

# READING

## Reading Skill 1

### Responding to Vocabulary Questions

#### Homework and Paired Review

Read pages 2–3 for homework. Take notes, or highlight key information. The next day, review the main points with a partner. Summarize with the class.

Vocabulary questions are multiple-choice. They ask you to match the meaning of a highlighted word or phrase with one of four answers. Most vocabulary questions involve Academic Word List vocabulary and low-frequency vocabulary (words you will not encounter very often). Therefore, you need to gain a solid knowledge of the Academic Word List and learn how to predict the meaning of low-frequency vocabulary using context clues. Other vocabulary questions test the secondary meanings of easy words such as *family* in the second question on page 4.

#### How to Answer Vocabulary Questions: Predicting Meaning from Context

<b>1. Identify word form</b>	Locate the highlighted word. What is its word form? Is it a noun, verb, adjective, or adverb?
<b>2. Analyze in immediate context</b>	Analyze the word based on what appears immediately before and after it. If it is a noun, what is its relationship to the verb? What adjectives modify it? If it is a verb, what are its subject and object? What adverbs modify it? The answers to these questions should give you important clues about the word's meaning.
<b>3. Analyze in larger context</b>	Examine the word in relation to other clauses or surrounding sentences. Do transitions or reference words provide a clue to meaning? Can you identify any synonyms in surrounding sentences?
<b>4. Guess</b>	Guess the meaning of the word according to the four answer choices. You can often eliminate one or two answers that you know are incorrect—this will make guessing easier.
<b>5. Divide into word parts</b>	Divide the word into parts. Compare the word to similar words that you know the meaning of. Does the meaning correspond to your choice from step 4?
<b>6. Replace</b>	Replace the highlighted word with your answer. Does it make sense in the context?

#### Test Example

TOEFL Reading

Question 3 of 14

REVIEW HELP BACK NEXT

HIDE TIME 00:14:32

The word *affixes* is closest in meaning to

- families or forms
- bases or compounds
- suffixes or roots
- beginnings or endings

**Word Families and the Academic Word List**

→ According to linguists, the number of words in the English language exceeds one million, whereas the quantity of word families lies roughly in the range

# Chapter 1

# Family

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of 90,000. A word family includes a base word and all of its inflected and derived forms. Inflectional endings do not change the base word's part of speech. For instance, *develops*, *developing*, and *developed* are inflected forms of the base verb *develop*. On the other hand, derivational affixes can change this verb into a noun, adjective, or adverb. They can even alter the meaning to some degree. Consider these examples: *developmental*, *developer*, *developable*, and *underdeveloped*.

Sample Answers

1. Identify word form	It is a noun because it is before a verb and is modified by an adjective.
2. Analyze in immediate context	"... affixes change verbs to nouns, adjectives, or adverbs and can change the meaning." Analysis: An affix must be a word part such as an ending.
3. Analyze in larger context	"On the other hand," which begins the sentence, signals a connection to previous information. Derivational affixes are contrasted with inflectional endings. Inflectional endings are different because they change the word form and even the meaning. The sentence after the one with the highlighted word provides several examples of an affix. Some are endings or suffixes, but one is a beginning or prefix.
4. Guess	Beginnings or endings.
5. Divide into Word Pairs	Affix has the same ending as prefix and suffix. Analysis: Maybe it means a combination of the two?
6. Replace	It makes sense.

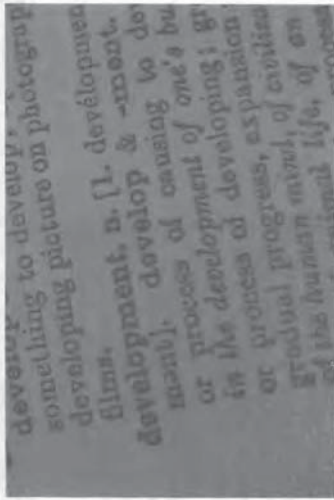
Reading Practice 1: Linguistics

Word Families and the Academic Word List

Can you explain what word families are? How might word families be related to the Academic Word List? Read to answer this question.

Note that throughout the reading sections of this book, certain Academic Word List (AWL) vocabulary are **bolded** to indicate that they are focus words in that reading. Vocabulary cards for AWL words from each reading passage are available online at [www.eltexamprep.com](http://www.eltexamprep.com). See the Appendix for a list of AWL focus words from each reading.

Word Families and the Academic Word List



- According to linguists, the number of words in the English language exceeds one million, whereas the quantity of word families lies roughly in the range of 90,000. A word family includes a base word and all of its inflected and derived forms. Inflectional endings do not change the base word's part of speech. For instance, *develops*, *developing*, and *developed* are inflected forms of the base verb *develop*. On the other hand, derivational affixes can change this verb into a noun, adjective, or adverb. They can even alter the meaning to some degree. Consider these examples: *developmental*, *developer*, *developable*, *developmental*, and *underdeveloped*.
- The key principle underlying word families is that once a base word is known, its related inflected and derived forms can be understood with little or no difficulty, assuming the learner has a familiarity with common affixes. Take the Academic Word List, for example. With a knowledge of morphology and the 570 word families, students gain immediate access to more than 3000 academic words.

Reading Time: \_\_\_ minutes, \_\_\_ seconds  
166 words/# of minutes = \_\_\_ words per minute

1R1 Test Questions

What are the steps for answering vocabulary questions? If necessary, refer to page 2. Your instructor will write the steps on the board.

- According to paragraph 1, the word \_\_\_\_\_ is closest in meaning to \_\_\_\_\_.
- According to paragraph 1, the word \_\_\_\_\_ is closest in meaning to \_\_\_\_\_.
- According to paragraph 1, the word \_\_\_\_\_ is closest in meaning to \_\_\_\_\_.
- According to paragraph 2, the word \_\_\_\_\_ is closest in meaning to \_\_\_\_\_.

5. According to paragraph 2, the word morphology is closest in meaning to
- the study of sentence structure
  - the study of instructional methods
  - the study of pronunciation features
  - the study of word formation

Score: /5

### Academic Discussion

- Do you have a vocabulary notebook or a box of vocabulary cards? Which study method works best for you?
- According to the reading, why is a knowledge of word families important?
- Do you incorporate word family information on your vocabulary cards or in your vocabulary notebook? Why or why not?
- What are some ways you can study Academic Word List vocabulary? See the note at the beginning of Reading 1 to help you answer this question.
- Have you done any Internet research to find websites that list AWL vocabulary or provide practice exercises? If yes, which websites were most useful? If not, ask your classmates to suggest websites they have found.

### 1R2 Identifying Common Context Clues

Some common context clues are explained here. Vocabulary items are highlighted. An example follows each explanation. In each example sentence, underline the context clues. The first one is done for you.

#### 1. Inference

You can often infer—or make an educated guess about—the meaning of a word from its context. In this example, linguists provide authoritative information about the number of words in the English language. Therefore, you can infer that linguists are language experts.

Example: According to linguists, the number of words in the English language exceeds one million.

#### 2. Definition

A definition can explain a word's meaning. Verbs like *include*, *contain*, *consists of*, *means*, *is*, or *are* may introduce this definition.

Example: A word family includes a base word and all of its inflected and derived forms.

#### 3. Example

Examples can also provide a clue to meaning. Which examples explain inflectional endings in the sentences below? Which transition introduces these examples?

Example: Inflectional endings do not change the base word's part of speech. For instance, *develops*, *developing*, and *developed* are inflected forms of the base verb *develop*.

#### 4. Contrast

A contrast clue can show how two words or phrases are different. In this example, a transition for contrast introduces information that explains how derivational affixes are different from inflectional endings.

Example: Inflectional endings do not change the base word's part of speech. For instance, *develops*, *developing*, and *developed* are inflected forms of the base verb *develop*. On the other hand, derivational affixes can change this verb into a noun, adjective, and adverb. They even alter the meaning to some degree.

## READING

### 5. Synonyms

Writers often use synonyms to avoid repeating the same words. Look for a synonym for *alter* in the first sentence.

Example: On the other hand, derivational affixes can change this verb into a noun, adjective, and adverb. They even alter the meaning to some degree.

### 1R3 Using Word Parts to Determine Meaning

Figure out the meaning of these words from the reading passage using context clues and word parts. See the Appendix for lists of common affixes and roots (and their meanings).

- Write the meaning of each affix and root beside the word part. The first one is done for you.
- Examine the word in the context of the reading passage on page 4 and guess its meaning.

Word	Prefix	Root	Suffix	Guessed Meaning
linguist		lingua <i>tongue, language</i>	ist <i>person</i>	<i>language expert</i>
exceed	ex	ceed	—	
inflectional	in	flect	ion al	
affix	ad/af *	fix	—	
alter	—	alter	—	
developable	de	velop	able	
underlying	under	lie ("lie" in the root "lie" changes to "y" when the suffix begins with "r")	ing	
morphology		morph	ology	

\*the prefix "ad" becomes "af" before a root beginning with "r"

### 1R4 Recognizing Word Form: Common Noun Endings

Predict whether the following nouns refer to people, states, qualities, or results of action. Using the following nouns, complete the Common Noun Endings charts. These are words and derivatives of words from Reading 1.

Word	Common Noun Ending
development	familiarity
formation	instance
learner	linguist
millionaire	immediateness
student	developer

Common Noun Endings: People		
Suffix	Examples	Additional Example(s)
-er, -or	worker, actor	1.
-ant, -ent	immigrant, correspondent	2.
-ess	waitress, actress	heiress
-ist	racist, sexist	3.
-an	American, vegan	artisan
-eer, -aire	engineer, legionnaire	4.

Common Noun Endings: States or Qualities		
Suffix	Examples	Additional Example(s)
-ness	kindness, happiness	5.
-ity	unity, clarity	6.
-ance, -ence	acceptance, dependence	7.
-hood	childhood, personhood	adulthood
-dom	wisdom, boredom	freedom

Common Noun Endings: Results of Action		
Suffix	Examples	Additional Example(s)
-th	birth, health	growth
-ation	education, explanation	8.
-ment	fulfillment, enjoyment	9.

### 1R5 Recognizing Word Form: Common Adjective, Adverb, and Verb Endings

Predict whether the following words are adjectives, adverbs, or verbs. Complete the Common Adjective, Adverb, and Verb Endings charts with these words and derivatives of words from the reading.

wordy	inflectional
exemplary	academic
accessorize	quantify
roughen	alternate
developmentally	roughly

Common Adjective Endings		
Suffix	Examples	Additional Example
-y	funny, rainy	1.
-al	musical, professional	2.
-ary	imaginary, revolutionary	3.
-atory, -ory	preparatory, compulsory	celebratory
-ic	acidic, euphoric	4.
-esque	statuesque, Romanesque	picturesque
-ish	childish, reddish	British
-ly	motherly, lively	friendly

Common Verb Endings		
Suffix	Examples	Additional Example
-ize	computerize, standardize	5.
-ify	fortify, solidify	6.
-en	widen, deepen	7.
-ate	captivate, originate	8.

Common Adverb Endings		
Suffix	Examples	Additional Example
-ally	periodically, conditionally	9.
-ly	quickly, slowly	10.

### 1R6 Identifying Word Form

Identify the word form of the bolded word in each of the following sentences. Write the answer on the line. Compare your answers.

- The professor's approach became increasingly **academic** as the semester progressed.
- The student **accessorized** his second-hand car with brand-new leather seat covers.
- The proper **development** of ideas is an essential element of a well-written TOEFL essay.
- The professor commended the student on her **exemplary** report.
- A **familiarity** with common affixes enhances vocabulary knowledge.
- The study of word **formation** including patterns of **inflection** and **derivation** is known as morphology.
- Roughly** 20 million students have taken the TOEFL exam since 1963.
- An **inflectional** affix does not change the word form.
- Students are expected to behave in **accordance** with university policy.
- Evolutionary **linguists** study the origin of language.
- Can you **quantify** your results by presenting relevant statistics?
- The student **alternated** between study time and rest periods.
- The **immediateness** of television reporting brings students news as it happens.
- The professor commented that the student's term paper was **overly wordy**.
- The **basic** element of a word is called its root.

### 1R7 Identifying Word Form Patterns

Look back at your answers for 1R6. What rules can you identify about the placement of nouns, verbs, adjectives, and adverbs within a sentence? What are some common endings for each word form? Use the key words to write a description of each pattern. The first one is done for you.

Word Form	Key Words	Pattern
Nouns	Article, possessive adjective	1. Nouns are often preceded by an article (a, an, the) or possessive adjective (my, your, her).
Nouns	Subject, object	2.
Nouns	Common endings	3.
Verbs	Subject, object	4.
Verbs	Common endings	5.
Adjectives	Be, linking verbs like <i>feel, look, seem, become</i>	6.
Adjectives	Nouns	7.
Adjectives	Common endings	8.
Adverbs	Verbs	9.
Adverbs	Common endings	10.

## READING

### Summary Chart

- Complete the summary chart by filling in the blanks in the How to Respond section. If necessary, refer to the How to Answer Vocabulary Questions chart on page 2.
- Have your partner close his or her book. Quiz your partner about the contents by asking questions. Change roles.

### Vocabulary Questions

<b>Number per Passage</b>	3-5
<b>Key Information</b>	<ul style="list-style-type: none"> <li>Vocabulary questions are one of the most common question types.</li> <li>All questions refer to the specific meaning of the highlighted vocabulary item in context. Note that this meaning may be different from the most common meaning of the word or phrase.</li> <li>Most questions refer to AWL or low-frequency vocabulary.</li> <li>Some questions relate to secondary definitions of easy words.</li> <li>Correct answers identify the meaning of the highlighted word in the context where it appears.</li> </ul>
<b>Example Questions</b>	<ul style="list-style-type: none"> <li>The word (or phrase) X in the passage is closest in meaning to</li> <li>In stating (the phrase) X, the author means that</li> </ul>

### How to Respond

- Identify word form:** Locate the highlighted word. What is its word form? Is it a *noun*, verb, \_\_\_\_\_, or \_\_\_\_\_?
- Analyze in immediate context:** Analyze the word based on what appears immediately before and after it. If it is a noun, what is its relationship to the \_\_\_\_\_? What and \_\_\_\_\_ modify it? If it is a verb, what are its subject and \_\_\_\_\_? What adverbs \_\_\_\_\_ it? The answers to these questions should give you important clues about the word's \_\_\_\_\_.
- Analyze in larger context:** Examine the word in relation to other clauses or surrounding \_\_\_\_\_ words provide a clue to meaning? Can you identify any synonyms in surrounding sentences?
- Guess:** Guess the meaning of the word according to the four answer choices. You can often \_\_\_\_\_ one or two answers that you know are incorrect—this will make guessing easier.
- Divide into word parts:** Divide the word into \_\_\_\_\_ Compare the word to similar words that you know the meaning of. Does the meaning correspond to your choice from step 4?
- Replace:** Replace the highlighted word with your answer. Does it make \_\_\_\_\_ in the context?
  - May resemble the highlighted word.
  - May give an alternative correct definition for the highlighted word that does not fit the context.

### Incorrect Answers

### Reading Practice 2: Anthropology

#### The Walking Marriage

#### 1R8 Scanning, Skimming, and Predicting

- What is the walking marriage?
- Read the first sentence of each paragraph. What information do you expect to find in each paragraph?



## The Walking Marriage

- Anthropologists describe the *walking marriage* as a custom **unique** to the Mosuo. This small ethnic population resides in China on the border of the Yunnan and Sichuan provinces, adjacent to Tibet. Here, male and female romantic partners do not make legal vows of matrimony or even live together in the same residence. Instead, upon being invited by a woman, a man will walk to his partner's home after dark and return to his own family early the next day, hence the name *walking marriage*. These unions, whether short- or long-term, are based upon **mutual** love and affection with no strings attached. There is no sharing of finances or even of child-rearing responsibilities, which rest **solely** in the hands of the woman's family.
- The Mosuo culture is a matrilineal society, so called because the children take their mother's surname and lineage is traced through the female side of the family. Children are also raised exclusively by the woman's extended family—grandparents, parents, uncles, and aunts—who all generally live in the same household. Accordingly, the child has the appropriate male influence, with the male members of the woman's family acting as paternal **substitutes**. A child's father may, however, elect to participate in the parenting of his biological child. If so, he is awarded special **status** within his partner's family. **Nevertheless**, his permanent residence remains with his maternal relatives, where he must fulfill the parental responsibilities associated with his sister's, aunt's, or mother's children.
- While this form of marriage may seem somewhat **odd**, it offers numerous advantages. First, there are no loveless marriages, and there is no staying together for the sake of the children. Second, there is no divorce and no division of property upon divorce. Furthermore, there are no child custody issues, since it is understood that all children are to be raised by the mother's family. Third, there is no preference for a child of a specific gender, because both males and females are equally capable of caring for aging family members. Finally, in the case of a parent dying prematurely, there are various alternative role models who can assume the required parental duties. For these reasons, the walking marriage has proved to be an exceptionally **stable** system—one which is still practiced by the Mosuo of picturesque Lugu Lake, high in the Himalayas.

**Reading Time:** \_\_\_ minutes, \_\_\_ seconds  
285 words/# of minutes = \_\_\_ words per minute

### 1R9 Test Questions

What are the steps for answering vocabulary questions? If necessary, refer to the How to Answer Vocabulary Questions chart on page 2. Your instructor will write the steps on the board.

- According to paragraph 1, the phrase adjacent to is closest in meaning to
  - bordering on
  - east of
  - parallel to
  - similar to
- According to paragraph 1, the word vows is closest in meaning to
  - ceremonies
  - contracts
  - promises
  - requirements
- According to paragraph 1, the word mutual is closest in meaning to
  - interpersonal
  - marital
  - romantic
  - shared
- According to paragraph 1, the phrase in the hands of is closest in meaning to
  - the wish of
  - the choice of
  - the duty of
  - the intent of

- According to paragraph 2, the word lineage is closest in meaning to
  - alliance
  - ancestry
  - parents
  - relationships
- According to paragraph 2, the word traced is closest in meaning to
  - copied from an original
  - followed back in time
  - decided after consideration
  - suggested by experts
- According to paragraph 2, the word paternal is closest in meaning to
  - alternative
  - fatherly
  - required
  - supportive
- According to paragraph 3, the word maternal is closest in meaning to
  - familiar
  - married
  - related through the mother
  - motherly
- According to paragraph 3, the word odd is closest in meaning to
  - absurd
  - original
  - unique
  - unusual
- According to paragraph 3, the phrase role models is closest in meaning to
  - loving parents
  - positive examples
  - unusual characters
  - paternal relatives
- According to paragraph 3, the phrase prematurely is closest in meaning to
  - before adulthood
  - before childbirth
  - before the child
  - before expected
- According to paragraph 3, the phrase picturesque is closest in meaning to
  - imaginary
  - mysterious
  - photorealistic
  - scenic

Score: /14

### Academic Discussion

- What is your opinion about the walking marriage?
- Compare the walking marriage with legal marriage practiced in most countries. What are the advantages and disadvantages of each?
- Do you think the walking marriage is a better system than legal marriage practiced in most countries? Why or why not?
- How do you think children would react to being brought up only by maternal relatives? How do you think they would feel about being separated from their father?
- Is divorce prevalent in your country? Do you think the walking marriage would be a good solution to the divorce problem in some countries? Why or why not?
- Do you think marriages should be based on anything besides mutual love and affection? Why or why not?
- What do you think of an extended family living together in one house? Is this a good or a bad idea?
- Why is it that there are so very few societies in which children take the mother's surname?

## READING

## Reading Practice 3: Neuroscience

## The Neurological Basis of Love

## Pre-reading Discussion: Activating Background Knowledge

How do you think people react to being in love? In other words, what kind of mental and physical changes might a person in love experience?

## 1R10 Skimming and Predicting

Read the introduction and the first sentence of each paragraph.

1. What is the thesis statement?
2. What information do you expect to find in each paragraph?

## The Neurological Basis of Love



- 1 Interest in the neurological basis of love stems from a longstanding claim in evolutionary biology. Experts in this field state that both romantic and maternal love serve a significant purpose: the propagation of the human species. They submit that while romantic love promotes mating and parenting, maternal love ensures the resulting offspring will survive and prosper so that they may someday have their own families. In testing the accuracy of this thesis, brain researchers hypothesized that one or several neurological mechanisms were responsible for the feelings associated with love. In other words, they predicted that love was hardwired into the architecture of the human brain.
- 2 To investigate this theory, neuroscientists set up a series of experiments. They measured brain activity of both mothers and the romantically involved and included parameters to control for feelings of friendliness and familiarity versus love. For instance, they measured the brain activity in mothers viewing photographs of their own babies versus other people's they had known for a similar time period. Likewise, researchers evaluated brain images of the romantically involved viewing photos of their partners versus pictures of friends or acquaintances.
- 3 Results of this inquiry uncovered two significant findings. First, there was considerable overlap between brain areas involved in romantic and maternal love. Specifically, brain activity for both stimulated the reward centers of the brain. Here, the neurotransmitter dopamine was released, contributing to a rise in energy, motivation, and feelings of euphoria or elation. This accounts for the positive emotions felt in the experience of love.

- 4 Second, experimenters discovered that aside from activating the pleasure centers of the brain, love effectively deactivated specific areas of the pre-frontal cortex involved in forming critical social evaluations. That is to say, the object of a lover's affection is not subjected to any form of negative assessment. In fact, those who love are essentially blinded to the faults of their loved ones because the brain mechanism for assigning faults has been disabled. This disabling mechanism explains why parents only see the best in their children. It also clarifies why lovers cannot see the obvious faults in their partners.

- 5 Researchers conclude that their original hypothesis was indeed confirmed and that there are at least two neurological mechanisms involved in the experience of love. First, love promotes positive affect; second, it disables negative evaluations. Their findings serve to demystify this powerful emotion and provide concrete evidence regarding why those who love behave as they do.

Reading Time: \_\_\_ minutes, \_\_\_ seconds  
413 words/# of minutes = \_\_\_ words per minute

## 1R11 Test Questions

What are the steps for answering vocabulary questions? If necessary, refer to the How to Answer Vocabulary Questions chart on page 2. Your instructor will write the steps on the board.

1. According to paragraph 1, the word longstanding is closest in meaning to
  - a) age-old
  - b) controversial
  - c) current
  - d) periodic
2. According to paragraph 1, the word propagation is closest in meaning to
  - a) achievement
  - b) continuation
  - c) intelligence
  - d) superiority
3. According to paragraph 1, the word prosper is closest in meaning to
  - a) develop
  - b) mature
  - c) reproduce
  - d) thrive
4. According to paragraph 1, the word offspring is closest in meaning to
  - a) neighbors
  - b) children
  - c) individuals
  - d) litter
5. According to paragraph 1, the word thesis is closest in meaning to
  - a) essay
  - b) experiment
6. According to paragraph 1, the word mechanisms is closest in meaning to
  - a) networks
  - b) neurotransmitters
  - c) pathways
  - d) processes
7. According to paragraph 1, the word hardwired is closest in meaning to
  - a) deeply positioned
  - b) inherently connected
  - c) solidly applied
  - d) strongly required
8. According to paragraph 2, the word parameters is closest in meaning to
  - a) limiting factors
  - b) activities
  - c) theories
  - d) methods
9. According to paragraph 2, the word acquaintance is closest in meaning to
  - a) family friend
  - b) social contact
  - c) trusted associate
  - d) unknown individual

10. According to paragraph 3, the word **overlap** is closest in meaning to
- change
  - correspondence
  - differences
  - evidence
11. According to paragraph 3, the word **euphoria** is closest in meaning to
- curiosity
  - ecstasy
  - instability
  - jealousy
12. According to paragraph 4, the word **critical** is closest in meaning to
- fundamental
  - important
  - negative
  - realistic
13. According to paragraph 5, the word **hypothesis** is closest in meaning to
- biased theory
  - tested theory
  - undeniable theory
  - unproven theory
14. According to paragraph 5, the word **demystify** is closest in meaning to
- comprehend
  - illuminate
  - stress
  - underestimate
15. According to paragraph 5, the word **concrete** is closest in meaning to
- constructive
  - rocky
  - controlled
  - solid

Score: /15

### 1R12 Understanding Reading Macrostructure

Reading 3 is organized to reflect the research study it discusses.

- Write the following descriptors in the chart to illustrate the organization of the passage. The first one is done for you. Which descriptor describes two paragraphs?
- Paraphrase the reading by explaining each descriptor in detail. For example, explain what the hypothesis is. Write key word notes in the boxes on the right to assist you.

Descriptors
Conclusions
Hypothesis
Method
Results

Paragraphs	Notes
Paragraph 1: <i>Hypothesis</i>	love = imp. Purpose: survival species Hypothesis: brain mechanisms for love
Paragraph 2:	
Paragraph 3:	
Paragraph 4:	
Paragraph 5:	

### Academic Discussion

- According to the reading, which two brain mechanisms are affected by feelings of love?
- Have you or anyone you know ever been in love? Can you relate to the feelings of euphoria described in the reading? Explain.
- Have you experienced the phenomenon of being blind to your partner's faults? Explain. Do you think this is a good or a bad thing? Why?
- Do you agree with evolutionary biologists regarding their theory about love being behind the propagation of the human species? Why or why not?
- Do you think that love is responsible for the propagation of other species of animals? Why or why not?
- Scientists state that maternal and romantic love overlap a great deal. In what specific ways do these two forms of love overlap? Which do you think is the stronger form of love—parental or romantic? Why?

### Reading Test: Biology

#### Pre-reading Video: Male Biological Clocks

##### Pre-viewing Discussion

- Have you ever heard a woman say, "My biological clock is ticking"? What does this mean?
- What kind of biological clock might a man have?

##### 1R13 First Viewing

- What is the male biological clock?
- What risks are involved in fathering a child later in life?

##### 1R14 Second Viewing: True or False

Mark T for true or F for false beside each of the following statements. If a statement is false, explain why.

- Biological clocks are mainly a woman's problem.
- Men and women both experience a decline in hormones and fertility as they age.
- Older parents run the risk of having a child with genetic abnormalities.
- A man's fertility begins to drop in his 40s.
- A woman produces new eggs every month.
- A man produces 100 billion sperm each day.
- Abnormalities in male sperm are the result of cell division.
- Schizophrenia, autism, and Alzheimer's are linked to increased maternal age.
- Jim Katchco was 52 when his first child was born.
- Katchco's son has Alzheimer's.
- Fathers in their 40s are five times more likely to have an autistic child than fathers in their 20s.
- Researchers believe older men should be tested before trying to have a child.

## READING



### Academic Discussion

1. According to the video, most people assume that biological clocks are mainly a woman's problem. Why do you think people believe this?
2. According to the video, how is a person's ability to bear children affected by increasing age?
3. What do you know about a woman's biological clock? How is it similar to and different from a man's?
4. According to the video, what are some effects of delaying the start of a family for men specifically?
5. Do you feel it is important for a man to become established in his career before starting a family? Why or why not?
6. All things considered, at what age should men think about having children? Why?
7. What are the advantages and disadvantages of having children at a young age?
8. According to the video, older fathers are very valuable to the love and nurturing of a child. Do you agree or disagree?
9. Are people putting off starting families for any reason in your country? Explain. What effects could this have on the future population?

## READING

### Male Biological Clocks



#### Interactive PowerPoint Presentation: Reading and Vocabulary Preview

1. Listen to your instructor give a PowerPoint presentation on the reading and explain Academic Word List and low-frequency vocabulary. Take notes on the PowerPoint slides below.
2. Discuss the question at the bottom of each slide with a partner.
3. After the presentation, read the following passage, and answer the questions in 20 minutes.

**Male Biological Clocks**  
Key: AWL to Study, low-frequency vocabulary



*Why is this man so upset?*

**The Cost of Raising a Child**

- Approximate cost of raising a child
  - > quarter of a million dollars
- Many couples postpone having children.
- **Statistics reveal**
  - > the proportion of babies born to parents 35+ has more than doubled in the last 30 years (US).
  - > men 40+ having children has increased by 50% in the last decade (US).
- These findings have resulted in the rigorous examination of the male biological clock.

*Do you think the cost of raising a child will increase in the future?*

**Genetic Damage to Sperm**


- Genetic damage to sperm rises with a man's age.
- Research reveals
  - > increased risk of infertility to **maturing** female egg.
  - > increased risk of **disorder**, and disorders such as **Down syndrome**, and **genetic defects**.



*How does this information change your thinking about family planning?*

**Sperm with Malformed DNA**

- Men 35+ have higher concentration of sperm with malformed DNA.
- Gene **mutations** are passed on to future generations.
- There is concern over **aggregate** mutations in the gene pool.
- Malformed DNA may lead to a full-blown health crisis.



*How will older men's sperm contribute to a future health-care crisis?*

**Male Reproductive Facility**

- Traditional wisdom: age does not play a role in male reproductive facility.
- Common **folklore** is scientifically inaccurate.
- > Men 35+ have half the chance of fathering a child.
- > Men 45+ have one-fifth the opportunity.
- Research indicates
  - > every year of increased age results in an 11% reduction in chance of pregnancy.



*According to this research, how is a man's chance at fathering a child affected by age?*

**Andropause**

- Male equivalent of menopause
  - > decline in male hormones
  - > commencing in 20s; males lose 1–2% of testosterone per year
  - > reduction in quantity and quality of sperm
- **Misnomer**
  - > no real "pause" or cessation
  - > steady deterioration of reproductive function

*What is the difference between andropause and menopause?*

**To Initiate Pregnancy**


- A sperm count of 20 million is required to initiate pregnancy.
- As numbers diminish, impregnation becomes increasingly difficult.
- The situation is made worse by genetic sperm abnormalities.



*What two factors can lead to difficulty in impregnation?*

**Male Clocks**

- Why has it taken so long for this to come to light?
  - > adults receive from **hazardous** female infertility industry
  - > high cost of in-vitro fertilization (\$10,000 for one cycle)
  - > male infertility issues are ignored and full by the **medical**



*Why must some women undergo two or three cycles of an in-vitro fertilization procedure?*

**The Male Ego**

- Infertility in the conventional male can be perceived as a blow to masculinity.
- Male infertility is often associated with **impotency**.
- The relaxation of gender roles may enable men to claim ownership of what they could not **hubbard** admit.

*Do you think males have bigger egos than females? Why or why not?*

### Speed Reading

Do not use a dictionary. Instead, guess the meaning of new words using context clues. Some common context clues are inference, definition, example, contrast, and synonyms.



## Male Biological Clocks

- 1 For a middle-class family in Canada and the United States today, the cost involved in raising a child is approximately a quarter of a million dollars. With this kind of economic pressure, many couples are postponing having children until they can realistically handle the financial responsibility. **Relevant statistics** in the US reveal that the **proportion** of babies born to parents beyond the age of 35 has more than doubled in the last 30 years. Similarly in the United Kingdom, the number of men over 40 fathering children has increased by 50 percent in the last decade. As a result, the biological clocks or windows of fertility, not only for females but also for males, have come under rigorous examination in recent years.
- 2 Researchers now report that genetic damage to sperm cells, including the incapacity to impregnate an egg, rises with a man's age, thus intensifying the risk of miscarriages and more than 20 separate disorders such as fetal abnormalities and genetic defects. Specifically, men aged 35 and older have significantly higher concentrations of sperm containing malformed DNA, and these gene mutations can be passed on to future generations. Accordingly, there is heightened concern that with the passage of time, the aggregate number of mutations in the **gene pool**\* could lead to a full-blown health crisis.
- 3 While traditional wisdom may suggest that age does not play a role in a male's reproductive facility, this common folklore is scientifically inaccurate. In fact, a man over 35 years of age has half the chance of fathering a child that a man of 26 does. By 45, this same male will have one-fifth the opportunity. Moreover, research indicates that with every year of increased age in a man, there is around an 11 percent reduction in the likelihood of pregnancy.
- 4 Andropause, the male equivalent of menopause, represents a gradual but consistent decline in androgens or male hormones over time. The fact that males endure between a one and two percent decrease in the production of testosterone each year, **commencing** in their 20s, leads to a reduction in both the quantity and quality of sperm. To **initiate** pregnancy, a sperm count of roughly 20 million is required. As this number **diminishes**, the impregnation process becomes increasingly difficult. Add to that the issue of age-related genetic sperm deformities and the situation is made that much more problematic. Andropause, while somewhat of a misnomer because there is no "pause" or cessation of reproductive functioning but rather a steady deterioration, **nonetheless** points to the fact that males, like their female counterparts, do have a biological clock that starts ticking at roughly 35 years of age.
- 5 One question that arises as a result of this relatively new discovery is why it has taken so long to come to light even when relevant data has been available for more than 50 years. There are a number of possible explanations. First is the profit **motive** arising from the lucrative fertility industry. This commercially successful enterprise caters to the female population and benefits by **ignoring** male infertility problems, which are often less expensive to treat. For females, one cycle of an in-vitro fertilization procedure\* can cost tens of thousands of dollars. In addition, with a typical success rate in the region of 30 percent, many women need to undergo two and often three cycles. Because there is so much money to be made in this high-tech process, male infertility issues tend to fall by the wayside. The fact is, however, that roughly half of all infertility problems can be attributed to the male side of the **equation**.
- 6 Another reason why male infertility has had such a low profile may be due to the male ego. For the **conventional** male, any decrease in fertility could be perceived as a blow to his masculinity. Alternatively, this decrease could be associated with a sense of impotency. It is possible that with a greater relaxation of gender roles in present-day society, men are now willing to claim ownership of what they could not hitherto admit.

\* Gene pool: all genes within a population

\* In-vitro fertilization procedure: procedure in which a woman's eggs are fertilized by male sperm in a Petri dish outside the womb and later transferred to the woman's uterus.

**Reading Time:** \_\_\_\_\_ minutes, \_\_\_\_\_ seconds  
677 words/# of minutes = \_\_\_\_\_ words per minute

## 1R15 Test Questions

- According to paragraph 1, why are people putting off having children?
  - because of their biological clocks
  - due to educational priorities
  - because of the inherent cost
  - due to delayed marriages
- According to paragraph 1, the word proportion is closest in meaning to
  - price
  - risk
  - percentage
  - importance
- According to paragraph 2, which of the following is NOT a consequence of a male's increased age?
  - significantly higher concentrations of sperm
  - premature end to pregnancy
  - defective sperm
  - a genetically abnormal fetus
- According to paragraph 2, which of the following best expresses the essential information in the highlighted sentence? (Note: Incorrect answer choices change the meaning in important ways or leave out essential information.)
 

Researchers now report that genetic damage to sperm cells, including the incapacity to impregnate an egg, rises with a man's age, thus intensifying the risk of miscarriages and more than 20 separate disorders such as fetal abnormalities and genetic defects.

  - Scientists tell us that when an older man attempts to impregnate a woman, they run the risk of miscarriage or of producing offspring with a variety of disorders including fetal abnormalities and genetic defects.
  - According to research, as sperm ages, there is a greater incidence of pregnancy and an increased risk of genetically defective or abnormal children.
  - Genetically damaged sperm cells are incapable of fertilizing an egg as paternal age increases.
  - As a man ages, he has fewer chances of producing a child—especially a healthy one—because of his defective sperm.
- According to paragraph 3, the word facility is closest in meaning to
  - preference
  - capability
  - priority
  - system
- According to paragraph 3, the word folklore is closest in meaning to
  - knowledge
  - discussion
  - myth
  - tradition
- According to paragraph 3, what can be inferred about the potential a 60-year-old male has to father a child?
  - He has a greater chance than a woman the same age would have.
  - He has very little chance of fathering a child.
  - Scientific evidence proves he has no potential to father a child.
  - Traditional wisdom suggests he has the ability.
- According to paragraph 4, what effect does a reduction in testosterone produce?
  - a large quantity and superior quality of sperm
  - fewer and less-effective sperm
  - andropause
  - a sperm count of 20 million
- According to paragraph 4, the word misnomer is closest in meaning to
  - serious mistake
  - common name
  - reduction in functioning
  - inappropriate term
- The author discusses in-vitro fertilization in paragraph 5 in order to
  - compare male and female infertility procedures
  - provide a reason why male infertility has not been emphasized
  - highlight the expense of this procedure
  - demonstrate the ineffectiveness of a single treatment

## READING

6. According to the reading, in-vitro fertilization is a procedure a woman can have if she has difficulty getting pregnant. Do you support this type of assistance in becoming pregnant? Why or why not?
7. What does a *relaxation in gender roles* mean? Do you think this really has occurred? Explain.
8. How do you think the average male will react to finding out he cannot father children as easily as he gets older?

### Academic Word List Vocabulary



#### Pronunciation, Paired Quizzes, and Interaction Activity

- Pronounce the following Academic Vocabulary List words after your instructor. Listen again to the pronunciation of each word. Underline the stressed syllable in each word.
- Read and study the synonyms for each word. Quiz your partner by reading a list of synonyms and having your partner guess the word. Make sure your partner covers the synonyms section. Change roles.
- After you have had one day to study the vocabulary, play a game with the vocabulary cards available online.
- Walk around the class. Ask each of the following questions to a different student.

#### couple

n. pair, team, partnership  
Would you like to be part of a couple? Why or why not?

#### statistics

n. figures, data, information  
What are the divorce statistics for your country? What are the divorce statistics for countries like Canada and the United States? Why do you think divorce rates have risen over time in these countries?

#### reveal

v. show, make known, expose  
What do your clothes and hairstyle reveal about your personality?

#### proportion

n. amount, quantity, percentage, fraction, ratio  
What proportion of your time do you spend with friends? What proportion do you spend watching TV?

#### concentration

n. strength, intensity, amount  
Do you think people today have higher concentrations of toxins in their blood compared to individuals living a century ago? Why or why not?

#### aggregate

adj. total, collective, combined, cumulative  
What is the aggregate number of hours you spend online each week? What exactly are you doing? Do you think this is healthy?

#### role

n. part played, expected behavior  
Do you believe males and females should act according to their prescribed gender roles in their respective cultures? Why or why not?

#### facility

n. ability, capability, capacity  
Do you have a facility for languages? What else do you have a facility for?

#### indicate

v. show, point to, signify  
Does the type of car a person drives indicate anything about his or her personality? What kind of car would you like to own? Why?

## READING

11. According to paragraph 5, what percentage of infertility problems are due to male issues?
- 25 percent
  - 50 percent
  - 75 percent
  - 100 percent
12. According to paragraph 6, the phrase *blow to is closest in meaning to*
- flow towards
  - strike against
  - reason for
  - restatement of
13. According to paragraph 6, why might the male ego be damaged by a focus on the male biological clock?
- Males are concerned about a relaxation of gender roles.
  - Males do not want to admit any weaknesses.
  - Males think they may be seen as less manly and virile.
  - Males worry that they will lose their superior position.
14. An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth two points** ( $3/3 = 2$ ,  $2/3 = 1$ ,  $1/3 = 0$ ).  
**Because many men are postponing having children, there has been a mounting interest in male biological clocks.**

- Andropause refers to the steady decline in male hormones over time, which causes a reduced ability to impregnate a woman and increases the chances of a genetically defective child due to a reduction in both the quality and quantity of sperm.
- There is growing concern over a possible health-care crisis due to the rising number of males putting off fathering children.
- In order to achieve a successful result, many couples have to undergo several cycles of in-vitro fertilization, an expensive procedure that costs more than \$10,000, but that has a very low success rate.
- The cost of raising a child today has increased dramatically and is currently in the range of \$250,000.
- Scientific documentation on the male biological clock indicates that a decrease in male fertility begins in the 20s with a steady decline in testosterone, which by 35 causes a 50 percent reduction in the ability to father a child.
- Two reasons why the male biological clock has remained unknown until now relate to the in-vitro fertilization procedure and the male ego.

Test Time: \_\_\_\_\_ minutes

Score: /15



### Academic Discussion

- Would you like to have children? Why or why not?
- What do you think the best age to have children is? Why?
- According to the reading, why are people putting off having children? Do you think this reason will play a part in the age you decide to have children? Why or why not?
- According to the reading, why may Canada, the US, and the UK experience a health-care crisis? Do you believe this will actually occur? Do you think it will occur in your country? Why or why not?
- According to the reading, what are a man's chances of having a child after the age of 35 and after the age of 45? Do you think that the same holds true for women? Explain.

<b>decline</b>	v. fall off, weaken, deteriorate Do you think there has been a decline in the quality of air in large cities? Why or why not?
<b>commence</b>	v. start, begin, initiate When did you commence learning English? Do you think this was early enough? Why or why not? At what age should a person commence learning a foreign language? Why?
<b>initiate</b>	v. start, begin, kick off What kind of student activities do you think your school should initiate to assist students in forming social connections? Why?
<b>diminish</b>	v. reduce, lessen, weaken Do you think having a job while you are in school diminishes your chances of success as a student? Why or why not?
<b>nonetheless</b>	adv. nevertheless, even so, even still Many students don't have jobs. Nonetheless, they have to pay high tuition fees. Do you think parents should be responsible for paying these fees? Why or why not?
<b>relevant</b>	adj. applicable, related, appropriate, significant, important Why is your current study of English relevant to your future?
<b>motive</b>	n. reason, purpose, intention What motives can people have for lying? What do you think of people who lie?
<b>ignore</b>	v. disregard, overlook, pay no attention to What kind of news or events do you generally ignore? Why?
<b>equation</b>	n. expression of equality, situation involving many factors Why was the equation $e = mc^2$ such an important discovery in physics?
<b>conventional</b>	adj. conservative, conformist, straight, traditional Do you consider yourself to be a conventional or an unconventional person? Why?



### Paired or Group Vocabulary Card Games

#### Guess the Synonyms

Look at the vocabulary item. The first person to guess the synonym(s) correctly keeps the card. The person with the most cards is the winner.

#### Guess the Vocabulary Item

Look at the synonyms. The first person to guess the AWL vocabulary word correctly keeps the card. The person with the most cards is the winner.

#### Ask the Discussion Question

One person asks the question. The other(s) answer. Alternatively, everyone can discuss the question.

### How to Paraphrase

- Rephrase.** Use synonyms or restate words using phrases or explanations. Change the word form or change the way words are used in a sentence. For instance, instead of saying, "The approximate cost is . . .," say "People have to spend around . . ."

Rephrased Words from PowerPoint Slide		
Words on Slide	Restatement	Words on Slide
Approximate cost	People spend around	Proportion
Raising a child	Bringing up children	Babies
Quarter million	\$250,000	Doubled
Couples	Parents	In the last 30 years
Postpone	Put off	Men
Having children	Starting a family	Biological clocks
Statistics reveal	Data show	Rigorous examination
		Increased 100%
		Over the past three decades
		Males, fathers
		Ability to bear children
		Thorough investigation

- Simplify.** Explain information in an easier way. Generalize statistics or rephrase them.  
**Sample Paraphrase:** Note how the speaker rephrases and simplifies information on the slides.

Parents currently have to spend around \$250,000 to bring up every child they have. As a result, a lot of them are putting off starting families. In fact, mothers and fathers in their late 30s have increased 100 percent over the past three decades, and fathers in their 40s have become more and more commonplace. Accordingly, experts are spending a lot of time investigating the older average ages of today's parents and the effect this has on their ability to bear healthy children.

- When paraphrasing text, use different sentence structures.** Switch the order of clauses. Use different connectors. Change passive to active voice. Delete unimportant information. Combine two sentences into one. Note how the spoken paraphrase differs from the Reading Passage.

### Test Reading Passage

For a middle-class family in Canada and the United States today, the cost involved in raising a child is approximately a quarter of a million dollars. With this kind of economic pressure, many couples are postponing having children until they can realistically handle the financial responsibility. Relevant statistics in the US reveal that the proportion of babies born to parents beyond the age of 35 has more than doubled in the last 30 years. Similarly in the United Kingdom, the number of men over 40 fathering children has increased by 50 percent in the last decade. As a result, the biological clocks or windows of fertility, not only for females but also for males, have come under rigorous examination in recent years.



### PowerPoint Review

Paraphrase the reading using the PowerPoint slides on pages 17–18.

## READING

# LISTENING

## Listening Skill 1

### Recognizing Signal Words and Predicting

Signal words and phrases are like signs that point to the topic, organization, main points, and main supporting details, all of which relate to TOEFL iBT Listening question types. Signal words tell you that it is time to take notes. They also allow you to predict upcoming information. Predicting what the speaker will say next keeps you focused and involved in the listening process. This improves your comprehension.

### 1L1 Types of Signal Phrases

The chart below includes four types of signal phrases. Each signal phrase is underlined. Complete the chart with the following statements from lectures in this chapter. Underline the signal phrase in each statement.

#### Statements from Lectures in Chapter 1

- And this can translate into a distinct competitive advantage for the family enterprise. Why? Number one...
- Okay, so today we'll be examining the four major types of parenting styles.
- The family-owned operation is highly flexible. For instance...
- So let's move on to when the female returns. What happens then?
- So our next topic on the agenda is the parenting habits of emperor penguins.
- The major difference between working in a family business versus working in a commercial enterprise...
- This afternoon, we're going to be looking at the family business.

<b>Introducing the Topic</b>
This morning, we'll be discussing pheromones.
1.
2.
<b>Introducing Lecture Organization</b>
What are the advantages, I mean why are so many people drawn to this type of business operation?
3.
<b>Introducing Main Points</b>
So how do pheromones work?
4.
5.
6.
<b>Introducing Support</b>
And these signals can be quite strong. In fact...
7.

# Listening Practice 1: Biochemistry

## Pheromones

### 1L2 Pre-listening

Predict the content, words, and ideas that will follow each statement or question.

Signal Word Statements and Questions	Predicted Content	Predicted Words and Ideas
a) This morning we'll be discussing pheromones.	Definition of pheromones	Liquid, gas, chemical, smell, scent, send out, sense, attract
b) So, how do these pheromones work?		
c) What kind of messages?		
d) Does pheromone communication apply to humans and human mating behavior?		

### First Listening

#### CD 1, Track 7

Listen to the lecture to see if your predictions are correct.

### 1L3 Second Listening: Note-taking Main Points and Symbols

Listen and follow the sample notes. How has the writer listed and emphasized the main points? What do the symbols mean? See page 30 for a list of note-taking symbols. Write the meaning above each symbol. Read through the notes with a partner and discuss them.

### Sample Notes

Pheromones = chem. messages sent one organism → another

- What kind?
  - 1st phero. discovered ~ love letters
  - method ♀ silkworm moths - attract mate
  - strong signal
    - ♂ in 10km radius can pick up
- How work?
  - scented/odorless
  - animals detect w/ VNO
  - part of olfactory sys. - sense of smell
  - VNO → receptor neurons in brain → reaction/response
- Humans?
  - yes
  - romantic love ↔ phero.

- ♀ pick up ♂ phero. in BO (body odor)
- identifies gene composition
- produce strong offspring need mate w/ diff. genes
  - b/c diff. genes good at attack invaders
  - ex.: bacteria & viruses
- newborn w/ diff. genes ↑ chance fight disease
- ♀ sense w/ phero. communication ♂ give offspring best immune sys. ↑ chance survive

### 1L4 Test Questions

1. What is the main topic of the lecture?
  - a) Smells emitted by species to attract mates
  - b) Powerful communication devices
  - c) Mating behavior in animals and humans
  - d) Chemical messages sent between members of a species when mating
2. Listen again to part of the lecture. Why does the professor say this?
  - a) To emphasize that pheromones are chemical messages
  - b) To indicate that there is more than one type of pheromone
  - c) To provide a historical introduction to the topic
  - d) To provide students with an analogy or comparison they would understand
3. Why does the professor mention that male butterflies and moths can pick up on pheromones within a 10-km radius?
  - a) To compare male and female abilities at sensing pheromones
  - b) To demonstrate the strength of the pheromone signal
  - c) To emphasize that males rather than females pick up on pheromones
  - d) To show that pheromones are strongest in moths and butterflies.
4. According to the lecture, what is true of the VNO, the organ related to the sense of smell? Choose two answers.
  - a) It detects unscented messages.
  - b) It is located in the brain.
  - c) It is part of a larger message system.
  - d) It senses chemical odors.
5. According to the lecture, what can female humans sense through pheromone communication?
  - a) Whether a male's genes are good at fighting off disease
  - b) Whether a male's genes has been damaged by bacteria and viruses
  - c) Whether a male's immune system is functioning to full capacity
  - d) Whether a male's genes are similar to or different from her own
6. According to the lecture, what can be inferred about the reasons that people choose particular mates?
  - a) Males and females have different reasons for choosing particular mates.
  - b) Researchers have evidence about why males and females select specific mates.
  - c) Males choose mates with genes similar to their own.
  - d) Females may not be aware of all of their reasons for selecting specific mates.

Score: /6

### Academic Discussion

1. According to the lecture, how do women identify a good mate through pheromones?
2. Do you think pheromones may influence your choice of partner?
3. What other conscious or subconscious factors might influence your decision?
4. Do you think males and females use the same criteria when looking for a partner? Explain.

## Listening Practice 2: Conversation

### Mid-term Exam

#### Predicting in Conversations

While conversations don't have signal phrases like lectures, you can still predict what speakers will say based upon the comments they make. By doing this, you will maintain your focus and ensure your best possible comprehension.

#### 1L5 Pre-listening: Predicting

Based upon the following introductory exchanges in the conversation, predict what the professor and student will discuss. In addition, predict some of the words and ideas you think you will hear.

**Professor:** What's up?

**Student:** Well, I noticed on the course outline that you have a mid-term scheduled for March 8th, but, the thing is that I'm going to have to be away that day.

#### Listening: Note-taking

CD 1, Track 9

Listen and take notes. Write abbreviations for key content words. You may want to incorporate the following symbols or symbols of your own:

x	not
b/f	before
>	more than



#### Predicting While Listening

Listen to the recording up to the following statement. Predict what the rest of the conversation will be about.

**Professor:** No, I'm sorry but there's a university policy against giving the same exam at different times because it jeopardizes the exam's validity. We've had issues with students sharing questions, if you know what I mean.

Listen to the rest of the conversation and continue taking notes. Were your predictions correct?

## LISTENING

### 1L6 Test Questions

- Why does the student visit the professor?
  - To find an alternative to writing the mid-term exam
  - To hand in a research paper
  - To reschedule his mid-term exam
  - To tell the professor about his wedding plans
- According to the student, how long is he going to be away?
  - A day
  - A month
  - A week
  - Several days
- Which of the following alternatives to writing the scheduled mid-term does the student suggest? For each suggestion below, place a checkmark in the Yes or No column. **This question is worth two points** (6/6 = 2, 5/6 = 1, 4/6 = 0).

Student Suggestions	1. Yes	2. No
a) Getting missed notes from another student		
b) Writing the exam afterwards		
c) Preparing a brief review of course content		
d) Writing a journal article integrating course material		
e) Taking the exam beforehand		
f) Writing a research paper		



#### CD 1, Track 10

- Listen again to part of the conversation. What does the professor imply when she says this?
  - Students brought exam questions into the exam room.
  - Students informed each other about exam content.
  - Students shared their reactions to the exam.
  - Students wrote the exams for each other.
- What course components must be integrated in the solution both the professor and student agree upon? Choose three answers.
  - Additional readings
  - Information from the textbook
  - Lab notes
  - Notes from class
  - Supplementary research

Score: /6

### Listening Practice 3: Ornithology

#### Emperor Penguins

##### Pre-listening Internet Research: Building Background Knowledge

Search the Internet for *emperor penguins*. Read an article or watch a video about this topic. Take notes, and be sure to record the source of your information. Share the information you learn with a partner.



### 1L7 Predicting

Read the following statements containing italicized signal phrases. Work with the class to predict the content, words, and ideas that will follow each statement.

Statements	Predicted Content	Predicted Words and Ideas
1. So our next topic on the agenda is the parenting habits of emperor penguins. I'm sure you've all seen the award-winning documentary.	Content re: the documentary	Birds, mating, egg, protect, cold, male, female, harsh climate
2. There's a number of reasons why the emperor penguin is interesting in terms of parental habits. Can anyone give me one?		
3. What I find interesting is that the males play a major role in nurturing their offspring.		
4. OK. So climate... how do the males manage as they care for the eggs?		
5. Let's move on to when the female returns. What happens then?		
6. This brings me to an interesting lesson the emperor penguins can teach us.		

### First Listening: Signal Words and Predictions

#### CD 1, Track 11

Listen to see whether your predictions are correct.

### Second Listening: Note-taking

Listen and take notes. Use abbreviations for key content words. Try to use the following symbols or your own symbols:

=	is
♀	female
♂	male
#	number
-0	sub-zero
X	nothing
1/2	half



### Post-listening: Compare Your Notes

Work with a partner. Make sure you both have the same information. Discuss the parenting habits of the emperor penguin. Do you think the penguins have something to teach humans? Why or why not?

## LISTENING

1L8 Test Questions

- What is the main topic of the discussion?
  - The documentary called *March of the Penguins*
  - The male's role in nurturing responsibilities
  - Parental habits of emperor penguins
  - The climate in Antarctica
- About how far is it from the breeding grounds to the sea?
  - 100 miles
  - 130 miles
  - 75 miles
  - 95 miles
- Why do many males not survive the journey to the sea to get food after the chick is born? Choose two answers.
  - They are attacked by predators.
  - They are exhausted.
  - They are old.
  - They are underweight.
- What is the professor's attitude towards the emperor penguin? Choose two answers.
  - He admires the way the birds work together in pairs and teams.
  - He admires their ability to endure suffering.
  - He believes the males end up doing most of the work.
  - He thinks they have something to teach us.



CD 1, Track 12

- Listen again to part of the lecture. Why does the student say this?
  - To add additional information about the severity of conditions
  - To clarify that there is no food available on the breeding grounds

- Match the behavior with the gender of the penguin that performs it. For each behavior listed, place a checkmark in the Male or Female column. **This question is worth two points** (6/6 = 2, 5/6 = 1, 4/6 = 0).

Behaviors	1. Male	2. Female
a) Feeds and cares for the newborn chick after birth		
b) Gathers together in a huddle for warmth		
c) Goes without food for three months		
d) Is the first to travel to the sea in search of food		
e) Keeps egg warm		
f) Passes the egg to the partners		

Score: /7



Academic Discussion

- According to the discussion, how do emperor penguins share child-care responsibilities? Do you think human parents should share child-care responsibilities like these birds? If so, how? If not, why not?
- According to the discussion, what hardships and sacrifices do emperor penguins undergo for their children? Do you think child-care responsibilities for people also involve hardship and sacrifice? Explain.
- What do you think of the two-income family that sends their child to daycare?
- Do you think having children is worth the effort involved in raising them? Why or why not?

Feature Film Exercise

Watch the *March of the Penguins* documentary. Afterwards, write an essay on the following topic:  
 The emperor penguin has to endure many hardships and challenges, but never gives up. Compare your life as a TOEFL student to that of the emperor penguin. How is it similar? Give reasons, details, and examples to support your response.

Listening Practice 4: Business

Family Business



Pre-listening Discussion

- Would you like to be part of a family business?
- What are the pros and cons to working in a family business?

1L9 Signal Words and Prediction



CD 1, Track 13

Underline the signal phrases in the following statements. Predict the content, words, and ideas that will follow each statement. Listen to see whether your predictions are correct.



Statements	Predicted Content, Words, and Ideas
All right, so this afternoon, we're going to be looking at the family business which is THE dominant global business structure.	<ul style="list-style-type: none"> <li>Examples of successful family businesses</li> <li>Ford, Samsung, Wal-Mart</li> </ul>
What are the advantages, I mean why are so many people drawn to this type of business operation? Well, primarily, for the original entrepreneur ...	
But as the business becomes larger and members of the family become involved, what are the benefits for them?	
All right, so I see our time is almost up, and we haven't gotten to the disadvantages—any ideas?	



1L10 Test Questions

- What is the lecture mainly about?
  - The family business as the dominant global business structure
  - Reasons why the family business has a competitive edge
  - Advantages of the family business
  - Problems with the family business
- According to the lecture, what are the reasons entrepreneurs start businesses? Choose three answers.
  - To have more time for vacations
  - To gain freedom and money
  - To see one's own concepts come to fruition
  - To make decisions on one's own
  - To be in charge of one's own fate
- According to the professor, what is the biggest difference between working in a family-owned operation and working in a commercial enterprise?
  - The family business has greater stability.
  - The family business has more commitment from its employees.
- Match each topic with whether it was discussed in relation to the advantages or disadvantages of a family business. Place a checkmark in the correct box. **This question is worth two points (6/6 = 2, 5/6 = 1, 4/6 = 0).**

Topics	1. Advantages	2. Disadvantages
a) An element of control		
b) Discussion about decisions		
c) How to run the business		
d) Making sacrifices re: getting paid		
e) Quick decisions		
f) Who will take over the business?		

Score: /7



Monitored Discussion

- Before you start the discussion, your instructor will write seven headings on the board: these are the types of discussion language listed on the next page. Contribute different phrases to express these language functions. For example, "One point I think is really important is..." is a good way to introduce a main point. Your instructor will list these examples on the board.
- Form groups of four. One student observes the three speakers and keeps track of their comments.

Discussion Language	Number of Contributions		
	Student A	Student B	Student C
1. Introduced a relevant main point			
2. Expressed an opinion			
3. Politely agreed			
4. Politely disagreed			
5. Disagreed aggressively			
6. Asked for clarification			
7. Provided clarification			
Digressed from the topic			

- According to the lecture, what are the advantages and disadvantages of the family business?
- Do you think the advantages outweigh the disadvantages? Why or why not?
- Would you like to start a successful business that you could leave to your children? If yes, what type of business would you like to start? If not, why not?
- Do you think "a sense of belonging" is important at work? Why or why not? Do you think non-family businesses can take any steps to achieve this feeling among their staff? Explain.
- What do you feel is the biggest advantage of working for a family-owned enterprise?
- What is the strongest disadvantage?
- Who in your family has the best business sense? Why?
- If you were working in a family business and a family member was incompetent, how would you handle it?
- Would you prefer to do business with a family-owned firm or a non-family-owned firm? Why?

Listening Practice 5: Genetics

Introduction to Genetics

1L11 Pre-listening: Signal Words and Prediction

Look at some of the statements from the lecture containing underlined signal-word phrases. Can you predict the content, words, and ideas that will follow each statement?

Statements	Predicted Content, Words, and Ideas
1. How are traits passed on from one generation to the next?	<ul style="list-style-type: none"> <li>How traits are passed to next generation</li> <li>DNA, genes, chromosome, sperm, egg, cell, some genes from mother, some from father</li> </ul>
2. Let's look at why you resemble one parent more than the other.	
3. However, today, many behavioral characteristics are now considered to be at least partially genetically determined.	

LISTENING



CD 1, Track 14

- Listen again to part of the lecture. What does the student imply about the employees?
  - Whereas some may be competent, others may be freeloaders.
  - While most employees will be competent, there may be exceptions.
  - They may be incompetent.
  - Some employees may expect more money than their work is worth.

**Listening: Note-taking**

**CD 1, Track 15**

Listen and take notes. Use abbreviations for key content words, and try to use the following symbols or your own symbols:

=	is composed of
::	therefore
b/c	because
ex.	example
>	more than

**1L12 Signal Words and Prediction**

Your instructor will play three excerpts from the listening. Predict the content, words, and ideas that will follow. Record your thoughts, and compare them with a partner's.

Statements	Predicted Content, Words, and Ideas
1. <i>Well, first we need to understand chromosomes, DNA, and genes.</i>	<ul style="list-style-type: none"> <li>• Explanation of chromosomes</li> <li>• Chromosomes part of genes</li> </ul>
2. <i>Now, I said inside almost every cell there are two complete sets of 23 chromosomes, but this is where it gets interesting.</i>	
3. <i>The thing is, though, that each sperm from the father and each egg from the mother is unique.</i>	

**1L13 Test Questions**

- What does the professor mainly discuss?
  - The relationship between chromosomes, DNA, and genes
  - The way traits are inherited
  - The physical and behavioral traits from successive generations
  - The attributes of sperm and egg cells
- According to the lecture, what is the difference between a sperm or egg cell and any other cell?
  - Any other cell contains half the chromosomes of a sperm or egg cell.
  - Sperm and egg cells contain double the DNA and genes.
  - Sperm and egg cells contain double the zygotes.
  - Sperm and egg cells contain half the chromosomes of any other cell.
- According to the lecture, why may a child resemble one parent more than the other?
  - This parent's genes are dominant.
  - The child received a greater number of this parent's genes.
  - The child did not inherit any recessive alleles from this parent.
  - The child inherited more alleles from this parent.
- According to the lecture, which of the following genes are inherently dominant? Choose two answers.
  - Blonde hair
  - Brown eyes
  - Dark hair
  - Green eyes

**LISTENING**



**CD 1, Track 16**

5. Listen again to part of the lecture. What does the professor believe about the influence of genetics on behavioral traits like intelligence and memory?

- He believes genetics has no influence on behavioral traits.
- He believes that other factors combined with genetics influence behavioral traits.
- He believes that genetics alone influences behavioral traits.
- He is unsure of the influence of genetics on behavioral traits.

6. The professor discusses several physical and behavioral traits and how they are determined. For each trait, indicate how it is determined according to the lecture. Place a checkmark in the correct box. **This question is worth two points (6/6 = 2, 5/6 = 1, 4/6 = 0).**

Traits	1. Determined Genetically	2. Determined Genetically and Environmentally
a) Activity level		
b) Athletic ability		
c) Eye color		
d) Hair color		
e) Musical ability		
f) Sociability		

Score: /7



**Academic Discussion**

- Which of your parents do you resemble most? Which features do you have in common with this parent?
- Do you think you have inherited any behavioral traits from your parents such as sociability, shyness, intelligence, activity level, novelty seeking, or musical, athletic, or artistic ability?
- Which of your own traits would you like to pass on to your own children? Which would you rather not pass on?
- Do you think the behavioral traits mentioned in the lecture are more influenced by genetics or environment? Explain.
- What does it mean to have good genes? Do you think you have good genes? Why or why not?

**Listening Test 1: Conversation**

**Family Disagreement**

**Pre-listening Discussion**

- Do your parents agree or disagree with your career choice?
- Would your parents support your career choice no matter what you chose? Why or why not?

**Listening: Note-taking**

**CD 1, Track 17**

Listen, and take notes. Abbreviate key content words, and try to use the following symbols or your own symbols:

>	more than
X	no, never, don't
↑	high



**Predicting While Listening**

Your instructor will pause the CD after the following statements. Predict the ensuing conversation.

- The courses are all really interesting. I'm learning a lot, and it's really wonderful.
- I paid the first semester tuition with, you know, earnings from my summer job, but I thought they would pick up the slack for next term, but no, they're not going to.
- I know. That's what I'm doing here. I really needed someone to talk to about this.

**1L14 Test Questions**

- Why does the student visit the advisor?
  - Her parents disagree with her choice of major.
  - She needs financial assistance.
  - She wants to find a job.
  - She wants to drop some courses.
- Listen again to part of the conversation. How does the student feel about her life?
  - Everything is going great.
  - Something is wrong.
  - She is satisfied with her choice of major.
  - She loves her courses.
- What can be inferred about the parents' attitude toward their daughter?
  - They are looking out for her best interests.
  - They are unwilling to support decisions they disagree with.

Score: /5

**Academic Discussion**

- Do you think parents should try to influence their children's career choices? Why or why not?
- Do you think parents should support their children's career choices both emotionally and financially? Why or why not?
- Do you intend to pay for your children's education? Will you support their choices unconditionally? Will you pay for their education regardless of what they choose to do?
- If your parents refused to pay for your tuition, would you get a student loan, or would you work for a few years to pay for your education?

**Listening Test 2: Psychology**

**Parenting**

**Pre-listening Discussion**

- What do you think the following parenting styles mean: authoritarian, authoritative, permissive, and uninvolved?
- What kind of parents did you have? Explain.
- What kind of parent do you want to be?

**Listening Part 1: Note-taking**

**CD 1, Track 19**

Listen, and take notes. Abbreviate key content words, and try to use the following symbols or your own symbols:

→	cause, impact
=	refer to, relate to
X	don't, not, no
↓	low
↑	high

**Listening Part 1: Predicting**

Your instructor will pause the CD after this introduction. Predict the organization of the lecture.

**Professor:** Today we'll be discussing the four major types of parental styles and outcomes for the child. We'll focus particularly on how these styles influence a child's self-esteem, social skills, and academic performance.



### Pre-listening Part 2: Predicting

Review the four parenting styles with your partner, and predict outcomes for each one based upon the following outcome variables. For instance, will children of authoritarian parents have high or low self-esteem?

- self-esteem and self-confidence
- social skills
- anxiety and depression
- academic performance
- deviant or anti-social behavior

### Listening Part 2: Confirming or Refuting Predictions

#### CD 1, Track 20

Are your predictions from the pre-listening exercises correct?

#### 1L15 Test Questions

- What does the professor mainly discuss?
  - How to parent effectively
  - Methods of raising children
  - Responsible parenting
  - Responsiveness and demandingness outcomes
- According to the lecture, what is responsiveness?
  - Answering questions
  - Explaining reasons
  - Limit-setting
  - Loving care
- How is the lecture organized?
  - The professor classifies four parenting styles.
  - The professor compares and contrasts four different parenting styles.
  - The professor defines four types of parents and gives examples of each.
- According to the lecture, what are the characteristics of the authoritative parent? Choose two answers.
  - High demandingness
  - High responsiveness
  - Low demandingness
  - Low responsiveness

## LISTENING



#### CD 1, Track 21

- Listen to part two of the lecture. What is the professor's attitude toward authoritarian parents?
  - She thinks children typically look up to them as authority figures.
  - She thinks they are a powerful influence on children.
  - She thinks they are overly controlling.
  - She thinks they give children too much independence.

6. Match each outcome for the child with the parenting style. Place a checkmark in the correct box. This question is worth two points (4/4 = 2, 3/4 = 1, 2/4 = 0).

Outcomes	1. Authoritarian	2. Authoritative	3. Permissive	4. Uninvolved
a) High self-esteem, good social skills, deviant behavior, rebellious, poor at school				
b) High self-esteem, good social skills, good in school				
c) Low self-esteem, poor social skills, good in school				
d) Low self-esteem, poor social skills, poor in school, deviant behavior				

Score: /7



### Academic Discussion

- According to the lecture, which style of parents did you have? Are the outcomes given for this style of parent true for you? Do you think a parent can exhibit characteristics of more than one style?
- Why do you think the authoritative parent is the most successful in raising a happy, healthy, functioning adult?
- If you were not brought up by an authoritative parent, do you think it is possible to become one? Why or why not?



### Summary Chart

Have your partner close his or her book. Quiz your partner about the contents by asking questions. Change roles.

### Signal Words and Prediction

#### Understanding Key Information

- Signal words alert you to important upcoming information on which you need to take notes.
- Signal words help you predict what the speaker will say next. This engages you in the listening process and ensures your best possible comprehension.
- Signal words that introduce the organization can suggest a note-taking format. For example, you can divide your page into various sections for a classification organization.