

TPO 34

READING

Islamic Art and the Book

Paragraph 1:

1. Paragraph 1 makes all of the following points about Islamic books EXCEPT:

- A) Books were an important form of artistic expression.
- B) A wide variety of books with different styles and topics became available.
- C) They were sold primarily near mosques.
- D) Most books were intended for sale on the open market.

2. The word “sponsored” in the passage is closest in meaning to

- A) visited
- B) owned
- C) praised
- D) supported

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

- A) major
- B) nearby
- C) ancient
- D) well-known

4. According to paragraph 1, before A.D. 900, books in the Islamic world

- A) included a wide range of subjects
- B) did not contain any calligraphy or decoration
- C) used rounded scripts
- D) were usually written on parchment

5. In paragraph 1, why does the author mention the fact that the mosque in Marrakech, Morocco, is known as the Booksellers’ Mosque

The arts of the Islamic book, such as calligraphy and decorative drawing, developed during A.D. 900 to 1500, and luxury books are some of the most characteristic examples of Islamic art produced in this period. This came about from two major developments: paper became common, replacing parchment as the major medium for writing, and rounded scripts were regularized and perfected so that they replaced the angular scripts of the previous period, which because of their angularity were uneven in height. Books became major vehicles for artistic expression, and the artists who produced them, notably calligraphers and painters, enjoyed high status, and their workshops were often sponsored by princes and their courts. Before A.D. 900, manuscripts of the Koran (the book containing the teachings of the Islamic religion) seem to have been the most common type of book produced and decorated, but after that date a wide range of books were produced for a broad spectrum of patrons. These continued to include, of course, manuscripts of the Koran, which every Muslim wanted to read, but scientific works, histories, romances, and epic and lyric poetry were also copied in fine handwriting and decorated with beautiful illustrations. Most were made for sale on the open market, and cities boasted special souks (markets) where books were bought and sold. The mosque of Marrakech in Morocco is known as the Kutubiyya, or Booksellers’ Mosque, after the adjacent market. Some of the most luxurious books

A) To cast doubt on the importance of souks in making books available to common people

B) To provide an example of a place where books were made at the order of a particular prince

C) To emphasize how influential and well known the book markets were

D) To demonstrate the need for religious texts in Islamic lands

Paragraph 2:

6. The phrase “extracted from” in the passage is closest in meaning to

A) taken out of

B) produced using

C) discovered in

D) combined with

7. 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) It was several centuries before papermaking techniques spread to faraway areas where parchment was popular and used widely in art.

B) Although papermaking came to Egypt quickly, it took much longer for paper to be used when copying the Koran, probably because of the conservative nature of religious art.

C) Papermaking spread beyond Egypt, Sicily, and Spain, but it was not widely used by artists for centuries, probably because of the conservative nature of art in those countries.

D) Paper replaced parchment in copies of the Koran, probably at the request of conservative practitioners in areas like Egypt, Sicily, and Spain.

Paragraph 3:

8. In paragraphs 2 and 3, which of the following is NOT mentioned as an advantage of paper over parchment?

A) It was harder to erase or change what was written on paper.

B) More pages of paper could be bound in a single volume.

C) Paper could be produced in sheets of

were specific commissions made at the order of a particular prince and signed by the calligrapher and decorator.

Papermaking had been introduced to the Islamic lands from China in the eighth century. ■ It has been said that Chinese papermakers were among the prisoners captured in a battle fought near Samarqand between the Chinese and the Muslims in 751, and the technique of papermaking – in which cellulose pulp extracted from any of several plants is first suspended in water, caught on a fine screen, and then dried into flexible sheets – slowly spread westward. ■ Within fifty years, the government in Baghdad was using paper for documents. ■ Writing in ink on paper, unlike parchment, could not easily be erased, and therefore paper had the advantage that it was difficult to alter what was written on it. ■ Papermaking spread quickly to Egypt – and eventually to Sicily and Spain – but it was several centuries before paper supplanted parchment for copies of the Koran, probably because of the conservative nature of religious art and its practitioners. In western Islamic lands, parchment continued to be used for manuscripts of the Koran throughout this period.

The introduction of paper spurred a conceptual revolution whose consequences have barely been explored. Although paper was never as cheap as it has become today, it was far less expensive than parchment, and therefore more people could afford to buy books. Paper is thinner than parchment, so more pages could be enclosed within a

varying weights and thicknesses.

D) More people could buy books made of paper because it was cheaper.

9. Why does the author include the following information: “At first, paper was made in relatively small sheets that were pasted together, but by the beginning of the fourteenth century, very large sheets – as much as a meter across – were available.”?

A) To provide evidence that the development of papermaking techniques was very slow

B) To explain why paper was never as cheap as it has become today

C) To make the point that paper allowed artists to develop paintings that were more expressive and complex

D) To prove that paper was more popular with artists who used large sheets, than it was with book printers, who used smaller sheets

10. According to paragraph 3, the increased availability of paper and the development of systems of representation

A) encourage more people to make their own drawings

B) made the transfer of artistic ideas to distant people and places much easier

C) made architectural plans more complex and therefore harder to read

D) allowed artists to create paintings that were smaller in scale

Paragraph 4:

11. According to paragraph 4, what did Ibn Muqla achieve around the year 900?

A) He modified a set of formal scripts known as the Six Pens into rounded scripts appropriate for correspondence.

B) He created a standardized set of rounded scripts proportional to the size of the first letter of the alphabet.

C) He promoted calligraphy as an art form and encouraged the use of rounded letters in religious texts.

D) He persuaded the court in Baghdad to use rounded styles instead of more angular scripts in their documents.

single volume. At first, paper was made in relatively small sheets that were pasted together, but by the beginning of the fourteenth century, very large sheets – as much as a meter across – were available.

These large sheets meant that calligraphers and artists had more space on which to work. Paintings became more complicated, giving the artist greater opportunities to depict space or emotion. The increased availability of paper, particularly after 1250, encouraged people to develop systems of representation, such as architectural plans and drawings. This in turn allowed the easy transfer of artistic ideas and motifs over great distances from one medium to another, and in a different scale in ways that had been difficult, if not impossible, in the previous period.

Rounded styles of Arabic handwriting had long been used for correspondence and documents alongside the formal angular scripts used for inscriptions and manuscripts of the Koran. Around the year 900, Ibn Muqla, who was a secretary and vizier at the Abbasid court in Baghdad, developed a system of proportioned writing. He standardized the length of alif, the first letter of the Arabic alphabet, and then determined what the size and shape of all other letters should be, based on the alif. Eventually, six round forms of handwriting, composed of three pairs of big and little scripts known collectively as the Six Pens, became the standard repertory of every calligrapher.

12. The phrase “composed of” in the passage is closest in meaning to

- A) made up of
- B) developed from
- C) in addition to
- D) similar to

Paragraph 2:

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

This change occurred for good reason.

Where does the sentence best fit?

14. Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. *This question is worth 2 points.*

Islamic books from A.D. 900 to 1500 reflect major changes from the past and important innovations.

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Answer Choices:

A) Books became major vehicle of artistic expression for calligraphers and painters, and the subjects of books expanded to include more and more kinds of works.

B) The growing luxuriousness of books meant that the market for them was increasingly dominated by the wealthy and powerful patrons who could afford them.

C) After it was learned from Chinese prisoners, the technique of papermaking spread throughout Islamic lands, where paper gradually replaced parchment.

D) The high status enjoyed by calligraphers and artists made books extremely popular in the cities where books were bought and sold.

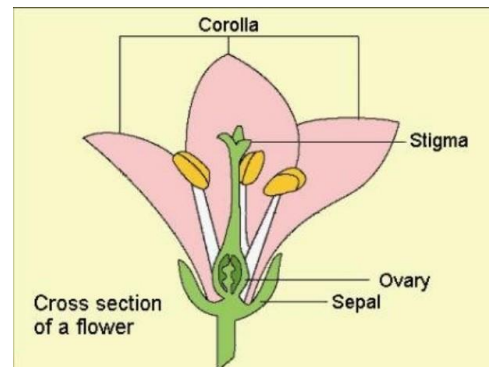
E) The popularity of books led to major advances in the development and transfer of new

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artistic ideas.

F) Around the year 900, a set of rounded styles of Arabic handwriting began replacing angular scripts in copying the manuscripts of the Koran.

Protection of Plants by Insects



Paragraph 1:

1. According to paragraph 1, floral nectar and extrafloral nectar are alike in that

A) they are likely to be produced by the same plants

B) they basically consist of the same chemical components

C) they attract only insects that will defend the plant

D) they are produced by the same parts of the plant

Many plants – one or more species of at least 68 different families – can secrete nectar even when they have no blossoms, because they bear extrafloral nectaries (structures that produce nectar) on stems, leaves, leaf stems, or other structures. These plants usually occur where ants are abundant, most in the tropics but some in temperate areas. Among those of northeastern North America are various plums, cherries, roses, hawthorns, poplars, and oaks. Like floral nectar, extrafloral nectar consists mainly of water with a high content of dissolved sugars and, in some plants, small amounts of amino acids. The extrafloral nectaries of some plants are known to attract ants and other insects, but the evolutionary history of most plants with these nectaries is unknown. Nevertheless, most ecologists believe that all extrafloral nectaries attract insects that will defend the plant.

Paragraph 2:

2. To say that ants are “persistent” defenders of plants means that

- A) they defend plants against a wide variety of threats
- B) they continue to defend plants for as long as the plants are threatened
- C) they are successful defenders of plants
- D) they are easily observable defenders of plants

3. What can be inferred from paragraph 2 about the ants that are attracted to the extrafloral nectaries?

- A) They do not eat the leaves of the plants that produce extrafloral nectar.
- B) They live almost entirely on extrafloral nectar.
- C) They spend most of their energy guarding extrafloral nectaries.
- D) They frequently fight among themselves over extrafloral nectar.

Paragraph 3:

4. According to paragraph 3, what was the position of the opponents of the “protectionist” hypothesis?

- A) Extrafloral nectar provides plants with a direct defense against attack by insects.
- B) Ants substantially benefit plants that secrete extrafloral nectar.
- C) The secretion of extrafloral nectar plays a role in the plant’s internal functioning.
- D) Ants visit plants that secrete extrafloral nectar as often as they visit plants that do not.

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

- A) curious
- B) doubtful
- C) open-minded
- D) practical

6. Which of the sentences below best expresses the essential information in the

Ants are portably the most frequent and certainly the most persistent defenders of plants. Since the highly active worker ants require a great deal of energy, plants exploit this need by providing extrafloral nectar that supplies ants with abundant energy. To return this favor, ants guard the nectaries, driving away or killing intruding insects that might compete with ants for nectar. Many of these intruders are herbivorous and would eat the leaves of the plants.

Biologists once thought that secretion of extrafloral nectar has some purely internal physiological function, and that ants provide no benefit whatsoever to the plants that secrete it. This view and the opposing “protectionist” hypothesis that ants defend plants had been disputed for over a hundred years when, in 1910, a skeptical William Morton Wheeler commented on the controversy. He called for proof of the protectionist view: that visitations of the ants confer protection on the plants and that in the absence of the insects a much greater number would perish or fail to produce flowers or seeds than when the insects are present. That we now have an abundance of the proof that was called for was established when Barbara Bentley reviewed the relevant evidence in 1977, and since then many more observations and experiments have

highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.

A) We now have ample proof that ants benefit plants.

B) Barbara Bentley has called for additional proof that ants benefit plants.

C) In 1977 Barbara Bentley conducted research that proved that all prior studies were wrong.

D) Proof that ants benefit plants will require many more observations and experiments.

Paragraph 4:

7. According to paragraph 4, what effect does the destruction of the corolla have on plants?

A) It leaves the seeds exposed and unprotected.

B) It prevents the stigma from developing.

C) It keeps pollen grains from attaching properly.

D) It prevents the flower from attracting pollinators.

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

A) attack

B) eat

C) damage

D) prefer

Paragraph 5:

9. What role does paragraph 5 play in the passage?

A) It offers various kinds of evidence for the protectionist view.

B) It presents the study that first proved that ants benefit plants.

C) It explains how insects find sources of nectar.

D) It presents information that partly contradicts the protectionist view.

provided still further proof that ants benefit plants.

One example shows how ants attracted to extrafloral nectaries protect morning glories against attacking insects. The principal insect enemies of the North American morning glory feed mainly on its flowers or fruits rather than its leaves. Grasshoppers feeding on flowers indirectly block pollination and the production of seeds by destroying the corolla or the stigma, which receives the pollen grains and on which the pollen germinates. Without their colorful corolla, flowers do not attract pollinators and are not fertilized. An adult grasshopper can consume a large corolla, about 2.5 inches long, in an hour. Caterpillars and seed beetles affect seed production directly. Caterpillars devour the ovaries, where the seeds are produced, and seed beetle larvae eat seeds as they burrow in developing fruits.

Extrafloral nectaries at the base of each sepal attract several kinds of insects, but 96 percent of them are ants, several different species of them. When buds are still small, less than a quarter of an inch long, the sepal nectaries are already present and producing nectar. They continue to do so as the flower develops and while the fruit matures. Observations leave little doubt that ants

10. The word “**vulnerable**” in the passage is closest in meaning to

- A) numerous
- B) harmful
- C) open to attack
- D) difficult to locate

11. According to paragraph 5, what did Bentley’s comparative study show?

A) Many more plants grew in places where ants were present than where they were absent.

B) The ants preferred plants with low seed production to plants with high seed production.

C) The plants occupied by ants produced many more seeds than those that were not occupied by ants.

D) The plants that grew in places without ants were much smaller and weaker than those that grew in places where ants were present.

12. According to paragraph 5, ants defend morning glory plants from seed beetles in each of the following ways EXCEPT

A) driving adult beetles off the plants by nipping at their feet

B) catching and eating adult beetles

C) eating beetle eggs they find on developing fruits

D) making it difficult for beetles to lay eggs on developing fruits

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

Sometimes they capture the insects to feed their protein-hungry larvae.

Where does the sentence best fit?

protect morning glory flowers and fruits from the combined enemy force of grasshoppers, caterpillars, and seed beetles. Bentley compares the seed production of six plants that grew where there were no ants with that of seventeen plants that were occupied by ants. Unprotected plants bore only 45 seeds per plant, but plants occupied by ants bore 211 seeds per plant. Although ants are not big enough to kill or seriously injure grasshoppers, they drive them away by nipping at their feet. Seed beetles are more **vulnerable** because they are much smaller than grasshoppers. The ants prey on the adult beetles, disturb females as they lay their eggs on developing fruits, and eat many of the eggs they do manage to lay.

Ants are portably the most frequent and certainly the most persistent defenders of plants. ■ Since the highly active worker ants require a great deal of energy, plants exploit this need by providing extrafloral nectar that supplies ants with abundant energy. ■ To return this favor, ants guard the nectaries, driving away or killing intruding insects that might compete with ants for nectar. ■ Many of these intruders are herbivorous and would eat

14. Prose Summary

Many plants have extrafloral nectaries that produce nectar even during periods in which the plant is not flowering.

Answer Choices

A) Evolutionary history shows that plants that produce extrafloral nectar originated in the tropics.

B) Extrafloral nectar has a higher concentration of sugar than floral nectar and is more attractive to ants and other insects.

C) The protectionist hypothesis is that extrafloral nectar attracts ants, and that the ants, in order to preserve this energy-rich food source, attack insects that might harm the plant.

D) Evidence accumulated during the twentieth century proved that ants provide significant benefits for plants with extrafloral nectaries.

E) Research has shown that American morning glory plants that are protected by ants produce significantly more seeds than morning glory plants that are not protected by ants.

F) Ants generally ignore small insects, but they will eat the adults of large insect species as well as their eggs and larvae.

the leaves of the plants. ■

LISTENING

1. What is the conversation mainly about?

- A) The library's policies for its annual book sale
- B) The man's search for material for his research project
- C) How the library attempts to preserve old books
- D) How students can access library books in storage

2. What does the woman say about books in storage?

- A) They will be put back on the shelves at some point in the future.
- B) They are mostly older books that were donated to the library.
- C) They can be checked out by written request.
- D) They are not available for student use.

3. What are the criteria for deciding whether a book is put up for sale? [Choose two answers]

- A) It contains outdated information.
- B) The information in the book is available in other formats.
- C) It has not been checked out for a number of years.
- D) It has been in the collection for more than ten years.

4. Why does the woman mention that volunteer positions fill up quickly?

- A) She is surprised that so many students are interested in volunteering.
- B) She wants to emphasize that the sale will be held soon.
- C) She wants to assure the man that there will be enough people working at the sale.
- D) She thinks the man may want to apply for one of the positions.

5. What advice does the woman give to the man about the book he wants to buy?

- A) He should try to buy it from an online bookseller.
- B) He should find out if there is an electronic version of it.

- C)He should inform the collection department of his interest in it.
- D)He should look for it in a local bookstore.

Lecture 1

6.What is the main purpose of the lecture?

- A)To explain the historical conditions that inspired Dada artists
- B)To discuss examples of Dada paintings and sculptures
- C)To describe how Dada was presented theatrically
- D)To show the influence of Dada on today's performing artists

7.Why does the professor mention a stool with a bicycle wheel mounted on top?

- A)To give an example of what Dadaists were reacting against
- B)To show something that Dadaists would consider beautiful
- C)To illustrate how Dadaists rejected the traditional definition of art
- D)To explain the Dadaists' practice of creating sculptures from everyday objects

8.According to the professor, why did some Dadaist write poetry by pulling words out of a hat?

- A)To reflect the randomness they saw in the world
- B)To illustrate the connection between poetry performances and magic shows
- C)To indicate that Dada should not be taken too seriously
- D)To demonstrate that Dadaists did not need much formal training

9.What does the professor identify as aspects of traditional play?

[Choose two answers]

- A)Characters each have their own motivation.
- B)A plot is developed.
- C)The play consists of several acts.
- D)Actors ignore the audience.

10. According to the professor, what contributed to the chaotic nature of the performances at the Cabaret Voltaire? [Choose two answers]

- A) There were no professional actors.
- B) The script was torn up and allowed to fall to the floor during the performance.
- C) Different art forms shared the same stage.
- D) The performances varied from night to night.

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

11. Why does the professor say this?

- A) He does not approve of all the aspects of the shows.
- B) He does not think the events can be easily defined.
- C) He does not consider the shows to be authentic Dada.
- D) He does not know enough about the events to categorize them.

Lecture 2

12. What is the lecture mainly about?

- A) A new use for methane gas produced in landfills
- B) Environmental regulations regarding the management of organic wastes
- C) Removing bacteria from landfills and wastewater treatment plants
- D) A potentially useful technology for managing organic wastes

13. What is the professor's opinion about the use of landfills to manage solid organic waste?

- A) Landfills should be expanded to accommodate more types of waste.
- B) Landfills are not a suitable long-term solution for solid organic waste disposal.
- C) Landfills should be built farther away from population centers.
- D) Landfills would be an effective means of recycling solid organic waste from farms.

14. What does the professor imply about processing solid organic waste in equipment designed for processing wastewater?

- A) It is an economical way to process solid waste.
- B) It is practical only for treating large amounts of solid waste.
- C) It is not an efficient way to process solid waste.
- D) It could reduce the cost of treating wastewater.

15. What does the professor suggest about methane and hydrogen gas?

- A) They have beneficial uses if harnessed and contained.
- B) They are destroyed in a later stage of APS processing.
- C) They are both extracted during the first phase of APS digestion.
- D) They are necessary to activate the anaerobic digestion process.

16. According to the professor, what are two advantages of APS digestion systems? [Choose two answers]

- A) They can eliminate the need to transport the waste material.
- B) They can handle both organic and nonorganic waste.
- C) They can turn waste into fuel for electrical power generation.
- D) They can be monitored efficiently from one central location.

17. What does the professor say is a promising focus for future research into APS digestion systems?

- A) Trying to find a way to reduce the size of the APS containers
- B) Trying to set up a demonstration project with a university
- C) Determining whether food scraps from restaurants can be used in the system
- D) Determining the most efficient combination of anaerobic bacteria

Conversation 2

1. What are the speakers mainly discussing?

- A) A short story the woman has written

- B) A short story that was discussed in class
- C) The autobiography of Eudora Welty
- D) Features of short stories written by famous authors

2. Why does the professor mention O. Henry's story, "The Gift of the Magi," and William Faulkner's story, "The Bear"?

- A) To suggest that the woman read these stories before writing her own story
- B) To remind the woman to listen to recordings of these stories
- C) To contrast Welty's story with other types of stories
- D) To point out that Welty particularly liked these stories

3. Why does the woman mention walking in the woods?

- A) It is the possible topic of a story she will write.
- B) It is what she does to get inspiration for writing.
- C) It is an activity that she enjoys very much.
- D) It is the setting of her favorite short story.

4. What point does the professor make when he mentions the interview with Welty and her autobiography?

- A) Welty tells some stories in the interview that are confirmed in the autobiography.
- B) Welty believed that the element of surprise was essential to a good story.
- C) Welty's best stories are set in Mississippi.
- D) Welty thought life in Mississippi was not very exciting.

5. What was the student's reaction to Welty's story after first reading it?

- A) She was surprised by some of the main character's memories.
- B) She was annoyed that the story was so short.
- C) She found the thoughts of the main character to be uninteresting.
- D) She had expected more action in the story.

Lecture 3

6. What is the lecture mainly about?
- A) The effect of agriculture on pollinators
 - B) Threats to the pollination cycle in tropical rain forests
 - C) The relationship between plants and their pollinators
 - D) Various plant species in tropical rain forests that attract pollinators
7. What does the professor say is the ideal pollinator for a plant?
- A) A pollinator that pollinates the plant during the pollinator's migration
 - B) A pollinator that is hungry and moves quickly
 - C) A pollinator that feeds on a variety of plants
 - D) A pollinator that moves slowly from flower to flower
8. According to the professor, what are some features of a flowering plant that can affect how attractive it is to pollinators? [Choose two answers]
- A) The distance between the plants that have open flowers
 - B) The duration of the plant's flowering cycle
 - C) The amount of water the plant recently received
 - D) The number of flowers that bloom at the same time
9. Why does the professor mention bats?
- A) To emphasize that mammals can also be pollinators
 - B) To help explain the role of flower color in attracting pollinators
 - C) To suggest that bats are not efficient pollinators
 - D) To explain why some bats do not benefit from flowers that bloom only at night
10. According to the lecture, what can be inferred about a royal water lily whose flowers are red?
- A) Its flowers have already been pollinated.

- B) Beetles are trapped inside of its flowers.
- C) Its flowers will soon increase in temperature.
- D) Its flowers have just closed.

11. What is the professor's opinion about the effect of agriculture on pollination ecology?

- A) She fears the effect may be more widespread than previously believed.
- B) She believes the effect will ultimately prove to be beneficial.
- C) She thinks the harmfulness of agriculture may be overstated.
- D) She is surprised there is so little research on the subject.

Lecture 4

12. What are the main topics that the class discusses?

[Choose two answers]

- A) New and innovative ways to market jazz recordings
- B) The successful introduction of a major product change
- C) An organizational model for managers to consider
- D) Appropriate standards for evaluating a musical performance

13. What do the speakers indicate can be represented by the S-curve graph?

- A) The typical pattern of sales for a product
- B) The flow of a music composition
- C) The general popularity of jazz in the 1950s
- D) The recent increase in sales for a classic jazz album

14. How did jazz fans react to Miles Davis' album Kind of Blue?

[Choose two answers]

- A) Most did not notice that his style had changed.

- B) Some were disappointed about how his style had changed.
- C) Many were inspired to try to become jazz musicians.
- D) Many bought the album, making it a huge commercial success.

15. Based on Miles Davis' approach to recording Kind of Blue, what does the professor imply managers should do in running a business?

- A) Master the complexities of each task before asking anyone else to perform it
- B) Hire very capable people and give them the freedom to make their own decisions
- C) Try to sense what the public is comfortable with and then provide it
- D) Plan all details carefully and make sure that the plan is followed.

16. What lesson can be learned from the example about a mistake during a musical performance?

- A) Performances of the highest quality require extensive practice.
- B) Making mistakes hurts not just the individual, but the entire group.
- C) When people work well together, mistakes can result in positive outcomes.
- D) Leaders need to ensure that group members do not make mistakes.

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

17. What is the professor encouraging the student to do when she says this?

- A) Continue the discussion with her after class
- B) Remain seated in the front of the classroom
- C) Wait patiently to see how the professor's question relates to the lesson
- D) Remain open-minded while listening to another point of view

SPEAKING

#1

Your university plans to open a café inside the campus library. Do you think this is a good idea? Explain why or why not.

#2

Do you agree or disagree with the following statement?

Private car should not be allowed in the city centers of large cities.

Use details and examples to explain your opinion.

#3

Read an article in the campus newspaper. You will have 45 seconds to read the article. Begin reading now.

Program to Provide Free Tutoring

The university has announced that starting with the fall semester, free tutoring will be available to all new students for their entire first year. The academic dean, James Maxwell, commented, "The university is aware of the academic problems that many first-year students face when making the transition from high school to college." The new tutoring program, he said, is designed to assist first-year students who want or need additional support with their academic course work. The program will also be organized so that individual students can arrange to work with tutors majoring in their own chosen field of study.

Now listen to two students discussing the article.

The woman expresses her opinion about the university's plan. Briefly summarize the plan.

Then state her opinion about the plan and explain the reasons she gives for holding that opinion.

#4

Read a passage about the familiarity principle from a Psychology textbook. You will have 50 seconds to read the passage. Begin reading now.

The Familiarity Principle

People tend to develop a preference for things they have previously encountered, things they are familiar with. Social psychologists refer to this tendency as the familiarity principle.

Given a choice between two similar items, one they have experienced before and another that is new, most people will choose the familiar item. This principle operates even when people are not conscious of their previous experience with an item. Once people have been exposed to an item – even if they do not recall having been exposed to it – they will tend to prefer that item over other items to which they have not been previously exposed.

Now listen to part of a lecture on this topic in a Psychology class.

Explain how the experiment described by the professor illustrates the familiarity principle.

#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 reasons for your recommendation.

#6

Listen to part of a lecture in a Biology class.

Using points and examples from the lecture, explain two dry-climate features of frogs.

WRITING

Integrated Writing Reading

A huge marine mammal known as Steller's sea cow once lived in the waters around Bering Island off the coast of Siberia. It was described in 1741 by Georg W. Steller, a naturalist who was among the first Europeans to see one. In 1768 the animal became extinct. The reasons for the extinction are not clear. Here are three theories about the main cause of the extinction.

First, the sea cows may have been overhunted by groups of native Siberian people. If this theory is correct, then the sea cow population would have originally been quite large, but hundreds of years of too much hunting by the native people diminished the number of sea cows. Sea cows were a good source of food in a harsh environment, so overhunting by native people could have been the main cause of extinction.

Second, the sea cow population may have become extinct because of ecosystems disturbances that caused a decline in their main source of food, kelp (a type of sea plant). Kelp populations respond negatively to a number of ecological changes. It is possible that ecological changes near Bering Island some time before 1768 caused a decrease of the kelp that the sea cows depend on.

Third, the main cause of extinction of the sea cows could have been European fur traders who came to the island after 1741. It is recorded that the fur traders caught the last sea cow in 1768. It thus seems reasonable to believe that hunting by European fur traders, who possessed weapons that allowed them to quickly kill a large number of the animals, was the main cause of the sea cow's extinction.

Integrated Writing Listening

Now listen to part of a lecture on the topic you just read about.

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

Independent Writing Topic

Do you agree or disagree with the following statement?

Educating children is a more difficult task today than it was in the past because they spend so much time on cell phone, online games, and social networking Web site.

Use specific reasons and examples to support your answer.

