Exercise 25: /p/ as in past vs. /t/ as in fast
A. 1. peel-peel S  2. copy-coffee D  3. pin-fin D
   4. fact-fact S
B. 1. fact  5. feels fine
   2. pace  6. pile
   3. past  7. tad
   4. copy  8. fears

Exercise 26: /l/ as in wash vs. /t/ as in watch
A. 1. shop-chop D  2. shoes-choose D
   3. wish-wish S  4. much-much S
B. 1. shopping  6. chip
   2. wash  7. leashes
   3. catch  8. shin
   4. chose  9. much room
   5. share  10. witches

Exercise 27: /v/ as in verse vs. /w/ as in worse
A. 1. worse-worse S  2. vial-vial S  3. vest-west D
   4. very-wary D
B. 1. vine  4. west
   2. verse  5. Vinnie
   3. in a while

Exercise 28: /l/ as in light vs. /t/ as in right
A. 1. late-late S  2. rate-rate S  3. long-wrong D
   4. collect-correct D
B. 1. correcting  5. rooms
   2. right/wrong  6. clock
   3. locks  7. free
   4. clouds  8. fry

Exercise 29: /s/ as in thin vs. /sin/ in sin, /f/ in fin, and /tf/ in tin
A. 1. think-sink D  2. math-math S  3. tree-tree S
   4. both-boat D  5. thought-thought S
B. 1. sink  6. thanks
   2. fought  7. boot
   3. pass  8. team
   4. three  9. thick
   5. math  10. free

Exercise 30: /θ/ as in heat vs. /t/ as in hit
A. 1. seen-seen S  2. leave-live D  3. still-still S
   4. feel-fill D
B. 1. chip  4. heaters
   2. fill  5. ship
   3. leave

Exercise 31: /e/ as in late vs. /e/ as in let
A. 1. wait-wet D  2. late-let D  3. men-men S
   4. date-debt D
B. 1. debts  4. taste test
   2. pepper  5. lace
   3. pen

Section 4: Guide to Writing

The Integrated Writing Task

Exercise: Scoring the Response
Response 1  
Score: 2
This essay has three paragraphs: the opening/thesis paragraph, the body with some supporting ideas, and the conclusion. The writer attempts to follow writing guidelines and makes an effort to organize his/her thoughts and support them with examples. However, there are numerous problems. Much of the thesis statement is taken word for word from the prompt; it should be re-stated. The response lacks solid sentence development and contains many errors in spelling, verb tense, and word usage that make it difficult to understand the writer's ideas.

Response 2  
Score: 5
The writer of this essay acknowledges that there are two sides to the debate on space research, then takes a clear position in support of it. The writer combines clear sentence structure, proper use of grammar and upper-level vocabulary, and numerous examples to support his/her position. The essay shows that the writer is informed about the topic and clearly indicates specific benefits of space research and technology. In addition, the essay is very well organized and coherent.

Response 3  
Score: 4
The writer understands the assignment and addresses the topic. The response is generally well organized and offers some examples that support the position taken, but sometimes the connections are difficult to follow. There is overall unity and coherence. However, the essay contains mistakes in spelling, punctuation, and grammar. The writer also sometimes chooses inappropriate words and uses words from his/her native language. These errors are distracting but do not obscure the writer's ideas.

Integrated Writing Preview Test

Responses for this task will vary, but should include most of the following information:

The main topic of both the talk and the passage is research performed on animals. The author of the reading passage supports it because it reduces human suffering, while the speaker finds it unethical and opposes it.

The author says that it is possible to experiment on animals without being cruel, and that researchers should always make an effort to be humane to animals, using anesthesia and keeping them in clean conditions. The lecturer claims that, in reality, animals are not treated well in research laboratories. They are not adequately anesthetized, and they are sometimes abused.

According to the author, because animals such as chimpanzees are genetically close to humans, there are no real substitutes for animal testing. The lecturer denies this, saying that today there are many ways to avoid animal testing. These include the use of human tissue samples and computer simulations.

The author says that animal testing has been useful again and again throughout history. Some important discoveries, such as Pasteur's germ theory and the invention of penicillin, occurred because of testing on animals. The lecturer says that many of the drugs that were discovered using animal testing may have been discovered by other means. She also says that some drugs might not have been developed at all if they had first been tested on animals. For example, if the drug morphine, which kills pain in humans, had first been tested on cats, it might not have been developed because it stimulates cats.

The author concludes by saying that it is not moral to put the lives of humans in danger when non-humans can be used. On the other hand, the lecturer believes that animals cannot give their consent to be experimented upon, so experimentation on animals is unethical.
**Lesson 21: Taking Notes and Planning the Integrated Response**

**Exercise 21.1**

Notes will vary. The following are given as samples.

**Task 2**

**Passage Notes**

Sci Fi is FICTION: intel. life only on Earth?

1,000’s of stars, but most stars very different from ours—too hot, too big, etc.

& even stars w/ planets unlikely to have planets w/ conditions like Earth.

maybe too close to stars, too far away, etc. unlikely to have just enough H2O, right atmos., etc.

even if life is, is it intel. life?

if other intel. life, why not heard from?

No response to TV/radio signals

**Lecture Notes**

Humans like fish in little lake: not think other lakes or fish in world.

400 billions stars in galaxy, if 1 in 1,000 has planets that support life, then there are 400 million of them.

Life develop on Earth in unfavorable places.

Intelligent life? Carl Sagan, “smart is better” theory. intel. helps species survive.

If 1 in a 1,000 worlds w/ life have intel life, then there are 400,000 intel species in our galaxy.

Why not heard from? Maybe not have same interests, techno.

Humans self-centered if not admit possibl of intel life—like those fish in lake.

**Task 3**

**Passage Notes**

Gen Australian elect of ‘22: only 59% of Aus citizens voted ‘24: law make voting in Aus mandatory.

Today 94% of Aus. vote, tho penalties not severe.

Also mandatory: Belg, Argent, Greece, etc.

(20% of all democs)

In countries w/out mandatory voting (e.g., US, UK) only abt 60% vote (= Aus in ‘22). Why mandatory?

Thomas Jefferson: gov’t gets author. from consent of governed...

If not vote, not give active consent.

Mandat. voting: mandatory taxation: gov’t depends on taxes.

gov’t depend on votes.

**Lecture Notes**

Voter turn-out low in US, UK—discus. of mandat. voting.

True, voting high in Aus, but better to have people who vote well than big turn-out.

If voting not mandatory, those who DO vote are well motivat., well informed.

NOT like taxes: if few people pay taxes, gov’t can’t operate.

If few people vote, no real effect.

If not vote, not give consent BUT are exercising freedom to NOT vote.

perhaps not agree w/ any candid.

perhaps feel polit process not offer anything.

Because you have right to do something doesn’t mean you have oblig (e.g., open own business).

**Task 4**

**Passage Notes**

11,000 yrs ago, end of Ice Age, conditions good for mammoths—plentiful food, strong herd, favorable climate. BUT in short time all extinct. Why?

3 theories:

1. “man vs. mammoth” (Paul Martin). Clovis people hunted them to extinction w/dogs, sharp spears.

2. Climate: cold, damp, unchanging climate changed to warm, dry climate -> deserts.

no food for mammals.

3. Disease: bright by humans from Old World—maybe by lice, fleas?

mammoths had no resistance (Ross McPhee).

**Lecture Notes**

Probs. w/ all 3 theories.

1. Mammoths were big, strong, had thick skin & fat—hard to kill.

Why did humans hunt mammoths when smaller anim. around?

Clovis people few in #, scattered—cld only have eaten 10% of mammoths they killed.

2. NO sign of infect. in mammoth remains.

5. Mammoths endured more severe climate changes, why did this climate change kill them all? And Afric, Ind. elephants survived.

Maybe 1 theory right... maybe combin. of factors... but maybe unknown cause.

**Task 5**

**Passage Notes**

In ‘65, Pres. Johnson: “Art precious heritage... thru art, reveal to ourselves & others inner vision which guides us as nation.”

But...more and more diff. for artists to support selves—esp. experiment. artists.

In Eur. gov’t support for art.

In U.S. priv. + gov’t support.

However, gov’t support stable or drop.

In past, great artist supported by patrons.

e.g., da Vinci, Tchaikovsky.

Today few pple contrib to indiv. artists but artists need $ takes time to make art. Need gov’t grants.

Good invest.


$24 bil. taxes.

**Lecture Notes**

Skr an artist himself but NOT agree w/ gov’t support of indiv. artists.

Compare to plumbers; plumbers useful, but no gov’t support for plumbers, e.g.,

Not fair to treat plumbers, artists different.

Great artists before gov’t grants—sold art on mrktplace

Wht abt unpop artists?

Produce what want, if can’t sell, can get jobs—e.g., commerc. artists.

Art teache...

In past, artists had PRIVATE sponsors, not gov’t.

Skr objts to giving pub $ to one spec. gp.

Some artists have corp. sponsors; skp wld not take corp. $, but doesn’t object to that.

Spend $ on arts organizations like ballet may be good invest., but not on indiv. artists.

Some programs to help artists waste $

e.g., program in Fr. spec. insur. to help artists.
Physical fitness a prob, but not all TV's fault:

Studies show what psych's already know: TV harmful, shld be limited or eliminated from children's lives.

Key Point 2 + supporting information from the lecture:

Studies show what psych's already know: TV harmful, shld be limited or eliminated from children's lives.

Key Point 1 + supporting information from the lecture:

Studies show what psych's already know: TV harmful, shld be limited or eliminated from children's lives.

Aliens, but these stories are FICTION: universe a lonely place.

Sci Fi about UFO's coming Earth, or Earth astronaut encountering alien being.

Main idea of the passage:

Is there intelligence life on other planets?

Main topic:

Outline for Task 2

Notes will vary. The following are given as examples.

Exercise 21.2

Notes will vary. The following are given as examples.

Outline for Task 2

Main topic:

Is there intelligent life on other planets?

Main idea of the passage:

Sci-Fi about UFO's coming Earth, or Earth astronaut encountering alien being, but these stories are FICTION: universe a lonely place.

Main idea of the lecture:

Humans like fish in little lake: not think other lakes or fish in world.

Key Point 1 + supporting information from the passage:

1,000's of stars, but most stars very different from our sun: too hot, too big, etc.

Key Point 1 + supporting information from the lecture:

400 billion stars in galaxy: if 1 in 1,000 has planets that support life, then 400,000 of them.

Key Point 2 + supporting information from the passage:

even if life, is it intelligent life?

Key Point 2 + supporting information from the lecture:

If 1 in 2,000 world's w/ life have intell. life, then there are 400,000 intell. species in our galaxy.

Life on earth developed in unfavorable places.

Carl Sagan, "smart is better theory": intell. helps species survive.

Key Point 3 + supporting information from the passage:

If other intell. life, why not heard from? broadcast radio/TV into space many yrs-why no response?

Key Point 3 + supporting information from the lecture:

Maybe other forms of life not same interests, techno.

Conclusion (if any)

Passage: No one in space to listen.

Lecture:

Humans self-centered: we ARE like those fish who don't realize there are other lakes & other fish.

Outline for Task 3

Main topic:

Mandatory voting

Main idea of the passage:

Mandatory voting a good thing

Main idea of the lecture:

Mandatory voting a good thing

Voter turn-out low in US, UK: discuss. of mandatory voting.

But people should not be required to vote.

Key Point 1 + supporting information from the lecture:

Gen. Australian elect of '22: only 99% of Aus citizens voted.

Today 98% of Aus vote, the penalties not severe.

Also mandatory: Belg, Argent, Greece, etc.

In countries w/o mandatory voting (eg, US, UK) only 60% vote.

Key Point 1 + supporting information from the lecture:

True, voting high in Aus, but better to have people who vote well than big turn-out.

If voting not mandat, those who DO vote are well motivated, well informed.

Key Point 2 + supporting information from the passage:


If not vote, not give active consent.

Key Point 2 + supporting information from the lecture:

If not vote, not give consent BUT are exercising freedom NOT to vote.

Key Point 3 + supporting information from the lecture:

Mandatory voting: mandatory taxation: gov't depends on taxes, govt depend on votes.

Key Point 3 + supporting information from the lecture:

NOT like taxes: if few people pay taxes, govt can't operate.

Conclusion (if any)

Passage: No conclusion.

Lecture:

Because you have right to do something doesn't mean have obligation to do (eg. open one's own business).

Outline for Task 4

Main topic:

Reasons for extinction of mammoths

Main idea of the passage:

At end of Ice Age, conditions good for mammoths: plentiful food, strong herds, favorable climate. BUT in short time all extinct. Why? 3 poss. reasons.

Main idea of the lecture:

Probs with all 3 theories.

Key Point 1 + supporting information from the passage:

1. "man vs. mammoth" (Paul Martin): Clovis people hunted them to extinction w/dogs, sharp spears.
Key Point 1 + supporting information from the lecture:
Mammoths were big, strong, had tusks, thick skin, & fat—hard to kill.
Why did humans hunt mammoths when smaller anim. around?
Clovis people few in #, scattered—could only have eaten 10% of mammoths they supposedly killed.

Key Point 2 + supporting information from the passage:
Climate: cold, damp, unchanging to warm, dry climate → deserts
no food for mammoths

Key Point 2 + supporting information from the lecture:
Great U.S. artists before gov't grants: sold art on marketplace
Key Point 3 + supporting information from the passage:
Disease: bright by humans from Old World? maybe by lice, fleas?
(Ross McPhee)
mammoths had no resistance

Key Point 3 + supporting information from the lecture:
NO sign of infect. in mammoth remains
Conclusion (if any)
Passage: No conclusion.
Lecture: No conclusion.

Outline for Task 5
Main topic: Gov't support for artists
Main idea of the passage:
In '65, Pres. Johnson: "Art precious heritage... thru art, reveal to ourselves & others inner vision which guides us as nation."
Main idea of the lecture:
Spkr an artist himself, but NOT agree w/ gov't support for indiv. artists
Key Point 1 + supporting information from the lecture:
But... more and more diffic. for artists to support selves—esp experiment. artists
In Eur, gov't support for art. In U.S. priv. & gov't support
However, gov't support stable or drop in U.S.
Key Point 1 + supporting information from the lecture:
Compare to plumbers, plumbers useful, but no gov't support for plumbers, e.g.,
Not fair to treat plumbers, artists different
Great U.S. artists before gov't grants—sold art on marketplace.
Key Point 2 + supporting information from the passage:
In past, great artists supported by patrons
e.g., da Vinci, Tchaikovsky
Today, few ppl contrib to indiv. artists but artists need $ takes time to make art. Need gov't grants.
Key Point 2 + supporting information from the lecture:
In past, artists had PRIVATE sponsors, not gov't.
Spkr objts to giving pub. $ to one spec. grp.
Some artists have corp. sponsors, spkr: would not accept but doesn't object to that.
Key Point 3 + supporting information from the passage:
Good invest.
Study by Ga. Inst. of Tech.: $3 billion invested in art → $154 bil econ reven. $29 bil taxes
Key Point 3 + supporting information from the lecture:
Spending $ on art: orgs. such as ballet companies may be good invest., but not $ spent on indiv. artists
Some programs to help artists waste $ e.g., program in France: spec. insurance to help artists
everyone connected w/ arts applied, even ppl who cut actors' hair
program had $1 billion euro deficit
Investmnts in arts NOT always good

Lesson 22: Summarizing, Paraphrasing, Citing, and Synthesizing for the Integrated Writing
Response
Exercise 22.1
Notes and summaries/paraphrases will vary. The following are given as examples.

Task 2
Notes on the Passage
common systems: parlia. & presid.
Parlia: power concen. in elect. assembly
no separ. exec
PM, member of parlia & must meet w/ assemb. regularly

Summary/Paraphrase of the Passage
The parliamentary system and the presidential system are two sys-
tems of governing democracies. In the parliamentary system, the
elected assembly (the parliament) has most of the power. There is
no separate executive branch. The prime minister and the other
ministers—the cabinet—in other words—are members of the
assembly, and must often meet with parliament.

Notes on the Lecture
Presid. sys. (US) vs. parlia sys. (UK)
Presid. sys: strict separ. of powers
exec, legis, judic—indep
Chief exec = president & cabinet NOT part of
assembly

Summary/Paraphrase of the Passage
The presidential system is the one used in the United States, while
the parliamentary system is used in the U.K. The head executive,
called the president, and the president’s cabinet are NOT part of
the elected assembly. They are part of a separate branch of gov-
ernment.

Task 3
Notes on the Passage
Abt 6,000 langs. spoken but many by increasingly small # people
Abt ½ endangered
Cause: rise of Eng. as global lang
Eng is the language of technology, esp. IT
e.g., 75% of all websites
Eng = “killer lang” forcing out smaller langs

Summary/Paraphrase of the Passage
Today, about 6,000 languages are spoken around the world. Many
of these languages, however, are spoken by fewer and fewer peo-
ple. Around 50% of all the world’s languages are considered
endangered. One main reason for this is that the global language
English is killing off other languages. Increasingly, English is the
language of entertainment, such as movies, television, and music.
It is the language of technology, especially of computer technol-
gy. Around 75% of all Web sites on the Internet, for example, are
in English. English is a “killer language” that is replacing smaller
languages.

Notes on the Lecture
True that lang are disap. Tragedy
But... not fair to put all blame on Eng also blame regional
languages
As a region lang, Eng has hurt lang in Brit Isles, N Amer, Aus,
etc.
But so have other regional lang
1992 study: Hindi (NOT Eng) replace languages in
India
Hausa in W. Af
Swahili in E Af also Rus, Sp, Arab.
> 10 region. lang, not 1 glob. lang, = “killer langs”

Summary/Paraphrase of the Lecture
It is true that languages are disappearing. This is indeed a tragedy.
But it is not entirely the fault of English. English as a regional
language has hurt smaller languages, but English is not the only
regional language to have done so. A study done in 1992 indicated
that in India, it was the regional language Hindi that replaced
smaller languages, not English. Likewise, Hausa in West Africa and
Swahili in East Africa have replaced local languages. Russian,
Spanish, and Arabic have done the same. Therefore, it is ten or so
regional languages—not one global language—that are killing off
smaller languages.

Task 4
Notes on the Passage
Accord. environmentalists: need to ↓ depend on fossil fuel, ↑ use renew
energy
Wind power a promising method no air pollut, toxic or
radioact. wastes
BUT can’t claim no environ. damage some wind farms
harm birds
Worst: Calif. wind farm called Altamont Pass
5,000 birds/yr gold eagles, red-tailed hawks, etc.
No more wind-farms until we can protect birds

Summary/Paraphrase of the Passage
In the opinion of most environmentalists, we must decrease our
reliance on fossil fuels and increase our use of renewable energy.
Wind energy is a good source of energy since it causes no pollution
or dangerous wastes. However, this does not mean that wind farms
are completely safe. Some of them kill birds. One example is the
enormous wind farm at Altamont Pass, California. Here, over 5,000
birds a year die as a result of the spinning blades of the wind
turbines. This includes some rare predatory birds such as golden
eagles and red-tailed hawks. Until wind-generated power is safe for
birds, no more wind farms should be constructed.

Notes on the Lecture
Article correct: wind power is danger at Altamont Pass chosen
because constant wind
Engin. didn’t realize was a migration rt.
BUT Altamont site an exception
In Denmk, wind ener generates large % of power
Danish study: wind farm killed only few birds a yr less
than average housecat

Shld make sure wind farms not in place that
endanger birds
Altamont site needs protection for birds or relo-
cated

NOT stop building wind farms; better than foss fuels, nuclear

Summary/Paraphrase of the Lecture
The author is correct in saying that the wind farm at
Altamont Pass poses a danger to birds. This site was chosen
because of the strong winds that blow through the pass,
and engineers didn’t know that they were building the
wind farm on a migratory route. But Altamont Pass is very
unusual. Other wind farms have not experienced the same
problem with birds. In Denmark, where a great deal of
energy is generated by wind, a study was done that
showed only a few birds per year were killed by wind
farms. This is fewer than the average housecat kills. The
Altamont Pass wind farm needs to protect birds or to be
relocated, but we should not stop building wind farms
because the wind is such a clean, safe source of power. In
fact, we should build more.

Task 5
Notes on the Passage
Ltrs to ed of campus paper: from astron’ ers: upset because cam-
pus, streets too well lit
However, profs of crimonolgy say good lighting stops crime—
can’t ↓ light if want to ↑ crime

Summary/Paraphrase of the Passage
In their letters to the editors of the campus paper, astronomers
indicated that they are upset because of the campus and the
streets of the town are too well lit. This makes it difficult for them to
see the stars and to perform their astronomical experiments. This is
unfortunate for the astronomers, but according to professors of
1950’s, scientists had a wonderful idea. They decided to change the plants. This was like fitting square pegs into round holes. In the 1950’s, oak trees, also had to be something, so they were classified as animals. Bacteria, which were not much like familiar plants such as oak trees, also had to be something, so they were classified as plants. This was like fitting square pegs into round holes. In the 1950’s, scientists had a wonderful idea. They decided to change the whole system of classification. At first, one new kingdom was added, and protozoa were put into this new kingdom. Later, there was a system involving five kingdoms, and today there is a new system involving 3 domains and from 8 to 15 kingdoms. This all indicates that if something is difficult to classify, scientists should examine the system of classification.

Exercise 22.2
Students will cite and synthesize information in various ways. The following are given as examples.

Task 2
The author of the passage tells us that the parliamentary system and the presidential system are two systems of governing democracies. According to the author, in the parliamentary system, the elected assembly (the parliament) has most of the power. There is no separate executive branch. The author says that the prime minister and the other ministers—the cabinet, in other words—are members of the assembly, and must often meet with parliament. The lecturer tells us that the presidential system is the one used in the United States, while the parliamentary system is used in the U.K. She focuses on the presidential system. She says that the head executive, called the president, and the president’s cabinet are NOT part of the elected assembly. They are part of a separate branch of government.

Task 3
The passage informs us that today, about 6,000 languages are spoken around the world. Many of these, however, are spoken by fewer and fewer people. Around 50% of all the world’s languages are considered endangered. According to the author, one main reason for this is that the global language English is killing off other languages. Increasingly, English is the language of entertainment, such as movies, television, and music. It is the language of technology, especially of computer technology. Around 75% of all Web sites on the Internet, for example, are in English. The author believes that English is a “killer language” that is replacing smaller languages. The lecturer, on the other hand, does not take this view of English. He says that it is true that languages are disappearing. This is truly tragic; however, it is not entirely the fault of English. The speaker agrees that, as a regional language, English has hurt smaller languages, but it is not the only regional language to have done so. The speaker mentions a study done in 1992 indicating that in India, it was the regional language Hindi that replaced smaller languages, not English. Likewise, according to the speaker, Hausa in West Africa and Swahili in East Africa have replaced local languages. Russian, Spanish, and Arabic have done the same. The speaker concludes, therefore, that it is ten or so regional languages—not one global language—that are killing smaller languages.

Task 4
The passage says that, in the opinion of most environmentalists, we must decrease our reliance on fossil fuels and increase our use of renewable sources of energy. Wind energy, the author believes, is a good source of energy since it causes no pollution or dangerous wastes. But the author points out that this does not mean that wind farms are completely safe. Some of them kill birds. The author gives the example of the enormous wind farm at Altamont Pass, California. Here, over 5,000 birds a year die as a result of the spinning blades of the wind turbines. This includes some rare predatory birds such as golden eagles and red-tailed hawks. Until wind-generated power is safe for birds, the author believes, no more wind farms should be constructed. The speaker agrees that the
Lesson 23: Writing the Integrated Response

Exercise 23.1

Responses will vary. The following are given as examples.

Task 1

The subject of both the passage and the lecture is a treaty regulating economic activity in Antarctica. The author of the passage explains that a 1991 treaty created a "natural reserve." All economic activities except tourism and fishing were banned. In the author's opinion, this treaty should be changed to allow for the exploration and extraction of oil and gas resources. The professor, however, feels that the ban on development in Antarctica is useful and that the treaty should not be altered.

The author says that Antarctica is an immense continent, but that only the coastal areas support life. This means that the interior could be safely developed. However, the lecturer points out that it is from these coastal regions that gas and oil would have to be shipped. She reminds the class that these waters are very dangerous for ships because of the vast number of icebergs, and mentions the terrible danger that an oil spill would pose for animals that live in the coastal regions, such as whales and penguins.

The author says that, while conditions in Antarctica would make it difficult to extract oil and gas, conditions were also difficult in Alaska and in the North Sea. In those places, however, the difficulties were overcome and these sites became valuable sources of oil. Today, and in the future, technology for extracting oil is better than it was when oil was taken from Alaska and the North Sea. The lecturer, though, has a different point of view. She says that people who have not been in Antarctica (and she has worked at a research base there) do not truly understand how difficult conditions there are. She doesn't believe it will be possible to exploit any oil or gas deposits there.

It will be very expensive to remove oil and gas from Antarctica, the author admits. However, as gas prices go up around the world, it will become economical. The speaker disagrees with this assessment. She feels that it will never be economically feasible to develop oil and gas resources in Antarctica. In her opinion, it would be better to invest this money in developing new sources of energy, such as hydrogen fuel.

In summary, the author thinks that it is not fair for only a scientific elite to control the future of Antarctica, and that the possibility of developing the continent's resources should at least be open to discussion. The speaker rejects this idea. She points out that it was not only scientists who negotiated this treaty—it was also representatives of governments from all over the world. She also believes that it is a good idea to protect the southern continent from exploitation by politicians and international corporations.

Task 2

Both the passage and the lecture discuss the possibility of intelligent life on other planets. The passage says that we have all seen science fiction movies about UFOs coming to Earth, or about astronauts from Earth encountering aliens on other worlds. The author reminds us, though, that these stories are only fiction and that in reality, we may be the only intelligent species in the universe. According to the speaker, however, this point of view is a little like that of fish in a little lake who believe that, because they have never been to other lakes, there are no other fish in the world.

The author says that, while there are thousands of stars in our galaxy, most are quite different from our own sun. They
are too big, too small, emit too much radiation, or are unsuitable in some way for life. Even though we know there are planets around other stars, the author says, it is unlikely that they are in just the right position for life to develop. However, the speaker says that in just our own galaxy, there are 400 billion stars. Even if our star is unusual and even if only one star in a thousand has planets that can support life, there will still be 400 million planets that support life. He also reminds us that life on earth has developed under some rather harsh conditions.

Of course, as the author explains, just because a planet has life does not mean that it has intelligent life. Of the millions of species found on earth, there is only one intelligent life form. The speaker says that if only one in a thousand of the 400 million plants that contain life have intelligent life, there are still 400,000 intelligent species in our galaxy. He also mentions the “smart is better” theory of the scientist Carl Sagan. This theory says that, just as tigers evolved the ability to hunt in order to survive, people evolved intelligence in order to survive. Why shouldn’t this also be true on other planets?

The author wonders why, if there is life on other planets, we have not been contacted. We have been sending out radio and television signals for many years. Why haven’t we gotten a response? The speaker says that aliens may not be interested in contacting us, or they may have developed other forms of technology.

The author concludes by saying that there is no one out there to hear us. The speaker, on the other hand, finds this point of view self-centered, much like that of the fish who didn’t realize that there were other lakes and other fish in the world.

**Task 3**
The author of the passage writes in favor of mandatory vot- ing, while the speaker opposes it.

The author first mentions the fact that, in the general elec-
tion of 1922, only 50% of Australian voters participated. Shortly after this, Australia required eligible citizens to vote. Today, according to the author, 94% of eligible Australians vote. Voting is also mandatory in Belgium, Argentina, and, in fact, in about 20% of all democratic countries, and all of these have high voter turnout. However, in countries without mandatory voting, such as the United States and the United Kingdom, the percentage of voters participating in elections is much lower. The author counters this argument by saying that it is more important to have people vote well than to have a large voter turnout. In countries where voting is not required by law, the author reminds us, those who do vote are usually well informed and highly motivated.

The author says that a high voter turnout is important because, as Thomas Jefferson said, governments get their authority from the consent of the people they govern. If those people do not vote, they are not actively giving their consent. The speaker admits that this might be true, but says that people who do not vote are exercising a freedom too. They may not like any of the candidates who are running for office or they might not feel as though the system is giving them any real choices. Therefore, they choose not to vote.

The author compares mandatory voting to mandatory tax-
tation. Just as the government depends on taxes, the govern-
ment depends on votes. The speaker, however, does not agree that this is the right position for life to develop. He right position for life to develop. However, the speaker says that just because one has the right to do something, he or she does not have the obligation to do it. The fact that everyone has the right to open a business, for example, does not mean that everyone must open a business.

**Exercise 23.2**
Responses will vary. The following are given as examples.

**Task 4**
The author and the speaker both discuss reasons why mam-
moths became extinct. The author says that 11,000 years ago, at the end of the Ice Age, conditions were optimal for mam-
moths. Food was plentiful, the herds were strong, and the cli-

tate was favorable. In a short time, however, mammoths all became extinct. The author explains that there are three rea-
sons why that may have happened. The speaker, however, says that there are problems with all three of these theories.

The first theory mentioned by the author is the “man vs. mammoth” theory, which was created by Professor Paul Martin. According to this theory, the Clovis people, who crossed over the land bridge between Asia and Alaska, hunted the mammoths to extinction. They were armed with sharp spears and had the help of their dogs. The speaker, however, disputes this idea. She says that mammoths were huge, pow-
erful animals and with their long tusks, they would have been quite dangerous to hunt. They had thick skin and a thick layer of fat that would have been difficult for the sharpest spear to pierce. There’s no reason why the Clovis people would have hunted them when there were smaller, less dan-
gerous animals around. Besides, the Clovis people were small in number and were widely scattered. According to a com-
puter model, they could only have eaten about 10% of the mammoths that they supposedly killed.

Another theory that the author mentions is that mam-
moths were killed off by the changing climate. The mam-
moths thrived in the cold, damp, unchanging weather of the Ice Ages. However, at the end of the Ice Ages, the climate became warmer and dryer and the grassy plains became deserts. The vegetation that the mammoths ate disappeared, and therefore, so did the mammoths. The speaker, however, challenges this theory. She states that mammoths had lived through more severe climate changes than this change. Moreover, the African and Indian elephants survived major climate shifts, so why didn’t the North American mammoths?

The author mentions a third theory, which was conceived by the scientist Ross McPhee. This theory states that mam-
moths may have been killed off by an infectious disease brought by humans from the Old World. It might have been carried by insects, such as lice in the humans’ hair or fleas on the humans’ dogs. It then passed to the elephants and spread from group to group. Because the New World animals had no resistance to the Old World disease, it killed them all off. The problem with this theory, as the speaker points out, is that there is no physical support for it. In none of the remains of mammoths that have been found has there been any sign of an infectious disease.

While the author seems convinced that the mammoths died off for one of these three reasons, the speaker is not so sure. She says that, while it is possible that the mammoths went extinct for one of these reasons, or for a combination of these reasons, it is also possible that the real reason is still unknown.

**Task 5**
The author of the passage believes in the importance of the arts, and quotes President Johnson to indicate how the arts show our “inner vision.” The author believes that the government should support artists. The speaker, on the other hand,
does NOT agree with the idea of public support for individual artists even though he himself is a working artist.

The author states that it is more and more difficult for artists to support themselves financially, especially for experimental artists whose works do not have much commercial appeal. In Europe, the author says, governments commonly provide financial backing for artists. In the United States, that support has been provided by a combination of private and governmental support, but in recent years, governmental support has remained the same or even decreased. The speaker, however, points out that we do not, for example, provide governmental support to plumbers, who certainly provide useful services. He believes it is not fair to support one group and not another. Why should artists be different from plumbers or from anyone else, he wonders. He says that in the past, great American artists supported themselves by selling their works. Today's artists can do the same. Artists who cannot easily sell their art can work as commercial artists or in other jobs related to the arts.

The author tells us that in the past, individual artists such as da Vinci and Tchaikovsky received funding from wealthy patrons. Today, there are few wealthy patrons providing this kind of support for individual artists, but artists still need money to complete projects. The speaker says that he does not object to funding from private sources such as corporations (although he himself would not accept corporate funds). He only objects to government money being spent on any special group, including artists.

The author cites a study done by the Georgia Institute of Technology. This study shows that a few billion dollars invested by the government generated many billions of dollars in economic activity and that the government was more than repaid in taxes. The author concludes that government spending on art is a sound investment. The speaker says that this study dealt only with art organizations, such as ballet companies. Money spent on individual artists probably does not generate much economic activity, in his opinion. He points out that some government programs to help artists actually waste money. He gives the example of the French program that was designed to provide unemployment insurance for artists. Everyone who had a job that was even distantly related to the arts—such as people who cut actors' hair—applied for this insurance, and the program wasted a great deal of money.

In summary, the author believes that money spent on supporting artists is well spent, while the speaker thinks that it is unfair to help one group of people (artists) and that money spent to support artists is sometimes wasted.

**Task 6**
The topic of both the passage and the lecture is the effects that television watching has on children. The author discusses a study done by the Association of Pediatric and Adolescent Medicine in 2005. According to the author, the study shows that the negative effects of television are stronger than the positive effects. The speaker—who is not a supporter of television, especially commercial television—does not completely agree with the author's view or of her interpretation of the study. For one thing, she says it is almost impossible to ban children from watching television because children will simply watch it somewhere else.

The author of the article says that the study involved 1,700 children. She says that according to the study, children who are from six to seven years old, and who watch a significant amount of TV (more than three hours a day) score lower on standardized reading tests and on short-term memory tests than kids who don't. The speaker, however, refers to the same study. She points out that while older children who watch a lot of TV do badly on standardized tests, the opposite is true of younger children. Kids from three to five who watch a lot of TV actually do better on reading recognition tests than kids who don't watch much TV.

The author cites another study that says children spend more time watching TV than doing anything else but sleeping. According to the author, the average child actually spends more time watching television than attending school. Television watching takes the place of activities that parents put more value on, such as studying, reading, or taking part in athletics. The speaker, however, says that what is important is to monitor the time children spend in front of TVs.

Children under the age of two should not watch TV. Children two and over should be limited to two hours or less per day. This leaves time for other activities. They should be encouraged to watch educational shows and non-commercial television.

The author points out that watching television is a passive activity. Children do not get any physical exercise and they eat snacks as they watch. Television commercials in fact encourage children to eat unhealthy snacks. The speaker admits that physical fitness is a problem for children, but says that this problem is not entirely caused by television viewing. If children are limited to less than two hours of viewing time per day, there is time for exercise and other physical activity. The speaker also says that children should be taught about proper nutrition.

In the conclusion to the passage, the author says that the 2005 study reinforces what child psychiatrists already know: that television harms children and that it should be severely limited or completely cut out of children's lives. The speaker does not take such a harsh view of television. She says that, like many things in life, television has both negative and positive effects and that it should be used intelligently.

**Lesson 24: Checking and Editing the Integrated Response**

**Exercise 24.1**
Answers will vary. The following are given as examples.

**Paragraph 1**
According to the passage, there should not be a mandatory retirement age. The author says that this practice takes valuable workers from the work force. Older workers have the most experience and making them retire wastes their talent. Furthermore, the author says that studies show that older workers can do most jobs as well as younger workers. The speaker, however, says that if older workers stay at their jobs, then it is not possible for younger workers to get promotions or more responsibility. The speaker also says that, although there are exceptions, many young workers have qualities that employers need, such as concentration, memory, and energy.

**Paragraph 2**
The speaker says that not many animals can capture the attention of both young and old people like the dinosaur. One of the best known dinosaurs is the animal we used to call the "brontosaurus." Everyone is familiar with this dinosaur. It has appeared in museums, movies, advertisements, even in cartoons such as The Flintstones. But recently, this animal has another name. It is now called the "apatosaurus." The speaker believes that we should keep the name "brontosaurus." The author of the article does not agree with this concept. He says that it is not scientific or fair to call this creature a brontosaurus. In 1877, a scientist named Marsh found...
the bones of a dinosaur and he named it “apatosaurus.” In 1879, another scientist whose name was Cope found the bones of a dinosaur. He believed it was a different species and called it a brontosaurus, but later it was learned that these two animals were the same. An international commission for naming animals has rules that say that the name given for the first animal that is discovered is the name that should be used. Therefore, the name “apatosaurus” is really correct.

Paragraph 3
Both the author and the lecturer discuss the same sociological study, a study about online education. The author takes the positive point of view. He cites statistics from the study that show that a high percentage of students think online courses are very effective. The lecturer concentrates on the negative points. He says that even though students think online courses are effective, a higher percentage of students in online courses drop out before the end of the course than in “face-to-face” classes. He says students in online classes don’t like to study alone and that they feel isolated. But the author says that maybe changes in technology in the future will solve some of today’s problems with online classes.

Paragraph 4
The article says that languages are vanishing because English is a killer language. Most magazines, television shows, and Web sites are in English, and this fact kills small languages. On the other hand, the lecturer says that English is not the main reason that languages are vanishing. He says that, while it is true that many magazines and newspapers are in English, this does not compare with the number of those written in the language of the country or region. The same is true of movies and television. The lecturer says that the use of English is penetrating only big cities and places where tourists go, but that the national and regional language penetrates all parts of a country or region. The lecturer says that English can often coexist with other languages. An example is the use of “Singlish,” a form of English spoken in Singapore. It does not pose a danger to other languages in Singapore.

The Independent Writing Tasks

Scoring the Response
Response 1  Score: 2
This essay has three paragraphs: the opening/thesis paragraph, the body with some supporting ideas, and the conclusion. The writer attempts to follow writing guidelines and makes an effort to organize his/her thoughts and support them with examples. However, there are numerous problems. Much of the thesis statement is taken word for word from the prompt; it should be re-stated. The response lacks solid sentence development and contains many errors in spelling, verb tense, and word usage that make it difficult to understand the writer’s ideas.

Response 2  Score: 5
The writer of this essay acknowledges that there are two sides to the debate on space research, then takes a clear position in support of it. The writer combines clear sentence structure, proper use of grammar and upper-level vocabulary, and numerous examples to support his/her position. The essay shows that the writer is informed about the topic and clearly indicates specific benefits of space research and technology. In addition, the essay is very well organized and coherent.

Response 3  Score: 4
The essay writer understands the assignment and addresses the topic. The response is generally well organized and offers some examples for the position taken, but sometimes the connections are a little difficult to follow. There is overall unity and coherence. However, the essay contains mistakes in spelling, punctuation, and grammar. The writer also sometimes chooses inappropriate words and uses words from his/her native language. These errors are distracting but do not obscure the writer’s ideas.

Independent Writing Preview Test
Answers will vary, but successful answers should answer if zoos are useful or not. The writer should choose one side and write a clear thesis stating his or her opinion. A good paper will support the writer’s point of view with clear reasons and examples.

Lesson 25: Pre-Writing the Independent Response

Exercise 25.1
Answers will vary. The following are given as examples.

Analysis of Task 1
This prompt says that there are two opinions involving basic educational philosophy. Education can emphasize either cooperation or competition. I have to decide which one of these I want to support.

If I choose to support cooperation, I need to show how learning to cooperate will be useful in later life. For example, I could show how it is an advantage to learn how to work with one’s colleagues on the job. If, on the other hand, I choose to defend the opposite point of view, I must show the advantages of being a competitive person—in sports, in business, and so on.

Another possibility is to defend neither point of view completely. I might say that a good education should show people that at times they must cooperate well and at times they must be strong competitors.

Analysis of Task 2
For this prompt I must choose a figure from the past that I want to talk to. It could be someone internationally famous, such as Julius Caesar, Simon Bolívar, Abraham Lincoln, or Mahatma Gandhi. Or I could choose to speak to someone who is important to me personally, such as my great-great-grandfather. It will be best if I choose someone I know quite a bit about, and preferably someone in a field that I am interested in. I could choose Pelé or David Beckham because I am interested in football. Or I could choose Lord Keynes or Adam Smith because I am interested in economics. The most important thing is to have good reasons why I want to speak to the person that I choose, and to have some specific questions that I’d like to ask this person.

Analysis of Task 3
For this prompt, I need to decide whether I agree with the idea that when people travel they behave differently from the way they behave at home. It will probably be easier to think of examples and reasons why most people do act somewhat differently when traveling. I can give personal experiences. I can talk about unusual things I have done on trips that I probably wouldn’t do at home. I could mention how I eat different foods and wear different clothing when I am on trips. I can also think of some reasons why people behave differently. They want to try new things and experience new cultures. Also, because they are in a new environment, they are not as restricted by the normal rules and regulations that they are used to.

Analysis of Task 4
When writing this essay, I have to show the benefits of either on-campus living or off-campus living. One advantage of dorm living is convenience. Another is that it provides oppor-
tunities for making friends with other students. I could support these concepts with examples from my own life or from the lives of people I have known who have lived in university dormitories. However, if I decide to support the opposite point of view, I would list the advantages of living in an apartment or house. These might include independence and privacy. I suppose. If I choose to take this side, I'll need to think of ways that living in an apartment or house off campus might make someone a better student and better prepared for life after the university.

Analysis of Task 5
I could choose to agree with this statement. If I do, I have to show how taking a wide variety of classes makes a person well-rounded and better informed. I might say that it is fine for graduate students to specialize, but that undergraduates should be generalists with some knowledge of history, science, math, art, and all the other important fields. On the other hand, if I take the opposite point of view, I have to give reasons why it is a good idea to concentrate on only one field of interest. I might say, for example, that for students in scientific and technical fields, there is so much to learn in four years that it is impossible for them to take many elective courses.

Analysis of Task 6
The prompt says that I can fund any one of a variety of city services, but only one. To write this response, I need to decide what kind of service my hometown needs most. For example, if there is a high crime rate, then I could make a good case for funding the police department. It would probably be easy to explain why funding should go to either schools or hospitals because almost any community needs improvements in education and health care.

Exercise 25.2
Notes will vary.

Exercise 25.3
Outlines will vary.

Exercise 25.4
Outlines will vary.

Lesson 26: Giving Opinions and Connecting Ideas in the Independent Response

Exercise 26.1
1. I believe that women should have the right to serve in the military. However/On the other hand, I don't believe that they should be assigned to combat roles.
2. Many actors, rock musicians, and sports stars receive huge amounts of money for the work that they do. For example, a baseball player was recently offered a contract worth over twelve million dollars. Personally, I feel that this is far too much to pay a person who simply provides entertainment.
3. The development of the automobile has had a great impact on people everywhere. Similarly/Likewise, the development of high-speed trains has had an impact on people in many countries, including my home country of France.
4. I used to work in a restaurant when I was in college. I realize what a difficult job restaurant work is. Therefore, whenever I go out to eat, I try to leave a good tip for my waiter or waitress.
5. Many people would agree with the idea that the best use for the open space in our community is to build a shopping center. On the other hand/However, there are other people who feel we should turn this open space into a park.
6. In the United States, people celebrate their independence from Britain on July 4. Likewise/Similarly, we Mexicans celebrate our independence from Spain on September 16.
7. Corporations should do more to reduce air pollution. Furthermore, they should encourage recycling.

Exercise 26.2
Sentences will vary. The following are given as models.
1. Young children have a special talent for language learning; therefore, schools should offer language classes to children at an early age.
2. Some forms of advertising serve a useful purpose; however, other ads are simply irritating.
3. Small classes are the best environment for learning, but sometimes large classes are unavoidable.
4. Some people relax by watching television; personally, I prefer listening to music.
5. Although there are many ways to learn a language, I think the best way is to live in a country where the language is spoken.
6. The use of computers has had a major impact on the banking industry; likewise, it has significantly changed the travel industry.

Exercise 26.3
There are certain people who prefer to take their vacations in the same place. When they return from a vacation, they ask themselves, “When can I go back there again?” On the other hand, however, there are people who would rather visit many places. Moreover/Furthermore, they enjoy doing many different things on their vacations. When they return from a vacation, they ask themselves, “Where can I go and what can I do next?”

My parents are perfect examples of the first kind of people. They always go to a lake in the mountains. They first went there on their honeymoon, and several years later they bought a vacation cabin there. They have gone there two or three times a year for over thirty years. They have made friends with the people who also own cabins there and often get together with them. My mother enjoys sailing and swimming while my father prefers to go fishing. My parents like variety, but they say they can get variety by going to their cabin at different times of the year. They particularly like to go there in the autumn when the leaves are changing color.

Personally, I feel it’s important to visit different places. Of course, when I was a child, I went to my parents’ cabin with them for my vacation, but when I got older, I began to want to travel to many different places. I enjoy skiing; however, the ski resorts in my country are very crowded and expensive. I would rather go skiing in Switzerland or in Canada. My favorite subject at the university was ancient history; therefore, I like to visit historic places. Several years ago, I traveled to Angkor Wat in Cambodia with my uncle and aunt. I also want to visit the pyramids in Egypt; furthermore/Moreover, I’d like to see Machu Picchu in Peru.

My parents believe that you can never get to know a place too well. I understand their point of view. However, I find that going to strange places is more exciting. I don’t want to go to the same place twice because the world is so huge and exciting.
Lesson 27: Writing the Independent Response

Exercise 27.1
Responses will vary.

Exercise 27.2
Responses will vary.

Lesson 28: Checking and Editing the Independent Response

Exercise 28.1
Answers will vary. The following are given as examples.

Paragraph 1
Technology has had a major impact on many fields. Nowadays, we can’t even imagine business, communication, or travel without computers. I want to discuss the impact of computers on education. Modern technology has made life easier for students and professors. If a student wants to contact a professor, it’s simple. The student can send the professor an e-mail rather than go to his or her office. Moreover, many universities have created special networks for students in order to make the process of studying easier for them. Students can enter this kind of network by using their passwords and identification numbers. There are many categories a student can choose to enter, such as “student tools” or “assignment box,” which contains homework assignments. It is also possible to access the university library to do research. Computers also give students the opportunity to gather information about various topics from the Internet. This is one of the easiest ways for students to do research. Computers can also help students, especially those from other countries, to stay in touch with their friends and family at home. Personally, I could not study in the USA if I were not in contact with people at home, because I am not only a student but also a manager in my family’s business. Therefore, I must stay in touch with my assistants.

Paragraph 2
Some people believe that it is impossible to fall in love with someone “at first sight.” On the other hand, there are other people who believe that you recognize a person that you love immediately. I know it is possible to fall in love at first sight because this happened to my wife and me.

Paragraph 3
If you are ever in Thailand in the month of May, I suggest that you go to the Rocket Festival. It is held every year in a small town called Yasothon about 500 kilometers from Bangkok. This two-day festival is well known in Thailand. It marks the beginning of the rice-growing season. The festival opens with a parade of women performing a Bang Fai Dance. They dance around the villagers and they carry colorful rockets in the shape of river snakes. Villagers construct gigantic homemade rockets and fire them into the sky to “ensure” plentiful rainfall during the rice-planting season. The farmers believe that if the spirit is pleased by their actions, he will deliver the rains necessary for a good rice harvest. People from all over Thailand and tourists from all over the world join the local people in celebrating. First, a single rocket is launched to foretell the next season’s rains. The higher it goes, the better the rains will be. Then the rocket competition begins with one rule—the rocket that goes highest is the winner of the game. If a rocket fails to take off or explodes, the owner is thrown into the mud. The Rocket Festival is spectacular and provides a great opportunity to have fun. However, if you go, you need to be careful. Both villagers and tourists are sometimes injured or even killed by rockets that go out of control.

Paragraph 4
When I was a small child I lived in the town of Sendai, the biggest city in the northern part of Japan. My grandmother lived in Tokyo which is in the central part of Japan. While I was living in Sendai, I often went to see my grandmother, but it took five hours to get to Tokyo by local train. About twenty-
five years ago, the high-speed express train called the “Shinkansen” was built, connecting Sendai and Tokyo. For me personally, this was the most important development in transportation. It now takes only an hour and a half to travel to Tokyo from Sendai. The trip became very easy. It also had a great impact on Sendai. Economic development there increased. On the negative side, prices for housing and other things went up. On the whole, however, this development was very beneficial for the city.

Paragraph 5
I’m from Korea. Once, Koreans had large families. Three generations lived together (grandparents-parents-children). They were almost all farmers, so they preferred large numbers of children. Today, Korea has developed and changed from an agricultural society to an industrial one. Many people have moved from rural areas to urban ones because their jobs are in the cities. For example, my husband went to Seoul in 2000 for his college. He left his parents and lived alone. After graduation, he got a job in Seoul. At that time we worked together. After we were married, we lived in Seoul. Of course, his parents wanted us to live with them as Koreans traditionally do, but there were no jobs in the area where they live. For me, I think these changes in society are natural and reasonable.

Paragraph 6
Today you can often hear people arguing about the advantages of computer games. There are millions of different computer games today. Sometimes computer games are so attractive that young people, and not only young people, spend hours and even days in front of their computers. And of course, if you spend too much time playing computer games, you can hurt your eyes and your physical condition, and you can isolate yourself from society. You may also have problems communicating with other people.

Paragraph 7
When I first came to the United States, I was only 17 years old, and I had never been away from home. I came here for one year. I lived with an American family in a suburb of New Orleans. I went to high school there. Imagine how difficult it was for me on the first day of school. I didn’t know where to go or what to do. I spoke only a little English. But I was very fortunate. The daughter of my host family’s neighbors recognized me, and she did everything to help me. Not only did she help me talk with the principal of the school, but she also introduced me to the teacher of my first class. She even ate lunch with me. I still remember her kindness!

Writing Review Test
Answers will vary.

Writing Tutorial: Written Grammar

Grammar Exercise 1
F 2. We heard a lecture by Professor Taylor, who is chairman of the history department.
F 3. Thomas Edison invented the light bulb and the phonograph, but not the telephone.
C 4.
RU 5. Seals appear clumsy on the land, but they are able to move short distances faster than most people can run.
F 6. You can’t get to the island from here without a boat.
C 7.
RU 8. A barometer is a device used to measure atmospheric pressure.

Grammar Exercise 2.1
2. A battery is a device that provides electricity by chemical means.
3. Sometimes, the university will finish building a new wing of the library where rare books will be stored.
4. The melting point is the temperature at which a solid changes to a liquid.
5. A keystone species is a species of plants or animals whose absence has a major effect on an ecological system.
6. Active stocks are stocks that are frequently bought and sold.
7. There are many varieties of snakes, most of which are harmless to humans.

Grammar Exercise 2.2
C 2. which
C 3.
X 4. whose
X 5.
X 6. which chemists use
X 7. for which it was
X 8. which

Grammar Exercise 3.1
2. Although parrots are tropical birds, they can live in temperate or even cold climates.
3. Advertising has had an enormous effect on American life since it is so widespread in the United States.
4. As a wave moves toward shore its shape is changed by its collision with the shallow sea bottom.
5. When added to a liquid, antifreeze lowers the freezing temperature of that liquid.
6. While most bamboo blooms every year, there are some species that flower only two or three times a century.
7. Once granted by the Patent Office, a patent becomes the inventor’s property.

Grammar Exercise 3.2
X 1. Despite
X 2. because
X 3. People
C 4.
C 5.
C 6.
X 7. Because
Grammar Exercise 4.1
1. annually
2. simple
3. food — rainy
4. severity
5. Generally simple
6. industry products
7. relieve
8. scholarly immigration
9. easy
10. tropical ability
11. automatically
12. lose rapidly
13. ripen
14. beautiful
15. distinction perfectly

Grammar Exercise 4.2

Grammar Exercise 5.1
2. was founded
3. have used
4. will fly
5. were made
6. wrote
7. is suited
8. have revolutionized

Grammar Exercise 5.2

Grammar Exercise 6.1
2. Anyone working under conditions that cause a heavy loss of perspiration can suffer heat exhaustion.
3. A mosquito filled with blood is carrying twice its own body weight.
4. A delta is a more or less triangular area of sediments deposited at the mouth of a river.
5. Natural resources provide the raw materials used to produce finished goods.
6. In this part of the campus there are several buildings dating from the 1790's.
7. A filter placed in front of a camera lens changes the color of the light that reaches the film.

Grammar Exercise 6.2

Grammar Exercise 7

Grammar Exercise 8.1

Grammar Exercise 8.2

Practice Test 1
(The TOEFL iBT does not use the letters A, B, C, and D for the multiple-choice items. However, in these answer keys, A corresponds to the first answer choice, B to the second, C to the third, and D to the fourth.)

Reading

Bioluminescence

Answer | Explanation
---|---
1. D | Paragraph 1 says, “The only groups that do not display bioluminescence are freshwater fish, mammals, birds, reptiles, amphibians, and leafy plants.”
2. B | According to paragraph 2, bioluminescence “compares favorably in (energy) efficiency with fluorescent lighting.”
3. A | Eerie means “strange, unusual, mysterious.”
4. C | Choice C is best because paragraph 3 says that the phenomenon of “milky seas” (caused by the disturbance of dinoflagellates) occurs when a ship moves through tropical waters at night. Tropical waters are close to the equator and would there-