**TEXT 7:**

Butterflies are among the most extensively studied insects - an estimated 90 percent of the world's species have scientific names. As a consequence, they are perhaps the best group of insects for examining patterns of terrestrial biotic diversity and distribution. Butterflies also have a favorable image with the general public. Hence, they are an excellent group for communicating information on science and conservation issues such as diversity.

Perhaps the aspect of butterfly diversity that has received the most attention over the past century is the **striking** difference in species richness between tropical and temperate regions.

For example, in 1875, one biologist pointed out the diversity of butterflies in the Amazon when he mentioned that about 700 species were found within an hour's walk, whereas the total number found on the British Islands did not exceed 66, and the whole of Europe supported only 321. This early comparison of tropical and temperate butterfly richness has been well confirmed.

A general theory of diversity would have to predict not only this difference between temperate and tropical zones, but also patterns within each region, and how these patterns vary among different animal and plant groups. However, for butterflies, variation of species richness within temperate and tropical regions is poorly understood. Indeed, comparisons of numbers of species among the Amazon basin, tropical Asia, and Africa are still mostly "personal communication" citations, even for vertebrates. In other words, unlike comparison temperate and tropical areas, these patterns are still in the documentation phase.

In documenting geographical variation in butterfly diversity, some arbitrary, practical decisions are made. Diversity, number of species, and species richness are used synonymously; little is known about the evenness of butterfly distribution. The New World butterflies make up the preponderance of examples because they are the most familiar species. It is hoped that by focusing on them, the errors **generated** by imperfect and incomplete taxonomy will be minimized.

**1. The word "striking" in paragraph 2 is closest in meaning to...**

A. physical B. confusing **C. noticeable** D. successful

**2. Butterflies are a good example for communicating information about conservation issues because they...**

A. are simple in structure

B. have been given scientific names

**C. are viewed positively by people**

D. are found mainly in temperate climates.

**3. What is the most distinguishing feature of butterfly diversity in the past century?**

A. Numerous patterns of terrestrial biotic diversity and distribution.

B. Comparisons of behavior patterns of butterflies and certain animal groups.

**C. The striking difference in species richness between tropical and temperate regions.**

D. The documentation phase of the process.

**4. Which aspect of butterflies does the passage mainly discuss?**

A. Their physical characteristics.

B. Their adaptation to different habitats

C. Their names

**D. Their variety**

**5. The word "generated" in paragraph 5 is closest in meaning to...**

A. requested

**B. caused**

C. assisted

D. estimated

**TEXT 17:**

Before the 1500's, the western plains of North America were dominated by farmers. One group, the Mandans, lived in the upper Missouri River country, primarily in present-day North Dakota. They had large villages of houses built close together. The tight arrangement enabled the Mandans to protect themselves more easily from the attacks of others who might seek to obtain some of the food these highly capable farmers stored from one year to the next.

The women had primary responsibility for the fields. They had to exercise considerable skill to produce the desired results, for their northern location meant fleeting growing seasons. Winter often lingered; autumn could be ushered in by severe frost. For good measure, during the spring and summer, drought, heat, hail, grasshoppers, and other frustrations might await the wary grower.

Under such conditions, Mandan women had to grow maize capable of weathering adversity. They began as early as it appeared feasible to do so in the spring, clearing the land, using fire to clear stubble from the fields and then planting. From this point until the first green corn could be harvested, the crop required labor and vigilance.

Harvesting proceeded in two stages. In August the Mandans picked a smaller amount of the crop before it had matured fully. This green corn was boiled, dried and shelled, with some of the maize slated for immediate consumption and the rest stored in animal - skin bags. Later in the fall, the people picked the rest of the corn. They saved the best of the harvest for seeds or for trade, with the remainder eaten right away or stored for alter use in underground reserves. With appropriate banking of the extra food, the Mandans protected themselves against the disaster of crop failure and accompany hunger.

The woman planted another staple, squash, about the first of June, and harvested it near the time of the green corn harvest. After they picked it, they sliced it, dried it, and strung the slices before they stored them. Once again, they saved the seeds from the best of the year's crop. The Mandans also grew sunflowers and tobacco; the latter was the particular task of the older men.

**1. What is the main topic of the passage?**

A. The agricultural activities of a North American Society

B. Various ways corn can be used.

C. The problems encountered by farmers specializing in growing once crop

D. Weather conditions on the western plains

**2. The Mandans built their houses close together in order to…**

A. guard their supplies of food

B. share farming implements

C. protect themselves against the weather

D. allow more room for growing corn

**3. Why does the author believe that the Mandans were skilled farmers?**

A. They developed new varieties of corn.

B. They could grow crops despite adverse weather.

C. They developed effective fertilizers.

D. They could grow crops in most types of soil.

**4. Which of the following crops was cultivated primarily by men?**

A. Squash

B. Sunflower

C. Corn

D. Tobacco

**5. Throughout the passage, the author implies that the Mandans…**

A. planned for the future

B. valued individuality

C. were open to strangers

D. were very adventurous

TEXT 19:

Long before they can actually speak, babies pay special attention to the speech they hear around them. Within the first month of their lives, babies' responses to the sound of the human voice will be different from their responses to other sorts of auditory stimuli. They will stop crying when they hear a person talking, but not if they hear a bell or the sound of a rattle. At first, the sounds that an infant notice might be only those words that receive the heaviest emphasis and that often occur at the ends of utterances. By the time they are six or seven weeks old, babies can detect the difference between syllables pronounced with rising and falling inflections. Very soon, these differences in adult stress and intonation can influence babies' emotional states and behavior. Long before they develop actual language comprehension, babies can sense when an adult is playful or angry, attempting to initiate or terminate new behavior, and so on, merely on the basis of cues such as the rate, volume, and melody of adult speech.

Adults make it as easy as they can for babies to pick up a language by exaggerating such cues. One researcher observed babies and their mothers in six diverse cultures and found that, in all six languages, the mothers used simplified syntax, short utterances and nonsense sounds, and transformed certain sounds into baby talk. Other investigators have noted that when mothers talk to babies who are only a few months old, they exaggerate the pitch, loudness, and intensity of their words. They also exaggerate their facial expressions, hold vowels longer, and emphasize certain words.

More significant for language development than their response to general intonation is observation that tiny babies can make relatively fine distinctions between speech sounds. In other words, babies enter the world with the ability to make precisely those perceptual discriminations that are necessary if they are to acquire aural language.

Babies obviously derive pleasure from sound input, too: even as young as nine months they will listen to songs or stories, although the words themselves are beyond their understanding. For babies, language is a sensory-motor delight rather than the route to prosaic meaning that it often is for adults.

**1. Which of the following can be inferred about the findings described in paragraph 2?**

A. Babies ignore facial expressions in comprehending aural language.

B. Mothers from different cultures speak to their babies in similar ways.

C. Babies who are exposed to more than one language can speak earlier than babies exposed to a single language.

D. The mothers observed by the researchers were consciously teaching their babies to speak.

**2. According to the author, why do babies listen to songs and stories, even though they cannot understand them?**

A. They can remember them easily.

B. They focus on the meaning of their parents' word.

C. They enjoy the sound.

D. They understand the rhythm.

**3. The passage mentions all of the followings as the ways adults modify their speech when talking to babies EXCEPT...**

A. speaking with shorter sentences

B. giving all words equal emphasis

C. using meaningless sounds

D. speaking more loudly than normal

**4. What does the passage mainly discuss?**

A. The differences between a baby's and an adult's ability to comprehend language

B. How babies perceive and respond to the human voice in their earliest stages of language development

C. The response of babies to sounds other than the human voice

D. How babies differentiate between the sound of the human voice and other sounds

**5. What point does the author make to illustrate that babies are born with the ability to acquire language?**

A. Babies exaggerate their own sounds and expressions.

B. Babies begin to understand words in songs.

C. Babies notice even minor differences between speech sounds.

D. Babies are more sensitive to sounds than are adults.