



# NEW PRE-TOEFL LISTENING PAMPHLET

Dr. Borzabadi's Language Learning Center

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## *Chapter 1 Main Idea Questions*

### **Necessary Skills**

- Understanding the overall topic or basic idea of a lecture or conversation
- Understanding the speaker's general purpose in giving a lecture or having a conversation
- Inferring the speaker's purpose or main idea when it is not directly stated

### **Example Questions**

- What is the main topic of the lecture?
- What is the main topic of the conversation?
- What are the speakers mainly discussing?
- What aspect of \_\_\_\_\_ does the professor mainly discuss?
- What aspect of the problem does the \_\_\_\_\_ help with?
- What features of each type of \_\_\_\_\_ does the professor focus on?
- What is the woman's main concern about \_\_\_\_\_?
- What concerns does the student have about \_\_\_\_\_?
- Why did the professor mention \_\_\_\_\_?
- What is the student's motivation for \_\_\_\_\_?

### **Strategies**

- Pay attention to expressions that indicate the topic:
  - Today's talk is on.
  - Today we're going to talk about..
  - Now we are going to discuss.
- In a conversation, listen for cues that will indicate a speaker's main purpose.
  - How can I help?
  - What do you need?
  - Can you help me with...
- Listen for key words that are emphasized or repeated.
- Keep in mind that two or more major ideas together may define the overall topic.

## 01. Astronomy

Listen to a lecture in an astronomy class. **Track 73**

### Key Vocabulary

**Body:** a large object in space, such as a planet or a star

**Perceivable:** easily seen

**Routine:** normal; usual

**Collide:** to hit another person or object forcefully

**Analogous:** similar

### 1. What is the main topic of the lecture?

- (A) A comparison of the atmospheric content of two planets
- (B) A comparison of how two celestial bodies formed
- (C) A comparison of the surfaces of a planet and the moon
- (D) A comparison of the causes of craters on two planets

### 2. What aspect of the moon's surface does the professor mainly discuss?

- (A) How it affects the moon's atmosphere
  - (B) Two of the most visible physical features
  - (C) The raised cliffs and how they were formed
  - (D) The flat areas caused impacts by meteorite
- 

## 02: History

Listen to a lecture in a history class. **Track 74**

### Key Vocabulary

**Advent:** beginning

**Hygiene:** the practice of keeping in order to preserve health

**Fit:** in good physical health

**Frequent:** to visit a place often

**Admission:** a fee paid to enter a place

### 1. What is the main topic of the lecture?

- (A) Comparing private baths to state-owned baths
- (B) How Roman politics inspired public baths
- (C) Negative effects of public baths on hygiene
- (D) The role of ancient Roman bathhouses

### 2. What aspect of public baths does the professor mainly discuss?

- (A) Their role in increasing health and socialization.
- (B) Their effects on the elite citizens within Rome
- (C) Changes made to baths as they became state-owned
- (D) The reasons why public baths were inexpensive

### 03: Office Hours

Listen to a conversation between a student and a professor. **Track 75**

#### Key Vocabulary

**Independent study:** a school project that is done outside of the classroom for credit.

**Feasible:** able to be accomplished

**Artifact:** an object made by a human being that has archaeological or cultural interest

**Keep track of:** to remain aware of something fall behind: to slow in progress

#### 1. What is the main topic of the conversation?

- (A) How to get credit for creating a computer program
- (B) Why the student needs the professor to sponsor her project
- (C) Going on a trip for the professor's archaeology class
- (D) Changing the student's major to computer science

#### 2. Why does the student visit the professor?

- (A) To get advice concerning her archaeology class
  - (B) To ask if she can get credit for a computer project
  - (C) To express her concern over the professor's lecture
  - (D) To ask him to explain the independent study program
- 

### 04: Service Encounter

Listen to a conversation between a student and a university employee. **Track 76**

#### Key vocabulary

**RA:** (resident advisor) a trained student in charge of supervising a dormitory

**Run off:** to leave quickly

**Midterm:** an examination usually given in the middle of a semester

**Track down:** to find

**Custodial:** pertaining to cleaning and maintenance

#### 1. What is the main topic of the conversation?

- (A) Finding a desk worker with a key
- (B) Getting into a locked dorm room
- (C) Arriving at a midterm on-time
- (D) Retrieving ID out of a locked room

#### 2. What aspect of the student's problem does the desk employee help with?

- (A) Opening the dorm room with a key
  - (B) Calling an IRA to help the student
  - (C) Helping the student retrieve his ID card
  - (D) Suggesting whom the student should look for
-

**05: Business**

Listen to a lecture in a business class. **Track 77**

**Key vocabulary**

**Vast:** very large

**Exposure:** public attention target: being the goal of something

**Strict:** keeping within specific limits without exception

**Take note:** to pay attention

**1. What is the main topic of the lecture?**

- (A) How to successfully advertise outdoors
- (B) The pros and cons of outdoor advertising
- (C) The disadvantages of creative advertising
- (D) Comparing indoor and outdoor advertising

**2. What aspect of outdoor advertising does the professor mainly discuss?**

- (A) How it can increase interest and cost
  - (B) Whether it is appropriate outdoors
  - (C) Why advertisers choose to use it
  - (D) How it is not possible on television
- 

**06: Film Studies**

Listen to a discussion in a film studies class. **Track 78**

**Key Vocabulary**

**Fluid:** smooth

**Static:** unchanging, unmoving

**Housing:** a frame or structure that protects part of a machine

**Jerky:** lacking steadiness

**Sophisticated:** complex; advanced

**1. What is the main topic of the lecture?**

- (A) The process of creating a moving picture
- (B) Information for an animation project
- (C) A description of early animation devices
- (D) The history of film animation techniques

**2. What aspect of animation does the professor mainly discuss?**

- (A) How each design was based on a wheel
  - (B) How mirrors- were used in each design
  - (C) How many frames each device could display
  - (D) How each design improved upon the last
-

## 07: Office Hours

Listen to a conversation between a student and a professor. **Track 79**

### Key Vocabulary

**Proposal:** a written statement describing a plan

**Engaged:** attentive; interested

**Allude:** to refer to indirectly

**Do (something) justice:** to represent accurately and fairly

**Pull off:** to do something successfully

### 1. What is the conversation mainly about?

- (A) The student's concern over his class performance
- (B) Whether or not his last test has been graded yet
- (C) How to research for an upcoming class presentation
- (D) Whether or not two sources can be used in a paper

### 2. What is the student's main concern about the video?

- (A) It is too difficult to describe in writing.
  - (B) It does not show the dances cultural importance.
  - (C) It will not enhance his presentation.
  - (D) It is not appropriate to discuss in a paper
- 

## 08 Service Encounter

Listen to a conversation between a student and a university employee. Fill in the diagram with the information that you hear **Track 80**

### Key Vocabulary

**After hours:** after the usual closing time

**Meticulous:** complete with attention to detail

**Lost and found:** a place for the storage of lost items

**Rounds:** a series of visits to specific places in order to perform duties

**Radio:** to contact using a transmitter

### 1. What is the main topic of the conversation?

- (A) The student needs to study in the library.
- (B) The student has been locked in the library.
- (C) The student's backpack is locked in the library.
- (D) The student has lost his backpack on campus.

### 2. Why does the student initially go to the campus security office?

- (A) To ask if he can study in the library
  - (B) To see if his backpack was found
  - (C) To gain access to a campus building
  - (D) To check if the library is still open
-

## Chapter 2 Detail Questions

### Necessary Skills

- Taking note at major points and important details of a lecture or conversation
- Listening for signal expressions that identify details, such as the following: *for example*, *the reason is*, *on the other hand*, *I would say*
- Eliminating incorrect answer choices
- Identifying a statement that is not mentioned

### Example Questions

- According to the lecture, what is \_\_\_\_\_?
- Which of the following is true, according to the lecture?
- What does the speaker say about \_\_\_\_\_?
- What connection does the speaker make between \_\_\_\_\_ and \_\_\_\_\_?
- What does the professor suggest the student do?
- Which of the following is true of \_\_\_\_\_?
- What advice does the professor give to the student about \_\_\_\_\_?
- According to the discussion, how did \_\_\_\_\_?
- According to the speaker, why do \_\_\_\_\_?
- According to the conversation, why must the student \_\_\_\_\_?
- According to the speaker, who were \_\_\_\_\_?
- According to the lecture, what kinds of \_\_\_\_\_? Choose 2 answers.

### Strategies

- Since answers to questions are generally found in order in the passage, it is helpful to take notes in the order of what you hear.
- Detail questions do not require inference. Choose what speakers actually say.
- In a lecture, detail questions are about information related to the following: new facts descriptions, definitions of terms/concepts/ideas, reasons, results, and examples.
- Incorrect choices may repeat some of the speakers' words but do not reflect correct information from the lecture or conversation.



**01: Biology**Listen to a lecture in a history class. **Track 83****Key Vocabulary****Rural:** relating to parts of a country that are not near cities or populated areas**Migrate:** to travel to another place**Arduous:** very difficult and involving lots of work**Representation:** a sign; a symbol**Documentary:** a movie, program, or photography dealing with real people and events**1. According to the professor, how were photographs taken during the Great Depression different from earlier photographs?**

- (A) They focused more on people as subjects.
- (B) They portrayed the real struggles and emotions of their subjects.
- (C) They were taken with people facing the camera.
- (D) They were the first photographs documenting American history.

**2. Why did the government program hire photographers?**

- (A) To take photos specifically of farmers
- (B) To record a historical event
- (C) To introduce a new type of photography.
- (D) To document conditions around the country

**3. According to the professor, who is Dorothea Lange?**

- (A) A photographer
  - (B) A farmer's wife
  - (C) The mother of a migrant worker
  - (D) The subject of a photograph
- 

**02: Business**Listen to a lecture in a business class. **Track 84****Key Vocabulary****Conflict:** a state of disagreement between people or groups**Suppress:** to hold back or stifle a situation**Component:** a part or feature of something**Hinder:** to obstruct or delay the process of something**Alternative:** another possibility**1. According to Taylor, how does the proper use of scientific management affect conflict?**

- (A) It removes conflict from the workplace.
- (B) It helps managers to measure conflict.
- (C) It contributes to more conflict in the workplace.
- (D) It solves organizational disputes between workers.

**2. What did interactionists like Robbins think about organizational conflict?**

- (A) Organizational conflict is always beneficial to employees.
- (B) Employers should manage conflict to achieve maximum productivity.
- (C) Conflict is necessary in order to maximize productivity.
- (D) Managers should eliminate conflict to increase workplace productivity.

**3. According to Robbins's theory, what can be a positive result of conflict? Choose 2 answers.**

- (A) Business expansion
  - (B) Employee satisfaction
  - (C) Project Analysis
  - (D) Idea generation
- 

**03 Office Hours**

Listen to a conversation between a student and a professor. **Track 85**

**Key Vocabulary**

**Genre:** a crass or style in film, writing, or art, which can be identified by certain characteristics

**Stress:** to emphasize

**Imagery:** mental pictures or the products of imagination

**Description:** a statement about what someone or something is like

**Flattered:** feeling pleased at someone's attentions

**1. What is a problem that creative writers have, according to the student?**

- (A) They have difficulty putting the description of the world into words.
- (B) They cannot use the five senses in their writing.
- (C) They use too much description in their works.
- (D) They have difficulty getting approval for the course.

**2. Why hasn't the professor been able to teach a nature-writing class?**

- (A) There has not been enough demand for it.
- (B) Most people do not consider nature-writing a genre.
- (C) The head of the department would not approve it.
- (D) There are not enough people to sign up for one.

**3. What does the professor suggest the student do to have the class offered?**

- (A) Encourage students to develop a course
  - (B) Provide the department head with the names of thirty students
  - (C) Persuade thirty students to send letters to the department head
  - (D) Complain to the department head about the creative writing classes
-

## 04 Service Encounter

Listen to a Conversation between a student and a university employee. **Track 86**

### Key Vocabulary

**Hectic:** very busy

**Downgrade:** to bring to a lower status

**Arrange:** to make preparations for

**Manage:** to do or accomplish

**Dilemma:** a problem

### 1. Which of the following is true of the student's initial meal plan?

- (A) It is a seven-meal plan.
- (B) It is a ten-meal plan.
- (C) It is a fourteen-meal plan.
- (D) It is a twenty-meal plan.

### 2. Why does the student want to change his meal plan?

- (A) He has been wasting a lot of potential meals.
- (B) He does not understand his meal plan.
- (C) He wants to have more meals each week.
- (D) He does not want to have a meal plan.

### 3. According to the discussion, what are "Meal Points?"

- (A) Discounts at off-campus restaurants
  - (B) Points to win free meals and snacks
  - (C) A way to purchase meals and snacks
  - (D) A method of buying supermarket items
- 

## 05 Astronomy

Listen to a discussion in an astronomy class. **Track 87**

### Key Vocabulary

**Interior:** the inside part of something

**Dense:** thick; closely packed together

**Dissolve:** to mix or dissipate into a liquid

**Catalyst:** a thing or a person that causes something to happen

**Photosynthesis:** the process in which plants use energy from the sun to make their own food

### 1. According to the professor; what caused hydrogen and helium to escape from Earth's atmosphere?

- (A) Evolution of plants
- (B) Wind from the sun
- (C) Heat from the planet
- (D) Outgassing

**2. After the process of outgassing which gases made up most of Earth's atmosphere?**

**Choose 2 answers.**

- (A) Oxygen
- (B) Carbon dioxide
- (C) Water vapor
- (D) Hydrogen

**3. What does the professor say caused life to form?**

- (A) The introduction of oxygen to the atmosphere
  - (B) The formation of liquid water on the planet
  - (C) The cooling of the Earth
  - (D) The process of photosynthesis
- 

## **06: Zoology**

**Listen to a discussion in a zoology class. Track 88**

### **Key Vocabulary**

**Dominant:** more important or powerful than others

**Solitary:** spending a lot of time alone

**Overthrow:** to force leader out of the position of power

**Exception:** a person or thing that is different from others

**Hierarchy:** a system for organizing individuals in a vertical group or organization

**1. According to the professor in which aspect do chimps and gorillas differ most?**

- (A) Physical traits of the dominant male
- (B) Group organization
- (C) Intelligence
- (D) DNA patterns

**2. What is a similarity that chimps and gorillas share?**

- (A) Large group sizes
- (B) Subgroups
- (C) Brute strength
- (D) Male dominance

**3. What does the professor say that Mike used to gain dominance of the group?**

- (A) His intelligence
  - (B) His fists
  - (C) His large size
  - (D) Kerosene lamps
-

## 07: Office Hours

Listen to a conversation between a student and a professor. **Track 89**

### Key Vocabulary

**Barely:** scarcely or almost not

**Specify:** to explain something in a detailed way

**Key:** very important

**Conciseness:** using only a few words in a way that is easy to understand

**Rely:** to be dependent on someone or something

### 1. What is the student's problem?

- (A) She has been doing poorly on tests.
- (B) She thinks the tests are too hard.
- (C) She did not use her notes to study.
- (D) She did not read the proper material.

### 2. What advice does the professor give to the student about studying for tests?

- (A) Rely mostly on her study guides
- (B) Rely mostly on her notes
- (C) Rely mostly on the reading
- (D) Rely mostly on the lectures

### 3. What does the professor say about study guides?

- (A) The student should fill them out more thoroughly.
  - (B) They do not reflect test material.
  - (C) The student's study guide is properly filled out.
  - (D) Study guides are only outlines.
- 

## 08: Service Encounter

Listen to a conversation between a student and a university employee **Track 90**

### Key Vocabulary

**Yank:** to pull someone or something suddenly and sharply

**Equipment:** the tools or machines needed for a specific activity

**Resistance:** a force that slows a moving object

**Insert:** to put something into something else

**Valuable:** worth a lot of money

### 1. What is the student's problem initially?

- (A) She suspects a pin fell out of a machine.
- (B) She believes the cost to repair the machine is too high.
- (C) She thinks she broke a cable in the machine.
- (D) She feels the machine needs routine maintenance.

### 2. What is required of students who break gym equipment? Choose 2 answers.

- (A) Pay for repairs
- (B) Buy a new machine

- (C) Pay a fee.
- (D) Fill out a form

**3. What is the cause of the problem with the machine?**

- (A) The steel cord on the machine snapped.
  - (B) The pin holding the weights together fell out.
  - (C) The machine will not lift the weights.
  - (D) The student yanked the bar too hard.
- 

## Mini Test 1

### 01: Sociology

Listen to a lecture in a sociology class. **Track 93**

#### Key Vocabulary

**Reveal:** to show

**Consumption:** the amount that someone eats or drinks

**Disposal:** the act of throwing away

**Coin:** to suggest or make up (as in the use of a new word)

**Legitimate:** real; accepted

**Decipher:** to interpret; to make sense of

**Discard:** to throw away

**Divulge:** to tell; to bring to light

**Decompose:** to rot; to decay

**Boggle:** to amaze; to astound

**Predicament:** a difficult situation

**1. What is the lecture mainly about?**

- (A) A field of study that examines people's trash
- (B) How studying trash can teach about ancient cultures
- (C) Why some people are interested in studying trash
- (D) The reasons why trash should be properly disposed

**2. What aspect of garbology did the professor mainly discuss?**

- (A) Why studying trash is sometimes the only option
- (B) The types of trash left by different social classes
- (C) What scientists can learn by studying trash
- (D) The facts that garbage reveals about a culture

**3. According to the professor, how is garbology like an archeological dig?**

- (A) It is based on examining fossilized remains.
- (B) Archeologists sometimes only have trash to study.
- (C) It uses the remains from a culture to learn about it.
- (D) They both search and study the same items.

**4. How did garbology originate?**

- (A) It was created at the University of Arizona.

- (B) A.J. Weberman dug through a celebrity's trash.
- (C) Archeologists needed a system for deciphering garbage.
- (D) Fans wanted to learn more about a famous singer.

**5. According to the passage, why were few soup cans found in trash cans of the rich?**

- (A) Rich people do not have a great need for prepackaged food.
- (B) The rich eat less soup than the poor or the middle class,
- (C) Cooks for the rich prefer to make other types of food than soup.
- (D) Rich people typically eat in restaurants and not at home.

**6. According to the passage, which of the following is true of newspapers?**

- (A) They decay more quickly than plastics
- (B) They first appeared in landfills in the 1950s.
- (C) They comprise fifteen percent of landfill items,
- (D) They are now prohibited in some landfills.

## 02 Psychology

Listen to a lecture in a psychology class. **Track 94**

### Key Vocabulary

**Perceive:** to see; to understand

**Foundation:** a basis Interpretation: a logical understanding

**Notion:** an idea: a way of thinking

**Clarify:** to make clear

**Distinction:** a difference

**Embody:** to represent to be a symbol or expression of an idea or quality

**Innate:** existing from birth

**7. What are the speakers mainly discussing?**

- (A) A theory of interpersonal communication
- (B) The formation of personal theories
- (C) Harré's theory of language acquisition
- (D) The role of the community in the sense of person

**8. What aspect of understanding human experiences does the class discuss?**

- (A) How people can change their opinions of the world
- (B) Why people create incorrect opinions of the world
- (C) The factors involved in the creation of the self
- (D) The various roles that people have to play in organizations

**9. What are personal theories?**

- (A) Ways of understanding the public self
- (B) Systems that help people classify their experiences
- (C) Theories about the origin of society
- (D) Models for classifying different people

**10. Which of the following statements is true according to Harré's theory?**

- (A) People help form the way others view them.
- (B) The self can never be aware of the person.
- (C) People can understand themselves by studying others.
- (D) The notion of the person develops before the idea of the self.

**11. Which of the following has to do with a person's private sense of self?**

- (A) Notion of community
- (B) Notion of person
- (C) Notion of self
- (D) Notion of individual

**12. Where does the idea of self originate?**

- (A) It is something that is innate in everyone.
- (B) It is constructed through experiences.
- (C) It is inherited from family members.
- (D) It is taught through roles in the community.

### **03: Office Hours**

Listen to a conversation between a student and a professor. **Track 95**

#### **Key Vocabulary**

**Circumstance:** a situation

**Recuperate:** to recover

**Priority:** a first choice; an option of highest importance

**Extension:** an added amount of time to a deadline

**Steadfastly:** without changing or wavering

**Redeem:** to bring up to some past better level; to improve

**First and foremost:** before anything else

**Chunk:** a big piece

**13. What problem does the student have?**

- (A) She had to go back to her hometown.
- (B) She cannot honor the extension,
- (C) She thinks she cannot complete her paper on time.
- (D) She has not met the professor's expectations.

**14. What are the speakers mainly discussing?**

- (A) How the student can improve her next essay
- (B) Why the professor cannot offer extra credit
- (C) The reasons why the student has not studied for the exam
- (D) Why the professor cannot give the student more time



**15. Which of the following is true according to the student?**

- (A) She has been busy with other classes.
- (B) She has been visiting her sick aunt.
- (C) She did not understand the concepts.
- (D) She feels the report topics are too similar.

**16. Why does the professor refuse the student's request?**

- (A) The semester will end soon.
- (B) It is against his policy.
- (C) He feels she needs a tutor instead.
- (D) He wants her to retake the class later.

**17. What advice does the professor give the student?**

- (A) To work hard to complete the paper on time
- (B) To hand in the paper later than the due date
- (C) To try to make her group happy with her
- (D) To focus all her attention on the final exam

## ***Chapter 3: Function Questions***

### **Necessary Skills**

- Understanding what a speaker is trying to achieve through what is said
- Inferring a speaker's reason for saying a certain sentence or phrase
- Using the context to figure out the real meaning of a sentence or phrase
- Recognizing the tone of voice, intonation, and sentence stress that a speaker uses to show his or her intended meaning

### **Example Questions**

Function questions will not appear during the test. You will only hear them.

- Listen again to a part of the conversation. Then answer the question.
- You will hear a few lines of the lecture or conversation again.
- Why does the \_\_\_\_\_ say this:
- You will hear part or one line of the previous excerpt again.
- The following types of function questions may appear during the test strategies.
  - What is the purpose of the \_\_\_\_\_ response?
  - What does the \_\_\_\_\_ imply when he/she says this:
  - What can be inferred from the \_\_\_\_\_ response to the \_\_\_\_\_?

### **Strategies**

- Listen for the overall organization of the lecture or conversation and think about whether the purpose is to describe, explain, compare, or give an opinion.
- Consider the relationship between the speakers and the context in which the speakers meet. Use clues like intonation to help you understand the meaning behind the words.

**01: Psychology**

Listen to a lecture in a psychology class. **Track 96**

**Key Vocabulary**

**Conventional:** pertaining to accepted standards

**Attain:** to achieve; to accomplish; to get

**Impact:** an effect

**Conform:** to act according to something

**Qualm:** a worry

**1. Listen again to part of the lecture. Then answer the question.**

**Why does the professor say this:**

- (A) To give herself time to think
- (B) To tell the student to take notes
- (C) To transition to her next point
- (D) To rephrase her use of a term

**2. Listen again to part of the lecture. Then answer the question.**

**Why does the professor say this:**

- (A) She does not think the students understand.
- (B) She is correcting her own error.
- (C) She is emphasizing the point that follows.
- (D) She is returning from a digression.

**3. Listen again to part of the lecture. Then answer the question.**

**What does the professor mean when she says his:**

- (A) She believes subjective actions are common.
  - (B) She is asking the students to respond to a question.
  - (C) She is summarizing the information in her lecture.
  - (D) She is giving an example of the post-conventional stage.
- 

**02: Philosophy**

Listen to a lecture in a Philosophy class. **Track 97**

**Key Vocabulary**

**Influential:** able to have a powerful effect on people or events

**Causality:** the relation of cause and effect in an event

**Advocate:** to promote; to be in favor of something

**Substantiate:** to verify; to confirm

**Intuition:** an insight; an instinct

**1. Listen again to part of the lecture. Then answer the question.**

**Why does the professor say this:**

- (A) To suggest that most philosophical ideas involve causality
- (B) To examine the finer points of the ideas being compared
- (C) To define a major characteristic of the two theories
- (D) To argue that the theories involve physical things

**2. Listen again to part of the lecture. Then answer the question.****Why does the professor say this:**

- (A) To clarify her previous point
- (B) To correct a mistake she made
- (C) To offer an example of the information
- (D) To show how the theories are similar

**3. Listen again to part of the lecture, Then answer the question.****What does the professor mean when she says this:**

- (A) She is asking the students to respond.
  - (B) She is trying to convince the students of her point.
  - (C) She is struggling to express her meaning.
  - (D) She is changing the topic of the discussion.
- 

**03: Office Hours****Listen to a conversation between a student and a professor. Track 98****Key Vocabulary****Suggestion:** an idea; a piece of advice**Opportunity:** a chance to do something**Assist:** to help**Permit:** to allow**Invaluable:** priceless; very useful**1. Listen again to part of the conversation. Then answer the question.****What does the professor mean when he says this:**

- (A) He is confident in his own abilities as a college professor,
- (B) He was not trying to cause the student concern about her grade.
- (C) He is unsure of how well most of the other students did on their tests.
- (D) He was about to grade the student's test when she came to his office.

**2. Listen again to part of the conversation. Then answer the question.****What does the professor mean when he says this:**

- (A) He is trying to convince the student to change her mind.
- (B) He is emphasizing that he was not well prepared for his first job.
- (C) He wants to motivate the student by referencing his experiences.
- (D) He feels that all students should take an independent study course.

**3. Listen again to part of the conversation. Then answer the question.****What does the student mean when she says this:**

- (A) She does not want to take the independent study course.
  - (B) She is unsure of the professor's suggestion.
  - (C) She does not want to add anything more to her schedule.
  - (D) She is doubtful that she is qualified for the course.
-

## 04: Service Encounter

Listen to a conversation between a student and a university employee. **Track 99**

### Key Vocabulary

**Association:** an organization a group

**Coverage:** the benefits given through Insurance

**Policy:** a legal document describing a particular service or its rules

**Extensive:** widespread complete

**Brochure:** a piece of promotional material containing information

### 1. Listen again to part of the conversation.

Then answer the question.

**What does the woman mean when she says this:**

- (A) The student should not get coverage.
- (B) The student cannot receive coverage after graduation.
- (C) The student is healthy enough to be approved,
- (D) The student's health is a problem.

### 2. Listen again to part of the conversation,

Then answer the question.

**Why does the student say this:**

- (A) To express disappointment in the price of the insurance
- (B) To ask the nurse to explain the price of the insurance policy
- (C) To suggest that the policy does not meet his needs
- (D) To state that he does not need health insurance

### 3. Listen again to part of the conversation.

Then answer the question.

**What does the woman mean when she says this:**

- (A) The student should consider the policy,
- (B) All students should have insurance,
- (C) The student should research another policy.
- (D) The university should continue to offer insurance.

## 05: Business

Listen to a discussion in a business class. **Track 100**

### Key Vocabulary

**Devise:** to make; to plan; to scheme

**Appeal:** an interest; an attraction

**Interactive:** participatory

**Establish:** to build or bein1 to found

**Sporadically:** occasionally; infrequently

**1. Listen again to part of the discussion. Then answer the question.****What does the professor mean when he says this:**

- (A) The test given in the last class was a difficult one.
- (B) The test caused many absences during the last class.
- (C) The students seem unenthusiastic about the test.
- (D) The students received poor grades on the last test.

**2. Listen again to part of the discussion. Then answer the question.****What does the professor mean when he says this;**

- (A) Most magazines reach their target markets.
- (B) Magazine publicity is very effective:
- (C) Choosing the right magazine is valuable.
- (D) Customer loyalty is an important benefit.

**3. Listen again to part of the discussion. Then answer the question.****Why does the student say this:**

- (A) To clarify her question about magazine advertising
  - (B) To illustrate her point about specific advertisements
  - (C) To give an example of a creative way of advertising
  - (D) To differentiate between types of magazine advertising
- 

**06: History****Listen to a discussion in a history class. Track 101****Key Vocabulary****Commercial:** relating to business or sales**Predict:** to foretell**Nuisance:** art inconvenience; a hassle**Stability:** the state of constancy or normalcy; the permanence of something**Culminate:** to finally end (in some event or result)**1. Listen again to part of the lecture. Then answer the question.****What does the professor mean when he say this:**

- (A) His statement regarding the economy obvious.
- (B) The students have already studied the economy.
- (C) His next point is a minor one.
- (D) The overall economic impact of railroads is not important.

**2. Listen again to part of the lecture. Then answer the question.****Why does the professor say this:**

- (A) To ask the students to ask a question
- (B) To attempt to regain his train of thought
- (C) To wait for students to answer him

(D) To transition to his next point

**3. Listen again to part of the lecture. Then answer the question.**

**What does the professor mean when he says this:**

- (A) He believes that the negative effects of the livestock were massive.
  - (B) He feels that the livestock should not have been introduced to the West.
  - (C) He hopes that the effects of livestock on the environment will improve.
  - (D) He wants livestock to be contained with fences so that bison do not die off.
- 

## 07: Office Hours

Listen to a conversation between a student and a professor. **Track 102**

**Key Vocabulary**

**Overwhelmed:** feeling worried or incapable because of too much work or too many choices

**Structure:** a form or outline; the construction of something

**Exceed:** to be greater than something in quantity or scope

**Transition:** to move gradually; to change from one state to another

**Portion:** a part

**1. Listen again to part of the conversation.**

**Then answer the question.**

**Why does the student say this:**

- (A) To explain her difficulties with the project
- (B) To argue that she should not have to do the paper
- (C) To make the professor feel sorry for assigning the project
- (D) To illustrate why she has not started researching yet

**2. Listen again to part of the conversation.**

**Then answer the question.**

**What is the purpose of the student's response?**

- (A) To reject the professor's advice
- (B) To motivate the professor to explain further
- (C) To ask the professor to help her make a timeline
- (D) To get an extension on the deadline

**3. Listen again to part of the conversation.**

**Then answer the question.**

**Why does the professor say this:**

- (A) He feels that the student will get a poor grade on the project.
  - (B) He thinks the student should put more effort into the class.
  - (C) He thinks the student should place great value on the assignment.
  - (D) He feels that the student does not want to put effort into the class.
-

## 08 Service Encounter

Listen to a conversation between a student and a university employee. **Track 103**

### Key Vocabulary

**Recent:** new; latest

**Issue:** to release or distribute frequently; often; repeatedly

**Option:** a choice; a possibility

**Browse:** to look through

### 1. Listen again to part of the conversation.

Then answer the question.

**Why does the student say this:**

- (A) To explain why the employee should take his book
- (B) To prove that he bought the latest edition of the book
- (C) To ask the employee to assess the book's condition
- (D) To ask the employee to give him an approximate value of the book

### 2. Listen again to part of the conversation.

Then answer the question.

**Why does the woman say this:**

- (A) To show that the website does not always work
- (B) To demonstrate how complicated the website is
- (C) To convince the student that the system will help him
- (D) To tell the student that the system has a weakness

### 3. Listen again to part of the conversation.

Then answer the question.

**What does the woman imply when she says this:**

- (A) She does not think the student knows how to use the website properly.
  - (B) She wants to make it easier for the student to get to the site.
  - (C) She wants the student to visit the website very soon.
  - (D) She hopes that the student will make a lot of money on the site.
-



## Chapter 4 Stance Questions

### Necessary Skills

- Understanding the speaker's general feeling about what is discussed
- Recognizing words or phrases that indicate the speaker's feeling or opinion
- Recognizing tone of voice, intonation and sentence stress that the speaker uses to show his or her feeling or opinion

### Example Questions

Function questions will not appear during the test. You will only hear them.

- Which of the following best describes the professor's opinion?
- What is the professor's opinion of \_\_\_\_\_?
- What is the student's attitude toward \_\_\_\_\_?
- What is the woman's initial attitude toward the student's request?
- What is the student's attitude toward the suggestion of \_\_\_\_\_?
- How sure is the man that the woman can \_\_\_\_\_?
- How certain is the professor that the student can \_\_\_\_\_?
- What can be inferred about the student?

Listen again to part of the \_\_\_\_\_ then answer the question.

You will hear a sentence or a few lines again.

What does the professor mean when he/she says this:

- What does the student mean when he/she says this:

### Strategies

- Pay attention to adjectives and verbs related to feelings. These may help you recognize words or phrases that indicate the speaker's feeling or opinion.

Example: A: *The course Chemistry 204 was very helpful*

B: *Yeah. I really enjoyed the classes with Professor Jones.*

- Guess the speaker's attitude by the tone of voice, intonation, and the sentence stress that the speaker uses to show his or her feeling or opinion.

Example: (With surprise) *You liked it?* (The speaker does not agree.) (Happily) *You liked it!* (The speaker is pleased.)

- Consider the degree of certainty in what a speaker says.

Example: *You want to know when it was discovered? Hmm, let me think.*

Probably around 1600. (The speaker is not sure of the information.)

## 01 Economics

Listen to a lecture in an economics class. **Track 106**

### Key Vocabulary

**Stagnant:** unmoving; not growing

**Distinctive:** special; unusual; recognizable

**Collectively:** cooperatively, as a group

**Compensate:** to adjust ones actions in response to something

**Scarce:** rare

**1. What is the professor's attitude toward using graphs and mathematical formulas in today's class?**

- (A) He feels they will confuse the students.
- (B) He wants to use them later in the class.
- (C) He is uncertain that they will be accurate.
- (D) He does not find them important.

**2. Listen again to part of the lecture. Then answer the question.**

**What can be inferred about the professor when he says this:**

- (A) He believes the oil companies to be greedy.
- (B) He thinks that the companies acted too quickly.
- (C) He feels that the problem could have been avoided.
- (D) He understands why the oil companies raised prices.

**3. What is the professor's general attitude about stagflation?**

- (A) He feels that it can destroy some companies.
  - (B) He finds it a very bad situation for an economy.
  - (C) He thinks it takes ingenuity to overcome.
  - (D) He feels its effects on individual consumers are significant
- 

## 02: Business

Listen to a lecture in an a business class. **Track 107**

### Key Vocabulary

**Model:** an example

**Consumer:** a Customer; a buyer

**Phrase:** to say; to express

**Sales pitch:** a presentation or statement that is used to sell something

**Formal:** official; proper

**1. What is the professor's opinion of direct sales phone calls?**

- (A) She thinks that they are irritating.
- (B) She finds them to be very effective.
- (C) She will not listen unless there is a free gift.
- (D) She cannot understand why they are done.

**2. What is the professor's attitude when he says this:**

- (A) She thinks that the sales approach should be stopped.
- (B) She considers letters the best way to advertise.
- (C) She thinks that free gifts are fun to receive.
- (D) She feels that sales letters are not always honest,

**3. Which of the following best reflects the professor's attitude toward product demonstrations?**

- (A) She doubts their usefulness.
  - (B) She thinks they are expensive.
  - (C) She enjoys watching them.
  - (D) She likes presenting them.
- 

**03: Office Hours**

Listen to a conversation between a student and a professor. **Track 108**

**Key Vocabulary**

**Strain:** a species; a variety

**Due date:** a deadline

**Studio:** the room where an artist works

**Ordeal:** a difficult event or problem

**Occupy:** to fill; to be present somewhere

**1. What does the professor mean when he says this:**

- (A) He wishes the student would do the project.
- (B) He understands the woman's situation.
- (C) He is happy that the woman is back in class.
- (D) He is concerned that the woman will not finish the class.

**2. What is the student's attitude toward the suggestion of visiting the studio in the morning?**

- (A) She does not like the idea.
- (B) She likes to get up early.
- (C) She thinks it is not a good idea.
- (D) She is happy for the advice.

**3. What does the professor mean when he says this:**

- (A) He is growing frustrated with the student.
  - (B) He is unsure how to help the student.
  - (C) He is concerned about the student's illness.
  - (D) He is worried about the student's response.
-

## 04 Office Hours

Listen to a conversation between a student and a employee. **Track 109**

### Key Vocabulary

**Certificate:** an official legal document

**Record:** a piece of Information in writing

**Verify:** to check or confirm

**Express:** by rapid transfer or transportation system

**Directory:** a list of important Information useful for contacting others

### 1. What can be inferred about the student when he says this:

- (A) He is happy that the woman can help him,
- (B) He is concerned about the lost item.
- (C) He is excited to receive a package.
- (D) He has looked everywhere for the package.

### 2. What is the woman's attitude toward the package when she says this:

- (A) She thinks she can find it.
- (B) She thinks someone lost it.
- (C) She feels it is very important.
- (D) She feels it is too much trouble.

### 3. How sure is the woman that the man will find the package?

- (A) She is positive he will not.
- (B) She is somewhat doubtful.
- (C) She will not know until later.
- (D) She is confident he will find it.

## 05: Environmental Science

Listen to a discussion in an environmental science class. **Track 110**

### Key Vocabulary

**Particle:** a small piece

**Absorb:** to take in

**Plume:** a cloud; a column

**Linger:** to stay

**Deplete:** to decrease; to use up

### 1. Listen again to part of the discussion. Then answer the question.

**How confident is the professor that nature can eliminate air pollution?**

- (A) Very unsure
- (B) Somewhat unsure
- (C) Somewhat sure

(D) Very sure

**2. What is the professor's attitude when she says this:**

- (A) Stern
- (B) Unconcerned
- (C) Comedic
- (D) Worried

**3. Which natural pollution-reduction method does the professor think is the easiest to understand?**

- (A) Rain out
- (B) Sedimentation
- (C) Photodissociation
- (D) Oxidation

## 06 Business

Listen to a lecture in a business class. **Track 111**

### Key Vocabulary

**Conduct:** to perform; to carry out

**Devote:** to dedicate; to give

**Accommodate:** to conform to; to adapt

**Contradict:** to disagree with; to oppose

**Subsequent:** after following

**1. What is the professor's general attitude toward the Hawthorne Effect?**

- (A) He believes it applies in most situations.
- (B) He has doubts that it is real,
- (C) He thinks it is plausible but flawed.
- (D) He feels neutral about the theory.

**2. What is the professor's attitude when he says this:**

- (A) Unconvinced
- (B) Confused
- (C) Discouraged
- (D) Upset

**3. What is the professor's attitude when he says this:**

- (A) Impatient
- (B) Frustrated
- (C) Excited
- (D) Relaxed

## 07: Office Hours

Listen to a conversation between a student and a professor. **Track 112**

### Key Vocabulary

**Accompany:** to join; to go with

**Compromise:** to negotiate; to give in **relevant:** related; important

**Correlation:** a link; a connection

**Probationary:** trial; lest

**1. Listen again to part of the conversation. Then answer the question.**

**What is the student's attitude toward the time commitment required?**

- (A) He is worried he does not have enough time.
- (B) He would prefer working an additional month.
- (C) He is neutral about the length of time required.
- (D) He did not know the position required so much time.

**2. What is the professor's attitude when she says this:**

- (A) She is glad that the student knows the rules.
- (B) She feels the student's offer is a good idea.
- (C) She does not think that the student should submit the transcripts.
- (D) She does not feel that the transcripts give the needed information.

**3. Listen again to part of the conversation. Then answer the question.**

**What is the professor's attitude toward the student's qualifications?**

- (A) Completely doubtful
- (B) Slightly unsure
- (C) Very confident
- (D) Somewhat unconcerned

## 08: Service Encounter

Listen to a conversation between a student and an employee. **Track 113**

### Key Vocabulary

**Eligible:** qualified

**Work study:** a program that provides students with jobs

**Petition:** a formal request

**Grant:** to agree to, to allow

**Composite:** a mixture a Combination

**1. What is the employee's attitude when he says this**

- (A) Firm
- (B) Irritated

- (C) Confused
- (D) Worried

**2. Which of the following best describes the student's attitude when the employee suggests that she change jobs?**

- (A) She is confused by the suggestion.
- (B) She likes the employee's suggestion.
- (C) She does not care either way.
- (D) She does not want to change jobs.

**3. Listen again to part of the conversation. Then answer the question.**

**What can be inferred about the student?**

- (A) She doubts that her old job is still available.
- (B) She hopes that the petition process will be successful.
- (C) She is still somewhat unsure of the petition process.
- (D) She thinks that there is a lot of paperwork to fill out.

## Mini Test 2

### 01 Biology

**Listen to a lecture in a biology class. Track 116**

#### Key Vocabulary

**Naturalist:** a person who studies natural history, especially a zoologist or botanist

**Theology:** the study of religion

**Deviation:** a change away from something

**Itinerary:** a schedule; a plan listing times

**Array:** a collection; a group of various kinds

**Attribute:** a trait; a characteristic

**Groundbreaking:** new and unique; revolutionary

**Heredity:** the process of passing genetic factor from one generation to the next.

**1. What is the professor's attitude toward the way that evolution is studied?**

- (A) He prefers to approach the subject by examining important events.
- (B) He feels that learning about key figures explains a lot about it.
- (C) He thinks that history should not be emphasized in the study of evolution.
- (D) He is uncertain about the legitimacy of evolution as a scientific theory.

**2. Listen again to part of the lecture. Then answer the question.**

**Why does the professor say this:**

- (A) To test the students' historical knowledge
- (B) To Link mining to evolution
- (C) To draw attention to the importance of fossils
- (D) To highlight a little-known fact

**3. What is the professor's opinion of the captain of the ship Darwin sailed on?**

- (A) He caused Darwin some problems.
- (B) He should be thanked for his mistakes.
- (C) He should have planned the trip better.
- (D) He offered academic insight into evolution.

**4. Listen again to part of the lecture. Then answer the question.****Why does the professor say this:**

- (A) To inform the students that it is a minor point
- (B) To imply that the students have already covered this topic
- (C) To show that he wants to spend more time on other subjects
- (D) To alert the class that he does not know much about natural selection

**5. Listen again to part of the lecture. Then answer the question.****What does the professor imply when he says this:**

- (A) The evolutionary theory could not have been formula3ed without Darwin.
- (B) Darwin and Mendel would have become good friends.
- (C) It is strange that Darwin did not read Mendel's work during his lifetime.
- (D) It is a shame that Darwin did not discover Mendel's work sooner.

**6. Listen again to part of the lecture. Then answer the question.****What does the professor imply when he says this:**

- (A) The students have not learned about Mendel.
- (B) He wants the students to recall Mendel's work.
- (C) He wants to involve the students in the discussion.
- (D) The students are not responding to the lecture.

**02: Communications****Listen to a lecture in a communications class. Track 117****Key Vocabulary****Recap:** to review**Prevalent:** widely accepted**Apparent:** obvious easily seen**Narcissism:** excessive self admiration**Argumentative:** desiring or tending to argue or debate**Hostile:** unfriendly like an enemy**Engage in:** to take part in**Assertive:** bold and aggressively confident**7. Listen again to part of the discussion.****Then answer the question****Why does the professor say this:**



- (A) To suggest that more explanation is needed
- (B) To make sure everyone understands the student's explanation
- (C) To confirm that the socio-psychological theory is important
- (D) To reintroduce a topic that the students studied in an earlier class

**8. Listen again to part of the discussion.**

**Then answer the question.**

**Why does the professor say this:**

- (A) To show how communication theorists apply the study of traits
- (B) To explain why traits cannot always predict one's communication style
- (C) To give an example of what types of predictors are studied
- (D) To refute that traits are not useful in communication theory

**9. What is the student's opinion of the argumentative trait?**

- (A) He does not understand how it is positive.
- (B) He feels other traits are more important.
- (C) He understands that it is a common trait.
- (D) He feels that he exhibits the trait.

**10. Listen again to part 1 of the discussion.**

**Then answer the question.**

**What can be inferred from the professor's response?**

- (A) She thinks the student has combined two concepts.
- (B) She is confused by the question.
- (C) She feels she must clarify the difference.
- (D) She wants to refute the student's point.

**11. Listen again to part of the discussion.**

**Then answer the question.**

**What can be inferred about the professor when she says this:**

- (A) She recognizes that the argumentative trait is easy to misunderstand.
- (B) She thinks that communication theory fails to explain argumentativeness.
- (C) She is surprised at the trait argumentativeness presents.
- (D) She does not have a grasp on the concept of argumentativeness

**12. What is the student's opinion of the results of the study?**

- (A) They do not prove anything about the argumentative trait.
- (B) The researcher's findings are unconvincing.
- (C) There is no connection between argumentative and aggression.
- (D) They support the theories about certain traits.

## 03 Service Encounter

Listen to a conversation between a student and a university employee. **Track 118**

### Key Vocabulary

**Offering:** an option a choice

**Formality:** a necessary but insignificant procedure

**Pre-register:** to apply or sign up before to official starting date

**Prerequisite:** a requirement that must be completed before something else is possible or available

**Shopping period:** a time to look at or try different things before making a decision

**13. Listen again to part of the conversation.**

**Then answer the question.**

**Why does the student say this:**

- (A) To suggest she is unaware of the form
- (B) To inquire about the course requirements
- (C) To confirm that she has not handed in the form
- (D) To imply that it is not possible to fill out the form

**14. What is the student's attitude about retrieving her add course form?**

- (A) She would rather do it later.
- (B) She is annoyed that she forgot it.
- (C) It is an inconvenience to her.
- (D) It is too important to wait.

**15. Listen again to part of the conversation.**

**Then answer the question.**

**Why does the man say this**

- (A) To point out the student's mistakes
- (B) To explain how to fill the form correctly
- (C) To inform the student of the documents she needs
- (D) To show the student why she needs to pre-register

**16. Listen again to part of the conversation.**

**Then answer the question.**

**What is the purpose of the student's response?**

- (A) To question the registrar's knowledge of the registration process
- (B) To criticize the university's pre-registration policy
- (C) To find out if a professor can keep her from taking a class
- (D) To make sure she is completing the process correctly

**17. What is the student's attitude toward the university's two-week shopping period?**

- (A) She finds it unnecessary.
- (B) She is interested in learning more.
- (C) She does not think it applies to her.
- (D) She thinks it is helpful

## Chapter 5 Organization Questions

### Necessary Skills

- Recognizing the organization of information in a lecture or a conversation
- Recognizing the sequence of information
- Identifying the main steps of a process
- Summarizing a process with its main steps

### Example Questions

- Why does the professor mention \_\_\_\_\_?
- Why does the professor tell the students about \_\_\_\_\_?
- Why does the professor discuss \_\_\_\_\_?
- Why does the professor make a distinction between \_\_\_\_\_ and \_\_\_\_\_?
- How is the discussion organized?
- How does the professor organize the information about \_\_\_\_\_?
- How does the professor support the idea that \_\_\_\_\_?
- How does the professor clarify her point about \_\_\_\_\_?

### Strategies

- Use diagrams, arrows, and outline format while taking notes to indicate the organization and relative importance of information.
- Listen for transitions that indicate sequencing of information:
  - *first, now the first step is*
  - *next, (and) then*
  - *so now*
  - *the last step is, finally*

**01: Business**

Listen to a discussion in a business class. **Track 119**

**Key Vocabulary**

**Prototype:** the first sample product

**Concept:** an idea

**Aggressive:** forceful remembered

**Intensify:** to strengthen; to increase

**Reputation:** the way someone or something is known or:

**1. How does the professor introduce the topic?**

- (A) By defining the stages of product development
- (B) By describing an interesting story from her own life
- (C) By suggesting that some products outlive their usefulness
- (D) By comparing the human life cycle to that of a product

**2. How does the professor organize the information she presents to the class?**

- (A) By comparing a product's development in each stage
- (B) According to how a product progresses through the stages
- (C) According to the amount of money spent for each stage in the life cycle
- (D) By using examples of the stages as they come to mind

**3. Why does the professor mention corn petition?**

- (A) To explain how the market begins to adapt to products in decline
- (B) To compare an inferior product to a better one on the market
- (C) To identify one of the main factors in the mature stage
- (D) To show that there are problems with this phase of the growth stage

**02 Business**

Listen to a lecture in a history class. **Track 120**

**Key Vocabulary**

**Draw:** to attract

**Venue:** a location a place

**Congregate:** to gather to meet

**Perspective:** a point of view

**Progressive:** characterized by change

**1. How does the professor organize the information he presents to the class?**

- (A) By describing the process of events that led to the first dance hall
- (B) By describing dance halls and their effects on American life
- (C) By comparing dance halls to other forms of entertainment
- (D) By discussing how dance halls affected today's entertainment

**2. Why does the professor mention World War I?**

- (A) To suggest that dance halls had existed before the war
- (B) To provide a factor that led to the creation of dance halls
- (C) To explain where the first dance halls in the world were found
- (D) To compare forms of entertainment before and after the war

**3. Why does the professor mention rock and roll?**

- (A) To show how the dance halls eventually led to future cultural events
  - (B) To identify music as one of the primary ways that dance changed America
  - (C) To compare its popularity to dance halls in the 1920s and 1930s
  - (D) To give an example of other entertainment that affected culture
- 

**03 Psychology**

Listen to a lecture in a psychology class. **Track 121**

**Key Vocabulary**

**Blank:** lacking interest, awareness or understanding

**Intricate:** involved; elaborate

**Arousal:** a state in which you feel excited or alert

**Cognitive:** relating to the conscious mind

**Initiate:** to begin

**1. How is the discussion organized?**

- (A) The professor explains a theory, then supports and refutes it.
- (B) The professor lectures about a theory's discovery and its effects.
- (C) The professor describes how a theory originated and refutes it.
- (D) The professor describes two experiments that support a theory.

**2. How does the professor support the idea that physical conditions affect emotions?**

- (A) By suggesting that the student's explanation was incorrect
- (B) By introducing the idea of arousal
- (C) By stating that the theory has been refuted
- (D) By giving an example of the effects of a dessert

**3. Why does the professor mention a surprise?**

- (A) To introduce another supporting example
  - (B) To compare one theory with another
  - (C) To transition into a refutation of the theory
  - (D) To add another step to the process
-

## 04 Literature

Listen to a lecture in a literature class. **Track 122**

### Key Vocabulary

**Predominant:** major; primary

**Dynamic:** vibrant; lively; changing

**Resemble:** to look similar to

**Animosity:** a strong feeling of dislike or hostility; hatred

**Component:** a part

### 1. How is the professor's lecture organized?

- (A) She classifies the past, present, and future of structuralism.
- (B) She discusses a piece of literature that structuralists find unique.
- (C) She defines a literary school and gives its opinion of a play.
- (D) She contrasts structuralism with other literary schools.

### 2. How does the professor begin her lecture?

- (A) By asking the students to consider aspects of literature
- (B) By posing questions about the effects of literature on people
- (C) By suggesting that there is a tremendous variety of literature
- (D) By questioning an author's use of plot structures

### 3. Why does the student mention *Romeo and Juliet*?

- (A) To prove the professor's point
- (B) To give an example of structured story-telling.
- (C) To offer a counterexample
- (D) To show the origin of a literary school

## 05 Astronomy

Listen to a discussion in an astronomy class. **Track 123**

### Key Vocabulary

**Sleuth:** a person who solves mysteries

**Crack:** to solve

**Surmise:** to infer

**Stray:** to leave a previous place

**Adjacent:** nearby adjoining

### 1. How does the professor organize the information he presents to the class?

- (A) By describing the process of the rings' formation
- (B) By focusing on three aspects of the rings' composition
- (C) By comparing previous theories to recent theories
- (D) By describing a historical theory and refuting it

**2. How does the professor introduce the topic to the class?**

- (A) By asking students to imagine an unreal situation
- (B) By supporting the theory of a recent astronomer
- (C) By asking students to list the various theories
- (D) By telling students the story of the rings' discovery

**3. Why does the professor mention a snowball fight?**

- (A) To show the students how Saturn's rings formed
- (B) To illustrate the actual size of the ice particles
- (C) To support his theory of the rings' thickness
- (D) To demonstrate how ice forms in space

**06 Environmental Science**

Listen to a lecture in an environmental science class. **Track 124**

**Key Vocabulary**

**Pesticide:** a chemical used to kill unwanted insects

**Detrimental:** harmful damaging

**Resistant:** able to endure or withstand

**Ramification:** an outcome; a consequence

**Drastically:** considerably

**1. How does the professor organize the lecture?**

- (A) By comparing DDT to safer pest control method
- (B) By listing the changes in how DDT effects were understood
- (C) By introducing DDT and giving examples of its many uses
- (D) By describing DDT's negative points followed by positive points

**2. Why does the professor mention WWII?**

- (A) To show that DDT was very effective
- (B) To give an example of the ecological consequences of DDT
- (C) To point out that it could have harmed soldiers
- (D) To explain why DDT was used so much

**3. Why does the professor talk about biomagnification?**

- (A) To explain a negative consequence of using DDT
- (B) To suggest that DDT should be outlawed around the world
- (C) To contrast DDT's effects on malaria and the environment
- (D) To illustrate how DDT works against specific pests

**07: Sociology**Listen to a discussion in a sociology class. **Track 125****Key Vocabulary****strategy:** a plan to achieve a specific goal or result**tailor:** to adapt something**equilibrium:** a balance**dilemma:** a problem**ensue:** to follow**1. How does the professor organize the information in the lecture?**

- (A) He compares the theory to other similar theories.
- (B) He uses personal examples to show how the theory applies.
- (C) He uses experiments to refute the theory.
- (D) He introduces two theories and provides examples.

**2. How does the professor explain game theory?**

- (A) By explaining the most common example
- (B) By using a children's game as an. Example
- (C) By refuting the theory using examples
- (D) By describing the different ways to play games

**3. How does the professor introduce the Nash equilibrium?**

- (A) By defining the concept and giving a brief history
  - (B) By comparing its ideas to similar aspects of game theory
  - (C) By describing how it differs from game theory
  - (D) By providing an example of a common equilibrium
- 

**08: Education**Listen to a discussion in an education class. **Track 126****Key Vocabulary****Combat:** to fight**Relinquish:** to give up to surrender**Facilitate:** to assist in to make happen**Hamper:** to get in the way to slow down**Compatible:** able to work together**1. How does the professor introduce the idea that students are partially responsible for their own educations?**

- (A) By countering the theories of Freire
- (B) By highlighting the Pedagogy of the *Oppressed*
- (C) By telling the students a personal story
- (D) By asking students what their opinions of education are



**2. How does the professor organize the information in her lecture?**

- (A) By countering an older theory with a newer theory
- (B) By the order of importance of the theory's characteristics
- (C) By giving real-world examples of the success of banking
- (D) By describing a theory's history and its effects on global education

**3. Why does the professor mention the presentation of semester projects?**

- (A) To add a real-world example of students teaching themselves
  - (B) To suggest that the students should be ready for the projects soon
  - (C) To give an example of banking that the students will understand
  - (D) To make a point concerning Freire's lack of originality
-

## Chapter 6 Content Questions

### Necessary Skills

- Understanding relationships between different pieces of information.
- Identifying key category words in a lecture or a conversation
- Understanding the characteristics of different categories
- Comparing the characteristics of different categories
- Determining if a certain point is discussed in relation to a category

### Example Questions

- What does \_\_\_\_\_ demonstrate?
- What does the professor demonstrate by discussing \_\_\_\_\_?
- Based on information from the lecture, indicate whether or not each statement is correct. Place a checkmark in the correct box.

	Yes	No
Statement		
Statement		
Statement		

- Based on information from the lecture, to which feature does each example relate? Place checkmark in the correct box.

	Feature A	Feature B
Statement		
Statement		
Statement		

### Strategies

- Take notes as you listen, as questions with tables only appear after the lecture or conversation.
- Pay special attention to category words, the characteristics of categories, and examples.
- For questions asking if or how each phrase or sentence applies, be sure to click the appropriate box for each answer choice,
- Keep in mind that there are different types of tables to complete: some in which you need to click Yes or No, and others in which you need to click the correct category.

## 01 Business

Listen to a discussion in a business history class. **Track 129**

### Key Vocabulary

**Trainee:** someone who is being trained for a job

**Hierarchy:** a system of organization made up of Levels

**Distortion:** a change in something that makes it unclear

**Interpret:** to explain the meaning of

**downsize:** to reduce the number of employees to reduce costs

1. Based on information from the discussion, indicate whether or not each statement is a disadvantage of a “tall” management structure. Place a checkmark in the correct box.

	Yes	No
Managers hide information from other managers.		
The extensive hierarchy of managers is very costly.		
Managers make different decisions at different levels.		

## 02: Environmental Science

Listen to a discussion in an environmental science class. **Track 130**

### Key Vocabulary

**Diversity:** a range of different things

**Preserve:** to save something from being destroyed

**Extinct:** when a species no longer exists

**Institution:** a large organization

**Attempt:** the act of trying to do something

1. Based on information from the lecture, to which biological resource management type does each example relate? Place a checkmark in the correct box.

	Off-Site	On-Site
Uses aquariums		
Preserves individual species		
Keeps animals in -natural habitats		
Uses national parks		

### 03: Office Hours

Listen to a conversation between a student and a professor. **Track 131**

#### Key Vocabulary

**Cutting-edge:** being the most modern or advanced

**Adopt** to take on to start using something new

**Hands-on:** done by direct experience

**Dedicated:** wholeheartedly devoted or committed to a goal, cause or job

**Sponsor:** a person who helps end is responsible for another person or project

1. Based on information from the conversation, indicate whether or not each statement is correct. Place a checkmark in the correct box.

	Yes	No
The student should find a local environmental group.		
The student needs to find a sponsor for her project.		
The student needs to take a class on designing a project first.		

### 04: Service Encounter

Listen to a conversation between a student and an employee. **Track 132**

#### Key Vocabulary

**Minimum:** the lowest possible amount or degree of something

**GPA:** (*Grade Point Average*) a combined measurement of a student's grades

**Focus:** to concentrate on a task or goal

**Financial:** relating to or involving money

**Priority:** of the highest importance

1. Based on information from the conversation, indicate whether or not each statement is part of the student's problem. Place a checkmark in the correct box.

	Yes	No
The student is getting lower grades this term.		
The student might lose his scholarship.		
The student needs to work at least twenty hours each week.		
The student wants to graduate on time.		

## 05: Philosophy

Listen to a discussion in a philosophy class. **Track 133**

### Key Vocabulary

**Devastated:** damaged very badly

**Dignity:** a person's sense of value or importance

**Extreme:** very great in degree

**Tolerance:** a willingness to accept people different from oneself

**Absolute:** definite and not likely to change

1. Based on information from the discussion, indicate whether or not Montaigne accomplished each task before beginning his investigations. Place a checkmark in the correct box.

	Yes	No
Inspired other skeptics		
Left his job as a lawyer		
Moved to a different country		

## 06: Sociology

Listen to a discussion in a sociology class. **Track 134**

### Key Vocabulary

**Mobility:** the ability to move

**Subsistence:** the condition of continuing to exist

**Edible:** can be eaten

**Specialized:** doing a specific thing

**Egalitarian:** of equal status

2. Based on information from the lecture, to which type of society does each feature relate? Place a checkmark in the correct box.

	Hunter/Gatherer	Horticultural	Agrarian
Has professionals			
Prefers to move around			
Most people do same job			
Plants some crops			

**07: Office Hours**Listen to a conversation between a student and a professor. **Track 135****Key Vocabulary****Tentatively:** not definite or certain**Assume:** to accept that something is true without checking or confirming it**AP test:** a test to get college credit for a high school course**Trial:** a short period to test something to see if you like it**Audit:** to take a class without getting credit for it**1. Based on information from the conversation, indicate whether or not the student must perform each action. Place a checkmark in the correct box.**

	Yes	No
Audit the 101 class		
Get permission from her advisor		
Talk with the professor regularly		
Take a test		

**08: Service Encounter**Listen to a conversation between a student and a university employee. **Track 136****Key Vocabulary****portfolio:** a set or example of a writers or artists work**freelance:** independently**non-staffer:** someone who is not paid to work for an organization**budget:** money allocated or needed for a particular purpose or period of time**reconsider:** to think again about something and possibly change your opinion**1. Based on information from the conversation, indicate whether or not each statement is a reason the student gives for wanting to work for the school newspaper. Place a checkmark in the correct box.**

	Yes	No
To earn money		
To get experience		
To write about sports		
To build a portfolio		

## Chapter 7: Inference Questions

### Necessary Skills

- Guessing the implied meaning of a sentence or phrase
- Making a generalization from what is said
- Drawing a conclusion based on the main points of a lecture or a conversation
- Recognizing how intonation or stress indicates implied information or opinions
- Inferring what is likely to happen from what a speaker says

### Example Questions

*Some inference questions will not appear during the test. You will only hear them.*

- Listen again to part of the conversation. Then answer the question.

*You will hear a few lines of the lecture or conversation again.*

- What does the professor imply when she says this:

*You will hear part or one line of the previous excerpt again.*

*The following types of inference questions may appear during the test:*

- What does the professor imply about .?
- What can be inferred about?
- What will the professor likely discuss next?
- What will the student probably do next?

### Strategies

- Try to guess the implied meaning of the given information. The correct answer is not directly stated.
- Pay attention to clues expressed by certain words, word stress, intonation, or pace of what is said. The same sentence can express different meanings when said in different ways.
  - ➔ Example: *Oh, you've never heard of that.* (I may need to explain more than I thought.)
  - ➔ *Oh, you've never heard of that?* (I'm surprised that you've never heard of that.)
- Pay attention to the last part of a conversation. For example, if a speaker agrees with the other speaker's suggestion at the end, we can infer that the speaker will do what is suggested.

## 01: Philosophy

Listen to a lecture in a philosophy class. **Track 139**

Key Vocabulary

**Customary:** traditional; habitual

**Axiom:** a statement that is accepted as true

**Opposition:** a strong disagreement; a thing, idea, or person that shows the opposite view

**Attribute:** a quality that something has

**Reside:** to live or be in a place

**1. What can be interred from the lecture about the previous class?**

- (A) The professor discussed Relativism.
- (B) It was about finding happiness.
- (C) The professor refuted objectivism.
- (D) It was about the physical world.

**2. What does the professor imply about the Relativist view of reality?**

- (A) It is accurate in some cases.
- (B) It came prior to Objectivism.
- (C) It applies in real world cases.
- (D) It is scientifically incorrect.

**3. What does the professor imply when he says this:**

- (A) The identity of an object does not change.
  - (B) An object can have different qualities.
  - (C) The Law of Identity is the easiest to grasp.
  - (D) The identities of chairs and desks are confused.
- 

## 02: Linguistics

Listen to a lecture in a linguistics class. **Track 140**

Key Vocabulary

**Relativity:** the idea that significance of one thing is dependent on another

**Premise:** the idea that something is based on

**Course:** a span of time; a duration

**Dismiss** to decide something is not worth considering

**Conception:** an idea or theory that is developed in the mind

**1. What does the professor imply when she says this:**

- (A) She expected the students to be familiar with the theory.
- (B) She wanted a student to explain the theory.
- (C) The students have read about the theory in their textbooks.
- (D) She thought the students would be interested in the theory.



**2. What can be inferred about how people from different cultures perceive the world?**

- (A) It is dependent on the shape of their tongues.
- (B) It may be influenced by grammatical structure.
- (C) It changes depending on how people feel
- (D) It is unaffected by language or culture.

**3. What does the professor imply about Whorl's discovery?**

- (A) It was a matter of coincidence.
  - (B) It was hard to defend at first
  - (C) It helped support the theory of linguistic relativity.
  - (D) It came about from studying language alone.
- 

**03: Office Hours**

Listen to a conversation between a student and a professor. **Track 141**

**Key Vocabulary**

**Synonymously:** having the same meaning

**Sufficient:** as much as is needed

**Precedent:** a past event that can be used at a later time as an example for a similar decision or to justify a similar action

**Logic:** sensible, rational thought and argument

**Vague:** unclear

**1. What does the professor imply when she says this:**

- (A) She can talk for a short while.
- (B) She does not want to talk to the student.
- (C) She is annoyed by the student's visit.
- (D) She is glad the student came to see her.

**2. What does the student imply about his support of the precedents?**

- (A) He thinks the professor unfairly dismissed them.
- (B) He did not have as much time to write that part.
- (C) He thought the other parts were more important.
- (D) He thought he did what the professor had asked.

**3. According to the conversation, what can be inferred about the student's paper?**

- (A) The student thought it was bad.
  - (B) The student rushed to finish it.
  - (C) It was for a business class.
  - (D) It received a failing grade.
-

## 04: Service Encounter

Listen to a conversation between a student and a university employee. **Track 142**

### Key Vocabulary

**Cater:** to provide food for an event

**Register:** to put on an official record

**Review board:** a group that considers decisions to be made

**Student union:** a group of students who represent the greater student body

**Submit:** to turn in

### 1. What does the employee imply about the juggling club?

- (A) He is not interested in it.
- (B) It only meets every other Thursday.
- (C) He knows someone in it.
- (D) It is not well known on campus.

### 2. What can be inferred about the benefits of being a recognized club?

- (A) The club may receive university funding.
- (B) The club will be eligible for a mailbox.
- (C) The club must provide its own room.
- (D) The club does not require a leader.

### 3. What can be inferred about the constitution?

- (A) The employee has written one.
  - (B) The review board will not approve it.
  - (C) The juggling club does not have one.
  - (D) It must be written by the president.
- 

## 05: Geology

Listen to a discussion in a geology class. **Track 143**

### Key Vocabulary

**Forewarn:** to caution beforehand

**Composite:** made up of different parts

**flank:** the side of something

**Network:** an interconnected system

**Terminology:** the technical terms used in a field

**1. What does the professor imply when he says this:**

- (A) Some geologists may not use the same grouping.
- (B) There are more than four types of volcano.
- (C) The professor does not like the names.
- (D) The names of volcanoes are misleading.

**2. Which of the following can be inferred about volcanoes?**

- (A) All volcanoes erupt in the same way.
- (B) Only active volcanoes exist in Hawaii.
- (C) Lava dome volcanoes are not dangerous.
- (D) Cinder cones are the shortest type of volcano.

**3. What can be interred about how the types of volcanoes are named?**

- (A) They come from the people who discovered the volcano.
  - (B) It may describe how they are made or their appearance.
  - (C) It is mostly based on what type of lava they are made of.
  - (D) They are named for the place in which they occur.
- 

## 06: Art History

Listen to a lecture in an art history class. **Track 144**

**Key Vocabulary**

**Capitalize:** to benefit from something

**Elitism:** the belief that people of higher classes are better than others

**Inextricably:** unavoidably

**Lowbrow:** unsophisticated; trivial

**twofold:** having two parts

**1. What does the professor imply when she says this:**

- (A) Pop art should not be dismissed as improper.
- (B) Pop art specializes in pleasing uncultured people.
- (C) Pop art usually appeals to educated people.
- (D) Pop art is not as profound as some *believe*.

**2. What does the professor imply about Andy Warhol's artistic background?**

- (A) He began to paint at a very young age.
- (B) He began painting during the Pop art movement.
- (C) Most people do not know that he received training.
- (D) He was less educated in art than most artists.

**3. What can be inferred about Warhol's art assembly line?**

- (A) It had only been done once before.
- (B) It discouraged collaboration between artists.

- (C) It promoted the idea of trash as art.
- (D) It was an important idea to the movement.

## 07: Office Hours

Listen to a conversation between a student and a professor. **Track 145**

### Key Vocabulary

**drag:** to lower or bring down

**Evaluation:** a performance assessment

**Quota:** a minimum set amount that is required

**Relevant:** related to the topic being discussed

**Vocal:** speaking aloud

### 1. What can be inferred about the student's attendance?

- (A) It is a part of the student's participation grade.
- (B) The professor worries about why she misses so many classes.
- (C) The student has only missed one class in the semester.
- (D) It is not an important part of the participation grade.

### 2. What does the professor imply when he says this:

- (A) He is disappointed with the quantity of the student's participation.
- (B) He favors comments that include numerical support.
- (C) He finds the student often makes interesting remarks in class.
- (D) He does not think the student makes enough quality contributions.

### 3. What does the professor imply about the student's interactions with her peers?

- (A) She is often rude to her classmates.
- (B) She does not respond to their comments.
- (C) She is good at arguing her points.
- (D) She is intimidating to the others.

## 08: Service Encounter

Listen to a conversation between a student and a university employee. **Track 146**

### Key Vocabulary

**Slip:** a small piece of paper

**Practice room:** an area reserved for rehearsal, sometimes sound-proof

**Particulars:** details

**Responsible:** accountable

**Generate:** to bring something into existence or effect

### 1. What can be inferred about how often the student plays?

- (A) He practices every day.
- (B) He plays when he has the time.

- (C) He practices in his room each night.
- (D) This is the first time he ever played.

**2. What does the student imply about his cosmology midterm?**

- (A) It took a long time to complete.
- (B) He did not get a chance to study for it.
- (C) He had to study a lot for it.
- (D) It was on the same day that he made the reservation.

**3. What will the student probably do next?**

- (A) Return to his dorm to practice
- (B) Go to his room for the confirmation sheet
- (C) Get permission to enter a practice room
- (D) Make a reservation for another day

## Mini Test 3

### 01: Biology

Listen to a lecture in a biology class. **Track 149**

#### Key Vocabulary

**Predator:** an animal that hunts and kills other animals

**Camouflage:** a coloring that allows an animal to blend in with its surroundings . .

**Instance:** a situation; a time

**Tasty:** good to eat; tastes good

**Hence:** therefore; thus

**Unappetizing:** not appealing; not tempting to eat

**Inedible:** impossible to eat

**1. How does the professor organize the information about mimicry that she presents to the class?**

- (A) She describes the history of the discovery of each kind.
- (B) She gives examples of animals that exhibit both Batesian and Mullerian mimicry.
- (C) She defines two types of mimicry and gives common characteristics.
- (D) She talks about the function of mimicry as it applies to butterflies.

**2. Why does the professor mention opossums?**

- (A) To demonstrate how animals use mimicry
- (B) To exemplify an animal defense mechanism
- (C) To show how predators are hurt by mimicry
- (D) To describe types of animals that mimic others

**3. What does the professor imply when she says this:**

- (A) The students have already learned about camouflage.
- (B) The concepts of camouflage and mimicry are easy to confuse.
- (C) Camouflage is a different type of mimicry.
- (D) Animals that use camouflage do not mimic others.

**4. What does the professor imply about how predators choose their prey?**

- (A) They are genetically coded to know which animals are safe to eat.
- (B) They choose bugs that mimic the coloring of dangerous bugs.
- (C) They only try a distasteful bug once.
- (D) They have to sample many animals to learn which are edible.

**5. Based on information from the lecture, to which type of mimicry does each statement relate? Place a checkmark in the correct box.**

	Batesian	Mullerian
Animals undergo signal standardization		
A bug with no defense mechanism models itself after an inedible species		
Groups of unrelated animals from mimicry rings		
First observed in the Pieridae butterfly		

## 02 History

Listen to a discussion in a history class. **Track 150**

### Key Vocabulary

**Terrain:** landscape

**Irrigation:** the system or process of moving water from a source to a remote area

**Inhospitable:** harsh or difficult to live in

**Reservoir:** a place to hold water for future use

**Terrace:** a flat place carved out of a steep incline like the side of a mountain

**Fertile:** rich filled with life sustaining materials

**Staple:** a basic ingredient of a diet

**Domestication:** the process of putting under the control of humans

### 6. How is the discussion organized?

- (A) He gives the students a list of topics to discuss,
- (B) He asks the students to give examples of agricultural techniques.
- (C) He allows the students to ask questions.
- (D) He invites the students to talk about differences between two agricultural techniques.

### 7. Why does the professor discuss tomatoes?

- (A) To show how Mesoamerican agriculture influenced modern food production
- (B) To give an example of crops produced by early Egyptian societies
- (C) To correct the student's claim that they did not exist in Europe before
- (D) To describe how Mesoamericans first began to cultivate food

### 8. What can be inferred about corn in Mesoamerica?

- (A) It was able to thrive before irrigation systems were invented.
- (B) It was part of religious ceremonies for Mesoamericans.
- (C) It was not produced as much as the cocoa plant was.
- (D) It was an important crop to Mesoamerican cultures.

### 9. What does the professor imply about the influence of domesticated animals on agriculture?

- (A) A culture cannot cultivate crops without domesticated animals.
- (B) Domesticated animals make cultivation of food easier.
- (C) The introduction of domesticated animals distracts from food production.
- (D) People are forced to grow more food in order to feed domesticated animals.

### 10. Based on information from the discussion, indicate whether the statements below describe Egyptian culture or Mesoamerican culture. Place a checkmark in the correct box.

	Egyptian	Mesoamerican
Built in the middle of lakes		
Took longer to cultivate food		
Groups of unrelated animals from mimicry rings		
Manipulated a major river to provide water		
Grew millet, wheat, and barley		

### 03: Office Hours

Listen to a conversation between a student and a professor. **Track 151**

#### Key Vocabulary

**Put on the spot:** to place someone in an awkward situation

**Nerve-racking:** causing extreme nervousness

**Mandatory:** required

**Drag down:** to pull down to lower

**Facilitator:** a person who guides or leads a group discussion

**Rattle off:** to speak quickly without much plan or prior thought

**11. What does the professor imply about the student's academic ability?**

(A) She is the smartest in the class.

(B) She is extremely intelligent.

(C) She is usually unoriginal.

(D) She is too disorganized.

**12. What can be inferred about the student's participation in class?**

(A) She does not participate because she does not feel confident.

(B) She will participate mainly to get a higher grade in the class.

(C) She does not participate because she has nothing to say.

(D) She will participate after the other students speak.

**13. What does the student imply when she says this:**

(A) She does not think the professor can take criticism well.

(B) She thinks the professor does not facilitate the section properly.

(C) She is disappointed in the quality of the other student's responses.

(D) She is afraid the professor will be offended by her suggestion.

**14. Based on information from the conversation, indicate which of the suggestions below were given by the professor. Place a checkmark in the correct box.**

	Yes	No
Arrive at the section well prepared		
Take time to listen to what the other students are saying		
Create a list of topics or questions to bring up during the section		
Be confident in her academic ability		

**15. What will the student probably do next?**

(A) Skip the rest of the discussion sections in the semester

(B) Provide her own list of questions for the section

(C) Ask the professor to excuse her from the discussion

(D) Try to listen and contribute more during the section