

TPO 33

READING

The First Civilizations

Evidence suggests that an important stimulus behind the rise of early civilizations was the development of settled agriculture, which unleashed a series of changes in the organization of human communities that culminated in the rise of large ancient empires.

The exact time and place that crops were first cultivated successfully is uncertain. Many prehistorians believe that farming may have merged independently in several different areas of the world when small communities, driven by increasing population and a decline in available food resources, began to plant seeds in the ground in an effort to guarantee their survival. The first farmers, who may have lived as long as 10,000 years ago, undoubtedly used simple techniques and still relied primarily on other forms of food production, such as hunting, foraging, or pastoralism. The real breakthrough took place when farmers began to cultivate crops along the floodplains of river systems. The advantage was that crops grown in such areas were not as dependent on rainfall and therefore produced a more reliable harvest. An additional benefit was that the sediment carried by the river waters deposited nutrients in the soil, thus enabling the farmer to cultivate a single plot of ground for many years without moving to a new location. Thus, the first truly sedentary (that is,

Paragraph 1:

1. The phrase “culminated in” in the passage is closest in meaning to
- A. reached a high point with
 - B. logically followed from
 - C. partly contributed to
 - D. marked

Paragraph 2:

2. According to paragraph 2, which of the following statements is true of early farmers?
- A. They used farming to supplement other food sources.
 - B. They were driven out of small communities.
 - C. They were victims of flooding.
 - D. They farmed several plots of land at once.
3. The word “undoubtedly” in the passage is closest in meaning to
- A. increasingly
 - B. certainly
 - C. in general
 - D. apparently
4. According to paragraph 2, what are TWO reasons why farmers chose river valleys for cultivation? To receive credit you must select TWO answer choices.
- A. The soils in river valleys were rich in nutrients.
 - B. The crops grown in river valleys were not completely dependent on rainwater.
 - C. Farming techniques could not be easily applied

to soils far from rivers.

D. The heavier weight of river soil resulted in more reliable harvests.

5. The word “enhance” in the passage is closest in meaning to

- A. serve
- B. improve
- C. control
- D. protect

Paragraph 3:

6. The word “provoked” in the passage is closest in meaning to

- A. secured
- B. coordinated
- C. modeled
- D. brought about

7. According to paragraph 3, which of the following is NOT a reason why governments first arose among agricultural communities?

- A. A significant increase in population
- B. The desire to control water resources for irrigation
- C. The need for protection from outside forces
- D. The demand for organized communication with other communities

Paragraph 4:

8. According to paragraph 4, what is not known about the rise of the first civilizations?

- A. Where the first steps toward civilization took place
- B. Who was allowed to replace “big men” after the “big men” died
- C. Why some individuals became recognized as leaders
- D. How governments emerged

9. What is the relationship between paragraphs 3

and 4? (nonmigratory) societies were born. As time went on, such communities gradually learned how to direct the flow of water to enhance the productive capacity of the land, while the introduction of the iron plow eventually led to the cultivation of heavy soils not previously susceptible to agriculture.

The spread of this river valley agriculture in various parts of Asia and Africa was the decisive factor in the rise of the first civilizations. The increase in food production in these regions led to a significant growth in population, while efforts to control the flow of water to maximize the irrigation of cultivated areas and to protect the local inhabitants from hostile forces outside the community provoked the first steps toward cooperative activities on a large scale. The need to oversee the entire process brought about the emergence of an elite that was eventually transformed into a government.

The first clear steps in the rise of the first civilizations took place in the fourth and third millennia B.C. in Mesopotamia, northern Africa, India, and China. How the first governments took shape in these areas is not certain, but anthropologists studying the evolution of human communities in various parts of the world have discovered that one common stage in the process is the emergence of what are called “big men” within a single village or a collection of villages. By means of their military prowess, dominant personalities, or political talents, these people gradually emerge as the leaders

and 4 in the passage?

- A. Paragraph 3 explains why a need for leadership arose in early civilizations, and paragraph 4 describes how that leadership developed.
- B. Paragraph 3 suggests that agriculture was first practiced in Asia and Africa, and paragraph 4 discusses how it might have later spread to the rest of the world.
- C. Paragraph 3 describes several methods of early government, and paragraph 4 gives an extended example of one of them.
- D. Paragraph 3 discusses a cause of the spread of river valley agriculture in early civilizations, and paragraph 4 discusses an effect.

Paragraph 5:

10. 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. Some cities were associated with economic activities, while others were government or religious centers.
- B. Emerging cities generally served strategic administrative, economic, and religious purposes.
- C. The creation of an economic or administrative activity led to the emergence of a city for its proper supervision.
- D. Some cities emerged as economic centers and later became the sites of administrative or religious activities.

11. Paragraph 5 suggests that which of the following was a consequence of the emergence of cities?

- A. The decentralization of authority
- B. An increase in religious activity
- C. The emergence of service-and production-related jobs
- D. A decreased reliance on mineral resources

of that community. In time, the “big men” become formal symbols of authority and pass on that authority to others within their own family. As the communities continue to grow in size and material wealth, the “big men” assume hereditary status, and their allies and family members are transformed into a hereditary monarchy.

The appearance of these sedentary societies had a major impact on the social organizations, religious beliefs, and way of life of the peoples living within their boundaries. ■ With the increase in population and the development of centralized authority came the emergence of the cities. ■ While some of these urban centers were identified with a particular economic function, such as proximity to gold or iron deposits or a strategic location on a major trade route, others served primarily as administrative centers or the site of temples for the official cult or other ritual observances. ■ Within these cities, new forms of livelihood appeared to satisfy the growing need for social services and consumer goods. ■ Some people became artisans or merchants, while others became warriors, scholars, or priests. In some cases, the physical division within the first cities reflected the strict hierarchical character of the society as a whole, with a royal palace surrounded by an imposing wall and separate from the remainder of the urban population. In other instances, such as the Indus River Valley, the cities lacked a royal precinct and the ostentatious palaces that

marked their contemporaries elsewhere.

12. According to paragraph 5, why were huge walls built around early royal palaces?

- A. To protect the inhabitants from invaders
- B. To mark the urban areas
- C. To separate the ruling class from the rest of the population
- D. To represent the prosperity of a city

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

This was accompanied by increased professional specialization.

Where would the sentence best fit?

14. Prose Summary

The practice of settled agriculture in some areas of Asia and Africa was crucial to the development of early civilizations.

Answer Choices:

- A. Prehistorians disagree as to whether early farmers first cultivated crops along flood plains or first tried cultivating crops in less successful environments.
- B. Cultivation in fertile river valleys resulted in predictable harvests, which meant that farmers no longer needed to migrate constantly in search of food.
- C. Because crops could be cultivated more successfully where farmers were not completely dependent on rainfall, hostilities between groups arose over control of the river systems.
- D. The need to organize the effort to ensure the food supply and defend the land led to the formation of elite supervising groups that

eventually became the first governments.

E. Increasingly centralized forms of administration resulted in the emergence of social classes and in the development of cities as trade, administration, or religious centers.

F. Unlike other early civilizations, those that developed in the Indus River Valley did not have any spectacular palaces or areas for exclusive use by the authorities.

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Railroads and Commercial Agriculture in Nineteenth-Century United States



Paragraph 1:

1. According to paragraph 1, each of the following is true about railroad track in the United States EXCEPT:
- A. In 1850 the United States had less than 10,000 miles of railroad track.
 - B. By the end of the 1850s, Ohio and Illinois contained more railroad track than any other state in the country.
 - C. Much of the rail road track built in the United States during the 1850s was located west of the Appalachian Mountain.
 - D. By 1860 there were more miles of railroad track in the United States than in any other country.

Paragraph 2:

2. It can be inferred from paragraph 2 that the new railroads had which of the following effects on farm communities?
- A. Most new farms were located along the tracks.
 - B. Farmers began to grow wheat as a commercial crop.
 - C. Many farmer decided to grow a wider variety of crops.
 - D. Demand for manufactured goods increased among famers.

By 1850 the United States possessed roughly 9,000 miles of railroad track; then years later it had over 30,000 miles, more than the rest of the world combined. Much of the new construction during the 1850s occurred west of the Appalachian Mountains—over 2,000 miles in the states of Ohio and Illinois alone.

The effect of the new railroad lines rippled outward through the economy. Farmers along the tracks began to specialize in crops that they could market in distant locations. With their profits they purchased manufactured goods that earlier they might have made at home. Before the railroad reached Tennessee, the state produced about 25,000 bushels (or 640 tons) of wheat, which sold for less than 50 cents a bushel. Once the railroad came, farmers in the same counties grew 400,000 bushels (over 10,000 tons) and sold their crop at a dollar a bushel.

Paragraph 3:

3. The word “bustling” in the passage is closest in meaning to

- A. famous
- B. important
- C. growing
- D. busy

4. According to paragraph 3, in what way did the new rail networks change western trade?

- A. Northwestern farmers almost completely stopped shipping goods by steamboat.
- B. Many western goods began to be shipped east by way of Chicago rather than south to New Orleans.
- C. Chicago largely replaced New York and other eastern cities as the final market for goods for the West.
- D. The value of goods shipped west soon became greater than the value of goods shipped east.

5. According to paragraph 3, what was a disadvantage of shipping goods from northwestern areas to New Orleans?

- A. There was no reliable way to get goods from New Orleans to eastern cities.
- B. The cost of shipping goods by river to New Orleans continued to increase.
- C. Goods shipped from New Orleans’ neighboring areas had a significant competitive advantage because of their lower transportation costs.
- D. The temperatures and humidity.

Paragraph 4:

6. Paragraph 4 supports the idea that the price of wheat more than doubled between 1845 and 1855 because

- A. the price of corn nearly doubled during that same period
- B. Demand for grain increased sharply outside the United States
- C. Farmers in the Northeast and Midwest began to specialize in cash crops

The new railroad networks shifted the direction of western trade. ■ In 1840 most northwestern grain was shipped south down the Mississippi River to the bustling port of New Orleans. ■ But low water made steamboat travel hazardous in summer, and ice shut down traffic in winter. ■ Products such as lard, tallow, and cheese quickly spoiled if stored in New Orleans’ hot and humid warehouses. ■ Increasingly, traffic from the Midwest flowed west to east, over the new rail lines. Chicago became the region’s hub, linking the farms of the upper Midwest to New York and other eastern cities by more than 2,000 miles of track in 1855. Thus while the value of goods shipped by river to New Orleans continued to increase, the South’s overall share of western trade dropped dramatically.

A sharp rise in demand for grain abroad also encouraged farmers in the Northeast and Midwest to become more commercially oriented. Wheat, which in 1845 commanded \$1.08 a bushel in New York City, fetched \$2.46 in 1855; in similar fashion the price of corn nearly doubled. Farmers responded by specializing in cash crops, borrowing to purchase more land, and investing in

- D. many farmers had borrowed heavily to purchase land and equipment for raising wheat

Paragraph 5:

7. The word “transformed” in the passage is closest in meaning to

- A. dominated
- B. changed
- C. improved
- D. created

8. The word “erected” in the passage is closest in meaning to

- A. looked for
- B. lived on
- C. preferred
- D. built

9. Why does author point out that “Indian grass, Canada wild rye, and native big blue stem all grew higher than a person”?

- A. To provide a reason why people from the eastern woodlands of the United States were impressed when they saw the prairie
- B. To identify an obstacles to the development of the railroad lines fanning out from Chicago
- C. To explain why the transformation of the prairies by commercial agriculture was so remarkable
- D. To provide evidence supporting the claim that the prairies had fertile, deep black soil

10. According to paragraph 5, the first settlers generally did not farm open prairieland because

- A. they could not plow it effectively with the tools that were available
- B. prairie land was usually very expensive to buy
- C. the soil along boundaries between the forest and the prairie was more fertile than the soil of the open prairie
- D. the railroad lines had not yet reached the

equipment to increase productivity.

As railroad lines fanned out from Chicago, farmers began to acquire open prairieland in Illinois and then Iowa, putting the fertile, deep black soil into production. Commercial agriculture transformed this remarkable treeless environment. To settlers accustomed to eastern woodlands, the thousands of square miles of tall grass were an awesome sight. Indian grass, Canada wild rye, and native big blue stem all grew higher than a person. Because eastern plows could not penetrate the densely tangled roots of prairie grass, the earliest settlers erected farms along the boundary separating the forest from the prairie. In 1837, however, John Deere patented a sharp-cutting steel plow that sliced through the sod without soil sticking to the blade. Cyrus McCormick refined a mechanical reaper that harvested fourteen times more wheat with the same amount of labor. By the 1850s McCormick was selling 1,000 reapers a year and could not keep up with demand, while Deere turned out 10,000 plows annually.

open prairie when the first settlers arrived

Paragraph 6:

11. The word “surpluses” in the passage is closest in meaning to

- A. extra goods
- B. commercial goods
- C. unprocessed goods
- D. transportable goods

Paragraph 7:

Paragraph 8:

12. According to paragraph 8, prairie farmers changed the landscape by doing all of the following EXCEPT:

- A. Reducing annual fires
- B. Dividing the land into large, regularly-shaped lots
- C. Planting trees that eventually formed woodlots
- D. Fencing off their farms

Paragraph 3:

13. Look at the four squares [■] that indicate

The new commercial farming fundamentally altered the Midwestern landscape and the environment. Native Americans had grown corn in the region for years, but never in such large fields as did later settlers who became farmers, whose surpluses were shipped east. Prairie farmers also introduced new crops that were not part of the earlier ecological system, notably wheat, along with fruits and vegetables.

Native grasses were replaced by a small number of plants cultivated as commodities. Corn had the best yields, but it was primarily used to feed livestock. Because bread played a key role in the American and European diet, wheat became the major cash crop. Tame grasses replaced native grasses in pastures for making hay.

Western farmers altered the landscape by reducing the annual fires that had kept the prairie free from trees. In the absence of these fires, trees reappeared on land not in cultivation and, if undisturbed, eventually formed woodlots. The earlier unbroken landscape gave way to independent farms, each fenced off in a precise checkerboard pattern. It was an artificial ecosystem of animals, woodlots, and crops, whose large, uniform layout made western farms more efficient than the more-irregular farms in the East.

The new railroad networks shifted the direction of western trade. ■ In

where the following sentence could be added to the passage.

The problems were not limited to routes of transport.

Where would the sentence best fit? Click on a square to add the sentence to the passage.

14. Prose Summary

The huge expansion of rail lines in Midwestern United States during the 1850s had major economic and environmental effects.

Answer Choices:

- A. Construction of new rail lines into the Midwest had been effectively stopped by the Appalachian Mountains, but by 1850 improved construction technology had made further advances possible.
- B. Rail lines to Chicago and on to the East made it easier to get Midwestern goods to distant markets, while growing demand encouraged crop specialization and led to higher crop prices.
- C. Because of the growing volume of traffic coming by rail from the Northeast and Midwest, the value of goods arriving in New Orleans for shipment to markets abroad increased dramatically.
- D. Access to rail lines combined with the development of more-efficient farming equipment allowed fertile land of the open prairies to be used for large-scale commercial agriculture.
- E. Reduction of annual prairie fires allowed trees to reappear, and native grasses were

1840 most northwestern grain was shipped south down the Mississippi River to the **bustling** port of New Orleans. ■ But low water made steamboat travel hazardous in summer, and ice shut down traffic in winter. ■ Products such as lard, tallow, and cheese quickly spoiled if stored in New Orleans' hot and humid warehouses. ■ Increasingly, traffic from the Midwest flowed west to east, over the new rail lines. Chicago became the region's hub, linking the farms of the upper Midwest to New York and other eastern cities by more than 2,000 miles of track in 1855. Thus while the value of goods shipped by river to New Orleans continued to increase, the South's overall share of western trade dropped dramatically.

replaced by a few commercially grown plants as previously unbroken grasslands were divided into large fenced fields.

- F. Native Americans had grown corn on the prairies for years but had not produced large surpluses because the varieties they planted had far poorer yields than those introduced by commercial farmers.

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LISTENING

Conversation 1

1. Why does the woman go to see the man?
 - A. To ask about a university policy regarding dorm rooms
 - B. To report excessive noise in her dorm
 - C. To report that room temperatures are too high in her room
 - D. To inquire about the status of a request she had made for a repair
2. How has the woman been dealing with her problem?
 - A. By using an electric heater
 - B. By staying in a different building
 - C. By sleeping in another room in her building
 - D. By exchanging rooms with a friend
3. What does the man imply about the custodian?
 - A. The custodian is not usually responsible for making repairs.
 - B. The custodian did not follow correct procedures.
 - C. The custodian needs permission before making repairs.
 - D. The custodian had reported the problem earlier.
4. Why does the man mention winter?
 - A. To suggest that an electric heater is not yet necessary
 - B. To show that he understands the woman's frustration
 - C. To encourage the woman to move to another room
 - D. To explain why it may take time to fix the woman's problem
5. What will the man do to help the woman?
 - A. He will fill out a maintenance request form for her.
 - B. He will send a maintenance team to her room soon.
 - C. He will order a new heater for her room right away.
 - D. He will allow her to change rooms temporarily.

Lecture 1

6. What is the lecture mainly about?
 - A. Building techniques that were common in the ancient world
 - B. Evidence of several early attempts to build a pyramid
 - C. Possible answers to an ancient mystery
 - D. The history of the pyramids of Egypt

7. According to the professor, what is the main argument against the theory that the stone blocks of the Great Pyramid were lifted into place with cranes?
- A. Wooden cranes would have been too weak to lift the blocks.
 - B. There is no evidence of ancient Egyptians ever using cranes.
 - C. The use of cranes would have resulted in imprecise dimensions.
 - D. There would not have been enough room for a platform for the cranes.
8. Why does the professor mention a mountain road?
- A. To illustrate an alternative to a steep ramp
 - B. To emphasize the effort needed to move large stone blocks
 - C. To imply that progress on the Great Pyramid was slow
 - D. To describe the shape of the road leading to the Giza Plateau
9. Why does the professor talk about the accuracy of the proportions of the Great Pyramid?
- A. To provide background on the principles of microgravimetry
 - B. To discount the possibility that a ramp once spiraled around outside of the pyramid
 - C. To explain the effectiveness of computer models of the pyramid
 - D. To emphasize the difficulty of building a ramp with the correct slope
10. The professor discusses different methods the Egyptians may have used to build the Great Pyramid. For each method listed below, place a check in the box that show with whom it is associated.

Click the correct boxes. This question is worth 2 points.

	Herodotus	Houdin	Neither Herodotus nor Houdin
Spiral ramp inside the pyramid			
Wooden cranes used to lift heavy blocks			
A straight ramp used for the entire pyramid			
A straight ramp used for the bottom of the pyramid only			

11. What is the professor's view of the Houdin's theory?
- A. She would like to see more detailed microgravimetric surveys before she will be convinced it is true.
 - B. She is surprised at how similar it is to Herodotus' theory.
 - C. She finds the microgravimetric evidence for it to be very strong.
 - D. She thinks it is plausible but leaves some important questions unanswered.

Lecture 2

12. What is the lecture mainly about?
- A. The use of tree rings to measure water usage rates

- B. Collecting data that are useful for planning water distribution
 - C. Investigating the history of water use in the Colorado River basin
 - D. The need for more government involvement in water distribution
13. What does the student find surprising about the 1922 water-sharing agreement?
- A. It was based on only twenty years of data.
 - B. It was approved by all seven states in the region.
 - C. It was meant to remain in effect for more than 100 years.
 - D. It was based on data from outside the Colorado River basin.
14. According to the professor, what was the problem with the data recorded before the 1970s?
- A. The data were recorded on old instruments.
 - B. The recorded data and human observation did not match.
 - C. There were gaps in the recorded data.
 - D. The data did not reflect the historical changes in the flow of the Colorado River.
15. What assumption did researchers use to draw conclusions about the Colorado River basin?
- A. Ancient tree ring data can only be obtained from dead trees.
 - B. The climate in an area tends to remain constant over time.
 - C. Rainfall has a limited impact on water flowing in rivers.
 - D. Width of tree rings can correspond to the amount of moisture in an area.
16. What does the professor imply when he describes the early to mid-1900s as the wettest period for the Colorado River in 400 years?
- A. The climate in the Colorado River basin will become wetter in the future.
 - B. The 1922 agreement was based on overestimated average river flows.
 - C. Water flowing in the Colorado River rises and falls at a predictable rate.
 - D. Human activity caused climate change in the Colorado River basin.
17. What is the professor's attitude toward future water-management plans in the Colorado River basin?
- A. He believes better methods for collecting data need to be developed.
 - B. He does not believe water management will be a concern in the immediate future.
 - C. He is optimistic that new data will lead to better planning.
 - D. He is not certain all scientists understand the current condition of the Colorado River.

Conversation 2

18. Why does the professor meet with the student?
- A. To determine if the student has selected an appropriate topic for his class project
 - B. To find out if the student is interested in taking part in a genetics project
 - C. To discuss the student's experiment on taste perception

D. To explain what the student should focus on for his class presentation

19. Why does the student ask the professor about broccoli?

- A. To get her to describe some of its genetic features
- B. To find out if she is familiar with recent research on vegetable DNA
- C. To introduce an idea that he has had for a research topic
- D. To help explain why he needs extra time to prepare his presentation

20. What possible causes does the student consider for not liking the taste of vegetables?

[Choose two answers]

- A. A genetic predisposition
- B. Cooking methods that fail to remove the vegetables' bitter taste
- C. A bad childhood experience associated with eating vegetables
- D. Not being served enough vegetables during childhood

21. According to the student, why was it advantageous for early humans to be sensitive to bitter tastes?

- A. It helped them to identify vegetables as sources of vitamins.
- B. It helped them to avoid eating foods that were not healthy for them.
- C. It made them less likely to limit their diet to sweet and salty foods.
- D. It allowed them to distinguish between ripe and unripe vegetables.

Listen again to part of the conversation. Then answer the question.

22. What does the student imply when he says this?

- A. He has often disagreed with the professor in the past.
- B. The biologist in question has a history of advocating nontraditional ideas.
- C. Biologists' research methods are sometimes regarded as unusual by other scientists.
- D. Scientific explanations are sometimes contrary to what people might expect.

Lecture 3

23. What is the lecture mainly about?

- A. How various proteins function in notothenioids
- B. How notothenioids became the dominant type of fish in the Southern Ocean
- C. An example that contradicts the theory of adaptive radiation
- D. Changes in ocean habitats caused by continental drift

24. Why does the professor mention that coral reefs support more than 4,000 species of fish?

- A. To find out what students know about tropical fish
- B. To contrast two types of ocean environments
- C. To imply that there may be species in the Southern Ocean that have not been discovered yet
- D. To imply that there may be fossil evidence of coral reefs in the Southern Ocean

25. What characteristic of notothenioids helps them survive in subfreezing temperatures?
- A. They maintain an unusually high body temperature.
 - B. A special tissue in their eyes enables them to see through ice.
 - C. Special proteins make their blood circulate too fast to freeze.
 - D. Ice crystals in their bodies are prevented from growing large enough to harm them.
26. Why did the antifreeze protein initially give no special advantage to the earliest notothenioids?
- A. Many other types of fish had the same protein.
 - B. The notothenioids were not living in subfreezing temperatures.
 - C. The effect of the antifreeze protein was neutralized by other proteins.
 - D. The antifreeze protein functioned only in the smallest notothenioids.
27. According to the professor, what factors led to the rapid distribution of notothenioids throughout the Southern Ocean?
- [Choose two answers]
- A. A genetic mutation occurred in the DNA of the earliest notothenioid.
 - B. There was an increase in competition for food in temperate waters.
 - C. Antarctica broke off and drifted away from the South American continent.
 - D. The waters around Antarctica temporarily warmed up.
28. According to the professor, what happened to notothenioids that migrated to different areas of the Southern Ocean?
- A. They evolved into a wide variety of notothenioid species.
 - B. They developed the ability to tolerate a wide range of temperatures.
 - C. Some of them became extinct because of new predators.
 - D. Some of them developed additional antifreeze proteins.

Lecture 4

29. What does the professor mainly discuss?
- A. The most popular features of ancient Roman gardens
 - B. The goals of Renaissance garden designers
 - C. The influence of Renaissance gardens on modern Italian gardens
 - D. Differences between ancient Greek gardens and ancient Roman gardens
30. The professor mentions three authors from ancient Rome. What point does the professor make about the three authors?
- A. They provided credible descriptions of ancient Roman gardens.
 - B. They probably exaggerated the beauty of ancient Roman gardens.
 - C. They probably never owned gardens themselves.
 - D. They invented gardening practices that are still used in Italy today.

31. Why does the professor mention Hero of Alexandria?
- A. To explain the relationship between ancient Greek gardens and ancient Roman gardens
 - B. To explain how ancient Roman gardens came to be influenced by Egyptian culture
 - C. To point out that garden designers were highly respected members of Roman society
 - D. To indicate the origin of some of the features of Renaissance gardens
32. According to the professor, what was one goal of the designers of Renaissance gardens?
- A. To incorporate plants from as many parts of the world as possible
 - B. To develop beautiful new breeds of plants
 - C. To provide amusement for guests
 - D. To create a peaceful setting for prayer and meditation
33. What does the professor imply about mazes?
- A. They were not part of ancient Roman gardens.
 - B. They were not common in Renaissance gardens.
 - C. They often incorporated hidden water tricks.
 - D. They were the most creative aspect of Renaissance gardens.

Listen again to part of the lecture. Then answer the question.

34. What does the professor imply when he says this?
- A. Designers of Renaissance gardens were in some ways more creative than the designers of ancient Roman gardens.
 - B. Designers of Renaissance gardens sometimes had inaccurate conceptions of ancient Roman gardens.
 - C. Designers of Renaissance gardens sometimes deliberately violated the design principles used in ancient Roman gardens.
 - D. Designers of Renaissance gardens were able to take advantage of technology that was not available to the designers of ancient Roman gardens.

SPEAKING

Task 1

A friend of yours wants to go to university next year but cannot decide on a major field of study. What advice would you give your friend to help make this decision?

Task 2

Do you think that eating healthy food is easier or more difficult today than it was 40 or 50 years ago? Use examples and details to support your answer.

Task 3

Bicycle Borrowing Program

It's great that the university has a program where students can borrow bicycles from the gym. However, two changes would make the program more convenient. First, the borrowing period should be shortened to four hours maximum so that more bikes would be available when students want to borrow them. Second, currently, students who borrow bikes have to leave a cash deposit, which is returned to them when they return the bikes, but I think students should be required to leave their student identification cards instead, so they don't have to remember to bring cash.

Sincerely,
Susan Lee

The man expresses his opinion about the proposal described in the letter. Briefly summarize the proposal then state his opinion about the proposal and explain the reasons he gives for holding that opinion.

Task 4

Carrying Capacity

An animal species needs to have enough resources, like food and water, to survive in any given environment. However, because resources are limited, only a certain number of animals of a particular species are able to survive in a given habitat. The greatest number a habitat can support is known as the carrying capacity. If nothing happens to disrupt or unbalance the relationship between the animal and its habitat, the carrying capacity will remain stable. However, a carrying capacity is not fixed. If there is a significant disruption, such as an environmental event that alters the amount of available resources in the habitat, the carrying capacity will change.

Explain the concept of carrying capacity using the example of the moth and Ragwort.

Task 5

Listen to a conversation between two students.

Briefly summarize the problem the speakers are discussing. Then state which of the two solutions from the conversation you would recommend. Explain the reason for your recommendation.

Task 6

Listen to part of a talk in a business class.

Using the professor's example of the pizza restaurant, explain two advantages of franchising.

WRITING

Integrated Writing

Carved stone balls are a curious type of artifact found at a number of locations in Scotland. They date from the late Neolithic period, around 4,000 years ago. They are round in shape; they were carved from several types of stone; most are about 70 mm in diameter; and many are ornamented to some degree. Archaeologists do not agree about their purpose and meaning, but there are several theories.

One theory is that the carved stone balls were weapons used in hunting or fighting. Some of the stone balls have been found with holes in them, and many have grooves on the surface. It is possible that a cord was strung through the holes or laid in the grooves around the ball. Holding the stone balls at the end of the cord would have allowed a person to swing it around or throw it.

A second theory is that the carved stone balls were used as part of a primitive system of weights and measures. The fact that they are so nearly uniform in size – at 70 mm in diameter – suggests that the balls were interchangeable and represented some standard unit of measure. They could have been used as standard weights to measure quantities of grain or other food, or anything that needed to be measured by weight on a balance or scale for the purpose of trade.

A third theory is that the carved stone balls served a social purpose as opposed to a practical or utilitarian one. This view is supported by the fact that many stone balls have elaborate designs. The elaborate carving suggests that the stones may have marked the important social status of their owners.

Summarize the points made in the lecture, being sure to explain how they challenged the specific theories presented in the reading passage.

Independent Writing

Do you agree or disagree with the following statement?

When teachers assign projects on which students must work together, the students learn much more effectively than when they are asked to work alone on projects.

Use specific reasons and examples to support your answer.

