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# TPO35

## Conversation1

1. **What is the conversation mainly about?**
2. The woman’s schedule of classes for the coming semester.
3. A job possibility in the dining hall.
4. The woman’s need to specialize in a particular subject.
5. Work involving the use of computer application.
6. **What does the man imply about some professors?**
7. They have difficulty with some computer technology.
8. They spend more time on research than on teaching.
9. They often understand an idea better after presenting it to students.
10. They often have their students give class presentations.
11. **What does the Visualization Project provide to professors? Click on 2 answers**
12. Recordings of their lectures for viewing by students in distant locations.
13. Presentations of data in ways that may give new insights into current research.
14. Specially made graphs, maps and other on-screen aids for classroom use.
15. Training in the use of computer software that shares data between academic departments.
16. **What does the woman learn about staff members for Visualization Project? Click on 2 answers**
17. They deal with information on a wide variety of academic topics.
18. They often have to go to professors’ offices to help.
19. They work at times of their own choosing.
20. They come from many different parts of the world.
21. **What does the man mean when he says this:**
22. He doubts the woman’s claim.
23. He agrees with what the woman says.
24. He needs to know more about the woman’s class schedule.
25. He cannot evaluate the woman’s qualification.

## Lecture1

1. **What is the lecture mainly about?**
2. The structure of the blind mole rats’ underground tunnel system.
3. How blind mole rates find their way back to their nests
4. Whether some animals use Earth’s magnetic field for navigation.
5. Whether blind more rats have more than one navigation system.
6. **Why does the professor mention tree roots and rocks?**
7. To emphasize the blind mole rat’s need for two navigation system.
8. To explain one reason why blind mole rats get lost.
9. To give examples of landmarks used by the blind mole rat.
10. To describe the materials the blind mole rat uses to build its nest.
11. **In discussing the experiment, why does the professor refer to a generic habitat?**
12. To prevent a misunderstanding about blind mole rats’ tunnel system.
13. To indicate how the researchers found the animals for the experiment.
14. To describe similarities between blind mole rats’ natural habitat and those of other animals.
15. To emphasize the importance of habitat design to the success of the experiment.
16. **What did the research team modify in the second part of their experiment?**
17. They removed the food from the habitat.
18. They increased the distance between the nest and the food source.
19. They changed the magnetic field around the habitat.
20. They shifted the location of obstacles in the tunnels.
21. **According to the professor, what factor governs which navigation system the blind mole rat uses in a given situation?**
22. The distance traveled.
23. The direction of travel.
24. The complexity of the tunnel system.
25. The presence or absence of landmarks.
26. **What does the professor imply when she explains why blind mole rats use two navigation systems?**
27. One system is more accurate than the other for long trips.
28. One system takes more time to use than the other one does.
29. Individual blind mole rats have a preference for one system or the other.
30. Animals usually do not rely on only one navigation system for long trips.

## Lecture2

1. **What is the lecture mainly about?**
2. Techniques used by the Natufians for building shelters.
3. Different interpretations of archaeological evidence from Natufian sites.
4. Strategies used by different hunter-gatherer societies in response to climate change.
5. The development of the Natufians into an agricultural society.
6. **According to the professor, what does a theory suggest about the Natufians who lived in 15,000 years ago?**
7. They moved into the eastern Mediterranean region.
8. They developed advanced hunting tools.
9. They began cultivating a variety of crops.
10. They began to settle permanently in one area.
11. **According to the professor, in what ways did climate change affect Natufians? Click on 2 answers**
12. A period of climatic cooling led them to return to an earlier lifestyle.
13. A period of climatic warming enabled them to settle in centralized villages.
14. A period of climatic warming allowed them to plant crops other than barley.
15. Several cooling and warming periods forced them to develop new agricultural techniques.
16. **Why does the professor discuss the floor of excavated structures?**
17. To show the high level of technology attained by some prehistoric people.
18. To suggest that the area called the Levant flooded regularly.
19. To support the idea that the structures were used to hold grain.
20. To explain a construction method that was common 15,000 years ago.
21. **What evidence suggests that Natufians were NOT sedentary 15,000 years ago? Click on 2 answers**
22. No tools for grinding grain have been found in Natufian settlements from that time.
23. Individual settlements from that time contain just one circular structure.
24. Circular structures from that time may have had multiple purposes.
25. Circular structures from that time contain remnants of grain.
26. **Why does the professor says this:**
27. To indicate that she is unsure about the origin of the materials.
28. To suggest the Natufians settled in a large area.
29. To point out how technologically advanced the Natufians were.
30. To help students understand why the evidence of sedentism has been questioned.

## Conversation2

1. **Why does the professor want to talk to the student?**
2. To review material from a previous class.
3. To recommend a resource for an assignment.
4. To outline steps the student should take to complete his research.
5. To discuss the student’s plan for a paper.
6. **Why does the professor imply about the student’s outline?**
7. It needs to have a clearer thesis.
8. It needs to include specific examples.
9. It needs to have information from additional sources.
10. It needs to be better organized.
11. **According to the student, why is the Bayeux Tapestry an important historical document?**
12. It contains the earliest records of English kings.
13. It is based on eyewitness accounts.
14. It documents differences between life in England and life in France during 11th century.
15. Its images match those in other documents from the 11th century.
16. **What do the speakers say about the condition of the tapestry?**
17. Some of its parts are missing.
18. It has been restored to its original condition.
19. Some of the words on it have faded.
20. Identifying people on it has become difficult.
21. **Why does the professor emphasize the bishop’s role in the commissioning of the tapestry?**
22. To acknowledge that the history of the tapestry is well-known.
23. To point out one of the weaknesses with using the tapestry as a historical document.
24. To explain why the tapestry has survived since the 11th century.
25. To explain how tapestries were typically paid for in the 11th century.

## Lecture3

1. **What does the professor mainly discuss?**
2. What inspired the main themes of Renaissance frescoes.
3. Techniques used in the creation of Renaissance frescoes.
4. How Renaissance painters restored ancient frescoes that were deteriorating.
5. Different techniques for painting on indoor and outdoor surfaces.
6. **Why does the professor mention the ancient Romans?**
7. To explain that they did not paint the walls and ceilings of buildings.
8. To point out that they first made the terms “fresco” popular.
9. To make the point that frescoes were created before the Renaissance.
10. To introduce an important difference between ancient art and Renaissance art.
11. **According to the professor, what were two purposes of the read mates? Click on 2 answers**
12. To provide a comfortable area for artists to stand on while painting.
13. To prevent moisture from damaging frescoes.
14. To cover and protect frescoes during the cold season.
15. To create a smooth surface for the application of plaster.
16. **What point does the professor emphasize about buildings from Italian Renaissance?**
17. They were large in order to indicate wealth.
18. They were designed by teams of engineers.
19. Most of them were built with very smooth walls.
20. Very few of them were decorated on the inside.
21. **What does the professor imply about the idea that artistic geniuses worked in solitude?**
22. It has been gaining support among today’s scholars.
23. It is accurate for Michelangelo, but not for Raphael.
24. It is accurate for Renaissance artists, but not for today’s artists.
25. It does not apply to artists working on frescoes.
26. **What does the professor imply about the process of creating frescoes?**
27. Some frescoes took hundreds of years to complete.
28. Many frescoes were created entirely by apprentices.
29. Apprentices worked independently of one another on different sections of a wall at the same time.
30. One section of a fresco was completed before the next section was begun.

## Lecture4

1. **What does the professor mainly discuss?**
2. New evidence about what happened to dinosaurs.
3. New methods for gathering evidence about mass extinctions.
4. The link between two mascons from the Permian period.
5. A possible cause of the Permian extinction.
6. **According to the professor, why did researchers begin looking for evidence that an asteroid may have caused the Permian extinction?**
7. They discovery that mascons on the Moon were caused by asteroid impacts.
8. They found rock samples in Wilkes Land that appeared to be 250 million years old.
9. The theory that an asteroid caused the dinosaur extinction gained acceptance.
10. The theory about a decline in seawater oxygen levels proved to be false.
11. **Why does the professor mention getting a bump on the head?**
12. To help students understand an explanation of how a mascon forms.
13. To illustrates a theory about how the supercontinent broke apart.
14. To show the relationship between an asteroid and the dinosaur extinction.
15. To compare the dinosaur extinction to the Permian extinction.
16. **What did researchers notice that could be evidence of an asteroid impact in Wilkes Land?**
17. A ring of ice containing a high concentration of oxygen.
18. A portion of Earth’s crust that is less dense than normal.
19. Extraterrestrial rock fragments lying below the ice.
20. Relatively high gravity measurements in the center of a circular ridge.
21. **What does the professor emphasize about some of the rock samples taken from the Bedout High near Australia? Click on 2 answers**
22. They are similar to the samples from the Yucatan peninsula in Mexico.
23. They are from the same time period as the Permian extinction.
24. They have been exposed to extreme temperatures and pressure.
25. They contain fossils of many species that are now extinct.
26. What does the professor imply when he says this:
27. The student should read the assignments before coming to class.
28. The student has not fully understood a statement in the textbook.
29. The student has not provided sufficient evidence to disprove the theory in the textbook.
30. The only reasonable explanations is the theory that the student suggests.

# TPO36

## Conversation1

1. **Why does the woman visit her academic advisor?**
2. To compare requirements in the sociology and anthropology departments.
3. To get advice about changing her major.
4. To find out how to incorporate a new interest into her academic program.
5. To discuss the possibility of doing research on a Navajo reservation.
6. **What does the woman say about her summer experience?**
7. She spent a semester preparing for it.
8. She did not expect it to be very important to her.
9. It was her first job as a teacher.
10. It required her to use her knowledge of the Navajo language and culture.
11. **Why does the woman mention her friend?**
12. To explain how she got her summer job.
13. To emphasize how many people she met on the Navajo reservation.
14. To point out that her friend is studying the Navajo language and culture.
15. It required her to use her knowledge of the Navajo language and culture anthropology department.
16. **Why does the professor mention the effect of education on Native American societies?**
17. To indicate the content of a course he thinks the woman should take.
18. To learn more about the woman’s experiences over the summer.
19. To describe a research project he thinks the woman would find interesting.
20. To show his approval of the woman’s career goals.
21. **What does the woman imply when she says this:**
22. She has completed most of the research that was required for her project.
23. She has not done much research yet and so does not mind changing the focus of her project.
24. She is disappointed that the professor is unfamiliar with her research topic.
25. She believes public schools in the northeastern states were only slightly changed due to immigration.

## Lecture1

1. **What is the lecture mainly about?**
2. The role of fossil fuels as an energy source in the future.
3. Reasons for research into alternative energy sources.
4. The feasibility of using a potential energy source.
5. Causes of probable future energy problems.
6. **Why does the professor mention that the Moon lacks a magnetic field?**
7. To point out the danger inherent in mining for Helium-3 on the Moon.
8. To point out a flaw in the theory that Helium-3 can be found on the Moon’s surface.
9. To explain why it was difficult for astronauts to detect Helium-3 on the Moon.
10. To explain why it is likely that there are large amounts of Helium-3 on the Moon.
11. **According to the professor, what potential advantages does Helium-3 have as an energy source? Click on 2 answers**
12. A relatively small amount of it may provide very large amounts of energy.
13. It is less likely to cause environmental problems than other energy sources are.
14. It can be used in both nuclear fusion and nuclear fission reactors.
15. The infrastructure required for it to be used as a fuel source is not complex.
16. **What is the professor’s opinion of the potential of Helium-3 as an energy source?**
17. Mining Helium-3 on the Moon will eventually be easy.
18. Continuing to extract Helium-3 from the Moon is not worthwhile.
19. Helium-3 will probably be a significant energy source within a few years.
20. Using Helium-3 on a large scale will not be practical until nuclear fusion reactors are built.
21. **Why does the professor mention digging a crater to find gold?**
22. To explain why many scientists are interested in new missions to the Moon.
23. To explain why Helium-4 is more common on Earth than Helium-3.
24. To explain why extracting Helium-3 from lunar soil may not be practical.
25. To explain why scientists have looked for Helium-3 in unusual places.
26. What does the professor mean when he says this:
27. Scientists are skeptical about the likelihood of a nuclear fusion plant being built.
28. Scientists are aware that a nuclear fusion plant is about to be built.
29. Scientists have been reluctant to support the building of a nuclear fusion plant.
30. Scientists only started believing in the possibility of nuclear fusion in recent years.

## Lecture2

1. **What is the lecture mainly about?**
2. The history of Mayan culture in Central America.
3. A new study comparing field-research methods used in Guatemala.
4. A new approach to archaeological research.
5. Sites where important ancient Mayan art had been discovered.
6. **According to the professor, what is the most significant aspect of the mural that William Saturno found near San Bartolo, Guatemala?**
7. it includes writing as well as human figures.
8. It is very old but still in excellent condition.
9. It was painted on limestone.
10. It corrects a mistaken belief about Mayan culture.
11. **Why does the professor mention roads and canals?**
12. To describe the difficulties of hiking in the rain forest.
13. To indicate the kind of ruins initially revealed by the infrared images.
14. To point out what Saturno was initially searching for.
15. To emphasize recent improvement in transportation near San Bartolo.
16. **After Saturno found the pyramid temple near San Bartolo, what guided his search for other ancient Mayan sites?**
17. His theory about why the ancient Mayan civilization disappeared.
18. Clues found in the ancient writing at the pyramid temple.
19. Information from people who live in the region.
20. The location of light-colored spots in satellite photos.
21. **Why does the professor mention limestone?**
22. To support a theory about why most Mayan structure are well preserved.
23. To point out a difference between Mayan structure in Guatemala and those in other areas.
24. To suggest a reason why certain vegetation stands out in infrared images.
25. To explain why it is difficult to locate ancient buildings in jungles.
26. **Why does the professor say this:**
27. She does not want the student to distract her from telling a story.
28. She is trying to recall if she has a picture of the artwork.
29. She wants the student to be patient while she looks for a picture.
30. She cannot remember the point she was about to make.

## Conversation2

1. **What are the speakers mainly discussing?**
2. Results of a survey about the university radio station.
3. Opportunities for internships at the university radio station.
4. Problems associated with the student’s proposal for a radio show.
5. Changes the students wants to make to his proposal for a radio show.
6. **What are the woman’s objections to a call-in radio show? Click on 2 answers**
7. She does not like to call-in shows.
8. The radio stations broadcasts only music shows.
9. The radio station does not have the necessary equipment to broadcast a call-in show.
10. It is difficult to predict what people might say when they call.
11. **Why does the woman mention the university’s monthly meetings?**
12. To explain that students have a way to discuss their complaints on campus.
13. To suggest that the student present his proposal for a talk show at the next meeting.
14. To mention that his proposal was the topic of a previous meeting.
15. To explain the process of s approval for new radio shows.
16. **Why does the student mention an internship at a professional radio station?**
17. To emphasize that he is qualified to run a radio show.
18. To give an example of a radio station with a successful call-in show.
19. To suggest that he will submit his idea to that radio station.
20. To explain why he wants his own radio show at the university radio station.
21. **What does the woman imply about the student’s idea to mix a music show with a call-in show?**
22. She is willing to consider it if he submits a new application.
23. She doubts that it would be successful.
24. She thinks that it would improve the student’s chances of getting an internship.
25. She does not think that there is room for that type of shoe in the program calendar.

## Lecutre3

1. **What is the lecture mainly about?**
2. Trends in housing designs in United States cities in the 1940s.
3. The spread of the Levittown model across the United States.
4. Ways that a building company met a demand for affordable housing.
5. The importance of floor plans in meeting the needs of people.
6. **What feature of the Cape Cod house made it attractive for young families?**
7. A living room that could be divided into bedrooms.
8. Attic space that could be transformed into rooms.
9. A backyard that was extremely spacious.
10. A plumbing system that could easily be extended.
11. **Why does the professor discuss the living room window of the ranch house?**
12. To explain that it helped families save money on heating costs.
13. To point out that it helped families focus on their private lives.
14. To compare it to the picture window in the Cape Cod house.
15. To point out that it provided a view of the street in front of the house.
16. **What enabled Levitt Sons to build houses economically? Click on 2 answers**
17. They were able to create new designs very quickly.
18. They used the same materials for every house.
19. They constructed houses near large cities.
20. They trained workers to perform specialized tasks.
21. **What was a result of the building methods used to construct Levittown?**
22. Similar towns were formed in other areas.
23. Housing developments took a long time to complete.
24. Levitt Sons became known for their artistic vision.
25. Housing became less affordable in the 1950s.
26. **What can be inferred about the professor when he says this:**
27. He believes that the second design was an improvement over the first.
28. He doubts that the second design was as efficient as the first.
29. He believes that the two designs were similar.
30. He doubts that the change in the roof was necessary.

## Lecture4

1. **What is the main purpose of the lecture?**
2. To explain why a species of warbler might become extinct.
3. To discuss the evidence that led Gause to formulate his hypothesis.
4. To examine a hypothesis about what happens when species compete.
5. To identify factors that allow some species to dominate others.
6. **According to Gause’s hypothesis, what happens when two similar species compete for limited resources in the same habitat?**
7. Both species will develop new nutritional requirements.
8. Both species will change their behaviors.
9. One of the species will eliminate the other from the habitat.
10. One of the species will spread into a new habitat.
11. **How do the five species of warbler described by the professor manage to coexist? Click on 2 answers**
12. By using different materials to build their nests.
13. By feeding in different sections of the tree.
14. By eating different kinds of insects.
15. By breeding at different times of the year.
16. **What is the professor’s opinion about Gause’s hypothesis?**
17. She thinks that is has not been disapproved.
18. She thinks it is contradicted by basic laboratory experiments.
19. She thinks that it cannot be adequately investigated.
20. She believes that it is contradicted by the competitive exclusion principle.
21. **What does the professor imply about the relationship between an organism’s niche an its habitat?**
22. An organism’s niche is exactly the same as its habitat.
23. An organism’s niche is only partly defined by its habitat.
24. An organism’s habitat is almost always more complex than its niche.
25. An organism’s can change its habitat but cannot change its niche.
26. Why does the professor says this:
27. To encourage other students to participate in the discussion.
28. To correct an error in the student’s statement.
29. To encourage the student to answer more specifically.
30. To confirm that the student’s answer is correct.

# TPO37

## Conversation1

1. **Why does the student go to speak with the professor?**
2. To ask the professor about an article she wrote.
3. To ask the professor’s opinion about an art exhibition.
4. To ask the professor to approve a topic for a paper.
5. To ask the professor to writer to her colleagues on the student’s behalf.
6. **Why does the student mention that feathers were transported from the rain forest to the coast in ancient Peru?**
7. To show that he is already thinking about the topic from an anthropological perspective.
8. To emphasize the similarities between feathers of rain forest birds and coastal birds’ feathers.
9. To give an example of collaboration between two societies.
10. To compare the means of transportation used by ancient Peruvians to those used today.
11. **What is the student’s attitude when he learns that the professor has done research in Peru?**
12. He is surprised that she is not more familiar with Peruvian featherwork.
13. He is disappointed that she had not mentioned this is class.
14. He is eager to hear the details of her experiences there.
15. He is hopeful that she will be able to help him with his paper.
16. **According to the professor, why have few researchers studied featherwork?**
17. Most anthropologists consider featherwork to be of artistic value only.
18. Few pieces of featherwork have survived.
19. Featherwork gives little insight into local culture.
20. Only a small amount of featherwork was created.
21. At the end of the conversation, what does the professor suggest the student do next?
22. Do some initial background reading on featherwork.
23. Contact one of her colleagues in Peru.
24. Attend an exhibition at a museum.
25. Choose a new research topic.

## Lecture1

1. **What is the lecture mainly about?**
2. The differences between mineralization and weathering.
3. Processes that remove minerals from soil.
4. Factors affecting the fertility of soil.
5. Several processes involved in the creation of soil.
6. **What differences does the professor point out between sand particles and clay minerals? Click on 2 answers**
7. They combine with organic matter in different ways.
8. They are formed by different types of weathering.
9. The rocks they come from have different levels of resistance to weathering.
10. Only sand particles have the same composition as the rock they come from.
11. **What does the professor point out about the compounds found in organic matter?**
12. They mineralized at different rates.
13. They may resist combining with minerals in the soil.
14. They occur in roughly equal amounts in plant tissue.
15. They contain chemicals that are also found in inorganic materials.
16. **Why does the professor mention the dark brown color of soil?**
17. To explain that soil gets its color mainly from inorganic inputs.
18. To indicate that humans is more easily transformed than the other components of soil.
19. To show how the transformation and combination of inputs create the characteristics of soil.
20. To discuss how the characteristics of humus are changed by weathering.
21. **According to the professor, how does water affect the composition of soil? Click on 2 answers**
22. It prevents new soil material from being incorporated.
23. It separates the components of soil into layers.
24. It causes chemical changes in the soil’s organic material.
25. It can cause the loss of some of the soil material.
26. Why does the professor say this:
27. To draw attention to the complexity of soil formation.
28. To stress the importance of organic matter in soil formation.
29. To imply that soil contains other, more importance components.
30. To indicate one way soil can be formed.

## Lecture2

1. **What is the lecture mainly about?**
2. The development of a herding instinct in one subspecies of wildcat.
3. The recent discovery of a wildcat subspecies native to Cyprus.
4. The cultural significance of cats in ancient Egypt.
5. The ancient origins of the modern domestic cat.
6. **Why does the professor point out that most cats are solitary hunters?**
7. To provide one reason that cats might seem unlikely animals to be domesticated.
8. To give an example of a characteristic that developed relatively recently in the evolutionary history of cats.
9. To explain why wild dogs were generally more successful at hunting than cats.
10. To explain why cats evolved into many unique subspecies.
11. **According to the professor, what do many ancient Egyptian painting reveal about cats?**
12. Cats in ancient Egypt were in the early stages of domestication.
13. Cats were welcome as companions in the homes of ancient Egyptians.
14. Many different breeds of cats existed in ancient Egypt.
15. Ancient Egyptian cats did not closely resemble any of the five subspecies of wildcat.
16. **Why do researchers believe that the cat’s grave and the human’s grave on the island of Cyprus provide evidence of early cat domestication? Click on 2 answers**
17. Both graves contained a collar, scraps of food, and a bowl.
18. The cat’s body and the human’s body were positioned to face in the same direction when they were buried.
19. The box in which the cat was buried and the box in which the human was buried were similarly decorated.
20. The cat’s body and the human’s body were apparently buried at the same time.
21. **Why does the professor mention that the wild cat subspecies of the Fertile Crescent lived close to the first human settlements?**
22. To explain why that subspecies developed an unfriendly disposition.
23. To explain why that subspecies was the only one that evolved a relatively small skeletal frame.
24. To explain why that subspecies was the only one to be domesticated.
25. To explain why members of that subspecies became obligate carnivores.
26. **What can be inferred about the professor when she says this:**
27. She wants the students to tell her which aspects of the theory are not clear.
28. She wants to know whether anyone has already heard the theory.
29. She expects that the students will agree with her that the theory seems reasonable.
30. She is critical of researchers who have oversimplified a complex question.

## Conversation2

1. **Why does the student visit the man?**
2. To find out how to apply for a special permit.
3. To inform him that the senior class will be performing a Shakespeare play.
4. To discuss details of a planned theater production.
5. To ask questions about the authenticity of a Shakespeare performance.
6. **What does the student imply about the drama department’s productions?**
7. The drama department typically performs more traditional types of plays than the senior class does.
8. More people will attend the senior class’s production than usually attend the drama department’s productions.
9. The drama department has resources to support more elaborate productions than the senior class does.
10. The senior class’s production was inspired by a drama department production.
11. **Why does the man mention an inspection and a fire marshal?**
12. To let the student know that her assumption about permits is wrong.
13. To discourage the student from trying to get a permit.
14. To inform the student that she has not control over the granting of permits.
15. To explain how the drama department obtains permits for the use of candles onstage.
16. **How does the student feel about the idea of charging more for some seats than for others? Click on 2 answers**
17. It would make it hard for many students to afford to see the play.
18. It would be difficult to justify in this particular theater.
19. It would be a reasonable way to make up for the cost of the permit.
20. It would authentically reflect practices in Shakespeare’s time.
21. **According to the student, what occurred during an intermission in Shakespeare’ time? Click on 2 answers**
22. Refreshments were sold.
23. Scenery was changed.
24. Admission fees were collected.
25. Candles were replaced.

## Lecture3

1. **What is the lecture mainly about?**
2. Vasari’s efforts to prove a theory about the Mona Lisa.
3. Vasari’s friendships with Da Vinci and Michelangelo.
4. Experiences that shaped Vasari’s approach to art history.
5. The influence of Vasari’s book in the field of art history.
6. **What is the professor’s attitude toward the mystery associated with the Mona Lisa?**
7. He is confident that most of the important questions about the painting will eventually be answered.
8. He is displaced that so little is known about the painting.
9. He thinks that certain theories about the painting are probably accurate.
10. He thinks the mystery has made the painting more famous than it deserves to be.
11. **According to the professor, what was Vasari the first European writer to do? Click on 2 answers**
12. Take a biographical approach to art history.
13. Express negative opinions about popular artists.
14. Classify works of art in a systematic way.
15. Ask famous artists to comment on their own work.
16. **How did Vasari treat Michelangelo’s work in Lives of the most Eminent Painters, Sculptors, and the architects?**
17. He considered Michelangelo’s work second only to that of Da Vinci.
18. He questioned whether Michelangelo had in fact painted all the paintings attributed to him.
19. He intentionally excluded any mention of Michelangelo’s earliest works.
20. He used Michelangelo’s work as a standard for judging the work of other artists.
21. **What feature of Vasari’s discussions of artist does the professor find most interesting?**
22. The descriptions of towns where artists were born.
23. The information about artists work experience.
24. The details about artists personal lives.
25. The grouping of artists into specific movements.
26. **Why does the professor mention Da Vinci’s death?**
27. To point out an emotional difficulty that Vasari experienced when writing his book.
28. To explain why many scholars today find Vasari’s book outdated.
29. To provide an example of an inaccurate story in Vasari’s book.
30. To provide an example of a relationship between a famous artist and a wealthy patron.

## Lecture4

1. **What do the speakers mainly discuss?**
2. Internal processes that help animals maintain constant metabolic rates.
3. Differences in how animals regulate their body temperatures.
4. Behaviors that help some animal species survive in extreme environments.
5. The difficulty of determining whether an animal is an endotherm or an ectotherm.
6. **According to the professor, what is distinctive about brown fat?**
7. It produces large amounts of triglyceride.
8. It provides fuel for muscle movement.
9. It produces heat without muscle movement.
10. It insulates internal organs from the cold.
11. **Why does the professor mention elephants?**
12. To contrast them with small animals that live in extremely cold environments.
13. To show an important behavioral difference between two mammal species.
14. To emphasize that body size helps determine an animal’s metabolic rate.
15. To indicate that endotherms may use behavior to help regulate body temperature.
16. **What does the professor emphasize about the metabolic rate of ectotherms?**
17. It is regulated by taking short, quick breaths.
18. It varies throughout the day.
19. It is much slower than the metabolic rate of endotherms.
20. It increases to help the animals survive a sudden drop in temperature.
21. **What happens to an ectotherm in a temperature chamber?**
22. It regulates its temperature by behaving in certain ways.
23. It shivers when the chamber’s temperature is lowered.
24. Its metabolism remains unchanged.
25. Its body temperature matches the temperature inside the chamber.
26. **Why does the professor says this:**
27. To indicate that the student’s assertion is correct.
28. To introduce a fact she thinks will surprise the student.
29. To point out the effectiveness of the frog’s defense mechanisms.
30. To find out what the student knows about extreme environments.

# TPO38

## Conversation1

1. **What do the speakers mainly discuss?**
2. How the student can get permission to stay on campus over the summer.
3. Whether the student can switch to a single room.
4. The university’s rules for keeping dorm rooms well maintained.
5. The student’s best options for housing over the summer.
6. **What can be inferred about Professor Wilson?**
7. He is currently in Botswana.
8. He will not teach at the student’s university in the fall.
9. He does not generally teach courses over the summer.
10. He is the professor who suggested that the student find housing off campus.
11. **Why is the woman willing to make an exception for the student?**
12. He has received special permission from the dean.
13. His professor has discussed the situation with the woman.
14. He is willing to live in off-campus housing.
15. Several dormitory rooms have recently become available.
16. **Why does the student request a specific room in Murphy Hall?**
17. To have plenty of space for all of his posters.
18. To avoid the inconvenience of moving twice.
19. To get a room that has been recently repainted.
20. To be closer to the building where his summer class is.
21. **At the end of the conversation, what has not yet been determined about the student’s living situation over the summer?**
22. Which dormitory he will be in.
23. How long he can stay in the room he is assigned.
24. Whether he will have a roommate.
25. Whether the room he is assigned still needs to be painted.

## Lecture1

1. **What does the professor mainly discuss?**
2. Techniques for breeding unusual varieties of tulips in the Netherlands.
3. New types of plants introduced to Europe through trade.
4. The spread of plant diseases throughout 17th century Europe.
5. The impact of a plant virus in the Netherlands in the 17th century.
6. **What opinion does the professor express about color breaking in tulips?**
7. It probably occurred more often in the 17th century than it does today.
8. It was not as rate in the 17th century as botanists believed.
9. It influenced the behavior of many people in the Netherlands.
10. It will probably never be duplicated through controlled breeding.
11. **According to the professor, what is one reason that he Dutch started cultivating tulips?**
12. There was an increase in trade between the Netherlands and Persia.
13. There were plans to open a new botanical garden in the Netherlands.
14. Wealthy individuals wanted to show that they could afford expensive merchandise.
15. Dutch botanists became skilled in crossbreeding plants.
16. **Why does the professor mention a turban worn by some men?**
17. To offer an explanation for how the tulip got his name.
18. To emphasize the unique color patterns of some tulips.
19. To explain why the tulip was considered an exotic flower in Europe.
20. To describe different between Dutch tulips and Persian tulips.
21. **According to the professor, what characteristic of tulips aided the spread of tulip cultivation?**
22. Tulips grown from seeds produce bulb within a year.
23. Tulip bulbs can be removed from the ground and stored.
24. Tulips adapt easily to different kinds of soil.
25. Tulips are relatively resistant to plant viruses.
26. **According to the professor, what factors contributed to a dramatic rise in the prices of some tulips in the early 17th century? Click on 2 answers**
27. Botanists discovered how to breed tulips that were resistant to certain plant diseases.
28. The demand for tulips increased in Persia and the Ottoman Empire.
29. Dutch speculators enthusiastically bought tulips bulbs as investments.
30. The most desirable tulips could not be produced by breeding at that time.

## Lecture2

1. What is the lecture mainly about?
2. The advantages of congruent over incongruent media for advertising cars.
3. The advantages of using magazines over television as an incongruent advertising medium.
4. How incongruent media can be used for effective advertising.
5. How advertising using only one type of media can increase brand awareness.
6. **According to the professor, what is one of the advantages of placing an advertisement in congruent media?**
7. Consumers process the information more carefully than they would if it appeared in other media.
8. The advertisement is seen by consumers who would be most interested in the product advertised.
9. Consumers can easily compare the product advertised with its competitors.
10. Consumers are repeatedly exposed to the advertisement.
11. **Why does the professor mention care buyers who subscribe to more than on magazine?**
12. To emphasize the importance of product design in appealing to readers with different interests.
13. To emphasize the importance of keeping a marketing strategy up-to-date.
14. To give an example of how marketing can expand a magazine’s readerships.
15. To show why markets need to research overlapping interests.
16. **The professor describes a research study in which advertisements for a car were placed in a cooking magazine. What did the researchers find?**
17. Readers paid attention to the advertisements because the product advertised did not match the magazine’s theme.
18. Readers’ attention to the advertisements varied depending on the location of the advertisements in the magazine.
19. Readers formed a negative attitude toward the car that was advertised.
20. Readers’ responses to the cooking articles were not affected by the presence of car advertisements.
21. **Why does the professor describe two types of car advertisements in a magazine for new parents?**
22. To compare the common features of advertisements in congruent and incongruent media.
23. To compare the reactions of older and younger readers when they see a particular product.
24. To point out that a medium that is too incongruent with a product will not reach potential buyers of that product.
25. To point out that magazines are the most effective type of incongruent medium for placing advertisements.
26. What does the professor mean when she says this:
27. She does not agree with the conclusions of the study.
28. Different research studies have led to conflicting conclusions.
29. The student’s conclusion is only partly correct.
30. The student’s conclusion applies to congruent, but not incongruent, media.

## Conversation2

1. **What do the speakers mainly discuss?**
2. The man’s recent experience studying in a foreign country.
3. The man’s interest in spending a year at another university.
4. Information the man found at a booth in the student center.
5. Travel opportunities offered by the ecology department.
6. **What doe the speakers imply about the guest speaker from class?**
7. She is enthusiastic about her field of work.
8. Her research is directly related to material from class.
9. The subject of her talk had little to do with ecology.
10. She was a teacher before working at the wildlife conservation center.
11. **Why does the man mention Tokyo?**
12. To indicate that he wants to change his major field of study to Japanese.
13. To give an example of a place where many students go to study abroad.
14. To show that he is not interested in studying in a foreign country next year.
15. To let professor know that he took challenging ecology courses in Japan.
16. **How did the man get information about the domestic-exchange program?**
17. He spoke with students who had participated in the program.
18. He asked an employee in the study-abroad office about the program.
19. He picked up a leaflet from a booth at the student center.
20. He saw information about the program posted on a bulletin board.
21. **Why is the man interested in Montana?**
22. He wants to work with foreign-exchange students.
23. He wants to participate in outdoor activities there.
24. He wants to experience a different regional culture there.
25. He wants to study the environment of a particular region there.

## Lecture3

1. **What does the professor mainly discuss?**
2. The influence of avant-garde music on 12th painting.
3. Critical reactions to 12th experimental art forms.
4. The concepts behind a piece by an avant-garde composer.
5. The traditional elements in a famous piece of avant-garde music.
6. **According to the professor, how was John Cage influenced by Rauschenberg’s white paintings?**
7. They made him understand that artists should not be concerned with their audience.
8. They showed him that an artwork with little content could still be rich in meaning.
9. They demonstrated the importance of collaborating with artists in other fields.
10. They inspired him to compose music that created visual impressions in listeners.
11. **Why was his visit to the anechoic chamber a profound experience for Cage?**
12. He discovered that he could still hear sounds inside the chamber.
13. He discovered that echoes could be eliminated from a musical piece.
14. He recognized the possibility of recording his body’s natural sounds.
15. He realized that music did not need to be composed in silence.
16. **What was Cage’s attitude toward found sound?**
17. He considered found sound to be a theoretical concept with no practical use.
18. He believed any noises could be musical if arranged carefully.
19. He believed that unintentional noised could serve as replacements for musical instruments.
20. He believed that compositions with random noises could be interpreted in different ways.
21. **What does the professor imply when he discusses the audience at the first performance of 4’33’’?**
22. He believes that outside noise might have distracted the audience.
23. He thinks that music critics appreciated the piece more than the general audience did.
24. He suspects that the audience did not want to offend the composer.
25. He thinks that the audience’s response to the piece was understandable.
26. **Why does the professor consider many of today’s performance of 4’33’’ to be misinterpretations?**
27. They take place outdoors.
28. They contain sounds that are intentional.
29. The last longer than 4 minutes and 33 seconds.
30. They do not include an actual piano.

## Lecture4

1. **What is the main purpose of the lecture?**
2. To describe tow new theories about the formation of rocky planets.
3. To discuss competing theories about the formation of gas planets.
4. To compare the composition of Jupiter, Saturn, Uranus, and Neptune.
5. To explain why young stars are often surrounded by disks of gas and dust.
6. **Why does the professor review the formation of rocky planets?**
7. To contrast it with the formation of the Sun.
8. To correct a common misunderstanding about accretion.
9. To use the information as the basis for another topic of discussion.
10. To introduce recent discoveries about rocky planets in other solar systems.
11. **What point does the professor emphasize when he mentions water and ammonia?**
12. Solid forms of water and ammonia may have contributed to the formation of the gas giants.
13. Water and ammonia were not common substances in the outer accretion disk.
14. Water and ammonia are pulled in by the gravity of protoplanets more readily than other substances are.
15. Most substances found in the core of rocky planets are also found in the core of gas planets.
16. **According to the professor, what could have occurred when a protoplanet in the outer accretion disk reached a mass of five to ten Earths?**
17. It started to shed grains of rock and metal into the solar system.
18. Its gravity began to pull in huge amounts of the surrounding gas.
19. Its gravity caused clumps to form in the surrounding gas.
20. It collided with smaller protoplanets.
21. **According to the professor, what are two claims of the disk-instability theory?**
22. Gas planet formation did not begin with a solid core.
23. Gas planets cannot from in extremely cold temperatures.
24. Gas planet formation can occur anywhere in the accretion disk.
25. Gas planets from over a relatively short time.
26. Which is right about the professor’s opinion about the disk-instability theory?
27. It differs from the core-accretion theory in relatively insignificant ways.
28. It does not take into account the amount of time needed for gas planets to form.
29. It is more applicable to star formation than the core-accretion theory is.
30. It is more plausible than the core-accretion theory for the formation of gas planets.

# TPO39

## Conversation1

1. **What are the speakers mainly discussing?**
2. A play by Grotowski that was discussed in class.
3. A proposal that the student has for an assignment.
4. A play that is currently being performed at the university.
5. The main phases in Grotowski’s career as a director.
6. **What does the student imply when he talks about the play he recently attended?**
7. He attended the play because he is writing an essay on it.
8. He wished the paly were more experimental.
9. He thought his roommate showed great talent.
10. He was not familiar with the author of the play.
11. **What are two characteristics of Grotowski’s theater that the speakers mention? Click on 2 answers**
12. The minimal equipment on the stage in his productions.
13. The single stories that his plays are based on.
14. The elaborate costumes the actors wear in his plays.
15. The actions of the performers in his plays.
16. **Why does the professor mention a play she attended several years ago?**
17. To compare it to the play she saw the previous evening.
18. To suggest that Grotowski’s principles do not necessarily lead to effective theater.
19. To show how different it was from Poor theater.
20. To provide an example of one of the ideas the students wants to research.
21. **What does the professor imply about the acting the student wants to do?**
22. Audiences are no longer surprised by that type of acting.
23. The acting requires less physical preparation than he thinks.
24. He will not be able to master that style of acting easily.
25. He should spend less time acting for the class and more time on class discussion.

## Lecture1

1. **What is the purpose of the lecture?**
2. To explain how geologists identified the minerals present during Earth’s formation.
3. To explain why living organisms require certain minerals to survive.
4. To explain the differences between simple and compound minerals.
5. To explain a recent theory about mineral formation.
6. **What point does the professor make about the minerals present during Earth’s formation?**
7. They were comparatively few of them.
8. They were more complex than minerals formed on other planets.
9. Most were not affected by temperature and pressure changes on early earth.
10. Some of them are no longer being formed naturally on Earth.
11. **What similarities does the professor point out between minerals an living organisms? Click on 2 answers**
12. Both first appeared on Earth at approximately the same time.
13. They both can be formed only in presence of oxygen.
14. They both have become more diverse and complex over time.
15. Not only are they both shaped by their environment, but both also affect it.
16. **What are stromatolites?**
17. Fossils remains of microbial mats.
18. Layered deposits of iron-based minerals.
19. Layers of rock that indicate changes in Earth’s pressure and temperature.
20. Rock formation created when oxygen interacts with certain metals.
21. **Why does the professor talk about microbial mats?**
22. To explain why organisms tend to colonize near certain minerals.
23. To describe how minerals can be created by living organisms.
24. To illustrate the effects of geological processes on living organisms.
25. To emphasize that evolving life depended on the presence of oxygen.
26. **What does the professor think about using evidence of minerals on another planet to determine whether life has existed there?**
27. He believes it is the most promising way to search life on another planet.
28. He doubts that complex minerals will never be found on another planet.
29. He is cautious about assuming that certain minerals indicate the presence of life.
30. He is surprised that the technique was not suggested until recently.

## Lecture2

1. **What are the speakers mainly discussing?**
2. The effects of ethnographic films on the communities being studied.
3. The process of making a community-determined film.
4. The topics typically discussed in community-determined films.
5. The efforts of filmmakers to record in their own communities.
6. **What is one way ethnographers try to gain a community’s interest in participating in a film?**
7. They visit regularly to discuss any concerns.
8. They send letters describing the purpose of the film.
9. They research the history of the community.
10. They show a film about another community.
11. **What does the professor imply about the role of the village council members?**
12. They decide whether or not a film will be made.
13. They make sure all community members appear in the film.
14. They prefer to do most of the interviewing themselves.
15. They are generally not involved in the filmmaking process.
16. **According to the lecture, why do ethnographers live within the community they are filming? Click on 2 answers**
17. To teach filmmaking techniques to the community members.
18. To earn the trust of the community members.
19. To learn about daily life in the community.
20. To reduce the cost of travel to the community.
21. **What does the professor imply about the interview process?**
22. It is the most time-consuming part of the filmmaking project.
23. It results in the most interesting scenes in community-determined films.
24. It does not give the filmmakers enough control over the finished product.
25. It is to a large extent controlled by the community members.
26. **What do the speakers suggest are two shortcomings of community-determined films? Click on 2 answers.**
27. They are often expensive to produce.
28. They are too long for most audiences to enjoy.
29. They do not translate people’s exact words.
30. They rarely contain all the scenes to community wants.

## Conversation2

1. **What is the conversation mainly about?**
2. How to register for an upcoming job fair.
3. The woman’s career goals.
4. How the woman should prepare for an upcoming event.
5. Possibilities for summer jobs on campus.
6. **Why does the woman think she will prefer the smaller job fair?**
7. She will have more time to prepare it.
8. The jobs available there are more suited to her interests.
9. One of her sociology professors helped organize it.
10. Fewer people will be looking for positions there.
11. **Initially, what was the woman’s attitude toward preparing a resume?**
12. She was concerned that it would take too much time.
13. She did not think it was necessary.
14. She did not think she could do it by herself.
15. She was certain that it would help her find a summer job.
16. **Why does the man mention that the career fairs are now open to job applications from the community?**
17. To show that the number of available jobs in the community has increased.
18. To indicate that the woman will be able to talk to people who have job experience.
19. To indicate that the career services center is funded by the local government.
20. To hint competition for the available jobs may be high.
21. What does the man say the woman will be able to do on the career services center’s Website? Click on 2 answers
22. Find out which companies will be participating at the event.
23. Register for the upcoming career fair.
24. Learn tips on how to prepare a resume.
25. Get suggestions for how to make a good impression during an interview.

## Lecture3

1. **What does the professor mainly discuss?**
2. Thoreau’s use of train metaphors.
3. Thoreau’s complex attitude toward trains.
4. Events that inspired Thoreau to write his book Walden.
5. Reasons that Thoreau’s book Walden was popular in the 19th century.
6. **In Walden, Thoreau describes some benefits of trains. What benefits does the professor mention? Click on 2 answers**
7. Trains helped people feel more connected to their national culture.
8. Trains made life more convenient for many people.
9. Trains stimulated the imagination in new ways.
10. Trains cost less to use than other modes of transportation.
11. **According to Thoreau, what is the relationship between trains and nature?**
12. Trains can distort passengers’ perceptions of nature.
13. Trains make the landscape more visually interesting.
14. Trains can transport people to natural settings.
15. Trains cause damage to the environment.
16. **According to the lecture, what point does Thoreau emphasize about trains and the penny press?**
17. Penny- press publications were read by average citizens, but trains were used mainly by the wealthy.
18. Trains delivered penny-press publications to a broad national audience.
19. Both trains and the penny press threatened people’s individualism.
20. Both trains and the penny press enhanced people’s understanding of the world.
21. **What does the professor imply when he discusses modern technology?**
22. It is better to wait until a new technology is perfected before adopting it.
23. A new technology that has more disadvantages than advantages is unlikely to succeed.
24. People are more skeptical of new technology now than in Thoreau’s time.
25. People should consider possible negative consequences of a new technology before adopting it.
26. **What is the professor’s opinion about Walden as it relates to the world today?**
27. Walden is of interest mainly for its descriptions of 19th century life.
28. The issues that Walden addresses remain relevant today.
29. Mass transportation has changed too much for Walden to be relevant today.
30. Walden correctly predicted that trains would be replaced by other technologies.

## Lecture4

1. **What is the discussion mainly about?**
2. Advantages of cellulose over traditional sources of fuel.
3. A recent study about microorganisms that process cellulose.
4. Some newly discovered characteristics of cellulose.
5. Challenges involved in converting cellulose into fuel.
6. **According to the speakers, why is cellulose such a significant potential source of energy?**
7. Because it is so abundant in nature.
8. Because it is so easily created in a lab.
9. Because its enzymes have so many uses.
10. Because it can be processed in just a few steps.
11. **What is the professor’s opinion about corn-based ethanol?**
12. She thinks using it in motor vehicles may harm the environment.
13. She thinks it is not an energy-efficient alternative to gasoline.
14. She thinks it will eventually become cheaper to produce.
15. She thinks researchers should invest more in tis development.
16. **The professor describes the current method for producing cellulose ethanol. What are the two important steps she mentions? Click on 2 answers**
17. Yeast is added to cellulose to create an enzyme.
18. An enzyme breaks down cellulose into sugars.
19. Microorganisms ferment sugars into alcohol.
20. Ethanol is extracted from certain microorganisms.
21. **What does the professor imply about a superbug? Click on 2 answers**
22. It will be an altered version of a naturally occurring organism.
23. It was discovered as a result of looking for new sources of cellulose.
24. It may contribute to the development of an efficient way to produce ethanol.
25. It may produce many kinds of alternative fuels.
26. **Why does the professor says this:**
27. To emphasize the necessity of working to preserve rare species.
28. To suggest that the company will never find what it is looking for.
29. To emphasize that bacteria that break down cellulose are too rare to be useful.
30. To indicate that she endorses the company’s strategy.