



proceed and arrive at a consensus before you begin.

(student) During the first experiment, we spent almost the entire three hours in the lab discussing what to do next.

(lab assistant) Perhaps your group should meet before the next lab session to figure out how you're going to proceed with the experiment when you get to the lab.

(student) OK, I'll see if I can get my group to try that, but it'll probably take my group several hours even to decide when to meet, much less actually figure out what we're going to do during the lab session.

(lab assistant) (laughs) OK, please try that and see if you and your group can work it out. Now, was that the only question you had, or do you have another?

(student) Uh, I actually do have another question. It's about the, um, lab report. Is the lab report supposed to be a group assignment or an individual assignment?

(lab assistant) The lab report is to be an individual assignment. Each person involved in the experiment should write up a separate lab report about the experiment.

(student) So, the experiment has to be conducted by the group, and a report about the experiment has to be written up individually by each participant?

(lab assistant) That's exactly right.

(student) And does the report need to follow the format you described to us?

(lab assistant) It absolutely does. I'm extremely strict about the format; I want the format of the report to be exactly as I described.

(student) OK. I get the point.

1. WHY DOES THE STUDENT GO TO SEE THE LAB ASSISTANT?

2. LISTEN AGAIN TO PART OF THE PASSAGE. THEN ANSWER THE QUESTION.

(student) Do we need to work in the lab in a group?

(lab assistant) Yes.

(student) And work with the exact group members we were assigned?

(lab assistant) Is there a problem with your group?

WHY DOES THE LAB ASSISTANT ANSWER THE STUDENT'S QUESTION WITH THIS QUESTION:

(lab assistant) Is there a problem with your group?

3. WHAT DOES THE LAB ASSISTANT SUGGEST THAT THE GROUP SHOULD TRY?

4. LISTEN AGAIN TO PART OF THE PASSAGE. THEN ANSWER THE QUESTION.

(student) OK, I'll see if I can get my group to try that, but it'll probably take my group several hours even to decide when to meet, much less actually figure out what we're going to do during the lab session.

HOW DOES THE STUDENT SEEM TO FEEL ABOUT HIS GROUP?

5. WHAT DOES THE LAB ASSISTANT SAY ABOUT THE LAB REPORT?

**Questions 6 through 11.** Listen to a lecture in an American literature class.

(professor) ❶ Continuing our discussion of different genres of American literature, today we'll be discussing historical fiction. Historical fiction is a kind of fiction that tries to portray a certain time period or historical event while adding to or altering the facts to create a storyline. Often the historical event is told through the eyes of a fictional character, and sometimes the historical facts are altered to improve the storyline. One of the finest examples of historical American fiction is the *Little House* series of books written by Laura Ingalls Wilder.

How many of you are familiar with this series of books? I'm sure you're all familiar with the television series that was based on it. The *Little House* books began as a record of the stories Pa told Laura when she was little. When her first book, *Little House in the Big Woods*, was a success, Laura Wilder was asked to write a series of stories, not the history, of her childhood.

❷ The point I want you to understand clearly is that every incident in Laura Wilder's books is true, but Laura purposefully did not tell the whole truth. She wanted to write books that she felt were appropriate for children. What she did was to leave out events and to alter names that were unpleasant. An example of an event that Laura omitted because it was unpleasant was the life of the fourth Ingalls child. The fourth child was a boy, a boy named Charles Fredrick Ingalls, who died before his first birthday; the life of this child was omitted from her books. Another example shows how Laura changed the names of people portrayed in a bad light. Nellie Olsen was a character in the book rather than a real person. This character was based on a composite of two girls in Plum Creek, Nellie Owens and Ginny Masters, two girls who caused Mary and Laura a lot of trouble. Laura didn't want to use the real names of these bothersome girls in her books.

❸ From these examples, we can see that one of the ways that Laura made her stories more appropriate for children was to make her stories a little more pleasant than her life had actually been. Another technique she used to make her stories more appropriate for children was to simplify the storylines. Now we'll see another example of how

Laura simplified storylines by omitting events that actually happened because she wanted to make the story easier to follow. ❹ Laura altered the description of the moves that her family actually made, for the sake of simplicity. In real life, the Ingalls family moved from the Big Woods to Missouri, then to the Indian Territory, back to the Big Woods, and finally to Minnesota. In the *Little House* books, Laura recorded the Ingalls moving from the Big Woods to Indian Territory and then to Minnesota. There are many other such details and events that Laura felt were not appropriate for children. These changes are what move her work from the genre of autobiography to the genre of historical fiction.

❺ In summary, although the *Little House* books record true historical events as they happened, the series is considered historical fiction rather than autobiography because Laura Wilder omitted events and altered names to improve the storyline and make her books appropriate for her readers.

6. LISTEN AGAIN TO PART OF THE PASSAGE. THEN ANSWER THE QUESTION.

(professor) Continuing our discussion of different genres of American literature, today we'll be discussing historical fiction.

WHY DOES THE PROFESSOR BEGIN THE LECTURE IN THIS WAY?

7. HOW IS THE INFORMATION IN THE LECTURE PRESENTED?
8. HOW IS THE *LITTLE HOUSE* SERIES CLASSIFIED?
9. WHAT TWO STATEMENTS ARE TRUE ABOUT LAURA WILDER'S *LITTLE HOUSE* SERIES?
10. WHAT EVENT DID LAURA OMIT FROM HER BOOKS?
11. WHAT CONCLUSION CAN BE DRAWN FROM THE LECTURE?

**SPEAKING**

**Question 2**

Listen to the passage. On a piece of paper, take notes on the main points of the listening passage.

- (woman) Isn't that a great assignment for history class?
- (man) Which assignment?
- (woman) The assignment where we have to watch a lot of films.
- (man) I don't know. It seems like it's going to take a lot of time.
- (woman) But we'll be spending time watching films.
- (man) Watching films and writing reports. We have to write a report for each film we watch, you know.
- (woman) I know we do, but we just have to write a report summarizing the key points of each film. We don't have to research anything, and we don't have to analyze anything.

We can just summarize the main points of each film, and that really shouldn't take too much time at all.

- (man) You've got a point there, . . . and I guess watching films is a better assignment than most assignments the professor could give. . . . I guess I'll have to get to work on watching those 12 films.
- (woman) Only 12? I'm going to try and watch all 20.
- (man) But we only have to watch 12 of them, right?
- (woman) Yes, but we can watch more than 12 for extra credit, and I think watching films is a great way to earn some extra credit.

HOW DO THE STUDENTS SEEM TO FEEL ABOUT THE HISTORY CLASS ASSIGNMENT?

**Question 3**

Listen to the passage. On a piece of paper, take notes on the main points of the listening passage.

(professor) Today, I'll be talking about glaciers and, in particular, how glaciers are formed. First of all, do you know what a glacier is? Well, a glacier is a mass of ice, but there's more to it than that. A glacier is a mass of ice that's moving.

Glaciers form where snow accumulates, where more snow falls than melts, so it piles up. If all the snow melts every year in a particular place, a glacier can't form there. And there needs to be considerable accumulation. If there's only a small amount of accumulation, then a glacier can't form because there needs to be considerable weight for a glacier to form, so there must be enough accumulation of sufficient weight for a glacier to form.

When enough snow has accumulated, there's pressure on the snow underneath, enough pressure to transform the loose snowflakes into ice crystals. The weight of the accumulated snow causes the snowflakes to compress into ice crystals. And with more and more pressure, the smaller ice crystals pack together to create even larger crystals.

The final step in the formation of a glacier is for the packed ice to begin to move. When the amount of crystallized ice becomes large enough, the packed ice begins to move and a glacier is born.

HOW ARE GLACIERS FORMED?

**WRITING**

Listen to the passage. On a piece of paper, take notes on the main points of the listening passage.

(professor) You may read all of this information about garlic, about how it was used in the past, and think that this was all just a lot of superstition, like breaking a mirror brings seven years of bad luck or

throwing salt over your shoulder protects you from bad luck. But this is different. It's not all just superstition, though some of it is. There's actually a lot of scientific evidence that garlic does have certain medicinal benefits.

First of all, garlic does kill bacteria. In 1858, Louis Pasteur conducted some research that showed that garlic does actually kill bacteria. When garlic was used during World War I to prevent infection, there was good reason. There is actually research to back up garlic's ability to kill bacteria. It's raw, or uncooked, garlic that has this property. Raw garlic has been shown to kill 23 different kinds of bacteria.

Then, when garlic is heated, it's been shown to have different medicinal properties. When it's heated, garlic forms a compound that thins the blood. The blood-thinning property can help prevent arteries from clogging and reduce blood pressure, which may have some impact on preventing heart attacks and strokes.

HOW DOES THE INFORMATION IN THE LISTENING PASSAGE SUPPORT THE INFORMATION PRESENTED IN THE READING PASSAGE?

## MINI-TEST 2

### LISTENING

Questions 1 through 5. Listen to a conversation between a student and a professor.

- (student) Hi, Dr. Lane. Uh, do you have a moment? Can I ask you a question?
- (professor) Sure. Come on in. . . . Now . . . what's your question?
- (student) Well, it's about the assignment . . .
- (professor) The assignment? Which assignment?
- (student) The assignment you gave yesterday in class?
- (professor) The . . . uh . . . assignment I gave in class yesterday?
- (student) Yeah. . . .
- (professor) But I didn't give an assignment in class yesterday . . . did I? I don't remember giving an assignment yesterday in class.
- (student) You know, the assignment about the reports we're supposed to read. . . .
- (professor) Oh! . . . I think you mean the assignment about the journals you're supposed to read . . . and the report you're supposed to write.
- (student) Yeah, that assignment.
- (professor) I'm sorry. I was a bit unsure what you were asking about because I discussed that assignment with the class last week and not yesterday.
- (student) Oh, I thought it was yesterday, but maybe it was last week. Anyway, that's the assignment I need to know about.

- (professor) What do you need to know about the assignment?
- (student) Well, I think the assignment was about reading some reports. . . .
- (professor) No, . . . did you understand what I just said . . . and did you understand anything about the assignment? You're supposed to read journals.
- (student) Oh, that's right, that's what you said before . . . we're supposed to read journals, . . . but what journals are we supposed to read?
- (professor) I did go over that in class . . . last week . . . but, . . . anyway . . . I put some journal articles on reserve in the library . . . there are three journals on reserve.
- (student) So, I'm supposed to go to the library and read those two journal articles. . . .
- (professor) Three journal articles.
- (student) OK, I'm supposed to read three journal articles.
- (professor) Yes, that's right.
- (student) And that's all I need to do? Just read those three journal articles on reserve?
- (professor) No, not quite. That's only the first part of the assignment. After you read the three journal articles, you're supposed to write a report. . . .
- (student) Oh, I see, that's where the report comes in. We're not supposed to read a report; we're supposed to write a report.
- (professor) That's right.
- (student) And I should write about the three journal articles in my report?
- (professor) Yes, you should discuss the main points of each article in your report, and then compare the ideas in the three articles.
- (student) OK, I get it now.
- (professor) Are you sure? (*dryly*) Maybe I should go over it again.

1. WHAT IS THE STUDENT CONFUSED ABOUT?
2. LISTEN AGAIN TO PART OF THE PASSAGE. THEN ANSWER THE QUESTION.

- (student) Well, I think the assignment was about reading some reports. . . .
- (professor) No, . . . did you understand what I just said . . . and did you understand anything about the assignment?

HOW DOES THE PROFESSOR SEEM TO FEEL?

3. IS EACH OF THESE PART OF THE ASSIGNMENT?
4. LISTEN AGAIN TO THE END OF THE CONVERSATION. THEN ANSWER THE QUESTION.

- (student) OK, I get it now.
- (professor) Are you sure? Maybe I should go over it again.

WHY DOES THE PROFESSOR END THE CONVERSATION THIS WAY?

5. WHAT CONCLUSION CAN BE DRAWN ABOUT THE STUDENT?

throwing salt over your shoulder protects you from bad luck. But this is different. It's not all just superstition, though some of it is. There's actually a lot of scientific evidence that garlic does have certain medicinal benefits.

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HOW DOES THE INFORMATION IN THE LISTENING PASSAGE SUPPORT THE INFORMATION PRESENTED IN THE READING PASSAGE?

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WHAT IS THE STUDENT'S  
LISTEN AGAIN TO THE  
ANSWER THE QUESTION

My Belongings

INTERNATIONAL  
CONVENTION  
DETERMINATION  
BY THE  
MAY 1987  
MAY 1987

OH, FINE...  
it was last week...  
the assignment...  
JOHN'S SCRIPT

## MINI-TEST 1

### READING

- |      |      |      |       |
|------|------|------|-------|
| 1. A | 4. D | 7. B | 10. A |
| 2. C | 5. B | 8. A | 11. C |
| 3. D | 6. C | 9. D | 12. D |

13. a theory of migration: (1) (3) (5) (6)

### LISTENING

- |      |      |         |       |
|------|------|---------|-------|
| 1. A | 4. B | 7. B    | 10. D |
| 2. D | 5. D | 8. C    | 11. A |
| 3. C | 6. A | 9. C, D |       |

### SPEAKING

#### Sample Notes

#### Question 2

TOPIC OF READING PASSAGE: part of syllabus on assignment to watch films

main points about assignment:

- given list of 20 films
- must watch at least 12 films
- students write a report summarizing each film they watch
- may turn in extra reports for extra credit

TOPIC OF LISTENING PASSAGE: student conversation about assignment to watch films

how students seem to feel about assignment:

- man initially thinks assignment is too much work
- woman is enthusiastic about assignment
- man finally decides assignment not so bad (summaries not too bad, there are worse assignments than watching films)

#### Question 3

TOPIC OF LISTENING PASSAGE: formation of glaciers (masses of moving ice)

how glaciers form:

- considerable snow accumulates
- pressure on snow underneath causes change to small ice crystals
- pressure causes small ice crystals to become large ice crystals
- large amount of crystallized ice begins to move

### WRITING

TOPIC OF READING PASSAGE: uses of garlic throughout history

how garlic has been used:

- Egyptians (to cure 22 ailments and make workers stronger)
- Greeks and Romans (to cure illnesses, ward off spells and curses, make soldiers courageous)
- Homer, Vikings, Marco Polo (to help during long voyages)
- World War I (to fight infections)

TOPIC OF LISTENING PASSAGE: scientific evidence showing benefits of garlic

evidence of benefits:

- raw garlic (kills 23 kinds of bacteria)
- heated garlic (thins blood)

TOPIC STATEMENT: In this set of materials, the reading passage describes the various uses of garlic over time, and the listening passage describes scientific evidence that proves its benefits.

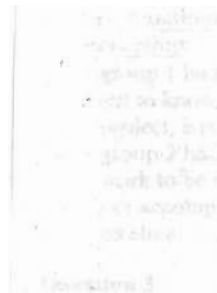
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