Skill A

01 Reading Speed
1. (C) 2. (B) 3. (B)
4. Reading Speed = number of words / number of minutes

02 Fainting
1. (C) 2. (B) 3. (D)
4. Feeling faint → sit with head between knees OR lay down → talk to a doctor

03 Boxing
1. (C) 2. (C) 3. (A)
4. New Boxing rules:
   - boxers had to wear gloves
   - match divided into three-minute rounds
   - ten seconds count for knockouts

04 Computers
1. (A) 2. (C) 3. (C)
4. Historical definition — anything that helps with computation/calculation
   Modern definition — machine that manipulate, store, or analyze data

05 Climate
1. (C) 2. (D) 3. (B)
4. Example: storms, floods, dry periods
   What they affect: environment, natural resources
   What they do not affect: climate

Skill B

01 Demonstrations
1. (C) 2. (A) 3. (C)
4. customers might not notice it

02 South America
1. (C) 2. (A) 3. (C)
4. (B) Why? Because more topics are described than just geography

Skill C

01 Systems Engineers
1. (D) 2. (C) 3. (C)
4. (A) Why? The introduction sets up the idea that there is a difference in the jobs of a systems engineer and a system analyst, so the next paragraph should explain something about this difference.

02 Tornadoes
1. (B) 2. (C) 3. (B)
4. (B) Why? This sentence is a detail, whereas (A) serves as a statement to set up the paragraphs that follow it.

03 Crime
1. (C) 2. (C) 3. (B)
4. (A) Why? The passage talks about groups of people who should NOT be considered the same as other criminals.

04 Business Letters
1. (D) 2. (A) 3. (C)
4. (B) Why? The passage describes several aspects of effective business letters, not just politeness.
05 Image Memory
1. (A) 2. (C) 3. (A)
4. (B) Why? This sentence gives an additional option, whereas (A) reinforces the idea why something is suggested.

Review A-C
Vocabulary Review
1. (D) 2. (B) 3. (C)
4. (C) 5. (A) 6. (C)
7. (A) 8. (C) 9. (B)
10. (D) 11. (B) 12. (D)
13. (C) 14. (A) 15. (D)
16. violent 17. occur 18. involve
25. S

Skill Review
01 Wolves and Dogs
1. (A) 2. (B) 3. (A)
4. (B) 5. (C) 6. (D)

02 American English
1. (D) 2. (A) 3. (B)
4. (C) 5. (B) 6. (D)

03 Experiments
1. (B) 2. (D) 3. (A)
4. The word “them” must refer to something plural. “Recordings” and “speakers” are the nearest plural referents. The verb associated with “them” is “play.” Recordings can be played, but speakers cannot; therefore, the correct choice is “recordings.”

04 Coat of Arms
1. (D) 2. (A) 3. (C)
4. Knights

05 New Media Jobs
1. (C) 2. (B) 3. (A)
4. new media professionals/this new breed of communicators

Skill E
01 Script Terminology
1. (C) 2. (D) 3. (B)
4. The passage states that knowing stage terms will help you understand the play; it follows that if you don’t know, you will have difficulty

02 Cliché
1. (B) 2. (A) 3. (D)
4. exaggerated, informal, overused, lost impact, weak

03 Pottery Making
1. (A) 2. (A) 3. (C)
4. two main ways, the first, the other

04 Electric Cars
1. (D) 2. (D) 3. (A)
4. He likes them. keywords/punctuation: workable, marketable, !

05 Firewalls
1. (B) 2. (C) 3. (A)
4. The author says that “like other forms of technology, firewalls become outdated very quickly. It is important to continue to monitor updates about new threats circulating on the Internet.” The word “lax” also
implies people often fail to consider new threats that may get through existing firewalls.

Wrong — Both types of fuel provide thrust for a rocket.

**Skill F**

01 Resumés
1. Chronological — (C), (D); Combination — (B), (F), (G)
2. (A) 3. (B)
4. With choice (A), the passage does not indicate that one type was more difficult to write than another. With choice (E), the passage says a chronological resumé is most popular, but not that either of the other two is ineffective.

02 Greek Theater
1. (B), (C), (E)
2. (A) 3. (C)
4. Sentences 1, 4, and 6 contain the main ideas listed in the summary.

03 Investments
1. Mutual Funds — (A), (C), (F); Real Estate — (D), (E)
2. (A) 3. (D)
4. (B) is wrong because neither mutual funds nor real estate “always” make a profit; (G) is wrong because neither investment is considered “high risk.”

04 Kingdoms
1. (B), (D), (E)
2. (D) 3. (C)
4. They (living things) are usually organized according to similar characteristics. / The largest divisions in the modern system are the kingdoms. / All members of this (the plant) kingdom make their own food and do not move around.

05 Rocket Fuel
1. Liquid Fuel — (B), (E), (F); Solid Fuel — (C), (G)
2. (B) 3. (A)
4. (A) wrong — The passage does not mention the relative amount of fuel needed per flight.; (D)

**Review A-F**

Vocabulary Review
1. (C) 2. (B) 3. (A) 4. (B) 5. (B) 6. (B) 7. (A) 8. (D) 9. (A) 10. (D) 11. (D) 12. (B) 13. (C) 14. (B) 15. (D) 16. constructed 17. contains 18. procedures 19. comprehending 20. opportunity 21. clay 22. launch 23. encounter 24. average 25. fund

Skill Review
01 Ice Skating
1. (A) 2. (C) 3. (D) 4. (A) 5. (A) 6. (C) 7. (C) 8. (C) 9. (B) 10. (A), (D), (E)

02 Space Exploration
1. (B) 2. (A) 3. (D) 4. (D) 5. (D) 6. (C) 7. (C) 8. (A) 9. (D) 10. Moon — (A), (F), (G); Mars — (C), (E)
Chapter 2

Skill A

01 The Age of Exploration
1. (B) 2. (B) 3. (C)
4. (A) 5. (B), (C), (F)

02 Microphones
1. (D) 2. (B) 3. (B)
4. (C) 5. (B), (C), (F)

03 The Great Barrier Reef
1. (D) 2. (C) 3. (B)
4. (A) 5. Benefits — (C), (D); Problems — (A), (B), (G)

Skill B

01 Computer Systems
1. (C) 2. (D) 3. (A)
4. (C) 5. (B), (D), (E)

02 Spices
1. (B) 2. (D) 3. (A)
4. (C) 5. Portugal — (D); Holland — (B); Spain — (A); England — (F); India — (C)

03 Skin Work
1. (D) 2. (B) 3. (D)
4. (B) 5. (A), (C), (D)

Skill C

01 Fatigue
1. (D) 2. (C) 3. (A)
4. (D) 5. Physical — (A), (E), (G); Psychological — (B), (F)

02 Pottery
1. (D) 2. (B) 3. (C)
4. (C) 5. (A), (C), (D)

03 Baseball
1. (C) 2. (B) 3. (B)
4. (D) 5. (A), (D), (F)

Review A-C

Vocabulary Review
1. (C) 2. (A) 3. (D)
4. (D) 5. (A) 6. (B)
7. (D) 8. (B) 9. (B)
10. (A) 11. (B) 12. (C)
13. (A) 14. (C) 15. (D)
16. (B) 17. (B) 18. (D)
19. (A) 20. (B) 21. (D)
22. (A) 23. (A) 24. (D)
25. (C) 26. (A) 27. (B)
28. (B) 29. (D) 30. (C)
31. scientific 32. essentially 33. tools
34. procedures 35. For instance 36. brushed
37. storage 38. valuable 39. proper
40. removal 41. recorded 42. obvious
43. decoration 44. robe 45. local
46. (C) 47. (D) 48. (E)
49. (B) 50. (A)

Skill Review

01 Body Language
1. (B) 2. (A) 3. (B)
4. (B) 5. (D) 6. (C)
7. (C) 8. (D) 9. (C)
10. (A), (C), (F)

02 Nutrients
1. (B) 2. (D) 3. (B)
4. (C) 5. (A) 6. (D)
7. (C) 8. (D) 9. (A)
10. Vitamins — (B), (F), (H); Mineral — (D), (E); Fiber — (A), (C)
Skill D

01 Aborigines
1. (D) 2. (B) 3. (C) 4. (A) 5. (B), (D), (F)

02 Computers and Education
1. (C) 2. (D) 3. (B) 4. (A) 5. Students — (B), (E); Computers — (A), (D), (G)

03 Financial Aid
1. (D) 2. (B) 3. (A) 4. (C) 5. (B), (C), (E)

Skill E

01 Water
1. (C) 2. (C) 3. (D) 4. (C) 5. (A), (D), (F)

02 Seasonal Lag
1. (D) 2. (C) 3. (C) 4. (A) 5. (B), (C), (E)

03 The Greeks
1. (A) 2. (B) 3. (B) 4. (B) 5. Bronze Age — (B), (D); Golden Age — (A), (F), (G)

Skill F

01 Food Myths
1. (C) 2. (B) 3. (A) 4. (D) 5. Sweet Snacks — (A), (C); Caffeinated Beverages — (B), (E), (G)

02 Particle Theory
1. (B) 2. (D) 3. (D) 4. (A) 5. (C), (D), (E)

03 Computer Development
1. (C) 2. (D) 3. (A) 4. (B) 5. (A), (C), (D)

Review A-F

Vocabulary Review
1. (C) 2. (B) 3. (A) 4. (C) 5. (C) 6. (D) 7. (A) 8. (D) 9. (C) 10. (B) 11. (A) 12. (C) 13. (C) 14. (B) 15. (B) 16. (B) 17. (D) 18. (B) 19. (B) 20. (C) 21. (D) 22. (D) 23. (B) 24. (C) 25. (B) 26. (D) 27. (A) 28. (C) 29. (D) 30. (C) 31. civilization 32. prospering 33. settlement 34. empire 35. invasions 36. extent 37. factors 38. directly 39. standard 40. age 41. reaction 42. clasp 43. restore 44. joint 45. descendant 46. (E) 47. (D) 48. (A) 49. (B) 50. (C)

Skill Review

01 Internet Jobs
1. (A) 2. (D) 3. (A) 4. (C) 5. (B) 6. (C) 7. (C) 8. (B) 9. (A) 10. (C) 11. (A) 12. Webmaster — (B), (D), (F); Freelance Writer — (A), (G)

02 The Globe
1. (B) 2. (D) 3. (B) 4. (C) 5. (D) 6. (B) 7. (B) 8. (D) 9. (B) 10. (C) 11. (C) 12. (C), (D), (F)
Focus A

Guided Practice

01 Computers
Stonehenge — (B), (C), (F)
Abacus — (D), (E)

02 Dogs and Wolves
Wolves — (B), (F), (I)
Dogs — (A), (C), (E), (H)

03 Branches of Anthropology
Study Remains and Artifacts — (B), (C), (G)
Study Living Things — (A), (E), (F), (H)

Self Practice

01 Resumés
Chronological Resumé
— most popular
— according to time
— most recent to least recent

Functional Resumé
— highlights your experience

Combination Resumé
— a combination of the first two

02 Space Exploration
The Moon
— visited by Apollo 11 in 1969
— emergency retrieval possible
— more feasible/more likely proposition

Mars
— two years for a human crew to complete round trip
— emergency retrieval impossible
— would cost 500 billion dollars

03 Amphibians and Reptiles
Amphibians
— frogs, toads, salamanders, and caecilians
— lay their eggs in water
— born in a larval or worm-like stage
— born with gills, develop lungs as adults
— smooth and wet skin

Reptiles
— lizards, turtles, snakes
— lay eggs on land
— young do not go through a larval stage
— born with lungs
— skin is usually dry and is covered with relatively hard scales

Focus B

Guided Practice

01 Pottery Making
Coiling
— make long rolls of clay
— long rolls placed on top of each other

Modelling and Paddling
— large piece of clay
— places it on a model
— hits it gently with a paddle until it is thin and of the correct shape and size

02 Diet and Energy
Snacks High in Sugar
— does not provide the body more energy
— have little nutritional value
— can create a full feeling
— initial boost of energy

Beverages High in Caffeine
— will give a person some energy
— can increase heart rate and blood flow
— can interfere with normal sleep patterns
03 Modern Art

Modern Art
- focused on abstraction
- necessity for realistic painting decreased
- influence of painting and poetry from Asia
- the idea that a complete reality includes parts hidden to the eye

Cubism
- includes several different angles and perspectives of the subject
- Guernica
- add pieces of paper, wood, or other materials to the canvas
- developed into collage

02 Computer Systems

Systems Software
- disk-operating system (DOS), utilities, and languages
- DOS directs information
- Utilities tell the operating system how to work
- languages let users “talk” to the computer
- like the blueprint of a house

Applications Software
- refers to specific programs
- play their favorite games, type a paper for school, translate something into English, or keep records for their businesses
- like the furniture or decorations in a house

03 Mental Disorders

Affective Disorders
- affects mood, or feelings, of people
- feelings that are strange or unsuitable for the situation
- physical and environmental factors leads to their appearance

Bipolar Disorder
- patients suffer from mood swings
- feelings change from depression to mania and back
- affect one percent of the population
- no cure
- medicines can be used to help control the mood swings

Self Practice

01 Investments

Mutual Funds
- investors can purchase units
- each unit by itself is typically not very expensive
- if the fund makes a profit, this profit is returned to the investor

Real Estate
- houses and property
- often increase in value
- receive profits when they sell
Skill A

01. (D)   2. (A)   3. (A)
   4. Co-ed BASKETBALL team / 4 women / 4 men / 4 women / 2 men

02. (D)   2. (A), (C)   3. (B)
   4. one of many MODELS / create MESSAGE / controls how much INFORMATION taken in / COMMUNICATION

03. (A)   2. (B)   3. (D)
   4. REFERENCE DESK for special jobs / where: 4th floor or 5th floor / use: STUDENT ID or virtual cash card

04. (A)   2. (A)   3. (B)
   4. A. KING of Macedonia / B. continued FATHER'S plan to take over PERSIA / ii. EMPIRE made up of Macedonia, Egypt, Syria, Persia, and Asian Minor

05. (C)   2. (A)   3. (C)
   4. DOGS / FISH / COLORFUL or ADD COLOR TO ROOM

06. (C)   2. (A)   3. (B)
   4. (IMPORTANT) AMERICAN / lived in the 1800s / ABOUT 10 (POEMS) published during lifetime / 1700 (POEMS) written during lifetime

07. (C)   2. (B), (D)   3. (B)

08. (C)   2. (B), (D)   3. (D)
   4. INFECTIOUS diseases / from ENVIRONMENTAL factors / ex: from drinking DIRTY water / BABIES got diarrhea from bad water or milk / 20% died

Skill B

01. (B)   2. (B)   3. (B)
   4. run every 15 minutes / woman may need to wait 5 minutes / goes by all THE DORMS

02. (B)   2. (B)   3. (A), (C)
   4. generally moves SLOWLY, does not contain WATER / moves FASTER than a creep flow / FASTEST moving flow, occurs on a STEEP hill

03. (C)   2. (C)   3. (C)
   4. NO approval needed / PROFESSOR'S approval needed to drop / no DROPS allowed

04. (B)   2. (C)   3. (A), (C)
   4. Genre: means TYPE / A. TRAGEDY / ii. main character ends in WORSE state than they BEGAN / B. COMEDY / ii. main character is AMUSING (or ENDEARING) to audience

05. (A)   2. (C)   3. (D)
   4. POPULATION in South Africa / almost 3% INDIAN / over 75% BLACK / almost 14% WHITE

06. (D)   2. (C)   3. (C)
   4. Study tips suggested by PROFESSOR / check out WEB PAGE / download (LECTURE) NOTES / read book BEFORE class / jot down IDEAS (OR NOTES) while reading

07. (A)   2. (A), (B)   3. (B)
   4. PIRATES / weapons: SWORDS and cannons / use SPEED boats

08. (C)   2. (A)   3. (B), (C)
   4. PHYSICAL (or fighting) aspect of karate / learn SELF DEFENSE / PSYCHOLOGICAL aspect of karate / learn how to deal with STRESS
Skill C

01
1. (B) 2. (A) 3. (D)
4. first characteristic: HUMANS have culture. / second characteristic: culture exists IN THE MIND. / third characteristic: Every culture is UNIQUE (DIFFERENT)

02
1. (D) 2. (A) 3. (A)
4. Required foreign language credits for UNDERGRADUATE students / number of courses: 2 / TAKE test to place out of some courses / high score: only take 1 course

03
1. (B) 2. (B) 3. (C)
4. SUDDENLY stops / everything flies into ATMOSPHERE / SLOWLY (GRADUALLY) stops / DAYLIGHT cycle would change

04
1. (D) 2. (B) 3. (C)
4. WATER cycle / water evaporates from OCEAN into air / returns to LAND by rain or snow / into GROUND

05
1. (C) 2. (A) 3. (C)
4. LECTURES, audio-visual materials, and textbook / (FORMAL) DISCUSSIONS not scheduled / QUESTIONS always welcome

06
1. (B) 2. (A) 3. (B)
4. types / OFFICIAL / price: $4 / UNOFFICIAL / price: FREE

07
1. (C), (D) 2. (B) 3. (C)
4. helps body use CALCIUM / builds strong BONES / SUPPLEMENTS / SUNLIGHT

08
1. (B), (C), (D) 2. (C) 3. (D)
4. Census by OFFICIALS / 1. NUMBER OF PEOPLE / 2. WHERE PEOPLE ARE FROM / 3. LANGUAGES PEOPLE SPEAK AT HOME

Review A-C

Vocabulary Review
1. (D) 2. (B) 3. (A)
4. (C) 5. (A) 6. (B)
7. (D) 8. (C) 9. (B)
10. (D) 11. (D) 12. (A)
13. (C) 14. (A) 15. (B)
16. concept 17. unique 18. aspects
19. consider 20. behavior 21. (D)
22. (A) 23. (E) 24. (B)
25. (C)

Skill Review

01
1. (B) 2. (C), (D) 3. (B)
4. (B) 5. (B) 6. (C)

02
1. (A) 2. (B) 3. (B), (C)
4. (C) 5. (A) 6. (A)

Skill D

01
1. (A) 2. (B)
3. Sunday — (C); Mon-Thurs — (A); Friday — (D); Saturday — (B)
4. Open lab, training workshops, instructional TUTORING / Fall/spring semesters 7 days per week / Other times 5 days per week

02
1. (B) 2. (A)
3. Time of use 1 — (C); Purpose 1 — (A); Time of use 2 — (B); Purpose 2 — (D)
4. Feed for CATTLE (or COWS) / eat for 4 months / Makes beef high in FAT / TASTES better

03
1. (B) 2. (B)
3. Yes — (A), (B), (C); No — (D)
4. Most important: PLOT / Second important: CHARACTER / Third important: DIALOGUE
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Skill E

01. Yes — (A), (B); No — (C), (D)
2. (B) 3. (C)
4. ORANGE spots appear / YELLOW spots on underside of leaf / Leaves FALL OFF / Upper side of leaf turns BLACK and YELLOW

02. Yes — (B); No — (A), (C), (D)
2. (A) 3. (B)
4. The man is looking for an ARTICLE in a JOURNAL. / He needs it for HIS RESEARCH. / He can get it through the INTERLIBRARY LOAN.

03. Storming — (B), (C); Normalization — (A), (D)
2. (B) 3. (C)
4. People are FRIENDLY with each other / STORMING / People BEGIN to work together / PRODUCTIVITY

04. Yes — (C), (D); No — (A), (B)
2. (B) 3. (B)
4. Student ID = MEAL card / NUMBER of meals depends on meal plan / Set up meal plan on 2ND floor

05. Brazil — (A), (B); The United States — (C), (D)
2. (A) 3. (C)
4. Uses of soybeans: OIL, FOOD for people and animals / OTHER COUNTRIES produce more soybeans than THE US / BRAZIL expected to be largest exporter in future

06. Yes — (B), (C), (D); No — (A)
2. (C) 3. (A)
4. Place: BATTLEFIELD (or GETTYSBURG) in Pennsylvania / Written NIGHT before speech / 2 minutes long

07. Historical ruins — (B), (C); Modern ruins — (A), (D)
2. (B) 3. (B)
4. Remains of man-made STRUCTURE / Results from lack of MAINTENANCE / MODERN

08. Yes — (A), (C); No — (B), (D)
2. (B) 3. (C)
4. To sign up for INDEPENDENT STUDY / 1. Find PROFESSIONAL to work with / 2. ENROLL in independent study / Get special course NUMBER from secretary in office
**Skill F**

01. (D), (C), (B), (A)
2. (D)
3. (B)
4. Student wants to enroll in DEVELOPMENTAL PSYCHOLOGY course / Problem: has NOT TAKEN prerequisite / Solution: can take BOTH classes at the same time

02. (D), (A), (B), (C)
2. (A)
3. (D)
4. Monarch has ABSOLUTE (or COMPLETE) control / RIGHTS in constitution can be withdrawn by the monarch / Education and communication may be RESTRICTED

03. (B), (A), (D), (C)
2. (D)
3. (B)
4. air blown across EDGE / air blown between REED and fixed surface / air BLOWN between two reeds

04. (C), (A), (D), (B)
2. (B)
3. (C)
4. REGULAR service / buy STATIONARY / MONEY ORDERS

05. (D), (B), (C), (A)
2. (D)
3. (C)
4. measure ENERGY (OR HEAT) radiating from the sun / USE (or COMPARE WITH) measurements from the past / CALCULATE age of sun / approximate age: 4.6 billion years

06. (D), (A), (B), (C)
2. (B)
3. (A)
4. put in: name of the ARTICLE, name of the AUTHOR / get out: CALL number, LOCATION in library

07. (C), (A), (B), (D)
2. (C)
3. (D)
4. Salt in OCEAN / 200 times saltier than LAKE water / could cover land at a depth of 500 feet/150 meters

08. (C), (D), (B), (A)
2. (B)
3. (B)
4. The Bastille = CASTLE in France / People ATTACKED it on July 14, 1789 / People wanted GUNS and ammunition inside / French officials finally SURRENDERED (OR GAVE UP) the prison.

**Review A-F**

**Vocabulary Review**

1. (B)
2. (C)
3. (A)
4. (D)
5. (B)
6. (B)
7. (A)
8. (D)
9. (A)
10. (C)
11. (B)
12. (B)
13. (D)
14. (C)
15. (B)
16. ruins
17. architecture
18. structure
19. maintenance
20. offer
21. storm
22. enroll
23. article
24. calculate
25. politician

**Skill Review**

01. (A)
2. (A), (C), (D)
3. (B)
4. US — (A), (C); Japan — (B), (D)
5. (B)
6. YES — (A), (D); NO — (B), (C)

02. (B), (D)
2. (D)
3. (B)
4. 1968 Olympic Diet — (A), (D);
   Healthy Modern Diet — (B), (C)
5. (B)
6. YES — (A), (B), (D); NO — (C)
Chapter 2

Skill A

01
1. (C)  2. (A)  3. (B)  4. (C)
02
1. (A)  2. (C)  3. (B)  4. (A)
03
1. (B)  2. (C)  3. (A)  4. (B)
04
1. (B)  2. (B)  3. (D)  4. (B)
05
1. (B)  2. (D)  3. (A), (C), (D)
06
1. (D)  2. (C)  3. (B)  4. (D)

Skill B

01
1. (D)  2. (A)  3. (B)  4. (A)
02
1. (C)  2. (C)  3. (A), (C)  4. (B)
03
1. (D)  2. (C)  3. (A), (C)  4. (C)
04
1. (B)  2. (C)  3. (B), (D)  4. (B)
05
1. (A)  2. (A)  3. (B), (D)  4. (B)
06
1. (C)  2. (A)  3. (B)  4. (B)

Skill C

01
1. (B)  2. (C)  3. (C)  4. (C)
02
1. (C)  2. (C)  3. (A)  4. (A)
03
1. (C)  2. (B)  3. (A)  4. (C)
04
1. (B)  2. (C)  3. (B)  4. (C)
05
1. (B)  2. (B)  3. (C)  4. (D)
06
1. (B)  2. (B)  3. (D)  4. (C)

Review A-C

Vocabulary Review
1. (C)  2. (A)  3. (D)  4. (B)  5. (D)  6. (C)  7. (A)  8. (B)  9. (D)  10. (A)  11. (A)  12. (C)
13. (B)  14. (D)  15. (B)  16. (A)  17. (D)  18. (B)  19. (C)  20. (C)  21. (A)  22. (D)  23. (A)  24. (D)
25. (D)  26. (B)  27. (A)  28. (D)  29. (B)  30. (B)  31. unique  32. excluded  33. identity
34. encounter  35. stylistic  36. status  37. practitioners  38. reaction  39. involved
40. communities  41. peak  42. revise  43. poverty  44. insight  45. compete
46. (S)  47. (S)  48. (S)  49. (O)  50. (S)

Skill Review

01
1. (D)  2. (A)  3. (A)  4. (C)  5. (C), (D)  6. (D)
02
1. (C)  2. (D)  3. (B)  4. (A), (C)  5. (D)  6. (A)

Answer Key
Answer Key

03
1. (B)  2. (A), (C)  3. (D)
4. (A)  5. (B)  6. (D)

04
1. (A)  2. (B)  3. (D)
4. (D)  5. (B)  6. (A)

Skill D
01
1. The Dead Sea - (B), (C);
   The Mediterranean Sea - (A), (D)
   (B), (C)  3. (A)  4. (B)
02
1. College - (C), (D); Professional (A), (B)
   (B)  3. (D)  4. (C)

03
1. Traditional Poetry — (B), (C);
   Modern Poetry — (A), (D)
   (C)  3. (A)  4. (A)
04
1. Animal Communication — (B), (D);
   Human Communication — (A), (C)
   (B)  3. (B)  4. (D)

05
1. Microeconomics — (B), (D);
   Macroeconomics — (A), (C)
   (B)  3. (B)  4. (A)

06
1. Internet Information — (B), (C);
   Volunteer Researcher Information — (A), (D)
   (C)  3. (B)  4. (C)

Skill E
01
1. (B)  2. (C)  3. (B)  4. (C)
02
1. (C)  2. (C)  3. (B)  4. (D)

03
1. (C)  2. (A)  3. (A), (B)  4. (C)

04
1. (C)  2. (C)  3. (C)  4. (D)

05
1. (A)  2. (D)  3. (A)  4. (D)

06
1. (A)  2. (B)  3. (B)  4. (D)

Skill F
01
1. (C), (B), (A), (D)  2. (D)
   (C)  4. (C)
02
1. (B), (D), (A), (C)  2. (D)
   (D)  4. (C)

03
1. (C), (D), (B), (A)  2. (A)
   (B)  4. (D)
04
1. (D), (B), (A), (C)  2. (B)
   (C)  4. (B)

05
1. (D), (C), (B), (A)  2. (B)
   (C)  4. (A)

06
1. (B), (D), (A), (C)  2. (D)
   (D)  4. (C)

Review A-F

Vocabulary Review
1. (A)  2. (C)  3. (B)
4. (D)  5. (C)  6. (A)
Skill Review

01
1. (C)  2. (C)  3. (A)  
4. YES — (A), (C); NO — (B), (D)  
5. (A)  6. (B), (A), (D), (C)  

02
1. (A)  2. (C)  3. (D)  
4. YES — (C); NO — (A), (B), (D)  
5. (D)  6. (C), (D), (B), (A)  

03
1. (C)  2. (D)  3. (C)  
4. YES — (B), (C); NO — (A), (D)  
5. (D)  6. (D), (B), (A), (C)  

04
1. (A)  2. (C)  3. (B)  
4. Historical Linguistics — (A);  
   Applied Linguistics — (B);  
   Contextual Linguistics — (C), (D)  
5. (A)  6. YES — (A), (C); NO — (B), (D)
Focus A

Tables 1
01
OFFICIAL (TRANSCRIPT)  UNOFFICIAL (TRANSCRIPT)
with stamp  NO STAMP
$4  free

02
Type  Function
RED BLOOD CELLS  contain hemoglobin, CARRY OXYGEN
WHITE BLOOD CELLS (leukocytes)  helps the body FIGHT INFECTIONS
PLATELETS  necessary in (BLOOD) CLOTTING

03
D-day - June 6, 1944
Allies fooled Germans 6 MONTHS before D-day
built fake TANKS and PLANES
planned to attack NORMANDY
Attack lasted 6 HOURS (or FROM 6 UNTIL NOON)

Tables 2
01
Ethnic group  Percent
INDIANS  3
BLACKS  75
WHITES  14
total population: 44 MILLION

02
Who:  VERDI
When/Age  What
1813  BORN
8  BEGAN PLAYING (MUSICAL INSTRUMENTS)
10  STUDYING AT MUSIC SCHOOL
26  WROTE OBERTO

03
GENERAL PARTNERSHIP  CORPORATION
2 PEOPLE  2 OR MORE PEOPLE
PERMISSION BY PARTNERS  NATIONAL/STATE PERMISSION
PARTNERS LIABLE FOR DEBT  COMPANY LIABLE FOR DEBT
PARTNERS MANAGE  BOARD MANAGES
BUSINESS  BUSINESS

Focus B

Completing Note Diagrams 1
01
sport: KARATE psychological — DEAL WITH STRESS
PHYSICAL self defense

02

03
Types of SKIN CANCER
I. BASAL CELL CARCINOMA
A. MOST COMMON
B. appears as BUMPS OR GROWTHS
C. can be TREATED with little risk to body
II. SQUAMOUS CELL CARCINOMA
A. second most common type
B. found on OTHER ORGANS OF THE BODY
C. can be treated with SURGERY
III. MALIGNANT MELANOMA
A. MOST DANGEROUS
B. appears as STRANGE LOOKING MOLE
C. once it spreads, almost always FATAL

Completing Note Diagrams 2
01
1. PRETEND TO BE FRIENDLY  →  2. STORMING  →  3. NORMALIZATION  →  4. PRODUCTIVITY

02
4. THERMOSPHERE - SPACE TRAVEL
3. MESOSPHERE - THIN AND COLD
2. STRATOSPHERE - PLANES TRAVEL
1. TROPOSPHERE - WEATHER

CUBISM
MULTIPLE ANGLES INTERSECTING
Ex: PICASSO (WOMAN IN AN ARMCHAIR)

ABSTRACTION
SURREALISM
IMAGINATION + REALITY
Ex: DALI (THE PERSISTENCE OF MEMORY)

PORPOISE
Phocoenidae
dorsal fin: (SHAPED LIKE A) WAVE
has a (NOTICEABLE) BEAK

Cetacea
Odontoceti = TOOTHED WHALES

DELPHINIDAE
dorsal fin: (SHAPED LIKE A) TRIANGLE
shorter and FATTER
Skill B

Q3 – practice 1

Step 1
Suggested keywords:
writing center, free, tutor, 30 minutes, highly trained, any kind of writing

Sample restatement:
The Writing Center at Saint Mary's offers free tutoring. Highly qualified tutors can help students with any kind of writing. Each session with a tutor lasts about 30 minutes.

Step 2
Suggested keywords:
Writing Center, Griffin Hall, 8:30-5:00, Monday to Friday, non-academic forms

Sample restatement:
The woman asks the man about the Writing Center. He gives her a lot of information about it. He also tells her that the tutoring takes place in Griffin Hall, that it is open on Monday to Friday from 8:30 to 5:00, and that they will even help students with non-academic writing forms.

Step 3
Opinion: The woman thinks the writing center offers a great service.
Reason 1: The tutor can help with non-academic writing.
Detail: She needs help on a grad school application.
Reason 2: It is convenient.
Detail: The hours fit her schedule and no appointment is needed.
Reason 3: It’s free.
Detail: She can afford it.

Q3 – practice 2

Step 1
Suggested keywords:
drop classes, identification card, course name and number, website, in person

Sample restatement:
Students at Jordan College can drop classes in three easy ways. They can use the telephone registration system, the website, or they can go to the Admissions and Records Office in person. They need to have their identification and the course name and number at hand.

Step 2
Suggested keywords:
drop class, admissions office, far away, long line, computer library

Sample restatement:
In this dialog, the man is in a hurry to drop a class. He’s trying to find the admissions office, but the woman tells him it’s far away, and there will be a long line. Instead, she suggests he use a computer in the library. He only needs his student ID, password, and the course information in order to drop the class.

Step 3
Woman’s recommendation: use the library
Reason 1: It’s convenient.
Reason 2: It’s faster.
Man’s opinion: He agrees with her.
Reason: He is in a hurry and he doesn’t have to talk to rude people.

Q3 – practice 3

Step 1
Suggested keywords:
program, conversation, register, language, partners

Sample restatement:
The Student Center is introducing a program for conversation partners. The program is called the Language Bank. Students who want a conversation partner should sign up and say which country they are from and which language they want to practice.

Step 2
Suggested keywords:
mash conversation partners, Spanish partner, not good teachers/people, ask professor, be careful
Sample restatement:
The man and woman are talking about the new conversation partner program called the Language Bank. The woman would like to find a partner to practice Spanish. The man tells her to be careful because she won’t know if her partner is a good teacher or person.

**Step 3**

Opinion: The man thinks using the Language Bank program is a bad idea.

Reason 1: You don’t know anything about your language partner.

Detail: Your partner could be a bad person or a bad teacher.

Reason 2: Talking to the professor is a better way to improve.

Detail: The professor can introduce a good tutor.

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**Q4 — practice 1**

**Step 1**

Suggested keywords: natural selection, trait, survival, reproduction, heritable

Sample restatement:
This passage talks about natural selection. It is one way in which evolution occurs. First, it requires a change in some trait. Second, this changed trait must help survival and reproduction.

**Step 2**

Suggested keywords: natural selection, Peppered Moth, survival, predation, Industrial Revolution

Sample restatement:
The professor explains how natural selection affected the Peppered Moth in England. He discusses how the moth population changed during the Industrial Revolution to protect itself from birds. It was difficult for the birds to find and eat the moths when they changed to a dark color. This helped their survival. This is natural selection at work.

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**Step 3**

Natural selection: occurs in the environment all the time; not random

Requirements: heritable variation of a trait; trait favorable for survival or reproduction

Good example: Peppered Moth

What happened: trees darkened in color (dirt and soot), so dark moths became more common

Why: harder for birds to find the dark moth on dark trees

Result: more dark moths survived and reproduced

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**Q4 — practice 2**

**Step 1**

Suggested keywords: warmth, elements, atmosphere, water, Earth's environment hospitable

Sample restatement:
This passage details the conditions necessary for life and explains how Earth is suitable for life. It mentions that life requires warmth, water, elements, and an atmosphere and shows that Earth has all these requirements.

**Step 2**

Suggested keywords: Earth’s habitat different, 15.5 Celsius, 500 Celsius, Earth water 0 degrees, Venus water is rare

Sample restatement:
The professor compares Earth's temperature with that of Venus. She states that Earth’s average temperature is around 15 degrees Celsius, which is a good temperature for life. She contrasts this with Venus, whose average temperature is close to 500 degrees, which is too hot for life to exist. Last, she compares water. Earth’s average water temperature is about 0 degrees Celsius, but Venus is too hot for water to exist.
**Step 3**

Requirements for life: warmth, atmosphere, water, elements

Venus’s environment
atmosphere: thick
temperature: too high (500 degrees C)
water: no water because too hot
Suitability for life: not suitable for life

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**Q4 — practice 3**

**Step 1**

Suggested keywords:
unsolicited email, advertise products, effectiveness unclear, ban the practice, fraudulent

Sample restatement:
This passage explains that spamming is a way of advertising in which unsolicited emails are sent to people. Further, it relates that the effectiveness of the technique is not known. Finally, it mentions that some want to make spamming illegal because of privacy and fraud.

**Step 2**

Suggested keywords:
campaign, manufacturer, cheap, effective, messages, statistics

Sample restatement:
The professor gives some statistics about spam mail. These statistics explain how a spam campaign can effectively bring new customers to a company. Spammers send out lots and lots of messages. Even if a small percent of the people are enticed by the email, that can still equal hundreds of customers. So sending thousands of spam messages is cheap and effective.

**Step 3**

Reading:
Point 1: company may hire spammer to email ads
Point 2: not sure about how effective these ads are
Point 3: people want to ban because of fraudulent spam

Lecture:
Example: good choice for company because sending spam is cheap
Example: effective even if small percent of people respond to ads
Example: spammers who don’t have a real product to sell know a small percent will respond, so they make fake ads

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**Skill C**

**Q5 — practice 1**

**Step 1**

Suggested answers:

Problem: Deciding whether to take summer classes or to get a summer job
Solution 1: Take summer classes
Solution 2: Get a summer job

**Step 2**

Problem: Deciding whether to take summer classes or get a summer job
Best solution: Getting a summer job
Reason 1: Take a break from school, be less stressed
Reason 2: Save some money for future semesters or to buy something for yourself

Problem: Deciding whether to take summer classes or get a summer job
Best solution: Taking summer classes
Reason 1: Have an easier semester in fall with fewer classes
Reason 2: Can graduate more quickly taking extra classes now

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**Q5 — practice 2**

**Step 1**

Suggested answers:

Problem: To visit her advisor and have her courses approved now, or wait until she makes up her mind about her major and then visit her advisor.
Solution 1: Wait until she decides on her major
Solution 2: See the advisor first and change classes later if she changes her major

Step 2
Problem: Deciding whether to see the advisor and have courses approved now or wait until a decision is made about which major to take.
Best solution: See the advisor now
Reason 1: Waiting might mean missing enrollment deadline and result in a fine
Reason 2: Waiting might mean classes are full

Problem: Deciding whether to see the advisor and have courses approved now or wait until a decision is made about which major to take
Best solution: Wait until she decides on her major
Reason 1: Save time visiting the advisor twice
Reason 2: Won’t have to change courses later

Q5 — practice 3
Step 1
Problem: The man can’t decide whether to start a tennis club or not.
Solution 1: Start the club.
Solution 2: Don’t start the club.

Step 2
Problem: Deciding whether to start a tennis club or not.
Best solution: Start the club.
Reason 1: It will be fun to play tennis with other students.
Reason 2: It will help the student get over his shyness and look good on his resumé.

Problem: Deciding whether to start a tennis club or not.
Best solution: Don’t start the club.
Reason 1: Starting the club takes too much work and may hurt his grades.
Reason 2: He can still play tennis with his friends.

Q6 — practice 1
Step 1
Most sharks:
A. live only in oceans, saltwater

Bull Sharks:
A. can live in freshwater, (ex: Lake Nicaragua)
   1. have lower level of salt compared to sharks in ocean
   2. have higher level of salt compared to freshwater fish
   3. found to live in lake for up to 6 years
B. have to return to ocean for mating and giving birth

Q6 — practice 2
Step 1
Topic: caffeine levels in different beverages

A. Coffee
   i. freshly-brewed: 100 mg per cup
   ii. decaf: 2-4 mg per cup

B. Tea
   i. usually about 35-50 mg per cup
   ii. Mate: up to 150 mg per cup

C. Cola
   i. varies by brand
   ii. most have less than coffee and tea
   iii. Afri-Cola has 100 mg per 12-ounce serving

Q6 — practice 3
Step 1
Topic: bio-indicators
Definition: a plant or animal that tells something about the environment

A. Canary
   i. helped miners measure level of natural gas in air
   ii. if it died, the natural gas level was dangerous
B. Frog
   i. pollutants get into skin
   ii. many are born deformed
   iii. number on planet is decreasing/going down

Vocabulary Review

Review 1

1. (B) 2. (D) 3. (A) 4. (B) 5. (B) 6. (D) 7. (C) 8. (C) 9. (B) 10. (A) 11. (A) 12. (C) 13. (A) 14. (D) 15. (D)

Review 2

1. (B) 2. (D) 3. (C) 4. (C) 5. (A) 6. (B) 7. (B) 8. (D) 9. (D) 10. (A) 11. (D) 12. (C) 13. (D) 14. (B) 15. (D) 16. rely on 17. invasion 18. habitat 19. vary 20. negative 21. (E) 22. (A) 23. (B) 24. (C) 25. (D)
**Chapter 2**

**Skill A**

**Q1 — practice 1**

**Step 1**
B, E, D, A, C, F

**Step 2**
Suggested answers:
1. The speaker went to a racetrack with his friend.
2. The speaker’s friend suggested they bet on horses. The speaker lost all his money.
3. His parents were angry, and the speaker stopped seeing his friend.

**Step 3**
Sample response:
One time, I made a friend who was older than me and was interested in going to the horse races at the local race track. One day, he invited me to go with him. I went with him to the race track to watch the races, but he wanted to bet money on the horses. I decided to bet my money, and of course, I lost it all. After I told my parents what had happened, they were not happy with me. They thought this friend was a bad influence on me, so I stopped doing things with him.

**Q1 — practice 2**

**Step 1**
D, B, A, F, C, E

**Step 2**
Suggested answers:
1. The speaker’s problem was that she had lost an important assignment.
2. Her clever solution was to just be honest with her professor.
3. Yes, her solution was successful. Her professor allowed her to hand in her assignment late.

**Step 3**
Sample response:
I was recently faced with failing a course that I needed to graduate from university. Unfortunately, I had lost an important assignment due to computer problems, but I had not spoken to the professor. Since I didn’t want to have to take the course again, I needed to come up with a clever solution. Then, I remembered that my best friend had passed the course the year before. Therefore, I explained my situation to her, and she told me that the clever thing to do was to tell my professor. In the end, I followed her advice and my professor accepted my late assignment.

**Q1 — practice 3**

**Step 2**
Sample response:
I greatly benefited from contact with my uncle. My parents are both very conservative; however, my uncle is more interesting and adventurous. One summer, he invited me to work with him on an archaeological dig in Mexico. That gave me the opportunity to meet a lot of different people and learn about a new culture. In fact, I enjoyed the experience so much that I decided to major in archaeology at university. Though I love and respect my parents a great deal, it is my adventurous uncle whose footsteps I hope to follow.

**Q1 — practice 4**

**Step 2**
Sample response:
I had a difficult time sharing a hotel room with three of my friends during a ski trip. The problem was that I like to be clean and get a good sleep, but they preferred to party all the time. For example, I tried to go to bed at about 11:00 pm, but they kept playing loud music and drinking beer until very late. At the end of the trip, I had a headache, and we were forced to pay extra because our room was so messy. Needless to say, I never went on a trip with those friends again.

**Q2 — practice 1**

**Step 1**
C, E, A, F, D, B
Step 2
Suggested answers:
1. The speaker prefers the government to spend on post-secondary education.
2. One reason he cites is that schools do more to make the world a better place than the military does.
3. A second reason he cites is that universities need better equipment and libraries to conduct research.

Step 3
Sample response:
When the government decides how to spend tax money, they should spend more on post-secondary education. This is because, by educating young people, post-secondary schools do more to make the world a better place than the military does. In particular, universities and colleges need money for computer labs. Many computer labs have old equipment and need to be updated with better technology. Libraries also need help, in particular, more money for buying books and journals for students and teachers to do research. Finally, if the government would pay teachers more, students would get a better education, and all of society would benefit.

Q2 — practice 2
Step 1
F, A, C, E, D, B

Step 2
Suggested answers:
1. The speaker prefers supporting both local and international charities.
2. One reason given in support of international charities is that there are less fortunate people who need help in all countries.
3. A second reason given in support of international charities is that the charity given to another country may be returned in a local time of need.

Step 3
Sample response:
Charities, both local and international, rely on the generosity of individuals to help the less fortunate. Therefore, I am of the opinion that it’s beneficial and wise to give both locally and internationally. You might ask why I support both local and international charities. It is because a natural disaster such an earthquake or hurricane can happen anywhere at anytime. If we treat our international neighbors charitably after a disaster occurs, they will be more inclined to return the favor should we ever be in need. Thus, it is my opinion that, although charity may begin at home, it should not end there.

Q2 — practice 3
Step 2
Sample response:
I agree that dance plays an important part in culture. First, I think dance can teach people about the values and traditions of a culture. For example, many Native American groups tell their history through dance performance. Western cultures do the same, through ballet and musicals for instance. A second reason that dance is important is because of its social function. School dances and even night club dances allow young people to interact and learn about each other. In summary, then, I think dance plays an important role in culture by preserving tradition and providing an opportunity for socializing.

Q2 — practice 4
Step 2
Sample response:
Though there are many benefits to living in a modern apartment, I would prefer to live in a traditional house. To begin, I find old houses more attractive. They look more interesting and have more character. A second reason that I prefer houses is that there is more space in a house than in an apartment. In a house, you can store more things and use your lawn outside. Finally, I prefer houses because they offer more privacy. For instance, you don’t have to listen to neighbors walking around or playing loud music. For these reasons, then, I would prefer to live in a house.
Skill B

Q3 – practice 1

Step 1
Woman’s opinion: disagrees with the change
— reason 1: no choice
— reason 2: soft drinks not healthy
— reason 3: students not consulted

Step 3
Sample response:
The man and woman are not in agreement regarding the university granting an exclusive soft drink contract. The man thinks it is a great idea, because it lowers the price of soft drinks on campus. The woman does not think it is a good idea. First, she thinks that soft drinks are not healthy. Second, she is against the university limiting choices to what drinks are available on campus. Last, she objects because the university did not consult the students before signing the exclusive contract.

Q4 – practice 1

Step 1
Two modernist writers
A. T. S. Elliot
— no hero in his writing
B. James Joyce
— used stream of consciousness style

Step 3
Sample response:
Both the reading and the lecture deal with the modernist art movement. The reading explains that the movement involved artists who wanted to create a new style. They wanted to make something different from the forms of art that came before. In the lecture, the professor talks about two modernist writers. The first one is T. S. Elliot, and the second one is James Joyce. Both of these writers created innovative ways to tell stories.

Q4 – practice 1

Step 1
Dendrochronology
— thin rings = cold years
— thick rings = warm years

Use in Archaeology
— find wood used in a house or fence
— compare the patterns in rings
— if match, know approximate date it was built

Step 3
Sample response:
In this reading, we learn about how tree rings are used in science. By looking at the rings that trees grow each year, scientists can make a kind of timeline. For example, in the lecture, the professor explains that trees grow thin rings during cold years and thick rings in warm years. So the rings in all of the trees alive at the same time in one area will have the same pattern of rings. In particular, archaeologists can look for these same patterns in the wood used in old houses or old fences.
Skill C

Q5 — practice 1

Step 1
Suggested answers:
Problem: woman has a funeral and exam at the same time
Solution 1: go to funeral/reschedule exam for later
  — Possible benefit — make parents happy
  — Possible benefit — she doesn’t miss her exam
Solution 2: don’t go to funeral/take exam as scheduled
  — Possible benefit — less chance of failing course
  — Possible benefit — parents don’t have to pay for course again

Step 2
Suggested answers:
1. Her final exam and her grandfather’s funeral are on the same day.
2. She should ask her professor to let her take the exam later.
3. Then she can go to the funeral, and she won’t fail the class.

Step 3
Sample response:
In this listening passage, the woman has a problem because her grandfather just died. The man offers suggestions to solve the problem. The problem the woman has is that her grandfather’s funeral is at the same time as her final exam. One thing the man suggests is for the woman to take the exam as scheduled and not attend the funeral. I think this is a good suggestion. This will solve the woman’s problem since she will have the best chance at passing the course this way. Also, she has not seen her grandfather in years, so I think her family will understand.

Q5 — practice 2

Step 1
Suggested answers:
Problem: to get a credit card or not

Solution 1: don’t get the card
  — Possible benefit — avoid large debt
  — Possible benefit — avoid stress and suicide
Solution 2: get the card
  — Possible benefit — have spending money
  — Possible benefit — can focus on exams

Step 2
Suggested answers:
1. He is unsure about signing up for a credit card.
2. He should sign up for a credit card.
3. He needs the credit card to pay for his expenses because he quit his part-time job.

Step 3
Sample response:
In this conversation, the man asks the woman for her advice about getting a credit card. At first, she warns him against getting it. Later, she advises him to get the card but to be careful with it. Personally, I think her first suggestion was the best advice. To begin, getting a credit card can be dangerous for a university student. They often use it too much and rack up a large debt. Of course, this is bad financially and stressful emotionally. For these reasons, I think the man should not get a credit card.

Q6 — practice 1

Step 1
Suggested answers:
Main topic of lecture: Churchill’s role as a British leader
  — Positions in government: Prime Minister, Minister of Defense
  — Famous ability: to motivate through speech
  — Benefits to Britain: helped win World War II
  — Special Award: Nobel Prize in Literature

Step 2
Suggested answers:
1. Churchill was both the Prime Minister and the Minister of Defense.
2. Churchill inspired people to fight hard through his motivating speeches.
3. He is remembered as a great world leader because he helped lead England and the Allies to victory in World War II, and he also won a Nobel Prize in Literature.

**Step 3**

Sample response:

In this lecture, the professor talked about Winston Churchill. The professor explained three things about Churchill. First, she talked about his role in the government. In particular, she mentioned that he was both Prime Minister and the head of the military at the same time. Next, the professor described how Churchill encouraged the people in England during difficult times. This is related to the third point in the lecture. The professor’s last point was that Churchill was a great speaker. He even won a Nobel Prize!

**Review 1**

1. (B) 2. (A) 3. (B) 4. (D) 5. (A) 6. (C) 7. (C) 8. (A) 9. (D) 10. (B) 11. (C) 12. (C) 13. (A) 14. (C) 15. (B) 16. (D) 17. (B) 18. (B) 19. (D) 20. (A) 21. (C) 22. (D) 23. (D) 24. (B) 25. (B) 26. (D) 27. (C) 28. (A) 29. (C) 30. (B) 31. modern 32. traditional 33. fortunate 34. attractive 35. character 36. store 37. offer 38. headaches 39. needless 40. inclined 41. ally 42. messy 43. consult 44. era 45. inspiration 46. (S) 47. (O) 48. (O) 49. (S) 50. (S)

**Review 2**

1. (A) 2. (C) 3. (D) 4. (C) 5. (C) 6. (D) 7. (A) 8. (B) 9. (D) 10. (B) 11. (A) 12. (C) 13. (B) 14. (D) 15. (B) 16. (B) 17. (A) 18. (D) 19. (B) 20. (A) 21. (A) 22. (D) 23. (B) 24. (D) 25. (B) 26. (A) 27. (C) 28. (A) 29. (C) 30. (D) 31. fascinating 32. impressive 33. fossils 34. species 35. extinct 36. reality 37. organ 38. advantage 39. feed on 40. unique 41. conservative 42. encouraging 43. surreal 44. chronology 45. consciousness 46. (D) 47. (A) 48. (E) 49. (B) 50. (C)
Chapter 3

Focus A

Step 1  Stress related to parts of words
1. a. method  b. methodology
2. a. economy  b. economic
3. a. academy  b. academic
4. a. luxury  b. luxurious
5. a. drama  b. dramatic
6. a. recommend  b. recommendation
7. a. capable  b. capability
8. a. prefer  b. preference
9. a. photograph  b. photography
10. a. negotiate  b. negotiation

Step 2  Stress on phrasal verbs
1. The researchers found it out very recently.
2. The robber held up the convenience store.
3. Let’s go check out the new restaurant in the student union.
5. Don’t point at her. That’s rude.
6. People often say that I take after my father.

Focus B

Step 1  Sentence stress related to content words
Sample clear words in bold:
I had a difficult time sharing a hotel room with three of my friends during a ski trip. The problem was that I like to be clean and get a good sleep, but they preferred to party all the time. For example, I tried to go to bed at about 11:00 pm, but they kept playing loud music and drinking beer until very late. At the end of the trip, I had a headache, and we were forced to pay extra because our room was so messy. Needless to say, I never went on a trip with those friends again.

Step 2  Reduction of unstressed words
1. The people who moved out to other cities were safe, but those who were in the city were in great danger.
2. He is the one in my family who understands my dream.
3. The students can’t access this section but the teachers can.
4. The government asked him to stop campaigning against the policy.
5. They wanted to create something new and innovative.
6. For homework, you all should have read a bit about dendrochronology.
7. I know I look young, but I am a student at this university.
8. Sports are an important aspect of study.

Sample clear words in bold:
The man and woman are not in agreement regarding this exclusive soft drink contract. The man thinks it is a great idea, because it lowers the price of soft drinks on campus. For a number of reasons, the woman does not think it is a good idea. First, she thinks that soft drinks are not healthy. Secondly, she is against the university limiting choices to what drinks are available on campus. Lastly, she objects because the university did not consult the students before signing the exclusive contract.
Step 3  Intonation
1. I had lost an important assignment due to computer problems.
2. That gave me the opportunity to learn about a new culture.
3. I never went on a trip with those friends again.
4. Universities need money for computer labs.
5. Many Native American groups tell their history through dance performance.
6. They look more interesting and have more character.
7. I am going to the Student Union office to ask some questions.
8. Modernist artists decided that traditional art was simply outdated.

1. That will tell us the date at which that house was built.
2. Mom and Dad want me to attend.
3. They can cause all kinds of trouble.
4. I’m sure I’ll land a good job after graduation.
5. He made many wise decisions regarding Britain’s military strategy.
6. In addition, they are beneficial to mankind.

Focus C

Step 1  Pausing
1. Although we hadn’t finished / we decided to go home.
2. When she stepped off the boat / she immediately ran to her car.
3. It was raining so hard all day / that they didn’t leave the house.
4. If the alarm rings / put down your books / and slowly leave the building.
5. The final test will be two hours long / and will count for 25 percent.
6. When I went to the store / it was closed.

1. He was an eloquent and passionate speaker, / for which he was awarded the Nobel Prize in Literature in 1953.
2. To begin, / horseshoe crabs have remained unchanged for 500 million years, / which is much longer than most species.
3. Charities, / both local and international, / rely on the generosity of individuals to help the less fortunate.
4. In summary / then, / I think dance plays an important role in culture by preserving tradition.
5. Well, / players learn discipline, / team work, / and leadership.
6. After a stressful day, / this helps me fall asleep more quickly / and wake up stress free the next morning.
7. It took five years, / but he finally achieved his goal.
8. On a planet like Venus, / where the temperature is extremely hot, / it is very uncommon to even find water.
Skill A

Practice 1

Step 1
Issue: Continued use of FOSSIL fuels as ENERGY source.
Pro: - PLENTIFUL supply
- relatively CHEAP
- SAFE to extract
- ECONOMIES rely on them
Con: - NEGATIVE impact on environment
- Car EMISSIONS harm human HEALTH
- May cause GLOBAL warming

Step 2
Key issue: fossil fuels harm the ENVIRONM ENT.
How: - Causes air POLLUTION
- Contributes to GLOBAL warming [natural disasters]
- ACID RAIN damages crops and drinking WATER SUPPLY
- Oil spills harm MARINE animals
Contributing Factors:
- Fuel will become more expensive
- More dangerous to extract
Solution: - Seek ALTERNATIVE energy sources
- examples: SOLAR/wind power

Step 3
Reading:
- Main Idea: Fossil fuels are a valuable natural energy source.
- Supporting idea: There is a plentiful supply.
- Supporting idea: We have no economical alternative.

Lecture:
- Main Idea: The use of fossil fuels is environmentally damaging and dangerous.
- Supporting Idea: Emissions from fossil fuels cause global warming, acid rain, etc.
- Supporting Idea: They may become dangerous and expensive to extract.

Practice 2

Step 1
Issue: - Were DINOSAURS warm BLOODED or COLD blooded?
- Historical point of view - COLD blooded
- Dinosaurs looked like LIZARDS
- Lizards, like other REPTILES, are cold blooded
- DINOSAURS were in constant MOTION
- helped them regulate BODY TEMPERATURE

Step 2
Topic: - Dinosaurs: WARM or cold blooded?
Evidence for cold-bloodedness:
- Physical similarity to other REPTILES
  - i.e. LIZARDS
Evidence for warm-bloodedness:
- Size of DINOSAURS: very large
- Similarity of DINOSAUR BONES to other warm-blooded animals
- GEOGRAPHIC DISTRIBUTION: Warm-blooded animals can live in a variety of CLIMATES

Step 4
According to the reading, FOSSIL fuels are a VALUABLE natural resource. We use Refined fossil fuels to power vehicles and airplanes or to create ELECTRICITY. The reading states that we have no economical ALTERNATIVE to fossil fuels. The writer argues that fossil fuels are RELATIVELY cheap and plentiful and can be SAFELY extracted from the Earth. He also argues that many countries have economies that RELY on OIL sales. On the other hand, the speaker believes the continued use of fossil fuels will cause irreparable ENVIRONMENTAL damage to the planet. He argues that burning fossil fuels causes AIR pollution and GLOBAL warming. Global warming could lead to natural disasters like floods, HURRICANES, or droughts. Burning fossil fuels also causes ACID rain and poisons crops and DRINKING water. He also mentions oil spills from tankers that harm MARINE life. The speaker suggests that fossil fuels are going to become more expensive to use and more DANGEROUS to extract in the future. He recommends that we find ALTERNATIVE sources of energy such as SOLAR or wind power.
Step 3
Reading:
- Main idea: Why scientists believed that dinosaurs were cold blooded.
- Supporting idea: Dinosaurs were similar in appearance to lizards. Lizards are also cold blooded.
- Supporting idea: Dinosaurs were in constant motion to regulate their body temperature.

Lecture:
- Main idea: Dinosaurs were probably warm blooded.
- Supporting idea: Large size
- Supporting idea: Similarity of bones with other warm-blooded animals
- Supporting idea: Geographic distribution

Step 4
The reading and the lecture center on the topic of DINOSAURS and whether they were WARM or COLD blooded. The reading presents the HISTORIC point of view of this question. Historically, dinosaurs were considered to be COLD blooded. This idea was NOT based on much factual EVIDENCE. Rather, it was based on the physical SIMILARITY of dinosaurs with other cold-blooded REPTILES such as LIZARDS. The reading also mentions that dinosaurs were believed to have been in constant MOTION, a technique used by cold-blooded animals to REGULATE their body temperature. The lecture presents a DIFFERENT side of the argument. According to the speaker, most paleontologists now BELIEVE that dinosaurs were WARM BLOODED. This belief is based on many ISSUES, three of which were presented in the lecture. First, the large SIZE of dinosaurs SUPPORTS the idea that they were WARM blooded. Most large animals today are warm blooded. SECOND, dinosaur bones have a similar STRUCTURE to bones of other warm-blooded animals. IN CONTRAST, dinosaur bones do not look like those of COLD-blooded animals. FINALLY, dinosaurs lived in a wide RANGE of GEOGRAPHIC areas. This wide geographic DISTRIBUTION also points to the FACT that dinosaurs must have been WARM BLOODED.

Practice 3
Step 1
Issue: Having VENDING MACHINES in public SCHOOLS
Pro: - Some people AGREE that VENDING machines be ALLOWED in schools
- The focus of this passage is on the DISADVANTAGES of vending machines
Con: - Top-selling items are sugary SNACKS and DRINKS
- Popular items are CANDY bars and SODAS

Step 2
Problem with VENDING MACHINES
HEALTH risks:
- Contribute to OBESITY
However, children receive HEALTHY MEALS at home
- Having a SNACK from a vending machine will not be harmful
- Schools may want to LIMIT the availability of vending machines
- Students would be allowed to BUY snacks only at certain TIMES

Step 3
Reading:
- Main idea: Debate over allowing vending machines in public schools
- Supporting idea: Pro: Some people agree that vending machines be allowed in schools
- Supporting idea: Con: Top selling items are sugary snacks and drinks such as candy bars and sodas

Lecture:
- Main idea: Vending machines may not present such a strong health risk
- Supporting idea: Responsible kids will still eat healthy foods
- Supporting idea: Children must also take responsibility for their eating habits
- Supporting idea: Limit hours of usage for vending machines to after classes
Step 4

The reading passage and the LECTURE talk about the CONTROVERSY over vending MACHINES in public SCHOOLS. The principal PROBLEM with having vending machines in schools, which is also acknowledged by the lecturer, is that VENDING MACHINES typically offer SUGARY drinks and SNACKS that lead to childhood OBESITY. These unhealthy foods contribute to a poorly balanced DIET for children. Considering the potential HEALTH PROBLEMS related to abusing ACCESS to vending machines, some people feel that vending machines should NOT be ALLOWED in schools.

Although the LECTURER agrees that abuse of RIGHTS to vending machines can be HARMFUL, he also feels that CHILDREN should be RESPONSIBLE for their actions. In a sense, we SHOULD trust our children. He thinks that having an OCCASIONAL sugary SNACK will not hurt. However, to AVOID problems related to vending machines, the lecturer says that a possible SOLUTION is to only allow vending machine USAGE after classes have FINISHED. If access to vending machines is limited, STUDENTS will not be tempted to EAT too much junk FOOD during the day. In this way, STUDENTS can still enjoy a SNACK after school but not put their HEALTH in great risk.

Practice 4

Step 1

Issue: GOOD THINGS about watching TV

Pro:
- TV provides kids with EDUCATIONAL PROGRAMS
- teaches them about other cultures
- gives families the OPPORTUNITY to spend time together.

Advice for Parents:
- MONITOR what children watch
- ENCOURAGE interest in beneficial programs

Step 2

Issue: BAD THINGS about watching TV

Con:
- children's programs too VIOLENT
- could lead to violent BEHAVIOR
- could lead to sleeping DISORDERS
- too much TV watching can lead to OBESITY and LOWER grades

Step 3

Reading:
- Main idea: Pros about watching TV
- Supporting Idea: TV can be educational and help families.
- Supporting Idea: Parents must be careful about what their kids watch.

Lecture:
- Main idea: Some people believe watching TV is harmful to children.
- Supporting Idea: TV programs can be extremely violent and cause violent behavior.
- Supporting Idea: TV watching is not an active hobby and can lead to health problems and poor grades.

Step 4

According to the reading people have DIFFERING opinions about children and TV watching. There are both GOOD THINGS and BAD THINGS about watching TV. The good things include EDUCATIONAL PROGRAMS, ENCOURAGING CHILDREN TO READ, families SPENDING TIME together when they watch TV, and, finally, teaching CHILDREN about different cultures. According to the lecture, those against TV (THE CON SIDE) believe that TV promotes VIOLENCE. Children's programs are five to six times more violent than ADULT PROGRAMS. Children who watch TV often have POOR GRADES, BEHAVIORAL PROBLEMS, and suffer from OBESITY. The reading states that parents need to be educated on both the PROS AND CONS of TV watching. It suggests that it may not be the TV watching THAT IS HARMFUL, but the nature of the PROGRAMS the children are watching and the length of TIME they watch for. Parents need to MONITOR and CONTROL which programs their children watch. Finally, they should SPEND TIME watching TV with their children.

Skill B

Practice 1

Step 1

Main idea: Those who want to lose weight often struggle to find a healthy diet because there is so much contradictory information about nutrition and weight loss.
Step 2
A. 2
B. 1
C. Sample answer: The variety of different information about health and diet makes it difficult for those who wish to lose weight.

Step 3
• Change of opinion regarding LOW-CARB diets:
  • Why?
    - Medical BACKLASH
    - People need a BALANCED diet
    - Dieters find diets too difficult to MAINTAIN
• New approach: GLYCEMIC index for carb-classification
• Low GI good because
  - digests slowly
  - keeps you FULLER longer.
• High GI bad because
  - causes INSULIN over-production
  - leads to VICIOUS CYCLE

Step 4
A. Dieters find diets too difficult to maintain.
   synonyms: - difficult-hard
   - maintain-keep up
   paraphrase:- Dieters find the diets too hard to keep up.
B. People need a balanced diet.
   synonyms: - need-require
   - diet-eating plan
   paraphrase:- People require a balanced eating plan.

Step 5
A. 1. Corporations that SELL dieting GOODS have stopped INSISTING that we should EXCLUDE carbohydrates from our diet.
   2. Glycemic Index INDICATES the rate at which our bodies CHANGE food into GLUCOSE.
B. 1. Dieting goods are no longer BEING MARKETED TO CONVINCE PEOPLE TO REMOVE CARBOHYDRATES FROM THEIR DIETS.
   2. The time taken for food to TRANSFORM INTO SUGAR IS REFERRED TO AS THE GLYCEMIC INDEX.

Step 6
1. While avoiding carbohydrates altogether can cause adverse health effects, a well-balanced diet including beneficial, low GI carbs can keep a body healthy and fit.
2. Emerging research that contests the benefits of low-carb diets supports the principle that people need a balanced diet.

Practice 2
Step 1
Main idea: The latest effort in getting people to stop smoking sees an increase of cigarette prices.

Step 2
A. 2
B. 2
C. Prices of tobacco products have been raised in order to discourage smoking.

Step 3
Smokers’ arguments against price increase:
  - unfair DISCRIMINATION
  - obesity is EQUALLY DANGEROUS
  - JUNK FOOD stays cheap, but cigarettes TAXED
  - obesity-related ILLNESSES will cost government more
  - obesity soon nation’s biggest KILLER
  - cafeterias offer menu ITEMS high in fat and sugar

Step 4
A. Obesity-related illnesses will cost the government more.
   synonyms: - illnesses-sicknesses, diseases
   - cost- expense
   paraphrase:- The expense of obesity-related diseases will be greater.
B. Obesity soon nation’s biggest killer!
   synonyms: - nation- country
   - biggest- largest
   paraphrase:- Obesity will cause the largest amount of deaths in our country.
**Step 5**

A. 1. As a LOT of you may have FOUND, the PRACTICE of smoking is BECOMING more socially UNACCEPTABLE.
   2. FAST food remains CHEAP and tobacco and alcohol products are BECOMING more expensive.

B. 1. The social unacceptability OF SMOKING IS GROWING, AS SEVERAL OF YOU CAN ATTEST.
   2. Tobacco and alcohol products CONTINUE TO RISE IN COST; HOWEVER, FAST FOOD CONTINUES TO BE AFFORDABLE.

**Step 6**

1. Studies by medical experts link smoking to serious health problems such as cancer, emphysema, and heart disease, all of which cost the government a lot of money.
2. In addition to spending a lot of money treating people with smoking-related illnesses, governments must also spend a lot on treating obesity-related problems such as high blood pressure, heart disease, and diabetes.

**Practice 3**

**Step 1**

Main idea: Fluoride’s effectiveness in preventing tooth decay, however, has recently come under question.

**Step 2**

A. 1
   B. 1
   C. There are questions nowadays about fluoride’s usefulness for avoiding tooth decay.

**Step 3**

The problems and concerns with using fluoride

Common uses of fluoride:
   i) it is used to fight TOOTH DECAY
   ii) in toothpaste and PUBLIC WATER systems

Problems with fluoride:
   i) has TOXIC properties
   ii) is also an industrial POLLUTANT

Health issues:
   i) levels BUILD UP over time
   ii) causes many health PROBLEMS

**Step 4**

A. 1. It is also an industrial pollutant.
   synonyms: - industrial - produced by industries
   - pollutant - contaminant
   paraphrase: - It is also a contaminant produced by industries.
   2. Levels build up over time.
   synonyms: - levels - concentrations
   - build up - increase
   paraphrase: - Concentrations increase over time.

B. 1. Reports coming out that fluoride is a very noxious material are extremely disturbing.
   2. Whether or not fluoride fights cavities is less important than the list of health problems connected to fluoride that continue piling up.

**Step 5**

A. 1. The most ALARMING thing is the INFORMATION coming out showing that fluoride is an extremely POISONOUS material.
   2. Health ISSUES connected with fluoride are ACCUMULATING, raising concerns much more SERIOUS than whether or not it fights cavities.

B. 1. Reports coming out that fluoride is a very noxious material are extremely disturbing.
   2. Whether or not fluoride fights cavities is less important than the list of health problems connected to fluoride that continue piling up.

**Step 6**

1. Although the word fluoride has made its way into everyday usage, evidence about its toxic properties continues to grow.
2. Not only have the benefits of fluoride in regards to fighting tooth decay been questioned, but many are asking if its causing serious harm.

**Practice 4**

**Step 1**

There is, however, a major difference between marijuana and hemp that can be observed scientifically.
Step 2
A. 1
B. 1
C. Scientific studies can reveal a key difference between marijuana and hemp.

Step 3
Reasons why hemp should not be banned scientific data:
   i) tests show hemp is NOT A DRUG
   ii) great number of commercial APPLICATIONS
mistaken perception something of the past:
   i) growth of hemp PRODUCTS in the marketplace
   ii) CURRENT LAWS making hemp products legal

Step 4
A. great number of commercial applications
   synonyms: - great number - wide variety
   - applications - uses
   paraphrase: - a wide variety of commercial uses
B. current laws making hemp products legal
   synonyms: - current laws - laws in effect right now
   - legal - okay under the law
   paraphrase: - laws in effect right now making hemp okay under the law

Step 5
A. 1. Marijuana can ONLY be used as a drug, but hemp is a RAW MATERIAL with a LARGE NUMBER of industrial uses.
   2. The MOST RECENT to TAKE ADVANTAGE of hemp production is the health food BUSINESS.
B. 1. Hemp is a raw material with a wealth of business applications, but marijuana is just a drug.
   2. The health food industry is the latest to capitalize on hemp production.

Step 6
1. The health food industry has recently begun taking advantage of hemp as a healthy, protein-rich food source.
2. Though often confused for one another, hemp's usefulness in industry and commerce stand in contrast to marijuana, which is used as a drug.

Skill C
Practice 1
Step 2
Five --- four --- three --- two --- one. The home team scores the final basket and wins!!" The entire crowd at the stadium jumps up in excitement. Unfortunately, you couldn't see what happened. You were sitting too far away.

It's true that attending a live basketball game is exciting, but watching a game on TV can be more gratifying. Watching a sporting event on television is more enjoyable than watching one live because you can see all of the action clearly. First, the television cameras allow a person to see every shot and play easily. How many times have you gone to a sporting event and not been able to see what is happening? Unless you buy very expensive tickets, chances are you will not be able to see very well. Television, however, allows a viewer to see the plays from a close distance. Television also has the benefit of replays. Imagine you get up to go to the kitchen and miss a big point. If you inadvertently miss a play, you will have the chance to see it again. Television channels almost always put up a replay after a big point.

By and large, attending a live event can be exhilarating, but there are reasons that watching the same event on television is preferable. Assuredly, it is much easier to view the game on television. The next time you have to decide whether to watch a game on TV or go to see it in person, I suggest you watch it on television.

Step 3
1. It's true that attending a live basketball game is exciting, but watching a game on TV can be more enjoyable.
2. Watching a sporting event on television is more enjoyable than watching one live because you can see all of the action clearly.

Step 4
1. The writer supports the view that watching events on television is better than attending the same event in person.
2. The writer supports his point by stating that it is easier to see the action of an event on television. It is easier to see because the television cameras provide closer viewing distance. The cameras also
provide the opportunity to see a replay of the exciting action in case a viewer misses the play.

3. Yes. The writer briefly mentions that watching a game live can be “exciting.”

4. The main idea of the conclusion is that even though attending a live event can be exciting, there are reasons that watching the same event on TV can be better. The author restates that being able to see the action clearly is the main reason for preferring to watch an event on television.

**Practice 2**

**Step 2**

Most people have a number of friendships in their lifetimes. Our parents often pick our friends when we are children. When we become adults, we usually pick our own friends. These friends may be similar to us or different. Friends who are similar may share the same ideas and participate in the same activities. Those who are different may have opinions and hobbies that differ from ours. As adults, we pick our friends for various reasons. Personally, I prefer friends similar to myself.

I have had friendships with people who are both similar to me and different. Friendships with people similar to me are more satisfying. They also last longer. My friends who are similar share many of my ideas. We have the same opinions and seldom disagree. Friendships with similar people are easy, predictable, and familiar. We often go places together, and enjoy many of the same activities. It is easy to get to know and understand each other. They make me happy. Friends similar to me often become like family. They are an important part of my life. For example, I have learned that traveling with someone who shares my ideas and interests is much more fun than traveling with someone who is different. I recently traveled with a friend who, like me, loves photography. We had a great time taking pictures together. We talk about our vacation quite often. Our similar interests have resulted in happy memories for both of us. Of course, not everyone wants friends who are similar. Some people prefer friends who have different conceptions of life. These friends are less predictable and may seem mysterious and enigmatic. The types of friends you choose, similar or different, are up to you. The important thing is that these friends make you happy, and you enjoy spending time with them.

**Step 3**

1. Personally, I prefer friends similar to myself.

2. Friendships with people similar to me are more satisfying.

**Step 4**

1. This essay supports the “I prefer friends similar to myself” side.

2. The writer gives the example of traveling with a friend who also likes photography.

3. Yes. Some people prefer friends who have different conceptions of life.

4. You should choose friends that make you happy. It does not matter whether they are similar to or different from you.

**Skill D**

**Thesis Statements**

**Step 1**

**Question 1:** Although some disadvantages exist, I support the building of the large factory because it will have a positive influence on my community.

**Question 2:** I believe that luck can be a factor, but my own personal success has certainly come due to my hard work as I will explain in this paper.

**Question 3:** I believe that the Earth is being harmed by human activity because some activities cause pollution.

**Question 4:** I prefer to spend most of my time alone rather than with friends, because I can do the things that I like to do.

**Step 2**

**Question 1:** experience

Sample thesis statement: While winning a game is quite enjoyable, I find that games can be enjoyable despite a losing outcome.
Question 2: opinion
Sample thesis statement: In my opinion, high school students should be forced to study certain core subjects whether they want to or not.

Question 3: opinion
Sample thesis statement: I think a good co-worker should be honest, hard working, and easygoing.

Question 4: experience

Topic Sentences

Step 1

Question 1
(3) Playing a sport like tennis teaches a person that qualities such as patience, assertiveness, and hard work are important.
(1) I can say from personal experience that playing games certainly teaches us about life.
(2) Of the different types of games, I believe that sports games can best teach us important lessons about life.

Question 2
(2) The bicycle I got for Christmas when I was 13 years old was the most special present I ever received.
(1) A special gift is something that everyone remembers, and I will certainly always remember my most special present.
(3) The reason I remember my bicycle so well is because I was able to pick all of the individual parts used to make it.

Question 3
(2) Regular exercise benefits more than just the student’s body.
(1) In my opinion, physical exercise should be a required part of each school day.
(3) In fact, researchers have found that students who exercise every day often earn higher grades than those who do not.

Question 4
(3) For example, my parents taught me to always be kind and honest with other people.
(2) My parents have taught me more than just history, math, or other subjects taught in school.
(1) In my experience, my parents were the best teachers for me.

Vocabulary Review

Review 1
1. (D) 2. (B) 3. (A)
4. (C) 5. (A) 6. (C)
7. (B) 8. (A) 9. (B)
10. (D) 11. (A) 12. (A)
13. (D) 14. (B) 15. (C)
16. controversy 17. regarded 18. make up
19. significant 20. psychoactive 21. (C)
22. (A) 23. (E) 24. (D)
25. (B)

Review 2
1. (D) 2. (C) 3. (A)
4. (B) 5. (A) 6. (C)
7. (A) 8. (D) 9. (C)
10. (A) 11. (C) 12. (A)
13. (C) 14. (C) 15. (A)
16. asserted 17. bond 18. determining
19. reputable 20. repercussions 21. seldom
22. neglect 23. quota 24. embrace
25. pamper
Chapter 2

Skill A

Practice 1

Step 1
Anxiety is a very complex and mysterious mental disorder based on Freudian theory. Though a variety of models to explain anxiety exist, most agree that a combination of biological, psychological, and social factors are involved. Sigmund Freud suggested that anxiety results from internal, unconscious conflicts. He believed that a person’s mind blocks uncomfortable wishes and fantasies. These thoughts are blocked by a person’s id, ego, or superego. This blocking, Freud believed, results in anxiety disorders, also called neuroses. Recently, behavioral researchers have challenged Freud’s model of anxiety. They believe one’s anxiety level is related to feelings of control. For example, children who have little control over events, perhaps because of overprotective parents, may have little confidence in their ability to handle problems as adults. This lack of confidence can lead to increased anxiety. Behavioral theorists also believe that children may learn anxiety from a role model, such as a parent.

By observing a parent’s anxious response to challenging situations, a child may learn a similar anxious response.

Step 2
• Not all feelings of nervousness and anxiety are because of MENTAL DISORDERS
  - ANXIOUSNESS NORMAL BEFORE STRESSFUL EVENTS
  - EXAM
  - WEDDING DAY

Step 3
Lecture
• not all anxiety indicates a disorder
• nervousness is a normal reaction to stressful events like exams and weddings

Reading
• Anxiety is caused by a mental disorder.
• Freud thought these mental disorders were caused by unconscious conflicts in the patient’s mind.
• Behavioral theorists think these disorders are learned from role models.

Practice 2

Step 1
Our planet is getting warmer. Observers fear that this phenomenon, called “global warming,” can result in catastrophic weather changes.

For years, environmentalists have argued that gas emissions from human industry cause global warming. These gases, like carbon dioxide, are emitted from factories and cars and then build up in Earth’s atmosphere and prevent heat from radiating into space. The heat remains trapped like in a greenhouse, and the world grows warmer. Consequently, many scientists call this phenomenon “the greenhouse effect.”

The US is responsible for almost 25% of all greenhouse-gas emissions. Despite this, they refuse to sign the Kyoto Protocol. This is an international treaty designed to cut down on emissions. The USA government contends that increased temperatures are a natural phenomenon, not a man-made one.

Scientists, in contrast, provide proof linking global warming to greenhouse-gas emissions. Using computer models, satellites, and data from buoys, they conclude that up to 90% of the warming caused by greenhouse gases is absorbed by the world’s oceans. Seven million recordings
of ocean temperatures from around the world support this contention.

Step 2
• Opponents of environmental lobby believe GLOBAL WARMING IS NOT MAN-MADE
  • NATURAL DISASTERS AND WILD WEATHER AROUND FOR MILLENNIA
  • EL NIÑO CAUSES FLOODING, HURRICANES
  • LIMITING GAS EMISSIONS TOO EXPENSIVE

Step 3
Lecture
• global warming natural
• ex. El Niño causes extreme weather
• cutting gas emissions expensive and unnecessary

Reading
• man-made gases cause global warming and dangerous weather changes
• many countries agreed to cut gas emissions
• evidence from computer models, satellites, and buoys supports global warming

Step 4
The lecture contradicts the claim made in the reading that global warming is caused by man-made gas emissions. The speaker mentions the argument that most scientific studies done on global warming are too limited in scope to prove that greenhouse gases are responsible for warming the planet. (1) In other words, such studies offer insufficient proof. (2) On the other hand, the reading asserts that scientists now have excellent proof that greenhouse gas emissions have caused a significant rise in ocean temperatures.

The reading states that factories and car exhausts emit gases like carbon dioxide. It claims these gases trap heat within the earth’s atmosphere, causing global warming. (3) In opposition to this, the speaker presents the argument that global warming could easily be a natural phenomenon. To support the argument, the speaker alludes to the example of the El Niño phenomenon. (4) According to the speaker, El Niño is a weather phenomenon that causes terrible storms, floods, and droughts. This occurs due to the rise in ocean temperatures and changes in wind direction it brings about. Clearly, the debate surrounding global warming will not be easily resolved. At least, not until indisputable proof is found that human-made gas emissions cause ocean and air temperatures to increase.

Practice 3
Step 1
The current supply of water in the world is shrinking. According to experts, the world will have to change the way it consumes food if the water shortage continues to be a problem. The effects of water shortages on food production are clear. Growing food, in the form of plants and animals, uses about 70% or more of all the water we use. Reducing the amount of water needed for growing food will be necessary to maintain current levels of food production. When considering that a kilogram of grain-fed beef needs at least 15 cubic meters of water, or a kilo of cereal needs between 0.4 and 3 cubic meters, it is clear that large amounts of water are necessary for producing even small amounts of food. With worldwide shortages of water, it is clear that we must find a way to conserve water to maintain food production and healthy diets.

Step 2
• There are things all people can do to CONSERVE WATER
  - FIX LEAKING FAUCETS
  - TURN OFF WATER WHILE BRUSHING TEETH
  - TAKE SHORTER SHOWERS

Step 3
Lecture
• water consumption very important
• all people can help conserve water
• people can easily use less water at home

Reading
• Earth’s supply of water decreasing
• producing food uses 70% of our water supply
• new ways to conserve water must be found
Step 4
There are many things that people can do at home every day to reduce water consumption. In particular, it is important not to waste water as we do daily activities at home. (1) For example, when we brush our teeth, it is smart to turn off the water while we are not using it. We can also reduce the length of our showers or fix a leaky faucet in order to conserve more water. (2) In fact, many of the things we can do to reduce water consumption are not difficult and can have a large impact on the world’s water supply.
Limiting our waste of water is particularly important when we consider that there is a worldwide shortage of water. This water shortage puts the production of foods like meat and dairy products in danger. (3) As mentioned in the reading, seventy percent or more of all of our water use is invested in the growth of these products. If we don’t find a way to reduce our water consumption, it is likely that there will not be enough water to sustain the production of meats, dairy products, or even fruits and vegetables in the future. (4) Therefore, we should be conscientious of our water consumption and waste so that there is enough left over to ensure that our food production can be sustained for future generations.

Practice 4
Step 1
It seems impossible to predict which new technologies will become part of everyday life in the future. Some of the most famous innovations, like the Internet or text messaging on cellular phones, have exceeded initial expectations and become essential to modern life. Other technologies, though accompanied by great excitement and bold predictions when released into the marketplace, end up disappearing. Betamax VCRs are a good example. Though Betamax boasted superior technology to VHS, they sold far fewer units and lost their market share. Another problem is that sometimes a technology is so hyped by the media that it cannot possibly meet the advertised expectations. The Segway has already become a case study in this kind of disappointment. Touted as the next civilization-changing innovation, the Segway promised to revolutionize transportation. The public was asked to wait and see what this mystery invention would look like! When this odd-looking little vehicle finally arrived, people asked a biting question. So what? That question remains unanswered.

Step 2
• The HYPE CYCLE is a pattern in the way new technology enters the marketplace
  - SCIENTIFIC BREAKTHROUGH OR EVENT GAINS ATTENTION
  - PRODUCT GETS MOST PUBLICITY
  - IDEA DOESN’T LIVE UP TO ITS PROMISE
  - REACHES MAINSTREAM

Step 3
Lecture
• hype cycle
• new products get publicity, but disappoint expectations
• products eventually reach mainstream market

Reading
• difficult to predict which products will be successful
• good products sometimes fail
• over-hyped products can disappoint buyers

Step 4
(1) From time to time, new ideas in technology are released onto the market. Some ideas sell much better than expected. Others fail to meet expectations and fade into obscurity. The Hype Cycle for technology explains those trends through a process where an idea is introduced, hyped, becomes very popular, almost disappears, and finally comes back into the mainstream. (2) First of all, some new technologies, like the Internet, have become surprisingly successful. The Hype Cycle suggests that they were probably given a lot of attention at the beginning, but failed to deliver on promises. Then they fell into unpopularity. Soon, though PCs brought the Internet into our homes, a development that pulled the Net into mainstream use. (3) Finally, the Segway is possibly following that same cycle. In the beginning, it was given a lot of attention and everybody was talking about it. The public’s disillusionment with this machine was quite strong. (4) However, this all happened a short time ago, so maybe the Segway needs a new marketing idea or some other technological change.
in order to enter the mainstream. Companies can now quite confidently expect the ideas they introduce to be very popular in the short term, pass through a phase of unpopularity, and then usually enter the mainstream in the long run.

Skill B

Practice 1

Step 2
Introduction: E, F, B, C, A, D
Transitions: In the past, once, for example, since

Body: G, D, B, E, F, C, A
Transitions: For example, in the past, today, since

Conclusion: B, C, D, A
Transitions: In conclusion, consequently, for that reason

Practice 2

Step 2
Introduction: D, C, B, E, A
Transitions: In fact, however

Body: F, A, C, B, D, E
Transitions: Second, so, first

Conclusion: C, E, A, D, B
Transitions: In sum, furthermore, however

Practice 3

Step 3
Introduction: D, A, C, B
Transitions: For this reason, while, these days, hence

Body: C, A, F, B, E, G, H, D
Transitions: However, as a result, in addition, second

Conclusion: C, A, D, B, E, F, G
Transitions: Furthermore, although, in short

Vocabulary Review

Review 1

1. (B) 2. (A) 3. (D)
4. (A) 5. (C) 6. (C)
7. (A) 8. (B) 9. (D)
10. (B) 11. (B) 12. (D)
13. (A) 14. (B) 15. (D)
16. (A) 17. (D) 18. (C)
19. (C) 20. (B) 21. (D)
22. (A) 23. (A) 24. (D)
25. (B) 26. (A) 27. (C)
28. (D) 29. (B) 30. (D)
31. plagued 32. lobby 33. climatic
34. contention 35. limited 36. indisputable
37. droughts 38. catastrophic 39. phenomena
40. urgency 41. function 42. scope
43. upheaval 44. breakthrough 45. faucet
46. (S) 47. (S) 48. (O)
49. (O) 50. (O)

Review 2

1. (B) 2. (D) 3. (B)
4. (C) 5. (D) 6. (B)
7. (A) 8. (B) 9. (B)
10. (D) 11. (A) 12. (B)
13. (A) 14. (C) 15. (A)
16. (D) 17. (A) 18. (A)
19. (B) 20. (D) 21. (B)
22. (D) 23. (D) 24. (A)
25. (A) 26. (B) 27. (A)
28. (A) 29. (C) 30. (D)
31. convenience 32. packaged 33. ingredients
34. source 35. dough 36. shredded
37. diced 38. modest 39. apt
40. premier 41. up 42. off
43. off 44. out 45. so
46. (C) 47. (D) 48. (E)
49. (B) 50. (A)
Focus A - Verb Forms

Verb Tense

Exercise 1

1. I believe that reading both nonfiction and fiction books can be educational. When I read nonfiction books, I can learn information about important historical figures, information about the environment and animals, and information about countries of the world. I had long known about the educational benefits of nonfiction when my English teacher introduced me to the benefits of reading fiction. For example, when I read fiction, I learn many new vocabulary words and develop my reading comprehension skills. Although I learn more facts from reading nonfiction, I think fiction helps me more because it helps me be a better student. Therefore, I strongly recommend that students read both fiction and nonfiction.

2. In the lecture, the professor states that there are several schools of thought on the problem of anxiety. He then questions whether some symptoms thought to indicate a mental disorder may in fact be healthy reactions to everyday stress. As an example, he states that it is normal for students to feel anxiety before exams. Another example given is the lecturer's own wedding day. He states that he felt sick and nervous before the ceremony. Again, this kind of reaction to a stressful situation is normal and does not imply any kind of mental disorder. At the conclusion of the lecture, the professor advises that students be careful when using feelings of anxiety to diagnose mental disorders.

Modal Verbs

Exercise 1

1. Life may exist on Mars.
2. Based on evidence from satellites, Mars must have been a warm planet long ago.
3. We should study Mars to see if life ever existed there.
4. Humans may need to live on Mars in the future.
5. Humans must have water and air to live.
6. I am sure that if we study Mars, we will learn how humans can live there.
7. Our great, great grandchildren may live on Mars someday.
8. We can learn if life exists on other planets.

Exercise 2

1. could 2. will 3. will
4. can 5. would 6. may
7. will 8. could

Present Participle vs. Past Participle

Exercise 1

A.

1. make 2. respect 3. are treated
4. considers 5. is investigated

B.

1. are gained 2. read 3. are encouraged
4. engage 5. learn

Exercise 2

1. discussing 2. sold 3. buying
4. gained 5. upsetting 6. complained
7. ate 8. given 9. achieved
10. satisfied
Focus B - Sentence Formation

Noun Clauses

Exercise 1
1. It is important that people relieve the stress in their lives.
2. I believe that reading is one way to relieve stress.
3. I told her which problems does reading help me forget about.
4. She is the author whose books help me relax.
5. Many people believe that exercise helps relieve stress.
6. The fact that runningrelieves stress is well-known.
7. Many people agree with the idea that running makes them forget about their problems.
8. Doctors suggest that everyone under heavy stress exercises at least three times per week.

Exercise 2
1. It is suggested by research that Mars is likely able to support life.
2. It is true that there used to be water on Mars.
3. What scientists argue is that the same chemical elements found in living organisms on Earth were found in the Martian meteor.
4. The problem is that scientists may have contaminated the Martian meteor.
5. If the meteor has been contaminated, the evidence for life on Mars may not be valid.

Subordinating Conjunctions

Exercise 1
1. A person who doesn’t smoke cigarettes may involuntarily inhale smoke when someone they sit next to lights up.
2. Since this isn’t right, smoking must be banned in public.
3. Now, an unhealthy smoker enjoys his or her rights whenever he or she wants.
4. After smoking is banned in public, healthy people will be able to enjoy their rights.
5. As soon as smoking is banned in public, more people will be healthy.
6. Although smokers will lose their rights to smoke in public, they can still smoke in private.
7. All nonsmokers will be happy when smoking is banned in public.
8. You must agree to ban smoking in public if you want to be healthy.

Exercise 2
1. Today, food is easier to prepare because it comes packaged and ready to use.
2. When you had to prepare all the fresh ingredients yourself, pizza took many hours to cook.
3. For example, in the past you would have to make your own dough, whereas today, you can buy dough already in the shape of a pizza crust.
4. Although we don’t use many fresh ingredients anymore, we’re still better off.
5. Even if food is less healthy today because it is packaged, we still save more time by using it.
6. Since we save time, we can do other things we enjoy.
7. While packaged food is easier to use, some people still prefer to make food from scratch as a hobby.

Parallel Structure

Exercise 1
1. To spend time alone is good, but I prefer spending time with friends.
2. I feel excited and alive when I spent time with friends.
3. My friends are always fun and entertain.
4. We often play games, listen to music, and go to movies.
5. To get in touch with each other, we send an email or text messaging.
6. It is good to be with friends to have fun but not to get homework finished.
7. When I have too much homework, I have to call my friends and not hanging out with them.

8. When I spend time alone, I am working or do homework.

9. When I am stressed out, my friends help me feel better by listening to me vent my frustration, anger, and resentment.

10. My friends and I aren’t related, yet they feel like family to me.

Exercise 2

1. My friends are as important as family.

2. Spending time with my friends and be with my family are the two most important things in my life.

3. Making good friends is as important as to make good grades.

4. To spend time alone is good, but I prefer spending time with friends.

5. My friends are always fun and entertaining.

6. To get in touch with each other, we send an email or text messaging.

7. When I have too much homework, I have to call my friends and not hanging out with them.

8. When I spend time alone, I am working or do homework.

9. Making good friends is as important as making good grades.
Answer Key

Reading

The United Nations
1. (C) 2. (B) 3. (D)
4. (A) 5. (C) 6. (C)
7. (B) 8. (C) 9. (A)
10. (C) 11. (D)
12. The General Assembly — (A), (F)
The Security Council — (B), (D), (I)
The Economic and Social Council — (E), (H)

Clearing Land for Farms
25. (D) 26. (C) 27. (A)
28. (A) 29. (C) 30. (A)
31. (D) 32. (B) 33. (C)
34. (B) 35. (C)
36. (A), (D), (F)

Food Chains
13. (C) 14. (C) 15. (D)
16. (B) 17. (B) 18. (D)
19. (B) 20. (A) 21. (D)
22. (B) 23. (D)
24. (A), (B), (E)

Listening

History
1. (A) 2. (A), (C)
3. (A) 4. YES — (B), (D); NO — (A), (C)
5. (A)
6. (C), (B), (A), (D), (E)

Psychology
7. (C) 8. (B) 9. (A)
10. YES — (A), (C); NO — (B), (D)
11. (B) 12. (B), (D), (A), (C)

Writing
13. (A) 14. (C) 15. (A)
16. YES — (C); NO — (A), (B), (D)
17. (B) 18. (C), (A), (D), (E), (B)

Campus Life
19. (A) 20. (C) 21. (D)
22. (C) 23. (B)
24. (D), (A), (B), (C)

Health
25. (D) 26. (C) 27. (C)
28. (D), (B), (C), (A)
29. (D) 30. (A)

Campus Life
31. (D) 32. (A) 33. (D)
34. YES — (A), (B), (C); NO — (D)
35. (B) 36. (C)
Speaking

Question 1
An important book that I once read is Gorillas in the Mist. It was written by Dian Fossey. She wrote the book in English. But, of course, I didn’t read it in English. I read a translation. Anyway, this book was important for me because it showed me how strong women can be. I am a woman, so this really impressed me. I learned about all of the hard times Dian Fossey went through. She had to live in the jungle, and she lived alone for a long time. It seemed really hard. But she was doing something she loved, so it didn’t bother her. Anyway, she is a really strong role model for me.

Question 2
Sample response 1:
This question is asking about homework. It asks if I prefer homework every day or not. I would say not. I mean, I have a lot of classes. If I get homework every day in all of my classes, it’s too much! And if I have too much homework, I don’t have time to think about it. I just do it really fast in order to get it done and turn it in. So I think teachers should think carefully about giving homework. They don’t need to give it every day. If they give it less often, then we’ll think it is more important and take our time and think about it. That way we can learn more, instead of just being busy all the time.

Sample response 2:
I think that daily homework is necessary. We — students I mean — need homework so that we can practice. I personally learn more by doing than by reading or just hearing about things. When I do something myself, I really learn it. And that’s why I think homework is good for me. I can take the work home and go through the exercises or whatever at my own speed. I can find out the things I know well and the things I don’t know well. Oh, but there is one thing about homework. I want to do it every night, but I don’t want to do too much of it. I mean, practicing something five times is enough. I don’t have to do it twenty times as homework.

Question 3
The man is supportive of the university’s decision to implement an e-billing system. He lists a few reasons why he supports the announcement. First, e-billing is much more convenient than old-fashioned paper billing. He states that the majority of students use Internet banking, so it will be easy for them to adapt. In addition, he remarks how glad he is that he won’t have to wait in long line-ups at the fees office any more. Finally, he points out that the new system will help the environment because fewer trees will be cut down to make paper.
Question 4
This information, from both the reading and the lecture, came from an economics class. The reading presented the idea of how supply and demand work. Like if supply is low, demand is high. And the other way around, too. The professor added to this idea, this basic concept of supply and demand, the idea of substitutes. As I understood from the lecture, substitutes are like two brands of the same product. The professor gave the example of two kinds of oil. So if one kind of oil is cheaper, people will buy that one. They will substitute the cheap one for the expensive one. This makes the simple idea of supply and demand more complicated.

Question 5
Sample response 1:
The man and woman discuss the woman’s problem with her meal plan. More specifically, her problem is that she chose a meal plan that included too many meals. Now, the semester in almost finished and she has a lot of leftover meals that she has already paid for. The man offers two solutions to her problem. The better of the two solutions, in my opinion, is for her to buy the man’s lunches on her meal plan. Then, the man will pay her in cash for what he’s eaten. This way, she’ll use up her extra meals and won’t waste her money.

Sample response 2:
The man and woman discuss the woman’s problem with her meal plan. More specifically, her problem is that she chose a meal plan that included too many meals. Now, the semester in almost finished and she has a lot of leftover meals that she has already paid for. The man offers two solutions to her problem. The better of the two solutions, in my opinion, is for her to treat her friends to a big party at the cafeteria. Though the food there isn’t great, she and her friends will have a fun time, which’ll help them relax and focus on their studies.

Question 6
The lecture that the professor gave was about a bird and a tree. The bird was the dodo. He didn’t mention the tree’s real name, but he said someone called it a “dodo tree.” Anyway, the point of his lecture was how the bird and the tree were related, or connected. The bird ate the tree’s fruit. When the bird pooped, the tree’s seeds came out and grew into trees. But then people killed all of the birds. Then scientists figured out that no new trees were growing. So it was kind of a big problem.
Writing

Sample Responses

Task 1

The lecture and the reading both offer some evidence for the possibility of life on Mars. To begin with, we know that there used to be water on Mars. That water could have sustained life. Also, Mars was probably a warm planet billions of years ago. The combination of water and warm temperatures would be suitable for life on that planet. The focus of the material was on new information about the possibility of life on Mars. Scientists found a meteor in Antarctica and analyzed its contents. They found some of the same chemical elements in the meteor as they have found in living organisms on the Earth. If these elements came with the meteorite from Mars, they could prove the existence of early life on Mars. The problem is that the scientists may have contaminated the meteor while handling it, for example, in the laboratory. Alternatively, the meteorite may have become contaminated when it struck the Earth. If the meteorite became contaminated in any way, the new evidence for life on Mars may not be valid. The lecturer mentions that evidence may become contaminated quite easily, and it is a common problem. However, the scientists still must determine if their evidence is actually trustworthy.

Task 2

In many societies, smokers have enjoyed great freedom. They could smoke wherever they wanted to, and non-smokers had to tolerate it. Nobody thought to question the smokers’ rights to their cigarettes. This trend is changing, and I am very happy about it. Smoking must be banned in public because it harms the health of others, and it is a fire hazard. First of all, passive smoking is a big problem. Family members, coworkers, friends, and even just nearby strangers have to share a smoker’s cigarette smoke with that person. It’s time to forget about the rights of an addicted minority, smokers, and respect the rights of the strong people who have chosen to be healthy by not smoking. In the past, smokers told non-smokers who complained to go somewhere else. Nowadays, the tables have turned, and smokers are being sent outside instead. Society is starting to realize that although smokers have a right to smoke, they don’t have a right to force others to smoke. It’s a basic issue of maintaining control over our own bodies. Secondly, cigarettes are a terrible fire hazard. Many smokers are very careful to put out their cigarettes responsibly. However, many just throw them anywhere they please, starting grass fires and chemical fires that spread destruction. Even the most careful smoker can fall asleep or get drunk and careless. Any use of fire must be very carefully regulated in public. Because cigarettes can so easily start fires, it’s time to restrict their use in public. Smokers can do what they like to their own lungs and bodies. They can’t do what they like to the health of the non-smokers around them. We also need to think carefully about public safety. Fires claim a lot of lives each year. There is no defensible reason for smokers to smoke in public, so it should not be allowed.