## 大Section 1

### C1-Housing

1. **What are the speakers mainly discussing**
   1. Whether the student can obtain additional time for filing a housing application
   2. Whether the student will be able to get a refund for her housing deposit
   3. How to arrange university housing for the next year
   4. How to apply for the study-abroad program

**2. What concern does the student express about stage one of the housing application process?**

* 1. She is concerned she will not be able to submit her application by the deadline.
  2. She is concerned about having to pay for housing she might not use.
  3. She considers the amount required for the deposit excessive.
  4. She does not want to commit to selecting a particular building yet.

**3. Why does the man mention the study-abroad notification form**

1. To emphasize that the deadline for the form is approaching
2. To explain why the student need not worry about making a housing deposit
3. To point out that the student completed the form incorrectly
4. To explain a requirement for all students applying to the study-abroad program

**4. According to the man, what can students do at the open-house session**

1. Find out about the campus housing process
2. Meet with potential roommates and housing staff
3. Get a discounted membership card for the local art museum
4. Learn about the different housing choices

**5. According to the man, what do students who want to live with friends have to do**

1. Wait until stage three to request a specific roommate
2. Select a two-person room in Clark Hall
3. Include the roommate's name on the online application form
4. Fill out a roommate request form after the open-house session

### L1-Ecology Class-W

1. **What is the main purpose of the lecture?**
2. To define the term “chemical ecology"
3. To demonstrate how spiders interact with different kinds of moths
4. To show the importance of chemistry in a certain ecological interaction
5. To explain the life cycle of the rattlebox moth
6. **Why does the professor discuss how detachable wing scales help moths escape from spider webs?**
7. To point out that butterflies have no wing scales
8. To emphasize the difficulty of escaping from a spider web
9. To explain that some spiders use toxic chemicals to catch insects
10. To contrast a commonly used survival strategy with a less common one
11. **In what way are rattlebox moths different from most other moths?**

**Click on 2 answers.**

1. They are brightly colored.
2. They use mechanical defenses.
3. They have excellent night vision.
4. They are unappealing to predators.
5. **What did the laboratory experiment with rattlebox moths prove?**
6. Their wing scales can change colors.
7. Their chemical defense depends on their diet as larvae.
8. The larvae do not change into adult moths without a specific diet.
9. The larvae might become harmful to bean crops.
10. **What does the professor mention as a consequence of the rattlebox moth's defense mechanism?**
11. Agriculturalists try to eradicate the rattlebox moth.
12. The rattlebox moth's habitat is limited to certain areas.
13. Spider populations are decreasing in some areas.
14. Toxic rattlebox plants are spreading.

1. **Why does the professor say this:**
2. To cause doubt about what she says about the spider
3. To stress that she is knowledgeable about the subject matter
4. To suggest that the spider's behavior might be surprising to students
5. To suggest that students should form their own opinions

### L2- Astronomy Class-W

1. **What is the main purpose of the lecture?**
2. To explain methods astronomers use to classify stars
3. To explain the formation of molecular clouds in the universe
4. To discuss how some stellar embryos fail to become stars
5. To discuss similarities between brown dwarfs and planets
6. **According to the professor, why is the study of brown dwarfs particularly challenging?**
7. They cannot be detected directly.
8. They combine characteristics of very distinct celestial objects.
9. They appear in colors ranging from brown to red.
10. They are always near very bright stars.
11. **Why does the professor discuss how stars originate?**
12. To explain how brown dwarfs begin to form
13. To suggest that brown dwarfs do not originate in molecular clouds
14. To explain why brown dwarfs emit light billions of years
15. To show that stellar embryos cause turbulence within molecular clouds
16. **According to the ejection theory, why do some stellar embryos stop growing before they become stars?**
17. The motion of dust and gas inhibits their growth.
18. The cores in which they form are not dense enough.
19. They start forming in the area of a molecular cloud with the least amount of material.
20. They are moved by gravitational forces to areas outside cores.
21. **Why does the professor mention that newborn stars are surrounded by disks of dust and gas?**
22. To describe a method for testing two theories about brown dwarfs
23. To clarify how brown dwarfs are drawn into star systems
24. To emphasize that brown dwarfs move at low velocities
25. To introduce planet formation as the topic of the next lecture
26. **What is the professor's attitude toward the two theories?**
27. He is convinced that neither of them can explain why brown dwarfs have stellar disks.
28. He hopes both theories will be confirmed by computer simulations.
29. He thinks evidence supports the turbulence theory even if he cannot rule out the ejection theory.
30. He finds the ejection theory more attractive than the turbulence theory.

## 大Section 2

### C2- Academic

1. **Why does the student go to see the professor**
2. To ask questions about a recent lecture
3. To get advice on a paper he is writing
4. To tell the professor that he will not participate in an upcoming class activity
5. To find out whether he can get a discount on tickets for a play he is planning to attend
6. **According to the professor, what is special about the play The Persians?**

**Click on 2 answers.**

1. It is the primary source of information about the linguistic features of ancient Greek.
2. It was recently rediscovered after having been lost for many years.
3. It is the earliest Greek tragedy still in existence today.
4. It mentions events that were taking place at the time it was written.
5. **Why does the professor mention the class syllabus**
6. To remind the student of a due date he had forgotten
7. To remind the student of one of the class requirements
8. To point out that some of the assignments are optional
9. To let the student know that she has some extra copies
10. **According to the professor, what will make it easier for the student to understand the performance? Click on 2 answers.**
11. The class will study the play before seeing the performance.
12. The class will learn some phrases in ancient Greek.
13. The students will discuss the play with the actors after the performance.
14. The theater will provide the audience with an English translation of the play.
15. **What can be inferred about the student when he says this:**
16. He has taken a course in Russian history.
17. He learned some Russian words when he was a child.
18. He might enjoy seeing The Persians even though it will be in ancient Greek.
19. He does not understand why history students are required to see The Persians.

### L3- Art History-D

1. **What is the lecture mainly about?**
2. The life of a famous ltalian Renaissance artist
3. The history of fresco painting in ltaly
4. The creation of a particular work of Renaissance art
5. The construction of a typical church of the ltalian Renaissance

**2. According to the professor, what is one advantage of using the fresco technique?**

1. A fresco can last a long time
2. The materials for making a fresco are inexpensive
3. The fresco technique is easy to learn
4. A fresco can be completed quickly
5. **According to the professor, why is a fresco painted before the plaster dries?**
6. So that mistakes can be corrected easily
7. So that the paint will sink into the plaster
8. So that the colors of the paints can be blended better
9. So that human forms will appear more lifelike

**4. Why does the professor mention the artist who painted with a paintbrush in each hand?**

1. To describe how the Sistine Chapel's ceiling was painted
2. To illustrate the ingenious creativity of Renaissance artists
3. To explain how Michelangelo learned to paint
4. To emphasize the need for fresco painters to work quickly

**5. Why did Michelangelo choose to build footbridges rather than traditional scaffolding when he painted the chapel?**

1. To accommodate the curved shape of the chapel's ceiling
2. To keep the floor clear for ceremonies in the chapel
3. To reach both the walls and the ceiling of the chapel
4. To paint while lying on his back for long periods of time

**6. What does the professor imply when he says this**

1. He has suggestions about how students can deal with difficult situations
2. Many people would have been uncomfortable painting the chapel's ceiling
3. There was one problem that Michelangelo was unable to overcome
4. Michelangelo's reputation as a great artist may be somewhat exaggerated

### L4-Philosophy-D

**1. What does the professor mainly discuss?**

1. The origin of the study of ethics
2. Similarities between the philosophies of Sartre and Mill
3. One philosopher's view on the usefulness of ethical principles
4. Ethical theories developed during the Second World War

**2. According to the theory of utilitarianism explained in the lecture, what criterion determines whether a person's action is right?**

1. lf it does not hurt anyone
2. lf it is in the person's own best interest
3. lf it helps the person fulfill an obligation
4. lf it benefits the greatest possible number of people

**3. According to the professor, why does Sartre reject most Western approaches to ethics?**

1. They do not take into account personal preferences.
2. They have not met the needs of society since the Second World War.
3. They are too complex to be understood by average citizens.
4. They do not provide people with a practical way to make decisions.

**4. What concept is central to Sartre's approach to ethics?**

1. People need to consider several ethical theories before making decisions.
2. People need to make decisions based on what is best for them.
3. People need to take responsibility for their own actions.
4. People can easily distinguish between right and wrong actions.

**5. Why does the professor talk about the young Frenchman's dilemma?**

1. lt illustrates clearly Sartre's point about ethical rules.
2. lt is similar to a dilemma that Sartre himself faced.
3. lt reflects Sartre's views on war.
4. lt is a dilemma that only Sartre's ethical views can help resolve.

**6. Why does the professor say this:**

1. To show his surprise at the student's comment
2. To reinforce a point he made earlier
3. To help the student answer the question correctly
4. To ask for suggestions on what he should discuss next