Listening

Section 1

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

1. To check the status of her job application
2. To arrange a campus tour for some visitors
3. To begin training as a campus tour guide
4. To get information for a prospective student

2. What does the woman say about her visit to the school as a prospective student?

1. She decided to attend the school based on the tour.
2. She was impressed by the knowledge of the tour guide she met.
3. She does not remember very much about her visit.
4. She did not take a tour of the campus during her visit.

3. What strategy does the man suggest for promoting the school to prospective students?

1. Focusing on the school’s most popular programs
2. Scheduling tours during special events whenever possible
3. Personalizing the tour based on visitors’ individual interests
4. Giving tours that are longer than those at other schools

4. What does the man imply when he mentions the story of how the school was founded?

Click on 2 answers.

1. He tells the story during every tour he leads.
2. Most prospective students forget the story relatively quickly.
3. Telling the story can help guides understand the people on the tour.
4. The story includes an equal mixture of jokes and facts.

5. Why does the woman say this:

1. She hopes that the man is exaggerating.
2. She feels overwhelmed by her task.
3. She is impressed by the man’s professionalism.
4. She already knows a lot about the school.

6. What is the main topic of the lecture?

1. Problems arising from the decrease in availability of drinking water
2. Various ways to remove salt from seawater
3. Reasons why seawater is generally unfit for industrial purposes
4. Recently discovered applications for freshwater in energy production

7. According to the professor, why is soap usually ineffective in salt water?

1. The sodium in soap cannot dissolve in water that has a high concentration of salt.
2. Sand particles in seawater can prevent soap from removing grease.
3. The presence of salt increases the temperature at which soap can remove grease.
4. Sodium reacts with soap to form substances incapable of removing grease.

8. What practical problem with the process of distilling water does the professor discuss?

1. It may not work as well on land as it does on ships.
2. It requires a large amount of energy.
3. It is faster with river water than with seawater.
4. It requires the use of expensive equipment.

9. What does the professor point out about sand filtration of water?

1. It is the most common method of purifying water in cities.
2. It is more effective if the water is heated first.
3. It successfully removes substances other than salt.
4. It is a recently developed method of desalination.

10. What comparison does the professor make between reverse osmosis and vapor filtration?

1. Both reverse osmosis and vapor filtration use distillation as a step in the process.
2. Both reverse osmosis and vapor filtration have been used for decades.
3. Vapor filtration is more effective than reverse osmosis.
4. Vapor filtration is more common than reverse osmosis.

11. What does the professor imply when he says this:

1. Large cities should find alternative methods of freezing large amounts of water.
2. The students should visit a city that practices freezing water to desalinize it.
3. Freezing large amounts of water is a surprisingly interesting process.
4. Desalination of large amounts of water through freezing is impractical.

12. What is the lecture mainly about?

1. Why researchers disagree about the routes of the earliest migration from Africa to Australia
2. Why DNA research can only provide limited information about ancient societies
3. The role of archeological evidence in the study of ancient populations
4. A theory that explains migration to Australia and its earliest settlement

13. What inconsistency does the professor mention when she discusses the earliest artifacts found in Australia?

1. The artifacts seemed to be older than similar artifacts found in Africa.
2. The artifacts seemed to come from a very wide range of dates.
3. The artifacts were dated to a time before the presumed arrival of people in Australia.
4. Newer artifacts seemed less advanced than older artifacts.

14. What does the professor imply when she discusses the difference between DNA testing and genome sequencing?

1. DNA testing would not have been able to provide the type of information that the researchers needed.
2. DNA testing provided information to the researchers that contradicted the results gained from genome sequencing.
3. DNA testing requires a sample larger than a single human hair.
4. DNA testing requires that the sample tested be less than one year old.

15. What question were researchers able to answer after studying the mitochondrial DNA?

1. How closely related were the original inhabitants of Africa, Europe, India, and Australia?
2. What migration route did the ancestors of Aboriginal Australians use to get from India to Australia?
3. When did the ancestors of Aboriginal Australians separate from other ancient populations?
4. What other parts of the world were settled by the relatives of the ancestors of Aboriginal Australians?

16. What can be inferred about the single dispersal model?

1. It was developed after the oldest artifacts were found in Australia.
2. It will probably be verified as correct when more genome testing is done.
3. The evidence presented by the professor contradicts it.
4. Researchers who study only African artifacts support it.

17. What does the professor imply when she mentions that there might have been a migration to Australia from India about four thousand years ago?

1. It is surprising that evidence for a migration cannot be found in the DNA record.
2. There is strong evidence in Australia to support the idea.
3. It is likely that a migration from Africa to Australia would not have passed through India.
4. Indian artifacts that might be from this time period cannot be dated with precision.

Section 2

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

1. To find out which parking lot she is allowed to use
2. To explain why she did not deserve parking tickets
3. To request permission to park in a different lot
4. To find out why she cannot get a parking permit

2. Why were some students asked to move their cars out of their usual parking lot?

Click on 2 answers.

1. To protect the cars from damage
2. To make room for cars to park at the train station
3. To allow workers to replace signs at the parking lot
4. To provide space for tree-trimming machines

3. Why does the student complain about the notice she received?

1. It did not make clear that she would need a temporary permit.
2. It was not distributed to all the students in the building.
3. It did not specify how long she should park in the other lot.
4. It did not explain why students needed to move their cars.

4. What is the man's attitude toward the student's complaint?

1. He thinks that the complaint might be justified.
2. He is confident that his manager will agree with the student.
3. He feels that the student should not have gone out of town.
4. He is not sure whether he believes the student's story.

5. Why does the man say this:

1. To point out that the student should not be complaining
2. To ask the student to explain her problem more clearly
3. To indicate that he is surprised by the student's statement
4. To show that he understands the student's decision

6. What is the main purpose of the lecture?

1. To explain that reef fish coloration may have multiple functions
2. To compare colors and patterns of reef fish with other ocean fish
3. To discuss different methods fish use to convey information
4. To describe the way fish perceive colors

7. Why does the professor mention that different species of cleaner fish all have the same color blue?

1. To point out a color that fish can easily see
2. To remind students that fish with similar coloration are not always closely related
3. To point out that colors on fish do not always have a specific function
4. To support her claim that some fish use coloration to communicate

8. According to the professor, what was one finding of the study comparing the coloration of related species of fish living off both coasts of Panama?

1. Neither fish species uses its coloration for camouflage.
2. Coloration helps fish blend into their own surroundings.
3. Brightly colored fish can be found outside of coral reef environments.
4. Each species of fish uses its coloration for different purposes.

9. Why does the professor ask the students to imagine that she is holding a book?

1. To make sure that everyone is looking at the same page
2. To help explain how a certain experiment was conducted
3. To help clarify a concept she is describing
4. To recommend that the students reread the homework assignment

10. Why does the professor talk about the perception of the color yellow by reef fish?

1. To explain why yellow is not a good camouflage color for reef fish
2. To explain why biologists became interested in studying reef fish coloration
3. To give an example of a difference in perceptual ability between reef fish and humans
4. To show that there is little variation in the coloration of reef fish worldwide

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

1. The student did not completely understand the question.
2. The student needs to clarify his response.
3. The student's assertion is incorrect.
4. The student is thinking about the wrong species of fish.