
TPO 1

READING

GROUNDWATER

Paragraph 1:

1. Which of the following can be inferred from paragraph 1 about the ground that we walk on?
 - A. It cannot hold rainwater for long periods of time.
 - B. It prevents most groundwater from circulating.
 - C. It has the capacity to store large amounts of water.
 - D. It absorbs most of the water it contains from rivers.
2. The word “incredible” in the passage is closest in meaning to
 - A. Confusing
 - B. Comforting
 - C. Unbelievable
 - D. Interesting

Paragraph 2:

3. The word “out of sight” in the passage is closest in meaning to
 - A. Far away
 - B. Hidden
 - C. Partly visible
 - D. Discovered
4. According to paragraph 2, where is groundwater usually found?
 - A. Inside pieces of sand and gravel
 - B. On top of beds of rock
 - C. In fast rivers that are flowing beneath the soil
 - D. In spaces between pieces of sediment
5. The phrase “glacial outwash” in the passage refers to
 - A. Fast rivers
 - B. Glaciers
 - C. The huge volumes of water created by glacial melting
 - D. The particles carried in water from melting glaciers.

Groundwater is the word used to describe water that saturates the ground, filling all the available spaces. By far the most abundant type of groundwater is meteoric water; this is the groundwater that circulates as part of the water cycle. Ordinary meteoric water is water that has soaked into the ground from the surface, from precipitation (rain and snow) and from lakes and streams. There it remains, sometimes for long periods, before emerging at the surface again. At first thought it seems incredible that there can be enough space in the “solid” ground underfoot to hold all this water.

The necessary space is there, however, in many forms. The commonest spaces are those among the particles—sand grains and tiny pebbles—of loose, unconsolidated sand and gravel. Beds of this material, out of sight beneath the soil, are common. They are found wherever fast rivers carrying loads of coarse sediment once flowed. For example, as the great ice sheets that covered North America during the last ice age steadily melted away, huge volumes of water flowed from them. The water was always laden with pebbles, gravel, and sand, known as glacial outwash, that was deposited as the flow slowed down.

Paragraph 3:

6. All of the following are mentioned in paragraph 3 as places that sediment-laden rivers can deposit their sediments EXCEPT

- A. A mountain valley
- B. Flat land
- C. A lake floor
- D. The seafloor

Paragraph 4:

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

- A. Cover
- B. Change
- C. Separate
- D. Surround

Paragraph 5:

8. The phrase “so much for” in the passage is closest in meaning to

- A. That is enough about
- B. Now let us turn to
- C. Of greater concern are
- D. This is related to

9. The word “plugged” in the passage is closest in meaning to

- A. Washed
- B. Dragged
- C. Filled up
- D. Soaked through

Paragraph 6:

The same thing happens to this day, though on a smaller scale, wherever a sediment-laden river or stream emerges from a mountain valley onto relatively flat land, dropping its load as the current slows: the water usually spreads out fanwise, depositing the sediment in the form of a smooth, fan-shaped slope. Sediments are also dropped where a river slows on entering a lake or the sea, the deposited sediments are on a lake floor or the seafloor at first, but will be located inland at some future date, when the sea level falls or the land rises; such beds are sometimes thousands of meters thick.

In lowland country almost any spot on the ground may overlie what was once the bed of a river that has since become buried by soil; if they are now below the water's upper surface (the water table), the gravels and sands of the former riverbed, and its sandbars, will be saturated with groundwater.

So much for unconsolidated sediments. Consolidated (or cemented) sediments, too, contain millions of minute water-holding pores. This is because the gaps among the original grains are often not totally plugged with cementing chemicals; also, parts of the original grains may become dissolved by percolating groundwater, either while consolidation is taking place or at any time afterwards. The result is that sandstone, for example, can be as porous as the loose sand from which it was formed.

Thus a proportion of the total volume of any sediment, loose or cemented, consists of empty space. Most crystalline rocks are much more solid; a common exception is basalt, a form of solidified volcanic lava,

Paragraph 7:

10. According to paragraphs 6 and 7, why is basalt unlike most crystalline forms of rock?

- A. It is unusually solid
- B. It often has high porosity.
- C. It has a low proportion of empty space.
- D. It is highly permeable.

11. What is the main purpose of paragraph 7?

- A. To explain why water can flow through rock
- B. To emphasize the large amount of empty space in all rock
- C. To point out that a rock cannot be both porous and permeable
- D. To distinguish between two related properties of rock

Paragraph 9:

12. 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. Surface tension is not strong enough to retain drops of water in rocks with large pores but it is strong enough to hold on to thin films of water in rocks with small pores.
- A. B. Water in rocks is held in place by large pores and drains away from small size pores through surface tension.
- B. Small pores and large pores both interact with surface tension to determine whether a rock will hold water as heavy drops or as a thin film.
- C. If the force of surface tension is too weak to hold water in place as heavy drops, the water will continue to be held firmly in place as a thin film when large pores exist.

Paragraph 8:

which is sometimes full of tiny bubbles that make it very porous.

The proportion of empty space in a rock is known as its porosity. But note that porosity is not the same as permeability, which measures the ease with which water can flow through a material; this depends on the sizes of the individual cavities and the crevices linking them.

Much of the water in a sample of water-saturated sediment or rock will drain from it if the sample is put in a suitable dry place. But some will remain, clinging to all solid surfaces. It is held there by the force of surface tension without which water would drain instantly from any wet surface, leaving it totally dry. The total volume of water in the saturated sample must therefore be thought of as consisting of water that can, and water that cannot, drain away.

The relative amount of these two kinds of water varies greatly from one kind of rock or sediment to another, even though their porosities may be the same. What happens depends on pore size. If the pores are large, the water in them will exist as drops too heavy for surface tension to hold, and it will drain away; but if the pores are small enough, the water in them will exist as thin films, too light to overcome the force of surface tension holding them in place; then the water will be firmly held.

Much of the water in a sample of

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

What, then, determines what proportion of the water stays and what proportion drains away?

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

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.*

Much of the ground is actually saturated with water.

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Answer choices

- A. Sediments that hold water were spread by glaciers and are still spread by rivers and streams.
- B. Water is stored underground in beds of loose sand and gravel or in cemented sediment.
- C. The size of a saturated rock's pores determines how much water it will retain when the rock is put in a dry place.
- D. Groundwater often remains underground for a long time before it emerges again.
- E. Like sandstone, basalt is a crystalline rock that is very porous.
- F. Beds of unconsolidated sediments are typically located at inland sites that were once underwater.

water-saturated sediment or rock will drain from it if the sample is put in a suitable dry place.■ But some will remain, clinging to all solid surfaces.■ It is held there by the force of surface tension without which water would drain instantly from any wet surface, leaving it totally dry.■ The total volume of water in the saturated sample must therefore be thought of as consisting of water that can, and water that cannot, drain away.■

THE ORIGINS OF

Paragraph 1:

1. The word “championed” in the passage is closest in meaning to

- A. Changed
- B. Debated
- C. Created
- D. Supported

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

- A. Ascribes
- A. B .Leaves
- B. Limits
- C. Contrasts

3. According to paragraph 1, theories of the origins of theater

- A. Are mainly hypothetical
- B. re well supported by factual evidence
- C. have rarely been agreed upon by anthropologists
- D. Were expressed in the early stages of theater’s development

4. According to paragraph 1, why did some societies develop and repeat ceremonial actions?

- A. To establish a positive connection between the members of the society
- B. o help society members better understand the forces controlling their food supply
- C. To distinguish their beliefs from those of other societies
- D. To increase the society’s prosperity

Paragraph 2:

5. The word “this” in the passage refers to

- A. The acting out of rites
- A. B .The divorce of ritual performers from the rest of society
- B. The separation of myths from rites
- C. The celebration of supernatural forces

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

- A. Artistic
- A. B .Important
- B. Independent
- C. Established

THEATER

In seeking to describe the origins of theater, one must rely primarily on speculation, since there is little concrete evidence on which to draw. The most widely accepted theory, championed by anthropologists in the late nineteenth and early twentieth centuries, envisions theater as emerging out of myth and ritual. The process perceived by these anthropologists may be summarized briefly. During the early stages of its development, a society becomes aware of forces that appear to influence or control its food supply and well-being. Having little understanding of natural causes, it attributes both desirable and undesirable occurrences to supernatural or magical forces, and it searches for means to win the favor of these forces. Perceiving an apparent connection between certain actions performed by the group and the result it desires, the group repeats, refines and formalizes those actions into fixed ceremonies, or rituals.

Stories (myths) may then grow up around a ritual. Frequently the myths include representatives of those supernatural forces that the rites celebrate or hope to influence. Performers may wear costumes and masks to represent the mythical characters or supernatural forces in the rituals or in accompanying celebrations. As a people becomes more sophisticated,

7. According to paragraph 2, what may cause societies to abandon certain rites?

- A. Emphasizing theater as entertainment
- A. B .Developing a new understanding of why events occur.
- B. Finding a more sophisticated way of representing mythical characters
- C. Moving from a primarily oral tradition to a more written tradition

its conceptions of supernatural forces and causal relationships may change. As a result, it may abandon or modify some rites. But the myths that have grown up around the rites may continue as part of the group's oral tradition and may even come to be acted out under conditions divorced from these rites. When this occurs, the first step has been taken toward theater as an autonomous activity, and thereafter entertainment and aesthetic values may gradually replace the former mystical and socially efficacious concerns.

■ Although origin in ritual has long been the most popular, it is by no means the only theory about how the theater came into being. ■ Storytelling has been proposed as one alternative. ■ Under this theory, relating and listening to stories are seen as fundamental human pleasures. ■ Thus, the recalling of an event (a hunt, battle, or other feat) is elaborated through the narrator's pantomime and impersonation and eventually through each role being assumed by a different person.

A closely related theory sees theater as evolving out of dances that are primarily pantomimic, rhythmical or gymnastic, or from imitations of animal noises and sounds. Admiration for the performer's skill, virtuosity, and grace are seen as motivation for elaborating the activities into fully realized theatrical performances.

Paragraph 5:

8. All of following are mentioned in paragraph 5 as possible reasons that led societies to develop theater EXCEPT:

- A. Theater allows people to face that they are afraid of.
- B. Theater gives an opportunity to imagine a better reality.
- C. Theater is a way to enjoy imitating other people.
- D. Theater provides people the opportunity to better understand the human mind.

In addition to exploring the possible antecedents of theater, scholars have also theorized about the motives that led people to develop theater. Why did theater develop, and why was it valued after it ceased to fulfill the function of ritual? Most answers fall back on the theories about the human mind and basic human needs. One, set forth by Aristotle in the fourth century B.C., sees humans

9. Which of the following best describes the organization of paragraph 5?
- A. The author presents two theories for a historical phenomenon.
 - B. The author argues against theories expressed earlier in the passage.
 - C. The author argues for replacing older theories with a new one.
 - D. The author points out problems with two popular theories.

Paragraph 6:

10. The word “penchant” in the passage is closest in meaning to
- A. Compromise
 - A. B .Inclination
 - B. Tradition
 - C. Respect
11. Why does the author mention “comedy”?
- A. To give an example of early types of theater
 - B. To explain how theater helps a society respond to threats to its welfare
 - C. To help explain why detachment is needed for the development of theater
 - D. o show how theatrical performers become detached from other members of society.
12. 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. A society’s rites were more likely to be retained in the oral tradition if its myths were admired for artistic qualities.
 - B. The artistic quality of a myth was sometimes an essential reason for a society to abandon it from the oral tradition.
 - C. Some early societies stopped using myths in their religious practices when rites ceased to be seen as useful for social well-being.
 - D. Myths sometimes survived in a society’s tradition because of their artistic qualities

as naturally imitative—as taking pleasure in imitating persons, things, and actions and in seeing such imitations. Another, advanced in the twentieth century, suggests that humans have a gift for fantasy, through which they seek to reshape reality into more satisfying forms than those encountered in daily life. Thus, fantasy or fiction (of which drama is one form) permits people to objectify their anxieties and fears, confront them, and fulfill their hopes in fiction if not fact. The theater, then, is one tool whereby people define and understand their world or escape from unpleasant realities.

But neither the human imitative instinct nor a penchant for fantasy by itself leads to an autonomous theater. Therefore, additional explanations are needed. One necessary condition seems to be a somewhat detached view of human problems. For example, one sign of this condition is the appearance of the comic vision, since comedy requires sufficient detachment to view some deviations from social norms as ridiculous rather than as serious threats to the welfare of the entire group. Another condition that contributes to the development of autonomous theater is the emergence of the aesthetic sense. For example, some early societies ceased to consider certain rites essential to their well-being and abandoned them, nevertheless, they retained as parts of their oral tradition the myths that had grown up around the rites and admired them for their artistic qualities rather than for their religious usefulness.

even after they were no longer deemed religiously beneficial.

Paragraph 3:

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

To enhance their listener's enjoyment, storytellers continually make their stories more engaging and memorable.

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

14 . Anthropologists have developed many theories to help understand why and how theater originated.

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Answer choices

- A. The presence of theater in almost all societies is thought to have occurred because early story tellers traveled to different groups to tell their stories.
 - B. Many theorists believe that theater arises when societies act out myths to preserve social well-being.
 - C. The more sophisticated societies became, the better they could influence desirable occurrences through ritualized theater.
 - D. Some theories of theater development focus on how theater was used by group leaders to group leaders govern other members of society.
 - E. Theater may have come from pleasure humans receive from storytelling and moving rhythmically.
 - F. The human capacities for imitation and fantasy are considered possible reasons why societies develop theater.
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■ Although origin in ritual has long been the most popular, it is by no means the only theory about how the theater came into being. ■ Storytelling has been proposed as one alternative. ■ Under this theory, relating and listening to stories are seen as fundamental human pleasures. ■ Thus, the recalling of an event (a hunt, battle, or other feat) is elaborated through the narrator's pantomime and impersonation and eventually through each role being assumed by a different person.

TIMBERLINE VEGETATION

ON MOUNTAINS

Paragraph 1:

1. The word “dramatic” in the passage is closest in meaning to

- A. Gradual
- B. Complex
- C. Visible
- D. Striking

2. Where is the lower timberline mentioned in paragraph 1 likely to be found?

- A. In an area that has little water
- B. In an area that has little sunlight
- C. Above a transition area
- D. On a mountain that has on upper timberline.

3. Which of the following can be inferred from paragraph 1 about both the upper and lower timberlines?

- A. Both are treeless zones
- B. Both mark forest boundaries.
- C. Both are surrounded by desert areas.
- D. Both suffer from a lack of moisture.

Paragraph 2:

4. Paragraph 2 supports which of the following statements about deciduous trees?

- A. They cannot grow in cold climates.
- B. They do not exist at the upper timberline.
- C. They are less likely than evergreens to survive at the upper timberline.
- D. They do not require as much moisture as evergreens do.

Paragraph 3:

5. The word attain in the passage is closest in meaning to

The transition from forest to treeless tundra on a mountain slope is often a dramatic one. Within a vertical distance of just a few tens of meters, trees disappear as a life-form and are replaced by low shrubs, herbs, and grasses. This rapid zone of transition is called the upper timberline or tree line. In many semiarid areas there is also a lower timberline where the forest passes into steppe or desert at its lower edge, usually because of a lack of moisture.

The upper timberline, like the snow line, is highest in the tropics and lowest in the Polar Regions. It ranges from sea level in the Polar Regions to 4,500 meters in the dry subtropics and 3,500-4,500 meters in the moist tropics. Timberline trees are normally evergreens, suggesting that these have some advantage over deciduous trees (those that lose their leaves) in the extreme environments of the upper timberline. There are some areas, however, where broadleaf deciduous trees form the timberline. Species of birch, for example, may occur at the timberline in parts of the Himalayas.

At the upper timberline the trees begin to become twisted and deformed.

- A. require
- B. resist
- C. achieve
- D. endure

6. The word they in the passage refers to

- A. valleys
- B. trees
- C. heights
- D. ridges

7. The word prone in the passage is closest in meaning to

- A. adapted
- B. likely
- C. difficult
- D. resistant

8. According to paragraph 3, which of the following is true of trees in the middle and upper latitudes?

- A. Tree growth is negatively affected by the snow cover in valleys.
- B. Tree growth is greater in valleys than on ridges.
- C. Tree growth on ridges is not affected by high-velocity winds.
- D. Tree growth lasts longer in those latitudes than it does in the tropics.

Paragraph 4:

9. Which of the sentences below best express the essential information in the highlighted sentence in the passage? In correct choices change the meaning in important ways or leave out essential information.

- A. Because of their deformed shapes at high altitudes, trees are not likely to be seriously harmed by the strong winds typical of those altitudes.
- B. As altitude increases, the velocity of winds increase, leading to a serious decrease in the number of trees found at high altitudes.
- C. The deformed shapes of trees at high altitudes show that wind velocity, which increase with altitude, can cause serious hardship for trees.

This is particularly true for trees in the middle and upper latitudes, which tend to attain greater heights on ridges, whereas in the tropics the trees reach their greater heights in the valleys. This is because middle- and upper- latitude timberlines are strongly influenced by the duration and depth of the snow cover. As the snow is deeper and lasts longer in the valleys, trees tend to attain greater heights on the ridges, even though they are more exposed to high-velocity winds and poor, thin soils there. In the tropics, the valleys appear to be more favorable because they are less prone to dry out, they have less frost, and they have deeper soils.

There is still no universally agreed-on explanation for why there should be such a dramatic cessation of tree growth at the upper timberline. Various environmental factors may play a role. Too much snow, for example, can smother trees, and avalanches and snow creep can damage or destroy them. Late-lying snow reduces the effective growing season to the point where seedlings cannot establish themselves. Wind velocity also increases with altitude and may cause serious stress for trees, as is made evident by the deformed shapes at high altitudes. Some scientists have proposed that the presence of increasing levels of ultraviolet light with elevation may play a role, while browsing and

D. Increased wind velocity at high altitudes deforms the shapes of trees, and this may cause serious stress for trees.

10. In paragraph 4, what is the author's main purpose in the discussion of the dramatic cessation of tree growth at the upper timberline?

- A. To argue that none of several environment factors that are believed to contribute to that phenomenon do in fact play a role in causing it.
- B. To argue in support of one particular explanation of that phenomenon against several competing explanations.
- C. To explain why the primary environmental factor responsible for that phenomenon has not yet been identified.
- D. To present several environmental factors that may contribute to a satisfactory explanation of that phenomenon.

grazing animals like the ibex may be another contributing factor. Probably the most important environmental factor is temperature, for if the growing season is too short and temperatures are too low, tree shoots and buds cannot mature sufficiently to survive the winter months.

Above the tree line there is a zone that is generally called alpine tundra. █ Immediately adjacent to the timberline, the tundra consists of a fairly complete cover of low-lying shrubs, herbs, and grasses, while higher up the number and diversity of species decrease until there is much bare ground with occasional mosses and lichens and some prostrate cushion plants. █ Some plants can even survive in favorable microhabitats above the snow line. The highest plants in the world occur at around 6,100 meters on Makalu in the Himalayas. █ At this great height, rocks, warmed by the sun, melt small snowdrifts. █

Paragraph 6:

11. According to paragraph 6, all of the following statements are true of plants in the alpine zone EXCEPT:

- A. Because they are low, they are less exposed to strong winds.
- B. Because they are low, the winter snow cover gives them more protection from the extreme cold.
- C. In the equatorial mountains, they tend to be lower than in mountains elsewhere.
- D. Their low growth form keeps them closer to the ground, where there is more heat than further up.

The most striking characteristic of the plants of the alpine zone is their low growth form. This enables them to avoid the worst rigors of high winds and permits them to make use of the higher temperatures immediately adjacent to the ground surface. In an area where low temperatures are limiting to life, the importance of the additional heat near the surface is crucial. The low growth form can also permit the plants to take advantage of the insulation provided by a winter snow cover. In the equatorial mountains the low growth form is less prevalent.

Paragraph 5:

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

This explains how, for example, alpine cushion plants have been found growing at an altitude of 6,180 meters.

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

13. At the timberline, whether upper or lower, there is a profound change in the growth of trees and other plants.

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Answer choices

- A. Birch is one of the few species of tree that can survive in the extreme environments of the upper timberline.
- B. There is no agreement among scientists as to exactly why plant growth is sharply different above and below the upper timberline.
- C. The temperature at the upper timberline is probably more important in preventing tree growth than factors such as the amount of snowfall or the force of winds.
- D. The geographical location of an upper timberline has an impact on both the types of trees found there and their physical characteristics.
- E. High levels of ultraviolet light most likely play a greater role in determining tree growth at the upper timberline than do grazing animals such as the ibex.
- F. Despite being adjacent to the timberline, the alpine tundra is an area where certain kinds of low trees can endure high winds and very low temperatures.

Above the tree line there is a zone that is generally called alpine tundra.

■ Immediately adjacent to the timberline, the tundra consists of a fairly complete cover of low-lying shrubs, herbs, and grasses, while higher up the number and diversity of species decrease until there is much bare ground with occasional mosses and lichens and some prostrate cushion plants. ■ Some plants can even survive in favorable microhabitats above the snow line. The highest plants in the world occur at around 6,100 meters on Makalu in the Himalayas. ■ At this great height, rocks, warmed by the sun, melt small snowdrifts. ■

LISTENING

1. Why does the student go to see the librarian?

- A. To sign up for a seminar on using electronic sources for research
- B. To report that a journal is missing from the reference area
- C. To find out the procedure for checking out journal articles
- D. To ask about how to look for resources for a class paper

2. What does the librarian say about the availability of journals and articles in the library?

- A. They are not easy to find if a professor put them on reserve
- B. Most of them are accessible in an electronic format
- C. Most of them can be checked out for three weeks
- D. Printed versions from the past three years are located in the reference section.

3. What does the librarian suggest the student should do to save time?

- A. Choose an easier research topic
- B. Concentrate on five journals
- C. Read the summaries of the articles first
- D. Install a new program on her home computer

4. What can be inferred about why the woman decides to use the computer in the library?

- A. She thinks she might need additional help from the man
- B. She does not have a computer at home
- C. She has to hand in her assignment by the end of the day
- D. She will be meeting a friend in the library later on

5. Why does the woman say this?

- A. She had forgotten about the information

- B. She is surprised she was not aware of the information
- C. She is annoyed that the information was published only recently
- D. She is concerned that the librarian gave her incorrect information

6. What is the purpose of the lecture?

- A. To explain the difference between two artistic styles
- B. To describe a new art gallery to the class
- C. To introduce an artist's work to the class
- D. To show how artists' styles can evolve over time

7. What does the professor say about Frantzen's painting of a farm scene?

- A. It resembles a photograph
- B. It may be Frantzen's best known painting
- C. It was painted in the Impressionist style
- D. It was painted while Frantzen lived abroad

8. Why did Frantzen go to the Sales Barn?

- A. To study human form and movement
- B. To earn money by painting portraits
- C. To paint farm animals in an outdoor setting
- D. To meet people who could model for her painting

9. What does the professor imply about the painting of the young woman surrounded by pumpkins?

- A. It was painted at an art fair
- B. It combines Impressionism with Realism

- C. It convinced Frantzen that she was a good illustrator
- D. It was originally meant to be used in an advertisement

10. Why does the professor discuss Frantzen's difficulties as a young painter?

- A. He wants to point out mistakes that young artists commonly make
- B. He thinks her example can inspire the students in their own lives
- C. Her difficulties remind him of the difficulties he himself experienced as a young girl
- D. Her difficulties are the subject of some of the paintings in the gallery that the students will visit

11. What does the professor imply when he says this

- A. The students can understand Frantzen's art without knowing about her life
- B. The students should pay very close attention to what he is going to say
- C. Some of his students are already familiar with Frantzen's life story
- D. Some of his students may not appreciate Frantzen's work

12. What does the professor mainly discuss?

- A. The difference in age among American mountain ranges
- B. The importance of a technique used for dating geological materials
- C. The recent discovery of an ancient canyon
- D. A comparison of various minerals used for dating

13. Before the use of uranium-lead analysis, where did most geologists think the Grand Canyon sandstone came from?

- A. An ancient lake located in the American Southwest
- B. A desert that once connected two continents

- C. Sands carried by a river from the Appalachian Mountains
- D. A nearby mountain range that had flattened out over time

14. In the talk, the professor describes the sequence of uranium-lead dating. Summarize the sequence by putting the events in the correct order. Drag your answer choices to spaces where they belong. To remove an answer choice, click on it

- A. Zircon in the sandstone is matched to the zircon in a particular mountain range.
- B. The amount of lead in sandstone zircon is measured
- C. The age of zircon in a sandstone sample is determined

15. According to the professor, what change has caused uranium-lead dating to gain popularity recently?

- A. It can be performed outside a laboratory
- B. It can now be done more efficiently
- C. It no longer involves radioactive elements
- D. It can be used in fields other than geology

16. Why does the professor talk about the breaking apart of Earth's continents?

- A. To give another example of how uranium-lead dating might be useful
- B. To explain how the Grand Canyon was formed
- C. To demonstrate how difficult uranium-lead dating is
- D. To disprove a theory about the age of Earth's first mountain ranges

17. What does the professor imply when he says this?

- A. The class is easier than other geology classes
- B. The class has already studied the information he is discussing

- C. Some students should take a course in geological dating techniques
- D. He will discuss the topic later in the class

18. What is the conversation mainly about?

- A. A lesson Matthew prepared for his students
- B. A class Matthew has been observing
- C. A term paper that Matthew has written
- D. A problem in Matthew's classroom

19. What is Matthew's opinion about observing Mr. Grabell's third-grade class?

- A. It will help him become a more effective teacher
- B. It could help improve his study habits
- C. It has improved his public-speaking skills
- D. It may be the most difficult assignment he has had

20. Why does Matthew mention Greek and Roman mythology?

- A. To identify a topic frequently discussed in third grade
- B. To get the professor's opinion about a lesson he taught
- C. To make a suggestion to improve the class he is taking
- D. To illustrate a technique used to teach a third-grade class

21. What important skills did Mr. Grabell introduce to his third-grade class?

Click on 3

- A. Reviewing other student's reports
- B. Using books in the library

- C. Interviewing their classmates
- D. Speaking in public
- E. Writing reports

22. What will Matthew probably do in next Wednesday's class?

- A. Hand in his assignment early
- B. Try to start a study group
- C. Make a presentation to the class
- D. Choose a topic for his paper

23. What is the lecture mainly about?

- A. Art in the Neolithic period
- B. The site of a Neolithic town
- C. Methods of making stone tools
- D. The domestication of plants and animals by early farmers

24. What does the professor imply about the tools used by the people of Catalhoyuk?

- A. They were made of stone that came from Catalhoyuk
- B. They were among the sharpest tools available at the time
- C. They were often used in religious rituals
- D. They were used primarily for agriculture

25. What does the professor say about the entrances to the houses in Catalhoyuk?

Click on 2 answers

- A. They were in the roof

- B. They were usually kept closed
- C. They allowed smoke to escape from the house
- D. They stood opposite one another across narrow streets

26. What does the professor say about Catalhoyuk graves?

- A. The graves contained precious stones
- B. Many people were buried in each grave
- C. The graves were located under the house floors
- D. The graves contained ashes rather than bones

27. What does the professor think of the idea that the inhabitants of Catalhoyuk deliberately arranged their house so that they could live near their ancestors' graves?

- A. She thinks it is a good guess, but only a guess
- B. She thinks some evidence supports it, but other evidence contradicts it.
- C. She thinks that further excavations will soon disprove it
- D. She thinks that it is not appropriate to make such guesses about the distant past

28. What are three things the professor says about the artwork of Catalhoyuk? Click on 3 answers

- A. It was clearly important to the Catalhoyuk religion
- B. It became covered with soot
- C. It often shows farmers at work
- D. Its significance is unknown
- E. It contains many hunting scenes

29. What is the main topic of the lecture

- A. The types of habitats marmots prefer
- B. Methods of observing marmot behavior
- C. Feeding habits of some marmot species
- D. Differences in behavior between marmot species

30. According to the case study, why are marmots ideal for observation

- A. They do not hide from humans
- B. They reside in many regions throughout North America
- C. They are active in open areas during the day
- D. Their burrows are easy to locate

31. Drag the appropriate description of each marmot species' behavior to the box below the marmot's name Click on a phrase. Then drag it to the space where it belongs. One of the phrases will not be used

Olympic Marmot

Eastern Marmot

None

- A. Displays aggressive tendencies
- B. Is family oriented
- C. Stays active during the winter

32. What reason does the professor give for the difference in marmot behaviour patterns?

- A. Type of food available
- B. The size of the population
- C. Interaction with other marmot species
- D. Adaptations to the climate

33. Why does the professor say this?

- A. To inform the student that his definition is incorrect
- B. To suggest that the student did not do the reading
- C. To encourage the student to try again
- D. To change the topic of discussion

34. Why does the professor say this?

- A. To express a similar concern
- B. To encourage the student to explain what she means
- C. To address the student's concern
- D. To agree with the student

SPEAKING

1. Talk about a book you have read that was important to you for some reason. Explain why the book was important to you. Give specific details and examples to explain your answer.

2. Some people believe that television has had a positive influence on society. Others believe it has had a negative influence on society. Which do you agree with and why? Use details and examples to explain your opinion.

3. Letter in the Centerville College News

The administration has plans to acquire a new sculpture for campus. We should all oppose this plan. The university's poor financial condition led it to increase the price for campus housing and tuition by 15% this past year. Surely then it is no financial position to purchase such an expensive sculpture. Moreover, just look at the sculpture: several 60-foot long steel plates, jutting out of the earth at odd angles! It's so large, it'll take up all the green space in front of the campus center! This is public space that should be reserved for students to use.

Explain why the woman disagrees with the reasons expressed in the letter.

4. Groupthink

One process by which groups may make bad or irrational decisions is known as groupthink. Individual members of a group attempt to conform their opinions to what they believe to be the group consensus even though the result may be negative. These include the desire to be like, fear of losing a job, or even not wanting to be the one employee delaying a decision that seems inevitable. These kinds of implicit pressures to conform lead group members to ultimately make decisions that each by himself or herself, might normally not make.

Explain groupthink and its effects using the example of the computer company.

5. The speakers discuss two possible solutions to the woman's problem. Briefly summarize the problem. Then state which solution you recommend and explain why.

6. Using the research described by the professor, explain what scientists have learned about the mathematical abilities of babies.

WRITING

TASK 1

In the United States, employees typically work five days a week for eight hours each day. However, many employees want to work a four-day week and are willing to accept less pay in order to do so. A mandatory policy requiring companies to offer their employees the option of working a four-day workweek for four-fifths (80 percent) of their normal pay would benefit the economy as a whole as well as the individual companies and the employees who decided to take the option. The shortened workweek would increase company profits because employees would feel more rested and alert, and as a result, they would make fewer costly errors in their work. Hiring more staff to ensure that the same amount of work would be accomplished would not result in additional payroll costs because four-day employees would only be paid 80 percent of the normal rate. In the end, companies would have fewer overworked and error-prone employees for the same money, which would increase company profits. For the country as a whole, one of the primary benefits of offering this option to employees is that it would reduce unemployment rates. If many full-time employees started working fewer hours, some of their workload would have to be shifted to others. Thus, for every four employees who went on an 80 percent week, a new employee could be hired at the 80 percent rate. Finally, the option of a four-day workweek would be better for individual employees. Employees who could afford a lower salary in exchange for more free time could improve the quality of their lives by spending the extra time with their families, pursuing private interests, or enjoying leisure activities.

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

TASK 2

At universities and colleges, sports and social activities are just as important as classes and libraries and should receive equal financial support.
