APPENDICES
Dear Students,

Week 1 lessons intend to give inputs about the tool wiki which you are going to use for learning and also apply them. By the end of this week’s lesson you will understand what Wiki is, create a workspace in pbworks, create a page in your work space and share it with others.

**Step 1:** Click the link About Wiki and get to know about the know-how of Wiki.

The text provided in the link is as follows:

A Wiki (sometimes spelled "Wiki") is a server program that allows users to collaborate in forming the content of a Web site. With a Wiki, any user can edit the site content, including other users' contributions, using a regular Web browser. Basically, a Wiki Web site operates on a principle of collaborative trust. The term comes from the word "wikiwiki," which means "fast" in the Hawaiian language.

A Wiki allows a visitor to the "wikified" Web site to edit the content of the site from their own computer. Visitors can also create new content and change the organization of existing content. The simplest Wiki programs allow editing of text and hyperlinks only. More advanced Wikis make it possible to add or change images, tables, and certain interactive components such as games.

A Wiki provides a simplified interface. At any time, contributors can conveniently view the Web page as it looks to other subscribers, before and after the changes they have made. It is not necessary to know HTML (hypertext markup language) or perform work in HTML code. The best known example of a Wiki Web site is [Wikipedia](http://www.wikipedia.org).

**Step 2:** Also watch the following YouTube to understand Wiki.

[http://www.youtube.com/watch?v=-dnL00TdmLY&feature=player_embedded](http://www.youtube.com/watch?v=-dnL00TdmLY&feature=player_embedded)

**Step 3:** Watch the two video tutorials on "Using Wiki"

Link for Video 1: [http://www.youtube.com/watch?v=2m3TiAoCd0w0&feature=player_embedded](http://www.youtube.com/watch?v=2m3TiAoCd0w0&feature=player_embedded)

Link for Video 2: [http://www.youtube.com/watch?v=2m3TiAoCd0w0&feature=player_embedded](http://www.youtube.com/watch?v=2m3TiAoCd0w0&feature=player_embedded)

**Step 4:** You, having watched the video tutorial, can progress towards Week 1 Assignment. Click the link ‘Assignments’ and do as instructed. For clarifications, post your doubts in the page ‘Reflections’.

**Task 1:** Create a Work Space in www.pbworks.com.

**Task 2:** Edit the 'front page' by typing two paragraphs- Introducing yourself and your expectations from this course.

**Task 3:** Invite the instructor to visit the page. The email id is rwenhancement2010@gmail.com.

**Step 5:** Tick the appropriate option for the question asked in the Survey Monkey.

**Step 6:** Give your feedback in the page ‘Reflections’.

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**Week 2: Awareness on TOEFL**

The week 2 lesson attempts to create awareness on the TOEFL. It presents reading lessons about TOEFL through web links.

**Step 1:** Click [Readings on TOEFL](http://en.wikipedia.org/wiki/TOEFL) and know about TOEFL. The web links provided in it are as follows:

- [http://www.ea.toefl.eu/toefl-sites/toefl...toefl/what-is-the-toefl-test](http://www.ea.toefl.eu/toefl-sites/toefl...toefl/what-is-the-toefl-test)
- [http://www.ets.org/toefl/ibt/about](http://www.ets.org/toefl/ibt/about)
- [http://www.ets.org/toefl/ibt/faq](http://www.ets.org/toefl/ibt/faq)
- [http://www.region1.nafsa.org/AWISA/W07_iBT_KAPLAN.ppt](http://www.region1.nafsa.org/AWISA/W07_iBT_KAPLAN.ppt)

Raise your doubts, if any, at ‘refections’ page.

**Step 2:** Go through the following two PowerPoint presentations embedded to know more about TOEFL.
**Step 3:** Take the online test on TOEFL Awareness by clicking the following links.
- Link 1- TOEFL Awareness Part I
- Link 2- TOEFL Awareness Part II

**Step 4:** Give your feedback in the page ‘Reflections’.

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**Week 3: Reading Module - Unit I**

*Dear Students*,

Week 1 and Week 2 aimed to provide inputs on Wiki, your classroom, and TOEFL, the language proficiency test, thereby enabling you to use RW Enhancement Wiki as a platform for enhancing your reading and writing skills in the forthcoming weeks.

The real training starts only from Week 3 and, therefore, throughout the training **please read all the given links and information carefully.** The training starts with TOEFL Reading.

The Week 3 lessons aims at providing you an idea about TOEFL reading question types and introducing to you a sub skill, skimming.

As mentioned earlier, TOEFL is a language proficiency test and, therefore, it is very essential for the test takers to know the types of reading comprehension questions asked. The following link gives an overview of the same. So as **Step 1** click the link [TOEFL Reading Question Types](#) to get an overview of TOEFL.

The link contained the following details:

<table>
<thead>
<tr>
<th>Reading is the first section of the TOEFL iBT. It tests the test takers ability to read and answer questions about passages. It contains 3 passages, and each passage is followed by 12 or 14 questions for a total of 39 questions. Most of the questions are multiple choice questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question Types</strong></td>
</tr>
<tr>
<td>1. Factual Questions</td>
</tr>
<tr>
<td>2. Negative Factual Questions</td>
</tr>
<tr>
<td>3. Vocabulary Questions</td>
</tr>
<tr>
<td>4. Inference Questions</td>
</tr>
<tr>
<td>5. Questions about Author's Purpose, Attitude, Methods</td>
</tr>
<tr>
<td>6. Sentence Restatement/Simplification Questions</td>
</tr>
<tr>
<td>7. Reference Questions</td>
</tr>
<tr>
<td>8. Sentence Addition Questions</td>
</tr>
<tr>
<td>9. Summary and Chart Questions</td>
</tr>
<tr>
<td>It is necessary to apply certain strategies to answer these questions.</td>
</tr>
</tbody>
</table>

**Step 2:** Knowing Skimming

Skimming is a reading technique that helps to read more quickly, obtain the gist of the text (i.e., to identify the main ideas in the text quickly)

In this module, you are going to learn to skim the passages, i.e., give a fast reading to get the main idea of the passage.

**Step 3:** Practising Skimming through Speed Reading

You need to have a reading speed of 180 to 250 words. It is not just reading sentences/passage, but understanding the content matters.

Do the following to improve your reading speed:

**Task 1** Know your reading speed. How to do it? You can do it with a single click on the given link!!! Firstly, click the link, watch the YouTube video and understand how to calculate the number of words you read per minute. http://www.youtube.com/watch?v=nbzd6pJ-U

Secondly, take a printout of the given passage

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A new hearing device is now available for some hearing-impaired people. This device uses a magnet to hold the detachable sound-processing portion in place. Like other aids, it converts sound into vibrations. But it is unique in that it can transmit the vibrations directly to the magnet and then to the inner ear. This produces a clearer sound. The new device will not help all hearing-impaired people only those with a hearing loss caused by infection or some other problem in the middle ear. It will probably help no more than 20 percent of all people with hearing problems. Those people who have persistent ear infections, however, should find relief and restored hearing with the new device.
Thirdly, again click the above link and start reading the passage in the paper for the given 1 minute in the video.

Next, calculate the number of words you read per minute as directed in the video.

Finally, note the number of words per minute (WPM) in your personal diary. (It will help you while doing the assignment)

**Task 2** Improve your reading speed using the software 'Spreeder.com'

Following are the guidelines for using the “Spreeder”.

*If you are using Firefox Browser*,


Double Click Bookmarklet.

Drag the "Spreed!" link to your browser's bookmark toolbar.

Select each passage given in Practice Exercise-speed reading.doc and just click on 'Spreed' in the tool bar.

Click on 'new settings' and change 'words per minute' (increase at least 5 points to the reading speed calculated by you).

Similarly change the chunk size to 5 and other changes can be done as preferred.

(for pictorial representation click Speed Reading Illustration.doc)

Finally, play and monitor your reading speed (if you are not able to cope with the speed and understanding, reduce words per minute and practice again and again).

Note down the reading speed and main idea of each passage in your personal diary (It will help you while doing the assignment).

Repeat this for all the passages given in practice exercise: speed reading. Every time make note of the WPM set / achieved.

*If you are using Internet Explorer Browser*,


Copy a passage given in Practice Exercise-speed reading.doc and just click on 'Spreed' button.

Click on 'new settings' and change 'words per minute' (increase at least 5 points to the reading speed calculated by you).

Similarly, change the chunk size to 5 and other changes can be done as preferred.

Finally, play and monitor your reading speed (if you are not able to cope with the speed and understanding, reduce words per minute and practice again and again).

Note down the reading speed and main idea of each passage in your personal diary (It will help you while doing the assignment).

Repeat this for all the passages given in practice exercise: speed reading. Every time make note of the WPM set / achieved.

Pictorial representation provided in the link Speed Reading Illustration.doc

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**Speed Read Any Webpage With One Click**

Bookmarklet link: **Spreed!**

![Spreeder Screen Shot](https://i.imgur.com/5L2zQ.png)
Read the following passages one by one using Spreeder.com. Carry out the settings as instructed. After reading make note of the words per minute set by you and the main idea of the passage. For every passage increase the words per minute setting and repeat the process.

**Exercise 1:** Every second, 1 hectare of the world's rainforest is destroyed. That's equivalent to two football fields. An area the size of New York City is lost every day. In a year, that adds up to 31 million hectares -- more than the land area of Poland. This alarming rate of destruction has serious consequences for the environment; scientists estimate, for example, that 137 species of plant, insect or animal become extinct every day due to logging. In British Columbia, where, since 1990, thirteen rainforest valleys have been clear cut, 142 species of salmon have already become extinct, and the habitats of grizzly bears, wolves and many other creatures are threatened. Logging, however, provides jobs, profits, taxes for the government and cheap products of all kinds for consumers, so the government is reluctant to restrict or control it.

**Exercise 2:** Much of Canada's forestry production goes towards making pulp and paper. According to the Canadian Pulp and Paper Association, Canada supplies 34% of the world's wood pulp and 49% of its newsprint paper. If these paper products could be produced in some other way, Canadian forests could be preserved. Recently, a possible alternative way of producing paper has been suggested by agriculturalists and environmentalists: a plant called hemp.

**Exercise 3:** Hemp has been cultivated by many cultures for thousands of years. It produces fibre which can be made into paper, fuel, oils, textiles, food, and rope. For centuries, it was essential to the economies of many countries because it was used to make the ropes and cables used on sailing ships; colonial expansion and the establishment of a world-wide trading network would not have been feasible without hemp. Nowadays, ships' cables are usually made from wire or synthetic fibres, but scientists are now suggesting that the cultivation of hemp should be revived for the production of paper and pulp. According to its proponents, four times as much paper can be produced from land using hemp rather than trees, and many environmentalists believe that the large-scale cultivation of hemp could reduce the pressure on Canada's forests.

**Exercise 4:** However, there is a problem: hemp is illegal in many countries of the world. This plant, so useful for fibre, rope, oil, fuel and textiles, is a species of cannabis, related to the plant from which marijuana is produced. In the late 1930s, a movement to ban the drug marijuana began to gather force, resulting in the eventual banning of the cultivation not only of the plant used to produce the drug, but also of the commercial fibre-producing hemp plant. Although both George Washington and Thomas Jefferson grew hemp in large quantities on their own land, any American growing the plant today would soon find himself in prison -- despite the fact that marijuana cannot be produced from the hemp plant, since it contains almost no THC (the active ingredient in the drug).

**Exercise 5:** In recent years, two major movements for legalization have been gathering strength. One group of activists believes that ALL cannabis should be legal -- both the hemp plant and the marijuana plant -- and that the use of the drug marijuana should not be an offense. They argue that marijuana is not dangerous or addictive, and that it is used by large numbers of people who are not criminals but productive members of society. They also point out that marijuana is less toxic than alcohol or tobacco. The other legalization movement is concerned only with the hemp plant used to produce fibre; this group wants to make it legal to cultivate the plant and sell the fibre for paper and pulp production. This second group has had a major triumph recently: in 1997, Canada
legalized the farming of hemp for fibre. For the first time since 1938, hundreds of farmers are planting this crop, and soon we can expect to see pulp and paper produced from this new source.

**Exercise 6:** The charge was introduced on Monday 17 February 2003 to encourage people to leave their cars behind and use public transport when travelling in central London. It was introduced due to the high pollution levels and traffic congestion. The Inner Ring Road forms the congestion zone boundary and includes roads such as Marylebone Road, Euston Road, Park Lane and Edgware Road. Drivers can travel along these roads without incurring the charge. Maps of this zone are published in the national press and are available from a range of outlets as well as online. Commuters have to pay £5 for each day they wish to travel through or within the charge zone between the hours of 7.00am and 6.30pm, Monday to Friday. Commuters have a choice about how they pay the £5. They can pay online, via the Internet, phoning, texting on their mobile phones and over the counter at petrol stations and convenience stores. Commuters also have a choice about how often they pay. They can pay daily, weekly, monthly or annually.

**Exercise 7:** One of the most dangerous drugs for pregnant women to consume is alcohol. Because alcohol is delivered quickly into the blood and passes quickly into the tissues and membranes, the human fetus is particularly vulnerable to its effects. In fact, the negative effects on a fetus are so pronounced that babies born after exposure to alcohol are said to be suffering from fetal alcohol syndrome.

As a pregnant woman drinks alcohol, the alcohol is passed into her bloodstream almost simultaneously. Moreover, because the bloodstream of the fetus is inextricably tied to that of the mother, the alcohol passes directly into the bloodstream of the fetus well. And, what is more, the concentration of alcohol in the fetus is exactly the same as in the mother. For the mother, this concentration is not a problem because her liver can remove one ounce of alcohol from her system per hour. However, the fetus’s liver is not completely developed (how developed it is depends on its stage of development). The rate at which it is able to eliminate the alcohol from the blood of the fetus is much slower. Eventually, the alcohol will be returned to the mother’s system by passing across the placenta, but this process is slow. By the time this place, major neurological damage may have already occurred. Research has shown that as little as one drink of alcohol can produce significant, irreversible damage to the fetus. Babies that are born after exposure to alcohol generally exhibit facial distortion, inability to concentrate, and difficulty in remembering. Simply speaking, it is imperative that pregnant women avoid alcohol.

**Step 4:** Respond to the questions using the notes made while practicing speed reading. Click the link [http://www.surveymonkey.com/s/3K8C2PN](http://www.surveymonkey.com/s/3K8C2PN) here to take survey.

Following were the questions asked,

1. What is the Word Per Minute (WPM) calculated before attempting the practice exercise?
2. What is the main idea of Exercise 1: of Practice Exercise Speed Reading? Also mention the WPM (Word Per Minute) achieved.
   
   Main Idea:
   
   WPM:

3. What is the main idea of Exercise 2 of Practice Exercise Speed Reading? Also mention the WPM achieved.
   
   Main Idea:
   
   WPM:

4. What is the main idea of Exercise 3 of Practice Exercise Speed Reading? Also mention the WPM achieved.
   
   Main Idea:
   
   WPM:

5. What is the main idea of Exercise 4 of Practice Exercise Speed Reading? Also mention the WPM achieved.
   
   Main Idea:
   
   WPM:

6. What is the main idea of Exercise 5 of Practice Exercise Speed Reading? Also mention the WPM achieved.
Main Idea:
WPM:
7. What is the main idea of Exercise 6 of Practice Exercise Speed Reading? Also mention the WPM achieved.
Main Idea:
WPM:
8. What is the main idea of Exercise 7 of Practice Exercise Speed Reading? Also mention the WPM achieved.
Main Idea:
WPM:
9. Do you think Spreeder.com is a useful tool for improving the reading speed?
Yes
No

Step 5: Take up a test on speed reading by clicking the link <a href=""/Click" _mce_href="http://www.surveymonkey.com/s/MJMDKB6">Click here to take survey</a>

Passage given for Practice Test on Speed Reading

Read the following passage and answer the question given below.
Scientists have experimented with a new procedure for alleviating the damage caused by strokes. Strokes are frequently caused by blood clot lodging in the tree of arteries in the head, choking the flow of blood. Some brain cells die as a direct result of the stroke, but others also die over several hours because the proteins spilling out of the first cells that die trigger a chemical chain reaction that kills the neighboring cells.
The current method of reducing the amount of damage is to give a clot dissolver known as TPA, as soon as possible. But generally TPA is not given to the patient until he or she reaches the hospital, and it still does not immediately stop the damage.
The new technology, still in the research stage, involves chilling the area or the entire patient. It is already known that when an organ is cooled, damage is slowed. This is why sometimes a person who has fallen into an icy pond is not significantly harmed after becoming warmed up again. The biggest issue is the method of cooling. It is not feasible to chill the head alone. Doctors have chilled the entire body by wrapping the patient in cold materials, but extreme shivering was a problem.
The new idea is to cool the patient from the inside out. Several companies are studying the use of cold-tipped catheters, inserted into the artery in the groin and threaded up to the inferior vena cava, which is a large vein that supplies blood to the abdomen. The catheter is expected to cool the blood that flows over it, thus allowing cooler blood to reach the area of the stroke damage.
It is not expected that the cooling will be substantial, but even a slight decrease in temperature is thought to be helpful. In effect, the patient is given a kind of forced hypothermia. And doctors believe it is important to keep the patient awake so that they can converse with the patient in order to ascertain mental condition.
Studies continue to determine the most effective and least damaging means of cooling the patient in order to reduce this damage.
What is the passage mainly about?
- Causes and effects of strokes
- New pharmaceutical methods for reducing stroke damage that are being researched
- A new method of cooling the body to reduce stroke damage that is being researched
- The dangers of cooling the body

Step 6: Practicing Skimming through Clue-Based Reading
Unlike Speed Reading, this method discourages the act of reading the whole text word by word. Instead it advocates the use of as many clues as possible to give you some background information.

Task 1
Learn the 5 steps involved in identifying the main idea using clues
Read the title, subtitles and subheading
Look at the illustrations, pictures or images to the topic
Read the first and the last sentence of each paragraph (It will be dealt in Week 4 lessons)
Look out for the key words
Continue to think about the meaning of the text

Task 2
Use title, subtitles, subheadings, illustrations, pictures or images and predict the main idea. Click here for practice exercise on Clue Based Reading Practice Exercise - Clue Based Reading.doc.
Make note of your answers which can be filled later in the Survey Monkey link - Click here to take survey

Practice Exercise - Clue Reading
Exercise 1: Use the following pictures as a clue to predict the main idea.

Exercise 2: Use the following pictures as a clue to predict the main idea.

Exercise 3: Read the title and sub titles of the given passage and answer the question

The given text is about
(a) Library Resources (b) Opening Hours (c) Fines and other fees (d) Membership
Exercise 4:
Predict the content of a passage looking at their subheadings. Finally predict the main idea of the passage.

Early Computers: .................................................................
World War II Code Breakers ................................................
The Invention of the Personal Computer .................................
Main idea of the passage ........................................................

Step 7: Give your feedback in the page ‘Reflections’.

Week 4: Reading Module – Continuation of Unit I

Week 4 is the continuation of the Week 3 lesson Reading Module: 1 Skimming-Clue-based Reading i.e. identifying the Main Idea by reading the sentences in paragraph.

Step 1: Knowing to identify the main idea by reading the sentences in paragraph.
- Read the first sentence of each paragraph.
- Read the first and last sentence of the concluding paragraph.
- Connect all the ideas found in the first sentences of the paragraphs and last sentence of the conclusion.

Write down what you think the main idea is.

Step 2: Go through the following sample.
Scientists at Michigan State University are asking a most challenging question. Can a computer program be considered alive? The members of the Digital Evolution Laboratory say yes. Computer scientists at the laboratory have created a program called Avida that has intrigued not only scientists and engineers but biologists and philosophers as well.

The Avida project began in the late 1990s, when Chris Adami, a physicist, sought to create a computer program that could evolve to do simple additional problems. The digital "organisms" he created replicated themselves, and each time they replicated, they had a chance to mutate and thus evolve. Initially, the digital creations were unable to process numbers in any way. But Adami designed the program to reward programs that were able to work with the numbers in some way. The digital organisms that could process numbers were allowed to reproduce in higher numbers. In only six short months, the primitive program had evolved a number of mechanisms to perform addition. And, most surprisingly, not all of the digital creatures performed addition in the same way.

The Avida program now resides at Michigan State University, where it has been growing and changing for years. The digital creatures number in the billions and have colonized more than two hundred computers. Each digital organism consists of a pattern of code. The organisms compete with one another for resources, and the most successful ones are able to make more copies of them. Just like a living creature, the digital entities also undergo mutations. Mutations that are beneficial ensure greater reproduction; harmful mutations have the opposite effect.

According to the director of the Avida project, the processes undergone by the digital creatures are the same as those experienced by biological organisms. The only difference is that biological entities are based on strings of DNA, whereas the digital creations from Avida are based on strings of ones and zeroes. In a living creature, different sequences of DNA instruct cells to create certain proteins. In one of the Avida creations, different sequences of computer code instruct the program to perform certain functions. In both the cases, the reproduction of the organisms is subject to forces such as competition and mutation.

Now, some biologists are maintaining that the programs in the Avida project are alive. The programs live, die, reproduce, compete, cooperate, and evolve-activities that many biologists consider the hallmarks of life. One prominent biologist says, "They don't have a metabolism—at least not yet. But otherwise, they're alive."

Of course, not everyone agrees that the program's creations are alive. One difficulty is that biologists do not even agree on the definition of life. The diversity of life on Earth constantly surprises scientists, and there are simply too many characteristics and qualities to provide one simple definition of life.
Despite these misgivings, the directors of the Avida program remain optimistic that their program, even if not considered alive, is leading to a greater understanding of life in all its forms. It may even facilitate future searches for life on other planets. According to one member of the Avida team, "The problem that we have now is that we are focused on looking for DNA-based life. But there may be other kinds of life out there that we have never dreamed of."

The Avida program may provide biologists with another avenue to explore.

Write down what you think the main idea is

- The features of the Avida computer program have led some biologists to consider the program alive.

Explanation:
The Avida program is mentioned in sentences from paragraph 2, 3, 4, 5, 6, and 7. So we definitely need it in our main idea.

The sentences from paragraphs 2, 3, 4, 5, 6, and 7 talk about the program 'evolving', 'changing' and 'growing'.

Later, the program is described as 'alive' and likened to a 'biological organism'. So we need to put this concept into our main idea.

Step 3: Now it is the time for you to work in groups
Click on the link and do as instructed Practice Exercise-Reading first sentences-Group Task.doc or access from Assignments
The link contained the following details.
Dear Students, You are divided into groups. Each group has five members. Among them one is assigned the role of a leader. The task will be collaboratively completed in the Leader’s Wiki.
For details about the group see Discussion Board of rwenhancement2010 wiki
The task is to predict the main idea of the paragraph by lifting the first sentences of each paragraph and first and last sentences of the concluding the paragraph. (as shown in the sample)
The members shall improvise the answers written by the other members of the group. There are four exercises.

Role of the Leader:
Task 1:
Open the page “Discussion Board” of rwenhancement 2010 Wiki and initiate a discussion to plan the execution of the task in the space allotted for your group (Login and click edit button of the page “Discussion Board”) as follows:
1. Greet your members.
2. Ask the group members to give their email id (in the discussion page only).
3. Ask each member to fix a dead line for completing this activity.
4. Ask the members to decide upon the exercise 1 or 2 or 3 or 4 which they are going to copy in the wiki created by you and type the first sentences in different colours as shown in the sample. (you should also choose one if your group has 4 members and announce that to the group members)

Task 2:
1. Add them as members in the wiki created by you and invite them to join your Wiki.
2. Create a page titled “Practice Exercise – Reading the first sentence- Group Task- Exercise 1” in your Wiki. In total create 4 pages (one for each exercise) where each member will copy the passage chosen by them and type the first sentences of each paragraph and first and last sentences of concluding paragraph in different colours as shown in the sample.
3. Monitor the progress of the activity, participation of all members, motivate the passive participant to contribute and also participate in the activity.
4. When all the members complete editing all the four pages i.e. when ready for publication, copy the link in the Discussion board.

**Role of the Members:**

Go to the Discussion Board of rwenhancement2010 Wiki and look for a message in the space allotted for your group from your group leader. Respond to the message. Decide upon the exercise you wish to choose and inform the group leader through the discussion board page only. Start doing the task in group leader’s Wiki (after the joining it) in the page allotted for the exercise chosen by you. The task is to copy the passage chosen by you and type the first sentences of each paragraph and first and last sentences of concluding paragraph in different colours as shown in the sample. Then write the main idea.

Visit the other pages, i.e. of remaining three exercises, and improvise the ideas predicted by other members.

**Exercises follow …**

**Exercise 1:**

Plants reproduce by seeding. The seed of the plant contains all the necessary genetic information to create a new plant, and more important, it is designed to start growing only when the surrounding conditions are perfect. For example, the seed of a plant growing in a temperate area will “wait” until the cold winter passes before growing. When spring arrives, the seed responds to environmental triggers such as water intake, rising air temperature, humidity levels, and amount of sunlight. Some seeds are programmed in such a way that they will not grow until they’ve passed through a period of cold weather.

A germinating seed will first display tiny leaves, called Cotyledons. Plants are either monocotyledons, producing just a single leaf, or dicotyledons, producing two leaves. These tiny leaves quickly grow into a mature leaf system, which then begins gathering energy for the young plant. Plants gather the light of the sun and transform it into energy in a process called photosynthesis. This process allows the plant to produce glucose, which the plant then uses to both further its growth and to produce cellulose and starch, two compounds essential to a plant. Cellulose is a strong, fibrous material that gives shape and structure to the cell walls. Starch is stored in the cells and used for energy.

Beneath the surface, the plant’s root system grows and provides not only an anchor for the plant but a constant supply of food as well. Some plants possess what is called a taproot system, in which there is one main root. Others have a more dispersed root system, which lacks a main root. In either case, the roots of the plant are covered with microscopic hairs, which spread into the surrounding soil. These hairs greatly increase the surface area of the root system and allow the plant to absorb water and essential nutrients from the soil.

Water drawn in through the roots undergoes a process called transpiration. During this process, minerals are carried up to the leaves of the plant, while oxygen and water vapour escape through tiny pores, called stomata, on the surface of the leaves. Interestingly, the movement of water through the plant is also responsible for keeping the plant upright; a plant that lacks water will wilt and may die. Too much water may also harm the plant by saturating the soil and preventing the roots from absorbing oxygen.

Once a plant reaches full maturity, its energy is devoted to reproduction. The plant forms flowers and fruits, the structures essential to reproduction. The flowers of a plant are typically hermaphrodites, meaning that they contain both male and female reproductive organs. Thus, many plants are able to fertilize themselves. The flowers of some plants are unisexual, being all male or all female. These plants require another plant for fertilization. Some plants are
polygamous, meaning they have both hermaphrodite and unisexual flowers. Fruits are created from the ovaries of flowering plants. The main purpose of the fruit is to protect the seed, but many fruits aid in the seed’s dispersal as well. For example, a soft, fleshy fruit attracts animals, which eat the fruit and thus spread the seeds. Or a pod or capsule will split open and scatter its seeds. Some of the seeds distributed in this manner will take hold in favorable soil, and the entire process begins anew.

**Exercise 2:**
The business practices of the Intel Corporation, a technology company best known for the production of microprocessors for computers, illustrate the importance of brand marketing. Intel was able to achieve more than 1,500 percent increase in sales, moving from 1.2 billion dollars in sales to more than 33 billion dollars, in a little more than 10 years. Although the explosion of the home-computer market certainly accounted for some of this dramatic increase, the brilliance of its branding strategy also played a significant role.

Intel became a major producer of microprocessor chips in 1978, when its 8086 chip was selected by IBM for use in its line of home computers. The 8086 chip and its successors soon became the industry standard, even as Intel’s competitors sought to break into this potentially lucrative market. Intel’s main problem in facing its competitors was its lack of trademark protection for its series of microchips. Competitors were able to exploit this lack by introducing clone products with similar sounding names, severely inhibiting Intel’s ability to create a brand identity.

In an effort to save its market share, Intel embarked on an ambitious branding program in 1991. The corporation’s decision to invest more than 100 million dollars in this program was greeted with scepticism and controversy. Many within the company argued that the money could be better spent researching and developing new products, while others argued that a company that operated within such a narrow consumer niche had little need for such an aggressive branding campaign. Despite these misgivings, Intel went ahead with its strategy, which in a short time became a resounding success.

One of the keys to the success of Intel’s new branding initiative was its close partnership with computer manufacturers. Intel involved the manufacturers in its plan by first offering them a rebate on the purchase of an Intel microprocessor. The money saved on the purchase of microprocessors was redirected into advertising, with Intel offering to pay fully half of manufacturers’ advertising costs, provided their computers prominently featured the Intel brand logo. In an even more effective strategy, Intel also required computer manufacturers to produce products using competitors’ chips. These products noticeably lacked the prominent Intel logo, which had a negative effect on consumers, who had come to expect to see Intel’s brand on the computer.

Intel’s successful branding campaign led to two important developments. The first was Intel’s positioning of itself as the leader in microprocessors, recognised for creating products that were both reliable and ubiquitous, appearing in many different computer brands. This occurred despite the public’s general lack of understanding of exactly what a microprocessor was or how Intel’s processor was better than its competitors’ chips. Second, Intel’s campaign led to a boom in computer advertising. Prior to Intel’s branding initiative, many advertisers avoided the computer industry which generally spent far more of its money on research and development. But the success of Intel’s branding program led to a new and eminently profitable relationship between computer manufacturers and advertisers.

Ironically, the success of Intel’s branding strategy led to a marketing dilemma for the company. In 1992, Intel was prepared to unveil its new line of microprocessors. However, the company faced a difficult decision: release the new product under the current brand logo and risk consumer apathy or give the product a new name and brand and risk undoing all the work put into the branding strategy. In the end, Intel decided to move forward with a new brand identity. It was a testament to the strength of Intel’s earlier branding efforts that the new product line was seamlessly integrated into the public consciousness.

**Exercise 3:**
On December 18, 1912, an amateur geologist named Charles Dawson and paleontologist Arthur Smith Woodward presented a stunning finding to the Geological Society of London. One year
earlier, Dawson had found a piece of human cranium in a gravel pit near Piltdown Common, Sussex. Further searching by Dawson uncovered remnants of what appeared to be flint tools and the remains of prehistoric animals. Excited by his discovery, Dawson took the fossils to Woodward at the British Museum, and the two men returned to the gravel pit for a systematic excavation.

In the summer of 1912, Dawson and Woodward mad the discoveries that would later shock the assembled scientists at the geological Society. Among the animal bones and primitive tools, the two men found another skull and an almost entirely intact jawbone. The geologic and biologic evidence dated the site to the Pleistocene era, and the bones were clearly of a creature that resembled no other known at that time. Although the skull resembled those of other finds, including the famous ape-men of Java, the jaw appeared to come from some type of heretofore unknown species of ape. Startlingly, however, the teeth were worn down in a human fashion.

Dawson and Woodward’s announcement of the so-called Missing Link between maps and apes, which they called Piltdown Man, set off an immediate firestorm. Across the Atlantic, The New York Times reported the story with the dramatic headline “Paleolithic Skull Is a Missing L

Similar editorials sprang up across the United States, and the American public was divided over the issue of human origins. Although no fossil could conclusively prove evolution, scientists had amassed a huge collection of fossils in the early twentieth century. These fossils seemed to indicate a pattern of evolution and demanded attention. In the United States during the 1920s, a movement sprang up to counter the theory of evolution. This movement culminated in one of the most famous trials in history, the Scopes “Monkey” Trial.

John T. Scopes was a biology teacher in a Tennessee school. The textbook he used in his class contained a chapter on evolution and natural selection, a violation of Tennessee law. Scopes was brought to trial for the offence, and the ensuing confrontation riveted the American public. Scopes was defended by Clarence Darrow, a noted lawyer, and William Jennings Bryan, a former secretary of state, work for the prosecution. After a confrontational trial, which even included Darrow calling Bryan as a witness, Scopes was ultimately found guilty.

Although Scope’s conviction was later overturned, the precedent set by the case endured. It wasn’t until 1967 that Tennessee repealed its law forbidding the teaching of evolution. And even today, the reverberations of the trial are still visible. One school district in Georgia recently began placing stickers on its biology textbooks disavowing the validity of evolution. The Supreme Court eventually decided that the stickers were unconstitutional, but a cultural battle over the validity of evolution still rages in the United States.

Exercise 4:

One of the most commonplace instructional strategies in elementary and middle schools is that of oral reading. Virtually all teachers, at some point in the school day, engage in this activity, whether by reading aloud to the class or by having the students read to one another. Although some recent educational theorists have challenged the efficacy of oral reading, its popularity in schools and classrooms is unchallenged.

The history of oral reading in the classroom is inextricably linked with the history of the culture that engendered it. Prior to the development of computers, television, and radio, reading was the predominant form of family entertainment. However, printed books were often scarce, and literacy rates were often low. Thus, families would gather around and listen to a book being read to them. Early classrooms were modelled after this phenomenon, and oral reading was such a part of academic life that schools were sometimes called blab schools. In these schools, students often read their lessons aloud simultaneously, even when the students had different lessons. At other times, all students read the same text aloud.

With, the increasing availability of books, schools began using textbooks to teach reading in the classroom. By the nineteenth century, the focus had moved to teaching students 'eloquent reading'. Students were expected to recite stories, poems, and prayers for the class, and the teacher graded them on their articulation and pronunciation, as well as their abilities to recall what they
had just read. This method persisted into the twentieth century and became known as the story method of instruction. Oral reading was such a focal point of instruction that philosopher William James states “... the teacher’s success or failure in teaching reading is based ... upon the oral reading method”.

However, as the twentieth century progressed, the effectiveness of oral reading was called into question. Educational scholars in both Europe and the United States wondered exactly what oral reading was teaching students. With oral reading focusing excessively on pronunciation and dynamics, educators doubted that students were able to comprehend what they were saying. One scholar quoted a study that claimed that eleven-twelfths of students did not understand what they were reciting when they read orally. Friedrich Froebel, a German education specialist, argued that oral reading inappropriately placed emphasis on expression, when the emphasis should be placed on process.

Also at this time, science was gaining increasing prominence, and across all fields researchers were placing a premium on empirical studies. Many long-standing beliefs and views were challenged and educational theories were no exception. Behavioral scientists studied reading practices and determined that oral reading was no longer in fashion. In fact, they concluded that the only time a student read orally was in school. Most individuals read silently, and this finding led many schools to change their methods to reflect this change.

The new preponderance of written texts also played a role in the history of oral reading. With the amount of printed material rapidly expanding, silent reading, which was more efficient, became the reading model of choice. For a number of years, oral reading was absent from many a classroom. But in time, new research and studies brought oral reading back to the fore front of education. Pressley’s and Afflerbach’s influential book ‘Verbal Protocols of Reading” emphasizes the importance of oral reading, tracing its history back to the methods of Aristotle and Plato. In many ways, however, the new research reiterates what most teachers already know. For them, the necessity and effectiveness of oral reading was never in doubt.

Step 4: Give your feedback in the page ‘Reflections’.

Week 5: Reading Module - Unit II

Dear Students,

In Week 3 and 4 lessons you learnt the different strategies that could be used for skimming a text. This week you are going learn yet another strategy ‘Scanning’. Scanning is used to look for specific details in the text. This strategy can be used for finding and identifying answers for factual and negative factual questions asked in TOEFL.

In TOEFL there will be two or three factual questions from each of the three passages. Factual questions ask about the facts and details given in the passage. They begin with a phrase ”According to” and wh-words like- ‘What’, ‘Who’, ‘When’, ‘Where’, ‘Why’. For example, According to the passage....

According to the information in paragraph 3....

What does the author say about.....

Negative factual questions ask to determine which of the four choices is not given in the passage. These question contain words ‘NOT’, ‘EXCEPT’ or ‘LEAST’. For example, According to the passage, all of the following are true EXCEPT....

Which of the following is NOT mentioned in the passage?

Which of the following is LEAST likely?

To answer this kind of question, scan the passage to find answers that are mentioned in the passage. The correct answer will be the one that is not mentioned in the passage.

Step 1: Locate words.

Following puzzles intend to help you practice on locating key words. Just click on the first and last letters of the words when you find them. Start searching...
Step 2: Learn to scan to answer Factual and Negative Factual Questions.
Focus on one or two key words from the question (In case of negative factual questions, key words can be taken from answer choices also).
Look for these words in the passage.
Do not try to read every word of the passage.
After finding the words in the passage, carefully read the sentence where they occur.
Read the sentences preceding or following that sentence.
Compare the information that you read with the answer choices.

Step 3: Scanning to answer Factual Questions-A Sample
Heyerdahl gave other evidence for the South American origin of the Hanau Eepe. The stone work of the stone platforms called ahu was incredibly intricate, unlike any made by other pacific Islanders. However, the Inca people of South America were famous for intricate stonework.
Another piece of evidence Heyerdahl presented was the fact that the staple food of the Easter Islanders, the sweet potato, is not found in Polynesia. He believed that it came with the HanauEepe from South America.
DNA testing has proven that all Easter Islanders were in fact descended from Polynesians. The current theory is that the Hanau Momoko and Hanau Eepe were tow of perhaps twelve clans of islanders, all of whom built statues. The 'statue toppling wars' broke out among the clans as the island became over populated. When one group won a victory over another, they toppled their enemies' statues. Archaeologists say that the resemblance between the stone work of the Easter Islanders and that of the Inca is coincidental. As for the sweet potato, most scientists now believe that sweet potato seeds came to the island in the stomachs of sea birds.

Question: According to modern theory, how did sweet potato seeds come to Easter Island?
They were brought from South America
They were washed up by the waves
They were brought by westerners in 1722
They were transported by sea birds
The key words in the question are “Sweet potato seeds”. They occur in paragraph 1 and paragraph 2.
Paragraph 1 says "Heyerdahl thought that sweet potatoes came from South America, but most modern scientists do not believe this”.
Paragraph 2 says "most scientist now believe that sweet potato seeds came to the island in the stomachs of sea birds". (i.e. transported by sea birds)
Therefore the answer is: 4. They were transported by sea birds.

Step 4: Scanning to answer Negative Factual Questions-A Sample
What constitutes barriers depends on the species and its method of dispersal. Some are physical barriers. For land animals, bodies of water, chains of mountains or deserts are effective. For example, the American bison spread throughout the open grasslands of North America, but in the southern part of the continent there are deserts, so the bison could not spread there. For aquatic creatures, strong currents, differences in salinity, or land areas may serve as barriers.
Some barriers involve competition with other species. A dandelion seed may be carried by the wind to bare ground, and, if environmental factors are right, it may germinate. There is not much chance, however, that any individual seedling will survive. Most places that are suitable for the growth of dandelions are already occupied by other plants that are well adapted to the area. The dandelion seedling must compete with these plants for space, water, light and nutrients. Facing such stiff competition, the chances of survival are slim.

For animals, some barriers are behavioral. The blue spotted salamander lives only on mountain slopes in the southern Appalachian Highlands. Although these creatures could survive in the river valleys, they never venture there. Birds that fly long distances often remain in very limited areas. Kirkland's warblers are found only in a few places in Michigan in the summer and fly to the Bahamas in winter. No physical barriers restrict the warblers to these two locations, yet they never spread beyond these boundaries. Brazil's Amazon River serves as northern or southern boundary for many species of birds. They could freely fly over the river, but they seldom do.

There are three types of natural pathways by which organisms can overcome barriers. One type is called corridor. a corridor consists of a single type of habitat that passes through various other types of habitat. North America's Rocky Mountains, which stretch from Alaska to northern Mexico is an example. Various types of trees, such as the Engelmann spruce, can be found not only at the northern end of the corridor in Alaska but also at higher elevations along the entire length of this corridor.

**Question:** In this passage, the author does NOT provide a specific example of
(1) a bird that is affected by behavioral barriers
(2) an aquatic animal that is blocked by physical barriers
(3) a land animal that is affected by behavioral barriers
(4) a tree that has spread by means of a corridor

The key words identified are 'behavioral and physical barriers,' 'corridor'. They occur in paragraph 4 and 5.
In paragraph 4, the author gives an example for a bird (kirkland warbler) and also for a land animal (blue spotted salamander) affected by behavioral barriers.
In paragraph 5, the author gives an example of a tree (Engelmann spruce) that has spread by means of a corridor.
In paragraph 4, the author talk about aquatic animals blocked by physical barriers but does not give a specific example, so the answer is 2. An aquatic animal that is blocked by physical barriers.

**Step 5:** Click on the link Scan and Answer-I to take Formative Assessment I.
**Step 6:** After going through the feedback and explanation on the above exercise, learn the additional lessons.
**Step 7:** Click the link Scan and Answer-II to take Formative Assessment II.
**Step 8:** Tick the appropriate option for the questions asked in the Survey Monkey.
**Step 9:** Give your feedback in the reflections page.

**Week 6: Reading Module-Unit 3**

Dear Students, You have learnt to use skimming and scanning strategies to find out the main, supporting and specific details of the passage. Week 6 is about guessing using contextual clues to answer vocabulary questions.

Vocabulary questions tests the understanding of the specific words that are presented in the passage. In TOEFL, there will be three to five such questions for each reading passage.

**Step 1:** Finding Clue-Word
First locate the word you are asked to define.
Read the sentence in which the word appears and also the surrounding sentences carefully.
Use other words in the same sentence or in nearby sentence as clues to get an idea of the word to be defined.
Use Synonyms and antonyms of the clue word, examples as clue, knowing the prefix, suffix and the root of the given word and deconstructing it as a strategy for solving this kind of a question.
Still not sure? Then read the sentence to yourself with each of the four choices in place. Whichever sentence appears more logical can be considered the right answer.
Step 2: Watch the following YouTube video by clicking the link, Answering Vocabulary Questions.
The url is: http://safeshare.tv/v/J8mleTN5Y4?b=00:38&e=03:50

Step 3: Click the following links and learn using strategies. Using Synonym and antonyms of the clue word as strategy
The link contained the following details:

**Task 1: Go through the Sample**

**Synonym**
The first state to institute *compulsory* education was Massachusetts, which made it mandatory for students to attend school twelve weeks a year.
In the passage, the word *compulsory* mean -------
The word mandatory is a synonym for the word compulsory. If it is mandatory to attend school twelve weeks a year, then compulsory education must mean “mandatory”, “required”, “necessary”.

**Antonym**
In the 1820’s, the southern states supported improvements in the national transportation system, but the Northern states balked.
In the passage the word *balked* mean -------
In the given passage there is a word ‘but’ indicating contrast between the first part and the second part of the sentence. The first part says southern states supported improvements and the second part says northern states balked. Therefore the word balked must have a meaning that is opposite of supported. In other words Northern states must have “refused to support” improvements, or “been against” improvements.

**Task 2:** Click the link to go through TOEFL Word List
The url is: http://www.toeflvocabulary.com/

**Task 3:** Attempt the following Quiz on synonyms and antonyms
The url is: http://www.testyourenglish.net/english-online/vocabulary/syn-ant1.html

**Task 4:** Visit free online thesaurus of synonyms and antonyms
The url is: http://www.thesaurus.com/

Using Word Analysis Strategy
The link contained the following information

**Task 1:** Go through the Sample
A tiger standing in tall grass is almost *invisible* because of it striped markings.
The prefix *in-* often means “not”. The root –vis- means “see”. The suffix –ible means “able to be”. Even if you are not familiar with the word invisible, you could probably guess that it means “not able to be seen.”.

**Task 2:** Watch the following you tube on prefixes and suffixes
The url is: https://www.youtube.com/watch?v=3CgzuqGbVeY#t=31

**Task 3:** Click the following links to learn the List of prefixes and suffixes
Roots prefixes and suffixes

Using General Context strategy
The link contained the following information

**A Sample**
In a desert, vegetation is so *scanty* that it is incapable of supporting any large human population.
As is generally known, deserts contain little vegetation, so clearly the word *scanty* must mean “scarce” or barely sufficient”.

So dear students, having learnt these strategies start applying........

**Step 4:** Click the link Answer using Clues-I to take Formative Assessment I

**Step 5:** After going through the feedback and explanation on the above exercise, learn the additional lessons.

**Step 6:** Click on the link Answer using Clues-II to take Formative Assessment II.

**Step 7:** Tick the appropriate option for the questions asked in the Survey Monkey.

**Step 8:** Give your feedback in the page.
Dear Students,

Some of the questions on reading passages require you to make inferences. The answers to these questions are not directly provided in the passage-you have to "read between the lines" to answer them.

Inference Questions: Measure your ability to comprehend an argument or an idea that is strongly implied but not explicitly stated in the text. For example, if an effect is cited in the passage, an Inference question might ask about its cause. If a comparison is made, an Inference question might ask for the basis of the comparison. You should think about not only the explicit meaning of the author’s words, but the logical implication of those words.

Inference questions can be written in number of ways.

Which of the following can be inferred from the passage?
It can be inferred from the information in paragraph -------------- that -----
In paragraph___________, the author implies that -----
Which of the following does the passage imply?
Which of the following would be the most reasonable guess about __________?
The author suggests that -----
It is probable that --------
It can be concluded from the information in paragraph _________ that ----- 

**Step 1:** Go through the Sample on Making Inferences.

What constitutes barriers depends on the species and its method of dispersal. Some are physical barriers. For land animals, bodies of water, chains of mountains or deserts are effective. For example, the American bison spread throughout the open grasslands of North America, but in the southern part of the continent there are deserts, so the bison could not spread there. For aquatic creatures, strong currents, differences in salinity, or land areas may serve as barriers.

What does the author suggest about American bison?
- They spread to North America from South America
- A body of water stopped them from spreading south.
- They require open grasslands to survive
- They originally lived in deserts.

In this paragraph, the author gives the American bison an example of land animals that are blocked by physical barriers. The passage tells us that the American bison spread through the open grasslands of North America, but could not spread to the south because of a desert. Therefore, bison must need open grasslands to survive. So the correct answer is 3. The idea is not directly stated anywhere in the passage, but it can be inferred.

**Step 2:** Go through the PowerPoint Presentation on Inferences.


**Step 3:** Click here ([http://testprep.about.com/od/readingtesttips/a/1_Inference_Questions.htm](http://testprep.about.com/od/readingtesttips/a/1_Inference_Questions.htm)) to learn making inferences. Answer the questions on inferences and check for the correctness of your answers.

**Step 4:** Play this game on making inferences by clicking the link [Attempt this Quiz on Making Inferences](http://www.quia.com/pop/43335.html?AP_rand=1994966782)

**Step 5:** Click the link Making Inferences-I to take Formative Assessment I

**Step 6:** After going through the feedback and explanation on the above exercise, learn the additional lessons.

**Step 7:** Click the link Making Inferences-II to take Formative Assessment II.

**Step 8:** Tick the appropriate option for the questions asked in the Survey Monkey.

**Step 9:** Give your feedback in the reflections page.

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**Week 8: Reading Module-Unit 5**

Dear Students,
This Week is about answering rhetorical purpose questions. Along with understanding rhetorical structure you are going to apply the scanning strategy, making inference you learnt in Week 5 and 8 respectively.

Rhetorical questions ask about the kind of detail in a passage and its purpose or function. Therefore recognize what kind of detail is used in the passage say., description, examples, definitions and explanation. You will have to know why they are being used and how they are being used.

You will be faced with two types of Rhetorical Structure Questions.

Type I - asks you to identify a particular idea, or ideas and questions you on the purpose.
Ex: Why does the writer mention X?
To define A
To give example of B
To emphasize C
To illustrated D

Type II - presents a type of rhetorical structure and asks you how the writer accomplishes it.
Ex: How does the author explain A?
By mentioning X
By comparing X and Y
By referring to Z
By describing Y

Step 1: Click the following audio file and listen infer-rhetorical-purpose.wav

Step 2: Knowing to answer rhetorical type questions

Recognize types of details and other Rhetorical Structure. Click the following link Understanding Type of Detail and Rhetorical Structure Used.doc and learn to recognize through the sample.

The word file contained the following details:

**Sample Passage:**

Orangutans, found in the rain forest of Sumatra and Borneo differ from other species of great apes in several ways. Though their intelligence and relatively long life span are the traits shared by the other great primates, the social behavior and general lifestyle of orangutans are quite different.

The other two groups of great apes, Chimpanzees and gorillas, live in mixed social groups consisting of one alpha male, a group of females, and children of varying levels of maturity. Orangutans, on the other hand, live semi solitary existences. That is to say, male Orangutans live alone most of the time, occupying and defending their territory and the females who live there. Though females residing within the boundaries of one male orangutan’s domain belong to him, they do not live with him. Their only intimate contact occurs during weeklong periods of fertility every few years between pregnancies. Once a female is pregnant, she takes care of herself and eventually raises her baby completely alone. Even when several adult females and their babies group around the same fruit tree- a rare but possible event- they do not fight or share as other primate groups would, but instead, ignore each other entirely.

Like most primates, orangutans are comfortable in the trees. However only orangutans live there almost constantly since they are physically more adapted to a life of swinging and hanging from the trees than chimpanzees or gorillas. For instance, their arms are extremely long and muscular compared to their legs. Furthermore, their joints, especially the joints of their knees, hips, elbows and shoulders are incredibly mobile. Finally, when orangutans walk on their hands and feet, they use their outside edges, rather than their palms or soles. Thus they can eat, sleep and play in the trees, only climbing down to find sticks and branches to build their nighttime nests.

**Type of Detail discussed with the above sample**

<table>
<thead>
<tr>
<th>Type of Detail</th>
<th>Examples from Sample passage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Orangutans, found in the rain forest of Sumatra and Borneo … (location)</td>
</tr>
<tr>
<td></td>
<td>The other two groups of great apes, Chimpanzees and gorillas (name)</td>
</tr>
<tr>
<td></td>
<td>Their only intimate contact occurs during</td>
</tr>
<tr>
<td>Type of Rhetorical Structure</td>
<td>Meaning/Definition</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>To illustrate/ to demonstrate</td>
<td>An illustration is literally a picture or drawing but a writer uses words instead of images; a writer illustrates an idea by using concrete examples that help the reader imagine, or picture it. Likewise a demonstration is a performance, but a writer can demonstrate an idea by using concrete details that show how the topic operates or is used in a practical situation. Detailed description, anecdotes and imaginary scenarios are commonly used in both illustrations and demonstrations.</td>
</tr>
<tr>
<td>To clarify</td>
<td>A Clarification is an attempt to avoid confusion. A writer clarifies and idea by explaining a point that could be misunderstood or misinterpreted. Definitions, detailed descriptions and comparisons are often used to clarify ideas.</td>
</tr>
<tr>
<td>To distinguish/to differentiate</td>
<td>This is very similar to clarification because a difference is mad clearer. However, a clarification doesn’t have to contrast two topics when distinguishing them in a passage. Contrast, definitions and explanations are often used by writers to distinguish topics.</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>To expand/ to elaborate</td>
<td>A writer elaborates by adding more details. Descriptions and examples are most often used to expand a topic.</td>
</tr>
<tr>
<td>To emphasize</td>
<td>A writer emphasizes an idea by elaborating and adding detail related to a specific aspect or quality of the topic. Usually, one or more details are repeated in the elaboration of the idea. Detailed description, definition, examples are commonly used to emphasize an idea as well as keywords, such as just, even, so and only.</td>
</tr>
<tr>
<td>To prove</td>
<td>Proof is conclusive or convincing support for an argument. Usually the topic is debatable or controversial, and the writer wants to convince the reader with details that are difficult or impossible to reject. Accepted facts and data, usually from real experiments or scientific studies, are the most common ways to prove something.</td>
</tr>
<tr>
<td>To refute</td>
<td>A refutation is an argument against an opposing plan, opinion or point of view. A writer can mention an opponent’s argument and explain the flaw or weakness in that position. Logical explanation is essential for a refutation as well as concrete examples and possibly definitions.</td>
</tr>
</tbody>
</table>

Identify the key ideas of the questions.
Scan the passage and locate the key ideas in the passage.
Reread the surround area carefully.
Get ready to infer meaning. You may be required to connect multiple phrases to form the complete answer.

**Step 3:** Click the link Answer Rhetorical Purpose Questions I to take Formative Assessment I.

**Step 4:** After going through the feedback and explanation on the above exercise, learn the additional lessons.

**Step 5:** Click the link Answering Rhetorical Type Questions-II to take Formative Assessment II.

**Step 6:** Tick the appropriate option for the questions asked in the Survey Monkey.

**Step 7:** Give your feedback in the reflections page.

**Week 9: Reading Module -Unit 6**

Dear Students,
This week is all about training you to answer another type of TOEFL iBT reading question 'Reference Questions'.

These questions ask you to find the correct antecedent of a referent. A referent is a pronoun or adjective which replaces another word or phrase or a clause. You need to apply your knowledge on the functions of pronouns/ adjectives to answer these questions correctly.

Reference Questions ask you to look at a highlighted pronoun or other reference word in the passage. You will be given four nouns or noun phrases (answer choices) as referents and you must choose from them the referent the highlighted word refers to.

**Note:**
The referent almost always comes before the reference word in the passage. The referent is not always the noun that is closest to the reference word.

**Step 1:** Click on the links given in the table to learn about Reference words.

<table>
<thead>
<tr>
<th>Personal Pronouns /adjectives</th>
<th><a href="http://www.englishclub.com/grammar/pronouns-personal.htm">http://www.englishclub.com/grammar/pronouns-personal.htm</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrative Pronouns /adjectives</td>
<td><a href="http://www.englishclub.com/grammar/pronouns-demonstrative.htm">http://www.englishclub.com/grammar/pronouns-demonstrative.htm</a></td>
</tr>
<tr>
<td>Other reference words</td>
<td>some, few, any, none, several, most, many, one, ones, another, other, others, the former, the latter</td>
</tr>
</tbody>
</table>

**Step 2:** Now, try your hand on the following grammar games and quizzes and have fun and also evaluate yourself.

- Pronoun-Club House Game (http://www.harcourtschool.com/activity/pronoun_clubhouse/index_pre.html)
- Personal Pronouns Treasure Hunt Game (http://www.bbc.co.uk/skillswise/game/en27pron-game-personal-pronouns-treasure-hunt)
- Travelling Pronouns (http://www.bbc.co.uk/bitesize/ks1/literacy/pronouns/play/)
- Reflexive Pronoun Quiz (http://www.softschools.com/quizzes/grammar/reflexive_pronouns/quiz429.html)
- Relative Pronoun Quiz (http://www.softschools.com/quizzes/grammar/relative_pronouns/quiz932.html)
- Demonstrative pronoun Quiz (http://www.mcwdn.org/grammar/prodemonquiz/prodemonquiz.html)
- Pronoun-Adjective Quiz (http://www.esldesk.com/grammar/practice/pronoun-adjective)

**Step 3:** Well, now watch the following video that explains how to answer Pronoun Reference Questions with an example.

http://www.youtube.com/watch?v=Y1nbzo4soEc&feature=player_embedded

**Step 4:** To sum up, to answer the reference questions.
Familiarize yourself with the grammar for pronouns and adjective clauses.
Read the sentence in the highlighted words appear and the surrounding sentences.
Pay attention to the pronouns number, gender and type.
Know how the pronoun relates to its own sentence.
Also know how it relates to the surrounding sentences.
Use cohesive devices to connect ideas.
Look for an antecedent before the referent.
Look for an antecedent after the pronoun.
Replace the referent with each choice and check the meaning.

**Step 5:** Click the link Answer Reference Questions I to take Formative Assessment I.

**Step 6:** After going through the feedback and explanation on the above exercise, click the link Answering Reference Questions-II to take Formative Assessment II.

**Step 7:** Tick the appropriate option for the question asked in the Survey Monkey.

**Step 8:** Give your feedback in the reflections page.

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**Week 10: Reading Module- Unit 7**

Hello Students,
This week is about another question type “Paraphrasing or Sentence Restatement Questions.” You will find two or three questions of this kind in reading section.
This type of question presents a sentence from the passage and then asks you to choose the sentence that best restates or summarizes the information in the original sentence. The correct choice will not look like the original sentence. It will use different grammar and different vocabulary, substituting synonyms for words in the original sentence.

**Step 1: Knowing Paraphrasing**

Paraphrasing is a restatement of ideas in new words and new sentence structure with the same meaning.

**Step 2: Learn to Paraphrase through Sample.** Watch the following YouTube that explains with an example how to recognize and answer sentence restatement questions.

http://www.youtube.com/watch?v=B9i36D4LLwg&feature=player_embedded

**Step 3: Knowing to answer these questions:**

Be familiar with different methods of paraphrasing.

Go through the following presentation to familiarize with different methods of paraphrasing (http://www.slideshare.net/rwenhancement2010/paraphrasing20techniques1).

Identify the key words or content words that give essential information in the answer choices and compare them with the highlighted sentence.

Also, create a simplified sentence in your own words.

Go through the following presentation on writing paraphrases in own words: (http://www.slideshare.net/rwenhancement2010/paraphrasing-own-words)

Now, compare the one you have written with the answer choices and select the right answer.

**Step 4:** Well, try a self-test on paraphrasing in your own words. You are given the freedom to choose your own passage. Type your passage in the space provided. Paraphrase in your words the passage chosen in the space cited. Take care you do not use much of the original words given in the passage. Have fun and evaluate yourself!

**An explanation about the self-test**

<table>
<thead>
<tr>
<th>First version shows JUST what you put in the first box. Words that also appear in the second box are highlighted. Words that don't appear in the second box (or were deleted) have strike-throughs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The second version shows JUST what you put in the second box. Words that also appear in the first box (or common words) are highlighted. Words that didn't appear in the first box (i.e., added in the second version) have underlines.</td>
</tr>
<tr>
<td>The third version is the standard editing display of strike-throughs for deletions and underlines for additions. Therefore you should NOT see many highlighted words, because that means you are following a &quot;copy and replace every few words&quot; strategy. A true paraphrase should be very different and thus shouldn't have more than a few words in common.</td>
</tr>
</tbody>
</table>

**Step 5:** Attempt this Quiz on Paraphrasing.

(http://amarris.homestead.com/files/paraphrase.html)

**Step 6:** Click the link Answer Sentence restatement Questions I to take Formative Assessment I.

**Step 7:** After going through the feedback and explanation on the above exercise, click the link Answer Sentence restatement Questions II to take Formative Assessment II

**Step 8:** Tick the appropriate option for the questions asked in the Survey Monkey

**Step 9:** Give your feedback in the reflections page

**Week 11: Reading Module Unit 8**

Week 11 is about a reading question type that is different from the rest of the questions you have seen as of now. This question type is called “Sentence Addition Question”.

You will be given a sentence that is not in the passage and told to add it to the paragraph at one of the four places marked by the black squares. You must decide which of these four squares is the most logical place for the missing sentence.

This type of question tests your understanding of correct sequencing, of paragraph organization, and especially of paragraph cohesion.

**Step 1:** Sequencing using cohesive devices. To answer these questions:

Read the new sentence carefully.

Read the sentences in the paragraph those are marked with black squares.

Look for cohesive devices in the new sentence and the sentences in the paragraph.
Read the following table to understand the devices that can be used as a clue:

<table>
<thead>
<tr>
<th>Signal words</th>
<th>Contrast</th>
<th>However, on the other hand, nevertheless, unlike…, in contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conclusion</td>
<td>Therefore, consequently, thus, hence</td>
<td></td>
</tr>
<tr>
<td>Addition</td>
<td>Furthermore, in addition, moreover</td>
<td></td>
</tr>
<tr>
<td>Sequence</td>
<td>First, after that, afterwards, later, next, then, finally, lastly</td>
<td></td>
</tr>
<tr>
<td>Examples</td>
<td>For example, for instance</td>
<td></td>
</tr>
<tr>
<td>Similarity</td>
<td>Similarly, like wise, like</td>
<td></td>
</tr>
</tbody>
</table>

Personal Pronouns  
http://www.englishclub.com/grammar/pronouns-personal.htm

Demonstratives  
http://www.englishclub.com/grammar/pronouns-demonstrative.htm

Synonyms  
http://www.toeflvocabulary.com/

Repetition of Key words

Use some of the strategies you used for answering vocabulary, inference, reference and rhetorical questions.

If the answer is still not found, look for content clues that could tie the new sentence and the ones that come before or after it.

Look for turn of thought in the passage.

Thus arrive at the right answer.

**Step 2:** Learn through the following illustration.

The Universal Language of Esperanto

An artificial language sometimes called a universal language, is an invented symbolic system intended to transcend foreign-language barriers so that people from diverse linguistic backgrounds can communicate easily among themselves. [*] An example of such a language is Esperanto, invented by a Polish ophthalmologist named Ludwig L. Zamenhof. [*] Now the best known of artificial languages, Esperanto was first published in Russian in 1887 under the title MezhdunarodnyJazyk, which means “an international language”. [*] Dr. Zamenhof used the pseudonym “Doktora Esperanto” in order to disguise his identity as the author and originally called his invented language “LingvoInternacia”. However, the name “Esperanto,” which translates as “hopeful,” quickly caught on and eventually became the official name instead. Esperanto was constructed rationally, with one main principle in mind: that it should above all else be easy to learn. As a result, the vocabulary, structure, spelling and pronunciation of the language are much simpler than in most languages that have developed naturally. For example, there are only about 15,000 roots in Esperanto, derived mainly from Latin, Greek, Romance languages, and Germanic languages but these can be arranged in various combinations to produce a much larger vocabulary.

Esperanto also makes extensive use of prefixes, suffixes and interchangeable endings to form more complex words in order to reduce the total number of words necessary to learn. The grammar of Esperanto is derived from European languages, but it has been greatly simplified and standardized with sixteen basic rules governing the syntax and usage. La is the only article, all nouns end in –o, and there are no irregular verbs and no exceptions to the grammatical rules. Esperanto employs the familiar symbols of the Roman alphabet with each one standing for just one sound, greatly facilitating both spelling and pronunciation. Look at the four asterisk [*] that indicate where the following sentence would be added to the passage.

Not usually meant to replace existing mother tongues, the language is instead designed to play an auxiliary role, furthering international communication.

Where would the sentence best fit?

**Explanation**

The introduction above has the following sequence of ideas:
Definition of artificial languages
Current name of a specific language (Esperanto)
The place and time of publication
The original name
Detail related to the creator
An English translation of the name Esperanto

While examining the vocabulary in the new sentence it contains the words:
mother tongues
the language
auxiliary role
international communication

This vocabulary is very general and not connected to particular time, place or context.
However, the noun “the language” includes the specific pronoun the, which indicates the noun is not the first mention of the idea.

While identifying the cohesive devices in the new sentence it is clear that:
it includes the verb phrase “meant to replace”, the adjective/noun phrase “existing mother tongues”, and the noun “the language”.
These words suggest a connection to the first sentence of the paragraph which contains the related noun ‘an artificial language’ and the phrases ‘intended to transcend and diverse linguistic backgrounds’.
The second sentence of the paragraph mentions a specific artificial language (Esperanto), so the new sentence cannot be inserted after the second sentence since the new sentence contains general, unidentified vocabulary.
The use of the name Esperanto in both the 2nd and 3rd sentences means that the new sentence cannot be inserted between them. The new sentence doesn’t discuss a specific artificial language, so the repetition of the name indicates that the third choice is incorrect.

Rechecking of sequence of ideas, vocabulary, cohesive devices and rhetorical structure reveal that:
the best choice for the above question is (b), the second asterisk.
The first asterisk is wrong because it comes before the noun ‘language’ has been mentioned, which doesn’t fit the noun ‘the language’ in the new sentence. By choosing the second square, the new sentence can follow the reference to ‘an artificial language’ in the first sentence. Also the new sentence continues the general discussion by giving a specific function for the language type. This fits the sequence of ideas since the next sentence begins the discussion of Esperanto.

Step 3: Play the following quizzes on sequencing and have fun.
Quiz 1 Quiz 2 Quiz 3 Quiz 4 Quiz 5 Quiz 6 Quiz 7 Quiz 8

Step 4: Click the link Answer Sentence Addition Questions-I to take Formative Assessment I.

Step 5: After going through the feedback and explanation on the above exercise, click the link Answering Sentence Addition Questions-II to take Formative Assessment II.

Step 7: Give your feedback in the reflection page.

Week 12: Reading Module- Unit-9

Hello students,
We have come to the last type of TOEFL iBT Reading Question. This type of question will be either a complete – the- summary question or complete-the –chart question.
For the complete – the- summary question, an introductory sentence for a summary is given. Next spaces in a box for three sentences next to bullet points are given.
It is followed by six answer choices. You have to decide which three of these six choices are summary sentences-main ideas for the whole passage.

Summary questions are worth two points.
3 correct choices= 2 points
2 correct choices= 1 points
Fewer than 2 correct choices= 0 points
Complete-the Chart Questions consist of a list of answer choices and a simple chart. You have to place the answer choices into the correct categories to complete an outline of the passage. The answer choices can be phrases or sentences.

In some questions there are seven choices and you must put five into the chart. In some questions there are nine choices and you must put seven into the chart.

A five-answer chart is worth 3 points and a seven-answer chart is worth 4 points. Partial credit goes like this…

<table>
<thead>
<tr>
<th>Seven-answer chart</th>
<th>Five-answer chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 correct choices = 4 points</td>
<td>5 correct choices = 3 points</td>
</tr>
<tr>
<td>6 correct choices = 3 points</td>
<td>4 correct choices = 2 points</td>
</tr>
<tr>
<td>4 correct choices = 1 point</td>
<td>3 correct choices = 1 point</td>
</tr>
<tr>
<td>Fewer than 4 correct choices = 0 point</td>
<td>Fewer than 3 correct choices = 0 points</td>
</tr>
</tbody>
</table>

**Step 1:** Knowing Summarizing: Go through the PowerPoint Presentation
http://www.slideshare.net/rwenhancement2010/summarizing-7976895

**Step 2:** Attempt the following Game and Quiz on Summarising.
(http://www.bbc.co.uk/skillswise/english)

**Step 3:** Knowing to answer Summary Type Question

To answer complete the summary question:

- Look for the hints to understand the overall structure of the passage.
- Skim the text and find the main idea of each paragraph of the passage and make note of them.
- Compare your notes with the answer choices and eliminate the choices that (i) are just details in the passage (ii) do not appear in the passage (iii) don’t present the information accurately.

**Step 4:** Go through the Sample on Answering Summary Questions.

Fermentation is the key to winemaking, and is a process that occurs naturally within grapes as long as the skin of the grapes has been broken. This is because grape’s skin is covered by a type of yeast that consumes the fructose and glucose sugars found inside the fruit. This reaction creates alcohol, and careful management of the process and vary its concentration in the wine.

First, winemaker’s job is not as simple as just crushing the grapes because alcohol is not the only by product of fermentation. Hydrogen sulfide, a compound known for its rotten-egg like odor, may also be created. Many other by-products, which may or may not be desirable, can also surface. Therefore, the winemaker has to guide the fermentation process and control its by-products to achieve the desired taste.

One way a winemaker can help the fermentation process by regulating temperature. Fermentation creates heat, but yeast cannot tolerate much heat. When temperatures reach more than 98 degree Fahrenheit (37 degree centigrade), the yeast becomes dormant, and fermentation ceases. This is why wine is usually stored in cool, underground cellars, or in large vats which can be hosed down with cold water. Therefore, a winemaker’s first task is to keep the wine at a low temperature until it reaches the desired stage.

Adding sugar is another method of changing the outcome of a wine. A winemaker may put sugar or sweet unfermented grape juice in his wine, not to sweeten it but to raise its alcohol content. The yeast eats the extra sugar, and converts it into more alcohol. However if the winemaker wants a stronger and sweeter wine, he may add even more sugar. If the alcohol level rises past a certain point, the yeast die-essentially poisoned by the very alcohol they are creating-and will no longer convert sugar to alcohol; the remaining sugar will then add sweetness, but no alcoholic strength.

Winemakers supervise fermentation to produce wine

____________________________

____________________________

____________________________

Answer Choices

- Wine is created naturally.
- Not all the results of fermentation are beneficial.
- The yeast must be protected throughout the process.
- The enormous variety of wines in the world results from different fermentation techniques.
- Grapes contain the basic ingredients for fermentation.
• One by-product of fermentation has a bad odor.

**Correct Answer**
Grapes contain the basic ingredients for fermentation.
Not all the results of fermentation are beneficial.
The yeast must be protected throughout the process.

**Explanation**
The thesis above restates the main idea of the passage, which is that wine requires careful management of the fermentation process. The main idea is reflected in the verb supervise, which is a restatement of the phrase careful management of the process in the original passage above. This reminds of the emphasis placed on monitoring, controlling and limiting various factors. This is the key theme in each paragraph of the passage and therefore the key points should reflect this importance of supervision.

When the key points are recorded in a well-organized outline the correct choices can be identified easily.
Sample outline indicates that fermentation is a natural process, and that the yeast and sugar in grapes create alcohol.
Moreover, a general understanding of the passage reminds that fermentation is a natural process used to create wine, but wine making requires so much supervision of the fermentation process. Therefore, fermentation is natural, but winemaking is a product of human intervention.
When combining the key ideas, it is understood that the sample notes indicate that the repetition of the dangers to yeast is a strong clue about one correct answer in the sample summary question.

**Step 5:** Knowing to answer chart questions. To answer this question:
1. Look at the two or three categories of information given in the chart.
2. Understand the concepts and differences between them.
3. Scan the test using the key words from the choices (method you used to answer factual questions).
4. Skim each paragraph and find the main idea of each paragraph and make note of them.
5. Using the notes find the right answers.

**Step 6:** Learning to answer Chart Type Questions through a Sample.

**Jazz and Bebop**
For a jazz musician living in New York City in the early 1940s, the most interesting place to spend the hours between midnight and dawn was a Harlem nightclub called Minton’s. After finishing their jobs at other clubs, young musicians like Charlie Parker, Dizzy Gillespie, and Thelonious Monk would gather at Minton’s and play jam sessions—informal performances featuring lengthy group and solo improvisations. The all right sessions resulted in the birth of modern Jazz. Working together, these African-American artists forged a new sound, known as bebop.
Before bebop, swing had been America’s popular form of jazz. Led by such virtuoso instrumentalists as Benny Goodman, Count Basie, and Dorsey Brothers, swing bands were primarily dance bands. They were large with 12 to 16 musicians on average and arrangers were usually key to their success. Swing bands concentrated on tight and precise ensemble playing. As the swing style developed, musicians began to incorporate more technically and harmonically advanced approaches to the music, which influenced the younger musicians that came to form the bebop sound.
Unlike swing, bebop was not dance music. It was often bindingly quick, incorporating difficult, irregular rhythms and discordant sounds that jazz audiences had never heard before. Bebop was based on a 12-note scale, opening up new harmonic opportunities. The musicians who pioneered bebop shared two common elements—a vision of the new music’s possibilities and astonishing improvisational skill, the ability to play or compose a musical line on the spur of the moment.
Like many revolutions, unfortunately, the bebop movement encountered heavy resistance. Opposition came from older jazz musicians, and from a general public alienated by the music’s complexity. Furthermore, due to the government ban on recording that was in effect during the early years of World War II, the creative ferment that produced bebop remains largely undocumented today.

| Answer Choices | Swing |
Grew out of classical music traditions
Much of the music was not recorded
Primarily a form of dance music
Concentrated on tight ensemble playing
Innovative harmonies, based on twelve-note scale
Opposed by the U.S. government
New, fast, challenging rhythms
Not well received by the general public
Usually consisted of more than a dozen musicians.

**Correct Answer**
Bebop

**Explanation**
The excerpt above refers to two types of jazz, swing and bebop. This should be a clue that you may have to categorize details according to these types. While drawing an outline of the passage it is clear that the passage is organized by musical style and bebop.
The key ideas in the choices are classical, much not recorded, tight ensemble, opposed/ U.S. government and new, fast, challenging.
The choices that are not mentioned in the passage or the choices that distort stated information from the passage are eliminated and thus the answer is found.

**Step 7:** Click the link Answer Summary Chart Questions I to take Formative Assessment I.

**Step 8:** After going through the feedback and explanation on the above exercise, click the link Answering Summary-Chart Type Questions-II to take Formative Assessment II.

**Step 9:** Tick the appropriate option for the questions asked in the Survey Monkey.

**Step 10:** Give your feedback in the reflections page.

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**Week 13: Writing Module- Unit I**

Hello! Welcome to the writing section of RW Enhancement programme. The TOEFL Writing lessons are designed to help you improve your writing skills. It gives inputs on how to approach TOEFL writing questions and additional tips to improve the English writing skills. Writing well in English requires many skills such as good grammar, good spelling, and being able to write a variety of sentence and paragraph structures.

Before that it is very essential to know the types of questions asked in the TOEFL Writing section.

**Step 1:** Click the following links to know TOEFL Writing Question Types and TOEFL Writing Scoring Standards.

The link TOEFL Writing Question Types contains the following information:

Two types of questions asked in the TOEFL Writing Section are:

1. **Integrated Writing Task**
   - In this task, you
   - Read a short passage and then listen to a short lecture on the same topic.
   - Take notes on both the reading passage and the lecture.
   - Write an essay summarizing and paraphrasing the lecture and the reading passage showing the relationship between them.
   - The reading passages in the Writing sections are 200 to 300 words in length and you will have
3 minutes to read and take notes. The lecture lasts for two minutes and note taking is allowed. The Reading passage and the lecture will be on an academic subject in one of the following areas.
Life science – Any of several branches of science, such as biology, medicine, anthropology, or ecology, that deal with living organisms and their organization, life processes, and relationships to each other and their environment.
Social science – The study of human society and of individual relationships in and to society, including sociology, psychology, anthropology, economics, political science, and history.
Physical science – Any of the sciences, such as physics, chemistry, astronomy, and geology, that analyze the nature and properties of energy and nonliving matter.
Humanities – Branches of knowledge that investigate human beings, their culture, and their self-expression, including the study of languages and literatures, the arts, history, and philosophy.

2. Independent Writing Task
This task requires you to read a topic and express your opinion in your response.
Your response is based entirely on your knowledge and experience.
Your response should be about 300 words long.
You will have 30 minutes to write the essay.
Watch the following you tube and understand the question types
http://www.youtube.com/watch?v=VckHHjlp2_T8&feature=player_embedded

The link TOEFL Writing Scoring Standards contain a link
https://www.ets.org/Media/Tests/TOEFL/pdf/Writing_Rubrics.pdf
Now you have got to know the two types of tasks in TOEFL Writing and evaluation system.

Well, we will start with TOEFL Independent Writing Task.
Writing an essay takes time. That’s why writing is often referred to as a process. In other words, there are several steps to go through before you have a complete essay ready to turn in for a grade. The following ppt will explain those steps.

Step 2: Go through the PowerPoint Presentation to know the writing Process
http://www.slideshare.net/rwenhancement2010/writing-process-9613279
As you know, TOEFL test-takers are given 30 minutes to plan, write and edit the independent essay. Sometimes, test-takers jump right into the writing portion of the essay and forgo the “planning stage” altogether. Planning, or outlining your independent essay, is crucial to giving you the basic information to write your essay effectively. Therefore, brainstorm and generate ideas on the given prompt and then outline your essay.

Step 3: Learn to plan your essay by brainstorming. The following power point presentation will elaborate you on what brainstorming is and the three methods - clustering, listing and charting-with examples. (http://www.slideshare.net/rwenhancement2010/brainstorming-new-9843789)

Step 4: Go through the Samples: Pre writing-TOEFL Independent Writing

Topic: Do you believe students should be required to wear school uniforms? Why or why not? Use details and examples in your explanation.

BRAINSTORMING (2-3 minutes)- Listing
- disagree
- inhibits creativity
- middle school: black pants, white shirt, uncomfortable
- hated wearing uniforms as a child
- university – no uniforms
- more fun with sense of style – discovery
- open environment/accepting
- freedom of choice good for education

BRAINSTORMING (2-3 minutes) - Clustering

Topic: The general perception is that the language skills cannot be acquired easily. Give your opinion.
BRAINSTORMING (2-3 minutes)- Charting

Topic: Some people prefer to get a cat as pet and some others prefer to get a dog as pet. Which one do you prefer? Use specific details and reasons to support your answer.

Now you have learnt to brainstorm using the three methods- Listing, Clustering and Charting. Next try doing it on your own.

Step 5: Take the following practice exercises.

Exercise 1:
Practice Exercise - Brainstorm- Listing and Charting. The link contained the following information.
I. Read the following prompt and brainstorm using LISTING method.
   People attend college or university for many different reasons. Why do you think people attend college or university? Use specific reasons and examples to support your answer

II. Read the following prompt and brainstorm using LISTING method
   Do you agree or disagree with the following statement? Television has destroyed communication among friends and family. Use specific reasons and examples to support your opinion.

III. Read the following prompt and brainstorm using CHARTING method
   A company has announced that it wishes to build a large factory near your community. Discuss the advantages and disadvantages of this new influence on your community. Do you support or oppose the factory? Explain your position.

IV. Read the following prompt and brainstorm using CHARTING method
   Some people spend their entire lives in one place. Others move a number of times throughout their lives, looking for a better job, house, community, or even climate. Which do you prefer: staying in one place or moving in search of another place? Use reasons and specific examples to support your opinion.

Exercise 2:
Do the Practice Exercise for clustering at 'Creately' for the prompt "A company has announced that it wishes to build a large factory near your community". Discuss the
advantages and disadvantages of this new influence on your community. Do you support or oppose the factory? Explain your position.

(Register yourself free at www.creately.com with email id and password. Prepare a cluster chart by dragging the desired shapes on the left and connect them by dragging the line at the top of the page. Then click 'share' a green button on the right. Down you could see a link, copy link and paste it here)

Exercise 3:
Do the Practice Exercise for Charting Venn diagram at Venn Diagram Worksheet maker for the prompt: "Some people like to travel with a companion. Other people prefer to travel alone. Which do you prefer? Use specific reasons and examples to support your choice."

(in the place of teacher's name you please write your name and in the place of subject write your class. List out the points for 'companion' in label 1 and list out the points for 'alone' in label 2 and copy the page, save and upload here)

Step 6: Tick the appropriate option for the question asked in the Survey Monkey.

Step 7: Give your feedback in the reflections page.

Week 14: Writing Module- Unit 2

Week 13 lessons were on different methods of Brainstorming - Listing. Clustering and Charting. Once you have brainstormed your topic, the next step is to put together a working outline. Week 14 is all about outlining your essay.

Step 1: Knowing the Importance of Outlining

An essay outline helps you organize your thoughts. The more structured your outline is, the better organized your essay will be. A well-structured essay outline helps you travel from point to point in your composition, creating a natural flow for the reader until you bring the "punch line" home in the summary or conclusion.

TOEFL independent writing is a five paragraph essay. The beginning is the introduction containing your thesis statement; the end is the conclusion; and the middle or body of the essay contains the argument, supported by evidence or example and designed to prove your thesis.

Step 2: Framework for five-paragraph TOEFL Independent Writing Task

<table>
<thead>
<tr>
<th>Paragraph I : Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>The introductory paragraph should contain a thesis statement. Your thesis should have a strong stand, conclude your thesis with strong statements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph II : Main Idea 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Idea 1</td>
</tr>
<tr>
<td>Supporting Idea 2</td>
</tr>
<tr>
<td>Supporting Idea 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph III : Main Idea 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Idea 1</td>
</tr>
<tr>
<td>Supporting Idea 2</td>
</tr>
<tr>
<td>Supporting Idea 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph IV : Main Idea 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Idea 1</td>
</tr>
<tr>
<td>Supporting Idea 2</td>
</tr>
<tr>
<td>Supporting Idea 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph V : Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restate your thesis, but in different words than before.</td>
</tr>
<tr>
<td>Summarize your three major points in the body paragraphs.</td>
</tr>
<tr>
<td>Close with a general statement that reflects insight on your topic.</td>
</tr>
</tbody>
</table>

Step 3: Learn Outlining through a Sample

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many students choose to attend schools or universities outside their home countries. Why do</td>
</tr>
</tbody>
</table>
some students study abroad? Use specific reasons and details to support your answer.

I. INTRODUCTION:
Thesis: Pursuing higher studies abroad has become a popular choice for students around the globe for academic, professional and personal reasons.

II. BODY PARAGRAPH I:
Opening Sentence: the primary reason for studying abroad is academic
Detail 1: reap the benefits of attending a reputable educational institute
Detail 2: gaining admission - an achievement in itself
Detail 3: quality of academic programs, level of specialized instruction and availability of professional resources – high

III. BODY PARAGRAPH II:
Transition/Opening Sentence: a gateway to a successful career
Detail 1: an added advantage over their peers in job market
Detail 2: job offers even before completing their studies
Detail 3: help achieve corporate profitability in the future

IV. BODY PARAGRAPH III:
Transition/Opening Sentence: personal angle- enables young people to mature quickly and develop independence
Detail 1: living away from parents, siblings and friends
Detail 2: overcome homesickness and culture shock, conform to different teaching style, adapt to unfamiliar social and cultural expectations and develop proficiency in a new language
Detail 3: enable to emerge with greater maturity and self-confidence

V. CONCLUSION:
Reconfirmed Thesis: Desire to study abroad is based on several concrete benefits for students in terms of the present and the future. Students gladly accept an opportunity to go abroad and would work quite diligently to turn this opportunity into a resounding success.

Step 4: Do the Practice exercise on Outlining for the Formative Assessment I questions here (http://www.readwritethink.org/files/resources/interactives/essaymap/)
Outline your essay for the following topics and send it to rwenhancement2010@gmail.com.
Step 5: Tick the appropriate option for the question asked in the Survey Monkey.
Step 6: Give your feedback in the reflections page.

Week 15: Writing Module-Unit 3

Dear Students,
We have now moved in to the second stage of the Writing Process, i.e. Writing
In the first stage, pre-writing stage, you have brainstormed and outlined your essay. Based on the outline prepared you shall now elaborate your introduction, body and conclusion.

Step 1: Knowing to Write Introduction
Your introduction should be fairly simple. It need not be more than three to four sentences long. The following are the functions of a good introduction but it is not necessary to follow all the functions listed.
- Get the reader's attention
- Expose a commonly held belief
- Present surprising facts and statistics
- Use a fitting quotation/idioms
- Ask a provocative question
- Define a key term
- Present an interesting observation/personal experience
- Restate the given Prompt/Topic
- Present background information about the topic
- Present the main point that will appear in the response
• Present a clear statement of the main idea of the response (Thesis Statement)

**Step 2:** Learn to write Introductory Paragraphs through a Sample

<table>
<thead>
<tr>
<th>Sample No.</th>
<th>Introductory Paragraphs</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>An old Chinese proverb states that &quot;without trials and tribulations, no one can become a Buddha.&quot; The proverb points to the idea that we can never become truly great unless we experience suffering. To those of us who have lived in a land of peace and prosperity, this may seem an odd claim. However, if we take an honest look at those things that have most helped us grow as individuals; we will notice a clear pattern: Our most painful, difficult experiences are the ones that have truly stretched us. Just as on the physical plane our muscles must be strained and stretched, exercised and worked in order to be strengthened, so must we face straining and trying circumstances if our characters are to grow strong.</td>
<td>Attention Grabber- Use of Proverb Strong Thesis statement</td>
</tr>
<tr>
<td>2</td>
<td>Television is so popular that over 128 million sets are now being in 98% of American households. According to the A.C Nielsen Company, which takes television surveys, each week the small screen holds the attention of children under five for an average 23.5 hours and the adults for an average of 44 hours. Indeed, the typical viewer spends more time in front of the television set than he or she spends on any other activity except sleep. But far from being the &quot;idiot box&quot; that it is often called, television offers viewers many benefits. <strong>Television can be educational, as well as entertaining.</strong></td>
<td>Attention Grabber- Presenting facts and statistics Thesis Statement</td>
</tr>
<tr>
<td>3</td>
<td>If you become seriously ill and needed to be hospitalised for several weeks, would you be able to afford to pay lakhs and lakhs of rupees for proper medical care? Unfortunately, many have already found out they cannot. Therefore, the <strong>government must provide national health insurance for all its citizens.</strong></td>
<td>Attention Grabber- Rhetorical question Thesis statement</td>
</tr>
<tr>
<td>4</td>
<td>To become a successful writer, students should follow some important steps. Just attending the class is not enough. Writers need a good background in <strong>grammar and vocabulary, skills in writing essays, and skills in editing.</strong> Learning to be a successful writer involves a lot of hard work.</td>
<td>Presents the main points that will appear in the response - Three areas of good writing • good background in grammar and vocabulary • skills in writing essays • skills in editing.</td>
</tr>
</tbody>
</table>

**Step 3:** Now using some of the functions of introductory paragraph you have learnt, write introductory paragraphs for the prompts given in Week 14, for which you have already prepared an outline.
Write your introduction in the space specified in the following template. Download the template and save it in your computer. Write your responses in the template and save it in your PC for writing body and concluding paragraphs.

Name:---------------    Class______________   Roll No.__
Q.No.

<table>
<thead>
<tr>
<th>Introductory Paragraph</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Body Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion Paragraph</th>
</tr>
</thead>
</table>

Step 4: Tick the appropriate option for the question asked in the Survey Monkey.

Step 5: Give your feedback in the reflections page.

Week 16: Writing Module-Unit 4

Hello Students
Week 16 is the continuation of the Writing Stage of Writing Process. Last week you learnt how to write an introductory paragraph and this week is about writing the body and conclusion of a paragraph.
Here again, you are going to elaborate the outline you have prepared during the pre-writing stage using appropriate expressions of opinion and transitional words/phrases.

Step 1: Knowing to write independent response
While writing independent response one must
• give one's opinion of issues and ideas
• show one's preference for one concept or another
• show one's agreement or disagreement with a statement
• support one's ideas with valid arguments

Step 2: Learn the structures and sentence patterns that can be used to express one's ideas appropriately

<table>
<thead>
<tr>
<th>Type of Expression</th>
<th>Example structures and sentence patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinion</td>
<td>In my opinion, X is the best choice ...</td>
</tr>
<tr>
<td></td>
<td>It’s my opinion that B is an excellent idea</td>
</tr>
<tr>
<td></td>
<td>I think that X should be used</td>
</tr>
<tr>
<td></td>
<td>I believe that we should choose Y</td>
</tr>
<tr>
<td></td>
<td>I feel that A is correct</td>
</tr>
<tr>
<td></td>
<td>It is my belief that C is .....</td>
</tr>
<tr>
<td></td>
<td>Personally, I think/feel/ believe that .....</td>
</tr>
<tr>
<td>Preference</td>
<td>In my opinion, A is a much better choice than B</td>
</tr>
<tr>
<td></td>
<td>It's my opinion that C should be used in the place of A</td>
</tr>
<tr>
<td></td>
<td>I believe that X is preferable to Y</td>
</tr>
<tr>
<td></td>
<td>Personally, I feel that Z is superior to A</td>
</tr>
<tr>
<td></td>
<td>I prefer A to C</td>
</tr>
<tr>
<td></td>
<td>I prefer A more than C</td>
</tr>
<tr>
<td></td>
<td>I like to do Y more than Z</td>
</tr>
<tr>
<td></td>
<td>I like doing Y more than doing Z.</td>
</tr>
<tr>
<td>Agreement</td>
<td>I would prefer to see a B than a C. I would choose to have X rather than Y. I generally enjoy going to Z more than to A.</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Stating reasons to ideas</td>
<td>I agree with those people who say that X is true because of Y. I disagree with those who believe that B is the best option because A is true. There are several reasons why I think...... I agree with the opinion of people who believe that X is true. There are several reasons for this.</td>
</tr>
<tr>
<td>Providing examples</td>
<td>I would rather visit City X than any other city in the world because it has ..... For example, Museum Y has one of the best collections...... There are many ways in which students can get higher grades in a class. For instance, students..... What is the most useful subject I have ever studied? I believe Y is by far the most helpful. Here are three examples of how studying Y has helped me. I chose to attend the University of X because it has many excellent teachers. A good example of this is Prof......</td>
</tr>
<tr>
<td>Citing personal experience</td>
<td>Some people support.... In my experience...... The statement says that C is true. Some experiences from my own life support this idea. How can we learn how to do Y? For me, there have been at least three ways.</td>
</tr>
</tbody>
</table>

Step 3: Go through the PowerPoint Presentation for an explanation on Transitional words [http://www.slideshare.net/rwenhancement2010/transitional-words-10379031](http://www.slideshare.net/rwenhancement2010/transitional-words-10379031)

Step 4: Attempt this quiz [http://www.jc-schools.net/](http://www.jc-schools.net/) on transitional words and have fun.

Step 5: Learning to Write Body Paragraphs through a Sample

**Becoming a Successful Writer**

**First of all,** it is important that students already have sufficient knowledge in grammar and vocabulary. During the course, they should increase their vocabulary and improve their grammar skills even more. The more vocabulary students know, the better and easier the writing will be. **Furthermore,** it is also an advantage when grammar skills are at a level that enables students to avoid comma splices, the wrong verb tenses or forms, lack of punctuation as well as lack of transition words. This helps to earn a better final grade, as all those mistakes would decrease it. **One additional way** to avoid mistakes is to follow the teacher's instructions - especially when doing the homework. There may not be enough time in class to go into all the details and to practice all the topics sufficiently. Without practice and revision of the topics taught in class, there will probably be less improvement of vocabulary and grammar skills.

**The next step** to becoming a successful writer is the ability to write essays. What has to be considered? It is not just writing a nice story. There are certain rules that have to be obeyed. Students should know that an essay consists of three main parts: the introduction, the body, and the conclusion. The introduction needs to have a thesis statement, one or more hooks, so it can help the reader to understand what the main point is. The body can have several paragraphs, but each paragraph needs to have one topic sentence, at least 5-8 sentences and a concluding sentence. The body provides details to support the thesis statement. **Then,** the
Conclusion can be a result, a recommendation or a prediction. When all these steps are completed, the writer still has another job.

After writing an essay, students should also be able to edit their papers. Many mistakes can be avoided if students look over their papers carefully after finishing the writing. This should be done step by step by looking at the following: 1. sentence boundaries, 2. verb tenses and verb forms, 3. nouns, articles, and numbers, 4. word choices, word forms, and spelling, 5. one's own particular weakness such as prepositions in the case of the writer. Editing can be improved by doing homework. This is a good way to reduce mistakes on the final exam.

Step 6: Knowing to Write Concluding Paragraphs

Conclusion should contain
- the restated thesis
- a summary of the main points.

The most important thing to remember is that the conclusion should convey a sense of completeness and closure.

Step 7: Learn to Write Concluding Paragraphs through a Sample

<table>
<thead>
<tr>
<th>Sample No</th>
<th>Introductory Paragraph</th>
<th>Concluding Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Television is so popular that over 128 million sets are now being in 98% of American households. According to the A.C. Nielsen Company, which takes television surveys, each week the small screen holds the attention of children under five for an average 23.5 hours and the adults for an average of 44 hours. Indeed, the typical viewer spends more time in front of the television set than he or she spends on any other activity except sleep. But far from being the &quot;idiot box&quot; that it is often called, television offers viewers many benefits. Television can be educational, as well as entertaining.</td>
<td>People of all ages can learn about nature, cooking, health, history, and science, to mention just a few subjects, from the comfort and safety of their homes while watching television. Instead of automatically turning off the &quot;boob tube&quot;, it might be worth your while to occasionally sit down with your family and watch of the fascinating and educational programming currently available on your television set.</td>
</tr>
<tr>
<td>2</td>
<td>To become a successful writer, students should follow some important steps. Just attending the class is not enough. Writers need a good background in grammar and vocabulary, skills in writing essays, and skills in editing. Learning to be a successful writer involves a lot of hard work.</td>
<td>As has been discussed above, writing is a very difficult process-especially for nonnative speakers. A writer must worry about many things. One must pay attention to grammar and vocabulary. A writer should also pay attention to the process of writing and editing his or her final draft. In conclusion, if the above instructions were to be followed, there would be no doubt that you would become a successful writer.</td>
</tr>
</tbody>
</table>

So, you have learnt how to plan your essay (pre-writing) and how to write (writing- Introduction, Body, Conclusion)) your essay.

Step 8: Write Body and Concluding Paragraph in the specified place of the template which you had downloaded last week. You have already written the introductory paragraph now write the body and concluding paragraph using the points outlined by you.

Step 9: Tick the appropriate option for the question asked in the Survey Monkey.

Step 10: Give your feedback in the reflections page

Week 17: Writing Module-Unit 5

Dear Students,
We have come to the last stage of Writing Process: Post Writing
The post writing stage comprises a number of essential activities. This includes, editing, proofing, and fine tuning your writing.

**Step 1: Checking the Flow and Structure of the Essay**
There should be a clear introduction, a body and a conclusion and these must be linked to each other properly. A disjointed essay will not impress a reader while a one that flows smoothly, with transition sentences linking a paragraph to the other, will.

**Step 2: Correct the Grammatical Errors**
Check for sentence fragments that do not contain a subject/verb/other necessary element.
Check for run-on (too long) sentences. Split such long sentences and join them correctly.
Check for tense errors, subject-verb agreement and active passive errors.
Check for pronoun agreement- a singular pronoun refers to singular noun and a plural pronoun refers to plural noun.

**Step 3: Checking the Mechanical Errors**

**Spelling errors**
Look for words that you may have misspelled.

**Punctuation errors**
Check whether each sentence ends with a period(full-stop) and in the case of questions, with a question mark. Also check for commas after initial adverb clauses. Be sure that you have capitalized the first word of every sentence, names of people and places, the word "I".

**Paragraphing Problems**
Make sure that you either indent paragraphs (begin the first line of each paragraph half an inch from the left margin) or skip a line (leave an empty line) between paragraphs.

**Step 4: Click the following links to fine tune your knowledge on English Grammar, Punctuation and Spelling**
- Prepositions
- Pronoun
- Tenses
- Subject Verb Agreement
- Punctuation Rules
- Spelling Rules

**Step 5 :** Go through the CheckList ([https://www.gallaudet.edu/tip/english-center/writing/essay-check-list.html](https://www.gallaudet.edu/tip/english-center/writing/essay-check-list.html)) for thorough editing of Your Essay. This checklist will help you to ensure that your essay is free from organizational, grammatical and mechanical errors

**Step 6 :** Now attempt proof reading and revising your responses written last week in the template provided. After revising your essays rename the file with your name and save your answers. Upload your answers [here](#) against your name.

**Step 7 :** After viewing the feedback provided, write an essay collaboratively for the following prompt in the Wiki created by the leader of your group.
“What invention in last 100 years has been the most beneficial for the people of your country”.
Use specific reasons and examples to support your idea.

**Step 8 :** Write essays for the prompts given for Formative Assessment II and upload in the Course Wiki.

**Step 9 :** Tick the appropriate option for the question asked in the Survey Monkey.

**Step 10: Give your feedback in the reflections page.**
Dear Students,

Well, the lessons on TOEFL Independent Essay has come to an end and we are to start with TOEFL Integrated Essay

By now you must have learnt how to draft an effective TOEFL essay. I am sure, the inputs given in the last few writing modules must have helped you in organizing the ideas brainstormed, presenting the ideas coherently using appropriate discourse markers and revising and editing and there by ensure an error free essay.

These skills will be of help to you in writing integrated essays also.

You are already familiar about the TOEFL Integrated Task and the question types and to refresh your memory click on to the link Integrated Writing Task

After reading a passage and listening to a lecture you will understand that the most common relationship between the passage and the lecture is one of opposition i.e., the lecture refutes the ideas of the passage or takes a different view.

To put it elaborative, if the passage presents 3 positive points, the lecture will present 3 corresponding negative points.

Therefore it is important to take good notes on the passage and the lecture. You need to identify the main idea of the passage and the three to four key points that support this main idea in order to compare and contrast these with the main idea and corresponding key points that are made in the lecture.

Now, let us learn to write an effective TOEFL Integrated Essay

Step 1: Learn to read and make notes

Effective note-taking is essential for TOEFL as you will receive a lot of information and it would be impossible to remember all of it.

Good notes will facilitate your responses and directly affect your TOEFL iBT score.

- It keeps you focused;
- It helps you remember information;
- It helps you answer the questions and organize your written responses.

Tips on Reading and Note Taking

1. Skim the passage and note down the main theme of the passage
2. Read the paragraphs and note down 2-3 main ideas
3. Note down the additional details for the 2-3 main ideas noted

Step 2: Learn Reading and Note Taking-through a Sample

Recently, there have been protests and demonstrations here on our campus, as well as at many other places, about medical research performed on animals—what is sometimes called vivisection. It is natural that people are concerned about the ethical treatment of animals. However, most of us agree that our top priority must be the reduction of human suffering.

Of course, it is possible, and absolutely necessary, to keep animal suffering to a minimum. Animal researchers use anesthesia whenever possible to reduce pain and keep their animals clean, comfortable, and healthy. It is possible to conduct experiments using animals without inflicting cruelty on animals.

The problem is, there simply is no good substitute for animal experimentation. Other techniques can be used to test drugs, but none is as effective as testing them on animals. Humans and chimpanzees share about 99% of their genes. Other animals also share the same basic life functions as humans, and the reactions of these animals to drugs are a good guide to the reactions of human patients. The usefulness of animal testing has been shown over and over. For example, the very basis of modern medicine, the germ theory—the idea that diseases are caused by microorganisms—was proven by the great French scientist Louis Pasteur by experimenting on chickens and pigs and other farm animals. The effectiveness of penicillin was tested on rabbits and mice, and insulin, which is used to treat diabetes, was tested on dogs. Animal testing remains a crucial tool today. It is simply immoral to risk the lives of humans when a drug or procedure can be tested on non-humans.

Notes:
Medical research performed on Animals- Vivisection (author supports)

Main idea 1  Vivisection -its necessity
Additional details  Protest, demonstration against vivisection on ethical grounds-natural
Top priority- to reduce human suffering.
Immoral to risk human life when it can be done on non humans

Main idea 2  Keep animal suffering to Minimum
Additional details  Keep animal suffering to Minimum
Using anesthesia
keep them clean, comfortable, healthy
Conduct experiment without cruelty

Main idea 3  Animal experimentation- Effective
Additional details  No Good substitute
Humans and chimpanzees share 99% genes
Other animals share basic life functions

Main idea 4  Animal experimentation -usefulness shown
Additional details  Germ theory-Pasteur-Chicken, pigs
Penicillin: rabbits, mice
insulin: dogs

Step 3: Click the link Read and take Notes I and Practice Note making

I. Read the following passage and write the main theme and additional details of the passage
In 1991, an international treaty (which was fully implemented in 1998) was signed by most of the world’s nations regulating activities in Antarctica. The treaty designates Antarctica as a “natural reserve, devoted to peace and science”. It bans all economic activity except for fishing and tourism. It also upholds the provisions of a 1959 treaty banning military activity of any kind.

Main idea ___________________
Additional detail 1_______________
Additional detail 2_______________
Additional detail 3_______________
Additional detail 4_______________
Additional detail 5_______________

II. Read the following passage and write the main theme and additional details of the passage
Should some exploration and exploitation of Antarctic resources be permitted? Antarctica is a huge and almost completely unpopulated continent. Only the coastal areas support any kind of animal or plant life. Well-regulated oil and gas exploration and extraction should be allowed. Yes, the conditions would be extremely difficult. Yes, precautions must be put in place to avoid environmental problems. But remember: it was once believed that oil and gas from northern Alaska and from the North Sea could not be exploited safely, or indeed, at all. However, these two oil fields have proved to be extremely valuable sources of energy. With our current and future levels of technology, resources can be harvested from Antarctica with little or no danger.

Main idea ___________________
Additional detail 1_______________
Additional detail 2_______________
Additional detail 3_______________
Additional detail 4_______________
Additional detail 5_______________

III. Read the following passage and write the main theme and additional details of the passage
And yes, it would be expensive to build and maintain the infrastructure needed to drill, pump, and transport oil and gas from Antarctica. Probably at present these operations would not pay for themselves. However, as fossil fuels become scarcer, and as demand for fossil fuels increases, it will become more and more economical.

Main idea ________________
IV. Read the following passage and write the main theme and additional details of the passage.

At present, a small, elite group of scientists and environmentalists controls the future agenda for an entire continent, declaring it entirely off-limits for economic development. If Antarctica can provide necessary resources for a rapidly growing world population, then we should be able to have an intelligent debate about the costs and benefits involved.

Main idea

Additional detail 1
Additional detail 2
Additional detail 3
Additional detail 4
Additional detail 5

Step 4: Read the following passages and take notes in the template provided to answer Formative Assessment I.

First Download the word file (Practice Exercise 2-Reading and Note taking) and Note-taking template and save it in your pc. Then read the passage and take notes. Save again. Keep it safely in your PC / CD/ Pen drive. You shall upload in Wiki after finishing week 19 lesson- Listening and note taking.

Sample Note-taking Template

<table>
<thead>
<tr>
<th>Passage</th>
<th>Notes on Reading</th>
<th>Notes on Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Theme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Idea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Details</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 5: Tick the appropriate option for the question asked in the Survey Monkey.

Step 6: Give your feedback in the page reflections.

Week 19: Writing Module-Unit 7

Well my dear students, you have learnt to make notes from a written passage during week 18. Week 19 is about listening and note taking.

Step1: Get to know the tips on Listening and Note taking
1. Concentrate on the main ideas
2. Note the important ideas corresponding to the passage
3. Note down the additional details of the ideas noted

Step 2: Learn Listening and Note taking through a Sample
Listen to the following audio file Sample_Listening.wav and follow the notes below

Transcript of the audio file Sample_Listening.wav

Now, most of you in the class know how I feel about medical research done on animals. I oppose it, no matter why . . . no matter what the justification. But . . . for the sake of fairness, I wanted you to see this article that my colleague in the biology department, Professor White, wrote for our departmental journal.

At the heart of his argument is the professor's claim that animal experimentation has led to the discovery of some important drugs, useful drugs, like penicillin. Well, that may be true, but
who knows if these drugs wouldn't have been discovered without animal testing? And, you know, here's the thing—there are plenty of important drugs that were discovered without the benefit of animal testing.

Quinine, used to treat malaria, ether, used as an anesthesia, and of course aspirin, they were all discovered without harming any animals. In fact, if some drugs had been tested on certain animals, well, they probably wouldn't be used today. Morphine, for example, kills pain in people but it stimulates cats. And large doses of aspirin poison cats and dogs and have no effect on horses.

And Professor White says that there are no substitutes for animal testing. There are plenty! For example, now we can cultivate human tissues and test the effects of drugs on these tissues. There are clinical studies, and . . . most important of all, these days, computer simulations. There are lots of other ways too.

People in favor of animal research always say that animals in labs are treated as humanely as possible. Don't believe that! It may be true some of the time, but I've spent a lot of time in biology labs and I've seen many animals undergoing tests with terrible diseases and toxic chemicals.

Many times these animals were not adequately anesthetized or they were routinely abused by handlers or experimenters. No, I believe that no one should be forced to undergo experimentation without giving their . . . their consent, their agreement. Since animals can never do that, I believe it is immoral to experiment on them, no matter what the benefits might be.

Sample Notes

<table>
<thead>
<tr>
<th>Main Theme</th>
<th>Animal Experimentation (Prof opposes) - testing should be done with consent- animals cannot- so immoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Idea 1</td>
<td>Drugs discovered w/o animal testing</td>
</tr>
<tr>
<td>Additional Details</td>
<td>Quinine-to treat malaria</td>
</tr>
<tr>
<td></td>
<td>ether as anesthesia</td>
</tr>
<tr>
<td></td>
<td>aspirin</td>
</tr>
<tr>
<td>Main Idea 2</td>
<td>Animals and humans- reactions differ</td>
</tr>
<tr>
<td>Additional Details</td>
<td>Morphine- kills pain in humans</td>
</tr>
<tr>
<td></td>
<td>stimulates cats</td>
</tr>
<tr>
<td></td>
<td>Asprin - large dose poison cats and dogs</td>
</tr>
<tr>
<td></td>
<td>No effect on horses</td>
</tr>
<tr>
<td>Main Idea 3</td>
<td>Substitutes for animal testing</td>
</tr>
<tr>
<td>Additional Details</td>
<td>Can cultivate human tissues and test on these tissues</td>
</tr>
<tr>
<td></td>
<td>test on Computer simulations</td>
</tr>
<tr>
<td>Main Idea 4</td>
<td>Treatment to the animals</td>
</tr>
<tr>
<td>Additional Details</td>
<td>Treated brutally- abused, toxic chemicals injected, anesthesia not enough</td>
</tr>
</tbody>
</table>

Step 3: Now you shall attempt listening and note taking. Play the audio in the following avatars and click notes (download, rename and save it in your PC, type the notes in the table, save and upload in the wiki) and paste the link here.

The link, notes, contained the following template.
Transcripts of audio delivered through avatars

Avatar 1
It’s true, Antarctica is a huge continent, and it is largely lifeless. However, like the Arctic regions, like high mountain tops, it’s a very fragile region, very easily damaged. The article mentions that only the coastline supports life. But isn’t it from these coastal areas that oil or gas would have to be shipped? The southern oceans are some of the most dangerous waters anywhere. Imagine . . . imagine a supertanker hitting an iceberg. I mean, imagine, if there were a big oil spill, what effects that would have on the penguins, the whales, the seals, the sea birds . . . terrible!
Avatar 2
Besides, people who haven’t been to Antarctica—and I’ll bet the author hasn’t set foot there—they just can’t imagine how harsh conditions there are. He compares Antarctica with Alaska and the North Sea, but it would be much more difficult to drill for oil in Antarctica, or in the seas nearby. And it would be unbelievably expensive, prohibitively expensive, no matter how much a barrel of oil is selling for. Here’s what I think—I think it would be better, much better, to invest all that money in alternative fuel sources like, uh, say, hydrogen.
Avatar 3
The 1993 treaty wasn’t just agreed to by scientists. It was agreed to by . . . by government representatives from all over the world. Putting the southern continent into the care of scientists and . . . and out of the reach of politicians, of multinational corporations, well, it was a wise decision, it . . . it made sure Antarctica will remain undeveloped for generations to come.

Step 4: Download the following listening links and take notes in the note making sheet provided last week (as a part of Formative Assessment I) and upload it here
Listening 1  Listening 2  Listening 3  Listening 4  Listening 5  Listening 6  Listening 7
Step 5: Tick the appropriate option for the question asked in the Survey Monkey
Step 6: Give your feedback in the reflections page.

Week 20: Writing Module-Unit 8

Hi students, in the last two week lessons you have learnt to make notes on reading passage and lecture. Next you must learn to form an outline based on the points noted. So this week is all about forming an outline.

Though there are several ways to organise your response, the most effective way is to make a point-by-point comparison of the key ideas in the passage and in the lecture.

**Step 1:** First go through the sample outline framed based on the notes taken from the sample reading passage and lecture.

<table>
<thead>
<tr>
<th>Main theme</th>
<th>Medical research performed on Animals- Vivisection (author supports)</th>
<th>Animal Experimentation (Prof opposes) - testing should be done with consent- animals cannot- so immoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main idea 1</td>
<td>Vivisection -its necessity</td>
<td>Drugs discovered w/o animal testing</td>
</tr>
<tr>
<td>Additional details</td>
<td>Protest, demonstration against vivisection on ethical grounds - natural</td>
<td>Quinine-to treat malaria ether as anesthesia asprin</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Main idea 2</td>
<td>Keep animal suffering to Minimum</td>
<td>Animals and humans- reactions differ</td>
</tr>
<tr>
<td>Additional details</td>
<td>Keep animal suffering to Minimum</td>
<td>Morphine- kills pain in humans stimulates cats</td>
</tr>
<tr>
<td></td>
<td>Using anesthesia</td>
<td>Asprin - large dose poison cats and dogs</td>
</tr>
<tr>
<td></td>
<td>keep them clean, comfortable, healthy</td>
<td>No effect on horses</td>
</tr>
<tr>
<td></td>
<td>Conduct experiment without cruelty</td>
<td></td>
</tr>
<tr>
<td>Main idea 3</td>
<td>Animal experimentation- Effective</td>
<td>Substitutes for animal testing</td>
</tr>
<tr>
<td>Additional details</td>
<td>No Good substitute</td>
<td>Can cultivate human tissues and test on these</td>
</tr>
<tr>
<td></td>
<td>Humans and chimpanzees share 99% genes</td>
<td>tissues test on Computer simulations</td>
</tr>
<tr>
<td></td>
<td>Other animals share basic life functions</td>
<td></td>
</tr>
<tr>
<td>Main idea 4</td>
<td>Animal experimentation -usefulness shown</td>
<td>Treatment to the animals</td>
</tr>
<tr>
<td>Additional details</td>
<td>Germ theory-Pasteur-Chicken, pigs Penicillin:</td>
<td>Treated brutally- abused, toxic chemicals</td>
</tr>
<tr>
<td></td>
<td>rabbits, mice insulin: dogs</td>
<td>injected, anesthesia not enough</td>
</tr>
</tbody>
</table>

**Step 2: Go through the Sample Outline**

<table>
<thead>
<tr>
<th>Framework</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph 1-Introduction: Main topic of the passage and lecture. How the main idea of the passage relates to that of the lecture or vice versa</td>
<td>Animal research, Author supports whereas the professor opposes</td>
</tr>
<tr>
<td><strong>Passage says</strong> that it is important to minimize animal suffering use anesthesia keeping them clean, comfortable and healthy. <strong>The speaker says</strong> in reality the animals are not treated properly. treated brutally, injected with toxic chemicals not given enough anesthesia</td>
<td></td>
</tr>
<tr>
<td>Paragraph 3- Key point 2 of passage and how it relates to the corresponding point in the lecture. Substantiate with example or supporting information</td>
<td>No substitute for animal testing <strong>acc to passage</strong> humans- chimps share genes, other animals-basic function <strong>Lec says</strong> many substitute available computer simulations, growing tissue samples</td>
</tr>
<tr>
<td>Paragraph 4- Key point 3 of passage and how it relates to the corresponding point in the lecture. Substantiate with example or supporting information</td>
<td>Drugs and theories development thro animal testing <strong>acc to passage</strong> pasteur, germ theory, pencilin Drugs developed without animal research- <strong>acc to lec</strong> aspirin. Difference in reaction of certain drugs among animals- would discourage</td>
</tr>
</tbody>
</table>
**Medical Research on Animals**

| Paragraph 5- Conclusion- Brief summarising sentences | passage: immoral to test on humans when non humans are available | lecture: consent for research important. animals cannot do that so animal testing unethical |

**Step 3:** With the help of your notes on reading passages and lectures form an outline to write an effective integrated essay. Please download the framework, rename it and save in your PC. Complete outlining assignment and save it in your computer.

| Framework |
|---|---|
| Intro | Main Topic |
| | Main idea of the passage |
| | Main idea of the lecture |
| Body | Key point 1+ supporting info from passage |
| Para 1 | Key point 1+ supporting info from lect |
| Body | Key point 2+ supporting info from passage |
| Para 2 | Key point 2+ supporting info from lect |
| Body | Key point 3+ supporting info from passage |
| Para 3 | Key point 3+ supporting info from lect |
| Concl | Brief summary |

**Step 4:** Tick the appropriate option for the question asked in the Survey Monkey.
**Step 5:** Give your feedback in the reflections page.

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**Week 21: Writing Module-Unit 9**

Dear Students, We have now reached the second stage of process writing: Integrated essay ie., writing stage.

After taking notes and outlining, you are now ready to write the Integrated Writing Response. Out of the 20 minutes given to write your response spend 5 minutes for outlining and 15 minutes for actual writing. You are expected to write a response in 200 words.

Your essay should have five-paragraph structure- An introduction, three body paragraphs and a conclusion.

**Step 1:** Knowing to write integrated essay

**Points to Remember**

- Work mainly from the informal outline that you made based on your notes
- Let your introduction be simple clearly stating the main idea of both the passage and the lecture
- Summarise if other important information is given in the introduction to the passage/lecture
- Focus on one of the points made in the passage and the corresponding point made in the lecture while writing body paragraphs
- Do not include extra information (not given in the passage and lecture or your opinion or what you have read) while writing the body paragraph. Just summarise the given information.
- Do not use the exact words/phrases/sentences used in the passage and lecture. Replace words or phrases with synonyms, change active voice to passive voice, change word order, change the connectors
- Write only a sentence or two in the concluding paragraph. The passage or the lecture or both will end with conclusions of their own. If not briefly summarize the main points of the passage and the lecture.
Step 2: Go through the Sample integrated essay.

| Introduction | The article and the lecture are about the use of animals in medical experiments. The author of the article, Professor White, claims that although there have been protests and demonstrations, animal testing is needed to minimize people’s suffering. However, the lecturer argues that this kind of research is just not ethical in any situation. |
| Body Para 1 | The author states that laboratory animals should be protected from pain whenever possible and that they should be kept in sanitary, safe conditions. Experiments, the author claims, do not have to involve cruelty. The lecturer disputes this idea. The lecturer says that the actual treatment of experimental animals is generally not compassionate. Animals are deliberately infected with horrible sickness or treated with poisonous chemicals. Further the animals are not given sufficient amounts of anesthetics to prevent pain and that they are frequently abused. |
| Body Para 2 | The author of the article says that there really are no good substitutes for animal testing. The author goes on to say that we can get a good idea of how humans will react to drugs by observing how animals react. This is especially true of animals that are closely related to humans, such as chimpanzees. The lecturer argues that animal testing is unnecessary today because there now are, in fact, many alternative ways to do research and mentions the use of human tissue samples as example. |
| Body Para 3 | According to the author, we’ve seen again and again that animal testing is useful. Louis Pasteur developed the germ theory, a foundation of modern medicine by means of animal testing. Furthermore, important drugs such as penicillin and insulin were discovered by doing research on animals. However, the speaker takes quite a different view of animal testing. The lecturer says that, although some important drugs were first tested on animals, he believes it is possible that these drugs might have been developed anyway. He says that the discovery of other useful drugs such as aspirin and quinine did not depend on animal research. Moreover, if some drug had been tested on certain animals, they probably would never have been approved for humans. Consider morphine, for example. According to the lecturer morphine is a painkiller for humans, but it has the opposite effect on cats. |
| Conclusion | In conclusion, the author’s opinion is that it is immoral to perform tests on humans when the same research can be done on non-humans, while the lecturer believes that it is unethical to perform research on any creature that cannot give its consent. |

Step 3: Use the five-paragraph template given for writing independent essays for writing the integrated one. Work mainly from the informal outline that you made based on your notes. When finished, upload your answers here for Formative Assessment I

Step 4: Tick the appropriate option for the questions asked in the Survey Monkey.

Step 5: Give your feedback in the reflections page.

Week 22: Writing Module-Unit 10

Dear Students,

We have come to the last stage of Writing Process: Post Writing and this is the last weekly lesson of the course also.

You have already learnt to revise and edit your writing during week 17, and week 22 is only an attempt to refresh your memory.

The post writing stage comprises a number of essential activities. This includes, editing, proofing, and fine tuning your writing.

Step 1: Checking the Flow and Structure of the Essay
There should be a clear introduction, a body and a conclusion and these must be linked to each other properly. A disjointed essay will not impress a reader while a one that flows smoothly, with transition sentences linking a paragraph to the other, will.

**Step 2: Then, Correcting the Grammatical Errors**
Check for sentence fragments that do not contain a subject/verb/other necessary element.
Check for run-on (too long) sentences. Split such long sentences and join them correctly.
Check for tense errors, subject-verb agreement and active passive errors.
Check for pronoun agreement- a singular pronoun refers to singular noun and a plural pronoun refers to plural noun.

**Step 3: Checking the Mechanical Errors**

*Spelling errors*
Look for words that you may have misspelled.

*Punctuation errors*
Check whether each sentence ends with a period(full-stop) and in the case of questions, with a question mark. Also check for commas after initial adverb clauses. Be sure that you have capitalized the first word of every sentence, names of people and places, the word 'I'.

*Paragraphing Problems*
Make sure that you either indent paragraphs (begin the first line of each paragraph half an inch from the left margin) or skip a line (leave an empty line) between paragraphs.

**Step 4: Click on the following links to fine tune your knowledge on Grammar, Spelling and punctuation.**
- [Tenses](#)
- [Prepositions](#)
- [Pronouns](#)
- [Concord](#)
- [Punctuation](#)
- [Spelling Rules](#)

**Step 5: Before you submit your essay for evaluation, check for perfection using the checklist.**

**Step 6: After viewing the feedback provided, write an integrated passage collaboratively for the following passage and lecture.**

---

**Reading Passage**

The solving a problem can be broken down into several steps. First, the problem must be identified correctly. Psychologists refer this step as problem representation. For many problems figuring out which information is relevant and which is extraneous can be difficult and can interfere with arriving at a good solution. Clearly, before a problem can be solved, it must be obvious what the problem is; however, it is not as easy as it might seem. One obstacle to efficient problem representation is functional fixedness, that is, allowing preconceived notions and even prejudices to color the facts. Most people tend to see objects and events in certain fixed ways, and by being inflexible in viewing the problem, they may be unable to notice the tools for the solution. Once the problem is identified accurately, however, the second step consists of considering the alternatives for a solution. A common way to evaluate alternatives is to write them down and then make a list of advantages and disadvantages for each solution. Here again, people may be limited by prior experiences. Often people adopt mental sets that lead them to the same problem-solving strategies that were successful for problem in the past. Although, that can be helpful most of the time, sometimes a new situation requires a new strategy. In that case, the mental set must be abandoned, and new alternatives must be explored. This can be a difficult adjustment for some people.

After the alternatives have been compared, a strategy must be selected from among them. One way to avoid becoming mired in the options is to try the best option with a view to abandoning it for another if the result is unfavorable. This attitude allows many people to move on expeditiously to the next step-action. The strategy selected must be implemented and tested. If it solves the problem, no further action is necessary, but if not, then an unsuccessful solution may actually lead to a more successful option. If the solution is still not apparent, the cycle begins again, starting with problem identification. By continuing to review the problem and repeat the problem-solving steps, the solution can be improved upon and refined.
Listening Transcript

Now, you have read the article on problem solving. Let's talk about the role of breaks. We all know that taking a break is a good strategy for solving a problem, but how does a break really influence the solution? Well, some researchers feel that rest allows the brain to analyze the problem clearly. We're advised to "sleep on it" when a problem is difficult to solve. Okay, but what if there is incubation effect during sleep that allows the brain to continue working on a solution? Here's what I mean. F. A. Kekule was puzzled by structure of benzene. One night, he dreamed about a snake biting its tail while whirling around a circle. And when he awoke, it occurred to him that the carbon atoms of benzene might be arranged a ring. He attributed the solution of the problem directly to the dream. But, Kekule's experience and others like it present researches with a dilemma because there's disagreement about whether unconscious mental activity exists. Where the dreamers really asleep or were they relaxed but awake when they solved the problem?

Two explanations have been proposed to explain why a break supports problem solving while we're awake. One possibility is that during the break, information may appear that provides a solution. For example, Burckminster Fuller was looking at a triangle when he saw the structure of multiple triangles as the solution for constructing a geodesic dome. Of course, another possibility is much more simplistic. It could be that the value of taking a break is as basic as interfering with an ineffective pattern of thinking. By focusing on something else, we may return the problem in a different frame of mind and think about it in a different, and more productive, way.

Step 7: Write integrated essays for the passages and lectures given for Formative Assessment II and upload in the Course Wiki.

Step 8: Tick the appropriate option for the question asked in the Survey Monkey.

Step 9: Give your feedback in the reflections page.

Week 23 Consummatory Module

Tick the appropriate option for the questions asked in the Survey Monkey.
APPENDIX II
PRE-TRAINING SURVEY QUESTIONNAIRE

Use of the Internet

1. Have you ever accessed the Internet?
   (a) Yes      (b) No

2. You use the Internet for
   (a) Sending email
   (b) Chatting
   (c) Collecting information
   (d) Online learning

3. How frequently do you use the Internet?
   (a) Daily
   (b) Twice or more per week
   (c) Once in a week
   (d) Once in a month
   (e) Never

4. How efficient are you in using the Internet?
   (a) Very efficient
   (b) Not Efficient
   (c) Not Sure

Web 2.0, Wiki, Familiarity

5. Are you aware that language skills can be taught and learnt through online
   (a) Yes      (b) No

6. Have you come across the term ‘Wiki’?
   (a) Yes      (b) No

7. Do You have a space in Wiki?
   (a) Yes      (b) No
APPENDIX III

PRE-TEST AND POST-TEST QUESTIONS ONTOEFL AWARENESS

1. Expand the acronym TOEFL.
2. Who should take the TOEFL test?
3. What are the ways to register for the TOEFL test?
4. What is the expansion for the TOEFL iBT and pBT?
5. What is the difference between iBT and pBT?
6. What is the total score for TOEFL iBT?
7. What skills other than Reading and Writing are tested in TOEFL iBT?
8. What is the duration of TOEFL iBT?
9. How many days can a candidate take to complete the TOEFL iBT?
10. For how many years is a candidate’s TOEFL score valid?
11. How many passages are there in the TOEFL Reading section?
12. How many words does each passage of the Reading section contain?
13. How many questions are there in each passage of the Reading section?
14. How many minutes shall be planned for answering Reading section?
15. What are the two tasks a candidate is expected to attempt in the TOEFL Writing Section?
16. What is the maximum number of questions a candidate should write in the TOEFL?
17. Name at least four types of questions asked in TOEFL Reading?
18. What is the total score for TOEFL Reading?
19. What is the total score for TOEFL Writing?
20. How many minutes shall be planned for answering the TOEFL Writing section?
APPENDIX IV

PRE-TEST AND POST-TEST QUESTIONS ON READING AND WRITING

Reading Test

Passage 1: Noise Pollution

The word noise is derived from the Latin word nausea, meaning “seasickness”. Noise is among the most pervasive pollutants today. Noise pollution can broadly be defined as unwanted or offensive sounds that unreasonably intrude into our daily activities. Noise from traffic, jet engines, barking dogs, garbage trucks, construction equipment, factories, lawn mowers, leaf blowers, televisions, boom boxes, and car radios, to name a few, are among the audible litter that is routinely broadcast into the air.

One measure of pollution is the danger it poses to health. Noise negatively affects human health and well-being. Problems related to noise include hearing loss, stress, high blood pressure, sleeplessness, fright, distraction, and lost productivity. Noise pollution also contributes to a general reduction in the quality of life and eliminates opportunities for tranquility.

A number of factors contribute to problems of growing noise levels. One is increasing population, particularly when it leads to increasing urbanization and urban consolidation, because activities associated with urban living generally lead to increased noise levels. Another is the increasing volume of the road, rail and air traffic. Some people would add to this list a diminishing sense of civility and a growing disrespect for the rights of others.

We experience noise in a number of ways. On some occasions, we can be both the cause and victim of noise, such as when we are operating noisy appliances or equipment. There are also instances when we experience noise generated by others, just as people experience secondhand smoke. In both instances, noise is equally damaging physically. Second hand noise is generally more troubling, however, because it is put into the environment by others, without our consent. The air into which the second hand noise is emitted and on which it travels is “a commons”. It belongs not to an individual person or a group, but to everyone. People, business, and organizations, therefore, do not have unlimited rights to their private property. Those that disregard the obligation to not interfere with others’ use and enjoyment of the commons by producing noise pollution are, in many ways, acting like a bully in a school yard. Although they may do so unknowingly, they disregard the rights of others and claim for themselves rights that are not theirs.

Noise pollution differs from other forms of pollution in a number of ways. Noise is transient; once the pollution stops, the environment is free of it. This is not the case with air pollution, for example. We can measure the amount of chemicals and other pollutants introduced into the air. Scientists can estimate how much material can be introduced into the air before harm is done. The same is true of water pollution and soil pollution. Though we can measure individual sounds that may actually damage human hearing, it is difficult to monitor cumulative exposure to noise or to determine just how much noise is too much. The definition of noise pollution itself is highly subjective. To some people the roar of an engine is satisfying or thrilling; to others it is an annoyance. Loud music may be a pleasure or a torment, depending on the listener and the circumstances.

The actual loudness of a sound is only one component of the negative effect noise pollution on human beings. Other factors that have to be considered are the time and place, the duration, the source of the sound, and even the mood of the affected person. Most people would not be bothered by the sound of music coming from the apartment downstairs at 2 A.M., even if barely audible, might be a major source of stress. The sound of a neighbor’s lawn mower may be unobjectionable on a summer afternoon, but if someone is hoping to sleep late on a Saturday morning, the sound of a lawn mower starting up just after sunrise is an irritant.

1. The word ‘routinely’ in the passage is closest in meaning to:
   a) Regularly
   b) Accidentally
   c) Recently
   d) Unfortunately
2. The phrase 'this list' in the passage refers to a list of:
   a) Types of noise pollution
   b) Factors that explain why noise pollution is getting worse
   c) Activities that are associated with life in the city
   d) Methods of transportation
3. In paragraph 4, the author implies that secondhand noise pollution:
   a) is not damaging physically as noise that one generates oneself.
   b) damages a person’s health as much as secondhand smoke.
   c) makes people both the cause and the victim of noise pollution.
   d) is usually more annoying because it is out of one’s control.
4. Which of the following is NOT an example of a “commons” as it is defined by the author in paragraph 5?
   a) a national park
   b) a factory
   c) the air over a city
   d) the water supply for a city
5. In paragraph 5, the author explains the concept of interfering with other’s use and enjoyment of a commons by:
   a) comparing it to another common negative experience.
   b) pointing out ways in which people, business, and organisations sometimes interfere with the rights of others.
   c) explaining that sometimes this interference is international and sometimes unintentional.
   d) giving examples of various forms of commons and of ways people interfere with them.
6. The word transient in the passage is closest in meaning to:
   a) irritating
   b) persistent
   c) temporary
   d) immeasurable
7. Which of the following sentences best expresses the essential information in the sentence below?
   Though we can measure individual sounds that may actually damage human hearing, it is difficult to monitor cumulative exposure to noise or to determine just how much noise is too much.
   a) It is hard to monitor cumulative exposure to sound because it is difficult to measure individual sounds.
   b) The louder the sound, the more difficult it is to measure.
   c) Individual sounds can be measured, but not the effects of long-term exposure to noise, and it is hard to say what level of sound is safe.
   d) Individual sounds are not usually very damaging to human hearing, but multiple sounds that occur at the same time can be very harmful.
8. The word thrilling in the passage is closest in meaning to:
   a) unusual
   b) exciting
   c) irritating
   d) unexpected
9. Which of the following is NOT one of the components of the negative effects that noise pollution has on people?
   a) The volume of the sound
   b) The time when the sound is heard
   c) The source of the sound
   d) The combination of one sound and another
10. In paragraph 7, the author mentions a 21-gun salute as an example of:
    a) a particularly irritating form of noise pollution
    b) a type of noise pollution that can cause physical damage and fright
c) a loud noise that most people tolerate on special occasions  
d) a noise that is much more annoying than soft music

11. Look at the four asterisk (*) that indicate where the following sentence could be added to the passage.

**On the contrary, they have an obligation to use the commons in ways that are compatible with or do not detract from other uses.**

The air into which secondhand noise is emitted and on which it travels is “a commons”. (A*) It belongs to an individual person or a group, but to everyone. (B*) People, businesses, and organizations, therefore, do not have unlimited rights to broadcast noise as they please, as if the effects of noise were limited only to their private property. (C*) Those that regard the obligation to not interfere with others’ use and enjoyment of the commons by producing noise pollution are, in many ways, acting like a bully in a school yard. (D*) Although they may do so unknowingly, they disregard the rights of others and claim for themselves rights that are not theirs.

12. Directions: Select phrases from the answer choices and match them to the category to which they relate. One answer choice will not be used.

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Noise Pollution</th>
<th>Air Pollution</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. After this form of pollution has stopped being created, the environment is no longer damaged by it.</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>B. It is simple to determine at what level it becomes dangerous.</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>C. Its definition changes from person to person.</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>D. It is similar to water pollution in that level at which it becomes dangerous is known</td>
<td></td>
<td>•</td>
</tr>
<tr>
<td>E. It can be reduced in a number of ways that are proposed in the passage by the author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Its effects on a person may vary depending on what kind of mood that person is in</td>
<td></td>
<td></td>
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</tbody>
</table>

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**Passage 2 - In a New Light: LEDs**

At the end of 1800’s Thomas Edison introduced the incandescent light bulb and changed the world. Remarkably, the incandescent bulb used today has changed little in over a hundred years. An incandescent light consists of a glass bulb filled with an inert gas such as argon. Inside the bulb, electricity passes through a metal filament. Because of resistance, the filament becomes so hot that it glows. Given that 20% of the world’s electricity is used to power lights, this represents an enormous amount of wasted energy.

In the 1940’s a new, more efficient form of lighting, the fluorescent bulb, was introduced. Fluorescents work by passing electrical current through gas in a tube, producing invisible ultraviolet light. A phosphor coating on the inside of the tube then converts the ultraviolet to visible light. Little heat is wasted. Fluorescents have proved popular in offices, factories, and stores, but they never took over the residential lighting market. The harsh color isn’t as pleasing as the warmer glow of incandescent lamps. Besides, they have a tendency to flicker on and off and to produce an annoying buzz.

Now, lighting engineers are developing a new form of lighting that is both pleasing to the eyes and energy efficient. This is the light-emitting diode, or LED. LEDs are made up of layers of electron-charged substances. When an electrical current passes through the layers, electrons jump from one layer to another and give off light without producing heat. Different types of materials result in light of different colors. Red, green, and orange LEDs have been used for decades in devices such as digital clocks, calculators, and electronic toys. In the future, however, white-light-emitting diodes (WLEDs) may be used to light homes. Engineers say that they are significantly more efficient than either incandescent or fluorescent lights.
Arrays of colored LEDs are beginning to be used in traffic lights and automotive lights. Today, colored light such as red brake light is created by shining a while incandescent light through a colored plastic filter. This is incredibly inefficient because only the red light that passes through the filter is used. The rest is wasted. LEDs have other practical applications as well. For example, they can be used to light heat-sensitive materials like food or important documents.

The next challenge for researchers is to develop an efficient, bright, inexpensive WELD. A few years ago, a Japanese scientist named Shuji Nakamura discovered that, by using layers of gallium nitride, he could create a pleasant white light. Another way is to use a chemical coating similar to that inside a fluorescent bulb that converts the blue light to white. Nevertheless, it still be sometime before WELDs are commonly used in homes. WELDs are currently only twice as energy efficient as incandescent. They are also very expensive. But researchers believe that they can create WELDs that are ten times as efficient and one thousand times as long lasting as incandescent lights, making them cost effective.

LEDs may some day have an even greater impact on developing countries than in the developed world. Worldwide, an estimated 2 billion people lack access to electricity. Lighting is usually provided by kerosene lamps. Kerosene is expensive, creates indoor pollution, does not provide very bright light, and worst of all, causes many fires. In India alone, 2.5 million people are killed or injured annually in fires caused by over turned kerosene lamps. A low energy (1 Watt) WELD can provide enough light for a person to read by more light, in fact, than most kerosene lamps. An entire rural village could be lighted by less energy than that used by a single conventional 100 Watt light bulb. Energy to light these efficient LEDs can be provided by batteries that are charged by pedal driven generators, by hydro electricity from rivers or streams, by wind powered generators, or by solar energy. LEDs could revolutionize lighting to the same extent that the cell phone has revolutionized communication in places where land telephone lines are unavailable.

13. The word remarkably in the passage is closest in meaning to:
   a) logically
   b) generally
   c) amazingly
   d) naturally

14. In paragraph 2 which of the following is NOT mentioned as one of the problems with fluorescent lights:
   a) The need to replace them often.
   b) An annoying sound.
   c) The harsh quality of the light they produce.
   d) Their tendency to flicker

15. According to the passage, a red LED is different from a green LED because it:
   a) is made from different materials
   b) uses a different amount of energy
   c) uses a red plastic filter, not a green one
   d) produces less heat

16. The word they in the passage refers to:
   a) White light emitting diodes
   b) Digital clocks, calculators, toys and similar devices
   c) Engineers
   d) Red, orange and green LEDs

17. In paragraph 5, what achievement of Shuji Nakamura does the author mention?
   a) He discovered the chemical compound gallium nitride
   b) He invented the first WLED
   c) He found a way to combine blue, green, and yellow LED light
   d) He developed a bright blue LED

18. It can be inferred from the passage that the most recently developed type of LED is powerful:
   a) red LED
   b) white LED
   c) blue LED
d) green LED

19. In paragraph 5, the author compares one type of WLED with fluorescent light because they both:
   a) use ultra violet light.
   b) are filled with gas.
   c) employ a chemical coating.
   d) are energy efficient.

20. From the information in paragraph 5, it is clear that WLED could be used in homes today if they were:
   a) not so expensive
   b) easier to install
   c) twice as efficient as incandescent lights
   d) available in various colors

21. The author gives details about the use of kerosene lights in paragraph 6 in order to:
   a) explain why people in developing countries prefer kerosene to electrical light.
   b) show the problems and dangers associated with this form of lighting.
   c) give an example of a type of lighting that is not as important as it once was.
   d) demonstrate that kerosene is brighter and easier to use than WLEDs.

22. According to the information in paragraph 6, the electricity to power WLEDs in rural villages would come directly from:
   a) the energy of the sun
   b) batteries
   c) water power
   d) human-powered generator

23. The word conventional in the passage is closest in meaning to:
   a) inexpensive
   b) powerful
   c) standard
   d) experimental

24. What opinion about cell phones in the developing world does the author express in paragraph 6?
   a) They are an important form of communication, but are still too expensive for many people.
   b) They are much more important technological development than LEDs.
   c) They are not as useful as phones that use land lines.
   d) They have changed communication in the way LEDs may change lighting.

25. Look at the four asterisks (*) that indicate where the following sentence could be added to the passage.

   But 95% of the energy goes to produce heat and is basically wasted.

   The 1800’s Thomas Edison introduced the incandescent light bulb and changed the world. Remarkably the incandescent bulb used today has changed little in over a hundred years. (A*) A glass bulb is filled with an inert gas such as argon. Inside the bulb, electricity passes through a metal filament.(B*) Because of resistance, the filament becomes so hot that it glows. (C*) Given that 20% of the world’s electricity is used to power lights, this is an enormous amount of wasted energy. (D*)

26. Directions: Below is an introductory sentence for a brief summary of the passage. Complete the summary by writing the letters of three of the answer choices that express the most important ideas of the passage. Some of the answer choice are incorrect because they express ideas that are not given in the passage or because they express only details from the passage.

   Incandescent lights and fluorescent lights are two common types of lighting, but incandescent are wasteful and fluorescents are not popular for home use
Answer Choices
A. There are two ways to create WLEDs, but neither type is commonly used in homes at present.
B. An entire village can be lit with LED using no more energy than a 100-watt bulb.
C. Color LEDs are in use today, and white LEDs may be used to light homes in near future.
D. LEDs are much more efficient than incandescent lights but not as efficient as fluorescent lights.
E. The greatest impact of LEDs will probably be in rural areas of the developing world.
F. LEDs, a relatively new form of lighting, are efficient and produce a pleasant light.

Passage 3: The Impressionists
In April 1870, an art exhibit opened in Paris featuring famous and priceless works of art. However, at the time, no one knew that these paintings would one day be considered masterpieces. The paintings and the painters were virtually unknown at the time and would remain that way for several years.

In the nineteenth century, French art was dominated by the Academy of Fine Arts. Every year the academy held an art show called Le Salon. In 1863, the academy rejected one of the paintings of Edouard Manet. Manet and a group of other independent artists organized their own show, which they called Salon des Refusés (Salon of the Rejected), which opened on April, 1874. A newspaper critic named Louis Leroy visited the gallery and was not pleased with what he saw. One painting of boats in a harbor at dawn by Claude Monet particularly enraged him. It was called Impression: Sunset. Leroy wrote that this piece, and in fact most of the pieces in the show, looked like “impressions” - a term for a preliminary, unfinished sketch made before a painting is done. Leroy’s newspaper review was jokingly called “The Exhibition of Impressionists”. Within a few years of Leroy’s review the term Impressionists had clearly stuck, not as a term of derision but a badge of honor, and a new movement was born.

The impressionist movement included the French painters Edouard Manet, Claude Monet, Pierre-Auguste Renoir, Edgar Degas, Paul Cézanne, and the American painter Mary Cassatt. The techniques and standards employed within the impressionist movement varied widely, and though the artists share a core of values, the real glue which bound the movement together was its spirit of rebellion and independence.

The spirit is clear when you compare Impressionist paintings with traditional French paintings of the time. Traditional painters tended to paint rather serious scenes from history and mythology. Many Impressionist paintings feature pleasant scenes of urban life, celebrating the leisure time that the Industrial Revolution had won for the middle class, as shown in Renoir’s luminous painting Luncheon of the Boating Party. In that famous painting, the sun filters through the orange-striped awning, bathing everything and everyone at the party in its warm light. Renoir once said that the painting should be “…likable, joyous, and pretty”. He said, “There are enough unpleasant things in the world. We don’t have to paint them as well.” It is this joy of life that makes Renoir’s paintings so distinctive.

The Impressionists delighted in painting landscapes (except for Edgar Degas, who preferred painting indoor scenes, and Mary Cassatt, who mainly painted portraits of mothers and children). Traditional painters, too, painted landscapes, but their landscapes tended to be somber and dark. The Impressionists landscapes sparkle with light. Impressionists insisted that their works be “true to nature”. When they painted landscapes, they carried their paints and canvases outdoors in order to capture the ever-changing light. Traditional painters generally made preliminary sketches outside but worked on the paintings themselves in their studios.
“Classis” Impressionist paintings are often easy to spot because of the techniques used by the painters. One of the first “rules” of the Impressionists, that the colors should be dropped pure on the canvas instead of getting mixed on the palette, was respected by only a few of them and for only a couple of years, but most Impressionists mixed their paints as little as possible. They believed that it was better to allow the eye to mix the colors as it viewed them on the canvas. The traditional technique at the time was to make sketches or outlines of the subject before painting them. Generally, Impressionists painted directly onto the canvas without sketches. Impressionist tended to paint with short, thick strokes of paints shaped like commas. While traditional painters paid attention to details, Impressionist valued overall effect. Traditional painters always tried to hide their brush strokes, but Impressionist left brush strokes on the canvas for the world to see. Unlike traditional painters, Impressionists applied one layer of paint on top of the last one without waiting for the paint to dry. These techniques created paintings that seemed strange and unfinished.

27. What point does the author make about the art show that opened on April 15, 1874, at the Salon des Refuses in Paris?
   a) It was more popular with visitors and critics than the official show called “Le Salon”.
   b) It made the painters and painting shown there instantly successful.
   c) Its organizers refused to allow Edouard Manet to display his painting there.
   d) It featured famous paintings and painters before they became well known.

28. The word virtually in the passage is closest in meaning to the word:
   a) almost
   b) infinitely
   c) seemingly
   d) forever

29. According to the author, Louis Leroy used the term “Impressionists” because:
   a) he understood that these artists did not carefully study their subjects, but only got a quick impression of what they painted.
   b) he thought that Monet’s painting, and all of the paintings at the show, looked like unfinished drawings.
   c) he believed that giving these artists a group name would help them become famous.
   d) he thought that the painting *Impression :Sunset* was the best painting at the show.

30. The word derision in the passage is closest in meaning to:
   a) ridicule
   b) sincerity
   c) respect
   d) sorrow

31. Which of the following sentences best expresses the essential information in the sentence below?
The techniques and standards employed within the Impressionist movement varied widely, and though the artists shared a core of values, the real glue which bound the movement together and its spirit of rebellion and independence.
   a) The core of values shared by the Impressionists was the most important connection between them.
   b) Although there were artistic differences among the impressionists, they were united by an independent spirit and shared values.
   c) At first the Impressionist movement was held together by a shared set of techniques and standards, but in time they rebelled against these core values.
   d) Although the Impressionist values differed, their techniques and standards helped create a strong, independent spirit.

32. Renoir’s painting *Luncheon of the Boating Party* is given paragraph 4 as an example of:
   a) an industrial scene
   b) a study of some urban buildings
   c) a picture of people enjoying their leisure time
d) a traditional French painting

33. According to the information in paragraph 5, what did the painters Edgar Degas and Mary Cassatt have in common?
   a) They both painted portraits of children and mothers.
   b) Neither of them was originally from France.
   c) Neither of them was primarily interested in landscapes.
   d) They both preferred painting unpleasant scenes.

34. According to paragraph 5, when traditional painters worked on landscape paintings, they:
   a) studied the ever-changing light.
   b) did not make any preliminary sketches.
   c) never left their studios.
   d) sketched outdoors but painted indoors.

35. It can be inferred from the information in paragraph 6 that the author’s view, the first “rule” of Impressionism:
   a) was not really a rule at all.
   b) was the most important rule of all.
   c) led Impressionists to mix their colors.
   d) lasted longer than other rules.

36. The word spot in paragraph 6 is closest in meaning to:
   a) paint
   b) identify
   c) admire
   d) ignore

37. The phrase the last one in the passage refers to:
   a) an artist
   b) a painting
   c) a brush stroke
   d) a layer of paint

38. Look at the four asterisks (*) that indicate where the following sentence could be added to the passage.
   This play of light can be seen in Claude Monet’s paintings Water Lilies, Green Harmony, and The Bridge at Argenteuil.

The Impressionists delighted in painting landscapes (except for Edgar Degas, who preferred painting indoor scenes, and Mary Cassatt, who mainly painted portraits of mothers and children). (A*) Traditional painters, too, painted landscapes, but their landscapes tended to be somber and dark. (B*) The Impressionists landscapes sparkle with light. (C*) Impressionists insisted that their works be “true to nature”. (D*) When they painted landscapes, they carried their paints and canvases outdoors in order to capture the ever-changing light. Traditional painters generally made preliminary sketches outside but worked on the paintings themselves in their studios.

39. Directions: Select phrases from the answer choices and match them to the category to which they relate. Two answer choices will not be used

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Impressionist Painters</th>
<th>Traditional painters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Their classic pieces are very distinctive because of the methods they used to create them.</td>
<td>• -------</td>
<td>• -------</td>
</tr>
<tr>
<td>B. They often painted serious scenes from history and mythology.</td>
<td>• -------</td>
<td>• -------</td>
</tr>
<tr>
<td>C. Their works were considered unusual at the time but are prized today.</td>
<td>• -------</td>
<td>• -------</td>
</tr>
<tr>
<td>D. They used darker colors when painting landscapes.</td>
<td>• -------</td>
<td>• -------</td>
</tr>
<tr>
<td>E. They celebrated middle-class people enjoying their leisure time.</td>
<td>• -------</td>
<td>• -------</td>
</tr>
</tbody>
</table>
F. They seldom completely finished their paintings.
G. They concentrated on details
H. They painted abstract scenes with no recognizable figures in them.
I. Their landscape paintings were filled with light.

Writing Test
1. Write an essay on the following prompt.
   Some people prefer to live in villages. Others prefer to live in cities. Which place would you prefer to live in? Use specific reasons and details to support your answer.

2. Write an essay summarizing and paraphrasing the lecture and the reading passage showing the relationship between them.

Reading passage:
Altruism is a type of behavior in which an animal sacrifices its own interest for that of another animal or group of animals. Altruism is the opposite of selfishness; individuals performing altruistic acts gain nothing for themselves. Examples of altruism abound, both among humans and among other mammals. Unselfish acts among humans range from the sharing of food with strangers to the donation of body organs to family members, and even to strangers. Such acts are altruistic in that they benefit another, yet provide little reward to the one performing the act.
In fact, many species of animals appear willing to sacrifice food, or even their life, to assist other members of their group. The meerkat, which is a mammal that dwells in burrows in grassland areas of Africa, is often cited as an example. In groups of meerkats, an individual acts as a sentinel, standing guard and looking out for predators while the others hunt for food or eat food they have obtained. If the sentinel meerkat sees a predator such as a hawk approaching the group, it gives an alarm cry alerting the other meerkats to run and seek shelter. By standing guard, the sentinel meerkat gains nothing - it goes without food while the others eat, and it places itself in grave danger. After it issues an alarm, it has to flee alone, which might make it more at risk to a predator, since animals in groups are often able to work together to fend off a predator. So the altruistic sentinel behavior helps ensure the survival of other members of the meerkat’s group.

Listening Transcript:
You know, often in science, new findings force us to re-examine earlier beliefs and assumptions. And a recent study of meerkats is having exactly this effect. The study examined the meerkat’s behavior quite closely, much more closely than had ever been done before. And some interesting things were found… like about eating habits… it showed that typically meerkats eat before they stand guard – so the ones standing guard had a full stomach! And the study also found that since the sentinel is the first to see a predator coming, it’s the most likely to escape… because it often stands guard near a burrow, so it can run immediately into the burrow after giving the alarm. The other meerkats, the ones scattered about looking for food, are actually in greater danger. And in fact, other studies have suggested that when an animal creates an alarm, the alarm call might cause the other group members either to gather together or else to move about very quickly, behaviors that might actually draw the predator’s attention away from the caller, increasing that animal’s own chances of survival. And what about people – what about some human acts that might be considered altruistic? Let’s take an extreme case, uh, suppose a person donates a kidney to a relative, or even to a complete stranger. A selfish act, right? But …. Doesn’t the donor receive appreciation and approval from the stranger and from society? Doesn’t the donor gain an increased sense of self-worth? Couldn’t such non-material rewards be considered very valuable to some people?
APPENDIX V
FORMATIVE ASSESSMENT- I & II QUESTIONNAIRE

Reading- Formative Assessment I- Factual and Negative Factual Questions
Read the passage and answer the following questions:

Ambient divers do not go underwater in submersible vehicles, such as a diving bell, a bathysphere, or in a pressure-resistant suit. They are divers who are exposed to the pressure and temperature of the surrounding (ambient) water. Of all types of diving, the oldest and simplest is free diving. Some free divers may use no equipment at all, but many use a face mask, foot fins, and a snorkel. Under the surface, free divers must hold their breath. Most free divers can only descent 30 feet (10 meters) beneath the surface, but some expert divers can go as deep as 100 feet (33 meters).

SCUBA diving provides greater range than free diving. The world SCUBA stands for self-contained Underwater Breathing Apparatus. SCUBA divers wear metal tanks with compressed air or other breathing gases. When using open-circuit equipment, a SCUBA diver simply breathes air from the tank through a hose and releases the exhaled air into the water. A closed-circuit breathing device, called a rebreather, filters out carbon dioxide and other harmful gases and automatically adds oxygen. This enables the diver to breathe the same air over and over. SCUBA divers usually use foot fins to help them swim underwater. They may wear only swim suits (skin diving), or they may wear rubber wetsuits to help protect them from cold water.

SCUBA diving has been practiced since the nineteenth century, but it was not until 1942 that SCUBA diving became simple and safe. That was the year that Jacques- Yves Cousteau, a French naval officer, and Emile Gagnan, engineer for a natural gas company redesigned the regulator from an automobile engine so that it could be used automatically to regulate the flow of air to a diver. Cousteau and Gagnan attached the new regulator to hoses, a mouthpiece, and a pair of compressed air tanks and called this equipment the Aqualung. Aqualungs were soon being sold in dive shops around the world, and SCUBA diving became a popular sport.

In surface supplied diving, divers wear helmets and water proof canvas suits. Today, sophisticated plastic helmets have replaced the heavy copper ones used in the past. Surface-supplied divers get their air from a hose connected to air compressors on a pier or a boat. Surface- supplied divers can go deeper and stay submerged longer than any other type of ambient diver. Unlike scuba divers, many of whom are sports divers, almost all surface-supplied divers work on tasks such as underwater construction and salvage operations.

1. Ambient divers are ones who:
   • can descend to great depths
   • wear-pressure resistant suits
   • use no equipment
   • are exposed to the surrounding water

2. According to the passage a free diver may use any of the following EXCEPT:
   • a rebreather
   • a snorkel
   • foot fins
   • a mask

3. According to the passage, the maximum depth for expert free divers is:
   • 10 feet (3.3 meters)
   • 30 feet (10 meters)
   • 100 feet (33.3 meters)
   • 300 feet (100 meters)

4. In paragraph 2, what distinction does the author make between open-circuit SCUBA divers and closed-circuit SCUBA divers?
   • Closed-circuit divers use air from a tank, but open–circuit divers do not
   • Closed-circuit divers breathe the same air again and again, but open-circuit divers do not
• Closed-circuit divers wear wetsuits, but open-circuit divers wear only swimsuits
• Closed-circuit divers use compressed air, but open-circuit divers use other breathing gases

5. In paragraph 3, the author discusses how Cousteau and Gagnan:
• developed safer and simpler SCUBA equipment
• designed a new regulator for automobile engines
• adapted equipment from the natural gas industry for use by divers
• invented new tactics for military divers

6. Today, surface-supplied divers’ helmets are made from:
• Copper
• Canvas
• Plastic
• Glass

7. Which of the following statements about surface-supplied divers is NOT true?
• They can dive deepest of all ambient divers.
• They can dive only from boats.
• They can stay under water the longest of all ambient divers.
• They generally drive for work, not for recreation.

Reading- Formative Assessment II- Factual and Negative Factual Questions

Read the passage and answer the following questions:
The dulcimer is a musical instrument that basically consists of a wooden box with strings stretched across it. The name dulcimer is derived from the Latin dulcis (sweet) and the Greek word melos (song). In one form or another, dulcimers have been around since ancient times. Their earliest ancestor was a Persian instrument called santi r. Dulcimer-like instruments were played throughout the Middle East and North Africa and were brought by Arab musicians to Spain. From Spain, the instruments spread throughout Europe and eventually to North America. Today there are two main types of dulcimers played in the United States: the hammered dulcimer and the Appalachian, or mountain, dulcimer. The hammered dulcimer is shaped like a trapezoid and is played by striking the strings with small wooden hammers called mallets. On the hammered dulcimer, there are sets of two, three or four strings, called courses, which are struck at one time to sound each note. There are from twelve to twenty-two courses on a standard hammered dulcimer. The hammered dulcimer is usually categorized as belonging to the zither family of string instruments, although some musicologists challenge this classification.
The Appalachian dulcimer’s immediate ancestors include the German scheitholt, the French epinette, and perhaps the Swedish hummel. It is classified as a member of the lute family of instruments. Appalachian dulcimers are Kentucky, Tennessee, and Virginia. They have three strings- the melody, middle, and bass string. Sometimes a second melody string is added. This instrument is played by plucking the strings with the fingers or with quills. They are shaped like teardrops or hour glasses. Heart –shaped holes in the sounding boards are traditional. Most performers play the instrument while seated with the instruments in their laps, but others wear them around their necks like guitars or place them on tables in front of them. Before the 1960’s, the Appalachian dulcimer had a limited appeal. It was usually associated with dance music and with “hillbilly” music. However, the instrument was popularized by musicians such as Jean Richie and Richard Farina during the folk music revival of the 1960’s and is today featured in many types of music.

1. The author says that the word dulcimer:
• means ‘wooden box’
• was not used until the 1960’s
• means ‘sweet song’ in Persian
• comes from two languages
2. What is the greatest number of notes that could be played on a standard hammered dulcimer?
   - Three
   - Four
   - Twelve
   - Twenty-two

3. According to the passage, experts do NOT agree that the:
   - Appalachian dulcimer is a member of the lute family
   - Hammered dulcimer should be classified as a string instrument
   - Hammered dulcimer is a member of the zither family
   - Appalachian dulcimer had a limited appeal before 1960

4. Which of these instruments could NOT be considered an ancestor of the Appalachian dulcimer?
   - The zither
   - The epinette
   - The santir
   - The scheitholt

5. According to the passage, how many strings does the Appalachian dulcimer have?
   - One or two
   - Three or four
   - Four or five
   - Six or more

6. According to the passage most musicians play the Appalachian dulcimer:
   - while sitting down
   - with the instrument around their necks
   - while standing next to tables
   - with wooden hammers

7. According to the passage, Jean Richie and Richard Farina are known for:
   - playing dance music and “hillbilly” music
   - designing and building Appalachian dulcimers
   - helping to bring more attention to dulcimers
   - beginning the folk music revival of the 1960’s

**Reading- Formative Assessment I- Vocabulary Questions**

**Read the passage and answer the following questions:**

All birds have feathers, and feathers are peculiar to birds. No other major group of animals is easy to categorize. All birds have wings, too, but there are other winged creatures, such as bats and certain insects.

Many adaptations are found in both feathers and wings. Feathers form the soft down of goose and ducks, the showy plumes of ostriches and egrets, and the strong flight feathers of eagles and condors. Wings vary from the short, broad ones of chickens, which seldom fly, to the long, slim ones of albatrosses, which spend almost all their lives soaring on air currents. In penguins, wings have been modified into flippers and feathers into a waterproof covering. In kiwis, the wings are almost impossible to detect.

Yet diversity among birds is not as striking as it is among mammals. The difference between a hummingbird and an emu is great, but hardly as dramatic as that between a bat and a whale. It is variations in details rather than in fundamental patterns that have been important in the adaptation of birds to many kinds of ecosystems.
1. In the passage, the phrase peculiar to is closest in meaning to:
   - necessary for
   - important to
   - symbolic of
   - unique to

2. The word categorize in the passage is closest in meaning to:
   - appreciate
   - comprehend
   - classify
   - visualize

3. The word showy in the passage is closest in meaning to:
   - ornamental
   - powerful
   - pale
   - graceful

4. Which of the following is closest in meaning to the word detect in the passage?
   - utilize
   - observe
   - extend
   - describe

5. In the passage, the word diversity is closest in meaning to:
   - function
   - heredity
   - specialty
   - variety

6. The word hardly in the passage is closest in meaning to:
   - definitely
   - not nearly
   - possibly
   - not softly

7. Which of the following could best be substituted for the word fundamental in the passage?
   - basic
   - shifting
   - predictable
   - complicated

Reading- Formative Assessment II- Vocabulary Questions
Read the following passage and answer the questions given below:
To the Hopi people of Arizona, the institutions of family and religion are of paramount importance. The Hopi believe in a harmonious existence that makes the self-sacrificing individual the ideal. The Hopi individual is trained from birth to feel that his or her highest responsibility is to and for the peaceful people-the Hopi’s won term for themselves. Fighting, bullying, and attempting to surpass others bring an automatic rebuke from the community. Implicit in the Hopi view is an original and integrated theory of the universe. With this they organize their society in such a way as to obtain a measure of security from a hazardous environment made up of foes, families, and plagues. They conceive of the universe- humans, animals, plants and supernatural spirits- as an orderly system functioning under rules known only to them. These rules govern their behavior, emotions, and thoughts in a prescribed way.
1. The word *paramount* in the passage is closest in meaning to:
   - greatest
   - differing
   - equal
   - decreasing

2. The word *bullying* in the passage is closest in meaning to:
   - lying
   - organizing
   - entertaining
   - tormenting

3. Which of the following is closest in meaning to the word *harmonious* in the passage?
   - cooperative
   - hostile
   - philosophical
   - exclusive

4. In the passage, the word *rebuke* is closest in meaning to:
   - prestige
   - reaction
   - criticism
   - compliment

5. Which of the following could best be substituted for the word *hazardous* in the passage?
   - dangerous
   - random
   - familiar
   - changing

6. The word *foes* in the passage is closest in meaning to:
   - fears
   - needs
   - failures
   - enemies

7. The word prescribed in the passage is closest in meaning to:
   - illogical
   - set
   - unbearable
   - harsh

**Reading- Formative Assessment I- Inference Questions**

**Read each sentence or short passage and mark the answer that is a valid inference based on the information that you read.**

1. High levels of serum cholesterol used to be thought of as a problem only for adults
   - High levels of serum cholesterol are no longer a problem for adults
   - Only children have a problem with high levels of serum cholesterol.
   - High serum cholesterol affects both adults and children.

2. Alpha Centauri, one of the closest starts to Earth, is just 4.3 light years away. It can be seen only from the Southern Hemisphere. However, the closest star (other than our won sun, of course) is tiny red star, Proxima Centauri, which is not visible without a telescope.
   - Proxima Centauri is the closest star to Earth.
• Alpha Centauri is invisible from Earth without a telescope.
• Proxima Centauri is closer than 4.3 light years from the Earth.

3. Compared with the rest of its brain, the visual area of a turtle’s brain is quite small, since turtles, like all other reptiles, depend mainly on senses other than sight.
• No reptile uses sight as its primary sense
• Animals that depend on sight all have larger visual areas in their brain than turtles do.
• The visual area of other reptiles’ brains is smaller than that of turtles.

4. Illegible handwriting does not indicate weakness of character, as even a quick glance at the penmanship of Franklin D. Roosevelt or John F. Kennedy reveals.
• Roosevelt and Kennedy both had handwriting that was difficult to read
• Roosevelt’s handwriting was more illegible than that of Kennedy
• The author believes both Roosevelt and Kennedy had weak characters

5. Thomas Jefferson preferred the Roman style of architecture, as seen in the buildings at the University of Virginia, to the English style favoured by Charles Bullfinch
• The architecture of the University of Virginia was influenced by the Roman style
• Bullfinch was an English architect
• Jefferson preferred to build in the English style of architecture

6. Although sheep herding is an older and more beloved occupation, shepherds never caught the attention of filmmakers the way cowboys did.
• There have been more films about cowboys than about shepherds.
• Films about shepherds are older and more beloved than films about cowboys
• Cowboys are generally younger than shepherds.

7. Most fish take on the coloration of their natural surroundings to a certain degree. It’s not surprising, therefore, that fish inhabiting the warm, shallow waters around tropical reefs are colored all the brilliant hues of the rainbow
• Tropical fish are unlike other fish because they take on the coloration of their environment
• Tropical reefs are brightly colored environments
• Tropical fish are brightly colored because they inhabit warm waters.

Reading- Formative Assessment II - Inference Questions

Read the following passage and answer the inference questions:

Probably the world’s most famous geyser is Old Faithful, located in the Upper Geyser Basin in Yellowstone National Park in Wyoming. There are over 300 geysers in the Basin, the largest concentration of geysers in the world, and over 700 in Yellowstone Park. Before the earthquake of 1959, Old Faithful’s eruptions came almost like clockwork, every 60 to 65 minutes. Since that earthquake, eruptions have been as few as 30 minutes apart or as long as 120 minutes apart.

1. The author implies that the earthquake of 1959 made Old Faithful geyser erupt:
   • More violently
   • Less regularly
   • More often
   • Less spectacularly

2. It can be inferred from the information in paragraph that:
   • There are some geysers in Yellowstone park that are not in Upper Geyser Basin
   • Geysers are always found in groups, never individually
   • Some of the geysers in Upper Geyser Basin are not actually in Yellowstone Park
   • The most spectacular geysers are not located in Yellowstone Park
Read the following passage and answer the inference questions:

An eruption of Old Faithful is a spectacular sight, one which has been drawing tourists to Yellowstone since the 1870’s. The geyser usually gives a warning: a short burst of steam. Then a graceful jet of steam and boiling water rises up to 180 feet (60 meters) in the air, unfurling in the sunlight with the colors of the rainbow playing across it. Each eruption lasts from one and a half to five minutes. When it erupts, it sprays up to 8,400 gallons (32,000 liters) of water in the air.

The eruption is only the visible part of the spectacle. In order for a geyser to erupt, there are four necessary conditions that must exist. First, there must be an abundant supply of water. Old Faithful is supplied with water from groundwater and rainfall, but other geysers in Yellowstone are partly supplied from creeks and rivers.

Second, there must be a heat source. All geyser fields are located over recently active volcanic areas. In the Upper Geyser Basin, a steady supply of heat is provided by hot spots of molten lava as little as two miles (5 kilometers) below the surface. When water trickles down to the hot spots, it heats up.

However, the water would never be ejected from the geysers with such tremendous force if it were not for geyserite, a material that is the third necessary condition. Geyserite is dissolved from the rocks and deposited on the walls of the geyser’s plumbing system and around the surface of the geyser. These deposits make the plumbing system pressure-tight. This allows the water to be carried all the way to the surface rather than leaking out into the loose rock, sand and soil that surrounds the plumbing system.

The final condition is a special underground plumbing system. Geysers have various types of plumbing systems, but all have a narrow spot, a constriction point near the surface. The water is in his narrow spot acts like a valve or a lid that allows pressure to build up in the water below, causing the eruption. A geological feature that has water, geyserites, and heat but no special plumbing will be a hot spring, not a geyser. Geologists studying Old Faithful theorized that it had a relatively simple plumbing system composed of an underground reservoir connected to the surface by a long, narrow tube that grows even narrower near the surface. In 1992, a probe equipped with a video camera and heat sensors was lowered into the geyser and confirmed the existence of a constriction, a narrow shaft, and a cavern about the size of a large automobile 45 feet (15 meters) beneath the surface.

As water fills Old Faithful’s plumbing system, it is heated in the reservoir like water in a teakettle. But while water in a kettle rises because of convection, the water in the tube and the constriction above prevents free circulation. Therefore, the water puts pressure on the water below, raising the boiling point of the water in the reservoir. Eventually, enough pressure builds to push water past the constriction point and out of the mouth of the geyser. The pressure drops as the water is released, and a sudden, violent boiling takes place through the length of the tube. A tremendous amount of steam is produced and the water roars out of the geyser in a superheated mass. This is the eruption, and it continues until the reservoir is emptied or the steam runs out.

There are two main types of geyser. A columnar geyser (also called a cone geyser) such as Old Faithful shoots a fairly narrow jet of water from a formation of geyserites that looks like a miniature volcano. A fountain geyser has an open pool at the surface that fills with water before or during the eruption. When a fountain geyser erupts, water sprays in all directions but does not reach the height of the jet from a columnar geyser.

3. What can be inferred about the material geyserite’s?
   - Water does not pass through it easily.
   - It is found in geysers, but not in any other formations.
   - Yellowstone Park is the only place where it is found.
   - It is found only deep in the Earth.

4. The passage implies that Old Faithful would not erupt at all if:
   - There had not been an earthquake in 1959.
   - The plumbing systems were not surrounded by loose rock, sand, and soil.
   - The level of the streams and rivers in Yellowstone Park suddenly dropped.
   - There were not narrow points in its plumbing system.
5. We can infer from paragraph 6 that, compared to Old Faithful, many other geysers:
   • Are more famous
   • Shoot water much higher in the air
   • Have more complicated plumbing systems
   • Have much smaller reservoirs

6. It can be inferred that the author compares the geyserites formation at the mouth of Old Faithful with a volcano because of the formation’s:
   • Shape
   • Age
   • Size
   • Power

7. The author implies that the probe that was lowered into Old Faithful in 1992:
   • Showed that it was very difficult to investigate geysers
   • Confirmed that the geologists’ theory about Old Faithful was correct
   • Indicated that Old Faithful’s plumbing system was more complex than had been believed
   • Made some very surprising discoveries

Reading- Formative Assessment I- Questions about author’s Purpose, Attitude, Methods
Read the following passage and answer the questions given below:
Though trains saw widespread use over the countries of the 19th century, the last hundred years have seen nothing but a decline in the use of railroads in the United States and a rapid growth in American car culture. While trains have recently begun to attract a little more interest from urban planners, there is no sign at all that the general public shares that interest. What accounts for this progressive loss of interest in train travel? What could have made Americans become so enamored of their cars?
Efficiency alone cannot be the answer we are looking for. Both automobiles and trains consume similar amounts of energy. The average cars gets about 13 passenger-kilometers per liter of fuel, no improvement at all over trains, though if trains are forced to run with few passengers, they can actually be much less efficient than cars. Consequently, if one’s objective is to conserve energy, neither mode of transportation offers any real advantage, with one exception: interurban light rail and subways are about 25 percent more fuel efficient than cars.

1. Why does the author mention about interurban light rail in the paragraph 2?
   • To argue that trains are superior to cars
   • To highlight an exception to his main point
   • To urge action on the part of urban planners
   • To highlight a modern advance in train technology

Read the following passage and answer the questions given below:
Both rail and automobile transportation depend on expensive infrastructure; highway construction in the United States averages several million dollars per kilometer, and can easily go much higher. Railroads are almost as expensive to build and rail road operators must also pay to maintain their locomotives and rolling stock. Therefore, there does not seem to be a particular advantage in either fuel efficiency or cost of construction and maintenance associated with either automobiles or trains.
On the other hand, trains hold very real advantages in safety. In the United States alone, more than 40,000 people die every year in car accidents, and hundreds of thousands more suffer personal and financial injury. By contrast, rail fatalities seldom number more than a few hundred per year worldwide. On a train, one need never worry whether the approaching driver is intoxicated or distracted by his cellular phone, nor does one need to worry about falling asleep at the wheel, striking the deer crossing the road, or any of the other myriad hazards that face automobile drivers on a daily basis. One would think such a safety record would attract more enthusiasm from potential passengers.
In addition to the safety, with the exception of scheduling, riding a train generally offers far more peace of mind than relying on a car. Once on board the train, a passenger can read the newspaper, prepare for work or simply relax and admire the scenery passing by. Driving, on the other hand, requires the patience to endure traffic jams, and the rude person behind who drives with his horn. Then there is the maintenance, insurance and perhaps the monthly bill the car owner has to pay. Nevertheless, cars do offer a real advantage in versatility. It is never necessary to wait for the car-it’s ready when its driver is, and is never behind schedule. Plus, there is plenty of room in the trunk for carrying groceries or skis. And a car can go all those places where no rail lines have been built. Additionally, car can be customized and infinitely varied to suit any kind of need or taste. However, even versatility is not the best answer. The truth lies in the way the Americans romanticize the car. For every teenager, getting his or her car driver’s license is a rite of passage. Teenagers often consider themselves to be adults once they can drive. In fact, Americans have a whole body of popular culture, from dating to work to weekend vacations, built around the car-and nowhere does the train put in an appearance. Americans find the tangible, versatile car to be a maker of self-identity in a way that trains could never be.

No matter how efficient they are, how safe or how inexpensive, trains cannot offer the thrill and empowerment provided by the automobile. No teenager dreams about cruising to pick up his or her date on the train. No business person wants to spend the money on train tickets-he or she wants to show the prestige of a showy new sports car. The parent with children doesn’t want to take the children either. He or she must make frequent trips to soccer practice, ballet lessons and scout meetings and the car is the most efficient way to do so. Until cars become so expensive to purchase and operate that they are out of reach of most people, trains and other forms of transportation will always take a back seat to the automobile.

2. How does the author describe the public’s declining interest in trains?
- By making an analogy
- By citing the results of a study
- By investigating possible causes
- By providing a historical narrative

3. In paragraph 4, the author describes the relative safety of trains by:
- Comparing riding on trains to operating a cellular phone
- Describing common arguments used by train passengers
- Listing automobile hazards that are not experienced on trains
- Arguing that train operators are more responsible than car drivers

4. What does the author suggest about the public’s declining interest in trains?
- It was never shared by urban planners
- It occurred quickly after the car was invented
- It happened slowly over the course of the century.
- It was due to the inefficiencies of rail transportation

5. It can be inferred from the information in paragraph 3 that railroads:
- Are slightly less expensive to build than highways
- Were most popular in the U.S in the past 100 years
- Never had the same level of public interest as cars
- Are more likely to be fuel-efficient than automobiles

Reading- Formative Assessment II- Questions about author’s Purpose, Attitude, Methods
Read the following passage and answer the questions given below:

A few languages have only one class of nouns and treat all nouns the same way, but most languages have different classes of nouns. One common way to classify noun is by gender. In Indo-European languages, genders typically include feminine, masculine, and neuter. Latin has all three of these, but in many of its modern descendants, such as Spanish and French, the neuter gender has all but disappeared. However, a few words in French, especially pronouns with no clear gender, such as cela (this), are considered neuter by some grammarians.

English is one language that uses natural gender (also called logical gender). Gender depends on biology. Mother is feminine, father is masculine, and chair is neuter. There are, however, a few oddities. Ships are sometimes referred to as she, and so are nations. Animals can be neuter or follow natural gender:
“This is my dog Suzy. She’s really smart” 
“I saw a tiger at the zoo. It was really beautiful”.

Other languages use grammatical gender. Languages that have only two genders, such as Arabic, Spanish, French and Urdu, all use grammatical gender. Some languages, such as German, Russian, and Greek, which have masculine, feminine and neuter nouns. Sometimes grammatical gender is logical especially for nouns that refer to people. In Spanish, for example, hijo (son) is masculine and hija (daughter) is feminine. However, while the assignment of gender to certain nouns seems obvious to a native speaker of these languages, it seems arbitrary and confusing to non-native speakers. Why is chaise (chair) feminine in French but banc (bench) masculine? Why in German, is Fels (rock) masculine, Fenster (window) neuter, and Tur (door) feminine? And noun gender varies by culture. In French, soleil (sun) is masculine, while lune (moon) is feminine. The reverse is true in German: Sonne (sun) is feminine, but Mond (moon) is masculine.

In some languages, such as Modern Greek, it is impossible to predict the gender of a noun by the form of the noun. Gender must simply be memorized. In other languages, it is possible, or at least it is sometimes possible. In Latin, most singular nouns that end in a are feminine, most singular nouns that end in us are masculine and most nouns that end in um are neuter. There are, however, exceptions, such as agricola (farmer), which is masculine, and ulmus (elm tree), which is feminine.. For some languages, there are complicated and often incomplete rules that relate form to gender. This is true in German. It may be useful to learn the rule that nouns that end in lein and chen (meaning young or small) are all neuter. The noun Madchen (little girl) is, rather unexpectedly, neuter. However, is it worth learning that, of the 107 single-syllable nouns ending in a nasal sound plus another consonant, 70% are masculine? A student may end up learning more rules than nouns.

1. The oddities that the author mentions in paragraph 2:
   - Are exceptions to the general gender rules in English
   - Prove that English follows grammatical gender
   - Always follow natural gender
   - Show that natural gender is always logical

Read the following passage and answer the questions given below:

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Besides gender, there are many other classes of nouns. According to the linguist Carl Meinhof, the Bantu language family has a total of 22 noun classes. No side language in this family expresses all of them, but Sesotho has 18 and Swahili has 15. Tamil-spoken in Srilanka- divides nouns into rational versus non rational. In Ojibwa (a Native American Language), there is a distinction
between animate and inanimate nouns. The names of all living things, as well as sacred things and things connected to the earth, belong to the animate class. Still the assignment is somewhat arbitrary, as the word for raspberry is animate but the word for strawberry is inanimate. Fula (an African language) distinguishes between liquids and solids, and Indonesian distinguishes between things that can be folded and things that can’t be. In Dyibal, an Australian Aboriginal language, four classes of noun are (1) all animate objects except for women; (2) women, water, fire; (3) edible fruits and vegetables; and (4) everything else. Zande, an African language, has classes that include heavenly objects, (moon, rainbow) metal objects (ring, hammer), edible plants (pea, sweet potato). The Alambaik language, spoken in Papua New Guinea, has a class that includes tall, long, or slender objects, such as arrows, fish, and snakes, and one that includes short, squat, or round things, such as turtles, houses, and shields.

2. Which of these statements probably best expresses the author’s opinion of rules about the gender of nouns in German?
   - They are more important for native speakers of German than for non-native learners
   - It is more important for students to learn these rules than to memorize nouns.
   - The only rule that students must know is the one about nouns that end in lein and chen
   - Some of them are confusing and are probably not very useful

3. The main point of final paragraph is to discuss:
   - Noun classes other than gender
   - The work of linguist Carl Meinhof
   - Noun classes in the Bantu language family
   - Gender in non-western languages

4. The author gives Tamil as an example of a language that:
   - Distinguishes between animate and inanimate
   - Has 22 noun classes
   - Distinguishes between thinking and non-thinking
   - Has a class for all nouns that don’t fit into other classes

5. How does the author show that the way Ojibwa assigns nouns to a noun class is somewhat arbitrary?
   - By pointing out that sacred things are considered animate
   - By explaining that two types of fruit belong to the same class
   - By showing that two very similar items belong to different classes
   - By suggesting that raspberries and strawberries are connected to the earth

**Reading- Formative Assessment 1- Reference Questions**
Find the referents for pronouns and other expressions that are within quotes.

1. X rays allow art historians to examine paintings internally without damaging "them".
2. Ropes are cords at least .15 inches (3.8 millimeters) in diameter made of three or more strands that are “themselves” formed to twisted yarn.
3. Grocers slice sides, quarters, and what are called primal cuts of beef into smaller pieces. “These pieces” are then packaged and sold.
4. Harriet Boyd Hawes greatly expanded the world’s knowledge of the ancient Minoans by discovering a number of “their” archaeological sites on Crete, by supervising their excavation, and by then publishing her findings.
5. In the past, biologists considered mushrooms and other fungi a type of non-green plants. Today, however, “these organisms” are commonly regarded as a separate kingdom of living things.
6. The Wisconsin Dells is a region along the Wisconsin River where swift-running water from melting glaciers cut through soft sandstone. The Winnebago Indians had a name for it- Nee-ah-ke-coonah-er-ah- meaning “the place where dark rushing waters meet”, and early French settlers called it “les dalles”, meaning “the flat rocks.” The strange formations that have been carved out of the rocks “there” have been delighting tourists since the 1800’s. Some are named for objects that they resemble, such as Grand Piano and
Chimney Rock, while others have been given colourful names, such as Devil’s Elbow, Witches’ Gulch, Fat Man’s Misery, and Cow in a Milk Bottle.

7. William Dean Howells, a contemporary of Mark Twain, wrote a number of books that realistically portrayed life on farms in the Midwestern United States. One of his followers, Hamlin Garland, was even more bitter in “his” criticism of rural life than his mentor.

Reading- Formative Assessment II- Reference Questions

Read the given passage and answer the reference questions asked.

In most of the earlier books for children, illustrations were an afterthought. But in the Caldecott “toybooks” (named after the British illustrator Randolph Caldecott), which first appeared in 1878, they were almost as important the lines of text, and occupied far more space in the book. One can almost read the story from the dramatic action in the pictures. Since then, thousands of successful picture books have been published in the United States and around the world. In the best the words and illustrations seem to complement each other perfectly. Often a single person is responsible for both writing and illustrating the book. One of the greatest, and certainly one of the most successful, illustrator-authors was Dr. Seuss, whose real name was Theodor Geisel. His first children’s book, And to Think That I Saw It on Mulberry Street, hit the market in 1937, and the world of children’s literature was changed forever. Suess’s playful drawings were a perfect complement to his engaging stories and unforgettable characters. In 1957, Suess’s The Cat in the Hat became the first book in Random House’s best-selling series, Beginner Books, written by Suess and several other authors. These combine outrageous illustrations of people, creatures, and plants, and playful stories written in very simple language. (The Cat in the Hat, for example, uses only 250 words, which is an estimate of the number of words that a six-year-old can read.) Dr. Suess is not the only well-known author-illustrator, of course. There is Max Sendak, who wrote and illustrated Where the Wild Things Are, the story of a little boy named Max who becomes king of the fierce (but funny) creatures that live in the Land of Wild Things. Robert McCloskey produced both the richly textured illustrations and the delightful story of a family of ducks living in downtown Boston, Make Way for Ducklings. Some books are produced by a collaborative author-artist team. Author Margaret Wise Brown combined with illustrator Clement Hurd to produce two delightful books loved by very young children, Goodnight Moon and The Runaway Bunny. Another example is the husband-and-wife team of writer Audrey Wood and illustrator Don Wood, who were responsible for King Bidgood’s in the Bathtub and The Napping House.

Wordless and nearly wordless picture books have also become popular. With a little help, three- and four-year-olds can follow the sequence of events, and they can understand the stories suggested in them. The marvel of books with few or no words is that they allow children and their parents the opportunity to most charming examples of wordless book is Jan Omerod’s Sunshine. Barbara Berger’s Grandfather Twilight and David Weissner’s Tuesday are examples of books containing only a few words.

U.S. publishers have also drawn on illustrators from other countries whose original, imaginative works have brought their different visions to American children’s books. Among them are Leo Lionni from Italy, Feodor Rojankovsky from Russia, and Taro Yashimi from Japan.

1. The word ‘they’ in the passage refers to:
   • Earliest books for children
   • Lines of text
   • The Caldecott “toybooks”
   • Illustrations

2. The phrase ‘the best’ in the passage refers to the best:
   • Picture books
   • Illustrations
   • Authors
   • Words

3. In the passage, the word ‘These’ refers to:
   • Dr. Seuss’s drawings
• Unforgettable characters
• Successful illustrator-authors
• The books of Beginner Book Series

4. The word ‘which’ in the passage refers to:
• 250 words
• Outrageous illustrations
• The cat in the Hat
• People, creatures and plants

5. The word ‘that’ in the passage refers to:
• Fierce creatures
• The little boy named Max
• The book Where the Wild Things Are
• The land of wild things

6. The phrase ‘Another example’ in the passage refers to an example of:
• Husband-and-wife team
• A delightful book
• An author-artist team
• A book similar to King Bidgood’s in the Bathtub

7. In the passage, the word them refers to:
• Three- and four-year-old children
• Events in a book
• Wordless and nearly wordless books
• Stories that are suggested

Reading- Formative Assessment 1- Sentence Restatement Questions
1. Read the original sentence and then the sentence below it and choose the right option.
Sentence 1: Ranging from the size of a small airplane, the Pterosaurs ruled the skies during the Jurassic period, but today there are no reptiles capable of flight.
Sentence 2: Pterosaurs, which is ranged in size from small to large, were flying lizards that lived during the Jurassic period.
• The second sentence is an incomplete restatement of the original sentence.
• The second sentence is incorrect according to the original sentence.
• The second sentence is the correct restatement or simplification of the original sentence.

2. Read the original sentence and then the sentence below it and choose the right option.
Sentence 1: First made famous by the Middleton study of 1923, the town of Muncie, Indiana, has been the subject of several sociological studies on life in a typical Midwestern city of the United States.
Sentence 2: Beginning in 1923, the town of Middleton has been studied several times by sociologists.
• The second sentence is an incomplete restatement of the original sentence.
• The second sentence is incorrect according to the original sentence.
• The second sentence is the correct restatement or simplification of the original sentence.

3. Read the original sentence and then the sentence below it and choose the right option.
Sentence 1: The architects of the temples of ancient Rome and Greece worked anonymously, as did the builders of the medieval cathedrals in Europe.
Sentence 2: No one today knows the names of the architects of the Roman and Greek temples or the cathedrals of medieval Europe.
• The second sentence is an incomplete restatement of the original sentence.
The second sentence is incorrect according to the original sentence.

The second sentence is the correct restatement or simplification of the original sentence.

4. Read the original sentence and then the sentence below it and choose the right option.
Sentence 1: In the twentieth century, the emphasis on team sports such as football and baseball became even more pronounced than it had been in the nineteenth century.
Sentence 2: Team sports were more important in the nineteenth century than they were in the twentieth.

The second sentence is an incomplete restatement of the original sentence.

The second sentence is incorrect according to the original sentence.

The second sentence is the correct restatement or simplification of the original sentence.

5. Read the original sentence and then the sentence below it and choose the right option.
Sentence 1: Although often misrepresented in movies as a land of dense forests, the continent of Africa is in fact mainly covered by rolling savannas, deserts, and mountain ranges.
Sentence 2: Africa’s most important features are savannas, deserts, and mountains, but in movies it is often pictured as being densely forested.

The second sentence is an incomplete restatement of the original sentence.

The second sentence is incorrect according to the original sentence.

The second sentence is the correct restatement or simplification of the original sentence.

6. Read the original sentence and then the sentence below it and choose the right option.
Sentence 1: Rock formations featuring only one type of rock are given the name of the place where the rock is well exposed, so you have Austin Chalk, Baltimore Gneiss, and Chattanooga Shale, but if the formation features more than one type of rock, the word formation is used after the place name, as in the Morrison Formation or the Martinsburg Formation.
Sentence 2: Rock formations that have one type of rock have two-word names, but those that have more than one type of rock have only one-word names.

The second sentence is an incomplete restatement of the original sentence.

The second sentence is incorrect according to the original sentence.

The second sentence is the correct restatement or simplification of the original sentence.

7. Read the original sentence and then the sentence below it and choose the right option.
Sentence 1: So complicated is international trade today that is almost impossible to say in what country a product such as an automobile is manufactured because the components of that automobile were probably manufactured in a dozen or more countries all over the world.
Sentence 2: It is difficult to determine where some goods are produced because the parts that make up these goods come from multiple countries.

The second sentence is an incomplete restatement of the original sentence.

The second sentence is incorrect according to the original sentence.

The second sentence is the correct restatement or simplification of the original sentence.

Reading- Formative Assessment II- Sentence Restatement Questions
1. Read the passage, paying attention to the sentence in brackets and answer the following question:
A bird’s territory may be small or large. Some males claim only their nest and the area right around it, while others, such as hawks, claim immense territories which include their hunting areas. Gulls, penguins, and other waterfowls nest in huge colonies, but even in the biggest colonies, each male and his mate have tiny territories of their own immediately around their nest. Males defend their territories chiefly against other males of the same species. (In some cases, a warning call or threatening pose may be the only defense that is needed, but in other cases, intruders may refuse to leave peacefully and a battle for the territory takes place). Which of the following sentences best expresses the essential information in the sentence given in brackets?
• Usually a warning call is all that is required to get the invading bird to leave, but sometimes a threatening pose is also needed.
• If an intriguer is threatened by the pose of the bird that occupies the territory, a struggle will take place.
• Sometimes the invader can be frightened away, but sometimes the defender must fight.
• The intruder generally frightens the defender with warning calls and threatening poses.

2. **Read the passage, paying attention to the sentence in brackets and answer the following question:**

Psychologist Abraham Maslow believed that, even though each person is a unique individual, all humans have certain common needs. Maslow identified these needs and put them in order from the most basic to the highest—level need. This hierarchy of needs has become the basis for many theories of motivation. The five classes of motivation are as follows:

- Physiological needs (food, water, air, etc.)
- Safety needs (protection from threats)
- Love and social needs (feelings of belonging and affection)
- Self-esteem needs (feelings of self-worth, achievement, and recognition from others)
- Self-actualization needs (fulfillment of one’s ambitions)

Maslow believed that individuals try to fulfill the most basic needs first. He suggested that a largely satisfied need—it does not have to be fully satisfied—is no longer a motivator of behavior. People move on to try to satisfy higher-level needs. It follows that for people whose hunger is regularly satisfied, the need for food does not motivate them in the way that it does people who are regularly concerned about the availability of food. [It is also possible, of course, that people are concerned with several of these classes of motivation simultaneously, as would be the case if, on the same day, a person installed a fire safety alarm (satisfying a need for protection) and joined a folk-dancing club (satisfying a need for belonging)].

Which of the following sentences best restates the information in the sentence in brackets?

- People may satisfy more than one of Maslow’s categories of needs at the same time.
- Obviously, for some people, installing a fire safety alarm is more important than joining a social club.
- A typical person is more motivated to satisfy a higher-level need, such as the need such as the need for belonging, than a lower-level need, such as the need for protection from fire.
- The fact that people can simultaneously satisfy several of these classes of motivation suggests that Maslow’s hierarchy is not a valid theory.

3. **Read the passage, paying attention to the sentence in brackets and answer the following question:**

The first Dutch outpost in New Netherlands was established at Fort Orange (now Albany) in 1624. It became a depot of the fur trade. But the most important settlement was built at the southern tip of the island of Manhattan, which commanded the great harbor at the mouth of the Hudson and East Rivers. Peter Minuit, the first governor general of New Netherlands, “purchased” the island from the Canarsie Indians. (However, the Canarsie might be described as tourists from Brooklyn, and Minuit had to make a later payment to the group that actually resided there.) In 1626, engineers from the Netherlands arrived in Manhattan to begin constructing Fort Amsterdam. Within its rectangular walls, permanent houses were built, replacing the thatched dwellings of the original Manhattanites. The fort became the nucleus of the town of New Amsterdam. Soon Manhattan had its first skyline: the solid outline of the fort, the flagstaff flying the Dutch flag, the silhouette of a giant windmill and the masts of trading ships.

Which of the following sentences best expresses the essential information in the sentence in brackets?

- The Canarsie could be considered “tourists” because they did not actually live in Manhattan.
- Later, the governor-general had to pay the real residents of Manhattan because the Canarsie had just been visiting.
- Even in its earliest days, Manhattan benefited greatly from tourism.
• The Canarsie had to give the payment that they received for the island of Manhattan to another group because the Canarsie lived in a nearby area, not in Manhattan itself.

4. Read the passage, paying attention to the sentence in brackets and answer the following question:
Until the late 1700’s, metal could not be turned on a lathe to make it uniformly smooth and round because a machinist could not guide the cutting tool evenly by hand against the turning piece. This problem was solved by the tool maker David Wilkinson of Pawtucket, Rhode Island. In 1798 he invented a machine tool in which the cutter was clamped onto a moveable slide that could be advanced precisely, by hand crank, parallel to the work. The slide rest lathe, as it came to be called, allowed the machinist to turn large pieces of metal very quickly and precisely. It permitted the manufacture of machine parts that are so uniform that they can be used interchangeably. Many people regard the slide rest lathe as one of the most important developments in the production of machine tools. Wood working, metal working, toolmaking, and manufacturing were all revolutionized. Without this tool, mass production would have been possible. (As it turns out, the great British toolmaker Henry Maudsley had developed what was basically the same mechanism several years earlier, but his was unknown to Wilkinson and seems to a case of “great minds thinking in the same channels,” and so should not detract from his accomplishment in any way.)
Which of the following sentences is closest in meaning to the sentence given in brackets?
• Maudsley’s invention inspired Wilkinson to develop an even more important tool, the slide rest lathe.
• The great toolmaker Maudsley developed the slide rest lathe earlier than Wilkinson, so Maudsley should get more credit for his accomplishment than Wilkinson.
• That Maudsley developed the slide rest lathe before Wilkinson was coincidental and should not diminish Wilkinson’s accomplishment.
• Maudsley did not realize that Wilkinson had invented the slide rest lathe earlier; it was simply a case of two great minds thinking in the same way.

5. Read the passage, paying attention to the sentence in brackets and answer the following question:
There has never been an adult scientist who has been half as curious as almost any child under the age of six. Adults sometimes mistake this superb curiosity about the world as a lack of ability to concentrate because a child’s curiosity may leap from topic to topic quickly and unpredictably. (The truth is that children begin to learn at birth, and by the time they begin formal schooling at the age of six, they have already absorbed a fantastic amount of information, perhaps more, fact for fact, than they will learn for the rest of their lives.) Adults can multiply by many times the amount of knowledge children absorb if they learn to appreciate this curiosity while simultaneously encouraging children to learn.
Which of the following sentences best expresses the essential information in the sentence in brackets?
• The first five or six years of school should be considered the most important for children.
• Before the age of five or six, children probably learn more than they do for the rest of their lives.
• Children who are in school learn facts faster than preschool children do
• Formal schooling may actually cause children to begin learning at a slower rate.

6. Read the passage, paying attention to the sentence in brackets and answer the following question:
Among mammals, rodents show the greatest variety of nest-building patterns. Beaver dams contain a single-chambered lodge that provides a home for a pair of beavers and their last two litters. (Wood rats, also known as pack rats or trade rats, build nests of twigs, and leaves in wooded areas, while in the desert, they build houses of pebbles and cacti.) Laboratory rats and house mice use cloth, paper, or similar material to build bowl-shaped nests. Prairie dogs build virtual underground towns consisting of interconnected burrows. Each burrow contains a multi-chambered living area. One chamber is built high above the bottom of the burrow. This serves as an underground “lifeboat” that traps air for the prairie dogs in case the burrow is flooded.
Which of the following sentences best expresses the essential information in the sentence in brackets?

- Wood rats are given their name because they are found only in wooded areas.
- Wood rats, pack rats, and trade rats all use different materials to build their nests.
- The houses built by wood rats in forests are larger than those they build in the desert.
- Wood rats use different materials for nest building on what is available.

7. Read the passage, paying attention to the sentence in brackets and answer the following question.

A sense of humor has long been considered an important character trait. People regularly rank humor as one of the most important traits that they look for when choosing a friend, a roommate, an employee, or a potential spouse. Public speakers are told to begin their speeches with a joke, and sales personnel are told that they will have more success if they can get their clients laughing before they begin their sales pitch. There is medical research to indicate that laughter can reduce stress and even extend life. Clearly, humor is important, but few people spend much time thinking about the topic of humor. There are, however, a couple of important facts that everyone should know about humor. One is that humor is learned, not inherited. Infants have no sense of humor, but quickly learn what is funny from their parents and later from friends and from books, television, magazines, and movies. It is therefore, possible to sharpen your sense of humor, no matter what your age. Another important fact to remember is that humor is highly subjective. What are funny changes from era to era, from country to country, and from group to group. A joke book from the nineteenth century may contain a few funny jokes, but it also contains jokes that leave us scratching our heads and wondering “Why was that funny?” Similarly, if you go to a comedy act when you visit another country, you probably won’t laugh as hard or as often as the other people in the audience, even if you understand the language perfectly. (This may be in part because you don’t understand the cultural references—a joke about a politician that you have never heard of will probably not be very funny—but it is also because there are some basic differences in what people in various think is humorous.) Studies have also shown that men and women find different things funny, and so do people of different age groups. All of this indicates that you have to pay attention to your audience when you employ humor. What you find hilarious, someone else may find baffling or even offensive.

Which of the following sentences best restates the information in the sentence in brackets?

- A comedian’s joke about a politician that you are unfamiliar with is not funny because this kind of joke depends on an unknown cultural reference.
- People often do not laugh at jokes told by a comedian from another country partly because they do not know the cultural references and partly because they don’t understand the language well.
- Jokes that are about politicians are common all over the world, and so can be understood by people no matter where they come from.
- Even if you understand the cultural references, you may not find a joke funny because of basic differences in humor from culture to culture.

Reading- Formative Assessment I- Sentence Addition Questions

1. Look at the four asterisk (*) that indicate where the following sentence within quotation could be added to the passage.

“They may be blown off course by storms or may be escaping population pressures in their home areas.”

The third type of natural pathway is called a sweepstakes route. This dispersal caused by the chance combination of favorable conditions. (*A) Bird watchers are familiar with “accidentals,” which are birds that appear in places far from their native areas. (*B) Sometimes they may find a habitat with favorable conditions and “colonize” it. (*C) Gardeners are familiar with “volunteers”, cultivated plants that grow in their gardens although they never planted the seeds for these plants. (*D) Besides birds and plants, insects, fish, and mammals also colonize new areas. Sweepstakes routes are unlike either corridors or filter routes in that organisms that travel these routes would not be able to spend their entire lives in the habitats that they pass through.

- (*A)
2. Look at the four asterisk (*) that indicate where the following sentence could be added to the passage.

“After all, they say, the statues themselves show that the islanders were skilled stoneworkers.” DNA testing has proven that all Easter Islanders were in fact descended from Polynesians. (*A) The current theory is that the Hanau Momoko and Hanau Epe were two of several clans of islanders all of whom built statues. (*B) The “statue toppling wars” broke out among the clans as the island became overpopulated. When one group won a victory over another, they toppled their enemies’ statues. (*C) Archaeologists say that the resemblance between the expert stonework of the Easter Islanders and that of the Inca is coincidental. (*D) As for the sweet potato, most scientists believe that sweet potato seeds came to the island in the stomachs of sea birds.

3. Look at the four asterisk (*) that indicate where the following sentence could be added to the passage.

“Early mapmakers, therefore, had little danger of being accused of mistakes even though they were wildly inaccurate”.

Until the nineteenth century, when steamships and transcontinental trains made long-distance travel practical for large numbers of people, only a few adventurers, mainly sailors and traders, ever traveled out of their own countries. (*A) In fact, most people never traveled more than a few miles from the place where they were born. (*B) “Abroad” was a truly foreign place that the vast majority of people knew very little about indeed. (*C) When map makers drew maps, imagination was as important as geographic reality. (*D) Nowhere is this more evident than in old maps illustrated with mythical creatures and strange humans.

4. Look at the four asterisk (*) that indicate where the following sentence could be added to the passage.

“In addition, they searched for the elixir of life, a substance that could cure disease and prolong life.”

Throughout the centuries, the dream of medieval alchemists was to discover how to turn lead and other “base” metals into gold. Some alchemists were fakes, but many were learned men with philosophical goals. Their quest was based on the ancient idea that all matter consists of different proportions of just four substances: earth, water, fire, and air. (*A) They believed that it was possible to adjust the proportions of elements that made up lead by chemical means so that it turned into gold, a process that they called transmutation. (*B) Their experiments were concerned with finding the substance, which they called the philosopher’s stone that would cause this astonishing change to take place. (*C) They failed to achieve either of their goals. (*D) However, their techniques for preparing and studying chemicals helped lay the foundation for the modern science of chemistry.
5. Look at the four asterisk (*) that indicate where the following sentence could be added to the passage.

"Today all that circuitry and much more can fit into a microprocessor smaller than a postage stamp."

The process of miniaturization began in earnest with the transistor, which was invented in 1947. This was perhaps the most important electronics event of the twentieth century, as it later made possible the integrated circuits and microprocessors that are the basis of modern electronics. The transistor was far smaller than the smallest vacuum tube it replaced and, not needing a filament it consumed much less power and generated virtually no wasted heat. There was almost no limit to how small the transistor could be made once engineers learned to etch electronic circuits onto a substrate of silicon. (*A) In the 1950’s the standard radio had five vacuum tubes and dozens of resistors and capacitors, all hardwired and attached to a chassis about the size of a hardbound book. (*B) In fact, the limiting factor in making electronic devices smaller is not the size of the electronic components but the human interface. (*C) There is no point in making a palm-held computer much smaller unless humans can evolve smaller fingers. (*D)

6. Look at the four asterisk (*) that indicate where the following sentence could be added to the passage.

"When a patch of color is placed on a background that is approximately complementary—say, red on green—both colors appear brighter and more vibrant."

When a small gray square is placed on a larger white square, the small square appears slightly darker than when the same square of gray is placed on a larger black square. (*A) A gray square placed on a colored square—bright blue or yellow, for instance—tends to take on the color of the background. (*B) To a viewer, the gray square actually seems to have a blue or yellow tinge. (*C) The tinge of color is easier to see if a thin piece of tissue paper is placed over the squares. (*D) For this reason, many flags, pennants, and advertising banners are red and green or bright blue and yellow.

7. Look at the four asterisk (*) that indicate where the following sentence could be added to the passage.

"However, when the children drew rear views of the adults, the size of the heads was not nearly so exaggerated."

When drawing human figures, children often make the head too large for the rest of the body. (*A) A recent study offers some insight into this common disproportion in children’s drawings. (*B) As part of the study, researchers asked children between four and seven years old to make several drawings of adults. (*C) When they drew frontal views of these subjects, the sizes of the heads was markedly enlarged. (*D) The researchers suggest that children draw bigger heads when they know that they must leave room for facial details. Therefore, the distorted head size in children’s drawings is a form of planning ahead and not an indication of a poor sense of scale.
“Each piece of circumstantial evidence, taken singly, may mean little.”
Circumstantial evidence is evidence not drawn from the direct observation of a fact. If, for
every example, there is evidence that a piece of rock embedded in a wrapped chocolate bar is the same
kind of rock found in the vicinity of a candy factory, and that rock of this type is found in few
other places, then there is circumstantial evidence to suggest that the stone somehow got into the
piece of chocolate during manufacture. (*A) It suggests that the candy-maker was negligent even
though there is no eyewitness or direct evidence of any kind. (*B) Despite a popular tendency to
look down on the quality of circumstantial evidence, it is of great usefulness if there is enough of
it and if it is properly interpreted. (*C) However, a whole chain of circumstances can be as
conclusive as direct evidence. (*D)

2. Look at the four asterisk (*) that indicate where the following sentence within quotation
could be added to the passage.
“Confirmation that this phenomenon actually occurs is found in the observed fact that increases
in world rainfall typically come about a month after meteor systems are encountered in space.”
It has been observed that periods of maximum rainfall occur in both the northern and southern
hemispheres at about the same time. This phenomenon cannot be adequately explained on a
climatological basis, but meteors may offer a plausible explanation. When the earth encounters a
swarm of meteors, each meteor striking the upper layers of the atmosphere is vaporized by
frictional heat. The resulting debris is a fine smoke or powder. (*A) This “stardust” then floats
down into the lower atmosphere, where such dust readily serves as nuclei on which ice crystals or
raindrops can form. (*B) This delay allows time for the dust to settle through the upper
atmosphere. (*C) Furthermore, proof that meteors actually create dust clouds can be seen in the
fact that large meteors sometimes leave visible traces of dust. (*D) In a few witnessed cases, dust
has remained visible for over an hour. In one extreme case- the great meteor that broke up in the
sky over Siberia in 1908- dust cloud traveled all around the world before disappearing.

3. Look at the four asterisk (*) that indicate where the following sentence within quotation
could be added to the passage.
“This, too is divided into layers”
The model most generally accepted by geophysicists today envisages Earth as composed of three
main concentric spheres. The deep heart of the planet is essentially a huge ball of molten iron,
about 4,000 miles (6,400 kilometers) in diameter. The physical properties of this great ball are
mostly unknown. The incredible pressure at the core would crush matter into a strange, dense
substance unlike any known liquid. (*A) Surrounding the molten metal core and reaching almost
to the surface is the earth’s great inner shell, 2,000 miles (3200 kilometers) thick, known as the
mantle. (*B) The mantle seems to be, paradoxically, both rigid and plastic at the same time. (*C)
Above the mantle lies the thin crust of the earth. (*D) Its lower level is a shell of basaltic material
similar to the black rock in lava. Topmost of all stand the granite continents. Our great landmasses
are, curiously, the lightest of the materials that compose the earth.

4. Look at the four asterisk (*) that indicate where the following sentence within quotation
could be added to the passage.
“For example, Harry Turtle dove, one of the top writers in this field, has written several books about a world in which the South won the U.S Civil war and a book about a world in which the Spanish Armada conquered England.”

Alternative history is generally classified as a type of science fiction, but it also bears some resemblance to historical fiction. This type of writing describes an imaginary world that is identical to our own world up to a certain point in history. (*A) At that point, the two worlds diverge. (*B) Something happens in the imaginary world that never happened in our, and after that, this world follows a different direction. (*C) Some alternative histories suppose that a certain technology had been introduced earlier into the world’s history than actually happened. (*D) What if the computer had been invented in Victorian times? Many readers find these stories interesting because of the way they stimulate the imagination and get people thinking about the phenomenon of cause and effect in history.

- (*A)
- (*B)
- (*C)
- (*D)

5. Look at the four asterisk (*) that indicate where the following sentence within quotation could be added to the passage.

“The number of shows increased rapidly after the first “Big Top” circus tent was introduced in 1826.”

In the early nineteenth century, the United States was still an overwhelmingly rural nation. (*A) Shrewd showmen saw that there was a fortune to be made in taking shows to the people. (*B) By 1820 there were some thirty small “mud show” circuses (so named because of the treacherously muddy roads and fields over which their wagons had to travel). (*C) This enabled circuses to perform in rain or shine. (*D) Like circuses today, early nineteenth-century circuses featured performing elephants, tigers, and lions, bareback riders, acrobats, trapeze and high-wire artists, circus bands, and, of course, clowns. It was not until after the Civil War, however, that circuses became huge three-ring spectacles involving hundreds of performers.

- (*A)
- (*B)
- (*C)
- (*D)

6. Look at the four asterisk (*) that indicate where the following sentence within quotation could be added to the passage.

“This process cannot take place without chlorophyll.”

Photosynthesis is the process by which plants capture the Sun’s energy to convert water and carbon dioxide into sugars to fuel their growth. (*A) Chlorophyll is so essential to the life of plants that it forms almost instantly in seedlings when they come in contact with sunlight. (*B) A green pigment, chlorophyll is responsible for the green coloring of plants. (*C) But what turns the leaves of deciduous plants the brilliant reds and oranges and gold of autumn?(*D)

- (*A)
- (*B)
- (*C)
- (*D)

7. Look at the four asterisk (*) that indicate where the following sentence within quotation could be added to the passage.

“When shown the silhouettes of European ferrets and of Australian dingoes, the prairie dogs made sounds unlike those that they made for any familiar predators.”

By recording prairie dog calls as sonograms and then observing the sonograms on a computer, even more subtle distinctions could be discovered. (*A) In one experiment, experiment, Professor Slobodchikoff learned that prairie dogs had different sounds for people who wore blue shirts, those who wore yellow shirts, and those who wore green shirts. (*B) Even more amazingly, prairie dogs’ sounds distinguished between a human who was carrying a gun and one who wasn’t.
An introductory sentence for the brief summary of the passage is given in quotation. Complete the summary by selecting three of the answer choices that expresses the most important ideas of the passage.

What is meant by the term economic resources? In general, these are all the natural, synthetic, and human resources that go into the production of goods and services. This obviously covers a lot of ground: factories and farms; the tools are machines used in production, transportation and communication facilities; innumerable types of labor; mineral resources. Economic resources can be broken down into two general categories: property resources - land and capital- and human resources-labor and entrepreneurial skills.

What does land mean to economist? Much more than to the non-economist. Land refers to all natural resources that are usable in the production process: arable land, forest, mineral and oil deposits, water resources, and so on. What about capital? Capital goods, or investment goods, are all the synthetic aids to producing, storing, transporting, and distributing goods and services. Capital goods, or tools, differ from consumer goods in that the latter satisfy wants directly, while the former do so indirectly by facilitating the production of consumer goods. It should be noted that capital as defined here does not refer to money. Money alone produces nothing.

The term labor refers to the physical and mental talents of humans used to produce goods or services (with the exception of one set of human talents, entrepreneurial skills, which will be considered a separate category because of their special significance). Thus the services of a factory worker or an office worker, a ballet dancer, a deep-sea diver, or an astronaut all fall under the heading of labor.

All economic resources have one fundamental characteristic in common they are limited in supply. Certainly the economy of a nation may possess vast amounts of natural resources, capital goods and labor. However, the supply of these resources is not infinite. A lack of semiskilled and skilled workers, for example, may present a major obstacle to the production process. The same can be said for a shortage of the other factors of production.

“Everything that can be used to produce goods and services is considered an economic resource”

Answer Choices:

- Capital does not include the concept of money because money does not directly produce goods or services.
- No economic resource is unlimited.
- The work done by a factory worker or an office worker, a ballet dancer, a deep-sea diver, or an astronaut can all be considered labor.
- Entrepreneurs are vital to the creation and management of economic resources.
- One form of economic resources is property resources, which include land (natural resources that can be used in production) and capital (tools used in production).
- Another form of economic resources is human capital, which includes all labor except for entrepreneurial skills.

Answer

a.__________
b.__________
c.__________

2. An introductory sentence for a brief summary of the passage is given in quotation. Complete the summary by selecting three of the answer choices that expresses the important idea of the passage.
Wide Side Story is a musical tragedy based on William Shakespeare’s timeless love story, “Romeo and Juliet”. It is set in the early 1950’s when gang warfare in big cities led to injuries and even death. West Side Story transformed the Montagues and Capulets of Shakespeare’s play into rival street gangs, the Jets and the Sharks. The Sharks were newly arrived immigrants to New York from Puerto Rico, the Jets native-born New Yorkers. The play chronicles the rising tension between these gangs and focuses on the story of Maria, a Puerto Rican whose brother Bernardo is the leader of the Sharks, and of Tony, a member of the Jets. As the rival gangs battle in the streets of New York, these two meet and fall in love. The famous balcony scene of Shakespeare drama takes place on a fire escape of an ugly New York tenement. While trying to stop a fight between the two gangs, Tony inadvertently kills Maria’s brother Bernardo and is ultimately killed himself. The talents of a trio of theatrical legends went into the creation of West Side Story. Leonard Bernstein, who composed the brilliant score, was a classical composer and the conductor of the New York Philharmonic symphony. Stephen Sondheim, making his Broadway debut, revealed a remarkable talent for writing lyrics. Among the hit songs of the play are “Tonight,” “Maria,” “America,” “Gee Officer Kruepe’and” I Feel Pretty.” Jerome Robbins’s electrifying choreography broke new ground for musical theater in 1950. Before West Side Story, no one thought that dance could be as integral to a narrative as the music or the lyrics. But the hyper-athletic dances in West Side Story are among the most thrilling elements of the play. The play opened in New York City on September 26, 1957, and immediately was a hit with critics and audiences alike. It ran for 734 performances, toured the United States for ten months and then returned to New York for an additional 246 performances. It won a Tony Award in 1958. It opened to great acclaim in London that same year. The play was revived on the Broadway stage in 1980, 1995, and 2002. It is often performed by school drama departments and community theaters. The classic motion picture “West Side Story” was released in 1961. It was directed by Robert Wise and Jerome Robbins and starred Natalie Wood as Maria and Richard Beyner as Tony. It won ten Academy Awards, including ones for Best Picture and Best Director. “West Side Story is a musical play that retells Shakespeare’s Romeo and Juliet.” The play emphasizes music and lyrics more than dance.

Answer Choices:

- The play featured the brilliant work of Leonard Bernstein, Stephen Sondheim and Jerome Robbins.
- The play and later the movie were successful and won many awards.
- In the play, Maria, whose brother leads one gang, falls in love with Tony, a member of a rival gang, who is eventually killed.
- Jerome Robbins directed the play West Side Story.
- The balcony scene from the play by Shakespeare takes place on a New York City fire escape in West Side Story.

Answer

a.

b.

c.

3. An Introductory sentence for a brief summary of the passage is given in quotation. Complete the summary by selecting three of the answer choices that expresses the most important ideas of the passage. Unlike most newborns in the animal kingdom, human infants are born with their eyes wide open and are able to see. However, as any parent knows, babies are not born with full adult visual abilities. Like all parts of a baby’s body, it takes years for the eyes, the eye muscles, and the visual cortex of the brain to completely develop. At birth, the eye of a full-term infant is approximately two thirds the size of that of an adult. Growth is most rapid during the infant’s first year and then continues at a rapid but decelerating rate until adolescence. By adolescence the eye is essentially adult size. It should be noted that the visual cortex of the brain itself is also immature at birth. The rain’s dendrites are still growing. This immaturity would limit contrast sensitivity and color recognition even if babies’ eyes provided perfect information to the brain. Continual Visual Stimuli and the passage of time will develop the neural connections. The muscles that control the
movements of the eye are also immature at birth, and the eyes of many newborns tend to “wander” and cross. However, within a few months, these muscles will learn to work as a team and will be able to control eye-pointing much better.

In infants, the sclera (the “white” of the eye) is thin and translucent and often has a bluish tinge. In the baby’s first year, this will thicken and become whiter. The cornea (the tissue that lies in front of the iris of the eye) is perfectly clear in full-term babies. In infants born prematurely, there may be a whitish haze in front of the cornea, but this disappears in a month or so. The iris, the colored area surrounding the pupil, is typically lighter than it will be when the child matures. It darkens as the pigmentation of the iris increases in the first year. Research indicates that newborns certainly have some visual abilities. They can detect motion, which is the earliest, most basic perception. Babies glance at moving objects in their first hour of life and track a moving light across their field of vision within the first few hours. Although at birth, infants probably do not have the ability to see colors and cannot distinguish color from grayscale, by two weeks they can see some shades of color. They respond to brightness values in the first month.

But newborn vision is limited. Visual ability is made up of many factors: the ability to see and distinguish between colors, to adjust to different distances, to see a single image rather than double images, to orient to moving objects, to see details and to perceive depth. At four months, all these visual talents mature and start to work in tandem. Just how his happens is not completely clear. For example, how the brain and eye coordinate to process color information remains something of a mystery. But somehow, by fourth month, babies see the world in vivid color. Studies have indicated that four-month-olds can not only distinguish colors but even have favorites. Most look longer at bright colors such as blue and red than at dull colors such as gray and brown. They prefer patterns such as plaid and stripes to solid colors. Four-month-olds also see things farther away. In comparison with the eight-inch distance a newborn handles, a four-month-old can follow a moving object at six to eight feet. The average four-month-old has about 20/80 vision, while a one-month-old has about 20/200. (“Perfect” vision in adults is 20/20)

“Human babies can see from birth, but newborn vision is limited”

Answer Choices:
• Babies prefer blue and red to gray and brown and plaids and stripes to solid colors.
• During their first year, babies’ eyes grow in size, the visual cortex of the brain and the eye muscles develop, and the various parts of the eye mature.
• Babies’ eye should be checked by doctors at birth and several times during their first year of life.
• Newborns can detect motion, distinguish some colors, and react to brightness.
• At the age of four months, babies’ visual abilities begin to work in coordination, and a child of this age has much better vision than a newborn.
• The average one-month-old baby has about 20/200 vision, but the average four-month-old has 20/80 vision.

Answer:
1. __________
2. __________
3. __________

4. Select phrases form the answer choices and match them to the group to which they relate.

The concepts of analogy and homology are probably easier to exemplify than to define. When the structures of different species are compared, certain features can be described as either analogous or homologous. For example, flight requires certain aeronautical principles of design, yet eagles, bats, and houseflies all have the ability to fly. The wings of these three types of animals all derive from different embryological structures, but they all perform the same function. The flight organs of these three creatures can be said to be analogous. The emphasis is in analogy, and then is, on function.

In contrast, features that arise from the same structures in the embryo but are used in different functions are said to be homologous. A famous example is the forelimb of mammals. Among different species, forelimbs look completely different. They may have changed proportions, fused
parts, or lost parts. They have adapted to serve many functions. The forelimbs of a horse are adopted for running, those of a dolphin for swimming, those of a bat for flying, those of a monkey for climbing trees, and those of a mole for digging. However, all come from the same embryological structures and all trace back to the same evolutionary structures: the wings of birds and the forelimbs of mammals all evolved from the fins of fish.

As recently as the nineteenth century, some biologists classified animals according to analogy. In 1847 the German biologists classified animals system of classification based on similar functions. In his system, there were four main classes of animals: intestinal animals (jelly fish, coral, and anemones); vascular animals (calms and snails); respiratory animals (insects and worms); and nerve-and muscle animals (fish, birds, and mammals). Using analogy to classify animals is a little like classifying postage stamps according to their color instead of according to their country of origin. Today, of course, classification is based on homology. Emphasis is put on the function of animal structures.

Answer:

- The emphasis is on appearance, not function.
- The current system of classification is based on this concept.
- Animal structures have very different functions, but all evolved from the same structure.
- Lorenz Oken’s system of classification is based on this concept.
- Structures in various animals look very different but all related to the same structure in the embryos of these animals.

Answer Choices:

- Homology 1
- Homology 2
- Homology 3
- Analogy 1
- Analogy 2

5. Select phrases form the answer choices and match them to the group to which they relate.

Fog is cloud in contact with or just above the surface of the land or the sea. Fog consists of particles of water or ice suspended in the air. It can be a major environmental hazard. Fog on busy highways can cause chain-reaction accidents involving dozens, or sometimes even hundreds, of cars. Delays and shutdowns at airports can cause economic losses for airlines and inconvenience thousands of travelers. Fog at sea has always been a danger to navigation. Today, with supertankers carrying vast quantities of oil, fog increases the possibility of catastrophic oil spills. Even though planes and ships are equipped with radar that can “see” through fog, accidents are still more common in foggy weather than on clear days.

Radiation fog, the type of fog most often seen around the world, forms on clear nights when moist air near the ground loses warmth through radiation. This type of fog often occurs in valleys, such as California’s San Joaquin Valley, and then spreads outward from the valleys. It is most common in the autumn. Another common type, advection fog, results from the movement of warm, wet air over cold ground. It is most common during winter warm-ups and spring thaws. This type of fog occurs along ocean coasts and along the shores of large lakes. It generally forms at night, when the wind is blowing lightly. If the wind blows too hard, it will break the fog up. Advection fog also forms when air associated with warm ocean current flows across the surface of a cold current. The thick “pea soup” fogs of the Grand Banks, off the coast of Newfoundland, Canada, are largely of this origin, because this is where the cold Labrador Current meets the warm Gulf Stream.

Other types of fog are less common. Steam fog is the most localized type of fog. Steam fog appears when cold air picks up moisture by moving over warmer water. It is common overseas and over deeper and larger lakes in late autumn and early winter. When it forms over sea, steam fog is also called sea smoke. Upslope fog is common along high hills and mountains. It forms when winds blow up the side of a hill or mountain, cooling the air. Frontal fog occurs when two fronts of different temperatures meet and rain from the warm front falls into the colder one. Ice fog is any kind of fog in which the droplets have frozen into extremely small ice crystals in midair. Generally this requires temperatures well below the freezing point, making it common only in and near the Arctic and Antarctic regions.
Although fog can be dangerous, it also has positive environmental effects. For example, advection fog plays an important role in the life of California redwood trees. Redwood trees have very shallow roots. They depend on water from sources other than water deep underground. What the trees do not get from rain, they get from fog. Advection fog deposits moisture on the tree’s needles which then drips to the ground and is absorbed by the roots.

**Answer Choices:**
- Involves tiny crystals of ice hanging in the air.
- Provides water for redwood trees.
- Often forms in valleys and then spreads outward.
- Forms in one way over the shore in another way over the sea.
- Is the most common type of fog.
- Forms on breezy nights when the weather is warming up.

**Answer**
- Radiation Fog 1
- Radiation Fog 2
- Radiation Fog 3
- Advection Fog 1
- Advection Fog 2
- Advection Fog 3

6. **Select phrases form the answer choices and match them to the group to which they relate.**

Cooperation is the common endeavor of two or more people to perform a task or reach a jointly cherished goal. Like competition and conflict, there are different forms of cooperation, based on group organization and attitudes.

In primary cooperation, group and individual fuse. The group consumes nearly all of each individual’s life. The rewards of the group’s work are shared with every member. There is an interlocking identity of individual, group, and task performed. Means and goals, become one because cooperation itself is prized.

While primary cooperation is most often characteristic of preliterate societies, secondary cooperation is characteristic of many contemporary societies. In secondary cooperation, individuals devote only part of their lives to the group. Cooperation itself is not a value. Most members of the group feel loyalty, but the welfare of the group is not their first consideration. Members perform tasks so that they can separately enjoy the fruits of their cooperation in the form of salary, prestige or power. Business firms and athletic teams are examples of secondary cooperation.

In tertiary cooperation, or accommodation, latent conflict underlies the shared work. The attitudes of cooperating parties are purely opportunistic. The organization is loose and fragile. Cooperation ceases when the parties have achieved some limited mutual goal or when cooperation no longer seems the best method of achieving these goals. One example would be two rival political parties that unite in order to defeat a third party. Another is a criminal who helps the police find another criminal in order to get some favor from the police. This is not, strictly speaking, cooperation at all, and hence the somewhat contradictory term “antagonistic cooperation” is sometimes used for this relationship.

**Answer Choices:**
- If cooperation is narrowly defined, this would not be considered cooperation.
- This is most common among groups that do not read or write.
- Members of the cooperating group enjoy the rewards of their cooperation individually.
- This type is further broken down into several types.
- Group members value cooperation for its own sake.
- This will stop when the cooperating parties reach their goal.
- Cooperating parties are loyal to the group, but group welfare is not the primary consideration
- The organization and the entity join into a single entity.
- This type is no longer practiced today.

**Answer**
Clipper ships were the swiftest sailing ships that ever put to sea, and the most beautiful. These “greyhounds of the sea” as they were sometimes called, had their glory days in the 1840’s and 1850’s. Nearly four hundred of them were built in the shipyards of Boston, New York City, Baltimore, and other Eastern port cities. The master designer of clippers, Donald McKay, built some of the most famous clipper ships at the East Boston Yard. Ships built there, such as the Lightning and the Flying Cloud were called Yankee clippers.

It was Chinese tea that brought clippers into existence. Tea brought clippers into existence. Tea loses its flavor quickly when stored in the hold of a ship, and merchants were willing to pay top prices for delivery. Then came the California Gold Rush of 1849. Gold-seekers from the East Coast were willing to pay almost any price to be rushed to the West Coast by way of Cape Horn. The prices for consumer goods in the gold fields skyrocketed too. A barrel of flour that would sell for five dollars in New York would bring 50 dollars in San Francisco, and four-month –old penny newspaper would bring a dollar.

Before the era of the clippers, most merchant ships were large, slow and hard to maneuver. Clippers were built for speed, and all other considerations – carrying capacity, cost of operations, durability –were unimportant. A fast ship would bring its owners and captain more profits, and a ship could be paid for in a single trip. The very name clipper was given to these ships because the enormous driving power of their sails allowed them to “clip” (move quickly) across the sea. Writer Nicholas Dean called them the “conords of the nineteenth century” because the same concept –speed at any cost–brought clippers and Concorde into existence.

To give clippers their speed, the clippers’ slanted masts, which reached as high as twenty-story building, carried more sails and more kinds of sails-including topgallants, royal sails, flying jibs, skysails, and moonmakers than any other type of ship before or since. This huge cloud of canvas sails was controlled by a complicated web of rigging. It took an experienced crew of from twenty five to fifty sailors to operate those sails and a hard-driving captain to direct them. The bull of a clipper was long and slender, and the bow was sharp as a knife to cut through the waves. With their sails full of wind, the tall, beautiful clipper ships looked as if they had sailed out of a child’s dream.

Many remarkable and enduring records were set by clippers. McKay’s clipper Lightning set a world record by sailing 436 miles (701 kilometers) in a single day, and his Flying Cloud sailed from New York, around Cape Horn, and to San Francisco in 82 days. The James Bains set the around-the-world record of 133 days. Other clipper records were set by the Nightingale, which sailed from Shangai to London in 89 days, the Ino, which made it from Singapore to New York in 81 days, the Challenge, which took only 33 days to sail from Hong Kong to San Francisco, and the Sea Witch, which sailed from Guangzhou (then called Canton) to New York in 81 days. The British built about 27 “tea clippers”, as they called them. Unlike American ships, which were built entirely of wood, British ships were “composites”, built with wooden planking over iron frames. The most famous tea clipper was the CuttySark.

Few new clippers were built after 1855, the year when the United States suffered an economic recession. By 1860 the age of the clippers was fading. Gold digging in California was nearly exhausted. American investors found railroad building more profitable than clippers. The Suez Canal cut off so much distance between Europe and Asia that it made the British tea clippers all but obsolete. Most importantly, there was a technological innovation that doomed the clipper, and in fact, the entire age of sail: the development of steamship.
“There was a need for fast ships because of the trade in Chinese Tea and the California Gold Rush”

Answer Choices:

- Everything possible was done to make the clipper ships as fast as possible.
- Clipper ships, according to one writer, were the Concorde of their era.
- The development of the steamship, together with other events, eliminated the need for the clipper ship.
- Some of the sails that were used on clipper ships had never been used on sailing ships in the past.
- Many records for speed were broken by clipper ships.

Answer

1. 
2. 
3. 

2. An introductory sentence for a brief summary of the passage is given in quotation. Complete the summary by selecting the three answer choices that expresses the most important ideas in the passage.

The flag is the common symbol of national identity in modern world. The traditional flag of fabric is still used to mark buildings, ships and diplomatic caravans by national affiliation, but its visual design makes it adaptable for other roles. Most flags have a compact, rectangular shape and visual symbolism. Their strong colors and geometric patterns are instantly recognizable even if miniaturized to less than a square centimeter. Images of flags can serve as identifying icons on airliners, television broadcasts and computer displays.

Despite its simplicity, the national flag as we know is in no way a primitive artifact. It is the product of millennia of development in many corners of the globe. Historians believe it had two major ancestors, of which the earlier served to indicate wind direction. Early human societies used very fragile shelters and boats. Their food sources were vulnerable to disruption. Even after various grains had been domesticated, people needed cooperation from the elements to assure good harvests. For all these reasons, they feared and depended on the power of the wind, which could bring warmth from one direction and cold from another.

Ascertaining the direction of the wind using a simple strip of cloth tied to the top of a post was reliable than earlier methods, such as watching the rising smoke from a fire or the swaying of field grasses. The association of these prototypes of the flag with divine power was a natural one. Tribes began to fix long cloth flutters to the tops of totems before carrying them into battle, believing that the magical assistance of the wind would be added to the blessings of the gods and ancestors represented by totem.

These flutters may seem like close kin of our present-day flags, but the path through history from one to the other wanders through thousands of years and over several continents. The first known flag of a nation was unmarked: The king who established the Chou Dynasty in China (around 1000 B.C) was reputed to have a white flag carried ahead of him. This practice may have been adopted from Egyptians in the past, but it was from China that it spread over trade routes through India, then across Arab lands, and finally to medieval Europe.

In Europe, the Chinese-derived flag met up with the modern flag’s second ancestor, the heraldic crest. The flags used in Asia may have been differentiated by color, but they rarely featured emblems or pictures. European nobles of the medieval period had developed a system of crests (symbols or insignias specific to particular families) that were commonly mounted on hard surfaces; shields to be used in battle often displayed them especially prominently.

The production of these crests on flags permitted them to be used as heralds, meaning that they functioned as visual announcements that a member of an important household was present. While crests began to appear on flags and shields, the number of prominent families was also increasing. They required a greater number of combinations of stripes, crosses, flowers and mythical animals to distinguish themselves. These survived as the basic components of flag design when small regional kingdoms were later combined into larger nation-states. They remain such for many European countries today.
Some nations, whose colors and emblems date back several hundred years, have different flags for different official uses. For eg., the flag of Poland is a simple rectangle with a white upper half and red lower half. The colors themselves have been associated with Polish nationalism since the 1700. They originated as the colors of the Piast family, which during its rule displayed a crest bearing a white eagle on a red field. Homage is paid to the Piast Dynasty in the Polish ensign, the flag officially used at sea. Unlike the familiar plain flag flown on land, the ensign has a red shield with a white eagle centered on its upper white stripe.

“There were many historical steps in the evolution of the national flag as it’s known today”.

**Answer Choices:**

- Chinese king’s practice of having a flag carried ahead of him spread across Asia to Europe.
- Many countries have followed Poland’s example and used an eagle on their flags to symbolize strength and power.
- Early humans lived lives that were vulnerable to disruption by natural forces.
- Ancient tribes respected the power of the wind and began to carry totem poles with flutters for good luck in battle.
- Heraldic crests and colors combined with a standard rectangular shape to make a symbol with many uses.
- Some flags used in Asian countries may have been colored in distinct ways.

**Answer**

1. ________________
2. ________________
3. ________________

**3. Select phrases from the answer choices and match them to the group to which they relate.**

Although it seems like the proliferation of spam- junk E-mails sent unsolicited to millions of people each day- is a recent problem. Spam has been around as long as the Internet has. In fact, the first documented case of spam occurred in 1978, when a computer company sent out 400 E-mails via the Arpanet. Now spam E-mails account for more than two-thirds of all the E-mail sent over the Internet, and for some unlucky users, spam makes up 80 percent of the messages they receive. And, despite technological innovations such as spam filters and even new legislation designed to combat spam, the problem will not go away easily.

The reason spammers are difficult to stop is that spam is so cost effective. It costs a spammer roughly one hundredth of a cent to send spam. This low rate gives spammers a tremendous incentive to continue sending out millions of E-mails, even if the average person never purchases anything from them. With so much at stake, spammers have gone to great lengths to avoid or defeat spam blockers and filters.

Most spam filters rely on a fairly primitive “fingerprinting” system. In this system, a program analyzes several typical spam messages and identifies common features in them. Any arriving E-mails that match these features are deleted. But the fingerprinting defense proves quite easy for spammers to defeat. To confuse the program, a spammer simply has to include a series of random characters or numbers. These additions to the spam message change its “fingerprint” and thus allow the spam to escape detection. And when programmers modify the fingerprint software to look for random strings of letters, spammers respond by including nonrandom content, such as sports scores or stock prices, which again defeats the system.

A second possible solution takes advantage of a computer’s limited learning abilities. So called “smart filters” use complex algorithms, which allow them to recognize new versions of spam messages. These filters may be initially fooled by random characters or bogus content, but they soon learn to identify these features. Unfortunately, spammers have learned how to avoid these smart filters as well. The smart filter functions by looking for words and phrases that are normally used in a spam message, but spammers have learned to hide words and phrases by using numbers or other characters for letters. For eg., the word “money” might appear with a zero replacing the letter “o”. Spammers send their messages in the form of a picture or graphic, which cannot be scanned in the same way a message can.

Another spam stopper uses a proof system. With this system, a user must first verify that he is a person before the E-mail is sent by solving a simple puzzle or answering a question. This system
prevents automated spam systems from sending out mass E-mails since computers are unable to pass the verification tests. With a proof system in place, spam is no cost effective because each E-mail have to be individually verified by a person before it could be sent. So far, spammers have been unable to defeat proof systems, but most E-mail users are reluctant to adopt these systems because they make sending E-mails inconvenient. A similar problem prevents another effective spam blocker from widespread use. This system involves charging a minimal fee for each E-mail sent. The fee would appear as an electronic check included with the E-mail. Users can choose to waive the fee if the E-mail is from a legitimate source; however, users can collect the fee from a spammer. A fee system would eliminate a great deal of spam, but unfortunately many users find such as system too intrusive and inconvenient. Computer engineers will continue to devise more sophisticated ways of blocking spam, while spammers will respond with innovations of their own. It is unfortunate that the casualties in this technological war will be average E-mail users.

**Answer Choices:**
- Take advantage of computer learning abilities
- Require a verification test to send E-mails
- Insert random characters and numbers into messages
- Develop a “fingerprint” of E-mail messages.
- Benefit from the low cost of sending E-mail messages.
- Require users to include a small payment with each E-mail
- Rely on the convenience of E-mail
- Use automated systems.
- Do not want to be inconvenienced when sending E-mails

**Answer**

Spammers 1 ____________________
Spammers 2 ____________________
Spammers 3 ____________________
Spammers 4 ____________________
Spam Blockers 1 ________________
Spam Blockers 2 ________________
Spam Blockers 3 ________________
Spam Blockers 4 ________________

4. Select phrases from the answer choices and match them to the group they relate to.

Dragons are found in the myths of many cultures and appear in many forms. The name comes from Greek word drakon, meaning snake. Dragons are large scaly serpents or reptiles with sharp claws.

In European myths dragons are carnivorous reptiles with fiery breath. They are evil and dangerous. They live in caves, swamps or mountain tops where they guard treasures. Two of the most famous dragons in European literature are the dragon that St. George killed and dragon that killed Beowulf. There are stories about medieval knight fighting dragons. There are several types of European dragons. The guivre has wedge shaped head with no legs or wings. The Amphiptere is a flying snake with wings but no legs. The wyvem has two legs and two wings and a barbed tail. Heraldic dragons have four legs and two wings. Many European families chose this dragon as their symbol.

The Asian dragon was also a reptile with characteristics of other animals. They have serpentine bodies, do not breathe fire and have no wings. Many have a ‘lion’s mane’ around their neck and beard on their chin. They have two antlers coming from their head and two long whiskers from their faces. They have 117 scales, 81 infused with yang the principle of good, and 36 infused with yin, the principle of evil. They symbolize power and unlike European dragons are pictured as good kind and intelligent.

There are three families of Asian dragons: three toed from Japan, four toed from Indonesia or Korea, five toed imperial dragons of China. They come in five colors: blue, white, black, red and yellow. Red and black are powerful and yellow is the strongest of all. Asian dragons are pictured...
with pearl in their mouth, claws and under the chin. Many cultures outside of Europe and Asia also have legends of dragons. It is hard to find a culture that does not have dragon has a myth. The Piasa was a dragon known to the Illini, a North American group that lived by Mississippi river. In Ethiopia, there are stories about a four winged dragon, the Ethiopean Dream Snake. The fact that so many cultures have dragon stories in common has led people to wonder if dragons really existed up to the time if Middle Ages, when they were hunted into extinction. Some even wondered if dragons were the last surviving dinosaurs. Scientists however have dismissed this theory as highly unlikely since there is no fossil evidence to indicate that any dinosaurs lived past the end of the Mesozoic era, 65 million years ago.

Answer Choices:
- The Piasa and Ethiopian Dream Snake are examples of this type.
- Are reptilian but also have features of other animals.
- Can be classified in part according to the number of toes they have.
- Are generally considered evil and dangerous.
- Are featured in myths and legends in which they battle humans.
- Can be categorized according to the number of wings and legs they have.
- According to fossil records, lived during the Mesozoic Era.
- Are generally pictured as meat-eating reptiles that breathe fire.
- Are generally considered powerful, smart and benevolent

Answer
European Dragons 1
European Dragons 2
European Dragons 3
European Dragons 4
Asian Dragons 1
Asian Dragons 2
Asian Dragons 3

5. Select phrases from answer choices and match them to the group they relate to:
Luther Burbank and George Washington Carver changed the face of American agriculture. They shared the belief that human ingenuity could improve the productivity of nature. Burbank was born in 1849. His formal education stopped after high school when his father died. He was an avid reader inspired by the works of Charles Darwin. He began raising and selling fruits and vegetables to support his family. He became interested in breeding plants to create hybrids. His first ‘plant creation’ was the Russet Burbank potato, better known as Idaho potato. This was exported to help Ireland recover from the devastating potato famine of 1840-60. After moving to California in 1875, Burbank devised a stream of creations, earning himself the nickname “the plant wizard.” One of his less successful creations was a spineless cactus to be used as cattle food, which he hoped would transform deserts into productive cattle lands. However, he successfully developed hundreds of new versions of fruit, vegetables, flowers and other plants, many of which are the ancestors of the ones grown today. He opened the public eyes to the productive possibilities of plant breeding.

George Washington Carver was born a slave in 1864 in Mississippi. He was a curious, intelligent child who became fascinated by plants at an early age. Too poor to afford books, he taught himself about plants by wandering through the fields and forests near his home. Even as a child, he was called “the plant doctor”. Carver attended high school in Kansas and studied botany, chemistry and other subjects at Simpson College in Lowa. He received a master’s degree from Iowa State College. He then accepted an invitation from Booker T. Washington to join the faculty of Tuskegee Institute in Alabama. While Burbank concentrated on developing new types of plants, Carver found new uses for existing plants. In the 19th and early 20th century cotton was king of southern agriculture. However, cotton removes nitrogen from soil and when it is grown the soil becomes poor. Through his research he knew that growing peanuts would return nitrogen to the soil and restore fertility. Therefore, he tried to find new uses for the peanut in
order to make peanut farming profitable. He found ways to make soap, cooking oil shaving
cream, glue, paper and printer’s ink from peanuts. He also discovered many new uses for sweet
potatoes, soybeans and pecans which also restored nitrogen to the soil. Thus he helped free
southern agriculture from the tyranny of cotton.
Burbank’s work as a plant breeder was based mainly on instinct. He always seemed to know
which few plants out of the thousands that he grew should be saved for future breeding.
Sometimes he might keep just one plant out of ten thousand. Burbank spent most of his work
time checking his many acres of plants. However, the value of his contributions was somewhat
diminished by his research methods. Although he kept notes and took photographs of his
creations, his records were only for his own use. This made it difficult for other scientists to
reproduce and contribute to his achievements.
Carver, on the other hand, was a thorough, meticulous scientist. He depended more on careful
experimentation than on instinct. He spent more of his time in the laboratory than in the field. He
kept detailed records so that others could duplicate his experiments. He established the George
Washington Carver Foundation for Agricultural Research at Tuskegee Institute and encouraged
other researchers to continue his work. In fact, in 1940, he donated his entire life savings of
33,000 dollars to the institute.
Burbank and Carver have one thing in common: misconceptions. Most people assume that the
city of Burbank, California, was named for Luther Burbank. In fact, it was named for David
Burbank, a Los Angeles dentist. It is believed that Carver invented peanut butter. It was invented
by St. Louis doctor, Ambrose Straub.

Answer Choices:
• Because of his techniques, made it difficult for researches who wanted to continue his
work.
• Worked more in field than in laboratory.
• Created alternatives to cotton growing.
• Was jealous and resentful of the other's success.
• Focused on creating new types of plants.
• Kept careful notes about his experiments.
• Worked mainly from instincts
• Concentrated primarily on finding new uses for familiar plants.
• Invented peanut butter

Answer
Luther Burbank 1
Luther Burbank 2
Luther Burbank 3
Luther Burbank 4
George Caver 1
George Caver 2
George Caver 3

6. An Introductory sentence for a brief summary of the passage is given in quotation.
Complete the summary by selecting the three answer choices that express the most
important ideas in the passage.

When reviewing the current journals of taxonomy, the science of organizing animals into neat
classifications, it is important to remember that names are human convenience. Nature is not
concerned with putting her creations into simple and objective categories. The classifications that
we now have are the result of scientists’ need to put some sort of order into what is a very chaotic
situation. Although taxonomists have the best intentions when naming and classifying new or
existing species, there are many occasions when naming a species causes quite a bit of confusion.
An excellent example of the problem with naming species is the case of Ensatina, a genus of
salamander found in the central valley area of California. Central Valley is about 40 miles wide
and salamanders do not live in the valley itself. They are found in the forests and mountains that
ring the valley. At the southern tip of the valley live two distinct types of salamander-one is
characterized by yellow and black spots, where as the other is light brown in color with no spots. In biology, a species is typically defined as a group of animals that breed only with one another. Thus any tow animals that can breed belong to the same species where as that are unable to breed with each other are of different species. The two Central Valley salamanders do not interbreed and therefore should be classified as different species.

But there is one interesting problem with salamanders. A number of other salamanders inhabit the ring surrounding Central Valley. Moving north along the eastern side of the valley they have fewer and fewer blotches. At the northern end of the valley, they appear to be a mixture of two species: these salamanders are brown, but have visible blotches.

Moving south along the western end of the valley, the salamanders have blotches that are more pronounced. Finally by the time the southern tip of the valley is reached, the salamanders fully resemble the yellow and black spotted species. The salamanders in effect form an almost continuous ring around the outside of the Central Valley, and although the two distinct species at the ends of the ring do not interbreed, the salamanders can do breed with the intermediates along the ring. So although it is fairly clear that the salamanders at the ends of the ring are distinct species, what of the other salamanders found around the valley?

This situation presents quite a problem in classification. Most taxonomists have decided that the best solution is to put each of the intermediary salamanders into its own subspecies. However, this messy solution results in ten different species names for a salamander that is found only in the Central Valley. One can imagine how such a solution, applied to other species, could result in hundreds of thousands of subspecies for each species.

Further complicating the situation is the new evidence from genetic studies. It appears that the salamanders in Central valley are all rather closely related, meaning that they all probably evolved from a common ancestor. A likely scenario is the ancestral salamander species arrived at either the northern or southern tip of the valley and dispersed from there with the offspring moving farther and farther down the eastern and western sides of the valley. In any case, the genetic evidence indicates a continuous gene flow along the Central Valley.

The case of the central valley salamander called a ring species is not unique. It shows the difficulty of attempting to place animals into compartments: although classification may be helpful to scientists and researchers, it is not a primary concern of the animals themselves. Despite the problems with the current taxonomic system, it is useful. There is simply no other way to label or classify the gradations found in nature, so the use of distinct species names will continue.

"Using species classifications is a human convenience"

**Answer Choices:**

- It is likely that the Central Valley salamanders were all descended from a common ancestor.
- Although scientists may have a need to place animals into classes, nature is not always so easily categorized.
- Any two animals that can breed with each other are considered members of the same species.
- Despite the difficulties found in species classification, there is a need for it in science.
- The central valley salamander and other 'ring species' illustrate the difficulties in classifying animals.
- One solution to the problem involves placing animals into subspecies, but this approach results in problems of its own.

**Answer**

1. __________
2. __________
3. __________

**Writing- Formative Assessment I – Independent Writing Task**
Write an essay on the following prompts.
1. Do you agree or disagree with the following statement: "People should sometimes do things that they do not enjoy doing." Use specific reasons and details to support your answer.
2. Do you agree or disagree with the following statement: "Only people who earn a lot of money are successful." Use specific reasons and details to support your answer.
3. Nowadays, food has become easier to prepare. Has this change improved the way people live? Use specific reasons and examples to support your answer.
4. Choose one of the following transportation vehicles and explain why you think it has changed people's lives.
   - Automobiles
   - Bicycles
   - Airplanes.
   Use specific reasons and examples to support your answer.
5. Many teachers assign homework to students every day. Do you think that daily homework is necessary for students? Use specific reasons and details to support your answer.
6. Describe a custom from your country that you would like people from other countries to adopt. Explain your choice, using specific reasons and examples.
7. If you could travel back in time to meet a famous person from history, what person would you like to meet? Use specific reasons and examples to support your choice.

Writing: Formative Assessment II – Independent Writing Task
Write an essay on the following prompts.
1. Do you agree or disagree with the following statement: “Parents are the best teachers”. Use specific reasons and details to support your answer.
2. Some people believe that Earth is being harmed (damaged) by human activity. Others feel that human activities make Earth a better place to live. What is your opinion? Use specific reasons and details to support your answer.
3. How do movies or television influence people’s behavior? Use specific reasons and details to support your answer.
4. What change would make your hometown more appealing to people of your age? Use specific reasons and details to support your answer.
5. Some young children spend a great amount of time practicing sports. Discuss the advantages and disadvantages of this.
6. When people move to another country, some of them decide to follow the customs of the new country. Others keep their own customs. Compare these two choices. Which one do you prefer?
7. If you could study a subject that you have never had an opportunity to study, what would you choose?
Writing Formative Assessment I- Integrated Task

1. Write an essay summarizing and paraphrasing the lecture and the reading passage showing the relationship between them.

Reading Passage

All of us have seen science fiction movies about space aliens coming to Earth in flying saucers. Sometimes these aliens are nice, but sometimes they are terrible creatures who want to invade us. Or we’ve seen movies about Earth astronauts who journey to other worlds and make contact with alien civilizations. Some science fiction movies would have you believe that we live in a very crowded universe, full of races similar to us. But you must remember that science fiction is fiction, based on imagination. In reality, I’m afraid, we live in a very lonely universe indeed. The only place where we are likely to find intelligent life forms is on Earth— and even here, they are pretty rare.

When we look up at the nighttime sky, we see thousands of stars. We all want to think that some must have planets like Earth and that one of those planets must have intelligent beings looking up at the stars from their world. However, astronomers tell us that most of those stars are very different from ours. They generate too much radiation or heat, or they are too big or too small to have planets with earth-like conditions. We’ve learned, in recent decades, that there are planets around other stars, but what are the odds of discovering a planet at exactly the right distance from its star? If our Earth were a little bit closer to its star, a little bit farther away, a little hotter, a little colder, if it didn’t have water or just the right type of atmosphere, then humans could never have evolved here. And even if there are plants where life has evolved, why do we suppose it is intelligent life? There are millions of species of life on Earth, and yet only one of them can truly be considered intelligent.

If the universe really is full of intelligent alien species, why haven’t we heard from them? We have been broadcasting radio signals into space for almost a hundred years and television signals for sixty years. These signals move at the speed of light. Surely, if the universe is populated, there should be an intelligent race within a hundred light years or so who has heard our radio or seen out television shows. Why haven’t these aliens beamed us a message telling us to please send some better programming?

I’m afraid it’s because no one is out there listening.

Listening Transcript

Okay, class, I want you to imagine something. Imagine a little lake in the middle of a forest, far from any other lakes. This lake is full of fish. One day, one of the fish says this: “We’ve never seen any other lakes and we’ve never seen any other fish. Therefore, we must be the only fish in the world.”

We know, just in our own galaxy—our Milky Way galaxy—there are over 400 billion—that’s right, four hundred billion stars. Now, our star, the Sun, has one habitable planet. Suppose our star is really unusual. Suppose only one in a thousand stars has planets that have ideal conditions for life. That means that there are 400,000,000 planets with life on them just in our galaxy. And remember, life on Earth, at least, has developed under some pretty harsh conditions, so really, you don’t even need ideal conditions.

Of course, that doesn’t mean that this life is intelligent life. But, according to the famous scientist Carl Sagan . . . Carl Sagan . . . “smart is better.” According to his theory, some species like sharks and tigers become strong and fast because these qualities help them hunt, help them survive. Some species, like man, become intelligent, because this quality helps them survive. Anyway—suppose only one in a thousand worlds with life developed intelligence. That means there are 400,000 intelligent species just in our galaxy.

Now, why haven’t we heard from these species? For one thing, their interests and ours may not be the same. They may not be interested in technology, in developing radio transmitters—maybe they’re interested in philosophy, or religion, or . . . who knows, maybe in basket weaving. Maybe they have no interest in communicating with other worlds.
Anyway, I think we are being very self-centered if we don’t at least admit the possibility of intelligent life on other planets. We’re just like those fish I mentioned—the ones who think they are the only fish living in the only lake in the world.

2. Write an essay summarizing and paraphrasing the lecture and the reading passage showing the relationship between them.

Reading Passage
In the general Australian election of 1922, the percentage of Australian citizens who voted dropped to 59%. Australians became alarmed at this low voter turnout, and by 1924, a law was passed that made it compulsory for all adult Australians to vote. Today, about 94% of eligible voters in Australia vote, even though the penalty for not voting is mild. Voting has simply become a habit for Australians. Voting has been mandatory in Belgium since 1892 and in Argentina since 1914. It is mandatory in Greece, Luxembourg, Thailand—in fact, in about 20% of all democratic nations. All countries that have compulsory voting laws enjoy high voter turnout. However, in countries in which voting is noncompulsory, such as United States and the United Kingdom, average voter turnout in national elections is what it was in Australia in 1922—about 60%.

Why should citizens of a country be required to vote? American president Thomas Jefferson, who was instrumental in writing the U.S Declaration of Independence, said that government derives its authority from the consent of the governed. I believe that if you do not vote, you are not giving your active consent to be governed. In other words, if a nation’s citizens don’t vote, their government loses its legitimacy.

Voting, to me, is much like taxation. Both should be considered obligations, not privileges. A nation as a whole relies on all its citizens fulfilling their obligations to pay taxes, and cannot operate without tax revenue. Similarly, a nation depends on the consent of the citizens and should be able to rely on its citizens to vote.

Listening Transcript
Okay, good. Well, in recent general elections in both the U.S. and the U.K., voter turnout has been quite low, and so, there have been editorials in newspapers and commentators on TV talking about . . . about forcing people to come out and vote, about making them vote if they want to or not. Now I know, as it says in the journal article that I gave you, that Australia and a number of other countries have this mandatory voting system. And . . . I’m sure that in these places, that they have a, a really good turnout. I mean, it’s the law, you gotta vote. But personally, I think it’s better to have a smaller number of people who vote really well, who vote smart, than to have a really big turnout. If there’s no compulsion to vote, no law that says you have to vote, then the people who do vote really want to vote, and they’re the ones who are well informed about the candidates, about the issues and so on . . .

To me, there’s a huge difference between voting and paying taxes. If, say, 40% of citizens don’t pay taxes, what happens? The government runs out of funds, it stops functioning. What happens if 40% of the people don’t vote? Think about it. Nothing. Nothing happens. Officials are still elected, and the government goes along just fine.

Now, it may be true that, if you don’t vote, you’re not giving your active consent to your choice of government, but you are exercising a freedom, your freedom not to vote. In fact, some people use not voting as a way to make a statement. You may be saying, for example, that you don’t agree with any of the candidates, or that you feel the political process has nothing to offer you.

In a democracy, you have lots of rights. You have the right to, say, open your own business if you want. That doesn’t mean that you should have to open your own business. It should be the same way with voting. Because you have the right to do something shouldn’t mean that you have the obligation, the duty to do it.

3. Write an essay summarizing and paraphrasing the lecture and the reading passage showing the relationship between them.

Reading Passage
Around 11,000 years ago, at the end of the last Ice Age, the mammoth elephants of North America had it pretty good. Food was plentiful, the herds were strong, the climate was favourable. However, something happened and in a short time, all the mammoths disappeared. What happened? These are the three main theories explaining their extinction.
The most likely theory involves “man vs mammoths”. Around 11,000 years ago, the humans, a group called the Clovis People, came across the land bridge connecting Asia and North America. According to University of Arizona scientist Paul Martin, the Clovis People were clever hunters. They were accompanied by dogs and were armed with spears with sharp stone points. According to Professor Martin, the Clovis people hunted the mammoths to extinction.

A second theory is that climatic changes killed off the mammoths. During the Ice Age, humans may have found the climate harsh, but it was perfect for wooly mammoths. The weather seldom changed; it was cold and damp all year round, and there were no seasons. Little by little, however, the climate grew warmer, the glaciers receded, and the moist air became drier. Seasons emerged, plant life changed. Grassy plains became deserts, and the wooly mammoths died of starvation, according to this theory.

A third theory, advanced by Ross McPhee of the American Museum of Natural History, is that mammoths were destroyed by diseases brought by humans from the Old World. The microbes may have been carried by the lice in their hair or by the fleas on their dogs. The mammoths had no resistance. This plague may have passed from mammoth to mammoth and from herd to herd, destroying the species.

**Listening Transcript**

All right, now, we’re going to continue our discussion of extinction, extinction at the end of the Ice Ages. Now, the article seems to imply that one of these three theories about the mammoths is probably the right one, but in fact, there are some problems with . . . well, with all three theories. First off, there’s the idea that humans directly killed off the mammoths by hunting them to death. Sure, it’s tempting to blame humans because mammoths were doing just fine until people showed up in North America. But think about this: mammoths were huge, strong, dangerous, well-armed creatures—look at those tusks! They had thick, thick skin and thick layers of fat—hard to pierce with any spear, no matter how sharp. Why should humans hunt these giants when there were other animals around that were smaller, easier to kill? The Clovis People were few in number and they were widely scattered.

A computer study shows that they could’ve eaten only 10% of the mammoths that they supposedly killed. Why would they have killed so many if they weren’t going to eat them? Then, there’s the theory that humans killed off mammoths indirectly, by bringing disease to the New World. This is an interesting theory, but a theory needs evidence. Scientists have examined the remains of many dead mammoths and found no sign, none, of any infectious disease. Then there’s the climate-change theory, that mammoths died because it got warmer. The thing is, mammoths endured much more violent climate changes in the past and survived them just fine. Besides, their relatives in the Old World, the ancestors of the African and Indian elephants, managed to survive this climate change without any problems.

So, maybe one of these theories is correct. Maybe a combination of these factors doomed the mammoths, killed them all off. But . . . maybe, just maybe, none of these theories is true, and we still don’t know the true cause of the mammoths’ extinction.

4. Write an essay summarizing and paraphrasing the lecture and the reading passage showing the relationship between them.

**Reading Passage**

In 1965, President Lyndon B. Johnson said, “Art is a nation’s most precious heritage. For it is in our works of art that we revel to ourselves and to others the inner vision which guides us as a nation.” These days, however, it is becoming more and more difficult for artists to support themselves financially. This is especially true for experimental artists, whose art does not have as much commercial potential as that of other artists. In Europe, there is broad governmental support for the arts. Here in the U.S., artists have been funded by a combination of private and governmental funds. However, government funding for the arts has remained stable or even dropped in recent years.

Throughout history, great artists from da Vinci to Tchaikovsky have been supported by patrons. Today, few people contribute directly to individual artists, but artists still need support. It takes time to create great art. What is required is funds in the form of government grants for artists to live on while they develop an artists or complete artistic projects.
Besides, when the government spends money on the arts, it is making a good investment. According to a study conducted by economists at the Georgia Institute of Technology, federal, state, and local governments spend about $3 billion dollars on the arts over a ten-year period. However, the arts generated $134 billion in economic revenue and $24 billion in taxes during those ten years. This is a tremendously good return on investment.

Listening Transcript
Now, um, it may surprise you to hear this, because I don’t just teach art, I’m a working artist myself, as you know, but . . . I don’t agree with the idea of government support for individual artists. Why not, you ask?

Well, plumbing is an important occupation. Where would we be without plumbers, huh? But are there special grants for plumbers? Plumbers can’t take a year off at taxpayers’ expense to . . . to finish a special plumbing project, now can they? To me, it’s not fair to treat artists as any different from plumbers or from anyone else. There were great American artists before there were government grants. How did they make it? Well, they sold their works of art on the marketplace. Okay, you say, what about the unpopular artists, the controversial artists that the author mentions? Well, no one is saying these artists can’t produce what they like, but . . . if they can’t sell their works . . . they can always . . . gasp! . . . get jobs! There are jobs for artists—they can work as commercial artists, they can teach art . . . Sure, artists once had wealthy patrons. Of course, these were private sponsors, not government sponsors. What I object to is giving public money to one special group. Some artists today have corporate sponsors. Personally, I wouldn’t take money from a corporation. But if that’s what an artist wants to do, that’s fine with me . . .

The author mentions a study exploring how the arts generate economic activity. I’d like to point out that this study was done on groups of performing artists, on art organizations like ballet companies or theater groups. Giving grants, giving money to art organizations may be a good investment, but I don’t think that spending money on individual artists generates much economic activity. And there’s always the possibility that government programs meant to help artists may end up wasting money, wasting huge amounts of money. Let me give you an example: There was a program in France which provided certain artists grants to make their lives better, to make them more secure financially. Everyone connected with arts applied for this program—I mean everyone, even people who cut actors’ hair, applied for these grants. This program generated a deficit approaching one billion—that’s one billion—euros. So, you see, investments in the arts are not always good investments.

5. Write an essay summarizing and paraphrasing the lecture and the reading passage showing the relationship between them.

Reading Passage
According to a 2005 study by an association of pediatricians, the overall negative effects of television over children outweigh the positive effects. This comes as no surprise to those of us in the field of juvenile psychology who have seen the effects on children of more and more television watching.

The researchers analyzed standardized test results and television viewing habits of 1,700 children. Children aged 6 to 7 who watch more than three hours of TV a day score significantly lower on reading and short-term memory tests than children who watch little or no television. Another study showed us that, on the average, children spend more time watching television than doing any other activity except sleeping. They spend more time watching television than at school! All television shows, even educational shows, replace activities in children’s lives that parents value more, such as studying, reading, and playing sports.

Another problem is that kids who watch television are physically inactive. Not only are they inactive, but they tend to snack a lot. Advertisements for inappropriate foods encourage them. This leads to children being overweight and out of shape. Studies such as this one simply confirm what most psychologists already know. As far as children are concerned, television viewing is harmful and should be severely limited or altogether eliminated from their lives.

Listening Transcript
All of you know I’m no big fan of television, especially of commercial TV . . . . still, I have to disagree with the author’s view of children’s TV and especially with her assessment of the study that she refers to. For one thing, I’m a mom myself, and I know how difficult it is to ban television
altogether from your house, to prevent kids from watching. Anything that’s forbidden . . . that just makes it more attractive to kids! Kids’ll just go watch TV at their friends’ houses if you don’t let them watch at home. So . . . yeah, parents do need to monitor their children’s TV watching, but it’s gonna be very, very difficult to unplug the TV until your kids are 18.

Now, I took a look at the study the author mentions. Yeah, the study says kids 6 to 7 who watch a lot of TV get lower test scores. But there’s something the author doesn’t mention in her article. According to this same study, kids aged 3 to 5 who watch a lot of television every day score higher on reading recognition tests than kids who don’t! What I think is important, is monitoring how much TV children watch. For children 2 and under, most psychologists suggest no television, and I agree. For kids over 2, I’d set strict limits. I’d limit children to two hours a day. Those young children watch only educational shows . . . shows that are designed to teach children things they need to know, like how to count, how to recognize the letters of the alphabet. I wouldn’t let younger kids watch much entertainment TV. And I’d only let kids watch Public Television, where there are no commercials.

And sure, physical fitness is a problem, a lot of kids are overweight these days, but we can’t blame this problem entirely on television. If you limit kids to no more than two hours a day in front of the tube, there’s plenty of time for them to get outside and get some exercise, get some fresh air. And of course, you need to teach kids about good nutrition. So . . . like a lot of things, television is not purely good or purely bad, it just depends on how it’s used. If television is used wisely, it’s not such a bad thing.

6. Write an essay summarizing and paraphrasing the lecture and the reading passage showing the relationship between them.

Reading Passage
Wilderness management has advanced greatly over the last century, due in part to such practices as the suppression of forest fires and limitations on the clear-cutting trees. Monitoring forests for small brushfires is easier with aircraft, as is the use of large amounts of water and sophisticated chemical fire extinguishers to prevent fires from spreading. The goals of decreasing the amount of destruction by fires and cutting are wide-ranging. One is simply the longer lives and improved health of trees. In some areas of hickory and oak forest on the Eastern Seaboard, fire suppression has allowed the maturation of so many trees that the treetops from a continuous canopy.

There is evidence of the healthful effects of fire suppression closer to the ground as well. Vines and low brushes that would be burned out in a forest fire can flourish when fires are suppressed. Of course, but there is a more indirect way fires harm plant life. Chemical tests on areas that have recently experienced forest fires demonstrate that burning decreases the overall amount of nutrients in the soil. Suppressing fires prevents such a decrease ferns, wild flowers and herbs grow without disturbance.

Finally, wildlife can benefit. In the eastern hickory and oak forests, the suppression of fires has meant that forest animals-ranging from small insects and birds to large deer and bears-are not turned to death. Deer populations, in particular, have increased notably.

Listening Transcript
For years, forest fires were regarded as uniformly destructive, and forest managers put a lot of effort into preventing them. But it turns out that fire suppression may have destructive long-term effects on the forests it’s supposed to protect.

For instance, mature oaks have grown so thickly in some places that little light reaches the forest floor. But young oak trees need light in order to grow properly. The lack of light has meant that new oaks aren’t maturing rapidly enough to replace the older oaks. It also means that other tree species that don’t need so much light, such as maples, are invading oak and hickory forests and competing for resources.

There are competition problems at ground level too. What forest fires, both natural and artificial, used to do is burn off some of the plants on the forest floor before they could glow into huge thickets. Now they run wild over the ground—and again, that meant it’s hard for young trees and other native plants to grow.

Then there’s the increase in the deer population—this partially results from the lack of forest fires and partially from limitations on hunting—but the thing is, deer like to eat the leaves off oak saplings. So if one of those seedlings somehow does manage to get a good start, despite the shade
and all the other plants competing for nutrients, it’s likely to be killed by having its leaves eaten. Oh, and one other thing: Scientists are now finding that forest fires release nutrients from the plants and animals that are burned. That means that, even though the total amount of nutrients is decreased, there can actually be more nutrients available on the soil surface for plants that are trying to grow back afterward.

7. Write an essay summarizing and paraphrasing the lecture and the reading passage showing the relationship between them.

Reading Passage
Scant physical evidence remains of the first human domestication of grain. Still there is enough to conclude that ancient peoples, motivated by the nutritional value of bread or cakes made of wild wheat, looked for controlled ways to grow it to provide a consistent food supply. Three related discoveries are likely to have led to the introduction of bread as the first grain-based food.

The first discovery was that wheat could be prepared for use by grinding. People probably began consuming wheat by chewing it raw. Because wheat is very hard, they gradually discovered that it was less trouble to eat if crushed to paste between two stones— the result would have been the ancestor of the drier, more powdery wheat flour we use today.

From there, it was a short step to the next breakthrough: baking the simplest bread, which requires no technology but fire. Loaves of wheat paste, when baked into bread, could be stored for long periods, certainly longer than raw seeds. This kept the food value of wheat available for an extended period after it had been harvested.

Finally, ancient peoples found that, if the paste was allowed to sit in the open, yeast spores from the air settled on it and began fermenting the wheat. This natural process of fermentation caused bubbles to form in the wheat paste that suggested it would be lighter in texture and even easier to eat when baked.

Listening Transcript
Conventional wisdom says that a very primitive kind of bread was the first grain food that human societies ate. But, you know, for the last few decades, there’s been an alternative hypothesis that quite a few anthropologists are starting to give a closer look. That hypothesis says that it was, in fact, beer—not bread—that was the first grain food. Sound strange? Consider a couple of things.

For one thing, you don’t have to grind wheat to make it easier to eat. If you keep it in a moist environment, it naturally starts sprouting, with a new baby plant splitting the hard seed case in half. Sprouted wheat is sweeter, softer, and actually more nutritious than whole wheat seeds—and it would have developed without human effort. In order to discover the usefulness of ground wheat, someone had to get the bright idea of crushing it. To discover the usefulness of sprouted wheat, people just had to do nothing and let it sit. Which do you think happened first?

Another thing: What turns grain into beer is fermentation, and wheat begins to ferment almost as soon as it’s stored—from water and yeasts in the air. After the wheat sprouted, it would have started to ferment. The process would have been obvious because of the bubbles and foam that formed. People could have experimented by tasting it and discovering the first beer.

And even if you assume that people were already grinding wheat to paste, think about it. The paste ferments and bubbles. Is it likely that early peoples would have thought to fire it before eating? We’re used to cooking our food, but in prehistoric times, the idea that you would take fire to food to improve it for eating was not obvious.

Writing -Formative Assessment II- Integrated Task
1. Write an essay summarizing and paraphrasing the lecture and the reading passage showing the relationship between them.

Reading Passage
In many organizations, perhaps the best way to approach certain new projects is to assemble a group of people into a team. Having a team of people attack a project offers several advantages. First of all, a group of people has a wider range of knowledge, expertise, and skills than any single individual is likely to possess.
Also, because of the numbers of people involved and the greater resources they possess, a group can work more quickly in response to the task assigned to it and can come up with highly creative solutions to problems and issues. Sometimes these creative solutions come about because a group is more likely to make risky decisions that an individual might not undertake. This is because the group spreads responsibility for a decision to all the members and thus no single individual can be held accountable if the decision turns out to be wrong.

Taking part in a group process can be very rewarding for members of the team. Team members who have a voice in making a decision will no doubt feel better about carrying out the work that is entailed by that decision than they might doing work that is imposed on them by others. Also, the individual team member has a much better chance to “shine,” to get his or her contributions and ideas not only recognized but recognized as highly significant, because a team’s overall results can be more far-reaching and have greater impact than what might have otherwise been possible for the person to accomplish or contribute working alone.

**Listening Transcript**

Now I want to tell you about what one company found when it decided that it would turn over some of its new projects to teams of people, and make the team responsible for planning the projects and getting the work done. After about six months, the company took a look at how well the teams performed.

On virtually every team, some members got almost a “free ride” ... they didn’t contribute much at all, but if their team did a good job, they nevertheless benefited from the recognition the team got. And what about group members who worked especially well and who provided a lot of insight on problems and issues? Well...the recognition for a job well done went to the group as a whole, no names were named. So it won’t surprise you to learn that when the real contributors were asked how they felt about the group process, their attitude was just the opposite of what the reading predicts.

Another finding was that some projects just didn’t move very quickly. Why? Because it took so long to reach consensus...it took many, many meetings to build the agreement among group members about how they would move the project along. On the other hand, there were other instances where one or two people managed to become very influential over what their group did. Sometimes when those influencers said “That will never work” about an idea the group was developing, the idea was quickly dropped instead of being further discussed. And then there was another occasion when a couple influencers convinced the group that a plan of theirs was “highly creative.” And even though some members tried to warn the rest of the group that the project was moving in directions that might not work, they were basically ignored by other group members. Can you guess the ending to *this* story? When the project failed, the blame was placed on all the members of the group.

2. **Write an essay summarizing and paraphrasing the lecture and the reading passage showing the relationship between them.**

**Reading Passage**

The Phaistos Disc is a small clay disc about fifteen centimeters in diameter that was discovered by an Italian archaeologist in the ruins of the ancient palace at Phaistos on the Greek island of Crete in 1908. Phaistos was the site of a large palatial complex of the ancient Minoan civilization and dates to the middle or late Minoan Bronze Age of the second millennium B.C. The origin of the Phaistos Disc, which is covered on both sides with stamped symbols of an apparently unique and poorly understood script (writing system) has been the subject of much academic debate. Specifically, a number of researchers believe that the disc may be a forgery or a hoax. Several pieces of evidence point in that direction.

First, the symbols on the Phaistos Disc appear to have been carefully stamped using a metal implement of some sort—the ancient equivalent of a printing press. However, this type of writing is unlike any other script from the Minoan period. Other ancient writing systems from the period were drawn by hand into soft clay and then accidentally fired when the palace complexes where the clay tablets were stored caught on fire during earthquakes or other natural disasters. Given the technology available at the time and the absence of any other writing systems from
ancient Crete drawn in this way, it is likely that the disc was created far more recently than the second millennium B.C.

Second, the Italian archaeologist who supposedly discovered the Phaistos Disc may have been jealous of a contemporary British archaeologist named Arthur Evans, who had discovered the ruins of the ancient Minoan civilization a few years earlier in 1901. During his excavations at the palace at Knossos, an ancient Minoan city located to the north of Phaistos, Evans discovered the first evidence of ancient Minoan writing, and this discovery led to Evans becoming one of the most famous archaeologists of the twentieth century. The Italian archaeologist who claimed to have discovered the Phaistos Disc may have created the disc in order to prove that his discoveries at Phaistos were just as interesting and important as those at the more famous Knossos. In light of other archaeological hoaxes of the period, such as the Piltdown Man hoax of 1912, the possibility that the Phaistos Disc is a forgery is not out of the question.

Finally, no definitive scientific testing has ever been carried out on the Phaistos Disc to establish its date of origin. Although there were no reliable scientific dating techniques available at the time the Phaistos Disc first came to light, modern methods of dating could be used to answer the question of the disc’s origin. A thermoluminescence test, which can determine the date of artifacts by measuring the amount of light energy stored in their minerals, might resolve the issue once and for all. Unfortunately, the Greek museum where the disc is currently displayed has not been interested in allowing such testing, perhaps because if the disc is proved to be a hoax, the museum could lose prestige and see its standing lowered in the archaeological community.

**Listening Transcript**

Although it’s true that there is no definitive proof the Phaistos Disc dates to the second millennium B.C., the fact of the matter is that the vast majority of archaeologists believe the disc is authentic. In fact, only a handful of scholars currently question the authenticity of the Phaistos Disc. And it turns out that each of the three theories supporting the idea that the Phaistos Disc is an elaborate hoax has serious problems.

First, the point about the unusual nature of the script. While it’s true that the symbols seen on the Phaistos Disc are unusual in that they appear to have been stamped or pressed onto the disc, they are not unique, as the reading claims. In fact, an ancient bronze weapon known as the Arkalochori Axe, which like the Phaistos Disc dates to the second millennium B.C., contains several symbols that are almost identical to those found on the Phaistos Disc. The Arkalochori Axe was discovered in a cave on the island of Crete by a Greek archaeologist in 1934, some twenty-six years after the discovery of the Phaistos Disc. Given this discovery, the only plausible way for the Phaistos Disc to be a hoax would be for the axe to be a hoax as well, and that’s extremely unlikely.

Second, the suggestion that the Italian archaeologist who discovered the Phaistos Disc forged the artifact because he was jealous of Arthur Evans makes no sense. You see, the first decade of the twentieth century was an extremely active period in European archaeology. Major new discoveries were taking place almost every year, so there was plenty of fame to go around. In addition, the Italian discoverer of the Phaistos Disc was already well-known by the time the disc was unearthed, having been the inspector of a major museum in Florence since 1902. So it turns out that the claim the archaeologist who discovered the Phaistos Disc had strong reasons to create a forgery is completely unfounded.

Finally, turning to the question of thermoluminescence testing, it is true that this test could possibly establish the approximate date the disc was created. However, there is one very good reason why the Greek museum will not allow the test, and that has nothing to do with improper motives on the museum’s part. In order to perform the test, the disc would either have to be taken out of the museum and transported to the site where the scientific equipment is located, or else a portion of the disc would have to be permanently removed in order to be tested. In either case,
there is a significant risk of damaging the disc. Remember that the Phaistos Disc is almost **four thousand years old**. And don’t forget that it’s made out of clay. So while the thermoluminescence test might tell us the age of the disc, it’s just not worth the risk of damaging this ancient treasure. By refusing to allow the test, the Greek museum is really acting in the interests of the Greek people, who are the rightful owners of the disc.

3. **Write an essay summarizing and paraphrasing the lecture and the reading passage showing the relationship between them.**

**Reading Passage**

In an effort to encourage ecologically sustainable forestry practices, an international organization started issuing certifications to wood companies that meet high ecological standards by conserving resources and recycling materials. Companies that receive this certification can attract customers by advertising their products as “ecocertified.” Around the world, many wood companies have adopted new, ecologically friendly practices in order to receive ecocertification. However, it is unlikely that wood companies in the United States will do the same, for several reasons.

First, American consumers are exposed to so much advertising that they would not value or even pay attention to the ecocertification label. Because so many mediocre products are labeled “new” or “improved,” American consumers do not place much trust in advertising claims in general.

Second, ecocertified wood will be more expensive than uncertified wood because in order to earn ecocertification, a wood company must pay to have its business examined by a certification agency. This additional cost gets passed on to consumers. American consumers tend to be strongly motivated by price, and therefore they are likely to choose cheaper uncertified wood products. Accordingly, American wood companies will prefer to keep their prices low rather than obtain ecocertification.

Third, although some people claim that it always makes good business sense for American companies to keep up with the developments in the rest of the world, this argument is not convincing. Pursuing certification would make sense for American wood companies only if they marketed most of their products abroad. But that is not the case—American wood businesses sell most of their products in the United States, catering to a very large customer base that is satisfied with the merchandise.

**Listening Transcript**

Well, despite what many people say, there’s good reason to think that many American wood companies will eventually seek ecocertification for their wood products. First off, consumers in the United States don’t treat all advertising the same. They distinguish between advertising claims that companies make about their own products and claims made by independent certification agencies. Americans have a lot of confidence in independent consumer agencies. Thus, ecologically minded Americans are likely to react very favorably to wood products ecologically certified by an independent organization with an international reputation for trustworthiness.

Second point—of course it’s true that American consumers care a lot about price—who doesn’t? But studies of how consumers make decisions show that price alone determines consumers’ decisions only when the price of one competing product is much higher or lower than another. When the price difference between two products is small—say, less than five percent, as is the case with certified wood—Americans often do choose on factors other than price. And Americans are becoming increasingly convinced of the value of preserving and protecting the environment.

And third, U.S. wood companies should definitely pay attention to what’s going on in the wood business internationally, not because of foreign consumers, but because of foreign competition. As I just told you, there’s a good chance that many American consumers will be interested in ecocertified products. And guess what, if American companies are slow capturing those customers, you can be sure that foreign companies will soon start crowding into the American market, offering ecocertified wood that domestic companies don’t.
4. Write an essay summarizing and paraphrasing the lecture and the reading passage showing the relationship between them.

Reading Passage

Toward the end of his life, the Chevalier de Seingalt (1725–1798) wrote a long memoir recounting his life and adventures. The Chevalier was a somewhat controversial figure, but since he met many famous people, including kings and writers, his memoir has become a valuable historical source about European society in the eighteenth century. However, some critics have raised doubts about the accuracy of the memoir. They claim that the Chevalier distorted or invented many events in the memoir to make his life seem more exciting and glamorous than it really was.

For example, in his memoir the Chevalier claims that while living in Switzerland, he was very wealthy, and it is known that he spent a great deal of money there on parties and gambling. However, evidence has recently surfaced that the Chevalier borrowed considerable sums of money from a Swiss merchant.

Critics thus argue that if the Chevalier had really been very rich, he would not have needed to borrow money. Critics are also skeptical about the accuracy of the conversations that the Chevalier records in the memoir between himself and the famous writer Voltaire. No one doubts that the Chevalier and Voltaire met and conversed. However, critics complain that the memoir cannot possibly capture these conversations accurately, because it was written many years after the conversations occurred. Critics point out that it is impossible to remember exact phrases from extended conversations held many years earlier.

Critics have also questioned the memoir’s account of the Chevalier’s escape from a notorious prison in Venice, Italy. He claims to have escaped the Venetian prison by using a piece of metal to make a hole in the ceiling and climbing through the roof. Critics claim that while such a daring escape makes for enjoyable reading, it is more likely that the Chevalier’s jailers were bribed to free him. They point out that the Chevalier had a number of politically well-connected friends in Venice who could have offered a bribe.

Listening Transcript

No memoir can possibly be correct in every detail, but still, the Chevalier’s memoir is pretty accurate overall and is, by and large, a reliable historical source. Let’s look at the accuracy of the three episodes mentioned in the reading.

First, the loan from the merchant: Well, that doesn’t mean that the Chevalier was poor. Let me explain. We know that in Switzerland, the Chevalier spent huge amounts of money on parties and on gambling. And he had wealth, but it was the kind of property you have to sell first to get money. So it usually took a few days to convert his assets into actual money. So when he ran out of cash, he had to borrow some while he was waiting for his money to arrive—but that’s not being poor!

Second, the conversations with Voltaire: The Chevalier states in his memoir that each night, immediately after conversing with Voltaire, he wrote down everything he could remember about that particular night’s conversation. Evidently, the Chevalier kept his notes of these conversations for many years and referred to them when writing the memoir. Witnesses who lived with the Chevalier in his later life confirm that he regularly consulted notes and journals when composing the memoir.

Third, the Chevalier’s escape from the prison in Venice: Other prisoners in that prison had even more powerful friends than he did, and none of them were ever able to bribe their way to freedom, so bribery hardly seems likely in his case. The best evidence, though, comes from some old Venetian government documents. They indicate that soon after the Chevalier escaped from the prison, the ceiling of his old prison room had to be repaired. Why would they need to repair a ceiling unless he had escaped exactly as he said he did?
5. Write an essay summarizing and paraphrasing the lecture and the reading passage showing the relationship between them.

Reading Passage
In a vote that took place at the International Astronomical Union Conference on August 24th, 2006, Pluto lost its status as a planet in our solar system. Pluto was originally discovered in 1930 when scientists were searching for something that was interfering with Uranus's orbit. Though Pluto was estimated to be similar in size to Earth, it was later discovered that it was even smaller than our own moon, as well as many other moons. It is now known that there are thousands of planetary objects similar to Pluto, including Eris which is slightly larger than Pluto. Choosing to reclassify Pluto to a dwarf planet honors the fact that science is about making new discoveries. While it was a sad day for Pluto lovers, people in general have accepted the idea, and the next generation of children will grow up knowing only eight planets and thinking nothing of it. As Mike Brown, the astronomer who discovered Eris, noted following the IUC's decision, "science is self-correcting."

Listening Transcript
As you all likely know by now, Pluto has been officially demoted to a dwarf planet. What this means is that we will no longer include it as part of our solar system. The debate about whether or not Pluto should hold its status as a planet created such a conflict within the community of world astronomers that it has been called the Great Pluto War. The decision on whether or not to demote Pluto was put to a final vote by astronomers from around the world at the International Astronomical Union Conference. However, when I say from around the world, I don't mean worldwide. In fact, less than 10% of the world's astronomers voted, and most of those who were at the conference had already gone home by the last day when the vote took place. Of more than 10,000 potential voters, less than 500 took part, mainly because there was no way for them to cast their vote without actually being at the conference. Many astronomers believe that if electronic voting had been an option, Pluto along with two other celestial objects, would now be considered planets. Furthermore, the definition that was decided upon for a planet - that it must clear the neighborhood around its orbit - doesn't technically hold up, since Earth, Mars, Neptune, and Jupiter all have asteroids as neighbors.

The IUC decision disappointed many people outside the astronomy community too. You see, there are more than a few Pluto lovers out there. Some were so angry at the resolution that they began putting petitions together to have the ruling overturned. In New Mexico, where Pluto's discoverer was a resident, state officials have declared March 13th, Pluto Planet Day. Children in particular have a thing with Pluto and are perhaps the least willing to part with it. The name for the now dwarf planet was put to a vote in 1930. And incidentally, Pluto, which was chosen unanimously by a group at the observatory where it was discovered, had been submitted by a young schoolgirl.

6. Write an essay summarizing and paraphrasing the lecture and the reading passage showing the relationship between them.

Reading Passage
Critics say that current voting systems used in the United States are inefficient and often lead to the inaccurate counting of votes. Miscounts can be especially damaging if an election is closely contested. Those critics would like the traditional systems to be replaced with far more efficient and trustworthy computerized voting systems.

In traditional voting, one major source of inaccuracy is that people accidentally vote for the wrong candidate. Voters usually have to find the name of their candidate on a large sheet of paper containing many names—the ballot—and make a small mark next to that name. People with poor eyesight can easily mark the wrong name. The computerized voting machines have an easy-to-use touch-screen technology: to cast a vote, a voter needs only to touch the candidate’s name on the screen to record a vote for that candidate; voters can even have the computer magnify the name for easier viewing.

Another major problem with old voting systems is that they rely heavily on people to count the votes. Officials must often count up the votes one by one, going through every ballot and recording the vote. Since they have to deal with thousands of ballots, it is almost inevitable that they will make mistakes. If an error is detected, a long and expensive recount has to take place. In
contrast, computerized systems remove the possibility of human error, since all the vote counting is done quickly and automatically by the computers.

Finally some people say it is too risky to implement complicated voting technology nationwide. But without giving it a thought, governments and individuals alike trust other complex computer technology every day to be perfectly accurate in banking transactions as well as in the communication of highly sensitive information.

**Listening Transcript**

While traditional voting systems have some problems, it’s doubtful that computerized voting will make the situation any better. Computerized voting may seem easy for people who are used to computers. But what about people who aren’t? People who can’t afford computers, people who don’t use them on a regular basis—these people will have trouble using computerized voting machines. These voters can easily cast the wrong vote or be discouraged from voting altogether because of fear of technology. Furthermore, it’s true that humans make mistakes when they count up ballots by hand. But are we sure that computers will do a better job? After all, computers are programmed by humans, so “human error” can show up in mistakes in their programs. And the errors caused by these defective programs may be far more serious. The worst human official can do is miss a few ballots. But an error in a computer program can result in thousands of votes being miscounted or even permanently removed from the record. And in many voting systems, there is no physical record of the votes, so a computer recount in the case of a suspected error is impossible! As for our trust of computer technology for banking and communications, remember one thing: these systems are used daily and they are used heavily. They didn’t work flawlessly when they were first introduced. They had to be improved on and improved on until they got as reliable as they are today. But voting happens only once every two years nationally in the United States and not much more than twice a year in many local areas. This is hardly sufficient for us to develop confidence that computerized voting can be fully trusted.

7. Write an essay summarizing and paraphrasing the lecture and the reading passage showing the relationship between them.

**Reading Passage**

The plow is one of our greatest inventions because it makes large-scale agriculture possible. The practice of turning the soil before planting is very old, but until the plow was invented, farming was limited to what humans could do by hand. The plow has enabled us to cultivate larger and larger areas of land, and in places where farming was previously impossible. Advances in plowing technology have made it possible to convert native grasslands into huge fields of corn and wheat. Tilling the soil with a plow improves the soil in numerous ways. The plow turns over the upper layer of soil, bringing fresh nutrients to the surface. This also loosens and aerates the soil, improving its ability to hold moisture and nutrients. Freshly turned soil is darker in color, which enhances soil warming and thereby promotes seed germination.

Turning the soil buries crop residues—the stalks, leaves, and roots remaining from the previous year’s harvest—allowing them to break down more quickly. Plowing incorporates these residues into the soil, along with any manure, limestone, and commercial fertilizers that are applied. In addition, plowing creates a pattern of low and high ridges in the soil, forming water channels that allow the soil to drain properly.

The plow reduces the costs and labor requirements of agriculture. With the introduction of animal-drawn plows, fewer people were needed to till the same amount of land. In time, mechanized plowing further reduced labor requirements, permitting the labor of a few people to sustain many. The plow greatly reduced the amount of time needed to prepare a field, consequently allowing a farmer to work a larger area of land. This, in turn, increased each farmer’s crop yields.

**Listening Transcript**

The plow is responsible for larger crop yields, but there are also some problems with it. For one thing, simply producing large amounts of food is not enough. Food has to be produced in a sustainable way so natural resources are conserved for future generations. No-till agriculture—farming without the plow—has the potential to help develop a more sustainable agriculture.
Another problem is that overuse of the plow is a major cause of damage to the land. Plowing leaves the soil vulnerable to erosion by wind and water. An example is the Dust Bowl disaster, when extensive plowing, combined with long periods of no rain, caused the dry topsoil to be blown away in dust storms. Plowing also increases erosion by water, and the channels in fields promote the runoff of soil and fertilizers into lakes, rivers, and oceans.

In contrast, no-till farming minimizes soil damage. Instead of plowing under the remains of last year’s crop—stalks and other litter—farmers leave it on the fields, where it acts as mulch to conserve water and protect the soil from erosion. Leaving crop residue in place increases levels of organic matter and improves soil productivity. Finally, overuse of the plow is a threat to rural livelihoods, particularly in the developing world. No-till farming has economic advantages. For example, the number of passes over a field needed to grow and harvest a crop decreases from seven or more to about four, thereby saving fuel and labor costs. In fact, no-till farming uses 50 percent less fuel, and 30 to 50 percent less labor than plow-based farming. This means a significantly lower production cost per acre.
APPENDIX VI
SAMPLE OF FEEDBACK PROVIDED TO STUDENTS ON READING AND WRITING

Feedback given for Formative Assessment I Performance-Reading
Feedback given using ‘Jing’ for Formative Assessment I Performance-Writing

Money and success are entirely different and I totally disagree with the statement that only those who earn a lot of money are successful. Money alone cannot be an essential requirement for any person and so it is not the prerequisite for success.

Wealth and happiness

Only wealth will honestly can make a person happy. Only money that is hard earned and honestly can make a person happy. Earning money can be enjoyed only if it is not used to inflict pain on innocent people. Also, money does not buy happiness. People are not successful only because they have a lot of money. A wealthy person can be successful only when he uses some of his money for charitable purposes. People who have a lot of money are not necessarily successful in life. Love, affection, etc. cannot be purchased with the help of money.

Anything in excess is always a problem. More money is just like poison in hands. There is nothing like only people who earn money only are successful.

Successful People

People should understand that earning money and being successful are totally different. People who earn a lot of money are not successful. But successful people earn a lot of money.
APPENDIX VII

ADDITIONAL INPUTS AS REVISION - A SAMPLE

Read the following passage and answer the following factual and negative factual questions:

The city of Teotihuacán, which lay about 50 kilometers northeast of modern-day Mexico City, began its growth by 200 –100 B.C. At its height, between about A.D.150 and 700, it probably had a population of more than 125,000 people and covered at least 20 square kilometers. It had over 2,000 apartment complexes, a great market, a large number of industrial workshops, an administrative center, a number of massive religious edifices, and a regular grid pattern of streets and buildings. Clearly, much planning and central control were involved in the expansion and ordering of this great metropolis. Moreover, the city had economic and perhaps religious contacts with most parts of Mesoamerica (modern Central America and Mexico).

How did this tremendous development take place, and why did it happen in the Teotihuacán Valley? Among the main factors are Teotihuacán’s geographic location on a natural trade route to the south and east of the Valley of Mexico, the obsidian resources in the Teotihuacán Valley itself, and the valley’s potential for extensive irrigation. The exact role of other factors is much more difficult to pin point—for instance, Teotihuacán’s religious significance as a shrine, the historical situation in and around the Valley of Mexico toward the end of the first millennium B.C., the ingenuity and foresightedness of Teotihuacán’s elite, and, finally, the impact of natural disasters, such as the volcanic eruptions of the late first millennium B.C.

This last factor is at least circumstantially implicated in Teotihuacán’s rise. Prior to 200 B.C., a number of relatively small centers coexisted in and near the Valley of Mexico. Around this time, the largest of these centers, Cuicuilco, was seriously affected by a volcanic eruption, with much of its agricultural land covered by lava. With Cuicuilco eliminated as a potential rival, any one of a number of relatively modest towns might have emerged as a leading economic and political power in Central Mexico. The archaeological evidence clearly indicates, though, that Teotihuacán was the center that did arise as the predominant force in the area by the first century A.D.

It seems likely that Teotihuacán’s natural resources—along with the city elite’s ability to recognize their potential—gave the city a competitive edge over its neighbors. The valley, like many other places in Mexican and Guatemalan highlands, was rich in obsidian. The hard volcanic stone was a resource that had been in great demand for many years, at least since the rise of the Olmecs (a people who flourished between 1200 and 400 B.C.), and it apparently had a secure market. Moreover, recent research on obsidian tools found at Olmec sites has shown that some of the obsidian obtained by the Olmecs originated near Teotihuacán. Teotihuacán obsidian must have been recognized as a valuable commodity for many centuries before the great city arose.

Long-distance trade in obsidian probably gave the elite residents of Teotihuacán access to a wide variety of exotic goods, as well as a relatively prosperous life. Such success may have attracted immigrants to Teotihuacán. In addition, Teotihuacán’s elite may have consciously attempted to attract new inhabitants. It is also probable that as early as 200 B.C. Teotihuacán may have achieved some religious significance and its shrine (or shrines) may have served as an additional population magnet. Finally, the growing population was probably fed by increasing the number and size of irrigated fields.

The picture of Teotihuacán that emerges is a classic picture of positive feedback among obsidian mining and working, trade, population growth, irrigation, and religious tourism. The thriving obsidian operation, for example, would necessitate more miners, additional manufacturers of obsidian tools, and additional traders to carry the goods to new markets. All this led to increased wealth, which in turn would attract more immigrants to Teotihuacán. The growing power of the elite, who controlled the economy, would give them the means to physically coerce people to
move to Teotihuacán and serve as additions to the labor force. More irrigation works would have to be built to feed the growing population, and this resulted in more power and wealth for the elite.

1. In paragraph 1, each of the following is mentioned as a feature of the city of Teotihuacán between A.D. 150 and 700 EXCEPT
   (A) regularly arranged streets
   (B) several administrative centers spread across the city
   (C) many manufacturing workshops
   (D) apartment complexes

Explanation:
The key words in the options are found in the second sentence of paragraph 1. The sentence mentions 2000 apartments, large number of industrial workshops, regular grid pattern of streets and one administrative center. The option ‘B’ is the right answer as it mentions several administrative centers.

2. Which of the following is NOT mentioned in paragraph 2 as a main factor in the development of Teotihuacán?
   (A) The presence of obsidian in the Teotihuacán Valley
   (B) The potential for extensive irrigation of Teotihuacán Valley lands
   (C) A long period of volcanic inactivity in the Teotihuacán Valley
   (D) Teotihuacán’s location on a natural trade route

Explanation:
In paragraph 2 national trade route, obsidian resources, extensive irrigation, volcanic eruptions are mentioned as the main factors for development. The option B, says volcanic inactivity as a factor which is opposite to the idea mentioned in the passage.

3. Which of the following allowed Teotihuacán to have a “competitive edge over its neighbors?

   (A) A well-exploited and readily available commodity
   (B) The presence of a highly stable elite class
   (C) Knowledge derived directly from the Olmecs about the art of toolmaking
   (D) Scarce natural resources in nearby areas such as those located in what are nowthe Guatemalan and Mexican highlands

Explanation:
The key phrase ‘competitive edge over its neighbors is in the first line of paragraph 4. The natural resource of Teotihuacan allowed Teotihuacan to have a competitive edge over its neighbors. Therefore the correct answer is ‘A’.

4. According to paragraph 4, what has recent research on obsidian tools found at Olmec sites shown?

   (A) Obsidian’s value was understood only when Teotihuacán became an important city.
   (B) The residents of Teotihuacán were sophisticated toolmakers.
   (C) The residents of Teotihuacán traded obsidian with the Olmecs as early as 400 B.C.
   (D) Some of the obsidian used by the Olmecs came from the area around Teotihuacán.

Explanation:
The key word is ‘research on obsidian tools” which is found in the last but one line of the paragraph 4. The answer is directly stated – originated near Teotihuacan. Therefore the answer is “D”.
APPENDIX VIII

A Questionnaire on Students’ Perceptions about the Role of Wiki, Training Plan and Materials in Enhancing Learner Participation and Achieving Learning Outcomes

(Consolidation of questions given periodically every week and during consummatory module)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Questions</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td><strong>Wiki Features</strong></td>
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<td><strong>Editing</strong></td>
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<tr>
<td>1.</td>
<td>Editing pages facility in Wiki enables posting information while learning.</td>
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<td>2.</td>
<td>Editing pages facility in Wiki enables helping/guiding fellow learners while learning.</td>
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<td>3.</td>
<td>Editing pages facility in Wiki enables posting comments on the contribution of the fellow learners.</td>
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<td>4.</td>
<td>Editing pages facility in Wiki enables registering and clarifying doubts with the tutor.</td>
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<td>5.</td>
<td>Editing pages facility in Wiki enables registering and clarifying doubts with the fellow learners.</td>
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<td>6.</td>
<td>Editing pages facility in Wiki enables interaction with fellow learners.</td>
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<td><strong>Flexibility</strong></td>
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<td>7.</td>
<td>Accessing the course site at convenient time promotes flexibility in learning.</td>
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<td>8.</td>
<td>Accessing the course site at convenient space promotes flexibility in learning.</td>
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<td>9.</td>
<td>Able to know the views of the fellow learners related to course though accessed at the time of convenience.</td>
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<td>10.</td>
<td>Able to respond to the questions and comments of the fellow learners though accessed at a time of convenience.</td>
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<td><strong>Collaboration</strong></td>
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<td>11</td>
<td>Collaboration facility helps to participate in group task comfortably.</td>
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<td>12</td>
<td>Collaboration facility will help to plan with the members in the group on how to proceed with the group task assigned.</td>
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<td>13</td>
<td>Collaboration facility helps to key in your doubts without hesitation.</td>
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<td>14</td>
<td>Collaboration facility would help learners to voluntarily clarify the doubts posted by the fellow learners.</td>
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<td>Setting</td>
<td>15</td>
<td>The setting of background colour to wiki will have an effect on learner participation.</td>
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<td>Setting</td>
<td>16</td>
<td>Setting of the space in protected mode will give a secured feeling as those not connected with the training will not be able to view or edit the content.</td>
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<td>Setting</td>
<td>17</td>
<td>Embedding clock, changing background colour will give an ambience of real classroom.</td>
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<td>Setting</td>
<td>18</td>
<td>Sidebar enables to customize the arrangement of pages and files for easy navigation.</td>
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<tr>
<td>Inserting Plugins</td>
<td>19</td>
<td>Inserting plugins like speaking avatars according will be a good substitute for human voice in online learning.</td>
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<td>Inserting Plugins</td>
<td>20</td>
<td>Plugins like YouTube videos and Power Point presentations will drive away the monotony while learning online.</td>
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<tr>
<td>Inserting Plugins</td>
<td>21</td>
<td>Plugins like YouTube videos and Power Point presentation enable exposure to the teachings of subject experts.</td>
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<tr>
<td>Inserting Plugins</td>
<td>22</td>
<td>Plugins like YouTube video and PowerPoint Presentation serve as supplementary materials for learning.</td>
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<td>Adding Links</td>
<td>23</td>
<td>Adding links in a page enables to present information in sequence.</td>
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<td>Adding Links</td>
<td>24</td>
<td>Adding links in a page enables easy navigation or access of information.</td>
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<td>Adding Links</td>
<td>25</td>
<td>Adding links to Wiki promotes integration internet resources in a single platform.</td>
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<td>Adding Links</td>
<td>26</td>
<td>Integration of the links from the Internet enables comprehensive learning.</td>
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<td>Adding Links</td>
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<td>Integration of web links will facilitate easy access of information available in the world wide web.</td>
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<td>Creating Pages</td>
<td>28</td>
<td>Creation of pages help in posting information in organized fashion.</td>
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<td>Creating Pages</td>
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<td>Creation of pages specific, help in locating the required information</td>
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<td>Creating Pages</td>
<td>30</td>
<td>Creation of pages will facilitate easy navigation.</td>
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<td>Uploading files</td>
<td>31</td>
<td>Uploading information enable storing materials as files.</td>
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<td>Uploading files</td>
<td>32</td>
<td>Uploading files enable to contribute information through media files.</td>
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<td>33</td>
<td>Uploading files enable to secure/save information/materials.</td>
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<td><strong>Restoration</strong></td>
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<td>34</td>
<td>History page will be of use to restore previous revisions while learning.</td>
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<td>35</td>
<td>History page help to retrieve authentic and right content that was edited.</td>
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<td><strong>Training plan and Materials</strong></td>
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<td>36</td>
<td>Goals, outcome and duration are the important criterion of training.</td>
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<td>37</td>
<td>All the lessons and explanations in an online training must be free from ambiguity.</td>
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<td>38</td>
<td>Each module must state clearly its objectives.</td>
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<td>39</td>
<td>Establishing the teachers’ presence in online teaching learning environment is essential.</td>
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<td>The instructional materials must help to achieve the learning objectives.</td>
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<td>41</td>
<td>In online teaching learning, it is necessary for the instructor to be as clear as possible with expectations and instructions for assignments.</td>
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<td>42</td>
<td>It is necessary to anticipate student questions and include more detail than one would for an on-campus training.</td>
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<td>43</td>
<td>It is necessary to organize content in such way that the students shall access them with ease.</td>
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<td>44</td>
<td>A brief orientation of the platform, course - links to resources where students can take a tour or get help to familiarize themselves with the system is necessary.</td>
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<tr>
<td><strong>Learner Participation</strong></td>
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<tr>
<td><strong>Setting</strong></td>
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<tr>
<td>45</td>
<td>The background colour of rwenhancement wiki was pleasant that it did not discourage you to access the Wiki site.</td>
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<tr>
<td>46</td>
<td>The style of the Wiki page encouraged you to participate and perform.</td>
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</tr>
<tr>
<td>47</td>
<td>The fact that ‘protected wiki’ will not allow people not connected with the training to view or edit the content boosted your confidence and helped you to participate actively.</td>
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<tr>
<td>48</td>
<td>Embedding clock in the sidebar enabled you to be conscious of the time and decide whether to resume or stop learning for the day.</td>
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<tr>
<td>49</td>
<td>Weekly lessons table given in the sidebar enabled to access the lessons of the respective week with ease and comfort.</td>
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### Inserting Plugins

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<tr>
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<tbody>
<tr>
<td>50</td>
<td>The Insertion of Voki avatar plugin ensured that you are not working in isolation and thus enhanced your participation.</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>The YouTube tutorial enabled to create a space in pb works, edit pages and upload files and images.</td>
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</tr>
<tr>
<td>52</td>
<td>The YouTube Video TOEFL Reading ibt- Answering vocabulary questions that illustrated with an example, supplemented the step by step instruction.</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>The PowerPoint on making inferences explained clearly the what, when and how of making inferences.</td>
<td></td>
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<tr>
<td>54</td>
<td>The YouTube video that explained with example the ways to answer reference question supplemented the written guidelines.</td>
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<tr>
<td>55</td>
<td>The PowerPoint presentations which explained with example the techniques involved in paraphrasing a content was useful.</td>
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</tr>
<tr>
<td>56</td>
<td>The lessons on writing process through PowerPoint presentation were interesting and informative.</td>
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</tr>
<tr>
<td>57</td>
<td>The use of Voki avatar for listening and note taking was a useful tool and gave a personalized effect.</td>
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</tbody>
</table>

### Adding Links

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<table>
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<tr>
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<tbody>
<tr>
<td>58</td>
<td>The page links in the front page explained clearly the various learning pattern/activities of the training.</td>
<td></td>
</tr>
<tr>
<td>59</td>
<td>The web links and power point presentation on TOEFL gave a clear idea about TOEFL.</td>
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</tr>
<tr>
<td>60</td>
<td>The syllabus and training plan pages/links defined clearly the instructional goals and learning outcomes that helped you to make decision about participation.</td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>The link on the various question types asked in TOEFL reading given at the beginning of reading lessons gave a preview of lessons to be learnt.</td>
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</tr>
<tr>
<td>62</td>
<td>The link on the various question types asked in TOEFL reading helped to understand the question pattern.</td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>The links on different strategies (clue word, word analysis and general context) and its application helped to answer vocabulary questions.</td>
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<tr>
<td>64</td>
<td>The quiz activity on making inferences was a prelude to answer TOEFL</td>
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<tr>
<td><strong>inference question</strong></td>
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<tr>
<td>65</td>
<td>The web links on pronouns and its types refreshed the knowledge of grammar (pronouns)</td>
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</tr>
<tr>
<td>66</td>
<td>The grammar games on pronouns were fun and made learning grammar interesting</td>
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<tr>
<td>67</td>
<td>The quiz activity on paraphrasing gave a hands on experience on paraphrasing</td>
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<tr>
<td>68</td>
<td>The self-test helped to assess the clear understanding of the topic and the ability to express in own words</td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>The quiz activity on sequencing sentences was fun learning</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>The quiz and games for summarizing was fun learning</td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>The links on writing question types and rubrics familiarized the questioning pattern and evaluation system</td>
<td></td>
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<tr>
<td>72</td>
<td>Using ‘Creately’ software for brainstorming through clustering was helpful to generate ideas</td>
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</tr>
<tr>
<td>73</td>
<td>Using Creately software for brainstorming through clustering was innovative</td>
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</tr>
<tr>
<td>74</td>
<td>Using Venn diagram maker for brainstorming preference essays was a very useful technique</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>Essay map is a comprehensive tool for outlining a five paragraph essay.</td>
<td></td>
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<tr>
<td>76</td>
<td>The videos, games and quizzes motivated you to complete the lessons and tasks.</td>
<td></td>
</tr>
<tr>
<td>77</td>
<td>Using “Jing” for giving feedback for writing tasks was effective.</td>
<td></td>
</tr>
<tr>
<td>78</td>
<td>Using “Survey Monkey” as a platform for assessment was comfortable.</td>
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<tr>
<td><strong>Uploading files</strong></td>
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<tr>
<td>79</td>
<td>The word file clearly illustrated with a sample the different types of details and rhetorical used.</td>
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</tr>
<tr>
<td>80</td>
<td>The audio file supplemented the lessons on answering rhetorical questions.</td>
<td></td>
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<tr>
<td>81</td>
<td>The word file linked adjacent to one of the steps involved in answering rhetorical questions facilitated easy navigation.</td>
<td></td>
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<tr>
<td>82</td>
<td>The template provided for writing five paragraph essay helped to write an organized essay.</td>
<td></td>
</tr>
<tr>
<td>83</td>
<td>You did not find any difficulty in uploading the files.</td>
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<tr>
<td><strong>Training Plan and Materials</strong></td>
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<td>--------------------------------</td>
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<tr>
<td>84 Allocation of 23 weeks for this training is not too long a period to participate.</td>
<td></td>
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</tr>
<tr>
<td>85 Lessons and activities are evenly distributed for 23 weeks and facilitated easy participation.</td>
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<td></td>
</tr>
<tr>
<td>86 Materials were presented in an order that made learning easier.</td>
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<tr>
<td>87 Every lesson began with a summary of what was taught or discussed earlier so that it refreshed the lessons learnt.</td>
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<tr>
<td>88 The weekly lessons began with formal / informal greetings that established a closeness/nearness with the instructor.</td>
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<td></td>
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<tr>
<td>89 The general instructions were informal in tone that helped to establish a good rapport with the instructor.</td>
<td></td>
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<tr>
<td>90 The headings and subheadings supported the content and helped to get a preview of the lessons.</td>
<td></td>
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<tr>
<td>91 The important information were highlighted and differentiated through varying font style, size and color which helped to pay special attention.</td>
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</tr>
<tr>
<td>92 Materials presented were self-explanatory.</td>
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<tr>
<td>93 The lessons on using scanning as a reading strategy helped to answer correctly the factual and negative questions of TOEFL Reading.</td>
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<tr>
<td>94 The activity of locating the key words using word search puzzle was good practice to locate specific words or information.</td>
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<tr>
<td>95 The step by step guide to locate passage or paragraph to look for specific answers helped to answer factual and negative factual questions.</td>
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</tr>
<tr>
<td>96 The step by step explanation on the process of using contextual clues was useful.</td>
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</tr>
<tr>
<td>97 The step by step guidelines on sequencing the sentence were useful.</td>
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<tr>
<td>98 The familiarity of the questioning pattern did have an influence on your participation and performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>99 Brainstorming through listing was one of the useful techniques of pre writing stage.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 The lessons on outlining illustrated with an example was clear.</td>
<td></td>
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<tr>
<td>101 It was difficult initially to upload and to add the answer link in the respective space but became easier at later stage.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>102 The gradation of note taking exercises</td>
<td></td>
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</tr>
</tbody>
</table>
from shorter to longer passages/lectures for integrated writing was effective

| 103 | The comprehending of the subject of the lecture was better during posttest than pretest. |
| 104 | The listening and note taking, reading and note taking exercises provided scope for practice. |
| 105 | You did not find any difficulty in understanding the learning content |
| 106 | The duration given for doing the assignments were adequate. |
| 107 | There existed co relation between what you learnt and the assignment given. |
| 108 | Feedback and additional lessons given for formative assessment performance improved your performance in subsequent assessments. |

**Collaboration**

| 109 | Collaborative writing activity enhanced team management skill. |
| 110 | Collaborative writing activity fostered co-operative and collaborative learning. |
| 111 | Collaborative writing activity promoted leadership quality. |
| 112 | Collaborative writing activity promoted peer learning. |
| 113 | Collaborative writing activity promoted problem solving skills. |
| 114 | Collaborative writing activity promoted decision making skills |
| 115 | Peer assessment during group activity provided additional feedback opportunity. |
| 116 | You actively participated in the group activity |

**Editing**

<p>| 117 | You were not hesitant to clarify your doubts through Wiki platform. |
| 118 | You were not hesitant to clarify your doubts from the teacher. |
| 119 | You were comfortable to clarify your doubts from your fellow learners. |
| 120 | You were comfortable to clarify your doubts from the fellow learners whom you do not know personally. |
| 121 | You were rightly motivated by the teacher. |
| 122 | You were provided with meaningful feedback on graded assignments with recognition of good work as well as specific suggestions for improvement. |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>123</td>
<td>You were encouraged to articulate your confusion or difficulty with course content, assignments or instructions for activities.</td>
</tr>
<tr>
<td>124</td>
<td>Your concerns or technical difficulties were addressed quickly.</td>
</tr>
<tr>
<td>125</td>
<td>Articulated your confusion or difficulty with course content, assignments or instructions for activities in the reflection page.</td>
</tr>
</tbody>
</table>

**Flexibility**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>125</td>
<td>The flexibility provided is the greatest advantage.</td>
</tr>
<tr>
<td>126</td>
<td>Completed all the activities/assignments of the course.</td>
</tr>
<tr>
<td>127</td>
<td>Completed the assignments before the deadline.</td>
</tr>
<tr>
<td>128</td>
<td>Completed the assignments only after deadline.</td>
</tr>
<tr>
<td>129</td>
<td>Though late in submitting the assignments you completed all the assignments.</td>
</tr>
<tr>
<td>130</td>
<td>Completing the assignment and ensuring the completion of course is more important than completing it within the deadline.</td>
</tr>
<tr>
<td>131</td>
<td>You went online to do this course only during week ends.</td>
</tr>
<tr>
<td>132</td>
<td>You went online to do this course during week days after working hours.</td>
</tr>
</tbody>
</table>

**Restoration**

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>134</td>
<td>You were able to retrieve the original information from the history page during group activity.</td>
</tr>
<tr>
<td>135</td>
<td>You were able to compare the original and revised information and approve or disapprove the changes during group activity.</td>
</tr>
</tbody>
</table>

**Learning outcomes**

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<tbody>
<tr>
<td>136</td>
<td>You believe that through this training you have learnt to apply reading comprehension strategies to arrive at a correct answer.</td>
</tr>
<tr>
<td>137</td>
<td>You believe that through this training you have learnt the short cuts to arrive at the answer so that you save lot of time.</td>
</tr>
<tr>
<td>138</td>
<td>You believe that through this training you have learnt to write organized, error free essays.</td>
</tr>
<tr>
<td>139</td>
<td>You believe that through this training you are now confident that you would complete the test much ahead of time.</td>
</tr>
<tr>
<td>140</td>
<td>You believe that the training given at Wiki on TOEFL reading and writing was effective.</td>
</tr>
</tbody>
</table>
APPENDIX IX

STUDENT RESPONSES SAMPLE

(Sample are Chosen using Random Sample Generator)

Response 1: Pre-test Reading

<table>
<thead>
<tr>
<th>Q. No.</th>
<th>Option</th>
<th>Score</th>
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<tbody>
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Post-Test Reading

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<th>Q. No.</th>
<th>Option</th>
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Response 2: Pre-test Reading

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Post-test Reading

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Response 1: Pre-Test- Independent Writing Task

I prefer to live in a city. The reason is that there is more exposure and there is more to do in the fields of education and culture as compared to villages. But I don’t mean to say that I don’t like villages as they have peace, fresh air and good atmosphere such as the history and customs of the villagers. But in the city is not quite peaceful. Travelling from one place to another is a good thing. Despite of this there are many good things. Especially in the field of medicine, where advanced treatment can be undertaken. We can meet different people from different countries and in different times. World wide support can be created or established. Job opportunities are plenty. But we have to use them correctly.

As we can meet people from different religions, different cultures and different countries, we tend to know about them and learn about their culture too. In my point of view to live a peaceful life free from pollution, village life is considered best. To get more exposure and to get a bright future and work way better.

Finally I conclude that I do like villages and city but now in this stage I would prefer the city more than a village because I need to complete my education and definitely a job opportunity after which my life begins. So I think my remaining life will be spent in a city only.
Post-Test: Independent Writing Task

Some people prefer to live in villages. Others prefer to live in cities. What place would you prefer to live in? Use specific reasons to support your answer.

People in the world feel very much connected to the place they reside. It brings a variety of emotions and sentiments within them. I would prefer to live in a city than a village.

There are several reasons that I would like to put forth through this write-up. Most notably, I do not find the development and infrastructure in the villages as we do in the cities. It is quite a busy life that we lead in the cities with the busy streets, driving, noise, and of course, pollution factors and many more.

Some of the clearer reasons why I prefer to live in a city are the growth and development, urbanisation, interaction with people from all walks of life, and places. The growth and development that we find in the cities is much more than that of the villages. The cities have developed from shanties and huts to big buildings and fancy towers. It is not just about the growth in the residential areas, but it is a lot more than that. The employment opportunities in the cities are much higher and profitable than the villages. Some sectors that contribute a lot to the economy of the country are 27 (information technology), industrial sectors, food industry, automobiles, banking sectors, and many more. Fact also suggests that the information technology contributes about 90% to the economy of the country.

With the advent of the smartphone and other electronic gadgets, this part of the industry has taken the world by storm. With the sectors like Aeronautics, Nano technology, we have opened doors for such industries in the world platform. Exposure to the outside world is much more in the cities than villages. It seems to be quite easy to gain information about the activities which are happening in different parts of the world. The city also brings in the mix of modernity and tradition. Though the busy world would be the fact that in the busy world inside the cities we mostly tend to forget the importance of people, we have focused a lot more on the technical development. I would thereby put forth that because of the above factors, I would mostly like to prefer to be living in a city as I would also feel that I'm used to living in a city.
Response 3: Pre-Test - Independent Writing Task

Some people prefer to live in a village. Others prefer to live in a city. Which place would you prefer to live in? Write specific reasons and details to support your answer.

Now I am narrating my opinion about city. Usually, the city side rivers are high-talented persons based on their studies, if the village side members are not, but they are talented based on their work. Now I am here to talk about city, it is better than village.

In cities, many of the students are very talented in studies, not only in studies but also in other activities. Their character is based on their cultural development. Mainly for higher studies, studies working because of that only many of the people prefer the city. As many educational centers working in cities, like colleges, schools, etc., but usually in villages that centers are not, so only many of the village people come to settle. Now the children study working transfer to the city because of the children studies. Working transfer of the child that and all

If village side students may forget higher studies, city side students may forget higher studies for city, so that main life style changing occurs based on their friends. In cities, and knowledge development on their friends is easy. Now I am living in a city and I am studying in another city, and based on the college and for higher studies, the development of cities due to the higher studies, the development of cities due to the higher studies may be. The three main reasons: I loved. I lived in a city, and because of the higher education, next my father working in city, so my father decided to settle in a city. I loved the city very much because of the good nature, very developing day by day. Very growth of construction, and being good in city and had a life happy.
Some people prefer to live in a village, others prefer to live in a city, which place would you prefer living? Use specific reasons and details to support your answer:

The life which I prefer to live is in cities. Cities are nothing but the ones which are evolved from villages with more comforts and facilities. Simply we can say, cities are upgraded form of villages. Of course, anyone will prefer the one with more facilities. The facilities which I want to mention in city life are Educational & Job opportunities, exposure and transportation.

Since cities are an upgraded form, it would definitely offer enormous job opportunities. Since works in cities decline, it provides a great opportunity. Not only for adults but also for children who need quality education and efficient English knowledge. Cities will make all these things available.

Cities are places where exposure and knowledge are abundant. Since cities are places with more works, contacts with the whole world, knowledge about external world, people in cities will be with the treasures of multi-thoughts and broad mind. Cities are the primary places where the knowledge from the external world would prefer to reach. So we can learn many things at ease.

Transportation is another thing which is more efficient in cities. The mode of transport is quick and travelling affairs in cities will save the valuable time and our precious energy. The major difference between city and village is in cities, energy of other source is more used than human's, which in villages human energy is the major source.

Although cities were predetermined as hell with more pollution and diseases. It offers the major benefits which we all need. We cannot neglect villages which is the source place for our basic needs like food, but city life is more efficient and advisable. What so ever, both city and villages are needed for the country like India.
Response 1: Pre-Test Integrated Writing Task

In this essay, I am going to discuss about the behavior from women and behavior of women. I am going to focus on some differences from both.

In a study conducted by Smith, "Women and Behavior: Differences Across Generations," it was found that women have a unique perspective on life. This perspective is based on their experiences and the role of women in society.

Women have been considered to be emotional and nurturing, while men have been associated with being strong and assertive. This dichotomy has been a part of society for centuries, and it has been reinforced by the media and popular culture.

On the other hand, men have been shown to be more risk-takers and assertive in their behavior. This behavior is often linked to the traditional role of men as providers and protectors.

In conclusion, women and men have different perspectives on life. These differences are rooted in the social and cultural contexts in which they were raised. Awareness of these differences can help in understanding human behavior and interaction.
Response 2: Pre-Test Integrated Writing Task

Altruism is a type of behavior in which an animal sacrifices its own利益 for that of another animal or group of animals. Altruism is the opposite of selfishness.

Unselfish acts among humans range from the sharing of food with strangers to the donation of body organs to family members. An example is the Merkat which is a mammal that resides in Australia. It is often used as an example.

Post-Test Integrated Writing Task

The passage and the lecture eventually fights for the aspect of Altruism. Altruism is a behavior of the human or mammal. It sacrifices its own life for the sake of another animal or group of animals. It is the exact opposite of selfishness.

Altruism is a behavior that can be seen with animals. Humans are the idea supported by the passage.

According to the passage the character of Merkat is portrayed in such a way that one of the Merkat act as a guard which sacrifices its own life for guarding the other Merkat while they are eating. This is contradicted in the lecture. It states that the Merkat which is guarding has a full stomach and when a predator approaches through giving an alarm it has lots of chances to escape compared to the ones eating.

Both the passage and lecture has not much explanation for the altruistic behavior of the humans. Donating an organ or blood is being considered as an altruistic behavior.

Thus we from science’s explanation that how an altruistic behavior can be considered as a selfish act. Though we have explanation for the altruistic behavior of humans and animals they are rarely found not to be by science.
Response 1: Formative Assessment I Reading

Q1: Fill in the required information.

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<thead>
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<th>Subhananthi</th>
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<tbody>
<tr>
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Q2: Look at the four asterisk (*) that indicate where the following sentence within quotation could be added to the passage: "They may be blown off course by storms or may be escaping population pressures in their home areas." The third type of natural pathway is called a sweepstakes route. This dispersal caused by the chance combination of favorable conditions. (A) Bird watchers are familiar with "accidentals," which are birds that appear in places far from their native areas. (B) Sometimes they may find a habitat with favorable conditions and "colonize" it. (C) Gardeners are familiar with "volunteers", cultivated plants that grow in their gardens although they never planted the seeds for these plants. (D) Besides birds and plants, insects, fish, and mammals also colonize new areas. Sweepstakes routes are unlike either corridors or filter routes in that organisms that travel these routes would not be able to spend their entire lives in the habitats that they pass through.

Q3: Look at the four asterisk (*) that indicate where the following sentence could be added to the passage: "A study of the DNA of all Easter Islanders has shown that they were descended from Polynesians. (A) The current theory is that the Hanau Momoko and Hanau Epepe were two of several clans of Islanders all of whom built statues. (B) The "statue toppling wars" broke out among the clans as the island became overpopulated. When one group won a victory over another, they toppled their enemies' statues. (C) Archaeologists say that the resemblance between the expert stonework of the Easter Islanders and that of the Inca is coincidental. (D) For example, most scientists believe that sweet potato seeds came to the island in the stomachs of sea birds.

Q4: Look at the four asterisk (*) that indicate where the following sentence could be added to the passage: "Early mapmakers, therefore, had little danger of being accused of mistakes even though they were wildly inaccurate." Until the nineteen century, when steamships and transcontinental trains made long distance travel practical for large numbers of people, only a few adventurers, mainly sailors and traders, over traveled out of their own countries. (A) In fact, most people never traveled more than a few miles from the place where they were born. (B) Abroad was a truly foreign place that the vast majority of people knew very little about indeed. (C) When map makers drew maps, imagination was as important as geographic reality. (D) Nowhere is this more evident than in old maps illustrated with mythical creatures and strange humans.

Q5: Look at the four asterisk (*) that indicate where the following sentence could be added to the passage: "Throughout the centuries, the dream of medieval alchemists was to discover how to turn lead and other "base" metals into gold. Some alchemists were fakes; many were learned men with philosophical goals. Their quest was based on the ancient idea that all matter consists of different proportions of just four substances: earth, water, fire, and air. (A) They believed that it was possible to adjust the proportions of elements that made up lead by chemical means so that it turned into gold, a process that they called transmutation. (B) Their experiments were concerned with finding the substance, which they called the philosopher's stone that would cause this astonishing change to take place. (C) They failed to achieve either of their goals. (D) However, their techniques for preparing and studying chemicals helped lay the foundation for the modern science of chemistry.

Q6: Look at the four asterisk (*) that indicate where the following sentence could be added to the passage: "Today all that circuitry and much more can fit into a microprocessor smaller than a postage stamp." The process of miniaturization began in earnest with the transistor, which was invented in 1947. This was perhaps the most important electronics event of the twentieth century, as it later made possible the integrated circuits and microprocessors that are the basis of modern electronics. The transistor was far smaller than the smallest vacuum tube it replaced and, not needing a filament it consumed much less power and generated virtually no wasted heat. There was almost no limit to how small the transistor could be made once engineers learned to etch electronic circuits onto a substrate of silicon. (A) In the 1950's the standard radio had five vacuum tubes and dozens of resistors and capacitors, all hardwired and attached to a chassis about the size of a hardbound book. (B) In fact, the limiting factor in making electronic devices smaller is not the size of the electron component but the human interface. (C) There is no point in making a palm-held computer much smaller unless humans can evolve smaller fingers.
Q1: Look at the four asterisk (*) that indicate where the following sentence could be added to the passage. "When a patch of color is placed on a background that is approximately complementary say, red on green both colors appear brighter and more vibrant." When a small gray square is placed on a larger white square, the small square appears slightly darker than when the same square of gray is placed on a larger black square. (**A**) A gray square placed on a colored square—bright blue or yellow, for instance—tends to take on the color of the background. (**B**) To a viewer, the gray square actually seems to have a blue or yellow tinge. (**C**) The tinge of color is easier to see if a thin piece of tissue paper is placed over the squares. (**D**) For this reason, many flags, pennants, and advertising banners are red and green or bright blue and yellow.

(**B**)

Q2: Look at the four asterisk (*) that indicate where the following sentence could be added to the passage. "However, when the children drew rear views of the adults, the size of the heads was not nearly so exaggerated. "When drawing human figures, children often make the head too large for the rest of the body. (**A**) A recent study offers some insight into this common disproportion in children’s drawings. (**B**) As part of the study, researchers asked children between four and seven years old to make several drawings of adults. (**C**) When they drew frontal views of these subjects, the sizes of the heads was markedly enlarged. (**D**) The researchers suggest that children draw bigger heads when they know that they must leave room for facial details. Therefore, the distorted head size in children’s drawings is a form of planning ahead and not an indication of a poor sense of scale.

(**B**)

Formative Assessment II Reading

Q1: Fill in the required information

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Q2: Look at the four asterisk (*) that indicate where the following sentence within quotation could be added to the passage. "Circumstantial evidence is evidence not drawn from the direct observation of a fact. If, for example, there is evidence that a piece of rock embedded in a wrapped chocolate bar is the same kind of rock found in the vicinity of a candy factory, and that rock of this type is found in few other places, then there is circumstantial evidence to suggest that the stone somehow got into the piece of chocolate during manufacture. (**A**) It suggests that the candy maker was negligent even though there is no eyewitness or direct evidence of any kind. (**B**) Despite a popular tendency to look down on the quality of circumstantial evidence, it is of great usefulness if there is enough of it and if it is properly interpreted. (**C**) However, a whole chain of circumstances can be as conclusive as direct evidence. (**D**)"

(____)

Q3: Look at the four asterisk (*) that indicate where the following sentence within quotation could be added to the passage. "Confirmation that this phenomenon actually occurs is found in the observed fact that increases in world rainfall typically come about a month after meteor systems are encountered in space. **It has been observed that periods of maximum rainfall occur in both the northern and southern hemispheres at about the same time. This phenomenon cannot be adequately explained on a climatological basis, but meteors may offer a plausible explanation. When the earth encounters a swarm of meteors, each meteor striking the upper layers of the atmosphere is vaporized by frictional heat. The resulting debris is a fine smoke or powder. (**A**) This "stardust" then floats down into the lower atmosphere, where such dust readily serves as nuclei on which ice crystals or raindrops can form. **(B**) This delay allows time for the dust to settle through the upper atmosphere. **(C**) Furthermore, proof that meteors actually create dust clouds can be seen in the fact that large meteors sometimes leave visible traces of dust. (**D**) In a few witnessed cases, dust has remained visible for over an hour. In one extreme case—the great meteor that broke up in the sky over Siberia in 1908—dust cloud traveled all around the world before disappearing."

(____)
Q4: Look at the four asterisk (*) that indicate where the following sentence within quotation could be added to the passage. "This, too, is divided into layers. The model most generally accepted by geophysicists today envisages Earth as composed of three main concentric spheres. The deep heart of the planet is essentially a huge ball of molten iron, about 4,000 miles (6,400 kilometers) in diameter. The physical properties of this great ball are mostly unknown. The incredible pressure at the core would crush matter into a strange, dense substance unlike any known liquid. (A) Surrounding the molten metal core and reaching almost to the surface is the earth’s great inner shell, 2,000 miles (3,200 kilometers) thick, known as the mantle. (B) The mantle seems to be, paradoxically, both rigid and plastic at the same time. (C) Above the mantle lies the thin crust of the earth. (D) Its lower level is a shell of basaltic material similar to the black rock in lava. Topmost of all stand the granite continents. Our great landmasses are, curiously, the lightest of the materials that compose the earth."

(C)

Q5: Look at the four asterisk (*) that indicate where the following sentence within quotation could be added to the passage. "For example, Harry Turtle dove, one of the top writers in this field, has written several books about a world in which the South won the U.S. Civil war and a book about a world in which the Spanish Armada conquered England." Alternative history is generally classified as a type of science fiction, but it also bears some resemblance to historical fiction. This type of writing describes an imaginary world that is identical to our own world up to a certain point in history. (A) At that point, the two worlds diverge. (B) Something happens in the imaginary world that never happened in our, and after that, this world follows a different direction. (C) Some alternative histories suppose that a certain technology had been introduced earlier into the world’s history than actually happened. (D) What if the computer had been invented in Victorian times? Many readers find these stories interesting because of the way they stimulate the imagination and get people thinking about the phenomenon of cause and effect in history.

(C)

Q6: Look at the four asterisk (*) that indicate where the following sentence within quotation could be added to the passage. "The number of shows increased rapidly after the first "Big Top" circus tent was introduced in 1826. In the early nineteenth century, the United States was still an overwhelmingly rural nation. (A) Shrewd showmen saw that there was a fortune to be made in taking shows to the people. (B) By 1820 there were some thirty small "mud show" circuses (so named because of the treacherously muddy roads and fields over which their wagons had to travel). (C) This enabled circuses to perform in rain or shine. (D) Like circuses today, early nineteenth-century circuses featured performing elephants, tigers, and lions, bareback riders, acrobats, trapeze and high-wire artists, circus bands, and, of course, clowns. It was not until after the Civil War, however, that circuses became huge three-ring spectacles involving hundreds of performers."

(C)

Q7: Look at the four asterisk (*) that indicate where the following sentence within quotation could be added to the passage. "Photosynthesis is the process by which plants capture the Sun’s energy to convert water and carbon dioxide into sugars to fuel their growth. (A) Chlorophyll is so essential to the life of plants that it forms almost instantly in seedlings when they come in contact with sunlight. (B) A green pigment, chlorophyll is responsible for the green coloring of plants. (C) In but what turns the leaves of deciduous plants the brilliant reds and oranges and gold of autumn? (D)

(B)

Q8: Look at the four asterisk (*) that indicate where the following sentence within quotation could be added to the passage. "When shown the silhouettes of European foresters and of Australian dingoes, the prairie dogs made sounds unlike those that they made for any familiar predators. By recording prairie dog calls as sonograms and then observing the sonograms on a computer, even more subtle distinctions could be discovered. (A) In one experiment, experiment, Professor Slobodchikoff learned that prairie dogs had different sounds for people who wore blue shirts, those who wore yellow shirts, and those who wore green shirts. (B) Even more amazingly, prairie dogs' sounds distinguished between a human who was carrying a gun and one who wasn’t. (C) Another experiment showed that prairie dogs could create cries for dangers they had never encountered before. (D)

(B)
Response 2: Formative Assessment I Reading

Q1: Fill in the required information.

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<th>V. Raman</th>
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<tr>
<td>Email Id</td>
<td><a href="mailto:ramanvenka@yahoo.com">ramanvenka@yahoo.com</a></td>
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Q2: Look at the four asterisk (*) that indicate where the following sentence within quotation could be added to the passage. “They may be blown off course by storms or may be escaping population pressures in their home areas.” The third type of natural pathway is called a sweepstakes route. This dispersal caused by the chance combination of favorable conditions. (A) Bird watchers are familiar with “accidentals,” which are birds that appear in places far from their native areas. (B) Sometimes they may find a habitat with favorable conditions and “colonize” it. (C) Gardeners are familiar with “volunteers”, cultivated plants that grow in their gardens although they never planted the seeds for those plants. (D) Besides birds and plants, insects, fish, and mammals also colonize new areas. Sweepstakes routes are unlike either corridors or filter routes in that organisms that travel these routes would not be able to spend their entire lives in the habitats that they pass through.

(QB)

Q3: Look at the four asterisk (*) that indicate where the following sentence could be added to the passage. “After all, they say, the statues themselves show that the Islanders were skilled stoneworkers. “DNA testing has proven that all Easter Islanders were in fact descended from Polynesians. (A) The current theory is that the Hauau Momoko and Hauau Pepe were two of several clans of islanders all of whom built statues. (B) The “statue toppling wars” broke out among the clans as the island became overpopulated. When one group won a victory over another, they toppled their enemies’ statues. (C) Archaeologists say that the resemblance between the expert stonework of the Easter Islanders and that of the Inca is coincidental. (D) As for the sweet potato, most scientists believe that sweet potato seeds came to the island in the stomach of sea birds.

(QB)

Q4: Look at the four asterisk (*) that indicate where the following sentence could be added to the passage. “Early mapmakers, therefore, had little danger of being accused of mistakes even though they were wildly inaccurate.” Until the nineteenth century, when steamships and transcontinental trains made long-distance travel practical for large numbers of people, only a few adventurers, mainly sailors and traders, ever traveled out of their own countries. (A) In fact, most people never traveled more than a few miles from the place where they were born. (B) “Abroad” was a truly foreign place that the vast majority of people knew very little about indeed. (C) When map markers drew maps, imagination was as important as geographic reality. (D) Nowhere is this more evident than in old maps illustrated with mythical creatures and strange humans.

(QC)
Q9: Look at the four asterisk (*) that indicate where the following sentence could be added to the passage. "In addition, they searched for the elixir of life, a substance that could cure disease and prolong life." Throughout the centuries, the dream of medieval alchemists was to discover how to turn lead and other "base" metals into gold. Some alchemists were fakes, but many were learned men with philosophical goals. Their quest was based on the ancient idea that all matter consists of different proportions of just four substances: earth, water, fire, and air. (A) They believed that it was possible to adjust the proportions of elements that made up lead by chemical means so that it turned into gold, a process that they called transmutation. (B) Their experiments were concerned with finding the substance, which they called the philosopher's stone, that would cause this astonishing change to take place. (C) They failed to achieve either of their goals. (D) However, their techniques for preparing and studying chemicals helped lay the foundation for the modern science of chemistry.

(E)

Q6: Look at the four asterisk (*) that indicate where the following sentence could be added to the passage. "Today all that circuitry and much more can fit into a microprocessor smaller than a postage stamp." The process of miniaturization began in earnest with the transistor, which was invented in 1947. This was perhaps the most important electronics event of the twentieth century, as it later made possible the integrated circuits and microprocessors that are the basis of modern electronics. The transistor was far smaller than the smallest vacuum tube it replaced and, not needing a filament it consumed much less power and generated virtually no wasted heat. There was almost no limit to how small the transistor could be made once engineers learned to etch electronic circuits onto a substrate of silicon. (A) In the 1950's the standard radio had five vacuum tubes and dozens of resistors and capacitors, all hardwired and attached to a chassis about the size of a hardbound book. (B) In fact, the limiting factor in making electronic devices smaller is not the size of the electronic components but the human interface. (C) There is no point in making a palm-held computer much smaller unless humans can evolve smaller fingers. (D)

(E)

Q7: Look at the four asterisk (*) that indicate where the following sentence could be added to the passage. "When a patch of color is placed on a background that is approximately complementary, say, red on green both colors appear brighter and more vibrant." When a small gray square is placed on a larger white square, the small square appears slightly darker than when the same square of gray is placed on a larger black square. (A) A gray square placed on a colored square- bright blue or yellow, for instance- tends to take on the color of the background. (B) To a viewer, the gray square actually seems to have a blue or yellow tinge. (C) The tinge of color is easier to see if a thin piece of tissue paper is placed over the squares. (D) For this reason, many flags, pennants, and advertising banners are red and green or bright blue and yellow.

(E)

Q8: Look at the four asterisk (*) that indicate where the following sentence could be added to the passage. "However, when the children drew rear views of the adults, the size of the heads was not nearly so exaggerated." When drawing human figures, children often make the head too large for the rest of the body. (A) A recent study offers some insight into this common disproportion in children's drawings. (B) As part of the study, researchers asked children between four and seven years old to make several drawings of adults. (C) When they drew frontal views of these subjects, the size of the heads was markedly enlarged. (D) The researchers suggest that children draw bigger heads when they know that they must leave room for facial details. Therefore, the distorted head size in children's drawings is a form of planning ahead and not an indication of a poor sense of scale.

(E)
Formative Assessment II Reading

Q1: Fill in the required information

Name: V. Raman
Class: EEE B
Roll No: 28
Email id: ramananikata@gmail.com

Q2: Look at the four asterisk (*) that indicate where the following sentence within quotation could be added to the passage. “Each piece of circumstantial evidence, taken singly, may mean little.” Circumstantial evidence is evidence not drawn from the direct observation of a fact. If, for example, there is evidence that a piece of rock embedded in a wrapped chocolate bar is the same kind of rock found in the vicinity of a candy factory, and that rock of this type is found in few other places, then there is circumstantial evidence to suggest that the stone somehow got into the piece of chocolate during manufacture. (A) It suggests that the candy maker was negligent even though there is no eyewitness or direct evidence of any kind. (B) Despite a popular tendency to look down on the quality of circumstantial evidence, it is of great usefulness if there is enough of it and if it is properly interpreted. (C) However, a whole chain of circumstances can be as conclusive as direct evidence. (D)

Q3: Look at the four asterisk (*) that indicate where the following sentence within quotation could be added to the passage. “Confirmation that this phenomenon actually occurs is found in the observed fact that increases in world rainfall typically come about a month after meteor systems are encountered in space.” It has been observed that periods of maximum rainfall occur in both the northern and southern hemispheres at about the same time. This phenomenon cannot be adequately explained on a climatological basis, but meteors may offer a plausible explanation. When the earth encounters a swarm of meteors, each meteor striking the upper layers of the atmosphere is vaporized by frictional heat. The resulting debris is a fine smoke or powder. (A) This “stardust” then floats down into the lower atmosphere, where such dust readily serves as nuclei on which ice crystals or raindrops can form. (B) This delay allows time for the dust to settle through the upper atmosphere. (C) Furthermore, proof that meteors actually create dust clouds can be seen in the fact that large meteors sometimes leave visible traces of dust. (D) In a few witnessed cases, dust has remained visible for over an hour. In one extreme case, the great meteor that broke up in the sky over Siberia in 1908—dust cloud traveled all around the world before disappearing.

Q4: Look at the four asterisk (*) that indicate where the following sentence within quotation could be added to the passage. “This, too, is divided into layers. The model most generally accepted by geophysicists today envisages Earth as composed of three main concentric spheres. The deep heart of the planet is essentially a huge ball of molten iron, about 4,000 miles (6,400 kilometers) in diameter. The physical properties of this great ball are mostly unknown. The incredible pressure at the core would crush matter into a strange, dense substance unlike any known liquid. (A) Surrounding the molten metal core and reaching almost to the surface is the earth’s great inner shell, 2,000 miles (3,200 kilometers) thick, known as the mantle. (B) The mantle seems to be, paradoxically, both rigid and plastic at the same time. (C) Above the mantle lies the thin crust of the earth. (D) Its lower level is a shell of basaltic material similar to the black rock in lava. Topmost of all stand the granite continents. Our great landmasses are, curiously, the lightest of the materials that compose the earth.

(∗∗)
Q5: Look at the four asterisk (*) that indicate where the following sentence within quotation could be added to the passage. “For example, Harry Turtle dove, one of the top writers in this field, has written several books about a world in which the South won the U.S. Civil War and a book about a world in which the Spanish Armada conquered England.” Alternative history is generally classified as a type of science fiction, but it also bears some resemblance to historical fiction. This type of writing describes an imaginary world that is identical to our own world up to a certain point in history. (A) At that point, the two worlds diverge. (B) Something happens in the imaginary world that never happened in our, and after that, this world follows a different direction. (C) Some alternative histories suppose that a certain technology had been introduced earlier into the world’s history than actually happened. (D) What if the computer had been invented in Victorian times? Many readers find these stories interesting because of the way they stimulate the imagination and get people thinking about the phenomenon of cause and effect in history.

(C)

Q6: Look at the four asterisk (*) that indicate where the following sentence within quotation could be added to the passage. “The number of shows increased rapidly after the first Big Top circus tent was introduced in 1826. In the early nineteenth century, the United States was still an overwhelmingly rural nation. (A) Shrewd showmen saw that there was a fortune to be made in taking shows to the people. (B) By 1820 there were some thirty small ‘mud show’ circuses (so named because of the treacherously muddy roads and fields over which their wagons had to travel). (C) This enabled circuses to perform in rain or shine. (D) Like circuses today, early nineteenth-century circuses featured performing elephants, tigers, and lions, bareback riders, acrobats, trapeze and high-wire artists, circus bands, and, of course, clowns. It was not until after the Civil War, however, that circuses became huge three-ring spectacles involving hundreds of performers.

(C)

Q7: Look at the four asterisk (*) that indicate where the following sentence within quotation could be added to the passage. “This process cannot take place without chlorophyll.” Photosynthesis is the process by which plants capture the Sun’s energy to convert water and carbon dioxide into sugars to fuel their growth. (A) Chlorophyll is so essential to the life of plants that it forms almost instantly in seedlings when they come in contact with sunlight. (B) A green pigment, chlorophyll is responsible for the green coloring of plants. (C) But what turns the leaves of deciduous plants the brilliant reds and oranges and gold of autumn? (D)

(B)

Q8: Look at the four asterisk (*) that indicate where the following sentence within quotation could be added to the passage. “When shown the silhouettes of European ferrets and of Australian dingoes, the prairie dogs made sounds unlike those that they made for any familiar predators.” By recording prairie dog calls as songgrams and then observing the sonograms on a computer, even more subtle distinctions could be discovered. (A) In one experiment, experiment, Professor Slobodchikoff learned that prairie dogs had different sounds for people who wore blue shirts, those who wore yellow shirts, and those who wore green shirts. (B) Even more amazingly, prairie dogs' sounds distinguished between a human who was carrying a gun and one who wasn’t. (C) Another experiment showed that prairie dogs could create cries for dangers they had never encountered before. (D)

(B)
Response 1: Formative Assessment I Independent Writing

Q: Do you agree or disagree with the following statement: “People should sometimes do things that they do not enjoy doing. Use specific reasons and details to support your answer.

Introduction Paragraph:
People enjoy doing things that they love doing, but sometimes they do things that they do not enjoy doing. This is especially true when they are under time constraints or when they are not interested in what they are doing.

Body Paragraph:
Work that interests you is hard work. In school, teachers assign many things that they think are interesting. For example, people who study engineering will always go to that field. They are interested in what they are doing and enjoy what they are doing. Some people are not interested in what they are doing. They usually don’t like the field, but they are required to do it in order to complete their education.

Conclusion Paragraph:
In conclusion, work that interests you is hard work. It is important to be interested in the work you do in order to excel in your field.

Formative Assessment II Independent Writing

Q: Do you agree or disagree with the following statement: “Parents are the best teachers.” Use specific reasons and details to support your answer.

Introduction Paragraph:
I agree with the statement that parents are the best teachers. Parents are the first people we learn from, and they teach us valuable life skills.

Body Paragraph:
As mentioned earlier, we are the ones who teach us how to do things. For example, when we were babies, our parents taught us how to walk. They taught us to tie our shoes, to ride a bike, and to do many other things.

Conclusion Paragraph:
In conclusion, parents are the best teachers. They teach us the skills we need to survive in the world.
Response 2: Formative Assessment I Independent Writing

Q 3. You have heard that exercise is good for your health. What changes can you suggest for people to improve their health?

Introduction Paragraph

Exercise is one of the most important things you can do for your health. Regular exercise can help you stay healthy and fit, and can also improve your mood and overall well-being.

Body Paragraph

The benefits of exercise are well-documented. Regular exercise can help you maintain a healthy weight, reduce the risk of chronic diseases such as heart disease and diabetes, and improve your immune system. Exercise can also help you manage stress and anxiety, and can improve your mood and self-esteem.

Conclusion Paragraph

In conclusion, exercise is a crucial part of a healthy lifestyle. By incorporating regular exercise into your routine, you can improve your overall health and well-being.

Formative Assessment II Independent Writing

Q 3. How do machines or television influence people? (100 words)

Introduction Paragraph

Television and video games are two of the most influential media today. They can shape our perceptions and behaviors in a variety of ways.

Body Paragraph

Television can have a significant impact on our beliefs and attitudes. For example, it can shape our views on social issues, and can influence our opinions on politics and current events. It can also provide a platform for entertainment, and can be used to promote messages that are intended to influence our behavior.

Conclusion Paragraph

In conclusion, television and video games are powerful tools for influencing people's beliefs and attitudes. By understanding the ways in which these media can shape our perceptions, we can make more informed decisions about how we use them.

To conclude, we humans should make right choices and get influence positively.
Response 1: Formative Assessment I Integrated Writing

Essay 1

Introduction:
The essay is about team work. The passage talks about team work and the lecture talks against team work.

According to the passage a group of people has a wider range of knowledge, expertise, and skills than any single individual is likely to possess but according to the lecture not all people contribute to the work.

According to the passage a group can put forward creative solutions but according to the lecture it takes time for the group to clarify the options.

According to the passage contributions made by group is significant but lecture says that not all are equally rewarded in group.

Conclusion:
Thus the reading passage talks about the advantages of team work and lecture talks about its disadvantages.

Formative Assessment II Integrated Writing

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Response 2: Formative Assessment I Integrated Writing

Formative Assessment II Integrated Writing
Brainstorming for Writing at “Creately”
Sample Outlining for Writing at Essay Map