

# KEY CONCEPTS 2

## 新编 大学核心英语

读写教程（下）

Reading and Writing  
across the disciplines

原著 [美] Barbara Smith-Palinkas [美] Kelly Croghan-Ford

改编

主编 何莲珍

# KEY CONCEPTS 2

## 新编 大学核心英语

读写教程（下）

Reading and writing  
across the disciplines

原著 [美] Barbara Smith-Palinkas [美] Kelly Croghan-Ford

改编

主编 何莲珍

编者 蒋景阳 方富民 王元春 傅莹 林晓



图字：01-2015-5680

新编大学核心英语：读写教程（下）

Key Concepts: Reading and Writing Across the Disciplines 2

Barbara Smith-Palinkas, Kelly Croghan-Ford

Copyright © 2010 by National Geographic Learning, a Cengage company.

Original edition published by Cengage Learning. All Rights Reserved. 本书原版由圣智学习出版公司出版。版权所有，盗印必究。

Higher Education Press Limited Company is authorized by Cengage Learning to publish and distribute exclusively this adaptation edition. This edition is authorized for sale in the People's Republic of China only (excluding Hong Kong SAR, Macao SAR and Taiwan). Unauthorized export of this edition is a violation of the Copyright Act. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

本书改编版由圣智学习出版公司授权高等教育出版社有限公司独家出版发行。此版本仅限在中华人民共和国境内（但不允许在中国香港、澳门特别行政区及中国台湾地区）销售。未经授权的本书出口将被视为违反版权法的行为。未经出版者预先书面许可，不得以任何方式复制或发行本书的任何部分。

Cengage Learning Asia Pte. Ltd.

151 Lorong Chuan, #02-08 New Tech Park, Singapore 556741

本书封面贴有Cengage Learning防伪标签，无标签者不得销售。

### 图书在版编目（CIP）数据

新编大学核心英语读写教程. 下 / (美) 芭芭拉·史密斯-帕林卡斯 (Barbara Smith-Palinkas), (美) 凯莉·克罗根-福特 (Kelly Croghan-Ford) 原著; 何莲珍改编. — 北京: 高等教育出版社, 2017.9

书名原文: Key Concepts: Reading and Writing Across the Disciplines 2  
ISBN 978-7-04-047505-0

I. ①新… II. ①芭… ②凯… ③何… III. ①英语—阅读教学—高等学校—教材 ②英语—写作—高等学校—教材  
IV. ①H319.3

中国版本图书馆CIP数据核字(2017)第043188号

策划编辑 谢 森  
版式设计 孙 伟

项目编辑 韦 玮 甘红娜  
责任印制 韩 刚

责任编辑 甘红娜 马小洁 封面设计 王凌波

出版发行	高等教育出版社	网 址	<a href="http://www.hep.edu.cn">http://www.hep.edu.cn</a>
社 址	北京市西城区德外大街4号		<a href="http://www.hep.com.cn">http://www.hep.com.cn</a>
邮政编码	100120	网上订购	<a href="http://www.hepmall.com.cn">http://www.hepmall.com.cn</a>
印 刷	保定市中华美凯印刷有限公司		<a href="http://www.hepmall.com">http://www.hepmall.com</a>
开 本	889mm×1194mm 1/16		<a href="http://www.hepmall.cn">http://www.hepmall.cn</a>
印 张	20		
字 数	561千字	版 次	2017年9月第1版
购书热线	010-58581118	印 次	2017年9月第1次印刷
咨询电话	400-810-0598	定 价	49.00元

本书如有缺页、倒页、脱页等质量问题，请到所购图书销售部门联系调换

版权所有 侵权必究

物料号 47505-00

# 前言

随着落实《国家中长期教育改革和发展规划纲要（2010—2020年）》的进程不断深入，国家对高等教育人才培养提出了新的要求。作为量大面广的公共基础课，大学英语的教学改革持续深化，并在“十三五”期间呈现创新发展的态势。

目前，引领大学英语教学改革的纲领性文件《大学英语教学指南》的研制任务已经完成，并已在大学英语教学界取得广泛的共识。《大学英语教学指南》中明确指出：“提高高等教育教学质量要求我们为高校大学生提供优质外语教育。高校开设大学英语课程，一方面是满足国家战略需求，为国家改革开放和经济社会发展服务，另一方面，是满足学生专业学习、国际交流、继续深造、工作就业等方面的需要。”根据这一课程定位，大学英语教学的主要内容包括通用英语（English for General Purposes）、专门用途英语（English for Specific Purposes）和跨文化交际（English for Cross-cultural Communication Purposes）三大类课程。其中的专门用途英语课程将特定的学科内容与语言教学目标结合起来，教学活动着重解决学生学科知识学习过程中所遇到的语言问题，以培养与专业相关的英语能力为教学重点。学术英语（English for Academic Purposes）从属于专门用途英语，是英语语言教学的一种形态，培养和提高学生的学术英语能力是大学英语教学的一项重要任务。

为更好地服务广大高校学术英语课程教学，提高大学生学术英语应用能力，高等教育出版社联合浙江大学大学英语教学团队，引进美国圣智学习出版公司KEY CONCEPTS系列教材，并针对我国高校学术英语课程教学实际，改编出版《新编大学核心英语》系列教材。该系列教材以内容教学法为理论框架，着重培养学生专业学习所需的学术英语能力。

《新编大学核心英语》系列教材具有以下特点：

- ◆ 以学术性听说和读写为主体，针对具有较好英语基础的大学生而设计，以语言运用培养为主线，以学术内容为基础。
- ◆ 语料选自准学科类的真实语篇，突出共性，淡化专业，重点培养学生跨学科的学术共核词汇和英语综合应用能力。
- ◆ 提供规范、实用的听、说、读、写知识，输入到输出环环相扣，输入学习——强化练习——策略学习——有详细指导步骤的输出练习。

该系列教材包括听说教程和读写教程，听说和读写教程均分为上、下两册，各6个单元，听说与读写的单元主题完全对应。语法、技巧和策略学习紧扣学术英语能力的培养和训练，层层递进。主题聚焦哲学、文学、历史、心理学、人类学、文化、数学、物理、商科等方面，通过同一主题的听力和阅读输入，熟悉该主题的常用表述，进而推及说和写，听说读写练有机结合，体现以输入为基础，输出为驱动的教学理念。

《听说教程》（Listening, note taking, and speaking across the disciplines）单元结构如下：

- ◆ 输入性学习（简单）— Listening 1
  - 听（Get Ready to Listen, Listen to Short Conversations）

## ◆ 输入性学习 (复杂) – Listening 2

- 准备 (Vocabulary, Taking notes)
- 听 (Listen and Respond)

## ◆ 策略学习 – Listening 3

- Listening Strategies

## ◆ 强化练习 – Listening 4

- 准备 (Vocabulary)
- 听 (Listen and Respond)

## ◆ 输出 – Speaking

《读写教程》(Reading and writing across the disciplines) 单元结构如下:

## ◆ 输入性学习 – Reading 1

- 读前活动 (Get Ready to Read, Surveying and Predicting)
- 读 (Passage + key concept words + glossed words)
- 读后学习技巧

## ◆ 强化练习 – Reading 2

- 读前活动 (Get Ready to Read, Surveying and Predicting)
- 读 (Passage + key concept words + glossed words)
- 读后练习技巧

## ◆ 技巧和策略学习 – Writing 1A

- 语法 (Grammar of ...)
- 句子构成 (Sentence Essentials)
- 连接从读到写 (Making the Connection)

## ◆ 写作技巧学习 – Writing 1B

- 写作技巧学习 (Get Ready to Write)
- 具体分解写法步骤 (How Did They Do That)

## ◆ 输出性写作 – Writing 2

- Write, Steps, Editing and Proofreading

在读写教程中,除了提供学科相关的词汇以外,每一单元还提供了来自本单元阅读材料的高频率学术英语词汇,并设计了相应的练习帮助学生掌握这些词汇。

《新编大学核心英语》系列教材配有资源学习服务网站 (<http://abook.hep.com.cn>),学生可在该网站获取听力录音、扩展阅读、自测试题等学习资源。教师用户可在中国外语网 (<http://www.cflo.com.cn>) 获取教师用书等其他教学辅助资源。此外,大学核心英语课程建设团队还将与高等教育出版社合作建设在线开放课程资源,为使用《新编大学核心英语》开展教学的师生提供微课视频、在线练习、教师指导等资源,融合课堂学习与课后学习、线上学习与线下学习,发展学生的自主学习能力。

编者

2017年3月

# INTRODUCTION

The *Key Concepts* series takes a content-based approach to teaching students the academic skills they need to participate successfully in college or university classes in English. The series is designed for mid- and high-intermediate level students, and each level includes two books: *Listening, Note Taking, and Speaking* and *Reading and Writing*.

The books in the series may be used separately, each offering an integrated-skills approach to listening, note taking, and speaking or to reading and writing. Because the corresponding chapters at each level address the same academic disciplines, however, using both books in the level results in a fully integrated four-skills approach to teaching academic English.

*Key Concepts 2: Reading and Writing Across the Disciplines* is the second of a two-volume series that focuses on the academic skills of reading and writing. The subject matter of the readings, along with the writing focus, centers on one of the following academic disciplines: college success, business, mathematics, physical science, and humanities. As students encounter recurring concepts and vocabulary, they build on their knowledge of academic subjects and use of academic language in English.

The chapters of *Key Concepts 2* include the topics from the following college disciplines:

- Student Success
- Business: Business Ethics
- Language Arts: English Literature
- Mathematics: Applied Mathematics
- History: American History
- Physical Sciences: Physics

In addition to presenting discipline-specific vocabulary from the readings, identified as Key Concept Words, each chapter of *Key Concepts* also introduces students to and offers practice with twenty vocabulary items from Averil Coxhead's Academic Word List. These words are the most frequently used vocabulary in college texts, and the words practiced in *Key Concepts* are taken directly from the chapter readings. In addition, vocabulary exercises in *Key Concepts* build the student's vocabulary by

focusing on word forms and help the student discern differences in meaning by focusing on context and usage. A list of Glossed Words follows the concept words and assists the students with comprehension of the material by defining words that are likely to be unfamiliar to them.

The content-based approach of *Key Concepts* promotes the integration of reading and writing skills, and each chapter helps students make the connection by drawing and/or reinforcing parallels between the two. The first chapter of *Key Concepts 2* reinforces students' test-taking skills as they read about different types of tests, practice reading and understanding test questions, and write timed responses. The readings in subsequent chapters mirror and serve as models for the methods of development students will use in their writing assignments. *Key Concepts 2* includes summary writing as well as the patterns of cause/effect, reaction/response, exemplification/illustration, argument/persuasion, and process.

*Key Concepts 2* simulates the university experience by offering high-intermediate-level students reading and writing activities with similar academic content. The experience of interacting with academic texts can provide students a better sense of what to expect in a college or university course. *Key Concepts* offers students this experience.

## **Text Organization**

The first half of each chapter is devoted to reading skills. Students are introduced to the reading skills and strategies of surveying, predicting, and summarizing through presentation of an academic passage averaging approximately 800 words. Following the reading, students practice using words from the Academic Word List, which are contained in the reading. In addition to identifying text structure and guessing meaning from context, each chapter focuses on one of the following reading skills: outlining as a study tool, identifying stated and implied main idea, making inferences, understanding details, drawing conclusions, and understanding referents. Students are then given a second reading averaging approximately 1,000 words and are asked to practice their reading skills "on their own."

The second half of each chapter is devoted to writing skills. The writing section opens with a short grammar focus on a structure common to the academic readings in the chapter. This is followed by a section on sentence essentials, focusing on sentence types (simple, compound, complex, and compound-complex). Chapter 1 presents an overview of the timed-writing process, and Chapter 2 an overview of the process of essay writing. Subsequent chapters address writing thesis statements; general and specific support including quotations, facts, opinions, and statistics (from charts and

graphs); and conclusions. Unity and coherence are addressed in the final chapter of the book. Students are guided through the writing skills of brainstorming, narrowing the topic, writing a topic sentence or thesis statement, supplying details, writing a conclusion, and outlining before they are asked to write a paragraph or essay “on their own.” The reading passages in each chapter serve as models for the paragraph or essay types students are asked to write. They include summary, cause/effect, reaction/response, exemplification/illustration, argument/persuasion, and process.

The appendices include a comprehensive list of words from the readings that appear on the Academic Word List; samples of different types of brainstorming; lists of conjunctions, transition words, and key words for specific text structures; additional writing topics; a glossary of reading and writing terms; a glossary of essay prompt terms; and samples of APA citations.

## Contents of a Chapter

### **Reading 1: Skills and Strategies**

Students are introduced to the first reading via two activities: Get Ready to Read, which activates their background knowledge about the topic, and Surveying and Predicting. After the reading, students do a Summarizing activity and Comprehension activity and are then introduced to ten words from the reading that appear on the Academic Word List. Students practice the vocabulary through different exercise types. Next, a reading strategy is introduced and practiced. The reading strategy is followed by an introduction to a specific text structure and the key words associated with it. Students then practice using the key words.

### **Reading 2: On Your Own**

As with the first reading, students are introduced to the second reading via the Get Ready to Read and Surveying and Predicting activities. After the reading, they complete a Summarizing activity and Comprehension activity, followed by the introduction to a new set of ten words from the reading that appear on the Academic Word List. Students again practice the vocabulary through different exercise types. This is followed by a vocabulary exercise to practice guessing meaning from context.

### **Writing 1A: Skills and Strategies**

Students are presented with a short introduction to the grammar of a structure found in the readings. After practice recognizing and/or using the structure, students work on Sentence Essentials. This section focuses on specific sentence types, sentence



connectors, sentence errors, or sentence punctuation.

## **Writing 1B: The Process**

Students are introduced to the writing process via Get Ready to Write, which addresses timed writing in Chapter 1, and essay structure in Chapter 2. In this section, students also are introduced to planning a response to an essay question, paraphrasing and summarizing, synthesizing, writing an introduction and a thesis statement, writing the body and support sentences, as well as unity and coherence in writing.

After practicing the specific writing skill, students are presented with How Did They Do That?, an interactive activity that requires them to follow the steps the writer took to develop a summary paragraph or an essay. The paragraph or essay models the specific text structure introduced in the readings and practiced in the Reading 1: Skills and Strategies section.

## **Writing 2: On Your Own**

In this section, students are asked to write a summary paragraph or essay of their own, using the text structure presented in the Writing 1B: The Process section. After students write their paragraph or essay, they use the checklist in the Revising activity to make any changes in their work. Finally, they use the checklist in the Editing and Proofreading activity to make final changes to their writing before handing it in.

## **Online Resources**

### **Additional Activities for Students**

The *Key Concepts* series offers additional materials for students and teachers that they can access online by logging onto <http://elt.heinle.com/keyconceptsrw>.

### **Assessment**

Students using the *Key Concepts* series can practice the Academic Word List vocabulary with flashcards. Web Quizzes test the students' comprehension of Readings 1 and 2, as well as their mastery of the writing skills addressed in that chapter.

### **Instructor Manual and Answer Keys**

Answer Keys are available for every activity in the *Key Concepts* series. Teachers will also find chapter notes written by the authors that include brief guides to the activities in addition to summaries of each reading.

# KEY CONCEPTS 2

## Skills Overview

In each Reading section, students practice surveying, predicting, summarizing, and the Academic Word List. In each Writing section, students revise, edit, and proofread their work.

	Reading	Writing	
Chapter	Skills and Strategies	Skills and Strategies	The Process
<b>1</b>	<ul style="list-style-type: none"> <li>reading and understanding test questions</li> <li>identifying text structure — introduction to outlining</li> <li>using context to guess meaning — contrast</li> </ul>	<ul style="list-style-type: none"> <li>the grammar of conditionals</li> <li>dependent and independent clauses</li> <li>simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>timed writing</li> <li>overview of process:               <ul style="list-style-type: none"> <li>key words</li> <li>planning/writing a response</li> <li>editing and proofreading</li> </ul> </li> <li>respond to short answer/essay questions</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>implied main idea</li> <li>identifying text structure — cause/effect</li> <li>using context to guess meaning — synonyms/antonyms</li> </ul>	<ul style="list-style-type: none"> <li>the grammar of parallelism</li> <li>clause relationships</li> </ul>	<ul style="list-style-type: none"> <li>structure of an essay</li> <li>introduction</li> <li>thesis statement</li> <li>overview of writing process</li> <li>essay of cause/effect</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>making inferences: tone and figurative language</li> <li>identifying text structure — literature</li> <li>using context to guess meaning — inference</li> </ul>	<ul style="list-style-type: none"> <li>the grammar of participial adjectives</li> <li>sentence errors: fragments, run-on sentences, comma splices</li> </ul>	<ul style="list-style-type: none"> <li>body and support sentences</li> <li>topic sentences</li> <li>general and specific support</li> <li>quotations</li> <li>citations and references</li> <li>synthesizing</li> <li>essay of reaction/response</li> </ul>

	Reading		Writing
<b>4</b>	<ul style="list-style-type: none"> <li>• reading details: tables, charts, and graphs</li> <li>• identifying text structure — exemplification</li> <li>• using context to guess meaning — examples</li> </ul>	<ul style="list-style-type: none"> <li>• the grammar of adjective clauses</li> <li>• dependent clauses: adjective clauses</li> </ul>	<ul style="list-style-type: none"> <li>• body and support sentences</li> <li>• facts and opinions</li> <li>• statistics and details from graphics</li> <li>• synthesizing</li> <li>• essay of exemplification/illustration</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• drawing conclusions: logical fallacies</li> <li>• identifying text structure — argument/persuasion</li> <li>• using context to guess meaning — surrounding sentences</li> </ul>	<ul style="list-style-type: none"> <li>• the grammar of adverb clauses</li> <li>• dependent clauses: adverb clauses</li> </ul>	<ul style="list-style-type: none"> <li>• body and support sentences</li> <li>• examples as support</li> <li>• conclusions</li> <li>• synthesizing</li> <li>• essay of argument/persuasion</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>• understanding referents</li> <li>• identifying text structure — process</li> <li>• using context to guess meaning — review</li> </ul>	<ul style="list-style-type: none"> <li>• the grammar of modals</li> <li>• dependent clauses: noun clauses</li> </ul>	<ul style="list-style-type: none"> <li>• unity and coherence</li> <li>• text structure and logical order</li> <li>• key words, synonyms, and pronouns</li> <li>• transitions</li> <li>• consistency in verb tense and point of view</li> <li>• essays with combined text structure</li> <li>• essay of process</li> </ul>

# CONTENTS

<b>CHAPTER 1</b>	<b>Student Success</b>	<b>001</b>
Reading 1	Skills and Strategies	002
Reading 2	On Your Own	019
Writing 1A	Skills and Strategies	026
Writing 1B	The Process	033
Writing 2	On Your Own	044
<b>CHAPTER 2</b>	<b>From Business: Business Ethics</b>	<b>047</b>
Reading 1	Skills and Strategies	048
Reading 2	On Your Own	059
Writing 1A	Skills and Strategies	068
Writing 1B	The Process	075
Writing 2	On Your Own	091
<b>CHAPTER 3</b>	<b>From Language Arts: English Literature</b>	<b>093</b>
Reading 1	Skills and Strategies	094
Reading 2	On Your Own	111
Writing 1A	Skills and Strategies	125

Writing 1B	The Process	135
Writing 2	On Your Own	151

## **CHAPTER 4** **From Mathematics: Applied Mathematics** **153**

Reading 1	Skills and Strategies	154
Reading 2	On Your Own	167
Writing 1A	Skills and Strategies	175
Writing 1B	The Process	181
Writing 2	On Your Own	189

## **CHAPTER 5** **From History: American History** **191**

Reading 1	Skills and Strategies	192
Reading 2	On Your Own	208
Writing 1A	Skills and Strategies	223
Writing 1B	The Process	228
Writing 2	On Your Own	233

## **CHAPTER 6** **From the Physical Sciences: Physics** **235**

Reading 1	Skills and Strategies	236
Reading 2	On Your Own	249
Writing 1A	Skills and Strategies	257
Writing 1B	The Process	264
Writing 2	On Your Own	276

# CONTENTS

xi

<b>Appendix 1</b>	<b>Academic Word List</b>	<b>277</b>
<b>Appendix 2</b>	<b>Brainstorming Methods</b>	<b>281</b>
<b>Appendix 3</b>	<b>Conjunctions, Transitions, and Key Words</b>	<b>287</b>
<b>Appendix 4</b>	<b>Additional Writing Topics</b>	<b>293</b>
<b>Appendix 5</b>	<b>Glossary of Reading and Writing Terms</b>	<b>295</b>
<b>Appendix 6</b>	<b>Terms for Essay Exams</b>	<b>299</b>
<b>Appendix 7</b>	<b>APA Style</b>	<b>301</b>
	<b>Text Credits</b>	<b>303</b>
	<b>Photo Credits</b>	<b>305</b>



## CHAPTER

# 1

## Student Success

Taking exams is a part of college life, just as attending classes, making new friends, and using the library are. Although there are many ways instructors can evaluate their students' progress, exams are still one of the most commonly used methods.

Using your general knowledge and experience of taking exams, discuss the following questions with a partner or in a small group.

- What are the different types of exams instructors use?
- What kind of exams do you prefer to take?
- What specific strategies do you use when taking exams?

This chapter will help you understand some of the **key concepts** in test-taking skills such as

- subjective vs. objective tests
- strategies for test-taking
- timed writings
- prompts for essay exams

# Reading 1 Skills and Strategies

## Get Ready to Read

### Activity ① Effective or Ineffective

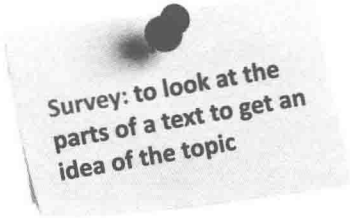
Read the following test-taking strategies and decide if they are effective or ineffective strategies. Share your answers with a classmate.

- |   |           |             |
|---|-----------|-------------|
| 1. Answer the parts of the exam worth the most points first.                                    | EFFECTIVE | INEFFECTIVE |
| 2. Leave answers you are unsure of blank.   | EFFECTIVE | INEFFECTIVE |
| 3. Save time by not reading the directions.   | EFFECTIVE | INEFFECTIVE |
| 4. Answer multiple-choice questions “in your head” first, then look at the choices on the test. | EFFECTIVE | INEFFECTIVE |
| 5. Skim the entire test before answering any questions.   | EFFECTIVE | INEFFECTIVE |

## Surveying and Predicting

### Activity ② Survey and Predict

Ⓐ Follow the steps below to survey Reading 1 below.



Survey: to look at the parts of a text to get an idea of the topic

1. Read the title. Write it here. \_\_\_\_\_
2. Read the first paragraph. Write one or two words that tell the topic or what the paragraph is about. \_\_\_\_\_  
\_\_\_\_\_
3. Write the main idea, what the writer wants you to know about the topic here. \_\_\_\_\_  
\_\_\_\_\_
4. Read the headings, the titles of the sections in the reading. Write them here. \_\_\_\_\_  
\_\_\_\_\_
5. Look for key (important) terms related to the topic. They are usually in **bold**. List them here. \_\_\_\_\_  
\_\_\_\_\_
6. Read the last paragraph. It is a summary of the entire reading.



**B** Share your survey answers with a partner and discuss what you think the reading will be about. Then circle the number of the statement below that matches your prediction.

1. The passage will outline test-taking skills for different kinds of tests.
2. The passage will explain strategies for scoring well on objective tests.
3. The passage will describe how to study to take an objective test.

**C** Now read the passage to see if your prediction is correct. Try to read as quickly as you can. Do not stop to look up words in your dictionary.

## Reading 1

### Taking Objective Tests

Instructors commonly test students on subject knowledge with **objective** and/or **subjective** tests. Objective exams include true/false, multiple-choice, and matching; subjective exams include short answer and essays. No matter how well you understand a subject or how well you prepare for an exam, poor test-taking skills could lead to earning a C instead of an A on an exam. There are several strategies that can help you reduce errors and score better on objective tests.

#### Overview of Exam

First, once you receive the exam, take a few minutes to get an overview of the entire test. Skim each part of the test, noting which parts contain questions easy to answer and which parts contain more difficult questions. Pay attention to the **point value** for each section of the test, noting which sections are worth the most points. Note if there is any overlapping—that is, if different parts of the test cover the same material or address the same topic. If so, you may find the answer to a question in another part of the test.

### Plan Approach

After you have skimmed the test, read the directions for the entire test to understand what you are expected to do. Then plan your approach: allocate time for each section of the test. Allocating your time will allow you to do two things: go back to review questions you are unsure of and make sure you have answered all the questions on the exam.

Where you start on the test is up to you. You may choose to start at the beginning and work your way straight through to the end. You may decide, however, to focus on the easy sections first, saving the hard ones for later. Alternatively, you may elect to answer the questions worth the most points first and save the ones with lower point values for last, answering first the easy questions and later the difficult ones. Most experts recommend taking this approach as it ensures that you have correctly answered the questions with the most point values. Do what feels comfortable and gives you the most confidence.

Whichever approach you take, re-read the directions for each part of the test before you begin that part. When you finish the test, don't be in a hurry to leave the room! Check to make