

NAME: _____

DATE: _____

Test-Taking Skills Booster**Unit 8****READING COMPLETION**

Read the selection. Choose the word or phrase that best completes each statement.

Can We Increase Our Intelligence?

In a general sense, intelligence can be defined as the ability to learn, understand, and apply knowledge or skills. While many experts have argued that one's IQ score simply cannot be (1) _____, others claim that these abilities can be maximized by exercising the brain. In their opinion, certain activities, (2) _____ reading regularly, doing puzzles daily, or learning a new language, may in fact improve our thinking skills, capacity to remember, and general knowledge. Furthermore, they make the point that IQ tests don't provide an adequate (3) _____ of real intelligence. In fact, they measure how one's level of academic achievement can be predicted but do not measure creativity or "street smarts"—the ability to (4) _____ with everyday life. Likewise, they are (5) _____ to measure one's potential for growth. Some experts suggest that other aspects of intelligence be considered as well—emotional intelligence being one example.

Moreover, Harvard University's Howard Gardner proposed that psychologists and educators (6) _____ the existence of at least seven distinct areas of intelligence. Two of these, linguistic and mathematical, are currently measured to some degrees by IQ tests. (7) _____, another two, interpersonal and intrapersonal, are measured by EQ tests. He also proposed including visual-spatial intelligence. In addition, Gardner recommended that two other aspects of intelligence be (8) _____ : musical and physical. Gardner considers each of these intelligences to be areas of human potential; (9) _____, they can be developed and increased.

- | | | | |
|-----------------|---------------|-------------------|----------------|
| 1. A believed | B increased | C provided | D genetic |
| 2. A as such | B from | C for instance | D to |
| 3. A tool | B measurement | C improvement | D completion |
| 4. A measure | B encounter | C face | D deal |
| 5. A unable | B equipped | C incomplete | D designed |
| 6. A contribute | B criticize | C acknowledge | D change |
| 7. A Similarly | B As a result | C Because of this | D For instance |

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8. A recognized B removed C presented D altered
9. A otherwise B that is C even so D besides

LISTENING COMPLETION

You will hear part of a lecture. Read the paragraph below. Then listen and complete each statement with the word or short phrase you hear in the lecture. Listen a second time to check your work.

The lecturer says that a key argument in favor of (1) being the source of extreme intelligence is that most geniuses don't have extremely (2) ancestors. However, an argument in favor of the (3) view is that talented families do (4) They believe it shows that talent is (5) through genes. One living example that supports this (6) is the story of the (7) Srinivasa Ramanujan, who was raised in a (8) in India and had almost (9) in mathematics. In other words, he was (10) talent.