

LISTENING

Directions: This section measures your ability to understand conversations and lectures in English.

Listen to each conversation and lecture only one time. After each conversation and lecture, you will answer some questions about it. Answer each question based on what is stated or implied by the speakers.


You may take notes while you listen and use your notes to help you answer the questions. Your notes will **not** be scored.

In some questions you will see this icon: . This means that you will hear, but not see, the question.

Answer each question before moving on. Do not return to previous questions.

It will take about 60 minutes to listen to the conversations and lectures and answer the questions about them.



Directions: Listen to Track 1. 



Directions: Now answer the questions.

1. Why does the man need the woman's assistance? *Choose 2 answers.*
 - A He does not know the publication date of some reviews he needs.
 - B He does not know the location of the library's video collection of plays.
 - C He does not know how to find out where the play is currently being performed.
 - D He does not know how to determine which newspapers he should look at.


2. What does the woman imply about critical reaction to the play *Happy Strangers*?
 - A Negative critical reaction led to its content being revised after it premiered.
 - B The play has always been quite popular among university students.
 - C Reactions to the play are more positive nowadays than they were in the past.
 - D 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? *Choose 2 answers.*
 - A It was the first play she had seen performed professionally.
 - B She saw it against the wishes of her parents.
 - C She was surprised at how traditional the performance was.
 - D She had a variety of emotional reactions to the play.

4. What is the man's attitude toward his current assignment?
 - A He is not confident that he will find the materials he needs.
 - B He feels that performing in a play is less boring than reading one.
 - C He thinks his review of the play will be more objective than the contemporary reviews were.
 - D He is optimistic that he will learn to appreciate the play he is researching.

5. Listen to Track 2. 

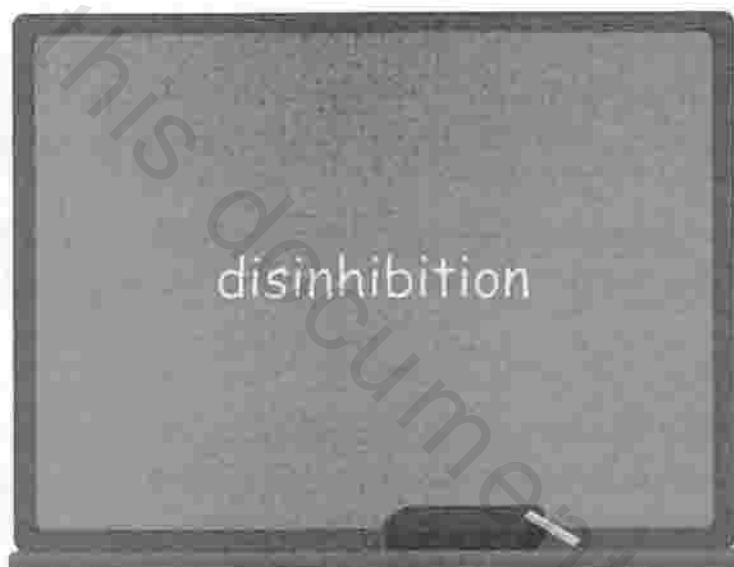
- Ⓐ To ask the man to clarify his request
- Ⓑ To state the man's request more precisely
- Ⓒ To make sure that she heard the man correctly
- Ⓓ To correct a mistake the man has made

Directions: Listen to Track 3. 

Biology




displacement activity



Directions: Now answer the questions.

6. What is the lecture mainly about?
- (A) Methods of observing unusual animal behavior
 - (B) A theory about ways birds attract mates
 - (C) Ways animals behave when they have conflicting drives
 - (D) Criteria for classifying animal behaviors
7. Indicate whether each of the activities below describes a displacement activity.
Put a check (✓) in the correct boxes.

	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 animal 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. Listen to Track 4. 
- Ⓐ 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.

Directions: Listen to Track 5. 

Literature




Directions: Now answer the questions.

12. What is the main purpose of the lecture?

- (A) To point out similarities in Emerson's essays and poems
- (B) To prepare the students to read an essay by Emerson
- (C) To compare Emerson's concept of universal truth to that of other authors
- (D) 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?

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

14. What does Emerson say about the past?
- (A) It should guide a person's present actions.
 - (B) It must be examined closely.
 - (C) It is less important than the future.
 - (D) It lacks both clarity and universal truth.
15. What point does the professor make when he mentions a ship's path?
- (A) It is easy for people to lose sight of their true path.
 - (B) Most people are not capable of deciding which path is best for them.
 - (C) The path a person takes can only be seen clearly after the destination has been reached.
 - (D) 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? *Choose 2 answers.*
- (A) He did not consider the consequences of his decisions.
 - (B) He did not plan to become a literature professor.
 - (C) He has always tried to act consistently.
 - (D) He has trusted in himself and his decisions.
17. Listen to Track 6. 
- (A) To suggest that United States citizens have not changed much over time
 - (B) To encourage the class to find more information about this time period
 - (C) To explain why Emerson's essay has lost some relevance
 - (D) To provide background for the concept he is explaining

Directions: Listen to Track 7.




Directions: Now answer the questions.

18. What is the conversation mainly about?
- (A) Methods for finding appropriate sources for a project
 - (B) Reasons the woman is having difficulties with a project
 - (C) Criteria the professor uses to evaluate group projects
 - (D) Ways to develop the skills needed to work in groups
19. Why does the professor mention the "free-rider" problem?
- (A) To review a concept he explained in class
 - (B) To give the student a plan to solve her problem
 - (C) To clarify the problem the student is facing
 - (D) To explain a benefit of working in groups
20. What is the professor's opinion of the other students in the woman's group?
- (A) They try to take credit for work they did not do.
 - (B) They did not perform well in previous courses with him.
 - (C) They are more motivated when they are working in a group.
 - (D) They do good work when they are interested in the subject.
21. Why did the woman choose property rights as a topic?
- (A) The professor recommended the topic.
 - (B) She already had a lot of reference materials on the subject.
 - (C) She wanted to learn something new.
 - (D) It was easy to research at the school library.

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

- A Finding sources for her group partners
- B Writing the weekly progress reports for her group
- C Forgetting to pay attention to the project's deadlines
- D Failing to involve the group members in the selection of a topic

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Directions: Listen to Track 8. 


Geology



moving rocks

Directions: Now answer the questions.

23. 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
24. 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.
25. The professor mentions an experiment done five to ten years ago on the wind speed necessary to move rocks. What opinion does the professor express about the experiment?
- Ⓐ The researchers reached the correct conclusion despite some miscalculations.
 - Ⓑ The researchers should have chosen a different location for their experiment.
 - Ⓒ The experiment should have been conducted on wetter ground.
 - Ⓓ The experiment was not continued long enough to achieve clear results.
26. 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.
27. 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
28. Listen to Track 9. 
- Ⓐ The movement pattern of the rocks was misreported by researchers.
 - Ⓑ 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.

Directions: Listen to Track 10. 

United States Government



National Endowment
for the Arts
(NEA)

Directions: Now answer the questions.

29. What is the discussion mainly about?

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

30. According to the discussion, in what two ways was the Federal Art Project successful? *Choose 2 answers.*

- (A) It established standards for art schools.
- (B) It provided jobs for many artists.
- (C) It produced many excellent artists.
- (D) It gave many people greater access to the arts.

31. 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.

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence. The first one is done for you.

1. The government provided no official support for the arts.
2.
3.
4.
5.

Answer Choices

- (A) Arts councils were established in all 50 states of the country.
- (B) The federal budget supporting the arts was reduced by half.
- (C) The Federal Art Project helped reduce unemployment.
- (D) The National Endowment for the Arts was established.

32. Why does the professor mention the Kennedy Center and Lincoln Center?

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

33. 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 arts.
- Ⓑ 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.

34. Listen to Track 11. 

- Ⓐ 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.

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