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# TPO49

## Conversation1

1. **What are the speakers mainly discussing?**
2. The student’s difficulties locating sources for a research project.
3. The topic of the student’s research project.
4. The student’s request to visit a particular part of the library.
5. Procedures for requesting different editions of a book.
6. **Why is the student unable to use later editions or reproductions of a book he mentions?**
7. The later editions contain errors.
8. Professor Gray specified the use of a particular edition.
9. The later editions must be requested from another library.
10. Reproductions typically omit the specific material he needs.
11. **Why is the student reluctant to contact Professor Gray?**
12. He already has disturbed her several times during her time away from campus.
13. He does not feel comfortable about asking her for another favor.
14. He does not know her e-mail address.
15. He wants to surprise her with a completed project.
16. **What does the woman imply about the rules regarding Special Collections?**
17. The rules are unfair to the students.
18. The rules are in place to protect the books.
19. The rules are determined by the professors.
20. The rules have changed since the previous semester.
21. **What does the woman mean when she says this:**
22. She has been in a similar situation herself.
23. She will help the student solve his problem.
24. She has often heard this kind of story from students.
25. She thinks the student should try to understand her situation.

## Lecture1

1. **What is the main purpose of the lecture? Click on 2 answers**
2. To contrast how different kinds of thaw lakes grow.
3. To explain why a new theory of thaw lakes is gaining acceptance.
4. To explain how processes in permafrost lead to the formation of thaw lakes.
5. To describe two competing theories about the growth of thaw lakes.
6. **Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the FIVE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points. The professor explains thaw lake formation as a cycle of events that occur repeatedly. Summarize this cycle, starting with the event filled in below.**
7. Meltwater flows into cracks in permafrost.
8. Ice wedges inside permafrost completely melt.
9. Freezing water expands cracks in permafrost.
10. Ice in the active layer melts as temperatures rise.
11. Permafrost shrinks and cracks as temperatures drop.
12. **What is the significance of the ‘protective shelf’ discussed by the professor?**
13. It prevents the slumping of lake banks.
14. It shields the lake surface from strong winds.
15. It redirects the waves to lake banks that do not face the wind.
16. It allows the lakes to grow in the same direction as the wind blows.
17. **According to the thaw slumping model, which side of a thaw lake grows fastest?**
18. The side where the bank is shortest.
19. The side least exposed to wind.
20. The side that is at the highest elevation.
21. The side opposite the protective shelf.
22. **What is the professor’s opinion of the thaw slumping model?**
23. He thinks it was urgently needed.
24. He is not convinced that is has a frim basis.
25. He thinks it would be better if it were simplified.
26. He does not think it is very different from the old model.
27. **Why does the professor say this:**
28. He wants some information from the students.
29. The thinks that the students may find an example helpful.
30. He realizes that he forgot to mention an important topic.
31. He wants to point out an important difference between frozen ground and dry ground.

## Lecture2

1. **What is the lecture mainly about?**
2. Children’s reactions to the Montessori Method.
3. Teacher training in the Montessori Method.
4. How the Montessori Method facilitates children’s development.
5. How Maria Montessori developed her educational method.
6. **What does the professor imply about the furniture that was traditionally found in children’s classrooms in the early 1900s? click on 3 answers**
7. It did not encourage interaction among children.
8. It helped maintain discipline in the classroom.
9. It was heavy and difficult for children to move.
10. It was not child sized.
11. It encouraged children to act independently.
12. **According to the professor, what is the primary goal of the Montessori teacher?**
13. To instruct the child in the correct use of the manipulative equipment.
14. To prepare the child socially for the future school interactions.
15. To focus directly on the skills necessary for academic success.
16. To guide the child to learn skills and concepts independently.
17. **What is the professor’s attitude about the Montessori teacher’s role?**
18. She thinks children need more interaction with adults than it allows.
19. She thinks it is too limiting for the teacher.
20. She thinks it could be a difficult role to perform.
21. She thinks it demands expertise in many academic areas.
22. **What does the example of the brown stairs demonstrate about Montessori classroom materials?**
23. That natural materials provide children with a superior sensorial experience.
24. That Montessori classroom materials are generally the same as those used in other primary schools.
25. That same materials lack a particular educational focus.
26. That one set of materials can be used to introduce several skills.
27. **Why does the professor mention the violin? Click on 2 answers**
28. To demonstrate the type of creativity the Montessori Method encourages.
29. To stress the importance of music education at an early age.
30. To give an example of how advanced Montessori lessons can be.
31. To show that Montessori teachers expect materials to be used for their intended purpose.

## Conversation2

1. **Why does the student go to see the professor?**
2. To ask if she can interview him for her paper.
3. To ask permission to extend the length of her paper.
4. To ask permission to change the topic of her paper.
5. To ask for more time to finish her paper.
6. **What can be inferred about the student’s work on her paper so far?**
7. She received a lot of help on the paper from professional musicians.
8. She has found enough information to complete the paper.
9. She did not start working on the paper early enough.
10. She is having difficulty finding sources for the paper.
11. **Why does the student want to interview her friend’s grandfather?**
12. He has written articles about jazz music in New York City.
13. He has recordings of the musicians discussed in the woman’s paper.
14. He owned a historic jazz club in New York City.
15. He was a jazz musician during the 1950s.
16. **What does the professor ask the student to do on the original due date of the paper? Click on 2 answers**
17. Turn in her first draft.
18. Hand in an outline.
19. Submit interview questions.
20. Confirm that she has scheduled an interview.
21. **Why does the student say this:**
22. To address the professor’s concern.
23. To explain a change in her approach to her paper.
24. To restate the professor’s point.
25. To request approval of her topic.

## Lecture3

1. **What is the lecture mainly about?**
2. Explanations for a recent increase in the reindeer population.
3. Adaptations that enable reindeer to live in cold climates.
4. Differences between newborn reindeer and adult reindeer.
5. Changes in the reindeer’s food supply.
6. **According to the professor, why is it necessary for newborn reindeer to be able to walk and run almost immediately?**
7. Newborn reindeer face intense competition from older reindeer.
8. Reindeer herds have to travel long distances every day.
9. Running and walking help reindeer maintain a stable body temperature.
10. Running is the only way reindeer can protect themselves from predators.
11. **What does the professor say about the lower part of reindeer’s legs?**
12. It stays warmer than the upper part of the leg.
13. It is able to maintain the same temperature as the main part of the reindeer’s body.
14. It contains fat that changes texture at lower temperatures.
15. It contains fat that is different from the fat in the upper part of the leg.
16. **What does the professor imply about lichens?**
17. They need reindeer in order to survive.
18. They are more abundant than other arctic plants during the winter.
19. They are more important to cows and sheep than they are to reindeer.
20. They are the object of fierce competition among arctic animals.
21. **What does the professor say about the microbes in a reindeer’s digestive system?**
22. Some of the microbes protect the reindeer against harmful bacteria.
23. Many of the microbes are transported into the reindeer’s body on lichens that the reindeer eats.
24. The proportion of various microbes changes to accommodate changes in the reindeers diet.
25. The microbes found in a newborn reindeer’s digestive system are very different from those found in an adult reindeer.
26. **Why does the professor say this:**
27. She wants to emphasize the importance of her previous point.
28. She wants to illustrate her previous point with an example.
29. She wants to return to the main topic of the lecture.
30. She wants to clarify her previous statement.

## Lecture4

1. **What is the lecture mainly about?**
2. Changes over time in the functions of pottery.
3. Comparison of three types of pottery.
4. Kinds of archaeological evidence that pottery provides.
5. Improved techniques used for dating pottery.
6. **Why does the professor list several reasons that pots were traded?**
7. To support her claim that pottery provides evidence of distribution.
8. To clarify what she means when she uses the term “pottery”.
9. To explain how archaeologists determine changes to pottery overtime.
10. To indicate why certain pottery designs were more popular than others.
11. **According to the professor, what is one reason it is important to study the material from which pottery was made?**
12. It can help archaeologists determine why some types of pottery have not been preserved.
13. It can help archaeologists establish where the pottery came from.
14. It can reveal how pottery-making techniques advanced from one period to the next.
15. It can provide evidence about the trade value of pottery.
16. **According to the professor, why is it difficult to gain information on the function of a pot? Click on 2 answers**
17. Not all pots found in the same location have the same function.
18. Not all pots used to perform the same function look alike.
19. Pots are usually broken into many small pieces.
20. Pots are rarely found in the places in which they were used.
21. **What is a skeuomorph?**
22. An object with a similar function as another, but with a different design.
23. A copy of an object, but made from a different material.
24. An exact copy of an object made hundreds of years earlier.
25. An object designed to have multiple functions.
26. **Why does the professor say this:**
27. She expects that the students are already familiar with the point about how archaeologists use pottery.
28. She has described a problem that is easily solved by archaeologists.
29. She wants to know whether students believe it is easy to determine the time period of a site.
30. She is indicating that the assertion she just made about the function of pottery is, in fact, false.

# TPO50

## Conversation1

1. **Why does the man go to see the professor?**
2. To suggest an idea for his research project.
3. To tell her about his election to student government.
4. To ask for her help on a political project.
5. To discuss methods of gathering public opinion.
6. **What is the professor’s attitude toward her involvement in student government as an undergraduate?**
7. She is grateful that the experience helped inspire her career choice.
8. She regrets that her involvement took time away from her studies.
9. She wishes that she had been more active than she was.
10. She is glad that her involvement enabled her to help other students.
11. **What is the student government’s main reason for conducting a straw poll?**
12. To educate students one the candidates’ positions.
13. To remind students to vote in the upcoming election.
14. To find out how students fell about the local referenda.
15. To get an idea of students’ political preferences.
16. **Why does the professor mention paper ballots?**
17. To show how a straw poll differs from an actual election.
18. To stress the importance of keeping accurate records.
19. To indicate that conducting a poll may present challenges.
20. To suggest a way to improve communication between the student body and the student government.
21. **Why does the professor discuss voting behavior on referenda?**
22. To encourage the man to vote on the local referenda.
23. To help the man develop a focus for his terms paper.
24. To express her skepticism that voting behavior can be changed.
25. To let the man know about her current research project.

## Lecutre1

1. **What is the lecture mainly about?**
2. New information about glass production and use in ancient Egypt.
3. Whether Egyptians or Mesopotamians were the first to invent glass.
4. Differences between Egyptian glass and other kinds of glass.
5. Reasons why ancient Egyptians imported glass from other countries.
6. **What is the importance o the archaeological evidence recently found in Egypt?**
7. It supports the theory that ancient Egyptians imported glass from Mesopotamia.
8. It proves that ancient Egyptians made glass objects prior to the Bronze Age.
9. It provides the first evidence that glassmaking in the Bronze Age required two different stages.
10. It shows that ancient Egyptians were producing raw glass.
11. **Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the FOUR answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points. The professor describes a process for making glass disks. Summarize the process by putting the steps in the correct order. Click on a sentence. Then drag it to the space where it belongs.**
12. Glass-like material is ground up and dyed blue or red.
13. Powdered material is heated at very high temperatures.
14. Crushed quartz and plant ash are heated at low temperatures.
15. Containers are broken to remove glass disks.
16. **Based on the lecture, what are two kinds of glass objects that were valued in ancient Egypt and Mesopotamia? Click on 2 answers.**
17. Beads.
18. Cooking utensils.
19. Containers.
20. Windows.
21. **According to the professor, what are two reasons why ancient Egyptians exported glass? Click on 2 answers**
22. To build relationships with foreign leaders.
23. To hold cooking oil that was sold in other countries.
24. To get bronze tools from other countries.
25. To acquire colors of glass not made in Egypt.
26. **Why does the professor say this:**
27. To emphasize that glass objects were only made in ancient Egypt.
28. To find out what the student does not understand.
29. To indicate that there was no contradiction in her previous statement.
30. To correct what she said in her previous statement.

## Lecture2

1. **What is the lecture mainly about?**
2. The importance of classifying living organisms.
3. The history of biological classification.
4. The impact of the microscope on biological classification.
5. The naming of newly discovered organisms.
6. **Why does the professor describe “lumpers” and “splitters”?**
7. To emphasize one difference between early and modern biologists.
8. To point out that early biological classifications were not based on scientific principles.
9. To give examples of categories in early biological classification systems.
10. To identify approaches that have shaped the development of biological classification systems.
11. **What can be inferred about biologists before the time of Carolus Linnaeus?**
12. They did not agree on the names of many living things.
13. Very few of them used microscopes.
14. They were puzzled by the discovery of microorganisms that lacked a nucleus.
15. They had to be fluent in several languages in order to publish their research.
16. **What does the professor mention as two characteristics of extremophiles? Click on 2 answers**
17. They live in harsh environments.
18. They are much large than most other types of bacteria.
19. In their structure they may resemble viruses.
20. In their biochemistry, they may be similar to plants and animals.
21. **What is the professor’s attitude toward the current system of biological classification?**
22. She is surprised that biologists have not changed the system for so many years.
23. She is upset that so many unnecessary distinctions have been added.
24. She is not confident that the system has been finalized.
25. She is eager for biologists to adopt a completely new system.
26. **What does the professor imply when she says this:**
27. The microscope was developed specifically for the purpose of studying and classifying microorganisms.
28. The invention of the microscope enabled scientists to confirm predictions about the characteristics of microorganisms.
29. Organisms discovered with early microscopes were classified according to categories that Aristotle established.
30. Microscopes helped scientists clarify distinctions between the plant kingdom and the animal kingdom.

## Conversation2

1. **What problem is the student having?**
2. His dormitory is in need of repairs.
3. He does not have summer housing.
4. He is bothered by construction on campus.
5. He is not able to use the university library.
6. **What does the student suggest that the construction workers do?**
7. Stop their project until summer classes are over.
8. Start their work later in the day.
9. Work on a different building.
10. Work on a different part of the library.
11. **What does the woman imply about the construction plans? Click on 2 answers**
12. They cannot be changed at this point.
13. It is unfortunate that they were approved.
14. They have been changed several times already.
15. They were not approved until very recently.
16. **What does the woman imply about moving students to another dormitory?**
17. She does not think it is necessary.
18. She will need to get permission from the housing office.
19. Students will have to wait until the dormitory is available.
20. Students should contact the housing office for permission.
21. **What does the student imply when he says this:**
22. The new library walls are not very attractive.
23. The view from the student’s window is blocked by the construction.
24. The construction is causing damage to nearby buildings.
25. The construction is frustrating for many students.

## Lecture3

1. **What is the main purpose of the lecture?**
2. To highlight realism’s causes and characteristics.
3. To explore plot and character development in realist literature.
4. To examine realism’s contribution to social change.
5. To show how two realist authors influenced literature in the United States.
6. **Why does the professor mention the scientific method and rational philosophy?**
7. To give examples of subjects commonly chosen by realist authors.
8. To provide context for his discussion of realist authors.
9. To explain how the realist style had an effect in areas unrelated to literature.
10. To highlight changes in society that realist authors opposed.
11. **According to the professor, what are three characteristics of realist literature? Click on 3 answers**
12. Sentimental plot structure.
13. Concern for social change.
14. Well-developed characters.
15. Use of a narrator to complicate the plot.
16. Use of regional speaking styles.
17. **According to the professor, what makes Life in the Iron Mills by Rebecca Harding Davis notable?**
18. It is unlike her other works.
19. It led to many changes throughout society.
20. It was one of the first examples of realist literature.
21. It influenced the more famous works of Mark Twain.
22. **What is the professor’s opinion of the writing of Rebecca Harding Davis?**
23. It is similar in quality to Mark Twain’s writing.
24. It provides valuable insight about the time period.
25. It was not successful in bringing about the changes it advocated.
26. Davis’ style was not as realistic as Twain’s.
27. **What does the professor imply about literature in the United States prior to The Adventures of Huckleberry Finn?**
28. It did not yet have a distinct American style.
29. Very few books were published.
30. Romanticism and realism had started to combine.
31. British authors were using realism more than American authors were.

## Lecture4

1. **What is the lecture mainly about?**
2. Efforts to increase the production of petroleum and natural gas.
3. Problems associated with the refining of dead oil.
4. Recent improvements in methods used to locate petroleum.
5. Background information essential to understanding the petroleum industry.
6. **According to the professor, why does the petroleum industry search for crude oil and natural gas at the same time?**
7. Both tend to be located together.
8. The industry can profit by exploiting both.
9. Natural gas is used to refine crude oil.
10. Natural gas is used to operate crude oil pumps.
11. **According to the professor, why does the petroleum industry usually look for petroleum under the ocean or near the shore?**
12. Petroleum often rises to the surface of the water, where it can be easily seen.
13. Petroleum was formed from ocean plants and animals.
14. Water pressure from the ocean prevents petroleum from leaking away.
15. Oil drills can easily penetrate the ocean floor.
16. **According to the professor, what determines the differences between live and dead oil?**
17. The age of the oil.
18. The natural gas content of the oil.
19. The percentage of organic material in the oil.
20. The amount of heat the oil will produce when burned.
21. **Why does the professor mention crude oil that is found in pools?**
22. To point out a common misconception about crude oil.
23. To explain why crude oil must be refined before it can be burned.
24. To describe the state in which most crude oil is found.
25. To support a previous statement about low pressure on crude oil.
26. **Why does the professor say this:**
27. To clarify the meaning of the word “synthetic”.
28. To demonstrate how important petroleum is in everyday life.
29. To show that the students need to do more research about petroleum.
30. To explain why synthetic fibers have useful characteristics.

# TPO51

## Conversation1

1. **Why does the student talk with the professor?**
2. She wants permission to revise an experiment that she conducted earlier.
3. She has a question about the findings of an experiment in the textbook.
4. She wants to reproduce an experiment that is not in the textbook.
5. She would like some advice about how to study butterfly and moth behavior.
6. **What does the professor say is a common assumption about certain markings on butterfly and moth wings?**
7. That the markings are usually hidden from view.
8. That the markings attract some kinds of birds more than others.
9. That some birds perceive the markings as large eyes.
10. That butterflies and moths use the markings to attract mates.
11. **What were the results of the experiment that the student describes? Click on 2 answers**
12. Birds reacted to round markings the same way they reacted to square markings.
13. Large markings scared birds more than small markings did.
14. Most birds ignored markings that looked like eyes.
15. Birds were attracted to more colorful markings.
16. **Why does the professor mention a bird feeder?**
17. To suggest a strategy that may help the student carry out her task successfully.
18. To recommend a place on campus that is suitable for the student’s project.
19. To discuss another experiment that has yielded surprising results.
20. To point out a problem in the design of the original experiment.
21. What can be inferred about the student when she says this:
22. She is skeptical about what the professor just told her.
23. She just realized that she designed her experiment incorrectly.
24. She is worried that she misunderstood something that she read.
25. She had assumed that there was scientific evidence for the theory.

## Lecture1

1. **What is the lecture mainly about?**
2. A research study that compares wild and domesticated plants.
3. Problems with a commonly held hypothesis about the origin of teosinte.
4. Reasons why wild plants are usually unsuitable for agriculture.
5. The process used to identify the ancestor of a modern crop.
6. **What evidence seemed to indicate that maize and teosinte are not related?**
7. Young teosinte plants do not physically resemble young maize plants.
8. Preliminary DNA evidence indicated that teosinte was related to rice.
9. Maize and teosinte usually grow in significantly different climates.
10. Maize and teosinte have very different types of kernels.
11. **Why does the professor discuss hybrids?**
12. To explain how a geneticist confirmed that maize was widely grown 9,000 years ago.
13. To indicate the earliest method used by geneticists to identify plant origins.
14. To explain a method used to demonstrate a link between two plant species.
15. To describe how geneticists distinguish between wild plants and domesticated plants.
16. **What was most researchers’ initial view of George Beadle’s theory about teosinte?**
17. They accepted it but questioned the evidence cited.
18. They rejected it because of conflicting archaeological evidence.
19. They questioned it because it implies that ancient farmers were sophisticated plant breeders.
20. They questioned it because genetic research was viewed with skepticism at that time.
21. **What did Beadle conclude about maize and teosinte?**
22. Both plants lack particular genes that are common is most domesticated plants.
23. Both plants have particular genes that enable them to adapt to varying climates.
24. Only a small number of genes are responsible for the differences between the two plants.
25. The genetic composition of both plants is very similar to that of rice.
26. **According to the professor, why was the discovery of stone tools important?**
27. It proved that teosinte was simultaneously domesticated in multiple locations.
28. It helped to confirm the period in which maize was first domesticated.
29. It suggested that maize required farming techniques that were more complex than experts had previously assumed.
30. It provided evidence that maize plants were used for more purposes than experts had previously assumed.

## Lecutre2

1. **What does the professor mainly discuss?**
2. The advantages and disadvantages of the Roman numeral system.
3. The importance of the number zero in tracking commercial transactions.
4. How a new number system affected trade.
5. How a number system spread from one society to another.
6. **What does the professor imply about the record-keeping methods used by early Western Europeans?**
7. They led directly to advances in basic engineering.
8. They required an understanding of elementary algebra.
9. They did not require a counting system that include the number zero.
10. They were more sophisticated than those used in the Middle East.
11. **What role did the Italian mathematician Fibonacci play in the example of cultural diffusion that the professor describes?**
12. He introduced a text in Europe that he had translated from Arabic.
13. He was the first to use the number zero in higher-level mathematics.
14. He encouraged the use of a new number system in tracking grain production.
15. He translated an Italian text into Arabic during his travels through the Middle East.
16. **What is the professor’s opinion about the effects of the new number system on European society?**
17. Its most important effects were on merchants and tradespeople.
18. It had little impact on daily life.
19. It affected engineers more than other scientists.
20. It quickly caused most people’s lives to change radically.
21. **What can be inferred about the professor when she says this:**
22. She wants the students to appreciate the mathematical significance of the Fibonacci sequence.
23. She believes that Fibonacci’s contributions to mathematics were unoriginal.
24. She is impressed by the breadth of Fibonacci’s genius.
25. She is surprised at the reason that Fibonacci is primarily remembered today.
26. **Why does the professor mention domes in architecture?**
27. To point out a style of architecture that was not spread by traveling merchants.
28. To emphasize that the speed at which cultural diffusion occurs can vary widely.
29. To give an example of a type of engineering that is only possible with the use of zero.
30. To explain that domes were invented in Asia but were more popular in Rome.

## Conversation2

1. **Why does the student go to see the woman?**
2. To ask her for help with organizing an event.
3. To invite her to a reception at an art gallery.
4. To request additional funds for a student activity.
5. To suggest a last-minute change in plans for a trip.
6. **What point does the student make about his job in the Student Activities Center?**
7. He found out about the art exhibit from someone he works with.
8. His roommate helped him to get the job.
9. The job typically involves organizing trips to New York City.
10. The activities that the center organizes are popular.
11. **What two point does the student make about the history of the High Line? Click on 2 answers**
12. The High Line once was part of a train line that transported freight.
13. The High Line originally was built as a park for outdoor art exhibits.
14. The High Line has long been a popular destination for tourists to New York City.
15. The High Line was not used for many years.
16. **Why does the woman mention the information in the poster?**
17. To point out that the tour leader’s name was not listed.
18. To point out a problem with the student’s suggestion about walking to the gallery.
19. To explain why so few students signed up for the trip.
20. To explain why the bus would not be available for taking the students on the trip.
21. **What does the woman imply when she says this:**
22. She has already seen the art exhibit.
23. She would be willing to go on the trip.
24. She prefers walking to taking the bus in New York.
25. She is surprised that she has not heard of the High Line.

## Lecture3

1. **What does the professor mainly discuss?**
2. The steps involved in publishing illustrated books in the 1800s.
3. The influence of Audubon’s The Birds of America on science in the 1800s.
4. The way in which an illustrator’s work has both artistic and scientific significance.
5. The need for accuracy in scientific illustrations.
6. **According to the professor, what were two steps Audubon took in producing his illustrations? Click on 2 answers**
7. He studied birds in their natural habitats.
8. He tracked birds along their migration paths.
9. He closely studied other illustrated books.
10. He provided the printer with detailed instructions.
11. **What does the professor imply about critics of Audubon’s art?**
12. They did not recognize the motivating factor in Audubon’s art.
13. They did not like the stylistic changes that Audubon developed over time.
14. They were disappointed with Audubon’s limited scope of subject matter.
15. They thought Audubon’s use of oils was unsophisticated.
16. **Why does the professor discuss Audubon’s experiments with vultures and banding birds?**
17. To help students understand the state of scientific knowledge at the time.
18. To provide support for his view of Audubon as a naturalist.
19. To suggest that Audubon was more successful as a scientific than as an illustrator.
20. To give examples that show the importance of detail in Audubon’s illustrations.
21. **What are Audubon’s “mystery birds”?**
22. Bird illustrations created by Audubon that have been lost.
23. Bird illustrations that do not seem to match any known species.
24. Bird illustrations that were painted in an uncharacteristically careless manner.
25. Bird illustrations that Audubon intended to be fanciful rather than realistic.
26. **What does the professor believe is the most likely explanation for Audubon’s warbler illustration?**
27. Audubon forgot small details when he made the illustration.
28. Audubon copied the bird from another artist’s drawing.
29. The bird was the offspring of two different species.
30. The particular species of warbler has since gone extinct.

## Lecture4

1. **What is the professor’s main purpose in the discussion?**
2. To compare modern and past theories about the solar system.
3. To examine the astronomical research that led to the acceptance of the heliocentric theory.
4. To evaluate changes in 17th astronomy.
5. To explain why some people resisted the heliocentric theory.
6. **What do the examples of riding a horse and walking represent?**
7. Speeds that people were familiar with.
8. Demonstrations of movement that Galileo used in an experiment.
9. The movement of the planets across the sky.
10. Types of motion that can be felt.
11. **What point does the professor make when he discusses a ride at an amusement park?**
12. That some people thought Earth’s orbit was perfectly round.
13. That people expect to be affected by centrifugal force.
14. That some things can appear to move when they are not moving.
15. That moving at high speeds is not always dangerous.
16. **According to the professor, 400 years ago what was believed to be true about Earth’s atmosphere?**
17. It prevented high-speed motion of objects on Earth.
18. It would only move if Earth moved.
19. It was not affected by the motion of the Sun.
20. It was not held down by any force.
21. **Why does the professor talk about dropping a matchstick?**
22. To imply that Earth’s equator is not the best place to test the law of gravity.
23. To indicate that the atmosphere affects how fast objects fall.
24. To illustrate how natural it is to have antiheliocentric beliefs.
25. To identify the inspiration for antiheliocentrism.
26. **What does the professor mean when he says this:**
27. Some arguments for heliocentrism made sense to many scientists.
28. Some reactions to heliocentrism served to refine the theory.
29. Some arguments against heliocentrism were supported by observation.
30. Some scientists who rejected heliocentrism accepted it later.

# TPO52

## Conversation1

1. **What do the speakers mainly discuss?**
2. Methods that the professor uses to challenge her students.
3. Reasons that the student turned in this paper a week late.
4. The two parts of an assignment for a writing class.
5. Seldom discussed aspects of a famous poet’s work.
6. **What reason does the professor give for wanting to meet with the student?**
7. She wants to compliment him on the work he has done so far.
8. She is concerned that the student is not reading a wide enough variety of poetry.
9. She wants to lend him a book of poetry.
10. She routinely meets individually with her students.
11. **What does the student like about Pablo Neruda’s poems in the book Elemental Odes?**
12. That Neruda challenged himself by limiting the theme of all the poems to fruits and vegetables.
13. That the poems have been written in many different styles.
14. How Neruda focuses on color to make his poems more memorable.
15. How Neruda describes common objects in unexpected ways.
16. **Why does the student mention the meter called iambic pentameter?**
17. To point out that his poem is longer than “The Lemon”.
18. To explain how he approached the composition of his poem.
19. To explain what he liked most about Neruda’s poem “The Lemon”.
20. To distinguish Neruda’s poetry from that of other poets.
21. **What does the professor mean when she says this:**
22. Neruda was an extraordinary writer.
23. Neruda should not have won a Nobel Prize.
24. It is surprising that Neruda’s poems are not more popular.
25. It is unfortunate that Neruda did not win a Nobel Prize.

## Lecture1

1. **What is the purpose of the lecture?**
2. To review important concepts from a previous class.
3. To provide some background for a painting the class will be discussing.
4. To compare two styles of painting.
5. To prepare students for an upcoming project.
6. **Why does the professor mention books and a map?**
7. To give examples of objects that are not typically used in still-life paintings.
8. To give examples of elements of still-life paintings used in other genres of painting.
9. To explain what inspired him to created a still-life painting at university.
10. To explain why still-life paintings are often studied in beginning art classes.
11. **According to the professor, why did artists like James Peale adopt a scientific approach to still-life painting?**
12. Their paintings were used to illustrate scientific journals.
13. They had studied science at university before becoming artists.
14. They were interested in exploring the natural world through their art.
15. They were interested in experimenting with nuances of color.
16. **Why does the professor tell the story about his own painting of some vegetables?**
17. To emphasize the importance of planning the composition of a still-life painting.
18. To encourage the use of a variety of objects in a still-life painting.
19. To capture the attention of students who are not interested in still-life paintings.
20. To reassure the students that still-life paintings are not difficult to execute.
21. **What point does the professor make about negative space in still-life paintings?**
22. It is overused in many still-life paintings.
23. It contributes to the balance in the composition of a still-life painting.
24. It often causes still-life paintings to look deliberately planned.
25. It may detract from the simplicity of the composition of a still-life painting.
26. **Why does the professor say this:**
27. To clarify the first step of painting a still life.
28. To explain why he decided to become a still-life artist.
29. To introduce a painting he is going to describe.
30. To convince students that painting a still life can be rewarding.

## Leceutre2

1. **What is the lecture mainly about?**
2. A new approach to ensuring the survival of a forest ecosystem.
3. Similarities between desert and forest-stream ecosystems.
4. Interactions that take place within a North America forest ecosystem.
5. Factors that have contributed to the preservation of salmon populations in forest ecosystems.
6. **Why does the professor mention ants and rodents competing for food?**
7. To make sure that students understand the different components of an ecosystem.
8. To point out the limited resources available to organisms in a desert ecosystem.
9. To illustrate how different species adapt to extreme temperatures.
10. To provide an example of an easily understood interaction within an ecosystem.
11. **According to the professor, how do trees contribute to the successful spawning of salmon? Click on 2 answers**
12. They provide streams with nutrients that the salmon need.
13. They provide shade that keeps streams sufficiently cool.
14. They help salmon avoid predators by providing camouflage.
15. They reduce the amount of sediment entering streambeds.
16. **What point does the professor make about bears carrying salmon away from streams?**
17. It results in bears eating fewer fish.
18. It reduces the amount of food available to scavengers.
19. It improves the health of the surrounding trees.
20. It improves the water quality of the streams.
21. **What does the professor imply about overfishing?**
22. It is one of several reasons that the bear population has declined.
23. It is difficult to prevent in both oceans and streams.
24. It cannot be the sole focus for those working to prevent salmon depletion.
25. Its impact is minor compared to the problems caused by logging.
26. **Why does one of the students say this:**
27. To provide support for a hypothesis mentioned by the professor.
28. To suggest that a bear behavior mentioned by the professor seems improbable.
29. To explain why confrontations take place between bears.
30. To explain why bears eat so much in a short time span.

## Conversation2

1. **Why does the woman go to talk to the man?**
2. To find out how the store pays artists for their work.
3. To purchase some ceramic coffee mugs.
4. To find out if the store sells objects made by students.
5. To ask about the advantages and disadvantages of consignment sales.
6. **What is the main reason that the woman cannot display her ceramic bowls in the campus store?**
7. Her bowls are too expensive.
8. There is not enough room for her display case.
9. The store gets merchandise only from approved supplies.
10. There is little demand on campus for ceramic bowls.
11. **According to the conversation, what is a reason that he woman wants to sell her bowls?**
12. To earn enough money to buy a second display case.
13. To fulfill a requirement of one of her courses.
14. To impress her studio art professor.
15. To gain experience that could help in her future career.
16. **What is the woman’s attitude toward selling items at the Emporium?**
17. She is eager to display her work to the public there.
18. She is encouraged because the Emporium specializes in selling ceramics.
19. She is worried because she does not fully understand the consignment process.
20. She is worried that she might not make much money.
21. **What concerns does the woman initially express about selling items at the craft fair? Click on 2 answers**
22. Whether doing so would interfere with her studies.
23. Whether customers would appreciate her artistry.
24. Whether she could afford the fee charged to sellers.
25. Whether she would be able to transport her items to the fair.

## Lecture3

1. **What aspects of snowflakes does the professor mainly discuss? Click on 2 answers**
2. How they develop into complex structures.
3. How they are affected by the presence of ozone.
4. The challenges researchers face in studying them.
5. The function of their quasi-liquid layer.
6. **What does the professor say about the role of water vapor in snowflake formation?**
7. Too much water vapor prevents the initial “dinner plate” from forming.
8. Water vapor’s role in snowflake formation is not completely understood.
9. Water vapor molecules in snowflakes attract ice particles from the air.
10. Water vapor is necessary for snowflakes to be able to form branches.
11. **What factor helps explain why not two snowflakes are alike?**
12. They all freeze at different rates.
13. They all form in slightly different air temperatures.
14. They all begin with a different number of water molecules.
15. They all follow different paths through clouds.
16. **How do molecules in the quasi-liquid layer differ from those in other parts of the snowflake?**
17. They are not held in place as tightly as other molecules.
18. They react with ozone to keep the layer from completely freezing.
19. They prevent ice crystals forming additional branches.
20. They are thinner than other molecules.
21. **What does the professor imply about ice crystals with a large number of branches?**
22. They help block harmful radiation from the Sun.
23. They form as a result of complex reactions with ozone.
24. They contribute to a reduction in ground-level ozone.
25. They have a thinner quasi-liquid layer than ice crystals with fewer branches.
26. **What can be inferred about the professor when he says this:**
27. The doubts that the students have understood his explanation.
28. He does not think that bricks are an ideal illustration of his point.
29. He is not sure that the information he has just given is accurate.
30. He thinks that the similarities between liquid and bricks are surprising.

## Lecture4

1. **What is the main purpose of the lecture?**
2. To familiarize students with the Mayan civilization in the Classic Period.
3. To prepare students for an archaeology project about the Mayan civilization.
4. To provide evidence for a point made in a previous class about the Mayan civilization.
5. To call into question a common view about the decline of ancient Mayan civilization.
6. **Why does the professor discuss Lamanai in detail?**
7. To present findings about one Mayan settlement from the Postclassic period.
8. To describe the physical layout of the first Mayan settlements in Central America.
9. To criticize the excavation methods used there during the 1970s.
10. To note how the size of a typical Mayan settlement varied throughout its history.
11. **What is one of the features that gives Lamanai special archaeological significance?**
12. It was the first Mayan site in Belize to be excavated in modern times.
13. It was occupied by two distinct cultural groups during the Classic period.
14. It was continuously occupied by the Maya longer than any other site.
15. It had an economic structure that was distinct from that of other Mayan cites.
16. **Why does the professor say that it would require “lots of funding” to uncover the stone structures that she discusses?**
17. Because there are so many of them.
18. Because very few archaeologists are given access to them.
19. Because they are located on so many different islands.
20. Because of difficult weather conditions in the region.
21. **According to the professor, what can be inferred from the ceramic artifacts found on the island?**
22. The island was the source of most of the pottery used at Lamanai.
23. Much of Lamanai’s population relocated to the island during the Postclassic period.
24. The Mayan trading network remained strong during the Postclassic period.
25. The Maya developed new technological capabilities on the island.
26. **Why does the student say this:**
27. To request that the professor repeat the point she just made.
28. To express his doubt about the period of time being discussed.
29. To disagree with the professor’s interpretation of the evidence about Lamanai.
30. To find out if he correctly understands the professor’s point.

# TPO53

## Conversation1

1. **Why does the man go to see the professor?**
2. To discuss a play he heard about.
3. To get feedback on a paper he is writing.
4. To ask about a point made in class.
5. To get information about an acting coach.
6. **Why does the professor mention Shakespeare and the ancient Greek playwrights?**
7. To support her statement that some original plays do exist.
8. To show that playwrights historically have used themes from earlier plays.
9. To point out that Shakespeare was greatly influenced by ancient Greek plays.
10. To give examples of playwrights whose plays have inspired later playwrights.
11. **What does the professor imply about the play Full Circle by Charles Mee?**
12. It served as the basis for a Hollywood film.
13. It is indirectly based on a Chinese play.
14. It has influenced a more recent play.
15. It uses themes from ancient Greek literature.
16. **What two points does Charles Mee make about playwriting? Click on 2 answers**
17. Rewriting old plays to deal with modern issues is a respectable practice.
18. Playwrights should preserve as much of the original as possible when updating an older play.
19. Older plays tend to show more imagination than newer plays.
20. In a way, modern playwrights works with playwrights of the past.
21. **What does the man imply when he says this:**
22. He thinks the professor misunderstood his point.
23. He has written some original plays himself.
24. He doubts that what Charles Mee said is true.
25. He has read some original plays by Charles Mee.

## Lecture1

1. **What is the lecture mainly about?**
2. The influence of theater on early sound films.
3. Conflicting views on uses of sound during the early days of sound films.
4. The great progress in cinema after the development of sound.
5. Viewer reactions to early sound films.
6. **According to the professor, what types of sound were used in silent film theaters? Click on 3 answers**
7. Live music performed in the theater.
8. Sound effects created in the theater.
9. Recorded sound tracks played with the film.
10. Live narration during the film.
11. Musical entertainment offered before the film.
12. **What is the professor’s attitude toward early movie producers?**
13. He is critical of their influence on films.
14. He thinks they had little influence on films.
15. He thinks they understood what audiences wanted.
16. He acknowledges that they made progress possible.
17. **According to the professor, what was characteristic of sound films in the 1920s?**
18. Dialogues between characters were kept to a minimum.
19. Many films were closely based on theater plays.
20. Musical sound tracks were added to most films.
21. Sounds were recorded separately and added to films later.
22. **What is an example of synchronous sound in a film?**
23. A character hearing a train that is not visible.
24. A past conversation being replayed in a character’s mind.
25. A character playing guitar and singing on screen.
26. A song playing at the end of a film as credits appear on the screen.

## Lecture2

1. **What is the lecture mainly about?**
2. The difference between point source and nonpoint source pollution.
3. The source and treatment of a serious type of pollution affecting the Chesapeake Bay.
4. The causes for the large decrease in algae in the Chesapeake Bay.
5. The development of farming methods during the past century.
6. **What is one of the reasons that the professor mentions pollution that comes from a pipe?**
7. To compare point source pollution with nonpoint source pollution.
8. To blame factories and sewage treatment plants for producing most water pollution.
9. To demonstrate that agricultural runoff is a point source pollutant.
10. To suggest new methods that may someday begin to reduce water pollution.
11. **According to the professor, why has it been difficult for fish and many other organisms to live in the Chesapeake Bay?**
12. Toxic chemicals in the water have poisoned many of them.
13. Runoff from farmland has made the water very muddy.
14. Water flow from streams has been unreliable.
15. Oxygen levels in the water have been reduced.
16. **What is the professor’s attitude about the use of chemical fertilizer?**
17. She is surprised that some farmers have stopped using it.
18. She is convinced that its use should be increased substantially.
19. She worries that farmers may be using too much of it.
20. She regrets that it was not more useful for increasing crop production.
21. **What two practices does the professor suggest for reducing the amount of nitrogen that enters a bay such as Chesapeake? Click on 2 answers**
22. Planting trees along the sides of streams.
23. Building water treatment facilities where streams enter the bay.
24. Planting cover crops that take up excess nitrogen in the soil.
25. Letting farm animals graze in areas near streams and the bay.
26. **According to the professor, why were farmers reluctant to create buffer zones near streams?**
27. They were not convinced that buffer zones effectively control pollution.
28. They feared that creating buffer zones might decrease farm income.
29. Government approval for creating buffer zones was at first difficult to obtain.
30. Planting trees was much more expensive than planting the usual crops.

## Converstion2

1. **What are the speakers mainly discussing?**
2. The man’s recent promotion to cafeteria manager.
3. The agenda for an upcoming committee meeting.
4. Ways to improve the food service in the cafeteria.
5. Recent changes to the cafeteria’s menu.
6. **Why has the woman stopped going to the cafeteria regularly?**
7. She does not like the cafeteria food.
8. She started eating with friends in the dormitory.
9. Her classes conflict with the cafeteria’s hours of operation.
10. He cafeteria is located too far away from her dormitory.
11. **What are the woman’s main complaints about the cafeteria food? Click on 2 answers**
12. It is not varied enough.
13. It is not kept hot enough.
14. It cannot be taken out of the cafeteria.
15. It is not available in sufficient quantities.
16. **What is the woman’s attitude toward joining the advisory committee?**
17. She is flattered to be invited to serve on the committee.
18. She is doubtful that she can fit it into her schedule.
19. She is concerned that her participation would not make a difference.
20. She is curious to learn more about the committee.
21. **What does the man imply when he says this:**
22. The suggestion box was recently set up.
23. The former managers were not very responsive to students’ complaints.
24. The cafeteria policies are not likely to change in the future.
25. The manager plans to raise the salaries of the cafeteria staff.

## Lecture3

1. **What is the main purpose of the lecture?**
2. To give reasons for the rise in popularity of tea drinking in England.
3. To trace the historical development of tea drinking around the world.
4. To contrast Asian tea drinking practices with European ones.
5. To show why tea drinking developed into a formal cultural ritual.
6. **What is the professor’s opinion about the origin of tea drinking?**
7. She is pleased that it was a scientist that made the discovery.
8. She believes that the story of the Chinese emperor is historically accurate.
9. She doubts that tea drinking actually had its origin in China.
10. She thinks that the true origin of tea drinking may never be known.
11. **The professor discusses the role of tea in China, Japan, and England. What does she emphasize as an important effect that tea had in all three countries?**
12. The tea trade led to more efficient business practices in each country.
13. Tea drinking improved the health of people in all three countries.
14. Tea drinking became a part of each country’s cultural identity.
15. The use of tea supported the existing class structure of each country.
16. **According to the professor, why was tea NOT popular at first when it was brought to Europe?**
17. It was of poor quality.
18. Most people could not afford it.
19. Most people thought it was dangerous.
20. People did not know what to do with it.
21. **What does the professor imply about eighteenth-century records of the amount of tea imported into England?**
22. They somewhat exaggerate the importance of the tea trade in that century.
23. They show that demand for tea remained low until the end of the century.
24. They are inaccurate because so much tea was imported illegally.
25. They provide proof that the tea trade led to periods of economic crisis.
26. **Indicate whether each of the following is a reason the professor gives for the increased popularity of tea in England. Click in the correct boxes**

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

|  |  |  |
| --- | --- | --- |
|  | Is a Reason Given | Is Not a Reason Given |
| The King announced that people should drink more tea. | A | B |
| Many people wanted to imitate the new Queen. | A | B |
| A direct shipping route helped increase the supply of tea. | A | B |
| Tea drinking became a social activity appropriate for everyone. | A | B |
| People became more aware of the health benefits of tea. | A | B |

## Lecture4

1. **What is the main purpose of the lecture?**
2. To show the connection between asteroids and Saturn’s rings.
3. To discuss theories about he formation of Saturn’s rings.
4. To describe the composition of Saturn’s rings.
5. To show how Saturn’s rings affect the planet’s atmosphere.
6. **What leads scientists to believe that Saturn’s rings are much younger than the planet itself?**
7. Most of the rings are bright and shiny.
8. Most of the rings are composed of complex materials.
9. The rings are much thinner than scientists realized.
10. There are small moons in between Saturn’s rings.
11. **Why do astronomers suspect that new material has been added to Saturn’s rings system?**
12. The number of moons orbiting Saturn has increased over time.
13. The rings exist in spite of Saturn’s rings gravity and magnetic pull.
14. The tidal forces of Saturn are stronger than previously believed.
15. The amount of water-ice in Saturn’s rings is smaller than previously believed.
16. **Why does the professor mention Edouard Roche?**
17. To explain why Saturn’s magnetic pull affects the orbits of Saturn’s moons.
18. To explain how much gravitational force is needed to make particles coalesce into a moon.
19. To explain how a moon might contribute material to Saturn’s ring system.
20. To explain why asteroids are attracted to Saturn’s ring system.
21. **Why does the professor mention the reddish color in some of Saturn’s rings?**
22. To explain why he calls Saturn “the jewel of the solar system”.
23. To prove that Saturn’s rings and its moons are composed of similar material.
24. To explain how scientists realized that the ring particles vary greatly in size.
25. To support the possibility that some rings may contain molecules from an asteroid.
26. **Why does the professor say this:**
27. He wants to woman to answer her own question.
28. He wants the woman to rephrase her question.
29. He is glad that the woman understands the point he just made.
30. He believes that more research on ring formation is needed.

# TPO54

## Conversation1

1. **Why does the student go to see the professor?**
2. To learn about the background of a director who was discussed in class.
3. To ask permission to use a specific type of theater for her class assignment.
4. To discuss the symbolism in a play she wants to use for her assignment.
5. To find out what scenery she is allowed to use in presenting her assignment.
6. **Why does the professor discuss the political environment in the United States in the 1960s?**
7. To compare events at that time to events that occurred in one of Stephenson’s plays.
8. To suggest that the woman do additional research on that period of United States history.
9. To point out why political themes are common in folk and fairy tales.
10. To explain Sill’s inspiration for his first story theatre production.
11. **According to the professor, what does the blue light in the fairy tale called “The Blue Light” represent?**
12. A plan that is impossible to follow.
13. A conflict between two opposing forces.
14. A solution to complex problems.
15. A question that has no clear answer.
16. **What is the professor’s opinion about Sill’s production of The Blue Light?**
17. He thinks that it was an inventive and powerful performance.
18. He believes that the use of some props would have enhanced the performance.
19. He thinks that the theme is even more relevant today than it was in the 1960s.
20. He believes that it was less effective stylistically than some of Stephenson’s plays.
21. **According to the professor, what is the most important difference between Stephenson’s and Sill’s style of story theatre?**
22. The actor who plays the role of the narrator plays only that role in Stephenson’s productions.
23. The actors wear elaborate costumes in Stephenson’s productions.
24. The stage settings are realistic in Stephenson’s productions.
25. Political themes are avoided in Stephenson’s productions.

## Lecture1

1. **What does the professor mainly discuss?**
2. The importance of zooplankton in the marine food chain.
3. The interdependence of two types of tiny marine organisms.
4. A physical feature of zooplankton that makes them well adapted for swimming.
5. A phenomenon observed in some species of zooplankton.
6. **Why does the professor conclude that zooplankton must derive an important benefit from diel vertical migration?**
7. Diel vertical migration uses up a lot of energy.
8. Diel vertical migration exposes zooplankton to predators.
9. Diel vertical migration prevents zooplankton from being able to digest phytoplankton.
10. Diel vertical migration forces zooplankton populations to live permanently in cold water.
11. **What does the professor imply about bioluminescent zooplankton?**
12. Their food source is different from that of other zooplankton.
13. They probably do not rely on diel vertical migration to avoid predation.
14. They migrate deeper than other zooplankton species do.
15. Most species are found in very cold water.
16. **Why does the professor mention fish that live in freshwater lakes?**
17. To point out that many aquatic species exhibit diel vertical migration.
18. To give an example of a species of fish that feeds on bioluminescent zooplankton.
19. To make a comparison between fish and zooplankton.
20. To support one of the theories explaining why zooplankton migrate.
21. **Avoiding predators is one possible explanation for why zooplankton dive so deeply in the ocean. What two other explanations for this phenomenon does the professor offer? Click on 2 answers**
22. To avoid ultraviolet light.
23. To avoid strong ocean currents.
24. To digest in colder waters.
25. To find abundant food sources.
26. **What does the professor imply about the reasons for diel vertical migration in zooplankton?**
27. No single explanation for all species can account for this phenomenon.
28. Researchers have not been able to propose plausible theories to explain this phenomenon.
29. All individual organisms have several reasons for migrating.
30. Researchers were able to agree on an explanation for this phenomenon after many years of investigation.

## Lecture2

1. **What is the lecture mainly about?**
2. Misconceptions about muon detectors.
3. An investigation of an Egyptian pyramid using a muon detector.
4. The collaboration between physicists and archaeologists in the development of the muon detector.
5. Benefits that muon detectors can provide to archaeologists.
6. **What aspect of muons is most useful to archaeologists?**
7. Their ability to carry information from outer space.
8. Their ability to break down cosmic rays into smaller particles.
9. Their ability to pass through solid matter.
10. Their ability to change the color of some surfaces.
11. **According to the professor, what information can a muon detector provide about an ancient structure?**
12. The internal temperature of the surface.
13. The location of rooms within the structure.
14. The age of the structure.
15. The materials used to build the structure.
16. **Why does the professor discuss damage to archaeological sites?**
17. To indicate a benefit of using muon detectors in archaeological research.
18. To describe an accident with a muon detector during a pyramid excavation.
19. To explain how muon detectors are useful in reconstructing damaged sites.
20. To explain why muon detectors were not often used in the past.
21. **In what ways are modern muon detectors different from muon detectors used in 1967? Click on 3 answers**
22. Modern detectors are less expensive.
23. Modern detectors use less energy.
24. Modern detectors are not as large.
25. Modern detectors take less time to produce an image.
26. Modern detectors can scan in more than one direction.
27. **What is the professor’s opinion about the newer muon detectors?**
28. She appreciates that help they provide despite the time they take to produce images.
29. She fears that many archaeologists will be unwilling to learn to use them.
30. She feels that they have greater potential in areas of science other than archaeology.
31. They provide more accurate information about the age of objects than older detectors did.

## Conversation2

1. **Why does the man go to see the woman?**
2. To ask the woman if she has photographs of local businesses.
3. To conduct research for a history class.
4. To try to find a gift for his grandparents.
5. To find out how long a local restaurant has been in business.
6. **What does the woman say about an exhibition the library held last year?**
7. It was in honor of the town’s 70th anniversary.
8. It helped increase awareness of the collection.
9. It was arranged by students who study history.
10. It mostly included photographs from the 1950s.
11. **What does the woman imply about the menus?**
12. Most of the menus in the collection are from the Springfield Eatery.
13. All of the menus in the collection are carefully organized in boxes.
14. The menu the man is looking for is probably in the main library.
15. The man might not find the menu he is looking for.
16. **What does the woman suggest that the man consider doing?**
17. Look for a photo of his grandparents.
18. Frame a photograph of a menu from a different year.
19. Call the restaurant to ask whether they have what he is looking for.
20. Take a picture of the restaurant.
21. **Why does the man say this:**
22. To inform the woman that he has handled old materials in the past.
23. To inquire whether the library has regulations for handling historical documents.
24. To imply that the library should do a better job protecting historical documents.
25. To argue that special precautions are not necessary in this case.

## Lecture3

1. **What is the main purpose of the lecture?**
2. To describe he influence of opera on Broadway productions.
3. To explain how new technology allowed for enhancements to Broadway productions.
4. To evaluate financial decisions made by theater owner William Wheatley.
5. To examine elements that set a particular theatrical production apart from earlier ones.
6. **What was typical of theatrical productions in the United States before the 1860s? Click on 2 answers**
7. The productions originated outside of the United States.
8. Only a limited segment of society attended the productions.
9. People attended the productions because they were interested in the plots.
10. The themes of the productions were typically related to the upper class.
11. **According to the professor, what was a reason for a change in theatrical productions in the United States during the 1860s?**
12. A growing middle class was in need of entertainment.
13. Wealthy theater advocates provided additional funding for new productions.
14. The interest of theatergoers shifted from opera to ballet.
15. A new artistic movement was founded by a group of actors.
16. **Why does the professor mention moveable floorboards on the stage in Wheatley’s production?**
17. To explain the reason for an unexpected technical problem.
18. To highlight one of the production’s innovative features.
19. To point out a similarity between early and modern theater in the United States.
20. To give an example of a modification that was made for the ballet troupe.
21. **What was the audience’s reaction to the transformation scene in Wheatley’s production?**
22. The audience was disappointed by the scene’s short duration.
23. The audience was confused by the scene’s unfamiliar elements.
24. The audience was amazed by the scene-changing process.
25. The audience was impressed at how quickly the stage crew moved objects onto the set.
26. **According to the professor, what is one way in which Wheatley’s production was different from modern musicals?**
27. The performers in Wheatley’s production performed more than one role.
28. Wheatley’s production was created for the upper class.
29. The songs in Wheatley’s production did not include lyrics.
30. The musical numbers in Wheatley’s production did not correspond with the plot.

## Lecture4

1. **What does the professor mainly discuss?**
2. A hypothesis that rivers formed before the rise of plant life.
3. A study of the effects that rivers have on soil formation.
4. A debate surrounding two opposing hypotheses.
5. New evidence in support of a previously proposed hypothesis.
6. **What limitation of Cotter’s research does the professor mention?**
7. Cotter’s research findings could not be replicated.
8. Cotter’s research was based on one geographical area.
9. Cotter’s research did not take into account lateral accretion.
10. Cotter’s research did not account for changes in climate.
11. **What did researchers try to confirm about rivers in a recent study?**
12. That rivers now have the same shape worldwide.
13. That rivers were responsible for the spread of plant life.
14. That a change in the shape of rivers is linked to the spread of plant life.
15. That most rivers emerged during a specific geological time period.
16. **Why does the professor describe the composition of the sediment of the earliest rivers?**
17. To identify the evidence used to determine how the rivers flowed.
18. To explain why the rivers could easily dry out.
19. To suggest that he sediment was once fine sand.
20. To suggest that he geological record might be flawed.
21. **According to the professor, what is an effect of lateral accretion on a meandering river?**
22. Bends in the river become gradually straighter.
23. Material from one riverbank is deposited on the other.
24. The intensity of the river’s flow increases.
25. The growth of plants on the outer riverbank is enhanced.
26. **Why does the professor say this:**
27. To find out what the students know about Mars.
28. To question certain geological studies of other planets.
29. To express a reservation he has about the hypothesis.
30. To indicate that he is going to change the topic.

# TPO55

## Conversation1

1. **What is the conversation mainly about?**
2. A grant the student wants to apply for.
3. The students proposed plan for a class assignment.
4. A project presented in a DVD the class watched.
5. The student’s part-time job at a hotel.
6. **What does the student ask the professor to allow her to do?**
7. Take extra time on her project.
8. Write a grant rather than a paper.
9. Work with a partner on an assignment.
10. Use her job as the focus of her project.
11. **Why does the professor mention a science conference?**
12. To suggest that the student attend it.
13. To indicate that he is familiar with the hotel.
14. To state where he got information about a new discovery.
15. To state where he got the video that he showed in class.
16. **According to the conversation, why might the campus hotel managers be slow to adopt environmentally friendly policies?**
17. They are concerned that their customers may not be happy with the changes.
18. They are not knowledgeable about the potential benefits.
19. No financial help is available for reducing the initial cost of making the changes.
20. They have tried to adopt such policies and found them of little use.
21. **What concern does the professor express?**
22. That the hotel manager might not allow the research to take place at the hotel.
23. That Jessica Smith might be too busy with her job to do the project.
24. That the student’s idea for the project is overly ambitious.
25. That the student might not focus on fulfilling all the requirements of the project.

## Lecture1

1. **What is the lecture mainly about?**
2. The influence of private art galleries on public museums.
3. The role of art museums as teaching institutions for artists.
4. The debate about the Louvre’s opening to the public.
5. The early history of the public art museum.
6. **Why does the professor mention that artists were allowed to visit the Louvre every day? Click on 2 answers**
7. To point out that the public museum was conceived as a place for studying.
8. To indicate that all citizens were able to visit the museum whenever they wanted.
9. To question why certain artists did not spend time at the Louvre.
10. To contrast the accessibility of art in the louvre with that of art in private museums.
11. **Why does the professor mention the French Revolution?**
12. To name an event depicted in Alexandre Lenoir’s artwork.
13. To identify the theme of an exhibit room in the Louvre.
14. To explain why art storehouses were created.
15. To help explain some peopled attitude toward public museums.
16. **According to the professor, what major contribution did Alexandre Lenoir make to the art community?**
17. He donated many original paintings to public museums.
18. He developed a systematic was of exhibiting art in museums.
19. He invented a unique way to restore damaged artwork.
20. He designed a national monument in post-Revolution France.
21. **The professor gives an example of a painting made in an Italian seaside village. According to the professor, what would some skeptics say about that painting?**
22. It should not be exhibited unless it appeals to people from a variety of culture.
23. It should not be moved out of the geographic area in which it was created.
24. It should be exhibited in the Louvre before traveling to any other museum.
25. It should always be grouped with similar paintings in a museum.
26. **What opinion about public art museums does the professor express?**
27. They focus too much on entertainment and not enough on education.
28. They are more important to artists than to the general public.
29. Their way of exhibiting artwork needs to be modernized.
30. They succeed in allowing varied works of art to be appreciated in a centralized location.

## Lecture2

1. **What is the main purpose of the lecture?**
2. To compare the effects of different types of exercise on learning.
3. To analyze the relationship between exercise and cardiovascular health.
4. To discuss research suggesting that exercise promotes cognitive function.
5. To elaborate on the importance of vigorous exercise in stress management.
6. **What did researchers decide to investigate as a result of the research on songbirds?**
7. Whether new neurons could develop in the adult human brain.
8. Which cognitive processes played the biggest role in increasing songbirds’ ability to learn new songs.
9. Which brain chemicals were involved in neurogenesis in songbirds.
10. What role exposure to music plays in human brain development.
11. **What is the professor’s opinion about the research findings on rats that were administrated BDNF?**
12. The findings should be used with caution when making claims about the role of BDNF in human fetal development.
13. The findings indicate that BDNF probably hindered rats’ ability to generate new neurons.
14. The findings show that BDNF probably did not help rats remember how to perform certain tasks.
15. **What does the professor imply may be important to prevent new neurons from dying in adult humans?**
16. Vigorous exercise regimens.
17. Mentally stimulating learning environments.
18. Avoidance of radical weight gain or loss.
19. A healthy cardiovascular system.
20. **What point does the professor make when she discusses stress hormones?**
21. Different individuals need different amounts of stress hormones for optimal brain function.
22. Learning is more likely to occur in individuals who are completely relaxed.
23. Elevated stress hormones may indicate a need for more frequent exercise.
24. Moderate exercise regimens may be more beneficial than extreme exercise regimens.
25. **Why does the professor say this:**
26. To signal that she will provide examples of studies that conflict with popular notions about exercise.
27. To prompt the students to think about other benefits of exercise.
28. To imply that it is unnecessary to give additional examples to support her statement about exercise.
29. To make the point that the health benefits of exercise are somewhat exaggerated.

## Conversation2

1. **Why did the adviser ask the student to meet with him?**
2. To express concern about her academic performance.
3. To discuss her course choices for the following semester.
4. To find out why she dropped a course.
5. To ask if she had changed her major course of study.
6. **What did the adviser do to get more information before meeting with the student?**
7. He requested a record of the student’s grades in all her art classes.
8. He consulted a description of the course about Islamic art.
9. He obtained a list of courses in which the student is enrolled.
10. He checked the requirements for art history students.
11. **What do the speakers imply about the Islamic art course?**
12. It is an introductory course.
13. It can be taken only in combination with an Islamic history course.
14. Students need a recommendation from their academic adviser to take it.
15. Most students are required to take an introductory art history course before taking it.
16. **What does the adviser imply about the meetings he has with students at the beginning of the semester?**
17. They should be scheduled at least two weeks in advance.
18. They can help students avoid problems with their class schedules.
19. Faculty members must be invited to the meetings.
20. They are necessary only when a student has a problem.
21. **What does the adviser suggest that the student do? Click on 2 answers**
22. Make up the work she has missed.
23. Contact the registrar’s office.
24. Apologize to an art history professor.
25. Drop the Islamic art course.

## Lecture3

1. **What is the main purpose of the lecture?**
2. To compare current theories about an astronomical phenomenon.
3. To describe the growth of knowledge about an astronomical phenomenon.
4. To illustrate how astronomical theories based on incorrect assumptions can lead to important discoveries.
5. To demonstrate that astronomers are able to predict events on the Sun based on conditions on Earth.
6. **According to the professor, what theories were proposed in the 1700s to account for the occurrence of auroras? Click on 2 answers**
7. Auroras are caused by light refracting off ice and snow.
8. Auroras are caused by CMEs.
9. Auroras occur when gases from sunspots hit glaciers.
10. Auroras occur when an electric current between Earths poles is disrupted.
11. **Why does the professor mention the duration of solar eclipses?**
12. To demonstrate the importance of the coronagraph as a research tool.
13. To describe the effects of solar eclipses on auroras.
14. To support a conclusion about the connection between sunspot cycles and other solar events.
15. To explain why auroras are infrequent.
16. **How do sunspots contribute to auroras?**
17. Sunspots increase the intensity of Earth’s magnetic field at the poles.
18. Sunspots emit charged particles that collide with atoms in Earth’s upper atmosphere.
19. Sunspots bombard Earth with oxygen and nitrogen atoms.
20. Sunspots cause temperature changes at Earth’s poles.
21. **What point does the professor make when he talks about disruptions to technology?**
22. Disruptions are more prevalent in the northern hemisphere than in the southern hemisphere.
23. Observing aurora activity has proven to be a better way to predict CMEs than using technological devices.
24. CMEs and other magnetic activity on the Sun can have a far-reaching effect.
25. Most information about aurora intensity has been obtained through observation with the naked eye.
26. **Why does the professor say this:**
27. He hopes that one of the students will explain the answer to the others.
28. He believes that the answer should be obvious to the students.
29. He thinks the point is not relevant to today’s lecture.
30. He does not remember if he covered the point in another lecture.

## Lecture4

1. **What do the speakers mainly discuss?**
2. Evidence that clarifies the ancient uses of the Stonehenge monument.
3. Other Bronze Age monuments that have similarities to Stonehenge.
4. Why the builders of Stonehenge did not use local stones in its construction.
5. The possible origins of some of the stones that make up the Stonehenge monument.
6. **Why does the professor mention small pieces of bluestone found at Stonehenge?**
7. To provide evidence that bluestone was between to have heating properties.
8. To stress that bluestone is not as durable as local stone.
9. To help explain how builders selected the particular stones used for Stonehenge.
10. To express frustration with the way some researchers gather evidence at Stonehenge.
11. **What is the significance of the ax heads that the professor discussion?**
12. They prove that bluestones were transported across Europe.
13. They provide evidence that bluestones were not sacred to Bronze Age cultures.
14. They may explain how the builders reduced the size of some of the stones that were transported.
15. They helped researchers determine the place in the Preseli Hills where the Stonehenge bluestones originated.
16. **What evidence suggests that glaciers may have carried stones to the Stonehenge site?**
17. The stones used to build Stonehenge all came from the same place in Wales.
18. Some stones have markings that could have been caused by glacial activity.
19. Some bluestones were present on the Salisbury Plain before Stonehenge was built.
20. Bluestones were found in several places on a proposed travel route between Wales and the Salisbury Plain.
21. **What does the professor imply about the recent analysis of the bluestones at Stonehenge?**
22. It does not conclusively identify the bluestones’ place of origin.
23. It does not provide strong evidence for either the human-transport or the glacier-transport theory.
24. The methods used to test the bluestones were questionable.
25. The analysis does not explain how glaciers could move such large stones.
26. **According to the professor, what might have contributed to the popularity of the human-transport hypothesis?**
27. New physical evidence of transport devices used in the Bronze Age has been found.
28. The hypothesis has become familiar over time.
29. Until recently, no other hypotheses had been suggested.
30. The scientists who support the hypothesis are well respected.