TPO1-48听力题目

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# TPO-1

Section 1

1. Why does the student go to see the librarian?

* To sign up for a seminar on using electronic sources for research
* To report that a journal is missing from the reference area
* To find out the procedure for checking out journal articles
* To ask about how to look for resources for a class paper

1. What does the librarian say about the availability of journals and articles in the library?

* They are not easy to find if a professor put them on reserve
* Most of them are accessible in an electronic format
* Most of them can be checked out for three weeks
* Printed versions from the past three years are located in the reference section.

1. What does the librarian suggest the student should do to save time?

* Choose an easier research topic
* Concentrate on five journals
* Read the summaries of the articles first
* Install a new program on her home computer

1. What can be inferred about why the woman decides to use the computer in the library?

* She thinks she might need additional help from the man
* She does not have a computer at home
* She has to hand in her assignment by the end of the day
* She will be meeting a friend in the library later on

1. Why does the woman say this()

* She had forgotten about the information
* She is surprised she was not aware of the information
* She is annoyed that the information was published only recently
* She is concerned that the librarian gave her incorrect information

1. What is the purpose of the lecture?

* To explain the difference between two artistic styles
* To describe a new art gallery to the class
* To introduce an artist's work to the class
* To show how artists' styles can evolve over time

1. What does the professor say about Frantzen's painting of a farm scene?

* It resembles a photograph
* It may be Frantzen's best known painting
* It was painted in the Impressionist style
* It was painted while Frantzen lived abroad

1. Why did Frantzen go to the Sales Barn?

* To study human form and movement
* To earn money by painting portraits
* To paint farm animals in an outdoor setting
* To meet people who could model for her paining

1. What does the professor imply about the painting of the young woman surrounded by pumpkins?

* It was painted at an art fair
* It combines Impressionism with Realism
* It convinced Frantzen that she was a good illustrator
* It was originally meant to be used in an advertisement

1. Why does the professor discuss Frantzen's difficulties as a young painter?

* He wants to point out mistakes that young artists commonly make
* He thinks her example can inspire the students in their own lives
* Her difficulties remind him of the difficulties he himself experienced as a young girl
* Her difficulties are the subject of some of the paintings in the gallery that the students will visit

1. What does the professor imply when he says this()

* The students can understand Frantzen's art without knowing about her life
* The students should pay very close attention to what he is going to say
* Some of his students are already familiar with Frantzen's life story
* Some of his students may not appreciate Frantzen's work

1. What does the professor mainly discuss?

* The difference in age among American mountain ranges
* The importance of a technique used for dating geological materials
* The recent discovery of an ancient canyon
* A comparison of various minerals used for dating

1. Before the use of uranium-lead analysis, where did most geologists think the Grand Canyon sandstone came from?

* An ancient lake located in the American Southwest
* A desert that once connected two continents
* Sands carried by a river from the Appalachian Mountains
* A nearby mountain range that had flattened out over time

14.In the talk, the professor describes the sequence of uranium-lead dating. Summarize the sequence by putting the events in the correct order.

Drag your answer choices to spaces where they belong. To remove an answer choice, click on it

Zircon in the sandstone is matched to the zircon in a particular mountain range.

The amount of lead in sandstone zircon is measured

The age of zircon in a sandstone sample is determined

1

2

3

15.According to the professor, what change has caused uranium-lead dating to gain popularity recently?

* It can be performed outside a laboratory
* It can now be done more efficiently
* It no longer involves radioactive elements
* It can be used in fields other than geology

16.Why does the professor talk about the breaking apart of Earth's continents?

* To give another example of how uranium-lead dating might be useful
* To explain how the Grand Canyon was formed
* To demonstrate how difficult uranium-lead dating is
* To disprove a theory about the age of Earth's first mountain ranges

17.What does the professor imply when he says this()

* The class is easier than other geology classes
* The class has already studied the information he is discussing
* Some students should take a course in geological dating techniques
* He will discuss the topic later in the class

Section 2.

1.What is the conversation mainly about

* A lesson Matthew prepared for his students
* A class Matthew has been observing
* A term paper that Matthew has written
* A problem in Matthew's classroom

2.What is Matthew's opinion about observing Mr.Grabell's third-grade class?

* It will help him become a more effective teacher
* It could help improve his study habits
* It has improved his public-speaking skills
* It may be the most difficult assignment he has had

3.Why does Matthew mention Greek and Roman mythology?

* To identify a topic frequently discussed in third grade
* To get the professor's opinion about a lesson he taught
* To make a suggestion to improve the class he is taking
* To illustrate a technique used to teach a third-grade class

4.What important skills did Mr.Grabell introduce to his third-grade class?

Click on 3 answers

* Reviewing other student's reports
* Using books in the library
* Interviewing their classmates
* Speaking in public
* Writing reports

5.What will Matthew probably do in next Wednesday's class?

* Hand in his assignment early
* Try to start a study group
* Make a presentation to the class
* Choose a topic for his paper

6.What is the lecture mainly about?

* Art in the Neolithic period
* The site of a Neolithic town
* Methods of making stone tools
* The domestication of plants and animals by early farmers

7.What does the professor imply about the tools used by the people of Catalhoyuk?

* They were made of stone that came from Catalhoyuk
* They were among the sharpest tools available at the time
* They were often used in religious rituals
* They were used primarily for agriculture

8.What does the professor say about the entrances to the horses in Catalhoyuk?

Click on 2 answers

* They were in the roof
* They were usually kept closed
* They allowed smoke to escape from the house
* They stood opposite one another across narrow streets

9.What does the professor say about Catalhoyuk graves?

* The graves contained precious stones
* Many people were buried in each grave
* The grave were located under the house floors
* The graves contained ashes rather than bones

10.What does the professor think of the idea that the inhabitants of Catalhoyuk deliberately arranged their house so that they could live near their ancestors' graves?

* She thinks it is a good guess, but only a guess
* She thinks some evidence supports it, but other evidence contradicts it.
* She thinks that further excavations will soon disprove it
* She thinks that it is not appropriate to make such guesses about the distant past

11.What are three things the professor says about the artwork of Catalhoyuk?

Click on 3 answers

* It was clearly important to the Catalhoyuk religion
* It became covered with soot
* It often shows farmers at work
* Its significance is unknown
* It contains many hunting scenes

12.What is the main topic of the lecture

* The types of habitats marmots prefer
* Methods of observing marmot behavior
* Feeding habits of some marmot species
* Differences in behavior between marmot species

13.According to the case study, why are marmots ideal for observation

* They do not hide from humans
* They reside in many regions throughout North America
* They are active in open areas during the day
* Their burrows are easy to locate

14.Drag the appropriate description of each marmot species' behavior to the box below the marmot's name

Click on a phrase. Then drag it to the space where it belongs.

One of the phrases will not be used

Displays aggressive tendencies is family oriented says active during the winter

Olympic Marmot Eastern Marmot

|  |  |
| --- | --- |
|  |  |

15.What reason does the professor give for the difference in marmot behaviour patterns?

* Type of food available
* The size of the population
* Interaction with other marmot species
* Adaptations to the climate

16.Why does the professor say this()

* To inform the student that his definition is incorrect
* To suggest that the student did not do the reading
* To encourage the student to try again
* To change the topic of discussion

17.Why does the professor say this()

* To express a similar concern
* To encourage the student to explain what she means
* To address the student's concern
* To agree with the student

# TPO-2

Section 1

1.Why does the man go to see his professor

* To borrow some charts and graphs from her
* To ask her to explain some statistical procedures
* To talk about report he is writing
* To discuss a grade he got on a paper

2.What information will the man include in his report?

Click in the correct box for each phrase

|  |  |  |
| --- | --- | --- |
|  | Include in report | Not include in report |
| Climate charts |  |  |
| Interviews with meteorologists |  |  |
| Journals notes |  |  |
| Statistical tests |  |  |

3.Why does the professor tell the man about the appointment at the doctor's office?

* To demonstrate a way of remembering things
* To explain why she needs to leave soon
* To illustrate a point that appears in his report
* To emphasize the importance of good health

4.What does the professor offer to do for the man

* Help him collect more data in other areas of the state
* Submit his research findings for publication
* Give him the doctor's telephone number
* Review the first version of his report

5.Why does the professor say this()

* To question the length of the paper
* To offer encouragement
* To dispute the data sources
* To explain a theory

6.What is the professor mainly discussing

* The development of motor skills in children
* How psychologists measure muscle activity in the throat
* A theory about the relationship between muscle activity and thinking
* A study on deaf people's problem-solving techniques

7.Why does the professor say this()

* To give an example of a laryngeal habit
* To explain the meaning of a term
* To explain why he is discussing laryngeal habits
* To remind students of a point he had discussed previously

8.Why does the professor say about people who use sign language

* It is not possible to study their thinking habits
* They exhibit laryngeal habits
* The muscles in their hands move when they solve problems
* They do not exhibit ideomotor action

9.What point does the professor make when he refers to the university library

* A study on problem solving took place there
* Students should go there to read more about behaviorism
* Students' eyes will turn toward it if they think about it
* He learned about William James' concept of thinking there

10.The professor describes a magic trick to the class, what does the magic trick demonstrate?

* An action people make that they are not aware of
* That behaviorists are not really scientists
* How psychologists study children
* A method for remembering locations

11.What is the professor's opinion of the motor theory of thinking

* Most of the evidence he has collected contradicts it
* It explains adult behavior better than it explains child behavior
* It is the most valid theory of thinking at the present time
* It cannot be completely proved or disproved

12.What aspect of Manila hemp fibers does the professor mainly discuss in the lecture

* Similarities between cotton fibers and manila hemp fibers
* Various types of manila hemp fibers
* The economic importance of Manila hemp fibers
* A use of Manila hemp fibers

13.Why does the professor mention going away for the weekend?

* To tell the class a joke
* To apologize for not completing some work
* To introduce the topic of the lecture
* To encourage students to ask about her trip

14.What does the professor imply about the name Manila hemp

* It is a commercial brand name
* Part of the name is inappropriate
* The name has recently changed
* The name was first used in the 1940's

15.Why does the professor mention the Golden Gate Bridge?

* To demonstrate a disadvantage of steel cables
* To give an example of the creative use of color
* To show that steel cables are able to resist salt water
* To give an example of a use of Manila hemp

16.According to the professor, what was the main reason that many ships used Manila hemp ropes instead of steel cables?

* Manila hemp was cheaper
* Manila hemp was easier to produce
* Manila hemp is more resistant to salt water
* Manila hemp is lighter in weight

17.According to the lecture, what are two ways to increase the strength or rope made from Manila hemp fibers?

Click on 2 answers

* Coat the fibers with zinc-based paint
* Combine the fibers into bundles
* Soak bundles of fibers in salt water
* Twist bundles of fibers

Section 2

1.What are the students mainly discussing?

Click on 2 answers

* Their courses for next semester
* Their plans for the weekend
* A poetry club
* A class assignment

2.What does the man plan to do at the end of the month

* Register for classes
* Finish writing his master's thesis
* Leave his job at the coffee shop
* Take a short vacation

3.Why does the man talk to the woman about the "Poetry Kitchen"?

* To find out how often the club meets
* To inform her that the date of the next meeting has changed
* To complain that not enough people are reading their poems
* To encourage her to attend

4.What is the woman's attitude toward participating in the poetry club?

* She is looking forward to hearing her professor's poetry
* She is interested in attending but she has no time
* She thinks the poetry that is read there is not very good
* She used to participate but did not enjoy it

5.What will the students do in the summer

* They will both take courses
* They will both have full-time jobs
* They will travel to England together
* They will teach a class together

6.What is the main purpose of the lecture?

* To illustrate the importance of extrinsic values
* To explain Aristotle's views about the importance of teaching
* To explain why people change what they value
* To discuss Aristotle's views about human happiness

7.The professor gives examples of things that have value for her. Indicate for each example what type of value it has for her.

Click in the correct box. This question is worth 2 points.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Only extrinsic value | Only intrinsic value | Both extrinsic and intrinsic value |
| Teaching |  |  |  |
| Exercise |  |  |  |
| health |  |  |  |
| Playing a musical instrument |  |  |  |

8.Why is happiness central to Aristotle's theory?

* Because it is so difficult for people to attain
* Because it is valued for its own sake by all people
* Because it is a means to a productive life
* Because most people agree about what happiness is

9.According to the professor, why does Aristotle think that fame cannot provide true happiness?

* Fame cannot be obtained without help from other people
* Fame cannot be obtained by all people
* Fame does not last forever
* People cannot share their fame with other people

10.What does the professor mean when she says this()

* Teaching is not a highly valued profession in society
* She may change professions in order to earn more money
* The reason she is a teacher has little to do with her salary
* More people would become teachers if the salary were higher

11.What is Bode's law?

* A law of gravitation
* An estimate of the distance between Mars and Jupiter
* A prediction of how many asteroids there are
* A pattern in the spacing of the planets

12.Why does the professor explain Bode's Law to the class?

* To describe the size of the asteroids
* To explain who the asteroids belt was discovered
* To explain how gravitational forces influence the planets
* To describe the impact of telescopes on astronomy

13.How does the professor introduce Bode's Law?

* By demonstrating how it is derived mathematically
* By describing the discovery of Uranus
* By drawing attention to the inaccuracy of a certain pattern
* By telling the names of several of the asteroids

14.According to the professor, what two factors contributed to the discovery of the asteroid Ceres?

Click on 2 answers

* Improved telescopes
* Advances in mathematics
* The discovery of a new star
* The position of Uranus in a pattern

15.What does the professor imply about the asteroid belt?

* It is farther from the Sun than Uranus
* Bode believed it was made up of small stars
* It is located where people expected to find a planet
* Ceres is the only one of the asteroids that can be seen without a telescope

16.Why does the professor say this

* To introduce an alternative application of Bode's Law
* To give an example of what Bode's law cannot explain
* To describe the limitations of gravitational theory
* To contrast Bode's Law with a real scientific law

# TPO-3

Section1

Q1

Why does the woman come to the office?

* To notify the university of her change of address
* To find out where her physics class is being held
* To get directions to the science building
* To complain about her physics class being canceled

Q2

What happened to the letter the university sent to the woman?

* She threw it away by mistake
* Her roommate forgot to give it to her
* It was sent to her old mailing address
* It was sent to another student by mistake

Q3

Why was the woman’s physics class canceled?

* Not enough students signed up to take the class
* No professors were available to teach the class
* The university changed its requirements for physics students
* There were no classrooms available in the science building at the hour

Q4

What does the man suggest the woman do before the beginning of next semester?

* Consult with her advisor about her class schedule
* Check with the registrar’s office about the location of the class
* Register for her classes early
* Call the physics department

Q5R

What does the man imply when he says this:

* He know the physics class has been canceled
* He is not sure where the science building is
* Many of the room assignments have been changed
* The women can check for herself where her class is

Q6

What does the professor mainly discuss?

* Major changes in the migratory patterns of hummingbirds
* The adaptation of hummingbirds to urban environments
* Concern about the reduction of hummingbird habitat
* The impact of ecotourism on hummingbird populations

Q7

What does the professor imply might cause a decrease in the hummingbird population?

* An increase in the ecotourism industry
* An increase in the use of land to raise crops and cattle
* A decrease in banding studies
* A decrease in the distance traveled during migration

Q8

What does the professor say people have done to help hummingbirds survive?

* They have built a series of hummingbird feeding stations
* They have supported new laws that punish polluters of wildlife habitats
* They have replanted native flowers in once polluted areas
* They have learned to identify various hummingbird species

Q9

What way of collecting information about migrating hummingbirds does the professor mention?

* Receiving radio signals from electronic tracking devices
* Being contacted by people who recapture banded birds
* Counting the birds that return to the same region every year
* Comparing old and young birds’ migration routes

Q10

What does the professor imply researchers have learned while studying hummingbird migration?

* Hummingbirds have totally disappeared from some countries due to recent habitat destruction
* Programs to replant flowers native to hummingbird habitats are not succeeding
* Some groups of hummingbirds have changed their migration patterns
* Some plant species pollinated by hummingbirds have become extinct

Q11R

What does the professor imply when she says this:

* There is disagreement about the idea she has presented
* She does not plan to discuss all the details
* Her next point may seem to contradict what she has just said
* The point she will make next should be obvious to the students

Q12

What is the main purpose of the lecture?

* To discuss the style of an early filmmaker
* To describe different types of filmmaking in the 1930s
* To discuss the emergence of the documentary film
* To describe Painleve’s influence on today’s science-fiction films

Q13

Why are Painleve’s films typical of the films of the 1920s and 1930s?

* They do not have sound
* They are filmed underwater
* They are easy to understand
* They difficult to categorize

Q14

According to the professor, how did Painleve’s film confuse the audience?

* They show animals out of their natural habitat
* They depict animals as having both human and animal characteristics
* The narration is scientific and difficult to understand
* The audiences of the 1920s and 1930s were not used to films shot underwater

Q15

Why does the professor mention sea horses?

* To explain that they were difficult to film in the 1930s
* To point out that Cousteau made documentaries about them
* To illustrate Pianleve’s fascination with unusual animals
* To explain why Painleve’s underwater films were not successful

Q16

Why does the professor compare the film style of Jacques Cousteau and Jean Painleve?

* To explain how Painleve influenced Cousteau
* To emphasize the uniqueness of Painleve’s filming style
* To emphasize the artistic value of Cousteau’s documentary films
* To demonstrate the superiority of Painleve’s filmmaking equipment

Q17R

What does the student imply when he says this:

* He does not like Jean Painleve’s films
* He thinks that the professor should spend more time discussing Jacques Cousteau’s film
* He believes that high quality filmmakers are usually well known
* He believes that Jean Painleve’s film have been unfairly overlooked

Setion2

Q1

Why does the student go to see the professor?

* To ask about a class assignment
* To find out about a midsemester project
* To get information about summer jobs
* To discuss ways to improve his grade

Q2

What was originally located on the site of the lecture hall?

* A farmhouse
* A pottery factory
* A clothing store
* A bottle-manufacturing plant

Q3

What is mentioned as an advantage of working on this project?

* Off-campus travel is paid off
* Students can leave class early
* The location is convenient
* It fulfills a graduation requirement

Q4

What is the professor considering doing to get move volunteers?

* Offering extra class credit
* Paying the students for their time
* Asking for student volunteers from outside her class
* Providing flexible work schedules

Q5

What information does the student still need to get from the professor?

* The name of the senior researcher
* What book he needs to read before the next lecture
* When the train session will be scheduled
* Where the project is located

Q6

What does the professor mainly discuss?

* The oldest known cave art
* How ancient cave art is dated
* The homes of Paleolithic humans
* How Paleolithic humans thought about animals

Q7

When does the professor mention his daughter?

* To describe her reaction to seeing the paintings
* To explain the universal appeal for the Chauvet paintings
* To demonstrate the size of most Paleolithic cave art
* To emphasize his point about the age of Chauvet paintings

Q8

What is the professor’s opinion about the art at the Chauvet cave?

* It is extremely well done
* It probably reflected artists’ religious beliefs
* It is less sophisticated than the art at Lascaux and Altamira
* It is probably not much older than the are at Lascaux and Altamira

Q9

According to the professor, what is the significance of charcoal marks on the walls of the Chauvet cave?

* They suggest that Paleolithic people cooked their food in the cave
* They prove that people came to the cave long after the paintings were made
* They show how much light the Paleolithic artists needed for their work
* They were used in recent times to date the paintings

Q10

Compared to other Paleolithic art, what is unusual about the animals painted at Chauvet?

* Most of them are horses
* Many of them are dangerous
* Many of them are shown alongside humans
* All of them are species that are still found in France

Q11

What are two questions about the Chauvet cave artists that the professor raises but cannot answer?

Choice two answers below

* How they lighted their work area
* How they obtained pigments for their paints
* Why they chose to paint certain animals and not others
* Why they placed their art in dark, uninhabited places

Q12

What is the lecture mainly about?

* Different ways of magnifying the spectrum of a star
* How a chemical element was first discovered on the Sun
* How astronomers identify the chemical elements in a star
* Why the spectra of different stars are composed of different colors

Q13

What does the professor explain to one of the students about the term “radiation”?

* It is defined incorrectly in the textbooks
* It was first used in the nineteenth century
* It is rarely used by astronomers
* It does not refer only to harmful energy

Q14

What can be inferred about two stars if their spectra have similar spectral line patterns?

* The stars are approximately the same distance from the Earth
* The stars probably have some chemical elements in common
* The stars have nearly the same brightness
* The stars are probably of the same size

Q15

According to the professor, what is the purpose of heating an element in a spectroscopic flame test?

* To cause an element to emit light
* To study an element in combination with other elements
* To remove impurities from the element
* To measure an element’s resistance to heat

Q16R

Why does the professor say this?

* He is about to provide some background information
* He is about to repeat what he just said
* He intends to focus on the history of astronomy
* He intends to explain two different points of view

Q17R

Why does the professor ask this?

* To check the students’ understanding of their reading assignment
* To give the students a hint to the answer to his previous question
* To emphasize how important it is for astronomers to study Greek
* To remind the students about the historical background of astronomy

# TPO-4

Section 1

1. Why does the man need the woman’s assistance?

Click on 2 answers.

A. He does not know the publication date of some reviews he needs.

B. He does not know the location of the library’s videos collection of plays.

C. He does not know how to find out where the play is currently being performed.

D. He does not know how to determine which newspaper he should look at.

2. What does the woman imply about critical reaction to the play Happy Strangers?

A. Negative critical reaction led to its content being revised after it premiered.

B. The play has always been quite popular among university students.

C. Reactions to the play are more positive nowadays than they were in the past.

D. The play is rarely performed nowadays because critics have never liked it.

3. What does the woman say about her experience seeing a performance of Happy Strangers when she was younger?

Click on 2 answers.

1. It was the first play she had seen performed professionally.
2. She saw it against the wishes of her parents.
3. She was surprised at how traditional the performance was.
4. She had a variety of emotional reactions to the play.
5. What is the man’s attitude toward his current assignment?
   1. He is not confident that he will find the materials he needs.
   2. He feels that performing in a play is less boring than reading one.
   3. He thinks his review of the play will be more objective than the contemporary reviews were.
   4. He is optimistic that he will learn to appreciate the play he is researching.

5. Replay: Why does the woman say this?

A. To ask the man to clarify his request.

B. To state the man’s request more precisely.

C. To make sure that she heard the man correctly.

D. To correct a mistake the man has made.

6. What is the lecture mainly about?

A. Method s of observing unusual animal behavior.

B. A theory about ways birds attract mates.

C. Ways animals behave when they have conflicting drives.

D. Criteria for classifying animal behaviors.

7. Indicate whether each of the activities below describes a displacement activity.

Click in the correct box for each phrase.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| An animal attacks the ground instead of its enemy. |  |  |
| An animal falls asleep in the middle of a mating ritual. |  |  |
| An animal eats some food when confronted by it enemy. |  |  |
| An animal takes a drink of water after grooming itself. |  |  |

8. What does the professor say about disinhibition?

A. It can prevent displacement activities from occurring.

B. It can cause animals to act on more than one drive at a time.

C. It is not useful for explaining many types of displacement activities.

D. It is responsible for the appearance of seemingly irrelevant behavior.

9. According to the lecture, what is one possible reason that displacement activities are often grooming behaviors?

A. Grooming may cause an enemy or predator to be confused.

B. Grooming is a convenient and accessible behavior.

C. Grooming often occurs before eating and drinking.

D. Grooming is a common social activity.

10. Why does the professor mention the wood thrush?

A. To contrast its displacement activities with those of other animals species.

B. To explain that some animals display displacement activities other than grooming

C. To point out how displacement activities are influenced by the environment.

D. To give an example of an animal that does not display displacement activities.

11. Replay: What does the professor mean when she says this?

A. She is impressed by how much the student knows about redirecting.

B. She thinks it is time to move on to the next part of this lectures.

C. The student’s answer is not an example of a displacement activity.

D. The student should suggest a different animal behavior to discuss next.

12. What is the main purpose of the lecture?

A. To point out similarities n Emerson’s essays and poems.

B. To prepare the students to read an essay by Emerson.

C. To compare Emerson’s concept of universal truth to that of other authors.

D. To show the influence of early United States society on Emerson’s writing.

13. On what basis did Emerson criticize the people of his time?

A. They refused to recognize universal truths.

B. They did not recognize the genius of certain authors.

C. Their convictions were not well-defined.

D. They were too interested in conformity.

14. What does Emerson say about the past?

A. It should guide a person’s present actions.

B. It must be examined closely.

C. It is less important than the future.

D. It lacks both clarity and universal truth.

15. What point does the professor make when he mentions a ship’s path?

A. It is easy for people to lose sight of their true path.

B. Most people are not capable of deciding which path is best for them.

C. The path a person takes can only be seen clearly after the destination has been reached.

D. A person should establish a goal before deciding which path to take.

16. What does the professor imply about himself when he recounts some life experiences he had before becoming a literature professor?

Click on 2 answers.

1. He did not consider the consequences of his decisions.
2. He did not plan to become a literature professor
3. He has always tried to act consistently
4. He has trusted in himself and his decisions.
5. Replay: Why does the professor say this:

A. To suggest that United States citizens have not changed much over time

B. To encourage the class to find more information about this time period.

C. To explain why Emerson’s essay has lost some relevance.

D. To provide background for the concept he is explaining.

Section 2

1. What is the conversation mainly about?

A. Methods for finding appropriate sources for a project.

B. Reasons the woman is having difficulties with a project.

C. Criteria the professor uses to evaluate group projects.

D. Ways to develop the skills needed to work in groups.

2. Why does the professor mention the ‘free-rider’ problem?

A. To review a concept he explained in class.

B. To give the student a plan to solve her problem.

C. To clarify the problem the student is facing.

D. To explain a benefit of working in groups.

3. What is the professor’s opinion of the other students in the woman’s group?

A. They try to take credit for work they did not do.

B. They did not perform well in previous courses with him.

C. They are more motivated when they are working in a group.

D. They do good work when they are interested in the subject

4. Why did the woman choose property rights as a topic?

A. The professor recommended the topic.

B. She already had a lot of reference materials on the subject.

C. She wanted to learn something new.

D. It was easy to research at the school library.

5. What mistakes does the professor imply the woman has made while working on a project?

Click on 2 answers

* 1. Finding sources for her group partners.
  2. Writing the weekly progress reports for her group.
  3. Forgetting to pay attention to the project’s deadlines.
  4. Failing to involve the group members in the selection of a topic.

6. What does the professor mainly discuss?

A. His plans for research involving moving rocks.

B. A difference between two geological forces that cause rocks to move.

C. Theories about why desert rocks move.

D. Reasons why geologists should study moving rocks.

7. According to the professor, what have the researchers agreed on?

A. The rocks cannot move after ice storms.

B. The rocks do not move at night.

C. The rocks never move in circles.

D. The rocks are not moved by people.

8. The professor mentions experiments on the wind speed necessary to move rocks. What is the professor’s attitude toward the experiments?

A. Their results were decisive.

B. They were not carried out carefully.

C. They were not continued long enough to reach a conclusion.

D. The government should not have allowed the experiments.

9. What important point does the professor make about the area where the rocks are found?

A. It has been the site of Earth’s highest wind speeds.

B. It is subject to laws that restrict experimentation.

C. It is accessible to heavy machinery.

D. It is not subject to significant changes in temperature.

10. What is the professor’s purpose in telling the students about moving rocks?

A. To teach a lesson about the structure of solid matter.

B. To share a recent advance in geology.

C. To give an example of how ice can move rocks.

D. To show how geologists need to combine information from several fields.

11. Replay: What des the professor imply when he says this:

A. The movement pattern of the rocks was misreported by researchers.

B. The rocs are probably being moved by people.

C. The movement pattern of the rocks does not support the wind theory.

D. There must be differences in the rocks’ composition.

12. What is the lecture mainly about?

A. Reasons the United States government should not support the arts.

B. The history of government support for the arts in the United States.

C. Strengths and weaknesses of different government-sponsored arts programs.

D. Different ways in which governments can help support artists.

13. According to the talk, in what two ways was the Federal Art Project successful?

Click on 2 answers.

1. It established standards for art schools.
2. It provided jobs for many artists.
3. It produced many excellent artists.
4. It gave many people greater access to the arts.
5. The class discusses some important events related to government support for the arts in the United States. Put the events in order from earliest to latest.

Answer Choices.

|  |
| --- |
| Arts councils were established in all 50 states of the country. |
| The federal budget supporting the arts was reduced by half. |
| The Federal Art Project helped reduce unemployment. |
| The National Endowment for the Arts was established. |

|  |  |
| --- | --- |
| 1 | The government provided no official support for the arts. |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
|  |  |

1. Why does the professor mention the Kennedy Center and Lincoln Center?
   1. To give example s of institutions that benefit from corporate support.
   2. To illustrate why some artists oppose the building of cultural centers.
   3. To show how two centers were named after presidents who supported the arts.
   4. To name two art centers built by the government during the Depression.
2. What does the professor say about artists’ opinions of government support for the arts?
   1. Most artists believe that the government should provide more funding for the art
   2. Most artists approve of the ways in which the government supports the arts.
   3. Even artists do not agree on whether the government should support the arts.
   4. Even artists have a low opinion of government support for the arts.
3. Replay: What does the professor imply when she says this:
   1. Others students should comment on the man’s remark.
   2. Most people would agree with the man’s opinion.
   3. Artwork funded by the government is usually of excellent quality.
   4. The government project was not a waste of money.

# TPO-5

Section 1

Conversation1

Q1: What do the speakers mainly discuss?

1. Why the woman has little in common with her roommates
2. How the woman can keep up in her academic studies
3. The woman’s adjustment to life at the university
4. The woman’s decision to transfer to another university

Q2: Why does the woman mention her hometown?

1. To draw a contrast to her current situation
2. To acknowledge that she is accustomed to living in big cities
3. To indicate that she has known some people on campus for a long time
4. To emphasize her previous success in academic studies

Q3: What does the woman imply about incident that occurred in her sociology class?

1. She was embarrassed because she gave an incorrect answer
2. She was upset because the professor seemed to ignore her
3. She was confused by the organization of the professor’ s lecture
4. She was surprised by the comments of the other students

Q4: According to the counselor, why should the woman visit her professor’s office?

Click on 2 answers.

1. To offer a compliment
2. To offer to help other students
3. To introduce herself
4. To suggest ways of making the class more personal

Q5: What does the woman imply about joining the string quartet?

1. It would enable her to continue a hobby she gave up when she was ten
2. It would allow her to spend more time in her major area of study
3. It would help her stop worrying about her academic studies
4. It would be a way to meet students with similar interests.

Lecture 1 Sociology

Q6: What is the main purpose of the lecture?

1. To introduce a method that can help students remember new information
2. To introduce a way to study how information passes from one person to another
3. To explain the differences between biological information and cultural information
4. To explain the differences between stories, songs, and other pieces of information

Q7: Why does the professor tell the story about alligators?

1. To explain the difference between true and false stories
2. To draw an analogy between alligator reproduction and cultural transmission
3. To give an example of a piece of information that functions as a meme
4. To show how a story can gradually change into a song

Q8: According to the professor, which of the following are examples of meme transfer?

Click on 2 answers.

1. Telling familiar stories
2. Sharing feelings
3. Composing original music
4. Learning a scientific theory

Q9: What example does the professor give of a meme’s longevity?

1. A story has been changing since it first appeared in the 1930s
2. A person remembers a story for many years
3. A gene is passed on through many generations without changing
4. A song quickly becomes popular all over the world

Q10: What does the professor compare to a housefly laying many eggs?

1. A child learning many different ideas from or her parents
2. Alligators reproducing in New York sewers
3. Different people remembering different versions of a story
4. A person singing the “Twinkle, twinkle” song many times

Q11: Why does the professor say this:

1. To explain why some memes do not change much
2. To ask the students for their opinion about songs as memes
3. To acknowledge a problem with the meme theory
4. To ask the student to test an idea about memes

Lecture 2 Astronomy

Q12: What is the main purpose of the lecture?

1. To explain why scientists disagree about the age of the Moon
2. To present arguments in favor of another Moon landing
3. To explain how scientists discovered a crater on the far side of the Moon
4. To review some finding of a recent mission to the Moon

Q13: What does the professor imply about the spacecraft Clementine?

1. It sent back the first color photographs of the Moon
2. It was powered by solar energy
3. It landed in the far side of the Moon
4. It flew over the Moon’s polar regions

Q14: Why does the professor mention the Moon’s mantle?

1. To explain why scientists believe that meteor impacts cannot affect the Moon’s mantle
2. To explain what kind of information scientists hope to obtain from the mantle
3. To point out that the Moon’s crust and mantle are made of similar materials
4. To point out that the Moon’s mantle and Earth’s mantle have different compositions

Q15: Why is the South Pole-Aitken Basin thought to be exceptionally old?

1. The walls of the Basin are more reflective than those of most other craters
2. Testing of rocks from the Basin’s floor proves them to be as old as the Moon itself
3. Many small craters have been detected at the bottom of the Basin
4. A large amount of dust has been detected in and around the Basin

Q16: Why does the professor consider it important to find out if water ice exists on the Moon?

Click on 2 answers.

1. Water ice could be processed to provide breathable air for astronauts
2. One component of water ice could be used as a fuel for rockets
3. Water ice could contain evidence of primitive life on the Moon
4. Water ice could be tested to find out what type of meteors crashed into the Moon

Q17: What does the professor imply when he says this :

1. The current age estimates for the South Pole-Aitken Basin are based on incorrect assumptions.
2. The technology to analyze Moon rocks has not advanced much since the days of the Moon landings
3. Too few of the original Moon-rock samples were dated accurately
4. Only by testing samples from South Pole-Aitken Basin can its age be precisely determined

Section 2

Conversation

Q1: What is the conversation mainly about?

1. An assignment about which the student would like advice
2. Concerns as to whether the student should be in the professor’s course
3. The selection of films to be viewed by students in a film theory course
4. The structure and sequence of courses in the Film Department

Q2: What is the professor’s attitude toward the student’s high school film course?

1. He does not consider it satisfactory preparation for the class he teaches
2. He does not think that literary works should be discussed in film classes
3. He believes that this type of course often confuses inexperienced students
4. He feels that the approach taken in this course is the best way to learn about film

Q3: Why was the student permitted to sign up for professor’s film theory course?

1. Her high school course fulfilled the requirement for previous course work
2. The computer system that usually blocks students was not working properly
3. An employee in the department did not follow instructions
4. The professor made an exception in her case

Q4: Why does the professor decide to allow the student in his class?

Click on 2 answers.

1. She needs to take the course in order to graduate
2. He is impressed with her eagerness to continue
3. She convinces him that she does have adequate preparation for the course
4. He learns that she is nor studying film as her main course of study

Q5: What does the professor advise the student to so in order to keep up with the class she is in?

1. Take the introductory course
2. Watch some video recordings
3. Do extra reading
4. Drop out of her marketing class

Lecture1 Chemistry

Q6: What is the main purpose of the lecture?

1. To discuss recent innovations in laboratory equipment
2. To give an example of a practical use for a particular scientific technique
3. To familiarize students with the chemical composition of paint pigments
4. To show how researchers were able to restore a particular work of art

Q7: What does the professor imply when he mentions an art historian?

1. Art historians have been learning how to use spectroscopes
2. Scientists need to learn how art historians analyze paintings
3. Confirming the authenticity of artworks requires collaboration
4. Spectroscopic analysis can help identify a painter’s techniques

Q8: Why does the professor discuss the presence of zinc in paint pigments?

1. To explain why some paints may deteriorate over the course of time
2. To stress the need for caution when attempting to restore old artworks
3. To show how pigments differ from varnishes and binding agents
4. To show how spectroscopy can help establish the age of a painting

Q9: According to the professor, what is the primary advantage of spectroscopy over other laboratory methods for analyzing artworks?

1. It does not damage the artworks
2. It provides a more accurate analysis than other methods do
3. It uses equipment that can be transferred to other locations
4. It can be used by individuals with little scientific training

Q10: What is one way the professor mention that can help with art restoration?

1. By re-creating the pigments and binding agents used by artists of earlier eras
2. By removing pigments and binding agents that dissolve paintings over time
3. By creating protective coatings of paint that do not damage original paintings
4. By developing ways to safely remove paint added by previous restorers

Q11: Why does the professor say this:

1. He is searching for a synonym for the term
2. He is not sure how much information the student need
3. He is going to briefly address a related topic
4. He is giving the students a writing assignment

Lecture2 Literature

Q12: What is the lecture mainly about?

1. Oral traditions in folktales and fairy tales
2. Common characters and plots in folktales and fairy tales
3. Differences between folktales and fairy tales
4. Hidden meaning in folktales and fairy tales

Q13: What does the professor mean when he says that folktales are communal?

1. They vary little from one community to another
2. They serve to strengthen ties among individuals within a community
3. They relate important events in the history of a community
4. They can be adapted to meet the needs of a community

Q14: Why does the professor clarify the concept of a “fairy tale”?

1. To explain the origins of the term “fairy tale”
2. To eliminate a possible definition of the term” fairy tale”
3. To support a claim about the function of fairy tales
4. To indicate that fairies are a major element in fairy tale

Q15: What does the professor say about the setting of fairy tales?

1. The tales are usually set in a nonspecific location
2. The location is determined by the country of origin of a tale
3. The tales are set in a location familiar to the author
4. A storyteller varies the location of a tale depending on the audience

Q16: In the lecture, the professor discusses characteristics of folktales and fairy tales, indicate the characteristics of each type of the tale

Click in the correct boxes. This question is worth two points.

|  |  |  |
| --- | --- | --- |
|  | folktales | fairy tales |
| Their appeal is now mainly to children |  |  |
| The plot is the only stable element |  |  |
| The tales are transmitted orally |  |  |
| There is one accepted version |  |  |
| Characters are well developed |  |  |
| The language is relatively formal |  |  |

Q17: Why does the professor say this :

1. To support the student’s statement
2. To ask the student to clarify her statement
3. To find out if the students know what story the line comes from
4. To clarify the relationship between time and space in fairy tales

# TPO-6

Section 1

1. why does the student go to the career services office

* to confirm the date and time of the career fair
* to learn the location of the career fair
* to find out if he is allowed to attend the career fair
* to get advice about interviewing at the career fair

1. why does the student think that companies’ representatives would not be interested in talking to him

* he will not be graduating this year
* he is not currently talking business classes
* he has not declared a major yet
* he does not have a current resume

1. what does the woman imply about the small print on the career fair posters and flyers

* the information in the small print was incomplete
* the print was similar than she expected it to be
* the information the small print contains will be updated
* the information in the small print will be presented in a more noticeable way

1. what does the woman say is a good way for the student to prepare for speaking to companies’ representatives(2)

* take some business classes
* familiarize himself with certain businesses beforehand
* have questions ready to ask the representatives
* talk to people who work for accounting films

1. Why does the student say this: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: 耳机图标

* To acknowledge that he cannot go to this year’s career fair
* To acknowledge the amount of preparation he will have
* To indicate that he has school work he must complete before the career fair
* To indicate that he needs to go to his job now

1. what is the main purpose of the talk

* to show what happens after an economy has experienced a boom-and-bust cycle
* to illustrate the conditions needed to produce a boom-and-bust cycle
* to demonstrate how boom-and-bust cycles have changed over time
* to explain why the boom-and-bust cycle is not a frequent historical occurrence

1. what is the professor’s opinion about the dot-com crash

* she thinks that people should have realized it would happen
* she does not believe that anything like it will happen again
* she is surprised that it did not have more serious consequences
* she is confident that people learned a valuable lesson from it

1. according to the professor, where did tulips originate

* the mountains of central Asia
* the region around Istanbul in Turkey
* the sandy soils of the Netherlands
* the forests of northern Europe

1. why does the professor mention a merchant who ate tulip bulbs

* to explain how the Turks introduce the flower to European visitors
* to explain what happened to tulip bulbs that did not produce desirable colors
* to give an example of one way that the rich in the Netherlands showed off their wealth
* to illustrate her point that Europeans were unfamiliar with the flower

1. what were some of the factors that contributed to the tulip craze in the Netherlands in the seventeenth century(3)

* wealthy gardeners liked to complete for rare plants
* the number of people with disposable income was growing
* tulip bulbs were initially cheap and easy to obtain
* tulips in the wild bloomed in unusual color combination
* the tulip market was not regulated by the government

1. the professor mentions the practice of trading promissory note in the Netherlands in the 1630s,what does this practice explain(2)

* why tulips replaced gold as a form of currency
* why buyers were no longer interested in owning actual tulips
* why borrowing in the Netherlands increased on a significant scale
* why the middle class in the Netherlands expanded in size

1. what topic related to the Nightcap Oak does the professor mainly discuss(2)

* factors that relate to the size of the area in which it grows
* the size of its population over the last few centuries
* whether anything can be done to ensure its survival
* why it did not change much over the last one hundred million years

1. according to the professor, what led scientists to characterize the Nightcap Oak as primitive

* it has no evolutionary connection to other trees growing in Australia today
* it has an inefficient reproductive system
* its flower are located at the bases of the leaves
* it is similar to some ancient fossils

1. what point does the professor make about the Nightcap Oak’s habitat

* it is stable despite its limited size
* unlike the habitats of many plants, it is expanding
* its recent changes have left the Nightcap Oak struggling to adapt
* its size is much larger than the area where the Nightcap Oak grows

1. According to the professor, what are two factors that prevent Nightcap Oak population from spreading(2)

* The complex conditions required for the trees to produce fruit
* the fact that the seed cannot germinate while locked inside the shell
* the limited time the seed retain the ability to germinate
* competition with tree species that evolved more recently

1. why does the professor mention the size of the Nightcap Oak population over the last few hundred years

* to explain why it is likely the Nightcap Oak population will increase in the future
* to point out that Nightcap Oak’s limited reproductive success has not led to a decrease in its population
* to present evidence that the Nightcap Oak is able to tolerate major changes in its environment
* to point out that the Nightcap Oak is able to resist diseases that have destroyed other tree species

1. Listen again to part of the lecture. Then answer the question. What can be inferred about the professor when she says this Description: Description: Description: Description: 耳机图标

* She expects the student to provide an answer to her question
* She is surprised by the student's question
* She thinks that she knows what the student was going to ask
* She expects other students in the class to express their opinions

Section 2

1. Why does student go to see the professor?

* She is having trouble finding topic for the term paper
* She needs his help to find resource materials
* She wants to ask him for an extension on a paper
* She wants him to approve her plans for a term paper

1. why is the student interested in learning more about dialects

* she often has trouble understanding what other students are saying
* she is trying to change the way she speaks
* she is aware that her own dialect differs from those of her roommates
* she spent her childhood various places where different dialects are spoken

1. Based on the conversation, what can be concluded about dialect accommodation(2)

* It is a largely subconscious process
* It is a process that applies only to some details
* It is very common phenomenon
* It is a topic that has not been explored extensively

1. what does the professor want the student to do next

* read some articles he has recommended
* present her proposal before the entire class
* submit a design plan for the project
* listen to recordings of different dialects

1. Why does the man mean when he says this Description: Description: Description: Description: 耳机图标

* He thinks the store's policy is too strict.
* He is happy that the woman has agreed to his request
* He is surprised at the woman's suggestion.
* He is annoyed that he needs to give the woman more information

1. what aspect creative writing does the professor mainly discuss

* how to keep a reader’s interest
* how to create believable characters
* key differences between major and minor characters
* techniques for developing short-story plots

1. why does the professor recommend that students pay attention to the people they see every day

* the behavior and characteristics of these people can be used in character sketches
* observing people in real-life situations can provide ideas for story plots
* it is easier to observe the behavior of familiar people than of new people
* students can gather accurate physical description for their characters

1. The professor discusses an example of three friends who run out of gas. What point does he use the example to illustrate?

* Writers should know their characters as well as they know their friends
* Writers should create characters that interact in complex ways
* Friends do not always behave the way we expect them to behave
* Friends’ behavior is often more predictable than fictional characters’ behavior

1. what warning does the professor give when he talks about the man who lives on the mountain

* avoid placing characters in remote settings
* avoid having more than one major character
* avoid using people as models whose lives are unusual
* avoid making characters into stereotypes

1. What does the professor imply is the importance of flat characters?

* They act more predictably than other characters
* They are difficult for readers to understand
* They help reveal the main character’s personality
* They are the only characters able to experience defeat

1. Why does the professor say this: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: 耳机图标

* To indicate that he is about to explain what type of drawing he wants
* To help students understand a term that may be confusing
* To indicate that he use the wrong word earlier
* To motivate the students to do better work

1. what is the lecture mainly about

* an example of rapid climate change
* a comparison of two mechanisms of climate change
* the weather conditions in the present-day Sahara
* recent geological findings made in the Sahara

1. Not long ago, the Sahara had a different climate. What evidence does the professor mention to support this(3)

* Ancient pollen
* Bones from large animals
* Rock paintings
* Agriculture in ancient Egypt
* Underground water

1. in the lecture, what do the Ice Age and the creation of the Sahara Desert both illustrate about past climate changes

* that some climate changes benefitted the development of civilization
* that some climate changes were not caused by human activity
* that some climate change were caused by a decrease of moisture in the atmosphere
* that some climate changes were caused by changes in Earth’s motion and position

1. what started the runway effect that led to the Sahara area of north Africa becoming a desert

* the prevailing winds became stronger
* the seasonal rains moved to a different area
* the vegetation started to die off in large areas
* the soil lost its ability to retain rainwater

1. The professor mentions a theory that people migrating from the Sahara were important to the development of the Egyptian civilization. Which sentence best describes the professor’s attitude toward this theory?

* It is exciting because it perfectly explains recent archaeological discoveries
* It is problematic because it goes too far beyond the generally available data
* It raises an interesting possibility and he hopes to see more evidence for it
* It cannot be taken seriously until it explains how the migrants got to Egypt

17. Why does the professor say this Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: 耳机图标

* To correct a misstatement he made about the Sahara’s climate
* To suggest that the current dryness of the Sahara is exaggerated
* To indicate that scientists are not in agreement about the Sahara’s past climate
* To emphasize the difference between the current and past climates of the Sahara

# TPO-7

Section 1

1. why does the man go to see the professor

* To hand in a late assignment
* To find out about jobs in the department
* To discuss Dean Adam's current research
* To volunteer to help organize an event

1. How did the man learn about Dean Adams' retirement?

* He read about it in an e-mail message
* It was posted on a bulletin board
* He heard other students discussing it
* Dean Adams announced it in her class

1. Why does the professor refuse the man's offer to help with a party?

Click on 2 answers

* Two people are already working on it
* She prefers that he spend his time on another project
* The party does not require much preparation
* Dean Adams is not permanently leaving the department

1. Why does the professor talk about speciation?

* To describe the main focus of the work she needs help with
* To tell the man about a new research area in ethnology
* To explain what Dean Adams chose to work on in Indonesia
* To demonstrate how varied Dean Adams' research has been

1. why does the professor say this()

* To express doubt about the man's qualifications for the project
* To ask the man if he would be willing to work on the project
* To ask the man to recommend someone for the project
* To apologize for not being able to offer the project to the man

1. What is the lecture mainly about?

* The importance of creating believable characters in plays
* The influence of the literature of "realism" on French theater
* A successful standard formula for writing plays
* A famous example of a well-made play

1. According to the professor ,why did some playwrights write the end of a play before the beginning?

* To produce multiple scripts as quickly as possible
* To prevent the audience from using logic to guess the endings
* To avoid writing endings similar to those of other plays
* To ensure that the plot would develop in a logical manner

1. why does the professor mention a conversation between two servants？

* To give examples of typical characters in a well-made play
* To show how background information might be revealed in a well-made play
* To explain why Romeo and Juliet can be considered a well-made play
* To explain how playwrights develop the obligatory scene of a well-made play

1. According to the professor, what dramatic elements are typically included in a well-made play to help move the plot forward?

Click on 2 answers

* A series of major changes in the hero's apparent chances of success
* The introduction of new characters midway through the play
* Information known to the audience but not to the main characters
* The movement of major characters from one setting to another

1. What does the professor imply about the obligatory scene and the denouncement?

* The difference between them might be unclear to some people
* Both are useful techniques for developing realistic characters
* The denouncement usually occurs within the obligatory scene
* The obligatory scene is usually less exciting than the denouncement

1. Why does the professor say this()

* To help students understand the meaning of a new term
* To indicate that his point is not related to the main topic of the lecture
* To emphasize one element of a play over all others
* To begin to summarize the main points of the lecture

1. What is the lecture mainly about?

* How animals emit ultrasonic pulses
* How bats use acoustical signals
* A comparison of echolocation and radar
* Variations among bats in the use of ultrasound

1. Why does the professor decide NOT to add more information to the diagram on the board?

* She wants students to complete the diagram themselves as an assignment
* She needs to look up some information in order to complete the diagram accurately
* The additional information is not relevant to the topic that she wants to discuss next
* Students already have the additional information in their textbook

1. According to the professor, what are two ways in which a moth might react when it detects the presence of a bat?

Click on 2 answers

* The moth might stop beating its wings
* The moth might emit high-frequency sounds
* The moth might leave the area
* The moth might change its color to match its surroundings

1. What surprising information did a recent experiment reveal about lesser spear-nosed bats?

* They filter out echoes from some types of trees
* They can analyze echoes from stationary objects with complex surfaces
* They cannot analyze "jagged" echoes
* They cannot analyze echoes from certain types of small moving objects.

1. According to the professor ,why does a pine tree produce a "smooth" echo?

* Because it has a smooth trunk
* Because it has large branches spaced at regular intervals
* Because it has many small, densely packed needles
* Because it remains stationary in all types of weather

1. Why does the professor say this()

* To answer a question that Carol asked
* To correct a statement that Carol made
* To praise Carol for an example that she gave
* To give an example of a principle that Carol stated

Section 2

1. Why does the student come to the library?

* To learn about the library's resources
* To ask about interlibrary loans
* To attend the new student orientation
* To start work on a research project

1. Why does the librarian point out the history section to the student?

* She wants to point out the closest area containing copy machines
* She assumes that he will need to do research there
* The student is looking for a book he used at his last school
* Students sometimes mistakenly assume that the section contains literature books

1. What does the student imply about the interlibrary loan service at his last school?

* He never used it
* He came to appreciate it
* It was inconvenient
* It was expensive

1. What does the student need to do before he can use any rare books?

Click on 2 answers

* Purchase a card
* Obtain permission
* Put on gloves
* Try interlibrary loan first

1. which sentence best expresses what the librarian means when she says this()

* I wish this were true
* That is not a very good idea
* Thanks for your suggestion
* That is what we intended

1. What is the lecture mainly about?

* Different kinds of trees used for building canoes
* Various methods of Native American transportation
* The value of birth trees to some Native American groups
* The trading of birth wood products by Europeans in North America

1. According to the professor, what characteristic of birth bark made it useful to Native Americans?

Click on 2 answers

* It repels water
* It can be eaten
* It is easy to find
* It has a rough texture

1. According to the professor, why was the canoe important to some Native American groups?

Click on 2 answers

* There was a network of waterways where they lived
* Snowy winters made land travel too difficult
* Some Native American groups sold their canoes to other groups
* Canoe travel helped form relationship between groups of Native Americans

1. Why does the professor mention French traders who arrived in the Iroquois region?

* To illustrate how far news of the Iroquois canoe design had traveled
* To explain the kinds of objects the Iroquois received in exchange for their canoes
* To support her point about how efficient the Iroquois canoe design was
* To emphasize that the Iroquois were first settlers in that region

1. why does the student say this()

* To share what he knows about birch wood
* To point out a misprint in the textbook
* To bring up a point from a previous lecture
* To request more explanation from the professor

1. Why does the professor say this()

* To show how slow canoe travel was
* To illustrate the size of a geographic area
* To compare different means of travel
* To describe how waterways change over time

1. What is the lecture mainly about?

* Explanations of how glaciers move
* Landscape changes caused by glacial movement
* Climate changes that influence glacial movement
* Causes of glacial formation

1. The professor discusses the process of basal slip. Put the steps in the correct order.

Click on a sentence ,then drag it to the space where it belongs

Answer choices

|  |
| --- |
|  |

Friction between the glacier and bedrock is reduced.

|  |
| --- |
|  |

A liquid layer forms at the base of the glacier.

|  |
| --- |
|  |

The glacier begins to slide

|  |
| --- |
|  |

Pressure is increased on the ice

1. What factors are involved in the amount of deformation a glacier undergoes?

Click on 2 answers

* The thickness of glacial ice
* The hardness of glacial ice
* The amount of water beneath the glacial ice
* The temperature of the glacial ice

1. What does the professor say about the speed of glaciers?

* It affects the amount of glacial ice that forms
* It can be fast enough for movement to be noticeable
* It is reduced by cracks in the ice
* It is unusually high in colder regions

1. what does the professor explain when he says this()

* A characteristic of ice that is related to glacial movement
* How scientists first discovered that glaciers could move
* That factors like temperature can affect the strength of ice
* Why deformation is the most common type of glacial movement

1. What does the professor imply about compression and extension?

* He believes it accounts for a great deal of glacial movement
* He thinks it is a slower type of a glacial movement than basal slip
* He is not convinced that it is a type of glacial movement
* He does not agree that it causes fissures in glaciers.

# TPO-8

Section 1

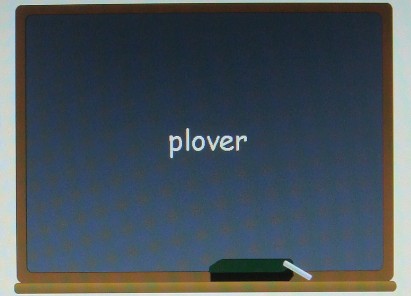
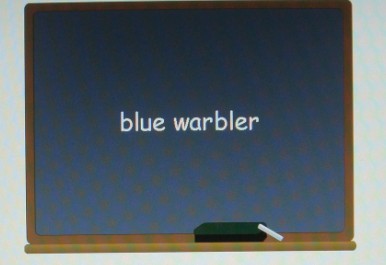
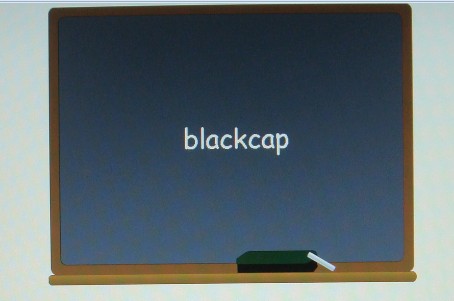
Conversation 1

1. Why does the man go to see the registrar?
2. To find out why he is not on the list of graduating students
3. To explain why he has not fulfilled his graduation requirements
4. To find out the exact requirements for graduation
5. To submit a document required for graduation
6. According to the registrar, what step is currently taken to ensure that students fulfill their graduation requirements?
7. Academic records are regularly checked by the registrar’s office
8. Students meet with a department chairperson to plan their course work
9. Students receive letters listing the courses that they still need to take
10. Warning letters are sent to students who have fallen behind in their course work
11. Why does the man mention his classmates?
12. To explain how he obtained information about field research
13. To point out that many students like to do field research
14. To show that it is difficult to get intermediate-level credits
15. To emphasize his motivation to do filed research in two of his courses
16. Why does the registrar tell the man to contact his chairperson immediately?
17. A deadline has already passed
18. The man has a limited time to resolve his problem
19. The man first needs to find out if the chairperson will help him
20. Issuing a new grade may take longer than expected
21. Listening again to part of the conversation. Then answer the question.

Why does the registrar imply when she says this:

1. She is uncertain about the reliability of the computer
2. She will approve the man’s form despite her doubts about it
3. She needs more information about the man’s credits
4. She needs to call someone to help her fix computer errors

Lecture 1

1. What is the main purpose of the lecture?
2. To compare active habitat selection with passive habitat selection
3. To show that most habitat preferences in animals are learned
4. To compare the habitat requirements of several bird species
5. To examine the consequences of habitat selection by animals
6. What element of the lover’s habitat in California was threatened?
7. The availability of food
8. The availability of water
9. The safety of nests from human activity
10. The protection of nests from predatory birds
11. What does the professor illustrate with the example of the blue warbler?
12. The relationship between human activity and habitat loss
13. The relationship between habitat and reproductive success
14. The advantages of habitats with low vegetation density
15. The reproductive advantage that young warblers have over older warblers
16. Why does the professor mention the population density of blackcaps in two different habitats?
17. To explain the similar reproductive rates in the two habitats
18. To explain the relation between a species’ population density and its nesting behavior
19. To illustrate the advantages of a preferred habitat over a secondary habitat
20. To illustrate the possible impact of making a poor habitat selection
21. According to the professor, why did some blackcaps choose a secondary habitat?
22. They were following a moving food supply
23. Their preferred habitat was taken over by another bird species
24. Their nesting sites were disturbed by human activity
25. Their preferred habitat became too competitive
26. Listening again to part of the conversation. Then answer the question.

What can be inferred about the professor when she says this?

1. She realizes that she just contradicted a statement she made earlier
2. She is about to discuss another aspect of the topic
3. She thinks the answer to her question is obvious
4. She wants students to recall a case that she has already discussed.

Lecture 2



1. What is the lecture mainly about?
2. Why the Salon exhibitions became popular among women artists in Paris
3. Why French society did not approve of art schools or women
4. How opportunities for women artists in Paris improved
5. How women artists in Paris cooperated with one another
6. What point does the professor make about Julian when he mentions that Julian’s art school offered some classes only for women?
7. Julian’s school was the first art school in Paris to offer women-only classes
8. Julian wanted to encourage the distinctive style of women in Paris
9. Julian viewed himself as a social reformer
10. Julian possessed outstanding business skills
11. What does the professor emphasize as one benefit of competition in women’s classes?
12. Women gained more confidence in their artistic abilities
13. Women became instructors in private art studios
14. Women were able to sell their paintings for large amounts of money
15. Women created new styles of painting
16. According to the professor, what were two ways that the situation of women artists had changed by then end of the nineteenth century in Paris?

Click on 2 answers.

1. Women and men took art classes together
2. Women artists played a greater role in the Salon exhibitions
3. More schools were established by women artists
4. Fewer women artists were traveling to Paris
5. What does the professor imply about Bashkirtseff’s painting In the Studio?
6. It was one of many paintings that depicted a women’s studio
7. It did not bring Bashkirtseff recognition for her artistic ability
8. It was criticized for an unrealistic depiction of women artists
9. It was beneficial for both Bashkirtseff and the school where she studied
10. Listening again to part of the conversation. Then answer the question.

What does the professor mean when he says this?

1. Paris was a popular place to visit, but not the best place to study art
2. Paris was the most important place for an artist to study and work
3. Living in Paris was difficult for women artists from other countries
4. Studying in Paris was beneficial for some artists, but not for others.

Section Ⅱ

Conversation 2

1. What is the conversation mainly about?
2. Preparing for a test
3. A strategy for attracting customers
4. Business opportunities in the field of health
5. Differences between two business models
6. What does the professor imply about the upcoming test?
7. It will not contain questions about the health-club model
8. It will ask about ways to improve the customer’s self-image
9. It will require students to discuss marketing strategies for libraries
10. It will not require students to give examples of successful businesses
11. Based on the conversation, indicate whether each of the following is offered by health clubs.

Click in the correct boxes. This question is worth two points.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Low membership fees |  |  |
| High-quality facilities |  |  |
| Exercise classes |  |  |
| Positive self-image |  |  |
| Special presentations |  |  |

1. What does the professor imply about public libraries?
2. They tend to be more popular than health clubs
3. They cannot offer as many services as health clubs
4. They should not spend money on high-quality equipment
5. They need to give greater emphasis to strategic marketing
6. Listening again to part of the conversation. Then answer the question.

Why does the student say this?

1. To introduce a personal story about exercising
2. To point out a flaw in the health-club model
3. To give an example that supports the professor’s point
4. To explain why he disagrees with the professor

Lecture 1

1. What is the lecture mainly about?
2. Political events that led to the invention of eyeglasses
3. A comparison of attitudes toward vision correction in Europe and China
4. The relationship between the printing press and literacy
5. An overview of vision correction over time
6. According to the professor, what was an advantage of using clear glass instead of quartz to make reading stones?
7. Clear glass was easier to find than quartz
8. Clear glass was easier to cut to the appropriate size
9. Clear glass magnified the letters more than quartz did
10. Clear glass was less expensive than quartz
11. What does the professor imply about the invention of eyeglass?
12. Its historical records are more detailed than those of other inventions
13. It has little impact on social attitudes toward vision correction
14. Its occurrence in different places at approximately the same time is out unusual
15. It contributed to a substantial increase in the number of literate people.
16. Which sentence best describe eyeglasses before the invention of the printing press?
17. They were available to everyone
18. They were a symbol of wealth and wisdom
19. They could not correct vision accurately
20. They could be bought only from traveling peddlers
21. Put the events in the order that they happened

Click on a sentence. Then drag it to the space where it belongs

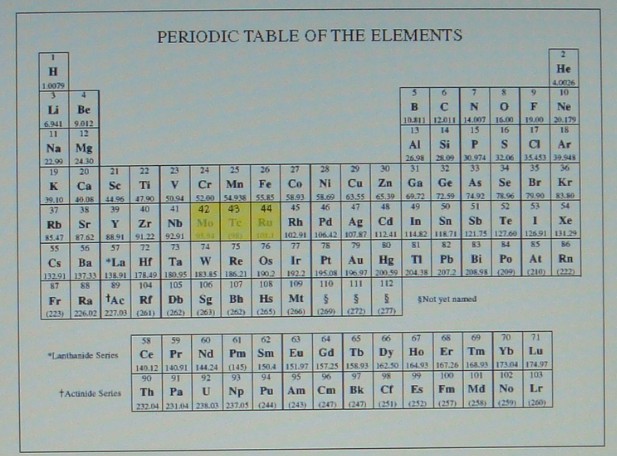
|  |  |
| --- | --- |
| Answer Choice | Order |
| Inexpensive eyeglasses became available | 1 |
| The first eyeglasses were made | 2 |
| The number of people interested in reading increased | 3 |
| The printing press was invented | 4 |

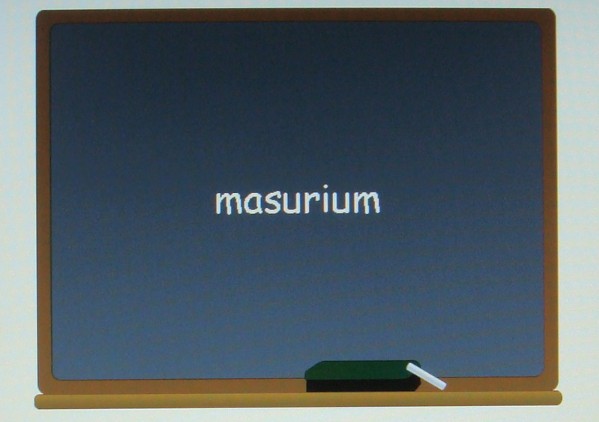
1. Listening again to part of the conversation. Then answer the question.

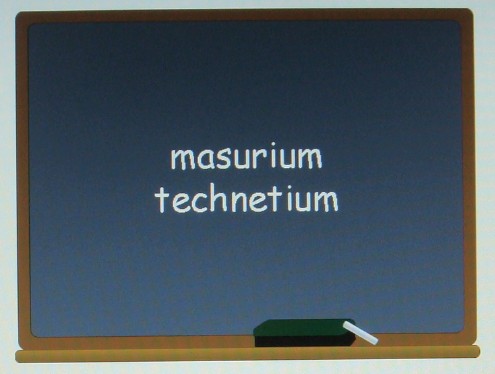
What does the professor imply when she says this?

1. She is impressed by the solution
2. The solution she describe is obvious
3. The solution was not a common practice
4. The solution was not particularly expensive

Lecture 2







1. In the beginning of the lecture a student asks a question about the periodic table. How does the story of element 43 answer her question?
2. By providing an example of an element whose place in the periodic table was moved
3. By providing an example of an element whose existence was predictable from the periodic table
4. By providing an example of an element which scientists predicted was formed from uranium
5. By providing an example of an element that can only be made artificially
6. What does the professor say about early versions of the periodic table?
7. Early versions listed two names for some elements
8. Early versions had the incorrect atomic number for some elements
9. Early versions were not as easy to use as modern version
10. Early versions did not list an element for every atomic number
11. What fact inspired researchers to give the name “technetium” to element 43?
12. The element was radioactive
13. The element was derived from uranium
14. The element was create artificially
15. The element was found using x-ray spectroscopy.
16. What characteristic of element 43 might explain why the scientific community doubted the findings of Ida Tacke’s team?
17. Element 43 has a very fast rate of decay
18. Element 43 always contains small amount of other elements
19. Element 43 cannot be created artificially
20. Element 43’s radioactivity makes it easy to isolate and measure
21. What does the professor believe about the claim that Ida Tacke’s team made about element 43?
22. Scientists should have accepted the claim when it was first published
23. There is not enough evidence to know if the team actually discovered element 43
24. The team’s unusual scientific methods were unreliable
25. If the team’s ore sample had contained element 43, the team would have been able to isolate a weighable amount
26. Listening again to part of the conversation. Then answer the question

What does the professor imply about the chemist Ida Tacke when he says this?

1. She did not realize that the periodic table predicted the radioactivity of element 43
2. She did not understand why her team’s findings were dismissed by the scientific community
3. Her theory about uranium would have explained the presence of element 43 in her team’s ore sample
4. Her theory about uranium would have explained the errors that created element 43 in a cyclotron

# TPO-9

Section 1

1. Why does the woman go to see the professor?

* To get advice on the topic of a term paper
* To discuss different types of food packaging
* To find out if the university will offer courses in food packaging
* To ask about jobs in the food industry

1. Why does the professor mention his previous jobs?

* To explain why the woman should study physics, math, and chemistry
* To recommend that the woman get a summer job on a fishing boat
* To point out that industry jobs can lead to a teaching career
* To confirm an assumption the woman made about finding a job

1. The woman mentions a research study of milk packaging. What was the finding of the study?

* Plastic containers may change the flavor of milk.
* Light may negatively affect the quality of milk.
* People prefer to buy milk in see-through containers.
* Opaque containers are effective in protecting milk from bacteria.

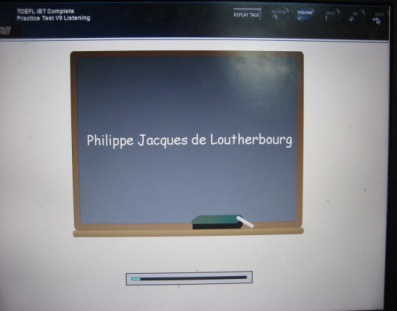
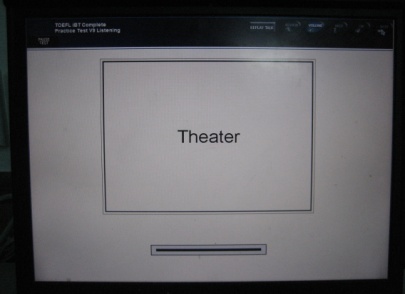
1. What does the professor imply about the dairy in Chelsea?

* It has plans to start bottling milk in opaque containers.
* Some of its employees attended the university.
* Employees there might be able to provide useful information.
* He worked there before joining the university faculty.

1. Listen again to part of the conversation. Then answer the question.

What does the woman mean when she says this: …

* She has read conflicting information.
* She has been too busy to begin her research.
* The topic she is researching is too broad.
* The information she needs is not available.



1. What does the professor mainly discuss?

* The history of set design in English theater
* A French painter’s innovations in set design
* A kind of play popular in eighteenth-century English theater
* A leading playwright of the eighteenth century

1. According to the professor, how did Loutherbourg create a feeling of greater depth on the stage?

Click on 2 answers.

* He enlarged the stage area.
* He used mainly dark colors in the painted backgrounds.
* He carefully spaced separate pieces of scenery.
* He used three-dimensional objects in his sets.

1. What can be inferred about theatergoers in eighteenth-century England?

* They did not accept Loutherbourg’s set designs at first.
* They were accustomed to sitting in dark theaters.
* Most of them attended the theater mainly to see popular actors.
* Some of them used the theater as a substitute for travel.

1. What is the professor’s opinion about the relationship between English landscape painters and Loutherbourg?

* He thinks English landscape painters were unfair in their criticism of Loutherbourg’s work.
* He thinks Loutherbourg’s relationship with English landscape painters was less important than most experts think.
* He thinks Loutherbourg and the English landscape painters probably influenced each other.
* He thinks English landscape painters helped Loutherbourg’s work gain in popularity.

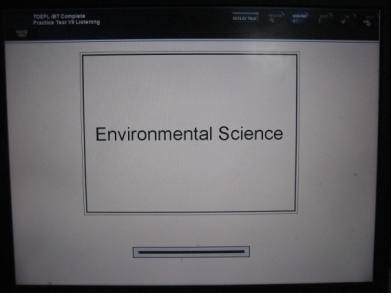
1. What are two notable features of the Eidophusikon?

Click on 2 answers.

* It was identical to the Drury Lane Theatre.
* It did not make use of actors.
* It used paintings made by Gainsborough.
* It had a small stage.

1. Why does the professor mention a storm that passed over Loutherbourg’s home?

* To demonstrate the authenticity of Loutherbourg’s sound effects
* To provide context in a discussion about lighting effects
* To mention one of the problems the Eidophusikon faced
* To explain how Loutherbourg got an idea for a theater set



1. What is the lecture mainly about?

* Factors involved in the increased growth of shrubs in Arctic Alaska
* How temperature increases might be affecting the permafrost in Arctic Alaska
* Why nutrient production of microbes in the soil in Arctic Alaska is declining
* Reasons that grasslands are turning into tundra in Arctic Alaska

1. According to the professor, what are two features of shrubs that allow them to grow well in Arctic regions?

Click on 2 answers.

* They have roots that can penetrate permafrost.
* Their height allows them to absorb more sunlight.
* They absorb nutrients from the soil efficiently.
* They have a shallow root system.

1. What is one reason for the increase in shrub growth in Arctic Alaska?

* Decreases in grass and most growth have altered the balance of nutrients in the soil.
* Increases in ground temperature have led to increased microbial activity.
* Increases in average winter temperatures have permafrost permeable to water.
* Increases in snowfall have provided more water for shrubs.

1. Why are nutrients in the soil NOT carried away by spring runoff?

* The roots of shrubs prevent nutrient-filled soil from being washed away.
* Most nutrients are not in the area of the soil most affected by runoff.
* Most nutrients remain frozen in the permafrost when spring runoff is at its peak.
* Most nutrients have been absorbed by vegetation before the runoff period begins.

1. Why does the professor mention shrub expansion into other environments, such as semiarid grasslands?

* To suggest that new shrubland may not convert back to tundra
* To explain how shrubland can expand in warm climate
* To cite a similarity between the types of shrubs in semiarid grassland and tundra environments
* To explain how a biological loop can cause shrub expansion

1. What does the professor imply when she says this: …

* The information she gave is important enough to be repeated.
* Climate scientists are asking the wrong questions.
* The phenomenon she is more complex that it appears.
* Students should be able to solve the puzzle easily.

SECTION2

Part 1

1. What are the speakers mainly discussing?

* A book that the man is trying to find in the library
* A book that the man already returned to the library
* A book that the man is using to write his senior thesis
* A book that the man lent to his sociology professor

1. What does the woman offer to do for the man?

* Let the man know when a book he needs is returned to the library
* Photocopy a chapter of a book for him
* Ask a professor to return a book the man needs
* Find a copy of a book for him at another library

1. What is the woman trying to explain when she mentions students who have lost their borrowing privileges?

* Why the man should not photocopy part of the book
* The reasons for one of the library’s policies
* What will happen if the man does not return the book
* The reason the man has to fill out a form

1. How does the man probably feel at the end of the conversation?

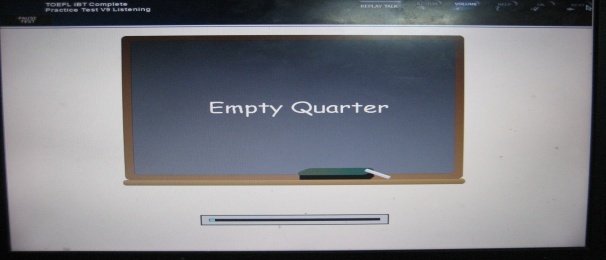
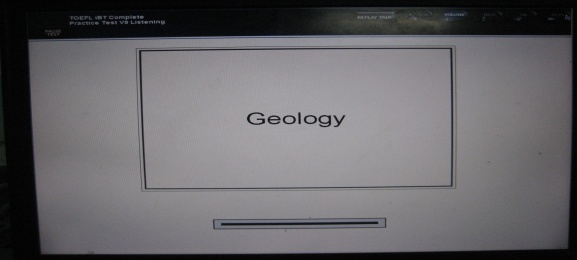
* Annoyed that he has to pay a fine on the book
* Upset that he will lose his library privileges
* Glad that he can keep the book for two more weeks
* Appreciative that the woman is helping him

1. Listen again to part of the conversation. Then answer the question.

Why does the woman say this: …

* To make sure she understands what the man’s problem is
* To encourage the man to return the book to the library soon
* To check whether the man has already returned the book
* To explain to the man a change in the library’s policies

Part 2



1. What is the lecture mainly about?

* Reasons that geologists study lake fossils in desert regions
* A comparison of ancient and present-day lakes in desert environments
* Geological evidence for the formation of ancient sand dunes
* A hypothesis for how some ancient desert lakes formed

1. What is the professor’s opinion about the conclusions of the recent study of the limestone formations in the Empty Quarter?

* They have changed the way geologists study desert environments.
* They contradict findings about similar desert lakes.
* They explain the causes of monsoons in the desert.
* They need to be confirmed by additional studies.

1. According to the professor, what feature of the sand dunes made the formation of the lakes possible?

* The degree of slope of the sides of the dunes
* The presence of clay and silt particles in the dunes
* The position of the dunes relative to the wind and rain
* The narrowness of the valleys between the dunes

1. How is it possible to determine in which rainy period a lake was formed?

Click on 2 answers.

* By examining the location of the lake bed
* By measuring the amount of sand covering the lake bed
* By examining the color of the limestone formation
* By identifying the types of fossils found in the limestone

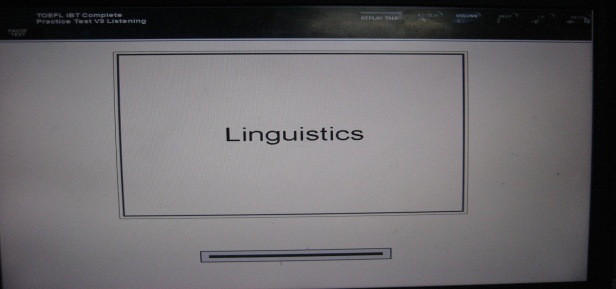
1. What does the professor imply about the lack of water buffalo and hippopotamus fossils in the more recent lakes?

* The level of water in the lakes was not sufficient for these animals.
* The bottoms of the lakes were too sandy for these animals to stand in.
* The location of the lakes made them too difficult of these animals to reach.
* The vegetation near the lakes did not attract these animals.

1. What possible explanation does the professor give for the apparent absence of fish in the most ancient lakes?

* The presence of predators
* Lack of appropriate food
* Lack of suitable water
* Extreme desert temperatures

Part 3



1. What does the professor mainly discuss?

* The findings of a study on prairie dog communication
* The way that mammals learn to make warning cries
* Features that distinguish language from animal communication systems
* Various types of signal used by animals to communicate with each other

1. Why does the student mention a research project she studied in a biology class?

* To point out similarities in the behavior of rodents and monkeys
* To explain how she first became interested in animal communication
* To introduce an instance of an animal species that might have language
* To show how she applied her knowledge of linguistics in another course

1. What is the professor’s opinion of a recent study of prairie dogs?

* She finds the study interesting but is not convinced that prairie dogs can communicate.
* She thinks that some claims made by the researchers are not supported by their findings.
* She sees the study as proof that mammals other than humans possess a form of language.
* She thinks the researchers misinterpreted the high-pitched barks as warming signals.

1. What does the professor say about the individual units that make up human languages?

* They can be combined to create an infinite number of new messages.
* They are not capable of being reproduced by members of any other species.
* They function in the same way as the signals all animals use to communicate.
* They are acquired instinctively without having to be learned.

1. The professor uses the sentence, “Move the large coyote fast”, in order to illustrate two features of language. What are they?

Click on 2 answers.

* Displacement
* Learnability
* Productivity
* Discreteness

1. Listen again to part of the lecture. Then answer the question.

Why does the professor say this: …

* To see if anyone knows the answer to the student’s question
* To suggest that the student is using the wrong terminology
* To express frustration because she has already answered a similar question
* To determine whether she has been speaking clearly enough

# TPO-10

Section 1

1.Why does the student go to see the professor?

○To discuss the latest trends in the photography shows

○To find out why some of her work was not selected for a show

○To discuss how to get her photographs exhibited

○To find out about a student photography show on campus

2 According to the professor, what is the best way to create work that is likely to be chosen for a show

○By taking photographs that fit with current trends

○By following one’s own artistic views

○By consulting experienced photographers

○By learning what gallery owners are interested in

3 What does the professor imply about photography created outside of the classroom

○It is usually technically stronger than work created for a class

○It tends to be more interesting than class work

○It faces increased pressure to be trendy

○It is more likely to be exhibited than is work created for a class

4.According to the professor, what are two ways young photographers can market their work

Click on 2 answers

○Share examples of their work with others

○Hire a professional agent to sell their work

○Display their work in places other than gallery

○Ask a professor to recommend their work to gallery owners

5.Listen again to part of the conversation

Then answer the question

Why does the student say this:

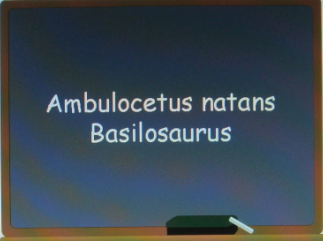
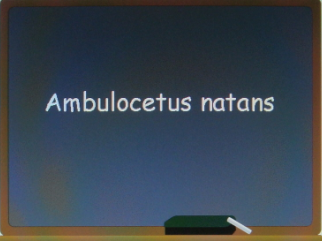
○ To ask the professor to reevaluate her work

○ To indicate that she understands the importance of sharing her work

○To show that she disagrees with the professor’s opinion

○To suggest that her work has met the professor’s criteria

Lecture: Marine biology



6 What is the lecture mainly about

○ Recent fossil evidence connecting whales and the hippopotamus

○ Difficulties in the determining the evolutionary history of whales

○ Similarities among ancient ancestors of whales

○ Similarities between whales and other modern-day animals

7 According to the professor, what three aspects of the Ambulocetus fossil make Ambulocetus a likely bridge between land mammals and sea mammals?

Click on 3 answers

○ It had an elongated skeletal structure

○ It strongly resembled a modern hippopotamus

○ It had an unusually kind and thin tail for a whale

○ It had limbs that could have been used for walking

○ Its skull had ear bones have characteristic of land mammals

8 According to the professor ,what does the discovery of Ambulocetus mean to researchers?

○ It fills a gap in the fossil evidence for whale evolution

○ It has become less significant since the discovery of Basilosaurus

○ It call into doubt the theory that whale evolved from land mammals

○ It suggests that whales evolved more recently than was previously believed

9 What evidence suggests that whale are descendants of the hippopotamus

○ Similarities between hippopotamus fossils and the Ambulocetus fossil

○ Similarities in the genes of hippopotamuses and whales

○ Similarities in the habitats of modern hippopotamuses and ancient whales

○ Similarities in the skeletal structures of modern hippopotamuses and ancient whales

10 What is the professor's opinion about recent genetic studies relating to whale evolution?

○ They solve a long-standing mystery involving fossil evidence

○ They contain significant errors

○ They present evidence that conflicts with fossil evidence.

○ The findings of the various studies should not have surprised researchers

1. What does DNA evidence indicate about relationships among whales?

○ All modern whales descend from sperm whales

○ Differences among toothed whales are less significant that was previously thought

○ Not all toothed whales are closely related

○ Sperm whale are more closely related to killer whales than was previously thought

European History



12 What is the main purpose of the lecture ?

○ To describe the trade in food crops between Europe and Americas

○ To describe the introduction of American food crops to Europeans

○ To describe the influence of American food crops on traditional Europeans

○ To describe the difficulties of growing American food crops in European climates

13 What does the professor imply about certain plants in the nightshade family?

○ They grow best in Mediterranean climates

○ Their leaves are high in nutritional value

○ They were mistakenly believed to be related to potatoes

○ They are dangerous when eaten by human beings

14 What does the professor imply about Thomas Jefferson's attitude toward tomatoes?  
○ It was typical of his unconventional way of thinking

○ It helped to advance his political career

○ It changed the eating habits of North Americans

○ It helped to make tomatoes popular in Europe

15 According to the professor, what was the long-effect of the introduction of American corn and potatoes to Europe?

○ It had a negative effect on the nutritional intake of people living near the Mediterranean Sea

○ It contributed to a shift in the balance of power from southern Europe to northern Europe

○ It encouraged the development of new types of cuisine in southern Europe

○ It led to the failure of many native European grain crops

16 According to the professor ,what is one of the reasons why potatoes became popular in Ireland?

○ Potatoes were more nourishing than native Irish food crops

○ Potatoes grew better at higher altitudes than native Irish crops

○ Political leaders in Ireland encouraged the cultivation of potatoes

○People in Ireland were not aware that potatoes are members of the nightshade family

Listen again to part of the lecture Then answer the question

What can be inferred about the professor when she says this

○ She expects the student to provide an answer to her question

○ She is surprised by the student's question

○ She thinks that she knows what the student was going to ask

○ She expects other students in the class to express their opinions

Section2

1 Why does the student go to the bookstore

○ To purchase a book by Jane Bowles

○ To find out which books he need for a course

○ To return a book that was originally assigned for a course

○ To find out how to order a book for a course

2 What is the store's policy about giving refunds on books?

Click on 2 answers

○ Books that are not for a specific course will receive a store credit instead of a refund

○ Course textbooks can be returned for a full refund early in the school semester

○ All books must be returned within two weeks to be eligible for a full refund

○ Only books that are in new condition will get a full refund

3 Why is the professor not going to discuss the book by Jane Bowles in the class?

○ There is not enough time left in the semester

○ Not all of the students were able to get a copy of the book

○ The professor miscalculated the difficulty level of the book

○ The book was not on the course syllabus

4 What does the woman imply about the book written by Jane Bowles

○ It is worth reading

○ It focuses on a serious topic

○ She is not familiar with it

○ She read it for a literature class

5 Why does the man mean when he says this

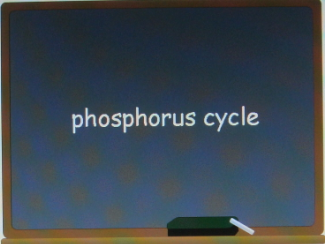
○ He thinks the store's policy is too strict.

○ He is happy that the woman has agreed to his request

○ He is surprised at the woman's suggestion.

○ He is annoyed that he needs to give the woman more information

Ecology



6 What is the main purpose of the lecture?

○ To discuss environment phenomena that have changed the phosphorus cycle

○ To illustrate how interrupting the phosphorus cycle can affect the environment

○ To describe how phosphorus ends up in the atmosphere

○ To explain how phosphorus gets recycled in the environment

7 Which human activities that influence the phosphorus cycle does the professor mention?

Click on 2 answers

○ Fishing

○ Building dams on rivers

○ Polluting the oceans

○ making and using fertilizer

8 Why does the professor discuss underwater volcanoes?

○ To describe the location of most of the phosphorus on Earth

○ To point out the difficulty of studying the phosphorus cycle

○ To describe a step in the phosphorus cycle

○ To illustrate the differences between two phases in the phosphorus cycle

9 What can be inferred about the professor 's view on phosphorus getting washed into rivers?

○ She is unconcerned because phosphorus is a beneficial nutrient

○ She is concerned about the quantity of phosphorus entering the waterways

○ She thinks that the amount of research conducted on the topic is excessive

○ She is frustrated that most of her students are unaware of the phenomenon

10 What comparison does the professor make involving phosphorus and nitrogen?

○ Sediment on the ocean floor contains more nitrogen than phosphorus

○ The atmosphere contains more nitrogen than phosphorus

○ Nitrogen requires more time to get recycled than phosphorus does

○ Phosphorus is more important than nitrogen to the development of fish

11 What does the professor mean when she says this :

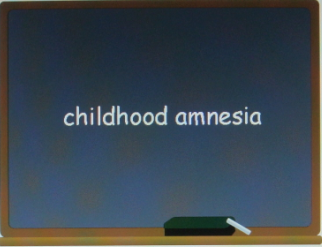
○ She realizes that the students are struggling with the concept

○ She is surprised that the student knew the answer to her question

○ She thinks that the answer to the question is obvious

○ She thinks that this phase of the cycle has an unusual name

Psychology





12 What is the main purpose of the lecture?

○ To discuss possible explanations for childhood amnesia

○ To describe key features of childhood amnesia

○ To explain methods of testing memory in children of different ages

○ To discuss why the ability recall memories diminishes as a person ages

13 Why does the professor ask student about their earliest memories?

○ To help students relate to the topic she is about to discuss

○ To establish that people vary in the time of their earliest memory

○ To introduce the connection between language and memory

○ To point out a common th in the earliest memories of most people

14 What does the professor imply about some of the explanations for childhood amnesia that she describes?  
○ They can never be proved or disproved

○ They were formed without proper evidence

○ They explain only certain types of childhood amnesia

○ They are contradicted by her own research

15 The professor mentions some commonly held explanations for childhood amnesia. Indicate whether each of the following is one of the explanations she mentions

Click in the correct box for each phrase. This item is worth 2 points

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Early memories are repressed |  |  |
| Young children have few experiences to remember |  |  |
| Young children are unable to form memories |  |  |
| Children lose memories at a faster rate than adults |  |  |
| Young children do not make an effort to remember events |  |  |

16 How was recall tested in children without language ability?

○ By recording children 's responses to familiar faces

○ By observing children 's reaction to a repeated series of actions

○ By having children imitate each other 's actions

○ By having children imitate an ordered sequence of actions

17 The professor mention a study in the 1980s that tested memory in children under age 3 . What did the researchers conclude from this study?

○ Young children do not develop the capacity for recall until after age 3

○ Piaget 's theory linking language development to memory was incorrect

○ Young children typically remember events for about nine months

○ The formation of memories is dependent upon language development

# TPO-11

Section 1

1.What are the speakers mainly discussing

* What the gym pass is used for
* How to try out for the swimming team
* The popularity of the new exercise at the gym
* The schedule of exercise classes at the gym

1. why does the woman's initial excitement turn to disappointment?

* She is told that all swimming classes are full
* She learns that she will have to pay extra for classes
* She finds out that there are no swimming classes at her level
* She thought all sports activities were supervised by coaches

1. what does the man imply about people who play sports in the gym?

* They do not need an instructor to coach them
* They do not usually take swimming classes
* They must pay an extra fee to use the equipment
* They do not need a gym pass

1. why does the woman make an appointment with the swimming instructor?

* To find out when the pool is available
* To apply for a job as assistant swim instructor
* To complain about the gym's policy
* To find out which swimming class she should take

1. what does the man imply when he says this()

* He wants to change the subject
* He wants to tell a story
* He disagrees with the woman
* He understands the woman's point

1. what is the talk mainly about?

* Various predators that threaten young birds
* Various patterns of growth in young birds
* One way that birds protect their young
* One way that birds provide food for their young

1. According to the lecture, what do birds usually do when putting on a distraction display?

Click on 2 answers

* They imitate another kind of animal
* They fly in circles around their nest
* They cover their nest with their wings
* They pretend they are sick or injured

1. According to the lecture, when do birds put on their most conspicuous distraction displays?

* Just before they lay their eggs
* Immediately after they have laid their eggs
* Just before their young become independent
* Immediately after young have left the nest

1. why does the professor say this()

* To introduce an explanation
* To express uncertainty
* To point out an error
* To emphasize a point that should be obvious

1. Why does the professor say this()

* To explain the behavior of the predator
* To emphasize that predators have excellent hunting skills
* To state the purpose of birds' behavior
* To emphasize the risks involved in a distraction display

1. why does the professor say this()

* To describe the behavior of an injured sandpiper
* To give an example of a well-performed broken-wing display
* To show why some sandpipers fail to distract predators
* To distinguish the sandpiper's display from another kind of display

1. What aspect of architecture in the United States is the lecture mainly about?

* The differences between rural and urban styles of housing
* The reasons for popularity of a particular type of house
* The various styles of houses that are popular in New England
* The decorative details that are typical of houses built in New England

1. What is mentioned in the lecture as an application of the principle that "form follows function"?

* Smaller houses should have fewer rooms
* A house's design should reflect the inhabitants' needs
* The materials for a house should be selected before the house is designed
* Houses in cold, harsh climates should be built with inexpensive materials

1. why does the woman refer to visiting her grandparents?

* To explain why she is interested in residential architecture
* To explain why she knows a lot about the history of Cape Cod
* To explain why she is familiar with Cape Cod houses
* To explain why she enjoys visiting rural New England

1. according to the lecture, what are two features of Cape Cod houses that were influenced by climate?

Click on 2 answers

* The thickness of walls
* The slope of the roofs
* The number of windows
* The simplicity of the exterior
* The size of the chimney

1. according to the professor , what contributed to the attitude of conformity in rural New England communities during the 1600s and 1700s?

* People depended on their neighbors for their own survival
* People living in rural areas often had moved there from cities
* People had to live very close to their neighbors
* People had limited access to information from outside their community

1. Why does the professor say this()

* To indicate that the student's answer is wrong
* To determine whether the student has prepared for the class
* To point out that housing styles across the United States are very similar
* To ask about students' preferences in architectural styles

Section 2

1. why does the professor want to see the student?

* To discuss the student's grade on a paper
* To invite the student to work on a committee
* To inform the student about a change in the class schedule
* To ask the student to become her research assistant

1. why does the student say he is interested in doing what the professor asks?

* He thinks it may help him provide his research skills
* He thinks it will enable him to get a better grade in the professor's class
* He thinks it may help him get into graduate school
* He thinks it will be good teaching practice for him

1. what will the applicants talk about?

* An academic interest they have
* Reasons why they deserve to be hired
* Their educational background
* The classes they hope to teach

1. why does the professor mention that one of the applicants will give a talk on a topic the student is particularly interested in?

* To see if the student would enjoy joining the applicant's research team
* To suggest that the student may not totally agree with what the applicant has to stay
* To persuade the student to come to talk on Friday
* To warn the student to focus on the applicant's teaching ability

1. why does the student say this()

* He does not know of any job applicants
* He is not interested in learning about the hiring process
* He does not want to be responsible for any decisions that are made
* He does not understand why the professor has asked him the question

1. what is the lecture mainly about?

* The effect of the decrease in temperatures on wetlands
* The use of computer models to analyze temperature patterns
* The theory that land development affected the climate of South Florida
* The importance of the citrus industry to the south Florida economy

1. why does the professor mention the building of canals in the wetlands?

* To describe what the wetlands used to look like
* To emphasize that farmers need to transport their crops to other areas
* To explain how the wetlands were transformed into farmland
* To explain why people want to build farms there

1. what does the professor imply about major weather patterns such as EI NINO?

* She does not believe they are the main cause of the changes in Florida's climate
* She is certain that they have caused a worldwide decrease in the number of frosts
* She believes they contributed to the increase of citrus production in Florida
* She does not fully understand what causes them

1. what point about bodies of water does the professor emphasize to the students?

* Bodies of water in Florida are slightly warmer now than they were 100 years ago.
* Bodies of water in south Florida are increasing in size
* Bodies of water release heat back into the environment
* Bodies of water are a source of moisture for crops

1. What data from 100 years ago and today were entered into the computer model that the professor discusses?

* The average temperatures in south Florida
* The market prices of citrus fruit grown in south Florida
* The numbers of animal species in south Florida wetlands
* The landscape characteristics of south Florida

1. Why does the student say this()

* To remind the professor of her previous point
* To check if he understood the professor's point
* To express surprise at what the professor said
* To answer the professor's question about the farmers

1. what is the main topic of the talk?

* How to analyze various types of advertising
* How to develop products that people will like
* How to use advertising successfully
* How to satisfy customer demands

1. according to the professor, what might be two results of NOT having a good advertising plan?

Click on 2 answers

* Delays in the introduction of new products
* The loss of customers
* Too much attention focused on one product
* The unnecessary spending of money

1. why does the professor talk about teachers?

* To emphasize the advantages of marketing products to specific groups of people
* To illustrate how to select the most appropriate media for advertising a product
* To prove that it is not necessary to spend money on advertisements
* To show how a poorly communicated message can ruin a business

1. in the example about sports equipment, what does the professor imply about spending money on advertising?

* It is most effective just before holidays when people give gifts
* It may require quick decision making
* It is a waste, since many consumers select products based on their previous experiences
* It is better guided by good research than by good theories

1. what is the professor's point when she talks about a soup shop?

* It is difficult to understand how some customers react to advertising
* It is important to ensure the quality of a product before advertising it
* A poorly chosen advertising message can have negative consequences
* Some businesses remain unsuccessful even when they focus on the four M's

1. what does the professor mean when she says this()

* She is eager to share an amusing story
* She made up the story she is about to tell
* She believes humor in advertising is important
* She will tell a story about a popular celebrity.

# TPO-12

Section 1

第一篇

1. Why does the professor ask the man to come to her office?
2. to check on the man’s progress on a paper he is writing
3. To show the man techniques for organizing his time
4. To encourage the man to revise a paper he wrote
5. To clarify her comments on a paper the man wrote
6. Why does the man hesitate before agreeing to the professor’s request?
7. He is not sure his effort would be successful.
8. He feels overwhelmed by all his schoolwork
9. He is unclear about what the professor wants his to do.
10. He does not like to work on more than one assignment at a time.
11. What is the professor’s main criticism of the man’s paper?
12. It included unnecessary information.
13. It did not include enough examples to illustrate the main point.
14. The main point was expressed too abstractly.
15. The paper ignored a key historical fact.
16. Why does the professor suggest that the student change the introduction of his paper?
17. To make it less repetitive
18. To more clearly state the man’s point of view.
19. To correct spelling and grammar mistakes.
20. To reflect changes made elsewhere in the paper.
21. What does the professor mean when she says this:
22. She understands the student’s problem.
23. She wants the student to explain his comment.
24. She did not hear what the student said.
25. She does not accept the student’s excuse.

第二篇 Biology

1. What does the professor mainly discuss?
2. How genes control human development.
3. Why various types of human cells divide at different rates.
4. How human chromosomes differ from one another.
5. Why most human cells cannot keep dividing successfully.
6. The professor discusses research about the percentage of a chromosome’s DNA that contains genetic information. How did she feel about this research?
7. She doubted its accuracy.
8. She was surprised by its conclusion.
9. She was concerned about its implications.
10. She thought it was unnecessary.
11. What does the professor say about the DNA in a telomere?
12. It causes a cell to begin dividing.
13. It separates one gene from another.
14. It is genetically meaningless.
15. It has no function.
16. Why does the professor mention shoelaces?
17. To point out that chromosomes are arranged in pairs.
18. To describe the coiled shape of a chromosome.
19. To illustrate how chromosomes are protected from damage.
20. To explain how chromosomes are joined before dividing.
21. What does the professor imply about the length of the telomeres on a cell’s chromosomes?
22. Longer telomeres allow the cell to divide more times.
23. Longer telomeres contain more genetic information.
24. Shorter telomeres are wound into tighter coils.
25. Shorter telomeres are less likely to break.
26. According to the professor, how is the chemical telomerase related to the telomere?
27. It resembles the telomere in structure.
28. It helps repair broken telomeres.
29. It is produced at the end of telomere.
30. It prevents telomeres from becoming too long.

第三篇 Business

1. What is the lecture mainly about?
2. Two competing theories of business management.
3. Tools that business managers can use to improve the efficiency of their employees.
4. A method for business to learn about the needs of their customers.
5. A way that business managers can better relate to their employees.
6. According to the discussion, what is a potential drawback of MBWA?
7. MBWA provides information about the opinions of a small number of people.
8. MBWA can provide conflicting information.
9. Customers are often reluctant to share their opinion.
10. Customers may be annoyed about being observed while they shop.
11. What does the professor say about the relationship between MBWA and market research?
12. MBWA is a refined version of a market research technique.
13. Market research information is more valuable than information from MBWA.
14. Information provided by MBWA complements information collected from market research.
15. Business managers should replace market research with MBWA.
16. Why does the professor mention Dalton’s soup and Elkin jeans?
17. To illustrate that the success of MBWA often depends on the product involved.
18. To give examples of two companies that were resistant to trying MBWA.
19. To contrast a successful use of MBWA with an unsuccessful use.
20. To give examples of how the technique of MBWA is used in practice.
21. Why does the professor discuss the mayor of Baltimore?
22. To explain the origins of the method of MBWA.
23. To demonstrate that MBWA can be useful outside the business world.
24. To provide an example of MBWA can sometimes fail.
25. To give an example where market research and MBWA provide similar types of information.
26. What does the professor imply when she says this:
27. It is surprising that Dalton’s tried to use MBWA
28. It is surprising that MBWA was successful for Dalton’s.
29. She does not have a high opinion of the quality of Dalton’s soups.
30. Dalton’s positive experience with MBWA led many other companies to try MBWA.

第四篇

1. What is the student’s problem?
2. He missed the tuition due date.
3. He has not been paid.
4. His bank lost his paycheck.
5. His tuition payment got lost.
6. What happened at the payroll department?
7. A new computer system was installed.
8. Information was entered into the computer system correctly.
9. Some employee information got lost.
10. Paychecks were distributed for the wrong amount.
11. What does the woman imply about the people who work in the payroll office?
12. They did not realize that they had a problem.
13. They are rather disorganized.
14. They had tried to contact the man several times.
15. They prefer to process checks manually.
16. What will the student probably need to do to get paid?
17. Talk to the person who hired him.
18. Go to the payroll department.
19. Call the director of the payroll department.
20. Resubmit the payroll paperwork.
21. How does the student’s attitude change during the conversation?
22. From annoyed to appreciative.
23. From frustrated to excited.
24. From surprised to frustrated.
25. From appreciative to surprised.

第五篇 Music History

1. What is the lecture mainly about?

Click on 2 answers

1. Some changes that took place in the early years of opera.
2. Difference between opera and other forms of music.
3. Italy’s musical influence throughout Europe.
4. Reasons that early French and Italian opera did not survive.
5. According to the professor, what happened after the Italian language replaced Latin in Italian opera?
6. Operas became much longer.
7. Operas begin to express secular ideas.
8. Music in opera became more complex.
9. Opera was used to teach theology to the general public.
10. Why does the professor mention ancient Greek theater?
11. To give an example of a culture that adopted opera from the Italians.
12. To describe the type of setting in which opera was typically performed.
13. To point out a precursor of opera.
14. To explain how opera was introduced into French society.
15. What does the professor say about music in French opera?
16. It resembled sacred church music.
17. It often inspired French novelists to write great piece of literature.
18. It revolved mainly around solo pieces.
19. It was secondary to the rhythmic flow of language.
20. What does the professor say this:
21. To show difference between English and Italian opera.
22. To give one instance in the evolution of opera.
23. To discuss the popularity of opera in England at the time.
24. To point out that English and Italian opera companies often worked together.
25. What does the professor imply when he says this:
26. He agrees with Chapman about opera and society.
27. He thinks Chapman’s approach to opera is confusing.
28. He is concerned that Chapman’s ideas are often misunderstood.
29. He thinks Chapman’s questions are difficult to answer.

第六篇 Environmental science

1. What is the lecture mainly about?
2. An efficient solution to the problem of storing solar energy.
3. Energy policies in the twentieth century.
4. Reasons that solar energy is not more widely used.
5. The superiority of solar energy to oil and natural gas.
6. What are the two main problems solar power presents as an energy source?

Click on two answers

1. It is a potentially dangerous source.
2. It is difficult to concentrate.
3. It is scientifically unsound.
4. It needs to be stored.
5. According to the professor, what led to the popularity of solar energy in the 1970’s?
   1. New solar energy technologies.
   2. Advertising campaigns by solar energy companies.
   3. An increase in the price of oil and natural gas.
   4. The depletion of Earth’s reserves of oil and natural gas.
6. What is the difference between passive and active heating systems?
   1. Passive systems are less reliable.
   2. Passive systems are difficult to install.
   3. Passive systems can be used at any location.
   4. Passive systems work without mechanical support.
7. What is the professor’s opinion about the future of Kramer Junction power plant?
   1. He is uncertain about the future of the Kramer Junction plant.
   2. He believes the Kramer Junction plant will become a major source of power.
   3. He is certain the Kramer Junction plant will not be able to increase its capacity.
   4. He thinks the Kramer Junction plant will have many competitors.
8. What does the professor mean when he says that:
   1. He thinks the student should know the answer.
   2. He thinks the student has raised an important issue.
   3. He wants the student to repeat his question.
   4. He will answer the question later in the lecture.

# TPO-13

Section1

Part 1

1. Why does the student go to see the professor?

* To report on the research he has done
* To ask for permission to observe a class
* To get help understanding an assignment
* To ask about a question on a recent test

1. According to the professor, what should the student do after completing the first observation?

* Look for another child to observe
* Research the child’s developmental stage
* Report his progress to the class
* Submit the notes he took during the observation

1. Why does the student mention a child playing with a toy car?

* To identify a behavior that would show a child’s imagination developing
* To identify a behavior that might illustrate egocentric thinking
* To give an example of a behavior he has observed
* To give an example of a behavior he would not need to describe

1. Why should the student contact the education department secretary?

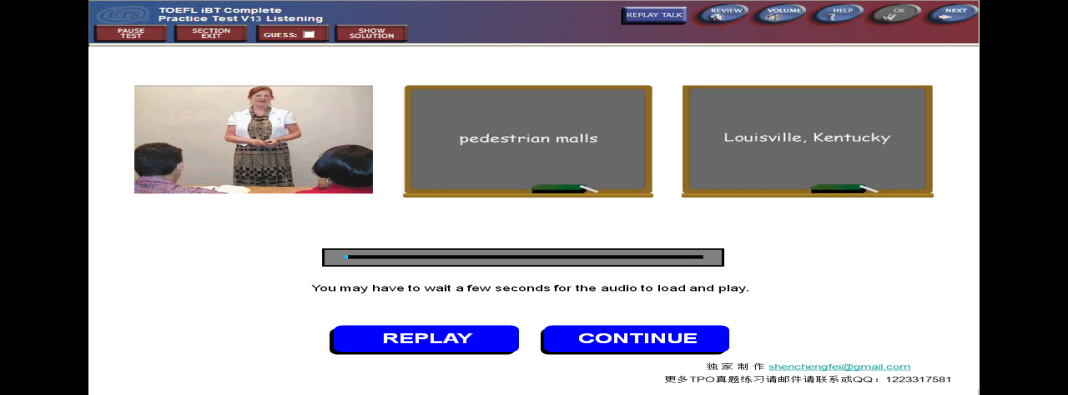
* Her child attends a school run by the university.
* She has a list of families that might be able to help the man.
* She can contact students who have worked on a similar project.
* She will explain how to observe a class without disturbing it.

1. Listen again to part of the conversation. Then answer the question.

What does the professor mean when she says this: …

* The man’s paper has a strong introduction.
* The man has already started his research project.
* The assignment cannot be submitted late.
* The man does not fully understand assignment.

Part 2



1. What is the main topic of the lecture?

* How the first pedestrian mall was developed
* How pedestrian malls have affected business in America
* Key considerations in creating a pedestrian mall
* Ways that cities can better use pedestrian malls

1. According to the professor, what is the basic reason for building pedestrian malls in the city center?

* To increase retail activity in the area
* To reduce the noise made by automobile traffic
* To increase shopping conveniences for city residents
* To encourage people to move from the suburbs back into the city center

1. What are two aspects of location that need to be considered when planning a pedestrian mall?

Click on 2 answers

* The proximity to the customer base
* The number of nearby tourist sites
* The variety of restaurants in the area
* The access to public transportation

1. Why does the professor explain the design of a pedestrian mall?

To illustrate its importance to the success of a pedestrian mall

To explain why pedestrian malls are so appealing to the shoppers

To point out how a pedestrian mall looks different from other malls

To show how the design is more important than the location

1. Why does the professor mention the Louisville, Kentucky pedestrian mall?

* To discuss her favorite pedestrian mall to visit
* To illustrate how a pedestrian mall can overcome financial difficulties
* To give an example of a typical, American pedestrian mall
* To show how poor planning can affect the success of a pedestrian mall

1. What does the professor mean when she says this? ...

* Art is of little importance in designing a pedestrian mall.
* There should be a wide variety of art on display in pedestrian malls.
* Art is a key feature in the designing of a pedestrian mall.
* Most pedestrian mall designers do not like art as much as she does.

Part 3



1. What is the class mainly discussing?

* How beavers select the ecosystem where they live
* How ecosystem differ from one another
* The impact of human activities on an ecosystem
* The role of one species in an ecosystem

1. Why does the professor interrupt the student when he first mentions European settlement in North America?

* She had already mentioned that point.
* She thinks the information he gave is unrelated to the topic.
* She prefers to present the information in the lecture in a specific order.
* She questions the accuracy of his point.

1. What does the professor say about still water and swiftly flowing water?

* Beavers cannot adapt to living near swiftly flowing water.
* Still water and swiftly flowing water support similar ecosystems.
* Still water supports more life than swiftly flowing water.
* Wetland areas include large quantities of swiftly flowing water.

1. According to the professor, what was the impact of the extensive hunting of beavers in North America?

* It led to a decrease in the number of wetlands.
* It led to a decrease in the number of swiftly flowing streams.
* It led to an increase in the number of other animal species in the wetlands.
* It led to an increase in the amount of groundwater.

1. Why does the professor say this: …

* To point out that some terms have different meanings in other fields
* To indicate that she is not going to explain the term
* To defend a point she made earlier about ecosystems
* To clarify a term used in biology

1. What does the professor imply when she says this: …

* Beaver dams would cause floods in many areas where people now live.
* Beaver dams would cause most of the water supply to be inaccessible.
* Large areas of land would become unusable by humans.
* More groundwater would be available for human consumption.

Section2

Part 1

1. What are the speakers mainly discussing?

* How to use the language lab
* How to make a video for the class
* How to reserve a study room in the library
* How to improve study habits

1. How is the language lab different form the library?

* The language lab closes much earlier than the library does.
* More students go to the library after dinner than to the language lab.
* Students cannot remove educational materials from the language lab.
* There are more rooms where students can work in groups in the library.

1. When can students reserve a room in the language lab?

Click on 2 answers.

* When they arrive at the lab
* After their professor signs a certain form
* When all the members of a study group hove signed in
* The day before they want to use room

1. What will the student probably do next?

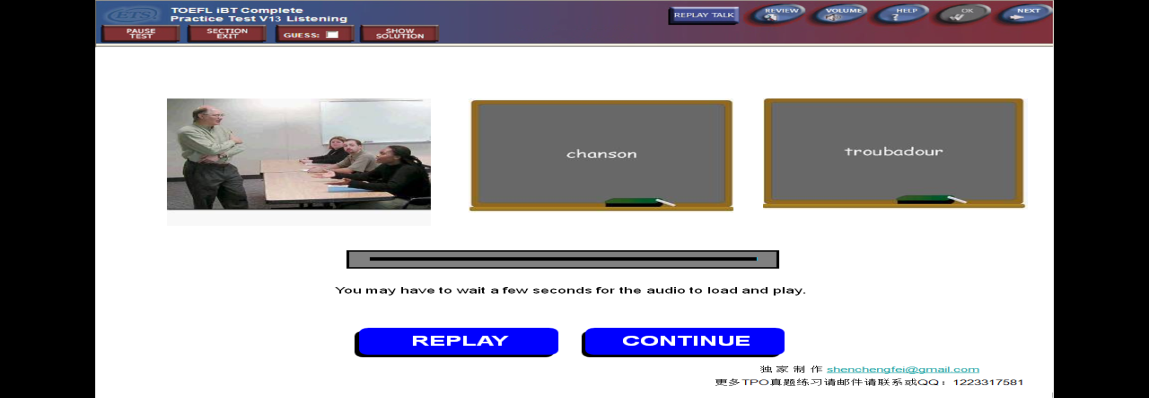
* Ask a classmate to watch a video with him
* Sign out a Spanish video
* Find out when the video he needs will be available
* Buy a copy of the video series

1. Listen again to part of the conversation. Then answer the question.

What does the woman imply?

* She confused the man for another student who had visited the lab earlier in the day.
* The man is mistaken about how many videos are in the series.
* The language lab does not own the whole series of videos the man needs.
* The man is not familiar with the procedures used at the language lab.

Part 2



1. What is the main purpose of the lecture?

* To investigate the information known about the troubadours
* To explain the role of patriotic poetry during medieval times
* To explain why opinions about knights changed during the medieval period
* To compare two different types of medieval poems

1. According to the professor, who was the intended audience for chanson poetry?

Click on 2 answers.

* Lords
* Ladies
* Knights
* Troubadours

1. According to the professor what is true about the hero in chanson poetry and the in romance poetry?

Click in the correct box for each phrase

|  |  |  |
| --- | --- | --- |
|  | Chanson Hero | Romance Hero |
| Is admired for loyalty to country |  |  |
| Engages in conflict for adventure |  |  |
| Is willing to fact extreme dangers to protect the lord |  |  |
| Is concerned with individual improvement |  |  |

1. Why does the professor mention that romance poems often included biographical sketches?

* To emphasize the similarities between chanson authors and romance authors
* To explain why the social status of troubadours is known today
* To point out why the biographical sketches are reliable sources of information
* To provide evidence that many troubadours were also historians

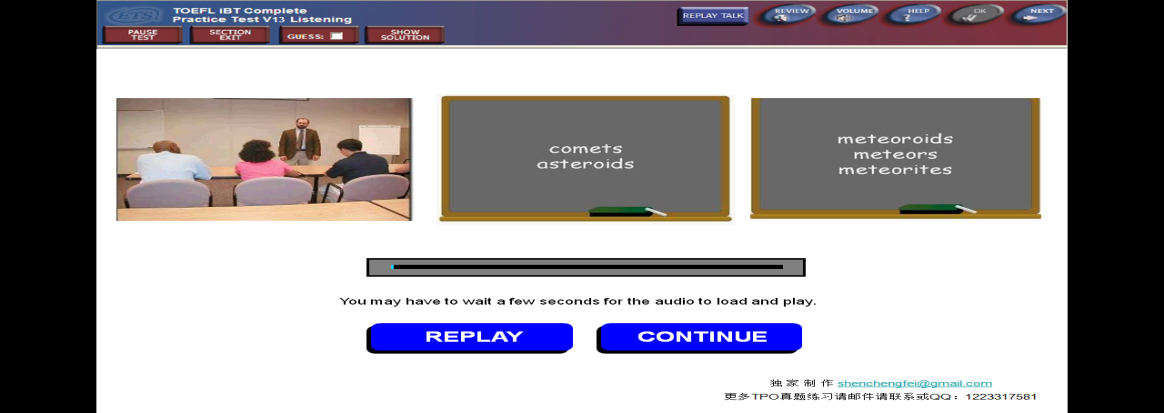
1. What does the professor say about the political climate during the time troubadours were writing poetry?

* It enabled chanson poetry to gain wide popularity over romance poetry.
* It gave the troubadours time to devote themselves to writing poetry.
* It inspired troubadours to write poetry that described their lord’s deeds.
* It made it difficult for troubadours to travel safely within their country.

1. Why does the professor say this: …

* To indicate that he understands why the student may be confused
* To emphasize that the student has asked a very important question
* To remind the student that she may know the answer to her own question
* To invite other members of the class to answer the question

Part 3



1. What is the main topic of the lecture?

* The major differences between meteors and meteorites
* The origins of comets and asteroids
* The nature and origin of meteorites
* The similarities between objects in the inner solar system

1. What comparison does the professor make to help describe the composition of asteroids and comets?

* He compares them to stars.
* He compares them to types of planets.
* He compares them to rocks on Earth.
* He compares them to meteors and meteorites.

1. What does the professor say about the origin of meteors and meteorites?

* They are pieces of asteroids or comets.
* They are pieces of the planets in our solar system.
* They are made from minerals that are otherwise uncommon in our solar system.
* Their origin cannot be determined.

1. According to the professor, what feature of a meteoroid generally determines whether the meteoroid becomes a meteorite?

* Whether it was originally part of a larger meteoroid
* Whether it originated in the inner or outer solar system
* What proportion of iron and stone it contains
* How large it is when it enters the Earth’s atmosphere

1. What are two points the professor makes about stone meteorites?

Click on 2 answers.

* They are the type of meteorite that most commonly falls to the ground.
* They are type of meteorite most often seen in museums.
* They are the oldest type of meteorite found on the ground
* They are the most difficult type of meteorite to find on the ground

1. Why does the professor say this: …

* To offer a hint about the answer to a question he asked
* To clarify a question that a student asked
* To find out whether students understand question he asked
* To find out whether students understand an important comparison he made

# TPO-14

Section 1

Part 1

1. Why does the student go to see the man?

* To find out the status of her job application
* To get help locating a book she needs for a class
* To request a book that her professor put on the reserve list
* To ask how to look up books on the library’s computer system

1. Why is the student having a problem getting the book she wants?

* Other students are using the book in the library.
* The book is kept in the political science library.
* The student has the incorrect title for the book.
* All the copies of the book have been checked out of the library.

1. Why does the man think a student job in the library is available?

Click on 2 answers.

* An employee recently stopped working at the library.
* One position has been open since the beginning of the semester.
* The library only recently got approval to hire additional staff.
* Not many students are looking for work this time of year.

1. What is a potential problem with the available job in the library?

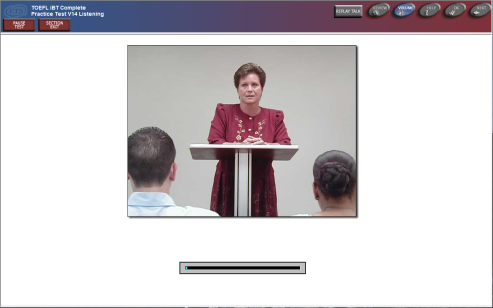
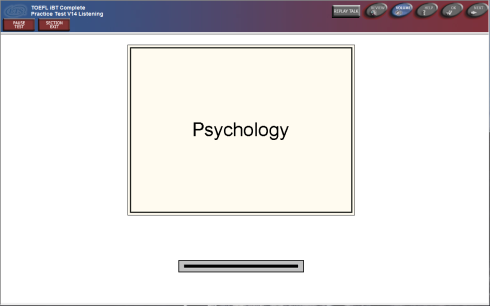
* The position is only a temporary one.
* The position is for fewer hours per week than other student jobs.
* There may not be flexibility to select convenient working hours.
* The librarian may prefer to hire a student with previous library work experience.

1. Listen again to part of the conversation. Then answer the question.

Why does the man say this:

* To acknowledge that there is a problem with the reserve system
* To indicate how the library avoids the problem the student mentioned
* To explain why the library has ordered more copies of the book
* To reinforce the reason why so many books are not on the shelves

Part 2



1. What is the lecture mainly about?

* The differences between imagination and perception
* Cognitive functions that improve decision making
* Cognitive functions that assist in problem solving
* Common limitations with regard to several cognitive functions

1. Why does the professor mention a study with a word list?

* To illustrate a type of mistake that people make when recalling details
* To offer an example of a well-designed study in cognitive psychology
* To demonstrate the limited effect imagination has on memory
* To prove that imagination leads to poor decision making

1. What was demonstrated by the study on perception that the professor mentions?

* People who misheard sentences were most likely to make poor decisions.
* Decision making is ultimately influenced by many factors.
* The brain can automatically supply details that were not actually perceived.
* Words that are heard last are the most easily remembered.

1. Why does the professor mention the area where the optic nerve connects to the back of the eye?

* To explain why many people do not understand the concept of blind spots
* To illustrate how visual blind spots interfere with the processing of written words
* To explain the origin of a concept that is used in the study of cognition
* To show how visual perception works

1. What point does the professor make about imagination?

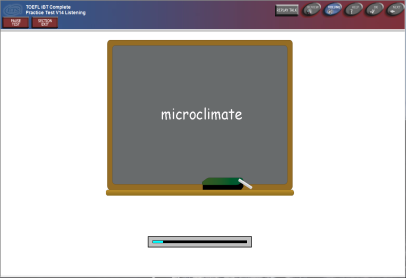
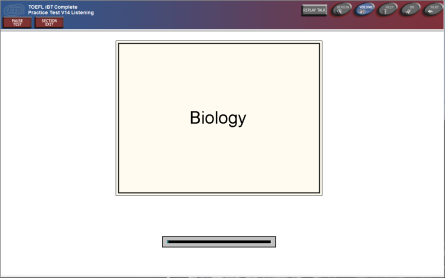
* It is inadequate for accurately predicting future events.
* It is difficult to study with experiments.
* It is a process that is unrelated to perception or memory.
* It is a relatively new area of study in cognition.

1. Listen again to part of the lecture. Then answer the question.

Why does the professor say this:

* To find out if Peter followed her instructions
* To illustrate a point she wants to make about imagination
* To point out that all salads have some ingredients in common
* To show the relation between memory and imagination

Part 3



1. What is the lecture mainly about?

* Difficulties animals have in regulating their body temperatures
* How people can affect animals’ microclimates
* Ways of identifying different types of microclimates
* The importance of microclimates to some animals

1. What two factors does the professor say can affect a microclimate?

Click on 2 answers.

* The size of the animal population in the area
* The number of other microclimates in the area
* The elevation of the land where the microclimate is located
* Human activity in the area where the microclimate is located

1. What point does the professor make when she mentions squirrels?

* Studying squirrels has helped biologists identify different microclimates.
* Mammals have more than one way of regulating their body temperature.
* Smaller animals have more success than larger animals in adapting to different microclimates.
* Squirrels do not rely on microclimates as much as other mammals do.

1. What does the professor imply about reptiles and microclimates?

* Microclimates can be both helpful and harmful to reptiles.
* Microclimates are one of the many ways reptiles control their body temperature.
* Many reptiles position themselves in microclimates when waiting for their prey.
* Many reptiles spend most of their time in one type of microclimate.

1. According to the professor, how do decomposing leaves affect microclimates?

* Decomposing leaves form layers that prevent sunlight from warming the ground below the leaves.
* Decomposing leaves insulate burrows, keeping the burrows cool.
* Decomposing leaves generate heat, creating a warm microclimate.
* Decomposing leaves bring moisture to dry microclimates.

1. Listen again to part of the lecture. Then answer the question.

Why does the student say this:

* To refer to a well-know misconception about reptiles
* To indicate that he understands the professor’s explanations
* To provide an example that may be an exception to the professor’s statement
* To indicate that there is more than one explanation for a phenomenon

Section 2

Part 1

1. What is the conversation mainly about?

* The advantages and disadvantages of a career in journalism
* Topics the student could write about for the school newspaper
* Comparing a major in journalism to other majors
* Preparing for a career in journalism

1. Why does the advisor discourage the student from transferring to another university?

* His current university is highly respected by newspaper editors.
* His current university will soon offer a major in journalism.
* He does not need to major in journalism in order to work as a reporter.
* He has a promising future on the staff of his current university’s newspaper.

1. According to advisor, how do newspaper editors evaluate an applicant for a reporting position?

Click on 2 answers.

* They ask the applicant to present ideas for news stories.
* They ask the applicant to write a news story.
* They review the applicant’s university course work.
* They review a sample of the applicant’s published articles.

1. What points does the advisor make when she suggests that the student report on a local court case?

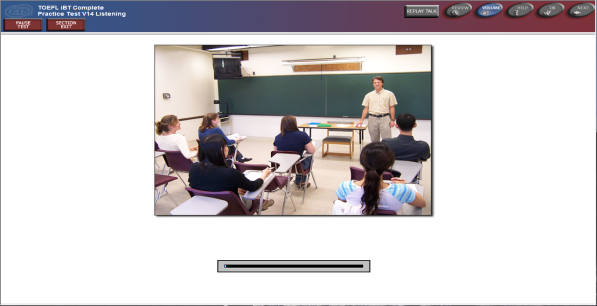
Click on 2 answers.

* It will help him begin to develop expertise in his field of interest.
* It will bring him in contact with people who might help him find a job.
* It will be a way for him to gain experience writing about business and technology.
* It will allow him to inform students and faculty about an issue affecting their university.

1. What does the student imply when he says this:

* He was surprised by the amount of effort required to write a newspaper article.
* He feels that some of the editor’s changes were unnecessary.
* He does not want to take credit that he does not deserve.
* He will try to make sure his future articles are more accurate.

Part 2



1. What does the professor mainly discuss?

* How the seafaring skills of Polynesians resembled those of the Vikings
* How Pacific Islanders were able to navigate without instruments
* How the patterns of stars differ to the north and south of the equator
* How navigational instruments developed over time

1. What is the advantage of observing stars from a location near the equator?

* The horizon tends to be clearer there than anywhere else.
* More stars rise and set in pairs there than anywhere else.
* Zenith stars shine even brighter there than they do farther north or south.
* The sky appears more orderly there than it does farther north or south.

1. What does the professor say about the people of the Gilbert Islands?

Click on 2 answers.

* They developed a method for describing the locations of stars.
* They regularly traded with the peoples of Hawaii and New Zealand.
* They were the first to recognize the usefulness of zenith stars.
* They considered a navigator to be the same as an astronomer.

1. Why does the professor mention stone canoes?

* To point out some of the monuments that can be found on Pacific islands
* To give an example of an early method of transporting goods
* To illustrate a method used for teaching young Polynesians to navigate
* To compare Polynesian navigational tools to those of the Vikings

1. What did the technique using zenith stars have in common with the technique using star pairs?

* Both could help identify a location relative to the equator.
* Both seem to have been used to determine the positioning of stone canoes.
* Both were first developed by the Vikings.
* Both were used as calendars to help keep track of the seasons.

1. Listen again to part of the lecture. Then answer the question.

What can be inferred about the professor when he says this:

* He questions whether the technique is useful.
* He wants to clarify a point about the technique.
* He wants the students to guess how the technique works.
* He wants the students to experiment with the technique.

Part 3



1. What does the professor mainly discuss?

* The role of physics in the discovery of Neolithic religious sites
* The sound effects that Neolithic people could experience in passage graves
* Evidence that passage graves were designed to function as calendars
* A debate about the role of sound in passage grave ceremonies

1. Why does the professor mention an Egyptian pyramid?

* To contrast its purpose with that of monuments found in the British Isles
* To compare the architectural styles of two Neolithic cultures
* To describe the outer shape of passage graves in Great Britain and Ireland
* To help students understand how long ago passage graves were built

1. According to the professor, what is one effect produced by standing waves in a passage grave chamber?

* Light fills the chamber on certain days of the year.
* Drums resonate loudly without being played by humans.
* The floor and walls of the chamber seem to shake.
* The intensity of sound varies greatly throughout the chamber.

1. Why does the professor mention a bottle?

* To illustrate the shape of the interior of a passage grave
* To describe part of a Neolithic burial ceremony
* To help explain how resonance is produced
* To give an example of an artifact found in a Neolithic site

1. According to the professor, what characteristic of passage graves has led researchers to the conclusion that they were intentionally designed for use by the living?

* Their location in the ceremonial areas of Neolithic communities
* Their ability to function as astronomical calendars
* The structure of their high ceilings
* The remains of drums found in their chambers

1. Listen again to part of the lecture. Then answer the question.

What does the professor imply when she says this:

* She is confident that no more examples should be necessary.
* She is eager to find out whether the students can provide other examples.
* She wonders whether her explanation may be too difficult to understand.
* She is surprised that her students have understood her point so quickly.

# TPO-15

1. Why does the student go to the campus newspaper office?

* To turn in outlines of possible articles
* To find out when his article will be printed in the newspaper
* To find out if he got a position as a reporter
* To get help with an assignment for his journalism class

1. Why does the student want to write for the campus newspaper?
   * He wants to earn some money
   * He wants to learn about the newspaper business
   * He wants to share his enthusiasm for physics
   * He thinks the experience will be valuable
2. The student mentions the proposed tuition increase as a possible topic for the newspaper. What does the adviser imply about the topic?
   * The news editor thinks that the topic is not suitable for a new reporter
   * The news editor was impressed by the student’s outline about the topic
   * There is not enough information to write an article about the topic
   * The topic has already been assigned to another reporter
3. What will the student about in his first article for the newspaper?
   * The physics department’s plans for attracting more students
   * The university’s plan to offer more physics courses
   * The importance of physics in our daily lives
   * The opinions of professors on the recent changes to introductory physics courses
4. What does the adviser imply when she says this:
   * She is not responsible for evaluating proposed articles
   * She did not tell Max about the student’s interest in joining the staff
   * Max recently became the editor of the newspaper
   * Max has been very busy lately
5. What is the lecture mainly about?
   * Methods people use to eliminate distractions
   * The area of the brain responsible for blocking distractions
   * The usefulness of questionnaires in assessing distractibility
   * Research about how the brain deals with distractions
6. According to the professor, what are two weakness of the Cognitive Failures Questionnaire?

Click on 2 answers

* + It relies on subjective reporting
  + It assesses a limited number of situations
  + It does not assess visual distractions
  + It does not account for factors other than distractibility

1. What hypotheses about distraction and the brain were Lavie’s experiments involving star fields designed to investigate?

Click on 2 answers

* + Whether the capacity of the brain to process irrelevant information varies from person to person
  + Whether the brain perceives information that is irrelevant to the performance of a task
  + Whether the brain deals with distractions by categorizing irrelevant information as low priority
  + Whether the visual cortex is activated during the sensation of movement

1. What did Lavie’s scans of subjects’ visual cortexes reveal?
   * Area V5 became less active when tasks became more difficult
   * The presence of the star field did not affect activity in area V5
   * Area V5 became interfered with subjects’ ability to perceive motion
   * Stimulating area V5 interfered with subjects’ ability to perceive motion
2. Why does the professor mention a highway?
   * To give two experiments designed to study distraction
   * To give an example of when area V5 might be activated
   * To describe a limitation in the brain’s processing capacity
   * To make a point about the effect of distractions on driving
3. What is the professor’s opinion of Lavie’s work?
   * She think it resolves most of the major questions about distraction
   * She feels it is of limited use because of flaws in the study designs
   * She believes it has changed the direction of research on distraction
   * She thinks its findings can be applied only to visual distraction
4. What is the lecture mainly about?
   * Recognizing when one geologic epoch ends and another begins
   * How geologists determine the age of Earth
   * Whether humans have affected Earth’s climate
   * Identifying elements that affect the formations of sediment layers
5. Why does the professor mention the Pleistocene epoch?
   * To explain how sediments change during an ice age
   * To give an example of a well-defined geologic epoch
   * To describe how certain environmental conditions affect erosion rates
   * To describe the factors that influence the naming of geologic epochs
6. Research study sediment in order to learn about the characteristics of past geologic epochs. What does the professor say that sediment reveals about a particular epoch?

Click on 2 answers

* + The climate on Earth when the sediment formed
  + The places on Earth with the highest amounts of rainfall
  + The level of the oceans at the time
  + The organisms that lived when the sediment formed

1. According to the professor, what is the significance of the year 1800 C.E.?

Click on 2 answers

* + The human population reached 1 billion
  + The Anthropocene epoch was first described
  + Industrialization began to influence Earth’s environment
  + There was a significant change in the amount of sediment deposited around the world

1. What does the professor imply about the spread of agriculture 8,000 years ago?
   * It was the true beginning of the Holocene epoch
   * It was when greenhouse gases were at their lowest levels
   * It was not a major cause of population growth
   * It did not cause as big an environmental impact as some researchers say
2. What does the professor say about future researchers?
   * They may not agree that humans have had an important effect on Earth’s surface
   * They will not have reliable evidence of what is happening today
   * They will determine when the Anthropocene epoch began
   * They will make predictions about when the Anthropocene epoch will end
3. Why does the woman go to see her professor?
   * To tell him about an athletic achievement
   * To find out the best approach to studying for a test
   * To ask a question about a laboratory project
   * To discuss her performance on a biology exam
4. What does the professor imply when he mentions his experience playing soccer in college?
   * The woman should participate in a sport that takes less of her time
   * The woman may not have enough time to study for class
   * The woman is not trying hard enough to do well in the class
   * The woman should be satisfied with the results of her exam
5. What did the woman study in her laboratory project?
   * The best methods for preserving samples of onion cells
   * The differences between onion cells and other plant cells
   * The process of cell division in an onion
   * The different ways that onion cells can be diagrammed
6. What does the professor say about the results of the brain research?
   * Several short study sessions are more effective than one extended study session
   * Studying in the library increases the brain’s ability to absorb details
   * Studying for extended periods of time is good exercise for the brain
   * Students who excel at laboratory work usually perform well on exams
7. At the end of the conversation, why does the professor return to the topic of running on the track team?
   * To suggest that the student take a break from it for a few weeks
   * To give an example of how exercise affects memory
   * To illustrate the point he is making about study habits
   * To find out if the next track meet will interfere with the next exam
8. What is the lecture mainly about?
   * How Archimedes was identified as the author of some ancient texts
   * The recovery of some ancient writings on mathematics
   * Differences among various writing materials used in the Middle Ages
   * Techniques for restoring ancient manuscripts
9. What are two points the professor makes about parchment?

Click on 2 answers

* + It is more long lasting than paper
  + It was inexpensive to produce during the Middle Ages
  + It was the material Archimedes used for his writings
  + Its use for books decreased after the 1400s

1. What does the professor imply when he explains the washing and scraping methods that were used to remove ink from a parchment surface?
   * Washing made parchment more able to retain newly applied ink than scraping did
   * Washing was less effective than scraping as a means of permanently erasing ink
   * The scraping method was used in the creation of the Archimedes palimpsest
   * Neither method completely erased the original text
2. What type of book became known as the Archimedes palimpsest?
   * A history book
   * A physics book
   * A prayer book
   * An artist’s book
3. What does the professor imply about the various techniques used to view Archimede’s text?
   * The students should be familiar with most of the techniques
   * Different techniques were used to analyze the iron content on ancient ink
   * The use of ultraviolet light was more damaging than the other techniques
   * X-ray imaging was more effective than the other techniques
4. What does the professor imply about the significance of the Archimedes palimpsest?
   * It is significant because it contains what may be Archimedes’ most important work
   * It is significant because it proves that a certain mathematics text was written by Archimedes
   * It is significant because it is the oldest one ever discovered
   * It is significant because it is the first one to be completely deciphered.

29. Why does the professor discuss the exploration of hydrothermal vents?

* To show how the exploration helped researchers to determine the composition of ocean water
* To show how the exploration challenged assumption about biological communities
* To compare two competing theories concerning chemosynthesis
* To compare the life cycle of underwater plants to the life cycle of underwater animals

30. What are three of the conditions of water near hydrothermal vents that made researchers think they would not find living organisms there?

Click on 3 answers

* + Extreme heat
  + Extreme pressure
  + Fast currents
  + Lack of minerals
  + Lack of sunlight

31. What does the professor imply about the researchers’ reaction to the biological community discovered on the ocean floor?

* They were surprised at the large variety of organisms living near hydrothermal vents
* They were surprised to find any bacteria living without sunlight
* They were disappointed at not finding any animal life
* They could not agree on the significance of the data that they collected

32. According to the professor, what is the role of chemosynthesis in biological communities that are found near hydrothermal vents?

* It enables organisms to convert hydrogen sulfide into food
* It enables organisms to convert tiny amounts of light into energy
* It enables organisms to withstand large amounts of carbon dioxide
* It enables organisms to regulate their temperature

33. Why does the professor mention the bacteria that live inside a tube worm?

* To give an example of organisms that pose a threat to tube worms
* To explain what provides the organic material that tube worms use for energy
* To give an example of other organisms that can withstand extreme heat
* To give an example of organisms that are involved in both chemosynthesis and photosynthesis

34. What does the professor imply when she says this:

* She will review information from the assigned chapter
* She will present additional information related to the assigned chapter
* The quiz on the assigned chapter will be longer than other quizzes
* The class has spent too much time on the assigned chapter

# TPO-16

1. What does the woman want the man to do?
   * Postpone a choir performance to allow more time for rehearsals
   * Change the rehearsal schedule at the music building
   * Give approval for her group to move a piano to a different room
   * Help her reserve a rehearsal space on campus
2. What problem concerning Lincoln Auditorium is mentioned?

* There is no piano in the auditorium
* The auditorium has been booked by the jazz ensemble
* The auditorium is located near a construction site
* The auditorium’s stage is not large enough to hold the whole choir

1. What does the woman imply about having rehearsals in the evening?

* Most auditoriums already reserved in the evening for performances
* Groups must finish rehearsal before campus buildings close
* Students are usually too tired to rehearse in the evening
* Many students are not available in the evening

1. What is the woman’s attitude toward the jazz ensemble?

* She is worried that they have not rehearsed enough
* She believes they may have deceived her
* She would like to work together with them on a project
* She admired the way they solves their acoustical problems

1. What does the woman imply when she says this:

* She will give the man the answers to his questions at another time
* She is sorry that she cannot change the rehearsal time
* She wished that she could explain the problem more clearly
* She believes the man already knows the answers to his own questions

1. What is the main purpose of the lecture?

* To explain the various ways that sulfuric acid is involved in the information of caves
* To describe caves and other geologic formations in U.S. national parks
* To use Lechuguilla Caves as an example of how most caves form
* To discuss the formation and characteristics of an unusual type of cave

1. The professor mentions parts of the process involves in the information of Lechuguilla Cave indicate which of the statements below describe part of the process

Click in the correct box for each phrase

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Gypsum residue accumulated to form decorative structures. |  |  |
| Gas generated by bacteria reacted with gypsum deposits. |  |  |
| Hydrogen sulfide gas mixed with underground water, |  |  |
| Acid dissolved parts of the limestone. |  |  |
| Bacteria fed on underground oil. |  |  |
| Flowing surface water enlarged the cracks in the limestone. |  |  |

1. According to the professor, what substance found in surface water is important for the formation of typical limestone caves?

* Gypsum
* Oxygen
* Carbonic acid
* Sulfuric acid

1. What does the presence of gypsum in Lechuguilla Cave indicate?

* The cave was not formed by flowing water
* The cave is not longer forming
* Bacteria are present in high concentrations inside the cave
* No type of acid was involved in the formation of the cave

10. What can be inferred from the fact that Lechuguilla Cave is no longer forming?

* The cave has stopped attracting visitors
* The cave no longer contains any limestone
* The air in the cave is safer to breathe now than it was in the past
* Gypsum deposits inside the cave are growing thicker

1. What does the professor mean when he says this:

* Lechuguilla Cave is not completely absent of water
* Lechuguilla Cave is not totally safe to explore
* Water long ago flowed through Lechuguilla Cave
* Scientists do not agree about how Lechuguilla Cave was formed

12. What is the lecture mainly about?

* Professional pianists of the eighteenth and nineteenth centuries
* The influence of the piano on music and society
* A comparison of the piano and harpsichord
* A comparison of musical styles before and after the invention of the piano

13. What does the professor mention as influences on musical styles before the invention of the piano?

* The preferences of particular patrons
* The low numbers of available instruments
* Increases in the number of music schools
* Reductions in the costs of producing instruments

14. Why does the professor describe how a piano works?

* To explain why pianos are easy to play
* To explain why pianos are expensive to construct
* To explain why pianos are not classified as string instruments
* To explain why pianos do not require frequent tuning

15. According to the professor, why did the piano become more popular than the harpsichord?

* Piano music was easier to compose than harpsichord music
* Piano music was better for accompanying the popular new dances of the 1700s
* The piano had a more attractive size and shape than the harpsichord
* The piano could express a wider range of emotions than the harpsichord

16. Why does the professor discuss Clara Schumann?

* She influenced the design of the modern piano
* She grew up in an environment that encouraged female musicians
* Her musical talents were inherited from her parents
* Her background and Robert Schumann’s background were similar

17. What does the professor imply when he says this:

* He will not write a term on the blackboard
* The students do not have to take notes
* The situation was described in the reading
* The students can easily guess what he means

18. Why does the student go to see the professor?

* To find out his grade on the midterm exam
* To explain why he missed a class
* To get help writing an essay
* To ask to take a test at a different time

19. Why does the professor congratulate the student?

* He received the highest grade on a recent test
* He recently won an award
* He was accepted into a history program in France
* He wrote an essay that was published in a magazine

20. What will the student do this weekend?

* Take a trip with his medieval history class
* Practice speaking French
* Attend an awards ceremony
* Write a paper about Montreal

21. What are two of the criteria the professor will use to evaluate students’ essays?

Click on 2 answers

* How completely they describe the factual details of historical events
* How successfully they defend their own opinions
* How carefully they analyze ideas discussed in class
* How much information from the textbook they include

22. What does the professor imply when she says this:

* She has not yet seen the student’s paper
* She will not hold class on Monday
* She needs more time to grade the student’s exam
* She wants to confirm her plans for a test

23. What is the lecture mainly about?

* Different foraging strategies among animals
* Methods beavers use to gather building materials
* Decisions beavers make about where to live
* Choices beavers face when foraging

24. What difference between aspen trees and ash trees does the professor point out?

* Aspen trees are easier to transport
* Aspen trees provide better wood for construction
* Aspen trees provide less nutrition for beavers
* Aspen trees have more overall value to beavers

25. What does the professor identify as the two central issues involved in beavers’ foraging behavior?

Click on 2 answers

* How far from home to forage
* How to cope with competition
* What size tree to cut down
* What time of year material for construction is available

26. What does the professor say about the cutting down of large trees?

* Beavers generally prefer cutting down large trees to small trees
* Beavers generally do not travel long distances to cut down large trees
* Beavers will not cut down large trees of certain species
* Beavers use large trees mainly for the purpose of building shelters

27. According to the professor, why do beavers generally forage at night?

* Beavers are safer from predators if they forage at night
* Foraging at night requires less energy than foraging in the daytime
* Beavers stay with their offsprings during the daytime
* Beavers face less competition for food from other animals during the night

1. Why does the professor say this:

* To explain her reasoning
* To indicate why her belief was wrong
* To give an example of a decision beavers make
* To explain the reason beavers travel far for wood

1. What is the lecture mainly about?
   * The images in stained-glass windows
   * The history of stained-glass art
   * The importance of religious art during the Middle Ages
   * Techniques for making glass during the Middle Ages
2. What are two points the professor makes about stained-glass windows made during the Middle Ages?

Click on 2 answers

* They typically were small in size
* The glass was colored during the glassmaking process
* They were used mainly for churches
* They had simple designs

1. During the Middle Ages, what was one of the first steps that artists used in making a stained-glass window?

* They drew the design onto the top of a table
* They created models of the design with lead strips
* They drew an outline of the design directly onto a piece of glass
* They painted the design on paper

1. According to the professor, what are two ways in which stained-glass windows made in the sixteenth century differed from those made in earlier centuries?

Click on 2 answers

* The way the glass was colored
* The role played by lead strips
* The scenes that were depicted
* The way glass pieces were cut

1. What does the professor imply contributed to the popularity of Tiffany glass?

* The use of lead compounds to enhance its colors
* The reuse of stained glass from old church windows
* The invention of electric lighting
* A new process for painting glass

1. What does the woman imply when she says this:

* It is unfortunate that people in the nineteenth century destroyed old stained-glass windows
* Stain-glass windows made in the nineteenth century are more beautiful than those made earlier
* It was necessary for people in the nineteenth century to break stained-glass windows
* Stained-glass windows made in the nineteenth century are more valuable today than windows made in previous centuries

# Tpo-17

Conversation 1

1. Why does the man visit the professor?
2. To get the professor’s approval for his paper topic.
3. To ask for source material for his paper.
4. To ask the professor’s opinion about a particular production of a Shakespeare play.
5. To get help finding articles about a play.
6. What is the subject of the man’s paper?
7. The influence of film on theater.
8. The transient nature of theater.
9. Modern interpretations of a play by Shakespeare.
10. A comparison of different film versions of Shakespeare’s play.
11. What do the speakers say about Peter Brook’s production of A Midsummer Night’s Dream? Click on 2 answers.
12. It influenced subsequent productions.
13. It was performed only a few times.
14. Written accounts of it are difficult to find.
15. Film versions of it probably do not exist.
16. What point does the professor make when she mentions that some students are writing about 19th century productions of Shakespeare’s plays?
17. Other students’ paper topics are even more difficult than the man’s topic.
18. The man should refer to some nineteenth-century productions in his paper.
19. Students should focus their research on film adaptations of the plays.
20. Theater students often face the same problem the man is facing.
21. Why does the professor say this?
22. To point out that the topic of the student’s paper has been covered before.
23. To convince the student to write about the production.
24. To persuade the student to change the topic of his paper.
25. To see if the student agrees with her opinion about the production.

Lecture 1

1. What is the talk mainly about?
2. Techniques for locating archaeological sites.
3. Methods of preserving archaeological sites.
4. Limitations of some techniques for dating artifacts.
5. Difficulties in determining where artifacts were created.
6. According to the professor, when might stratigraphy provide misleading information about a portable object?
7. When the object has decomposed over time.
8. When the object is older than the site at which it was found.
9. When the object is found in the lowest soil layer of a site.
10. When the object was broken during excavation.
11. What are two disadvantages of radiocarbon dating? Click on 2 answers
12. It cannot be used for dating art made of organic material.
13. It causes damage to the material being analyzed.
14. It can be used for dating only portable art.
15. It cannot prove when a piece of art was made.
16. What is the professor’s opinion about the practice of dating a piece of art by analyzing its artistic style?
17. It provides the strongest type of dating evidence.
18. It is more useful for some types of art than others.
19. Use of the practice has improved over the last century.
20. Some analysts make questionable assumption when using it.
21. How does the woman summarize the professor’s main point in the talk?
22. By drawing a parallel with a process common to the legal field.
23. By repeating a comment the professor made at the beginning of class.
24. By referring to a study that supports the professor’s theory.
25. By comparing the professor’s remarks with statements in the textbook.
26. Why does the professor say this?
27. To make the point that written records are not important.
28. To explain why the question is worth discussing.
29. To justify the omission of an important point.
30. To express his opinion about the quality of prehistoric art.

Lecture 2

12. What is the lecture mainly about?

A. A hypothesis that explains how changes in Earth’s motions affect climate.

B. A hypothesis that explains why the shape of earth’s orbit varies over time.

C. Reasons it is difficult to find evidence to support hypotheses about the climate.

D. Analyses of the accuracy of data collected in different ways.

13. Why does the professor compare Earth’s movements to a watch?

A. To clarify a common misunderstanding.

B. To show in what way Earth is similar to a watch.

C. To emphasize the regularity of Earth’s movements.

D. To connect the concepts of orbits and time.

14. Why does the professor mention Northern Hemisphere glaciers?

A. They have a significant effect on the axial tilt of Earth.

B. They play a moderating role on Earth’s climate.

C. Their formation could be affected by changes in Earth’s orbit.

D. Their melting could result in longer warm seasons.

15. What is the significance of the evidence found on the ocean floor?

A. It negated earlier evidence that Milankovitch found.

B. It led the development of new methods to measure global climate changes.

C. It helped Milankovitch first formulate his hypothesis.

D. It confirmed Milankovitch’s hypothesis.

16. What did calcite deposits from Devils Hole reveal?

A. Inaccurate information about long-term climate changes.

B. Evidence that contradicted Milankovitch’s hypothesis.

C. Evidence that climate changes occur only locally.

D. Variations in Earth’s orbit that had little impact on climate.

17. Why does the professor say this?

A. To inform the students about what he will not discuss.

B. To indicate the difficulty of measuring precession.

C. To explain why he plans to spend a long time discussing precession.

D. To clarify that he will provide additional information later.

Section 2

Conversation 2

1. Why does the man go to see the woman?
2. To complain about customers.
3. To request an increase in his pay.
4. To ask for a change in his work schedule.
5. To apply for a job playing music in the dining hall.
6. What activity does the man want to be able to do at dinnertime?
7. Prepare for his morning music classes.
8. Rehearse with a school music group.
9. Play jazz for the faculty in the dining hall.
10. Eat with classmates from his music class.
11. The woman asks the man to consider a different job. What kind of work would the man have to do for the new job?
12. Get ingredients ready for a meal.
13. Clean kitchen equipment for the cooks.
14. Prepare the weekly menu for the dining hall.
15. Coordinate schedules for student workers.
16. What does the man imply about his job as a waiter?
17. It allows him to get to know the professor better.
18. It is his first job at the university.
19. It does not pay as much as other jobs.
20. It interferes with his studies.
21. What does the woman imply when she says this?
22. She thinks the man should keep his job as a waiter.
23. She is grateful that the man is willing to work longer hours.
24. The man will have to make many sacrifices to achieve his goals.
25. The man does not appreciate the opportunity she is offering him.

Lecture 3

1. What is the lecture mainly about?
2. Differences between modern and ancient calendars.
3. The importance of astronomy in Egyptian religion.
4. The timekeeping system of ancient Egypt.
5. How to use agriculture as a method of timekeeping.
6. Why does the professor mention the names of the seasons in ancient Egypt?
7. To explain the importance of religion.
8. To emphasize the significant of the Nile River.
9. To indicate when different types of crops were harvested.
10. To describe early discoveries in astronomy.
11. Why was the helical rising if Sirius important to the Egyptians? Click on 2 answers.
12. It helped determine the beginning of the New Year.
13. It was used to calculate the length of the month.
14. It marked the beginning of harvest time.
15. It indicated when the Nile would flood.
16. Once the Egyptians realized the significance of the heliacal rising of Sirius, what change did they make to their agricultural calendar?
    1. They made each month exactly 30 days.
    2. They shortened the length of the year.
    3. They added a religious festival date to celebrate the heliacal rising of Sirius.
    4. They allowed the number of months in the year to vary.
17. What are two points the professor makes about the administrative calendar? Click on 2 answers.
    1. It included more religious festivals than did the other calendar.
    2. It was used for scheduling tax payments.
    3. It had the same number of days every year.
    4. It used the Moon to determine the beginning of the year.
18. What is the professor explaining when she says this?
    1. The weakness of the Egyptian bureaucracy.
    2. The Egyptians’ motivations for developing a second calendar.
    3. The importance of accurately predicting when the Nile would flood.
    4. The problems that result from using two calendars.

Lecture 4

1. What is the lecture mainly about?
   1. Different kinds of color vision in sea animals.
   2. Differences in appearance between various species of octopus.
   3. Ways that octopuses attract their prey.
   4. Ways that octopuses protect themselves from predators.
2. Why does the professor first mention Proteus?
   1. To explain how the octopus got its scientific name.
   2. To introduce the octopus’ exceptional abilities.
   3. To point out that the octopus played an important role in Greek mythology.
   4. To provide an example of a mythological character that was part animal and part human.
3. How does an octopus change color to match the colors in its environment? Click on 2 answers
   1. By raising its papillae.
   2. By releasing colored ink.
   3. By reflecting light from its environment.
   4. By contracting the muscles around its chromatophores.
4. What does the professor say about the function of the papillae?
   1. They produce dye in different colors.
   2. They propel the octopus through the water.
   3. They change the texture of the octopus’ skin.
   4. They help the octopus contract into a smaller shape.
5. What two examples does the professor mention to describe the octopus’ ability to change its shape? Click on 2 answers
   1. A small round stone
   2. The leaves of a plant
   3. A cloud of ink.
   4. A piece of coral.
6. Why does the professor say this?
   1. To point out an error.
   2. To illustrate a point.
   3. To propose an explanation.
   4. To correct a misunderstanding.

# TPO-18

Conversation 1

1. Why does the student go to the university office?

* To apply for a work-study job.
* To get information about hosting an exchange student.
* To find out if there are any jobs available on campus.
* To find out the hours of the computer lab.

1. Why did the student transfer to Central University?

* To take advantage of an academic program.
* To participate in a student exchange program.
* To attend a smaller university than the one he was at before.
* To benefit from Central University’s international reputation.

1. Why does the student mention hosting foreign-exchange students?

* To explain his interest in a particular field of study.
* To explain why he is looking for a job so late in the semester.
* To explain why he would like to be an exchange student the following year.
* To explain how he learned his computer skills.

1. What can be inferred about students who apply for the open position at the technology-support help desk?

* They must be enrolled in a computer course.
* They will only be able to work on weekends.
* They are willing to work many hours each day they work.
* They are willing to work irregular hours.

1. Why does the woman say this?

* To dissuade the student from starting a job right away.
* To suggest looking for an off-campus job.
* To imply that the student might not like the job that is available.
* To encourage the student to apply to a work-study program.

Lecture 1

1. What is the lecture mainly about?

* The importance of record keeping in the development of hypotheses.
* The relationship between sunspots and Earth’s geomagnetic cycle.
* The progression of scientific knowledge about sunspots.
* The effect of sunspots on Earth’s climate.

1. Why did European astronomers before the time of Galileo not believe sunspots were on the Sun’s surface?

* They based their beliefs on earlier observation by Chinese astronomers.
* The idea was contrary to their beliefs about objects in space.
* The sunspots often changed their shape.
* The sunspots were not always visible.

1. Which hypothesis regarding sunspots did Galileo challenge?

* Sunspots are shadows of planets crossing the Sun.
* Sunspots are clouds in the solar atmosphere.
* Sunspots are evidence of the Sun’s rotation.
* Sunspots are evidence of magnetic fields.

1. What was the importance of Schwabe’s observations?

* They determined the age of sunspots.
* They established that sunspots appear in cycles.
* They proved that sunspots were actually on the Sun.
* They showed the reason that sunspots change their shape.

1. What is the professor’s attitude toward Schwabe’s and Wolf’s research?

* He is surprised that the research is contradictory.
* He is impressed by how many years were spent on the research.
* He has difficulty believing that research should take so long.
* He doubts that the research is given enough credit by modern astronomers.

1. Why does the professor imply about the discovery of a relationship between the sunspot cycle and Earth’s geomagnetic cycle?

* It proved that Galileo’s cloud hypothesis was correct.
* It showed how conditions on Earth can affect the Sun.
* It was the start of modern astronomy.
* It led to a period of intense scientific research.

Lecture 2

1. What is the lecture mainly about?

* Different views of a type of sculpture popular in ancient Roman times.
* Evidence that Romans had outstanding artistic ability.
* The differences between Greek sculpture and Roman sculpture.
* The relationship between art and politics in ancient Roman times.

1. According to traditional art, why did the Romans copy Greek sculpture?

* The Roman public was not interested in original works of art.
* The Roman government did not support other forms of art.
* Roman artists did not have sufficient skill to create original sculpture.
* Romans wanted to imitate the art they admired.

1. What is Gazda’a view of the Roman copies of Greek statues?

* The copies represented the idea that Roman society was similar to Greek society.
* The copies introduced the citizens of the Roman Empire to Greek history.
* The copies were inferior to the original statues.
* The copies had both artistic and political functions.

1. Why does the professor mention Roman coins?

* To show the similarity between the likenesses of the emperor in statues and on coins.
* To illustrate the Roman policy of distributing the emperor’s image throughout the empire.
* To imply that the citizens of the Roman Empire became quite wealthy.
* To suggest that Romans also copied Greek art on their coins.

1. According to the professor, why did the Romans sometimes remove the emperor’s head from a statue?

Click on 2 answers

* The head made the statue too heavy to transport.
* The head was placed on the body of a different statue.
* The emperor was no longer in power.
* The emperor was not satisfied with the quality of the statue.

1. What does the professor imply when he says this:

* Art historians frequently change their views.
* The contemporary view is not easy to understand.
* It is not difficult to determine why the Romans copied Greek sculptures.
* The view of traditional art historians is probably incorrect.

Conversation 2

1. What is the conversation mainly about?

* The topic of the man’s research paper.
* Some current research projects in sociology.
* Effective ways of conducting sociology research.
* The man’s possible participation in a research project.

1. What does the professor imply about the man’s outline?

* It has revealed that he should limit the focus of his paper.
* It does not provide enough information for him to write the paper.
* It will help him write clearly about a complex topic.
* It overstates the connection between sociology and marketing.

1. What is the main goal of the study that the professor’s colleague is conducting?

* To find out if some television shows will be popular with people in a certain age range.
* To collect information about food products that college students like.
* To generate ideas for new television shows.
* To determine sociological factors that are related to people’s television-viewing preferences.

1. What does the professor imply about the owners of Fox’s Diner?

* They would probably do a favor for her.
* They are unlikely to grant the man’s request.
* They would enjoy participating in the research study.
* They often advertise on television.

1. What does the professor mean when she says this:

* The student could probably find a marketing professor who has an interest in sociology.
* The student’s marketing professor might not be aware of the television study.
* No more students are needed to participate in the television study.
* The marketing department needs students for several research studies.

Lecture 3

1. What is the main purpose of the lecture?

* To explore the use of spices in cooking in the Middle Ages.
* To explain the significance of spices for medieval society.
* To describe how the spice trade evolved in medieval Europe.
* To examine changes in the role that spices played in the Middle Ages.

1. Based on the lecture, indicate whether each of the following is true about spices in medieval Europe?

Click in the correct box for each phrase

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| They had to be imported. |  |  |
| They were unaffordable for many people. |  |  |
| They were used to preserve meat during the winter. |  |  |
| They were believed to have medicinal properties. |  |  |
| Their sale in public markets was closely regulated. |  |  |

1. What two factors explain why medieval Europeans did not use spices to cover the taste of spoiled meat?

Click on 2 answers

* Fresh meat was less expensive than spices were.
* Spices were mainly used in incense and perfume.
* The sale of spoiled food was prohibited.
* Salt was cheaper than most spices were.

1. Why does the professor mention the collapse of the Roman Empire?

* To indicate that the spice trade became more direct
* To explain why the price of pepper suddenly increased
* To indicate that spices were not available in Europe for centuries
* To explain why the origins of spices became more mysterious

1. What does the professor say about European explorers during the age of discovery?

* Their discoveries caused the price of certain spices to increase.
* They were responding to the demand for spices.
* They did not expect to find spices during their explorations.
* Their main goal was to discover unknown lands.

1. Why does the professor say this:

* To indicate that pepper was commonly used as payment.
* To indicate where pepper could be found at the time.
* To emphasize the high value of pepper at the time.
* To suggest that pepper was nearly as plentiful as gold.

Lecture 4

1. What is the main purpose of the lecture?

* To explain the biological advantages of a physical change that occurs in North American wood frogs.
* To explain why the North American wood frog’s habitat range has expanded.
* To describe the functioning of the circulatory system of the North American wood frog.
* To introduce students to an unusual phenomenon affecting North American wood frogs.

1. Why does the professor first mention the arrival of spring?

* To encourage students to look for thawing wood frogs.
* To point out the time period when frogs begin mating.
* To explain why the class will soon be doing experiments with wood frogs.
* To emphasize the speed of the thawing process.

1. What happens to a wood frog as it begins to freeze?

* Blood is concentrated in the center of its body.
* Blood stops producing sugar.
* Water moves out of its internal organs.
* Water from just beneath the skin begins to evaporate.

1. What are two points the professor makes about the thawing process of the wood frog?

Click on 2 answers

* The thawing process is not fully understood.
* The thawing process takes longer than the freezing process.
* The frog’s internal organs thaw before its outer skin thaws.
* Thawing occurs when the frog’s heart begins pumping glucose through its body.

1. What impact does freezing have on some thawed wood frogs?

* It increases their reproductive success.
* It decreased their life span.
* It causes them to be more vocal and active.
* It reduces their ability to recognize potential mates.

1. What does the professor imply when she says this:

* She wants the student to clarify his question.
* She wants the student to draw his own conclusions.
* She thinks the student does not understand how car antifreeze works.
* She thinks the student has misunderstood her point.

# TPO-19

1．Why does the man go to see the professor?

* To ask for help in choosing a topic for his term paper
* To ask the professor to explain how to complete an assignment
* To ask about a point raised in a recent lecture
* To offer to help the professor with her research project

1. Why does the professor mention male frogs that lower their voices?

* To give an example of a behavior that can be predicted using game theory
* To reinforce the definition of “selective adaptation”
* To give an example of deceptive behavior in animals
* To compare the behavior of butterflies and frogs

1. Why does the professor talk about computers?

* To help the man understand game theory
* To describe how biologists analyze data about adaptation
* To suggest a way for the man to find information about game theory
* To explain the format required for the man’s term paper

1. What does the man need to do for his term paper?

* Interpret the statistical data in a journal article
* Summarize the information in several published studies
* Discuss a current controversy in biological research
* Design an experiment that uses game theory

1. The man expresses reservations about the suggested topic for his term paper. What is the professor’s attitude toward the man’s reservations?

* She thinks the man has demonstrated the necessary background in statistics
* She thinks the man should choose a topic he is more comfortable with
* She thinks the man should ask another student to help him understand the statistics
* She thinks the man’s worries are unnecessary

1. What does the professor mainly discuss?

* Some characteristics that are common in several languages
* A way to represent languages that are genetically related
* Which languages probably evolved from Proto-Indo-European
* Linguists’ opinions about why languages change over time

1. What point does the professor make when she says that some languages have similar-sounding words?

* Most languages with similar-sounding words seem related but are not
* Eighteenth-century scholars reached an inaccurate conclusion about ancient languages
* There is limited information available about how ancient languages sounded
* There is more than one possible explanation for similarities among languages

1. What does the professor say was an important discovery in linguistics?

* Sanskrit, Greek, and Latin had the same parent language
* Snaskrit, Greek, and Latin borrowed words from each other
* Proto-Indo-European was not a real language
* Most languages have several sister languages

1. Based on the discussion, what information can be shown on a tree model?

* That several languages share a common ancestor
* Whether a language is in the process of dying out
* When a certain language came into existence
* Why sister languages exist in the same geographical area

1. Why does the professor mention variation within a language?

* To reinforce a point she made about Proto-Indo-European
* To explain the original purpose of the tree model
* To point out information that the tree model does not show
* To explain why tree models have become overly complicated

1. What can be inferred about the professor when she says this:

* She is not sure what causes languages to change
* She does not think that languages change quickly
* She thinks a fact she just mentioned about language might be hard to believe
* She thinks languages evolved differently in the past than they do now

1. What is the lecture mainly about?

* Recent advances in technology used by astronomers
* How radio astronomy had led to advances in communication technology
* Important discoveries made by radio astronomers
* Difficulties astronomers have in observing the universe

1. What is the professor’s attitude about light pollution in cities?

* He feels that it should be carefully regulated
* He believes it is unfortunate
* He thinks astronomers have not done enough to address the issue
* He believes that the severity of the problem is often exaggerated

1. According to the professor, why are radio waves particularly useful for astronomical observations?

Click on 2 answers

* Some astronomical bodies emit radio waves but not visible light
* Radio waves provide more information about star composition than visible light waves do
* Radio waves can be detected with simple equipment
* Radio waves can pass through particles in space

1. What does the professor imply is an advantage of optical astronomy over radio astronomy?

* It allows for more precise observations
* It is better for making observations within our own galaxy
* It requires less sophisticated equipment
* It is not affected by the weather

1. According to the professor, why do radio astronomers sometimes have difficulty studying very distant object?

Click on 2 answers

* Signals from closer objects interfere with radio waves from space
* Particles in the atmosphere change the direction of radio waves
* Radio waves from space are not very strong
* Light waves from sources on Earth alter radio waves from distant objects

1. Why does the professor mean when he says this:

* He wants to emphasize the progress that has been made in radio astronomy
* He thinks radio astronomy and optical astronomy both provide valuable information
* He does not want to spend time discussing the technology of radio telescopes
* He would like the students to give examples of discoveries made with radio telescopes

1. What is the conversation mainly about?

* Changes that will be made in food choices offered to students
* Food-safety procedures followed by the cafeteria staff
* Issues related to the cafeteria’s food policy
* Common complaints about the food served in the cafeteria

1. According to the woman, how did some students react to the change in frying oil used in the cafeteria?

* They said the change made the food less tasty
* They said the change made the food less oily
* They asked for information about the new oil
* They stopped buying fried foods

1. What does the woman imply about organically grown food?

Click on 2 answers

* It is always the best choice for the environment
* It is more nutritious than food is not organically grown
* It is difficult to obtain from local farms regularly
* It is served in the cafeteria almost every day

1. According to the woman, what information can be found on the cafeteria’s Website?

Click on 3 answers

* Requirements for food to be certified as organic
* Information on where the cafeteria food comes from
* A list of the food choices offered to students for each meal
* The nutritional content of specific foods

1. What does the man mean when he says this:

* He wants to make an appointment to talk to the woman’s boss
* He is satisfied with the information he has received
* He is upset because he is being sent somewhere else
* He is glad the woman has promised to address his concerns

1. What is the lecture mainly about?

* The effect of the tidal flow on the salt marsh
* Ways that some plants have adapted to living in salt marshes
* The process of osmosis in plants
* Differences between that grow in salt marshes and plants that grow elsewhere

1. What is one result of reverse osmosis in the spartina?

* Salt from seawater strengthens the plant’s cells
* All parts of the plant are able to receive oxygen
* Salt evaporates off the stems and leaves of the plant
* Water is unable to move across the plant cell walls

1. Why does the professor mention reddish mud on the roots of a spartina?

* To illustrate the high density of salt-marsh soil
* To explain how spartina rhizomes move through the soil
* To point out the problems spartinas face in getting fresh water
* To provide evidence that oxygen is present in the spartina’s roots

1. In what way are rhizomes important for spartinas?

* They allow plants to remain cool in direct sunlight
* They reduce the possibility of plants being uprooted during storms
* They help plants in dense soil process oxygen
* They reduce the concentration of salt in the surrounding seawater

1. What can be inferred about the process that prevents spartinas from breaking in violent storms?

* It is the same process that helps them survive being immersed in saltwater
* The process is also responsible for causing their air tubes to form
* The process sometimes damages their rhizomes
* Many other plants have developed a similar process

1. Why does the professor say this:

* To point out an incorrect conclusion
* To clarify the meaning of a term
* To admit that there is little evidence of the phenomenon she just described
* To emphasize the difference between a fact and an opinion

1. What is the purpose of the discussion?

* To compare the portrayal of different subjects in Cecilia Beaux’s portraits
* To examine the influence of women artists in the nineteenth century
* To explain how The Dreamer differs from Impressionist art
* To demonstrate how Cecilia Beaix’s point of view is reflected in her art

1. What evidence does the professor cite to illustrate Cecilia Beaux’s reputation as an artist?

Click on 2 answers

* The instructors that she studied art with
* Her role in professional art organizations
* Her connection with an important politician’s family
* The features of her work that the Impressionists imitated

31. What do the speakers say about Cecilia Beaux’s use of contrasting colors in The Dreamer?

* The technique was unusual in portraits of the period
* The technique was used by an artist that she respected
* Several modern artists copied the technique
* The function of the technique is to unify several parts of the painting

32. What point do the speakers make about the background of The Dreamer?

* It is a good example of Beaux’s unusual style of brushstroke
* Resembles the backgrounds of other Beaux portraits
* Its lack of clarity emphasizes the theme of the painting
* It is meant to suggest that the woman is in a dark room

33. Based on the discussion, what is the professor’s attitude toward portraiture?

* The artist’s technical skill is the most important aspect of a portrait
* An artist is seldom able to create an exact likeness of a subject
* A good portrait portrays the subject in an informal setting
* A good portrait portrays more than a physical image

34. Why does the professor mention the French Impressionists?

* To identify other artists who often painted women and children
* To point out one of the influences on Cecilia Beaux’s work
* To question the importance of Impressionism in portraiture
* To contrast their view of art with Cecilia Beaux’s vision

# TPO-20

1. Why does the man go to talk to the woman?

* To find out if he can get extended borrowing privileges
* To find out if he needs to immediately return a book he borrowed
* To find out why he has to pay a library fine
* To find out why his borrowing privileges have been suspended

2. What will the man probably do today?

Click on 2 answers

* Get photocopies of a book chapter
* Find out who requested his book
* Borrow additional books
* Renew the book modern Social Problems

1. What is the woman trying to explain when she mentions students who have lost their borrowing privileges?

* Why the man should not photocopy part of the book
* The reasons for one of the library’s policies
* What will happen if the man does not return the book
* The reason the man has to fill out a form

1. How does the man probably feel at the end of the conversation?

* Annoyed that he has to pay a fine on the book
* Upset that he is losing his library privileges
* Glad that he can keep the book for two more weeks
* Less worried about having to return the book

1. Why does the woman say this:

* To make sure she understands what the man’s problem is
* To encourage the man to return the book to the library soon
* To check whether the man has already returned the book
* To see if the man is familiar with the library’s policy

1. What is the main topic of the lecture?

* The reasons people are not always truthful in conversations
* The need for greater regulation of language used in advertising
* The need for maximum precisions and detail in everyday conversation
* The role of certain rules in determining what a speaker means

1. According to the professor, what helps speakers keep conversations from proceeding too slowly?

* The ability to make inferences according to the Gricean maxims
* The ability to effectively distinguish truth from falsehood
* The willingness to acknowledge that a Gricean maxim has been violated
* The willingness to ignore the Gricean maxims on occasion

1. For each of the following, indicate whether or not it reflects one of the Gricean maxims that the professor mentions.

Click in the correct box for each phrase. This item is worth 2 points.

|  |  |  |
| --- | --- | --- |
|  | Is a maxim | Is Not a maxim |
| Try to make the topic interesting. |  |  |
| Avoid making claims that are false. |  |  |
| Make comments as informative as necessary. |  |  |
| Make as few assumptions as possible. |  |  |
| Make comments relate to previous statements. |  |  |

1. Why does the professor describe a letter of recommendation?

* To point our differences between written statements and spoken statements.
* To illustrate how people may be deceived in a business environment
* To show how violating a maxim may contribute to a statement’s meaning
* To prove that lying is sometimes considered acceptable

1. What does the professor imply about advertisers?

* They are less likely than politicians to violate a Gricean maxim
* They realize that consumers know whether an advertisement violates a maxim
* They often make use of the Gricean maxim to express humor
* They realize that consumers make false inferences from advertisements

1. What type of maxim does the professor illustrate with this example:

* Manner
* Quality
* Quantity
* Relevance

1. What is the lecture mainly about?

* The effect of ice ages on the development of agriculture
* A theory about a change in Earth’s climate cycle
* Strategies to prevent Earth from entering another ice age
* Some effects of industrialization on Earth’s atmosphere

1. What does the professor imply about Earth’s climate over the last several million years?

Click on 2 answers

* Ice ages have alternated with warmer periods
* Recent ice ages have not been as cold as earlier ice ages
* Interglacial periods have become cooler and cooler over time
* Previous interglacial periods were shorter than the current interglacial period

1. According to the professor, what factor is extending the duration of the current interglacial period?

* A shift in the locations of wetlands and forests
* The relatively mild temperatures of the most recent ice age
* The increased absorption of certain atmospheric gases by farm crops
* An increase in the quantity of certain gases in Earth’s atmosphere

1. According to the professor, what activities associated with the beginnings of agriculture may have slowed or prevented the onset of a predicted ice age?

Click on 2 answers

* The clearing of trees
* The burning of fossil fuels
* The domestication of certain animals
* The cultivation of certain grains

1. What is the professor’s attitude toward industrialization?

* He thinks that its effect on Earth’s climate will decrease over time
* He is worried that it may speed the arrival of the next ice age
* He thinks that it may reduce the effect of agriculture on Earth’s climate
* He is unsure about its long-term effects on Earth’s climate

1. What does the professor imply when he says this:

* The theorists sometimes make careless predictions
* Theorists were unaware of some of the effects of human activities
* Technology of the 1970s was not sophisticated enough to detect the earliest stages of a ice
* Scientists in the 1970s overestimated the speed at which ice ages progress

1. Why does the professor want to talk to the student?

* To discuss her application to graduate school
* To discuss a possible internship at the school’s library
* To encourage her to increase the scope of her research project
* To suggest some changes to improve her research project

19. According to the professor, what information should be included in the student’s application?

* The amount of money she will need for her research
* The amount of time she will need to complete her project
* A summary of research already conducted on the topic
* Reasons why she chose that particular topic

20. What does the professor mention a university in Boston?

* He used to be a professor at that university
* He thinks the student may find useful material there
* He has plans to visit the university soon
* He thinks the student should attend a conference there

1. What does the professor say he will do for the student?

* Help her determine details for a research budget
* Assist her with her graduate school inquiry
* Talk to her about ways of expanding her project
* Write a letter recommendation for her

1. Why does the professor say this:

* He thinks the fund is rather limited
* He agrees that the fund’s name is rather long
* He thinks the student needs help with her project
* He is surprised that the student is not familiar with the fund

23. What is the lecture mainly about?

* The role played by folktales in contemporary Norwegian society
* A description of the major types of Norwegian folktales
* A comparison of Norwegian folktales and Norwegian folk legends
* An illustration of the differences between oral literature and written literature

24. What does the professor find appealing about folk legends?

* They are very imaginative.
* They are somewhat realistic.
* They stress what is important in a culture.
* They show similarities between otherwise diverse societies.

25. How is the story of the bear and the fox characteristic of Norwegian animal stories?

* It explains the origin of a physical characteristic of an animal.
* It uses animal behavior to explain human characteristics.
* It shows how animals were domesticated by people.
* It contains episodes of animals changing into people.

26. Why does the professor mention a folktale called east of the Sun and West of the Moon? Click on 2 answers.

* To point out conventions found in most folktales
* To point out differences between animal stories and comical stories
* To give an example of a transformation story
* To give an example of a story published in the first collection of Norwegian folktales

27. What does the professor say about the characters in Norwegian Folktales?

* They usually behave in playful and amusing ways.
* They usually behave the way that real Norwegian people behave.
* Most are giants, trolls, or dragons.
* Most are based on actual historical figures.

28. What does the professor imply happened as a result of the Romantic movement’s spreading to Norway?

* Children’s literature became less popular.
* Attempts were made to modernize the plots of traditional folktales.
* Folktales began to be regarded as an important aspect of Norwegian culture.
* Folktales in Norway became more similar to folktales from other parts of Europe.

29. What is the lecture mainly about?

* Typical features of the snowshoe hare that do not result from adaptation
* Various strategies used by snowshoe hares to find food during the winter
* Characteristics that snowshoe hares have developed in response to their environment
* Interactions between snowshoe hares and human populations in the state of Maine

30. According to the professor, what causes the snowshoe hare’s fur to begin turning white?

* A decrease in the hours that the Sun is up each day
* A sudden drop in temperature
* The increasing amount of snow on the ground
* The changing nature of the food supply

31. Why might an early snowfall be a particularly dangerous time for the snowshoe hare?

* Its feet would not yet have grown to resemble snowshoes.
* Its babies would not yet be able to keep themselves warm.
* Its chances of being seen by a predator are much higher.
* It might not be able to locate where it stored its food supply.

32. The professor implies that the snowshoe hare has an advantage over other animals because of its unusual feet. What is that advantage?

* It can reach food in higher locations better than its competitors.
* It can stay warm in cold weather longer than its competitors.
* It can outrun its predators in deep snow.
* It can dig under the snow to hide from its predators.

33. The professor explains that the snowshoe hare’s food supply is available year-round. What does the availability of food allow the snowshoe hare to do?

* Store body fat for the cold months
* Remain lightweight through the winter
* Give birth during the winter
* Grow fur quickly during the first year after birth

34. Why does the student say this Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: 耳机图标

* He wants to support the professor’s point with an example.
* He is grateful the professor has answered his question.
* The professor’s explanation contradicts his own experience.
* The professor may not believe he is telling the truth.

# TPO-21

1. Why does the man need the professor’s help?

* He does not know the location of his general orientation session
* He lost the invitation to the engineering department’s orientation session
* He cannot locate the building for the engineering department’s orientation session
* He needs help deciding which area of engineering he should specialize in

2. What is the cause of the man’s problem?

* He did not allow enough time to find the location of his orientation sessions
* He did not receive the orientation materials on time
* He is not using the most up-to-date map
* He made a mistake reading his map

1. Why was the building given a new name?

* To acknowledge a large donation from a prominent engineering graduate
* To honor an important professor who retired recently
* To represent the engineering department that moved into it
* To honor a former student who became an astronaut

1. What is the man’s attitude toward his new university?

* He is impressed by the architecture of the buildings
* He does not value its long tradition in aerospace engineering
* He thinks it needs a more efficient orientation program
* He believes it will help him become successful in his chosen field

1. What does the professor imply about aerospace engineering students?

* They have more possibilities for jobs if they take additional math courses
* Many of them eventually teach math courses at other universities
* Many of them have unrealistic expectations about becoming astronauts
* They are not required to take a math course for a degree in the department

1. What is the purpose of the lecture?

* To explain how the heliocentric theory of the universe developed
* To give an example of the persistence of traditional theories
* To show that scientific knowledge is rarely influenced by philosophy
* To compare methods in observational and theoretical astronomy

1. Why did the ancient Greeks hold the geocentric view of the universe?

Click on 2 answers

* The sun appeared to them to revolve around Earth
* They had not developed methods of gathering accurate data on the movement of planets
* Their religious and philosophical beliefs supported this view
* Some of the planets in the solar system had not been discovered yet

1. Why does the professor point out that Greek astronomers tried to explain new astronomical discoveries within the geocentric concept?

* To explain why early astronomers found new discoveries exciting
* To explain why some claims made by ancient Greek astronomers conflicted with claims made by earlier astronomers
* To illustrate that the geocentric concept was open to many interpretations
* To illustrate that the geocentric concept was not considered questionable

1. Why does the professor discuss the epicycle theory?

* To explain why early astronomers started measuring the velocity of the planets
* To explain why the astronomer Aristarchus rejected the geocentric model
* To show how early astronomers explained the apparent backward motion of some planets
* To show that early astronomers believed that all planet moved in their own orbits around the Sun

1. In the professor’s view, what might have caused Aristarchus to propose the heliocentric theory?

* The discovery that Earth was much smaller than the Sun
* The lack of proof supporting the theory of epicycles
* The influenced of well-known philosophers
* The apparent stability of Earth

1. What were two arguments ancient Greeks used to reject the heliocentric model?

Click on 2 answers

* More stars would be visible in a heliocentric universe
* A moving Earth would create a strong wind
* Aristarchus’s calculations were inaccurate
* Objects fall toward the center of the universe

1. What is the main purpose of the lecture?

* To describe some recent improvements in computer technology
* To explain why so many software products have flaws when they are put on the market
* To show that creating good software depends on people with distinct roles working well together
* To discuss how the software development process has evolved since the time of early computers

1. According to the professor, where does the term "bug" used for computer problems come from?

* It originated because of similar between computer virus and real virus.
* It is based on an incident in which an insect interfered with the function of any early computer.
* It was first used by early computer scientists who noticed small problems in programming code.
* It was first used by developers who did not like testers identifying problems in their work.

1. What points does the professor make about software developers?

Click on 2 answers

* The work they do is mainly creative
* They enjoy the challenge of identifying problems to fix
* Their work is easier than the work of software testers
* They are not always able to detect software problems

1. What factor made work on Project Unity efficient?

* No unplanned changes were made during defect meetings
* The teams focused on fixing only major problems
* The software developers were not defensive about problems detected by the testers
* Some of the software testers had previous experience as software developers

1. How did the software product developed during Project Split differ from the product developed during Project Unity?

* The Project Split product was released to the market in a shorter amount of time
* The Project Split product could be used in more types of computer systems
* The Project Split product cost less money to develop
* The Project Split product was of inferior quality

1. When the professor discusses some work meetings attended by two teams, why does he say this:

* To emphasize the fact that to the teams were in conflict with on another
* To make the point that testers are just as important as developers
* To indicate that the teams had different ideas about how to market the new software
* To emphasize the importance of meetings in the development process

1. Why does the woman go to see the professor?

* To ask which elective courses he will be teaching next semester
* To get more advice on which elective courses to take next semester
* To find out the difference between public relations and marketing
* To get help deciding whether to pursue a graduate degree in marketing

1. According to the professor, what aspect of public relations tends to surprise students?

* The fact that public relations does not involve advertising
* The high level of competition for jobs in the public-relations field
* The number of groups that public-relations professionals reach out to
* The amount of education needed to work in the public-relations field

1. According to the speakers, how does the university try to create a relationship with the surrounding community?

* By obtaining input from community members when developing new course
* By letting community members attend some lectures and classes without charge
* By offering free career advice to community members
* By offering tuition discounts to community members

1. What does the professor imply when he mentions that graduate school is expensive?

* The woman may need to work part time while attending graduate school
* The woman should shop around for an affordable graduate school
* The woman could probably find employment in the marketing field without a graduate degree
* The woman should make sure that her graudate course of study interest her

1. Why does the professor say this:

* To convey understanding that the woman finds those subjects boring
* To acknowledge that those subjects are too difficult for many high school students
* To acknowledge that he has heard the same complaint from other students about those subjects
* To assure her that those subjects are taught more effectively at the college level

1. What is the lecture mainly about?

* Methods of analyzing toxic proteins in snake venom
* Insights about snake evolution provided by venom analysis
* How snake venom differs from lizard venom
* Why colubrids are considered nonvenomous snakes

1. Why does the professor review information about the classification of snakes that students probably learned in previous courses?

* To determine whether the students have enrolled in the appropriate course
* To stress the usefulness of the classification system for students
* To present assumptions that have recently been challenged
* To give an example of a method that she will explain in greater detail

1. According to the professor, what is the major weakness of the classification system that is based on animals’ physical characteristics?

* It can show the relationships only among a small number of animal species
* It requires technology that is not widely available
* It cannot account for characteristics that first appeared in the recent geologic past
* It cannot determine whether similar characteristics developed in similar ways

1. According to the professor, in what way do colubrid snakes differ from other venomous snakes?

* Colubrids did not evolve from lizards
* Colubrids do not use venom to catch their prey
* The front teeth of colubrids are much larger than those of other venomous snakes
* Colubrids produce a much stronger type of venom than other venomous snakes do

1. Why does the professor mention the brown tree snake?

* To support a hypothesis about the evolution of constrictor snakes
* To support a hypothesis that venomous snakes evolved from constrictor snakes
* To give an example of a snake species that was never venomous
* To give an example of a type of snake that can change its color

1. What is the professor’s attitude toward the results from medical research on snake venom proteins?

* She is enthusiastic about the drug that have been tested to date
* She is concerned about the side effects of drugs created from snake venom proteins
* She doubts that the DNA database will be useful in developing new drugs
* She thinks it is too early to tell how successful the research will be

1. What aspect of Alice Neel’s work does the class mainly discuss?

* The ways that her artistic style developed over time
* The influence of photography on her portraits
* The style she used to portray her subjects
* Criticism of her approach to Realism an Expressionism

1. What point does the professor make about photography and portraiture in the twentieth century?

* Painters began to produce more lifelike portraits in imitation of photography
* Photography largely replaced the tradition of portrait painting
* Photographers followed the style of portrait painters in creating their work
* Both photography an portrait painting were considered inferior art

1. According to the professor, what two aspects of Neel’s work are characteristics of Expressionism?

Click on 2 answers

* The depiction of unusual object
* The way the subject’s faces are portrayed
* The shape of the subjects’ bodies
* The use of color in the paintings

32. According to the professor, why did Neel paint portraits?

* She felts that it was the best way to represent a time period
* She enjoyed the technical challenge of painting portraits
* She found that it was too difficult to earn a living painting abstract art
* She followed the lead of Expressionist painters who also painted portraits

1. Why does the professor discuss the variety of people in Neel’s portraits?

* To explain why it took Neel a long time to find her characteristics style
* To explain why Neel experimented with genres other than portraiture
* To identify elements of Realism and Expressionism in Neel’s paintings
* To emphasize a distinctive feature of Neel’s body of work

34. Why does the professor say this:

* To influence the students’ opinions about Alice Neel’s work
* To suggest that Alice Neel created her best paintings late in her career
* To reinforce the fact that Neel’s work was not appreciated
* To show that Alice Neel’s situation was similar to his own

# TPO-22

1. Why does the student go to the man’s office?

* To get some advice on an article that she is writing
* To find out about getting a job on the student newspaper
* To protest the university’s decision about a statue
* To complain about an article in the student newspaper

1. What points does the man make about the article they are discussing?

Click on 2 answers

* It was the personal viewpoint of the writer
* It was based on research by one of the editors
* It was meant to be humorous
* Not many people have read it

1. What is the student’s opinion of the editorial’s representation of Sally Smith?

* She agrees it was accurate
* She believes it was not respectful
* She believes that the editor was referring to someone else
* She agrees that the editorial’s focus on Sally’s background is relevant

1. What does the man imply about the university’s student government organization?

* Its reputation has been damaged by recent events
* Its leaders need to be more careful about what they say in public about the university
* It will probably benefit from what the newspaper printed about it
* Its communications with the public have recently become more effective

1. What does the woman imply when she says this:

* She does not think that she is capable of writing the response herself
* She has already prepared a response to give to the editor
* She is worried that Sally is too upset to participate
* She is not convinced that the editor will agree to the request

1. What does the professor mainly discuss?

* Sudden population increases in early states
* Possible reasons for the formation of early states
* Consequences of agricultural land shortages in ancient Egypt
* Common political problems of chiefdoms

1. According to the professor, what are two typical characteristics of a band?

Click on 2 answers

* It is the smallest type of group
* It is the most socioplitically complex type of group
* It practices intensified agriculture
* It is able to meet its own basic needs

1. What does the professor say is a characteristic feature of states?

* States often damage the environment of the area they occupy
* States engage in trade to obtain necessary goods for their population.
* States often undergo sudden changes in population.
* States manage food production for the entire population.

1. What reason for prehistoric social problems does the professor mention?

* Competition for resources
* Poor decisions by the ruling classes
* The existence of several conflicting legal codes
* Cultural differences between neighboring states

1. Why does the professor mention upper, middle, and lower classes?

* To explain why formal legal codes were developed
* To explain what factors caused the destruction of several early states
* To stress the importance of agricultural workers
* To further describe the organization of states

11, What is the professor’s opinion about the environmental approach?

* It will remain popular for a long time
* It does not help explain how early states formed
* Some evidence supports it, but other evidence contradicts it
* It should be applied when analyzing hierarchies

12, What is the main purpose of the lecture?

* To compare solutions to the greenhouse-gas problem
* To examine methods used to study star formation in other solar systems
* To discuss evidence for liquid water on young Earth and Mars
* To discuss attempts to solve a puzzle related to the Sun

13. Why is geological evidence of liquid water on Earth and Mars three to four billion years ago problematic?

* It suggests that the solar system is younger than it could possibly be
* It suggests that the young Sun was less bright than it is today
* It challenges the prevailing model of star formation
* It contradicts theories about the beginning of the universe

1. Why did the greenhouse-gas solution fail to explain the early presence of liquid water on Earth and Mars?

Click on 2 answers

* The types of gases that were present in their atmospheres could not have caused temperatures to rise
* There was insufficient carbon dioxide in their atmospheres to produce a greenhouse effect
* Solar radiation would have destroyed the ammonia in their atmospheres
* Clouds of ammonia would have lowered temperatures by blocking out sunlight

1. Why does the professor mention the solar wind?

* To explain a way the Sun is losing mass
* To point out that it was less intense billions of years ago
* To suggest a reason for early climate differences between Earth and Mars
* To explain the importance of solving the faint-young-Sun paradox

16. What factor did astronomers consider when calculating the required solar mass for liquid water to exist on Earth and Mars?

* The young Sun lost mass at a slower rate than it currently does
* The young Sun was closer to the planets than it currently is
* The young Sun had less solar wind activity than it currently does
* The young Sun comprised greater amounts of helium than it currently does

17. What is the professor’s attitude about the bright-young-Sun solution?

* He is surprised that it is not more widely accepted
* He feels that it raises too many unanswerable questions
* He is confident that future research will determine whether it is true
* He expects that other possible solutions to the paradox will be proposed

18. Why does the man go to see the professor?

* To discuss his impressions of a recent piano concert
* To ask how to revise a paper he is writing
* To get approval to write a paper he is writing
* To find out why he received a poor grade on a paper he wrote

1. What did the man not understand about his professors written comments?

* What she considers a weakness in his writing style
* What she means by the term “broader context”
* Which period of music history she wants him to write about
* Why she prefers that he write about an unfamiliar subject

1. What does the man say about his grandmother’s music career?

* She studied both classical music and jazz in school
* She planned a career as a jazz musician
* She performed jazz music for most of her career
* She now performs both classical music and jazz

1. Why does the professor ask the man to come early to the next class?

* So that he can hand in a revised draft of his paper
* So that he can tell her the date and time of his choir concert
* So that they can continue their discussion of the man’s paper
* So that he can interview the professor about women’s contributions to music

1. Why does the professor mean when she says this:

* She will give the man extra credit if he rewrites his paper
* She is willing to extend the deadline for the mans paper
* The man will probably not be able to finish his paper within a week
* The man should have started his paper sooner

1. What is the lecture mainly about?

* A proposal to identify all the animals that became extinct during the Pleistocene epoch
* A strategy for reintroducing native plants to an ecosystem
* A process for identifying alternative habitats for large animals
* A proposal to re-create features of ecosystems of the Pleistocene epoch

1. According to the professor, what are the two main goals of Pleistocene rewilding?

Click on 2 answers

* To restore some evolutionary processes that ended during the Pleistocene epoch
* To help prevent the extinction of certain species of megafauna
* To increase populations of native animal species in the western United States
* To create a living laboratory where animal interactions can be observed

25. According to the professor, how did the American cheetah influence the pronghorn antelope during the Pleistocene epoch?

* The cheetah prevented the antelope’s population from growing too large
* The cheetah was a factor in the development of the antelope’s speed
* The cheetah dispersed the seeds of plants that the antelope needed to survive
* The cheetah caused the antelope to migrate out of the western United States

1. What point does the professor make when she discusses the maclura tree?

* The feeding habits of large animals could help revive some diminishing plant species
* The climate has changed in North America since the Pleistocene epoch
* Mass extinctions of animals are generally preceded by mass extinctions of plants
* The maclura tree has changed very little since the Ice Age

26. Why does the professor say that plants and small animals have continued to evolve since the Pleistocene?

* To indicate why the western United States is well suited for Pleistocene rewilding
* To suggest a way to balance an ecosystem using Pleistocene rewilding
* To identify a potential problem with the Pleistocene rewilding concept
* To explain how the idea for Pleistocene rewilding came about

27, Why does the professor mean when she says this:

* Pleistocene rewilding has been tried before without success
* Pleistocene rewilding should be tried with just a few species
* Pleistocene rewilding has already been thoroughly researched
* Pleistocene rewilding is another form of human interference

28. What does the professor mainly discuss?

* The changing opportunities for musicians in the early twentieth century
* The history of film music from the early twentieth century to the present
* The types of music that accompanied silent films in the early twentieth century
* The influence of new sound technology on the film industry

29. Why does the professor point out that 20,000 jobs for musicians disappeared at the end of the silent-film era?

* To explain that many movie theaters closed at the end of the silent-film era
* To explain that live music had lost popularity
* To illustrate the huge demand for musicians during the silent-film era
* To emphasize the number of jobs created by the production of sound movies

30. What is the professor’s attitude about the view that music was used in movie theaters to cover up the noise of the film projector?

* He is surprised that anyone would have that view
* He doubts that film projectors were very noisy
* He is convinced that it was true for most of the silent-film era
* He doubts that it can fully explain why music was played

1. What does the professor find unusual about the music accompanying early silent films?

* It was very difficult to perform
* It did not relate to the action on the screen
* It was usually improvised by piano players
* It was selected by the filmmakers

1. What does the professor imply about the use of organs to accompany silent films?

* The audience preferred organ music over other types of music
* Organs were too expensive for many theater owners
* It delayed the introduction of recorded music in theaters
* It led to a loss of employment for many musicians

34. According to the professor, why was it difficult for musicians to get a job at one of the film studios?

Click on 2 answers

* Musicians who had played in movie theaters were not usually hired by the film studios
* There were more musicians looking fir jobs than there were jobs available at the film studios
* Musicians had to be very talented to meet the demands of the film studios
* The film studios preferred musicians who had some acting experience

# TPO-23

1. What is the cause of the student’s problem?

* She missed the deadline for submitting her announcement to the university web site
* She did not include enough information in her announcement
* The editors of the university web site did not post her announcement
* The university web site will not be available to students for several days

1. What did the student’s group have to promise the author in order to get him to visit the university?

* That he would have a large audience for his reading
* That his books would be advertised on the university web site
* That the French Department would pay his travel expenses
* That he would also be able to speak at another nearby university

1. What does the man imply about the editors of the university’s web site?

* They are sometimes careless in their handling of students
* They sometimes revise students announcements before posting them
* They routinely try to predict student interest in upcoming events
* They usually attend the events advertised on the web site

1. What does the man suggest the student do?

* Postpone the event until next week
* Advertise the event on a more specialized web site
* Explain her situation to the editors of the university web site
* Create a poster to advertise the event

1. Why does the student say this:

* To suggest that the man contact the French Department
* To express her frustration with the French Department’s requirements for funding
* To assure the man that the event has the support of the French Department
* To explain why she is asking the man for additional funding

1. What is the lecture mainly about?

* The methods archaeologists used to reconstruct the Antikythera Mechanism
* The influence the Antikythera Mechanism has had on the study of physics
* A research project in the combined fields of archeology, physics, and mathematics
* An archaeological discovery that challenged an accepted historical view

1. According to the professor, how did the Antikythera Mechanism work?

* Dials on the device could be turned to calculate a ship’s location at sea
* The device was used to operate a larger computing system
* A system of gears rotated the images located on the case
* Light from the Sun illuminated particular indicators on the case throughout the day

1. What is the professor’s attitude about the proposition that the Antikythera Mechanism is over two thousand years old?

* She is confident that the dating is accurate
* She is sure the dating will be revised in the future
* She is surprised that the dating remains inconclusive
* She believes that additional testing will be needed to confirm the dating

1. According to the professor, why is it unusual to discover a bronze artifact from ancient Greece?

* Bronze objects were often recycled
* Bronze corrodes underwater very quickly
* Ancient Greeks had limited access to bronze
* Artists of ancient Greece preferred to work with other materials

1. How were archaeologists able to determine how the Antikythera Mechanism operated?

* By comparing it to similar devices used 1,000 years later
* By using gamma rays to see inside of the mechanism
* By referring to ancient Greek writings about the mechanism
* By consulting with colleagues in the field of physics

1. What does the professor imply about the ancient Greeks when she says this:

* They were the first to observe the irregularity in the Moon’s orbit
* They might not have been the inventors of the Antikythera Mechanism
* They were more scientifically advanced than is commonly thought
* They appeared to have made some errors in their calculations

1. What is the lecture mainly about?

* Ways of identifying different types of clouds
* Recent research findings about the causes of global warming
* The impact of clouds on global temperatures
* The impact of human activity on cloud formation

1. According to the professor, what is Earth’s radiation budget?

* The average temperature difference between land masses and bodies of water
* The balance between incoming solar energy and reflected in clouds
* The percentage of incoming solar energy that gets trapped in clouds
* The portion of marine species that has been affected by global warming

1. Why does the professor discuss albedo?

* To point out that different surfaces have different reflective properties
* To suggest that the reflective surfaces on Earth should be increased
* To demonstrate how a cloud’s thickness is measured
* To explain why clear air reflects a large amount of solar energy back to space

1. What can be inferred from the lecture about the effects of different types of clouds on Earth’s climate?

* Low, thick clouds increase ocean temperatures much more than high, thin clouds do.
* The cooling effect of low, thick clouds is stronger overall than the heating effect of high, thin clouds
* The effect of low, thick clouds is understood better than the effect of high, thin clouds
* The effect of low, thick clouds is much more variable than the effect of high, thin clouds

1. What does the professor say about microscopic plants in the ocean near Antarctica?

* They have been raising the ocean’s albedo
* Their population is increasing due to global warming
* They grow more rapidly when cloud cover is thin
* They produce a chemical that leads to cloud formation

1. Why does the professor say this:

* To reintroduce a topic from a previous lecture
* To correct a common misunderstanding
* To encourage students to express their own opinions
* To revise his previous response to a student’s question

1. Why does the man go to see the professor?

* To discuss a grade he received on a paper
* To get advice about which course he should take next term
* To ask a question about a reading assignment
* To request permission to take an advanced course

1. Why did the professor assign Araby instead of another short story from Dubliners?

* It is not related to the other stories in the collection
* It is the shortest story in the collection
* It is told from the narrators point of view
* It is organized in a predictable way

1. What is the professor’s attitude when she discusses the master writer seminar?

* She is surprised that more students do not enroll in it
* She is excited because she learns a great deal from her students
* She is pleased because it gives students a strong foundation in literary theory and criticism
* She is disappointed that she does not get to teach it as often as she would like

1. What does the man imply when he mentions the papers he has written?

* He feels ready to study literature that is more challenging
* He understands what he must do to improve his grades
* He already appreciates the uniqueness of James Joyce’s novels
* He is trying to match his literary style to James Joyce’s

1. What does the professor say about the course on nineteenth-century novels?

* It is one of the courses that she will be teaching next term
* It is offered at a time of day that will work with the man’s schedule
* It is a natural progression from the course the man is taking now
* It will compare nineteenth-century novels with a James Joyce novel

1. What is the lecture mainly about?

* Parts of the dolphin’s anatomy that allow it to navigate
* Two different types of communication used by dolphins
* The way that dolphins store air while swimming underwater
* The meaning of different signals used by dolphins

1. Why does the professor discuss the speed at which sound travels?

* To describe why sounds made under water can travel long distances
* To show why a person cannot hear a dolphin well when it is under water
* To compare how sound waves behave when crossing from one medium into another
* To explain how sound waves behave when crossing from one medium into another

1. What is the dolphin’s melon?

* An oval-shaped bone that lets the dolphin hear sounds
* An organ made of fat tissue that helps a dolphin send sound waves
* An air-filled cavity that lets the dolphin breathe underwater
* An organ filled with water that helps the dolphin measure depth

1. What is the dolphin’s jaw able to do?

* Send rapid clicking sounds into water
* Increase the speed of sounds
* Receive sound waves that have reflected off objects
* Force water through the nasal sacs and out the blowhole

1. How does the professor organize the information in the lecture?

* By describing a phenomenon and the physical structures that make it possible
* By describing several of the dolphin’s senses and their relative usefulness
* By contrasting how the dolphin makes two different types of sounds
* By describing an old theory and then a new theory

1. Why does the professor say this:

* To find out whether students are familiar with the lecture topic
* To mention a related topic that will not be discussed in detail
* To mention a common misconception about dolphin vocalizations
* To point out a primary function of dolphin blowholes

1. What is the main purpose of the lecture?

* To discuss some films the class will be viewing
* To help prepare students for a class assignment
* To compare two types of filmmaking techniques
* To talk about the history of screen dance

1. Why does the professor say that facial expressions are relatively unimportant in live performances?

* To point out that dancing and acting have many differences
* To emphasize that screen dancers should not be concerned about their facial expression
* To give an example of a weakness of modern choreography
* To suggest a reason why dancers might want to participate in a screen dance

1. How does the professor try to make students feel more confident about their assignment?

Click on 2 answers

* He tells them they will be able to practice editing films
* He tells them that technical assistance is available if they need it
* He tells them they will not be graded on the technical aspects of their film
* He tells them that edition techniques are easy to learn

1. Why does the professor talk about a dancer entering and exiting a frame?

* To explain one way of creating a sense of flow in a screen dance
* To point out that some screen dances are filmed on a stage
* To help explain why screen dance is becoming more popular
* To remind students to follow safety guidelines when filming a screen dance

1. According to the professor, what does screen dance offer to viewers that live dance does not?

* A chance to see different types of dances being performed at the same time
* An opportunity to share the enthusiasm dancers have for their art
* A way to see how dance has changed over time
* A more convenient way to watch dance

1. What is the professor’s opinion about the future impact of screen dance?

* It will inspire some stage choreographers to change their methods
* It will eventually replace live dance
* It will probably build new audiences for live dance
* It will probably discourage some people from entering the dance profession

# TPO-24

1. Why can the man NOT find the book he needs?

1. The bookstore is sold out of the book.
2. The bookstore he is in does not carry the book.
3. His professor did not order enough copies of the book.
4. The book is not being used for any course offered at the university.

2. What are two possible reasons that the speakers consider for why the man cannot find the book? Click 2 Answers

1. It is for a graduate-level course.
2. Information about the book was entered incorrectly into the computer system
3. The man has given the woman an incorrect title for the book.
4. The professor forgot to submit the book order.

3. What does the woman offer to do for the student?

1. Save a copy of the book for him as soon as it comes in
2. Order more copies of the book
3. Call the computer store across the street
4. Find a store that sells the book if he cannot find it

4. How does the man react to the information the woman gives him about where computer science books are sold?

1. He is embarrassed that he did not think of it himself.
2. He suggests that the information be posted in the store
3. He apologizes for bothering the woman.
4. He is annoyed that the woman did not tell him sooner

5. Why does the woman say this 说明: 说明: 说明: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: 耳机图标

1. To determine how urgent the student s need is
2. To figure out why the book is not listed on the computer
3. To find out what level computer science course the man is taking
4. To explain why the book might be sold out

6. What does the professor mainly discuss?

1. Factors that affect successful crocodile communication
2. Some reasons for crocodile vocalizations
3. Ways that newborn crocodiles learn to communicate
4. Reasons why crocodile vocalization is difficult to study

7. According to the professor, what are two functions of the sounds made by male alligators? Click 2 answers

1. To frighten predators
2. To attract mates
3. To locate hatchlings
4. To threaten other males

8. Based on the discussion, what is one reason hatchlings make vocalizations to their mother while they are in the nest?

1. To reassure her that they are safe
2. To signal that they are ready to follow her
3. To make sure she does not forget them
4. To indicate that they need to be relocated to a larger nest

9. What is the professor's opinion about the television program that she mentions?

1. She is concerned about the accuracy of some of the information the experts provided.
2. She is hopeful that the class will be able to discuss it.
3. She thinks it was overly critical of some recent theories about crocodiles.
4. She is surprised that it did not include more examples of crocodile communication.

10. Why does the professor mention dogs?

1. To explain that mammals are more complex than reptiles
2. To point out that crocodiles can communicate with dogs
3. To give an example of mammals that care for their young
4. To emphasize that crocodiles have highly developed brains

11. What happens when a hatchling makes a distress call?

1. Its siblings answer back.
2. The mother repeats the call.
3. The rest of its family waits near water.
4. The mother calls to other adult crocodiles for assistance

12. What is the lecture mainly about? Click on 2 answers

1. Differences between apical ballet and modem dance
2. Ways in which modern dance changed during the twentieth century
3. Factors that limited Isadora Duncan's opportunities to perform
4. A pioneer of a new type of performing art

13. Why does the professor mention modern art and modern music?

1. To illustrate how different art forms can interact with one another
2. To identity some characteristics shared by all forms of artistic expression
3. To explain that modem dance also broke with traditions
4. To compare the attitudes of European and American critics to modern dance

14. What were two characteristics of Isadora Duncan's dance performances? Click on 2 answers

1. She danced to contemporary musical compositions
2. She wore free-flowing costumes
3. She used set designs inspired by nature.
4. She danced without shoes.

15. Why does the professor mention that Duncan watched Anna Pavlova practice?

1. To help explain how Duncan’s opinion of ballet was formed
2. To show how modern dance began to spread throughout the works
3. To reinforce the importance of dancers working together
4. To help explain why Duncan decided to become a professional dancer

16. What does the professor imply about the rivalry between classical ballet and modern dance?

1. Audiences have generally been unaware of it.
2. Critics tend to exaggerate Duncan's role in it
3. It is not as strong now as it was in Duncan's time.
4. It increased as modern dance became more popular than classical ballet

17. Why does the professor say this 说明: 说明: 说明: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: 耳机图标

1. To explain why Duncan was invited to perform in Russia
2. To indicate that the Russian government strongly supported ballet
3. To explain why there were more dance critics in Russia than in most other countries
4. To help explain why Duncan’s style was not appreciated by some dance critics

18. Why does the student go to speak with the professor?

1. To discuss material that might be on the final exam
2. To review his answers to the midterm exam
3. To get information about a class he missed
4. To find out about the services of the tutoring center

19. What does the professor tell the student about the tutoring center? Click on 2 answers

1. It will have extended hours dying the final-exam period.
2. It is located in a building near where he works
3. He can improve his writing skills there.
4. He can get help with geography there.

20. What aspect of the hydrologic cycle is the student confused about?

1. How the process of evaporation works
2. How topographical features affect precipitation
3. How water vapor in the atmosphere becomes rain
4. How lake water fits into the cycle

21. In the conversation, the professor describes the process that causes lake-effect snowstorms. Indicate whether each of the following is a step in the process

YES</C>

NO</C>

Arctic air blows across a lake and picks up moisture</R>

Cold air temperatures cause lake water to freeze</R>

Frozen lake water cools me air above it</R>

Water vapor condenses and becomes snow</R>

Warm air rises when it reaches the shore</R>

22. Why does the professor say this: 说明: 说明: 说明: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: 耳机图标

1. To make sure the student knows he will have to be familiar with topographical features for the final exam
2. To remind the student of a diagram that she presented in class
3. To point out the severity of weather conditions near the lakeshore
4. To reinforce the connection between her example and the student s question

23. What is the lecture mainly about?

1. Theories about how large animals were able to survive the most recent ice age
2. Environmental changes that occur following an ice age
3. Theories about the hunting methods used by early humans in North America
4. Explanations for the disappearance of large animals in North America

24. Why does the professor mention an archaeological site in Southern California?

1. To present evidence that supports the hunting theory
2. To present evidence that mammoths migrated southward to avoid cold winters
3. To point out that mammoth bones are usually found near human debris
4. To demonstrate that large animals were able to survive in a variety of habitats

25. What is the professor's opinion about the Clovis people?

1. Their excessive hunting of mammoths was responsible for the extinction of these animals
2. Their lack of tools for processing meat contradicts the hunting theory.
3. They were less accomplished at hunting mammoths than the hunting theory suggests.
4. They were probably too afraid of large animals to hunt them.

26. According to the climate change theory, how did the climate change at the end of the ice age make it more difficult for large animals to survive? Click on 2 answers

1. By reducing the size of their habitats
2. By forcing them to endure a wider range of temperatures
3. By reducing the variety of food available to them
4. By forcing them to live near humans

27. What does the professor imply is one problem with the climate change theory?

1. Many large animals actually benefitted from the climate change
2. Large animals had survived previous climate changes
3. Large animals were probably already near extinction before the climate changed.
4. New evidence suggests that the climate change was not as extreme as scientists once believed

28. The professor mentions a series of computer simulations. What did the simulations suggest? Click on 2 answers

1. The killing of only a few mammoths could lead to a significant reduction in the mammoth population.
2. Many mammoths died as the result of an extended drought.
3. Female mammoths were less able than male mammoths to adapt to climate change
4. Both hunting and climate change contributed to the extinction of the mammoths

29. What is the lecture mainly about?

1. Conclusions about the surface of Venus drawn from recent observations
2. The different types of volcanoes that have been found on Venus
3. Similarities between geologic processes on Venus and on other planets
4. New methods used to observe the surface of Venus

30. How were scientists able to learn new information about Venus' surface? Click on 2 answers

1. More powerful telescopes allowed astronomers to see more surface details
2. Satellites were used to get radar images of Venus' surface.
3. Space modules sent photographs after landing on Venus.
4. A space probe was able to locate gaps among Venus' clouds

31. What differences between volcanoes on Venus and those on Earth does the professor mention? Click on 2 answers

1. Volcanoes on Venus are mostly shield volcanoes
2. Volcanoes on Venus emit thicker lava
3. Many volcanoes on Earth are concentrated in specific zones.
4. Many volcanoes on Earth show no volcanic activity

32. Why does the professor mention the fact that Venus has no surface water?

1. To give an example of a discovery that was unexpected
2. To illustrate the consequences of intense volcanic activity
3. To question a theory about the origin of shield volcanoes
4. To suggest an explanation for why Venus does not have moving tectonic plates

33. According to the professor, what is a possible origin of Venus' clouds?

1. Gases released as a result of volcanic activity
2. Chemical reactions caused by high surface temperatures
3. Bursts of radio energy from the plane's surface
4. Strong winds that blow dust into the atmosphere

34. What is the professor’s opinion about the theory that Venus' volcanoes are active?

1. The theory has recently been proved by direct observation
2. At least two kinds of evidence support the theory
3. The data collected so far about the theory are contradictory
4. New findings have made the theory quite unlikely.

# TPO-25

Conversation1

1. What is the conversation mainly about?

A. The student’s eligibility to graduate next semester

B. The student’s difficulties in registering for classes

C. A difficult class the student must take next semester

D. Possible elective choices in the student’s degree program

2. According to the woman, why was the program’s curriculum changed?

A. To attract more international students to the program

B. To reflect the growing importance of international business

C. To take advantage of the expertise of new faculty members

D. To give students a stronger background in management

3. What does the woman imply about the new departmental requirements?

A. They will not affect the student’s plans for graduation

B. They will not be officially approved by the department until next year

C. They will be limited to students specializing in the international business

D. They will be similar to recent changes made in other departments at the university

4. Why does the woman mention writing a letter?

A. To point out the best way for the student to contact the dean’s office

B. To confirm that a personal letter is a graduation requirement

C. To indicate that she is willing to provide the student with further assistance

D. To emphasize that the student will need special permission to graduate

5. Why does the woman say this 说明: 说明: 说明: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: 耳机图标

A. To suggest that the student has not fulfilled all of his requirements

B. To indicate one of the new graduation requirements

C. To find out the student’s opinion about a particular class

D. To be sure that the student has taken a required class

Lecture 1

6. What is the main purpose of the lecture?

A. To explain the government’s role in the regulating assisted migration

B. To discuss ways in which plants and animals adapt to climate change

C. To discuss a controversial approach to conserving plant and animal species

D. To describe a recently discovered consequence of global warming

7. According to the professor, what problem is assisted migration intended to overcome?

A. To diminishing amount of undeveloped land that species can migrate through

B. The relative lack of nutrients available in cooler latitudes and higher elevations

C. The increase in alternations between cool and warm periods

D. Competition from other species in certain native habitats

8. What point does the professor make when she discusses the cane toad?

A. Translocated species sometimes die out from lack of food

B. Translocated species may spread too quickly in their new environment

C. Several techniques are available to achieve assisted migration

D. Animal species are often easier to translocate than plant species are

9. What does the professor imply when she mentions translocating networking of species?

A. There are aspects of interdependency that are unknown

B. Some species evolve in ways that help them survive in new habitats

C. It is difficult to know how far to move a network of species from its native habitat

D. Many assisted-migration plans should involve the translocation of just one species

10. What does the professor imply about the government’s role in regulating assisted migration in the United States?

A. The government should continue to encourage assisted migration

B. The government has created policies that have proved unhelpful

C. The government should follow the example set by other countries

D. The government needs to increase its involvement in the issue

11. What is the professor’s attitude toward the effort to save the Florida torreya?

A. She is glad that some conservationists are willing to take a chance on assisted migration

B. She is concerned because it may have unintended consequences

C. She is surprised because other species are more endangered than Florida torreya is

D. She expects the effort will have to be repeated several times before it succeeds

Lecture-2

12. What is the lecture mainly about?

A. The influence of the Romantic style of music on eastern European composers

B. The relationship between nationalism and popular music in the early 1900s

C. The popularity of folk music in Austria-Hungary during the early 1900s

D. The influence of folk music on the compositions of one Hungarian composer

13. What does the professor imply about romantic music in Austria-Hungary in the early 1900s?

A. It was not as popular there as it was in other European countries

B. It motivated Bart’k to listen to other types of music

C. It was listened to in the countryside more than it was in the cities

D. Its popularity was due to the work of Bart’k and other ethnomusicologists

14. Why does the professor mention local celebrations in the countryside?

A. To show how folk music influenced composers throughout Eastern Europe

B. To give an example of when performances of Bart’k music took place

C. To give an example of occasions when Bart’k had an opportunity to hear folk music

D. To talk about why romantic music was popular in the countryside

15. What was Bart’k original goal when he started to travel through eastern Europe?

A. To promote his ballet, the wooden prince

B. To document the local popular music

C. To discover which musical elements were popular in all countries

D. To find unusual musical elements he could use in his own compositions

16. According to the professor, why was Bart’k music popular in Austria-Hungary?

A. Bart’k music was considered more sophisticated than other concert-hall music

B. Bart’k compositions incorporated music from the local culture

C. People were familiar with the Romantic elements Bart’k included in his music

D. Bart’k took advantage of the popularity of ballet there and wrote many new ballets

17. What does the professor mean when he says this: 说明: 说明: 说明: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: 耳机图标

A. He wants to change the topic of discussion

B. He wants to acknowledge that the students may not be familiar with Bart’k’s music

C. He believes the students should already be familiar with the term ‘glissando’

D. He will use an example of glissando to help define the term

Conversation-2

18. Why does the man go to see the professor?

A. To find out how to distinguish between different types of whale songs

B. To request permission to change the topic of his paper

C. To discuss the difference between using the internet and using books to find sources

D. To get help locating some information for his paper

19. What is the topic of the man’s paper?

A. How whales hold their breath

B. Whale migration patterns

C. Characteristic of whale habitats

D. The differences between the circulatory system of whales and that of other mammals

20. What is the professor’s attitude toward the man’s question about how whales hold their breath?

A. She thinks he does not need to spend a lot of time looking for the answer

B. She is surprised because she has already addressed this question in class

C. She dismissed it as unimportant

D. She is pleased that has a plan to obtain the answer himself

21. Why does the professor mention the limited time students have to complete their papers?

A. To suggest that looking at research on the internet is a good way to save time

B. To point out that the library has reduced the amount of time it is open each day

C. To indicate her expectations for the amount of research to be done for the paper

D. To emphasize the important of starting to write the paper a couple of weeks before it is due

22. According to the professor, how does a whale conserve oxygen while underwater? Click on 2 answers

A. Its heart rate decreases

B. Its lung capacity temporarily increases

C. It slows the pace of its swimming

D. Blood flow to certain organs is decreased

Lecture-3

23. What is the lecture mainly about?

A. The history of language in ancient Egypt

B. The process that was used to create hieroglyphic writing

C. The competition between two scholars to solve an archaeological puzzle

D. The circumstances that led to the solution of an archaeological puzzle

24. What was demotic script used for in ancient Egypt?

A. Decorations on temples and monuments

B. Administrative documents

C. Illustration for stories

D. Representations of objects

25. Why was ancient Egyptian hieroglyphic writing difficult for scholars to interpret?

A. The language that it was based on was no longer used

B. The same words were often represented by several different symbols

C. It consisted of a mixture of three different languages

D. Only fragments of it were found

26. What is the professor’s opinion about Thomas Young’s word with hieroglyphs?

A. She feels that Young has not received the credit he deserves

B. She is amazed that Young’s conclusion about hieroglyphs was correct

C. She is surprised that Young did not recognize his own accomplishments

D. She thinks that Young’s work was not careful enough to be taken seriously

27. According to the professor, what led to the decoding of the Rosetta Stone?

A. A hieroglyph that represented the name of a person

B. A written and oral description of a historical event

C. The realization that each hieroglyph represented a different object or concept

D. The discovery that the word for “Sun” is written the same way in Greek, demotic, and hieroglyphics

28. How did Young’s and Champollion’s studies of hieroglyphs differ from earlier studies of hieroglyphic writing?

A. Young and Champollion had access to large collections of hieroglyphic writing

B. Young and Champollion both guessed that hieroglyphs were symbols for sounds

C. Young and Champollion both spoke Greek and Coptic

D. Young and Champollion shared their research with one another

Lecture-4

29. What is the discussion mainly about?

A. The professor’s recent research on play and brain development

B. Different explanations of the reasons for play

C. Examples of two distinct types of play fighting

D. Differences in the play behaviors of various animal specials

30. One of the students brings up the example of play fighting among wolf pups. What does this example lead him to believe?

A. That wolves are especially violent animals

B. That the play-as-preparation hypothesis is probably correct

C. That wolves seldom engage in self-handicapping

D. That the results of a recent study are probably not reliable

31. Which statement best expresses the professor’s opinion of the play-as-preparation hypothesis?

A. It is well supported by available evidence

B. It may apply only to certain species of animals

C. It does not explain some important aspects of play

D. It is particularly useful explaining human behavior

32. What does the professor imply about self-handicapping? Click on 2 answers

A. It commonly occurs in play but not in other activities

B. It applies only to animal species that do not hunt for food

C. It has been observed only in laboratory settings

D. It contradicts the play-as-preparation hypothesis

33. The professor discusses a study on the relationship between brain growth and play. What does that study conclude?

A. Patterns of brain growth are similar in animals that play and animals that do not play

B. Excessive brain growth can sometimes limit an animal’s behavioral vocabulary

C. Animals that do not play have less-developed brains than animals that play

D. Animals without well-developed brains are seldom observed playing

34. What does the student mean when she says this: 说明: 说明: 说明: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: 耳机图标

A. She is not familiar with the play behavior of wolf pups

B. She doubts that wolf pups fight as much as the other students implies

C. She is not sure that she correctly understood the reading assignment

D. She disagrees with the other student’s opinion about play behavior

# TPO-26

Conversation-1

1. Why does the student go to speak to the man?

A. To discuss a job opportunity she had heard about

B. To learn about options for advertising her business

C. To see if she can change a previous print order

D. To discuss a design idea that she has for business cards

2. What does the man imply about customized sticky notes?

A. They require more time to produce than other print products.

B. They are less effective at attracting business than business cards.

C. They are not usually available at other print shops.

D. They should be a more popular choice of advertising than they are.

3. What does the man imply are the disadvantages of using pencils to advertise? Click on 2 answers.

A. They are easy to lose.

B. They might be more difficult to distribute.

C. There is not much space for a message.

D. They cost more than other methods.

4. What did the student learn from her friend’s experience?

A. The print shop in town processes orders quickly.

B. Some print shops let customers design their own business cards.

C. The university print shop has special discounts for students.

D. Distributing business cards can attract a lot of attention to a tutoring business.

5. What can be inferred about the student when she says this: 说明: 说明: 说明: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: 耳机图标

A. She is concerned about the cost of a custom design.

B. She thinks a simple design would attract more customers.

C. She would like to invest more money in business cards.

D. She would like to take advantage of the discount offered by the man.

Lecture-1

6. What is the lecture mainly about?

A. Reasons that environmentally friendly products often cost more than other products

B. Evidence that environmentally laws helped increase demand for environmentally friendly products

C. Differences between green marketing and traditional marketing

D. The development of a trend to market products as environmentally friendly

7. How does the professor organize the lecture?

A. She gives some historical background, then she presents a case study.

B. She describes several environmental friendly products, then she explains how the public responded to them.

C. She describes a problem, then she proposes several possible solutions.

D. She describes an approach to advertising, then she explains why it is often ineffective.

8. According to the professor, why did the first effort to market the Eco-light fail?

A. The ads did not explain that the Eco-light was environmentally friendly.

B. The ads did not mention the long-term cost savings that result from using the Eco-light.

C. The ads for the Eco-light were too long and detailed.

D. The process used to manufacture the Eco-light damaged the environment.

9. What does the professor imply when she mentions companies that are “extreme green” and “lean green”?

A. Some companies have used the terms “extreme green” and “lean green ” in their ads.

B. A system is available to classify companies according to their environmental programs.

C. There are important aspects of green marketing that have been neglected by researchers.

D. Marketers need to be creative to keep people interested in environmental issues.

10. What opinion does the professor express about companies that use green advertising campaigns?

A. The companies should consult environmentalists when developing the campaigns.

B. The companies should publicize research that supports the claims made in their advertisements.

C. The companies should be fully committed to protecting the environment.

D. The companies should find ways to lower the price of their environmentally friendly products.

11. What does the professor imply when she says this: 说明: 说明: 说明: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: Description: 耳机图标

A. Some green marketing campaigns are difficult to implement.

B. Some marketing principles need to be updated.

C. The point she is making is difficult to explain.

D. Some marketers had unpleasant experiences with green campaigns.

Lecture-2

12. What is the lecture mainly about?

A. The discovery of a previously unknown trace metal

B. The role trace metals play in carbon cycling

C. Ways that living organisms rid themselves of trace metals

D. Ways that zinc interacts with carbon dioxide

13. What does the professor imply about the conversion of carbon dioxide molecules in plants?

A. It is an unusually complex chemical process.

B. It only takes place in full sunlight.

C. It proceeds slowly when cadmium is present.

D. It is regulated by an enzyme that may contain zinc.

14. According to the professor, why is it surprising that many marine plants are able to survive near the surface of oceans?

A. Weather conditions near the surface disrupt certain life processes.

B. The salt content of surface waters is constantly changing.

C. Surface waters contain low quantities of zinc.

D. Surface waters absorb large amounts of carbon dioxide.

15. According to the professor, what important function do diatoms serve?

A. They alter cadmium so it is less toxic to humans.

B. They help cycle zinc in places where it is scarce.

C. They distribute carbon throughout the ocean.

D. They remove cadmium from the ocean floor.

16. What point does the professor make when she talks about cadmium being poisonous to humans?

A. That cadmium and zinc can serve a similar function in plant enzymes

B. That both cadmium and zinc are rare in plant enzymes

C. That most trace metals are poisonous to humans

D. That cadmium does not serve any biological purpose

17. The professor states that the discovery of an enzyme containing cadmium is important. What are two reasons that this discovery is important?

Click on 2 answers.

A. It may lead to the discovery of new enzymes that use other trace metals.

B. It may explain the ocean’s increased level of carbon dioxide.

C. It may explain the scarcity of some elements in the ocean.

D. It may help scientist better understand global warming.

Conversation-2

1. Why does the student go to see the professor?

A. To obtain notes from a class she missed

B. To discuss a conference she attended

C. To ask about a possible topic for a research paper

D. To clarify information about volunteering in the community

2. What does the student say about the conference she attended?

A. It will help convince students to get involved in the community

B. It taught her a lot about marine ecosystems

C. It helped her gain a volunteer position at a local organization

D. Few students were involved in the conference

3. What caused the woman to become interested in bioluminescence?

A. It was mentioned in the notes from a class she missed

B. She observed the phenomenon while on a recent trip to a conference

C. A volunteer she worked with told her about seeing some bioluminescent fish

D. She heard a talk about bioluminescence at a conference she attended

4. According to the professor, why were the jellyfish that the student saw glowing?

A. They were avoiding predators by blending in with their surrounding

B. They were trying to confuse predators with bright flashes of light

C. They were communicating with each other

D. They were trying to light up the dark water so they could see prey

5. What does the professor imply about the student’s proposed research topic?

A. A variety of bioluminescent organisms should be included in the research

B. Writing about the topic might be difficult because there is so much information on it

C. The student should choose a topic that has already been covered in class

D. The student should explain how bioluminescence benefits various species of jellyfish differently

Lecture-3

Parabolic-orbit comet, Halley’s Comet, periodic-orbit comet

6. What is the lecture mainly about?

A. The orbits of comets

B. Unique characteristics of a famous comet

C. The structure of comets

D. The origin and life cycle of comets

7. According to the professor, what happens as a comet approaches the Sun? Click on 2 answers.

A. Its nucleus loses some material

B. Its core becomes brighter

C. It moves faster

D. It absorbs gases from the Sun

8. Why does the professor emphasize the amount of time Hailey’s Comet is beyond the orbit of Jupiter?

A. To account for the comet’s composition of ice and dust

B. To show the effect of Jupiter’s gravity on the comet’s orbit

C. To argue that the comet’s orbit should not be considered periodic

D. To explain why the comet is not visible from Earth very often

9. What is the professor imply about the history of Hailey’s Comet?

A. Hailey’s Comet did not always have the same orbit it has now

B. Hailey’s Comet used to be much smaller than it is now

C. Hailey’s Comet has always had the same orbit that it has now

D. Hailey’s Comet is much younger than the rest of the solar system

10. What is the professor’s opinion about the name” parabolic-orbit comets”?

A. It is not widely accepted among astronomers

B. It is probably not strictly accurate

C. It is not a term that the students need to learn

D. It will probably be replaced soon with a new name

11. According to the professor, what can change a parabolic-orbit into a periodic-orbit comet?

A. The loss of some of the comet’s material

B. The force of escaping gases

C. The gravitational influence of a planet

D. Energy from the Sun

Lecture-4

Archimedes, Archimedes Palimpsest

12. What is the main purpose of the lecture?

A. To describe the restoration of a valuable ancient text

B. To explain the significance of Archimedes’ theories

C. To identify factors determine how long manuscripts survive

D. To compare various methods used to store historical artifacts

13. What points does the professor make about the field of art conservation?

Click on 2 answers.

A. Many of its methods have ancient origins

B. It often brings together experts from a variety of fields

C. It involves conserving not just art but also other objects of historical value

D. It uses artistic methods more than scientific ones

14. What does the professor identify as the most valuable attribute of the Archimedes Palimpsest?

A. It is one of few manuscripts to have survived for more than 2000 years

B. It serves as a document of several historical eras

C. It contains the only known copy of Archimedes’s Method

D. It contains ancient works form more than one scholar

15. According to the professor, why did a scribe remove the text by Archimedes form the manuscript’s pages?

A. He thought the text was too damaged to be useful

B. He was offended by the content of the manuscript

C. He wanted to see what was hidden underneath the text

D. He needed blank parchment for his own writing project

16. Why does the professor mention that the original ink used in the manuscript contained iron?

A. To suggest that the ink was probably made from spinach

B. To explain why x-rays were used to study the palimpsest

C. To explain why the palimpsest survived for more than 2000 years

D. To point out that iron is commonly found in artifacts from ancient Greece

17. Why does the professor say this:

A. To express his surprise that the manuscript has survived so long

B. To emphasize the historical importance of Archimedes’ ideas

C. To emphasize the difficulty of a restoration project

D. To imply that most of the manuscript’s history is still unknown.

# TPO-27

Conversation-1

1. What does the woman go to the information desk?

* She does not know where the library computers are located.
* She does not know how to use a computer to locate the information she needs.
* She does not have time to wait until a library computer becomes available.
* The book she is looking for was missing from the library shelf.

2. Why does the man assume that the woman is in Professor Simpson’s class?

1. The man recently saw the woman talking with Professor Simpson.
2. The woman mentioned Professor Simpson’s name.
3. The woman is carrying the textbook used in Professor Simpson’s class.
4. The woman is researching a subject that Professor Simpson specializes in.

3. What can be inferred about the geology course the woman is taking?

* It has led the woman to choose geology as her major course of study.
* It is difficult to follow without a background in chemistry and physics.
* The woman thinks it is easier than other science courses.
* The woman thinks the course is boring.

4. What topic does the woman need information on?

1. The recent activity of a volcano in New Zealand.
2. Various types of volcanoes found in New Zealand.
3. All volcanoes in New Zealand that are still active.
4. How people in New Zealand have prepared for volcanic eruptions.

5. What does the man imply about the article when he says this: 重听题

* It may not contain enough background material.
* It is part of a series of articles.
* It might be too old to be useful.
* It is the most recent article published on the subjects.

Lecture-1

Marine Biology

Refugia

6.What is the lecture mainly about?

* The transplantation of young coral to new reef sites.
* Efforts to improve the chances of survival of coral reefs.
* The effects of temperature change on coral reefs.
* Confirming the reasons behind the decline of coral reefs.

7．According to the professor, how might researches predict the onset of coral bleaching in the future?

1. By monitoring populations of coral predators.
2. By monitoring bleach-resistant coral species.
3. By monitoring sea surface temperatures.
4. By monitoring degraded reefs that have recovered.

8.What is the professor’s opinion about coral transplantation?

1. It is cost-effective.
2. It is long-term solution.
3. It is producing encouraging results.
4. It does not solve the underlying problems.

9.Why does the professor discuss refugia? Click on 2 answers.

* To explain that the location of coral within a reef affects the coral’s ability to survive
* To point out why some coral species are more susceptible to bleaching than others
* To suggest that bleaching is not as detrimental to coral health as first thought
* To illustrate the importance of studying coral that has a low vulnerability to bleaching

10.What does the professor imply about the impact of mangrove forests on coral-reef ecosystems?

1. Mangrove forests provide habitat for wildlife that feed on coral predators.
2. Mangrove forests improve the water quality of nearby reefs.
3. Mangrove forests can produce sediments that pollute coral habitats.
4. Mangrove forests compete with nearby coral reefs for certain nutrients.

11.According to the professor, what effect do lobsters and sea urchins have on a coral reef?

1. They protect a reef by feeding on destructive organisms.
2. They harm a reef by taking away important nutrients.
3. They filter pollutants from water around a reef.
4. They prevent a reef from growing by prey on young corals.

Lecture-2

History of Musical Instruments

Cremona

Cremonese violins

Density differential

12.What does the professor mainly discuss?

1. Some special techniques used by the makers of vintage Cremonese violins.
2. How the acoustical quality of the violin was improved over time.
3. Factors that may be responsible for the beautiful tone of Cremonese violins.
4. Some criteria that professional violinists use when selecting their instruments.

13．What does the professor imply about the best modern violin makers?

1. They are unable to recreate the high quality varnish used by Cremonese violins makers.
2. Their craftsmanship is comparable to that of the Cremonese violins makers.
3. They use wood from the same trees that were used to make the Cremonese violins.
4. Many of them also compose music for the violin.

14.Why does the professor discuss the growth cycle of trees?

* To clarify how modern violin makers select wood.
* To highlight a similarity between vintage and modern violins.
* To explain why tropical wood cannot be used to make violins.
* To explain what causes variations in density in a piece of wood.

15.What factor accounts for the particular density differential of the wood used in the Cremonese violins?

1. The trees that produced the wood were harvested in the spring.
2. The trees that produced the wood grew in an unusually cool climate.
3. The wood was allowed to partially decay before being make into violins.
4. The wood was coated with a local varnish before it was crafted into violins.

16.The professor describes an experiment in which wood was exposed to a fungus before being made into a violin. What point does the professor make about the fungus?

* It decomposes only ceratin parts of the wood.
* It was found only in the forests of northern Italy.
* It was recently discovered in a vintage Cremonese violin.
* It decomposes only certain species of trees.

17.Why does the professor say this: 重听题

* To find out how much exposure students have had to live classical music.
* To use student experiences to support his point about audience members.
* To indicated that instruments are harder to master than audience members realize.
* To make a point about the beauty of violin music.

Conversation-2

Chinampas

18.Why has the student come to see the professor?

* To find out her reaction to a paper he recently submitted.
* To point out a factual error in an article the class was assigned to read.
* To ask about the suitability of a topic he wants to write about.
* To ask about the difference between chinampas and hydroponics.

19.What does the professor imply about hydroponics?

* It was probably invented by the Aztecs.
* It is a relatively modern development in agriculture.
* It requires soil that is rich in nutrients.
* It is most successful when extremely pure water is used.

20.Why does the professor describe how chinampas were made?

1. To emphasize that the topic selected for a paper needs to be more specific
2. To encourage the student to do more research
3. To point out how much labor was required to build chinampas
4. To explain why crops grown on chinampas should not be considered hydroponic

21.What does the professor think about the article the students mentions?

* She is convinced that it is not completely accurate.
* She believes it was written for readers with scientific backgrounds.
* She thinks it is probably too short to be useful to the student.
* She has no opinion about it, because she has not read it.

22.What additional information does the professor suggest that the student include in his paper?

* A comparison of traditional and modern farming technologies
* Charges in the designs of chinampas over time
* Differences in how various historians have describes chinampas
* Reasons why chinampas are often overlooked in history books

Lecture-3

Zoology

gastroliths

23.What does the professor mainly discuss?

1. Comparisons between land animals and ocean-going animals of the Mesozoic ear.
2. Comparisons between sauropods and modern animals.
3. Possible reasons why sauropods became extinct.
4. New theories about the climate of the Mesozoic era.

24.What point does the professor make when she compares blue whales to large land animals?

* Like large land animals, blue whales have many offspring.
* Like large land animals, blue whales have proportionally small stomachs.
* The land environment provides a wider variety of food sources than the ocean.
* The ocean environment reduces some of the problems faced by large animals.

25.According to the professor, what recent finding about the Mesozoic era challenges an earlier belief?

* Sauropod populations in the Mesozoic era were smaller than previously believed.
* Oxygen levels in the Mesozoic era were higher than previously believed.
* Ocean levels in the Mesozoic era fluctuated more than previously believed.

D. Plant life in the Mesozoic era was less abundant than previously believed.

26.Compared to small animals, what disadvantages do large animals typically have? Click on 2 answers.

* Large animals require more food.
* Large animals have fewer offspring.
* Large animals use relatively more energy in digesting their food.
* Large animals have greater difficulty staying warm.

27.Why does the professor discuss gastroliths that have been found with sauropod fossils?

* To show that much research about extinct animals has relied on flawed methods.
* To show that even an incorrect guess can lead to useful research.
* To give an example of how fossils discoveries have cast doubt on beliefs about modern animals.
* To give an example of a discovery made possible by recent advance in technology.

28.What did researchers conclude from their study of sauropods and gastroliths?

1. That gastroliths probably helped sauropods to store large quantities of plant material in their stomachs.
2. That sauropods probably used gastroliths to conserve energy.
3. That sauropods may not have used gastroliths to aid in their digestion.
4. That sauropods probably did not ingest any stones.

Lecture-4

Studio Art

Isaac Newton

Johann Wolfgang von Goethe

Philipp Otto Runge

29.What is the lecture mainly about?

* Various ways color theory is used in different fields.
* Various ways artists can use primary colors.
* Aspects of color theory that are subject of current research.

D. The development of the first theory of primary colors.

30.What does the professor imply about the usefulness of the theory of primary colors?

* It is not very useful to artists.
* It has been very useful to scientists.
* It is more useful to artists than to psychologists.
* It is more useful to modern-day artists than to artists in the past.

31.Why does the professor mention Isaac Newton?

1. To show the similarities between early ideas in art and early ideas in science.
2. To explain why mixing primary colors does not produce satisfactory secondary colors.
3. To provide background information for the theory of primary colors.
4. To point out the first person to propose a theory of primary colors.

32.According to the professor, what were the results of Goethe’s experiments with color?

Click on 2 answers

1. The experiments failed to find a connection between colors and emotions.
2. The experiments showed useful connections between color and light.
3. The experiments provided valuable information about the relationships between colors.
4. The experiments were not useful until modern psychologists reinterpreted them.

33.According to the professor, why did Runge choose the colors red, yellow, and blue as the three primary colors?

1. He felt they represented natural light at different times of the day.
2. He noticed that they were the favorite colors of Romantic painters.
3. He performed several scientific experiments that suggested those colors.
4. He read a book by Goethe and agreed with Goethe’s choices of colors.

34.What does the professor imply when he says this: 重听题

* Many people have proposed theories about primary colors.
* Goethe discovered the primary colors by accident.
* Goethe probably developed the primary color theory before reading Runge’s letter.
* Goethe may have been influenced by Runge’s ideas about primary colors.

# TPO-28

Section 1

Conversation 1

1. What is the conversation mainly about?

A. Criticisms of Dewey’s political philosophy

B. Methods for leading a discussion group

C. Recent changes made to a reference document

D. Problems with the organization of a paper

2.Why is the student late for his meeting?

A. Seeing the doctor longer than expected

B. No nearby parking spaces where available

C. His soccer practice lasted longer than usual

D. He had problems printing his paper

3. What revision does the student need to make to his paper? (click on 3 answers)

A. Describe the influences on Dewey in more detail

B. Expand the introductory biographical sketch

C. Remove unnecessary content throughout the paper

D. Use consistent references throughout the paper

E. Add an explanation of Dewey’s view on individuality

4. Why does the professor mention the political science club?

A. To encourage the student to run for club president

B. To point out that John Dewey was a member of a similar club

C. To suggest an activity that might interest the student

D. To indicate where the student can get help with his paper

5.Why does the professor say this?

A. To find out how many drafts the student wrote

B. To encourage the student to review his own work

C. To emphasize the need for the student to follow the guidelines

D. To propose a different solution to the problem

Lecture 1

6. What is the lecture mainly about?

A. The importance of Locke’s views to modern philosophical thought

B. How Descartes’ view of knowledge influenced trends in Western philosophy

C. How two philosophers viewed foundational knowledge claims

D. The difference between foundationalism and methodological doubt

7.Why does the professor mention a house?

A. To explain an idea about the organization of human knowledge

B. To Illustrate the unreliability of our perception of physical objects

C. To clarify the difference between two points of view about the basis of human knowledge

D. To remind students of a point he made about Descartes in a previous lecture

8.What did Locke believe to be the most basic type of human knowledge?

A. Knowledge of one’s own existence

B. Knowledge acquired through the senses

C. Knowledge humans are born with

D. Knowledge passed down from previous generations

9. According to the professor, what was Descartes’ purpose for using methodological doubt?

A. To discover what can be considered foundational knowledge claims.

B. To challenge the philosophical concept of foundationalism

C. To show that one’s existence cannot be proven

D. To demonstrate that Locke’s views were essentially correct

10. For Descartes, what was the significance of dreaming?

A. He believed that his best ideas came to him in dreams

B. He regarded dreaming as the strongest proof that human exists.

C. Dreaming supports his contention that reality has many aspects

D. Dreaming illustrates why human experience of reality cannot always be trusted

11. According to Descartes, what type of belief should serve as a foundation for all other knowledge claims?

A. A belief that is consistent with what one sees and hears

B. A belief that most other people share

C. A belief that one has held since childhood

D. A belief that cannot be false

Lecture 2

12. What is the main purpose of the lecture?

A. To show that some birds have cognitive skills similar to those of primates

B. To explain how the brains of certain primates and birds evolved

C. To compare different tests that measure the cognitive abilities of animals

D. To describe a study of the relationship between brain size and cognitive abilities

13.When giving magpies the mirror mark test, why did researchers place the mark on the magpies’ throats?

A. Throat markings trigger aggressive behavior in other magpies

B. Throat markings are extremely rare in magpies.

C. Magpies cannot see their own throats without looking in a mirror.

D. Magpies cannot easily remove a mark form their throats.

14.According to the professor, some corvids are known to hide their food. What possible reason does she provide for this behavior?（click on 2 answers）

A. They are ensuring that they will have food to eat at a later point in time

B. They want to keep their food in a single location that they can easily defend

C. They have been conditioned to exhibit this type of behavior

D. They may be projecting their own behavior tendencies onto their corvids

15.What is the professor’s attitude toward the study on pigeons and mirror self-recognition?

A. She is surprised that studies have not been replicated

B. She believes the study’s findings are not very meaningful

C. She expects that further studies will show similar results

D. She thinks that it confirms what is known about magpies and jays

16.What does the professor imply about animals that exhibit mirror self-recognition?

A. They acquired this ability through recent evolutionary changes

B. They are not necessarily more intelligent than other animals

C. Their brains all have an identical structure that governs this ability

D. They may be able to understand another animal’s perspective

17. According to the professor, what conclusion can be drawn from what is now known about corvids’ brains?

A. They area in corvids’ brains that governs cognitive functions governs other function as well.

B. Corvids’ brains have evolved in the same way as other birds’ brains, only more rapidly.

C. Corvids’ and primates’ brains have evolved differently but have some similar cognitive abilities

D. They cognitive abilities of different types of corvids vary greatly.

Section 2

Conversation 1

1.Why does the man go to see the professor?

A. To learn more about his student teaching assignment

B. To discuss the best time to complete his senior thesis

C. To discuss the possibility of changing the topic of his senior thesis

D. To find out whether the professor will be his advisor for his senior thesis

2.What is the man’s concern about the second half of the academic year?

A. He will not have time to do the necessary research for his senior thesis

B. He will not be allowed to write his senior thesis on his topic choice

C. His senior thesis adviser will not be on campus

D. His student teaching requirement will not be complete before the thesis is due.

3.What does the man imply Professor Johnson?

A. His sabbatical may last longer than expected

B. His research is highly respected throughout the world.

C. He is the English Department’s specialist on Chaucer

D. He is probably familiar with the literature of the Renaissance

4.Why does the man want to write his senior thesis on the Canterbury Tales? (Click on 2 answers)

A. He studies it during his favorite course in high school

B. He has already received approval for the paper from his professor

C. He thinks that the knowledge might help him in graduate school

D. He has great admiration for Chaucer

5. Why does the professor say this:

A． She is uncertain whether the man will be able to finish his paper before the end of the summer

B． She thinks the man will need to do a lot of preparation to write on a new topic

C． She wants to encourage the man to choose a new advisor for his paper

D． She wants the man to select a new topic for his paper during the summer.

Lecture 1

6.What is the lecture mainly about?

A. The difference in how humans and plants sense light

B. An explanation of an experiment on color and wavelength

C. How plants sense and respond to different wavelengths of light

D. The process by which photoreceptors distinguish wavelengths of light

7. According to the professor, what is one way that a plant reacts to changes in the number of hours of sunlight?

A. The plant absorbs different wavelengths of light.

B. The plant begins to flower or stops flowering

C. The number of photoreceptors in the plant increase

D. The plant’s rate of photosynthesis increase

8. Why does the professor think that it is inappropriate for certain wavelengths of light to be named “far-red”?

A. Far-red wavelengths appear identical to read wavelengths to the human eye.

B. Far-red wavelengths have the same effects on plants as red wavelengths do.

C. Far-red wavelengths travel shorter distances than red wavelengths do

D. Far-red wavelengths are not perceived as red by the human eye

9. What point does the professor make when she discusses the red light and far-red light that reaches plants?

A. All of the far-red light that reaches plants is used for photosynthesis

B. Plants flower more rapidly in response to far-red light than to red light.

C. Plants absorb more of the red light that reaches them than of the far-red light.

D. Red light is absorbed more slowly by plants than far-red light is.

10. According to the professor, how does a plant typically react when it senses a high ratio of far-red light to red light?

A. It slows down its growth

B. It begins photosynthesis

C. It produces more photoreceptors

D. It starts to release its seeds

11. In the Pampas experiment, what was the function of the LEDs?

A. To stimulate photosynthesis

B. To stimulate red light

C. To add to the intensity of the sunlight

D. To provide additional far-red light

Lecture 2

12. What does the professor mainly discuss?

A. Evidence of an ancient civilization in central Asia

B. Archaeological techniques used to uncover ancient settlements

C. The controversy concerning an archaeological find in central Asia

D. Methods used to preserve archaeological sites in arid areas.

13. What point does the professor make about mound sites?

A. They are easier to excavate than other types of archaeological sites

B. They often provide information about several generations of people

C. They often contain evidence of trade

D. Most have been found in what are now desert areas.

14. What does the professor compare Gonur-depe to ancient Egypt?

A. To point out that Gonur-depe existed earlier than other ancient civilizations

B. To emphasize that the findings at Gonur-depe are evidence of an advanced civilization

C. To demonstrate that the findings at these locations have little in common

D. To suggest that discovery of Gonur-depe will lead to more research in Egypt

15. What does the professor imply about the people of Gonur-depe?

A. They avoided contact with people from other areas

B. They inhabited Gonur-depe before resettling in Egypt

C. They were skilled in jewelry making

D. They modeled their city after cities in China.

16. Settlements existed at the Gonur-depe site for only a few hundred years. What does the professor say might explain this fact? (Click on 2 answers)

A. Wars with neighboring settlements

B. Destruction caused by an earthquake

C. Changes in the course of the Murgab River

D. Frequent flooding of the Murgab River

17. What is the professor’s opinion about the future of the Gonur-depe site?

A. She believes it would be a mistake to alter its original form

B. She doubts the ruins will deteriorate further

C. She thinks other sites are more deserving of researchers’ attention.

D. She is not convinced it will be restored.

# TPO-29

Conversation-1

What is the conversation mainly about?

A. What the deadline to register for a Japanese class is.

B. Why a class the woman chose may not be suitable for her .

C. How the woman can fix an unexpected problem with her class schedule.

D. How first-year students can get permission to take an extra class.

Why does the man tell the woman that Japanese classes are popular?

A. To imply that a Japanese class is unlikely to be canceled.

B. To explain why the woman should have registered for the class sooner.

C. To encourage the woman to consider taking Japanese.

D. To convince the woman to wait until next semester to take a Japanese class.

Why does the man ask the woman if she registered for classes online?

A. To explain that she should have registered at the registrar’s office.

B. To find out if there is a record of her registration in the computer.

C. To suggest a more efficient way to register for classes.

D. To determine if she received confirmation of her registration.

What does the man suggest the woman do?Click on 2 answers.

A. Put her name on a waiting list.

B. Get the professor to sign a form granting her permission to take the class.

C. Identify a course she could take instead of Japanese.

D. Speak to the head of the Japanese department.

What does the man imply when he points out that the woman is a first-year student?

A. The woman has registered for too many classes.

B. The woman should not be concerned if she cannot get into the Japanese class.

C. The woman should not register for advanced-level Japanese classes yet.

D. The woman should only take required courses at this time.

Lecture-1

Marine Biology

refugia

What does thhe professor mainly discuss?

A. Cause of soil diversity in old-growth forests

B. The results of a recent research study in a Michigan forest

C. The impact of pedodiversity on forest growth

D. How forest management affects soil diversity

According to the professor, in what way is the soil in forested areas generally different from soil in other areas?

A. In forested areas, the soil tends to be wamer and moister.

B. In forested areas, the chemistry of the soil changes more rapidly.

C. In forested areas, there is usually more variability in soil types.

D. In forested areas, there is generally more acid in the soil.

What does the professor suggest are the three main causes of pedodiversity in the old-growth hardwood forests she discusses?Click on 3 answers.

A. The uprooting of trees

B. The existence of gaps

C. Current forest-management practices

D. Diversity of tree species

E. Changes in climatic conditions

Why does the professer mention radiation from the Sun?

A. To point out why pits and mounds have soil with unusual properties

B. To indicate the reason some tree species thrive in Michigan while others do not

C. To give an example of a factor that cannot be reproduced in forest management

D. To help explain the effects of forest gaps on soil

Why does the professor consider pedodiversity an important field of research?

A. It has challenged fundamental ideas about plant ecology.

B. It has led to significant discoveries in other fields.

C. It has implications for forest management.

D. It is an area of study that is often misunderstood.

Why does the professor give the students an article to read?

A. To help them understand the relationship between forest dynamics and pedodiversity

B. To help them understand how to approach an assignment

C. To provide them with more information on pits and mounds

D. To provide them with more exposure to a controversial aspect of pedodiversity

Lecture-2

History of Musical Instruments

Cremona

Density differential

What is the main purpose of the lecture?

A. To explain how musicians can perform successfully in theaters and concert halls with poor acoustics

B. To explain how the design of theaters and concert halls has changed over time

C. To discuss design factors that affect sound in a room

D. To discuss a method to measure the reverberation time of a room

According to the lecture, what were Sabine’s contributions to architectural acoustics? Click on 2 answers.

A. He founded the field of architectural acoustics.

B. He developed an important formula for measuring a room’s reverberation time.

C. He renewed architects’ interest in ancient theaters.

D. He provided support for using established architectural principles in the design of concert halls.

According to the professor, what is likely to happen if a room has a very long reverberation time?

A. Performers will have to make an effort to be louder.

B. Sound will not be scattered in all directions.

C. Older sounds will interfere with the perception of new sounds.

D. Only people in the center of the room will be able to hear clearly.

Why does the professor mention a piano recital? Click on 2 answers.

A. To illustrate that different kinds of performances require rooms with different reverberation times

B. To demonstrate that the size of the instrument can affect its acoustic properties

C. To cite a type of performance suitable for rectangular concert hall

D. To exemplify that the reverberation time of a room is related to its size

According to the professor, what purpose do wall decorations in older concert halls serve?

A. They make sound in the hall reverberate longer.

B. They distribute the sound more evenly in the hall.

C. They make large halls look smaller and more intimate.

D. They distuise structural changes made to improve sound quality.

Why does the professor say this: 重听题

A. To find out if students have understood his point

B. To indicate that he will conclude the lecture soon

C. To introduce a factor contradicting his previous statement

D. To add emphasis to his previous statement

Conversation-2

Chinampas

Why does the student go to see the professor?

A. To explain why he may need to hand in an assignment late

B. To get instructions on how to complete an assignment

C. To discuss a type a type of music his class is studying

D. To ask if he can choose the music to write about in a listening journal

What does the student describe as challenging?

A. Comparing contemporary music to earlier musical forms

B. Understanding the meaning of songs that are not written in English

C. Finding the time to listen to music outside of class

D. Writing critically about musical works

Why does the student mention hip-pop music?

A. To contrast the ways he responds to familiar and unfamiliar music

B. To help explain why he signed up for the professor’s course

C. To point out its similarities to music introduced in the course

D. To give an example of music that features repeating rhythms

According to the professor, what are two characteristics of the musical form the class is currently studying? Click on 2 answers.

A. The songs are sung in a low voice.

B. The songs have influenced other musical styles.

C. The songs are about serious topics.

D. The songs were never written down.

What can be inferred about the professor at the end of the conversation?

A. She intends to provide all her students with additional information about the assignment.

B. She is concerned that the student may not be successful in the class.

C. She understands that the student has less experience playing music than writing about it.

D. She is happy that most students in the class were able to follow her instructions.

Lecture-3

What is the main purpose of the lecture?

A. To explain the method used to date Clovis caches

B. To compare two different types of Clovis caches

C. To discuss possible interpretations of Clovis caches

D. To show how caches indicate the route traveled by the Clovis people

What does the professor imply when she mentions a deviate about when the Clovis people arrived in the Americas?

A. An arrival date of 11,000 years ago is acceptable for the purpose of her lecture.

B. An arrival date of 11,000 years ago is inconsistent with some aspects of Clovis culture.

C. Only a few archaeologists believe the arrival date is much earlier than 11,000 years ago.

D. The debate about the arrival date of the Clovis people has recently been settled.

According to the professor, what is the traditional explanation for Clovis caches?

A. They were supplies kept in storage for future use.

B. They were valuable items for trading with other groups.

C. They were carved objects that served as maps.

D. They were forms of communication.

According to the lecture, what is indicated by the size of the points found in some Clovis caches?

A. Methods of toolmaking varied between different Clovis groups.

B. The Clovis people made a variety of tools for different purposes.

C. The points may not have been functional tools.

D. The larger points made the Clovis people’s spears more effective.

What were two characteristics of tools found in Clovis caches? Click on 2 answers.

A. They were made later than other Clovis tools.

B. They were skillfully made.

C. They were carved with particular symbols.

D. They were made of the best pieces of stone.

According to the alternative hypothesis the professor mentions, why might the Clovis people have buried caches?

A. To indicate that they were the owners of the land

B. To pass cultural knowledge to future generations

C. To recognize that a place had a special meaning

D. To give a name to a particular area

Lecture-4

What is the main purpose of the lecture?

A. To help students understand what is required to launch a satellite

B. To descrive new materials now being used to explore space

C. To descrive a potential technology for space exploration

D. To show how ideas from science fiction often develop into actual technologies

Why does the student mention climbing a ladder?

A. To demonstrate his familiarity with certain new types of technology

B. To make sure he understands the point the professor is making

C. To raise an objection to the professor’s claims about escape velocity

D. To provide a humorous example for the other students’ amusement

What does the professor imply about using carbon nanotubes in the development of space elevators?

A. Current technology is good enough to make space elevators even without nanotubes.

B. We do not yet have the technology to bind nanotubes together in a ribbon.

C. Nanotube cables would not be rigid enough to support an elevator car.

D. Nanotubes are the kinds of materials that will be needed if space elevators are ever to be built.

According to the professor, what is the significance of having a satellite in orbit about 36,000 kilometers above Earth’s surface?

A. This is the physical limit of the length that a carbon nanotube cable could reach.

B. A satellite orbiting at this height can remain directly above on location on Earth.

C. Earth’s gravitational field is too weak to hold a satellite in orbit at higher altitudes.

D. The distance aroud Earth’s equator is approximately 36,000 kilometers.

Why does the professor mention the writer Arthur C. Clarke?

A. To use a comment made by Clarke as a way of answering a student’s question

B. To familiarize students with Clarke’s ideas on space engineering

C. To cite a prominent opponent of the idea of space elevators

D. To point out that Clarke wrote about carbon nanotube technology long before it became a reality

What can be inferred about the professor when he says this: 重听题

A. He is enjoying an opportunity to make his students laugh.

B. He is disappointed that none of his students thought of this idea themselves.

C. He wants his students to seriously consider an idea they might find surprising.

D. He has spent a great deal of time researching the idea that he is now presenting.

# TPO-30

Conversation-1

1.Why does the student go to speak with the woman?

A. To get permission to organize a club event.

B. To arrange for a work space for his club.

C. To inquire about a photography class.

D. To reserve a room for photography exhibit.

2. What is the student's attitude toward the room he is offered?

A. He thinks that sharing a room is a good way to find out about other clubs.

B. He considers a semiprivate room to be acceptable.

C. He is concerned that there will not be enough storage space in a semiprivate room.

D. He is surprised that there are not enough private rooms for all the clubs.

3. Why does the woman ask the student for an approval letter?

A. All new clubs must submit an approval letter to the student activities center.

B. She needs it to request funding for the club on his behalf.

C. She needs proof that the new club has a faculty advisor.

D. The approval letter can serve as verification of the club's registration.

4. Near the end of the conversation, what does the student indicate he will have to do ?

A. Retrieve a letter from his dormitory room

B. Reschedule some club events

C. Ask a committee to review his registration

D. Pay a registration fee to start a new club

5. For what activity does the student consider requesting funding?

A. Designing a club Web site

B. Reserving audio-visual equipment

C. Sponsoring a guest speaker

D. Setting up a campus e-mail account

Lecture-1

Psychology

metacognition

6. What is the lecture mainly about ?

A. The difference between cognition and metacognition

B. A study showing that dolphins have less cognitive capacity than monkeys

C. The effectiveness of using food as a reward in experiments with monkeys

D. Research that investigates whether animals are aware of feeling uncertainty

7. Why does the professor mention the inability of animals to report what they are thinking ?

A. To emphasize that language learning is an ability unique to humans

B. To explain why researchers must be sensitive to nuances in animals' behavior

C. To point out a difficulty in testing for metacognition in animals

D. To show the need for advancements in the study of animal communication

8. In the dolphin study, how did the researcher make the dolphin's task increasingly difficult ?

A. By showing the dolphin two patterns that were similar in density

B. By playing two sounds that became progressively closer in pitch

C. By producing sounds that were just within the dolphins' range of hearing

D. By introducing a third paddle that ended on trial an began a new one

9. According to the professor, what objections did some researchers raise with regard to the dolphin study?

A. The study did not distinguish between learned and higher-level responses.

B. The dolphin was not rewarded consistently for pressing the third paddle.

C. Only one dolphin was used in the experiment.

D. The results could not be replicated in a later study.

10. What can be inferred from the results of the study in which monkeys did not receive immediate feedback?

A. The researchers based the study on an incorrect hypothesis.

B. Monkeys respond best to negative reinforcement.

C. Monkeys become confused when they do not receive rewards.

D. Monkeys probably have some degree of metacognitive ability.

11. Why does the professor say this?重听题

A. To emphasize the importance of introductory courses

B. To find out whether students have taken a psychology course

C. To imply that students should be familiar with the concept she mentioned

D. To indicate that she is going to review information from a psychology class

Lecture-2

Paleontology

Oviraptor

12. What does the professor mainly discuss?

A. How the parenting behavior of Oviraptors may have differed from that of other dinosaurs

B. Evidence that parenting behavior in birds may have originated with dinosaurs

C. Physical traits shared by dinosaurs, crocodiles, and birds

D. The changing attitudes of the public toward dinosaurs

13. What is the professor's attitude toward the name "Obiraptor" ? Click on 2 answers.

A. It accurately represents the behavior of the dinosaur

B. It resulted from an incorrect translation of the original Latin term

C. It was based on a misunderstanding of the fossil evidence

D. It influenced popular attitudes toward dinosaurs

14. According to the professor, what behavior is very rare among reptiles?

A. Parenting of the young by males

B. Laying eggs in a nest

C. Returning to the same nest site year after year

D. Stealing eggs from the nests of other reptiles

15. What does the professor imply about crocodiles ?

A. They provide fewer clues about dinosaur nesting behavior than birds do.

B. They share many behavioral characteristic with birds like the ostrich and kiwi.

C. They have larger clutch volumes than most dinosaurs had.

D. The female and the male work together to guard their nest.

16. What is the function of the spongy tissue in the bones of a female bird?

A. In makes the bird more comfortable while sitting on her eggs for long periods of time.

B. In enables female birds to lay more eggs.

C. It strengthens the bird's bones just before she lays her eggs.

D. It serves as a source of calcium for eggshells.

17. What did researchers conclude after analyzing fossilized dinosaur bones found near nests?

A. Many dinosaurs died before they became adults.

B. Male dinosaurs produced a spongy layer of bone.

C. Male dinosaurs probably took care of the eggs.

D. Female dinosaurs seldom went far from their nests.

Conversation-2

18.What are the speakers mainly discussing?

A. The student’s idea about his class assignments

B. The influence of one painter on another

C. The student’s recent visit to museum in Connecticut

D. The challenges associated with painting at night

19. Why is the student unable to write about the painting by Van Gogh?

A. It is not on the list of approved paintings that the professor provided.

B. It is not available for the student to study in person.

C. The student does not have enough background knowledge to write about it.

D. Another student has already chosen to write about it.

20. What does the student say about the painting by Millet?

A. It seemed brighter than he expected.

B. It is on loan to a distant museum.

C. It is his favorite painting.

D. It is located near his family’s house.

21. According to the speakers, what two features do the Van Gogh painting and the Millet painting have in common? (Click on 2 answers)

A. They have the same name.

B. They exemplify Postimpressionist style

C. They depict a nighttime scene with a lot of light

D. They depict the same star constellation.

22. What does the professor imply about the objects held by children in some American miniature portraits?

A. They increase the value of the portraits

B. They reveal historical attitudes.

C. They are difficult to analyze.

D. They were often depicted larger than their actual size.

Lecture-1

Astronomy

jarosite

microfabricate organic analyzer/M.O.A

amino acids

23. What is the lecture mainly about?

A. Evidence proving that water was once on Mars

B. Scientific analyses currently being done on mineral samples from Mars

C. Recent developments that could help determine whether life ever existed on Mars

D. An approach to determining whether amino acids on Earth originated on Mars

24. What was discovered on Mars that suggests water once existed there?

A. Microorganisms that can form only in the presence of water.

B. A mineral that can form only in the presence of water.

C. Proteins that have the same structure as proteins found on Earth.

D. Large deposits of iron and potassium that can form only in the presence of water.

25. How might jarosite found on Mars differ from jarosite found on Earth?

A. Mars jarosite and Earth jarosite might have been created by different processes.

B. Mars jarosite might have been formed without water.

C. Mars jarosite might not contain as much iron or potassium as Earth jarosite.

D. Mars jarosite might be more acidic than Earth jarosite.

26. According to the professor, what are two important capabilities of the microfabricated organic analyzer? (Click on 2 answers)

A. It can accurately test for the presence of water.

B. It can analyze soil samples without returning them to Earth.

C. It can return soil samples back to Earth quickly.

D. It can determine the handedness of amino acids.

27. What point does the professor make about the twenty amino acids that occur on proteins on Earth?

A. They can be either right-handed or left-handed.

B. They were synthesized through abiotic processes.

C. They all have a crystalline structure.

D. They are all left-handed.

28. What would a prevalence of right-handed amino acids in mineral samples collected on Mars indicate?

A. That amino acids on Mars probably originated on Earth

B. That amino acids existed on Mars long before they existed on Earth

C. That a type of microorganism may have existed on Mars that is different from any on Earth

D. That left-handed amino acids are probably present in some minerals on Mars

Lecture-2

Music History

Les Paul

Jimi Hendrix

29. What does the professor mainly discuss?

A. Musical genres that feature the electric guitar

B. Technological advances that made electric guitar possible.

C. The popularity of rock-roll music

D. The evolution of the electric guitar

30. What does the professor say about the sailors who were stationed in Hawaii after the Spanish-American War?

A. They helped popularize steel guitar music among the people of Hawaii.

B. They were among the first to play the steel guitar in musical groups.

C. They introduced the steel guitar to the mainland United States.

D. They altered the second of the steel guitar by redesigning its slide.

31. Why does the professor mention that the steel guitar was played horizontally?

A. To show how it influenced musical styles such as jazz and blues

B. To explain one way of distorting the sound of a guitar

C. To emphasize the versatility of acoustic guitars

D. To explain the need to amplify the sound of acoustic guitars

32. What distinguished Les Paul’s guitar from electric guitars that preceded it?

A. It had a solid body.

B. It was played with a sliding steel rod.

C. It relied on distortion to create special effects.

D. It projected sound toward the audience rather than the ceiling.

33. What can be inferred about the woman who mentioned Jimi Hendrix?

A. She previously did not understand the significance of Les Paul’s contribution to the development of electric guitar.

B. She enjoys listening to music played on an electric guitar more than the professor does.

C. She prefers listening to electric guitar music that is played with no distortion or special effects.

D. She is convinced that Hendrix’s style was influenced by Les Paul’s guitar design.

34. What does the professor mean when he states that Jimi Hendrix’s reinvented the electric guitar?

A. Hendrix simplified the guitar design to make it easier to play.

B. Hendrix discovered and corrected defects in previous guitar designs.

C. Hendrix redesigned the guitar to make it louder.

D. Hendrix manipulated the guitar to create a distinctive sound.

# TPO-31

Conversation 1

1. What are the speakers mainly discussing?

o A point about southern settlements that the student did not understand.

o A problem with an assignment on colonial shipping routes.

o Reasons why the student prefers to write a paper relates to architecture

o An aspect of colonial settlements the student wants to research.

2. What is the professor’s opinion about the student’s interest in architecture?

o He thinks the student’s focus on architecture prevents her from broadening her perspective.

o He thinks it may contribute to her producing an interesting research paper.

o He hopes she will choose to major in both history and architecture.

o He suspects that it may not provide her with the necessary background for the paper she is writing.

3. What does the professor want the student to do when they write their papers?

o Show a connection between history and another field in which they are interested.

o Develop a research topic that has not been investigated before.

o Explain how an aspect of United States culture has changed over time.

o Describe early difference between regions of the United States.

4. Why does the professor mention medieval Europe?

o To point out an important difference between Europe and the United States

o To introduce a reason that the first European settlers moved to North America.

o To indicate the style of community planning followed by in the northern colonies.

o To point out that urban planning has changed considerably since the medieval period.

5. What does the professor imply about storage and port facilities?

o They were one indicator of the emphasis put on trade in the southern colonies.

o They were a sign of something the northern and southern colonies had in common.

o They were multipurpose facilities also used for community meetings.

o They were designed to be similar to those found in Europe.

Lecture 1

6. What is the main topic of the lecture?

o The history of Greek music from ancient times to the past

o The influence of ancient Greek music on the music of neighboring countries

o The characteristics of ancient Greek songs

o The attitude of the ancient Greek toward music

7. What two reasons does the professor give for approaching the lecture material as he does?

Click on 2 answers

o We have a limited idea of what ancient Greek music sounded like.

o The Greek philosophy of music influenced western thought.

o Greek music shared many characteristics with other types of ancient music.

o Greek melodies were admired by musicians from other cultures.

8. According to the professor, what did the ancient Greeks believe about music?

o That music connected them to their ancestors.

o That music allowed people to express their individuality.

o That the same laws ruled music and the universe.

o That music could not be explained by mathematics.

9. According to the professor, what was Plato’s attitude toward music?

o Music had the power to help create the future leaders of a society.

o Music needed to be constantly evolving to keep up with social change.

o Music distracted attention from social problems.

o Music’s primary purpose was entertainment.

10. Why does the professor mention rock-and-roll music?

o To make a connection between ancient and modern attitudes toward music.

o To contrast its characteristics with the characteristics of ancient Greek music.

o To introduce a topic he will discuss later in the lecture

o To find out what kind of music students in the class like best.

11. Why does the professor say this?

o He does not think his opinions are relevant to class discussion.

o He believes his students can infer what he thinks.

o He wants the students to take Plato’s ideas seriously.

o He does not want to influence his students’ opinions.

Lecture 2

12. What is the lecture mainly about?

o How to predict the rate of tectonic plate movement

o A geologist’s attempt to determine the position of continents in the past.

o Some ideas about future movements of Earth’s tectonic plates.

o The history of a debate between two plate tectonic theories.

13. The professor states that some continents are currently moving northward and some are moving westward. Indicate the direction in which the continents are currently moving.

Click in the correct boxes.

Northward Westward

Africa

Americas

Australia

14. What process is currently taking place in the Atlantic Ocean?

o One half of the ocean plate is sinking beneath the other half.

o New rock is forming between two sections of the ocean floor.

o A subduction zone is forming at the eastern edge of the ocean floor.

o The ocean plate is moving away from the continental plates that are under the Americas.

15. What long-term geopredictions do many geologists make?

o Continents will become smaller than they are now.

o Subduction will cause one continent to sink under an ocean.

o North and South America will move away from each other.

o The current continents will eventually join together.

16. Based on the discussion, what happens when a continental plate and an oceanic plate collide?

o The edge of the oceanic plate moves down into the mantle.

o Slab pull causes the ocean floor to expand.

o New rock material rises to the surface at the subduction zone.

o Parts of each plate break off into the ocean.

17. What is the important difference between the two hypotheses discussed by the professor?

o They make different predictions about the direction in which the American continents will move.

o They make different predictions about how long it will take for Pangaea Ultima to form.

o Only one predicts that Asia will eventually begin to move eastward.

o Only one predicts that some tectonic plates will eventually stop moving.

Conversation 2

1. What is the conversation mainly about?

o Proposed changes to an internship program

o A document that was not delivered on time

o A canceled course

o An error in a registration record

2. According to the student, how is his internship different from the internships the other students have

o He will be doing research in the open ocean

o He will be teaching visitors about the displays at the aquarium

o He will be writing a report about the regional center for marine research

o He will be spending more time in the classroom

3. What two requirements did the student have to meet in order to get the internship?

Click on 2 answers

o He had to have volunteered previously at the aquarium

o He had to be certified in scuba diving

o He had to be a senior oceanography student

o He had to have experience collecting oceanographic data

4. What does the student imply about Professor Leonard?

o She is not in charge of oceanography internships

o She works at the regional center for marine research

o She will be able to help correct the mistake today

o She recommended the student for the internship

5. What can be inferred about the woman when she says this?

o She feels her office has handled the situation correctly

o She is upset that she has to fix the problem herself

o She believes the student should have finalized his paperwork earlier

o She wants to reassure the student that the problem will be addressed promptly

Lecture 3

6. What is the lecture mainly about?

o Reasons CoT starfish are attracted to coral reefs

o Possible causes of change in the CoT starfish population

o Evidence that coral decline may not be related to the CoT starfish

o Proven ways to effective control the CoT starfish population

7. According to the professor, what is the role of the grant triton snail in the coral reef ecosystem?

o It completes with CoT starfish for food

o Its shells provides habitat for CoT starfish

o It is a predator of CoT starfish

o It can repair coral that has been damaged by CoT starfish

8. How might fertilizer runoff affect CoT starfish population?

o It might increases the food supply for young CoT starfish

o It might wash away nutrients that are beneficial for CoT starfish

o It might destroy CoT starfish habitats

o It might make phytoplankton dangerous for CoT starfish to eat

9. According to the professor, how might storms affect CoT starfish?

o Storms might interfere with CoT starfish’s spawning cycle

o Storms might reduce the amount of plankton eaten by CoT starfish

o Storms might carry starfish predators close to reef system

o Storms might reduce the number of feeding areas available to CoT starfish.

10. What does the professor say about controlling the CoT starfish population?

o It will be possible only after the causes of starfish population changes are better understood

o Recent discoveries about CoT starfish have made controlling its population easier

o Enforcing measures to limit runoff should be sufficient to control the starfish population

o Monitoring populations of young starfish will probably not be useful

11. Why does the professor mention that CoT starfish eat fast-growing coral?

o To show that CoT starfish might benefit slow-growing coral

o To explain fluctuation in the CoT starfish population

o To indicate that the behavior of CoT starfish has changed over time

o To emphasize the danger posed by CoT starfish to coral reefs

Lecture 4

12. What is the lecture mainly about?

o Reasons why an ancient archaeological site was well preserved

o A controversy over where horses were first domesticated

o Factors that led an ancient society to become nomadic

o Evidence that an ancient civilization used domesticated animals

13. Why does the professor mention milking a wild horse?

o To point out that the Botai people sometimes did not have enough food

o To compare the physical features of domesticated and wild horse

o To prove that the horses of the Botai people were domesticated

o To emphasize that horse milk was popular in some ancient societies

14. What point does the professor make from the horse bones found in the Botai settlements?

o They do not reveal information about horse domestication

o They are very different from the bones of modern horses

o They date to the period when the Botai people had become nomads

o They suggested that horses were first domesticated by another ancient people

15. According to the professor, what can a large concentration of phosphorus in the soil indicate?

Click on 2 answers

o That a large number of horses were kept in the area

o That the diet of people who lived in the area included horse milk

o That there were well-used fireplaces in the area

o That farming in that soil would have been extremely difficult

16. What does the professor imply about the people in ancient Kazakhstan when they started raising sheep and cattle?

o They found a way to protect livestock from harsh weather without travelling to the southern region

o They realized that a nomadic lifestyle offered benefits that outweighed the hard work

o They had to leave the area due to a rapid increase in population

o They learned that growing crops is possible in the southern region.

17. Why does the student say this?

o To point out a contradiction in the professor’s remark

o To propose a solution to the issue that the professor has just discussed

o The find out if he understands correctly what the professor has just explained

o To show that he disagrees with the professor

# TPO-32

Conversation1

1. What is the conversation mainly about?

A) Reasons that the man wants to sell his textbook

B) How to find out which books are on the buyback list

C) The bookstore’s policies for buying back textbooks from students

D) The student’s deadline for selling old textbooks

2. According to the woman, when are textbooks added to the buyback list?

A) After students have registered for the next semester’s classes

B) After professors receive student evaluations of textbooks

C) After professors inform the bookstore what textbooks they will use the following semester

D) After the bookstore determines what price to charge

3. According to the woman, what is a reason the man’s textbook may not be added to the buyback list?

A) The bookstore may already have ordered too many copies of the textbook.

B) The price of the textbook may have changed significantly since last semester.

C) Professor Murphy may not be teaching economics next semester.

D) A newer edition of the textbook may be available next semester.

4. What does the woman suggest the man should do to have the best chance of selling his book to the bookstore? [Choose two answers]

A) Ask his professor if the same book will be used next semester

B) Sell the book back as soon as the buyback period begins

C) Make sure the book is in good condition

D) Bring the original sales receipt with the book

5. Why does the woman say this?

A) To confirm that cleaning up the book is important

B) To suggest it might be easier to sell the book to another student

C) To indicate that she sets the price the bookstore will pay for books

D) To acknowledge that the man’s book is in good shape

Lecture1

6. What is the lecture mainly about?

A) The history of archaeology in Africa

B) Traditional methods of archaeological research

C) Controversial new archaeological findings

D) The study of archaeology in Southeast Asia

7. What excites the professor about the field of archaeology?

A) Established theories can be challenged by new evidence.

B) The technology used in archaeology is always improving.

C) Archaeology deals with basic issues of human societies.

D) Archaeologists often work in interesting parts of the world.

8. According to the professor, what can scientists learn by examining ancient phytoliths?

A) The nutrients a plant took in

B) The age of a certain sediment layer

C) What a plant was used for

D) What type of plant produced them

9. What are the implications of the theory that bananas arrived in Africa 5,000 years ago? [Choose two answers]

A) Agriculture developed in Africa earlier than previously assumed.

B) Contact between Africa and Asia occurred earlier than previously assumed.

C) People have inhabited Southeast Asia longer than previously assumed.

D) The banana plant is a more ancient plant than was previously assumed.

10. What does the professor consider a weakness of the study on bananas in Africa?

A) It did not produce accurate data.

B) Its results are of little importance.

C) Its conclusions are not supported by other studies.

D) It does not make good use of advanced technology.

11. Why does the professor say this?

A) To announce her intentions to continue the study herself

B) To encourage her students to do archaeological research

C) To discredit the recent research on bananas and phytoliths

D) To highlight the university’s reputation in archaeology

Lecture2

12. What is the lecture mainly about?

A) Ways species in an ecosystem affect each other’s population size

B) How the carrying capacity of an ecosystem is determined

C) A new theory regarding cycles in predator and prey population sizes

D) How researchers monitor the population size of animal species in the wild

13. Why does the professor mention nonnative species?

A) To show that some species cannot be transplanted easily to new environments

B) To give an example of rapid population growth that is not followed by decline

C) To emphasize that species with rapidly growing populations harm ecosystem

D) To introduce a study on the changing population size of certain species

14. What point does the professor make when she discusses the carrying capacity of an ecosystem?

A) The availability of food is more important for species than the availability of space.

B) The amount of environmental resistance in an ecosystem does not change over time.

C) Environmental resistance controls the population size of species in an ecosystem.

D) The population size of most species increases at a constant rate.

15. How did the researchers test the links between acorns, white-footed mice, and gypsy moths in a forest?

A) They supplied an additional food source for gypsy moths.

B) They introduced gypsy moths to areas where there had been none.

C) They cleared oak trees from some areas where both animal species lived.

D) They manipulated the numbers of mice and acorns in some areas.

16. What does the professor say can lead to a change in the gypsy moth population in a forest? [Choose two answers]

A) An increase in the number of tree species in a forest

B) An increase in the number of acorns produced by oak trees

C) A decrease in the population of white-footed mice

D) A decrease in oak tree leaves caused by gypsy moth caterpillars

17. What can be inferred about the professor when she says this?

A) She does not know the answer to the student’s question.

B) She wants to correct a statement she made earlier.

C) She thinks the term the student used is incorrect.

D) She would like to redirect the discussion.

Conversation2

1. What do the speakers mainly discuss? [Choose two answers]

A) How the man should narrow the focus of his paper

B) Whether a focus on wood harvesting is an appropriate topic for the man’s paper

C) Why the man became interested in wood harvesting techniques

D) Why different ancient cultures used different wood harvesting techniques

2. Why does the man mention pursuing an advanced degree in forestry?

A) To explain why his biology class interests him so much

B) To ask the professor to write a letter of recommendation for him

C) To get the professor’s opinion on his choice of careers

D) To indicate he is not interested in anthropology

3. What had the man assumed about human impact on the environment?

A) That human impact on the environment is difficult to measure

B) That humans have only recently had an impact on the environment

C) That human impact on the environment is always harmful

D) That human impact on the environment cannot be avoided

4. According to the professor, what did researchers find at an archaeological site in Turkey?

A) Remains of pistachios and almonds in ancient vessels

B) Tools indicating that there was farming in the region

C) Evidence that people cut down trees for use as fuel

D) Evidence that people harvested branches from trees

5. What opinion does the professor express when she says this?

A) That the topic is too controversial to be the focus of the man’s paper

B) That too many papers have already been written on the topic

C) That the topic does not seem to meet the requirements of the assignment

D) That there has not yet been any research published on the topic

Lecture3

6. What is the lecture mainly about?

A) The environmental effects of heap roasting

B) The reforestation efforts in the Copper Basin

C) The process of mining and producing copper

D) Damages caused during an attempt to clean up industrial waste

7. What is the professor’s opinion about the effort to reclaim the land in the Copper Basin?

A) The techniques and materials used for the cleanup were probably outdated.

B) Some attempts to clean up the Copper Basin have made the problems worse.

C) It is not surprising that cleaning up the area has been extremely difficult.

D) The cleanup has taken longer than necessary.

8. What does the professor imply when he mentions an Olympic whitewater kayaking competition?

A) That many people are unaware of the environmental problems in the Copper Basin

B) That a successful reclamation of the Copper Basin may be possible

C) That some activities in the Copper Basin must go on despite the pollution

D) That the Olympic competition should have been held in a different location

9. According to the lecture, why was heap roasting used in the producing of copper?

A) To make copper ore easier to transport

B) To make copper ore safe for workers to handle

C) To transform copper ore into fuel

D) To remove impurities from copper ore

10. What factors led to the disappearance of trees in the Copper Basin?

[Choose two answers]

A) Mines were dug under areas where trees were growing.

B) Loose soil led to trees being washed into the rivers.

C) Trees growing near the mines were cut and used as fuel.

D) Clouds of sulfur smoke killed trees in the area.

11. What resulted from the lack of trees near the copper-mining operation?

A) It became difficult to provide housing for all the workers.

B) Rivers became filled with toxic soil.

C) Coal and other fuel had to be transported into the area.

D) The heap-roasting process had to be completed far from the mines.

Lecture4

12. What are the speakers mainly discussing?

A) An architect from the United States and a house design she created

B) The disadvantage of houses based on a square design

C) Difficulties faced by residential architects in the nineteenth century

D) Women who had a major influence on architecture in the United States

13. Why does the professor quote from the journal The American Architect and Building News?

A) To point out a source of biographical information about Harriet Morrison Irwin

B) To emphasize his point that there were few southern U.S. architects in the nineteenth century

C) To support his assertion that nineteenth-century residential architects did not get enough respect

D) To point out that interest in southern U.S. architecture increased during the nineteenth century

14. What does the professor say about Irwin’s education in architecture?

A) She acquired knowledge through independent study.

B) She studied with an architect who helped her patent her design.

C) She was trained in architecture starting at a young age.

D) She was the first woman in the United States to attend architecture school.

15. What feature of Irwin’s design shows the influence of John Ruskin?

A) The size of the rooms

B) The length and shape of the hallways

C) The main entrance of the house

D) The placement of windows and doors

16. According to the professor, what interior features of the house Irwin designed were especially beneficial? [Choose two answers]

A) Circular rooms with windows in the ceiling

B) Floors that were easy to clean

C) A large, spacious common area

D) A single-fireplace system that heated the entire house

17. What does the professor imply about Irwin’s nineteenth-century biographers?

A) They were probably envious of her success.

B) They did not sufficiently value function in residential architecture.

C) They did not know much about architects from the southern United States.

D) They understood the difficulties faced by women architects.

# TPO-33

Conversation1

1. Why does the woman go to see the man?

A) To ask about a university policy regarding dorm rooms

B) To report excessive noise in her dorm

C) To report that room temperatures are too high in her room

D) To inquire about the status of a request she had made for a repair

2. How has the woman been dealing with her problem?

A) By using an electric heater

B) By staying in a different building

C) By sleeping in another room in her building

D) By exchanging rooms with a friend

3. What does the man imply about the custodian?

A) The custodian is not usually responsible for making repairs.

B) The custodian did not follow correct procedures.

C) The custodian needs permission before making repairs.

D) The custodian had reported the problem earlier.

4. Why does the man mention winter?

A) To suggest that an electric heater is not yet necessary

B) To show that he understands the woman’s frustration

C) To encourage the woman to move to another room

D) To explain why it may take time to fix the woman’s problem

5. What will the man do to help the woman?

A) He will fill out a maintenance request form for her.

B) He will send a maintenance team to her room soon.

C) He will order a new heater for her room right away.

D) He will allow her to change rooms temporarily.

Lecture1

6. What is the lecture mainly about?

A) Building techniques that were common in the ancient world

B) Evidence of several early attempts to build a pyramid

C) Possible answers to an ancient mystery

D) The history of the pyramids of Egypt

7. According to the professor, what is the main argument against the theory that the stone blocks of the Great Pyramid were lifted into place with cranes?

A) Wooden cranes would have been too weak to lift the blocks.

B) There is no evidence of ancient Egyptians ever using cranes.

C) The use of cranes would have resulted in imprecise dimensions.

D) There would not have been enough room for a platform for the cranes.

8. Why does the professor mention a mountain road?

A) To illustrate an alternative to a steep ramp

B) To emphasize the effort needed to move large stone blocks

C) To imply that progress on the Great Pyramid was slow

D) To describe the shape of the road leading to the Giza Plateau

9. Why does the professor talk about the accuracy of the proportions of the Great Pyramid?

A) To provide background on the principles of microgravimetry

B) To discount the possibility that a ramp once spiraled around outside of the pyramid

C) To explain the effectiveness of computer models of the pyramid

D) To emphasize the difficulty of building a ramp with the correct slope

10. The professor discusses different methods the Egyptians may have used to build the Great Pyramid. For each method listed below, place a check in the box that show with whom it is associated.

Click the correct boxes. This question is worth 2 points.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Herodotus | Houdin | Neither Herodotus nor Houdin |
| Spiral ramp inside the pyramid |  |  |  |
| Wooden cranes used to lift heavy blocks |  |  |  |
| A straight ramp used for the entire pyramid |  |  |  |
| A straight ramp used for the bottom of the pyramid only |  |  |  |

11. What is the professor’s view of the Houdin’s theory?

A) She would like to see more detailed microgravimetric surveys before she will be convinced it is true.

B) She is surprised at how similar it is to Herodotus’ theory.

C) She finds the microgravimetric evidence for it to be very strong.

D) She thinks it is plausible but leaves some important questions unanswered.

Lecture2

12. What is the lecture mainly about?

A) The use of tree rings to measure water usage rates

B) Collecting data that are useful for planning water distribution

C) Investigating the history of water use in the Colorado River basin

D) The need for more government involvement in water distribution

13. What does the student find surprising about the 1922 water-sharing agreement?

A) It was based on only twenty years of data.

B) It was approved by all seven states in the region.

C) It was meant to remain in effect for more than 100 years.

D) It was based on data from outside the Colorado River basin.

14. According to the professor, what was the problem with the data recorded before the 1970s?

A) The data were recorded on old instruments.

B) The recorded data and human observation did not match.

C) There were gaps in the recorded data.

D) The data did not reflect the historical changes in the flow of the Colorado River.

15. What assumption did researchers use to draw conclusions about the Colorado River basin?

A) Ancient tree ring data can only be obtained from dead trees.

B) The climate in an area tends to remain constant over time.

C) Rainfall has a limited impact on water flowing in rivers.

D) Width of tree rings can correspond to the amount of moisture in an area.

16. What does the professor imply when he describes the early to mid-1900s as the wettest period for the Colorado River in 400 years?

A) The climate in the Colorado River basin will become wetter in the future.

B) The 1922 agreement was based on overestimated average river flows.

C) Water flowing in the Colorado River rises and falls at a predictable rate.

D) Human activity caused climate change in the Colorado River basin.

17. What is the professor’s attitude toward future water-management plans in the Colorado River basin?

A) He believes better methods for collecting data need to be developed.

B) He does not believe water management will be a concern in the immediate future.

C) He is optimistic that new data will lead to better planning.

D) He is not certain all scientists understand the current condition of the Colorado River.

Conversation2

1. Why does the professor meet with the student?

A) To determine if the student has selected an appropriate topic for his class project

B) To find out if the student is interested in taking part in a genetics project

C) To discuss the student’s experiment on taste perception

D) To explain what the student should focus on for his class presentation

2. Why does the student ask the professor about broccoli?

A) To get her to describe some of its genetic features

B) To find out if she is familiar with recent research on vegetable DNA

C) To introduce an idea that he has had for a research topic

D) To help explain why he needs extra time to prepare his presentation

3. What possible causes does the student consider for not liking the taste of vegetables?

[Choose two answers]

A) A genetic predisposition

B) Cooking methods that fail to remove the vegetables’ bitter taste

C) A bad childhood experience associated with eating vegetables

D) Not being served enough vegetables during childhood

4. According to the student, why was it advantageous for early humans to be sensitive to bitter tastes?

A) It helped them to identify vegetables as sources of vitamins.

B) It helped them to avoid eating foods that were not healthy for them.

C) It made them less likely to limit their diet to sweet and salty foods.

D) It allowed them to distinguish between ripe and unripe vegetables.

Listen again to part of the conversation. Then answer the question.

5. What does the student imply when he says this?

A) He has often disagreed with the professor in the past.

B) The biologist in question has a history of advocating nontraditional ideas.

C) Biologists’ research methods are sometimes regarded as unusual by other scientists.

D) Scientific explanations are sometimes contrary to what people might expect.

Lecture3

6. What is the lecture mainly about?

How various proteins function in notothenioids

B) How notothenioids became the dominant type of fish in the Southern Ocean

C) An example that contradicts the theory of adaptive radiation

D) Changes in ocean habitats caused by continental drift

7. Why does the professor mention that coral reefs support more than 4,000 species of fish?

A) To find out what students know about tropical fish

B) To contrast two types of ocean environments

C) To imply that there may be species in the Southern Ocean that have not been discovered yet

D) To imply that there may be fossil evidence of coral reefs in the Southern Ocean

8. What characteristic of notothenioids helps them survive in subfreezing temperatures?

A) They maintain an unusually high body temperature.

B) A special tissue in their eyes enables them to see through ice.

C) Special proteins make their blood circulate too fast to freeze.

D) Ice crystals in their bodies are prevented from growing large enough to harm them.

9. Why did the antifreeze protein initially give no special advantage to the earliest notothenioids?

A) Many other types of fish had the same protein.

B) The notothenioids were not living in subfreezing temperatures.

C) The effect of the antifreeze protein was neutralized by other proteins.

D) The antifreeze protein functioned only in the smallest notothenioids.

10. According to the professor, what factors led to the rapid distribution of notothenioids throughout the Southern Ocean?

[Choose two answers]

A) A genetic mutation occurred in the DNA of the earliest notothenioid.

B) There was an increase in competition for food in temperate waters.

C) Antarctica broke off and drifted away from the South American continent.

D) The waters around Antarctica temporarily warmed up.

11. According to the professor, what happened to notothenioids that migrated to different areas of the Southern Ocean?

A) They evolved into a wide variety of notothenioid species.

B) They developed the ability to tolerate a wide range of temperatures.

C) Some of them became extinct because of new predators.

D) Some of them developed additional antifreeze proteins.

Lecture4

12. What does the professor mainly discuss?

A) The most popular features of ancient Roman gardens

B) The goals of Renaissance garden designers

C) The influence of Renaissance gardens on modern Italian gardens

D) Differences between ancient Greek gardens and ancient Roman gardens

13. The professor mentions three authors from ancient Rome. What point does the professor make about the three authors?

A) They provided credible descriptions of ancient Roman gardens.

B) They probably exaggerated the beauty of ancient Roman gardens.

C) They probably never owned gardens themselves.

D) They invented gardening practices that are still used in Italy today.

14. Why does the professor mention Hero of Alexandria?

A) To explain the relationship between ancient Greek gardens and ancient Roman gardens

B) To explain how ancient Roman gardens came to be influenced by Egyptian culture

C) To point out that garden designers were highly respected members of Roman society

D) To indicate the origin of some of the features of Renaissance gardens

15. According to the professor, what was one goal of the designers of Renaissance gardens?

A) To incorporate plants from as many parts of the world as possible

B) To develop beautiful new breeds of plants

C) To provide amusement for guests

D) To create a peaceful setting for prayer and meditation

16. What does the professor imply about mazes?

A) They were not part of ancient Roman gardens.

B) They were not common in Renaissance gardens.

C) They often incorporated hidden water tricks.

D) They were the most creative aspect of Renaissance gardens.

Listen again to part of the lecture. Then answer the question.

17. What does the professor imply when he says this?

A) Designers of Renaissance gardens were in some ways more creative than the designers of ancient Roman gardens.

B) Designers of Renaissance gardens sometimes had inaccurate conceptions of ancient Roman gardens.

C) Designers of Renaissance gardens sometimes deliberately violated the design principles used in ancient Roman gardens.

D) Designers of Renaissance gardens were able to take advantage of technology that was not available to the designers of ancient Roman gardens.

# TPO-34

Conversation1

1. What is the conversation mainly about?

A) The library’s policies for its annual book sale

B) The man’s search for material for his research project

C) How the library attempts to preserve old books

D) How students can access library books in storage

2. What does the woman say about books in storage?

A) They will be put back on the shelves at some point in the future.

B) They are mostly older books that were donated to the library.

C) They can be checked out by written request.

D) They are not available for student use.

3. What are the criteria for deciding whether a book is put up for sale? [Choose two answers]

A) It contains outdated information.

B) The information in the book is available in other formats.

C) It has not been checked out for a number of years.

D) It has been in the collection for more than ten years.

4. Why does the woman mention that volunteer positions fill up quickly?

A) She is surprised that so many students are interested in volunteering.

B) She wants to emphasize that the sale will be held soon.

C) She wants to assure the man that there will be enough people working at the sale.

D) She thinks the man may want to apply for one of the positions.

5. What advice does the woman give to the man about the book he wants to buy?

A) He should try to buy it from an online bookseller.

B) He should find out if there is an electronic version of it.

C) He should inform the collection department of his interest in it.

D) He should look for it in a local bookstore.

Lecture1

6. What is the main purpose of the lecture?

A) To explain the historical conditions that inspired Dada artists

B) To discuss examples of Dada paintings and sculptures

C) To describe how Dada was presented theatrically

D) To show the influence of Dada on today’s performing artists

7. Why does the professor mention a stool with a bicycle wheel mounted on top?

A) To give an example of what Dadaists were reacting against

B) To show something that Dadaists would consider beautiful

C) To illustrate how Dadaists rejected the traditional definition of art

D) To explain the Dadaists’ practice of creating sculptures from everyday objects

8. According to the professor, why did some Dadaist write poetry by pulling words out of a hat?

A) To reflect the randomness they saw in the world

B) To illustrate the connection between poetry performances and magic shows

C) To indicate that Dada should not be taken too seriously

D) To demonstrate that Dadaists did not need much formal training

9. What does the professor identify as aspects of traditional play?

[Choose two answers]

A) Characters each have their own motivation.

B) A plot is developed.

C) The play consists of several acts.

D) Actors ignore the audience.

10. According to the professor, what contributed to the chaotic nature of the performances at the Cabaret Voltaire? [Choose two answers]

A) There were no professional actors.

B) The script was torn up and allowed to fall to the floor during the performance.

C) Different art forms shared the same stage.

D) The performances varied from night to night.

Listen again to part of the lecture. Then answer the question. Then answer the question.

11. Why does the professor say this?

A) He does not approve of all the aspects of the shows.

B) He does not think the events can be easily defined.

C) He does not consider the shows to be authentic Dada.

D) He does not know enough about the events to categorize them.

Lecture2

12. What is the lecture mainly about?

A) A new use for methane gas produced in landfills

B) Environmental regulations regarding the management of organic wastes

C) Removing bacteria from landfills and wastewater treatment plants

D) A potentially useful technology for managing organic wastes

13. What is the professor’s opinion about the use of landfills to manage solid organic waste?

A) Landfills should be expanded to accommodate more types of waste.

B) Landfills are not a suitable long-term solution for solid organic waste disposal.

C) Landfills should be built farther away from population centers.

D) Landfills would be an effective means of recycling solid organic waste from farms.

14. What does the professor imply about processing solid organic waste in equipment designed for processing wastewater?

A) It is an economical way to process solid waste.

B) It is practical only for treating large amounts of solid waste.

C) It is not an efficient way to process solid waste.

D) It could reduce the cost of treating wastewater.

15. What does the professor suggest about methane and hydrogen gas?

1. They have beneficial uses if harnessed and contained.

B) They are destroyed in a later stage of APS processing.

C) They are both extracted during the first phase of APS digestion.

D) They are necessary to activate the anaerobic digestion process.

16. According to the professor, what are two advantages of APS digestion systems? [Choose two answers]

A) They can eliminate the need to transport the waste material.

B) They can handle both organic and nonorganic waste.

C) They can turn waste into fuel for electrical power generation.

D) They can be monitored efficiently from one central location.

17. What does the professor say is a promising focus for future research into APS digestion systems?

A) Trying to find a way to reduce the size of the APS containers

B) Trying to set up a demonstration project with a university

C) Determining whether food scraps from restaurants can be used in the system

D) Determining the most efficient combination of anaerobic bacteria

Conversation2

1. What are the speakers mainly discussing?

A) A short story the woman has written

B) A short story that was discussed in class

C) The autobiography of Eudora Welty

D) Features of short stories written by famous authors

2. Why does the professor mention O. Henry’s story, “The Gift of the Magi,” and William Faulkner’s story, “The Bear”?

A) To suggest that the woman read these stories before writing her own story

B) To remind the woman to listen to recordings of these stories

C) To contrast Welty’s story with other types of stories

D) To point out that Welty particularly liked these stories

3. Why does the woman mention walking in the woods?

A) It is the possible topic of a story she will write.

B) It is what she does to get inspiration for writing.

C) It is an activity that she enjoys very much.

D) It is the setting of her favorite short story.

4. What point does the professor make when he mentions the interview with Welty and her autobiography?

A) Welty tells some stories in the interview that are confirmed in the autobiography.

B) Welty believed that the element of surprise was essential to a good story.

C) Welty’s best stories are set in Mississippi.

D) Welty thought life in Mississippi was not very exciting.

5. What was the student’s reaction to Welty’s story after first reading it?

A) She was surprised by some of the main character’s memories.

B) She was annoyed that the story was so short.

C) She found the thoughts of the main character to be uninteresting.

D) She had expected more action in the story.

Lecture3

6. What is the lecture mainly about?

A) The effect of agriculture on pollinators

B) Threats to the pollination cycle in tropical rain forests

C) The relationship between plants and their pollinators

D) Various plant species in tropical rain forests that attract pollinators

7. What does the professor say is the ideal pollinator for a plant?

A) A pollinator that pollinates the plant during the pollinator’s migration

B) A pollinator that is hungry and moves quickly

C) A pollinator that feeds on a variety of plants

D) A pollinator that moves slowly from flower to flower

8. According to the professor, what are some features of a flowering plant that can affect how attractive it is to pollinators? [Choose two answers]

A) The distance between the plants that have open flowers

B) The duration of the plant’s flowering cycle

C) The amount of water the plant recently received

D) The number of flowers that bloom at the same time

9. Why does the professor mention bats?

A) To emphasize that mammals can also be pollinators

B) To help explain the role of flower color in attracting pollinators

C) To suggest that bats are not efficient pollinators

D) To explain why some bats do not benefit from flowers that bloom only at night

10. According to the lecture, what can be inferred about a royal water lily whose flowers are red?

A) Its flowers have already been pollinated.

B) Beetles are trapped inside of its flowers.

C) Its flowers will soon increase in temperature.

D) Its flowers have just closed.

11. What is the professor’s opinion about the effect of agriculture on pollination ecology?

A) She fears the effect may be more widespread than previously believed.

B) She believes the effect will ultimately prove to be beneficial.

C) She thinks the harmfulness of agriculture may be overstated.

D) She is surprised there is so little research on the subject.

Lecture4

12. What are the main topics that the class discusses?

[Choose two answers]

A) New and innovative ways to market jazz recordings

B) The successful introduction of a major product change

C) An organizational model for managers to consider

D) Appropriate standards for evaluating a musical performance

13. What do the speakers indicate can be represented by the S-curve graph?

A) The typical pattern of sales for a product

B) The flow of a music composition

C) The general popularity of jazz in the 1950s

D) The recent increase in sales for a classic jazz album

14. How did jazz fans react to Miles Davis’ album Kind of Blue?

[Choose two answers]

A) Most did not notice that his style had changed.

B) Some were disappointed about how his style had changed.

C) Many were inspired to try to become jazz musicians.

D) Many bought the album, making it a huge commercial success.

15. Based on Miles Davis’ approach to recording Kind of Blue, what does the professor imply managers should do in running a business?

A) Master the complexities of each task before asking anyone else to perform it

B) Hire very capable people and give them the freedom to make their own decisions

C) Try to sense what the public is comfortable with and then provide it

D) Plan all details carefully and make sure that the plan is followed.

16. What lesson can be learned from the example about a mistake during a musical performance?

A) Performances of the highest quality require extensive practice.

B) Making mistakes hurts not just the individual, but the entire group.

C) When people work well together, mistakes can result in positive outcomes.

D) Leaders need to ensure that group members do not make mistakes.

Listen again to part of the lecture. Then answer the question.

17. What is the professor encouraging the student to do when she says this?

A) Continue the discussion with her after class

B) Remain seated in the front of the classroom

C) Wait patiently to see how the professor’s question relates to the lesson

D) Remain open-minded while listening to another point of view

# TPO-40

Conversation 1

QUESTIONS

1. Why does the student go to see the professor?

a. To find out all the requirements for a project

b. To discuss a service gap at a restaurant

c. To get help understanding concepts relevant to his project

d. To get help with designing a business plan

2. Why does the professor mention a student in another class?

a. To describe an interesting topic for a project

b. To explain the cause of her initial confusion

c. To point out that she has not received e-mails from all her students yet

d. To indicate that she has several students doing projects about restaurants

3. Why does the professor talk about the cafeteria on campus?

a. To give an example of an effective service design

b. To illustrate how service standards can inform service design

c. To help the man understand a service problem

d. To illustrate the concept of a service gap

4. What do the speakers imply about the bakery the student went to recently? Click on 2 answers.

a. The apple pie he bought there was not as good as it usually is.

b. The bakery's service design was inefficient.

c. The bakery needs additional employees to fix a service gap.

d. The bakery did not meet a service standard.

5. What does the professor say the student should do for his project?

a. Compare an on-campus service model with an off-campus one

b. Interview the service manager and employees at the cafeteria

c. Recommend service improvements at the cafeteria and the bookstore

d. Analyze the service design of a nearby restaurant

Conversation 2

QUESTIONS

1. Why does the woman go to see the man?

a. To ask for his help in getting a job off campus

b. To apply for job in the library archives

c. To find out if the man has received her letter of reference

d. To get help on a project she is doing with a professor

2. During the conversation, what surprises the man?

Click on 2 answers

a. That he does not remember the woman

b. That the woman knows the library has a job opening

c. That the woman came to him for help

d. That the woman is still interested in photography

3. What does the man imply about Professor Ryan?

a. Professor Ryan will decide who gets the library assistant job.

b. Professor Ryan was in charge of the library’s photography exhibit.

c. Professor Ryan was impressed with work the woman did on the photography exhibit.

d. Professor Ryan recommended the woman for the library assistant job.

4. What will be the main responsibility of the new library assistant?

a. Cataloging photographs taken during the university’s hundreth year

b. Planning and setting up photography exhibits at the library

c. Writing research reports about photographs in the library’s collection

d. Finding photographs requested by library users

5. What does the woman imply about the library assistant job?

Click on 2 answers.

a. She feels she is not qualified for it.

b. She is reluctant to apply for it because it does not involve taking photographs.

c. She thinks it would fit in well with her class schedule.

d. She thinks it would require too much of her time.

Lecture1

QUESTIONS

1. What point does the professor make about the writing of a formal analysis in art history?

a. Its objective is to identify common features of several works of art.

b. Its most important part is the explanation of an artwork's significance.

c. Several styles of writing a formal analysis are used by art historians.

d. A particular approach is required to present Information about an artwork.

2. According to the professor, what will students need to do before writing the art history paper?

a. Look at examples of formal analysis in textbooks

b. Take notes on the artwork they will write about

c. Go to different museums before selecting a topic for the paper

d. Study the historical context of the artwork they will write about

3. Why does the professor mention an English class?

a. To explain the difference between visual language and written language

b. To explain that students need good writing skills for their assignment

c. To point out similarities between a poetry paper and the students' assignment

d. To point out that many art historians become writers

4. What does the professor recommend as a way to understand the relationship between different parts of an artwork?

a. Looking for lines that connect different parts of the work

b. Examining the artwork from several different angles

c. Looking for similar colors the artist used throughout the work

d. Determining how the viewer's eyes move around the work

5. Why does the professor talk about his own experience analyzing the painting of a little boy?

a. To point out a common misconception about formal analysis

b. To stress the importance of looking at an artwork thoroughly

c. To show why a formal analysis should not emphasize small details

d. To provide an example of an artwork that is easy to analyze

6. The professor describes three sections the art history paper should contain. Place them in the order in which they should appear in the paper.

|  |
| --- |
| Click on a phrase. Then drag it to the space where it belongs.  1. |
| 2. |
| 3. |

Answer Choices

a.Analysis of the design elements the artist uses

b.Discussion of the meaning of the artwork

c.Summary of the appearance of the artwork

Lecture 2 (Environmental Conservation)

QUESTIONS

1. What is the discussion mainly about?

a. Results of privatization in the cod-fishing industry

b. Laws that regulate the cod-fishing industry

c. A recent study on cod-fishing techniques

d. Problems related to the overfishing of cod

2. Why does the professor compare Cape Cod to Newfoundland?

a. To explain how some of Cape Cod’s waters first became privatized

b. To illustrate the enormous size of Cape Cod’s seventeenth-century cod population

c. To explain why large-scale cod fishing began later in Cape Cod than elsewhere

d. To highlight the results of two different evolutionary pressures on cod

3. What change did scientists notice around Cape Cod after the 1940s?

a. The amount of pollutants dumped into the ocean increased dramatically.

b. Trawling ships violated fishing regulations more often.

c. The cod population's diet became less diverse.

d. Cod began to mature at a younger age.

4. What point does the professor make about reproduction among small cod fish as compared to larger cod fish?

a. Eggs produced by smaller cod are less likely to survive.

b. Smaller cod produce fewer eggs.

c. The offspring of smaller cod do not live as long

d. Smaller cod produce eggs fewer times per year

5. What is the professor's opinion of privatization for the management of an environmental resource?

a. Privatization is an imperfect tool.

b. Privatization should be tried more often.

c. Privatization usually results in political conflicts.

d. Privatization usually results in the best outcome.

6. According to the professor, what was the result of the 200-mile exclusive economic zone declared by the United States and Canada?

a. The cod population moved further out to sea.

b. The cod population began to recover.

c. More trawlers began fishing around Cape Cod.

d. Penalties for overfishing were toughened.

Lecture 3(Environmental Science)

QUESTIONS

1. What is the main purpose of the lecture?

a. To argue that carbon emissions today are not the only factor responsible for global warming

b. To provide evidence that rates of global carbon emissions fluctuate over time

c. To show the importance of distinguishing between different types of carbon emissions

d. To describe different ways carbon is removed from the atmosphere

2.What aspects of outer space does the professor emphasize?

Click on 2 answers.

a. Its vastness

b. Its cold temperatures

c. The absence of life there

d. Its role as the ultimate source of energy on Earth

3. According to the professor, how do the oceans remove carbon from the atmosphere?

Click on 2 answers.

a. By dissolving it

b. Through a process of condensation and precipitation

c. By storing the remains of marine animals

d. Through the regulation of air temperatures

4. Why does the professor mention mining?

a. To explain why the price of fossil fuels is continually rising

b. To explain how certain fuel sources can be recovered from the ocean floor

c. To explain why coal and oil are more difficult to obtain than natural gas

d. To explain why fossil fuels contribute to an excess of carbon in the atmosphere

5. What does the professor mean when he refers to biomass carbon as "current carbon"?

a. It is the fuel source most widely approved by environmentalists today.

b. It is part of a balanced system of carbon emission and absorption.

c. It is circulated throughout the oceans by the movement of ocean water.

d. It readily combines with other carbon molecules to produce long chains.

6. Why does the professor say this

a. To let students know that the term “greenhouse effect” will be tested

b. To indicate that the definition of “greenhouse effect” will be discussed

c. To suggest that his previous definition of “greenhouse effect” was imprecise

d. To acknowledge that there is controversy surrounding the use of the term “greenhouse effect”

Lecture 4 (United States Government)

QUESTIONS

1. What issue does the professor mainly discuss?

a. Government purchases of private property to expand transportation routes

b. The rising cost of public transportation in the United States

c. The transfer of certain public assets to for-profit companies

d. Whether voters can be persuaded to approve toll increases

2. Why does the professor mention highway construction that took place during the 1950s and 1960s?

a. To point out changes in voter attitudes toward toll and tax increases

b. To suggest that mistakes were made when the highway system was built

c. To explain why traffic congestion is not as bad as it used to be

d. To make a point about the current need for infrastructure repairs

3. According to the professor, why do governments consider selling or leasing pieces of infrastructure?

Click on 2 answers.

a. Governments often have difficulty balancing their general budgets.

b. The money that governments receive from user fees has gone down in recent years

c. Political considerations limit governments’ ability to raise money for maintenance.

d. Private companies are better able to estimate the cost of infrastructure repairs.

4. What does the professor imply about some people s concerns over privatizing parts of an infrastructure?

a. Their concerns are likely to diminish in the future.

b. Their concerns are completely justified.

c. Their concerns suggest that voters need better information.

d. Their concerns have mostly been disregarded by governments.

5. What does the professor imply about secondary roads?

a. Their availability tends to limit toll increases on major highways.

b. They can be more expensive to repair than major highways are.

c. Increasing numbers of them are becoming toll roads.

d. Commuters are attracted to them for their scenic qualities.

6. According to the professor, what is likely to happen when a bridge provides steady revenue for a private company?

a. The bridge will be well maintained in the long term.

b. The company will not raise tolls.

c. Other companies will be interested in buying the bridge.

d. Voters will pressure the government to buy back the bridge.

# TPO-41

Conversation1

QUESTIONS

1. What does the professor talk about with the man?

a. Reasons the man should work at the field station next summer instead of working independently

b. Reasons the man should change the focus of his independent study project

c. Projects that the man has permission to work on next summer

d. Whether the man would be willing to cooperate on a project with another student

2. What does Professor Garfield suggest the student do during the spring term?

a. Take a particular class

b. Modify his research topic

c. Pay the field-station program fee

d. Begin collecting data

3. What do the student and John Arnold have in common?

Click on 2 answers.

a. They were both on the waiting list for the summer field program.

b. They will both be doing research involving salt marshes.

c. They often volunteer to help restore salt marshes.

d. They live in the same university dormitory.

4. What does the professor say is the main topic of John Arnold’s research?

a. Establishing size recommendations for salt marsh habitats

b. The relationship between bridge size and the flow of tidal waters

c. How the vegetation of coastal habitats is affected by the restoration of salt marshes

d. Ways of assessing levels of stress on salt-marsh habitats

5.What can be inferred about the student when he says this:

a. He cannot participate at the field station because of a prior commitment.

b. He is unsure if he will earn enough course credits before the summer.

c. He prefers to do the independent study instead of working at the field station

d. He thinks he may not have enough time to complete the required work over the summer.

Conversation2

QUESTIONS

1. What are the speakers mainly discussing?

a. The procedures for applying for different types of scholarships

b. Where the man must go to submit his financial-aid application

c. How students can get help paying their tuition

d. Various organizations that offer work-study programs 2. What is the woman’s opinion of the work-study program?

a. It does not provide as much financial flexibility as a regular job does.

b. It is more difficult to apply for than other types of financial aid.

c. It should offer more jobs that would appeal to dental students.

d. It should allow students to choose where they want to work.

3. Why does the woman mention civic clubs, foundations, and large corporations?

a. To suggest organizations the man should visit to learn about scholarships

b. To give some examples of organizations that offer scholarships

c. To explain why some scholarships are very competitive

d. To point out that it is appropriate to use scholarship money from multiple sources

4. Why does the woman ask the student about his career plans?

a. She might be able to help him find a job related to the profession he is pursuing.

b. Some scholarships are connected to particular fields of study.

c. He cannot receive financial aid without having a career plan.

d. She wants to find out which campus library is best equipped to help him.

5. Why does the woman suggest that the student speak to a university librarian?

a. A librarian might have more time to help the student than she does.

b. Librarians work hard to maintain a complete listing of financial-aid resources.

c. Librarians are trained to help students fill out a variety of applications.

d. A librarian could help the student find the information he is looking for more quickly.

Lecture1(Environmental Science)

QUESTIONS

1. What is the lecture mainly about?

a. The growth rates of plants in different geographical regions

b. Different ways that plants have adapted to desert environments

c. The different mechanisms that plant roots use to absorb water

d. Different kinds of succulent plants

2. What are two features of succulent plants that help them survive in deserts?

Click on 2 answers.

a. Succulent plants store water in their leaves and stems.

b. Succulent plants become dormant until the next rainfall.

c. Succulent plants have short stems.

d. Succulent plants have few leaves.

3.Why does the professor mention bears?

a.To remind students of information from a previous lecture

b.To point out a feature common to all desert plants

c.To reinforce a point about drought-tolerant plants

d.To help students understand the concept of adaptation

4. What is one ability that drought-tolerant plants have that succulent plants do not have?

a. a. The ability to absorb water from dry soil

b. The ability to absorb water through their leaves

c. The ability to prevent moisture from being lost through their leaves

d. The ability to shed leaves

5.Why can annual plants grow in a desert even after a year of no rainfall?

a. Annual plants have an extensive root system that can absorb water from far away.

b. Annual plants produce seeds all year long.

c. Seeds of annual plants can store water for a long time.

d. Seeds of annual plants can survive in the ground for a long time without water.

6. Why does the professor say this :

a. To correct a previous statement

b. To acknowledge a potentially surprising fact

c. To anticipate the types of questions that students might have about the topic

d. To make sure that students are paying attention

Lecture2(united States History)

QUESTIONS

1. What is the lecture mainly about?

a. The growth and influence of historical institutions in the early United States

b. Facts and myths about Christopher Columbus

c. New information about events that occurred during Columbus’ explorations

d. How Columbus' story was used to help create a national identity for the United States

2. According to the professor, why did John Pintard promote the commemoration of the three hundredth anniversary of Columbus' landing?

a. To encourage patriotism

b. To demonstrate his own wealth and influence

c. To lessen the influence held by the leaders of the American revolution

d. To correct what he claimed were mistaken beliefs about Columbus

3. What were two contributing factors to the selection of Columbus as a United States national hero?

Click on 2 answers.

a. His writings were popular at the time

b. He had no connection to the rulers of Britain.

c. The leaders of the revolution did not want to be considered heroes.

d. Few people were more famous in the early years of the United States.

4. What does the professor imply about the facts of Columbus’ life?

a. They were not relevant for Pintard's purposes.

b. They are an important part of early United States history.

c. They are not presented accurately in Columbus' own writings.

d. They were researched thoroughly before his selection as a national hero

5. What is the professor’s attitude toward studying what she calls the "mythical Columbus"?

a. It is a good way to discover facts about Columbus’ explorations.

b. It is a way to learn about the society that created the myth.

c. It is likely to cause confusion among those who want to learn United States history.

d. It is not as interesting as doing research into the writings of Columbus.

6. Why does the student say this:

a. To question the accuracy of the professor’s statement

b. To ask for examples of mistaken beliefs about Columbus

c. To propose an alternative explanation

d. To find out if he understood the professor's point

Lecture 3(Art History)

QUESTIONS

1. What does the professor mainly discuss?

a. The process art historians use to determine who created Renaissance artworks

b. Whether collaborative artworks are superior to those produced individually

c. The way that art was created during the Renaissance

d. The development of artistic individuality during the Renaissance

2. According to the professor, what factors may have led to a Renaissance artist's decision to hire assistants?

Click on 2 answers.

a. The number of commissions an artist accepted

b. The scale of the project to be completed

c. The amount of money to be paid for the project

d. The amount of advice needed from other artists

3.Why does the professor mention someone who painted animals in Raphael’s workshop?

a. As an example of how artists learned by painting real-life models

b. As an example of paintings that were copied from sculptures

c. As an example of how assistants specialized in different types of painting

d. As an example of how an assistant introduced an artistic innovation

4. According to the professor, how is a building project like a ballet?

a. Strong leadership is necessary to coordinate the work.

b. Everyone needs to be aware of what the others are doing.

c. Everyone needs to be doing the same thing at the same time.

d. The result depends on the level of skill of each person involved.

5. Why does the professor mention that in architecture, instructions were usually given orally?

Click on 2 answers.

a. To emphasize that architectural designs were constantly changing

b. To demonstrate the extent of the collaboration between master architects and their assistants

c. To explain why there is little documentation for many projects

d. To stress the difficulty in determining any given artisan’s contributions to a project

6. What does the professor imply about the process of producing architecture collaboratively?

a. It was a result of patrons’ believing in an architect's individual genius.

b. It resulted in extra expense for the patrons.

c. It was simpler than producing sculpture collaboratively.

d. It often resulted in less innovation than the architect intended.

Lecture 4(Astronomy)

QUESTIONS

1. What do the speakers mainly discuss?

a. Whether life could exist outside a star’s habitable zone

b. Techniques used by researchers to detect exoplanets

c. Exoplanets that share certain characteristics with Earth

d. Characteristics of several recently discovered red dwarf stars

2. What does the professor say about the host star Gliese 581?

Click on 2 answers.

a. It is larger than the Sun.

b. It is cooler than the Sun.

c. It is a relatively young star.

d. It is relatively close to Earth.

3.What does the professor suggest about life on other planets?

a. It most likely does not exist.

b. It probably will not be discovered in the near future.

c. It probably would not be similar to life on Earth.

d. It could possibly be found even on gas giants.

4. What did researchers discover about the planet Gliese 581 d when they reexamined it?

a. It is made entirely of rocks.

b. It is not able to support an ocean.

c. It is smaller than previously thought.

d. It is closer to its host star than previously thought.

5. Why is the planet Gliese 581 e unlikely to support carbon-based life?

a. It is too hot.

b. It is too small.

c. It is covered in ice.

d. It is made entirely of gas.

6. What does the professor find most exciting about the discovery of the planet Gliese 581 e?

a. It showed that some exoplanets have an atmosphere like Earth’s.

b. It helped researchers better understand exoplanets’ orbits.

c. It showed that the technology exists to detect small exoplanets.

d. It proved that some stars’ habitable zones are larger than once thought.

# TPO-42

Conversation1

QUESTIONS

1. Why does the student want to talk to the professor?

A. To let him know that she has no background in art

B. To discuss the topic of her art history paper

C. To inform him that she is unable to print out the class syllabus at the computer lab

D. To get another copy of the material from class

2. What point does the professor make about the early Bauhaus school?

A. Its intention was to create a distinctive artistic style.

B. It started out with a focus on architecture.

C. It was conceived as an experiment in education.

D. Its founding director supported traditional classroom teaching.

3. Why does the student mention her German studies?

A. To indicate that she is interested in different fields of study

B. To indicate that she knows about the German art school

C. To explain why she is taking a class about Bauhaus

D. To explain why she thinks Bauhaus centered on architecture

4. What is the professor s opinion about how Bauhaus works should be displayed?

A. They should focus on a famous Bauhaus artist.

B. They should reveal the diversity of the Bauhaus.

C. They should be based on a single Bauhaus technique.

D. They should be arranged by time period

5. What does the professor say about the museum that the student is required to visit?

Click on 2 answers.

A. Its Bauhaus exhibit is organized by themes.

B. Its Bauhaus exhibit will not be there much longer.

C. It offers students a price reduction on Thursday nights.

D. It will probably be quite crowded next weekend.

Conversation2

QUESTIONS

1. Why does the student go to see the man?

A. To register her group to perform for Parents’ Weekend

B. To change the date when her dance group will give a performance

C. To complain about the floor in a newly built rehearsal room

D. To find out when a room she reserved will be available

2. Why is the student s group unable to rehearse in the student center?

A. The rehearsal space was overbooked.

B. The building is being renovated.

C. The rehearsal space was replaced by a game room.

D. The group did not reserve a rehearsal room.

3. What two points do the speakers make about tap dancing?

Click on 2 answers.

A. Tap dancing is becoming a popular form of entertainment on campus.

B. Tap dancing classes have always been offered at the university.

C. Tap dancing requires a certain type of flooring.

D. Tap dancing creates sounds that are important to the performance.

4. What does the man imply about the student theater?

A. It is almost always booked.

B. It has not been renovated in a long time.

C. It is too small to accommodate the student s dance group.

D. It is rarely used for dance performances.

5. What does the man imply when he says this:

He is not sure what kind of rehearsal space the student needs.

He does not know of any rehearsal space off campus.

He is unable to reserve rehearsal space off campus.

He will call a dance studio in town.

Lecture 1(Art History)

QUESTIONS

1. What is the main purpose of the lecture?

A. To explain why a particular statue of a Roman emperor is so famous

B. To discuss how classical Greek and Roman statues looked in ancient times

C. To describe the types of pigments Greek and Roman artists applied to statues

D. To explain a shift from monochrome to polychrome statues in ancient times

2. Why does the professor mention statues created by Renaissance artists in fifteenth-century Europe?

A. To emphasize the importance of color in Renaissance works of art

B. To help explain the method used to determine the age of a statue

C. To point out the origin of the belief that ancient marble statues were monochrome

D. To point out that Renaissance artists used other materials besides marble to create statues

3. According to the professor, what are two reasons that ancient statues may no longer have any visible traces of paint?

Click on 2 answers.

.

A. The paint was eroded away.

B. The marble absorbed the paint over time.

C. Museum curators intentionally removed the paint.

D. The paint was accidentally removed during cleaning.

1. What is the professor’s opinion about ancient statues that were once painted?

A. They should be judged by their form rather than their color.

B. They should be interpreted with the artists’ intentions in mind.

C. They should be fully restored to their original colors.

D. They probably represent only a small minority of classical statues.

5. According to the professor, what is significant about the paint on the statue of Augustus?

Click on 2 answers.

A.It helped protect the statue from erosion.

B.The different colors were made from valuable pigments.

C.The color of the armor indicated the youth of Augustus.

D.The color of the cloak symbolized authority.

6. What does the professor imply that art historians should do?

A. Try to preserve deteriorating ancient pigments with an organic surface treatment.

B. Educate the public about the damage caused by cleaning works of art.

C. Study the remaining traces of pigments on as many ancient sculptures as possible.

D. Try to re-create the mineral-based paints that were used in ancient times.

Lecture 2(Astronomy)

QUESTIONS

1. What is the main purpose of the lecture?

A. To explain the difficulty of classifying distant objects in the universe

B. To introduce a classification system for galaxy clusters

C. To present some recent discoveries about the shapes of galaxies

D. To describe some differences between galaxies and clusters

2. What did Shapley and Ames discover about the universe?

A. Most galaxies are symmetrical.

B. More galaxies exist in the universe than was once believed.

C. Galaxies occur in clusters throughout the universe.

D. Clusters are distributed uniformly throughout the universe.

3. Why does the professor emphasize the number of clusters mapped by Abell?

A. To help explain why Abell’s classification scheme was widely adopted

B. To explain why Abell was the first astronomer to notice spiral-shaped galaxies

C. To provide evidence that Abell’s method of surveying galaxies was superior to that used for previous surveys

D. To show how much Abell relied on earlier research

4. What aspects of clusters did Abell use to classify them?

Click on 2 answers.

A. The density of the cluster

B. The shape of the cluster

C. The age of the cluster

D. The type of galaxies in the cluster

5. Why does the professor discuss the Coma and Virgo clusters?

A. To indicate a limitation of Abell’s survey

B. To distinguish between rich and non-rich clusters

C. To demonstrate that clusters considered irregular in shape are basically spherical

D. To illustrate that the shape of a cluster is independent of the shape of the galaxies within it

6. What is the professor's opinion of Abell's assumption that all clusters are about the same size?

A. He is surprised that it has been disproved.

B. He believes that there is not enough data to support it.

C. He is impressed that it has been proved correct.

D. He thinks it is Abell’s most important contribution to astronomy.

Lecture3(Environmental Science)

QUESTIONS

1. What is the lecture mainly about?

A. Why fungi cannot grow well in polluted ecosystems

B. Why fungi pose a danger to the underground water system

C. How to prevent heavy metals from getting into the soil

D. How fungi can clean up pollution that is in the soil

2. What does the professor say about the way fungi get their food?

A. They use certain metal compounds in the soil as nutrients.

B. The enzymes that they produce allow them to absorb organic nutrients from the soil.

C. They separate nutrients from heavy metals and then return the metals to the soil.

D. Heavy metals interfere with their way of getting nutrients from the soil.

3. What two points does the professor make about chitin?

Click on 2 answers.

A. Chitin binds strongly to certain heavy metals.

B. Insects need chitin in order to digest the fungi they eat.

C. Chitin can be added to soil to create a good habitat for fungi.

D. The cell walls of fungi, like the exoskeletons of insects, contain chitin.

4. What do adsorption and absorption in fungi have in common?

A. They both can help the production of new filaments.

B. They both can increase the production of chitin.

C. They both can help keep pollutants out of groundwater.

D. They both result in the strengthening of cell walls.

5. Why does the professor mention the antibiotic penicillin?

A. To suggest that more fungi should be investigated as potential sources of medications

B. To point out that certain heavy metals are needed for the production of penicillin

C. To criticize the pharmaceutical industry for contributing to environmental pollution

D. To show how a waste product from one process can be useful in another process

Listen again to part of the lecture. Then answer the question.

6. Why does the professor say this:

A. She does not have time to fully explain the reason.

B. She is hopeful that students will be able to figure out the reason.

C. She wonders why mushrooms are not already used for cleaning up pollution.

D. She realizes that the research she has been discussing is still in its early stages.

Lecture 4(Marketing)

QUESTIONS

1. What is the lecture mainly about?

A. The most common causes of service failures

B. Effective strategies for preventing service failures

C. The importance of having a plan to address service failures

D. Ways in which different industries respond to service failures

2. Why does the professor talk about a car rental agency?

A. To demonstrate the importance of employee training

B. To introduce the concept of service recovery

C. To point out that most service failures are within a company’s control

D. To point out that it is costly to implement a service recovery plan

3. Why does the student mention his experience at a hotel in Chicago?

A. To show how complaints about a negative experience can hurt a business

B. To illustrate a surprising result of a successful service recovery

C. To give an example of an ineffective service recovery

D. To stress the importance of preventive maintenance in the hotel industry

4. What is the professor’s opinion of the service recovery paradox?

A. It should not be relied on as a way to increase customer loyalty.

B. It does not produce long-lasting benefits for the service provider.

C. It is more common in the hotel industry than in other service industries.

D. It can only be beneficial if the customer is not aware of the original failure.

5. What point does the professor make when she mentions a fast-food restaurant?

A. Service failures should be analyzed from the service provider's perspective.

B. A customer’s reaction to a service failure can vary under different circumstances.

C. It is important for service managers to identify the source of a service failure.

D. Some service industries are more vulnerable than others to service failures.

6. Why does the professor say this:

A. To review the main points of the lecture

B. To suggest topics for the students’ next research assignment

C. To indicate possible reasons why negative word of mouth is damaging to businesses

D. To specify where research is needed to better understand service recovery

# TPO-43

Conversation 1

1.What do the speakers mainly discuss?

O The lack of functional printers in the student center

O The large crowds in the computer labs

O The skills that computer and printer technicians need

O The expected delivery of new computer printers

2. Why does the man mention the engineering school?

O To direct the student to a place where she can finish her work

O To indicate who serves as computer technicians

O To indicate where computer technicians are currently busy fixing printers

O To indicate that the problem with the printers is not limited to the student center

3. Why does the man mention the president of the college?

O To suggest that the president is too busy to get involved in this issue

O To indicate that the president proposed hiring additional technicians

O To explain that the president decided that purchasing new printers would be too costly

O To point out the president’s involvement in acquiring new printers

4. What does the man offer to do?

O Replace empty ink cartridges in printers in the student center

O Allow the student to use computer centers that had been closed

O Send a technician to the student center to repair the printers

O Send an e-mail to the students to explain when the new printers will be installed

5. Why does the man say this:

O To indicate that he does not understand the purchasing process

O To assure the student that the printers will be installed next month

O To suggest that the student should contact the purchasing office for further information

O To help explain the reason for the delay in receiving the new printers

Conversation2

1. What are the speakers mainly discussing? (Click on 2 answers.)

□ he man’s concerns about the midterm exam

□ An acting award that Professor Davis recently won

□ A professor’s playwriting accomplishments

□ Arrangements for attending a local play

2. What does Professor Davis plan to give the student? (Click on 2 answers.)

□ Directions to a theater

□ A list of students' addresses

□ Tickets to a play

□ A study guide for the midterm exam

3. Why does Professor Davis want the students to attend a reception?

O So that the students can hear a talk about script adaptation

O So that the students can see a professor receive an award

O So that the students can ask an actor questions

O So that the students can meet the director of a play

4. What does the professor imply about script adaptation?

O It depends almost entirely on the writer’s imagination.

O It is more often based on novels than on short stories.

O It is more difficult than the man thinks it is.

O It gives playwrights more commercial success than writing original plays does

5. Why does the professor say this:

O To express doubt about the quality of local plays

O To indicate that the man’s assumption is wrong

O To encourage the man to see local productions

O To indicate that she agrees with the man

Lecture 1

1. What is the main purpose of the lecture?

O To explain how the red pigment in leaves breaks down

O To show that leaf color varies based on the tree species

O To introduce a theory about why leaves turn a particular color

O To explain how chlorophyll protects trees in autumn

2.What does the professor imply when she explains why leaves are green?

O She wants to correct a common misconception about the topic.

O She thinks the students are probably already familiar with the material.

O She believes the process is too complicated to discuss in depth.

O She knows that students are often confused about the functions of chlorophyll

3. What does the professor mean when she says that the classic theory is partially right?

O It describes what happens in the summer but not what happens in autumn

O It describes what happens in tree leaves but not what happens in leaves of other plants

O It explains how pigments are synthesized but not how they break down.

O It explains some cases of color change in tree leaves but not all cases.

4. Why does the professor mention painting a car?

O To question why a large amount of anthocyanin is produced just before leaves fall

O To explain why most leaves turn red instead of other colors

O To remind students how cooler temperatures affect the color of leaves

O To show how anthocyanin absorbs sunlight to produce food for trees

5. The professor mentions theories about why leaves turn red that involve predatory insects and fungi. What is her opinion about those theories?

O They are based on careful research.

O They do not completely explain the phenomenon.

O They have not received enough attention.

O They have been proved to be incorrect.

6. According to the professor, why does anthocyanin appear on the upper side of some leaves?

O To help chlorophyll absorb the sunlight

O To maximize the leafs utilization of sunlight

O To accelerate the breakdown of chlorophyll

O To protect an important process from the sunlight

Lecture 2

1. What is the main purpose of the lecture?

O To explain a mechanism behind the ability to approximate numbers

O To explore the connection between ability in symbolic mathematics and the ability to approximate numbers

O To show the importance of new research into the ability to solve complex mathematical problems

O To demonstrate that children, adults, and animals have a similar ability to approximate numbers

2. Why does the professor mention six-month-old infants?

O To emphasize that ANS is largely innate

O To refute the claim that symbolic mathematics is learned

O To point out the difficulty of testing mathematics ability in very young children

O To contrast the way infants learn with how older children learn

3. Why does the professor stress that the dots in the experiment flashed on the computer screen for only a fraction of a second?

O To emphasize that humans’ ANS ability is more developed than that of animals

O To point out that it was not possible to complete the task using formal mathematics

O To show a contrast between the dot experiment and the color-naming experiment

O To explain, in part, how subjects were chosen for the experiment

4. What did researchers observe in the study of fourteen-year-old children?

O The children with strong ANS skills also scored well on color-naming tests

O The children were more likely to make mistakes when there were small numbers of blue and yellow dots

O The ANS skills of the children had improved over time.

O There were large differences in the ANS skills of the children tested.

5. Why does the professor mention that the subjects of the experiment were also tested in reading and word knowledge?

O To show that ANS skills are not linked with abilities in those areas

O To emphasize the thoroughness of the researchers

O To point out that ANS and other skills are learned in a similar way

O To contrast learned skills with innate abilities

6. What is the professor’s opinion of using instruction in ANS to improve children's performance in formal mathematics?

O It is likely that instruction in ANS would lead to improvement in areas other than formal mathematics.

O It would be important for the instruction in ANS to begin when children are very young.

O It is unclear whether instruction in ANS would improve performance in formal mathematics.

O it is more likely that instruction in formal mathematics would improve children’s ANS ability.

Lecture 3

1. What is the lecture mainly about?

O Early influences that shaped the career of Theodor Seuss Geisel

O The use of Dr. Seuss books in modern elementary schools

O The literary and artistic approach of Theodor Seuss Geisel

O Two prominent authors of twentieth-century children’s literature

2. According to the professor, why did teachers oppose using Dr. Seuss books in the classroom during the 1950s and 1960s?

O Teachers thought the books were boring

O Teachers associated the books with play rather than schoolwork

O Dr. Seuss books used vocabulary that was not on the Dolch list.

O Dr. Seuss books could not be used to teach subjects other than reading.

3. Why does the professor mention the citation awarded to Geisel by the Pulitzer Prize Committee?

O To emphasize how long it took for Geisel，s literary contributions to be appreciated

O To emphasize the difficulty of writing books that appeal to both children and adults

O To explain how authors of children’s literature were typically honored

O To explain why Geisel’s books finally became popular

4. What does the professor say about Geisel's work as an illustrator?(Click on 2 answers) □ Geisel's approach to drawing scenery is more sophisticated than it first appears

□ Geisel’s style was strongly influenced by earlier illustrators of children’s books.

□ Geisel’s human characters all look very much alike.

□ Geisel’s style is widely taught in art schools today.

5. What was the connection between Geisel and John Hersey?

O Their writing styles were remarkably similar.

O They collaborated on an article about teaching children to read

O Hersey’s article inspired Geisel to write a new kind of book.

O Hersey wrote a novel that was inspired by Geisel’s career.

6. What is the professor’s opinion of Geisel’s book The Cat in the Hat?

O It is effective because its characters are people and animals rather than imaginary creatures

O it would be a better teaching tool if it had more challenging vocabulary.

O It wrongly encourages children to break their parents’ rules.

O It cleverly presents moral issues in an entertaining way.

Lecture 4

1. What does the professor mainly discuss?

O Methods of converting radio waves into sound waves

O Features of different types of electromagnetic radiation

O The various paths that very-low-frequency waves follow on Earth

O The emission and detection of very-low-frequency waves

2. What is one difference between radio waves and sound waves that the professor emphasizes?

O Radio waves have a lower frequency.

O Water stops radio waves from spreading but does not stop sound waves

O Unlike sound waves, radio waves can travel outside Earth's atmosphere.

O Naturally occurring radio waves are difficult to detect on Earth at night.

3. What explanation does the professor give for the constant occurrence of VLF emissions on Earth?

O At any given time, some part of the world is experiencing sunrise or sunset

O Waveguides constantly form in the atmosphere.

O Earth’s magnetosphere directs interplanetary waves toward Earth’s surface.

O Lightning occurs constantly on the planet.

4. Why are sunrise and sunset the best times to listen to VLF signals?

O Because thunderstorms are most likely to occur then

O Because radio waves travel through natural waveguides then

O Because higher-frequency signals are less active then

O Because temperatures are not extremely high or low then

5. Why does the professor discuss whistlers and tweeks?

O To illustrate that the path a VLF wave travels can affect the sound it makes on a radio

O To point out that VLF waves can affect the sounds heard on a household or car radio

O To describe how a colleague discovered the origin of VLF waves

O To clarify the difference between VLF waves and other kinds of waves

6. What does the professor imply when he says this:

O He needs to think before he can answer the woman's question.

O The woman has underestimated how often VLF waves can be detected.

O The woman does not realize that waiting for a thunderstorm can take a long time.

O The woman does not understand the relationship between thunderstorms and lightning

# TPO-44

Conversation 1

1. Why does the student go to see the professor?

A. To get his opinion about why a project she recently completed had unexpected results.

B. To discuss how a topic covered in class is similar to her group’s research topic.

C. To ask him for suggestions to address a problem in her research.

D. To discuss the professor's concern about her group's research project.

2. In response to the professor’s question, what does the woman say about Tom and Jane?

A. They are working on an assignment for another class.

B. They are already observing students for the research project.

C. They are dealing with a technical issue at the library.

D. They are making arrangements at the library for their research project.

3. What had the group of students planned to research?

A. The effect of noise on the productivity of library employees.

B. The effect of changing the amount of light in the library.

C. The study habits of students in the library.

D. The effect that being observed while studying has on students.

4. Why does the professor mention lighting?

A. To explain why production costs gradually increased over the years at a manufacturing plant

B. To give a reason for a decline in productivity at two manufacturing plants

C. To compare the working conditions at two manufacturing plants

D. To give an example of a working condition that was adjusted at a manufacturing plant

5. Why does the student say this?

A. She is disappointed with the observations that the members of her group have made so far.

B. She does not understand the point that the professor is making.

C. She wants to determine a way for her group to make observations in secret.

D. She is aware that her group’s presence might affect student behavior.

Conversation 2

1. Why does the student go to see the professor?

A. To find out whether the university gallery accepts student artwork.

B. To find out how artwork is selected for university gallery exhibitions.

C. To learn the focus of an upcoming exhibition of student artwork.

D. To learn which techniques the professor will cover in his class on abstract art.

2. Why does the student mention Jackson Pollock?

A. To indicate to the professor that she is familiar with the drip technique.

B. To find out if she can see an original painting by Jackson Pollock in the university gallery.

C. To make a comparison between her paintings and those of Jackson Pollock.

D. To express interest in taking the professor's class.

3. According to the professor, what distinguishes Jackson Pollock's work?

A. The method he used for applying paint to a canvas.

B. The location where he did his work.

C. The widespread popularity of his style of art.

D. The size of the paintings he produced.

4. What does the professor imply about his class on abstract art?

A. It focuses primarily on Jackson Pollock.

B. It is one of the most popular classes in the department.

C. It tends to attract the department's best students.

D. It encourages students to explore different painting techniques.

5. What does the professor imply when he says this:

A. Students must have taken a course in the technique featured in the exhibition.

B. Exhibiting in the university gallery is a degree requirement for art majors.

C. Artwork submitted by a first-year student will probably not be accepted.

D. The woman should submit her painting soon because the deadline is approaching

Lecture1

1. What is the main purpose of the lecture?

A. To provide an example of a practical use of nanotechnology.

B. To show the origins of the field of nanotechnology.

C. To give a brief outline of the main concepts of nanotechnology.

D. To explain the growing interest in nanotechnology research.

2. How does the professor organize the information he presents to the class?

A. He describes the inspiration behind the nanocoating, then how the coating works.

B. He describes how the nanocoating is currently marketed, then the inspiration behind it.

C. He explains how fogging occurs, then the basic concepts of nanotechnology.

D. He explains how fogging occurs, then how the nanocoating prevents it.

3. According to the professor, how does the new nanocoating work?

A. By forcing light to bounce off a glass-coated polymer.

B. By forcing water droplets to roll off an ultrathin surface.

C. By causing water droplets to merge into a single sheet of water.

D. By causing light to scatter randomly in many directions.

4. According to the information in the lecture, why does the new nanocoating not last as long on plastic as it does on glass?

A. Plastic cannot withstand extremely high temperatures.

B. The internal structure of plastic repels a positively charged polymer.

C. The coating solution scatters when it comes into contact with plastic.

D. Plastic surfaces scratch more easily than glass surfaces do.

5. What inspired the team of scientists in developing the new coating?

A. A problem the team frequently encountered in everyday life.

B. The ineffectiveness of spray solutions in flattening water droplets.

C. The leaves of a plant that the team had been investigating.

D. Interactions observed between silica nanoparticles and polymers.

6. What is the professor's opinion about the approach inventors took to the development of the new nanocoating?

A. He thinks other inventors should use a similar approach.

B. He is impressed by the flexibility of their approach.

C. He is surprised the research process took so long.

D. He thinks they should have spent more time testing a superhydrophobic coating.

Lecture 2

1. What is the lecture mainly about?

A. The dramatic structure of an ancient Greek play.

B. The influence of ancient Greek theater design on modern theaters.

C. The design of ancient Greek theaters.

D. The role of plays in ancient Greek society.

2. What were two purposes served by the skene? Click on 2 answers.

□ It provided extra seating for the audience.

□ It served as the location for the play’s action.

□ It was used to store items needed for the play.

□ It was where the chorus performed.

3. Why is the play Hippolytus discussed?

A. To give an example of a strategy used by ancient Greek playwrights.

B. To give an example of how animals were used in ancient Greek plays.

C. To identify the first use of a messenger in an ancient Greek play.

D. To point out that ancient Greek plays typically involved tragic events.

4. What point does the professor make about the chorus in ancient Greek plays?

A. It performed only at the beginning of the play.

B. It interpreted what was happening on the stage.

C. It did relatively little singing and dancing.

D. it was less important than it is in modern plays.

5. How did Aristotle view the chorus?

A. As the author of the play.

B. As a distraction from the story.

C. As a messenger reporting news.

D. As a character in the play.

6. Why does the professor say this:

A. To emphasize the popularity of plays in ancient Greece.

B. To praise the creativity of the ancient Greeks.

C. To point out that every seat in an ancient Greek theater had a clear view of the stage.

D. To suggest that audiences in ancient Greece could hear plays better than they could see them.

Lecture 3

1. What is the lecture mainly about?

A. The spread of early agricultural methods from New Guinea to other cultures.

B. Differences in the types of crops grown in early centers of agriculture.

C. Evidence supporting the theory that agriculture developed independently in New Guinea.

D. Techniques used by researchers to identify farming methods in the earliest centers of agriculture.

2. According to the professor, why was the archaeological evidence found in New Guinea during the 1960s and 1970s inconclusive? Click on 2 answers.

□ Construction of agricultural drainage ditches had damaged much of the archaeological evidence.

□ Plant remains were not well preserved in the climate of New Guinea.

□ Ancient types of domestic plants were no longer grown by modern farmers.

□ It was unclear whether evidence of early deforestation suggested planting or hunting.

3. Why does the professor talk about layers of soil?

A. To show how phases of agricultural development were linked to evidence of population growth. B. To describe how researchers identified several phases of agricultural development in New Guinea.

C. To illustrate how swampy conditions cause archaeological remains to deteriorate.

D. To describe one of the methods of farming used at Kuk.

4. Why did researchers conclude that the taro remains found near Kuk were a result of farming?

A. Taro does not grow wild in highland areas.

B. Taro is a native plant of China.

C. Taro was only found in a very small area near Kuk.

D. Taro normally does not grow in wet climates.

5. What evidence indicated that bananas were being cultivated in New Guinea during an earlier period than was previously thought? Click on 3 answers.

□ High concentrations of fossil remains of bananas.

□ The discovery of stone tools designed to harvest bananas.

□ The presence of regularly distributed mounds.

□ Indications that Kuk did not become a swampy wetland until approximately 7,000 years ago.

□ Genetic analyses of banana remains in New Guinea and Southeast Asia.

6. What point does the professor make about the theory that agriculture brings about social change? A. Recent research has yielded unexpected evidence supporting the theory.

B. The theory seems to be contradicted by the development of society in New Guinea.

C. Future discoveries in Kuk are likely to provide definitive proof for the theory.

D. The theory explains why New Guinea has become an egalitarian society.

Lecture 4

1. What is the main purpose of the talk?

A. To explain the mechanical functioning of barrages.

B. To discuss some possible ecological effects of building barrages.

C. To discuss the effects of ocean tides on coastal ecosystems.

D. To describe ways to increase biological productivity of estuaries.

2. What is the professor's opinion when the man expresses concern about marine life on the mud flats?

A. She thinks the environmental impact of barrages would be worse for birds than for fish.

B. She agrees that any damage to the mud flats would probably be irreversible.

C. She feels that the situation is more complex than the man realizes.

D. She does not believe that the mud flats support a wide variety of animal species.

3. The professor mentions a change in the quantity of fish caught near a barrage in France. What most likely happened to the water in the estuary as a result of the construction of the barrage?

A. The water has become clearer.

B. The water has become saltier.

C. The water has become polluted

D. The water level has risen.

4. What does the professor say is a criticism of the proposed barrage at the Severn River in Great Britain?

A. It would damage nearby buildings.

B. It would attract harmful species to the region.

C. It would not be as large as the barrage in France.

D. it would be too expensive to build.

5. Why does the professor say this:

A. To request that the student answer in greater detail.

B. To introduce a new topic for discussion.

C. To make the student's statement more accurate.

D. To repeat a point that she had not stated clearly.

# TPO-45

Conversation 1

1. Why does the student go to see the man?(Click on 2 answers)

□ To discontinue a campus service

□ To pay the fee for her campus mailbox

□ To get information about mailing a package

□ To pick up a package

2. What does the man say about the campus mailbox service?

O Its rates for all students have recently gone down.

O It is the only way to receive certain mailings about university events O All students are required to use it.

O It is more reliable than e-mail.

3. How does the student usually obtain information about campus events? (Click on 2 answers)

□ She reads about them on the university Web site.

□ She learns about them at her place of work.

□ She sees the posters on a bulletin board.

□ Her roommate tells her about them.

4. What does the man offer to do for the student?

O Reduce the cost of renting a mailbox

O Send her a form to fill out

O Provide university organizations with her new address

O Deliver a package to her apartment

5. Why does the student say this:

O To indicate that she agrees with the man

O To inform the man of a recent development

O To prevent a misunderstanding

O To support her own position

Conversation 2

1. Why does the woman go to see the professor?

O To get suggestions about what to include in her next presentation

O To follow up on a question she had raised in class

O To update him on a research project she is helping him organize

O To get information about a program that he had mentioned in class

2. What do the speakers agree is a benefit of the build-operate-transfer economic model that they discuss?

O It permits government engineers to work on private construction projects.

O It helps private companies buy facilities that were built by the government.

O It enables public facilities to be constructed without government funding.

O It enables private companies to operate public facilities that the government builds.

3. Why does the professor point out how much coffee is produced in Brazil?

O To give an example of the economic model the woman is interested in

O To explain why it is appropriate for him to teach a seminar about coffee

O To help clarify one of the goals of the Global Enrichment Initiative

O To correct a common misperception about Brazil's economy

4. Why is the woman interested in applying to go only to Turkey? (Click on 2 answers)□

□ She has been studying Turkey's history and language.

□ She has already visited Brazil and Russia.

□ She believes that selecting just one country will help her get accepted into the program.

□ She would like to see how an economic model she studied is put into practice there.

5. What does the professor imply when he says this:

O He thinks that going first helped the woman be less nervous about giving a presentation.

O He hopes other students will structure their presentations the way the woman did.

O The woman was the first student ever to give a presentation on Turkey's economy in his class.

O He is relieved that the class is staying on schedule for making presentations.

Lecture 1

1. What is the lecture mainly about?

O Reasons for the transition from religious to secular themes in Renaissance art

O The disproportionate influence of Italian artists during the Renaissance period

O Techniques used during the Renaissance to produce realistic works of art

O A comparison of themes in paintings and sculptures during the Renaissance

2. What is the professor's opinion of Leon Battista Alberti as an artist?

O Alberti’s interests were too diverse for him to succeed in any one field

O Alberti was ineffective in imposing his own theories on other artists.

O Alberti was a much more skilled artist than da Vinci or Michelangelo.

O Alberti represents the Renaissance ideal of wide-ranging achievement.

3. According to the professor, what did Alberti consider to be the most important aspect of a Renaissance painting?

O That it convey an appealing narrative

O That its figures be posed symmetrically

O That its theme not be religious

O That its characters be positioned within a landscape

4. Why did some artists begin to use the contrapposto pose?

O To create a cartoon-like effect

O To help viewers identify the main figure in a work of art

O To show the relative sizes of human figures

O To make human figures appear more natural

5. Why does the professor discuss tendons and muscles?

O To emphasize that Alberti’s study of anatomy led to his interest in art

O To show the emphasis Alberti placed on using physically fit models

O To illustrate the difficulty of maintaining a contrapposto pose in real life

O To explain one of Alberti's methods for creating accurate proportions

6. Why was the development of linear one-point perspective important to Renaissance artists?

O It helped painters to place figures more symmetrically within their paintings.

O It allowed painters to create an illusion of three dimensions.

O It enabled artists to paint large landscapes for the first time.

O It encouraged artists to take an interest in geometry.

Lecture 2

1. What is the lecture mainly about?

O The process by which immune cells are produced

O The effects of consuming far fewer calories than usual

O The function of an organ found in rhesus monkeys and in humans

O The discovery of a nutrient necessary for good health

2. Why does the professor mention the thymus?

O To explain how different types of food are turned into energy

O To give an example of an organ attacked by certain bacteria

O To introduce a research study by a nutritional biologist

O To answer a question about certain immune cells

3. According to the professor, why are some cells called "naive"?

O They originate from a relatively primitive type of cell.

O They are easily eliminated by the immune system.

O They are not yet able to recognize any particular protein marker.

O They can become part of any one of various organs of the body.

4. In a recent study mentioned by the professor, what are two differences between the monkeys that have been fed a normal diet and the ones that have not?(Click on 2 answers)

□ The monkeys on a normal diet appear older.

□ The monkeys on a normal diet get sick less often.

□ The monkeys on a normal diet have fewer naive T cells.

□ The monkeys on a normal diet tend to live longer.

5. What does the professor think about a calorie-restricted diet?(Click on 2 answers)

□ She would not find it easy to follow.

□ She is not sure humans would benefit from it

□ Doctors are not likely ever to recommend it for people.

□ It would probably affect humans differently than it affects monkeys.

6. What does the professor mean when she says this:

O Problems in the study make its conclusions difficult to believe.

O The actual effect on mice was not what it seemed.

O Other studies of mice produced different results.

O Other animals seem to react as mice do.

Lecture 3

1. What does the professor mainly discuss?

O Characteristics of different types of mixtures

O Differences between mixtures and solutions

O Ways of separating components of mixtures

O Identifying variable properties of solutions

2. In the lecture, the professor gives examples of homogeneous and heterogeneous mixtures. For each mixture below, indicate which kind it is.

|  |  |  |
| --- | --- | --- |
|  | Homogeneous | Heterogeneous |
| Dirty water |  |  |
| Salt water |  |  |
| Smoke |  |  |
| Soil |  |  |

3. What is one basis for classifying a mixture as homogeneous or heterogeneous?

O Whether its component parts are the same type of matter

O Whether its component parts are present in equal proportions

O Whether it contains one phase or more than one phase

O Whether it appears, without magnification, to contain a single component

4. What can be inferred from the lecture about the process of distillation?

O It cannot be used if a mixture has variable properties.

O It can be used to separate the components of homogeneous mixtures.

O It is used to change heterogeneous mixtures Into homogeneous mixtures.

O It is a more efficient way of separating components of heterogeneous mixtures than filtration.

5. Why does the professor mention the freezing point of a mixture?

O To explain why salt dissolves in water

O To emphasize that mixtures can exist in a frozen state

O To show how filtration and distillation differ

O To give an example of a variable property of mixtures

6. What does the professor imply when he says this:

O He wants to correct a statement he made previously.

O He is uncertain whether the students understood his explanation.

O The meaning of a term should be obvious to the students.

O The students are probably unaware that they have already seen examples of heterogeneous mixtures.

Lecture 4

1. What is the main purpose of the lecture?

O To explore possible solutions to an anthropological mystery

O To analyze the results of a nutritional experiment

O To explain why human beings first started creating ceramics

O To examine changes in the dietary preferences of an ancient culture

2. According to the professor, wtiy would the ceramic vessels used by ancient Arctic people be likely to break?

O Ancient Arctic people used cooking techniques unsuitable for ceramic pots.

O Ancient Arctic people were frequently moving from place to place.

O The vessels were not made with high-quality clay.

O The vessels were often exposed to extreme temperatures.

3. Why does the professor mention that the Arctic climate is cold and wet?

O To explain why ancient Arctic people found warm food appealing

O To explain why ancient Arctic people required a diet that was rich in meat

O To explain the difficulties of manufacturing pottery in such a climate

O To explain why some foods could not be stored in clay pots

4. What does the professor imply about ancient Arctic people’s food preferences?

O They liked raw foods better than minimaIly cooked foods.

O They enjoyed eating foods that had been prepared in contrasting ways.

O Their preferences changed dramatically over time.

O They liked foods cooked in ceramic vessels better than foods cooked in other types of containers.

5. According to the professor, why did ancient Arctic people cook using small fires?(Click on 2 answers)

□ Their pottery could not withstand intense heat.

□ Small fires made it easier to control cooking speed.

□ Cooking had to be done indoors.

□ Fuel was difficult to obtain.

6. Why does the student say this:

O He wants to make sure the professor is referring to the past and not the present.

O He does not understand why making ceramics in the Arctic is considered challenging.

O He thinks the fact that ancient Arctic people made ceramics requires some explanation.

O He does not believe the ancient Arctic people actually made ceramics.

# TPO-46

Conversation 1

1. Why does the student go to see the woman?

O To ask about events that the music house sponsors

O To find out which of the common interest houses have rooms available

O To find out if it would be possible for him to live in the music house

O To check on the status of his application to move into the music house

2. According to the woman, why might some people not want to live in the music house?

O is rarely quiet.

O is not conveniently located.

O All of the residents are required to participate in house activities.

O All of the residents must be enrolled in a music class.

3. What does the woman imply when she mentions the jazz festival?

O It was free for residents of the music house.

O It was held at the music house.

O Music house residents were encouraged to perform at it.

O Music house residents were involved in organizing it.

4. Why does the woman mention the acceptance rate of applicants for the music house?

O To the student that his application might not be approved

O To suggest that the music house is not a popular place to live

O To convince the student that his chances are better if he applies in person

O To emphasize the importance of turning in the application form early

5.What information does the student need to include in his application?(Click on 2 answers)

□ Some ways he might contribute to the music house community

□ Information about his experience as a musician

□ Reasons why he wants to live in the music house

□ A recommendation from a current resident of the music house

Conversation 2

1. What is the conversation mainly about?

O Using new technologies to preserve old newspapers

O Using old newspapers to conduct historical research

O The rise of American journalism in the eighteenth century

O Press coverage of the French Revolution of 1789

2. What gave the student inspiration for the topic of her term paper?(Click on 2 answers.)

□ A recent visit to the library’s microfilm collection

□ A long-standing interest in the history of France

□ Seeing what an eighteenth-century newspaper looked like

□ Reading a translation of French historical accounts

3. According to the professor, what should the student ask the librarians?

O Which eighteenth-century newspapers covered events in France

O If she can request microfilmed newspapers from another library

O If the old newspapers she wants to read are available online yet

O Whether the library has any original copies of eighteenth-century newspapers

4. What will the student probably include in her term paper?

O Newspaper coverage of the French National Constituent Assembly

O Newspaper coverage of the storming of the Bastille prison

O Ways in which the French Revolution contributed to the development of democratic ideals

O How the reporting of American journalists differed from that of French journalists

5.What can be inferred about the professor when he discusses a paper presented at a history conference?

O He is grateful that he saved the paper because it might help the student.

O He worries that the student will overgeneralize American attitudes based on the content of newspapers

O He is excited to provide a model that the student can use to organize her term paper.

O He hopes that the student will consider interviewing the author of the paper.

Lecture 1

1. What is the lecture mainly about?

O Various methods that ants use to locate food

O A collective behavior common to humans and animals

O A type of animal behavior and its application by humans

O Strategies that flocks of birds use to stay in formation

2. According to the professor, what behavior plays an important role in the way ants obtain food?

O Ants usually take a different path when they return to their nest.

O Ants leave chemical trails when they are outside the nest.

O Small groups of ants search in different locations.

O Ants leave pieces of food along the path as markers.

3. What are two principles of swarm intelligence based on the ant example?

(Click on 2 answers.)

□ Individuals are aware of the group goal.

□ Individuals act on information in their local environment.

□ Individuals follow a leader’s guidance.

□ Individuals instinctively follow a set of rules.

4. According to the professor, what path is followed by both telephone calls on a network and ants seeking food?

O The path with the least amount of activity

O The most crowded path

O The path that is most reinforced

O The path that has intermediate stopping points

5. Why does the professor mention movies?

O To identify movie scenes with computer-simulated flocks of birds

O To identify a good source of information about swarm intelligence

O To emphasize how difficult it still is to simulate bird flight

O To explain that some special effects in movies are based on swarm intelligence

6. What is the professor’s attitude about attempts to create computer-generated crowds of people?

O She believes that the rules of birds’ flocking behavior do not apply to group behavior in humans.

O She thinks that crowd scenes could be improved by using the behavior of ant colonies as a model.

O She is surprised by how realistic the computer-generated crowds are.

O She is impressed that computer graphics can create such a wide range of emotions.

Lecture 2

1. What is the lecture mainly about?

O Techniques for creating lifelike portraits

O Theories about a preference in portrait painting

O Reasons for a decline in the popularity of portrait painting

O Ways researchers determine whether a painting is authentic

2. According to the professor, what change occurred in portrait paintings over time?

O Portrait artists became more skilled at painting profiles.

O Portrait artists began painting a greater variety of subjects.

O The percentage of left profiles decreased.

O A left profile became a symbol of the subject’s social status.

3. What point does the professor emphasize by his discussion of the lithograph The Potato Eaters?

O Profiles are more difficult to create than head-on portraits.

O Some artists consider the direction of the profile a key element in a portrait.

O Most group portraits include both left and right profiles.

O The direction of a profile is usually determined by the characteristics of the subject.

4. According to the professor, what is the problem with the "right-handed" hypothesis?

O Left-handed artists are equally comfortable painting left and right profiles.

O Right hands tend to cover up facial features when painting left profiles.

O Statistics show that right-handed artists tend to paint right profiles.

O Left hands are less likely to cast shadows when painting right profiles.

5. What does the professor imply about the "studio organization" hypothesis?

O It has been disproved by recent studies.

O It accounts for an important change in portrait painting.

O It is based on a study of a relatively small number of portraits.

O It was first proposed by the owner of a modern-day portrait studio.

6. Why does the student say this:

O To explain why he prefers to paint left profiles

O To point out a difference between adult portraits and baby portraits

O To point out a fact that contradicts the "parental imprinting" hypothesis

O To provide support for the "parental imprinting” hypothesis

Lecture 3

1.What is the lecture mainly about?

O The economic factors that made lapis lazuli expensive

O The types of paintings in which the color blue is popular

O Early processes for making blue pigments from stones

O Difficulties using the color blue in early paintings

2. What was Gainsborough's goal when he painted The Blue Boy?

O To find an acceptable alternative to ultramarine pigment

O To demonstrate that blue should be used only in certain paintings

O To contradict a common belief about the use of blue in a painting

O To protest the high costs of painting with most blue pigments

3. What does the professor imply about smalt as a substitute for lapis lazuli?

O It eventually became as expensive as lapis lazuli.

O It was used frequently throughout the nineteenth century.

O It was not of an acceptable quality for many artists.

O It was seen as a better substitute for lapis lazuli than azurite was.

4. What two points does the professor make about the process of turning lapis lazuli into ultramarine?（Click on 2 answers.）

□ It took a lot of time.

□ It required expensive tools.

□ It did not produce much pigment.

□ It was perfected by the French.

5. Why does the professor mention the French government?

O To indicate who sponsored the digging of additional lapis lazuli mines

O To emphasize the importance of developing an affordable blue pigment

O To point out that artists were not permitted to use certain stones to make pigments

O To question the government’s use of public funds to support the arts

6. What does the professor imply when he says this:

O He is not convinced the Egyptians made the first synthetic pigment

O He is impressed by the Egyptians’ accomplishment.

O The process the Egyptians used is now widely known.

O The Egyptian pigment was of lower quality than today's pigments.

Lecture 4

1. What does the professor mainly discuss?（Click on 2 answers.）

□ Reasons for fluctuations in the price of copper

□ Some important attributes of sopper

□ The production of coins from copper and zinc

□ The possible future of the United States penny

2. What arguments in favor of keeping the penny in circulation does the professor emphasize?（Click on 2 answers.）

□ Some people are emotionally attached to pennies.

□ Pennies cost very little to produce.

□ The price of consumer goods could rise.

□ The copper industry’s profits depend on the production of pennies.

3. What does the professor say about the negative seigniorage of the nickel?

O The United States government is looking for ways to reduce it.

O It is significantly greater than that of the penny.

O It is less of a problem than some people believe it to be.

O Merchants benefit from it more than consumers do.

4. Why does the professor mention the trumpet and trombone?

O To compare the sound-generating properties of copper with those of zinc

O To exemplify the benefits of mixing copper with other metals

O To point out that copper can be shaped into a variety of forms

O To point out that objects containing copper can shine like gold

5. What does the professor imply about the green patina that sometimes appears on copper?

O It is difficult to remove by conventional means.

O It adds to the beauty of objects made of copper.

O It serves a useful function.

O It reduces the conductivity of copper.

6. Why does the professor say this:

O He wants the woman to realize her own mistake.

O He wants the woman to support her point with precise numbers.

O He realizes he neglected to mention an important detail.

O He shares the woman’s concern about the copper industry.

# TPO-47

Conversation1

1. Why does the student go to the woman’s office?

A. To schedule an audition to join an orchestra

B. To ask a question about a music class he is taking

C. To get information for an article he is writing

D. To ask a question about a lecture the woman gave

2. Why does the woman assume that the student wants to join the orchestra?

A. He has taken some music classes.

B. He plays the double bass.

C. She has advertised for musicians in the newspaper.

D. She hears that request often.

3. What does the woman imply about the members of the orchestra? Click on 2 answers.

A. They might know more about the history of Appalachian music than she does.

B. They will teach the student to play the banjo.

C. They are all music majors.

D. Some of them have lived in the Appalachian Mountains.

4. According to the professor, how did immigrants’ music change when they moved to the Appalachians?

Click on 2 answers.

A. It began to incorporate new instruments.

B. Musicians began to experiment with new rhythms.

C. Singers started to use a nasal singing style.

D. The words of some of the songs were changed.

5. Why does the woman say this:

A. To emphasize a point she just made

B. To find out if the student needs more information

C. To suggest that the student take notes

D. To praise the student for having a good memory

Conversation2

1. Why does the student go to the professor’s office?

A. To hand in an assignment that he rewrote

B. To ask for additional time to complete an assignment

C. To persuade the professor to allow him to rewrite an assignment

D. To receive feedback on an assignment that he has already submitted

2. Why will the professor probably not grade the film review the student has submitted?

A. She realizes that the film she assigned was too difficult for the student to review.

B. She thinks that she may not have explained the assignment very well.

C. The student did not follow the professor’s guidelines for choosing a film.

D. The review the student submitted was only a first draft.

3. According to the professor, what are two elements of a good review that the student did NOT include

Click on 2 answers.

A. A detailed summary of the film

B. The student’s opinion of the film

C. A comparison of the film to other films

D. An explanation of the film’s popularity

4. Why does the professor decide to ask the students to review one of the films being shown by the campus film club?

A. So they can experience a film in an authentic reviewing atmosphere

B. So they can compare the film club’s film with the original films they reviewed

C. So they have a chance to rewrite their original reviews

D. So they have a chance to attend a film with a professional reviewer

5. What does the professor imply when she says this: ?

A. She would like her colleague’s opinion about the student’s film review.

B. She will ask her colleague to help the man rewrite his review.

C. She does not want to read more than one film review from each student.

D. She would like more information before making a decision about the assignment.

Lecture1 (Literature)

1. What is the lecture mainly about?

A. The influence of Hernani on later French plays

B. The way that Hernani challenged traditional guidelines for plays

C. The influence of Shakespeare on Victor Hugo’s plays

D. The changing attitudes toward Victor Hugo’s plays in the nineteenth century

2. What is the professor’s opinion of the play Hernani?

A. It is too political.

B. It is not very creative.

C. It is not an artistic success.

D. It has been unjustly ignored.

3. What feature of A Midsummer Night’s Dream is NOT consistent with neoclassical principles?

A. It has several main characters.

B. It uses sophisticated language.

C. It takes place in more than one location.

D. It takes place during a single night.

4. Why does the professor mention clowns in plays by Shakespeare?

A. To point out that Shakespeare rebelled against neoclassicism

B. To reinforce the idea that neoclassical plays were sometimes comical

C. To introduce an aspect of Hernani that French critics objected to

D. To illustrate a characteristic of the plays that influenced Hugo

5. Why did Hugo invite his friends to the opening of Hernani?

A. To include people in the audience who understand his goals

B. To introduce them to a new and different kind of play

C. To try maintain a pleasant, comfortable atmosphere in the theater

D. To thank them for supporting his efforts as a playwright

6. What does the professor imply about the fights that occurred after performances of Hernani?

Click on 2 answers.

A. They were partly due to a misunderstanding of Hugo’s opinions.

B. They affected a general social conflict in France at the time.

C. They occurred because of deeply held literary opinions.

D. They prevented other writer from writing romantic plays.

Lecture2 (Biology)

1. What does the professor mainly discuss?

A. Long-distance seasonal migration of seabirds

B. Two major ways that seabirds navigate

C. A seabird that flies far in search of food

D. Reasons why seabirds often live on islands

2. According to the professor, what influences an albatross’s choice of an island for nesting?

A. Air currents near the island

B. Availability of food on the island

C. Predators inhabiting the island

D. The number of albatross already nesting on the island

3. According to the professor, what helps albatross chicks survive despite the fact that their parents have to fly such long distances to find food? Click on 2 answers.

B. Albatross forage only for foods that are exceptionally rich in nutrients.

C. Albatross store large quantities of food in the nest.

D. Albatross chicks are adapted to tolerate long intervals without food.

4. What does the professor imply about theories that explain how albatross navigate?

A. They are based on studies of seabirds in captivity.

B. They are based on observation of albatross in the wild.

C. They are guesses that are not based on any evidence about birds.

D. They have not been confirmed by studies of albatross themselves.

5. According to the professor, why do some biologists doubt that magnetite helps birds navigate?

A. Its magnetic properties are quite weak.

B. It is found in young birds that cannot fly yet.

C. It is found in all albatross species.

D. It is in birds that do not migrate.

6. Why does the professor say this:

A. To emphasize how wasteful the albatross behavior is

B. To encourage students to reflect on how impressive the albatross behavior is

C. To signal that she is about to introduce a new topic

D. To find out whether the students have understood her explanations

Lecture3 (Sports Management)

1. What does the professor mainly discuss?

A. Different types of physical training that athletes might require

B. Strategies for getting a job as the head coach of a sports team

C. Aspects of a coach’s job beyond knowledge about sports

D. Reasons why coaches should focus on winning games

2. Based on the survey discussed by the professor, what are the two main areas to which new coaches should give more attention? Click on 2 answers.

A. Increasing their knowledge of game strategies

B. Improving their organizational skills

C. Building and maintaining strong relationships

D. Stressing the importance of athletes’ academic studies

3. Why does the professor mention pregame meals?

A. To emphasize the importance of good nutrient for athletes

B. To suggest a good time for coaches to talk about game strategy

C. To point out that coaches often spend too much time on scheduling

D. To give an example of the need for coaches to be more detail oriented

4. What is the professor’s opinion about coaches who focus mainly on strategies for winning games?

A. They should study these game strategies outside the university.

B. They should concentrate on the sport they are most interested in.

C. They are neglecting other skills that may be more important.

D. They will probably become the most successful coaches.

5. What does the professor imply about coaches who establish a lot of rules for team members?

A. They have problems enforcing the rules.

B. They rely on rules to avoid having to make decisions.

C. They usually relax the rules as they become more familiar with their players.

D. They are not popular but they are efficient.

6. Why does the professor say this: ?

A. To insist that the student needs to remember what he has just been told

B. To acknowledge that her suggestion is not very practical

C. To emphasize how impressed she is by the student’s achievement

D. To imply that the student is not yet ready to begin coaching

Lecture4 (Meteorology)

1. What is the lecture mainly about?

A. Various kinds of winds

B. Theories about recent changes in Earth’s climate

C. The role of wind in regulating Earth’s climate

D. The role of air in limiting the amount of the Sun’s energy that reaches Earth

2. According to the lecture, what creates areas of high pressure and low pressure in the atmosphere?

A. The rotation of Earth

B. Wind moving from areas over water to areas over land

C. Differences in temperature at different places on Earth

D. Differences in concentrations of water vapor in different parts of the atmosphere

3. According to the professor, what are two reasons why all areas of Earth are not heated equally during daylight hours? Click on 2 answers.

A. Some regions of Earth receive more energy from the Sun than others.

B. The amount of energy emitted by the Sun varies in intensity over the course of the day.

C. The Sun heats stationary air faster than it heats moving air.

D. The Sun heats land faster than it heats water.

4. What are two benefits of wind mentioned by the professor? Click on 2 answers.

A. It transferred water across Earth

B. It shifts heat from some areas of Earth to others.

C. It helps maintain a constant rate of evaporation of ocean water.

D. It reduces the amount of the Sun’s energy that is absorbed by the ocean.

5. What does the professor imply about the heat stored in water vapor?

A. The heat is rarely transported by the wind.

B. The heat was drawn from the ocean during the evaporation process.

C. The heat’s intensity depends on the altitude of the vapor.

D. The heat loses energy over time as it is stored in the vapor.

6. Why does the professor mean when he says this: ?

A. He is pleased that the woman made a good observation.

B. He is grateful that the woman has reminded him of a point he neglected to discuss.

C. He thinks that the woman has correctly summarized what he just said.

D. He thinks that the woman has provided a logical transition to his next point.

# TPO-48

Conversation1

1. Why does the student go to the employment office?

A. To get feedback from his previous supervisor

B. To try to have his work hours reduced

C. To find out about getting an on-campus job

D. To compare various job offers that he has received

2. Why does the university employee seem surprised at the student’s request for on-campus jobs?

A. Because she knows he is interested in off-campus jobs

B. Because she expected him to apply earlier in the semester

C. Because she knows he recently quit an on-campus job

D. Because she thought he already had an on-campus job

3. What does the student imply about the job he had at the library last year?

A. It did not require as much training as jobs in restaurants.

B. It did not pay as well as jobs in restaurants.

C. It offered a flexible work schedule for students.

D. It convinced him to become a librarian in the future.

4. Why does the student mention his friend Suzanne?

A. To compare his restaurant job with her job at the photograph lab

B. To suggest that he wants to work with her

C. To explain why students do not want to have janitorial jobs

D. To explain why he thinks there is a job opening

5. What can be inferred about the woman when she says this: ?

A. She believes that there is no way to confirm that information.

B. She is concerned about information security.

C. She doubts the accuracy of the information.

D. She does not find the information helpful.

Conversation2

1. What are the speakers mainly discussing?

A. Whether the student should specialize in English drama or in Polish literature

B. Whether the student should take an advanced course in Polish drama

C. Whether the student can learn about Polish history by taking courses in Polish literature

D. How the student can improve his Polish language skills

2. According to the professor, what will students do in her class? Click on 2 answers.

A. Perform scenes from Polish plays

B. Translate Polish texts into English

C. Use the Polish language in class discussions

D. Watch recorded performances of Polish plays

3. Why is the student interested in the professor’s class? Click on 2 answers.

A. He wants to learn about his family background.

B. He already has the language skills needed for the class.

C. The professor has a reputation as an expert on Poland.

D. The course is related to the student’s intended course of study.

4. What does the professor think the student should do?

A. Take a Polish language course, then take a Polish drama class

B. Take a Polish language course, then take a survey of Polish literature

C. Take a Polish drama course and a literature course at the same time

D. Take a survey course in Polish literature before taking a Polish drama course

5. What does the professor imply when she says this: ?

A. Many of her students find it easier to read Polish than to speak it.

B. The student will probably enjoy the plays her class will read.

C. She is concerned that the student may not be able to read Polish.

D. The student will quickly gain confidence in his ability to read Polish.

Lecture1 (Art History)

1. What aspect of Georgia O’Keeffe’s work do the speakers mainly discuss?

A. The kinds of objects that she selected for her paintings

B. The influence of her painting style on photography

C. The major abstract elements in her photographs

D. The techniques that contributed to her distinctive style

2. According to the professor, what characteristics of Large Dark Red Leaves on White indicate that it could not be a photograph? Click on 2 answers

A. It depicts leaves in a setting that appears to be abstract.

B. It is larger than most photographs of the time.

C. It shows less realistic detail than a photograph does.

D. It included colors that could not have been reproduced in a photograph.

3. According to the professor, what principles did Arthur Wesley Dow emphasize in his art classes? Click on 2 answers.

A. Focusing on simple forms

B. Using color to reveal the essence of an object

C. Separating a form from its natural surroundings

D. Exaggerating the size of a form

4. In his discussion of O’Keeffe’s style, why does the professor describe Large Dark Red Leaves on White?

A. To give an example of a painting that was copied from a photograph

B. To give an example of an abstract interpretation of real objects

C. To point out that some of O’Keeffe’s subjects were represented in their natural setting

D. To point out the similarities between O’Keeffe’s works and works of other artists

5. According to the professor, what effect did O’Keeffe expect her paintings to have on viewers?

A. The paintings would create the same personal associations as they did for O’Keeffe.

B. The paintings would make people see ordinary things in a new way.

C. The paintings would mistakenly be seen as photographs.

D. The paintings would inspire an appreciation for nature.

6. Why does the professor say this: ?

A. To emphasize a point that he made earlier about O’Keeffe’s works

B. To emphasize that the student should have observed the painting more closely

C. To indicate that the student’s conclusion about O’Keeffe was not foolish

D. To indicate that he had not understood the student’s point about the painting

Lecture2 (Earth Science)

1. What is the lecture mainly about?

A. Ways to determine the ages of volcanic islands

B. Criteria for classifying various types of volcanoes

C. Explanations for why volcanoes occur in some locations

D. Methods for measuring magma produced by volcanoes

2. According to the professor, why was the hot spot theory originally proposed?

A. To explain prolonged volcanic activity far from plate boundaries

B. To explain why volcanoes form both on land and in the ocean

C. To explain variations in the amounts of magma produced by volcanoes

D. To explain why volcanoes may become inactive after millions of years

3. Why does the professor describe moving a sheet of heavy paper over a candle?

A. To clarify that plumes do not produce great amounts of heat

B. To describe an experiment he would like the students to conduct

C. To illustrate one hypothesis for the way some volcanic anomalies are formed

D. To emphasize the thinness of some of Earth’s tectonic plates

4. Why does the professor discuss how high one of the Hawaiian Islands rises above the ocean floor?

A. To provide evidence supporting the plume hypothesis

B. To compare the Hawaiian Island to other volcanic islands in the Pacific Ocean

C. To point out a common difference between volcanic mountains and other types of mountains

D. To emphasize that hotspot volcanoes can produce large amounts of magma

5. According to the crack hypothesis, what causes a hot spot?

A. Hot magma rises from deep in Earth to melt a piece of the crust.

B. Hot magma flows out through a break in the side of an active volcano.

C. Hot magma flows up through spaces created between tectonic plates as they move.

D. Hot magma flows up at a point where a tectonic plate has been stretched thin.

6. What is the professor’s opinion of the two main hypotheses he presents?

A. Neither hypothesis can explain the formation of the Hawaiian Islands.

B. Each hypothesis accounts for some, but not all volcanic anomalies.

C. Each hypothesis explains the formation of more volcanoes than plate tectonics does.

D. The studies supporting the crack hypothesis are more convincing than those supporting the plume hypothesis.

Lecture3 (Biology)

1. What is the professor mainly discussing?

A. Different ways that scientists use the term “symbiosis”

B. A specific kind of symbiotic relationship between organisms

C. A butterfly species that competes with another insect species

D. Reasons why symbiosis is considered a subtyle of mutualism

2. What does the professor imply about the term “symbiosis”?

A. It is often used with too narrow a meaning.

B. It is used incorrectly in the students’ textbook.

C. The original definition is difficult to understand.

D. It is applied only to organisms of the same species.

3. How do the butterflies mentioned by the professor facilitate the relationship between caterpillars and ants of a certain species?

A. The butterflies have a sweet smell that attracts the ants.

B. The butterflies lay their eggs under rocks where the ants lay their eggs.

C. The butterflies lay their eggs on plants where the ants are present.

D. The butterflies identify a food source for both ants and caterpillars.

4. In the example the professor mentions, how do the ants benefit from their interaction with the caterpillars?

A. The caterpillars protect the ants’ eggs from predators.

B. The caterpillars help the ants find a particular plant.

C. The caterpillars produce a liquid to prevent ants from getting infections.

D. The caterpillars produce a liquid from a species gland to feed the ants.

5. What aspect of mutualism does the professor illustrate with the example of the caterpillars and the ants?

A. Both organisms need the relationship for survival.

B. It is not necessary for both organisms to benefit equally from the relationship.

C. There is more benefit for the organism that is less dependent on the relationship.

D. The relationship does not need to be beneficial to both organisms.

6. What can be inferred about the student when she says this: ?

A. She needs more time to think about the answer.

B. She is almost certain that caterpillars produce honey.

C. She thinks her statement may be misunderstood.

D. She doubts that her statement is correct.

Lecture4 (American History)

1. What is the lecture mainly about?

A. Ways that new managerial techniques hastened the industrialization of American society in the nineteenth century

B. Ways that the United States government tried to regulate business practices in the nineteenth century

C. Reasons that business leaders gained political power in the late nineteenth-century United States

D. A comparison of the management styles of Andrew Carnegie and John D. Rockefeller

2. Why does the professor discuss vertical integration?

A. To explain how Andrew Carnegie gained control of the steel industry

B. To describe the most typical organization for businesses in the nineteenth century

C. To explain how John D. Rockefeller organized the oil industry

D. To explain the origins of the business trust

3. In what two ways did business leaders make a positive contribution to the United States in the nineteenth century? Click on 2 answers.

A. They invested in new production technologies.

B. They raised wage levels.

C. They improved safety conditions.

D. They supported charitable causes.

4. According to the professor, what is the main reason that some businesses were able to become powerful during the nineteenth century?

A. The government assisted businesses when they had financial difficulties.

B. Taxation was based upon the profitability of a business.

C. The government did not impose many regulations on businesses.

D. Some government officials once held influential positions in large businesses.

5. Why did the government pass new laws aimed at businesses?

A. To correct mistakes made by the judicial system

B. To respond to complaints from the public

C. To increase employment rates

D. To increase tax revenue from large industries

6. What does the professor imply about the term “trust” when she says this: ?

A. She should not have mentioned the term.

B. It is unnecessary to explain the details of the term.

C. She wants the students to explain the term to her later.

D. She wants to discuss a different term.