Answer Key

The Complete Guide To
The TOEFL® Test
PBT Edition

Answer Key and Audio Scripts

Bruce Rogers

TOEFL® is a registered trademark of Educational Testing Service (ETS). This publication is not endorsed or approved by ETS.

Copyright © 2011 Heinle, a Part of Cengage Learning, Inc
# CONTENTS

## ANSWER KEY

### SECTION 1: GUIDE TO LISTENING COMPREHENSION

| Sample Listening Comprehension Test | 3 |
| Part A: Dialogs                     | 3 |
| Part B: About Extended Conversations| 5 |
| Part C: Mini-Talks                  | 6 |
| Mini-Lessons for Section 1: Idiomatic Expressions | 6 |

### SECTION 2: GUIDE TO STRUCTURE AND WRITTEN EXPRESSION

| Sample Structure and Written Expression Test | 9 |
| Part A: About Structure                     | 10 |
| Part B: Written Expression                  | 12 |
| Mini-Lessons for Section 2: Preposition Use | 19 |

### SECTION 3: GUIDE TO READING COMPREHENSION

| Sample Reading Comprehension Test          | 20 |
| Reading Comprehension Exercises and Mini-Test | 21 |
| Mini-Lessons for Section 3: Vocabulary Building | 24 |

### THREE COMPLETE PRACTICE TESTS

| Practice Test 1                          | 27 |
| Practice Test 2                          | 30 |
| Practice Test 3                          | 33 |

## AUDIO SCRIPTS

### SECTION 1: GUIDE TO LISTENING COMPREHENSION

| Sample Listening Comprehension Test | 37 |
| Part A: Dialogs                     | 41 |
| Part B: Extended Conversations      | 62 |
| Part C: Mini-Talks                  | 69 |

### THREE COMPLETE PRACTICE TESTS

| Practice Test 1                          | 76 |
| Practice Test 2                          | 80 |
| Practice Test 3                          | 84 |
SECTION 1: LISTENING COMPREHENSION

SAMPLE LISTENING COMPREHENSION TEST

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

PART A: DIALOGS

Exercise 1

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.b</td>
<td>4.e</td>
<td>6.d</td>
<td>9.c</td>
<td>11.e</td>
</tr>
<tr>
<td>2.f</td>
<td>5.c</td>
<td>7.a</td>
<td>10.b</td>
<td>12.a</td>
</tr>
<tr>
<td>3.a</td>
<td>8.f</td>
<td></td>
<td></td>
<td>13.c</td>
</tr>
</tbody>
</table>

Exercise 2.1

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

Exercise 2.2

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.B center later</td>
<td>7.B hear pain</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.C appointment appointed</td>
<td>8.C food boots</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.C plants cattle</td>
<td>9.C weakened awakened</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.A sister missed her</td>
<td>11.A van fine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.C copy cough drops</td>
<td>12.B list police</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 3.1

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

Exercise 3.2

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

Exercise 3.3

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
Exercise 4.1
1. A was in trouble 5. B immediately 9. A permanently

Exercise 4.2

<table>
<thead>
<tr>
<th></th>
<th>Set A</th>
<th>Set B</th>
<th>Set C</th>
</tr>
</thead>
</table>

Exercise 4.3

Exercise 5

Exercise 6.1

Exercise 6.2

Exercise 7.1

Exercise 7.2

Exercise 8
**Answer Key**

### Exercise 9

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>4</td>
<td>A</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>5</td>
<td>B</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>6</td>
<td>B</td>
<td>9</td>
</tr>
</tbody>
</table>

### Exercise 10

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td>4</td>
<td>A</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>5</td>
<td>A</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>6</td>
<td>B</td>
<td>9</td>
</tr>
</tbody>
</table>

### Mini-Test 1: Dialogs

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
<td>7</td>
<td>C</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>8</td>
<td>D</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
<td>9</td>
<td>B</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>C</td>
<td>10</td>
<td>D</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>A</td>
<td>11</td>
<td>C</td>
<td>17</td>
</tr>
<tr>
<td>6</td>
<td>B</td>
<td>12</td>
<td>B</td>
<td>18</td>
</tr>
</tbody>
</table>

### PART B: ABOUT EXTENDED CONVERSATIONS

#### Exercise 11

<table>
<thead>
<tr>
<th>Conversation 1</th>
<th>Conversation 2</th>
<th>Conversation 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.b</td>
<td>5.c</td>
<td>9.d</td>
</tr>
<tr>
<td>2.a</td>
<td>6.a</td>
<td>10.e</td>
</tr>
<tr>
<td>3.d</td>
<td>7.b</td>
<td>11.c</td>
</tr>
<tr>
<td>4.c</td>
<td>8.d</td>
<td>12.a</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>A</td>
<td>D</td>
</tr>
</tbody>
</table>

#### Exercise 12

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td>5</td>
<td>C</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>6</td>
<td>A</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
<td>7</td>
<td>B</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>A</td>
<td>8</td>
<td>C</td>
<td>12</td>
</tr>
</tbody>
</table>

#### Exercise 13.1

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>4</td>
<td>C</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>5</td>
<td>A</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>6</td>
<td>A</td>
<td>9</td>
</tr>
</tbody>
</table>

#### Exercise 13.2

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td>4</td>
<td>C</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>5</td>
<td>B</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
<td>6</td>
<td>A</td>
<td>9</td>
</tr>
</tbody>
</table>

### Mini-Test 2: Extended Conversations

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>3</td>
<td>C</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>4</td>
<td>D</td>
<td>6</td>
</tr>
</tbody>
</table>
### Answer Key

**PART C: MINI-TALKS**

<table>
<thead>
<tr>
<th>Exercise 14</th>
<th>Talk 1</th>
<th>Talk 2</th>
<th>Talk 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.b</td>
<td>6.d</td>
<td>9.d</td>
<td></td>
</tr>
<tr>
<td>2.c</td>
<td>7.c</td>
<td>10.b</td>
<td></td>
</tr>
<tr>
<td>3.a</td>
<td>8.b</td>
<td>11.e</td>
<td></td>
</tr>
<tr>
<td>4.d</td>
<td></td>
<td>12.a</td>
<td></td>
</tr>
<tr>
<td>5.e</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercise 15</th>
<th>Talk A</th>
<th>Talk B</th>
<th>Talk C</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.e</td>
<td></td>
<td></td>
<td>20.C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercise 16.1</th>
<th>Talk A</th>
<th>Talk B</th>
<th>Talk C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>19.C</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>20.C</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>21.B</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercise 16.2</th>
<th>Talk A</th>
<th>Talk B</th>
<th>Talk C</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.A</td>
<td>9.C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.B</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mini-Test 3: Mini-Talks</th>
<th>Talk A</th>
<th>Talk B</th>
<th>Talk C</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.C</td>
<td>5.D</td>
<td>10.A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.A</td>
<td>12.C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8.C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MINI-LESSEONS FOR SECTION 1: IDIOMATIC EXPRESSIONS**

**Mini-Lesson 1.1**

1. about to
2. As a matter of fact
3. bank on
4. broke in on
5. better off
6. As a rule
7. broke down
8. all of a sudden
9. bound to
10. brought up
11. by and large
12. add up
13. be my guest
14. by heart
15. bring ...up
16. brought about
17. by no means
18. break the ice
19. brush up on
20. bit off more than
21. at the drop of a hat
22. Beats me
23. a breeze
24. break up
25. at ease
Mini-Lesson 1.2
1. called off
2. calm down
3. came across
4. count on
5. come up with
6. checked into
7. checked...out from
8. call it a day
9. chip in
10. cut off
11. clear up
12. cared for
13. cost an arm and a leg
14. care for
15. Cheer up
16. caught up with

Mini-Lesson 1.3
1. figure out
2. drop off
3. dreamed up
4. feel like
5. fallen behind
6. few and far between
7. do ... over
8. fed up with
9. fell through
10. a far cry from
11. drop out of
12. died down
13. drop in on
14. day in and day out
15. eyes ...bigger than ...stomach
16. feel free
17. drop ... a line

Mini-Lesson 1.4
1. find out
2. fill out
3. fill in
4. gave ... the cold shoulder
5. for good
6. get rid of
7. give away
8. a fish out of water
9. get a kick out of
10. got on
11. get off the ground
12. get along with
13. fixed ...up
14. gotten in touch with
15. get under way
16. gets in...blood
17. got on
18. filled in for

Mini-Lesson 1.5
1. grew up
2. handed out
3. handed in
4. heard of
5. hold on
6. go on with
7. Hold still
8. go easy on
9. go... with
10. getting the hang of
11. gave...hand
12. goes without
13. held up
14. heard from
15. give... a hand with
16. hold on to
17. hard to come by
18. hit the road
19. have a word with
20. went overboard

Mini-Lesson 1.6
1. keep an eye on
2. keeping up with
3. lay off
4. looking forward to
5. jump to conclusions
6. keep an eye out for
7. in the long run
8. left out
9. in no time
10. kill ... time
11. let up
12. in the same boat
13. keep on
14. leave... alone
15. looked... for
16. looks after
17. in the dark
18. looking into
19. iron out
20. in hot water
21. learned the ropes
22. in favor of
23. know like the back of...hand
24. keep track of
25. in store

Mini-Lesson 1.7
1. looked over
2. on second thought
3. make...up
4. out of order
5. looks up to
6. on hand
7. make sense of
8. make a point of
9. on the tip of ...
10. out of the question
11. out of
12. music to ... ears
13. on end
14. odds and ends
15. on the go
16. make up...mind
17. look out for
18. on needles and pins
19. look...up
20. make way for
21. next to nothing
22. on the whole
23. No harm done
24. out of...mind
25. mean to
26. an old hand at
27. mixed up
28. on...own
29. Not at all
30. over...head
### Answer Key

**Mini-Lesson 1.8**
1. put up with 6. picked...up 12. picked up 17. put ...on the back
2. picked up the tab for 7. put ...on 13. put off 18. passed...with flying colors
3. point out 8. put together 14. picked out 19. put...aside
4. play it by ear 9. a pretty penny 15. pass ...up 20. pulling...leg
5. part with 10. push...luck 16. Pay attention

**Mini-Lesson 1.9**
1. saw ... off 8. ring a bell with 14. run for office 21. short for
2. see to 9. spell... out for 15. sleep on 22. snowed under
3. ran out of 10. run of the mill 16. showed... around 23. running a temperature
4. right away 11. singing another tune 17. Save... breath 24. see eye to eye with...on
5. shut down 12. rough it 18. rule ... out 19. ran into
6. sign up for 13. show up 20. slowly but surely
7. So far so good

**Mini-Lesson 1.10**
1. stamp out 7. stand for 13. Take it easy 18. a stone's throw from
2. stay up 8. stuck with 14. stand for stop by
3. stay out 9. takes a lot of nerve 15. straighten up
4. take after 10. Stick with 16. take advantage of
5. taking apart 11. spick and span 17. stock up on
6. take a break 12. stood out

**Mini-Lesson 1.11**
1. try on 6. took part in 11. tried out 16. took a short cut from
2. talked .. .into 7. tearing ... off 12. talked ...out of 17. try out for take the plunge
3. tore up 8. throw the book at 13. throw ... over 18. take ... time out from
4. tell ... apart 9. throw the book at 14. throw away
5. take up 10. Take off 15. think...over

**Mini-Lesson 1.12**
1. turns into 7. warm up 12. work out 18. warm up
2. Turn off 8. turned out 13. watch out for 19. turned out
3. turn down 9. turn in 14. Turn around 20. under the weather
4. turn up 10. what the doctor ordered 15. worked...out 21. walking on air
5. turn on 11. without a hitch 16. wait on
6. worn out 17. turned ...down
### SECTION 2: GUIDE TO STRUCTURE AND WRITTEN EXPRESSION

#### SAMPLE STRUCTURE AND WRITTEN EXPRESSION TEST

<table>
<thead>
<tr>
<th></th>
<th>Structure</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Written Expression</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

#### Explanation of Written Expression Items

16. The plural verb *are* indicates that a plural subject, *thousands*, must be used.
17. The preposition *in* should replace the preposition *since*. (The preposition *since* is used only in sentences in which the verb is in the present perfect tense, not the simple past tense.)
18. The noun *variety* should be used in place of the adjective *various*.
19. The word *alike* is only used in the pattern *A and B are alike*. The correct pattern in this sentence is *A, like B, ....*
20. The subject of the sentence is *use; it* is an unnecessary repetition of the subject.
21. A plural pronoun *(their)* should be used to agree with the plural noun *cowboys*.
22. The relative pronoun *(who)* can only refer to a person, not to a thing. The relative pronoun *(that)* or *(which)* should be used instead.
23. An adverb *(potentially)* not an adjective *(potential)* is needed.
24. The subject of the clause *(one species)* is singular, so the singular verb *is* must be used.
25. *Almost* is the wrong word choice. The best word choice is *most* (or *almost all*).
26. *Despite* is used only before noun phrases. An adverb-clause marker *(although)* must be used with a clause.
27. A noun *(injury)*, not a verb *(injure)*, is required.
28. The preposition must precede the relative pronoun: *in which*.
29. After the verb *permit*, an infinitive *(to exist)* is used.
30. The correct pattern is *(between A and B)*.
31. In order to be parallel with the other words in the series *(logic and probability)*, the name of the field *(engineering)* must be used.
32. The verb in this sentence should be passive; therefore, the past participle *(known)* (not the -*ing* form *knowing*) must be used.
33. Before a word beginning with a vowel sound *(honor)*, the article *(an)* must be used.
34. The superlative form of a one-syllable adjective *(old)* is formed with the suffix -*est*: *oldest*.
35. The noun *belief* should be used in place of the verb *believe*.
36. The plural pronoun *(those)* should be used to refer to the plural noun phrase *(public buildings)*.
37. The correct pattern is *(neither... nor)*.
38. A past participle *(held)* is needed in place of the -*ing* form.
39. The correct pattern is *(so + adjective + that)* clause *(too* is used in the pattern *too + adjective + infinitive)*.
40. A plural noun *(teeth)* is required.
### PART A: ABOUT STRUCTURE

Note: Items marked with an asterisk (*) do not focus on the structures that are presented in that lesson.

#### Exercise 17

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td>6</td>
<td>A</td>
<td>11</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td>7</td>
<td>D</td>
<td>12</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
<td>8</td>
<td>C</td>
<td>13</td>
<td>A</td>
</tr>
<tr>
<td>4</td>
<td>B</td>
<td>9</td>
<td>A*</td>
<td>14</td>
<td>D*</td>
</tr>
<tr>
<td>5</td>
<td>A</td>
<td>10</td>
<td>B</td>
<td>15</td>
<td>A</td>
</tr>
</tbody>
</table>

#### Exercise 18

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
<td>5</td>
<td>A</td>
<td>9</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td>C*</td>
<td>6</td>
<td>B</td>
<td>10</td>
<td>C</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>7</td>
<td>C</td>
<td>11</td>
<td>B</td>
</tr>
<tr>
<td>4</td>
<td>A</td>
<td>8</td>
<td>A*</td>
<td>12</td>
<td>D</td>
</tr>
</tbody>
</table>

#### Exercise 19

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>4</td>
<td>D</td>
<td>7</td>
<td>B*</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>5</td>
<td>A</td>
<td>8</td>
<td>D*</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>6</td>
<td>C</td>
<td>9</td>
<td>D</td>
</tr>
</tbody>
</table>

#### Exercise 20

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td>4</td>
<td>A*</td>
<td>7</td>
<td>C</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>5</td>
<td>B</td>
<td>8</td>
<td>C</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
<td>6</td>
<td>D</td>
<td>9</td>
<td>A</td>
</tr>
</tbody>
</table>

#### Exercise 21

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>5</td>
<td>B</td>
<td>9</td>
<td>D</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>6</td>
<td>C*</td>
<td>10</td>
<td>A</td>
</tr>
<tr>
<td>3</td>
<td>D</td>
<td>7</td>
<td>C</td>
<td>11</td>
<td>C</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>8</td>
<td>C</td>
<td>12</td>
<td>B*</td>
</tr>
</tbody>
</table>

#### Exercise 22

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
<td>4</td>
<td>D</td>
<td>7</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>5</td>
<td>B*</td>
<td>8</td>
<td>A</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
<td>6</td>
<td>C</td>
<td>9</td>
<td>D</td>
</tr>
</tbody>
</table>

#### Exercise 23

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>4</td>
<td>B</td>
<td>7</td>
<td>D</td>
</tr>
<tr>
<td>2</td>
<td>B*</td>
<td>5</td>
<td>A</td>
<td>8</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
<td>6</td>
<td>A</td>
<td>9</td>
<td>C*</td>
</tr>
</tbody>
</table>

#### Mini-Test 4: Structure

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
<td>4</td>
<td>A</td>
<td>7</td>
<td>C</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>5</td>
<td>B</td>
<td>8</td>
<td>D</td>
</tr>
<tr>
<td>3</td>
<td>D</td>
<td>6</td>
<td>D</td>
<td>9</td>
<td>B</td>
</tr>
</tbody>
</table>

#### Exercise 24

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>5</td>
<td>B</td>
<td>9</td>
<td>C</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>6</td>
<td>D</td>
<td>10</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
<td>7</td>
<td>A</td>
<td>11</td>
<td>A</td>
</tr>
<tr>
<td>4</td>
<td>C</td>
<td>8</td>
<td>B</td>
<td>12</td>
<td>D</td>
</tr>
</tbody>
</table>
### Answer Key

#### Exercise 25

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td>4</td>
<td>A</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td>5</td>
<td>C</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>6</td>
<td>A</td>
<td>9</td>
</tr>
</tbody>
</table>

#### Exercise 26

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
<td>4</td>
<td>C</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>5</td>
<td>A</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>B*</td>
<td>6</td>
<td>B</td>
<td>9</td>
</tr>
<tr>
<td>13</td>
<td>A*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Exercise 27

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>4</td>
<td>A</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>5</td>
<td>B</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
<td>6</td>
<td>A</td>
<td>9</td>
</tr>
<tr>
<td>13</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Exercise 28

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>4</td>
<td>D</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td>5</td>
<td>C</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>6</td>
<td>C</td>
<td>9</td>
</tr>
</tbody>
</table>

#### Exercise 29

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td>4</td>
<td>A</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>5</td>
<td>B</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>6</td>
<td>C</td>
<td>9</td>
</tr>
</tbody>
</table>

#### Exercise 30

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td>4</td>
<td>C*</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td>5</td>
<td>A</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>6</td>
<td>C</td>
<td>9</td>
</tr>
</tbody>
</table>

#### Exercise 31

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
<td>4</td>
<td>A</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>5</td>
<td>A</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>6</td>
<td>C</td>
<td>9</td>
</tr>
<tr>
<td>13</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Mini-Test 5: Structure

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>4</td>
<td>D</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>5</td>
<td>C</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>D</td>
<td>6</td>
<td>B</td>
<td>9</td>
</tr>
<tr>
<td>13</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART B: WRITTEN EXPRESSION

Note: Items marked with an asterisk (*) do not focus on the structures that are presented in that lesson.

### Exercise 32.1

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>difference</td>
<td>different</td>
<td>differently</td>
</tr>
<tr>
<td>2.</td>
<td>invent</td>
<td>invention</td>
<td>inventively</td>
</tr>
<tr>
<td>3.</td>
<td>competition (or competitiveness)</td>
<td>competitive</td>
<td>competitively</td>
</tr>
<tr>
<td>4.</td>
<td>fertility (or fertilization, fertilizer)</td>
<td>fertile</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>deepen</td>
<td>depth</td>
<td>deep</td>
</tr>
<tr>
<td>6.</td>
<td>decide</td>
<td>decisive</td>
<td>decisively</td>
</tr>
<tr>
<td>7.</td>
<td>beauty (or beautification)</td>
<td>beautiful</td>
<td>beautifully</td>
</tr>
<tr>
<td>8.</td>
<td>prohibition</td>
<td>prohibitive</td>
<td>prohibitively</td>
</tr>
<tr>
<td>9.</td>
<td>origin (or originality)</td>
<td>original</td>
<td>originally</td>
</tr>
<tr>
<td>10.</td>
<td>emphasize</td>
<td>emphasis</td>
<td>emphatically</td>
</tr>
<tr>
<td>11.</td>
<td>inconvenience</td>
<td>inconvenient</td>
<td>inconveniently</td>
</tr>
<tr>
<td>12.</td>
<td>glorify (or glory)</td>
<td>glorious</td>
<td>gloriously</td>
</tr>
<tr>
<td>13.</td>
<td>mystery (or mystification)</td>
<td>mysterious</td>
<td>mysteriously</td>
</tr>
<tr>
<td>14.</td>
<td>equalize (or equal)</td>
<td>equality</td>
<td>equal</td>
</tr>
<tr>
<td>15.</td>
<td>generalize</td>
<td>generality (or generalization)</td>
<td>generally</td>
</tr>
<tr>
<td>16.</td>
<td>simplify</td>
<td>simplicity (or simplification)</td>
<td>simple</td>
</tr>
<tr>
<td>17.</td>
<td>familiarize</td>
<td>familiarity (or familiarization)</td>
<td>familiarly</td>
</tr>
<tr>
<td>18.</td>
<td>purify</td>
<td>purity</td>
<td>purely</td>
</tr>
<tr>
<td>19.</td>
<td>freedom</td>
<td>free</td>
<td>freely</td>
</tr>
<tr>
<td>20.</td>
<td>restriction</td>
<td>restrictive</td>
<td>restrictively</td>
</tr>
</tbody>
</table>

### Exercise 32.2

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>musician</td>
<td>musical</td>
</tr>
<tr>
<td>2.</td>
<td>surgery</td>
<td>surgical</td>
</tr>
<tr>
<td>3.</td>
<td>poetry</td>
<td>Poet</td>
</tr>
<tr>
<td>4.</td>
<td>electricity</td>
<td>electric</td>
</tr>
<tr>
<td>5.</td>
<td>administrator</td>
<td>administrative</td>
</tr>
<tr>
<td>6.</td>
<td>finance</td>
<td>financier</td>
</tr>
<tr>
<td>7.</td>
<td>photography</td>
<td>photographic</td>
</tr>
<tr>
<td>8.</td>
<td>theoretician (or theorist)</td>
<td>theoretical</td>
</tr>
<tr>
<td>9.</td>
<td>athletics</td>
<td>athlete</td>
</tr>
<tr>
<td>10.</td>
<td>editor</td>
<td>editorial</td>
</tr>
<tr>
<td>11.</td>
<td>philosophy</td>
<td>philosophical</td>
</tr>
<tr>
<td>12.</td>
<td>crime</td>
<td>criminal</td>
</tr>
<tr>
<td>13.</td>
<td>politics</td>
<td>politician</td>
</tr>
<tr>
<td>14.</td>
<td>law</td>
<td>legal</td>
</tr>
<tr>
<td>15.</td>
<td>humorist</td>
<td>humorous</td>
</tr>
</tbody>
</table>

### Exercise 32.3

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. greaty</td>
<td>6. simultaneously</td>
<td>11. close</td>
<td>16. profound</td>
</tr>
<tr>
<td>2. annually</td>
<td>7. generally</td>
<td>12. easy</td>
<td>17. commercially</td>
</tr>
<tr>
<td>3. Regular</td>
<td>8. painstakingly</td>
<td>13. incredible</td>
<td>18. persuasively</td>
</tr>
<tr>
<td>4. simple</td>
<td>9. permanently</td>
<td>14. automatically</td>
<td>19. masterful deeply</td>
</tr>
<tr>
<td>5. beautiful</td>
<td>10. widely</td>
<td>15. formal</td>
<td>20. distinct</td>
</tr>
</tbody>
</table>
**Answer Key**

**Exercise 32.4**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>fictional (N/Adj)</td>
<td>15.</td>
<td>choices (V/N)</td>
</tr>
<tr>
<td>2.</td>
<td>industry (N/Adj)</td>
<td></td>
<td>approved (V/N)</td>
</tr>
<tr>
<td>3.</td>
<td>products (V/N)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>fragrant (N/Adj)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>mathematical (N/Adj)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>equal (Adj/N)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>evidence (N/Adj)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>illegal (Adj/Adv)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>severity (Adv/N)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>development (G/N)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>transport (N/V)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>differ (V/Adj)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>originate (V/N)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>magician (N/PN)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>depth (Adj/N)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>distinction (N/Adv)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>collection (N/G)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>present (Adj/N)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>open (Adj/Adv)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 32.5**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.B</td>
<td>intellectual</td>
<td>6.A</td>
<td>outer</td>
</tr>
<tr>
<td>2.A</td>
<td>destructive</td>
<td>7.D</td>
<td>weight</td>
</tr>
<tr>
<td>3.C</td>
<td>importance</td>
<td>8.D*</td>
<td>purposes</td>
</tr>
<tr>
<td>5.A</td>
<td>dances</td>
<td>10.B</td>
<td>well</td>
</tr>
<tr>
<td>11.B</td>
<td>measurement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.C</td>
<td>literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.D*</td>
<td>exposed to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.B</td>
<td>reaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.C</td>
<td>sharpness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.C</td>
<td>life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.D</td>
<td>health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.D</td>
<td>neighborhoods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.D</td>
<td>successful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.C</td>
<td>collection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.D*</td>
<td>and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.D</td>
<td>luck</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.A</td>
<td>absence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.C</td>
<td>politicians</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>D</td>
<td></td>
<td>harden</td>
</tr>
</tbody>
</table>

**Exercise 33.1**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>made</td>
<td>4.</td>
<td>made</td>
</tr>
<tr>
<td>2.</td>
<td>done</td>
<td>5.</td>
<td>did</td>
</tr>
<tr>
<td>6.</td>
<td>make</td>
<td>7.</td>
<td>made</td>
</tr>
<tr>
<td>8.</td>
<td>make</td>
<td>9.</td>
<td>do</td>
</tr>
<tr>
<td>10.</td>
<td>make</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 33.2**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>alike</td>
<td>4.</td>
<td>as</td>
</tr>
<tr>
<td>2.</td>
<td>like</td>
<td>3.</td>
<td>Like</td>
</tr>
<tr>
<td>5.</td>
<td>like</td>
<td>6.</td>
<td>like</td>
</tr>
<tr>
<td>7.</td>
<td>as</td>
<td>8.</td>
<td>like</td>
</tr>
<tr>
<td>9.</td>
<td>as</td>
<td>10.</td>
<td>alike</td>
</tr>
</tbody>
</table>

**Exercise 33.3**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>so</td>
<td>4.</td>
<td>such a</td>
</tr>
<tr>
<td>2.</td>
<td>too</td>
<td>3.</td>
<td>So</td>
</tr>
<tr>
<td>5.</td>
<td>too</td>
<td>6.</td>
<td>as</td>
</tr>
<tr>
<td>7.</td>
<td>such a</td>
<td>8.</td>
<td>so</td>
</tr>
<tr>
<td>9.</td>
<td>too</td>
<td>10.</td>
<td>such</td>
</tr>
</tbody>
</table>

**Exercise 33.4**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>another</td>
<td>4.</td>
<td>another</td>
</tr>
<tr>
<td>2.</td>
<td>other</td>
<td>3.</td>
<td>other</td>
</tr>
<tr>
<td>5.</td>
<td>another</td>
<td>6.</td>
<td>other</td>
</tr>
<tr>
<td>7.</td>
<td>other</td>
<td>8.</td>
<td>another</td>
</tr>
<tr>
<td>9.</td>
<td>another</td>
<td>10.</td>
<td>other</td>
</tr>
</tbody>
</table>

**Exercise 33.5**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Although</td>
<td>4.</td>
<td>Because of</td>
</tr>
<tr>
<td>2.</td>
<td>Because</td>
<td>5.</td>
<td>When</td>
</tr>
<tr>
<td>3.</td>
<td>In spite of</td>
<td>6.</td>
<td>Despite</td>
</tr>
<tr>
<td>7.</td>
<td>Although</td>
<td>8.</td>
<td>because</td>
</tr>
<tr>
<td>9.</td>
<td>because of</td>
<td>10.</td>
<td>Although</td>
</tr>
<tr>
<td>11.</td>
<td>during</td>
<td>12.</td>
<td>because</td>
</tr>
</tbody>
</table>
### Exercise 33.6

<table>
<thead>
<tr>
<th>1. Many</th>
<th>5. number … amount</th>
<th>9. Many</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. little</td>
<td>6. little</td>
<td>10. little</td>
</tr>
<tr>
<td>3. much</td>
<td>7. amounts</td>
<td></td>
</tr>
<tr>
<td>4. few</td>
<td>8. many</td>
<td></td>
</tr>
</tbody>
</table>

### Exercise 33.7

<table>
<thead>
<tr>
<th>1. age</th>
<th>5. before</th>
<th>9. tell</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. twice</td>
<td>6. earliest</td>
<td>10. near</td>
</tr>
<tr>
<td>3. afterwards</td>
<td>7. round</td>
<td>11. doubled</td>
</tr>
<tr>
<td>4. Most</td>
<td>8. somewhat</td>
<td>12. live</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13. percent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14. old</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15. after</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16. No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17. Almost</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18. tell</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19. nearly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20. ever</td>
</tr>
</tbody>
</table>

### Exercise 33.8

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. C old (or of age)</td>
<td>8. D* symbol</td>
<td>12. A number</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13. C* is</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14. A earliest</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15. A during</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16. C a live</td>
</tr>
</tbody>
</table>

### Exercise 34.1

<table>
<thead>
<tr>
<th>1. is</th>
<th>4. was</th>
<th>7. are</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. was</td>
<td>5. moves</td>
<td>8. was</td>
</tr>
<tr>
<td>3. are</td>
<td>6. are</td>
<td>9. makes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. are</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. is</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12. varies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13. are</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14. was</td>
</tr>
</tbody>
</table>

### Exercise 34.2

<table>
<thead>
<tr>
<th>1. X shipped</th>
<th>6. X does</th>
<th>11. X contain</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. X was built</td>
<td>7. X are played</td>
<td>12. X ran</td>
</tr>
<tr>
<td>3. C</td>
<td>8. X was</td>
<td>13. X were chosen</td>
</tr>
<tr>
<td>4. X worn</td>
<td>9. X came</td>
<td>14. X have used</td>
</tr>
<tr>
<td>5. X has been growing (or has grown)</td>
<td>10. C</td>
<td>15. X were produced</td>
</tr>
</tbody>
</table>

### Exercise 34.3

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. C have</td>
<td>10. D was</td>
<td>15. B dipped</td>
</tr>
</tbody>
</table>

### Exercise 35.1

<table>
<thead>
<tr>
<th>1. X grinding</th>
<th>5. X stories</th>
<th>9. X heat</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. X industrial</td>
<td>6. C</td>
<td>10. X a critic</td>
</tr>
<tr>
<td>3. C</td>
<td>7. C</td>
<td>11. X is inexpensive</td>
</tr>
<tr>
<td>4. X warm</td>
<td>8. X religion</td>
<td>12. X control floods</td>
</tr>
</tbody>
</table>

### Exercise 35.2

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. D and on mountain</td>
<td>7. D economic</td>
<td>12. D* have</td>
</tr>
<tr>
<td>5. A designer</td>
<td>10. D a game</td>
<td>15. C hearing</td>
</tr>
</tbody>
</table>
### Exercise 36.1

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>its</td>
<td>6.</td>
<td>their</td>
<td>11.</td>
<td>their</td>
</tr>
<tr>
<td>2.</td>
<td>them</td>
<td>7.</td>
<td>it</td>
<td>12.</td>
<td>its</td>
</tr>
<tr>
<td>3.</td>
<td>it</td>
<td>8.</td>
<td>who</td>
<td>13.</td>
<td>which</td>
</tr>
<tr>
<td>5.</td>
<td>X that (or which)</td>
<td>10.</td>
<td>X those</td>
<td>15.</td>
<td>X that</td>
</tr>
</tbody>
</table>

### Exercise 36.2

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>her</td>
<td>5.</td>
<td>X our</td>
<td>9.</td>
<td>X its</td>
</tr>
<tr>
<td>2.</td>
<td>them</td>
<td>6.</td>
<td>X themselves</td>
<td>10.</td>
<td>X themselves</td>
</tr>
<tr>
<td>3.</td>
<td>C</td>
<td>7.</td>
<td>X they</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>X that (or which)</td>
<td>8.</td>
<td>X whose</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Exercise 36.3

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>it</td>
<td>4.</td>
<td>X he</td>
<td>7.</td>
<td>X them</td>
</tr>
<tr>
<td>2.</td>
<td>which</td>
<td>5.</td>
<td>C</td>
<td>8.</td>
<td>C</td>
</tr>
<tr>
<td>3.</td>
<td>that</td>
<td>6.</td>
<td>X they</td>
<td>9.</td>
<td>X she</td>
</tr>
</tbody>
</table>

### Exercise 36.4

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>are</td>
<td>6.</td>
<td>D themselves</td>
<td>11.</td>
<td>A who</td>
</tr>
</tbody>
</table>

### Exercise 37

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>A All colleges</td>
<td>14.</td>
<td>C* grown</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Mini-Test 6: Written Expression

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

### Explanation

1. The adjective different is required.
2. Before a clause, an adverb-clause marker such as although is required.
3. For parallelism, the noun color must be used.
4. The noun beliefs must be used in place of the verb believes.
5. The past participle played must be used after has (or have) to form the present perfect tense.
6. The plural form designers is required.
7. The verb made (meaning "to manufacture") is needed.
8. The word like is required in this pattern.
9. The correct pronoun is them. (The animals can't carry themselves!)
10. For parallelism, the adjective safe is needed.
11. The adjective pure is required.
12. The word amounts is used to refer to uncountable nouns like food.
13. Only the second noun of a compound noun is pluralized: railroad workers.
14. Such a is used with an adjective + noun + that clause.
15. The adjective light is required.
16. The pronoun she is an unnecessary repetition of the subject.
17. To be parallel with the two other adjectives (biological and psychological), the adjective medical must be used.
18. A passive verb phrase is needed: were given.
19. The object form of the pronoun them must be used.
20. For parallelism, a noun phrase is needed: composer of
21. The adjective spicy must be used.
22. The plural pronoun themselves must be used to agree with its referent.
23. A singular verb (is) is required to agree with the subject knowledge.
24. Furniture is an uncountable noun and cannot be pluralized.
25. Soonest is the wrong word choice; the correct word is earliest.

Exercise 38.1

<table>
<thead>
<tr>
<th>1. to control</th>
<th>6. to catch</th>
<th>11. to snap</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. to move</td>
<td>7. bend</td>
<td>12. to rupture</td>
</tr>
<tr>
<td>3. producing</td>
<td>8. bringing</td>
<td>13. to describe</td>
</tr>
<tr>
<td>4. to have</td>
<td>9. to communicate</td>
<td>14. to be awarded</td>
</tr>
<tr>
<td>5. to grow</td>
<td>10. miss</td>
<td>15. achieving</td>
</tr>
</tbody>
</table>

Exercise 38.2

<table>
<thead>
<tr>
<th>1. known</th>
<th>4. twisting</th>
<th>7. named</th>
<th>10. regarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. written</td>
<td>5. working</td>
<td>8. appearing</td>
<td>11. cracked</td>
</tr>
<tr>
<td>3. astonishing</td>
<td>6. filled</td>
<td>9. deposited</td>
<td>12. stimulating</td>
</tr>
</tbody>
</table>

Exercise 38.3

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.D* or</td>
<td>10.B painting</td>
<td>15.C leading</td>
</tr>
</tbody>
</table>

Exercise 39.1

| 1. For against within of | 9. In for from to |
| 2. in on of              | 10. In at to on |
| 3. of to since into      | 11. In on of of at |
| 4. At of of along between| 12. to of by in of in |
| 5. of in of on in        | 13. In of by in through |
| 6. at on to on           | 14. on of to on |
| 7. of in by with on      | 15. in for of in since |
| 8. off of for of         |                      |

Exercise 39.2

| 1.X According polls to     | 11.X related the to |
| 2.X thanks improved to     | 12.X expert the on |
| 3.C                        | 13.C                  |
| 4.X of                     | 14.X by              |
| 5.X on                     | 15.X by              |
| 6.X regardless the of      | 16.X away the from    |
| 7.C                        | 17.X of              |
| 8.X of                     | 18.X side the of      |
| 9.X attached bones to      | 19.X familiar people to |
| 10.X to                    | 20.C                  |
**Exercise 39.3**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A which</td>
<td>6.</td>
</tr>
<tr>
<td>2.</td>
<td>B deals with</td>
<td>7.</td>
</tr>
<tr>
<td>3.</td>
<td>A Many</td>
<td>8.</td>
</tr>
<tr>
<td>4.</td>
<td>C on its</td>
<td>9.</td>
</tr>
<tr>
<td>5.</td>
<td>D* life</td>
<td>10.</td>
</tr>
<tr>
<td>11.</td>
<td>A For</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>A thousands of eggs</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>A Nowadays</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>D* to reach</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>A Since</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 40.1**

1. one the water fresh  
2. The mineral the most fertilizers  
3. The a electrical  
4. Humor American the earliest the present  
5. The ozone an most the Sun’s  
6. the early a Cherokee the a North  
7. The Goddard New the the United the seventeenth  
8. Popcorn the corn  
9. the most research a well-written  
10. the American the the twentieth the  
11. The nineteenth refracting his  
12. The Hawaiian the most the world

**Exercise 40.2**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A Most</td>
<td>8.</td>
</tr>
<tr>
<td>2.</td>
<td>C their</td>
<td>9.</td>
</tr>
<tr>
<td>3.</td>
<td>D attention</td>
<td>10.</td>
</tr>
<tr>
<td>4.</td>
<td>A an underwater</td>
<td>11.</td>
</tr>
<tr>
<td>5.</td>
<td>D the young</td>
<td>12.</td>
</tr>
<tr>
<td>6.</td>
<td>A the only</td>
<td>13.</td>
</tr>
<tr>
<td>7.</td>
<td>A a third</td>
<td>14.</td>
</tr>
<tr>
<td>15.</td>
<td>D* and</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>B an accurate</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>B history</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>A At the beginning</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>B* opened</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>D a height</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 41**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>X the easiest</td>
<td>7.</td>
</tr>
<tr>
<td>2.</td>
<td>X stronger and larger</td>
<td>8.</td>
</tr>
<tr>
<td>3.</td>
<td>C</td>
<td>9.</td>
</tr>
<tr>
<td>4.</td>
<td>X lower</td>
<td>10.</td>
</tr>
<tr>
<td>5.</td>
<td>C</td>
<td>11.</td>
</tr>
<tr>
<td>6.</td>
<td>X heavier</td>
<td>12.</td>
</tr>
<tr>
<td>13.</td>
<td>X best-known</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>X finest</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>X larger</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>X less dense</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 42.1**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>X chief source</td>
<td>6.</td>
</tr>
<tr>
<td>2.</td>
<td>X brightly colored</td>
<td>7.</td>
</tr>
<tr>
<td>3.</td>
<td>C</td>
<td>8.</td>
</tr>
<tr>
<td>4.</td>
<td>X long before</td>
<td>9.</td>
</tr>
<tr>
<td>5.</td>
<td>X at which</td>
<td>10.</td>
</tr>
<tr>
<td>11.</td>
<td>X any other</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>X almost entirely</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>X formal training</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>X children’s books</td>
<td></td>
</tr>
</tbody>
</table>
**Exercise 42.2**

<table>
<thead>
<tr>
<th>Exercise 42.2</th>
<th>Answer Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. C major barrier</td>
<td>11. A the sky is</td>
</tr>
<tr>
<td>2. D large enough</td>
<td>12. B highly original</td>
</tr>
<tr>
<td>3. D greatly reduced</td>
<td>13. B only one</td>
</tr>
<tr>
<td>4. C in which</td>
<td>14. D feet long</td>
</tr>
<tr>
<td>5. D it is</td>
<td>15. C is surrounded</td>
</tr>
<tr>
<td>7. C each second</td>
<td>17. D trading center</td>
</tr>
<tr>
<td>8. B* little resemblance</td>
<td>18. C about how</td>
</tr>
<tr>
<td>10. A such as</td>
<td>20. C light is</td>
</tr>
</tbody>
</table>

**Exercise 43**

<table>
<thead>
<tr>
<th>Exercise 43</th>
<th>Answer Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. X either</td>
<td>6. X and</td>
</tr>
<tr>
<td>2. C</td>
<td>7. X both</td>
</tr>
<tr>
<td>3. X but also</td>
<td>8. C</td>
</tr>
<tr>
<td>4. X nor</td>
<td>9. X but</td>
</tr>
<tr>
<td>5. X or</td>
<td>10. X and</td>
</tr>
<tr>
<td>11. C</td>
<td>12. X only</td>
</tr>
<tr>
<td>13. X frogs</td>
<td>14. X neither</td>
</tr>
<tr>
<td>15. C</td>
<td></td>
</tr>
</tbody>
</table>

**Mini-test 7: Written Expression**

<table>
<thead>
<tr>
<th>Mini-test 7: Written Expression</th>
<th>Answer Key</th>
</tr>
</thead>
</table>

**Explanation**

1. The wrong preposition is used; the phrase should correctly read *at one time*.
2. When a noun phrase includes an ordinal number (*third*), a definite article (*the third*) must be used. (However, an indefinite article is used in a fraction to mean *one: a third of the Earth's surface*, for example.)
3. The correct pattern is *neither... nor*.
4. After a preposition, a gerund form (*photographing*) is needed.
5. An infinitive (*to transport*) is needed.
6. The correct superlative form is *highest*.
7. In a *wh-* clause that is not a direct question, the correct word order is subject-verb: *They are*.
8. The conjunction *but* is used before the word *rather* to show contrast.
9. The preposition *in* is used before months such as *September*.
10. The correct form of the infinitive is *to walk*.
11. The preposition *of* is used in the phrase *instead of a*.
12. The article *an* must be used before words that begin with a vowel sound such as *enormous*.
13. The correct word order is *almost all*.
14. The past participle *written* is required.
15. The verb *result* is used with the preposition *in*. (The noun *result* is followed by the preposition *of*)
16. A comparative form (*much rarer*) must be used.
17. An indefinite article is needed before the noun: *a picture*.
18. The preposition *for* is used after the adjective *suitable*.
19. The correct word order is *human psychology*.
20. A full infinitive (*to teach*) is required in place of the simple form.
22. After the verb *allow*, the infinitive *to approach* is needed.
23. The definite article is used before *most* when it is part of a superlative adjective phrase: *The most*.
24. The correct pattern is *whether... or*.
25. An indefinite article is required: *a banana*. 

---

**Answer Key**
# MINI-LESSONS FOR SECTION 2: PREPOSITION USE

## Mini-Lesson 2.1

<table>
<thead>
<tr>
<th>1. to</th>
<th>6. with</th>
<th>12. to (or for)</th>
<th>17. to</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. in (or with)</td>
<td>7. of</td>
<td>13. of</td>
<td>18. on</td>
</tr>
<tr>
<td>3. on</td>
<td>8. from</td>
<td>14. of</td>
<td>19. for</td>
</tr>
<tr>
<td>4. to</td>
<td>9. for</td>
<td>15. for</td>
<td>20. to</td>
</tr>
<tr>
<td>5. of</td>
<td>10. to 11. of</td>
<td></td>
<td>16. with</td>
</tr>
</tbody>
</table>

## Mini-Lesson 2.2

<table>
<thead>
<tr>
<th>1. to</th>
<th>6. to</th>
<th>11. to</th>
<th>16. for</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. to</td>
<td>7. at (or by)</td>
<td>12. of</td>
<td>17. to</td>
</tr>
<tr>
<td>3. of</td>
<td>8. of</td>
<td>13. to</td>
<td></td>
</tr>
<tr>
<td>4. for</td>
<td>9. to</td>
<td>14. with</td>
<td></td>
</tr>
<tr>
<td>5. for</td>
<td>10. for</td>
<td>15. to</td>
<td></td>
</tr>
</tbody>
</table>

## Mini-Lesson 2.3

<table>
<thead>
<tr>
<th>1. in of in of</th>
<th>6. to</th>
<th>11. of</th>
<th>16. to</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. of for</td>
<td>7. of</td>
<td>12. to</td>
<td>17. for</td>
</tr>
<tr>
<td>3. in of</td>
<td>8. for</td>
<td>13. to</td>
<td>18. of</td>
</tr>
<tr>
<td>4. on</td>
<td>9. in</td>
<td>14. of</td>
<td>19. on</td>
</tr>
<tr>
<td>5. with</td>
<td>10. of</td>
<td>15. on of</td>
<td>20. of</td>
</tr>
</tbody>
</table>

## Mini-Lesson 2.4

<table>
<thead>
<tr>
<th>1. to</th>
<th>7. on</th>
<th>13. with</th>
<th>19. in</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. with</td>
<td>8. in</td>
<td>14. on</td>
<td>20. for</td>
</tr>
<tr>
<td>3. with</td>
<td>9. with</td>
<td>15. to</td>
<td>21. in</td>
</tr>
<tr>
<td>4. on</td>
<td>10. on</td>
<td>16. on</td>
<td>22. to</td>
</tr>
<tr>
<td>5. on</td>
<td>11. in</td>
<td>17. to</td>
<td></td>
</tr>
<tr>
<td>6. of</td>
<td>12. with</td>
<td>18. for</td>
<td></td>
</tr>
</tbody>
</table>

## Mini-Lesson 2.5

<table>
<thead>
<tr>
<th>1. of</th>
<th>4. to</th>
<th>7. On of of</th>
<th>10. of</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. In of</td>
<td>5. to</td>
<td>8. of</td>
<td>11. by of</td>
</tr>
<tr>
<td>3. with</td>
<td>6. in of</td>
<td>9. to</td>
<td>12. to</td>
</tr>
</tbody>
</table>

## Mini-Lesson 2.6

<table>
<thead>
<tr>
<th>1. in</th>
<th>5. in at in</th>
<th>9. on</th>
<th>13. in on</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. in</td>
<td>6. on in</td>
<td>10. in on on</td>
<td>14. in</td>
</tr>
<tr>
<td>3. in in</td>
<td>7. in</td>
<td>11. in in</td>
<td></td>
</tr>
<tr>
<td>4. in at</td>
<td>8. in</td>
<td>12. at on</td>
<td></td>
</tr>
</tbody>
</table>

## Mini-Lesson 2.7

<table>
<thead>
<tr>
<th>1. on in</th>
<th>6. on</th>
<th>11. in in</th>
<th>16. in</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. at</td>
<td>7. at in</td>
<td>12. at</td>
<td>17. at</td>
</tr>
<tr>
<td>3. at in</td>
<td>8. On</td>
<td>13. in in</td>
<td>18. in</td>
</tr>
<tr>
<td>4. in</td>
<td>9. in</td>
<td>14. in</td>
<td>19. on</td>
</tr>
<tr>
<td>5. at</td>
<td>10. in</td>
<td>15. In</td>
<td>20. In on</td>
</tr>
</tbody>
</table>

## Mini-Lesson 2.8

<table>
<thead>
<tr>
<th>1. with</th>
<th>4. by</th>
<th>7. by</th>
<th>10. on</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. by</td>
<td>5. without</td>
<td>8. by</td>
<td></td>
</tr>
<tr>
<td>3. for</td>
<td>6. by</td>
<td>9. with</td>
<td></td>
</tr>
</tbody>
</table>
SECTION 3: READING COMPREHENSION

SAMPLE READING COMPREHENSION TEST

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

Explanation

1. The passage discusses the plentiful supply of wood in the colonies and the advantages and disadvantages this involved.
2. Strikingly means "dramatically."
3. Lines 5-6 state, "The first colonists did not, as many people imagine, find an entire continent covered by a climax forest."
4. Abounded means "present in large numbers."
5. Lines 10-11 state that "by the end of the colonial age, the price of wood had risen slightly in eastern cities."
6. Lines 15-16 indicate that, in the colonies, "buildings were made of wood to a degree unknown in Britain." Therefore, many British houses must have been made of materials other than wood.
7. According to lines 17-18, wood was the source of industrial compounds, and charcoal is given as an example. Charcoal, according to line 19, is a component of gunpowder.
8. In the context of the passage, the word conferred means "provided." (However, in other contexts, conferred may mean "consulted.")
9. The phrase follow suit means "do the same."
10. Lines 31-33 state that "the former colonies lagged behind Britain...because their supply of wood led them to cling to charcoal iron."
11. In the context of the passage, cling to means "continue to use."
12. The author begins to discuss the disadvantages brought on by an abundance of wood in the colonies in lines 21-22.
13. The passage deals with the entire Peale family; (A) and (C) are too narrow, and (B) is too general.
14. The passage indicates that the portrait was "so realistic" that Washington mistook the painted figures for real ones.
15. The word settings is closest in meaning to "environments."
16. The author defines the term mastodon in line 15 as "a huge, extinct elephant." The other terms are undefined.
17. There is no information about when the museum was founded. All of the other questions are answered in the second paragraph: Charles Willson Peale found and prepared the animal exhibits; the museum was located in Philadelphia; its most popular exhibit, a mastodon's skeleton, was found on a farm in New York.
18. In the context of the passage, the word unearthed means "dug up," "removed from the ground."
19. As used in this context, rage means the "current style or fashion."
20. Charles Willson Peale painted over a dozen portraits of Washington (line 4); Rembrandt Peale also painted at least one (lines 24-25).
21. Sarah Miriam Peale is the daughter of Charles Willson Peale's brother James Peale (line 28); Titian and Raphaelle are identified as Charles's sons in line 5, Rubens in line 25.
22. The author praises the art and work of Charles Willson Peale and other members of the family; that, together with the absence of any critical comments, makes admiring the best choice.
23. The main theme of this passage is the idea of transforming Mars; choice (A) best summarizes this idea.
24. The word stark means "harsh," "severe."
25. The word *there* refers to Mars.
26. The passage states that "daytime temperatures may reach above freezing." but there is no mention that temperatures ever become dangerously hot. The other characteristics are given in the first paragraph.
27. According to the passage, "The air there is 95% carbon dioxide" (line 5).
28. According to the passage, building up the atmosphere "could create a 'greenhouse effect' that would stop heat from radiating back into space." The author points out in lines 8-10 that it is because heat radiates back into space that Mars is so cold.
29. The word *suitable* is closest in meaning to "appropriate."
30. According to scientist Christopher McKay, the project could be started "in four or five decades"-forty or fifty years (lines 27-28).
31. *Terra-forming* refers to the process of "transforming Mars into a more Earth-like planet" (lines 16-17).
32. The phrase *more profound* means "deeper."
33. The passage indicates that the possibility of transforming Mars comes from an "understanding of how Earth's ecology supports life" (line 31).
34. The word *staggering* means "astonishing."
35. The first paragraph indicates that age is "another" factor in susceptibility to colds; therefore, it is logical that a previous paragraph must deal with some other factor.
36. *Specific facts* is closest in meaning to the word "particulars."
37. Lines 3-4 state that the study "revealed particulars that seem to hold true for the general population."
38. Line 4 indicates that "Infants are the most cold-ridden group" and that infant boys have more colds than infant girls (lines 5-6).
39. No matter what age they are, parents of young children show an increase in cold infections; it is reasonable to assume that these parents are infected by their children.
40. The reference is to people in their twenties.
41. This paragraph deals with the influence of economics on incidence of colds.
42. The word *cramped* means "small and crowded."
43. This is a neutral, objective scientific report.
44. The passage generally discusses an experiment in which plant roots are grown in isolation-in other words, without the tops of the plants.
45. The reference is to the roots of plants.
46. According to the passage (lines 9-10), ATP is a "high energy compound...which drives the biochemical reactions."
47. The word *intact* means "whole."
48. The phrase *comes in handy* means "is useful."
49. The fact that roots provide organic nitrogen compounds is useful for "the growth of buds in the early spring when leaves are not yet functioning" (lines 17-18)
50. The passage discusses an experiment involving plant roots and the significance of that experiment.

**READING COMPREHENSION EXERCISES AND MINI-TEST**

| Exercise 44.1 | 1. (A) S  
(B) C  
(C) X  
2. (A) G  
(B) S  
(C) C  
3. (A) C  
(B) I  
(C) S  
4. (A) X  
(B) C  
(C) I  
5. (A) G  
(B) C  
(C) S  
6. (A) X  
(B) I  
(C) C  
7. (A) G  
(B) C  
(C) X  
8. (A) X  
(B) C  
(C) I  
9. (A) X  
(B) I  
(C) C  |
| Exercise 44.2 | 1.A  
2.B  
3.D  
4.A  
5.C  
6.C  
7.B  
8.D  
9.A  
10.D  
11.D  
12.A  
13.C  
14.B  
15.A  
16.D |
### Exercise 44.3

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>4</td>
<td>B</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>5</td>
<td>A</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>D</td>
<td>6</td>
<td>C</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>A</td>
<td>11</td>
<td>B</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>C</td>
<td>13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Exercise 45.1

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>lines 2-3</td>
<td>8</td>
<td>line 1</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>lines 4-5</td>
<td>9</td>
<td>line 3</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>lines 8-10</td>
<td>10</td>
<td>lines 5-6</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td>lines 12-13</td>
<td>11</td>
<td>line 8</td>
<td>17</td>
</tr>
<tr>
<td>5</td>
<td>lines 17-18</td>
<td>12</td>
<td>lines 9-10</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td>lines 18-19</td>
<td>13</td>
<td>lines 15-16</td>
<td>19</td>
</tr>
<tr>
<td>7</td>
<td>lines 20-21</td>
<td>14</td>
<td>line 1</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Exercise 45.2

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td>9</td>
<td>B</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>10</td>
<td>C</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
<td>11</td>
<td>A</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>A</td>
<td>12</td>
<td>B</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>C</td>
<td>13</td>
<td>A</td>
<td>21</td>
</tr>
<tr>
<td>6</td>
<td>A</td>
<td>14</td>
<td>C</td>
<td>22</td>
</tr>
<tr>
<td>7</td>
<td>B</td>
<td>15</td>
<td>B</td>
<td>23</td>
</tr>
<tr>
<td>8</td>
<td>C</td>
<td>16</td>
<td>C</td>
<td>24</td>
</tr>
</tbody>
</table>

### Exercise 46.1

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td>5</td>
<td>B</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>6</td>
<td>A</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>7</td>
<td>A</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>B</td>
<td>8</td>
<td>A</td>
<td>12</td>
</tr>
</tbody>
</table>

### Exercise 46.2

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X</td>
<td>5</td>
<td>I</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>I</td>
<td>6</td>
<td>X</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>X</td>
<td>7</td>
<td>I</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>I</td>
<td>8</td>
<td>I</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>I</td>
<td>6</td>
<td>X</td>
<td>10</td>
</tr>
</tbody>
</table>

### Exercise 46.3

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
<td>5</td>
<td>B</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td>6</td>
<td>B</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>D</td>
<td>7</td>
<td>A</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>C</td>
<td>8</td>
<td>C</td>
<td>12</td>
</tr>
</tbody>
</table>

### Exercise 47.1

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td>4</td>
<td>C</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>5</td>
<td>A</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
<td>6</td>
<td>B</td>
<td>9</td>
</tr>
</tbody>
</table>

### Exercise 47.2

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>8</td>
<td>B</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>9</td>
<td>B</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>10</td>
<td>A</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>11</td>
<td>A</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Answer Key

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

### Exercise 48.1

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

### Exercise 48.2

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

### Mini-Test 8: Reading

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

### Explanation

1. The passage generally concerns the advantages of biological agents and the disadvantages of chemical agents.
2. The word *marring* means "spoiling," "ruining."
3. The word *clog* is closest in meaning to the word "obstruct."
4. The author defines *weeds* as "any plants that thrive where they are unwanted" (line 3). No definitions are offered for the other terms.
5. Lines 9-10 say "herbicides... are sometimes necessary."
6. Choice (A) is given in lines 20-22, which says that biological agents "leave crops and other plants untouched," while chemical agents "kill virtually all the plants they come in contact with." Choice (B) is also given; chemical agents "harm workers who apply them" (lines 12-13), while biological agents "are harmless to humans" (line 19). Choice (D) is given in lines 25-28; "biological agents can be administered only once," while chemical agents "must be used several times per growing season."
7. The word *hence* means "consequently" or "therefore."
8. The word *innate* means "natural" or "in-born."
9. According to the passage, the living organisms used to kill weeds are "primarily insects and micro-organisms."
10. The reference is to *plants."
11. In this context, *applications* means treatments with biological agents.
12. The problem is the need to control weeds; the possible solutions are the use of chemical or biological agents.
13. The author refers to the fact that the plot is "tightly choreographed"; that Bernstein's score is "brilliant," and that Stephen Sondheim revealed "a remarkable talent." All of these positive factors, and the absence of negative ones, add up to a favorable attitude.
14. Lines 2-3 say the play "is set in the early 1950's."
15. Since the Jets and Sharks were rival gangs, and were based on the Montagues and Capulets, it is reasonable to assume that the latter groups were also rivals.
16. The word *feuding* means "hostile," "antagonistic."
17. The word *ultimately* means "eventually."
18. Lines 11-12 state: "Stephen Sondheim...reveals a remarkable talent for writing lyrics."
19. A *score* is the written form of a piece of music.
20. Lines 15-16 indicate that, after it first opened, the play ran for 734 performances.
21. The summary sentence (beginning "The plot...") runs from lines 7 to 10.
22. There were 8,000 people at the 1900 New York Auto Show, according to line 1. By coincidence, this was the same number of cars as there were in the United States in 1900 (lines 5-6).
23. *By happenstance* means "by chance," "coincidentally."
24. According to the passage, only around 4,000 cars were assembled in the United States in 1900, and only a quarter of those were gasoline powered (lines 8-10). One quarter of 4,000 is 1,000.
25. Lines 11-12 state that "the show's audience favored electric cars."
26. The word *fumes* means "gases," "vapors."
27. The word *launched* means "initiated," "began."
28. According to the passage, "The Duryea Motor Works ...offered an additive designed to mask the smell of the naphtha that it burned."
29. Line 19 indicates that the highest-priced cars sold for $1,500 in 1900 dollars.
30. The word *cumbersome* means "clumsy, difficult to control"
31. Lines 21-23 indicate that the Gasmobile, Franklin, and Orient steered with tillers; the Duryea probably used a steering wheel.
32. Lines 23-25 state that "the black tie (i.e., very formal) audience viewed the display ... as a social outing."
33. According to the passage, auto shows were about to become "extravaganzas."
34. The passage deals with an interpretation of an experiment involving children's art.
35. The passage says that the children drew both "front views" (line 6) and "rear views" (line 7).
36. The reference is to the children.
37. The word *markedly* means "noticeably."
38. There is nothing in the article particularly useful to commercial artists.
39. The word *odd* means "unusual"
40. In the context of this passage, *scale* means "proportion."
41. Lines 10-12 indicate that the head size "is a form of planning, and not an indication of a poor sense of scale." There is no information in the passage to support any of the other choices.
42. Choice (A) is not correct; the author is not critical of O'Keeffe's style. Choice (B) is too specific. There is no comparison of abstract art and landscape art, so (C) is not correct. Choice (D) is the best statement of the author's purpose.
43. Line 2 states that 0'Keeffe "studied art in Chicago and New York."
44. The expression refers to 1918.
45. The word *frequented* is closest in meaning to "visited."
46. The word *intuitively* means "instinctively."
47. Lines 15-16 indicate that "her style changed dramatically...during a visit to New Mexico." The reference to the "Southwestern sun" (line 17) tells you that New Mexico is in the Southwest.
48. The word *blanched* means "whitened," "bleached."
49. According to the passage, she "most often painted desert landscapes" after a trip to New Mexico in 1929.
50. Lines 24-25 state that she became "the dean of Southwestern painters and one of the best known of American artists." There is no information to support the other choices.

**MINI-LESSONS FOR PART 3**

|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
### Mini-Lesson 3.2
1. C  
2. C  
3. A  
4. C  
5. B  
6. B  
7. A  
8. B  
9. C  
10. A  
11. B  
12. C

### Mini-Lesson 3.3
1. C  
2. A  
3. B  
4. B  
5. B  
6. C  
7. A  
8. C  
9. A  
10. B  
11. A  
12. C

### Mini-Lesson 3.4
1. C  
2. C  
3. A  
4. B  
5. C  
6. B  
7. A  
8. C  
9. B  
10. B

### Mini-Lesson 3.5
1. A  
2. A  
3. B  
4. A  
5. B  
6. C  
7. A  
8. B  
9. A  
10. B  
11. C  
12. B

### Mini-Lesson 3.6
1. B  
2. B  
3. C  
4. B  
5. A  
6. C  
7. C  
8. C  
9. A  
10. C  
11. C  
12. B

### Mini-Lesson 3.7
1. C  
2. B  
3. B  
4. A  
5. A  
6. C  
7. A  
8. B  
9. C  
10. A  
11. C  
12. A

### Mini-Lesson 3.8
1. C  
2. C  
3. B  
4. C  
5. B  
6. A  
7. B  
8. C  
9. C  
10. A  
11. B  
12. A  
13. A  
14. C  
15. C  
16. A

### Mini-Lesson 3.9
1. A  
2. C  
3. C  
4. A  
5. B  
6. B  
7. A  
8. B  
9. C  
10. A  
11. B  
12. A

### Mini-Lesson 3.10
1. B  
2. B  
3. A  
4. B  
5. C  
6. B  
7. B  
8. C  
9. C  
10. A  
11. B  
12. C  
13. B  
14. C

### Mini-Lesson 3.11
1. C  
2. B  
3. B  
4. A  
5. B  
6. C  
7. C  
8. C  
9. B  
10. A  
11. A  
12. A  
13. B  
14. C  
15. B

### Mini-Lesson 3.12
1. A  
2. C  
3. A  
4. C  
5. C  
6. B  
7. A  
8. C  
9. A  
10. C  
11. A  
12. C  
13. A  
14. C  
15. B

### Mini-Lesson 3.13
1. A  
2. C  
3. A  
4. B  
5. B  
6. C  
7. C  
8. A  
9. A  
10. A  
11. B  
12. C  
13. A  
14. C  
15. B

### Mini-Lesson 3.14
1. A  
2. C  
3. A  
4. B  
5. A  
6. B  
7. A  
8. B  
9. A  
10. A  
11. B  
12. C  
13. A  
14. C  
15. B

### Mini-Lesson 3.15
1. C  
2. C  
3. A  
4. A  
5. A  
6. B  
7. C  
8. C  
9. A  
10. A  
11. B  
12. A  
13. A  
14. C  
15. B
### Answer Key

#### Mini-Lesson 3.14

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A</td>
<td>5</td>
<td>B</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>6</td>
<td>B</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Mini-Lesson 3.15

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td>5</td>
<td>B</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>6</td>
<td>B</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>7</td>
<td>C</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>B</td>
<td>8</td>
<td>C</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Mini-Lesson 3.16

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>4</td>
<td>C</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>5</td>
<td>C</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>6</td>
<td>A</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Mini-Lesson 3.17

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>3</td>
<td>C</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>4</td>
<td>A</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THREE COMPLETE PRACTICE TESTS

PRACTICE TEST 1

SECTION 1: LISTENING COMPREHENSION

<table>
<thead>
<tr>
<th>PARTS A, B, AND C</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

SECTION 2: STRUCTURE AND WRITTEN EXPRESSION

<table>
<thead>
<tr>
<th>Structure</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Written Expression</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

Explanation of Written Expression Items

16. In order to be parallel with the other adjectives in the series (harder and more resistant), the comparative form lighter must be used.
17. The correct superlative form is largest.
18. The adjective form destructive is required in place of the noun form.
19. The correct pattern is both... and.
20. The correct form of the infinitive (to play) is needed.
21. The correct word order is preposition + relative pronoun: across which.
22. Both the noun phrase (these craftsmen) and the pronoun refer to the same person, so the reflexive pronoun themselves should be used.
23. The singular form of the verb, was, should be used to agree with the singular subject, influence.
24. The pronoun subject they is used unnecessarily and should be omitted.
25. The relative word where must be used to describe a place. (When is used to describe a time.)
26. With countable nouns such as mammals, the word many is used.
27. In order to agree with a plural noun (sharks), the possessive adjective their should be plural.
28. The correct word order is adjective + enough: dense enough.
29. The adjective form (Commercial) is required.
30. Such... that is used with an adjective + noun. (So... that is used when an adjective appears alone.)
31. The noun ability is needed in place of the adjective able.
32. The correct verb is make.
33. In order to be parallel with the other items in the series (physics and mathematics), the name of the field (chemistry) must be used.
34. The adjective *expert* cannot be pluralized.
35. The correct word order is *almost exactly*.
36. The past tense form is required: *became*.
37. The word *lot* should not be pluralized.
38. The word *ago* is used unnecessarily.
39. The preposition *for* should be used with the adjective *responsible*.
40. The noun form *collection* should be used in place of the gerund.

**SECTION 3: READING COMPREHENSION**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

**Explanation**

1. The primary purpose of this passage is to detail the stages of the Sun’s life in the future.
2. The word *fueled* is closest in meaning to "powered."
3. As it is used in the passage, the word "condition" is closest in meaning to "state."
4. The Sun has existed in its present state for about 4 billion, 600 million years (lines 34). It is expected to become a red giant in about 5 billion years. Therefore, it is about halfway through its life as a yellow dwarf.
5. Line 8 states that "the core of the Sun will shrink and become hotter."
6. The second paragraph describes the process by which the Sun becomes a red giant star. The last sentence of that paragraph states: "Temperatures on the Earth will become too hot for life to exist."
7. Lines 16-17 indicate that the Sun will be a white dwarf. "After it shrinks to about the size of the Earth."
   Lines 4-5 indicate that the Sun today is thousands of times larger than the Earth. Therefore, the Sun will be thousands of times smaller than it is today.
8. According to the passage, the Sun is now a yellow dwarf star; it will then expand to a red giant star, shrink to a white dwarf star, and finally cool to a black dwarf.
9. The word *eject* has the same meaning as "throw off."
10. The reference is to the planet Earth.
11. The tone is scientifically objective. Although the passage describes the end of the Earth, that event is so far in the future that the author’s tone is dispassionate.
12. Washington was one of the first persons to realize the importance of canals, and he headed the first company formed to build a canal. This indicates that he was a pioneer in canal construction. Choice (C) is incorrect because the canal was never finished.
13. The word *possibility* is closest in meaning to "feasibility."
14. According to lines 11-12, the canal linked Albany on the Hudson River with Buffalo on Lake Erie.
15. The word *relatively* is closest in meaning to "comparatively."
16. The word *intermittent* is closest in meaning to "on-again-off-again."
17. According to the passage, the Governor of New York "persuaded the state to finance and build the canal" (lines 22-23).
18. The cost had been estimated at $5 million (line 19) but actually cost $2 million more (line 24), a total of $7 million.
19. The word *fees* is closest in meaning to the word "tolls."
20. According to lines 29-31, the canal "allowed New York to supplant Boston, Philadelphia, and other eastern cities as the chief center of both domestic and foreign trade." The other effects are mentioned in the fourth paragraph.

21. Lines 34-36 indicate that the expansion of the Canal would have been warranted "had it not been for the development of the railroads." (This means, "if the railroads had not been developed.") The railroads must have taken so much traffic away from the canal that the expansion was no longer needed.

22. The word warranted most nearly means "justified."

23. The passage begins to discuss the actual construction of the Erie Canal in Line 16.

24. The passage mainly deals with the distress signals of trees. Choices (B) and (C) concern minor details. There is no information about (A).

25. The reference is to "trees" in line 4.

26. The word parched has the same meaning as the word "dehydrated."

27. The word plight means "condition."

28. The trees' signals are in the 50-500 kilohertz range; the unaided human ear can detect no more than 20 kilohertz (lines 9-10).

29. The word fractured is closest in meaning to "broken."

30. The signals are caused when the water columns inside tubes in trees break, "a result of too little water" (line 15).

31. In the context of the passage, pick up means "perceive."

32. Choices (A) and (B) are mentioned in lines 21-22; (C) is mentioned throughout the passage; there is no mention of (D).

33. Lines 18-19 say, "Researchers are now running tests," implying that research is continuing.

34. The passage explains the difference between two concepts, analogy and homology, and gives examples of both.

35. Lines 1-2 state, "The concepts ... are probably easier to exemplify than define."

36. The word rigid is closest in meaning to "inflexible." This means that there are certain principles that cannot be altered.

37. Analogous organs are those that perform the same functions but are not derived from the same embryological structures. The structures given in (D) most likely demonstrate this relationship in that they both provide the same functions-locomotion and support-but are not otherwise related.

38. Homologous organs "are genetically related," according to line 13.

39. In the context of the passage, the term structures refers to different physical parts of animals: wings, limbs, fins, and so on.

40. The word sense is closest in meaning to "meaning."

41. The author begins to discuss homology in the sentence beginning "In contrast ... " in line 9.

42. The purpose of the passage is primarily to describe Charlie Chaplin's movie Modern Times.

43. Lines 2-4 state that Chaplin "was motivated to make the film by a reporter" during an interview.

44. The word abruptly is closest in meaning to the word "suddenly."

45. According to lines 15-16, "scenes of factory interiors account for only about one third of the footage." Therefore, about two thirds of the film must have been shot outside the factory.

46. The phrase losing his mind means "going insane" (from the pressure of work).

47. The reference is to the phrase "another popular scene" in line 20.

48. Lines 24-26 state: "This serves to illustrate people's utter helplessness in the face of machines that are meant to serve their basic needs."

49. The word utter is closest in meaning to that of "complete."

50. The film does not offer "a radical social message," and so would not be considered "revolutionary" (A). Line 14 states that "Chaplin prefers to entertain rather than lecture"; thus, it is "entertaining" (B). Lines 17-19 mention that people who have seen the film cannot forget certain scenes, and so it is "memorable" (C). According to lines 12-14, the opening scene's "rather bitter note of criticism ... is replaced by a gentler note of satire"; therefore, the author would consider the film "satirical" (D).
Answer Key

## PRACTICE TEST 2

### SECTION 1: LISTENING COMPREHENSION

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>A</td>
<td>13.</td>
<td>C</td>
<td>23.</td>
<td>A</td>
</tr>
<tr>
<td>7.</td>
<td>D</td>
<td>17.</td>
<td>D</td>
<td>27.</td>
<td>D</td>
</tr>
</tbody>
</table>

### SECTION 2: STRUCTURE AND WRITTEN EXPRESSION

#### Structure

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>C</td>
<td>5.</td>
<td>B</td>
<td>8.</td>
<td>A</td>
</tr>
</tbody>
</table>

#### Written Expression

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17.</td>
<td>A</td>
<td>22.</td>
<td>C</td>
<td>27.</td>
<td>C</td>
</tr>
</tbody>
</table>

### Explanation of Written Expression Items

16. The correct pattern is **both... and**.
17. The comparative *older* is needed in place of the superlative *oldest*.
18. The noun that names a field (*journalism*) is needed in place of the noun naming a person (*journalist*).
19. The correct word order is *college campuses*.
20. The definite article *the* should not be used before the name of a field such as *architecture*.
21. To be parallel with the other words in the series (*agriculture*, *finance*, and *accounting*), a noun that names a field should be used (*marketing*).
22. Before an uncountable noun, the word *amounts* should be used.
23. The correct expression is *so many... that*. *(Too is used in phrases with infinitives: too many to... )*.
24. The singular verb *is* must be used to agree with the singular subject *sum*.
25. The past participle *pulled* must be used to express a passive idea.
26. Before a series of three elements (*insulated, ventilated, and equipped*), the conjunction *both* cannot be used.
27. The plural pronoun *them* must be used to agree with the plural noun *bridges*.
28. To be parallel with the other nouns in the series (*hardness* and *brilliance*), another noun form (*transparency*) is needed.
29. The word *very* cannot be used to modify the word *relatively*.
30. The word *other* should be used in place of *another* before a plural noun (*types*).
31. This sentence incorrectly compares people and a sport (*running* and *race walkers*). For a logical comparison, the word *running* must be changed to *runners*.
32. The adjective *wild* should replace the adverb *wildly* because the phrase modifies a noun (*Magnolia Gardens*). The word *lovely* is used correctly in this sentence because it is an adjective ending in *-ly*, not an adverb.
33. The plural noun *instruments* is needed here.
34. The possessive form *his* should be used in place of the article *the*. 
Answer Key

35. The past tense form of the verb (won) is needed.
36. The definite article the is required before the ordinal number first.
37. The preposition in has been omitted: age in which.
38. The noun ease is needed to be parallel with the noun difficulty.
39. The noun should be pluralized: times.
40. The noun discovery is required in place of the verb discover.

SECTION 3: READING COMPREHENSION

|-----|------|------|------|------|

Explanation

1. The passage generally deals with the time humans and mammoths co-existed in the New World and the possible role humans played in the extinction of the mammoths. No specific details are offered about (A) or (B), and (C) is too general.
2. The word implements is closest in meaning to "tools."
3. The phrase refers to "humans."
4. Line 13 mentions "the imperial mammoth of the South," meaning the southern section of North America.
5. Lines 14-16 state that "Here, as in the Old World, there is evidence that humans hunted these elephants," implying that humans had also hunted mammoths in Siberia.
6. The word remains can be defined as those parts of an animal's body that can be found after many years. In this case, they are mainly the bones of the mammoths.
7. The meaning of the word "apparently" is closest to that of seemingly.
8. The author argues that choice (A) is unlikely. Choice (B) is not possible because the extinction of the mammoths came at the end of the Ice Age. There is no information about (D). Only (C) is a possible conclusion.
9. The word cunning means "clever."
10. Choice (A) is true; line 26 states that humans were "not very numerous." Choice (B) is true; line 4 states that humans had bows and arrows at the time that they crossed from Siberia, and that crossing took place before the extinction of the mammoths. Choice (D) is also true; line 25 states that humans were "cunning hunters." Only (C) is not true; lines 25-26 say that humans were "still widely scattered."
11. The author provides the most detailed information about the mammoth.
12. The passage chiefly deals with the first decades of jazz, the Dixieland era.
13. As used in this sentence, the word idiom means a style of playing music.
14. According to the first paragraph, the earliest recordings were made by the Original Dixieland Band, who were among those white musicians who "came to Chicago from New Orleans."
15. According to the second paragraph, the first important recording made by black musicians was recorded by King Oliver's Creole Jazz Band in 1923.
16. Lines 8-10 state that King Oliver's Creole Jazz Band "featured some of the foremost jazz musicians of the time, including...Louis Armstrong."
17. The word steady is closest in meaning to "constant."
18. Lines 16-18 indicate that the beat was provided by the rhythm section, which included the piano.
19. According to lines 21-22, Duke Ellington "provided his musicians with written arrangements."
20. Line 20 states that "improvisation was an indispensable element," indicating that Dixieland was not carefully planned. All of the other answer choices are referred to in the second paragraph.
21. Line 25 refers to the Wolverines as an example of a small Chicago jazz band.
22. The author provides the most detailed description of early jazz in the third paragraph.
23. The last sentence of the passage indicates that the next era of jazz would be the Swing era, so it is logical that the next paragraph will continue with a discussion of this period.
24. The word *astounding* is closest in meaning to "startling."
25. All three streets are in San Francisco (lines 4-5); the residents have the same approximate levels of income. (They are all middle class or working class, according to lines 5-6.) They all have approximately the same ethnic mix as well (lines 6-7). The only difference is the amount of traffic.
26. Lines 10-11 say that Franklin Street "had almost 16,000 cars a day."
27. According to lines 13-16, trash is a secondary effect of heavy traffic.
28. The author's main purpose in this paragraph is to discuss the negative impact heavy traffic has on Franklin Street.
29. The third paragraph deals with how Octavia Street residents interact; they have more friends and acquaintances on their block than do Franklin Street residents, and by implication, than do Gough Street residents as well.
30. The word *chatted* means "talked" (informally).
31. According to the passage, increased traffic reduces the amount of territory for which residents feel responsible (lines 16-17). All the other statements would be consistent with information given about Gough Street residents in the fourth paragraph.
32. The author first presents a detailed discussion of Franklin Street (HEAVY), the Octavia Street (LIGHT), and finally Gough Street (MEDIUM).
33. The passage concentrates on the books written by Rachel Carson and on her career as a writer.
34. Lines 2-3 state that Carson studied zoology at Johns Hopkins University.
35. Carson was born in 1907 (line 1) and published *Under the Sea Wind* in 1941 (lines 6-7), so she must have been around 34 years of age at the time of publication.
36. According to lines 7-8, when *Under the Sea Wind* was first published "it received excellent reviews, but sales were poor until it was reissued in 1952."
37. There is no mention that Rachel Carson took part in a research expedition. The other sources are given in lines 12-13.
38. Carson "realized the limitations of her non-technical readers" (lines 14-15), implying that the book was not highly technical. It did have a poetic quality (line 11), and it was fascinating (interesting), according to line 9, and well-researched (lines 12-14).
39. The word *reckless* is closest in meaning to "irresponsible."
40. Lines 17-18 state that the book *Silent Spring* "proved how much harm was done by the uncontrolled, reckless use of insecticides."
41. The word *flawed* is closest in meaning to the word "faulty."
42. Carson's work "was vindicated" by the report (line 23), implying that the report contradicted the chemical industry's claims and supported her ideas.
43. The passage deals with the two main divisions of economic resources: property resources and human resources. The other choices refer to minor details in the passage.
44. This expression is used figuratively in the passage to mean that economic resources is a broad topic.
45. According to lines 9-10, economists "mean much more than the non-economist" by the term "land."
46. The word *arable* means "able to be cultivated" and therefore, "fertile.
47. The term *the latter* (which means the second concept mentioned before) refers to "consumer goods."
48. Capital goods include aids to transporting goods (line 13), such as a railroad. Choice (B) is specifically mentioned as not being a type of capital (lines 17-18). Choices (C) and (D) are examples of land, not of capital.
49. The word *heading* as used in this sentence means "category."
50. The third paragraph indicates that the term *labor* involves all types of human talents except entrepreneurial skills, which are considered a separate category.
PRACTICE TEST 3

SECTION 1: LISTENING COMPREHENSION

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.A</td>
<td>12.D</td>
<td>22.A</td>
<td>32.C</td>
<td>42.A</td>
<td></td>
</tr>
</tbody>
</table>

SECTION 2: STRUCTURE AND WRITTEN EXPRESSION

|-------------|-----|-----|-----|------|------|

Explanation of Written Expression Items

16. The plural verb form *have* must be used to agree with the subject of the sentence, the plural noun formations.
17. The possessive adjective *her* should be used in place of the possessive pronoun *hers*.
18. The correct word order is adverb + participle: widely read.
19. *Research* is properly an uncountable noun and should not be pluralized.
20. The personal pronoun *them* should be used instead of the reflexive pronoun *themselves*.
21. The verb *differ* should be used in place of the adjective *different*.
22. In order to be parallel with the other items in the series (*difficult* and *violent*), the adjective *dangerous* is needed in place of the plural noun *dangers*.
23. Before the word *equator*, the definite article *the* must be used.
24. The noun *leader* (a person who leads) should be used in place of the noun *leadership* (the quality that leaders have).
25. The word *twice* should be used in place of *double* in this sentence.
26. The phrase should correctly read *from east to west*.
27. To be parallel with the other items (*scissors* and *glue gun*), a singular noun (*knife*) should be used in place of the plural noun *knives*.
28. The phrase should correctly read *at least*.
29. The definite article *the* should not be used in the phrase *by boat*.
30. The preposition *into* should be used after the verb *subdivided*.
31. There is a contrast between the two clauses of this sentence, so the conjunction *but* should be used in place of *and*.
32. The noun *absence* is needed in place of the adjective *absent*.
33. The preposition *Since* should be used in place of the preposition *In*. (This is clear because the verb *have devoted* is in the present perfect, not the past tense.)
34. The noun sale is needed in place of the verb sell.
35. Only the second noun (climbers) of the compound noun (mountain climbers) should be pluralized.
36. The preposition by has been incorrectly omitted; the phrase should read the process by which.
37. The word so should be used in place of too.
38. The verb ripen should be used in place of the adjective ripe.
39. The correct word order for the opening phrase of the sentence is Of the many.
40. This phrase should correctly read No longer.

SECTION 3: READING COMPREHENSION

Explanation

1. The passage provides an introduction to Lucy Maud Montgomery's life and works, especially her Anne books.
2. The reference is to Anne of Green Gables, which is a classic children's tale written by a Canadian author.
3. According to lines 5-7, Montgomery "moved in with her grandparents" after her mother died and her father moved to Saskatchewan.
4. Montgomery's first book was published in 1908 (line 11), and she wrote the two sequels in the next three years.
5. The word elderly is closest in meaning to "old."
6. In lines 12-14, the author states that "the heroine of the book is taken in by an elderly couple who live in the fictional town of Avonlea."
7. According to lines 14-15, "Montgomery incorporated many events from her life in Cavendish into the Anne books.
8. The word prominence is closest in meaning to "reputation."
9. In the context of the passage, the word character means "nature."
10. There is no mention in the passage that a ballet was ever based on the Anne books. The other choices are mentioned in lines 21-22.
11. In the context of the passage, scour means "search."
12. Choices (A) and (B) are details; choice (C) implies that animals can count, an idea which is contradicted in the third paragraph.
13. The accounts from White's book indicate that certain animals are aware of quantities on an intuitional level.
14. The word surreptitiously is closest in meaning to the word "secretly."
15. As used in this passage, the word abandon means "vacate."
16. The word odd in this context refers to numbers which are not divisible by 2 (1, 3, 5, 7, and so on). (Numbers that are divisible by 2 are called even numbers.)
17. According to the first paragraph, caterpillars are used by wasps to supply food for their young. There is no mention that they are aware of quantities. The other choices are given in the paragraph as examples of creatures that are aware of quantities in some way.
18. The word accounts means "reports" or "stories" in the context of this passage.
19. According to the passage, "animals respond to quantities when they are connected to survival as a species...or survival as individuals." Choices (A) and (D) are connected to the pigeon's and the lion's survival as individuals (since these incidents involve food), and choice (C) is an incident involving the survival of a
species (since it involves the cat's young). It can be inferred that choice (B) is the result of conditioning by a trainer rather than the result of the monkey's instinctive awareness of quantities.

20. Since these people believe that "creatures other than humans can actually count" (line 16) and the author believes that none of the animal's achievements shows evidence of counting, the author must consider these people mistaken.

21. The word *admittedly* is closest in meaning to "undeniably."

22. The reference is to the remarkable achievements of animals.

23. The reference comes in the sentence beginning, "In lab experiments ...." The research mentioned in the first paragraph shows animals' ability to recognize quantities, not their inability to count.

24. The main topic of the passage is the impact of the Bessemer process. Choice (A) is too general; choices (B) and (C) are not directly discussed in the passage.

25. There is no mention that Bessemer steel was used in Civil War weapons; the other effects are cited in the first paragraph.

26. According to the passage, the production of Bessemer steel exceeded that of wrought iron in 1880 (lines 15-16), implying that wrought iron production was greater than Bessemer steel production before then.

27. The word *burgeoning* is closest in meaning to the word "expanding."

28. According to lines 19-20, "steel rails were far more durable (long-lasting) than those made of iron."

29. In the context of this passage, the word *driven* is closest in meaning to that of "spurred."

30. According to lines 21-22, "the U.S. steel industry became the largest in the world in 1886, when it surpassed that of Great Britain."

31. Because steel made by the Bessemer Process accounted for only 3 percent of the total U.S. production in the 1950's, steel production must have involved methods other than the Bessemer process.

32. Because the last paragraph deals with the declining importance of the Bessemer Process and mentions that the open-hearth method supplanted it, it is logical to assume that the next paragraph discusses the open-hearth method.

33. The author first mentions the expansion of the Bessemer steel method in lines 14-16, in the sentence beginning "Production grew rapidly ...."

34. The author does not discuss San Francisco's current housing problems. Restoration is discussed in the third paragraph; the three styles are explained in the second paragraph; the entire passage provides a brief history of San Francisco's Victorian houses.

35. The word *gaudy* is closest in meaning to the word "showy."

36. The first paragraph indicates that almost all of Nob Hill was destroyed in 1906, and goes on to say that surviving Victorians can be found in Cow Hollow, Pacific Heights, and the Mission district.

37. Roman Classical is *not* one of the three styles of Victorian built in San Francisco; it is the style Italianate houses were influenced by, and so must have been an earlier style. Italianate styles were popular in the 1870's, Stick houses in the 1880's, and Queen Anne houses in the 1890's. Queen Anne houses were therefore the last to become fashionable.

38. In the context of the sentence, bays are features of Victorian houses. (They are a type of window.)

39. In lines 17-20, the author says that towers were among the features that "distinguished Queen Anne houses from their predecessors." The other choices are given as features of Italianate or Stick styles.

40. Victorian houses were considered "impossibly old-fashioned" in the period after the earthquake (which occurred in 1906), but interest in them was renewed during the 1960's, when many were restored.

41. According to lines 23-24, the owners of the houses commissioned "multi-hued paint jobs."

42. According to the first paragraph, sea otters, along with freshwater otters and other animals, are members of the group known as mustelids.

43. Lines 7-9 indicate that sea otters have to eat about 30 percent of their body weight a day. Thirty percent of 100 pounds is 30 pounds.

44. The term *picky eaters* (meaning creatures with selective appetites) is applied to sea otters because each animal prefers only a few food types (lines 11-12).

45. In the context of this passage, the word *exhausted* means "used up."

46. Lines 15-16 indicate that some sea otters protect kelp forests because they "feast on invertebrates such as sea urchins and abalones that destroy kelp."

47. The term *luxuriant* means "abundant."

48. According to lines 20-21, "the soft outer fur forms a protective cover that keeps the fine under-fur dry."

49. The word *elated* is closest in meaning to "overjoyed."
50. According to lines 26-28, scientists are worried because the California otter population rate of growth is only 5 percent a year, “lagging behind the 18%-a-year rate among Alaska otters.”
Answer Key

AUDIO SCRIPTS

SECTION 1: LISTENING COMPREHENSION

SAMPLE LISTENING COMPREHENSION TEST

Part A

CD 1, TR 2

1. M1: I like your new bicycle, Helen.
   F1: Thanks, but it isn't new. I had my old one repainted.
   M2: What can be said about Helen's bicycle?

2. F2: Will that be cash, check, or charge?
   M1: I'm going to write a check, but I just realized I left my checkbook in my car. I'll be right back.
   M2: What will the man probably do next?

3. M1: I'll never be able to get through all these books on Professor Grey's reading list.
   F2: But Mark, not all of them are required.
   M2: What does the woman tell Mark?

4. M1: Was there anything you didn't like about the novel?
   F1: Only that it was too short!
   M2: What does the woman imply about the novel?

5. M1: Should I fill out this form with a pen or a pencil?
   F2: What difference does it make?
   M2: What does the woman mean?

6. F1: This new computer software is really easy to use.
   M1: Isn't it, though!
   M2: What does the man mean?

7. F2: You did bring the slide projector, didn't you?
   M1: I brought it, but I'm afraid it's out of order.
   M2: What is the problem with the slide projector?

8. F1: Your brother called. He wants you to meet him for dinner.
   M1: Oh, really? Did he say when?
   M2: What does the man want to know?

9. F2: Have you heard from Howard lately?
   M1: Funny you should ask. Yesterday, from out of the blue, I got a letter from him.
   M2: What does the man say about Howard?

10. F2: If you don't like this studio apartment, I can show you a one-bedroom unit up on the third floor.
    M1: All right. This one just doesn't have enough room for me.
    M2: How does the man feel about the studio apartment?

CD 1, TR 3
11. M1: I think I deserved a higher grade in chemistry class. Does Professor Welch ever change the grades he gives? 
F1: Sure—about once a century! 
M2: What can be inferred about Professor Welch from this conversation? 

12. F1: I wonder how I did on Professor Porter's test. 
M1: Oh, she's already posted the grades on her office door. 
M2: What does the man say about Professor Porter? 

13. M1: I've invited some friends over to watch the game on television. I think I'll go out and get some drinks before they arrive here. 
F1: Shouldn't you get some snacks too? 
M2: What does the woman tell the man? 

14. M1: I'm going to drop my political science class. It meets too early in the morning for me. 
F2: Allen, is that really a good reason to drop the class? 
M2: What does the woman imply? 

15. F1: I can hardly hear anything from back here! Let's just go home. 
M1: Why don't we ask an usher if we can sit closer to the stage? 
M2: What does the man suggest? 

16. F1: William comes up with some weak excuse or another for just about every mistake he makes, doesn't he? 
F2: Wait till you hear his latest. 
M2: What do the speakers imply about William? 

17. M1: What a beautiful sunset! You should photograph it, Melissa. 
F1: If I had some film in my camera, I would. 
M2: What does Melissa mean? 

18. F2: We should be arriving at the airport in another ten minutes. 
M1: Wait a second. This bus is going to the airport? 
M2: What can be inferred about the man? 

19. M1: I wonder when the board of regents will pick a new dean of students. 
F1: Who knows? They're not even scheduled to meet until next month. 
M2: What does the woman imply? 

20. M1: Are Randy and his friends still going to play cards this evening? 
F2: He's setting up the folding card table right now. 
M2: What does the woman say about Randy? 

CD1, TR4

21. M1: We should never have listened to Harvey. 
F1: If only we'd asked someone else for advice! 
M2: What do they mean? 

22. M1: All the people in the audience certainly seemed to enjoy the performance. 
F1: Well, almost all of them did. 
M2: What does the woman mean? 

23. M1: How was your room last night? 
M2: I slept like a baby. And the rates were quite reasonable. 
F2: What are these people probably discussing?
24. F1: Professor White? A few of us in the back of the room didn't get a copy of your syllabus.
M1: Hmm... there are 23 names on my class list, so I only brought 23 copies of the syllabus.
M2: What can be inferred from Professor White's remark?

25. F2: We're not far from Mount Pleasant Street. There are some antique stores there that have some wonderful things, and they're fairly cheap.
M1: They have some nice antiques, all right, but I sure wouldn't call them cheap.
M2: What does the man mean?

26. F1: Daniel said that San Diego is a great place to go to a conference.
M1: He should know. He's been there often enough.
M2: What does the man say about Daniel?

27. F1: I sure have. He seems to think he's a race-car driver, doesn't he?
M2: What does the woman imply about Charlie?

28. F1: Try a bowl of this soup and see how you like it. It's a new brand.
M1: Um... I'd say it stacks up pretty well against the other kinds.
M2: What does the man mean?

29. F2: Peter is favored to win the tennis match Saturday.
M1: Oh, then that match wasn't canceled after all?
M2: What had the man originally assumed?

30. F2: Adam, do you remember the tools I lent you when you were building those bookshelves last month? I'd like to have them back.
M1: Uh, well, I hate to tell you this ...but I can't seem to lay my hands on them.
M2: What does Adam imply?

Part B

CD1, TR 6

Questions 31-33: Listen to the following conversation.

M1: Good morning, Diana. What did you want to talk to me about?
F1: Good morning, Professor Lane. I wanted to talk to you about changing my major. You see, I've decided that when I graduate in three years, I'd like to work in an art museum. I think I should change my major to art history.
M1: You know, Diana, I think you should give this decision some more thought. You've done well in your year as a business major. Besides, all organizations need good managers, whether they're private companies or nonprofit foundations like museums.
F1: I suppose that's true, but wouldn't I still have to know a lot about art?
M1: Why not take a few elective courses in art history? And try working a few hours a week as a volunteer at the local art museum. See if you really like working there.

31. What is the probable relationship between these two speakers?
32. When does Diana hope to begin working at a museum?
33. What does the man advise Diana to do?

CD 1, TR 7

Questions 34-37: Listen to a conversation between two students.

M1: Gloria, hello! You're not looking too happy. What's the matter? Have you been studying too much?
F2: Oh, hi. No, that's not it. The problem is that I was planning to go home over spring break, but my travel agent just told me all the airlines are fully booked that week.
M1: Why not go by car?
F2: It's too long a trip to take by myself, and gasoline is so expensive.
M1: Have you checked the ride board? Maybe you can get a rider to go with you.
F2: The ride board—what's that?
M1: It's a bulletin board that has a map of the United States on it. The map is divided into different regions, and each region has a different number. Say you want to go to New England—that would be box number one. There are boxes for each number. You can put a white card or a blue card in one of the boxes.
F2: What's the difference between a blue card and a white one?
M1: Blue means you have a car and need riders to share the driving. White means that you're looking for a ride.
F2: So I should go look at the white cards to see if anyone needs a ride to where I'm going, right?
M1: Yeah, and fill out a blue card too.
F2: So where is this ride board?
M1: It's on the second floor of the Student Union building, right by the campus cinema.

34. Why does Gloria look unhappy?
35. According to the man, what do the numbers on the boxes at the ride board represent?
36. What does Gloria hope to obtain through the ride board?
37. Where is the ride board?

Part C

Questions 38-42: Listen to a student telling his friends about an experience he had.

M1: I saw something rather unusual late last Sunday night. My roommate Ron and I were driving back here to the university from my parents' house. They live in a small town about seventy miles from here. We'd stopped so that I could drive—Ron was really tired—when all of a sudden, the whole sky was lit up. I thought I was seeing a UFO—a real flying saucer. Ron thought maybe it was an airliner going down, or a satellite coming out of orbit. A fireball shot across the sky. It looked almost like fireworks. Then the light disappeared behind the hills. It wasn't until the next morning, when I was listening to the morning news on the radio, that I found out what had happened. Apparently I'd seen a large meteorite. The light was caused by the heat of friction as the meteor traveled through the atmosphere. Most meteors burn up in the upper atmosphere, according to the announcer, but large ones can hit the ground. This one was unusual in that pieces of it were recovered. They landed in a parking lot about twenty miles from where we were. My mother told me that when she was young, she read a story in a magazine about a meteorite that crashed through the roof of a house and hit a woman sleeping in her bedroom and broke her leg. Anyway, it was an incredible sight, and I'm glad I was lucky enough to see it.

38. What did the man initially believe he had seen?
39. Why had the man stopped the car?
40. How did the man learn what he had actually seen?
41. What happened to the meteor that the man had seen?
42. How did the man feel about what he had seen?

Questions 43-46: Listen to a talk given by a tour guide.

F2: Ladies and gentlemen, the bus will stop next at the Washington Monument, which honors the first President of the United States. The first stone of the monument was laid in 1848, but because of a variety of problems, work was delayed. So it was not until 1884 that the monument was completed. Imagine that—it took 36 years! And then it was another four years before it opened to the public. Now, if you like, you can go to the top of the Monument. On the way up, you'll have to take the elevator. You can take the elevator down, too, or you can walk—if you don't mind climbing down 898 steps. The monument is made of marble, except for a tiny aluminum tip. Incidentally, before the tip was put on the monument, it was displayed around the country. Some young people jumped over the tip so that later, they could truthfully claim that they'd jumped over the top of the Washington
Monument. After visiting the Washington Monument, we'll be walking over to the Lincoln Memorial. Watch your step as you get off the bus, please.

43. Where is this talk probably being given?
44. How long did it take to build the Washington Monument?
45. According to the speaker, what must those people who go to the top of the Washington Monument do?
46. According to the speaker, what did some young people do when the tip of the monument was displayed?

CD 1, TR 11

Questions 47-50: Listen to the following lecture.

M2: Good day, class. Today we're going to continue our discussion of American music with a look at the songs of the frontier period. Nearly everyone who went west—the mountaineers, the miners, the river raftsmen, the railroad workers had songs to accompany their work. And after work, the men and women of the frontier sang and danced to fiddle tunes or country dances. Some of these songs were new versions of old songs from Europe, while some were completely new. Some of the most popular of these songs were later used as theme songs for political campaigns. Now, we're going to listen to a few of these songs performed much as they were almost two centuries ago. As you listen to the recordings, notice the difference between these lively songs and the slower, more genteel music of the Eastern choral societies that we listened to in our last class.

47. In what course is this lecture probably given?
48. What can be inferred about the songs of the frontier?
49. According to the speaker, how do these songs compare with the songs of Eastern choral societies?
50. What will the people who are listening to this lecture probably do next?

PART A: DIALOGS

Exercise 1
(There is no audio script for Exercise 1.)

Exercise 2.1
CD 1, TR 12

1. M1: I've never had to wait so long just to pay for a few groceries!
   F1: I think you should get in another line.
   M2: What does the woman suggest the man do?

2. M1: How did your baby-sitting job go?
   F2: Oh, fine—the children spent most of the day going down the hill on their new sled.
   M2: What did the children do?

3. M1: Where should I put these letters for you?
   F1: Oh, just toss them in that file.
   M2: What does the woman tell the man to do with the letters?

4. F2: Did you get your suitcase packed?
   M1: Yeah—but now I can't close it!
   M2: What does the man mean?

5. F1: What kind of bread did Annie bake?
   F2: My favorite—whole wheat bread!
   M2: What is learned about Annie?
6. F1: Has Brenda finished writing her story for the radio news?
   M1: Oh, sure-she's just taping it now.
   M2: What does the man say about the story?

7. M1: Do you have Emily's address?
   F1: She has a new one-let me see if I can find it for you.
   M2: What does the woman mean?

8. F2: How's the coffee here, Dennis?
   M1: It's a little bitter, to tell the truth.
   M2: What does Dennis say about the coffee?

   M1: What's the prize, Ellen?
   M2: What does the man ask Ellen?

10. M1: I wonder if this old bottle I found is worth any money. It's a beautiful color.
    F2: Yes, but look-there's a chip in it.
    M2: What does the woman say about the bottle?

11. F1: I saw Jerry is walking on crutches. Did he have an accident?
    M1: His feet slipped in some oil and he twisted his knee.
    M2: What happened to Jerry?

12. M2: This is a beautiful part of the state. What's it most famous for?
    M1: Well, you'll see some remarkable race horses here.
    M2: Why is this area well known?

13. M1: So, did the committee finally reach a decision on that issue?
    F2: Finally-after they fought about it all afternoon.
    M2: How did the committee spend the afternoon?

14. F1: I've never seen you in that shirt before.
    M1: I don't wear it very often-it's too tight in the collar.
    M2: What is the problem with the shirt?

15. F1: Are you having a midterm exam in Professor Maguire's class?
    F2: No, he assigned a paper instead.
    M2: What did Professor Maguire do?

---

**Exercise 2.2**

<table>
<thead>
<tr>
<th>CD 1, TR 13</th>
</tr>
</thead>
</table>

1. M1: Stephanie, did you ever phone your friend?
   F2: No, but I sent her a letter.
   M2: What did Stephanie do?

2. F1: I understand that Stuart is going to resign as vice president.
   M1: As a matter of fact, he's so disappointed that he wasn't elected president, he's quitting the club.
   M2: What does the man say about Stuart?

3. M1: So you're going to take that class in ecology. What will you be studying?
   F2: Well, according to the course catalog, it's the systematic study of life on this planet.
   M2: What does the woman say about the class she is going to take?
Answer Key

4. M1: Are you ready to go now, Janet?
   F1: As soon as the rain stops.
   M2: What does Janet tell the man?

5. M1: I heard Darlene was having a hard time with her physics homework.
   F2: Yes, but Sam has kindly offered to assist her.
   M2: What does the woman say about Sam?

6. F1: I need to get a quick bite before we go to the workshop.
   M1: There's a coffee shop here in the hotel.
   M2: What does the man suggest the woman do?

7. M1: How can I take notes if I don't have anything to write with?
   F2: You can probably borrow a pen from Gus—he always has one behind his ear.
   M2: What does the woman say about Gus?

8. F1: I need to get a quick bite before we go to the workshop.
   M1: There's a coffee shop here in the hotel.
   M2: What does the man suggest the woman do?

9. M1: How can I take notes if I don't have anything to write with?
   F2: You can probably borrow a pen from Gus—he always has one behind his ear.
   M2: What does the woman say about Gus?

10. F1: I need to get a quick bite before we go to the workshop.
    M1: There's a coffee shop here in the hotel.
    M2: What does the man suggest the woman do?

11. F1: I need to get a quick bite before we go to the workshop.
     M1: There's a coffee shop here in the hotel.
     M2: What does the man suggest the woman do?

12. F1: I need to get a quick bite before we go to the workshop.
     M1: There's a coffee shop here in the hotel.
     M2: What does the man suggest the woman do?

Exercise 3.1

1. M1: What did you get Suzie for her birthday?
   F2: Didn't you read the invitation to her party? She said she didn't want anyone to bring any presents.

2. M2: I've got to go back to the library after dinner.
   F1: I know you've got a lot of research to do, but don't overdo it. You're spending half your life in the library.

3. F2: I understand you had an accident this morning.
   M2: Yes, I broke a pane in the window upstairs.

4. F2: I understand you had an accident this morning.
   M2: Yes, I broke a pane in the window upstairs.

5. F2: I understand you had an accident this morning.
   M2: Yes, I broke a pane in the window upstairs.
6. M1: You need to fill out a change-of-address form.
M2: Oh-is this the right form?

7. M1: You went to the meeting last night?
M2: Yes, but I wish I hadn't. Was I ever bored!

8. M1: What kind of car are you looking for?
F1: I don't care, as long as it's dependable. I can't stand a car that breaks down all the time.

9. M2: Don't you just love Andrew's boat?
F2: It's terrific. And it's for sale, you know.

10. F1: So, what did I tell you? Wouldn't this be a great location to build a house?
M1: You're right, it's the perfect site. I wish I could afford to buy this lot.

11. F2: Did you get your garden planted?
M1: Well, I got a start-I planted a few rows of corn.

12. F1: Shh-talking isn't allowed in this part of the library.
M2: Oh, it's okay to talk in this part.

Exercise 3.2
CD 1, TR 15

1. F1: Where have you been keeping yourself, Ben? I haven't seen you since January at least.
M2: I've had this terrible cold, and I haven't gotten out much.

2. F2: What a kind person Glen is.
M1: Isn't he, though!

3. M1: Will it be cold in the mountains?
F1: I'd bring a light sweater if I were you--it may get a little chilly at night.

4. M2: Is this where the aeronautics exhibit is going to be?
F2: No, it'll be in the north wing of the museum.

5. F1: Where did you get these statistics?
M1: In the tables at the back of this book.

6. M1: I'm going to paint these old wooden chairs white. They'll look good as new.
M2: You'd better take off that old coat of red first.

7. M1: How do you like your geology class?
F2: It's an interesting subject--and tomorrow, we're going out into the field to look for fossils. That should be fun.

8. F1: Want to go see a movie?
F2: I don't know--what's playing?

9. (Ring...ring...Sound of phone being picked up.)
F2: Good afternoon...Blue Dolphin Restaurant.
M2: Yes, this is Mr. Adams. I'd like reservations for eight Friday evening.
F2: Fine, Mr. Adams. How many will there be in your party?

10. F2: When is your composition class?
M1: Next period.
1. M1: I'm ready to hand in my research paper.
   F1: Better check your writing first, Scott.
   M2: What does the woman suggest Scott do?

2. F2: How did you do on the history exam?
   M1: Well, I passed anyway.
   M2: What are they discussing?

3. F2: Did you see the buffaloes in the wildlife park?
   M1: Yeah, and you know what? It was the first herd of buffaloes I'd ever seen.
   M2: What does the man mean?

4. M1: Which line do I get in if I've already preregistered?
   F2: Read the sign, why don't you?
   M2: What does the woman tell the man to do?

5. M1: I can't decide whether to buy one suit or two.
   F2: Just think about it for a second.
   M2: What does the woman suggest the man do?

6. M2: All right, Henry, you can just bring your suitcases upstairs now.
   M1: But I can't handle them all by myself.
   F2: What does Henry say about the suitcases?

7. F1: Your hair is soaked, John. What happened?
   M1: Oh, I was caught out in a sudden shower.
   M2: What does John mean?

8. F2: Patrick, what did your classmates think when you won the award?
   M1: Well, it certainly didn't hurt my standing with them.
   M2: What does Patrick mean?

   M1: Yeah, she's now a loan officer at a bank.
   M2: What does the man say about his sister?

10. M1: Is that seminar you were always complaining about finally over?
    F2: Yeah, but you know, now that it's over, I miss going to it.
    M2: What does the woman mean?

11. M1: So where is this park where we're going to have the picnic?
    F1: It's on East Vine Street, across from the City Zoo.
    M2: What does the woman tell the man?

12. F2: Why don't you use that pay phone over there.
    M1: Okay, but, um...do you have any change?
    M2: What does the man ask the woman?
1. M1: So, Rita, you left work early yesterday?
F1: Yeah, and did I ever get in hot water for that.
M2: What does the woman mean?

2. F2: Where did you see Caroline?
M1: I bumped into her at the coffee shop.
M2: What does the man mean?

3. F2: Did you talk to Chuck at the party?
M1: I sure did, and we hit it off right away.
M2: What does the man mean?

4. M2: How was the test?
F1: Piece of cake!
M2: What does the woman mean?

5. F2: Robert, are you ready to leave?
M1: At the drop of a hat!
M2: What does Robert imply?

6. F2: Sit down, will you, and relax!
M1: I'm sorry, I can't help it-I always pace when I'm on edge.
M2: What does the man tell the woman?

7. F1: Julie wasn't at band practice today.
M1: Oh, she's been under the weather lately.
M2: What does the man imply about Julie?

8. F1: There's Albert and his grandfather.
M1: Wow, Albert really takes after him, doesn't he?
M2: What does the man say about Albert?

9. F1: Did you hear-Professor Holmes is going to quit teaching.
M1: Not for good, I hope.
M2: What does the man say about Professor Holmes?

F2: It's heavy, all right. Could you please give me a hand with it?
M2: What does Paula ask the man to do?

11. F1: You live near the park?
M1: Just a stone's throwaway.
M2: What does the man mean?

12. M1: Have you heard Graham's proposal yet?
F2: Yes, and I don't think much of it.
M2: What does the woman say about Graham's proposal?
SET A

1. F1: Did you know Max is planning to open his own business? He could make a lot of money.
M1: Yeah, I suppose-if it ever gets off the ground.
M2: What does the man mean?

2. M2: I've had these old tires on my car now for over five years. I wonder how much longer they'll last.
F1: I wouldn't push my luck if I were you, Gary.
M2: What does the woman imply?

3. F2: Well, that was a good program. Want to watch something else?
M1: Not me-I'm ready to turn in.
M2: What will the man do next?

4. F1: Alice, what did you think of that comedian’s jokes.
F2: To tell you the truth, a lot of them went over my head.
M1: What does Alice mean?

5. F1: Let's go to the beach tomorrow.
M1: If it clears up before then.
M2: Under what circumstances will the man go to the beach?

6. F2: Your sister's name is Liz?
F1: Well, everyone calls her that—it's short for Elizabeth.
M2: What is learned from this conversation?

7. M1: So your roommate really likes that song?
F1: You kidding? She listens to it for hours on end.
M2: What does the woman say about her roommate and the song?

8. F2: I've heard some good things about that new restaurant on College Avenue. What did you think of it?
M1: I'd call it run of the mill.
M2: What does the man say about the restaurant?

SET B

9. M1: You look hot and tired. How about some ice water?
F1: Just what the doctor ordered!
M2: What does the woman mean?

10. M1: You've been skiing a lot lately, Karen.
F2: It really gets in the blood!
M2: What does Karen mean?

11. M1: Just listen to the sound of the creek, and the wind in the trees.
F1: It's like music to my ears!
M2: What does the woman mean?

12. M1: Norman thinks we don't study enough.
F2: Look who's talking!
M2: What does the woman imply?
13. F1: Have you ever gone sailing before?
M1: No, but I've watched people sail, and it looks like a breeze.
M2: What does the man mean?

F2: Want me to lend a hand?
M2: What does the woman offer to do?

15. F1: I'm not sure if I can afford to take this trip with you and your friends. Gasoline alone will cost a fortune.
M1: Not if we all chip in.
M2: What does the man mean?

16. M1: Did you see that it was snowing early this morning?
F1: Yeah, and I could hardly believe my eyes. Who ever saw snow here at this time of year!
M2: What does the woman mean?

SET C
CD 1, TR 20

17. F2: So, I didn't even make an appointment. I just went right into the professor's office and told him why he should choose me as his teaching assistant.
M1: Boy, that took a lot of nerve!
M2: What does the man mean?

18. F1: We still need to paint the kitchen.
M1: I know, but let's call it a day for now.
M2: What does the man mean?

19. M1: You don't need to read from the script?
F2: Oh, no—I've already learned my lines by heart.
M2: What does the woman mean?

20. M1: So, Marina, your parents still don't think you should go to Hawaii this summer?
F1: Oh, they'll come around, I think.
M2: What does Marina think her parents will do?

21. F2: Was there someone on your basketball team last year named Rob Martin?
M1: Rob Martin? Hmm ... the name doesn't ring a bell.
M2: What does the man imply?

22. F1: I thought you were going to buy that shirt.
M1: Well, I was planning to, but I didn't have enough money with me. I forgot to take tax into account.
M2: What does the man mean?

23. F2: How's your research project coming, Arlene?
F1: Slowly but surely, it's getting done.
M2: What does Arlene mean?

24. M1: Were you sorry to see Molly leave?
F2: That goes without saying.
M2: What does the woman mean?
Exercise 4.3

1. M1: Want to go out for coffee?
   F1: Maybe later. Right now, I'm going to go work out at the gym.
   M2: What is the woman going to do next?

2. F2: The party is starting soon. Aren't you ready yet?
   M1: I just have to decide on a tie. Do you think this red one goes with my shirt?
   M2: What does the man want to know?

3. M1: Do you have notes from Professor Morrison's psychology class Friday? I missed class that day.
   F2: Guess we're in the same boat!
   M2: What does the woman imply?

4. M1: Is Ron still working as a cook?
   F1: Not anymore. He decided he's not cut out for restaurant work.
   M2: What can be concluded about Ron?

5. F2: Are you ready for the quiz in Professor Davenport's class today?
   M1: A quiz? Today? Are you pulling my leg?
   M2: What does the man mean?

6. F1: Brian, did you watch the launch of the space shuttle on television this morning?
   M1: No, they had to put it off because of bad weather.
   M2: What does Brian mean?

7. F1: You're sure Jennifer was at the lecture?
   M1: Oh, she was definitely there. She really stood out in that bright red sweater of hers.
   M2: What does the man say about Jennifer?

8. M1: Phil just got a speeding ticket.
   F1: That serves him right.
   M2: What does the woman say about Phil?

9. M1: I think I'll ask George to help.
   F2: Save your breath!
   M2: What does the woman imply about George?

10. F2: Do you like that real estate class you're taking, Roy?
    M1: By and large, yes.
    M2: What does Roy say about his class?

CD 1, TR 22

11. F1: Let me guess—you bought Jill a watch for a graduation present.
    M1: You're not even warm.
    M2: What do we learn from this conversation?

12. F2: I heard Dora was having some trouble at work.
    M1: Yes, but as usual, she'll come out of it smelling like a rose.
    M2: What does the man say about Dora?
13. M1: Should I get Lucy some candy for her birthday?
F1: Lucy doesn't care for sweets. Why don't you get her a basket of fruit?
M2: What is learned about Lucy?

14. F1: Are you going to take a trip during spring break?
M1: With all the studying I have to do, that's out of the question.
M2: What does the man mean?

15. F2: So Mick is going to go to medical school?
M1: Yes, he's following in his father's footsteps.
M2: What can be learned from this conversation?

16. F1: I told Fred about the money I lost, but he didn't seem very sympathetic.
M1: If it were his money that had been lost, he'd be singing another tune.
M2: What does the man mean?

17. F2: I've just heard Wally's going-away party has been canceled.
M1: Oh, no! Has anyone broken the news to Wally yet?
M2: What does the man want to know?

18. F1: Did you take a lot of photographs when you went to the Grand Canyon?
M1: Yes, but not all of them turned out well.
M2: What does the man mean?

19. M1: I just heard Linda and Rob are going to open a photography studio. I think they'll do very well.
F2: Well, with his talent as a photographer, and hers for business, they're bound to be successful.
M2: What is the woman's opinion of Linda and Rob?

20. M1: Can we stay at your parents' cabin at the lake?
F1: Sure, if you don't mind roughing it.
M2: What does the woman mean?
6. M1: Aren't Professor Sutton's lectures fascinating?
F1: I can close my eyes when I'm listening to him, and I'm back in the Middle Ages.
M2: What can be inferred from this conversation about Professor Sutton?

7. F2: Did you have to wait long to see the dentist yesterday?
M1: It seemed like years!
M2: What does the man imply?

8. F2: Do the experts agree with this plan?
M1: That depends on which expert you ask.
M2: What does the man imply about the experts and the plan?

9. F1: Did you know that Louis has a new boss?
M1: Let's hope he gets along better with this one.
M2: What does the man imply?

10. M1: Do you think the university will cancel classes tomorrow because of the snow?
F1: Only if it keeps snowing all night.
M2: What does the woman imply?

CD 2, TR 2

11. F2: You've joined the folk-dancing club? Since when are you interested in folk dancing?
M1: Since I discovered it was a great way to meet people!
M2: What does the man imply?

12. M1: Did you have a good seat for the concert?
F1: A good seat! I practically needed a telescope just to see the stage!
M2: What does the woman imply?

13. F1: Is it ever hot!
M1: If you think this is hot, you should have been here last summer.
M2: What does the man imply?

14. M1: Is the swimming pool on campus open to the public?
F2: It is, but if you're not a student, you'll have to pay a fee to swim there.
M2: What can be inferred from this conversation?

15. F1: Just look at those stars!
M1: They certainly never look so clear and bright from the city.
M2: What can be inferred about the speakers?

16. M2: There's a phone call for you, Mike.
M1: For me? But no one knows I'm at work today.
F2: What does Mike imply?

17. F1: Are those Shelly's photographs hanging in the hall?
M1: You know Shelly takes only black-and-white photos.
M2: What can be inferred from the man's remark?

18. F1: Did you notice that bright blue scarf Fran was wearing?
F2: uh-huh. She should wear it more often.
M2: What can be inferred from the conversation?
19. M1: Milly has a strong accent.
   F2: Nothing like her parents, though.
   M2: What can be inferred from this conversation?

20. M1: That's a tough slope to ski.
   F2: Yeah, even Robert had trouble skiing down that slope.
   M2: What does the woman imply?

Exercise 6.1
CD 2, TR 3

1. M1: I don't care if it is raining-I'd rather go fishing than stay home.
   M2: I couldn't agree with you more!

2. F1: It sure is windy.
   M1: Is it ever!

3. M1: I didn't think Professor Hall's lecture was very informative.
   M2: I can't really agree with you on that.

4. F1: Anthony is quite a singer.
   M2: You bet he is!

5. M1: I think the service at that new cafe is pretty good.
   F2: I wish I could say the same.

6. M1: Mayor Curtis certainly won't run for reelection now.
   F2: Don't be so sure about that.

7. M2: It's been a long, hard day.
   F1: Hasn't it, though!

8. F2: I think sky diving must be exciting.
   M2: You wouldn't catch me jumping out of an airplane!

9. M1: Good thing there was a fire extinguisher in the hallway.
   F1: I'll second that!

10. F2: There are some strange paintings in that gallery.
    F1: Strange? I wouldn't call them strange.

11. F1: I really like that sports car Michael bought.
    M1: Who wouldn't?

12. F2: We haven't heard from Harry for quite a while.
    M2: No, we certainly haven't.

Exercise 6.2
CD 2, TR 4

1. F1: I'd rather have a final exam than write a research paper.
   M1: Me, too. Research papers take a lot more time.
   M2: What does the man mean?
2. M1: This first chapter in the statistics textbook seems pretty simple, but I'm sure the other chapters are more difficult.
F2: I think you're probably right about that.
M2: How does the woman feel about the first chapter?

3. F1: The university should make it easier for students to register for classes.
M1: I couldn't agree with you more.
M2: How does the man feel about the woman's idea?

4. M1: Jack's story was certainly well written.
F2: Wasn't it, though! And so full of interesting details.
M2: What was the woman's opinion of Jack's story?

5. F1: What a perfect day to take a bike ride!
M1: You can say that again!
M2: What does the man mean?

6. M1: I can't understand why Arthur dropped his chemistry class. He was doing so well in it.
F2: Well, me neither, but he must have had a good reason.
M2: What does the woman mean?

7. M1: Tom's plan is too impractical, it will never work.
F1: That's not necessarily so.
M2: What does the woman say about Tom's plan?

8. F2: That editorial in this morning's paper made me angry!
M1: I felt the same way when I first read it, but the more I thought about it, the more I agreed with it.
M2: What was the man's initial reaction to the editorial?

9. M1: The library is sure crowded this evening.
F1: Is it ever! You can tell it's getting near final exam week.
M2: What does the woman say about the library?

10. F2: Madelyn designed the costumes for the play. They're wonderful, don't you think?
M1: Absolutely. Who wouldn't?
M2: What does the man mean?

11. F1: That was an exciting movie, and what a happy ending.
M1: Happy! You call that happy?
M2: How does the man feel about the ending of the movie?

12. M1: Pamela thinks these new regulations are unfair, but I don't.
F1: Oh, neither do I.
M2: What does the woman mean?

**Exercise 7.1**

**CD 2, TR 5**

1. F1: May I help you?
M1: Thanks, but I'm just looking around.

2. M2: Can you come to the recital this evening?
F2: I'm supposed to be working on my research this evening, but you know, I think a break would be nice.
3. M1: That author we both like is going to be signing books at Appleton's Bookstore this afternoon.
   F1: I'm not busy this afternoon. Why don't we go?

4. F2: Mark, would you mind taking care of my tropical fish next week? I'm going to be out of town.
   M2: Oh, no, I wouldn't mind at all.

5. M1: I need to get more exercise.
   F2: You could always try bicycling. That's great exercise.

6. F1: Can I see the photographs you took on the field trip?
   M2: If you want to, why not?

7. M1: I can't seem to get my car started.
   M2: You know what I'd do, Ed?

8. M1: These math problems are hard.
   F2: Want me to give you a few hints?

CD 2, TR 6

9. M2: Cynthia, if you have a class, I could take your brother to the airport for you.
   F1: Could you? That would be great.

10. M1: Should I turn on the television?
    F2: Please don't.

11. F2: You could save a lot of time at the grocery by making up a list before you go.
    M1: It's worth a try, I guess.

12. M1: Bob, get me a cup of coffee, will you?
    M2: Who do you think I am, your waiter?

13. F1: I'm going to go out and get something to eat. Want to come?
    M1: I've got a better idea. Let's have a pizza delivered.

    M2: I'd get it X-rayed if I were you.

15. F2: You know, Paul, if you want your houseplants to grow, you should move them over by the window where they get more light.
    M2: Now why didn't I ever think of that?

16. F1: Have another sandwich, James.
    M1: Thanks. Don't mind if I do.

Exercise 7.2

CD 2, TR 7

1. F1: Do you mind if I smoke?
   M1: As a matter of fact, I do.
   M2: What does the man mean?

2. M1: My blue suit hasn't come back from the cleaners yet.
   F2: Well, there's always your gray one.
   M2: What does the woman say about the gray suit?
3. F1: You know, one of the best things about this cinema is the great popcorn they have here.
M1: It *does* smell good. Let's go get some.
M2: What does the man suggest they do?

4. M1: We need someone to plan the class trip.
F1: How about Cathy?
M2: What does the woman say about Cathy?

5. F2: Shall I make some more coffee?
M1: Not on my account.
M2: What does the man mean?

F1: Don't bother. I'll do it.
M2: What does the woman mean?

7. M1: I don't know what to order for lunch. I'm tired of sandwiches.
F2: What about some vegetable soup?
M2: What does the woman mean?

8. M1: I'm going to clean my living room this afternoon.
F2: Shouldn't you clean your kitchen too?
M2: What does the woman suggest?

9. F1: Do you know where the registrar's office is?
M1: It's across campus from here. Would you like me to show you on this map?
M2: What does the man offer to do?

10. M1: Well, that's it for our chemistry homework. We should work on our math problems next.
F1: What about taking a little break first?
M2: What does the woman suggest they do?

11. F2: Do you think this toaster can be repaired?
M1: If I were in your shoes, I'd just buy another one.
M2: What does the man suggest that the woman do?

12. F2: Would you mind if I read your magazine?
M1: No, go right ahead.
M2: What does the man tell the woman?

13. M1: You know, I think I'm going to get a new computer desk. This one is too small for me to work at.
F2: What about buying a computer instead? Yours is practically an antique!
M2: What does the woman suggest the man do?

14. F1: Christopher, want to come to the library with Tim and me? We're going to study for our biology test tomorrow.
M1: I think I'll pass on that. I spent the whole weekend going over my biology notes, and tonight I'm just going to relax.
M2: What does Christopher tell the woman?

15. F2: Someone should answer these letters.
M1: Don't look at me!
M2: What does the man mean?
16. M1: I'm having some friends over for lunch today. Care to join us?
F1: Can I take a rain check?
M2: What does the woman mean?

**Exercise 8**

**CD 2, TR 9**

1. F1: I guess we'd better serve fish for dinner, because Ginny doesn't like chicken.
M1: Actually, I'm sure she does.
M2: What does the man say about Ginny?

2. F2: Mona is moving into a new apartment on Sunday.
M1: So she's finally found a place, has she?
M2: What had the man assumed about Mona?

3. M1: I was told to go to the dean's office.
F2: By whom?
M2: What does the woman want to know?

4. F1: I told everyone that of course you weren't interested in running for class president.
M1: But as a matter of fact, I am.
M2: What does the man mean?

5. F2: Carol's typing the final draft of her paper.
M1: Oh, so she finally finished the research for it?
M2: What had the man assumed about Carol?

6. F1: Bert says he loves to ride horses.
M1: Sure, but you don't see him on horseback very often, do you?
M2: What does the man say about Bert?

7. F2: Your insurance agent called. He'd like you to call him back.
M1: Did he say when?
M2: What does the man want to know?

8. M1: Cliff is working part time in the cafeteria.
F1: Oh, he finally decided to get a job, then?
M2: What had the woman assumed about Cliff?

9. M1: We spent the whole day hiking.
F2: Oh? How far did you go?
M2: What does the woman want to know?

**CD 2, TR 10**

10. F1: There are some nice clothes in this shop, and the prices are reasonable.
M1: Reasonable! I wouldn't call them reasonable.
M2: What does the man mean?

11. M1: There's going to be a meeting to discuss the proposed recreation center.
F2: Oh? Where?
M2: What does the woman ask the man?
12. M2: Joy is going to study overseas in a special program next year.  
F2: Oh, not until next year?  
M2: What had the woman assumed?  

13. M1: I went to a party at Ben's house this weekend.  
F1: Did you have a good time?  
M2: What does the woman ask the man?  

14. F1: Ted didn't do a good job on these problems. He'll have to do them all over.  
M1: Well, a few of them, anyway.  
M2: What does the man mean?  

15. F2: I stopped at the grocery store on the way home from class.  
M1: Yeah? How come?  
M2: What does the man ask the woman?  

16. F1: I think Robin only got the job because her brother works for that company.  
M1: Oh, but you're wrong. Her brother works in a completely different division.  
M2: What does the man mean?  

17. M2: You know, I put new batteries in the flashlight, but it still doesn't work.  
F1: No kidding? I was sure it would.  
M2: What had the woman assumed?  

18. F1: I plan to take Professor Brennon's seminar, but I have to get her permission first.  
M1: As a matter of fact, you don't.  
M2: What does the man mean?  

19. M1: My friend Steve is traveling around in the Pacific Northwest.  
F2: Since when?  
M2: What does the woman want to know?  

20. F1: Beverly, have you seen that new movie starring Calvin Pierce?  
F2: Oh, that's already out?  
M2: What had Beverly originally assumed?  

---

**Exercise 9**

**CD 2, TR 11**

1. F2: I can't believe how icy the highway is.  
F1: Yeah, I've never seen it so bad. Maybe we should just stay at a motel and see if it's any better in the morning.  
M2: What are they talking about?  

2. M1: Have you heard about that big outdoor jazz concert next month?  
F2: Heard about it! I already have tickets.  
M2: What is the woman going to do?  

3. F1: Joe and Nancy and I were hoping to get a ride to the party with you.  
M1: With me? But I drive a little two-seater.  
M2: What is the problem?  

M1: Yeah, I think it's definitely going to rain-why I'm not going out.  
M2: What is the man going to do?
5. M2: You mean it's still closed?
M1: Yes, sir. The repairs won't be done for another two weeks. You'll have to take Highway 17 and cross downriver from here.
M2: What are they talking about?

6. M2: OK, so I'll bring the portable stove and the food.
M1: And I'll bring the tent and we'll each bring a sleeping bag. Hey, this is going to be fun!
M2: What are the speakers probably planning to do?

7. F1: I like your new glasses, Brian.
M1: I like these new frames, too, but my vision is blurry and I've been having headaches. I've got to go back to Dr. Lamb and get some new lenses prescribed.
M2: What does Brian intend to do?

8. F2: Do you think I'll need to put on two coats of this latex?
M1: Will you be using brushes or a roller?
M2: What are they discussing?

9. F1: Want to watch that documentary about Alaska?
F2: Sure—what channel?
M2: What are the speakers going to do?

10. F2: Ron, I need that art history book I lent you last month.
M1: Um, well, I'm going to have to replace it for you. See, Tuesday I was looking at it out in the yard, and forgot to bring it in with me—and you remember that rain we had Tuesday night?
M2: What problem did Ron have with the book?

11. M2: Take a look at this model. It's incredibly fast.
F1: Does it have much memory?
M2: What are the speakers discussing?

12. F2: Shirley, are you going to go right on to business school when you finish your undergraduate studies?
F1: Actually, I hope to get some practical experience with a big corporation first.
M2: What will the woman probably do after she finishes her undergraduate program?

13. M1: I think we need a new deck. I haven't won a single hand.
F1: Come on, it's your deal—I'll cut the cards.
M2: What are these people doing?

14. F2: Dave, Phyllis is going to be upset with you if you don't send her a postcard while we're here.
M1: Yeah, well, I'd send her one if I knew where to buy a stamp.
M2: What is the problem?

15. M1: Let's go to that soup and salad restaurant, okay?
F1: All right, we'll go there, but their soups are always much too salty for me.
M2: What will the woman probably do?
2. M1: I'm going to rewire my house myself.
F2: If I were you, Roger, I think I'd have a professional do it.
M2: What does the woman tell Roger?

3. F1: I thought this was a classical music station.
M2: It used to be, but now it's a 24-hour news station.
F2: What does the man say about the radio station?

4. F1: Lynn, who did you get to change your oil?
F2: Why would I get someone to do that?
M2: What can be inferred from Lynn's remark?

5. F1: I'm having a hard time getting used to this early morning class.
M1: Yeah, me too.
M2: What does the man mean?

6. M2: Peggy, do you ever go roller-skating anymore?
F2: Sometimes, but not as much as I used to.
M2: What does Peggy mean?

7. F1: You got some egg on your tie.
M1: I know. I'll have to get it cleaned.
M2: What does the man mean?

8. F2: There's something different about your apartment, isn't there?
M1: That poster over my desk used to be over the sofa.
M2: What does the man mean?

9. M2: Will you be able to take a vacation in August?
F1: I don't know if my boss will let me. That's our busiest time of year.
M2: What does the woman mean?

10. F2: Greg, that was an interesting point you made in class.
M1: Thanks. But when the teacher made me explain what I meant, I didn't know exactly what to say.
M2: What did Greg's teacher do?

11. F1: Carter doesn't look the same at all these days.
F2: I'm not used to seeing him without glasses either.
M2: What do the speakers say about Carter?

12. F2: Nick, how do you like this hot, humid weather?
M1: Well, growing up in New Orleans, I'm pretty much used to it.
M2: What does Nick tell the woman?

13. F1: You look nice today, Sally.
M1: Thanks-our club is having our photo taken today for the yearbook.
M2: What does Sally mean?

F2: Dh-huh, but I haven't gotten used to it yet.
M2: What does the woman mean?
M1: Jan, look behind you-there's a deer.
F2: Oh, isn't it beautiful. Do you think it will let us get a little closer to it?
M2: What does Jan ask the man?

Mini-Test 1: Dialogs
CD 3, TR 1

1. M1: What do you think of Wanda?
F1: When I first met her, I didn't like her very much, but I really warmed up to her after awhile.
M2: What does the woman imply about Wanda?

2. F2: Now, if there are no more questions, let's move on to the next chapter.
M1: Excuse me, professor-could we go over that last point once more?
M2: What does the man want to do?

3. M2: Great weather we're having, huh?
F1: Yeah, but don't get too used to it. The weather report in the newspaper said that there's a big change in store.
M2: What does the woman mean?

4. F2: This is an interesting editorial-want to read it?
M1: I want to read the sports section and look over the classified ads first.
M2: What are these people doing?

5. M2: My sister is looking for a roommate. Do you know anyone who might want to move in with her?
F1: How about Grace?
M2: What do we learn from this conversation?

6. M1: I'm almost out of money again this month.
F2: Why don't you keep track of your expenses and payments? That might help you make ends meet.
M2: What does the woman think the man should do?

7. M1: Where do you think I should put this lamp, in my living room or in my bedroom?
F2: If I were you, I'd put it in the closet.
M2: What can be inferred from the woman's comment?

8. M1: We'd better leave right now.
F2: What's the rush, Mark?
M2: What does the woman want to know?

9. F1: Look over there. Is that Ernie in the red car?
M1: No, but it certainly looks like him.
M2: What does the man mean?

10. M1: It's freezing out there! I'm going to put on my scarf and gloves.
F2: Shouldn't you put on your hat too?
M2: What does the woman mean?

CD 3, TR 2

11. M1: Have you ever seen that old Humphrey Bogart movie *Casablanca*?
F1: Seen it! Only about a million times!
M2: What does the woman imply about the movie?
12. F1: I didn't think the team was well prepared for that game.
M1: To tell you the truth, neither did I.
M2: What does the man mean?

13. M1: Becky, are you going to be using that computer much longer? If so, I can go use one at the library.
F1: I'm almost finished.
M2: What can be inferred from this conversation?

14. F2: I didn't think John had ever been scuba-diving before.
M1: Oh, sure. John's an old hand at scuba-diving.
M2: What does the man say about John?

15. F2: Why are you walking that way, Richard? Did you hurt yourself when you went skiing?
M1: No, no-it's these shoes; they're not broken in yet.
M2: What problem is Richard having?

16. M1: Judy, I just wrote a new song. Want to hear it?
F1: Well, what are you waiting for?
M2: What does the woman mean?

17. M1: I didn't realize you were an art history major.
F2: I'm not. I'm taking a class in art history, but I'm studying to be a commercial artist.
M2: What are these people discussing?

18. M2: We should have a party.
F1: You took the words right out of my mouth.
M2: What does the woman mean?

19. M1: I'm going to drop by Sophie's apartment to give her the good news.
F2: Why bother? She'll be at the meeting this afternoon.
M2: What does the woman mean?

20. F2: Ted sure is outgoing.
F1: Isn't he! It's hard to believe he used to be shy.
M2: What do the speakers imply about Ted?

CD 3, TR 3

21. F1: Did you see that ring Laura bought?
F2: Uh-huh-must have cost her a pretty penny.
M2: What do the speakers mean?

22. F2: Bill, I thought you had so much work to do.
M1: I'm just taking a little break.
M2: What can be inferred from this conversation?

23. F1: Could you help me move this box upstairs?
M1: Sure, I-say, what do you have in here, your rock collection?
M2: What can be inferred from the man's comment?

24. F1: What a great haircut, Sarah!
F2: You think so? I think she took too much off.
M2: What is Sarah's opinion?
25. F1: What room is Professor Clayburn speaking in tonight?
M1: Professor Clayburn is speaking tonight?
M2: What does the man imply by his remark?

26. M2: Can I look at that drawing for a second?
F2: Be my guest.
M2: What does the woman mean?

27. M1: Want me to turn up the heater?
F2: Please don't—I'm burning up back here.
M2: What does the woman mean?

M1: Barking! Doesn't Joe know there are regulations against keeping pets in the dorm?
F2: What is learned from this conversation?

29. M1: I stopped by Doctor Norton's office at the Medical Center.
F2: Really? What for?
M2: What does the woman want to know?

30. F1: Did you know Angela had finished all her required courses? She'll be graduating in May.
M1: Oh, so she doesn't have to repeat that chemistry course after all.
M2: What had the man assumed about Angela?

PART B: EXTENDED CONVERSATIONS

Exercise 11
(There is no tapescript for Exercise 11.)

Exercise 12
CD 3, TR 4
Questions 1-2: Listen to a conversation between a teacher and a student.

M1: Professor Mueller, I've almost finished preparing my presentation for your class, but I'm not really satisfied with it. Could you give me some advice?
F2: I'll be happy to. What topic did you choose?
M1: It's about methods of predicting earthquakes, but so far, it's just a lot of facts and figures. How can I make it more interesting?
F2: Maybe you could use some computer graphics to help the class make sense of your statistics.

1. What will the main topic of this talk probably be?
2. For what class is the man probably preparing a presentation?

Questions 3-4: Listen to a conversation that takes place on a college campus.

F1: Hi there, Doctor Newman. Do you remember me?
M2: Oh, sure. We met at the reception in the dean's office last week, didn't we?
F1: That's right. I'm Alice Hart. Are you on your way to a class?
M2: Yes, I am, but I'm not in any great hurry. How about you?
F1: Me, too. I've got a German class in a few minutes.
M2: Well, I'm going to a language class myself. You see, I teach signing.
F1: Signing?
M2: Right, signing. Signing is just a short way of saying American Sign Language. It's the language deaf people use to communicate.
3. Who are the people taking part in this conversation?
4. What will the rest of the conversation probably be about?

**Questions 5-6:** Listen to the following conversation.

F1: I'm in Professor Quinn's psychology class. She told us that she'd put some articles on reserve for her class.
F2: Yes, those would be at the reserve desk.
F1: Do I need a library card to look at those articles?
F2: No, just a student ID card. If you've never checked out any reserve materials, I can tell you what you need to do.

5. What will the main topic of this conversation probably be?
6. Where does this conversation probably take place?

**CD 3, TR 5**

**Questions 7-9:** Listen to a conversation that takes place at a hospital.

F1: Good afternoon, Dr. Marshall. I know you must be very busy, so I appreciate your taking some time to talk to me.
M2: That's all right. What can I do for you?
F1: Well, I'm interested in a career in hospital administration. My academic advisor suggested I speak to you. I was hoping you could give me some information about the field.
M2: I'd be glad to. Is there something particular you wanted to know?
F1: I was wondering what type of educational background a hospital administrator needs. Is a degree in medicine required?
M2: No, not necessarily. Some hospital administrators are medical doctors, but many of us aren't. My own doctoral degree is in public administration.

7. Why does the woman want to talk to Dr. Marshall?
8. What is Dr. Marshall's occupation?
9. What is Dr. Marshall's attitude toward the woman?

**Question 10:** Listen to the following conversation.

M1: Come on, Dorothy, turn off that television and let's go. The softball game starts in twenty minutes.
F2: Just a second—I want to find out who won the race.
M1: What race—a marathon?
F2: Well, it's kind of a marathon, but for dogs and dog sledders. It's called the Iditarod. It's run every year in Alaska.

10. What will the main topic of this conversation probably be?

**CD 3, TR 6**

**Questions 11-12:** Listen to the following conversation.

M1: Well, I had a nice, relaxing vacation. How about you, Tina?
F2: I wouldn't exactly call it relaxing, but it was interesting.
M1: I remember you said you were either going to Europe or you were going to work at your parents' company.
F2: I changed my mind and didn't do either of those. My anthropology professor talked me into volunteering for an archaeological project in New Mexico.
M1: That does sound interesting.
Answer Key

11. Who is Tina?
12. What will the two speakers probably discuss?

Questions 13-14: Listen to the following telephone conversation.

(Ring... ring... Sound of phone being picked up.)
F1: Good morning. Thanks for calling the Sales Office of Hillman and Johnson Publishers.
M2: Yes, hello. This is Dave Gruening. I'm the manager of Kennedy Bookstore at Southwestern State University. I'm calling to check on the availability of a textbook, Case Studies in International Business, for the spring semester.
F1: Let me just check that on my computer. (Sound of keystrokes.) Um, let's see, is that the text by Sternberg?
M2: That's right. I'll need at least 120 copies sent to the bookstore at the latest by next Wednesday.
F1: I can't really promise they'll be there by next Wednesday-it may be the following week.
M2: But that class starts on Monday of the following week.

13. Who is the woman who answers the phone?
14. When does this conversation take place?

Questions 15-16: Listen to a conversation that takes place in a university office.

M1: Hi. How can I help you?
F2: I'm looking for an application form for the graduate school-can I pick one up here?
M1: No, this is the Financial Aid Office. Graduate Admissions is across campus from here. Do you know where Nicholson Hall is? It's in the office building next to that.
F2: Um, I'm not sure-I'm not very familiar with this campus.

15. Where does the man probably work?
16. What will the rest of the conversation probably deal with?

Exercise 13.1
CD 3, TR 7

Questions 1-2: Listen to Portion 1 of Conversation A.

F1: I just read an article in a magazine that talked about different types of exercise. Guess what kind it recommended?
M1: Let's see-was it jogging?
F1: No, according to the article, jogging can cause leg and foot injuries for some people.

1. From what source did the woman get her information about exercising?
2. According to the woman, what is one of the disadvantages of jogging?

Questions 3-4: Listen to Portion 2 of Conversation A.

M1: Then what kind of exercise did the article suggest?
F1: Cross-country skiing. The article said cross-country skiing exercises almost all of the muscle systems of the body, and that it's good for the heart and lungs.
M1: Cross-country skiing! I would never have guessed that-Tell me, how is cross-country skiing different from downhill skiing?
F1: Well, for one thing, you don't have to go to the mountains to go cross-country skiing. You can go anywhere there's snow.

3. What form of exercise did the article recommend?
4. What can be inferred about cross-country skiing from this conversation?
Questions 5-6: Listen to Portion 3 of Conversation A.

M1: But what if there isn't enough snow to go skiing?
F1: The article said that there are exercise machines that provide almost the same kind of exercise. The only problem is, they're fairly expensive.
M1: I see. So if you have one of these machines, you can get the best kind of exercise and not even get your ears cold!

5. What does the article suggest people do if there isn't enough snow for skiing?
6. What is one disadvantage of a cross-country skiing machine?

CD 3, TR 8

Questions 7-8: Listen to Portion 1 of Conversation B.

F2: You look exhausted this morning, Steve.
M1: I am pretty tired. I stayed up nearly all night getting ready for a midterm exam this morning.
F2: Have you gotten the results of the test yet?
M1: Yes, and unfortunately, my grade could have been much better. No matter how much time I spend studying, I never seem to do well on tests.

7. Why is Steve tired?
8. How does Steve feel about the grade he received on the test?

Questions 9-10: Listen to Portion 2 of Conversation B.

F2: You know, Steve, if I were you, I'd consider taking some of the seminars offered by the Study Skills Center.
M1: The Study Skills Center? Never heard of it.
F2: Well, it's run by a group of graduate students and professors who help undergraduate students improve their study techniques. See, last semester, I had to do a research paper for a sociology course, but I had no idea how to collect research materials until I took one of the seminars at the Center.

9. Who are the Study Skills Center's seminars designed to help?
10. How was the woman helped by the seminar that she took?

Questions 11-13: Listen to Portion 3 of Conversation B.

M1: What kind of seminars does the Center offer that could help me?
F2: They have one on test-taking skills. There's also a seminar that teaches you to manage your time efficiently. You should find that useful, I should think.
M1: You're probably right. Where is the Center?
F2: They hold most of their seminars in the library, but the main office is in Staunton Hall, right across the quadrangle from the Physics Tower.
M1: You know, I think I'll go over there right now.
F2: Why don't you wait until tomorrow? Right now, you should go home and catch up on your sleep.

11. What is one type of seminar that the woman thinks Steve would find useful?
12. Where is the Study Skills Center's main office?
13. What does the woman suggest Steve do next?
**Answer Key**

**CD 3, TR 9**

**Questions 14-15:** Listen to Portion 1 of Conversation C.

F1: Hello, Roger. You're looking thoughtful today. What's on your mind?
M2: Well, Margie, you know the public television station is having an auction to raise money. They need to build a new transmitter tower so that viewers can get a clearer picture. I watch that channel a lot. I'd like to help out, but I don't really have anything to donate to the auction, and I can't afford to buy something new.
F1: Why not donate a service?
M2: What do you mean?
F1: Well, Roger, you're an experienced carpenter, right? Why don't you offer two hours of your carpentry work for free to whoever makes the highest bid?

14. Why is the television station trying to raise money?
15. What does the woman suggest that Roger do?

**Questions 16-17:** Listen to Portion 2 of Conversation C.

M2: That's a great idea! Thanks. And say, I know you watch some shows on that channel yourself. Why don't you donate a service too?
F1: You know, I'd like to help, but I have final exams coming up, so I'd better not make too many commitments. But I will come to the auction, and I'll bring my parents with me. I know they'd like to get some expert carpentry work done.

16. What excuse does the woman make for not donating a service?
17. What does the woman imply about her parents?

**Exercise 13.2**

**CD 3, TR 10**

**Questions 1-5:** Listen to two students talk about a trip to California.

M1: So, Rebecca, what did you do for spring break?
F2: I went to southern California. I was in Los Angeles and San Diego. Oh, and I stopped in San Juan Capistrano. That's south of Los Angeles and north of San Diego. I happened to be there just about the time the swallows returned.
M1: Oh, I've heard about that-they always return on the same day, don't they?
F1: That's right, on March 19th. And they always fly away on the same day, October 23rd. In the meantime, they migrate over 7,000 miles to get to their winter homes.
M1: Seven thousand miles-imagine! And always coming back on the same day!
F1: Yes, except for one year, a long time ago-they were delayed for a day by a storm at sea.
M1: So, what's the town of San Juan Capistrano like?
F1: Oh, it's a pleasant little town. Once there was a famous mission church there.
M1: Once? What happened to it?
F1: It was destroyed by an earthquake almost two hundred years ago. But there is an old adobe church that survived. The swallows build their nests in the walls and towers of that church.
M1: You sure were lucky to be there on the one day of the year when the swallows return.
F1: Well, I wasn't there exactly on that day. I got to town a couple of days later-but I did see the parade celebrating the swallows' return.
M1: They have a parade? The people there must really like those swallows. F1: Sure-they bring lots of tourists to town, and besides, the swallows eat insects including mosquitoes!
1. Where is the town of San Juan Capistrano?
2. What can be inferred about the swallows mentioned in the conversation?
3. When do the swallows return to San Juan Capistrano?
4. How far do the swallows migrate?
5. Which of the following did Rebecca see?

CD 3, TR 11

Questions 6-8: Listen to a conversation that takes place on a college campus.

M1: I'm here for the campus tour.
F2: I'm sorry. We only offer a guided tour during the first week of classes.
M1: Oh, really? That's too bad. I was really hoping to get a good orientation. Last week, I spent nearly an hour trying to find a classroom in the Fine Arts Building.
F2: You know what you can do—you can take the self-guided tour. This pamphlet tells you exactly what to do, where to go, and what to look for, and it has a complete map of the campus.
M1: Sounds easy enough—where do I start?
F2: The first stop is right here, in the Student Center Building. Then you go next door to the Science Building—there's a great planetarium there, by the way and from there you go to the University Recreation Center. After that, just follow the directions in the pamphlet and you can't go wrong.

6. When is the guided tour of the campus given?
7. What did the man have difficulty locating the week before?
8. Where does the self-guided tour start?

CD 3, TR 12

Questions 9-12: Listen to the following conversation.

M2: Hi, Helen. How did your driving test go? Did you get your driver's license yet?
F1: So far, I've just taken the written test. I did well enough on that, but I still have to take the road test.
M2: I remember when I took the road test a few years ago. The first time I took it, I failed.
F1: You failed! But you're such a good driver! What happened?
M2: Well, I took a left-hand turn from the right lane, and the examiner told me just to turn around and go back to the testing center. It was pretty embarrassing.
F1: My big problem is parallel parking. I just can't seem to get a car into those little spaces.
M2: If you like, we can go out in my car before you take the road test and practice parallel parking.
F1: That would be great. I've just got to get my license. I can't believe that I have a car that my parents gave me just sitting in my garage, and I can't even drive it.

9. What did Helen recently pass?
10. What problem did the man have when he took his road test several years before?
11. What does the man offer to do for Helen?
12. Why can't Helen use the car in her garage?

Mini-Test 2: Extended Conversations

CD 4, TR 1

Questions 1-4: Listen to a conversation at a university library.

M1: Hi, Martha. What are you doing here?
F2: Oh, I just came to look up some terms in the Encyclopedia of Art for my art history class. What about you, Stanley?
M1: I've got two papers due at the end of this term, and I've been getting an early start on them by collecting some references and writing down some statistics. I've spent most of the day here.
F2: Really? Well, you ought to be ready for a break then. Want to go get a snack or something?
M1: You know, that sounds great—let me just get my things together and... hey, where are my notes?
F2: What notes?
M1: The notes I spent all day working on. I don't see them.
F2: You mean, you lost your notebook?
M1: No, I don't use a notebook—I take notes on index cards.
F2: Well, just think about where you could have left them. Retrace your steps since you came in the library.
M1: Let's see—when I first arrived, I came here, to the reference room.
F2: Maybe they're somewhere in this room, then.
M1: No, I had them after that. I went to the stacks …
F2: Stacks? What do you mean, the stacks?
M1: You know, the book stacks. That’s what they call the main part of the library, where most of the books are shelved.
F2: Well, that's where you should look.
M1: No, because I took some more notes from journals in the periodicals room up on the third floor. I'll bet that's where they are.
F2: Well, you go look up there, and I'll check with one of the librarians behind the main desk, just in case someone turned them in.
M1: Okay, and thanks for helping me out. Just as soon as I find them, we'll go get a bite to eat.

1. Why did Martha come to the library?
2. What did Stanley lose?
3. According to Stanley, what does the term "stacks" refer to?
4. In what part of the library is this conversation taking place?

CD 4, TR 2

Questions 5-8: Listen to the following conversation.

M1: Guess what—I joined the Spelunking Society last month.
F1: Seriously? Aren't spelunkers people who go down into caves? I thought you were only interested in mountain climbing!
M1: I do like to climb, but you know, the two sports have a lot in common. I'll give you an example: The same technique for climbing down steep slopes is used in both sports. It's called rappelling. Of course, climbers use this technique to come down cliffs, while spelunkers use it to go down holes.
F1: What else does your society do?
M1: For one thing, we help preserve caves. Believe it or not, some people are so careless that they just leave their litter in caves. And some people even write on cave walls. So we pick up trash and clean away the graffiti.
F1: I don't think I'd like spelunking very much. Caves are wet and cold and dark, aren't they?
M1: I suppose they are, but they can also be beautiful. Tell you what. Why don't you come along with me to the meeting tonight? They'll be showing slides that we took in a cave last weekend. You'll see some incredible rock formations and crystals. It might change the way you think about caves.

5. What is the main topic of this conversation?
6. According to the man, what is meant by the term rappelling?
7. What other activity does the Spelunking Society engage in besides exploring caves?
8. What does the man invite the woman to do?
Answer Key

PART C: MINI TALKS

Exercise 14
(There is no audio script for this exercise.)

Exercise 15

CD 4, TR 3

Questions 1-2: Listen to the following talk.

F1: Hello there, ladies and gentlemen, and welcome to the Larabee Springs Wildlife Preserve. Today, you'll have the chance to see one of the largest herds of buffaloes in North America and many other types of wildlife. I hope all of you have your cameras with you.

1. Who is the speaker?
2. What will the talk probably be about?

Question 3-4: Listen to a talk given at an athletic club.

M1: I'd like to take this opportunity to thank everyone for coming out to the Edgewood Athletic Club for our exhibition match. Before the match gets under way, I'd like to give you all a little background on how the sport of handball is played. Even though it's a game with a long tradition, some people aren't as familiar with the rules of this sport as they might be with, say, those of tennis.

3. What is the purpose of this talk?
4. When is this talk being given?

Questions 5-6: Listen to a talk given at a factory.

M1: Good morning. On behalf of our management team and our workers, I'd like to welcome all of you to our plant. You may have wondered, how do soft drinks get in those cans? How are the cans sealed? By the end of the tour, you'll know the answers. Now, please follow me out onto the factory floor.

5. Who is the audience for this talk?
6. What will the main topic for this talk probably be?

CD 4, TR 4

Questions 7-8: Listen to the following talk.

F2: Since all of you have expressed interest in joining the university dance program, I probably don't have to say much about the physical and psychological rewards of being in a dance program such as this one. Instead, I want to concentrate on some of the drawbacks—the demands that will be put on your time and the sacrifices you'll be called on to make if you are chosen for the program.

7. What will the main topic of this talk probably be?
8. What is the speaker's probable occupation?

Questions 9-10: Listen to the following talk.

M2: As president of the State Historical Society, I'd like to call this meeting to order, and welcome all our members and guests. Tonight, I'm going to give you a short presentation on some famous shipwrecks, especially shipwrecks that took place in the waters off New England.

9. Who is the speaker?
10. What will this talk probably concern?
Questions 11-12: Listen to a lecture given in a university classroom.

F2: In the last few weeks, we have discussed how to organize your ideas, use your outline as a blueprint, and write the first draft of your essay. Today, we're going to consider another important process—the art of editing your paper.

11. In what course is this lecture probably being given?
12. What will the rest of this lecture probably deal with?

Question 13-14: Listen to a talk given at a ski lodge.

M1: Good morning, and welcome to Winterstar Ski Area. We truly hope to make your introduction to skiing as safe and enjoyable as possible.

13. For whom is this talk probably intended?
14. What will this talk probably concern?

CD 4, TR 5

Questions 15-16: Listen to this talk given in a university classroom.

F2: I'm Professor Wills. I hope no one had any trouble finding the classroom this morning. In a few minutes, I'll be handing out the course syllabus. As you'll see, we'll be spending the first few days discussing the law of supply and demand.

15. What class does Professor Wills probably teach?
16. At what point in the semester is this talk being given?

Questions 17-18: Listen to the following talk.

M2: Good morning, everyone. This is Captain Jackson, and I'd like to welcome you aboard the whale-watch cruise on the S.S. Bluefish. In just a few minutes, we'll be outside the harbor and we'll steer toward Travis Island. If we spot any whales today, you'll most likely see them off the starboard bow—that's the right-hand, forward side—as we approach the island. In the meantime, I'd like to take this opportunity to tell you a little about how these magnificent sea mammals live.

17. Where is this talk probably being given?
18. What will the rest of this talk probably be about?

Questions 19-20: Listen to a talk given by a campus police officer.

F1: Hello. I'm Officer Jane Kelly. Thanks to all of you for coming this evening. As you know, there have been a number of accidents recently involving bicyclists and pedestrians on campus. There have also been some incidents involving the theft of bicycles, and I know this is a special concern for all of you. I intend to address both these issues during the course of the meeting.

19. Who is the probable audience for this talk?
20. What is the speaker's main purpose in giving this talk?
Exercise 16.1

Questions 1-2: Listen to Portion 1 of Talk A.

M1: I'd like to welcome all of you to what is, I think, the most unusual course offered by the biology department-the Ecology of Coral Reefs. This course is unique because of our research methods. We don't just collect data from the library. Instead, we go to a coral reef in the Virgin Islands to do field studies.

1. What does the speaker imply about the course?
2. How will students do research in this class?

Questions 3-4: Listen to Portion 2 of Talk A.

M1: To prepare you for this trip, we'll first do some formal classroom work in biology. We'll also be going to the university pool to practice scuba diving and to learn the basics of underwater photography. And we'll be talking about precautions you must take to avoid damaging the reef. A coral reef is a very fragile environment, as you'll see.

3. Which of the following will be studied in a formal classroom setting?
4. How does the speaker characterize tropical reefs?

Questions 5-6: Listen to Portion 3 of Talk A.

M1: Because of the nature of this course, it does require a certain financial commitment on your part. The department can only provide basic equipment for you. You have to pay for your own air fare to the Virgin Islands as well as for your food and lodging. There are a few limited scholarships available for those who might have financial problems. See me after class if you're interested in applying for one of these. Any questions?

5. What will the department provide the students in this class?
6. What does the speaker suggest for those who might have problems with the costs of this course?

Questions 7-8: Listen to Portion 1 of Talk B.

F1: The largest American land mammals are bears. Maybe because bears can stand up and walk on two legs, we humans have always found them fascinating. Another characteristic bears have in common with humans is their range of appetite. As a matter of fact, they'll eat almost anything: berries, roots, nuts, meat, fish-and of course, they're particularly fond of honey.

7. The speaker suggests that bears are interesting to humans for what reason?
8. What does the speaker imply about the eating habits of bears?

Questions 9-10: Listen to Portion 2 of Talk B.

F1: The largest bear is the giant kodiak of Alaska. When this giant stands up, it may reach a height of ten feet, and it may weigh up to fifteen hundred pounds. Ten feet tall and weighing three quarters of a ton-what a sight they must be! Outside of Alaska, the largest bear in the United States is the grizzly bear. There aren't many of these bears left in North America-probably only a few thousand. Most of those live in Yellowstone National Park in Wyoming.

9. How tall can kodiak bears be when they are standing?
10. Where do most grizzly bears live?
**Questions 11-12:** Listen to Portion 3 of Talk B.

F1: Now, the most common bear in the United States is the black bear, which you'll see in many parts of the country. These bears are smaller than grizzlies and may seem friendly, but watch out! Like all bears, they are unpredictable and can be dangerous.

11. What is the most common type of bear in the United States?
12. Which of the following can be inferred from the lecture about black bears?

**CD 4, TR 8**

**Questions 13-14:** Listen to Portion 1 of Talk C.

F2: The skies above Earth are turning into a junkyard, according to space scientists. Ever since the Soviet Union launched Sputnik, the first satellite, way back in 1957, virtually every launch has contributed to the amount of debris in Earth orbit. Luckily, most of this junk burns up after it reenters the Earth's atmosphere, but some will be up there in orbit for years to come.

13. When did orbital debris first become a problem?
14. What happens to most pieces of orbital debris?

**Questions 15-16:** Listen to Portion 2 of Talk C.

F2: Today, there are about 8,000 bodies in orbit being monitored from Earth. Out of all those, only around 3 to 4 hundred are active and useful. There are also probably half a million pieces of debris too tiny to be monitored.

15. How many orbital bodies are being monitored today?
16. Why is it impossible to monitor most pieces of orbital debris?

**Questions 17-18:** Listen to Portion 3 of Talk C.

F2: Some orbital debris is as big as a bus, but most is in the form of tiny flecks of paint or pieces of metal. The debris also includes food wrappers, an astronaut's glove, the lens cap from a camera, broken tools, and bags of unwashed uniforms. The largest pieces-mostly empty booster rockets—are not necessarily the most dangerous because they can be detected and spacecraft can maneuver away from them. And the smallest particles generally cause only surface damage. However, a collision with a piece of metal only an eighth of an inch in diameter—say about the size of an aspirin—could puncture the hull of a spacecraft or space station and cause a catastrophic depressurization. That's because these particles are moving so incredibly fast!

17. Which of the following is probably most dangerous to astronauts on a spacecraft?
18. What makes particles in space so dangerous?

**Questions 19-21:** Listen to Portion 4 of Talk C.

F2: So what can be done about this problem? Well, two engineers recently proposed a novel solution to the problem of orbital junk, a device that consists of an array of water-spraying cones lined with plastic fibers to collect the debris and canisters to store it in. I brought a model of this device along with me so you could see what it looks like. Although this invention is still in its conceptual stage, two possible uses have been proposed. It could be launched as a free-flying satellite that actively seeks out debris or it could be launched into orbit with a spacecraft and serve as its shield.

19. What did the speaker bring with her?
20. What role do the cones play in the device described in this portion of the talk?
21. What can be inferred about the device described in this portion of the talk?
Exercise 16.2
CD 4, TR 9

Questions 1-5: Listen to a talk given on a university radio station.

F1: Hello, this is Dana Lockwood with the campus news at noon. Yesterday the Board of Regents voted to raise tuition here at Hambleton University for the third year in a row. As in the previous two years, there will also be increases in the student fees and the room and board charges at the dormitories. This five percent increase makes Hambleton the second most expensive school to attend in the state. Only Babcock University charges more. Penny Chang, co-executive of the Student Council, told us today that there should be some corresponding increase in student services, such as longer hours at the library, more contact time with faculty, and improved lab facilities. However, a spokesperson for the administration said that the additional money has already been earmarked to pay for the higher insurance premiums that the university is being charged and for the construction of a new dormitory.

1. For how many consecutive years has tuition at Hambleton University gone up?
2. Which of the following is not mentioned in the talk as going up?
3. What does the speaker say about Babcock University?
4. According to the speaker, who is Penny Chang?
5. What can be inferred from the remark made by the spokesperson for the administration?

CD 4, TR 10

Questions 6-9: Listen to a lecture given by a biologist.

F2: Wouldn't it be wonderful if a person who had lost a hand or a leg in an accident could simply grow another in its place? Humans can't do this, of course, nor can any other mammal. But there are creatures who can do this and more. The champions at regeneration are starfish and some types of worms. If only a small piece of one of these creatures remains alive, it can regenerate an entire new body. Imagine that! Then there are animals such as salamanders or insects that can regenerate entire limbs. When these creatures grow a new limb, here's what happens: a regeneration "bud" forms at the surface of the wound. It is usually cone-shaped and contains the same kind of embryonic cells that were present at the birth of the creature. These develop into specialized cells as they grow, and a new organ is gradually formed.

Unfortunately, the more complex a creature, the less it is able to regenerate. Snakes can replace their skin when they shed it; birds replace lost feathers. Even humans have certain powers of regeneration. When our top layer of skin wears off, day by day, it is continually replaced. Our nails and hair are constantly being replenished. Even our second set of teeth represents a kind of regeneration. And we are able to repair damage such as bone fractures and injuries to the skin and muscles.

Some scientists are studying the process of regeneration in lower animals to try to learn more about it so that, someday, they will be able to apply the lessons they learn to humans. Although it's doubtful that humans will ever be able to do what salamanders or insects do, this research may in the future help doctors heal wounds more quickly.

6. Which of the following is best able to regenerate lost body tissues?
7. Which of the following would not be considered regeneration?
8. According to the speaker, what is in a regeneration bud?
9. According to the speaker, why are scientists studying the process of regeneration?

CD 4, TR 11

Questions 10-12: Listen to a lecture about Noah Webster.

M1: Today I'm going to talk a little about Noah Webster and the impact he had on American English. Webster was born in Connecticut in 1758 and graduated from Yale University in 1778. This was during the time of the American Revolution, and Webster joined George Washington's army to fight against the British. The end of the war brought independance, but political independance didn't satisfy Webster. He wanted the former Colonies to be intellectually independent from Britain as well.

In 1783, Webster published a spelling book which would become known to generations of schoolchildren as the "blue-backed book" because of its blue cover. A couple of years later, he published his dictionary. It is for his
dictionary that Webster is chiefly remembered today. The Webster's dictionary popular today is a direct descendant of that book published in the 1780's.

In his dictionary, Webster made many changes in the way English was used in the United States. He suggested new ways of pronouncing words and added words used only in the former Colonies to the language. Most of the changes, though, involved spelling. Today, most people in the United States spell words differently from people in Britain because of Webster's original dictionary. Let me just give you a couple of examples—in Britain, words like center end in r-e. In the United States, these words end in e-r. He also took the letter u from words like color. In the British spelling, that word ends with the letters o-u-r, but in the American spelling, it ends with o-r.

Still, Webster did not go as far in revising spelling as his friend Benjamin Franklin wanted him to. Franklin wanted to drop all silent letters from words. The word wrong would have been spelled r-o-n-g, and the word love would have been spelled l-o-v.

10. According to the speaker, when did Webster graduate from Yale University?
11. What is Noah Webster mainly remembered for today?
12. Which of the following is a spelling that Benjamin Franklin would have approved of?

Mini-Test 3: Mini-Talks

CD 5, TR 1

Questions 1-3: Listen to the following radio talk.

F2: If you're too busy to brush your teeth after every meal, and you sometimes forget to use dental floss, you'll be glad to know that, in the near future, you may be able to have healthier teeth thanks to microphages. What are microphages? They're tiny viruses that attack and destroy bacteria. Soon, they may be used to fight tooth decay if genetic engineers can develop a specialized type of phage to attack only those microbes that are harmful to the teeth.

These microphages could be used in toothpaste or mouthwash. Once in the mouth, they would consume bacteria that breed on the surface of teeth. The advantage of microphages is that they are absolutely harmless to humans. They attack only one specific bacterium and have no known side effects.

1. What is the main topic of this talk?
2. According to the speaker, which of the following can be said about microphages?
3. The use of microphages as described by the speaker depends on a development in which of the following fields?

CD 5, TR 2

Questions 4-8: Listen to a talk given at an orientation session.

F1: Hi, everyone. My name is Beth Sinclair, and I'm director of Campus Food Services. I'd like to join the previous speakers in welcoming you to Brooks College, and I want to give you some information on a very basic subject—staying well fed while you're getting your education.

Now most of you will be purchasing meal tickets soon if you haven't already. You should be aware that there are two plans available. Plan A, which is a little more expensive, allows you to have three meals a day six days a week. With Plan B, you get two meals a day, your choice of breakfast and dinner or lunch and dinner. So, once again, Plan A is three meals a day, except on Sunday, and Plan B is two meals. On Sunday evenings, everyone's on their own, because all the dormitory cafeterias are closed. Food Services does operate some restaurants then, such as the Tiger's Lair over by the stadium or the Bengal Grill at the Student Center, but these restaurants don't take meal tickets. Of course, you can always eat at one of the restaurants near campus.

Now say you're living in Donahue Hall and you have a friend over in Cooper Village. Can you eat with your friend? Sure, because a meal ticket is good at any cafeteria on campus. Just remember to bring your Student ID card as well as your meal ticket. Oh, and what if you have a friend living off campus who wants to eat with you one night? That's fine too. One-time meal tickets are available at a very reasonable price. But remember, you may not sell or give your meal ticket to any other person.

Just one last note about the food in the dorms. Some people have the idea that all dorm food is bland and tastes the same. That may even have been true here at Brooks College until a few years ago. But these days we go out of our way to serve fresh, tasty, healthy food. We offer a great variety of dishes to choose from, including many
international dishes, and you can always go back for seconds. So, we're looking forward to seeing you at mealtimes, and bring your appetite.

4. According to the speaker, how are Plan A and Plan B different?
5. Which of the following is closed on Sunday evenings?
6. Which of the following must a student bring to meals in addition to a meal ticket?
7. According to the speaker, which of the following is not permitted?
8. According to the speaker, how have the dormitory cafeterias changed in recent years?

CD 5, TR 3

Questions 9-12: Listen to a talk given at a zoo.

M1: Ladies and gentlemen, welcome to the City Zoological Gardens' newest exhibit, World of Darkness. Not too many years ago, zoo visitors were unable to observe the behavior of nocturnal animals because these creatures are active during the night and generally sleep during the day, when the zoo is open to visitors. But in the 1960's, zookeepers at the Bronx Zoo in New York City found a solution to this problem and developed the system that we now utilize in our exhibit. The animals' habitats are lit with white light at night. The animals think the white light is daylight, so of course, they go to sleep. During the day, their habitats are lit with red light. The animals can barely detect this light. But the red light enables visitors to observe these animals going about their normal nocturnal activities. So enjoy your visit to the World of Darkness and enjoy observing these fascinating creatures of the night. And remember, next month is the grand opening of World Down Under, a new exhibit of Australian marsupials. Please join us for that event.

9. Who is the probable audience for this talk?
10. Which of the following does the speaker imply about nocturnal animals exhibited before the 1960's?
11. According to the speaker, why are red lights used to light nocturnal animals' habitats?
12. What will the audience for this talk probably do next?
THREE COMPLETE PRACTICE TESTS

PRACTICE TEST 1

SECTION 1: LISTENING COMPREHENSION

CD 5, TR 5

1. F1: Excuse me-do you know which apartment Sally Hill lives in?  
M1: Sally Hill? As far as I know, she doesn’t live in this apartment complex at all. M2: What does the man imply about Sally Hill?

2. F2: Roger, may I use your phone? I think mine is out of order.  
M1: Feel free.  
M2: What does Roger tell the woman?

3. F1: Were you able to solve that math problem?  
M1: To tell you the truth, I found it simply impossible.  
M2: What does the man say about the math problem?

4. F1: Uh, oh. Your roommate’s making dinner again. Your kitchen is going to look like a tornado hit it.  
M1: Maybe not. Last night he cooked dinner and left the kitchen spick and span.  
M2: What does the man say his roommate did?

5. F1: How did you learn so much about trees?  
M1: Mostly from my father-he studied forestry in college.  
M2: How did the man learn about trees?

6. (Ring... ring.... Sound of phone being picked up.)  
M1: Hello.  
F2: Hi, Tom, this is Brenda. Since you couldn’t come to class today, I just thought I’d call to tell you what Professor Barclay told us. He said we’re going to have to write a research paper.  
M1: Really? And how long do we have to finish it?  
M2: What does Tom ask Brenda?

7. M1: Julie certainly seems to like classical music.  
F2: She doesn’t like just any classical music.  
M2: What does the woman imply about Julie?

8. F1: How did you do on Professor Dixon’s history test?  
M1: Probably not too well. I skipped a couple of questions, and I didn’t have time to go back to them.  
M2: What does the man say about the history test?

9. M1: I can’t seem to get the lid off this glass jar.  
F2: Maybe you could heat it in some warm water.  
M2: What does the woman suggest?

10. M1: This desk must be an expensive antique.  
F2: It may look like that, but I got it for next to nothing.  
M2: What does the woman say about the desk?

CD 5, TR 6
11. M2: Traffic downtown was terrible today!
F1: You don't have to tell me!
M2: What does the woman imply?

12. M1: Nice out there, isn't it?
F2: He's welcome to it.
M2: What does the mean mean?

F2: So do I - now that Margaret's dropped out of the race.
M2: What does the woman mean?

14. F1: I'm going to make a run for it. You don't happen to have an umbrella I can borrow, do you?
M1: No-but here's a newspaper.
M2: What does the man imply the woman should do with the newspaper?

15. M1: Gary's using that old tape player of yours.
F2: He's welcome to it.
M2: What does the woman mean?

16. F1: I wish my classes were over so I could get out and enjoy the sunshine.
M2: What does the man mean?

17. M1: I'd like to go swimming this afternoon, but it's such a long walk to the lake.
F2: I know a shortcut. Let me show you on this map.
M2: What does the woman offer to do for the man?

18. M1: I can't tell if this picture is straight or not.
F2: I'll hold it while you stand back and take a look.
M2: What are these people doing with the picture?

19. M1: Did you paint your apartment by yourself?
F2: Actually, I got my brother to help-he owed me a favor.
M2: What does the woman mean?

20. F1: Everyone's getting a little impatient. Can't we call this meeting to order?
M1: Only if we want to win some games!
M2: What does the man imply?

21. F2: Have you seen Shelly recently? The last time I spoke to her, she said she hadn't been feeling too well.
M1: Well, when I saw her this morning, she was the picture of health.
M2: What does the man say about Shelly?

22. F2: I'm going to Stephanie's house. I have an assignment to complete, and I need to use her computer.
M1: Why don't you buy one of your own? Think how much time you could save.
M2: What does the woman suggest the woman do?

23. F2: I wouldn't buy that pair even if I could afford them.
M1: What does Mary Ann say about the sunglasses?
24. F1: You can't expect to become a tennis pro after just a few lessons, Ken.  
M1: I shouldn't have had such high hopes, I suppose.  
M2: What did Ken probably expect?

25. F2: We only have a few more points to talk over.  
M1: Good, because I need to wrap this up soon.  
M2: What does the man want to do?

26. F2: Can I help you?  
M1: I'd just like a couple of books of matches, please.  
M2: What does the man mean?

27. M1: Should r take California Street or Oak Street to get downtown?  
F1: What difference does it make? It's the same distance no matter how you go.  
M2: What does the woman mean?

28. M2: Did you hear the announcement?  
F1: Yes, and I could hardly believe my ears!  
M1: What does the woman imply about the announcement?

29. M2: Brian, could you handle this suitcase too?  
M1: How many hands do you think I have?  
F2: What does Brian mean?

30. F1: I'm so glad I can go camping this weekend!  
M1: Then you don't have to study for that physics test after all?  
M2: What had the man originally thought about the woman?

Part B
CD 5, TR 9
Questions 31-34: Listen to the following conversation.

F1: Walter, why haven't you been coming to Professor Crosley's anthropology class?  
M1: What do you mean? I've been there every morning!  
F1: Every morning? But ...oh, I get it-you must be in the professor's morning class in cultural anthropology. I'm in her afternoon class in social anthropology. So tell me, how do you like her class?  
M1: Oh, it's very interesting. So far, we've been studying the art, the architecture, and the tools of different cultures. And this Saturday, our class is going down to the local museum. They're having an exhibit of the artifacts of the early inhabitants of this area.  
F1: Your class has quite a different focus from mine. We're studying social relations in groups. For example, this week we've been talking about marriage customs and family life in a number of societies-including our own.  
M1: So what's your opinion of Professor Crosley?  
F1: Well, she asks her students to do a lot of work-we're going to have two tests and two research papers. But she's a fascinating lecturer. I've never taken an anthropology course before, but I'm glad I decided to take her course.  
M1: Yeah, same for me. In fact, I never thought of anthropology as an interesting subject, but now I sure do.

31. What do the two speakers have in common?  
32. When does the woman's class meet?  
33. Which of the following topics would most likely be discussed in the man's class?  
34. What had the man's opinion of anthropology been before this term?
Answer Key

Questions 35-38: Listen to the following phone conversation.
(Ring... ring.... Sound of phone being picked up.)

F1: Hello, this is WBCL Community Television studios. How may I help you?
M1: Hello. Uh, I'm calling because I saw an advertisement in the campus newspaper. It said there was a summer internship available for a student who wants to work on your local news program.
F1: Right. But you do realize that all of our interns are volunteers? It's an unpaid position.
M1: Oh, sure, I understand that. I just want to get some experience working for a television news program. You see, I'm thinking about a career in television news production after I get my degree.
F1: Oh? Are you majoring in telecommunications?
M1: No, in journalism, but I've taken some telecommunications courses.
F1: I see. Well, you'll need to talk to Ms. Wagner. She's in charge of the internship program. But first, you'll need to come here to fill out an application form. Can you drop by the studio later today?

35. Where does the woman work?
36. Why is the man applying for this position?
37. What is the man majoring in at the university?
38. What does the man need to do next in order to get the position?

PART C

CD 5, TR 12
Questions 39-42: Listen to the following lecture.

M2: How many of you were at the football game Saturday night? Did you notice the blimp circling the stadium? Today's blimps are much smaller descendants of the giant airships-sometimes called zeppelins-that were used in the early twentieth century. Like those zeppelins, blimps are lighter-than-aircraft. But blimps differ from zeppelins in a number of ways. First, as I said, they are quite a bit smaller. The old airships were as long as football fields. And unlike zeppelins, blimps do not contain an internal metal frame. That's why blimps are sometimes called "non-rigid" airships. And blimps are a lot safer than the old zeppelins. That's because they use non-flammable helium in place of hydrogen to provide lift.

As you may know, the age of the airship ended when the famous German airship Hindenburg exploded disastrously at Lakehurst, New Jersey, in 1937. I say that airship travel ended then, but some engineers believe that large, rigid airships will fly again. These airships of the future could be equipped with jet engines and filled with helium. Although they wouldn't be as fast as modern airplanes, they would be much more fuel efficient.

39. What is the main topic of this talk?
40. Which of the following aircraft is classified as "non-rigid"?
41. What important event in the history of airships took place at Lakehurst, New Jersey, in 1937?
42. According to the talk, what advantage would the airships of the future have over jet airplanes?

CD 5, TR 13
Questions 43-46: Listen to the following talk.

F2: Twice a year, all the clocks in the United States are changed by one hour. In the spring, clocks are moved ahead an hour. This is called daylight saving time. In the fall, clocks are set back an hour to standard time. People remember how to change their clocks by remembering this saying: Spring forward, fall back. It seems Benjamin Franklin was the first person to propose the idea of daylight saving time, back in the 1790's. At the time, people thought he was joking. They couldn't believe he was serious. Many years later, during World War I, people realized what an innovative idea he'd had. In the spring and summer, the Sun rises earlier. By moving the clock ahead, people can take advantage of the extra daylight and save energy. Energy is an important resource, of course, especially during wartime. The United States operated on daylight saving time during World War I and again during World War II. After that, some parts of the country observed daylight saving time and some didn't. Beginning and ending dates varied from place to place. This confusion ended in 1966, when the Congress passed the Uniform Time Act, standardizing the process and making daylight saving time a federal law. Since then, some lawmakers have proposed that the United States go to year-round daylight saving time.
**Answer Key**

43. What is the main topic of this talk?
44. According to the speaker, when are clocks in the United States set back?
45. According to the speaker, how would most people probably have characterized Benjamin Franklin's plan for daylight saving time when it was first proposed?
46. According to the speaker, what was the effect of the Uniform Time Act of 1966?

**CD 5, TR 14**
**Questions 47-50:** Listen to the following radio announcement.

M1: This week, the city will begin a new program of curbside recycling. If you take your recyclable materials out to the street, the city will haul them away in trucks to be recycled. At present, you can recycle newspapers, aluminum cans, and glass containers. The trucks will not pick up plastic bottles. However, if you want to recycle plastic bottles, you can take them to the city recycling center on Pine Street. If you live in the north or west side of town, trucks will pick up your recyclables on Monday. If you live in the east or south part of town, your recyclables will be picked up on Wednesday. If you live in the central section of town, your pick-up day is Friday. For more details, see the map in today's newspaper. And remember, when it comes to newspaper, aluminum, and glass, don't throw it away-recycle it!

47. What is the main topic of this talk?
48. Which of the following must be brought to the city's facility on Pine Street to be recycled?
49. In which part of town are recyclables picked up on Friday?
50. To get more information, what does the speaker suggest?

**PRACTICE TEST 2**

**SECTION 1: LISTENING COMPREHENSION**

**Part A**
**CD 2, TR 2**

1. F1: So are you still planning to fly to Orlando for your vacation?
M2: Not the way air fares have been going up!
F2: What does the man mean?

2. M1: I can't believe we have to buy eight books for Professor McKnight's class.
That's going to cost a fortune.
F1: But four of them are inexpensive paperbacks.
F2: What does the woman tell the man?

3. M1: You still planning to play golf this afternoon?
F1: I don't think so. It looks a lot like rain to me.
F2: What does the woman mean?

4. F1: Can everyone in the class meet in the library on Friday?
M1: Everyone but Lisa.
F2: What does the man mean?

5. M2: I went for a hike in the woods, and now my legs are all scratched up from the thorns.
F1: Maybe next time you'll wear a pair of long pants when you go hiking.
F2: What can be inferred about the man?

6. F1: So, Rob, what are you going to do with your free afternoon?
M1: I thought I'd pay Michelle a visit.
F2: What does Rob mean?
7. F1: There won't be enough chairs in the auditorium.
M2: We could always rent more.
F2: What does the man suggest?

8. F1: What does that sign say?
M2: Uh, I can't quite make it out either.
F2: What does the man tell the woman?

9. M1: It's getting harder and harder to find affordable housing near campus.
F1: Isn't it, though!
F2: What does the woman mean?

10. M1: I'm going to go now.
F1: You'd better hurry. They're almost sold out of tickets for Saturday's game.
F2: Where is the man probably going to go next?

11. M1: We raised some money this week, but it was just a drop in the bucket.
F1: Maybe we'll do better next week.
F2: What is the problem?

12. M2: Tell me, what do you think of our waiter?
F1: Kind of rude, isn't he?
F2: What is the woman's opinion of the waiter?

13. F1: Tony spent the whole weekend fishing, and he didn't catch one single fish.
M2: I'm not too surprised.
F2: What does the man mean?

14. M1: I need a few more minutes to fill out this form.
F1: Take your time.
F2: What does the woman tell the man?

15. M2: Has Russell ever been to Seattle?
F1: Once before, I believe.
F2: What does the woman say about Russell?

16. F1: Is Lily still planning to study overseas?
M2: No, her parents threw cold water on that plan.
F2: What did Lily's parents do?

17. F2: David, do you think that the music was too loud?
M2: Well, no—not if you wanted the people across town to hear it!
F2: What does David imply about the music?

18. F1: This was supposed to be a quiet, relaxing weekend.
M1: But it didn't quite turn out that way, did it?
F2: What does the man imply about the weekend?

19. F1: The front door to the lab was unlocked on Saturday morning.
M2: Really? That's strange.
F2: What can be inferred from this conversation?
20. M1: This insurance policy has gotten so expensive, I can hardly afford it.
F1: Yeah, but you can't really afford not to have it, can you?
F2: What does the woman tell the man?

CD 6, TR 4

21. F1: Did Morgan pass the test?
M2: Pass it? With flying colors!
F2: What does the man say about Morgan?

22. M1: Oh, no, it's still out of order!
F1: I guess we'll just have to walk up all those stairs again today.
F2: What are these two people talking about?

23. M1: Did you take your raincoat to the cleaner's, Meg?
F1: No, I had to go to class, so I got my sister to take it.
F2: What happened to the raincoat?

24. M1: This schedule says we have to attend an orientation session before we can register.
M2: That's just for new students.
F2: What can be inferred about these two speakers?

25. F1: So, Doug, are you looking forward to helping your brother move this weekend?
M1: Well, there are a couple of other ways I'd rather spend my weekend!
F2: What does Doug mean?

26. F1: This coin you found is worth a lot. It's quite rare.
M2: Oh, an expert, are you?
F2: What does the man imply about the woman?

27. F2: That sure is a catchy song.
F1: You're telling me. The melody's been running though my head all week.
M2: What can be concluded about the song?

28. F1: You look great in this picture, Larry. Look how you're smiling!
M1: So you did take that picture of me after all!
F2: What had the man originally assumed?

29. F1: Hotel rooms along the beach must be very expensive.
M2: Not now. During the off-season, they're dirt cheap.
F2: What does the man say about the hotel rooms?

30. M1: Who was that woman you were talking to at the reception?
F1: That was Carol Donovan. She was my sister's roommate in college.
F2: How is the woman acquainted with Carol Donovan?

PART B

CD 6, TR 6

Questions 31-34: Listen to the following phone conversation.

(Ring... ring... Sound of phone being picked up.)
M2: Hello, Campus Daily, advertising department. This is Mark speaking.
F2: Hi. I'm calling to place a couple of ads.
M2: Sure. Under what classification?
F2: Well, I want one in the "Roommate Wanted" section.
M2: All right. And how would you like that to read?
F2: OK, it should read "Female roommate wanted for pleasant, sunny two-bedroom apartment on Elliewood Avenue, three blocks from campus. Share rent and utilities. Available September 1. Call between 5 and 9 P.M. and ask for Cecilia.
M2: Fine. And what about your other ad?
F2: That one I'd like under "Merchandise for Sale," and I'd like it to read "Matching blue and white sofa and easy chair, excellent condition, $350 or best offer. Call between 5 and 9 P.M. and ask for Cecilia." Did you get all that?
M2: Uh-huh. You'll want your phone numbers on these, right?
F2: Oh, sure. Thanks for reminding me-it's 555-6972.
M2: And how long do you want these ads to run?
F2: For a week, I suppose. How much would that be?
M2: It's five dollars a week per line. Each of your ads will take up three lines, so that's $15 per ad.

31. Where does Mark work?
32. Which of the following is Cecilia trying to find?
33. Which of the following does Cecilia initially forget to tell Mark?
34. What is the total amount that the two advertisements will cost for one week?

CD 6, TR 7

 Questions 35-38: Listen to the following conversation.

M1: I'm sorry I'm late, Cindy.
F1: That's all right, Joe. My house isn't that easy to find. But you know, you wouldn't have gotten lost if you had a "smart" car.
M1: A smart car? What's that.
F1: I just read a magazine article about some new technology that can make a car smart. One device is a computerized map display and a synthesized voice. You just enter the address where you want to go, and the voice tells you how to get there, street by street.
M1: Hey, that's just like my brother. He never gets lost, and he's always telling me the best route. So what else will smart cars be able to do?
F1: Well, the article said that they'll be equipped with radar warning systems that will warn drivers if they're getting too close to other cars with an alarm signal, and they'll even put on the brakes if the drivers don't.
M1: Tell me, Cindy, will these cars be smart enough to fill themselves up with gas?
F1: Not that I know of. Why do you ask?
M1: Well, I'm not late because I got lost-I'm late because I ran out of gas on the way over here.

35. Where did Cindy get her information about "smart" cars?
36. According to Cindy, what is the purpose of the synthesized voice on "smart" cars?
37. What does Joe imply about his brother?
38. Why was Joe delayed on his way to Cindy's house?

PART C

CD 6, TR9

 Questions 39-42: Listen to a talk given at a ceremony.

M1: Good evening. I'd like to welcome the president of Colton College, the chancellors, the administrators, my fellow faculty members, and the students to the Academic Excellence Awards Night. Our first award, for Faculty Member of the Year, goes to Professor Patricia Callaghan. I'm particularly pleased that this year's winner is from my own department. Professor Callaghan has been at Colton College for a total of eight years now-two as a graduate student and six as a faculty member. She has consistently received top evaluations from the students as well as from her department head. Her papers on historical economics are well respected by all of her colleagues-including myself, if I may say so-and this year she received a government grant to continue her work of generating
Answer Key

computer models of the economy. Please join me, ladies and gentlemen, in giving a round of applause to Professor Callaghan.

39. What is the purpose of this talk?
40. Who is the speaker?
41. What subject does Professor Callaghan probably teach?
42. For how many years has Professor Callaghan been a teacher at Colton College?

CD 6, TR 10

Questions 43-46: Listen to the following announcement.

M1: Good morning, listeners. This is KUNI campus radio with the local news. Did you have any trouble getting around in traffic downtown this morning? Several streets are blocked off because of the bicycle races that are taking place today and for the next four days. Some races will be taking place downtown, some in Woodland Park on the north side of town, and some on campus. Long-distance road races will be held in the countryside nearby. Our own university is fielding a team to compete for prizes and glory, so come on out and cheer them on. And say, if you found yourself caught in traffic this morning, I suggest that you ride your own bike to class or to work tomorrow.

43. Who is the speaker?
44. What is the main topic of the talk?
45. According to the speaker, where will the long-distance road races be held?
46. What does the speaker suggest that his listeners do the next morning?

CD 6, TR 11

Questions 47-50: Listen to the following lecture about photorealistic art.

F1: Good morning, class. Today we'll continue our study of twentieth-century art movements with a discussion of photorealism, a style popular in the 1960's and 1970's. Painters who worked in this style realistically portrayed their subjects down to the smallest detail, and so their paintings resembled photographs in many respects. These painters usually chose subjects that were interesting only because they were so ordinary: a closed-down gas station, an old man waiting for a bus, a dilapidated billboard. Sculptors who worked in this style, such as Duane Hanson, created life-size sculptures of very ordinary people - construction workers, tourists, sales clerks, homeless people. His sculptures are so lifelike that sometimes visitors to a gallery or museum will try to engage them in a conversation. Now we're going to look at some slides of various works of photorealism. I'd like all of you to take notes while you're viewing the slides, and then tonight, I'd like you to write a short paper describing your reactions to these works.

47. Where was this talk probably given?
48. Which of the following would be the most likely subject of a photorealistic painting?
49. According to the speaker, why are the works of sculptor Duane Hanson so remarkable?
50. What will the audience for this talk do next?

PRACTICE TEST 3

SECTION 1: LISTENING COMPREHENSION

Part A

CD 6, TR 13

1. M1: Did Joan get someone to fix the broken window?
F1: No, she did it herself.
M2: What does the woman say about Joan?
2. M1: You're from Mayport? There's a big golf tournament held there every year, isn't there?
F2: You're right. That golf tournament really put our little town on the map.
M2: What does the woman say about the town of Mayport?

3. F2: This painting isn't an original—it's a copy.
M1: How do you know that?
M2: What does the man ask the woman?

4. F1: Do you know where the nearest pharmacy is?
M1: There's one in the supermarket on Lexington Street, right next to that big used car lot.
M2: What does the woman probably want?

5. F2: Mandy, did you get a chance to read that magazine I gave you?
F1: Cover to cover!
M2: What does Mandy say about the magazine?

6. M1: Jack didn't sound bad at all.
F1: Yeah, considering he hasn't played the guitar in years.
M2: What do the speakers say about Jack?

7. M1: Do you think that I've packed too much equipment for my camping trip?
F1: It should be just right, Max—if you plan to be gone for a couple of years!
M2: What does the woman imply about Max?

8. F2: What should I take with me when I talk to the mayor?
M1: I'd bring a pen and notebook and a small tape recorder. Oh, and a prepared list of questions, of course.
M2: What is the woman probably planning to do?

9. M1: That couldn't have been Professor Leguin that you saw yesterday—he's been at a conference in San Francisco all week.
F2: Well, it sure looked like him.
M2: What can be inferred about the woman?

10. F1: There must be something wrong with that microphone the speaker is using. I can hardly understand a word he's saying.
M1: Yeah, I can only catch a word or two myself.
M2: Why are these people probably having trouble understanding the speaker?

CD 6, TR 14

11. F1: Do you know where Dr. Delany's office is?
M1: There's a directory over by the elevators.
M2: What does the man imply about Dr. Delany's office?

12. M1: Do you still like country music?
F1: Can't get enough of it!
M2: What does the woman say about country music?

13. M1: You weren't very busy at work today, I suppose.
F2: Not busy! We were snowed under!
M2: What does the woman mean?

14. F1: I've spent all my money for the month.
M1: Join the club!
M2: What does the man mean?
15. M1: Is Clark going to come to the reception with us?
F2: If he can tear himself away from his computer for one evening, he might.
M2: What does the woman imply about Clark?

16. M1: In this photograph, Gordon looks like the youngest person in your group.
F1: Actually, he's the second oldest.
M2: What is learned about Gordon from this conversation?

17. M1: Sam sure cooks good pancakes.
F2: Yeah, but not much else.
M2: What does the woman say about Sam?

18. M1: Professor Bryant always grades fairly.
F1: I couldn't agree with you more.
M2: What does the woman mean?

19. M1: We should discuss our presentation some time in the next few days.
F2: Fine. How about over lunch today?
M2: When does the woman want to talk about the presentation?

20. F1: I'd love to be up in the mountains where it's cool.
M1: So you're not enjoying our weather this month?
M2: What can be inferred from the man's remark?

CD 6, TR 15

21. M1: This is a great restaurant. You can get anything you want here.
F2: Anything except good service.
M2: What is the woman's opinion of the restaurant?

22. M1: Does the name John Casey ring a bell for you?
F1: John Casey? I can't say that it does.
M2: What does the man ask the woman about John Casey?

23. F1: I didn't know you were interested in geology.
M1: Well, it's a requirement to take at least one science course, and geology seemed like the easiest one.
M2: Why is the man taking the geology course?

24. F2: Have you ever seen a bear?
M1: Only at the zoo.
M2: What does the man mean?

25. F1: Connie asked you a lot of questions, didn't she?
M1: Yes, she did, and I'd like to know what she was driving at.
M2: What does the man wonder about Connie?

26. F2: Gary, do you know when the work on that new road will be done?
M1: The sooner the better, as far as I'm concerned!
M2: What does Gary say about the new road?

27. M1: My brother Charles is studying in Europe.
F1: Really? Since when?
M2: What does the woman want to know about the man's brother?
28. F2: Charlotte will be starting graduate school in September.
   M1: So she did get a scholarship.
   M2: What had the man originally assumed?

29. F2: Today is the first of the month. Isn't your rent due today?
   M1: Yes, but I always pay it on the day before it's due.
   M2: What does the man say about his rent?

30. F1: A lot of people were planning to attend the debate.
   M1: Not many were there, though.
   M2: What does the man mean?

PART B
CD 6, TR 17
Questions 31-33: Listen to the following conversation.

F1: Don, I hear you bought a new car.
   M1: I did just buy a car, but it's not exactly a new one—it was made back in the 1950's. Here, take a look at this photo.
   F1: Wow, you're right—this car hasn't been new for a long time! Couldn't you afford a newer car?
   M1: Believe it or not, this car cost almost as much as a new one.
   F1: Really? How could that be?
   M1: Well, a lot of cars from the '40's, '50's, and '60's have become collectors' items and are worth a lot of money.
   F1: But this one doesn't seem to be in very good shape.
   M1: The engine is still in good condition. I plan to fix up the interior and to paint the car myself. Then it will be worth even more money.
   F1: So then you'll re-sell it?
   M1: No, I don't plan to re-sell it—but I might enter it in some classic auto shows. Maybe I'll win a prize.

31. Why did Don buy an older car?
32. When was Don's car made?
33. What does Don plan to do with the car he bought?

CD 6, TR 18
Questions 34-37: Listen to the following conversation.

F1: You'll be in Room 207. Here's your key, and I hope you enjoy your stay with us, Ms. Cook.
   F2: Thanks. Oh, by the way, I'd like to get some information from you. You see, the conference I'm attending will be over early Wednesday, and I don't fly out until Thursday. Do you have any recommendations for sight-seeing?
   F1: There's a great planetarium at our natural history museum. You might enjoy that.
   F2: I don't know—I don't think I want to do that. The city I come from has a good planetarium.
   F1: There are also some good art galleries downtown.
   F1: I'm more interested in doing something outdoors.
   F1: Oh, well, there's a beautiful waterfall called Crystal Falls not far from here.
   F2: That sounds like something I'd enjoy seeing. How do I get there?
   F1: Do you have a car, or will you be taking a bus?
   F2: I rented a car at the airport.
   F1: Then just take Waterson Street west out of town and go about five miles. You'll see a sign that says Crystal Falls. It's a short walk from there.
   F2: That sounds great. Thanks!

34. Where is this conversation taking place?
35. What does Ms. Cook imply that her main purpose was in coming to this town?
36. Why does Ms. Cook not want to go to the planetarium?  
37. How will Ms. Cook probably get to the waterfall?

PART C

CD 6, TR 20

Questions 38-41: Listen to a part of a talk about a type of dance.

F1: Good afternoon. In today's class, we're going to continue our discussion of dance around the world with a look at the hula, a dance of the Hawaiian Islands, and we'll see a video of a traditional hula dance. Today, when we hear the word “hula,” most of us think of women in grass skirts swaying to ukulele music while tourists take pictures. The traditional version, though, is quite different from the dance as it is performed today. The traditional hula was danced by both men and women who had been trained at special schools. It was accompanied by rhythmic chanting. The chants and the dances were originally performed. To honor the gods, promote fertility, or praise great Hawaiian leaders. The traditional hula was banned by missionaries from New England around 1820, and the hula dance itself survived only in a radically different form. The performance you'll see on the screen this afternoon, though, is as much like the original dance as possible. Even the costumes the dancers are wearing are authentic. Now let's turn down the lights and watch.

38. Who is the audience for this lecture?  
39. What can be inferred about the dance that the audience will see?  
40. What effect did New England missionaries have on the traditional hula dance in around 1820?  
41. What will the audience for this talk do next?

CD 6, TR 21

Questions 42-45: Listen to the following talk.

M1: Imagine you are driving down the highway one spring day and it begins to rain. You hear the sound of the rain on the car roof. Suddenly it sounds as if small stones are pounding on the car, and you see balls of ice bouncing on the road. You're in a hailstorm, and you'd better get your car under cover! Hailstones can damage vehicles as well as gardens and farmers' crops.

   If you pick up a hailstone and cut it in half, you'll see it has layers, just like an onion. A hailstone begins its existence as a snowflake, high in the atmosphere. The snowflake comes in contact with what is called "supercooled water"—water that exists at temperatures below freezing, but is still in liquid form. This water forms a coating of ice around the snowflake, and it becomes a hailstone. As the hailstone falls, the layers of ice build up. Air currents may lift the hailstone back into the supercooled water many times, and more layers of ice form until the air currents can no longer hold it up. Then it falls to Earth.

   Hailstorms occur most often in the spring. Some hailstones are as big as baseballs, and may weigh over a pound.

42. What is the main purpose of this lecture?  
43. Why does the speaker compare a hailstone to an onion?  
44. According to the speaker, how does a hailstone begin its existence?  
45. According to the speaker, when are hailstorms most common?

CD 6, TR 22

Questions 46-50: Listen to part of a lecture about child development.

F2: Now, in the last few minutes of class, I'd like to address a slightly different issue: the question of how children learn to talk. Learning to speak their own language is one of children's greatest accomplishments, yet it is a somewhat mysterious process. Children first begin to make language-like noises when they are between two and four months old. These noises generally begin with the letters g and k because these sounds—"goo" and "koo"—are the easiest sounds for infant mouths to make. Between four months and eight months, infants begin to babble meaningless syllables. Most common are those beginning with p, b, d, m, or n sounds, followed by a vowel sound. Parents sometimes misinterpret these as actual words, such as mama or dada. Between six months and a year, babies
say their first true words. Vocabulary grows slowly at first, usually only a few words a month, but once a child has learned about fifty words generally at around 18 months-the pace picks up rapidly.

At first, children say single words; then they begin forming two-word combinations: "all gone," "more milk," "see doggie." Children's two word combinations are so similar the world over that they read like translations of one another. Between the age of two and three, children can form complete sentences and have mastered the basics of grammar. Can you believe it? A two and-a-half-year-old toddler is a grammatical genius, and all without studying a single rule! Typically, four-year-olds know some 15,000 words and can form very sophisticated sentences. Even their mistakes are very logical: "I saw two mans" or "We goed to gramma's house."

So, how does this all happen? Well, there are several conflicting theories about language acquisition, but unfortunately, there just isn't time to discuss them today, so we'll take them up in Wednesday's class. In the meantime, please read Chapter Eight in your textbook. See you Wednesday.

46. What is the main topic of this talk?
47. Which of the following sounds would a two-month-old baby be most likely to produce?
48. At what age do most children begin to master the basics of grammar?
49. What does the speaker say about the grammatical mistakes that four-year-olds make?
50. Why does the speaker not discuss the theories about how children acquire language?