

TPO 13

READING

Types of Social Groups

Paragraph 1:

1. The word **complex** in the passage is closest in meaning to
 - A. delicate
 - B. elaborate
 - C. private
 - D. common

2. According to paragraph 1, which of the following is true of a relationship?
 - A. It is a structure of associations with many people.
 - B. It should be studied in the course of a social interaction.
 - C. It places great demands on people.
 - D. It develops gradually over time.

Paragraph 2:

3. The word **endowing** in the passage is closest in meaning to
 - A. leaving
 - B. exposing
 - C. providing
 - D. understanding

4. Which of the following can be inferred about instrumental ties from the author's mention of working with competitors in paragraph 2?
 - A. Instrumental ties can develop even in situations in which people would normally not cooperate.
 - B. Instrumental ties require as much

Life places us in a **complex** web of relationships with other people. Our humanness arises out of these relationships in the course of social interaction. Moreover, our humanness must be sustained through social interaction—and fairly constantly so. When an association continues long enough for two people to become linked together by a relatively stable set of expectations, it is called a relationship.

People are bound within relationships by two types of bonds: expressive ties and instrumental ties. Expressive ties are social links formed when we emotionally invest ourselves in and commit ourselves to other people. Through association with people who are meaningful to us, we achieve a sense of security, love, acceptance, companionship, and personal worth. Instrumental ties are social links formed when we cooperate with other people to achieve some goal. Occasionally, this may mean working with instead of against competitors. More often, we simply cooperate with others to

- emotional investment as expressive ties.
- C. Instrumental ties involve security, love, and acceptance.
- D. Instrumental ties should be expected to be significant.

Paragraph 3:

5. According to paragraph 3, what do sociologists see as the main difference between primary and secondary groups?
- A. Primary groups consist of people working together, while secondary groups exist outside of work settings.
- B. In primary groups people are seen as means, while in secondary groups people are seen as ends.
- C. Primary groups involve personal relationships, while secondary groups are mainly practical in purpose.
- D. Primary groups are generally small, while secondary groups often contain more than two people.
6. Which of the following can be inferred from the author's claim in paragraph 3 that primary group relationships sometimes evolve out of secondary group relationships?
- A. Secondary group relationships begin by being primary group relationships.
- B. A secondary group relationship that is highly visible quickly becomes a primary group relationship.
- C. Sociologists believe that only primary group relationships are important to society.
- D. Even in secondary groups, frequent communication serves to bring people into close relationships.

reach some end without endowing the relationship with any larger significance.

Sociologists have built on the distinction between expressive and instrumental ties to distinguish between two types of groups: primary and secondary. A primary group involves two or more people who enjoy a direct, intimate, cohesive relationship with one another. Expressive ties predominate in primary groups; we view the people as ends in themselves and valuable in their own right. A secondary group entails two or more people who are involved in an impersonal relationship and have come together for a specific, practical purpose. Instrumental ties predominate in secondary groups; we perceive people as means to ends rather than as ends in their own right. Sometimes primary group relationships evolve out of secondary group relationships. This happens in many work settings. People on the job often develop close relationships with coworkers as they come to share gripes, jokes, gossip, and satisfactions.

Paragraph 4:

7. The phrase size up in the passage is closest in meaning to

- A. enlarge
- B. evaluate
- C. impress
- D. accept

A number of conditions enhance the likelihood that primary groups will arise. First, group size is important. We find it difficult to get to know people personally when they are milling about and dispersed in large groups. In small groups we have a better chance to initiate contact and establish rapport with them. Second, face-to-face contact allows us to size up others. Seeing and talking with one another in close physical proximity makes possible a subtle exchange of ideas and feelings. And third, the probability that we will develop primary group bonds increases as we have frequent and continuous contact. Our ties with people often deepen as we interact with them across time and gradually evolve interlocking habits and interests.

Paragraph 5:

8. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage?

Incorrect choices change the meaning in important ways or leave out essential information.

- A. Sociologists think that cultural patterns establish connections between the individual and the larger society.
- B. Sociologists believe that individuals with a sense of oneness bridge the gap between society and primary groups.
- C. Sociologists think primary groups contribute to social solidarity because they help maintain a society's cultural

Primary groups are fundamental to us and to society. First, primary groups are critical to the socialization process. Within them, infants and children are introduced to the ways of their society. Such groups are the breeding grounds in which we acquire the norms and values that equip us for social life. Sociologists view primary groups as bridges between individuals and the larger society because they transmit, mediate, and interpret a society's cultural patterns and provide the sense of oneness so critical for social solidarity.

patterns.

D. Sociologists believe that the cultural patterns that provide social solidarity arise as bridges from primary groups.

9. This passage is developed primarily by
- A. drawing comparisons between theory and practice
 - B. presenting two opposing theories
 - C. defining important concepts and providing examples of them
 - D. discussing causes and their effects

Second, primary groups are fundamental because they provide the settings in which we meet most of our personal needs. ■Within them, we experience companionship, love, security, and an overall sense of well-being. ■Not surprisingly, sociologists find that the strength of a group's primary ties has implications for the group's functioning. ■For example, the stronger the primary group ties of a sports team playing together, the better their record is.■

Paragraph 7:

10. The word deviate in the passage is closest in meaning to

- A. detract
- B. advance
- C. select
- D. depart

11. According to paragraph 7, why would a social group use shunning?

- A. To enforce practice of the kinds of behavior acceptable to the group
- B. To discourage offending individuals from remaining in the group
- C. To command and reward the behavior of the other members of the group
- D. To decide which behavioral norms should be passed on to the next generation?

Third, primary groups are fundamental because they serve as powerful instruments for social control. Their members command and dispense many of the rewards that are so vital to us and that make our lives seem worthwhile. Should the use of rewards fail, members can frequently win by rejecting or threatening to ostracize those who deviate from the primary group's norms. For instance, some social groups employ shunning (a person can remain in the community, but others are forbidden to interact with the person) as a device to bring into line individuals whose behavior goes beyond that allowed by the particular group. Even more important, primary groups define social reality for us by structuring our experiences. By providing us with definitions of situations, they elicit from us behavior that conforms to group-devised meanings. Primary groups, then, serve both as carriers of

social norms and as enforcers of them.

Paragraph 6:

12. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

People who do not live alone, for example, tend to make healthier life choices and develop fewer pathologies than people who live by themselves.

Where would the sentence best fit?

13.

Primary Groups

-
-

Secondary Groups

-
-

Answer Choices

- A. Developing socially acceptable behavior
- B. Working together against competitors
- C. Experiencing pressure from outside forces
- D. Viewing people as a means to an end
- E. Existing for practical purposes
- F. Providing meaning for life situations
- G. Involving close relationships

Second, primary groups are fundamental because they provide the settings in which we meet most of our personal needs. ■Within them, we experience companionship, love, security, and an overall sense of well-being. ■Not surprisingly, sociologists find that the strength of a group's primary ties has implications for the group's functioning. ■For example, the stronger the primary group ties of a sports team playing together, the better their record is.■

Paragraph 1:

1. The word **Consequently** in the passage is closest in meaning to
A. Therefore

Biological Clocks

Survival and successful reproduction usually require the activities of animals to be coordinated with predictable events

- B. Additionally
- C. Nevertheless
- D. Moreover

2. In paragraph 1, the experiment on the fungus *Neurospora* is mentioned to illustrate
- A. the existence of weekly periods of activity as well as daily ones
 - B. the finding of evidence that organisms have internal clocks
 - C. the effect of space on the internal clocks of organisms
 - D. the isolation of one part of an organism's cycle for study
3. According to paragraph 1, all the following are generally assumed to be true EXCEPT:
- A. It is important for animals' daily activities to be coordinated with recurring events in their environment.
 - B. Eukaryotes have internal clocks.
 - C. The relationship between biological function and environmental cycles is a topic of intense research.
 - D. Animals' daily rhythms are more dependent on external cues than on internal clocks.

around them. Consequently, the timing and rhythms of biological functions must closely match periodic events like the solar day, the tides, the lunar cycle, and the seasons. The relations between animal activity and these periods, particularly for the daily rhythms, have been of such interest and importance that a huge amount of work has been done on them and the special research field of chronobiology has emerged. Normally, the constantly changing levels of an animal's activity—sleeping, feeding, moving, reproducing, metabolizing, and producing enzymes and hormones, for example—are well coordinated with environmental rhythms, but the key question is whether the animal's schedule is driven by external cues, such as sunrise or sunset, or is instead dependent somehow on internal timers that themselves generate the observed biological rhythms. Almost universally, biologists accept the idea that all eukaryotes (a category that includes most organisms except bacteria and certain algae) have internal clocks. By isolating organisms completely from external periodic cues, biologists learned that organisms have internal clocks. For instance, apparently normal daily periods of biological activity were maintained for about a week by the fungus *Neurospora* when it was intentionally isolated from all geophysical timing cues while

Paragraph 2:

4. The word **persistent** in the passage is closest in meaning to
- A. adjusted
 - B. strong
 - C. enduring
 - D. predicted
5. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.
- A. Stability, a feature of the biological clock's period, depends on changeable factors such as temperature.
 - B. A major feature of the biological clock is that its period does not change despite significant changes in the environment.
 - C. A factor such as temperature is an important feature in the establishment of the biological clock's period.
 - D. Biological activity is not strongly affected by changes in temperature.
6. According to paragraph 2, which of the following is true about the circadian periods of animals deprived of environmental cues?
- A. They have the same length as the daily activity cycles of animals that are not deprived of such cues.

orbiting in a space shuttle. The continuation of biological rhythms in an organism without external cues attests to its having an internal clock.

When crayfish are kept continuously in the dark, even for four to five months, their compound eyes continue to adjust on a daily schedule for daytime and nighttime vision. Horseshoe crabs kept in the dark continuously for a year were found to maintain a **persistent** rhythm of brain activity that similarly adapts their eyes on a daily schedule for bright or for weak light. Like almost all daily cycles of animals deprived of environmental cues, those measured for the horseshoe crabs in these conditions were not exactly 24 hours. Such a rhythm whose period is approximately—but not exactly—a day is called circadian. For different individual horseshoe crabs, the circadian period ranged from 22.2 to 25.5 hours. A particular animal typically maintains its own characteristic cycle **duration** with great precision for many days. **Indeed, stability of the biological clock's period is one of its major features, even when the organism's environment is subjected to considerable changes in factors, such as temperature, that would be expected to affect biological activity strongly.** Further evidence for persistent internal rhythms appears when the usual external cycles are shifted—either experimentally or by

- B. They can vary significantly from day to day.
- C. They are not the same for all members of a single species.
- D. They become longer over time.

7. According to paragraph 2, what will an animal experience when its internal rhythms no longer correspond with the daily cycle of the environment?

- A. Disorientation
- B. Change in period of the internal rhythms
- C. Reversal of day and night activities
- Increased
- D. Sensitivity to environmental factors

8. In paragraph 2, the author provides evidence for the role of biological clocks by

- A. listing the daily activities of an animal's cycle: sleeping, feeding, moving, reproducing, metabolizing, and producing enzymes and hormones
- B. describing the process of establishing the period of a biological clock
- C. presenting cases in which an animal's daily schedule remained stable despite lack of environmental cues
- D. contrasting animals whose daily schedules fluctuate with those of animals whose schedules are constant

9. The word **duration** in the passage is closest in meaning to

- A. length
- B. feature
- C. process
- D. repetition

rapid east-west travel over great distances. Typically, the animal's daily internally generated cycle of activity continues without change. As a result, its activities are shifted relative to the external cycle of the new environment. The disorienting effects of this mismatch between external time cues and internal schedules may persist, like our jet lag, for several days or weeks until certain cues such as the daylight/darkness cycle reset the organism's clock to synchronize with the daily rhythm of the new environment.

10. In paragraph 2, why does the author mention that the period for different horseshoe crabs ranges from 22.2 to 25.5 hours?

- A. To illustrate that an animal's internal clock seldom has a 24-hour cycle
- B. To argue that different horseshoe crabs will shift from daytime to nighttime vision at different times
- C. To illustrate the approximate range of the circadian rhythm of all animals
- D. To support the idea that external cues are the only factors affecting an animal's periodic behavior

Paragraph 3:

11. The word **it** in the passage refers to

- A. an external cue such as sunrise
- B. the daily rhythm of an animal
- C. the local solar day
- D. a cycle whose period is precisely 24 hours

12. The word **sustained** in the passage is closest in meaning to

- A. intense
- B. uninterrupted
- C. natural
- D. periodic

Paragraph 3:

13. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

Because the internal signals that regulate waking and going to sleep tend to align themselves with these external cues, the external clock

Animals need natural periodic signals like sunrise to maintain a cycle whose period is precisely 24 hours.

■ Such an external cue not only coordinates an animal's daily rhythms with particular features of the local solar day but also—because **it** normally does so day after day—seems to keep the internal clock's period close to that of Earth's rotation.

■ Yet despite this synchronization of the period of the internal cycle, the animal's timer itself continues to have its own genetically built-in period close to, but different from, 24 hours.

■ Without the external cue, the difference accumulates and so the internally regulated activities of the biological day drift continuously, like the tides, in relation to the solar day.

■ This drift has been studied extensively in many animals and in biological activities ranging from the hatching of fruit fly eggs to wheel running by squirrels. Light has a predominating influence in setting the clock. Even a

appears to dominate the internal clock.

Where would the sentence best fit?

14. The activity of animals is usually coordinated with periodically recurring events in the environment.

Answer Choices

- A. Most animals survive and reproduce successfully without coordinating their activities to external environmental rhythms.
- B. The circadian period of an animal's internal clock is genetically determined and basically unchangeable.
- C. Environmental cues such as a change in temperature are enough to reset an animal's clock.
- D. Animals have internal clocks that influence their activities even when environmental cues are absent.
- E. Animals are less affected by large differences between their internal rhythms and the local solar day than are humans
- F. Because an animal's internal clock does not operate on a 24-hour cycle, environmental stimuli are needed to keep the biological day aligned with the solar day.

fifteen-minute burst of light in otherwise sustained darkness can reset an animal's circadian rhythm. Normally, internal rhythms are kept in step by regular environmental cycles. For instance, if a homing pigeon is to navigate with its Sun compass, its clock must be properly set by cues provided by the daylight/darkness cycle.

Methods of Studying Infant Perception

Paragraph 1:

1. Paragraph 1 indicates that researchers use indirect methods primarily to observe the

A. range of motor activity in neonates

In the study of perceptual abilities of infants, a number of techniques are used to determine infants' responses to various stimuli. Because they cannot verbalize or fill

- B. frequency and duration of various stimuli
- C. change in an infant's state following the introduction of a stimulus
- D. range of an infant's visual field

2. The word **uniformly** in the passage is closest in meaning to

- A. clearly
- B. quickly
- C. consistently
- D. occasionally

3. Why does the author mention **repetitive following movements of the eye**?

- A. To identify a response that indicates a neonate's perception of a stimulus
- B. To explain why a neonate is capable of responding to stimuli only through repetitive movements
- C. To argue that motor activity in a neonate may be random and unrelated to stimuli
- D. To emphasize that responses to stimuli vary in infants according to age

out questionnaires, indirect techniques of naturalistic observation are used as the primary means of determining what infants can see, hear, feel, and so forth. Each of these methods compares an infant's state prior to the introduction of a stimulus with its state during or immediately following the stimulus. The difference between the two measures provides the researcher with an indication of the level and duration of the response to the stimulus. For example, if a **uniformly** moving pattern of some sort is passed across the visual field of a neonate (new born), **repetitive following movements of the eye** occur. The occurrence of these eye movements provides evidence that the moving pattern is perceived at some level by the newborn. Similarly, changes in the infant's general level of motor activity —turning the head, blinking the eyes, crying, and so forth— have been used by researchers as visual indicators of the infant's perceptual abilities.

Paragraph 2:

4. Which of the following is NOT mentioned in paragraph 2 as a problem in using the technique of direct observation?
- A. It is impossible to be certain of the actual cause of an infant's response.
 - B. Infants' responses, which occur quickly and diffusely, are often difficult to measure.
 - C. Infants do not respond well to stimuli presented in an unnatural laboratory

Such techniques, however, have limitations. First, the observation may be unreliable in that two or more observers may not agree that the particular response occurred, or to what degree it occurred. Second, responses are difficult to quantify. Often the rapid and diffuse movements of the infant make it difficult to get an accurate record of the number of responses. The third, and most **potent**, limitation is that it is

setting.

D. It may be difficult for observers to agree on the presence or the degree of a response.

5. The word **potent** in the passage is closest in meaning to

- A. artificial
- B. powerful
- C. common
- D. similar

6. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage?

Incorrect choices change the meaning in important ways or leave out essential information.

A. Researchers using observational assessment techniques on infants must not over generalize and must base their conclusions on data from many studies.

B. On the basis of the data from one or two studies, it seems that some infants develop a particular perceptual ability not observed in others.

C. To use data from one or two studies on infant's perceptual abilities, it is necessary to use techniques that will provide conclusive evidence.

D. When researchers fail to make generalizations from their studies, their observed data is often inconclusive.

Paragraph 3:

7. What is the author's primary purpose in paragraph 3?

A. To explain why researchers must conduct more than one type of study

not possible to be certain that the infant's response was due to the stimulus presented or to a change from no stimulus to a stimulus. The infant may be responding to aspects of the stimulus different than those identified by the investigator.

Therefore, when observational assessment is used as a technique for studying infant perceptual abilities, care must be taken not to overgeneralize from the data or to rely on one or two studies as conclusive evidence of a particular perceptual ability of the infant.

Observational assessment techniques have become much more sophisticated, reducing the limitations just presented. Film analysis of the infant's responses, heart and respiration rate monitors, and nonnutritive sucking devices are used as

when they are attempting to understand infant perception

B. To describe new techniques for observing infant perception that overcome problems identified in the previous paragraph

C. To present and evaluate the conclusions of various studies on infant perception

D. To point out the strengths and weaknesses of three new methods for quantifying an infant's reaction to stimuli

8. The word **quantifiable** in the passage is closest in meaning to

- A. visual
- B. permanent
- C. meaningful
- D. measurable

9. Paragraph 3 mentions all of the following as indications of an infant's heightened interest in a new stimulus EXCEPT an increase in

- A. sucking behavior
- B. heart rate
- C. the number of breaths taken
- D. eye movements

Paragraph 4:

10. According to paragraph 4, which of the following leads to the conclusion that infants are able to differentiate between stimuli in a habituation-dishabituation study?
- A. Dishabituation occurs with the introduction of a new stimulus.
 - B. Electrical responses in the infant's

effective tools in understanding infant perception. ■Film analysis permits researchers to carefully study the infant's responses over and over and in slow motion. ■Precise measurements can be made of the length and frequency of the infant's attention between two stimuli. ■Heart and respiration monitors provide the investigator with the number of heartbeats or breaths taken when a new stimulus is presented. ■Numerical increases are used as **quantifiable** indicators of heightened interest in the new stimulus. Increases in nonnutritive sucking were first used as an assessment measure by researchers in 1969. They devised an apparatus that connected a baby's pacifier to a counting device. As stimuli were presented, changes in the infant's sucking behavior were recorded. Increases in the number of sucks were used as an indicator of the infant's attention to or preference for a given visual display.

Two additional techniques of studying infant perception have come into vogue. The first is the habituation-dishabituation technique, in which a single stimulus is presented repeatedly to the infant until there is a measurable decline (habituation) in whatever attending behavior is being observed. At that point a new stimulus is presented, and any recovery

- brain decline with each new stimulus.
- C. Habituation is continued with the introduction of a new stimulus.
- D. The infant displays little change in electrical sbrain responses.

11. In paragraph 4, what does the author suggest about the way an infant's brain perceives stimuli?

- A. An infant's potential to respond to a stimulus may be related to the size of its brain.
- B. Changes in the electrical patterns of an infant's brain are difficult to detect.
- C. Different areas of an infant's brain respond to different types of stimuli.
- D. An infant is unable to perceive more than one stimulus at a time.

(dishabituation) in responsiveness is recorded. If the infant fails to dishabituate and continues to show habituation with the new stimulus, it is assumed that the baby is unable to perceive the new stimulus as different. The habituation-dishabituation paradigm has been used most extensively with studies of auditory and olfactory perception in infants. The second technique relies on evoked potentials, which are electrical brain responses that may be related to a particular stimulus because of where they originate. Changes in the electrical pattern of the brain indicate that the stimulus is getting through to the infant's central nervous system and eliciting some form of response.

Paragraph 5:

12. Paragraph 5 indicates that researchers who used the techniques described in the passage discovered that
- A. infants find it difficult to perceive some types of stimuli
- B. neonates of only a few days cannot yet discriminate between stimuli
- C. observational assessment is less useful for studying infant perception than researchers previously believed
- D. a neonate is able to perceive stimuli better than researchers once thought

Each of the preceding techniques provides the researcher with evidence that the infant can detect or discriminate between stimuli. With these sophisticated observational assessment and electro physiological measures, we know that the neonate of only a few days is far more perceptive than previously suspected. However, these measures are only "indirect" indicators of the infant's perceptual abilities.

Paragraph 3:

Observational assessment techniques have become much more sophisticated, reducing the limitations

13. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

The repetition allows researchers to observe the infant's behavior until they reach agreement about the presence and the degree of the infant's response.

Where would the sentence best fit?

14. Researchers use a number of techniques to determine how infants respond to changes in their environment
- Answer choices

- A. Data from observational methods must be confirmed through multiple studies.
- B. New techniques for studying infant perception have improved the accuracy with which researchers observe and quantify infant responses
- C. Indirect observation is most accurate when researchers use it to test auditory and olfactory perception in neonates.
- D. Visual indicators such as turning the head, blinking the eyes, or crying remain the best evidence of an infant's perceptual abilities.
- E. Pacifiers are commonly used in studies to calm an infant who has been presented with excessive stimuli.
- F. Sophisticated techniques that have aided new discoveries about perception in the neonate continue to be indirect measures.

just presented. Film analysis of the infant's responses, heart and respiration rate monitors, and non-nutritive sucking devices are used as effective tools in understanding infant perception. ■Film analysis permits researchers to carefully study the infant's responses over and over and in slow motion. ■Precise measurements can be made of the length and frequency of the infant's attention between two stimuli. ■Heart and respiration monitors provide the investigator with the number of heartbeats or breaths taken when a new stimulus is presented. ■Numerical increases are used as **quantifiable** indicators of heightened interest in the new stimulus. Increases in nonnutritive sucking were first used as an assessment measure by researchers in 1969. They devised an apparatus that connected a baby's pacifier to a counting device. As stimuli were presented, changes in the infant's sucking behavior were recorded. Increases in the number of sucks were used as an indicator of the infant's attention to or preference for a given visual display.

LISTENING

1. Why does the student go to see the professor?
 - A. To report on the research he has done
 - B. To ask for permission to observe a class
 - C. To get help understanding an assignment
 - D. To ask about a question on a recent test

2. According to the professor, what should the student do after completing the first observation?
 - A. Look for another child to observe
 - B. Research the child's developmental stage
 - C. Report his progress to the class
 - D. Submit the notes he took during the observation

3. Why does the student mention a child playing with a toy car?
 - A. To identify a behavior that would show a child's imagination developing
 - B. To identify a behavior that might illustrate egocentric thinking
 - C. To give an example of a behavior he has observed
 - D. To give an example of a behavior he would not need to describe

4. Why should the student contact the education department secretary?
 - A. Her child attends a school run by the university.
 - B. She has a list of families that might be able to help the man.
 - C. She can contact students who have worked on a similar project.
 - D. She will explain how to observe a class without disturbing it.

5. Listen again to part of the conversation. Then answer the question. What does the professor mean when she says this:
 - A. The man's paper has a strong introduction.
 - B. The man has already started his research project.
 - C. The assignment cannot be submitted late.
 - D. The man does not fully understand assignment.

6. What is the main topic of the lecture?

- A. How the first pedestrian mall was developed
- B. How pedestrian malls have affected business in America
- C. Key considerations in creating a pedestrian mall
- D. Ways that cities can better use pedestrian malls

7. According to the professor, what is the basic reason for building pedestrian malls in the city center?

- A. To increase retail activity in the area
- B. To reduce the noise made by automobile traffic
- C. To increase shopping conveniences for city residents
- D. To encourage people to move from the suburbs back into the city center

8. What are two aspects of location that need to be considered when planning a pedestrian mall?

Click on 2 answers

- A. The proximity to the customer base
- B. The number of nearby tourist sites
- C. The variety of restaurants in the area
- D. The access to public transportation

9. Why does the professor explain the design of a pedestrian mall?

- A. To illustrate its importance to the success of a pedestrian mall
- B. To explain why pedestrian malls are so appealing to the shoppers
- C. To point out how a pedestrian mall looks different from other malls
- D. To show how the design is more important than the location

10. Why does the professor mention the Louisville, Kentucky pedestrian mall?

- A. To discuss her favorite pedestrian mall to visit
- B. To illustrate how a pedestrian mall can overcome financial difficulties
- C. To give an example of a typical, American pedestrian mall
- D. To show how poor planning can affect the success of a pedestrian mall

11. What does the professor mean when she says this

- A. Art is of little importance in designing a pedestrian mall.
- B. There should be a wide variety of art on display in pedestrian malls.
- C. Art is a key feature in the designing of a pedestrian mall.
- D. Most pedestrian mall designers do not like art as much as she does.

12. What is the class mainly discussing?

- A. How beavers select the ecosystem where they live
- B. How ecosystem differ from one another
- C. The impact of human activities on an ecosystem
- D. The role of one species in an ecosystem

13. Why does the professor interrupt the student when he first mentions European settlement in North America?

- A. She had already mentioned that point.
- B. She thinks the information he gave is unrelated to the topic.
- C. She prefers to present the information in the lecture in a specific order.
- D. She questions the accuracy of his point.

14. What does the professor say about still water and swiftly flowing water?

- A. Beavers cannot adapt to living near swiftly flowing water.
- B. Still water and swiftly flowing water support similar ecosystems.
- C. Still water supports more life than swiftly flowing water.
- D. Wetland areas include large quantities of swiftly flowing water.

15. According to the professor, what was the impact of the extensive hunting of beavers in North America?

- A. It led to a decrease in the number of wetlands.
- B. It led to a decrease in the number of swiftly flowing streams.
- C. It led to an increase in the number of other animal species in the wetlands.
- D. It led to an increase in the amount of groundwater.

16. Why does the professor say this:

- A. To point out that some terms have different meanings in other fields
- B. To indicate that she is not going to explain the term
- C. To defend a point she made earlier about ecosystems
- D. To clarify a term used in biology

17. What does the professor imply when she says this

- A. Beaver dams would cause floods in many areas where people now live.

- B. Beaver dams would cause most of the water supply to be inaccessible.
- C. Large areas of land would become unusable by humans.
- D. More groundwater would be available for human consumption.

18. What are the speakers mainly discussing?

- A. How to use the language lab
- B. How to make a video for the class
- C. How to reserve a study room in the library
- D. How to improve study habits

19. How is the language lab different from the library?

- A. The language lab closes much earlier than the library does.
- B. More students go to the library after dinner than to the language lab.
- C. Students cannot remove educational materials from the language lab.
- D. There are more rooms where students can work in groups in the library.

20. When can students reserve a room in the language lab? Click on 2 answers.

- A. When they arrive at the lab
- B. After their professor signs a certain form
- C. When all the members of a study group have signed in
- D. The day before they want to use room

21. What will the student probably do next?

- A. Ask a classmate to watch a video with him
- B. Sign out a Spanish video
- C. Find out when the video he needs will be available
- D. Buy a copy of the video series

22. Listen again to part of the conversation. Then answer the question. What does the woman imply?

- A. She confused the man for another student who had visited the lab earlier in the day.
- B. The man is mistaken about how many videos are in the series.
- C. The language lab does not own the whole series of videos the man needs.
- D. The man is not familiar with the procedures used at the language lab.

23. What is the main purpose of the lecture?

- A. To investigate the information known about the troubadours
- B. To explain the role of patriotic poetry during medieval times
- C. To explain why opinions about knights changed during the medieval period
- D. To compare two different types of medieval poems

24. According to the professor, who was the intended audience for chanson poetry? Click on 2 answers.

- A. Lords
- B. Ladies
- C. Knights
- D. Troubadours

25. According to the professor what is true about the hero in chanson poetry and the in romance poetry? Click in the correct box for each phrase

Chanson Hero

Romance Hero

- A. Is admired for loyalty to country
- B. Engages in conflict for adventure
- C. Is willing to face extreme dangers to protect the lord
- D. Is concerned with individual improvement

26. Why does the professor mention that romance poems often included biographical sketches?

- A. To emphasize the similarities between chanson authors and romance authors
- B. To explain why the social status of troubadours is known today
- C. To point out why the biographical sketches are reliable sources of information
- D. To provide evidence that many troubadours were also historians

27. What does the professor say about the political climate during the time troubadours were writing poetry?

- A. It enabled chanson poetry to gain wide popularity over romance poetry.
- B. It gave the troubadours time to devote themselves to writing poetry.
- C. It inspired troubadours to write poetry that described their lord's deeds.
- D. It made it difficult for troubadours to travel safely within their country.

28. Why does the professor say this:

- A. To indicate that he understands why the student may be confused
- B. To emphasize that the student has asked a very important question
- C. To remind the student that she may know the answer to her own question
- D. To invite other members of the class to answer the question

29. What is the main topic of the lecture?

- A. The major differences between meteors and meteorites
- B. The origins of comets and asteroids
- C. The nature and origin of meteorites
- D. The similarities between objects in the inner solar system

30. What comparison does the professor make to help describe the composition of asteroids and comets?

- A. He compares them to stars.
- B. He compares them to types of planets.
- C. He compares them to rocks on Earth.
- D. He compares them to meteors and meteorites.

31. What does the professor say about the origin of meteors and meteorites?

- A. They are pieces of asteroids or comets.
- B. They are pieces of the planets in our solar system.
- C. They are made from minerals that are otherwise uncommon in our solar system.
- D. Their origin cannot be determined.

32. According to the professor, what feature of a meteoroid generally determines whether the meteoroid becomes a meteorite?

- A. Whether it was originally part of a larger meteoroid
- B. Whether it originated in the inner or outer solar system
- C. What proportion of iron and stone it contains
- D. How large it is when it enters the Earth's atmosphere

33. What are two points the professor makes about stone meteorites? Click on 2 answers.

- A. They are the type of meteorite that most commonly falls to the ground.
- B. They are type of meteorite most often seen in museums.

- C. They are the oldest type of meteorite found on the ground
- D. They are the most difficult type of meteorite to find on the ground

34. Why does the professor say this

- A. To offer a hint about the answer to a question he asked
- B. To clarify a question that a student asked
- C. To find out whether students understand question he asked
- D. To find out whether students understand an important comparison he made

SPEAKING

1.Talk about a game, sport or other group activity that is played in your country. Explain why you think the activity is enjoyable. 【物品】

2.When looking for information for a research project, some students prefer to get their information mainly from the Internet. Others prefer to mainly use printed materials such as books and academic journals. Which do you prefer, and why? 【prefer】

3.New Stadium

A university official announced plans to spend \$2 millions to build a new athletic stadium, commenting that a new stadium would help the university achieve its goal of attracting more top students. The official also said that, additionally, building a new stadium would allow the university to strengthen its relationship with the town since a new and larger stadium would have the space to seat not only students, parent, and alumni, but members of the local community as well.

The woman expresses her opinion about the university's plan. Then state her opinion and explain the reasons she gives for holding that opinion.

4.Perceptual Constancy

How an object affects our senses depends in part on external conditions, and these conditions are always changing. An object viewed from one angle presents a different shape to our eye than when viewed from another angle; similarly, as the distance from which we view an object changes, the object will appear larger or smaller. In spite of this, even as conditions change and we see objects differently, we still recognize that they remain the same. This is what is known as perceptual constancy. If not of perceptual constancy, we might have difficulty recognizing familiar objects if we viewed them in a new and different context.

Explain what is meant by "Perceptual constancy", using the examples provided by the professor.

5.The speakers discuss two possible solutions to the man's problem. Briefly summarize the problem. Then state which solution you would recommend and explain the reasons for your recommendation.

6.Using the examples of the leafy sea dragon and the cuttlefish, describe two kinds of camouflage and the benefits they provide.

WRITING

TASK 1

Private collectors have been selling and buying fossils, the petrified remains of ancient organisms, ever since the eighteenth century. In recent years, however, the sale of fossils, particularly of dinosaurs and other large vertebrates, has grown into a big business. Rare and important fossils are now being sold to private ownership for millions of dollars. This is an unfortunate development for both scientists and the general public.

The public suffers because fossils that would otherwise be donated to museums where everyone can see them are sold to private collectors who do not allow the public to view their collections. Making it harder for the public to see fossils can lead to a decline in public interest in fossils, which would be a pity.

More importantly, scientists are likely to lose access to some of the most important fossils and thereby miss out on potentially crucial discoveries about extinct life forms. Wealthy fossil buyers with a desire to own the rarest and most important fossils can spend virtually limitless amounts of money to acquire them. Scientists and the museums and universities they work for often cannot compete successfully for fossils against millionaire fossil buyers.

Moreover, commercial fossil collectors often destroy valuable scientific evidence associated with the fossils they unearth. Most commercial fossil collectors are untrained or uninterested in carrying out the careful field work and documentation that reveal the most about animal life in the past. For example, scientists have learned about the biology of nest-building dinosaurs called oviraptors by carefully observing the exact position of oviraptor fossils in the ground and the presence of other fossils in the immediate surroundings. Commercial fossil collectors typically pay no attention to how fossils lie in the ground or to the smaller fossils that may surround bigger ones.

Summarize the points made in the lecture, being sure to explain how they support/contradict specific points made in the reading passage.

TASK 2

The extended family (grandparents, cousins, aunts, and uncles) is less important now than it was in the past.

