(*were knocked*)
- C 10. lasted

#### APPENDIX REVIEW EXERCISE (C7-C14)

- I 1. (*may have*)
- C 2.
- I 3. (*were washed and chopped up*)
- I 4. (*have drunk*)
- I 5. (*has not taken*)
- I 6. (*expected*)
- I 7. (*was founded*)
- C 8.
- C 9.
- I 10. (*had paid*)
- I 11. (*am trying*)
- I 12. (*had managed*)
- C 13.
- C 14.
- I 15. (*was interviewed*)

#### APPENDIX EXERCISE C15

- I 1. (Each) exhibits  
(*exhibit*)
- C 2. (Both) children . . . (various) assignments
- C 3. (single) scoop . . . (two) scoops
- I 4. (several) pills (every) days  
(*day*)
- C 5. (an) . . . time . . . (many) students
- I 6. (Various) plans . . . (a) . . . centers  
(*center*)
- I 7. (Every) times . . . (several) acquaintances  
(*time*)
- I 8. (single) serving . . . (one) people  
(*person*)
- C 9. (One) incident . . . (many) misunderstandings
- I 10. (several) candidates . . . (each) ones  
(*one*)

#### APPENDIX EXERCISE C16

- C 1. (Many) applicants
- I 2. (amount) . . . people  
(*number*)
- C 3. (Few) suggestions . . . (little) help
- I 4. (more) opportunities . . . (less) restrictions  
(*fewer*)
- I 5. (much) . . . assurances  
(*many*)
- C 6. (number) . . . facts
- I 7. (less) concern . . . (much) . . . bills  
(*many*)
- C 8. (fewer) men . . . women
- I 9. (many) . . . problems . . . (little)  
(*few*)
- C 10. (amount) . . . paper

#### APPENDIX EXERCISE C17

- I 1. (Him) . . . (me)  
(*He and I*)
- C 2. (We) . . . (them) . . . (they) . . . (us)
- I 3. (you) . . . (I), (I) . . . (they)  
(*you . . . me*)
- C 4. (He) . . . (she) . . . (us) . . . (we)
- I 5. (You) . . . (I) . . . (he) . . . (her)  
(*him . . . her*)
- I 6. (It) . . . (we)  
(*for us students*)
- C 7. (She) . . . (I) . . . (it) to (her) . . . (I) . . . (she)



- I 8. (They) . . . (you) . . . (I) . . . (I) . . . (we)  
(*you and me*)  
C 9. (It) . . . (us) . . . (it) . . . (him) . . . (her)  
I 10. (They) . . . (you) . . . (I)  
(*you and me*)

#### APPENDIX EXERCISE C18

- I 1. (our) . . . (ours)  
(*our teammates*)  
C 2. (your) . . . (mine)  
C 3. (his) . . . (hers)  
I 4. (her) . . . (my)  
(*mine*)  
C 5. (Your) . . . (my)  
I 6. (theirs)  
(*their offices*)  
I 7. (my) . . . (your)  
(*yours*)  
C 8. (his) . . . (hers)  
I 9. (ours) . . . (theirs)  
(*our keys*)  
C 10. (your) . . . (hers) . . . (her) . . . (yours)

#### APPENDIX EXERCISE C19

- I 1. Papers . . . (it)  
(*them*)  
C 2. party . . . (my) neighbors . . . (they) . . . (it)  
I 3. Everyone . . . (you)  
(*he or she wants*)  
I 4. concert . . . (we) . . . (our) . . . (them)  
(*it*)  
C 5. sunshine . . . (I) . . . (it) . . . (my)  
I 6. man . . . problem . . . (he) . . . (it) . . . (herself)  
(*himself*)  
I 7. (My) . . . book . . . (she) . . . (I) . . . (her)  
(*it*)  
C 8. (Your) brothers . . . money . . . (they) . . . (you) . . .  
(it) . . . (yourself)  
I 9. person . . . (their)  
(*her or his*)  
I 10. (Your) classmates . . . (yourselves)  
(*themselves*)

#### APPENDIX REVIEW EXERCISE (C15–C19)

- I 1. (*many times*)  
C 2.  
C 3.  
I 4. (*He and she*)  
C 5.  
C 6.  
I 7. (*them*)  
I 8. (*to you and me*)  
I 9. (*few of them*)  
C 10.  
I 11. (*various needs*)  
C 12.  
I 13. (*theirs*)  
I 14. (*fewer calories*)  
C 15.

#### APPENDIX EXERCISE C20

- I 1. *extreme* describes *humid*  
*humid* describes *condition*  
(*extremely*)

- C 2. *hungry* describes *baby*  
*quite* describes *plaintively*  
*plaintively* describes *waited*  
I 3. *real* describes *exciting*  
*exciting* describes *movie*  
*unexpected* describes *ending*  
(*really*)  
C 4. *striking* describes *workers*  
*slowly* and *deliberately* describe *marched*  
*locked* describes *gate*  
*front* describes *gates*  
I 5. *complex* describes *issue*  
*thoroughly* describes *studied*  
*difficultly* describes *decision*  
(*difficult*)  
C 6. *parking* describes *lot*  
*recently* describes *had . . . been resurfaced*  
*thick* and *black* describe *asphalt*  
I 7. *extremely* describes *cautious*  
*cautious* describes *proceeded*  
*totally* describes *acceptable*  
*acceptable* describes *outcome*  
(*cautiously*)  
I 8. *rather* describes *suddenly*  
*suddenly* describes *decided*  
*considerable* describes *alter*  
(*considerably*)  
C 9. *large* and *white* describe *building*  
*circular* describes *driveway*  
*main* describes *office*  
I 10. *brilliantly* describes *idea*  
*supposed* describes *shortcut*  
(*brilliant*)

#### APPENDIX EXERCISE C21

- I 1. *immediately* describes *return*  
(*return the necklace immediately*)  
C 2. *serious* describes *man*  
*always* describes *works*  
*diligently* describes *works*  
C 3. *worried* describes *mother*  
*gently* describes *scolded*  
*little* describes *girl*  
I 4. *often* describes *uses*  
(*often uses*)  
I 5. *attentive* describes *lifeguard*  
*quickly* describes *jumped*  
(*attentive lifeguard*)  
C 6. *clearly* describes *explain*  
I 7. *carefully* describes *studied*  
*monthly* describes *report*  
(*carefully studied*)  
C 8. *skillfully* describes *questioned*  
*hostile* describes *witness*  
I 9. *always* describes *cannot remember*  
(*cannot always remember*)  
I 10. *suddenly* describes *dropped*  
*local* describes *people*  
*chilly* describes *weather*  
(*local people*)



**APPENDIX EXERCISE C22**

- C 1. (fast-moving)  
*fast-moving* describes *line*
- I 2. (satisfying) customers  
*satisfying* describes *customers*  
(*satisfied*)
- I 3. people ... (shocked) ... (disturbed) news  
*shocked* describes *people*  
*disturbed* describes *news*  
(*disturbing*)
- C 4. (delighted) girl ... (unexpected) gift  
*delighted* describes *girl*  
*unexpected* describes *gift*
- I 5. (depressed) situation  
*depressed* describes *situation*  
(*depressing*)
- I 6. (snow-capped) mountains ... (charmed) village  
*snow-capped* describes *mountains*  
*charmed* describes *village*  
(*charming*)
- C 7. (annoying) guest ... (frustrated) host  
*annoying* describes *guest*  
*frustrated* describes *host*
- I 8. (correcting) papers ... (waiting) students  
*correcting* describes *papers*  
*waiting* describes *students*  
(*corrected*)
- C 9. (unidentified) attacker ... (strolling) couple  
*unidentified* describes *attacker*  
*strolling* describes *couple*
- I 10. (requesting) room ... (unobstructing) view  
*requesting* describes *room*  
*unobstructing* describes *view*  
(*requested* ... *unobstructed*)

**APPENDIX EXERCISE C23**

- I 1. Man ... hat ... door  
(*A man* ... *a* ... *hat* ... *the door*)
- C 2. (a) ... task
- I 3. job  
(*a part-time job*)
- C 4.
- I 5. feeling ... event  
(*a funny feeling* ... *a surprising event*)
- C 6. (a) van ... (a) family
- I 7. (the) ... course ... textbook ... presentation  
(*a textbook* ... *a presentation*)
- I 8. (The) family ... snake ... dog  
(*a snake* ... *a* ... *dog*)
- C 9. (a) ... opinion ... (a) situation
- C 10.

**APPENDIX EXERCISE C24**

- C 1. (an) opportunity ... (a) one-time
- I 2. (a) mistake ... (a) honest  
(*an honest*)
- C 3. (a) hotel ... (a) jacuzzi ... (a) heated
- I 4. (a) honor ... (a) guest ... (a) important  
(*an honor* ... *an important*)
- C 5. (a) once-in-a-lifetime ... (a) faraway
- I 6. (a) usual occurrence ... (a) unusual  
(*an unusual*)
- C 7. (a) colorful ... (a) hand-painted ... (a) helium
- I 8. (an) euphoric ... (an) huge  
(*a euphoric* ... *a huge*)

- I 9. (a) X ... (a) signature ... (a) document  
(*an X*)
- C 10. (a) traditional ... (a) unicorn ... (a) helpless

**APPENDIX EXERCISE C25**

- I 1. (a) ... uniforms  
(*a* ... *uniform*)
- C 2. (a) notebook ... (a) textbook
- I 3. (a) ... house ... (a) ... pool ... (a) ...  
balconies ... (a) ... views  
(*a* ... *balcony* ... *a* ... *view* ... *balcony* or *balconies*  
... *views* ... *balconies*)
- I 4. (an) ... theories  
(*an* ... *theory*)
- C 5. (a) computer, (a) phone, (a) table
- I 6. (a) ... stories  
(*a* ... *story*)
- I 7. (a) ... dress, (a) ... shoes, (a) ... purse ... (a) ...  
earrings  
(*shoes* ... *earrings*)
- C 8. (a) ... reason
- I 9. (a) ... biscuits  
(*biscuits*)
- C 10. (a) secretary

**APPENDIX EXERCISE C26**

- I 1. (a) ... ride ... (an) ... continent  
(*the African continent*)
- C 2. (a) movie ... (a) ... ending
- I 3. (a) ... cloud ... (a) sky  
(*the sky*)
- I 4. (The) spacecraft ... (a) planet  
(*the planet*)
- I 5. (The) teacher ... (a) middle ... (the) classroom ...  
(the) students  
(*the middle*)
- C 6. (an) idea ... (a) topic ... (an) ... paper
- I 7. (a) ... hotel ... (a) ... time  
(*the* ... *hotel* ... *the* ... *time*)
- I 8. (A) hat ... (a) ... hat  
(*The hat*)
- I 9. (a) prize ... (a) ... essay (the) ... contest  
(*the* ... *essay*)
- I 10. (the) man ... (a) nose ... (a) ... nose  
(*the nose*)

**APPENDIX REVIEW EXERCISE (C20–C26)**

- I 1. (*an unbelievably*)
- C 2.
- I 3. (*often misplaces*)
- I 4. (*The engine* ... *a funny noise* or *funny noises*)
- C 5.
- C 6.
- I 7. (*substantial benefits*)
- C 8.
- I 9. (*a nearby university*)
- C 10.
- I 11. (*a delight*)
- I 12. (*unmade beds* ... *unwashed dishes*)
- C 13.
- I 14. (*swiftly collected*)
- I 15. (*the* ... *principal* ... *a speech*)