

PRE-TOEFL LISTENING SUPPLEMENTARY PASSAGES

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گروه زبان دکتر برزآبادی

Week 1

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

Eastern Marmot

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

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

Week 3

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

Week 4

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 women 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

Week 5

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:

- Others 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.

Week 6

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 now 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 from one community to another
- They serve to strengthen ties 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

Week 7

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 similar 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.

Week 9

TPO 8 Conversation 1

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

- To find out why he is not on the list of graduating students
- To explain why he has not fulfilled his graduation requirements
- To find out the exact requirements for graduation
- To submit a document required for graduation

2. According to the registrar, what step is currently taken to ensure that students fulfill their graduation requirements?

- Academic records are regularly checked by the registrar's office
- Students meet with a department chairperson to plan their course work
- Students receive letters listing the courses that they still need to take
- Warning letters are sent to students who have fallen behind in their course work

3. Why does the man mention his classmates?

- To explain how he obtained information about field research
- To point out that many students like to do field research
- To show that it is difficult to get intermediate-level credits
- To emphasize his motivation to do field research in two of his courses

4. Why does the registrar tell the man to contact his chairperson immediately?

- A deadline has already passed
- The man has a limited time to resolve his problem
- The man first needs to find out if the chairperson will help him
- Issuing a new grade may take longer than expected

5. Listen again to part of the conversation. Then answer the question.
Why does the registrar imply when she says this:

- She is uncertain about the reliability of the computer
- She will approve the man's form despite her doubts about it
- She needs more information about the man's credits
- She needs to call someone to help her fix computer errors

TPO8 Lecture 1

6. What is the main purpose of the lecture?

- To compare active habitat selection with passive habitat selection
- To show that most habitat preferences in animals are learned
- To compare the habitat requirements of several bird species
- To examine the consequences of habitat selection by animals

7. What element of the lover's habitat in California was threatened?

- The availability of food
- The availability of water
- The safety of nests from human activity
- The protection of nests from predatory birds

8. What does the professor illustrate with the example of the blue warbler?

- The relationship between human activity and habitat loss
- The relationship between habitat and reproductive success
- The advantages of habitats with low vegetation density
- The reproductive advantage that young warblers have over older warblers

9. Why does the professor mention the population density of blackcaps in two different habitats?

- To explain the similar reproductive rates in the two habitats
- To explain the relation between a species' population density and its nesting behavior
- To illustrate the advantages of a preferred habitat over a secondary habitat
- To illustrate the possible impact of making a poor habitat selection

10. According to the professor, why did some blackcaps choose a secondary habitat?

- They were following a moving food supply
- Their preferred habitat was taken over by another bird species
- Their nesting sites were disturbed by human activity
- Their preferred habitat became too competitive

11. Listen again to part of the conversation. Then answer the question. What can be inferred about the professor when she says this?

- She realizes that she just contradicted a statement she made earlier
- She is about to discuss another aspect of the topic
- She thinks the answer to her question is obvious
- She wants students to recall a case that she has already discussed.

TPO 8 Lecture 2

12. What is the lecture mainly about?

- Why the Salon exhibitions became popular among women artists in Paris
- Why French society did not approve of art schools or women
- How opportunities for women artists in Paris improved
- How women artists in Paris cooperated with one another

13. What point does the professor make about Julian when he mentions that Julian's art school offered some classes only for women?

- Julian's school was the first art school in Paris to offer women-only classes
- Julian wanted to encourage the distinctive style of women in Paris
- Julian viewed himself as a social reformer
- Julian possessed outstanding business skills

14. What does the professor emphasize as one benefit of competition in women's classes?

- Women gained more confidence in their artistic abilities
- Women became instructors in private art studios
- Women were able to sell their paintings for large amounts of money
- Women created new styles of painting

15. According to the professor, what were two ways that the situation of women artists had changed by then end of the nineteenth century in Paris? Click on 2 answers.

- ☐ Women and men took art classes together
- ☐ Women artists played a greater role in the Salon exhibitions
- ☐ More schools were established by women artists
- ☐ Fewer women artists were traveling to Paris

16. What does the professor imply about Bashkirtseff's painting in the Studio?

- ☐ It was one of many paintings that depicted a women's studio
- ☐ It did not bring Bashkirtseff recognition for her artistic ability
- ☐ It was criticized for an unrealistic depiction of women artists
- ☐ It was beneficial for both Bashkirtseff and the school where she studied

17. Listen again to part of the conversation. Then answer the question. What does the professor mean when he says this?

- ☐ Paris was a popular place to visit, but not the best place to study art
- ☐ Paris was the most important place for an artist to study and work
- ☐ Living in Paris was difficult for women artists from other countries
- ☐ Studying in Paris was beneficial for some artists, but not for others.

TPO8 Conversation 2

1. What is the conversation mainly about?

- ☐ Preparing for a test
- ☐ A strategy for attracting customers
- ☐ Business opportunities in the field of health
- ☐ Differences between two business models

2. What does the professor imply about the upcoming test?

- It will not contain questions about the health-club model
- It will ask about ways to improve the customer's self-image
- It will require students to discuss marketing strategies for libraries
- It will not require students to give examples of successful businesses

3. Based on the conversation, indicate whether each of the following is offered by health clubs. Click in the correct boxes. This question is worth two points.

Yes No

- Low membership fees
- High-quality facilities
- Exercise classes
- Positive self-image
- Special presentations

4. What does the professor imply about public libraries?

- They tend to be more popular than health clubs
- They cannot offer as many services as health clubs
- They should not spend money on high-quality equipment
- They need to give greater emphasis to strategic marketing

5. Listen again to part of the conversation. Then answer the question. Why does the student say this?

- To introduce a personal story about exercising
- To point out a flaw in the health-club model
- To give an example that supports the professor's point
- To explain why he disagrees with the professor

TPO8 Lecture 3

6. What is the lecture mainly about?

- Political events that led to the invention of eyeglasses
- A comparison of attitudes toward vision correction in Europe and China
- The relationship between the printing press and literacy
- An overview of vision correction over time

7. According to the professor, what was an advantage of using clear glass instead of quartz to make reading stones?

- Clear glass was easier to find than quartz
- Clear glass was easier to cut to the appropriate size
- Clear glass magnified the letters more than quartz did
- Clear glass was less expensive than quartz

8. What does the professor imply about the invention of eyeglass?

- Its historical records are more detailed than those of other inventions
- It has little impact on social attitudes toward vision correction
- Its occurrence in different places at approximately the same time is out unusual
- It contributed to a substantial increase in the number of literate people.

9. Which sentence best describes eyeglasses before the invention of the printing press?

- They were available to everyone
- They were a symbol of wealth and wisdom
- They could not correct vision accurately
- They could be bought only from traveling peddlers

10. Put the events in the order that they happened Click on a sentence.

Answer Choices

- Inexpensive eyeglasses became available
- The first eyeglasses were made
- The number of people interested in reading increased
- The printing press was invented

11. Listen again to part of the conversation. Then answer the question. What does the professor imply when she says this?

- She is impressed by the solution
- The solution she describes is obvious
- The solution was not a common practice
- The solution was not particularly expensive

TPO8 Lecture 4

12. In the beginning of the lecture, a student asks a question about the periodic table. How does the story of element 43 answer her question?

- By providing an example of an element whose place in the periodic table was moved
- By providing an example of an element whose existence was predictable from the periodic table
- By providing an example of an element which scientists predicted was formed from uranium
- By providing an example of an element that can only be made artificially

13. What does the professor say about early versions of the periodic table?

- Early versions listed two names for some elements
- Early versions had the incorrect atomic number for some elements
- Early versions were not as easy to use as modern version
- Early versions did not list an element for every atomic number

14. What fact inspired researchers to give the name “technetium” to element 43?

- The element was radioactive
- The element was derived from uranium
- The element was created artificially
- The element was found using x-ray spectroscopy.

15. What characteristic of element 43 might explain why the scientific community doubted the findings of Ida Tacke’s team?

- Element 43 has a very fast rate of decay
- Element 43 always contains small amount of other elements
- Element 43 cannot be created artificially
- Element 43’s radioactivity makes it easy to isolate and measure

16. What does the professor believe about the claim that Ida Tacke’s team made about element 43?

- Scientists should have accepted the claim when it was first published
- There is not enough evidence to know if the team actually discovered element 43
- The team’s unusual scientific methods were unreliable
- If the team’s ore sample had contained element 43, the team would have been able to isolate a weighable amount

17. Listen again to part of the conversation. Then answer the question
What does the professor imply about the chemist Ida Tacke when he says this?

- She did not realize that the periodic table predicted the radioactivity of element 43
- She did not understand why her team's findings were dismissed by the scientific community
- Her theory about uranium would have explained the presence of element 43 in her team's ore sample
- Her theory about uranium would have explained the errors that created element 43 in a cyclotron