

# LISTENING

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 42.



Directions: Now answer the questions.

1. Why does the student go to the career services office?
  - (A) To confirm the date and time of the career fair
  - (B) To learn the location of the career fair
  - (C) To find out if he is allowed to attend the career fair
  - (D) 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?
  - (A) He will not be graduating this year.
  - (B) He is not currently taking business classes.
  - (C) He has not declared a major yet.
  - (D) He does not have a current résumé.
  
3. What does the woman imply about the small print on the career fair posters and flyers?
  - (A) The information in the small print was incomplete.
  - (B) The print was smaller than she expected it to be.
  - (C) The information the small print contains will be updated.
  - (D) 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? *Choose 2 answers.*
  - (A) Take some business classes
  - (B) Familiarize himself with certain businesses beforehand
  - (C) Have questions ready to ask the representatives
  - (D) Talk to people who work for accounting firms

5. Listen to Track 43. 

- Ⓐ 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


Directions: Listen to Track 44. 

# Economics



**Directions:** Now answer the questions.

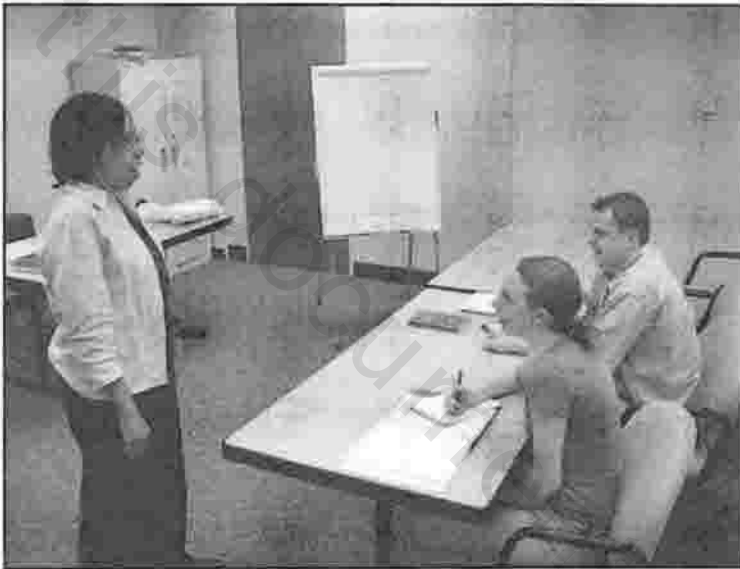
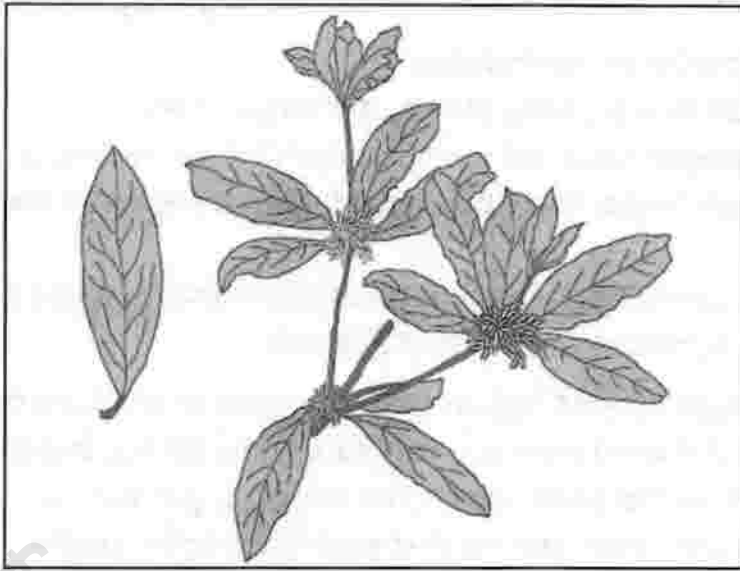
6. What is the main purpose of the talk?
- (A) To show what happens after an economy has experienced a boom-and-bust cycle
  - (B) To illustrate the conditions needed to produce a boom-and-bust cycle
  - (C) To demonstrate how boom-and-bust cycles have changed over time
  - (D) To explain why the boom-and-bust cycle is not a frequent historical occurrence
7. What is the professor's opinion about the dot-com crash?
- (A) She thinks that people should have realized it would happen.
  - (B) She does not believe that anything like it will happen again.
  - (C) She is surprised that it did not have more serious consequences.
  - (D) She is confident that people learned a valuable lesson from it.
8. According to the professor, where did tulips originate?
- (A) In the mountains of central Asia
  - (B) In the region around Istanbul in Turkey
  - (C) In the sandy soils of the Netherlands
  - (D) In the forests of northern Europe
9. Why does the professor mention a merchant who ate tulip bulbs?
- (A) To explain how the Turks introduced the flower to European visitors
  - (B) To explain what happened to tulip bulbs that did not produce desirable colors
  - (C) To give an example of one way that the rich in the Netherlands showed off their wealth
  - (D) 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? *Choose 3 answers.*
- (A) Wealthy gardeners liked to compete for rare plants.
  - (B) The number of people with disposable income was growing.
  - (C) Tulip bulbs were initially cheap and easy to obtain.
  - (D) Tulips in the wild bloomed in unusual color combinations.
  - (E) The tulip market was not regulated by the government.
  - (F) The professor mentions the practice of trading promissory notes in the Netherlands in the 1630s.
11. What does this practice explain? *Choose 2 answers.*
- (A) Why tulips replaced gold as a form of currency
  - (B) Why buyers were no longer interested in owning actual tulips
  - (C) Why borrowing in the Netherlands increased on a significant scale
  - (D) Why the middle class in the Netherlands expanded in size

Directions: Listen to Track 45. 

Biology



Nightcap Oak



**Directions:** Now answer the questions.


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

*Choose 2 answers.*

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

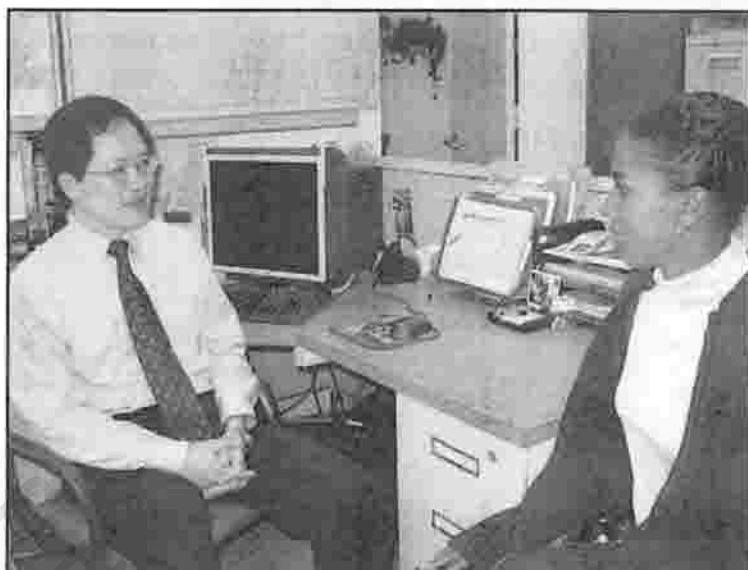
13. According to the professor, what led scientists to characterize the Nightcap Oak as primitive?

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

14. What point does the professor make about the Nightcap Oak's habitat?
- (A) It is stable despite its limited size.
  - (B) Unlike the habitats of many plants, it is expanding.
  - (C) Its recent changes have left the Nightcap Oak struggling to adapt.
  - (D) Its size is much larger than the area where the Nightcap Oak grows.
15. According to the professor, what are two factors that prevent the Nightcap Oak population from spreading? *Choose 2 answers.*
- (A) The complex conditions required for the trees to produce fruit
  - (B) The fact that the seed cannot germinate while locked inside the shell
  - (C) The limited time the seed retains the ability to germinate
  - (D) 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?
- (A) To explain why it is likely that the Nightcap Oak population will increase in the future
  - (B) To point out that the Nightcap Oak's limited reproductive success has not led to a decrease in its population
  - (C) To present evidence that the Nightcap Oak is able to tolerate major changes in its environment
  - (D) To point out that the Nightcap Oak is able to resist diseases that have destroyed other tree species
17. Listen to Track 46. 
- (A) She wants the students to think about a possible connection.
  - (B) She wants to know if the students have any questions.
  - (C) She is implying that researchers have been asking the wrong questions.
  - (D) She is implying that there may be no connection between the questions.




**Directions:** Listen to Track 47.



**Directions:** Now answer the questions.

18. Why does the student go to see the professor?
- (A) She is having trouble finding a topic for her term paper.
  - (B) She needs his help to find resource materials.
  - (C) She wants to ask him for an extension on a term paper.
  - (D) She wants him to approve her plans for a term paper.
19. Why is the student interested in learning more about dialects?
- (A) She often has trouble understanding what other students are saying.
  - (B) She is trying to change the way she speaks.
  - (C) She is aware that her own dialect differs from those of her roommates.
  - (D) She spent her childhood in various places where different dialects are spoken.
20. Based on the conversation, what can be concluded about "dialect accommodation"? *Choose 2 answers.*
- (A) It is a largely subconscious process.
  - (B) It is a process that applies only to some dialects.
  - (C) It is a very common phenomenon.
  - (D) It is a topic that has not been explored extensively.
21. What does the professor want the student to do next?
- (A) Read some articles he has recommended
  - (B) Present her proposal before the entire class
  - (C) Submit a design plan for the project
  - (D) Listen to recordings of different dialects

22. Listen to Track 48. 

- Ⓐ 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 linguistics class.
- Ⓓ He thinks other students may have chosen the same topic.

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Directions: Listen to Track 49. 

## Creative Writing



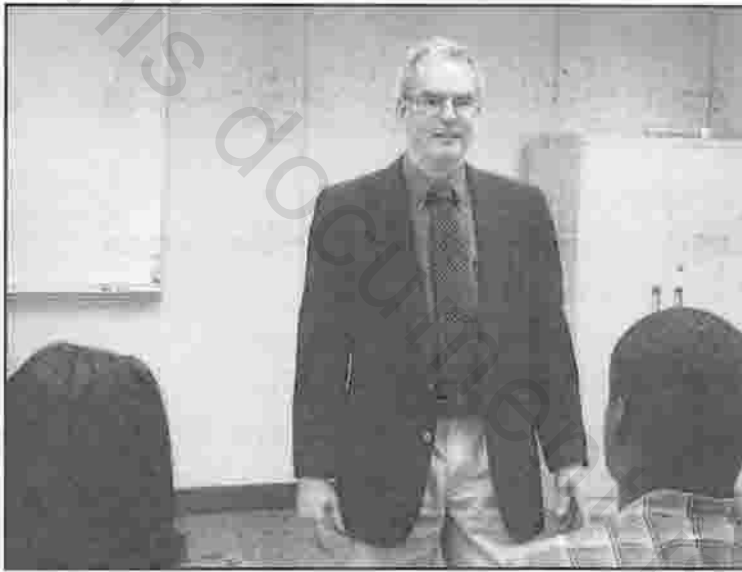
Directions: Now answer the questions.

23. What aspect of creative writing does the professor mainly discuss?
- (A) How to keep a reader's interest
  - (B) How to create believable characters
  - (C) Key differences between major and minor characters
  - (D) Techniques for developing short-story plots
24. Why does the professor recommend that students pay attention to the people they see every day?
- (A) The behavior and characteristics of these people can be used in character sketches.
  - (B) Observing people in real-life situations can provide ideas for story plots.
  - (C) It is easier to observe the behavior of familiar people than of new people.
  - (D) Students can gather accurate physical descriptions for their characters.

25. 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.
26. 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
27. 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.
28. Listen to Track 50. 
- Ⓐ 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 used the wrong word earlier
  - Ⓓ To motivate the students to do better work

Directions: Listen to Track 51. 

## Earth Science



Sahara Desert



**Directions:** Now answer the questions.

29. What is the lecture mainly about?
- (A) An example of rapid climate change
  - (B) A comparison of two mechanisms of climate change
  - (C) The weather conditions in the present-day Sahara
  - (D) Recent geological findings made in the Sahara
30. Not long ago, the Sahara had a different climate. What evidence does the professor mention to support this? *Choose 3 answers.*
- (A) Ancient pollen
  - (B) Bones from large animals
  - (C) Rock paintings
  - (D) Agriculture in ancient Egypt
  - (E) Underground water
31. In the lecture, what do the Ice Age and the creation of the Sahara Desert both illustrate about past climate changes? *Choose 2 answers.*
- (A) That some climate changes benefitted the development of civilization
  - (B) That some climate changes were not caused by human activity
  - (C) That some climate changes were caused by a decrease of moisture in the atmosphere
  - (D) That some climate changes were caused by changes in Earth's motion and position
32. What started the runaway effect that led to the Sahara area of North Africa becoming a desert?
- (A) The prevailing winds became stronger.
  - (B) The seasonal rains moved to a different area.
  - (C) The vegetation started to die off in large areas.
  - (D) The soil lost its ability to retain rainwater.

33. 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.

34. Listen to Track 52. 

- Ⓐ To correct a misstatement he made about the Sahara's climate
- Ⓑ To suggest that the current dryness of the Sahara is exaggerated
- Ⓒ To indicate that scientists are not in agreement about the Sahara's past climate
- Ⓓ To emphasize the difference between the current and past climates of the Sahara

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. This is essential for ensuring the integrity of the financial statements and for providing a clear audit trail. The second part of the document outlines the various methods used to collect and analyze data, including interviews, surveys, and focus groups. The third part of the document describes the results of the research and the conclusions drawn from the data. The fourth part of the document discusses the implications of the findings and the recommendations for future research.

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