



**UNIVERSIDAD TECNOLÓGICA DE LA MIXTECA
CENTRO DE IDIOMAS, DIVISION DE ESTUDIOS DE POSGRADO**

**POSTGRADUATE PROGRAM:
TOEFL EXAM PREPARATION**

TOEFL MODULE 1: READING

Postgraduate Program: TOEFL Exam Preparation

TOEFL Module 1: Reading

PREREQUISITES

All students taking this course must have completed and passed FCE2, or have scored more than 70 points in the *Idiomas* Placement test.

INFORMATION ABOUT THE TEACHER

My name is Maria Pinto. I am in Office 12 in the two-storey Centro de Idiomas building.

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COURSE INFORMATION

The TOEFL course consists of two semester-long modules, plus one summer intensive preparation course.

Module 1 of the TOEFL course is a TOEFL Reading program. It incorporates activities from the paper-based and the Internet-based (iBT) versions of the TOEFL exam.

Module 2 of the TOEFL course is a TOEFL Listening program which also incorporates activities from the paper-based and the iBT versions of the TOEFL exam. Delivery of this module is subject to the availability of teaching resources. (In other words: This course will be given when we have the books, CDs, computer setup, and CD-ROMs we need to be able to give the course.)

The Summer Intensive module will incorporate activities from the Structure and Written Expression and the Test of Written English sections of the paper-based TOEFL exam, and Speaking and Writing practice activities from the Internet-based TOEFL exam. Delivery of this module is subject to the availability of teaching staff and teaching resources.

MODULE 1: READING

This is a one semester long course. To pass the course, students must:

- Complete the activities for each week of the course.
- Take (and pass) the midterm and the Final exam for the course

There are no face-to-face classes for this course. Students are expected to download the packet of readings from Maria's website, and work through them. Please visit Maria in her office, or send her an email if you have any questions or need help with the readings.

Please make sure Maria has an up-to-date, working email address for you, so that she can contact you when necessary!

EXAM INFORMATION

You will do a midterm and a final exam for the TOEFL Reading module. Each exam takes **two** hours. You **must** do the exam on the dates given below. Students who do not do one or both exams on the due dates will score a '0' on the module and will fail the course.

	Date	Location
Midterm Exam	1 or 2 December 2016	Sala de Auto-acceso, Centro de Idiomas (Ask Angélica for the exam.)
Final Exam	1 or 2 February 2017	Sala de Auto-acceso, Centro de Idiomas (Ask Angélica for the exam.)

The TOEFL exams

There are two different TOEFL exams; the Internet-based TOEFL (iBT), which is taken by 96% of students around the world, and the paper-based TOEFL, generally given in Mexico. There are significant differences between the two exams, summarized in the table below.

	Paper-based TOEFL	Internet-based TOEFL
What does it test?	Tests discrete skills.	Direct skill testing.
Sections	Listening Structure and Written Expression (SWE) Reading Test of Written English (TWE) (optional)	Reading Listening Speaking Writing
Points	677 points (Students usually require 550 points to enter Master or doctoral level programs.)	120 points
Advantages of the test for UTM students	<ul style="list-style-type: none"> Cheaper (usually costs ~700 pesos). More places in Oaxaca offer this test. Scores accepted by Mexican universities and by many American universities. Quicker to prepare for (the exam format has many similarities with the Cambridge exams) Easier to study for, as students can specifically study grammar Mexican students generally have problems writing well in English. The written section of this test is optional, and only offered a couple of times a year. 	<ul style="list-style-type: none"> 96% of the world does this test. Doing well on the test means that you speak, read, write, and hear English well enough to do well in studies abroad.
Disadvantages of the test for UTM students	<ul style="list-style-type: none"> Only 4% of the world does this test, so it is difficult to get access to books and practice materials for the test. 	<ul style="list-style-type: none"> No specific grammar section, so students must have good general fluency Integrated tasks require a high level of fluency. Cost: The test costs almost 3000 pesos.

DIFFERENCES BETWEEN THE PAPER-BASED AND IBT TOEFL READING EXAMS

Paper-based	Internet-Based
55 minutes ~5 passages, 50 questions	60-100 minutes 3-5 passages, 12-14 questions on each passage
Passages are shorter	Passages are much longer than with the paper-based test.

Semester overview

Week	Dates	Material covered	Completed?
1	3-7 October 2016	TOEFL Paper-based test: 6 October	
2	10-14 October 2016	Main idea questions	
3	17-21 October 2016	Main idea and organization	
4	24-28 October 2016	Directly answered questions	
5	31 Oct – 4 Nov 2016	Directly and indirectly answered questions	
6	7-11 November 2016	Indirectly answered questions	
7	14-18 November 2016	Indirectly answered questions	
8	22-25 November 2016	Review	
9	28 Nov – 2 Dec 2016	MIDTERM EXAM: 1 or 2 December	
10	5-9 December 2016	Vocabulary	
11	12-16 December 2016	Vocabulary	
12	2-6 January 2017	Vocabulary and inferences	
13	9-13 January 2017	Vocabulary review	
14	16-20 January 2017	Overall exam review	
15	23-27 January 2017	Reading to learn	
16	31 Jan – 3 Feb 2017	FINAL EXAM: 1 or 2 February	

Table of contents

Prerequisites	2
Information about the teacher	2
Course information	2
Module 1: Reading	2
Exam information	2
The TOEFL exams.....	3
Differences between the paper-based and iBT TOEFL reading exams	3
Semester overview	4
Table of contents	5
Week 2: Main idea questions	7
(PBT) Answer main idea questions correctly	7
(iBT) Select summary information.....	10
Week 3: Main idea and organization	12
(PBT) Recognize the organization of ideas.....	12
(iBT) Insert sentences into the passage	14
Week 4: Directly answered questions	16
(PBT) Answer stated detail questions correctly.....	16
(iBT) Find factual information.....	18
Week 5: Direct and indirectly answered questions	20
(PBT) Find pronoun referents	20
(iBT) Recognize referents.....	22
Week 6: Indirectly answered questions	24
(PBT) Find “unstated” details.....	24
(iBT) Understand negative facts	26
Week 7: Indirectly answered questions	28
(PBT) Answer implied detail questions correctly.....	28
(iBT) Make inferences from stated facts	31
Week 8: Review	33
(PBT) Answer transition questions correctly	33
(iBT) Review exercises.....	35
Week 9: MIDTERM (1-2 December 2016).....	37
Week 10: Vocabulary.....	38
(PBT) Find definitions from structural clues	38
(iBT) Understand vocabulary from context.....	40
Week 11: Vocabulary	42
(PBT) Determine meanings from word parts.....	42
(PBT) Use context to determine meanings of difficult words	44

Week 12: Vocabulary and inferences.....	46
(PBT) Use context to determine meanings of simple words.....	46
(iBT) Infer rhetorical purpose.....	48
Week 13: Vocabulary review.....	50
(iBT) Review exercises.....	50
Week 14: Overall exam review.....	55
(PBT) Determine where specific information is found.....	55
(PBT) Determine the tone, purpose, or course.....	57
Week 15: Reading to learn.....	60
(iBT) Complete schematic tables.....	60
(iBT) Review iBT exam.....	62
Week 16: FINAL EXAM (1-2 February 2017).....	64
Answer key.....	65

Week 2: Main idea questions

(PBT) ANSWER MAIN IDEA QUESTIONS CORRECTLY

MAIN IDEA QUESTIONS	
How to identify the question	What is the topic of the passage? What is the subject of the passage? What is the main idea of the passage? What is the author's main point in the passage? With what is the author primarily concerned ? Which of the following would be the best title ?
Where to find the answer	The answer to this type of question can generally be determined by looking at the first sentence of each paragraph.
How to answer the question	1. Read the first line of each paragraph. 2. Look for a common theme or idea in the first lines. 3. Pass your eyes quickly over the rest of the passage to check that you really have found the topic sentence(s). 4. Eliminate any definitely wrong answers and choose the best answer from the remaining choices.

PASSAGE ONE (QUESTIONS 1-2)

Line Fort Knox, Kentucky, is the site of a U.S. army post, but it is even more renowned for the
Fort Knox Bullion Depository, the massive vault that contains the bulk of the U.S. government's
gold deposits. Completed in 1936, the vault is housed in a two-story building constructed of
granite, steel, and concrete; the vault itself is made of steel and concrete and has a door that
(5) weighs more than twenty tons. Naturally, the most up-to-date security devices available are in
place at Fort Knox, and the army post nearby provides further protection.

1. Which of the following best describes the topic of the passage?
- (A) The city of Fort Knox, Kentucky
 - (B) The federal gold depository
 - (C) The U.S. army post at Fort Knox
 - (D) Gold bullion

2. Which of the following would be the best title for this passage?
- (A) The Massive Concrete Vault
 - (B) Fort Knox Security
 - (C) Where the U.S. Keeps Its Gold
 - (D) A Visit to Kentucky

PASSAGE TWO (QUESTIONS 3-4)

Line One identifying characteristic of minerals is their relative hardness, which can be determined by scratching one mineral with another. In this type of test, a harder mineral can scratch a softer one, but a softer mineral is unable to scratch the harder one. The Mohs' hardness scale is used to rank minerals according to hardness. Ten minerals are listed in this
(5) scale, ranging from talc with a hardness of 1 to diamond with a hardness of 10. On this scale, quartz (number 7) is harder than feldspar (number 6) and is therefore able to scratch it; however, feldspar is unable to make a mark on quartz.

3. Which of the following best states the subject of this passage?
- (A) The hardness of diamonds
 - (B) Identifying minerals by means of a scratch test
 - (C) Feldspar on the Mohs' scale
 - (D) Recognizing minerals in their natural state

4. The main idea of this passage is that
- (A) the hardness of a mineral can be determined by its ability to make a mark on other minerals
 - (B) diamonds, with a hardness of 10 on the Mohs' scale, can scratch all other minerals
 - (C) a softer mineral cannot be scratched by a harder mineral
 - (D) talc is the first mineral listed on the Mohs' scale

PASSAGE THREE (QUESTIONS 5-6)

Line Hurricanes generally occur in the North Atlantic from May through November, with the peak of the hurricane season in September; only rarely will they occur from December through April in that part of the ocean. The main reason for the occurrence of hurricanes during this
(5) period is that the temperature on the water's surface is at its warmest and the humidity of the air is at its highest.

Of the tropical storms that occur each year in the North Atlantic, only about five, on the average, are powerful enough to be called hurricanes. To be classified as a hurricane, a tropical storm must have winds reaching speeds of at least 117 kilometers per hour, but the winds are often much stronger than that; the winds of intense hurricanes can easily surpass 240 kilometers
(10) per hour.

5. The passage mainly discusses
- (A) how many hurricanes occur each year
 - (B) the strength of hurricanes
 - (C) the weather in the North Atlantic
 - (D) hurricanes in one part of the world

6. The best title for this passage would be
- (A) The North Atlantic Ocean
 - (B) Storms of the Northern Atlantic
 - (C) Hurricanes: The Damage and Destruction
 - (D) What Happens from May through November

PASSAGE FOUR (QUESTIONS 7-9)

Para 1

Henry Wadsworth Longfellow (1807-1882) was perhaps the best-known American poet of the nineteenth century. His clear writing style and emphasis on the prevalent values of the period made him popular with the general public, if not always with the critics. He was particularly recognized for his longer narrative poems *Evangeline*, *The Song of Hiawatha*, and *The Courtship of Miles Standish*, in which he told stories from American history in terms of the values of the time.

2

Evangeline was set during the French and Indian War (1754-1763), when the British forced French settlers from Nova Scotia; two lovers, Gabriel and Evangeline, were separated by the British, and Evangeline devoted her lifetime to the search for Gabriel. With its emphasis on sentimental, undying love, *Evangeline* was immensely popular with the public.

3

In *The Song of Hiawatha*, Longfellow depicted the noble life of the American Indian through the story of the brave Hiawatha and his beloved wife Minehaha. The tear-inspiring poem follows Hiawatha through the tragedies and triumphs of life, ending with the death of Minehaha and Hiawatha's departure into the sunset in his canoe.

4

The Courtship of Miles Standish takes place during the early period of the settlement of New England, a period which was viewed as a time of honor and romance. In this poem centered around a love triangle, Miles Standish asks his friend John Alden to propose to Priscilla Mullins for him; John Alden ends up marrying Priscilla Mullins himself, and it takes time for his friendship with Miles Standish to recover. As with Longfellow's other narrative poems, the emphasis on high ideals and romance made the poem extremely popular.

7. Which of the following best describes the main idea of the passage?
- (A) American history is often depicted in poetry.
 - (B) Longfellow described American history even though people really did not enjoy it.
 - (C) The popularity of Longfellow's poems results from his stress on the values of the people.
 - (D) Longfellow wrote long narrative poems that were not always popular with the critics.

8. The best title of the passage is
- (A) Longfellow's Popular Appeal
 - (B) Historical Narrative Poems
 - (C) The Lyric, Dramatic, and Narrative Poems of Longfellow
 - (D) Longfellow and the Critics

9. The subject of the fourth paragraph is
- (A) nobility and honor in the poems of Longfellow
 - (B) the love triangle involving Miles Standish
 - (C) the popular appeal of *The Courtship of Miles Standish*
 - (D) the period of the early settlement of New England

(IBT) SELECT SUMMARY INFORMATION

SUMMARY INFORMATION QUESTIONS	
How to identify the question	A summary information chart is given
Where to find the answer	Because the answer demonstrates an understanding of the major points and critical supporting information, the information needed to answer the question is found throughout the passage.
How to answer the question	<ol style="list-style-type: none">1. Read the topic stated in the summary chart carefully.2. Read the passage, focusing on the main ideas as they relate to the topic stated in the summary chart.3. Read each answer choice, evaluating whether it is <i>true</i> information according to the passage, <i>false</i> information according to the passage, or <i>not discussed</i> in the passage.4. Eliminate any answers that are <i>false</i> or <i>not discussed</i>.5. For each statement that is <i>true</i> according to the passage, evaluate whether it is a <i>major factor</i> related to the topic or is a <i>minor detail</i>.6. Select the answers that are true and are major factors as your responses.7. Partial credit is possible, and your answers may be in any order.

PASSAGE FIVE (ISLAND PLANT LIFE)

Island plant life

Line Islands are geographical formations that are completely surrounded by water, yet many islands are covered with a rich assortment of plant life. It may seem surprising that so much plant life exists on many islands, yet there are surprisingly simple explanations as to how the vegetation has been able to establish itself there. Some islands were formerly attached to larger bodies of land, while others were created on their own. Islands that were created when flooding or rising water levels cut them off from their neighbors often still have the plant life that they had before they were cut off. In cases where islands formed out of the ocean, they may have plant life from neighboring lands even though they were never actually attached to the neighboring lands. Winds carry many seeds to islands; some plants produce extremely light seeds that can float thousands of feet above the Earth and then drift down to islands where they can sprout and develop. Birds also carry seeds to islands; as birds move over open stretches of water, they can serve as the transportation system to spread seeds from place to place.

This passage discusses the ways that plant life is able to develop on islands.
•
•
•

Answer choices (choose 3 to complete the chart):

- (1) Some seeds are able to float great distances in the air.
- (2) Some plant life existed before islands were cut off from larger bodies of land.
- (3) Some islands have many different varieties of plants.
- (4) Birds sometimes carry seeds to islands.
- (5) Some islands were created when rising water cut them off from larger bodies of land.
- (6) Some plant seeds are carried to islands by the wind.

PASSAGE SIX (BEN AND JERRY)

Ben and Jerry

Line All successful businesses are not established and run in the same way, with formal business plans, traditional organizational structures, and a strong focus on profits. Ben Cohen and Jerry Greenfield, the entrepreneurs responsible for the highly successful ice cream business that bears their names, were businessmen with a rather unconventional approach.

(5) They were rather unconventional from the start, not choosing to begin their careers by attending one of the elite business schools, but instead choosing to take a five-dollar correspondence course from Pennsylvania State University. They had little financial backing to start their business, so they had to cut corners wherever they could; the only location they could afford for the startup of their business was a gas station that they converted to ice cream

(10) production. Though this start-up was rather unconventional, they were strongly committed to creating the best ice cream possible, and this commitment to the quality of their product eventually led to considerable success.

(15) Even though they became extremely successful, they did not convert to a more conventional style of doing business. In an era where companies were measured on every penny of profit that they managed to squeeze out, Ben and Jerry had a strong belief that business should give back to the community; thus, they donated 7.5 percent of their pretax profit to social causes that they believed in. They also lacked the emphasis on executive salary and benefits packages that so preoccupy other corporations, opting instead for a five-to-one policy in

(20) which salary of the employee receiving the highest pay could never be more than five times the salary of the employee receiving the lowest pay.

This passage discusses Ben and Jerry’s unconventional company.
•
•
•

Answer choices (choose 3 to complete the chart):

- (1) They each had a personal commitment to social causes.
- (2) They began their business with little background and investment.
- (3) They believed strongly in producing a very high-quality product.
- (4) They had a salary structure that limits the salaries of high-level executives.
- (5) They set aside a noteworthy portion of their profits for social causes.
- (6) They borrowed several thousand dollars from friends to start their business.

Week 3: Main idea and organization

(PBT) RECOGNIZE THE ORGANIZATION OF IDEAS

ORGANIZATION OF IDEAS	
How to identify the question	How is the information in the passage organized ? How is the information in the second paragraph related to the information in the first paragraph?
Where to find the answer	The answer to this type of question can generally be determined by looking at the first sentence of the appropriate paragraphs.
How to answer the question	1. Read the first line of each paragraph. 2. Look for words that show the relationship between the paragraphs. 3. Choose the answer that best expresses the relationship.

PASSAGE ONE (QUESTIONS 1-2)

Para 1 Conflict within an organization is not always viewed as undesirable. In fact, various managers have widely divergent ideas on the value that conflict can have.

2 According to the traditional view of conflict, conflict is harmful to an organization. Managers with this traditional view of conflict see it as their role in an organization to rid the organization of any possible sources of conflict.

3 The interactionist view of conflict, on the other hand, holds that conflict can serve an important function in an organization by reducing complacency among workers and causing positive changes to occur. Managers who hold an interactionist view of conflict may actually take steps to stimulate conflict within the organization.

1. How is the information in the passage organized?
(A) The origin of ideas about conflict is presented.
(B) Contrasting views of conflict are presented.
(C) Two theorists discuss the strengths and weaknesses of their views on conflict.
(D) Examples of conflict within organizations are presented.

2. What type of information is included in the third paragraph?
(A) A comparison of the interactionist and traditional views of conflict
(B) A discussion of the weaknesses of the interactionist view of conflict
(C) An outline of the type of manager who prefers the interactionist view of conflict
(D) A description of one of the opposing views of conflict

PASSAGE TWO (QUESTIONS 3-4)

Para 1 IQ, or Intelligence Quotient, is defined as the ratio of a patron's mental age to chronological age, with the ratio multiplied by 100 to remove the decimal. Chronological age is easily determined; mental age is generally measured by some kind of standard test and is not so simple to define.

2 In theory, a standardized IQ test is set up to measure an individual's ability to perform intellectual operations such as reasoning and problem solving. These intellectual operations are considered to represent intelligence.

3 In practice, it has been impossible to arrive at consensus as to which types of intellectual operations demonstrate intelligence. Furthermore, it has been impossible to devise a test without cultural bias, which is to say that any IQ tests so far proposed have been shown to reflect the culture of the test makers. Test takers from that culture would, it follows, score higher on such a test than test takers from a different culture with equal intelligence.

3. What type of information is included in the first paragraph?

- (A) An argument
- (B) A definition
- (C) An opinion
- (D) A theory

4. How does the information in the third paragraph differ from that in the second paragraph?

- (A) It presents a contrasting point of view.
- (B) It follows chronologically from the ideas in the second paragraph.
- (C) It presents real information rather than a premise.
- (D) It presents an example of the ideas in the second paragraph.

PASSAGE THREE (QUESTIONS 5-6)

Para 1

The largest lake in the western United States is the Great Salt Lake, an inland saltwater lake in northwestern Utah, just outside the state capital of Salt Lake City. Rivers and streams feed into the Great Salt Lake, but none drain out of it; this has a major influence on both the salt content and the size of the lake.

2

Although the Great Salt Lake is fed by freshwater streams, it is actually saltier than the oceans of the world. The salt comes from the more than two million tons of minerals that flow into the lake each year from the rivers and creeks that feed it. Sodium and chloride – the components of salt – comprise the large majority of the lake's mineral content.

3

The Great Salt Lake can vary tremendously from its normal size of 1,700 square miles, depending on long-term weather conditions. During periods of heavy rains, the size of the lake can swell tremendously from the huge amounts of water flowing into the lake from its feeder rivers and streams; in 1980 the lake even reached a size of 2,400 square miles. During periods of dry weather, the size of the lake decreases, sometimes drastically, due to evaporation.

5. How is the information in the passage organized?

- (A) Two unusual characteristics of the Great Salt Lake are discussed.
- (B) Contrasting theories about the Great Salt Lake's salt levels are presented.
- (C) The process by which the Great Salt Lake gets its salt is outlined.
- (D) The reasons for the variations in the Great Salt Lake's size are given.

6. The third paragraph contains information on

- (A) how the size of the lake affects weather conditions
- (B) the effects of contrasting weather conditions on the size of the lake
- (C) the effects of changes in the size of the lake
- (D) the causes of the varied weather conditions in the area of the lake

(IBT) INSERT SENTENCES INTO THE PASSAGE

QUESTIONS ABOUT INSERTING INFORMATION	
How to identify the question	Look at the four squares [■] ...
Where to find the answer	The places where the sentence may be inserted are marked in the passage.
How to answer the question	<ol style="list-style-type: none">1. Look at the sentence to be inserted for any key words or ideas at the beginning or the end of the sentence.2. Read the context before and after the insertion squares for any ideas that related to the sentence to be inserted.3. Choose the insertion square that is most related to the sentence to be inserted.

PASSAGE FOUR (POPCORN)

Para

Popcorn

1 **1A** One method of popping corn involved skewering an ear of corn on a stick and roasting it until the kernels popped off the ear. **1B** Corn was also popped by first cutting the kernels off the cob, throwing them into a fire, and gathering them as they popped out of the fire. **1C** In a final method for popping corn, sand and unpopped kernels of corn were mixed together in a cooking pot and heated until the corn popped to the surface of the sand in the pot. **1D**

2 **2A** This traditional Native American dish was quite a novelty to newcomers to the Americas. **2B** Columbus and his sailors found natives in the West Indies wearing popcorn necklaces, and explorer Hernando Cortés described the use of popcorn amulets in the religious ceremonies of the Aztecs. **2C** According to legendary descriptions of the celebratory meal, Quadequina, the brother of Chief Massasoit, contributed several deerskin bags of popcorn to the celebration. **2D**

1. Look at the four squares [■] that indicate where the following sentence can be added to the first paragraph of the passage.

Native Americans have been popping corn for at least 5,000 years, using a variety of different methods.

Click on a square [■] to add the sentence to the passage.

2. Look at the four squares [■] that indicate where the following sentence can be added to the second paragraph of the passage.

A century after these early explorers, the Pilgrims at Plymouth may have been introduced to popcorn at the first Thanksgiving dinner.

Click on a square [■] to add the sentence to the passage.

PASSAGE FIVE (LIONS)

Lions

Para

1 **3A** Something unusual about lions is that they hunt in groups. **3B** Group hunting is beneficial to lions because it means that much larger prey can be captured by the lions. **3C** It also means that individual lions expend much less energy during a hunt. **3D**

2 There is a standard pattern to the process of hunting in groups. **4A** The process is initiated by a single female, who stations herself at a raised elevation to serve as a lookout to spot potential prey. **4B** When prey is spotted, a group of young lionesses advances on the herd and pushes the herd in the direction of a different lioness who has hidden herself downwind. **4C** It is up to this concealed female to choose the weakest member of the herd for the kill. **4D**

3 **5A** As can be seen from this description of the process, it is the females rather than the male or males in the pride that take part in the kill. **5B** The younger and stronger females are the ones who go on the attack. **5C** While the females are on the attack, the males stay behind to protect the rest of the pride from attack by predators such as hyenas. **5D**

3. Look at the four squares [■] that indicate where the following sentence can be added to the first paragraph of the passage.

Other cats do not.

Click on a square [■] to add the sentence to the passage.

4. Look at the four squares [■] that indicate where the following sentence can be added to the first paragraph of the passage.

This is usually accomplished by knocking the prey to the ground and breaking its neck.

Click on a square [■] to add the sentence to the passage.

5. Look at the four squares [■] that indicate where the following sentence can be added to the first paragraph of the passage.

Thus, the males have a defensive rather than an offensive role.

Click on a square [■] to add the sentence to the passage.

Week 4: Directly answered questions

(PBT) ANSWER STATED DETAIL QUESTIONS CORRECTLY

STATED DETAIL QUESTIONS	
How to identify the question	<p>According to the passage, ...</p> <p>It is stated in the passage...</p> <p>The passage indicates that...</p> <p>Which of the following is true...?</p>
Where to find the answer	The answers to these questions are found in order in the passage.
How to answer the question	<ol style="list-style-type: none"> 1. Choose a <i>key word</i> in the question. 2. Skim in the appropriate part of the passage for the <i>key word</i> or <i>idea</i>. 3. Read the sentence that contains the <i>key word</i> or <i>idea</i> carefully. 4. Look for the answer that restates an idea in the passage. 5. Eliminate the definitely wrong answers and choose the best answer from the remaining choices.

PASSAGE ONE (QUESTIONS 1-3)

Line Ice ages, those periods when ice covered extensive areas of the Earth, are known to
 have occurred at least six times. Past ice ages can be recognized from rock strata that show
 evidence of foreign materials deposited by moving walls of ice or melting glaciers. Ice ages can
 also be recognized from land formations that have been produced from moving walls of ice, such
 (5) as U-shaped valleys, sculptured landscapes, and polished rock faces.

1. According to the passage, what happens during an ice age?
- (A) Rock strata are recognized by geologists.
 (B) Evidence of foreign materials is found.
 (C) Ice covers a large portion of the Earth's surface.
 (D) Ice melts six times.

2. The passage covers how many different methods of recognizing past ice ages?
- (A) One
 (B) Two
 (C) Three
 (D) Four

3. According to the passage, what in the rock strata is a clue to geologists of a past ice age?
- (A) Ice
 (B) Melting glaciers
 (C) U-shaped valleys
 (D) Substances from other areas

PASSAGE TWO (QUESTIONS 4-6)

Line The human heart is divided into four chambers, each of which serves its own function in
 the cycle of pumping blood. The atria are the thin-walled upper chambers that gather blood as it
 flows from the veins between heartbeats. The ventricles are the thick-walled lower chambers
 that receive blood from the atria and push it into the arteries with each contraction of the heart.
 (5) The left atrium and ventricle work separately from those on the right. The role of the chambers
 on the right side of the heart is to receive oxygen-depleted blood from the body tissues and send
 it on to the lungs; the chambers on the left side of the heart then receive the oxygen-enriched
 blood from the lungs and send it back out to the body tissues.

4. The passage indicates that the ventricles
 (A) have relatively thin walls
 (B) send blood to the atria
 (C) are above the atria
 (D) force blood into the arteries
5. According to the passage, when is blood pushed into the arteries from the ventricles?
 (A) As the heart beats
 (B) Between heartbeats
 (C) Before each contraction of the heart
 (D) Before it is received by the atria

6. According to the passage, which part of the heart gets blood from the body tissues and passes it on to the lungs?
 (A) The atria
 (B) The ventricles
 (C) The right atrium and ventricle
 (D) The left atrium and ventricle

PASSAGE THREE (QUESTIONS 7-9)

Line The Golden Age of Railroads refers to the period from the end of the Civil War to the beginning of World War I when railroads flourished and in fact maintained a near monopoly in mass transportation in the United States. One of the significant developments during the period was the notable increase in uniformity, particularly through the standardization of track gauge and time.

(5)

 At the end of the Civil War, only about half of the nation's railroad track was laid at what is now the standard gauge of 1.4 meters; much of the rest, particularly in the southern states, had a 1.5-meter gauge. During the postwar years, tracks were converted to the 1.4-meter gauge, and by June 1, 1886, the standardization of tracks was completed, resulting in increased efficiency and economy in the rail system.

(10)

 A further boon to railroad efficiency was the implementation of Standard Time in 1883. With the adoption of Standard Time, four time zones were established across the country, thus simplifying railroad scheduling and improving the efficiency of railroad service.

7. According to the passage, the Golden Age of Railroads
 (A) occurred prior to the Civil War
 (B) was a result of World War I
 (C) was a period when most of U.S. mass transportation was controlled by the railroads
 (D) resulted in a decrease in uniformity of track gauge

9. The passage indicates that Standard Time was implemented
 (A) before the Civil War
 (B) on June 1, 1886
 (C) after World War I
 (D) before standardized track gauge was established throughout the U.S.

8. The passage mentions that which of the following occurred as a result of uniformity of track gauge?
 (A) The Civil War
 (B) Improved economy in the transportation system
 (C) Standardization of time zones
 (D) Railroad schedules

(IBT) FIND FACTUAL INFORMATION

QUESTIONS ABOUT FACTUAL DETAILS	
How to identify the question	According to paragraph X... It is stated in paragraph X... It is indicated in paragraph X... It is mentioned in paragraph X...
Where to find the answer	These answers are generally found in order in the passage, and the paragraph where the answer is found is generally indicated in the question.
How to answer the question	1. Choose a key word or idea in the question. 2. Skim the appropriate paragraph for the key word or idea. 3. Read the sentence that contains the key word or idea carefully. 4. Eliminate any definitely wrong answers, and choose the best answer from the remaining choices.

PASSAGE FOUR (LAKE BAIKAL)

Para

Lake Baikal

1 Crescent-shaped Lake Baikal, in Siberia, is only the ninth largest lake in area at 385 miles (620km) in length and 46 miles (74km) in width, yet it is easily the largest body of fresh water in the world. It holds one-fifth of the world's total fresh water, which is more than the total of all the water in the five Great Lakes; it holds so much fresh water in spite of its less-than-impressive area because it is by far the world's deepest lake. The average depth of the lake is 1,312 feet (400 meters) below sea level, and the Olkhon Crevice, the lowest known point, is more than 5,250 feet (1,600 meters) deep.

2 Lake Baikal, which today is located near the center of the Asian peninsula, is most likely the world's oldest lake. It began forming 25 million years ago as Asia started splitting apart in a series of great faults. The Baikal Valley dropped away, eventually filling with water and creating the deepest of the world's lakes.

1. What is stated in paragraph 1 about the shape of Lake Baikal?

- (A) It is wider than it is long.
- (B) It is circular in shape.
- (C) Its width is one-half of its length.
- (D) It is shaped like a new moon.

2. It is indicated in paragraph 1 that the area of Lake Baikal

- (A) is less than the area of eight other lakes
- (B) is one-ninth the area of Siberia
- (C) is greater than the area of any other freshwater lake
- (D) is equal to the area of the five Great Lakes

3. According to paragraph 1, Lake Baikal

- (A) holds one-fifth of the world's water
- (B) holds five times the water of the Great Lakes

- (C) holds one-ninth of the world's water
- (D) holds 20 percent of the world's fresh water

4. According to paragraph 1, the Olkhon Crevice is

- (A) outside of Lake Baikal
- (B) 400 meters below sea level
- (C) the deepest part of Lake Baikal
- (D) 5,000 meters deep

5. It is mentioned in paragraph 2 that Lake Baikal

- (A) is not as old as some other lakes
- (B) formed when sections of the Earth were moving away from each other
- (C) was fully formed 25 million years ago
- (D) is today located on the edge of the Asian peninsula

PASSAGE FIVE (THE POSTAGE STAMP)*Para***The Postage Stamp**

1

The postage stamp has been around for only a relatively short period of time. The use of stamps for postage was first proposed in England in 1837, when Sir Rowland Hill published a pamphlet entitled "Post Office Reform: Its Importance and Practicability" to put forth the ideas that postal rates should not be based on the distance that a letter or package travels but should instead be based on the weight of the letter or package and that fees for postal services should be collected in advance of the delivery, rather than after, through the use of postage stamps.

2

The ideas proposed by Hill went into effect in England almost immediately, and other countries soon followed suit. The first English stamp, which featured a portrait of then Queen Victoria, was printed in 1840. This stamp, the "penny black", came in sheets that needed to be separated with scissors and provided enough postage for a letter weighing 14 grams or less to any destination. In 1843, Brazil was the next nation to produce national postage stamps, and various areas in what is today Switzerland also produced postage stamps later in the same year. Postage stamps in five- and ten-cent denominations were first approved by the U.S. Congress in 1847, and by 1860 postage stamps were being issued in more than 90 governmental jurisdictions worldwide.

6. According to paragraph 1, postage stamps were first suggested
- (A) in the first half of the eighteenth century
 - (B) in the second half of the eighteenth century
 - (C) in the first half of the nineteenth century
 - (D) in the second half of the nineteenth century

7. It is indicated in paragraph 1 that Sir Rowland Hill believed that postage fees
- (A) should be paid by the sender
 - (B) should be related to distance
 - (C) should have nothing to do with how heavy a package is
 - (D) should be collected after the package is delivered

8. What is stated in paragraph 2 about the first English postage stamp?
- (A) It was designed by Queen Victoria.
 - (B) It contained a drawing of a black penny.
 - (C) It was produced in sheets of 14 stamps.
 - (D) It could be used to send a lightweight letter.

9. According to paragraph 2, Brazil introduced postage stamps
- (A) before England
 - (B) before Switzerland
 - (C) after the United States
 - (D) after Switzerland

10. It is mentioned in paragraph 2 that in 1847
- (A) postage stamps were in use in 90 different countries
 - (B) it cost fifteen cents to mail a letter in the United States
 - (C) two different denominations of postage stamps were introduced in the United States
 - (D) the U.S. Congress introduced the "penny black" stamp

Week 5: Direct and indirectly answered questions

(PBT) FIND PRONOUN REFERENTS

PRONOUN REFERENTS	
How to identify the question	The pronoun “...” in line X refers to which of the following?
Where to find the answer	The line where the pronoun is located is generally given in the question. The noun that the pronoun refers to is generally found <i>before</i> the pronoun.
How to answer the question	<ol style="list-style-type: none">1. Find the pronoun in the passage. (The line where the pronoun can be found is generally stated in the question.)2. Look for nouns that come <i>before</i> the pronoun.3. Read the part of the passage <i>before</i> the pronoun carefully.4. Eliminate any definitely wrong answers and choose the best answer from the remaining choices.

PASSAGE ONE (QUESTIONS 1-2)

Line The full moon that occurs nearest the equinox of the Sun has become known as the Harvest Moon. It is a bright moon which allows farmers to work late into the night for several nights; they can work when the moon is at its brightest to bring in the fall harvest. The Harvest Moon of course occurs at different times of the year in the Northern and Southern Hemispheres.

(5) In the Northern Hemisphere, the Harvest Moon occurs in September at the time of the autumnal equinox. In the Southern Hemisphere, the Harvest Moon occurs in March at the time of the vernal equinox.

1. The pronoun "It" in line 2 refers to
- (A) the equinox
 - (B) the Sun
 - (C) the Harvest Moon
 - (D) the night

2. The pronoun "they" in line 3 refers to
- (A) farmers
 - (B) nights
 - (C) times of the year
 - (D) Northern and Southern Hemispheres

PASSAGE TWO (QUESTIONS 3-4)

Line Mardi Gras, which means "Fat Tuesday" in French, was introduced to America by French colonists in the early eighteenth century. From that time it has grown in popularity, particularly in New Orleans, and today it is actually a legal holiday in several southern states. The Mardi Gras celebration in New Orleans begins well before the actual Mardi Gras Day. Parades, parties,

(5) balls, and numerous festivities take place throughout the week before Mardi Gras Day; tourists from various countries throughout the world flock to New Orleans for the celebration, where they take part in a week of nonstop activities before returning home for some much-needed rest.

3. The pronoun "it" in line 2 refers to
- (A) Mardi Gras
 - (B) French
 - (C) that time
 - (D) New Orleans

4. The pronoun "they" in line 6 refers to
- (A) numerous festivities
 - (B) tourists
 - (C) various countries
 - (D) nonstop activities

PASSAGE THREE (QUESTIONS 5-6)

Line The financial firm Dow Jones and Company computes business statistics every hour on the hour of each of the business days of the year, and these statistics are known as the Dow Jones averages. They are based on a select group of stocks and bonds that are traded on the New York Stock Exchange. The Dow Jones averages are composed of four different types of averages: the average price of the common stock of thirty industrial firms, the average price of the common stock prices of twenty transportation companies, the average price of the common stock prices of fifteen utility companies, and an overall average of all the sixty-five stocks used to compute the first three averages. Probably the average that is the most commonly used is the industrial average; it is often used by an investor interested in checking the state of the stock market before making an investment in an industrial stock.

(5)

(10)

5. The pronoun "They" in line 3 refers to
- (A) the business days
 - (B) these statistics
 - (C) stocks and bonds
 - (D) four different types

6. The pronoun "it" in line 9 refers to
- (A) the industrial average
 - (B) an investor
 - (C) the state of the stock market
 - (D) an investment

(IBT) RECOGNIZE REFERENTS

QUESTIONS ABOUT REFERENTS	
How to identify the question	The word X refers to.....
Where to find the answer	The pronoun or adjective is highlighted in the passage. The referent is generally in front of the highlighted word.
How to answer the question	<ol style="list-style-type: none">1. Locate the highlighted pronoun or adjective.2. Look before the highlighted word for nouns that agree with the highlighted word.3. Try each of the nouns in the context around the highlighted word.4. Eliminate any definitely wrong answers, and choose the best answer form the remaining choices.

PASSAGE FOUR (ANIMAL CONGREGATION)

Line

Animal Congregation

(5) Many types of animals combine the advantages of family association with those conferred by membership in still larger groups. Bees congregate in hives; some fish move in schools; ants gather in mounds; wolves live in packs; deer associate in herds. The main advantage of membership in a mass community is the safety that it provides. A large group of prey may be easier for a predator to find at any given point than is a small one, and a predator may think twice before taking on such a group: if a predator does decide to challenge a large group, it may merely encounter a confusing mass of moving bodies and possibly may not succeed in its primary goal.

1. The word **those** in the passage refers to
- (A) types
 - (B) animals
 - (C) advantages
 - (D) groups

2. The word **it** in line 4 refers to
- (A) advantage
 - (B) membership
 - (C) community
 - (D) safety

3. The word **one** in the passage refers to
- (A) group
 - (B) prey
 - (C) predator
 - (D) point

4. The word **it** in line 7 refers to
- (A) predator
 - (B) group
 - (C) mass
 - (D) goal

PASSAGE FIVE (CHROMIUM COMPOUNDS)

Chromium Compounds

Para

- 1 Most chromium compounds have brightly colored hues, and as a result they are widely used as coloring agents, or pigments, in paints. In addition to having a pleasing color a paint must protect the surface to which it is applied and be easy to apply in a thin, uniform coat.
- 2 All paints consist of two parts. One is a powder of solid particles that is the source of the color and the opaqueness and is known as the pigment. The other, called the binder, is the liquid into which the pigment is blended. The binder used in some paints is made from oily solvents such as those derived from petroleum resources. When applied, these solvents evaporate, leaving deposits of pigment on the surface.

5. The word **they** in paragraph 1 refers to
(A) chromium compounds
(B) brightly colored hues
(C) coloring agents
(D) pigments

6. The word **it** in paragraph 1 refers to
(A) a pleasing color
(B) a paint
(C) the surface
(D) a thin, uniform coat

7. The word **that** in paragraph 2 refers to
(A) a powder
(B) solid particles
(C) the source
(D) the color

8. The word **which** in paragraph 2 refers to
(A) powder
(B) paint
(C) liquid
(D) pigment

9. The word **those** in paragraph 2 refers to
(A) some paints
(B) oily solvents
(C) petroleum resources
(D) deposits of pigment

Week 6: Indirectly answered questions

(PBT) FIND “UNSTATED” DETAILS

“UNSTATED” DETAIL QUESTIONS	
How to identify the question	Which of the following is not stated ...? Which of the following is not mentioned ...? Which of the following is not discussed ...? All of the following are true except ...
Where to find the answer	The answers to these questions are found in order in the passage.
How to answer the question	1. Choose a <i>key word</i> in the question. 2. Scan in the appropriate place in the passage for the <i>key word</i> (or related <i>idea</i>). 3. Read the sentence that contains the <i>key word</i> or <i>idea</i> carefully. 4. Look for answers that are definitely true according to the passage. Eliminate those answers. 5. Choose the answer that is <i>not true</i> or <i>not discussed</i> in the passage.

PASSAGE ONE (QUESTIONS 1-2)

Line Blood plasma is a clear, almost colorless liquid. It consists of blood from which the red and white blood cells have been removed. It is often used in transfusions because a patient generally needs the plasma portion of the blood more than the other components.

(5) Plasma differs in several important ways from whole blood. First of all, plasma can be mixed for all donors and does not have to be from the right blood group, as whole blood does. In addition, plasma can be dried and stored, while whole blood cannot.

1. All of the following are true about blood plasma EXCEPT

(A) it is a deeply colored liquid
(B) blood cells have been taken out of it
(C) patients are often transfused with it
(D) it is generally more important to the patient than other parts of whole blood

2. Which of the following is NOT stated about whole blood?

(A) It is different from plasma.
(B) It cannot be dried.
(C) It is impossible to keep it in storage for a long time.
(D) It is a clear, colorless liquid.

PASSAGE TWO (QUESTIONS 3-4)

Line Elizabeth Cochrane Seaman was an American journalist at the turn of the century who wrote for the newspaper New York World under the pen name Nellie Bly, a name which was taken from the Stephen Foster song Nelly Bly. She achieved fame for her exposés and in particular for the bold and adventuresome way that she obtained her stories.

(5) She felt that the best way to get the real story was from the inside rather than as an outside observer who could be treated to a prettified version of reality. On one occasion she pretended to be a thief so that she would get arrested and see for herself how female prisoners were really treated. On another occasion she faked mental illness in order to be admitted to a mental hospital to get the real picture on the treatment of mental patients.

3. Which of the following is NOT true about Nellie Bly?
(A) Nellie Bly's real name was Elizabeth Cochrane Seaman.
(B) Nellie Bly was mentally ill.
(C) The name Nellie Bly came from a song.
(D) The name Nellie Bly was used on articles that Seaman wrote.

4. Which of the following is NOT mentioned as something that Nellie Bly did to get a good story?
(A) She acted like a thief.
(B) She got arrested by the police.
(C) She pretended to be ill.
(D) She worked as a doctor in a mental hospital.

PASSAGE THREE (QUESTIONS 5-6)

Line Dekanawida's role as a supreme law giver in the Iroquois tribe has given him the status of demigod within the Indian nation. Born into the Huron tribe, Dekanawida caused great fear in his parents, who tried to drown him in his youth after a prophecy was made indicating that he would bring great sorrow to the Huron nation. Dekanawida was to survive this attempted
(5) drowning but later left his parents' home and tribe to live among the Iroquois.

One of his achievements with the Iroquois was the institution of a law among the Iroquois that virtually ended blood feuds among the nation's families. Wampum, strings of beads made of polished shells, was a valued commodity in the Iroquois culture; according to policies established by Dekanawida, wampum had to be paid to the family of a murder victim by the
(10) family of the killer.

Since the killer was also put to death, the family of the killer had to pay the victim's family in wampum for two deaths, the death of the murder victim and the death of the killer. These strict policies implemented by Dekanawida helped to establish him as a wise lawgiver and leader of the Iroquois nation.

5. According to the passage, Dekanawida was NOT
(A) a lawmaker
(B) a Huron by birth
(C) a near deity
(D) drowned when he was young

6. Which of the following is NOT mentioned in the passage about wampum?
(A) It was used extensively by the Huron.
(B) It had a high value to the Iroquois.
(C) It was given to a murder victim's family.
(D) It was made of polished shells.

(IBT) UNDERSTAND NEGATIVE FACTS

QUESTIONS ABOUT NEGATIVE FACTS	
How to identify the question	It is NOT stated ... It is NOT mentioned ... It is NOT discussed ... It is NOT true ... It is NOT indicated ... All of the following are true EXCEPT ...
Where to find the answer	These answers are generally found in order in the passage, and the paragraph where the answer is found is generally indicated in the question.
How to answer the question	1. Choose a key word in the question. 2. Scan the appropriate place in the passage for the key word or related idea. 3. Read the sentence that contains the key word carefully. 4. Look for the answers that are definitely true according to the passage. Eliminate those answers. 5. Choose the answer that is not true or not discussed in the passage.

PASSAGE FOUR (FLATFISH)

Line

Flatfish

(5) Members of the flatfish family, sand dabs and flounders, have an evolutionary advantage over many colorfully decorated ocean neighbors in that they are able to adapt their body coloration to different environments. These aquatic chameleons have flattened bodies that are well-suited to life along the ocean floor in the shallower areas of the continental shelf that they inhabit. They also have remarkably sensitive color vision that registers the subtlest gradations on the sea bottom and in the sea life around them. Information about the coloration of the environment is carried through the nervous system to chromatophores, which are pigment-carrying skin cells. These chromatophores are able to accurately reproduce not only the colors but also the texture of the ocean floor. Each time that the sand dab or flounder finds itself in a new environment, the pattern on the body of the fish adapts to fit in with the color and texture around it.

1. It is NOT stated in the passage that sand dabs

- (A) are a type of flatfish
- (B) are in the same family as flounders
- (C) have evolved
- (D) are colorfully decorated

2. According to the passages, it is NOT true that sand dabs and flounders

- (A) have flattened bodies
- (B) live along the ocean floor
- (C) live in the deepest part of the ocean
- (D) live along the continental shelf

3. All of the following are stated about the vision of sand dabs and flounders EXCEPT that they are

- (A) overly sensitive to light
- (B) able to see colors
- (C) able to see the sea bottom
- (D) aware of their surroundings

4. It is NOT true that chromatophores

- (A) are skin cells
- (B) carry pigment
- (C) adapt to surrounding colors
- (D) change the ocean floor

5. It is NOT mentioned in the passage that sand dabs and flounders

- (A) move to new environments
- (B) adapt their behavior
- (C) can change color
- (D) adapt to textures around them

PASSAGE FIVE (LIMESTONE CAVES)

Limestone Caves

Para

1 Limestone caves can be spectacular structures filled with giant stalactites and stalagmites. These caves are formed when rainwater, which is a weak acid, dissolves calcite, or lime, out of limestone. Over time, the lime-laden water drips down into cracks, enlarging them into caves. Some of the lime is then redeposited to form stalactites and stalagmites.

2 Stalactites, which grow down from cave ceilings, are formed in limestone caves when groundwater containing dissolved lime drips from the roof of the cave and leaves a thin deposit as it evaporates. Stalactites generally grow only a fraction of an inch each year, but over time a considerable number may grow to be several yards long. In cases where the supply of water is seasonal, they may actually have growth rings resembling those on tree trunks that indicate how old the stalactites are.

3 Stalagmites are formed on the floor of a limestone cave where water containing dissolved lime has dripped either from the cave ceiling or from a stalactite above. They develop in the same way as stalactites, when water containing dissolved limestone evaporates. In some limestone caves with mature limestone development, stalactites and stalagmites grow together, creating limestone pillars that stretch from the cave floor to the cave ceiling.

6. It is indicated in paragraph 1 that all of the following are part of the process of forming limestone caves EXCEPT that
(A) rainwater dissolves lime from limestone
(B) the lime-filled water seeps into breaks in the ground
(C) the lime in the water evaporates
(D) the cracks in the ground develop into caves

7. According to paragraph 2, it is NOT true that stalactites
(A) enlarge cave ceilings
(B) are found in limestone caves
(C) grow in a downward direction
(D) grow quite slowly

8. It is NOT mentioned in paragraph 2
(A) how long stalactites may grow
(B) how the age of the stalactite is determined
(C) what one of the effects of a limited water supply is
(D) what causes stalactites to disappear

9. According to paragraph 3, stalagmites are NOT formed
(A) on cave floors
(B) from lime dissolved in water
(C) above stalactites
(D) as water containing lime evaporates

10. It is NOT indicated in paragraph 3 that limestone pillars
(A) result when a stalactite and a stalagmite grow together
(B) are attached to both the floor and the ceiling of a cave
(C) are relatively aged limestone formations
(D) are more durable than stalactites and stalagmites

Week 7: Indirectly answered questions

(PBT) ANSWER IMPLIED DETAIL QUESTIONS CORRECTLY

IMPLIED DETAIL QUESTIONS	
How to identify the question	It is implied <i>in the passage that...</i> It can be inferred from the passage that... It is most likely that... What probably happened...?
Where to find the answer	The answers to these questions are found in order in the passage.
How to answer the question	1. Choose a key word in the question. 2. Scan the passage for the key word (or a related idea). 3. Carefully read the sentence that contains the key word. 4. Look for an answer that <i>could</i> be true, according to that sentence.

PASSAGE ONE (QUESTIONS 1-2)

Line The Inuit need efficient and adequate means to travel across water in that the areas where they live are surrounded by oceans, bays, and inlets and dotted with lakes and seas. Two different types of boats have been developed by the Inuit, each constructed to meet specific needs.

(5) The kayak is something like a canoe that has been covered by a deck. A kayak is generally constructed with one opening in the deck for one rider; however, some kayaks are made for two. Because the deck of a kayak is covered over except for the hole (or holes) for its rider (or riders), a kayak can tip over in the water and roll back up without filling with water and sinking. One of the primary uses of the kayak is for hunting.

(10) The umiak is not closed over, as is the kayak. Instead, it is an open boat that is built to hold ten to twelve passengers. The Inuit have numerous uses for the umiak which reflect the size of the boat; e.g. the umiak is used to haul belongings from campsite to campsite, and it is used for hunting larger animals that are too big to be hunted in a kayak.

1. It is implied in the passage that if a kayak has two holes, then
- (A) it accommodates two riders
 - (B) it is less stable than a kayak with one hole
 - (C) it is as large as an umiak
 - (D) it cannot be used on the ocean

2. It can be inferred from the passage that an example of the animal mentioned in lines 12-13 might be
- (A) a kangaroo
 - (B) a snake
 - (C) a whale
 - (D) a salmon

PASSAGE TWO (QUESTIONS 3-5)

Line Two types of trees from the same family of trees share honors in certain respects as the most impressive of trees. Both evergreen conifers, the California redwood (*Sequoia sempervirens*) and the giant sequoia (*Sequoiadendron giganteum*) are found growing natively only in the state of California.

(5) The California redwood is found along the northern coast of the state, while the giant sequoia is found inland and at higher elevations, along the western slopes of the Sierra Nevadas.

(10) The California redwood is the tallest living tree and is in fact the tallest living thing on the face of the earth; the height of the tallest redwood on record is 385 feet (120 meters). Though not quite as tall as the California redwood, with a height of 320 feet (100 meters), the giant sequoia is nonetheless the largest and most massive of living things; giant sequoias have been measured at more than 100 feet (30 meters) around the base, with weights of more than 6,000 tons.

3. It is implied in the passage that
- (A) the leaves of only the California redwood turn brown in the autumn
 - (B) the leaves of only the giant sequoia turn brown in the winter
 - (C) the leaves of both types of trees in the passage turn brown in the winter
 - (D) the leaves of neither type of tree in the passage turn brown in the winter

4. It can be inferred from the passage that the Sierra Nevadas are
- (A) a type of giant redwood
 - (B) a coastal community
 - (C) a group of lakes
 - (D) a mountain range

5. Which of the following is implied in the passage?

- (A) The giant sequoia is taller than the California redwood.
- (B) The California redwood is not as big around as the giant sequoia.
- (C) The California redwood weighs more than the giant sequoia.
- (D) Other living things are larger than the giant sequoia.

PASSAGE THREE (QUESTIONS 6-8)

Line Probably the most recognized boardgame around the world is the game of Monopoly. In this game, players vie for wealth by buying, selling, and renting properties; the key to success in the game, in addition to a bit of luck, is for a player to acquire monopolies on clusters of properties in order to force opponents to pay exorbitant rents and fees.

(5) Although the game is now published in countless languages and versions, with foreign locations and place names appropriate to the target language adorning its board, the beginnings of the game were considerably more humble. The game was invented in 1933 by Charles Darrow, during the height of the Great Depression. Darrow, who lived in Germantown, Pennsylvania, was himself unemployed during those difficult financial times. He set the original game not as might be expected in his hometown of Germantown, but in Atlantic City, New Jersey, the site of numerous pre-Depression vacations; where he walked along the Boardwalk and visited at Park Place. Darrow made the first games by hand and sold them locally until Parker Brothers purchased the rights to Monopoly in 1935 and took the first steps toward the mass production of today.

6. The French version of Monopoly might possibly include a piece of property entitled
- (A) Atlantic City, New Jersey
 - (B) Germantown, Pennsylvania
 - (C) Boardwalk
 - (D) the Eiffel Tower

8. Parker Brothers is probably
- (A) a real estate company
 - (B) a game manufacturing company
 - (C) a group of Charles Darrow's friends
 - (D) a toy design company

7. It is implied that Darrow selected Atlantic City as the setting for Monopoly because
- (A) it brought back good memories
 - (B) his family came from Atlantic City
 - (C) the people of Germantown might have been angered if he had used Germantown
 - (D) Atlantic City was larger than Germantown

(IBT) MAKE INFERENCES FROM STATED FACTS

QUESTIONS ABOUT INFERENCES FROM STATED FACTS	
How to identify the question	It is implied in paragraph X... It can be inferred from paragraph X... It is most likely that... What probably happened...?
Where to find the answer	The answers to these questions are generally found in order in the passage.
How to answer the question	1. Choose a key word or phrase in the question. 2. Scan the passage for the key word or phrase (or related idea). 3. Carefully read the sentence that contains the key word or phrase.

PASSAGE FOUR (TIGER MOTHS)

Tiger Moths

Line

One of the most beautiful of the more than 100,000 known species in the order Lepidoptera are the tiger moths, moths known for the striking appeal of their distinctive coloration. This type of moth is covered with highly conspicuous orange-and-black or yellow-and-black patterns of spots and stripes. Such boldly patterned color combinations are commonplace in the animal world, serving the function of forewarning potential predators of unpleasant tastes and smells. This is unquestionably the function served by the striking coloration of the garden tiger moth, which is quite visually attractive but is also poisonous to predators. Certain glands in the garden tiger moth produce strong toxins that circulate throughout the insect's bloodstream, while other glands secrete bubbles that produce a noxious warning smell. The tiger moth, indeed, is a clear example of a concept that many predators intuitively understand, that creatures with the brightest coloration are often the least suitable to eat.

1. It is implied in the passage about the order Lepidoptera that
(A) all members of the order are moths
(B) there are more than 100,000 species in this order
(C) all members of the order are brightly colored
(D) there most likely fewer than 100,000 species in this order

2. It can be inferred from the passage that the tiger moth was so named because
(A) its coloration resembles that of a tiger
(B) it is a ferocious predator, like the tiger
(C) its habitat is the same as the tiger's
(D) it is a member of the same scientific classification as the tiger

3. What would most likely happen to a predator that wanted to eat a tiger moth?
(A) the predator would be unable to catch it
(B) the predator would capture it by poisoning it
(C) the predator would be unable to find it
(D) the predator would back away from it

4. Which of the following would a predator be most likely to attack successfully?
(A) A purple and orange moth
(B) A green and blue moth
(C) A brown and grey moth
(D) A red and yellow moth

PASSAGE FIVE (THE CAMBRIAN EXPLOSION)

Para

The Cambrian Explosion

1 Many of the major phyla of animals arose during the Cambrian period, in what is called the Cambrian Explosion. Prior to the Cambrian period, simple one-celled organisms had slowly evolved into primitive multicellular creatures. Then, in a relatively rapid explosion during the period from 540 million years ago to 500 million years ago, there was a period of astonishing diversification in which quickly developing organisms became widely distributed and formed complex communities.

2 One theoretical explanation for the rapid diversification that occurred during the Cambrian period is known as the theory of polar wander. According to this theory, the rapid diversification occurred because of an unusually rapid reorganization of the Earth's crust during the Cambrian period. This rapid change in the Earth's crust initiated evolutionary change inasmuch as change in the environment serves to trigger evolutionary change.

5. It can be inferred from paragraph 1 that
(A) some major phyla developed during periods other than the Cambrian period
(B) many other phyla of animals became extinct during the Cambrian Explosion
(C) descriptions of various animal phyla were created during the Cambrian period
(D) the major phyla of animals that came about during the Cambrian period died out in the Cambrian Explosion

6. It can be determined from paragraph 1 that the Cambrian Explosion most likely lasted
(A) 40 million years
(B) 450 million years
(C) 500 million years
(D) 540 million years

7. It is implied in paragraph 2 that
(A) only one theory to explain the rapid diversification has been proposed
(B) the polar wander explanation is accepted by all scientists
(C) the theory of polar wander fails to adequately explain the rapid diversification
(D) the theory of polar wander is not the only theory to explain the rapid diversification

8. It can be inferred from paragraph 2 that one basis of the theory of polar wander is that
(A) relatively little change in the Earth's crust took place during the Cambrian period
(B) rapid diversification was unable to take place because of the changes in the Earth's crust
(C) the Earth's crust changed more slowly in other periods
(D) evolutionary change is unrelated to changes in the environment

Week 8: Review

(PBT) ANSWER TRANSITION QUESTIONS CORRECTLY

TRANSITION QUESTIONS	
How to identify the question	The paragraph preceding the passage probably... What is most likely in the paragraph following the passage?
Where to find the answer	The answer can generally be found <i>in the first line</i> of the passage for a <i>preceding</i> question. The answer can generally be found <i>in the last line</i> for a <i>following</i> question.
How to answer the question	1. Read the first line for a <i>preceding</i> question. 2. Read the last line for a <i>following</i> question. 3. Draw a conclusion about what comes <i>before</i> or <i>after</i> . 4. Choose the answer that is reflected in the <i>first</i> or <i>last</i> line of the passage.

PASSAGE ONE (QUESTIONS 1-2)

Line Another program instrumental in the popularization of science was Cosmos. This series, broadcast on public television, dealt with topics and issues from varied fields of science. The principal writer and narrator of the program was Carl Sagan, a noted astronomer and Pulitzer Prize-winning author.

1. The paragraph preceding this passage most probably discusses
- (A) a different scientific television series
 - (B) Carl Sagan's scientific achievements
 - (C) the Pulitzer Prize won by Carl Sagan
 - (D) public television

2. The paragraph following this passage most likely contains information on what?
- (A) The popularity of science
 - (B) The program Cosmos
 - (C) The astronomer Carl Sagan
 - (D) Topics and issues from various fields of science

PASSAGE TWO (QUESTIONS 3-4)

Line When a strong earthquake occurs on the ocean floor rather than on land, a tremendous force is exerted on the sea water and one or more large, destructive waves called tsunamis can be formed. Tsunamis are commonly called tidal waves in the United States, but this is really an inappropriate name in that the cause of the tsunami is an underground earthquake rather than the ocean's tides. Far from land, a tsunami can move through the wide open vastness of the ocean at a speed of 600 miles (900 kilometers) per hour and often can travel tremendous distances without losing height and strength. When a tsunami reaches shallow coastal water, it can reach a height of 100 feet (30 meters) or more and can cause tremendous flooding and damage to coastal areas.

- (5) 3. The paragraph preceding the passage most probably discusses
- (A) tsunamis in various parts of the world
 - (B) the negative effects of tsunamis
 - (C) land-based earthquakes
 - (D) the effect of tides on tsunamis

4. Which of the following is most likely the topic of the paragraph following the passage?
- (A) The causes of tsunamis
 - (B) The destructive effects of tsunamis on the coast
 - (C) The differences between tsunamis and tidal waves
 - (D) The distances covered by tsunamis

PASSAGE THREE (QUESTIONS 5-6)

Line While draft laws are federal laws, marriage laws are state laws rather than federal; marriage regulations are therefore not uniform throughout the country. The legal marriage age serves as an example of this lack of conformity. In most states, both the man and the woman must be at least eighteen years old to marry without parental consent; however, the states of (5) Nebraska and Wyoming require the couple to be at least nineteen, while the minimum age in Mississippi is twenty-one. If parental permission is given, then a couple can marry at sixteen in some states, and a few states even allow marriage before the age of sixteen, though a judge's permission, in addition to the permission of the parents, is sometimes required in this situation. (10) Some states which allow couples to marry at such a young age are now considering doing away with such early marriages because of the numerous negative effects of these young marriages.

5. The paragraph preceding the passage most probably discusses
- (A) state marriage laws
 - (B) the lack of uniformity in marriage laws
 - (C) federal draft laws
 - (D) the minimum legal marriage age

6. The topic of the paragraph following the passage is most likely to be
- (A) disadvantages of youthful marriages
 - (B) reasons why young people decide to marry
 - (C) the age when parental consent for marriage is required
 - (D) a discussion of why some states allow marriages before the age of sixteen

(IBT) REVIEW EXERCISES

PASSAGE FOUR (THE BALD EAGLE)

The Bald Eagle

Line

When the bald eagle became the national symbol of the United States in 1782, soon after the country was born, it is estimated that there were as many as 75,000 nesting pairs in North America. By the early 1960s, however, the number of nesting pairs had been reduced to only around 450.

(5) The demise of the bald eagle is generally attributed to the effects of the pesticide DDT (dichloro-diphenyl-trichloroethane). This pesticide was used to kill insects harmful to agriculture, thereby increasing agricultural production. One unintended negative result of the use of DDT was that, while it did get rid of the undesirable insects, it also made its way along the food chain into fish, a favorite food source of the bald eagle.

(10) The bald eagle is now protected by federal laws. It was originally protected by the Bald Eagle Act of 1940 and later by the Endangered Species Act of 1973. However, it is not just the laws directly related to endangered species that aided in the resurgence of the bald eagle; its resurgence has also been widely attributed to the banning of DDT in 1972. Today there are more than 5,000 pairs of bald eagles, a tenfold increase over the low point of 450, and the bird was

(15) removed from the list of endangered species in July, 1999.

This passage discusses radical shifts in population that the bald eagle has undergone.
•
•
•

Answer Choices (choose 4 to complete the chart)

- (1) The numbers of bald eagles were greatly reduced, at least in part due to the effects of a pesticide.
- (2) The legislation has had a positive effect on the number of bald eagles.
- (3) The bald eagle was named as the national symbol of the United States in the late eighteenth century.
- (4) Early in the history of the United States, there were huge numbers of bald eagles.
- (5) Two different pieces of legislation that affected the bald eagle were enacted 33 years apart.
- (6) The federal government enacted legislation specifically designed to protect the bald eagle as well as to outlaw the pesticide DDT%.

PASSAGE FIVE (THE GOLDEN AGE OF COMICS)

Para

The Golden Age of Comics

1 The period from the late 1930s to the middle 1940s is known as the Golden Age of comic books. The modern comic book came about in the early 1930s in the United States as a giveaway premium to promote the sales of a whole range of household products such as cereal and cleansers. The comic books, which were printed in bright colors to attract the attention of potential customers, proved so popular that some publishers decided to produce comic books that would come out on a monthly basis and would sell for a dime each. Though comic strips had been reproduced in publications prior to this time, the Famous Funnies comic book, which was started in 1934, marked the first occasion that a serialized book of comics was attempted.

2 Early comic books reprinted already existing comic strips and comics based on known characters: however, publishers soon began introducing original characters developed specifically for comic books. Superman was introduced in Action Comics in 1938, and Batman was introduced a year later. The tremendous success of these superhero comic books led to the development of numerous comic books on a variety of topics, though superhero comic books predominated. Astonishingly, by 1945, approximately 160 different comic books were being published in the United States each month, and 90 percent of the U.S. children were said to read comic books on a regular basis.

9. It can be inferred from paragraph 1 that, at the beginning of the 1930s, comic books most likely cost
(A) nothing
(B) 5 cents
(C) 10 cents
(D) 25 cents

10. Comic books would least likely have been used to promote
(A) soap
(B) cookies
(C) jewelry
(D) bread

11. It is implied in the passage that Famous Funnies
(A) was a promotional item
(B) appeared in a magazine
(C) had been produced prior to 1934
(D) was published on a regular basis

12. From the information in paragraph 2, it appears that Superman most likely
(A) was introduced sometime after Batman
(B) was a character that first appeared in a comic book
(C) first appeared in Famous Funnies
(D) first appeared in a promotional comic strip

13. It is implied in paragraph 2 that it is surprising that
(A) comic strips were more popular than comic books
(B) superheroes were not too popular
(C) 90 percent of U.S. children did not read comics
(D) comic books developed so quickly

PASSAGE SIX (WRIGLEY'S CHEWING GUM)

Wrigley's Chewing Gum

(5) Wrigley's chewing gum was actually developed as a premium to be given away with other products rather than as a primary product for sale. As a teenager, William Wrigley Jr. was working for his father in Chicago selling soap that had been manufactured in his father's factory. The soap was not very popular with merchants because it was priced at five cents, and the selling price did not leave a good profit margin for the merchants. Wrigley convinced his father to raise the price to ten cents and to give away cheap umbrellas as a premium for the merchants. This worked successfully, confirming to Wrigley that the use of premiums was an effective sales tool.

(10) Wrigley then established his own company, in his company he was selling soap as a wholesaler, giving baking soda away as a premium, and using a cookbook to promote each deal. Over time, the baking soda and cookbook became more popular than the soap, so Wrigley began a new operation selling baking soda. He began hunting for a new premium item to give away with sales of baking soda; he soon decided on chewing gum. Once again, when Wrigley realized that demand for the premium was stronger than the demand for the original product, he

(15) created the Wm. Wrigley Jr. Company to produce and sell chewing gum.

Wrigley started out with two brands of gum, Vassar and Lotta Gum, and soon introduced Juicy Fruit and Spearmint. The latter two brands grew in popularity, while the first two were phased out. Juicy Fruit and Spearmint are two of Wrigley's main brands to this day.

11. It is NOT indicated in paragraph 1 that young William was working

- (A) in Chicago
- (B) for his father
- (C) as a soap salesman
- (D) in his father's factory

12. According to paragraph 1, it is NOT true that the soap that young Wrigley was selling

- (A) was originally well-liked
- (B) was originally priced at five cents
- (C) originally provided little profit for merchants
- (D) eventually became more popular with merchants

13. According to paragraph 2, it is NOT true that, when Wrigley first founded his own company, he was

- (A) selling soap
- (B) selling chewing gum
- (C) giving away cookbooks
- (D) using baking soda as a premium

14. It is NOT mentioned in paragraph 2 that Wrigley later

- (A) sold baking soda
- (B) used chewing gum as a premium to sell baking soda
- (C) sold chewing gum
- (D) used baking soda as a premium to sell chewing gum

15. According to paragraph 3, the Wm. Wrigley Jr. Company did all of the following EXCEPT

- (A) begin with two brands of gum
- (B) add new brands to the original two
- (C) phase out the last two brands
- (D) phase out the first two brands

Week 9: MIDTERM (1-2 December 2016)

Please go to the Sala de Autoacceso to do the exam. You will need two hours to complete the exam.

Week 10: Vocabulary

(PBT) FIND DEFINITIONS FROM STRUCTURAL CLUES

STRUCTURAL CLUES	
How to identify the question	What is ...? What is the meaning of ...? What is true about ...?
Types of clues	Punctuation: comma, parentheses, dashes Restatement: <i>or, that is, in other words, i.e.</i> Examples: <i>such as, for example, e.g.</i>
Where to find the answer	Information to help you determine what something means will generally be found after the punctuation clue, the restatement clue, or the example clue.
How to answer the question	<ol style="list-style-type: none"> 1. Find the word in the passage. 2. Locate any structural clues. 3. Read the part of the passage after the structural clue <i>carefully</i>. 4. Eliminate any definitely wrong answers and choose the best answer from the remaining choices.

PASSAGE ONE (QUESTIONS 1-4)

Line The teddy bear is a child's toy, a nice soft stuffed animal suitable for cuddling. It is, however, a toy with an interesting history behind it.

 Theodore Roosevelt, or Teddy as he was commonly called, was president of the United States from 1901 to 1909. He was an unusually active man with varied pastimes, one of which

(5) was hunting. One day the president was invited to take part in a bear hunt; and inasmuch as Teddy was president, his hosts wanted to ensure that he caught a bear. A bear was captured, clanked over the head to knock it out, and tied to a tree; however, Teddy, who really wanted to actually hunt, refused to shoot the bear and in fact demanded that the bear be extricated from the ropes; that is, he demanded that the bear be set free.

(10) The incident attracted a lot of attention among journalists. First a cartoon—drawn by Clifford K. Berryman to make fun of this situation—appeared in the Washington Post, and the cartoon was widely distributed and reprinted throughout the country. Then, toy manufacturers began producing a toy bear which they called a "teddy bear," The teddy bear became the most widely recognized symbol of Roosevelt's presidency.

1. According to line 1 of the passage, what is a "teddy bear"?

- (A) A ferocious animal
- (B) The president of the United States
- (C) A famous hunter
- (D) A plaything

2. In line 4, "pastimes" could best be replaced by

- (A) things that occurred in the past
- (B) previous jobs
- (C) hunting trips
- (D) leisure activities

3. The word "extricated" in line 8 is closest in meaning to which of the following?

- (A) Released
- (B) Tied up
- (C) Hunted
- (D) Shot

4. In line 10, a "cartoon" could best be described as

- (A) a newspaper
- (B) a type of teddy bear
- (C) a drawing with a message
- (D) a newspaper article

PASSAGE TWO (QUESTIONS 5-8)

Line A supernova occurs when all of the hydrogen in the core of a huge star is transformed to iron and explodes. All stars die after their nuclear fuel has been exhausted. Stars with little mass die gradually, but those with relatively large mass die in a sudden explosion, a supernova. The sudden flash of light can then be followed by several weeks of extremely bright light, perhaps as much light as twenty million stars.

(5) Supernovae are not very common; they occur about once every hundred years in any galaxy, and in 1987 a supernova that could be seen by the naked eye occurred in the Magellan Cloud, a galaxy close to the Milky Way. Scientists periodically detect supernovae in other galaxies; however, no supernovae have occurred in the Milky Way (the galaxy that includes the Earth) since 1604. One very impressive supernova occurred in the Milky Way on July 4, 1054. There was a great explosion followed by three months of lighted skies, and historical chronicles of the time were full of accounts and unusual explanations for the misunderstood phenomenon—many people believed that it meant that the world was coming to an end.

5. A "supernova" in line 1 is which of the following?

- (A) The iron component of a star
- (B) The core of a star
- (C) The hydrogen in a star
- (D) The explosion of a star

6. According to the passage, which of the following best describes the "Magellan Cloud" in line 7?

- (A) A galaxy inside the Milky Way
- (B) A cloud composed of hydrogen
- (C) A galaxy near the Earth's galaxy
- (D) A cloud in the sky above the Earth

7. The "Milky Way" in line 9 is

- (A) part of the Earth
- (B) a galaxy close to the Earth
- (C) the galaxy that is home to the Earth
- (D) a creamy-colored cloud in the sky

8. Which of the following is closest in meaning to "phenomenon" in line 12?

- (A) Everyday occurrence
- (B) Misunderstood event
- (C) Common belief
- (D) Unusual occurrence

(IBT) UNDERSTAND VOCABULARY FROM CONTEXT

QUESTIONS ABOUT VOCABULARY IN CONTEXT	
How to identify the question	The word (or phrase) X is closest in meaning to... The word (or phrase) X could best be replaced by...
Where to find the answer	Information to help you to understand the meaning of an unknown word or phrase can often be found in the context surrounding the word or phrase.
How to answer the question	1. Find the word or phrase in the passage. 2. Read the sentence that contains the word or phrase carefully. 3. Look for context clues to help you to understand the meaning. 4. Choose the answer that the context indicates.

PASSAGE THREE (SMOG)

Para

Smog

- 1 The oxidation of exhaust gases is one of the primary sources of the world's pollution. The brown haze that is poised over some of the world's largest cities is properly called *photochemical smog*; it results from chemical reactions that take place in the air, using the energy of sunlight. The production of smog begins with gases are created in the cylinders of vehicle engines. It is there that oxygen and nitrogen gas combine as the fuel burns to form nitric oxide (NO), a colorless gas. The nitric oxide is forced out into the air through the vehicle tailpipe along with other gases.
- 2 When the gas reaches the air, it comes into contact with available oxygen from the atmosphere and combines with the oxygen to produce nitrogen dioxide (NO₂), which is a gas with a brownish hue. This nitrogen dioxide plays a role in the formation of acid rain in wetter or more humid climates and tends to decompose back into nitric oxide as it releases an oxygen atom from each molecule; the released oxygen atoms quickly combine with oxygen (O₂) molecules to form ozone (O₃). The brownish colored nitrogen dioxide is partially responsible for the brown color in smoggy air; the ozone is the toxic substance that causes irritation to eyes.

1. The word **poised** in paragraph 1 is closest in meaning to
A interacting
B sitting
C blowing
D poisoning

2. The phrase **take place** in paragraph 1 is closest in meaning to
A position themselves
B put
C are seated
D occur

3. The word **forced** in paragraph 1 could best be replaced by
A obliged
B required
C pushed
D commanded

4. The word **hue** in paragraph 2 is closest in meaning to
A color
B odor
C thickness
D smoke

5. The phrase **plays a role** in paragraph 2 is closest in meaning to
A makes fun of
B serves a function in
C acts the part of
D moves about in

PASSAGE FOUR (AUTISM)

Line

Autism

(5) Autism is a developmental disorder that is characterized by severe behavioral abnormalities across all primary areas of functioning. Its onset is often early; it generally makes itself known by the age of two and one-half. It is not a single disease entity but is instead a syndrome defined by patterns and characteristics of behavior; it, therefore, most likely has multiple etiologies rather than a single causative factor. Autism is not fully understood and thus is controversial with respect to diagnosis, etiology, and treatment strategies.

6. The word **primary** in the passage could best be replaced by
- (A) elementary
 - (B) main
 - (C) introductory
 - (D) primitive

7. The word **onset** in the passage is closest in meaning to
- (A) placement
 - (B) arrangement
 - (C) support
 - (D) beginning

8. The word **syndrome** in the passage is closest in meaning to
- (A) concurrent set of symptoms
 - (B) feeling of euphoria
 - (C) mental breakdown
 - (D) repetitive task

9. The word **etiologies** in the passage is closest in meaning to
- (A) symptoms
 - (B) patterns
 - (C) causes
 - (D) onsets

10. The phrase **with respect to** in the passage could best be replaced by
- (A) with dignity toward
 - (B) in regard to
 - (C) irrespective of
 - (D) out of politeness for

Week 11: Vocabulary

(PBT) DETERMINE MEANINGS FROM WORD PARTS

A SHORT LIST OF WORD PARTS					
PART	MEANING	EXAMPLE	PART	MEANING	EXAMPLE
CONTRA	(against)	<i>contrast</i>	DIC	(say)	<i>dictate</i>
MAL	(bad)	<i>malcontent</i>	DOMIN	(master)	<i>dominant</i>
MIS	(error)	<i>mistake</i>	JUD	(judge)	<i>judgment</i>
SUB	(under)	<i>subway</i>	MOR	(death)	<i>mortal</i>
DEC	(ten)	<i>decade</i>	SPEC	(see)	<i>spectator</i>
MULTI	(many)	<i>multiple</i>	TERR	(earth)	<i>territory</i>
SOL	(one)	<i>solo</i>	VER	(turn)	<i>divert</i>
TRI	(three)	<i>triple</i>	VIV	(live)	<i>revive</i>

PASSAGE ONE (QUESTIONS 1-5)

Line Juan Rodriguez Cabrillo was a Portuguese-born explorer who is credited with the exploration of the coast of what is today the state of California. Sketchy military records from the period show that early in his career he served with the Spanish army from 1520 to 1524 in Spain's quest for subjugation of the people in what are today Cuba, México, and Guatemala.

(5) Little is known of his activities over the next decades, but apparently he succeeded in rising up through the ranks of the military; in 1541, he was ordered by Antonio de Mendoza, the Spanish ruler of Mexico, to explore the western coast of North America. Cabrillo set out in June of 1542 in command of two ships, the San Salvador and the Victoria; he reached San Diego Bay on September 28, 1542, and claimed the terrain for Spain. The peninsula where he landed is today

(10) named Cabrillo Point in his honor; the area has been established as a national monument and park, and local residents each year hold a celebration and reenactment of Cabrillo's landing.

From San Diego, Cabrillo continued northward for further exploration of the spectacular California coastline. By November 1542, he had reached as far north as San Francisco Bay, although he missed the entrance of the bay due to a huge storm. Soon after, with the approach

(15) of winter, he veered south and headed back to Mexico. He made it as far south as the Channel Islands off the coast of what is today Santa Barbara. Cabrillo, who died on San Miguel Island in the Channel Islands, never made it back to Mexico.

1. The word "subjugation" in line 4 is closest in meaning to
 (A) religion
 (B) flag
 (C) control
 (D) agreement

2. In line 5, the word "decades" is closest in meaning to
 (A) months
 (B) centuries
 (C) long epoch
 (D) ten-year periods

3. In line 9, the word "terrain" is closest in meaning to
 (A) land
 (B) population
 (C) minerals
 (D) prosperity

4. The word "spectacular" in line 12 is closest in meaning to which of the following?
 (A) Ruggedly handsome
 (B) Visually exciting
 (C) Completely uneven
 (D) Unendingly boring

5. The word "veered" in line 15 is closest in meaning to
- (A) arrived
 - (B) ran
 - (C) turned
 - (D) cooled

PASSAGE TWO (QUESTIONS 6-10)

Line Checks and balances are an important concept in the formation of the U.S. system of government as presented in the Constitution of the United States. Under this conception of government, each branch of government has built-in checks and limitations placed on it by one or more different branches of government in order to ensure that any one branch is not able to usurp total dominance over the government. Under the Constitution, the United States has a tripartite government, with power divided equally among the branches: the presidency, the legislature, and the judiciary. Each branch is given some authority over the other two branches to balance the power among the three branches. An example of these checks and balances is seen in the steps needed to pass a law. Congress can pass a law with a simple majority, but the president can veto such a law. Congress can then counteract the veto with a two-thirds majority. However, even if Congress passes a law with a simple majority or overrides a presidential veto, the Supreme Court can still declare the law unconstitutional if it finds that the law is contradictory to the guidelines presented in the Constitution.

6. The expression "dominance over" in line 5 is closest in meaning to
- (A) understanding of
 - (B) dispute over
 - (C) authority over
 - (D) rejection of

7. The word "tripartite" in line 6 suggests that something is
- (A) divided into three
 - (B) totally democratic
 - (C) powerfully constructed
 - (D) evenly matched

8. The "judiciary" in line 7 is
- (A) the electorate
 - (B) the authority
 - (C) the legal system
 - (D) the government

9. The word "counteract" in line 10 is closest in meaning to
- (A) vote for
 - (B) debate
 - (C) surpass
 - (D) work against

10. "Contradictory to" in lines 12-13 is closest in meaning to which of the following expressions?
- (A) In agreement with
 - (B) Opposite to
 - (C) Supported by
 - (D) Similar to

(PBT) USE CONTEXT TO DETERMINE MEANINGS OF DIFFICULT WORDS

VOCABULARY QUESTIONS CONTAINING DIFFICULT WORDS	
How to identify the question	<i>"What is the meaning...?"</i> <i>"Which of the following is closest in meaning to...?"</i> The word is a difficult word, one that you probably do not know.
Where to find the answer	The question usually tells you in which line of the passage the word can be found.
How to answer the question	1. Find the word in the passage. 2. Read the sentence that contains the word <i>carefully</i> . 3. Look for context clues to help you understand the meaning. 4. Choose the answer that the context indicates.

PASSAGE THREE (QUESTIONS 11-14)

Line The black widow is the most dangerous spider living in the United States. It is most common in the southern parts of the country, but it can be found throughout the country. The black widow got its name because the female has been known to kill the male after mating and, as a result, becomes a widow.

(5) The black widow is rather distinctive in appearance; it has a shiny globular body, the size and shape of a pea, and is marked on its underbelly with a red or yellow spot. The female is considerably more ample than the male, roughly four times larger on the average.

(10) If a human is bitten by a black widow, the spider's poison can cause severe illness and pain. Black widow bites have occasionally resulted in death, but it is certainly not the norm for black widow bites to be mortal.

11. In line 4, the word "widow" means
(A) a type of poison
(B) the dead male spider
(C) the human victim of the spider
(D) a female whose mate has died
12. Which of the following is closest in meaning to the word "globular" in line 5?
(A) Earthen
(B) Luminescent
(C) Green in color
(D) Round

13. The word "ample" in line 7 indicates that the spider is
(A) feminine
(B) large in size
(C) dotted with colors
(D) normal
14. Which of the following has the same meaning as the word "mortal" in line 10?
(A) Deadly
(B) Painful
(C) Poisonous
(D) Sickening

PASSAGE FOUR (QUESTIONS 15-18)

Line Tornadoes occur throughout the world, but for reasons that scientists are not fully able to discern, the great majority occur in the United States. Approximately 700 tornadoes a year occur within the United States, and this comprises three-quarters of the worldwide total. Most of the U.S. tornadoes take place in the Midwest and in the southern states that border the Gulf of Mexico.

(5) In general a tornado cuts a path of a few hundred yards and lasts less than an hour; an average tornado might propel itself at a speed of 15 or 20 miles per hour and therefore cover a distance of 20 or so miles. Tornadoes, however, can be much worse than average. The most devastating tornado on record occurred on March 18, 1925, in the states of Missouri, Illinois, and Indiana. The path of this tornado was more than 200 miles long and a mile wide. Traveling at an average speed of 60 miles per hour, the winds at the center of the storm swirled around at considerably more than 200 miles per hour. A total of 689 people died, and countless more were injured, at the hands of this killer storm.

15. The word "discern" in line 2 is closest in meaning to which of the following?

- (A) Present
- (B) Understand
- (C) Cause
- (D) Misrepresent

16. The word "propel" in line 7 could best be replaced by

- (A) move
- (B) develop
- (C) destroy
- (D) inhibit

17. Which of the following is closest in meaning to the word "devastating" in line 9?

- (A) Described
- (B) Delicate
- (C) Destructive
- (D) Determined

18. The word "swirled" in line 11 is closest in meaning to

- (A) decreased
- (B) rose
- (C) settled
- (D) circled

Week 12: Vocabulary and inferences

(PBT) USE CONTEXT TO DETERMINE MEANINGS OF SIMPLE WORDS

VOCABULARY QUESTIONS CONTAINING SIMPLE WORDS	
How to identify the question	<p>"What is the <i>meaning</i>...?"</p> <p>"Which of the following is closest in <i>meaning</i> to...?"</p> <p>The word is a simple word, one that you see often in everyday English.</p>
Where to find the answer	The question usually tells you in which line of the passage the word can be found.
How to answer the question	<ol style="list-style-type: none"> 1. Find the word in the passage. 2. Read the sentence that contains the word <i>carefully</i>. 3. Look for context clues to help you understand the meaning. 4. Choose the answer that the context indicates.

PASSAGE ONE (QUESTIONS 1-3)

Line The "piece of eight" was the nickname of the Spanish "peso," which was the rough
 equivalent of the American dollar in early America; the peso was accepted coin in much of the
 Americas, particularly during the period when the stores of Spanish ships were regularly stripped
 by pirates on the waters off the Americas and "redistributed" throughout coastal towns. The
 (5) nickname "piece of eight" derived from the fact that the peso was equal to eight "reals" and
 therefore had the numeral 8 stamped on it. The "piece of eight" was sometimes actually cut into
 pieces, or bits, and one popular size was one-quarter of a "piece of eight," or two bits. As a
 consequence, the U.S. quarter of a dollar is sometimes referred to today as two-bits, particularly
 in the western part of the country. A visitor to that area, if told "It'll be two-bits," should take it that
 (10) the price of an item is being given.

1. The word "rough" in line 1 is closest in meaning to
 (A) unsmooth
 (B) mean
 (C) approximate
 (D) heavy

3. The word "take" in line 9 could best be replaced by
 (A) hold
 (B) understand
 (C) possess
 (D) grab

2. "Stores" in line 3 are probably
 (A) departments
 (B) markets
 (C) shops
 (D) supplies

PASSAGE TWO (QUESTIONS 4-6)

Line Although *The Wealth of Nations* by Adam Smith appeared in 1776, it includes many of the ideas that economists still consider the foundation of private enterprise. The ideas put forth by Smith compose the basis of the philosophies of the school of thought called classical economics.

(5) According to Smith's ideas, free competition and free trade are vital in fostering the growth of an economy. The role of government in the economy is to ensure the ability of companies to compete freely.

(10) Smith, who was himself a Scot, lived during the period of the Revolutions in America and in France. During this epoch, the predominant political thought was a strong belief in freedom and independence in government. Smith's economic ideas of free trade and competition are right in line with these political ideas.

4. A "school" in line 3 is

- (A) a common belief
- (B) a college
- (C) a university
- (D) an educational institution

6. The word "line" in line 10 could best be replaced by

- (A) straightness
- (B) directness
- (C) file
- (D) agreement

5. Which of the following is closest in meaning to the word "free" in line 4?

- (A) Cheap
- (B) No cost
- (C) Uncontrolled
- (D) Democratic

(IBT) INFER RHETORICAL PURPOSE

QUESTIONS ABOUT RHETORICAL PURPOSE	
How to identify the question	Why does the author...? The author mentions X in order to ...
Where to find the answer	The targeted information is highlighted in the passage.
How to answer the question	1. Study the highlighted information carefully. 2. Study the context around the highlighted information, and ask yourself how the highlighted information is related to the context around it. 3. Draw a conclusion about the purpose of the highlighted information. 4. Read the answer choices, and eliminate any definitely wrong answers. 5. Choose the best answer from the remaining choices.

PASSAGE THREE (XEROGRAPHY)

Para

Xerography

1 One more familiar use of electrochemistry that has made its way into the mainstream is xerography, a process for replicating documents that is dependent on photoconductive materials. A photoconductive material is an insulator in the dark but becomes a conductor when exposed to bright light. When a photocopy is being made, an image of a document is projected onto the surface of a rotating drum, and bright light causes the photoconductive material on the surface of the drum to become conductive.

2 As a result of the conductivity, the drum loses its charge in the lighted areas, and toner (small grains to which dry ink adheres) attaches itself only to the darker parts of the image. The grains are then carried to a sheet of paper and fused with heat. When a laser printer is used, the image is projected by means of a laser beam, which creates a brighter light and a greater contrast between lighter and darker areas and therefore results in sharper printed images.

1. The author begins the first paragraph with **One more familiar use of electrochemistry** in order to

- (A) Explain that xerography is one of the less familiar uses of electrochemistry
- (B) Make it clear that electrochemistry requires photoconductive materials
- (C) Show that xerography is the only known use for electrochemistry
- (D) Indicate that other less familiar uses have already been discussed

2. Why does the author explain that **A photoconductive material is an insulator in the dark but becomes a conductor when exposed to bright light**?

- (A) It gives an explanation of a property that is necessary for xerography.
- (B) It indicates that bright light is required for insulation to take place.
- (C) It gives one example of a successful xerographic process.
- (D) It explains the role of insulation in xerography.

3. The author places the phrase **small grains to which dry ink adheres** in parentheses in order to

- (A) Provide information that contradicts the previous statement
- (B) Provide another example of conductivity
- (C) Provide further detail information about toner
- (D) Provide an alternate explanation for the effectiveness of toner

4. Why is a laser printer mentioned?

- (A) It is an alternative to xerography.
- (B) It is a way of duplicating without using electrochemistry.
- (C) It is a second example of xerography.
- (D) It is a less effective type of xerography than is a photocopier.

PASSAGE FOUR (DEMOGRAPHIC CHANGE)

Para

Demographic Change

- 1 By the end of the 1920s, American society had undergone a long and historic demographic change. Since the 1870s, the country had been moving from a more rural mode that was based on high birthrates – as high as 50 births annually per thousand people in the early nineteenth century – to a more metropolitan mode. Prior to the 1870s, the population of the country was increasing by about a third every decade; however, by the end of the 1920s, a radical about-face had taken place.
- 2 One major factor to affect the demographics of the country during this period was a dramatic decrease in birthrates. The trend during this era was more pronounced in urban areas but also had an effect in rural areas. As a result of the trend toward smaller families, particularly in cities, the birthrate was down to 27.7 births annually per thousand women by 1920 and had dropped even further – to 21.3 births annually per thousand women – by 1930.
- 3 At the same time, the deathrate, too, was falling. Urban living led to better sanitation, refrigeration, and water purification; it also resulted in better medical care as doctors and hospitals were more readily available. Most likely as a result of these factors, there were only eleven deaths per thousand annually by the early 1920s, which was half the rate of the 1880s.

5. Why does the author include the phrase **as high as 50 births annually per thousand people in the early nineteenth century** in paragraph 1?

- (A) To show that metropolitan areas of the country had higher birthrates than rural areas
- (B) To provide statistical evidence of the elevated birthrate in the 1870s
- (C) To quantify what had happened with the American population in the previous century
- (D) To argue against the belief that the demographics of the country had changed

6. The author uses the word **however** in paragraph 1 in order

- (A) To make it clear that an extreme change had taken place
- (B) To emphasize how tremendously the population was increasing
- (C) To point out an alternate explanation for the change
- (D) To indicate a difference of opinion with other demographers

7. The author includes the word **too** in paragraph 3

- (A) To indicate that both the birthrate and the deathrate were holding steady
- (B) To show that the rural mode was similar to the metropolitan mode
- (C) To clarify the explanation that population trends before and after 1870 were similar
- (D) To emphasize that paragraph 3 discusses a second factor in the demographic change

8. Why does the author mention **better medical care** in paragraph 3?

- (A) It helps to explain why the birthrate is increasing
- (B) It is an example of a factor that contributed to the improved birthrate.
- (C) It helps to explain why the deathrate is increasing.
- (D) It is an example of a factor that contributed to the improved deathrate.

9. The author includes the expression **Most likely** in paragraph 3 to show

- (A) That the data about the average number of deaths was not verified
- (B) That doctors and hospitals may not have actually been more available
- (C) That other factors may have contributed to the decreasing deathrate
- (D) That the deathrate may not have decreased as much as stated.

Week 13: Vocabulary review

(IBT) REVIEW EXERCISES

PASSAGE ONE (PARASITIC PLANTS)

Para

Parasitic Plants

- 1 Parasitic plants are plants that survive by using food produced by host plants rather than by producing their own food from the Sun's energy. Because they do not need sunlight to survive, parasitic plants are generally found in umbrageous areas rather than in areas exposed to direct sunlight. Parasitic plants attach themselves to host plants, often to the stems or roots, by means of haustoria, which the parasite uses to make its way into the food channels of the host plant and absorb the nutrients that it needs to survive from the host plant.
- 2 The world's heaviest flower, a species of rafflesia, is a parasite that flourishes among, and lives off of, the roots of jungle vines. Each of these ponderous blooms can weigh up to 15 pounds (7 kg) and can measure up to 3 feet (1 m) across.

11. The word *umbrageous* in paragraph 1 is closest in meaning to

- (A) moist
- (B) well lit
- (C) shaded
- (D) buried

12. *Haustoria* in paragraph 1 are most likely

- (A) offshoots from the parasite
- (B) seeds of the host plant
- (C) fruits from the host plant
- (D) food for the parasite

13. The phrase *make its way into* in paragraph 1 is closest in meaning to

- (A) develop
- (B) penetrate
- (C) outline
- (D) eat

14. The word *ponderous* in paragraph 2 is closest in meaning to

- (A) smelly
- (B) hidden
- (C) mature
- (D) heavy

15. The word *across* in paragraph 2 could best be replaced by

- (A) in diameter
- (B) on the other side
- (C) at a distance
- (D) inside and out

PASSAGE TWO (EDNA FERBER)

Para

Edna Ferber

- 1 Edna Ferber (1887-1968) was a popular American novelist in the first half of the twentieth century. She embarked on her career by working as a newspaper reporter in Wisconsin and soon began writing novels. Her first novel, *Dawn O'Hara, the Girl Who Laughed*, was published in 1911, when she was only twenty-four years old.
- 2 Her big break came with the novel *So Big* (1924), which was awarded the Pulitzer Prize in Literature. The main conflict in the novel is between a mother who places a high value on hard work and honor and a son who repudiates his mother's values, instead preferring the easier path to fortune and celebrity. Like many of Ferber's novels, this novel features a tenacious female protagonist with a strong character who struggles to deal with ethical dilemmas about the importance of status and money.
- 3 Probably the best known of Ferber's novels was *Show Boat* (1926), which tells the story of a Southern woman married to a charismatic but irresponsible man who leaves her with a daughter she must take great pains to support. In 1927, the novel was made into a musical that has endured to the present.
- 4 Other well-known novels by Ferber include *Cimarron* (1930) and *Giant* (1952), both of which were made into movies. These were epic novels about the settlement and growth of the West, centering on strong female lead characters who marry men lacking the same strength of character.

16. The phrase *embarked on* in paragraph 1 is closest in meaning to
(A) took a trip to
(B) started out on
(C) improved upon
(D) had an opinion about

17. The word *break* in paragraph 2 could best be replaced by
(A) rupture
(B) revelation
(C) opportunity
(D) rest

18. The word *places* in paragraph 2 could best be replaced by
(A) locates
(B) puts
(C) recites
(D) positions

19. The word *repudiates* in paragraph 2 is closest in meaning to
(A) refuses to accept
(B) lives up to
(C) tries to understand
(D) makes the best of

20. The word *protagonist* in paragraph 2 is closest in meaning to
(A) arch enemy
(B) voracious reader
(C) skilled worker
(D) lead character

21. The phrase *take great pains* in paragraph 3 is closest in meaning to
(A) work diligently
(B) recognize hurtfully
(C) accept unequivocally
(D) hurt agonizingly

22. The word *endured* in paragraph 3 is closest in meaning to
(A) lasted
(B) tested
(C) waited
(D) limited

23. The word *epic* in paragraph 4 could best be replaced by
(A) lengthy narrative
(B) detailed non-fictional
(C) emotionally romantic
(D) rousing Western

PASSAGE THREE (THE HUBBLE TELESCOPE)

The Hubble Telescope

Para

1 The Hubble telescope was launched into space with great fanfare on April 25, 1990. Although there are many powerful telescopes at various locations on Earth, the Hubble telescope was expected to be able to provide considerably better information because it would be able to operate from the vacuum of space, without interference from the Earth's atmosphere. By launching the Hubble telescope into space, NASA was, in essence, placing an observatory above the Earth's atmosphere.

2 Unfortunately, the Hubble telescope was initially delayed in relaying its first pictures back from space due to a simple mathematical miscalculation. The Hubble telescope relies upon certain stars to orient its observation, and astronomers working on the pointing instructions for the telescope used charts created in 1950, with adjustments for the movements of the stars in the ensuing period. In making these adjustments, however, astronomers added the amount of the adjustment rather than subtracting it – a simple checkbook-balancing error. The adjustment was a change of only half a degree, but by adding half a degree rather than subtracting it, the telescope's aim was misdirected by millions of miles.

10. Why does the author mention many powerful telescopes at various locations on Earth in paragraph 1?
(A) To emphasize the need for telescopes at various locations on Earth
(B) To show that the Hubble telescope was different from existing telescopes
(C) To indicate how the atmosphere improves the quality of information from space
(D) To emphasize the similarities between the Hubble telescope and other telescopes

11. The author uses the phrase *in essence* in paragraph 2 in order to indicate that the information that follows the phrase
(A) provides a simplified description of a (B) previously stated situation
(B) indicates the cause of a previously stated effect
(C) provides further details about a previously stated main idea
(D) indicates the classification to which previously stated examples belong

12. Why does the author begin paragraph 2 with *Unfortunately*?
(A) It indicates that NASA has been unhappy with all of Hubble's photographs.
(B) It shows that NASA's plan to use stars to orient the Hubble telescope was misguided.
(C) It emphasizes the need to have telescopes on Earth.
(D) It indicates that high expectations were not initially met.

13. The author mentions a *simple checkbook-balancing error* in paragraph 2 in order to suggest that
(A) the astronomers must have difficulties with their checkbooks
(B) the adjustment made by the astronomers should have been more than half a degree
(C) a more balanced approach was needed when making adjustments
(D) the mistake made by the astronomers was a simple, everyday error

14. Why does the author mention the detail *millions of miles* in paragraph 2?
(A) It reinforces the idea that the mistake had a huge effect.
(B) It emphasizes the wide range of the Hubble telescope.
(C) It demonstrates that the Hubble telescope travels long distances.
(D) It helps the reader to understand how powerful the Hubble telescope is.

PASSAGE FOUR (CORAL COLONIES)

Coral Colonies

Para

1 Coral colonies require a series of complicated events and circumstances to develop into the characteristically intricate reef structures for which they are known. These events and circumstances involve physical and chemical processes as well as delicate interactions among various animals and plants for coral colonies to thrive.

2 The basic element in the development of coralline reef structures is a group of animals from the *Anthozoa* class, called stony corals, that is closely related to jellyfish and sea anemones. These small polyps (the individual animals that make up the coral reef), which are for the most part only a fraction of an inch in length, live in colonies made up of an immeasurable number of polyps clustered together. Each individual polyp obtains calcium from the seawater where it lives to create a skeleton around the lower part of its body, and the polyps attach themselves both to the living tissue and to the external skeletons of other polyps. Many polyps tend to retreat inside of their skeletons during hours of daylight and then stretch partially outside of their skeletons during hours of darkness to feed on minute plankton from the water around them. The mouth at the top of each body is surrounded by rings of tentacles used to grab onto food, and these rings of tentacles make the polyps look like flowers with rings of clustered petals; because of this, biologists for years thought that corals were plants rather than animals.

3 Once these coralline structures are established, they reproduce very quickly. They build in upward and outward directions to create a fringe of living coral surrounding the skeletal remnants of once-living coral. That coralline structures are commonplace in tropical waters around the world is due to the fact that they reproduce so quickly rather than the fact that they are hardy life-forms easily able to withstand external forces of nature. They cannot survive in water that is too dirty, and they need water that is at least 72°F (or 22°C) to exist, so they are formed only in waters ranging from 30° north to 30° south of the equator. They need a significant amount of sunlight, so they live only within an area between the surface of the ocean and a few meters beneath it. In addition, they require specific types of microscopic algae for their existence, and their skeletal shells are delicate in nature and are easily damaged or fragmented. They are also prey to other sea animals such as sponges and clams that bore into their skeletal structures and weaken them.

4 Coral colonies cannot build reef structures without considerable assistance. The many openings in and among the skeletons must be filled in and cemented together by material from around the colonies. The filling material often consists of fine sediments created either from the borings and waste of other animals around the coral or from the skeletons, shells, and remnants of dead plants and animals. The material that is used to cement the coral reefs comes from algae and other microscopic forms of seaweed.

5 An additional part of the process of reef formation is the ongoing compaction and cementation that occurs through the process. Because of the soluble and delicate nature of the material from which coral is created, the relatively unstable crystals of corals and shells break down over time and are then rearranged as a more stable form of limestone.

6 The coralline structures that are created through these complicated processes are extremely variable in form. They may, for example, be treelike and branching, or they may have more rounded and compact shapes. What they share in common, however, is the extraordinary variety of plant and animal life-forms that are a necessary part of the ongoing process of their formation.

GLOSSARY

polyps: simple sea animals with tube-shaped bodies

Questions

1. The word *they* in paragraph 1 refers to
 - (A) coral colonies
 - (B) events and circumstances
 - (C) intricate reef structures
 - (D) chemical processes
2. The word *that* in paragraph 2 refers to
 - (A) the basic element
 - (B) the development of coralline reef structures
 - (C) a group of animals
 - (D) the *Anthozoa* class
3. The phrase *an immeasurable number* in paragraph 2 is closest in meaning to
 - (A) an exact integer
 - (B) a huge quantity
 - (C) a surprising total
 - (D) a changing sum
4. The word *minute* in paragraph 2 could best be replaced by
 - (A) tiny
 - (B) light
 - (C) timely
 - (D) soft
5. The phrase *once-living* in paragraph 3 is closest in meaning to
 - (A) aging
 - (B) dead
 - (C) growing
 - (D) solitary
6. The word *hardy* in paragraph 3 is closest in meaning to
 - (A) difficult
 - (B) fragile
 - (C) scarce
 - (D) rugged
7. The word *They* in paragraph 3 refers to
 - (A) coralline structures
 - (B) upward and outward directions
 - (C) skeletal remnants
 - (D) external forces of nature
8. The word *them* in paragraph 3 refers to
 - (A) sea animals
 - (B) sponges and clams
 - (C) skeletal structures
 - (D) many openings
9. The word *borings* in paragraph 4 is closest in meaning to
 - (A) dull pieces
 - (B) strange creatures
 - (C) living beings
 - (D) powdery remnants
10. The word *ongoing* in paragraph 5 is closest in meaning to
 - (A) mobile
 - (B) continuous
 - (C) increasing
 - (D) periodic
11. The phrase *break down* in paragraph 5 is closest in meaning to
 - (A) cease functioning
 - (B) interrupt
 - (C) descend
 - (D) decompose
12. The word *that* in paragraph 6 refers to
 - (A) variety
 - (B) life-forms
 - (C) part
 - (D) process
13. The word *their* in paragraph 6 refers to
 - (A) coralline structures
 - (B) complicated processes
 - (C) rounded and more compact shapes
 - (D) plant and animal life-forms

Week 14: Overall exam review

(PBT) DETERMINE WHERE SPECIFIC INFORMATION IS FOUND

QUESTIONS ABOUT WHERE IN THE PASSAGE	
How to identify the question	Where in the passage...?
Where to find the answer	The answer can be in any of the lines listed in the answers to the question.
How to answer the question	<ol style="list-style-type: none">1. Choose a <i>key word</i> or <i>idea</i> in the question.2. Skim the lines in the passage that are listed in the answers to the question. You should skim for the <i>key word</i> or <i>idea</i>.3. Choose the answer that contains the line numbers of a <i>restatement</i> of the question.

PASSAGE ONE (QUESTIONS 1-4)

Line Beavers generally live in family clusters consisting of six to ten members. One cluster would probably consist of two adults, one male and one female, and four to eight young beavers, or kits. A female beaver gives birth each spring to two to four babies at a time. These baby beavers live with their parents until they are two years old. In the springtime of their second (5) year they are forced out of the family group to make room for the new babies. These two-year-old beavers then proceed to start new family clusters of their own.

1. Where in the passage does the author give the name of a baby beaver?

- (A) Line 1
- (B) Line 2
- (C) Line 3
- (D) Lines 4-5

2. Where in the passage does the author mention the time of year when new baby beavers are born?

- (A) Line 1
- (B) Line 2
- (C) Line 3
- (D) Lines 4-5

3. Where in the passage does the author state the age at which beavers must go out on their own?

- (A) Line 1
- (B) Line 2
- (C) Line 3
- (D) Lines 4-5

4. Where in the passage does the author indicate why the young beavers must leave their parents' home?

- (A) Line 1
- (B) Line 2
- (C) Line 3
- (D) Lines 4-5

PASSAGE TWO (QUESTIONS 5-7)

Line Chamber music received its name because it was originally intended to be performed in small rooms in private homes rather than huge concert halls or theaters. Today it has evolved into small ensemble music in which each performer in the ensemble plays an individual part.

(5) The compositions written for this type of performance can easily be classified into three distinct periods, each with its style of music and instrumentation. In the earliest period (1450-1650), the viol and other instrumental families developed considerably, and instrumental music took its first steps toward equal footing with vocal music. In the second period (1650-1750), trio sonatas dominated. These ensemble compositions were often written for two violins and a cello; the harpsichord was also featured in various compositions of this period. In the modern period (10) (after 1750), the preponderance of chamber music was written for the string quartet, an ensemble composed of two violins, a viola, and a cello.

5. Where in the passage does the author discuss the modern definition of chamber music?

- (A) Lines 2-3
- (B) Lines 4-5
- (C) Lines 8-9
- (D) Lines 9-11

7. Where in the passage does the author mention music written for four strings?

- (A) Lines 2-3
- (B) Lines 4-5
- (C) Lines 7-9
- (D) Lines 9-11

6. Where in the passage does the author discuss the period when ensembles for three instruments predominated?

- (A) Lines 2-3
- (B) Lines 4-5
- (C) Lines 7-9
- (D) Lines 9-11

PASSAGE THREE (QUESTIONS 8-10)

Line It is common practice to coat metals such as iron and steel with a protective layer of zinc or an alloy made from zinc mixed with aluminum, cadmium, or tin in a process known as "galvanization." The purpose of galvanization is to prevent the corrosion of the iron or steel.

(5) The most common method to galvanize metal is the hot-dip galvanizing process. In this process, the iron or steel is dipped into a hot bath of a zinc alloy to form a protective coating approximately .003 inches thick. Another method of galvanizing that is not as common is the process known as electrogalvanizing; in this process the metal is placed in a solution composed of zinc sulphate and water and is then charged electrically. This causes a thin layer of zinc to coat the metal.

(10) Zinc is effective in galvanizing metals such as iron or steel in that zinc reacts more easily with oxygen than iron does. If iron is unprotected, it reacts with the oxygen in the air to form iron oxide, or rust, which leads to the corrosion of the iron. If, however, the iron is coated with zinc, as it is in the galvanization process, then it is the zinc rather than the iron which interacts with the oxygen to form zinc oxide, and the iron is not subject to corrosion.

8. Where in the passage does the author list the components of a zinc alloy?

- (A) Lines 1-2
- (B) Lines 4-6
- (G) Lines 9-10
- (D) Lines 11-13

10. Where in the passage does the author describe what happens when iron and oxygen interact?

- (A) Lines 4-6
- (B) Lines 6-8
- (C) Lines 10-11
- (D) Lines 11-13

9. Where in the passage does the author present the less routinely used process of galvanization?

- (A) Lines 1-2
- (B) Lines 4-6
- (C) Lines 6-8
- (D) Lines 9-10

(PBT) DETERMINE THE TONE, PURPOSE, OR COURSE

TONE, PURPOSE, OR COURSE	
How to identify the question	TONE: What is the tone of the passage? PURPOSE: What is the author's purpose in this passage? COURSE: In which course would this reading be assigned?
Where to find the answer	TONE: There will be clues throughout the passage that the author is showing some <i>emotion</i> rather than just presenting facts. PURPOSE: Draw a conclusion about the <i>purpose</i> from the main idea and supporting details. COURSE: Draw a conclusion about the <i>course</i> from the topic of the passage and the supporting details.
How to answer the question	TONE: 1. Skim the passage looking for clues that the author is showing some <i>emotion</i> . 2. Choose the answer that identifies the emotion. PURPOSE: 1. Study the main idea in the topic sentence and the details used to support the main idea. 2. Draw a conclusion about the <i>purpose</i> . COURSE: 1. Study the main idea in the topic sentence and the details used to support the main idea. 2. Draw a conclusion about the <i>course</i> .

PASSAGE FOUR (QUESTIONS 11-13)

Line Truman Capote's *In Cold Blood* (1966) is a well-known example of the "nonfiction novel," a popular type of writing based upon factual events in which the author attempts to describe the underlying forces, thoughts, and emotions that lead to actual events. In Capote's book, the author describes the sadistic murder of a family on a Kansas farm, often showing the point of view of the killers. To research the book, Capote interviewed the murderers, and he maintains that his book presents a faithful reconstruction of the incident.

- (5)
11. The purpose of this passage is to
(A) discuss an example of a particular literary genre
(B) tell the story of *In Cold Blood*
(C) explain Truman Capote's reasons for writing *In Cold Blood*
(D) describe how Truman Capote researched his nonfiction novel

12. Which of the following best describes the tone of the passage?
(A) Cold
(B) Sadistic
(C) Emotional
(D) Descriptive

13. This passage would probably be assigned reading in which of the following courses?
(A) Criminal Law
(B) American History
(C) Modern American Novels
(D) Literary Research

PASSAGE FIVE (QUESTIONS 14-16)

Line Up to now, confessions that have been obtained from defendants in a hypnotic state have not been admitted into evidence by courts in the United States. Experts in the field of hypnosis have found that such confessions are not completely reliable. Subjects in a hypnotic state may confess to crimes they did not commit for one of two reasons. Either they fantasize that they committed the crimes or they believe that others want them to confess.

(5)

A landmark case concerning a confession obtained under hypnosis went all the way to the U.S Supreme Court. In the case of *Layra v. Denno*, a suspect was hypnotized by a psychiatrist for the district attorney; in a posthypnotic state the suspect signed three separate confessions to a murder. The Supreme Court ruled that the confessions were invalid because the confessions had been the only evidence against him.

(10)

4. Which of the following best describes the author's purpose in this passage?
- (A) To explain the details of a specific court case
 - (B) To demonstrate why confessions made under hypnosis are not reliable
 - (C) To clarify the role of the Supreme Court in invalidating confessions from hypnotized subjects
 - (D) To explain the legal status of hypnotically induced confession

5. The tone of this passage could best be described as
- (A) outraged
 - (B) judicial
 - (C) hypnotic
 - (D) informative

6. This passage would probably be assigned reading in a course on
- (A) American Law
 - (B) psychiatric healing
 - (C) parapsychology
 - (D) philosophy

PASSAGE SIX (QUESTIONS 17-19)

Line The rate at which the deforestation of the world is proceeding is alarming. In 1950 approximately 25 percent of the Earth's land surface had been covered with forests, and less than twenty-five years later the amount of forest land was reduced to 20 percent. This decrease from 25 percent to 20 percent from 1950 to 1973 represents an astounding 20 million square kilometers of forests. Predictions are that an additional 20 million square kilometers of forest land will be lost by 2020.

(5) The majority of deforestation is occurring in tropical forests in developing countries, fueled by the developing countries' need for increased agricultural land and the desire on the part of developed countries to import wood and wood products. More than 90 percent of the plywood used in the United States, for example, is imported from developing countries with tropical rain forests. By the mid-1980's, solutions to this expanding problem were being sought, in the form of attempts to establish an international regulatory organization to oversee the use of tropical forests.

17. The author's main purpose in this passage is to
- (A) cite statistics about an improvement on the Earth's land surface
 - (B) explain where deforestation is occurring
 - (C) make the reader aware of a worsening world problem
 - (D) blame developing countries for deforestation

18. Which of the following best describes the tone of the passage?
- (A) Concerned
 - (B) Disinterested
 - (C) Placid
 - (D) Exaggerated

19. This passage would probably be assigned reading in which of the following courses?
- (A) Geology
 - (B) Geography
 - (C) Geometry
 - (D) Marine Biology

Week 15: Reading to learn

(IBT) COMPLETE SCHEMATIC TABLES

QUESTIONS ABOUT SCHEMATIC TABLES	
How to identify the question	A schematic table is given.
Where to find the answer	Because the answer demonstrates an understanding of the major points and critical supporting information, the information needed to answer the question is found throughout the passage.
How to answer the question	<ol style="list-style-type: none"> 1. Look at the information that is provided in the schematic table. 2. Read the passage, focusing on the main ideas as they relate to the topics in the schematic table. 3. Read each answer choice, evaluating whether it is <i>true</i> information according to the passage, false information according to the passage, or <i>not discussed</i> in the passage. 4. Eliminate any answers that are <i>false</i> or <i>not discussed</i>. 5. Match the <i>true</i> answer choices to the correct category in the schematic table. 6. Partial credit is possible, and your answers may appear in any order.

PASSAGE ONE (SAND DUNES)

Line

Sand Dunes

Sandy deserts contain enormous volumes of sand eroded from mountains and carried to the deserts by wind or water. The huge quantities of sand that make up sandy deserts are blown about into dunes of various shapes.

(5) Ridge dunes form where there are large amounts of sand, generally in the interiors of deserts, and winds blow in one direction. Under these conditions, parallel ridges of sand, known as transverse dunes, form at right angles to the wind.

(10) When the direction of the wind changes so that it comes from different directions, star-shaped dunes form from the massive amounts of sand in desert interiors. Star-shaped dunes are relatively stable dunes that reach incredible heights, up to 80 meters high in some deserts, and are quite common in massive deserts such as the Sahara.

Crescent dunes form on the edges of deserts where there is less sand and where the winds blow mainly in one direction. These dunes, which are also known as barchan dunes, are less stable than star-shaped dunes and can shift as much as 20 meters per year as winds blow over the outer curves of the crescent in the direction of the pointed ends.

Directions: Select the appropriate sentences from the answer choices, and match them to the critical information about the sand dunes to which they relate. THREE of the answer choices will not be used. This question is worth 3 points.

Amount of sand	• •
Direction of winds	• •

Answer Choices (choose 4 to complete the chart):

- (1) Ridge and crescent dunes form where the winds blow from one direction.
- (2) Crescent dunes are also known as barchan dunes.
- (3) Star-shaped dunes form where the winds blow from different directions.
- (4) Transverse dunes are created parallel to the wind.
- (5) Ridge and star dunes form where there is a lot of sand.
- (6) Star-shaped dunes are more stable than crescent dunes.
- (7) Crescent dunes form where there is less sand.

PASSAGE TWO (A SURPRISING CONNECTION)

A Surprising Connection

It can be quite surprising to understand that the words *buckaroo* and *vaccine* are actually derived from the same source inasmuch as a buckaroo is a casual way of identifying a cowboy and a vaccine is a substance that can be used to prevent diseases.

- (5) The word *buckaroo* might not be easily recognizable at first as a borrowing into English of the Spanish word *vaquero*, which in Spanish refers to a cowboy. The initial letter *v* in Spanish is pronounced with two lips rather than the pronunciation with the upper front teeth and lower lip of an English *v* and can sound more like the letter *b* than the letter *v* to an English speaker; thus the English version of the Spanish word begins with a *b* rather than a *v*. The English word also begins with the syllable *buck*, which is somewhat similar in sound to the first syllable of the Spanish word and is also an easily identifiable word itself in English.

- (10) The Spanish word *vaquero* comes from *vacca*, the Latin word for “cow.” Another word from the same Latin source is *vaccine*. In the late eighteenth century, the English physician Edward Jenner discovered that inoculation with a form of cowpox was effective in preventing the dreaded disease smallpox. French chemist Louis Pasteur, who was himself experimenting with a number of varieties of inoculation, used the word *vaccination* for preventative inoculation in general and the word *vaccine* for the substance inoculated in honor of Jenner’s earlier contribution to the development of vaccines.

Directions: Select the appropriate phrases from the answer choices and match them to the pairs of words to which they relate. TWO of the answer choices will not be used. This question is worth 4 points.

<i>buckaroo</i> and <i>vaquero</i>	• •
<i>buckaroo</i> and <i>vaccine</i>	• •
<i>vacca</i> and <i>vaccine</i>	• •

Answer Choices (choose 6 to complete the chart):

- (1) Are from different languages (Latin and English)
- (2) Have the same meaning
- (3) Are both Spanish words
- (4) Refer to different things (an animal and a substance)
- (5) Are found in the same language
- (6) Have meanings referring to preventative medicine
- (7) Are used in different languages (Spanish and English)
- (8) Have different meanings (a person and a substance)

(IBT) REVIEW IBT EXAM

PASSAGE THREE (THE CLOVIS CULTURE)

The Clovis Culture

(5) Archeologists have found sites all over North America that contain similar tools dating from a period about 12,000 years ago. The culture that developed these tools has been named Clovis after the site near Clovis, New Mexico where the first tools of this sort were discovered in 1932. The tools are quite sophisticated and are unlike any tools that have been found in the Old World.

(10) In the years since the first tools of this sort were discovered in New Mexico, archeologists have discovered Clovis tools in areas ranging from Mexico to Montana in the United States and Nova Scotia in Canada. All of the Clovis finds date from approximately the same period, a fact which suggests that the Clovis spread rapidly throughout the North American continent.

From the evidence that has been discovered, archeologists have concluded that the Clovis were a mobile culture. They traveled in groups of 40 to 50 individuals, migrating seasonally and returning to the same hunting camps each year. Their population increased rapidly as they spread out over the continent, and they were quite possibly motivated to develop their sophisticated hunting tools to feed their rapidly expanding populace.

1. What is stated in paragraph 1 about Clovis tools?
(A) They date from around 10,000 B.C.
(B) They have been in use for 12,000 years.
(C) They have been found at only one location.
(D) They were discovered by archeologists hundreds of years ago.
2. According to paragraph 1, the town of Clovis
(A) is in Mexico
(B) was founded in 1932
(C) is where all members of the Clovis culture lived
(D) is where the first remnants of an ancient culture were found
3. It is indicated in paragraph 1 that the tools found near Clovis, New Mexico were
(A) very rudimentary
(B) similar to others found prior to 1932
(C) rather advanced
(D) similar to some found in Africa and Europe

4. According to paragraph 2, what conclusion have archeologists drawn from the Clovis finds?
(A) That the Clovis tended to remain in one place
(B) That the Clovis expanded relatively quickly
(C) That the Clovis lived throughout the world
(D) That the Clovis were a seafaring culture
5. It is mentioned in paragraph 3 that it is believed that the Clovis
(A) lived in familial groups of four or five people
(B) had a relatively stable population
(C) lived only in New Mexico
(D) spent summers and winters in different places

PASSAGE FOUR (NEW WORLD EPIDEMICS)

Line

New World Epidemics

A huge loss of life resulted from the introduction of Old World diseases into the Americas in the early sixteenth century. The inhabitants of the Americas were separated from Asia, Africa, and Europe by rising oceans following the Ice Ages, and, as a result, they were isolated by means of this watery barrier from numerous virulent epidemic diseases that had developed across the ocean, such as measles, smallpox, pneumonia, and malaria. Pre-Columbian Americans had a relatively disease-free environment but also lacked the antibodies needed to protect them from bacteria and viruses brought to America by European explorers and colonists. A devastating outbreak of disease that strikes for the first time against a completely unprotected population is known as a virgin soil epidemic. Virgin soil epidemics contributed to an unbelievable decline in the population of native inhabitants of the Americas, one that has been estimated at as much as an 80 percent decrease of the native population in the centuries following the arrival of Europeans in the Americas.

- (5)
- (10)
1. The word **they** in the passage refers to
(A) the inhabitants
(B) epidemic diseases
(C) rising oceans
(D) the Ice Ages
 2. The word **that** in the passage refers to
(A) a disease-free environment
(B) this watery barrier
(C) virulent epidemic diseases
(D) the ocean
 3. The word **them** in the passage refers to
(A) pre-Columbian Americans
(B) the antibodies
(C) bacteria and viruses
(D) the arrival of Europeans
 4. The word **one** in the passage refers to
(A) a virgin soil epidemic
(B) an unbelievable decline
(C) the population of native inhabitants
(D) the arrival of Europeans

PASSAGE FIVE (CARNIVOROUS PLANTS)

Carnivorous Plants

Line

Unlike the majority of plants that create their nourishment from sunlight, such as the flowering hyacinth or the leafy choleus or the garden-variety dandelion, a limited number of plants are able to enhance their diet by fortifying it with insects and other small animals to supplement the food that they have produced from sunlight. These carnivorous plants can be categorized as those without moving traps that lure their intended victims and then trap them on a sticky surface or drown them in a pool of fluid and those with active traps – moving parts that ensnare prey.

(5)

Butterworts are harmless-looking plants with circles of flat and sticky leaves. If an insect is unfortunate enough to land on one of the seemingly inviting leaves, it sticks to the surface of the leaf and eventually dies and is digested by the plant.

(10)

The pitcher plant is a plant that is shaped like a pitcher and has fluid in the bottom. Insects are attracted to the pitcher plant by a nectar around the rim of the pitcher opening: when an insect lands on the rim, it cannot maintain its balance on the slippery surface of the rim and falls into the opening and drowns in the fluid.

(15)

Bladderworts are water plants with traps on their leaves that resemble tiny bubbles. A small animal may swim by the plant, totally oblivious to the danger posed by the harmless-looking bladderwort. If the small animal comes too close to the plant, the bubbles open without warning and the animal is pulled inside the plant and digested.

(20)

Probably the best known of the carnivorous plants is the Venus flytrap. This plant features unusual leaf tips that look like an inviting place for an insect to rest and offers the enticement of promised food. If an unwary ladybug or dragonfly settles on the leaves of the Venus flytrap, the two leaves suddenly snap shut, trapping the insect and creating a delicious meal for the plant.

Directions: Select the appropriate phrases from the answer choices, and match them to the type of carnivorous plant to which they relate. TWO of the answer choices will not be used. This question is worth 3 points.

Those with active traps	<ul style="list-style-type: none">••
Those with inactive traps	<ul style="list-style-type: none">••

Answer Choices (choose 4 to complete the chart):

- (1) Butterworts
- (2) Bladderworts
- (3) Dragonflies
- (4) Pitcher plants
- (5) Venus flytraps
- (6) Dandelions

Week 16: FINAL EXAM (1-2 February 2017)

Please go to the Sala de Autoacceso to do the Final exam. You will need two hours to do the exam.

Answer key

Week 2 (PBT)

Passage 1

1b, 2c

Passage 2

3b, 4a

Passage 3

5d, 6b

Passage 4

7c, 8a, 9b

Week 2 (iBT)

Island Plant Life

2, 4, 6

Ben and Jerry

2, 4, 5

Week 3 (PBT)

Passage 1

1b, 2d

Passage 2

3b, 4c

Passage 3

5a, 6b

Week 3 (iBT)

Popcorn

1a, 2c

Passage 2

3b, 4d, 5d

Week 4 (PBT)

Passage 1

1c, 2b, 3d

Passage 2

4d, 5a, 6c

Passage 3

7c, 8b, 9d

Week 4 (iBT)

Lake Baikal

1d, 2a, 3d, 4c, 5b

The Postage Stamp

6c, 7a, 8d, 9b, 10c

Week 5 (PBT)

Passage 1

1c, 2a

Passage 2

3a, 4b

Passage 3

5c, 6a

Week 5 (iBT)

Animal congregation

1c, 2b, 3a, 4a

Chromium compounds

5a, 6b, 7a, 8c, 9b

Week 6 (PBT)

Passage 1

1a, 2d

Passage 2

3b, 4d

Passage 3

5d, 6a

Week 6 (iBT)

Flatfish

1d, 2c, 3a, 4d, 5b

Limestone caves

6c, 7a, 8d, 9c, 10d

Week 7 (PBT)

Passage 1

1a, 2c

Passage 2

3d, 4d, 5b

Passage 3

6d, 7a, 8b

Week 7 (iBT)

Tiger Moths

1b, 2a, 3d, 4c

The Cambrian Explosion

5a, 6a, 7d, 8c

Week 8 (PBT)

Passage 1

1a, 2b

Passage 2

3c, 4b

Passage 3

5c, 6a

Week 8 (iBT)

The Bald Eagle

1, 2, 4, 6

The Golden Age of Comics

9a, 10c, 11d, 12b, 13d

Wrigley's Chewing gum

11d, 12a, 13b, 14d, 15c

Week 10 (PBT)

Passage 1

1d, 2d, 3a, 4c

Passage 2

5d, 6c, 7c, 8d

Week 10 (iBT)

Smog

1b, 2d, 3c, 4a, 5b

Autism

6b, 7d, 8a, 9c, 10b

Week 11 (PBT)

Passage 1

1c, 2d, 3a, 4b, 5c

Passage 2

6c, 7a, 8c, 9d, 10b

Passage 3

11d, 12d, 13b, 14a

Passage 4

15b, 16a, 17c, 18d

Week 12 (PBT)

Passage 1

1c, 2d, 3b

Passage 2

4a, 5c, 6d

Week 12 (iBT)

Xerography

1d, 2a, 3c, 4c

Demographic change

5b, 6a, 7d, 8d, 9c

Week 13 (iBT)

Parasitic plants

11c, 12a, 13b, 14d, 15a

Edna Ferber

16b, 17c, 18b, 19a, 20d, 21a, 22a, 23a, 24c

The Hubble Telescope

10b, 11a, 12d, 13d, 14a

Coral Colonies

1a, 2c, 3b, 4a, 5b, 6d, 7a, 8c, 9d, 10b, 11d, 12a, 13a

Week 14 (PBT)

Passage 1

1c, 2c, 3d, 4d

Passage 2

5a, 6c, 7d

Passage 3

8a, 9c, 10d

Passage 4

11a, 12d, 13c

Passage 5

14b, 15d, 16a

Passage 6

17c, 18a, 19b

Week 15 (iBT)

Sand dunes

Amount of sand: 5, 7
Direction of winds: 1, 3

A surprising connection

Buckaroo and *vaquero*: 2, 7
Buckaroo and *vaccine*: 5, 8

Vacca and *vaccine*: 1, 4

The Clovis Culture

11a, 12d, 13c, 14b, 15d

New World Epidemics

10a, 11c, 12a, 13b

Carnivorous plants

Those with active

traps: 2, 5

Those with inactive

traps: 1, 4