TPO 12

READING

Paragraph 1：

1. The phrase assisted in in the passage is closest in meaning to

A. initiated

B. dominated

C. helped with

D. setup

2. It can be inferred from paragraph 1 that even when paint was sprayed by mouth to make a hand stencil

A. there was no way to tell which hand was stenciled

B. the stenciled hand was the weaker hand

C. the stenciled hand was the dominant hand

D. artists stenciled more images of the dominant hand than they did of the weak

Paragraph 2：

3. The phrase depicted in the passage is closest in meaning to

A. identified

B. revealed

Which Hand Did They Use?

We all know that many more people today are right-handed than left-handed. Can one trace this same pattern far back in prehistory? ■Much of the evidence about right-hand versus left-hand dominance comes from stencils and prints found in rock shelters in Australia and elsewhere, and in many Ice Age caves in France, Spain, and Tasmania. ■When a left hand has been stenciled, this implies that the artist was right-handed, and vice versa. ■Even though the paint was often sprayed on by mouth, one can assume that the dominant hand assisted in the operation. One also has to make the assumption that hands were stenciled palm downward—a left hand stenciled palm upward might of course look as if it were a right hand. ■Of 158 stencils in the French cave of Gargas, 136 have been identified as left, and only 22 as right; right-handedness was therefore heavily predominant.

Cave art furnishes other types of evidence of this phenomenon. Most engravings, for example, are best lit from the left, as befits the work of right-handed artists, who generally prefer to have the light source onthe

C. pictured
D. imagined

4. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.
A. Right-handed artists could more easily have avoided casting shadows on their work, because engravings in prehistoric caves were lit from the left.
B. The tips of engraving tools and brushes indicate that these instruments were used by right-handed artists whose work was lit from the left.
C. The best lighting for most engravings suggests that they were made by right-handed people trying to avoid the shadow of their hands interfering with their work.
D. Right-handed artists try to avoid having the brush they are using interfere with the light source.

Paragraph 1：

Paragraph 2：

5. All of the following are mentioned in paragraphs 1 and 2 as evidence of right-handedness in art and artists EXCEPT
A.the ideal source of lighting for most engravings
B.the fact that a left hand stenciled palm upward might look like a right hand
C. the prevalence of outlines of left hands
D. figures in prehistoric art holding objects with the right hand

Paragraph 3：

left so that the shadow of their hand does not fall on the tip of the engraving tool or brush. In the few cases where an Ice Age figure is depicted holding something, it is mostly, though not always, in the right hand.

Clues to right-handedness can also be found by other methods. Right-handers tend to have longer,

6. According to paragraph 3, the La Chapelle-aux-Saints Neanderthal skeleton can be identified as right-handed because
A.other Neanderthal skeletons found nearby are also right-handed
B. the right arm bone is stronger than the left
C. it is similar to skeletons of La Ferrassie I and Neanderthal
D. the right side of the skeleton shows less evidence of fractures

stronger, and more muscular bones on the right side, and Marcellin Boule as long ago as 1911 noted the La Chapel le-aux-Saints Neanderthal skeleton had a right upper arm bone that was noticeably stronger than the left. Similar observations have been made on other Neanderthal skeletons such as La Ferrassie Iand Neanderthal itself.

Paragraph 4:

Fractures and other cut marks are another source of evidence. Right-handed soldiers tend to be wounded on the left. The skeleton of a 40- or 50-year-old Nabatean warrior, buried 2,000 years ago in the Negev Desert, Israel, had multiple healed fractures to the skull, the left arm, and the ribs.

7. Which of the following statements about fractures and cut marks can be inferred from paragraph 4?
A. Fractures and cut marks caused by right-handed soldiers tend to occur on the right side of the injured party's body.
B. The right arm sustains more injuries because, as the dominant arm, it is used more actively.
C. In most people, the left side of the body is more vulnerable to injury since it is not defended effectively by the dominant arm.
D.Fractures and cut marks on fossil humans probably occurred after death.

Paragraph 5:

Tools themselves can be revealing. Long-handed Neolithic spoons of yew wood preserved in Alpine villages dating to 3000 B.C. have survived; the signs of rubbing on their left side indicate that their users were right-handed. The late Ice Age rope found in the French cave of Lascaux consists of fibers spiraling to the right, and was therefore tressed by a righthander.

8. According to paragraph 5, what characteristic of a Neolithic spoon would imply that the spoon's owner was right-handed?
A. The direction of the fibers
B. Its long handle
C. The yew wood it is carved from
D. Wear on its left side

9. In paragraph 5, why does the author

mention the Ice Age rope found in the French cave of Lascaux?
A. As an example of an item on which the marks of wear imply that it was used by a right-handed person
B. Because tressing is an activity that is easier for a right-handed person than for a left-handed person
C. Because the cave of Lascaux is the site where researchers have found several prehistoric tools made for right-handed people
D. As an example of an item whose construction shows that it was right handed made by a right-person

Paragraph 6:

10. The word criteria in the passage is closest in meaning to
A. standards
B. findings
C. ideas
D. techniques

11. What was the purpose of Toth's tool making experiment described in paragraph 6?
A.To shape tools that could be used by either hand
B.To produce replicas of early tools for display in museums
C.To imitate the production of pebble tools from early sites
D.To determine which hand made the early tools

Occasionally one can determine whether stone tools were used in the right hand or the left, and it is even possible to assess how far back this feature can be traced. In stone toolmaking experiments, Nick Toth, a right-hander, held the core (the stone that would become the tool) in his left hand and the hammer stone in his right. As the tool was made, the core was rotated clockwise, and the flakes, removed in sequence, had a little crescent of cortex (the core's outer surface) on the side. Toth's knapping produced 56 percent flakes with the cortex on the right, and 44 percent left-oriented flakes. A left-handed toolmaker would produce the opposite pattern Toth has applied these criteria to the similarly made pebble tools from a number of early sites (before 1.5 million years) at Koobi For a, Kenya, probably made by Homo habilis. At seven sites he

found that 57 percent of the flakes were right-oriented, and 43 percent left, a pattern almost identical to that produced today.

Paragraph 7:

12. What is the author's primary purpose in paragraph 7?

A.To illustrate the importance of studying the brain

B.To demonstrate that human beings are the only mammal to desire fine control of movement

C.To contrast the functions of the two hemispheres of the brain

D.To demonstrate that right-hand preference has existed for a long time

About 90 percent of modern humans are right-handed: we are the only mammal with a preferential use of one hand. The part of the brain responsible for fine control and movement is located in the left cerebral hemisphere, and the findings above suggest that the human brain was already asymmetrical in its structure and function not long after 2 million years ago. Among Neanderthalers of 70,000 – 35,000 years ago, Marcellin Boule noted that the La Chapelle-aux-Saints individual had a left hemisphere slightly bigger than the right, and the same was found for brains of specimens from Neanderthal, Gibraltar, and La Quina.

Paragraph 1:

13. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

The stencils of hands found in these shelters and caves allow us to draw conclusions about which hand was dominant.

Where would the sentence best fit?

14. Several categories of evidence indicate

We all know that many more people today are right-handed than left-handed. Can one trace this same pattern far back in prehistory? ■Much of the evidence about right-hand versus left-hand dominance comes from stencils and prints found in rock shelters in Australia and elsewhere, and in many Ice Age caves in France, Spain, and Tasmania. ■When a left hand has been stenciled, this implies that the

that people have always been predominantly right-handed

Answer Choices

A. Stencils of right-handed figures are characteristic of cave art in France. Spain, and Tasmania.

B.Signs on the skeletal remains of prehistoric figures, including arm-bone size and injury marks, imply that these are the remains of right-handed people.

C. Instruments such as spoons, ropes, and pebble tools show signs that indicate they were used or constructed by right-handed people.

D. The amount of prehistoric art created by right-handed artists indicates that left-handed people were in the minority.

E. Neanderthal skeletons often have longer finger bones in the right hand, which is evidence that the right hand was stronger.

F. Nick Toth, a modem right-handed toolmaker. has shown that prehistoric tools were knapped to fit the right hand.

artist was right-handed, and vice versa. ■Even though the paint was often sprayed on by mouth, one can assume that the dominant hand assisted in the operation. One also has to make the assumption that hands were stenciled palm downward—a left hand stenciled palm upward might of course look as if it were a right hand. ■Of 158 stencils in the French cave of Gargas, 136 have been identified as left, and only 22 as right; right-handedness was therefore heavily predominant.

Transition to Sound in Film

The shift from silent to sound film at the end of the 1920s marks, so far, the most important transformation in motion picture history. Despite all the highly visible technological developments in theatrical and home delivery of the moving image that have occurred over the decades since then, no single innovation has come close to being regarded as a similar kind of watershed. In

Paragraph 1：

1. The word regarded in the passage is closest in meaning to

A. analyzed

B. considered

C. altered

D. criticized

2. According to paragraph 1, which of the following is the most significant development in the history of film?

A. The technological innovation of sound film during the 1920s

B. The development of a technology for translating films into other languages
C. To argue that dams should not be built on the Euphrates River
D. The technological improvements allowing clearer images in films

nearly every language, however the words are phrased, the most basic division in cinema history lies between films that are mute and films that speak.

Paragraph 2:

3. The word paradoxes in the passage is closest in meaning to
A. difficulties
B. accomplishments
C. parallels
D. contradictions

Yet this most fundamental standard of historical periodization conceals a host of paradoxes. Nearly every movie theater, however modest, had a piano or organ to provide musical accompaniment to silent pictures. In many instances, spectators in the era before recorded sound experienced elaborate aural presentations alongside movies' visual images, from the Japanese benshi (narrators) crafting multivoiced dialogue narratives to original musical compositions performed by symphony-size orchestras in Europe and the United States. In Berlin, for the premiere performance outside the Soviet Union of The Battleship Potemkin, film director Sergei Eisenstein worked with Austrian composer Edmund Meisel (1874-1930) on a musical score matching sound to image; the Berlin screenings with live music helped to bring the film its wide international fame.

4. Why does the author mention Japanese benshi and original musical compositions?
A.To suggest that audiences preferred other forms of entertainment to film before the transition to sound inthe1920's
B.To provide examples of some of the first sounds that were recorded for film.
C.To indicate some ways in which sound accompanied film before the innovation of sound films in the late 1920s
D. To show how the use of sound in films changed during different historical periods

5. Paragraph 2 suggests which of the following about Eisenstein's film The Battleship Potemkirf?
A.The film was not accompanied by sound before its Berlin screening.
B.The film was unpopular in the Soviet Union before it was screened in Berlin.
C. Eisenstein's film was the first instance of

collaboration between a director and a composer.
D.Eisenstein believed that the musical score in a film was as important as dialogue.

Paragraph 3：

6. The word overshadowed in the passage is closest in meaning to
A.distracted from
B. explained
C. conducted
D.coordinated with

Beyond that, the triumph of recorded sound has overshadowed the rich diversity of technological and aesthetic experiments with the visual image that were going forward simultaneously in the 1920s. New color processes, larger or differently shaped screen sizes, multiple-screen projections, even television, were among the developments invented or tried out during the period, sometimes with startling success. The high costs of converting to sound and the early limitations of sound technology were among the factors that suppressed innovations or retarded advancement in these other areas. The introduction of new screen formats was put off for a quarter century, and color, though utilized over the next two decades for special productions, also did not become a norm until the 1950s.

7. According to paragraph 3, which of the following is NOT true of the technological and aesthetic experiments of the 1920's?
A. Because the costs of introducing recorded sound were low, it was the only innovation that was put to use inthe1920's.
B. The introduction of recorded sound prevented the development of other technological innovations in the 1920's
C.The new technological and aesthetic developments of the 1920s included the use of color, new screen formats, and television.
D. Many of the innovations developed in the 1920s were not widely introduced until as late as the 1950's.

Paragraph 4：

8. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.

Though it may be difficult to imagine from a later perspective, a strain of critical opinion in the 1920 s predicted that sound film would be a technical novelty that would soon fade from sight, just as had many previous attempts, dating well back before the First

A.It was difficult for some critics in the 1920s to imagine why the idea of sound film had faded from sight well before the First World War.
B.As surprising as it seems today, some critics in the 1920s believed that the new attempts at sound films would fade just as quickly as the attempts made before the First World War.
C.Though some early critics thought that sound film would fade, its popularity during the First World War proved that it was not simply a technical novelty.
D.Although some critics predicted well before the First World War that sound film would be an important technical innovation, it was not attempted until the 1920s.

9. The word neglected in the passage is closest in meaning to
A. failed
B. needed
C. started
D. expected

10. According to paragraph 4, which of the following is true about the technical problems of early sound films?
A. Linking images with recorded sound was a larger obstacle than weak sound amplification or fragile sound recordings
B. Sound films in the 1920s were unable to solve the technical flaws found in sound films before the First World War.
C. Technical inadequacies occurred less frequently in early sound films than critics suggested
D. Critics assumed that it would be impossible to overcome the technical difficulties experienced with earlier sound

World War, to link images with recorded sound. These critics were making a common assumption—that the technological inadequacies of earlier efforts (poor synchronization, weak sound amplification, fragile sound recordings) would invariably occur again. To be sure, their evaluation of the technical flaws in 1920 s sound experiments was not so far off the mark, yet they neglected to take into account important new forces in the motion picture field that, in a sense, would not take no for an answer.

films.

Paragraph 5:

11. In paragraph 5, commercial radio programming is best described as the result of

A. a financially successful development that enabled large telecommunications firms to weaken their competition.

B. the desire of electronics and telecommunications companies to make sound technology profitable.

C.a major development in the broadcasting industry that occurred before the 1920s.

D. The cooperation between telecommunications companies and the motion picture industry

Paragraph 6:

12. According to paragraph 6, which of the following accounts for the delay in the conversion to sound films in Europe?

A.European producers often lacked knowledge about the necessary equipment for the transition to sound films.

B.Smaller European producers were often unable to afford to add sound to their films.

C. It was often difficult to wire older cinemas in the major cities to play sound films.

D. Smaller European producers believed that silent films with music accompaniment were aesthetically superior to sound films.

Paragraph 6:

13. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

When this research resulted in the These forces were the rapidly expanding electronics and telecommunications companies that were developing and linking telephone and wireless technologies in the 1920s. In the United States, they included such firms as American Telephone and Telegraph. General Electric, and Westinghouse They were interested in all forms of sound technology and all potential avenues for commercial exploitation.

Their competition and collaboration were creating the broadcasting industry in the United States, beginning with the introduction of commercial radio programming in the early 1920s. ■With financial assets considerably greater than those in the motion picture industry, and perhaps a wider vision of the relationships among entertainment and communications media, they revitalized research into recording sound for motion pictures. ■In 1929 the United States motion picture industry released more than 300 sound films—a rough figure, since a number were silent films with music tracks, or films prepared in dual versions, to take account of the many cinemas not yet wired for sound. ■At the production level, in the United

development of vastly improved sound techniques, film studios became convinced of the importance of converting to sound.

Where would the sentence best fit?

14. The transition from silent to sound films was the most important development in film history.

Answer Choices

A. Although music and speech had frequently accompanied film presentations before the 1920s, there was a strong desire to add sound to the films themselves.

B. Because of intense interest in developing and introducing sound in film, the general use of other technological innovations being developed in the 1920s was delayed.

C. The rapid progress in sound technology made possible by the involvement of telecommunications companies transformed the motion picture industry.

D. Japanese filmmakers had developed the technology for creating sound films before directors in Europe and the United States began experimenting with sound

E. Before the First World War. Film directors showed little interest in linking images with recorded sound

F. The arrival of sound film technology in the United States forced smaller producers in the motion picture industry out of business.

States the conversion was virtually complete by 1930. ■In Europe it took a little longer, mainly because there were more small producers for whom the costs of sound were prohibitive, and in other parts of the world problems with rights or access to equipment delayed the shift to sound production for a few more years (though cinemas in major cities may have been wired in order to play foreign sound films). The triumph of sound cinema was swift, complete, and enormously popular.

Water in the Desert

Rainfall is not completely absent in desert areas, but it is highly variable. An annual rainfall of four inches is often used to

Paragraph 1:

1. Which of the following statements about annual rainfall can be inferred from paragraph 1?

A. Flat desert areas receive more annual rainfall than desert areas with mountains
B. Areas that receive more than four inches of rain per year are not considered deserts.
C. Many areas receive less than four inches of annual rainfall, but only a few are deserts
D. Annual rainfall has no impact on the groundwater resources of desert areas.

Paragraph 2:

2. The word drastically in the passage is closest in meaning to
A. obviously
B. unfortunately
C. rapidly
D. severely

3. In paragraph 2. Why does the author mention the Ataturk and other dams in Turkey?
A.To contrast the Euphrates River with other exogenous rivers
B.To illustrate the technological advances in dam building
C.To argue that dams should not be built on the Euphrates River
D.To support the idea that international river-basin agreements are needed

4. According to paragraph 2. Which of the following is true of the Nile River?
A.The Nile's flow in its desert sections is at its lowest during the dry season
B.The Nile's sources are located in one of the most arid zones of the world
C.The Nile's annual floods bring fertile silts and water to its lower valley
D.The Nile's periodic flooding hinders the

define the limits of a desert. The impact of rainfall upon the surface water and groundwater resources of the desert is greatly influenced by landforms. Flats and depressions where water can collect are common features, but they make up only a small part of the landscape.

Arid lands, surprisingly, contain some of the world's largest river systems, such as the Murray-Darling in Australia, the Rio Grande in North America, the Indus in Asia, and the Nile in Africa. These rivers and river systems are known as "exogenous" because their sources lie outside the arid zone. They are vital for sustaining life in some of the driest parts of the world. For centuries, the annual floods of the Nile. Tigris, and Euphrates, for example, has brought fertile silts and water to the inhabitants of their lower valleys. Today, river discharges are increasingly controlled by human intervention, creating a need for international river-basin agreements. The filling of the Ataturk and other dams in Turkey has drastically reduced flows in the Euphrates, with potentially serious consequences for Syria and Iraq.

The flow of exogenous rivers varies with the season. The desert sections of long rivers respond several months after rain has fallen outside the desert, so that peak flows

growth of some crops

may be in the dry season. This is useful for irrigation, but the high temperatures, low humidity, and different day lengths of the dry season, compared to the normal growing season, can present difficulties with some crops.

Regularly flowing rivers and streams that originate within arid lands are known as "endogenous." These are generally fed by groundwater springs, and many issue from limestone massifs, such as the Atlas Mountains in Morocco. Basaltic rocks also support springs, notably at the Jabal Al-Arab on the Jordan-Syria border. ■Endogenous Rivers often do not reach the sea but drain into inland basins, where the water evaporates or is lost in the ground. ■Most desert streambeds are normally dry, but they occasionally receive large flows of water and sediment.■

Deserts contain large amounts of groundwater when compared to the amounts they hold in surface stores such as lakes and rivers. ■But only a small fraction of groundwater enters the hydrological cycle-feeding the flows of streams, maintaining lake levels, and being recharged (or refilled) through surface flows and rainwater. In recent years, groundwater has become an increasingly important source of freshwater for desert dwellers. The

Paragraph 5:

5. The word dwellers in the passage is closest in meaning to

A. settlements

B. farmers

C.tribes

D. inhabitants

6. Paragraph 5 supports all of the following statements about the groundwater In deserts EXCEPT:

A.The groundwater is consistently found just below the surface
B. A small part of the groundwater helps maintain lake levels
C. Most of the groundwater is not recharged through surface water
D. The groundwater is increasingly used as a source of freshwater

United Nations Environment Program me and the World Bank have funded attempts to survey the groundwater resources of arid lands and to develop appropriate extraction techniques. Such programs are much needed because in many arid lands there is only a vague idea of the extent of groundwater resources. It is known, however, that the distribution of groundwater is uneven, and that much of it lies at great depths.

Paragraph 6:

7. The word fractures in the passage is closest in meaning to
A. streams
B. cracks
C. storms
D. earthquakes

8. According to paragraph 6. Which of the following statements about aquifers in deserts is true?
A.Water from limestone and sandstone aquifers is generally better to drink than water from sand and gravel aquifers
B.Sand and gravel aquifers tend to contain less groundwater than limestone or sandstone aquifers
C. Groundwater in deep aquifers is more likely to be recharged than groundwater in shallow aquifers
D. Sedimentary rocks, because they are porous, are not capable of storing large amounts of groundwater

Groundwater is stored in the pore spaces and joints of rocks and unconsolidated (unsolidified) sediments or in the openings widened through fractures and weathering. The water-saturated rock or sediment is known as an "aquifer". Because they are porous, sedimentary rocks, such as sandstones and conglomerates, are important potential sources of groundwater. Large quantities of water may also be stored in lime stones when joints and cracks have been enlarged to form cavities. Most limestone and sandstone aquifers are deep and extensive but may contain ground waters that are not being recharged. Most shallow aquifers in sand and gravel deposits produce lower yields, but they can be rapidly recharged. Some deep aquifers are known as "fossil waters. The term "fossil" describes water that has been present for several thousand years. These aquifers became saturated

9. According to paragraph 6. the aquifers called fossil" waters
A. contain fossils that are thousands of years old
B. took more than 10.000 years to become saturated with water
C. have not gained or lost any water for thousands of years
D. have been collecting water for the past 10,000 years

more than 10,000 years ago and are no longer being recharged.

Paragraph 7:

Water does not remain immobile in an aquifer but can seep out at springs or leak into other aquifers. The rate of movement may be very slow: in the Indus plain, the movement of saline (salty) ground waters has still not reached equilibrium after 70 years of being tapped. The mineral content of groundwater normally increases with the depth, but even quite shallow aquifers can be highly saline.

10. The word immobile in the passage is closest in meaning to
A. enclosed
B. permanent
C. motionless
D. intact

11. The passage supports which of the following statements about water in the desert?
A. The most visible forms of water are not the most widespread forms of water in the desert.
B. Groundwater in the desert cannot become a source of drinking water but can be used for irrigation.
C. Most of the water in the desert is contained in shallow aquifers that are being rapidly recharged.
D. Desert areas that lack endogenous or exogenous rivers and streams cannot support life.

Paragraph 4:

Regularly flowing rivers and streams that originate within arid lands are known as "endogenous." These are generally fed by groundwater springs, and many issue from limestone massifs, such as the Atlas Mountains in Morocco.

Paragraph 5:

12. Look at the four squares [■] that indicate where the following sentence

could be added to the passage

These sudden floods provide important water supplies but can also be highly destructive.

Where would the sentence best fit?

13. Endogenous Rivers

●

●

Exogenous Rivers

●

●

Answer Choices

A. Their water generally comes from groundwater springs.

B.Their water is saltier than the water of most other rivers.

C.They include some of the world's largest rivers.

D.They originate outside the desert.

E.They often drain into inland basins and do not reach the sea.

F.They contain too much silt to be useful for irrigation

G.Their water flow generally varies with the season of the year.

Basaltic rocks also support springs, notably at the Jabal Al-Arab on the Jordan-Syria border. ■Endogenous Rivers often do not reach the sea but drain into inland basins, where the water evaporates or is lost in the ground. ■Most desert streambeds are normally dry, but they occasionally receive large flows of water and sediment.■

Deserts contain large amounts of groundwater when compared to the amounts they hold in surface stores such as lakes and rivers. ■But only a small fraction of groundwater enters the hydrological cycle-feeding the flows of streams, maintaining lake levels, and being recharged (or refilled) through surface flows and rainwater. In recent years, groundwater has become an increasingly important source of freshwater for desert dwellers. The United Nations Environment Program me and the World Bank have funded attempts to survey the groundwater resources of arid lands and to develop appropriate extraction techniques. Such programs are much needed because in many arid lands there is only a vague idea of the extent of groundwater resources. It is known, however, that the distribution of groundwater is uneven, and that much of it lies at great depths.

LISTENING

1. Why does the professor ask the man to come to her office?
A. To check on the man's progress on a paper he is writing
B. To show the man techniques for organizing his time
C. To encourage the man to revise a paper he wrote
D. To clarify her comments on a paper the man wrote

2. Why does the man hesitate before agreeing to the professor's request?
A. He is not sure his effort would be successful.
B. He feels overwhelmed by all his schoolwork
C. He is unclear about what the professor wants his to do.
D. He does not like to work on more than one assignment at a time.

3. What is the professor's main criticism of the man's paper?
A. It included unnecessary information.
B. It did not include enough examples to illustrate the main point.
C. The main point was expressed too abstractly.
D. The paper ignored a key historical fact.

4. Why does the professor suggest that the student change the introduction of his paper?
A. To make it less repetitive
B. To more clearly state the man's point of view.
C. To correct spelling and grammar mistakes.
D. To reflect changes made elsewhere in the paper.

5. What does the professor mean when she says this
A. She understands the student's problem.
B. She wants the student to explain his comment.
C. She did not hear what the student said.
D. She does not accept the student's excuse.

6. What does the professor mainly discuss?
A. How genes control human development.
B. Why various types of human cells divide at different rates.

C. How human chromosomes differ from one another.
D. Why most human cells cannot keep dividing successfully.

7. The professor discusses research about the percentage of a chromosome's DNA that contains genetic information. How did she feel about this research?
A. She doubted its accuracy.
B. She was surprised by its conclusion.
C. She was concerned about its implications.
D. She thought it was unnecessary.

8. What does the professor say about the DNA in a telomere?
A. It causes a cell to begin dividing.
B. It separates one gene from another.
C. It is genetically meaningless.
D. It has no function.

9. Why does the professor mention shoelaces?
A. To point out that chromosomes are arranged in pairs.
B. To describe the coiled shape of a chromosome.
C. To illustrate how chromosomes are protected from damage.
D. To explain how chromosomes are joined before dividing.

10. What does the professor imply about the length of the telomeres on a cell's chromosomes?
A. Longer telomeres allow the cell to divide more times.
B. Longer telomeres contain more genetic information.
C. Shorter telomeres are wound into tighter coils.
D. Shorter telomeres are less likely to break.

11. According to the professor, how is the chemical telomerase related to the telomere?
A. It resembles the telomere in structure.
B. It helps repair broken telomeres.
C. It is produced at the end of telomere.
D. It prevents telomeres from becoming too long.

12. What is the lecture mainly about?
A. Two competing theories of business management.
B. Tools that business managers can use to improve the efficiency of their employees.
C. A method for business to learn about the needs of their customers.
D. A way that business managers can better relate to their employees.

13. According to the discussion, what is a potential drawback of MBWA?
A. MBWA provides information about the opinions of a small number of people.
B. MBWA can provide conflicting information.
C. Customers are often reluctant to share their opinion.
D. Customers may be annoyed about being observed while they shop.

14. What does the professor say about the relationship between MBWA and market research?
A. MBWA is a refined version of a market research technique.
B. Market research information is more valuable than information from MBWA.
C. Information provided by MBWA complements information collected from market research.
D. Business managers should replace market research with MBWA.

15. Why does the professor mention Dalton's soup and Elkin jeans?
A. To illustrate that the success of MBWA often depends on the product involved.
B. To give examples of two companies that were resistant to trying MBWA.
C. To contrast a successful use of MBWA with an unsuccessful use.
D. To give examples of how the technique of MBWA is used in practice.

16. Why does the professor discuss the mayor of Baltimore?
A. To explain the origins of the method of MBWA.
B. To demonstrate that MBWA can be useful outside the business world.
C. To provide an example of MBWA can sometimes fail.
D. To give an example where market research and MBWA provide similar types of information.

17. What does the professor imply when she says this
A. It is surprising that Dalton's tried to use MBWA
B. It is surprising that MBWA was successful for Dalton's.
C. She does not have a high opinion of the quality of Dalton's soups.
D. Dalton's positive experience with MBWA led many other companies to try MBWA.

18. What is the student's problem?
A. He missed the tuition due date.
B. He has not been paid.
C. His bank lost his paycheck.
D. His tuition payment got lost.

19. What happened at the payroll department?
A. A new computer system was installed.
B. Information was entered into the computer system correctly.
C. Some employee information got lost.
D. Paychecks were distributed for the wrong amount.

20. What does the woman imply about the people who work in the payroll office?
A. They did not realize that they had a problem.
B. They are rather disorganized.
C. They had tried to contact the man several times.
D. They prefer to process checks manually.

21. What will the student probably need to do to get paid?
A. Talk to the person who hired him.
B. Go to the payroll department.
C. Call the director of the payroll department.
D. Resubmit the payroll paperwork.

22. How does the student's attitude change during the conversation?
A. From annoyed to appreciative.
B. From frustrated to excited.
C. From surprised to frustrated.
D. From appreciative to surprised.

23. What is the lecture mainly about? Click on 2 answers
A. Some changes that took place in the early years of opera.
B. Difference between opera and other forms of music.

C. Italy's musical influence throughout Europe.
D. Reasons that early French and Italian opera did not survive.

24. According to the professor, what happened after the Italian language replaced Latin in Italian opera?
A. Operas became much longer.
B. Operas begin to express secular ideas.
C. Music in opera became more complex.
D. Opera was used to teach technology to the general public.

25. Why does the professor mention ancient Greek theater?
A. To give an example of a culture that adopted opera from the Italians.
B. To describe the type of setting in which opera was typically performed.
C. To point out a precursor of opera.
D. To explain how opera was introduced into French society.

26. What does the professor say about music in French opera?
A. It resembled sacred church music.
B. It often inspired French novelists to write great piece of literature.
C. It revolved mainly around solo pieces.
D. It was secondary to the rhythmic flow of language.

27. What does the professor say this
A. To show difference between English and Italian opera.
B. To give one instance in the evolution of opera.
C. To discuss the popularity of opera in England at the time.
D. To point out that English and Italian opera companies often worked together.

28. What does the professor imply when he says this
A. He agrees with Chapman about opera and society.
B. He thinks Chapman's approach to opera is confusing.
C. He is concerned that Chapman's ideas are often misunderstood.
D. He thinks Chapman's questions are difficult to answer.

29. What is the lecture mainly about?
A. An efficient solution to the problem of storing solar energy.
B. Energy policies in the twentieth century.
C. Reasons that solar energy is not more widely used.
D. The superiority of solar energy to oil and natural gas.

30. What are the two main problems solar power presents as an energy source? Click on two answers
A. It is a potentially dangerous source.
B. It is difficult to concentrate.
C. It is scientifically unsound.
D. It needs to be stored.

31. According to the professor, what led to the popularity of solar energy in the 1970's?
A. New solar energy technologies.
B. Advertising campaigns by solar energy companies.
C. An increase in the price of oil and natural gas.
D. The depletion of Earth's reserves of oil and natural gas.

32. What is the difference between passive and active heating systems?
A. Passive systems are less reliable.
B. Passive systems are difficult to install.
C. Passive systems can be used at any location.
D. Passive systems work without mechanical support.

33. What is the professor's opinion about the future of Kramer Junction power plant?
A. He is uncertain about the future of the Kramer Junction plant.
B. He believes the Kramer Junction plant will become a major source of power.
C. He is certain the Kramer Junction plant will not be able to increase its capacity.
D. He thinks the Kramer Junction plant will have many competitors.

34. What does the professor mean when he says that
A. He thinks the student should know the answer.
B. He thinks the student has raised an important issue.
C. He wants the student to repeat his question.
D. He will answer the question later in the lecture.

SPEAKING

1.What is the most efficient type of transportation in your country? Explain why you think it is efficient. Include specific reasons and examples. 【物品】

2.Some people believe it's essential for a person's education to learn to play a musical instrument. Others don't believe music education is important. Which view do you agree with? Explain why. 【prefer】

3.College Radio Station to Undergo Major Changes

The university is considering making major changes to the college radio station. Changes would include an expansion of the station's broadcasting range, which would allow the radio's programming to reach nearby towns. One goal of the plan is to attract more students to apply to its communications program. Another goal is provide the university with an extra source of revenue. University officials expect the enhanced radio station to significantly increase the number of listeners, which will in turn encourage businesses to place commercials on the radio.

The woman supports the proposal described in the article. Explain why she thinks it will achieve the university's goals.

4.Subliminal Perception

Humans are constantly perceiving visual and auditory stimuli. Sometimes our perception of these stimuli occurs consciously: we are aware of a stimulus and know what we are perceiving it. But our perception of a stimulus can also occur without our awareness: an image might appear and disappear before our eyes too quickly for us to notice what we saw it, or a sound might be too faint for us to realize that we heard it. This phenomenon---the perception of a stimulus just below the threshold of conscious awareness---is called subliminal perception. Experiments have shown that subliminally perceived stimuli can influence people's thoughts and attitudes.

Describe what subliminal perception is and explain how the experiment discussed by the professor illustrates this phenomenon.

5.The speakers discuss two possible solutions to the woman's problem. Briefly summarize the problem. Then state which solution you would recommend and explain the reasons for your recommendation.

6.Using the points and examples from the lecture, explain how substitute goods and complement goods influence demand for a particular product.

WRITING

TASK 1

Jane Austen (1775-1817) is one of the most famous of all English novelists, and today her novels are more popular than ever, with several recently adapted as Hollywood movies. But we do not have many records of what she looked like. For a long time, the only accepted image of Austen was an amateur sketch of an adult Austen made by her sister Cassandra. However recently a professionally painted, full-length portrait of a teenage girl owned by a member of the Austen family has come up for sale. Although the professional painting is not titled Jane Austen, there are good reasons to believe she is the subject.

First, in 1882, several decades after Austen's death, Austen's family gave permission to use the portrait as an illustration in an edition of her letters. Austen's family clearly recognized it as a portrait of the author. So, for over a century now, the Austen family itself has endorsed the claim that the girl in the portrait is Jane Austen.

Second, the face in the portrait clearly resembles the one in Cassandra's sketch, which we know depicts Austen. Though somewhat amateurish, the sketch communicates definite details about Austen's face. Even though the Cassandra sketch is of an adult Jane Austen, the features are still similar to those of the teenage girl in the painting. The eyebrows, nose, mouth, and overall shape of the face are very much like those in the full-length portrait.

Third, although the painting is unsigned and undated, there is evidence that it was painted when Austen was a teenager. The style links it to Ozias Humphrey, a society portrait painter who was the kind of professional the wealthy Austen family would hire. Humphrey was active in the late 1780s and early 1790s, exactly the period when Jane Austen was the age of the girl in the painting.

Summarize the points made in the lecture, being sure to explain how they support/contradict specific points made in the reading passage.

TASK 2

It is better to have broad knowledge of many academic subjects than to specialize in one specific subject.