

# PRE-TOEFL LISTENING PAMPHLET

Compiled from "Mastering Skills for the TOEFL iBT- 2nd Edition  
Advanced Combined Book" and "TPO Tests"

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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
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## 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) (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: 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

## 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: Art History

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

## 02 Astronomy

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

### Key Vocabulary

**Interior:** the inside part of something

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

**Dense:** thick; closely packed together

**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
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### 03: 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

## 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.

## Week 2 Supplementary Passages

### TPO1 Conversation 1

**1. Why does the student go to see the librarian?**

- To sign up for a seminar on using electronic sources for research
- To report that a journal is missing from the reference area
- To find out the procedure for checking out journal articles
- To ask about how to look for resources for a class paper

**2. What does the librarian say about the availability of journals and articles in the library?**

- They are not easy to find if a professor put them on reserve
- Most of them are accessible in an electronic format
- Most of them can be checked out for three weeks
- Printed versions from the past three years are located in the reference section.

**3. What does the librarian suggest the student should do to save time?**

- Choose an easier research topic
- Concentrate on five journals
- Read the summaries of the articles first
- Install a new program on her home computer

**4. What can be inferred about why the woman decides to use the computer in the library?**

- She thinks she might need additional help from the man
- She does not have a computer at home
- She has to hand in her assignment by the end of the day
- She will be meeting a friend in the library later on

**5. Why does the woman say this:**

- She had forgotten about the information
- She is surprised she was not aware of the information
- She is annoyed that the information was published only recently

She is concerned that the librarian gave her incorrect information

**TPO1 Lecture 1**

**6. What is the purpose of the lecture?**

- To explain the difference between two artistic styles
- To describe a new art gallery to the class
- To introduce an artist's work to the class
- To show how artists' styles can evolve over time

**7. What does the professor say about Frantzen's painting of a farm scene?**

- It resembles a photograph
- It may be Frantzen's best known painting
- It was painted in the Impressionist style
- It was painted while Frantzen lived abroad

**8. Why did Frantzen go to the Sales Barn?**

- To study human form and movement
- To earn money by painting portraits
- To paint farm animals in an outdoor setting
- To meet people who could model for her painting

**9. What does the professor imply about the painting of the young woman surrounded by pumpkins?**

- It was painted at an art fair
- It combines Impressionism with Realism
- It convinced Frantzen that she was a good illustrator
- It was originally meant to be used in an advertisement

**10. Why does the professor discuss Frantzen's difficulties as a young painter?**

- He wants to point out mistakes that young artists commonly make
- He thinks her example can inspire the students in their own lives
- Her difficulties remind him of the difficulties he himself experienced as a young girl
- Her difficulties are the subject of some of the paintings in the gallery that the students will visit

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

- The students can understand Frantzen's art without knowing about her life
- The students should pay very close attention to what he is going to say
- Some of his students are already familiar with Frantzen's life story
- Some of his students may not appreciate Frantzen's work

**TPO1 Lecture 2**

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

- The difference in age among American mountain ranges
- The importance of a technique used for dating geological materials
- The recent discovery of an ancient canyon
- A comparison of various minerals used for dating

**13. Before the use of uranium-lead analysis, where did most geologists think the Grand Canyon sandstone came from?**

- An ancient lake located in the American Southwest
- A desert that once connected two continents
- Sands carried by a river from the Appalachian Mountains
- A nearby mountain range that had flattened out over time

**14. In the talk, the professor describes the sequence of uranium-lead dating. Summarize the sequence by putting the events in the correct order. Drag your answer choices to spaces where they belong. To remove an answer choice, click on it.**

- Zircon in the sandstone is matched to the zircon in a particular mountain range.
- The amount of lead in sandstone zircon is measured
- The age of zircon in a sandstone sample is determined

**15. According to the professor, what change has caused uranium-lead dating to gain popularity recently?**

- It can be performed outside a laboratory
- It can now be done more efficiently
- It no longer involves radioactive elements
- It can be used in fields other than geology

**16. Why does the professor talk about the breaking apart of Earth's continents?**

- To give another example of how uranium-lead dating might be useful
- To explain how the Grand Canyon was formed
- To demonstrate how difficult uranium-lead dating is
- To disprove a theory about the age of Earth's first mountain ranges

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

- The class is easier than other geology classes
- The class has already studied the information he is discussing
- Some students should take a course in geological dating techniques
- He will discuss the topic later in the class

## **TPO1 Conversation 2**

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

- A lesson Matthew prepared for his students
- A class Matthew has been observing
- A term paper that Matthew has written
- A problem in Matthew's classroom

**2. What is Matthew's opinion about observing Mr.Grabell's third-grade class?**

- It will help him become a more effective teacher
- It could help improve his study habits
- It has improved his public-speaking skills
- It may be the most difficult assignment he has had

**3. Why does Matthew mention Greek and Roman mythology?**

- To identify a topic frequently discussed in third grade
- To get the professor's opinion about a lesson he taught
- To make a suggestion to improve the class he is taking
- To illustrate a technique used to teach a third-grade class

**4. What important skills did Mr. Grabell introduce to his third-grade class?**

**Click on 3 answers**

- Reviewing other student's reports
- Using books in the library
- Interviewing their classmates
- Speaking in public
- Writing reports

**5. What will Matthew probably do in next Wednesday's class?**

- Hand in his assignment early
- Try to start a study group
- Make a presentation to the class
- Choose a topic for his paper

**TPO1 Lecture 3**

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

- Art in the Neolithic period
- The site of a Neolithic town
- Methods of making stone tools
- The domestication of plants and animals by early farmers

**7. What does the professor imply about the tools used by the people of Catalhoyuk?**

- They were made of stone that came from Catalhoyuk
- They were among the sharpest tools available at the time
- They were often used in religious rituals
- They were used primarily for agriculture

**8. What does the professor say about the entrances to the houses in Catalhoyuk? Click on 2 answers**

- They were in the roof
- They were usually kept closed
- They allowed smoke to escape from the house
- They stood opposite one another across narrow streets

**9. What does the professor say about Catalhoyuk graves?**

The graves contained precious stones

Many people were buried in each grave

The graves were located under the house floors

The graves contained ashes rather than bones

**10. What does the professor think of the idea that the inhabitants of Catalhoyuk deliberately arranged their house so that they could live near their ancestors' graves?**

- She thinks it is a good guess, but only a guess
- She thinks some evidence supports it, but other evidence contradicts it.
- She thinks that further excavations will soon disprove it
- She thinks that it is not appropriate to make such guesses about the distant past

**11. What are three things the professor says about the artwork of Catalhoyuk? Click on 3 answers**

- It was clearly important to the Catalhoyuk religion
- It became covered with soot
- It often shows farmers at work
- Its significance is unknown
- It contains many hunting scenes

## TPO1 Lecture 4

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

- The types of habitats marmots prefer
- Methods of observing marmot behavior
- Feeding habits of some marmot species
- Differences in behavior between marmot species

### 13. According to the case study, why are marmots ideal for observation?

- They do not hide from humans
- They reside in many regions throughout North America
- They are active in open areas during the day
- Their burrows are easy to locate

### 14. Drag the appropriate description of each marmot species' behavior to the box below the marmot's name Click on a phrase. Then drag it to the space where it belongs. One of the phrases will not be used.

#### Olympic Marmot

- Displays aggressive tendencies
- is family oriented
- stays active during the winter

#### Eastern Marmot

### 15. What reason does the professor give for the difference in marmot behavior patterns?

- Type of food available
- The size of the population
- Interaction with other marmot species
- Adaptations to the climate

### 16. Why does the professor say this:

- To inform the student that his definition is incorrect
- To suggest that the student did not do the reading
- To encourage the student to try again
- To change the topic of discussion

### 17. Why does the professor say this:

- To express a similar concern
- To encourage the student to explain what she means
- To address the student's concern
- To agree with the student

## 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.

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## 01: Psychology

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

### Key Vocabulary

**Conventional:** pertaining to accepted standards

**Attain:** to achieve; to accomplish

**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: History

Listen to a discussion in a history class. **Track 101**

### Key Vocabulary

**Commercial:** relating to business or sales

**Predict:** to foretell

**Nuisance:** an 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 says 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.

### 03: 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.

## Week 3 Supplementary Passages

### TPO2 Conversation 1

**1. Why does the man go to see his professor?**

- To borrow some charts and graphs from her
- To ask her to explain some statistical procedures
- To talk about report he is writing
- To discuss a grade he got on a paper

**2. What information will the man include in his report? Click in the correct box for each phrase.**

**Include in report**

**Not include in report**

- Climate charts
- Interviews with meteorologists
- Journals notes
- Statistical tests

**3. Why does the professor tell the man about the appointment at the doctor's office?**

- To demonstrate a way of remembering things
- To explain why she needs to leave soon
- To illustrate a point that appears in his report
- To emphasize the importance of good health

**4. What does the professor offer to do for the man?**

- Help him collect more data in other areas of the state
- Submit his research findings for publication
- Give him the doctor's telephone number
- Review the first version of his report

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

- To question the length of the paper
- To offer encouragement
- To dispute the data sources
- To explain a theory

## TPO2 Lecture 1

### 6. What is the professor mainly discussing?

- The development of motor skills in children
- How psychologists measure muscle activity in the throat
- A theory about the relationship between muscle activity and thinking
- A study on deaf people's problem-solving techniques

### 7. Why does the professor say this:

- To give an example of a laryngeal habit
- To explain the meaning of a term
- To explain why he is discussing laryngeal habits
- To remind students of a point he had discussed previously

### 8. Why does the professor say about people who use sign language?

- It is not possible to study their thinking habits
- They exhibit laryngeal habits
- The muscles in their hands move when they solve problems
- They do not exhibit ideomotor action

### 9. What point does the professor make when he refers to the university library?

- A study on problem solving took place there
- Students should go there to read more about behaviorism
- Students' eyes will turn toward it if they think about it
- He learned about William James' concept of thinking there

### 10. The professor describes a magic trick to the class, what does the magic trick demonstrate?

- An action people make that they are not aware of
- That behaviorists are not really scientists
- How psychologists study children
- A method for remembering locations

### 11. What is the professor's opinion of the motor theory of thinking?

- Most of the evidence he has collected contradicts it
- It explains adult behavior better than it explains child behavior
- It is the most valid theory of thinking at the present time
- It cannot be completely proved or disproved

## TPO2 Lecture 2

**12. What aspect of Manila hemp fibers does the professor mainly discuss in the lecture?**

- Similarities between cotton fibers and manila hemp fibers
- Various types of manila hemp fibers
- The economic importance of Manila hemp fibers
- A use of Manila hemp fibers

**13. Why does the professor mention going away for the weekend?**

- To tell the class a joke
- To apologize for not completing some work
- To introduce the topic of the lecture
- To encourage students to ask about her trip

**14. What does the professor imply about the name Manila hemp?**

- It is a commercial brand name
- Part of the name is inappropriate
- The name has recently changed
- The name was first used in the 1940's

**15. Why does the professor mention the Golden Gate Bridge?**

- To demonstrate a disadvantage of steel cables
- To give an example of the creative use of color
- To show that steel cables are able to resist salt water
- To give an example of a use of Manila hemp

**16. According to the professor, what was the main reason that many ships used Manila hemp ropes instead of steel cables?**

- Manila hemp was cheaper
- Manila hemp was easier to produce
- Manila hemp is more resistant to salt water
- Manila hemp is lighter in weight

**17. According to the lecture, what are two ways to increase the strength or rope made from Manila hemp fibers? Click on 2 answers**

- Coat the fibers with zinc-based paint
- Combine the fibers into bundles
- Soak bundles of fibers in salt water
- Twist bundles of fibers

## TPO2 Conversation 2

**1. What are the students mainly discussing? Click on 2 answers**

- Their courses for next semester
- Their plans for the weekend
- A poetry club
- A class assignment

**2. What does the man plan to do at the end of the month?**

- Register for classes
- Finish writing his master's thesis
- Leave his job at the coffee shop
- Take a short vacation

**3. Why does the man talk to the woman about the "Poetry Kitchen"?**

- To find out how often the club meets
- To inform her that the date of the next meeting has changed
- To complain that not enough people are reading their poems
- To encourage her to attend

**4. What is the woman's attitude toward participating in the poetry club?**

- She is looking forward to hearing her professor's poetry
- She is interested in attending but she has no time
- She thinks the poetry that is read there is not very good
- She used to participate but did not enjoy it

**5. What will the students do in the summer?**

- They will both take courses
- They will both have full-time jobs
- They will travel to England together
- They will teach a class together

### TPO2 Lecture 3

**6. What is the main purpose of the lecture?**

- To illustrate the importance of extrinsic values
- To explain Aristotle's views about the importance of teaching
- To explain why people change what they value
- To discuss Aristotle's views about human happiness

**7. The professor gives examples of things that have value for her. Indicate for each example what type of value it has for her. Click in the correct box. This question is worth 2 points.**

**Only extrinsic value**

**Only intrinsic value**

**Both extrinsic and intrinsic value**

- Teaching
- Exercise
- health
- Playing a musical instrument

**8. Why is happiness central to Aristotle's theory?**

Because it is so difficult for people to attain

Because it is valued for its own sake by all people

Because it is a means to a productive life

Because most people agree about what happiness is

**9. According to the professor, why does Aristotle think that fame cannot provide true happiness?**

Fame cannot be obtained without help from other people

Fame cannot be obtained by all people

Fame does not last forever

People cannot share their fame with other people

**10. What does the professor mean when she says this:**

Teaching is not a highly valued profession in society

She may change professions in order to earn more money

The reason she is a teacher has little to do with her salary

More people would become teachers if the salary were higher

## TPO2 Lecture 4

### 11. Why does the professor explain Bode's Law to the class?

- To describe the size of the asteroids
- To explain who the asteroids belt was discovered
- To explain how gravitational forces influence the planets
- To describe the impact of telescopes on astronomy

### 12. How does the professor introduce Bode's Law?

- By demonstrating how it is derived mathematically
- By describing the discovery of Uranus
- By drawing attention to the inaccuracy of a certain pattern
- By telling the names of several of the asteroids

### 13. According to the professor, what two factors contributed to the discovery of the asteroid Ceres? Click on 2 answers

- Improved telescopes
- Advances in mathematics
- The discovery of a new star
- The position of Uranus in a pattern

### 14. What does the professor imply about the asteroid belt?

- It is farther from the Sun than Uranus
- Bode believed it was made up of small stars
- It is located where people expected to find a planet
- Ceres is the only one of the asteroids that can be seen without a telescope

### 15. Why does the professor say this:

To introduce an alternative application of Bode's Law

To give an example of what Bode's law cannot explain

To describe the limitations of gravitational theory

To contrast Bode's Law with a real scientific law

## 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 one's 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: 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

### 03 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

## 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 formulated 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.

## Week 4 Supplementary Passages

### TPO3 Conversation 1

**1. Why does the woman come to the office?**

- To notify the university of her change of address
- To find out where her physics class is being held
- To get directions to the science building
- To complain about her physics class being canceled

**2. What happened to the letter the university sent to the woman?**

- She threw it away by mistake
- Her roommate forgot to give it to her
- It was sent to her old mailing address
- It was sent to another student by mistake

**3. Why was the woman's physics class canceled?**

- Not enough students signed up to take the class
- No professors were available to teach the class
- The university changed its requirements for physics students
- There were no classrooms available in the science building at the hour

**4. What does the man suggest the woman do before the beginning of next semester?**

- Consult with her advisor about her class schedule
- Check with the registrar's office about the location of the class
- Register for her classes early
- Call the physics department

**5. What does the man imply when he says this:**

- He knows the physics class has been canceled
- He is not sure where the science building is
- Many of the room assignments have been changed
- The woman can check for herself where her class is

## TPO3 Lecture 1

### 6. What does the professor mainly discuss?

- Major changes in the migratory patterns of hummingbirds
- The adaptation of hummingbirds to urban environments
- Concern about the reduction of hummingbird habitat
- The impact of ecotourism on hummingbird populations

### 7. What does the professor imply might cause a decrease in the hummingbird population?

- An increase in the ecotourism industry
- An increase in the use of land to raise crops and cattle
- A decrease in banding studies
- A decrease in the distance traveled during migration

### 8. What does the professor say people have done to help hummingbirds survive?

- They have built a series of hummingbird feeding stations
- They have supported new laws that punish polluters of wildlife habitats
- They have replanted native flowers in once polluted areas
- They have learned to identify various hummingbird species

### 9. What way of collecting information about migrating hummingbirds does the professor mention?

- Receiving radio signals from electronic tracking devices
- Being contacted by people who recapture banded birds
- Counting the birds that return to the same region every year
- Comparing old and young birds' migration routes

**10. What does the professor imply researchers have learned while studying hummingbird migration?**

- Hummingbirds have totally disappeared from some countries due to recent habitat destruction
- Programs to replant flowers native to hummingbird habitats are not succeeding
- Some groups of hummingbirds have changed their migration patterns
- Some plant species pollinated by hummingbirds have become extinct

**11. What does the professor imply when she say this:**

There is disagreement about the idea she has presented

She does not plan to discuss all the details

Her next point may seem to contradict what she has just said

The point she will make next should be obvious to the students

**TPO3 Lecture 2**

**12. What is the main purpose of the lecture?**

- To discuss the style of an early filmmaker
- To describe different types of filmmaking in the 1930s
- To discuss the emergence of the documentary film
- To describe Painleve's influence on today's science-fiction films

**13. Why are Painleve's films typical of the films of the 1920s and 1930s?**

- They do not have sound
- They are filmed underwater
- They are easy to understand
- They difficult to categorize

**14. According to the professor, how did Painleve's film confuse the audience?**

- They show animals out of their natural habitat
- They depict animals as having both human and animal characteristics  
The narration is scientific and difficult to understand
- The audiences of the 1920s and 1930s were not used to films shot underwater

**15. Why does the professor mention sea horses?**

- To explain that they were difficult to film in the 1930s
- To point out that Cousteau made documentaries about them
- To illustrate Painleve's fascination with unusual animals
- To explain why Painleve's underwater films were not successful

**16. Why does the professor compare the film style of Jacques Cousteau Jean Painleve?**

- To explain how Painleve influenced Cousteau
- To emphasize the uniqueness of Painleve's filming style
- To emphasize the artistic value of Cousteau's documentary films
- To demonstrate the superiority of Painleve's filmmaking equipment

**17. What does the student imply when he says this:**

- He does not like Jean Painleve's films
- He thinks that the professor should spend more time discussing Jacques Cousteau's film
- He believes that high quality filmmakers are usually well known
- He believes that Jean Painleve's film have been unfairly overlooked

**TPO3 Conversation 2**

**1. Why does the student go to see the professor?**

- To ask about a class assignment
- To find out about a midsemester project
- To get information about summer jobs
- To discuss ways to improve his grade

**2. What was originally located on the site of the lecture hall?**

- A farmhouse
- A pottery factory
- A clothing store
- A bottle-manufacturing plant

**3. What is mentioned as an advantage of working on this project?**

- Off-campus travel is paid off
- Students can leave class early
- The location is convenient
- It fulfills a graduation requirement

**4. What is the professor considering doing to get more volunteers?**

- Offering extra class credit
- Paying the students for their time
- Asking for student volunteers from outside her class
- Providing flexible work schedules

**5. What information does the student still need to get from the professor?**

- The name of the senior researcher
- What book he needs to read before the next lecture
- When the train session will be scheduled
- Where the project is located

**TPO3 Lecture 3**

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

- The oldest known cave art
- How ancient cave art is dated
- The homes of Paleolithic humans
- How Paleolithic humans thought about animals

**7. When does the professor mention his daughter?**

- To describe her reaction to seeing the paintings
- To explain the universal appeal for the Chauvet paintings
- To demonstrate the size of most Paleolithic cave art
- To emphasize his point about the age of Chauvet paintings

**8. What is the professor's opinion about the art at the Chauvet cave?**

- It is extremely well done
- It probably reflected artists' religious beliefs
- It is less sophisticated than the art at Lascaux and Altamira
- It is probably not much older than the art at Lascaux and Altamira

**9. According to the professor, what is the significance of charcoal marks on the walls of the Chauvet cave?**

- They suggest that Paleolithic people cooked their food in the cave They prove that people came to the cave long after the paintings were made
- They show how much light the Paleolithic artists needed for their work
- They were used in recent times to date the paintings

**10. Compared to other Paleolithic art, what is unusual about the animals painted at Chauvet?**

- Most of them are horses
- Many of them are dangerous
- Many of them are shown alongside humans
- All of them are species that are still found in France

**11. What are two questions about the Chauvet cave artists that the professor raises but cannot answer? Choice two answers below**

- How they lighted their work area
- How they obtained pigments for their paints
- Why they chose to paint certain animals and not others
- Why they placed their art in dark, uninhabited places

## TPO3 Lecture 4

### 12. What is the lecture mainly about?

- Different ways of magnifying the spectrum of a star
- How a chemical element was first discovered on the Sun
- How astronomers identify the chemical elements in a star
- Why the spectra of different stars are composed of different colors

### 13. What does the professor explain to one of the students about the term “radiation”?

- It is defined incorrectly in the textbooks
- It was first used in the nineteenth century
- It is rarely used by astronomers
- It does not refer only to harmful energy

### 14. What can be inferred about two stars if their spectra have similar spectral line patterns?

- The stars are approximately the same distance from the Earth
- The stars probably have some chemical elements in common
- The stars have nearly the same brightness
- The stars are probably of the same size

### 15. According to the professor, what is the purpose of heating an element in a spectroscopic flame test?

- To cause an element to emit light
- To study an element in combination with other elements
- To remove impurities from the element
- To measure an element’s resistance to heat

### 16. Why does the professor say this?

- He is about to provide some background information
- He is about to repeat what he just said
- He intends to focus on the history of astronomy
- He intends to explain two different points of view

**17. Why does the professor ask this?**

- To check the students' understanding of their reading assignment
- To give the students a hint to the answer to his previous question
- To emphasize how important it is for astronomers to study Greek
- To remind the students about the historical background of astronomy

## 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 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

## 02 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

### 03 Literature

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

#### Key Vocabulary

**Predominant:** major; primary

**Dynamic:** vibrant; lively; changing

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

**Resemble:** to look similar to

**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

## 04: 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
- By providing an example of a common equilibrium

## Week 5 Supplementary Passages

### TPO4 Conversation 1

#### 1. Why does the man need the woman's assistance? Click on 2 answers.

- He does not know the publication date of some reviews he needs.
- He does not know the location of the library's video collection of plays.
- He does not know how to find out where the play is currently being performed.
- He does not know how to determine which newspaper he should look at.

#### 2. What does the woman imply about critical reaction to the play *Happy Strangers*?

- Negative critical reaction led to its content being revised after it premiered.
- The play has always been quite popular among university students.
- Reactions to the play are more positive nowadays than they were in the past.
- The play is rarely performed nowadays because critics have never liked it.

#### 3. What does the woman say about her experience seeing a performance of *Happy Strangers* when she was younger? Click on 2 answers.

- It was the first play she had seen performed professionally.
- She saw it against the wishes of her parents.
- She was surprised at how traditional the performance was.
- She had a variety of emotional reactions to the play.

#### 4. What is the man's attitude toward his current assignment?

- He is not confident that he will find the materials he needs.
- He feels that performing in a play is less boring than reading one.
- He thinks his review of the play will be more objective than the contemporary reviews were.
- He is optimistic that he will learn to appreciate the play he is researching.

**5. Why does the woman say this?**

- To ask the man to clarify his request.
- To state the man's request more precisely.
- To make sure that she heard the man correctly.
- To correct a mistake the man has made.

**TPO4 Lecture 1**

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

- Methods of observing unusual animal behavior.
- A theory about ways birds attract mates.
- Ways animals behave when they have conflicting drives.
- Criteria for classifying animal behaviors.

**7. Indicate whether each of the activities below describes a displacement activity. Click in the correct box for each phrase.**

**Yes No**

- An animal attacks the ground instead of its enemy.
- An animal falls asleep in the middle of a mating ritual.
- An animal eats some food when confronted by its enemy.
- An animal takes a drink of water after grooming itself.

**8. What does the professor say about disinhibition?**

- It can prevent displacement activities from occurring.
- It can cause animals to act on more than one drive at a time.
- It is not useful for explaining many types of displacement activities.
- It is responsible for the appearance of seemingly irrelevant behavior.

**9. According to the lecture, what is one possible reason that displacement activities are often grooming behaviors?**

- Grooming may cause an enemy or predator to be confused.
- Grooming is a convenient and accessible behavior.
- Grooming often occurs before eating and drinking.
- Grooming is a common social activity.

**10. Why does the professor mention the wood thrush?**

- To contrast its displacement activities with those of other animals species.
- To explain that some animals display displacement activities other than grooming
- To point out how displacement activities are influenced by the environment.
- To give an example of an animal that does not display displacement activities.

**11. What does the professor mean when she says this?**

- She is impressed by how much the student knows about redirecting.
- She thinks it is time to move on to the next part of this lecture.
- The student's answer is not an example of a displacement activity.
- The student should suggest a different animal behavior to discuss next.

**TPO4 Lecture 2**

**12. What is the main purpose of the lecture?**

- To point out similarities in Emerson's essays and poems.
- To prepare the students to read an essay by Emerson.
- To compare Emerson's concept of universal truth to that of other authors.
- To show the influence of early United States society on Emerson's writing.

**13. On what basis did Emerson criticize the people of his time?**

- They refused to recognize universal truths.
- They did not recognize the genius of certain authors.
- Their convictions were not well-defined.
- They were too interested in conformity.

**14. What does Emerson say about the past?**

- It should guide a person's present actions.
- It must be examined closely.
- It is less important than the future.
- It lacks both clarity and universal truth.

**15. What point does the professor make when he mentions a ship's path?**

- It is easy for people to lose sight of their true path.
- Most people are not capable of deciding which path is best for them.
- The path a person takes can only be seen clearly after the destination has been reached.
- A person should establish a goal before deciding which path to take.

**16. What does the professor imply about himself when he recounts some life experiences he had before becoming a literature professor? Click on 2 answers.**

- He did not consider the consequences of his decisions.
- He did not plan to become a literature professor
- He has always tried to act consistently
- He has trusted in himself and his decisions.

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

- To suggest that United States citizens have not changed much over time
- To encourage the class to find more information about this time period.
- To explain why Emerson's essay has lost some relevance.
- To provide background for the concept he is explaining.

**TPO4 Conversation 2**

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

- Methods for finding appropriate sources for a project.
- Reasons the woman is having difficulties with a project.
- Criteria the professor uses to evaluate group projects.
- Ways to develop the skills needed to work in groups.

**2. Why does the professor mention the ‘free-rider’ problem?**

- To review a concept he explained in class.
- To give the student a plan to solve her problem.
- To clarify the problem the student is facing.
- To explain a benefit of working in groups.

**3. What is the professor’s opinion of the other students in the woman’s group?**

- They try to take credit for work they did not do.
- They did not perform well in previous courses with him.
- They are more motivated when they are working in a group.
- They do good work when they are interested in the subject

**4. Why did the woman choose property rights as a topic?**

- The professor recommended the topic.
- She already had a lot of reference materials on the subject.
- She wanted to learn something new.
- It was easy to research at the school library.

**5. What mistakes does the professor imply the woman has made while working on a project? Click on 2 answers**

- Finding sources for her group partners.
- Writing the weekly progress reports for her group.
- Forgetting to pay attention to the project’s deadlines.
- Failing to involve the group members in the selection of a topic.

**TPO4 Lecture 3**

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

- His plans for research involving moving rocks.
- A difference between two geological forces that cause rocks to move.
- Theories about why desert rocks move.
- Reasons why geologists should study moving rocks.

**7. According to the professor, what have the researchers agreed on?**

- The rocks cannot move after ice storms.
- The rocks do not move at night.
- The rocks never move in circles.
- The rocks are not moved by people.

**8. The professor mentions experiments on the wind speed necessary to move rocks. What is the professor's attitude toward the experiments?**

- Their results were decisive.
- They were not carried out carefully.
- They were not continued long enough to reach a conclusion.
- The government should not have allowed the experiments.

**9. What important point does the professor make about the area where the rocks are found?**

- It has been the site of Earth's highest wind speeds.
- It is subject to laws that restrict experimentation.
- It is accessible to heavy machinery.
- It is not subject to significant changes in temperature.

**10. What is the professor's purpose in telling the students about moving rocks?**

- To teach a lesson about the structure of solid matter.
- To share a recent advance in geology.
- To give an example of how ice can move rocks.
- To show how geologists need to combine information from several fields.

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

- The movement pattern of the rocks was misreported by researchers. B. The rocks are probably being moved by people.
- The movement pattern of the rocks does not support the wind theory.
- There must be differences in the rocks' composition.

**TPO4 Lecture 4**

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

- Reasons the United States government should not support the arts.
- The history of government support for the arts in the United States.
- Strengths and weaknesses of different government-sponsored arts programs.
- Different ways in which governments can help support artists.

**13. According to the talk, in what two ways was the Federal Art Project successful? Click on 2 answers.**

- It established standards for art schools.
- It provided jobs for many artists.
- It produced many excellent artists.
- It gave many people greater access to the arts.

**14. The class discusses some important events related to government support for the arts in the United States. Put the events in order from earliest to latest.**

**Answer Choices.**

- Arts councils were established in all 50 states of the country.
- The federal budget supporting the arts was reduced by half.
- The Federal Art Project helped reduce unemployment.
- The National Endowment for the Arts was established.
- The government provided no official support for the arts.

**15. Why does the professor mention the Kennedy Center and Lincoln Center?**

- To give examples of institutions that benefit from corporate support.
- To illustrate why some artists oppose the building of cultural centers.
- To show how two centers were named after presidents who supported the arts.
- To name two art centers built by the government during the Depression.

**16. What does the professor say about artists' opinions of government support for the arts?**

- Most artists believe that the government should provide more funding for the art
- Most artists approve of the ways in which the government supports the arts.
- Even artists do not agree on whether the government should support the arts.
- Even artists have a low opinion of government support for the arts.

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

- Other students should comment on the man's remark.
- Most people would agree with the man's opinion.
- Artwork funded by the government is usually of excellent quality.
- The government project was not a waste of money.

## 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: 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		

### 02: 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

**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			

## Week 6 Supplementary Passages

### TPO5 Conversation 1

**1. What do the speakers mainly discuss?**

- Why the woman has little in common with her roommates
- How the woman can keep up in her academic studies
- The woman's adjustment to life at the university
- The woman's decision to transfer to another university

**2. Why does the woman mention her hometown?**

- To draw a contrast to her current situation
- To acknowledge that she is accustomed to living in big cities
- To indicate that she has known some people on campus for a long time
- To emphasize her previous success in academic studies

**3. What does the woman imply about incident that occurred in her sociology class?**

- She was embarrassed because she gave an incorrect answer
- She was upset because the professor seemed to ignore her
- She was confused by the organization of the professor's lecture
- She was surprised by the comments of the other students

**4. According to the counselor, why should the woman visit her professor's office? Click on 2 answers.**

- To offer a compliment
- To offer to help other students
- To introduce herself
- To suggest ways of making the class more personal

**5. What does the woman imply about joining the string quartet?**

- It would enable her to continue a hobby she gave up when she was ten
- It would allow her to spend more time in her major area of study
- It would help her stop worrying about her academic studies
- It would be a way to meet students with similar interests.

## TPO5 Lecture 1

### 6. What is the main purpose of the lecture?

- To introduce a method that can help students remember new information
- To introduce a way to study how information passes from one person to another
- To explain the differences between biological information and cultural information
- To explain the differences between stories, songs, and other pieces of information

### 7. Why does the professor tell the story about alligators?

- To explain the difference between true and false stories
- To draw an analogy between alligator reproduction and cultural transmission
- To give an example of a piece of information that functions as a meme
- To show how a story can gradually change into a song

### 8. According to the professor, which of the following are examples of meme transfer? Click on 2 answers.

- Telling familiar stories
- Sharing feelings
- Composing original music
- Learning a scientific theory

### 9. What example does the professor give of a meme's longevity?

- A story has been changing since it first appeared in the 1930s
- A person remembers a story for many years
- A gene is passed on through many generations without changing
- A song quickly becomes popular all over the world

### 10. What does the professor compare to a housefly laying many eggs?

- A child learning many different ideas from or her parents
- Alligators reproducing in New York sewers
- Different people remembering different versions of a story
- A person singing the "Twinkle, twinkle" song many times

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

- To explain why some memes do not change much
- To ask the students for their opinion about songs as memes
- To acknowledge a problem with the meme theory
- To ask the student to test an idea about memes

**TPO5 Lecture 2**

**12. What is the main purpose of the lecture?**

- To explain why scientists disagree about the age of the Moon
- To present arguments in favor of another Moon landing
- To explain how scientists discovered a crater on the far side of the Moon
- To review some finding of a recent mission to the Moon

**13. What does the professor imply about the spacecraft Clementine?**

- It sent back the first color photographs of the Moon
- It was powered by solar energy
- It landed in the far side of the Moon
- It flew over the Moon's polar regions

**14. Why does the professor mention the Moon's mantle?**

- To explain why scientists believe that meteor impacts cannot affect the Moon's mantle
- To explain what kind of information scientists hope to obtain from the mantle
- To point out that the Moon's crust and mantle are made of similar materials
- To point out that the Moon's mantle and Earth's mantle have different compositions

**15. Why is the South Pole-Aitken Basin thought to be exceptionally old?**

- The walls of the Basin are more reflective than those of most other craters
- Testing of rocks from the Basin's floor proves them to be as old as the Moon itself
- Many small craters have been detected at the bottom of the Basin
- A large amount of dust has been detected in and around the Basin

**16. Why does the professor consider it important to find out if water ice exists on the Moon? Click on 2 answers.**

- Water ice could be processed to provide breathable air for astronauts
- One component of water ice could be used as a fuel for rockets
- Water ice could contain evidence of primitive life on the Moon
- Water ice could be tested to find out what type of meteors crashed into the Moon

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

- The current age estimates for the South Pole-Aitken Basin are based on incorrect assumptions.
- The technology to analyze Moon rocks has not advanced much since the days of the Moon landings
- Too few of the original Moon-rock samples were dated accurately
- Only by testing samples from South Pole-Aitken Basin can its age be precisely determined

**TPO5 Conversation 2**

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

- An assignment about which the student would like advice
- Concerns as to whether the student should be in the professor's course
- The selection of films to be viewed by students in a film theory course
- The structure and sequence of courses in the Film Department

**2. What is the professor's attitude toward the student's high school film course?**

- He does not consider it satisfactory preparation for the class he teaches
- He does not think that literary works should be discussed in film classes
- He believes that this type of course often confuses inexperienced students
- He feels that the approach taken in this course is the best way to learn about film

**3. Why was the student permitted to sign up for professor's film theory course?**

- Her high school course fulfilled the requirement for previous course work
- The computer system that usually blocks students was not working properly
- An employee in the department did not follow instructions
- The professor made an exception in her case

**4. Why does the professor decide to allow the student in his class? Click on 2 answers.**

- She needs to take the course in order to graduate
- He is impressed with her eagerness to continue
- She convinces him that she does have adequate preparation for the course
- He learns that she is not studying film as her main course of study

**5. What does the professor advise the student to do in order to keep up with the class she is in?**

- Take the introductory course
- Watch some video recordings
- Do extra reading
- Drop out of her marketing class

### TPO5 Lecture 3

#### 6. What is the main purpose of the lecture?

- To discuss recent innovations in laboratory equipment
- To give an example of a practical use for a particular scientific technique
- To familiarize students with the chemical composition of paint pigments
- To show how researchers were able to restore a particular work of art

#### 7. What does the professor imply when he mentions an art historian?

- Art historians have been learning how to use spectrometers
- Scientists need to learn how art historians analyze paintings
- Confirming the authenticity of artworks requires collaboration
- Spectroscopic analysis can help identify a painter's techniques

#### 8. Why does the professor discuss the presence of zinc in paint pigments?

- To explain why some paints may deteriorate over the course of time
- To stress the need for caution when attempting to restore old artworks
- To show how pigments differ from varnishes and binding agents
- To show how spectroscopy can help establish the age of a painting

#### 9. According to the professor, what is the primary advantage of spectroscopy over other laboratory methods for analyzing artworks?

- It does not damage the artworks
- It provides a more accurate analysis than other methods do
- It uses equipment that can be transferred to other locations
- It can be used by individuals with little scientific training

**10. What is one way the professor mention that can help with art restoration?**

- By re-creating the pigments and binding agents used by artists of earlier eras
- By removing pigments and binding agents that dissolve paintings over time
- By creating protective coatings of paint that do not damage original paintings
- By developing ways to safely remove paint added by previous restorers

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

- He is searching for a synonym for the term
- He is not sure how much information the student need
- He is going to briefly address a related topic
- He is giving the students a writing assignment

**TPO5 Lecture 4**

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

- Oral traditions in folktales and fairy tales
- Common characters and plots in folktales and fairy tales
- Differences between folktales and fairy tales
- Hidden meaning in folktales and fairy tales

**13. What does the professor mean when he says that folktales are communal?**

- They vary little form one community to another
- They serve to strengthen tiles among individuals within a community
- They relate important events in the history of a community
- They can be adapted to meet the needs of a community

**14. Why does the professor clarify the concept of a “fairy tale”?**

- To explain the origins of the term “fairy tale”
- To eliminate a possible definition of the term “fairy tale”
- To support a claim about the function of fairy tales
- To indicate that fairies are a major element in fairy tale

**15. What does the professor say about the setting of fairy tales?**

- The tales are usually set in a nonspecific location
- The location is determined by the country of origin of a tale
- The tales are set in a location familiar to the author
- A storyteller varies the location of a tale depending on the audience

**16. In the lecture, the professor discusses characteristics of folktales and fairy tales, indicate the characteristics of each type of the tale. Click in the correct boxes. This question is worth two points.**

**folktales**

**fairy tales**

- Their appeal is now mainly to children
- The plot is the only stable element
- The tales are transmitted orally
- There is one accepted version
- Characters are well developed
- The language is relatively formal

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

- To support the student’s statement
- To ask the student to clarify her statement
- To find out if the students know what story the line comes from
- To clarify the relationship between time and space in fairy tales

## 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: 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.
- 

**04: 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

### 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

**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

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

**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, band barley		

## Week 7 Supplementary Passages

### TPO 6 Conversation 1

- 1. Why does the student go to the career services office?**
  - To confirm the date and time of the career fair
  - To learn the location of the career fair
  - To find out he is allowed to attend the career fair
  - To get advice about interviewing at the career fair
- 2. Why does the student think that companies' representatives would not be interested in talking to him?**
  - He will not be graduating this year
  - He is not currently taking business classes
  - He has not declared a major yet
  - He does not have a current resume
- 3. What does the woman imply about the small print on the career fair posters and flyers?**
  - The information in the small print was incomplete
  - The print was smaller than she expected it to be
  - The information the small print contains will be updated
  - The information in the small print will be presented in a more noticeable way
- 4. What does the woman say is a good way for the student to prepare for speaking to companies' representatives?**
  - Take some business classes
  - Familiarize himself with certain businesses beforehand
  - Have questions ready to ask the representatives
  - Talk to people who work for accounting firms
- 5. Why does the student say this?**
  - To acknowledge that he cannot go to this year's career fair
  - To acknowledge the amount of preparation he will have
  - To indicate that he has school work he must complete before the career fair
  - To indicate that he needs to go to his job now

## TPO6 Lecture 1

### 6. What is the main purpose of the talk?

- To show what happens after an economy has experienced a boom-and-bust cycle
- To illustrate the conditions needed to produce a boom-and-bust cycle
- To demonstrate how boom-and-bust cycles have changed over time
- To explain why the boom-and-bust cycle is not a frequent historical occurrence

### 7. What is the professor's opinion about the dot-com crash?

- She thinks that people should have realized it would happen
- She does not believe that anything like it will happen again
- She is surprised that it did not have more serious consequences
- She is confident that people learned a valuable lesson from it

### 8. According to the professor, where did tulips originate?

- The mountains of central Asia
- The region around Istanbul in Turkey
- The sandy soils of the Netherlands
- The forests of northern Europe

### 9. Why does the professor mention a merchant who ate tulip bulbs?

- To explain how the Turks introduce the flower to European visitors
- To explain what happened to tulip bulbs that did not produce desirable colors
- To give an example of one way that the rich in the Netherlands showed off their wealth
- To illustrate her point that Europeans were unfamiliar with the flower

**10. What were some of the factors that contributed to the tulip craze in the Netherlands in the seventeenth century?**

- Wealthy gardeners liked to compete for rare plants
- The number of people with disposable income was growing
- Tulip bulbs were initially cheap and easy to obtain
- Tulips in the wild bloomed in unusual color combination
- The tulip market was not regulated by the government

**11. The professor mentions the practice of trading promissory note in the Netherlands in the 1630s, what does this practice explain?**

- Why tulips replaced gold as a form of currency
- Why buyers were no longer interested in owning actual tulips
- Why borrowing in the Netherlands increased on a significant scale
- Why the middle class in the Netherlands expanded in size

**TPO6 Lecture 2**

**12. What topic related to the Nightcap Oak does the professor mainly discuss?**

- Factors that relate to the size of the area in which it grows
- The size of its population over the last few centuries
- Whether anything can be done to ensure its survival
- Why it did not change much over the last one hundred million years

**13. According to the professor, what led scientists to characterize the Nightcap Oak as primitive?**

- It has no evolutionary connection to other trees growing in Australia today
- It has an inefficient reproductive system
- Its flowers are located at the bases of the leaves
- It is similar to some ancient fossils

**14. What point does the professor make about the Nightcap Oak's habitat?**

- It is stable despite its limited size
- Unlike the habitats of many plants, it is expanding
- Its recent changes have left the Nightcap Oak struggling to adapt
- Its size is much larger than the area where the Nightcap Oak grows

**15. According to the professor, what are two factors that prevent Nightcap Oak population from spreading?**

- The complex conditions required for the trees to produce fruit
- The fact that the seed cannot germinate while locked inside the shell
- The limited time the seed retain the ability to germinate
- Competition with tree species that evolved more recently

**16. Why does the professor mention the size of the Nightcap Oak population over the last few hundred years?**

- To explain why it is likely the Nightcap Oak population will increase in the future
- To point out that Nightcap Oak's limited reproductive success has not led to a decrease in its population
- To present evidence that the Nightcap Oak is able to tolerate major changes in its environment
- To point out that the Nightcap Oak is able to resist diseases that have destroyed other tree species

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

- She wants the students to think about a possible connection.
- She wants to know if the students have any questions
- She is implying that researchers have been asking the wrong questions
- She is implying that there may be no connection between the questions

## TPO6 Conversation 2

### 1. Why does student go to see the professor?

- She is having trouble finding topic for the term paper
- She needs his help to find resource materials
- She wants to ask him for an extension on a paper
- She wants him to approve her plans for a term paper

### 2. Why is the student interested in learning more about dialects?

- She often has trouble understanding what other students are saying
- She is trying to change the way she speaks
- She is aware that her own dialect differs from those of her roommates
- She spent her childhood various places where different dialects are spoken

### 3. Based on the conversation, what can be conducted about dialect accommodation?

- It is a largely subconscious process
- It is a process that applies only to some details
- It is very common phenomenon
- It is a topic that has not been explored extensively

### 4. What does the professor want the student to do next?

- Read some articles he has recommended
- Present her proposal before the entire class
- Submit a design plan for the project
- Listen to recordings of different dialects

### 5. What can be inferred about the professor when he says this:

- He thinks the topic goes beyond his expertise
- He thinks the topic is too broad for the student to manage
- He thinks the topic is not relevant for a linguistic class
- He thinks other students may have chosen the same topic

### TPO6 Lecture 3

**6. What aspect creative writing does the professor mainly discuss?**

- How to keep a reader's interest
- How to create believable characters
- Key differences between major and minor characters
- Techniques for developing short-story plots

**7. Why does the professor recommend that students pay attention to the people they see every day?**

- The behavior and characteristics of these people can be used in character sketches
- Observing people in real-life situations can provide ideas for story plots
- It is easier to observe the behavior of familiar people than of new people
- Students can gather accurate physical description for their characters

**8. The professor discusses an example of three friends who run out of gas. What point does he use the example to illustrate?**

- Writers should know their characters as well as they know their friends
- Writers should create characters that interact in complex ways
- Friends do not always behave the way we expect them to behave  
Friends' behavior is often more predictable than fictional characters' behavior

**9. What warning does the professor give when he talks about the man who lives on the mountain?**

- Avoid placing characters in remote settings
- Avoid having more than one major character
- Avoid using people as models whose lives are unusual
- Avoid making characters into stereotypes

**10. What does the professor imply is the importance of flat characters?**

- They act more predictably than other characters
- They are difficult for readers to understand
- They help reveal the main character's personality
- They are the only characters able to experience defeat

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

- To indicate that he is about to explain what type of drawing he wants
- To help students understand a term that may be confusing
- To indicate that he use the wrong word earlier
- To motivate the students to do better work

**TPO6 Lecture 4**

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

- An example of rapid climate change
- A comparison of two mechanisms of climate change
- The weather conditions in the present-day Sahara
- Recent geological findings made in the Sahara

**13. Not long ago, the Sahara had a different climate. What evidence does the professor mention to support this?**

- Ancient pollen
- Bones from large animals
- Rock paintings
- Agriculture in ancient Egypt
- Underground water

**14. In the lecture, what do the Ice Age and the creation of the Sahara Desert both illustrate about past climate changes?**

- That some climate changes benefitted the development of civilization
- That some climate changes were not caused by human activity
- That some climate changes were caused by a decrease of moisture in the atmosphere
- That some climate changes were caused by changes in Earth's motion and position

**15. What started the runaway effect that led to the Sahara area of north Africa becoming a desert?**

- The prevailing winds became stronger
- The seasonal rains moved to a different area
- The vegetation started to die off in large areas
- The soil lost its ability to retain rainwater

**16. The professor mentions a theory that people migrating from the Sahara were important to the development of the Egyptian civilization. Which sentence best describes the professor's attitude toward this theory?**

- It is exciting because it perfectly explains recent archaeological discoveries
- It is problematic because it goes too far beyond the generally available data
- It raises an interesting possibility and he hopes to see more evidence for it
- It cannot be taken seriously until it explains how the migrants got to Egypt

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

- To correct a misstatement he made about the Sahara's climate
- To suggest that the current dryness of the Sahara Desert is exaggerated
- To suggest that scientists are not in agreement about Sahara's past climate

- To emphasize the difference between the current and past climates of the Sahara

## Week 8

### TPO7 Conversation 1

#### 1. Why does the man go to see the professor?

- To hand in a late assignment
- To find out about jobs in the department
- To discuss Dean Adam's current research
- To volunteer to help organize an event

#### 2. How did the man learn about Dean Adams' retirement?

- He read about it in an e-mail message
- It was posted on a bulletin board
- He heard other students discussing it
- Dean Adams announced it in her class

#### 3. Why does the professor refuse the man's offer to help with a party? Click on 2 answers.

- Two people are already working on it
- She prefers that he spend his time on another project
- The party does not require much preparation
- Dean Adams is not permanently leaving the department

#### 4. Why does the professor talk about speciation?

- To describe the main focus of the work she needs help with
- To tell the man about a new research area in ethnology
- To explain what Dean Adams chose to work on in Indonesia
- To demonstrate how varied Dean Adams' research has been

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

- To express doubt about the man's qualifications for the project
- To ask the man if he would be willing to work on the project
- To ask the man to recommend someone for the project
- To apologize for not being able to offer the project to the man

**TPO7 Lecture 1**

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

- The importance of creating believable characters in plays
- The influence of the literature of "realism" on French theater
- A successful standard formula for writing plays
- A famous example of a well-made play

**7. According to the professor, why did some playwrights write the end of a play before the beginning?**

- To produce multiple scripts as quickly as possible
- To prevent the audience from using logic to guess the endings
- To avoid writing endings similar to those of other plays
- To ensure that the plot would develop in a logical manner

**8. Why does the professor mention a conversation between two servants?**

- To give examples of typical characters in a well-made play
- To show how background information might be revealed in a well-made play
- To explain why Romeo and Juliet can be considered a well-made play
- To explain how playwrights develop the obligatory scene of a well-made play

**9. According to the professor, what dramatic elements are typically included in a well-made play to help move the plot forward? Click on 2 answers**

- A series of major changes in the hero's apparent chances of success
- The introduction of new characters midway through the play
- Information known to the audience but not to the main characters
- The movement of major characters from one setting to another

**10. What does the professor imply about the obligatory scene and the denouncement?**

- The difference between them might be unclear to some people
- Both are useful techniques for developing realistic characters
- The denouncement usually occurs within the obligatory scene
- The obligatory scene is usually less exciting than the denouncement

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

- To help students understand the meaning of a new term
- To indicate that his point is not related to the main topic of the lecture
- To emphasize one element of a play over all others
- To begin to summarize the main points of the lecture

### **TPO7 Lecture 2**

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

- How animals emit ultrasonic pulses
- How bats use acoustical signals
- A comparison of echolocation and radar
- Variations among bats in the use of ultrasound

**13. Why does the professor decide NOT to add more information to the diagram on the board?**

- She wants students to complete the diagram themselves as an assignment

- She needs to look up some information in order to complete the diagram accurately
- The additional information is not relevant to the topic that she wants to discuss next
- Students already have the additional information in their textbook

**14. According to the professor, what are two ways in which a moth might react when it detects the presence of a bat? Click on 2 answers.**

- The moth might stop beating its wings
- The moth might emit high-frequency sounds
- The moth might leave the area
- The moth might change its color to match its surroundings

**15. What surprising information did a recent experiment reveal about lesser spear-nosed bats?**

- They filter out echoes from some types of trees
- They can analyze echoes from stationary objects with complex surfaces
- They cannot analyze "jagged" echoes
- They cannot analyze echoes from certain types of small moving objects.

**16. According to the professor, why does a pine tree produce a "smooth" echo?**

- Because it has a smooth trunk
- Because it has large branches spaced at regular intervals
- Because it has many small, densely packed needles
- Because it remains stationary in all types of weather

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

- To answer a question that Carol asked
- To correct a statement that Carol made

- To praise Carol for an example that she gave
- To give an example of a principle that Carol stated

## **TPO7 Conversation 2**

### **1. Why does the student come to the library?**

- To learn about the library's resources
- To ask about interlibrary loans
- To attend the new student orientation
- To start work on a research project

### **2. Why does the librarian point out the history section to the student?**

- She wants to point out the closest area containing copy machines
- She assumes that he will need to do research there
- The student is looking for a book he used at his last school
- Students sometimes mistakenly assume that the section contains literature books

### **3. What does the student imply about the interlibrary loan service at his last school?**

- He never used it
- He came to appreciate it
- It was inconvenient
- It was expensive

### **4. What does the student need to do before he can use any rare books? Click on 2 answers**

- Purchase a card

- Obtain permission
  - Put on gloves
  - Try interlibrary loan first
- 5. Which sentence best expresses what the librarian means when she says this:**
- I wish this were true
  - That is not a very good idea
  - Thanks for your suggestion
  - That is what we intended

### **TPO7 Lecture 3**

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

- Different kinds of trees used for building canoes
- Various methods of Native American transportation
- The value of birth trees to some Native American groups
- The trading of birth wood products by Europeans in North America

**7. According to the professor, what characteristic of birth bark made it useful to Native Americans? Click on 2 answers**

- It repels water
- It can be eaten
- It is easy to find
- It has a rough texture

**8. According to the professor, why was the canoe important to some Native American groups? Click on 2 answers**

- There was a network of waterways where they lived
- Snowy winters made land travel too difficult
- Some Native American groups sold their canoes to other groups
- Canoe travel helped form relationship between groups of Native Americans

**9. Why does the professor mention French traders who arrived in the Iroquois region?**

- To illustrate how far news of the Iroquois canoe design had traveled
- To explain the kinds of objects the Iroquois received in exchange for their canoes
- To support her point about how efficient the Iroquois canoe design was
- To emphasize that the Iroquois were first settlers in that region

**10. Why does the student say this:**

- To share what he knows about birch wood
- To point out a misprint in the textbook
- To bring up a point from a previous lecture
- To request more explanation from the professor

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

- To show how slow canoe travel was
- To illustrate the size of a geographic area
- To compare different means of travel
- To describe how waterways change over time

**TPO7 Lecture 4**

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

- Explanations of how glaciers move
- Landscape changes caused by glacial movement
- Climate changes that influence glacial movement
- Causes of glacial formation

**13. The professor discusses the process of basal slip. Put the steps in the correct order.**

**Answer choices**

- Friction between the glacier and bedrock is reduced.
- A liquid layer forms at the base of the glacier.
- The glacier begins to slide
- Pressure is increased on the ice

**14. What factors are involved in the amount of deformation a glacier undergoes? Click on 2 answers**

- The thickness of glacial ice
- The hardness of glacial ice
- The amount of water beneath the glacial ice
- The temperature of the glacial ice

**15. What does the professor say about the speed of glaciers?**

- It affects the amount of glacial ice that forms
- It can be fast enough for movement to be noticeable
- It is reduced by cracks in the ice
- It is unusually high in colder regions

**16. What does the professor explain when he says this:**

- A characteristic of ice that is related to glacial movement
- How scientists first discovered that glaciers could move
- That factors like temperature can affect the strength of ice
- Why deformation is the most common type of glacial movement

**17. What does the professor imply about compression and extension?**

- He believes it accounts for a great deal of glacial movement
- He thinks it is a slower type of a glacial movement than basal slip
- He is not convinced that it is a type of glacial movement
- He does not agree that it causes fissures in glaciers.

