

also mark the second sentence **Yes**. The professor says, "One of these updrafts picks up the droplet and lifts it high into the cloud, where the air is cold, and it freezes." Although hail is sometimes associated with tornadoes, tornado winds are not involved in the formation of hailstones, so you should mark the third sentence **No**. According to the professor, the process of being lifted back into the cold part of the clouds by updrafts "happens again and again. With each trip above and below the freezing level, the hailstone adds another layer of ice." Therefore, the fourth sentence should be marked **Yes**. There is no mention in the lecture that hail is formed by the collision of a fast-moving warm front and a slow-moving cold front, so the fifth sentence should be marked **No**.

Speaking

Independent Speaking Tasks

Answers for these two tasks will vary.

Integrated Speaking Tasks

Answers for these tasks will vary, but should include the following:

- The woman agrees with the notice. The notice says that the university believes students need at least four terms of language instruction because the world is now more globalized and students need another language to communicate internationally. She says that people need a language to understand another culture and to work and travel abroad. The notice urges students with high levels of language ability to study an additional language, and she plans to follow this advice and study a European language.
- Both the *Columbia* and the *Hindenburg* are lighter-than-air craft. The blimp *Columbia* is a non-rigid airship. Blimps are much smaller than zeppelins, and they have no internal structure. Because they are filled with helium, they are safer than zeppelins. Blimps like the *Columbia* are often used as platforms for cameras at sporting events and for advertising.

The German zeppelin *Hindenburg* was a rigid airship. It had an internal aluminum frame. It was huge, about 250 meters in length, and was used to carry passengers. The *Hindenburg* was filled with flammable hydrogen and was destroyed by an explosion and fire in 1937. This disaster ended the age of zeppelins.

- Diane's problem is that she would like to go see her sister in Boston during Spring Break. However, she didn't make an airline reservation in advance, and now she can't afford the fare. She doesn't want to drive because buying gas would be expensive and the drive would be tiring. Mike suggests two solutions: using the Ride Board or taking a train. Test-takers who chose the first solution should mention that she could find someone to do some of the driving and to share the cost of gasoline. She could also either take her car or go in another person's car. Test-takers who chose the second solution should mention that she could relax or study on the train, and that it is a little bit cheaper than flying.
- Lantana plants need insects to visit their flowers to spread their pollen. Insects need the nectar that fertile plants produce for food. The lantana plant uses color to direct insects to flowers full of nectar and pollen. On the first day a lantana flower blooms, the flower is yellow and it is fertile and ready for a visit from an insect. On the second day the flower is orange and there is less pollen and nectar. On

the third it is red and there is no pollen or nectar at all. Insects know this and visit the yellow plants much more often than they visit orange or yellow flowers. This system helps the plant because it does not have to try to keep pollen and nectar in all of its flowers. It helps the insect because it does not have to spend time visiting all the flowers.

Writing

Integrated Writing Task

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

The main point of the article is that unnecessary risk-taking is illogical, and in its extreme forms, pathological (caused by mental illness). The speaker, however, believes that risk-taking is sometimes necessary and can even be beneficial.

The article states that there is a "universal risk-taking personality." In other words, some people take risks in all aspects of their lives. The speaker disagrees with this idea. He says that some people take risks in one area of their lives but not in others. He gives the example of an investment banker who makes safe investments but who risks his life by racing motorcycles on weekends.

The article says people who take extreme risks are motivated by suicidal tendencies. However, the speaker thinks that most people who take risks believe that nothing terrible will happen to them. He gives the example of motorcycle racers who never think they will be involved in accidents.

The article says that there is no reward for taking risks. The speaker contradicts this idea as well. He says that for some people, there are physical rewards that come from chemicals such as adrenaline that are released when someone takes risks. There may also be psychological rewards. According to research studies, risk-takers tend to be more confident and more successful financially and socially.

Practice Test 2

Reading

Lichens

- | Answer | Explanation |
|--------|--|
| 1. C | The author emphasizes in Paragraph 1 that lichens can live in many environments and gives examples (tropical rain forests, hot springs, mountain tops, deserts, the Arctic, Antarctica, etc.). It is true that lichens grow in cold places (choice A), such as Antarctica, but they also grow in hot places such as tropical rain forests and hot springs. It is true that lichens grow in remote places (B), but they also grow in cities. And it is true that lichens grow on rocks (D), but they also grow on other surfaces such as farmers' fenceposts. |
| 2. B | The word <i>secrete</i> means "produce," especially, "to produce a liquid." |
| 3. C | Paragraph 2 says that lichens contribute to the process of weathering, which creates soil. "This property enables lichens to be pioneers," according to the article, "beginning the process of soil formation that allows mosses, ferns, and other plants to later take root." |
| 4. A | Choice A best summarizes the sentence. The original sentence says that many people associate |

lichens with mosses, but that mosses are green while lichens appear in many colors. Choice B incorrectly says that many people are familiar with mosses but not with lichens. Choice C incorrectly states that green lichens are a type of moss. Choice D incorrectly says that the two types of plants are difficult to distinguish.

5. C Paragraph 3 says that acids from lichens can be used as dyes (A). Some lichens can be used as antibiotics (B). Oils from lichens are used in perfumes (D). There is no mention that lichens are used as human food (C), so this is the best answer.
6. A The word *tangled* means *twisted* or *tied in knots*.
7. D Paragraph 5 tells us that symbiosis is a relationship in which “the two types of organisms live together to the benefit of both.” In choice A, the mistletoe benefits, but the oak tree does not. In choice B, the remoras benefit, but there is no evidence that the sharks do. In choice C, the tiger benefits, but the grass is not affected. In choice D, both the protozoa and the termites benefit because both receive nourishment, so this is the best answer.
8. D Paragraph 5 explains that the fungi “protects the tender algae from direct sunlight . . .” Therefore, direct sunlight must be damaging to the algae.
9. B The reference is to one organism. The sentence means that for hundreds of years people thought that this double organism was a single organism.
10. C The best answer is C because the author says that “. . . if they are classified as separate species, these fungal species that cannot live alone seem rather strange.” There is no information in the passage to support choice A. Choice B is incorrect; the algae make the food for the fungi. Choice D is also incorrect; paragraph 6 says that the fungi “can be placed in known families of fungi but are unlike any species that live independently.”
11. B The word *splendid* means “excellent, very good.”
12. The new sentence should be inserted at the fourth black square in the passage:

Lichens are a partnership of two or more types of plants, a fungus and a type of algae. ■ If you look at the lichen body through a magnifying glass, you will see that it is made up of a tangled mass of fungal strands called hyphae. ■ In the upper layer of these hyphae grow colonies of another type of plant. ■ These are most commonly green algae but are sometimes blue-green algae. ■ **A few enterprising lichens contain both.**

The word *both* refers to green algae and blue-green algae. You may have thought that *both* refers to “a fungus and a type of algae” in the first sentence, but *all* algae consist of a fungus and an algae, not just “a few enterprising lichens.”

13. **Fungi:** A, D, E; **Algae:** B, F
Choice A is a characteristic of fungi. Paragraph 5 says “The fungus inserts threads . . . to anchor the plant in place.” Choice B is a characteristic of algae. Paragraph 6 says “The algal components . . . are recognizable as species that grow alone.” Neither fungus nor algae produces carbon dioxide, so choice C should not be listed. Choice D should be listed as a characteristic of fungi because paragraph 5 says that “The fungus provides moisture and minerals for the plant.” Choice E is also a characteristic of fungi. Paragraph 6 says that “The fungal components . . . cannot live apart from their partners.”

Choice F is characteristic of algae. Paragraph 5 says that “The algae contain chlorophyll and synthesize sugar from carbon dioxide and sunlight.”

The Rosetta Stone

Answer Explanation

14. D Paragraph 1 tells us that “The priests of the king wrote a short history of the king’s family, described his accomplishments, and explained his future plans. Choice C, “To present information about the current ruler of Egypt, Ptolemy V,” best summarizes this idea.
15. C The word *incursions* means “invasions, attacks, raids.”
16. A The passage states, “This message was written on stone tablets in demotic Egyptian for the common people, in Egyptian hieroglyphs for the priests, and in Greek for the ruling class. Thus, it was written in two languages but in three scripts.” The three scripts must have been the demotic alphabet, the hieroglyphic alphabet, and the Greek alphabet. Since Greek is obviously one of the languages, this means that demotic Egyptian and the form of Egyptian used by the priest must have been basically the same language written in different scripts.
17. B There are two common uses of quotation marks in a passage. One is to report the exact words that someone spoke or wrote. The other is to indicate that, although something is called an X, it is not really an X (The child’s “house” was made of blankets draped over chairs.) The author uses quotations in the second way. The French were not really on an extended (long) vacation in Egypt. They were trapped there because the British had destroyed their fleet (ships) and they couldn’t get back to France.
18. C The passage says that “French military engineers strengthened existing defensive positions. In the port town of Rosetta (now known as El-Rashid), the French were rebuilding an old fort when Captain Pierre-François Bouchard discovered an irregularly shaped slab made of dark granite.” Since Bouchard was rebuilding a fort (a strong military position), he was most probably a military engineer.
19. D According to the passage, people are often mistaken about the type of stone that the Rosetta Stone is made of. The passage says the stone is an “irregularly shaped slab made of dark granite (often misidentified as basalt) with three types of writings on it.” (Granite and basalt are types of stone.)
20. A *Bands* are lines or rows.
21. A The author writes, “some scholars even believed that hieroglyphs were not really an alphabet at all but were merely decorations.” If the hieroglyphs were only decorations, then they could never be translated.
22. B In paragraph 5, the author lists the three assumptions made by Champollion in order to translate the hieroglyphs. The second assumption was that “Hieroglyphics served not only as symbols of words and ideas (ideograms) but also as symbols of spoken sounds.” Therefore, choice A is one of assumptions that Champollion used to make the translation. Champollion’s third assumption was that “Certain hieroglyphs enclosed in ovals were

phonetic transcriptions of pharaohs' names." Choice C, therefore, is one of Champollion's assumptions. Champollion's first assumption was that "The Coptic Egyptian language, still spoken by a small group of Egyptians, was the final stage of the ancient Egyptian language. Champollion could consult with experts on Coptic Egyptian to learn about Ptolemaic Egyptian." Choice D is one of Champollion's assumptions. Only Choice B—that the three messages did not have exactly the same message—was not given in the paragraph. (In fact, he must have assumed that the three messages did have exactly the same meaning.)

23. D The phrase *the rest* refers to the rest of the hieroglyphs on the Rosetta Stone.
24. C The main point of paragraph 6 is that Egypt wants the British Museum to return the Rosetta Stone to the land where it came from. The author emphasizes this point by quoting an expert in this field, the archaeologist and government official Zahi Hawass.
25. The new sentence should be inserted at the second black square in the passage:

It was through the Rosetta Stone that scholars learned how to read Egyptian hieroglyphs. The hieroglyphic alphabet, one of the earliest writing systems ever developed, had been used by the Egyptians for 3,500 years. (A) **Hieroglyphic script is mostly pictorial, images of natural and man-made objects.** However, it is far more complex than simple picture writing and contains thousands of symbols. (B) After Egypt was conquered by the Romans, Latin became the dominant language and by the fourth century A.D., no one could understand the symbols. (C) Before the Rosetta Stone was discovered, some scholars even believed that hieroglyphs were not really an alphabet but were merely decorations.

The words *However* and *it* in the second marked sentence are the keys to the correct placement of the missing sentence. The second sentence says, "*However*, while *it* is pictorial, it is more complex than simple picture writing." The word *it* in the second sentence connects to the phrase *hieroglyphic script* in the missing sentence. The missing sentence says that hieroglyphics is mainly pictorial, using images of natural and man-made things as symbols. The next sentence says that, while the hieroglyphic script is pictorial, it is more complex than simple picture writing. This sentence is in partial contrast with the missing sentence and therefore the word *However* connects these two sentences.

26. B, E, F There is no information in the passage about the British Museum's response to Egypt's request for the return of the Rosetta Stone, so choice A is not a good answer. Choice B summarizes the points made in paragraphs 4 and 5 and is one of the main points of the passage. Choice C is not true. According to paragraph 2, the Rosetta Stone was made of dark granite, a type of stone. Choice D is a detail provided in paragraph 2, but it is not a main idea of the passage and does not belong in the summary. Choice E is a summary of paragraphs 2 and 3 and is a main point in the passage. Choice F summarizes paragraph 6 and belongs in this summary outline.

Transient Lunar Phenomena

- | Answer | Explanation |
|--------|---|
| 27. D | Choice D is best because this passage mainly involves a description of a phenomenon (TLP) and possible explanations of it. |
| 28. C | The word <i>fleeting</i> means "short-lived, quickly passing, transient." |
| 29. A | The phrase <i>this mechanism</i> refers to the fact that light hitting a reflective surface such as the surface of a satellite or a car's windshield, can cause a flash (a brief, intense display of light). |
| 30. A | The author mentions Gervase because he saw a TLP many years before the era of artificial satellites. This weakens the theory of Raste and Maley because they believe that TLP are actually caused by the reflection of light from satellites. |
| 31. B | The author says, "Grant claimed in an interview that he had seen flocks of red and white birds, herds of 'diminutive bison,' and strange beavers that walked on their hind legs. Not only that, but he claimed even to have seen people with bat-like wings who had built towers and pyramids beneath the domes." The use of the phrase <i>not only that</i> and the word <i>even</i> (which is often used to give a surprising or extreme example) tells us that the author finds the people with bat-like wings and their buildings the <i>most</i> unbelievable of Grant's strange sightings. (Although, in truth, they are all pretty unbelievable.) |
| 32. A | Choice A gives the essential information in the original sentence. Choice B mentions the fact that both trained and amateur scientists watched the moon from 1968 to 1972. This information is not part of the original sentence. (The word <i>trained</i> in the original sentence means "aimed at.") Choice C says that more TLP actually occurred from 1968 to 1972; the original sentence simply says that more TLP were <i>seen</i> during that period because more people were looking at the moon then. Choice D is correct as far as it goes, but does not include an essential idea from the original sentence (that more TLP were observed from 1968 to 1972 than in any other period). |
| 33. C | This choice is best because the author says "Though many sightings were dubious, some were highly plausible because they were made by independent observers at different locations." |
| 34. B | Bonnie Buratti used "photographs of the moon taken by the U.S. lunar mapping satellite <i>Clementine</i> and indeed, these images confirmed the presence of a reddish cloud obscuring part of the crater." |
| 35. D | The word <i>stray</i> means "undirected, uncontrolled, on the loose." (<i>Stray</i> dogs are dogs without a master that wander around on their own.) |
| 36. C | According to the passage, <i>thermal cracking</i> occurs as a result of a sudden change in temperature. ("A rock heats up in the intense sunlight. Suddenly, when the sun sets, the temperature drops, and the stone cracks.") The only example of this among the four choices is C. (The cool glass is suddenly warmed up by hot water.) |
| 37. D | The paragraph tells us that "The rocks might also be shattered by 'moonquakes,' seismic activity on the Moon (choice A) or by meteors (choice C). |

Thermal cracking (choice B) is also given as a possible reason why lunar rocks crack. There is no mention that gas pressure can cause rocks to crack. (However, the pressure of gases trapped beneath the surface of the Moon may be the cause of the “billowing clouds” sometimes seen on the moon.)

38. The new sentence should be inserted at the first black square in the passage:

And what about the billowing clouds? Many observers once thought that they were caused by lunar volcanoes, but today the moon is believed to have been geologically inactive for billions of years. The most commonly held belief today is that they are caused by pockets of gas trapped beneath the lunar surface. The clouds may be caused by the rapid escape of these gases, which kicks up clouds of dust. The pockets of gas may be freed by moonquakes or the pockets may be punctured by meteors.

The first sentence in the paragraph asks what causes the billowing clouds. The rest of the paragraph discusses today’s theory. Logically, the best place to put the missing sentence—which discusses what people in the past thought was the cause of the clouds—is between the introductory question and the rest of the paragraph.

39. **Theories that explain why TLP do not exist:** B, E; **theories that explain why TLP do exist:** C, D, F
Choice A is *not* mentioned in the passage at all. Choice B is mentioned in paragraph 1 as a theory of Raste and Maley to explain why TLP do *not* exist. Choice C is given in paragraph 4 as a theory of Zito to explain why TLP *do* exist. Choice D is given in paragraph 4 as a possible reason why TLP *do* exist. Choice E is given in paragraph 1 as an explanation of why TLP do *not* exist. Choice F is mentioned in paragraph 2 as a theory (although a very unlikely theory)—of why TLP *do* exist.

Listening

Answer Explanation

- C Janet tells Allen, “I’m running for re-election for the seat on the Student Council that belongs to the School of Business. But you can’t vote for me, because you’re in the School of Engineering.”
- C Students vote for a representative from their own school, for president, and for vice-president (a total of three).
- A, D It’s clear that Janet is currently a member of the Student Council because she says that she is running “for re-election.” She also says “I’m thinking that next year, I’ll try to get elected president.”
- A Janet says, “. . . the most important thing is—the Council gets to decide how to spend your money. Fifteen dollars from each student’s fees goes into the Student Council’s general fund.”
- B The idiom *don’t push your luck* means “you’ve been lucky so far—don’t try to get anything else.” In other words, Allen means, “You’re lucky to get me to agree to vote tomorrow—don’t try to get me to go to the debate tonight too.”
- D Alison asks Tony to be part of a “focus group.” A focus group helps companies determine whether to market a product or not, or which version of a product to market. This would therefore most likely be a topic in a marketing class.
- A Alison tells Tony, “. . . when you come in the classroom tomorrow, Professor Marquez will give you a

little card that tells you your vital information: your age, your occupation, how much education you have, that sort of thing . . . and that’s the role you play when you’re pretending to be in this focus group.”

- C According to Alison, an experiential focus group helps decide which of several versions of a product to market. In Hollywood, focus groups help film companies decide which version of a movie to release, so Hollywood focus groups must be experiential focus groups.
- D According to Alison, “Professor Marquez says that . . . that the chemistry, the, uh, interaction between the moderator and the focus group is key in making sure a focus group goes well.” Professor Marquez will probably concentrate on this interaction during the classroom activity.
- B Tony says that he is free the following day but does not definitely agree to be part of the activity until he learns that the flavor of ice cream that he will be testing the next day will be mint chocolate chip. Then he enthusiastically says, “That settles it . . . I’m in” meaning that now he is definitely willing to take part. He must enjoy this flavor of ice cream.
- C The lecturer says, “After a while, Stowe and her husband moved back to New England, to Brunswick, Maine. He encouraged her to write a book that showed the evils of slavery. So, Stowe wrote *Uncle Tom’s Cabin* . . .”
- C, A, D, B *Uncle Tom’s Cabin* was first published as a newspaper serial (in other words, a small part was published every day) in the *National Era* newspaper in 1851. The next year, in 1852, it was published as a book and became very popular. According to the lecture, plays based on the books (“Tom Shows”) appeared “soon after the book was published.” The movie came much later, in 1927.
- B Charles Dickens is given as an example of a great writer of that age who also wrote about some characters in a sentimental way. The professor gives the character of Little Nell in the book *The Old Curiosity Shop* as an example.
- B, D According to the professor, this scene was part of George Aiken’s play but did not appear in the book. It was also a part of the 1927 movie, which may be why “this scene sticks in people’s minds” (is remembered).

15.

	Yes	No
It is not strong enough in its criticism of slavery.	✓	
It treats its characters too sentimentally.	✓	
It is not based on the author’s firsthand experiences.	✓	
It is difficult for modern readers to understand.		✓
It is far too long and repetitive.		✓

The first choice should be checked **Yes**. The professor says, “. . . some Northern Abolitionists thought that it didn’t go far enough, that it painted too soft a picture of slavery.” The second choice should also be checked **Yes**. According to the professor, “Another criticism is that Stowe’s treatment

of her characters is overly sentimental, overly emotional.” The third choice should be checked **Yes** as well. According to the professor, “that’s one of the criticisms that Southerners directed at her—that she had no firsthand knowledge of slavery, of life in the South, because she’d never spent time there.” The fourth and the fifth choices should be checked **No**. The professor does not mention these criticisms in her lecture.

16. D The professor advises the students to read *Uncle Tom’s Cabin* “cover to cover”—in other words, to read every page. (She is talking about reading the novel, not their textbook, choice B, which contains only short selections from the novel.)

17. D, B, C, A According to the professor, all glaciers start with *ordinary snow*. When ordinary snow melts and refreezes several times, it becomes *névé*, a compressed form of snow. If *névé* lasts for a year, it becomes even more compressed and forms a compact form of ice called *firn*. Firn, buried under more and more snow and ice, finally becomes *glacial ice*.

18. C, D According to the lecture, continental glaciers are today found only in Greenland and Antarctica.

19. B, C A glacier may follow a V-shaped creek path down a mountainside, but the rocks that it picks up on the way “round out the bottom of the valley, and the V-shaped stream bed becomes U-shaped.” Therefore, choice A is *not* correct and choice C is correct. Also, according to the lecture, “because they are rigid, glaciers don’t take sharp corners very well, so their downhill paths are generally gonna be a series of gentle curves.” Therefore, choice B is correct and choice D is not.

20. A Choice D, continental glacier, is not correct. The lecturer tells us that a continental glacier is much larger than a valley glacier. Valley glaciers flow together to form piedmont glaciers, so piedmont glaciers must be bigger than valley glaciers. However, tributary glaciers flow into valley glaciers, and therefore, must be the smallest type of glacier.

21.		Valley Glaciers	Continental Glaciers
	Today cover about 10% of the world’s land surface.		✓
	Flow together to form piedmont glaciers.	✓	
	As they recede, seem to flow uphill.	✓	
	About 11,000 years ago, covered 30% of the world’s land surface.		✓
	As they grow, seem to flow outwards in all directions.		✓

Choice A is a characteristic of continental glaciers. The professor says that the two continental glaciers in existence today, in Greenland and Antarctica, cover 10% of the earth’s land surface. Valley glaciers flow together to form piedmont glaciers, so choice B is a characteristic of valley glaciers. So is choice C; the professor says that “When they recede, valley glaciers seem to be moving

uphill . . . What’s really happening is that they are melting faster than they are adding new materials.” Choice D is a characteristic of continental glaciers. During the last Ice Age, around 11,000 years ago, continental glaciers covered much of the northern hemisphere and about 30% of the land surface of the earth. Choice D is also a characteristic of continental glaciers. The professor says “a continental glacier moves out in all directions from the glacier’s central point.”

22. A The danger mentioned by the professor is that global warming may cause glaciers to melt and that this will cause the level of oceans to rise.

23. C This passage mainly deals with the four stages of the business cycle.

24. B The professor says that these terms are the ones most commonly used these days, implying that, in the past, other terms were more common.

25.		Yes	No
	They vary in length from cycle to cycle.	✓	
	They are measured from the peak of economic activity to the trough, the lowest point of economic activity.		✓
	They vary in intensity from cycle to cycle.	✓	
	They have involved deeper recessions in recent years because of globalization.		✓
	They are sometimes called <i>fluctuations</i> because they are irregular.	✓	

The first choice should be checked **Yes**. The professor says “no business cycle is exactly the same. They vary in length, for example.” The second choice is not a valid choice. Cycles are measured from peak to peak, according to the professor, not from peak to trough. Check **No**. Choice C, however, should be checked **Yes** because, when a student asks the professor about this, he says, “You’re right, they do vary in intensity.” You should check **No** for the fourth choice. Some economists in the 1990’s thought that globalization prevented downturns in business in the U.S.—which turned out to be false—but there is no indication in the lecture that globalization makes recessions worse. The last choice is also mentioned in the lecture. The professor says, “In fact, they are so irregular in length that some economists prefer to talk about business *fluctuations* rather than a business cycle.” Check the last choice **Yes**.

26. A, B One depression occurred in the 1870’s and one, the Great Depression, occurred during the 1930’s.

27. D According to the professor, “What they usually do is, the government . . . the Central Bank, really . . . manipulates the money supply.”

28. A The professor says, “Today, though, it’s no longer considered a valid theory. Still, you have to admit, it’s an interesting one.”

29. A The professor says that most people think of science fiction as a contemporary type of film but in fact, some of the earliest films were science fiction

- films. She gives as an example George Méliès's film *A Voyage to the Moon*.
30. D According to the lecture, the 1926 film *Metropolis* "... was set a hundred years in the future, in the year 2026."
31. C The professor says that the movie *Them!* was about giant ants that had been affected by radiation from nuclear weapon tests. She says that there were many other movies about "big bugs" (insects) that had been radiated.
32. A, C The professor tells the class that her favorite movie, *Forbidden Planet*, is "based on William Shakespeare's play *The Tempest*. It also makes use of ideas from the theories of the famous psychologist Sigmund Freud."
33. B What the professor finds interesting about *ET* is that, unlike most movies about visitors from space, this one features a friendly, smart, likeable alien.
34. B The professor says, "Then, uh, unfortunately, we just have time for a few quick scenes from my favorite, *Forbidden Planet*." She is sorry that they won't have time to watch more of the movie *Forbidden Planet*.

Speaking

Independent Speaking Tasks

Answers for these two tasks will vary.

Integrated Speaking Tasks

Answers for these tasks will vary, but should include the following:

3. The woman thinks this is a great program. The man agrees that it is a good program for her, but says that it doesn't help him. That's because it affects only first-year students, and he is a second-year student. The woman mentions that he can buy a low-cost laptop computer through this program, but he says that he already bought one last year. He does agree that laptop computers are important for students.
4. The reading discusses the general concept of utopian communities. According to the reading, some people in the nineteenth century believed they could reform society by creating cooperative communities. The reading gives the general characteristics of a utopian community: (1) They were isolated from the surrounding communities. (2) They had experimental societies. (3) They usually lasted only a short time.
- The speaker looks at one specific example of a utopian community, Brook Farm. Brook Farm was the most famous of utopian communities. It fit the general characteristics of a utopian community. For one thing, it was isolated geographically. Although the location today is in suburban Boston, at the time it was founded it was in the countryside. It had an unusual economic structure. People who lived there traded 300 days of work a year for their room and board. Also, there was equality of the sexes, which was unusual at that time. Brook Farm, like most utopian communities, lasted only a short time. It closed after six years as a result of financial problems, disease, and a fire.
5. Nancy's problem is that she has noisy neighbors and cannot study or sleep at home. (They are musicians and they practice their music at home.) She has spoken to her neighbors several times but they continue to make noise. The man suggests that she contact the police, but Nancy says she doesn't really like that idea. Besides, they are not

the only neighbors in her building who are noisy. The man then suggests that she move, perhaps to his building, which is quieter.

Test-takers who think the first solution is best might point out that these noisy neighbors should be taught a lesson, that they might not be so noisy in the future if Nancy called the police. They might also say that, since Nancy is not the one who is causing the problem, she is not the one who should have to move.

Test-takers who support the second idea might point out that this might be a good option because she does not want to get her neighbors in trouble with the police. Because her building is noisy in general, she might be better off moving to a quieter location such as the man's building, where she could study and sleep.

6. Before 1953, hurricanes did not have names. After that, the storms were given female names. Beginning in 1979, male and female names began to alternate. No names begin with the letters Q, U, X, Y, and Z, so there are only twenty-one names in each list. There are six lists of names that are used over and over. However, when a storm is very bad, its name is retired and another name is added to the list for that year. If there are ever more than twenty-one named storms in one year, then hurricanes are named after Greek letters.

Writing

Integrated Writing Task

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

The main point of the article is that eco-tourism is a positive form of development. On the other hand, the speaker says that, like all forms of development, eco-tourism has good points and bad points.

The article says that eco-tourism blocks the development of other types of development, such as logging and manufacturing. The speaker agrees that eco-tourist development may be better than other types of development, including the development of facilities for ordinary tourists. However, she says that there is development, especially road-building, in sensitive areas.

The article says that an area that is visited by eco-tourists is a resource and that both the government and the local population will be interested in preserving it. The speaker points out that just because an area is protected does not mean that it is not exploited, and that roads make exploitation easier.

In the article, the author explains that eco-tourism provides jobs and better conditions for the locals. The speaker says that yes, jobs are provided, but they are generally very poor jobs, and sometimes people from outside the area take the better jobs. Also, there is the problem of "cultural pollution." Isolated people are brought too quickly into the world of western technology.

In summary, the article emphasizes only the positive side of eco-tourism, saying that everyone benefits, but the speaker points out that eco-tourism also has its negative aspects.

Independent Writing Task

Responses will vary.