C1

1. Why does the woman go to see the man?
2. To inquire about becoming a marching band member
3. To provide the man with a video that she made at a basketball game
4. To sign up for music lessons with a marching band member
5. To learn about her new role as a media intern for the marching band
6. What can be inferred about the woman when the speakers mention her passion for music?
7. She plans to change her major
8. She does not play any musical instrument
9. She learned to play the trombone at a young age.
10. She once participated in a music video.
11. What is the woman's attitude when the man first mentions band camp?
12. She is concerned about where she will live during that week
13. She is worried that camp will take up too much time.
14. She is surprised that she will be sharing a room during camp
15. She is doubtful that she will learn the band's musical pieces by then.
16. What does the man say about the new uniforms that the band will wear?
17. They will be designed by a marching band member
18. They were first worn at last year's college basketball final
19. Their colors are now different from those of the old uniforms.
20. Their design was determined by a student vote
21. What point does the woman make as she discusses the national basketball competition?
22. She is confident that the college basketball team will win the championship this year
23. She may have difficulty being part of both the basketball team and the marching band at thesame time.
24. She was inspired to assist the band after attending a basketball game
25. She took photographs for the school newspaper during basketball game

L1

1. What does the professor mainly discuss?
2. A debate over the role that museums should play in art education
3. The relationship between an art collector and famous painters of his time
4. The emergence of Philadelphia as a center for fine art in the 1920s
5. An unconventional approach to exhibiting art in a museum setting
6. According to the professor, what were some of Albert Barnes's goals? Click on 2 answers.
7. To persuade famous painters to teach younger artists
8. To make his collection accessible to people who are not art experts
9. To promote art as an essential feature of education
10. To build a major museum in the center of a large city
11. What does the professor imply when he mentions that labels are missing from the Barnesgallery walls?
12. There is not enough wall space in the galleries to accommodate the labels.
13. Art historians rarely agree about what should be included on art labels.
14. Reading labels tends to discourage discussions in the galleries.
15. Reading labels might influence viewers to look at art in a particular way
16. According to the professor, why did Barnes create ensembles? Click on 2 answers
17. To explore what makes one work of art more important than another
18. To draw attention to common visual elements shared by a group of objects
19. To provide strategy to help viewers recall what they saw
20. To ensure that masterpieces would be distributed evenly around the museum
21. What is one unusual feature of the Barnes Foundation's collection?
22. lt includes objects that are not normally regarded as works of art.
23. Most of its pieces are by artists from the Philadelphia area
24. None of its paintings were created during Albert Barnes's lifetime
25. lt is organized into ensembles that are changed frequently
26. What opinion does the professor express about the Barnes Foundation's new building in Philadelphia?
27. The size of the new building makes the Barnes collection seem smaller
28. The new building honors Barnes's vision while offering additional advantages
29. The new building should have included more classrooms for educational programs
30. The new building's architecture creatively reflects the style of the collection.

L2

1. What does the professor mainly discuss?
2. Weaknesses that led to the fall of the Inca Empire
3. Characteristics of the Inca Empire at its peak
4. Factors that led to the rise of the Inca Empire
5. The leadership qualities of two Inca rulers
6. According to the professor, in what ways was the lnca Empire different from other indigenousempires in the Americas? Click on 2 answers.
7. lt was larger than other empires
8. lt had a simpler form of government than other empires did
9. lt was established much earlier than other empires.
10. lt rose and fell faster than other empires.
11. What does the professor imply about the terraces and irrigation canals constructed by theInca in the 1200s and 1300s?
12. They were built primarily to help the Inca survive a long drought
13. They were partly responsible for a rapid increase in the lnca population in Cuzco
14. They eventually helped the lnca maintain control over people throughout their empire
15. They eventually enabled the lnca to grow crops that were not native to the Cuzco area.
16. According to the professor, what resulted from the frequent conflicts among other indigenoussocieties living near Inca areas?
17. The societies could not cooperate in resisting the advance of the lnca.
18. Some societies wanted to become part of the Inca Empire
19. The Inca surrounded their cities with high walls
20. All societies along the western coast of South America had well-trained armies
21. What point does the professor make about the histories of the lnca Empire that were told byroyal kin groups?
22. They were only recently discovered
23. They do not always provide an accurate account of past events.
24. They focus primarily on events that took place in Cuzco.
25. They provide details that have been confirmed by archaeological discoveries.
26. What does the professor imply when she says this:
27. Pachacuti and Topa lnca Yupanqui had to overcome extremely unfavorable conditions tobuild their empire.
28. The Inca Empire did not actually change very much during the reigns of Pachacuti and TopaInca Yupangui.
29. Pachacuti and Topa lnca Yupanqui were more intelligent and more charismatic than mosthistorians think
30. Favorable conditions made it possible for Pachacuti and Topa lnca Yupanqui to build a greatempire.

C2

1. What are the speakers mainly discussing?
2. Why the professor changed the instructions for an assignment
3. How the student can correct an error she made
4. A possible topic for the student's research paper
5. The format of an opinion paper that the student recently wrote
6. What does the professor say about the student's classmates?
7. Many of them did not understand the instructions for an assignment
8. They need practice doing research
9. Some of them are good writers.
10. They all find it challenging to write opinion papers.
11. Why does the professor ask the student her opinion about logging in South America?
12. To suggest a way for the student to approach an assignment
13. To point out a common misconception about logging
14. To encourage the student to give a presentation to the class
15. To find out if the student is familiar with the topic
16. What is the student's opinion about selective logging?
17. lt is the best way to keep jobs in the local community
18. lt provides more economic benefits than other types of logging
19. lt can be as harmful to the environment as other types of logging
20. lt is beneficial only for South American rain forests
21. What does the professor emphasize about opinion papers?
22. The opinions they contain should be supported by research
23. The opinions they contain should be original
24. They usually include multiple points of view on an issue
25. They can be developed into research papers

L3

1. What is the lecture mainly about?
2. Hypotheses about the rate at which vines grow around their hosts
3. Reasons that only some vines twist around their hosts
4. Possible explanations for the way vines twist around their hosts
5. Molecular differences between vine species in the Northern and Southern Hemispheres
6. Why does the professor mention houseplants growing in the direction of the Sun?
7. To explain why researchers doubt that the direction in which vines twist is random
8. To help explain the tracking hypothesis
9. To explain the contrast between the way indoor and outdoor plants grow
10. To correct a common misconception about the Sun's role in plant growth
11. What was the professor's original opinion regarding the tracking hypothesis?
12. lt was the most likely explanation of why vines twist in certain directions
13. lt was too simplistic an explanation.
14. Previous studies had already suggested its plausibility
15. Certain details about the way vines climb hosts were not taken into consideration
16. What premise do the Coriolis effect hypothesis and the tracking hypothesis have incommon?
17. The direction in which vines grow is affected by the rotation of Earth.
18. The direction in which vines grow is determined by the movement of the Sun across the sky
19. The direction in which vines grow depends on the species of the host tree
20. The direction in which vines grow depends on which hemisphere they are in.
21. Why were the three original hypotheses about the direction in which vines grow rejected?
22. Vines in the Southern Hemisphere did not twist in the direction ecologists had predicted.
23. Most of the vines examined twisted in the same direction
24. Twisting direction was found to be determined by the vine species
25. lt was discovered that the direction in which a vine twists is completely random
26. According to the professor, what is the new hypothesis that ecologists are testing?
27. Only right-handed amino acids are present in vines growing in the Southern Hemisphere.
28. The direction in which vines twist permanently alters their molecular structure.
29. Twisting direction is determined at the molecular level of vines
30. Outside organisms can influence the way vines grow