Listening

2 sets, 5 audios and 28 questions, 36 minutes

Set 1

Conversation 1	5 questions	Time for questions: 10 minutes
Lecture 1	6 questions	
Lecture 2	6 questions	

Set 2

Conversation 2	5 questions	Time for questions: 6.5 minutes
Lecture 3	6 questions	

- You will not see the questions before and while the audio plays
- You will not be able to listen again to the full recording to check your answer choices
- You must choose an answer to proceed to the next question and you cannot change your answers after they are submitted.
- Some questions deal with particular parts of the audio recordings, and the test will replay a small audio clip for you. The answer choices appear only have the audio recording has finished.
- After a set of five or six questions is finished, the next recording will start automatically.

TPO 32 C1 Notes

TPO 32 C1 Questions

1. What is the conversation mainly about?
(A) Reasons that the man wants to sell his textbook
(B) How to find out which books are on the buyback list
(C) The bookstore's policies for buying back textbooks from students
(D) The student's deadline for selling old textbooks

紅色：可刪掉的字（絕對錯）

2. According to the woman, when are textbooks added to the buyback list?
(A) After students have registered for the next semester's classes
(B) After professors receive student evaluations of the textbooks
(C) After professors inform the bookstore what textbooks they will use the following semester
(D) After the bookstore determines what prices to charge

3. According to the woman, what is a reason the man's textbook may not be added to the buyback list?
(A) The bookstore may already have ordered too many copies of the textbook.
(B) The prices of the textbook may have changed significantly since last semester.
(C) Professor Murphy may not be teaching economics next semester.
(D) A newer edition of the textbook may be available next semester.

藍色：容易被選錯

4. What does the woman suggest the man should do to have the best chance of selling his book back to the bookstore?
Click on 2 answers.
(A) Ask his professor if the same book will be used next semester
(B) Sell the book back as soon as the buyback period begins
(C) Make sure the book is in good condition
(D) Bring the original sales receipt with the book

5. Why does the woman say this:

A

TPO 32 C1 Script

E Hi. Can I help you?
S Yeah. I need to sell back a textbook. Are you the person I speak to about that?
E I am. But we can't buy textbooks back just yet, because the bookstore's buyback period isn't until next Thursday.
S I thought it started this week.
E It is only in the last week of the semester after classes are over.
S Oh. Well, can you tell me if this book will be on the buyback list?
E I can look. But we're still putting the list together. Professors have to tell us what books they'll definitely need again next semester, and the deadline for them to let us know isn't for a couple of days. So the list I have here is not really complete. Umm… what class was the book for?
S Intro to Economics, with uh Professor Murphy.
E Professor Murphy. OK. I checked earlier and I know she hasn't gotten back to us on that class yet so we don't know if she'll use the same book next time. Usually if an updated edition of a textbook is available, professors will go for that one.
S Umm… so if this book doesn't end up on the buyback list, what can I do? I spent over a hundred dollars for it, and I want to get something back.
E Well, if a professor didn't assign it for a class here, we could buy it back for a whole seller who would distribute it for sale at another university bookstore.
S OK.
E Anyway… if Professor Murphy does put it on the list, it's important that you come in as early as possible next Thursday. There's only a limited number of books we would buy back. Once we get the number of books we'd need for next semester, we would stop buying them.
S OK. So how much money will I get for the book?
E Well, if it's on the buyback list, we'll pay fifty percent of what the new price was. But that also depends on what condition the book is in, so it needs to be cleaned up as much as possible.
S Cleaned up?
E Because used books show wear and tear, you know, water stains, scruffy covers, yellow highlighting… You really need to make sure there are no pencil marks on the book. The price you can get for a text depends on the shape it's in.
S You mean I have to erase all the pencil marks?
E If you want the best price for it…
S And what if you decide the book's too beat-up and don't buy it back?
E That does happen. Hmm… well, one more thing you can try is to place an ad in the student newspaper to see if you can sell it directly to another student.

Note-taking Basics

Topic	Today I will be talking about, discussing, cover, look at, examine, focus on *We have been discussing…* *Last class, we went through…*		
Terminology	What I mean by… is…, What is…? What I mean is… …, which is / that is… symbolize, represent	In other words,… …is named / known / called… All that means is… …is… …is referred to as…	
Example	for instance as an example for example	such as take… for example take…	namely say consider
Cause & Effect	because, since as, that's why	because of, due to for	the reason is owing to
	so, thereby	therefore, thus, hence	accordingly, consequently, as a result
<u>Compare & Contrast</u>	similar to, seem to, just like, likewise the same, equal to		but, however, nevertheless *on the other hand, while, whereas*
Emphasis	interesting, important, fascinating, exciting especially, indeed, certainly in fact, in particular, actually just remember, and again, one thing I should mention *even, only, just, of course, you…*		
<u>Others</u>	* numbers and listing * questions and responses * *research, theory, evidence, result, conclusion* * *features and factors*		

TPO 32 L1 Questions

1. What is the lecture mainly about?
(A) The history of archaeology in Africa
(B) Traditional methods of archaeological research
(C) Controversial new archaeological findings
(D) The study of archaeology in Southeast Asia

2. What excites the professor about the field of archaeology?
(A) Established theories can be challenged by new evidence.
(B) The technology used in archaeology is always improving.
(C) Archaeology deals with basic issues of human societies.
(D) Archaeologists often work in interesting parts of the world.

3. According to the professor, what can scientists learn by examining ancient phytoliths?
(A) The nutrients a plant took in
(B) The age of a certain sediment layer
(C) What a plant was used for
(D) What type of plant produced them

4. What are the implications of the theory that bananas arrived in Africa 5,000 years ago?
Click on 2 answers.
(A) Agriculture developed in Africa earlier than previously assumed.
(B) Contact between Africa and Asia occurred earlier than previously assumed.
(C) People have inhabited Southeast Asia longer than previously assumed.
(D) The banana plant is a more ancient plant than was previously assumed.

5. What does the professor consider a weakness of the study on bananas in Africa?
(A) It did not produce accurate data.
(B) Its results are of little importance.
(C) Its conclusions are not supported by other studies.
(D) It does not make good use of advanced technology.

6. Why does the professor say this:

TPO 32 L1 Script

P One of the important aspects of the field of archaeology… one of the things that excites me about the field… is that seemingly insignificant things can suddenly change the way we think about a culture. We are always making new discoveries that have the potential to challenge widely held beliefs.

Take something like the banana, for example. It turns out that this ordinary fruit may be forcing scientists to rewrite major parts of African history! We know the bananas were introduced to Africa via Southeast Asia. And until recently, we thought we knew when they were introduced—about 2,000 years ago. But discoveries in Uganda, that's in Eastern Africa, are throwing that into question. Scientists studying soil samples there discovered evidence of bananas in sediment that was 5,000 years old!

Now, let me explain that it's not easy to find traces of ancient bananas. The fruit is soft and doesn't have any hard seeds that might survive over the ages. So after 5,000 years, you might think there would be nothing left to study. Well, fortunately for archaeologists, all plants contain what are called phytoliths in their stems and leaves.

Phytoliths are microscopic structures made of silica, and they do not decay. When plants die and rot away, they leave these phytoliths behind. Because different plants produce differently shaped phytoliths, scientists can identify the type of plant from ancient remains.

So, those scientists in Uganda, dug down to sediments that were 5,000 years old. And what do you think they found? Banana phytoliths! Obviously this meant that we had to rethink our previous notions about when bananas first arrived in Africa. But, well, this discovery had other implications for history.

As soon as bananas appear in the archaeological record, we know we have contact between Africa and Southeast Asia. It would appear now that this contact occurred much earlier than previously thought.

TPO 32 L1 Script

Al… although… now here is where the uncertainty comes in… we don't really have any solid evidence of trade between the peoples of these two regions that long ago. Presumably, if people were bringing bananas to Africa, they'd also be bringing other things too: pottery, tools… all sorts of objects made for trade or daily use. But any such evidence is missing from the archaeological record.

Hmm, the early appearance of bananas also suggests that agriculture began in this part of Africa earlier than scientists imagined. You see, bananas, at least the edible kind, can't grow without human intervention. They have to be cultivated. People need to plant them and care for them. So if bananas were present in Uganda 5,000 years ago, we'd have to assume… that… that… that someone planted them.

But, there are questions about this too. We know that bananas can be a staple food that can support large populations, as they did in Uganda in the more recent past. If bananas were grown thousands of years ago, why don't we see evidence of large populations thriving in the area earlier?

So, we're left with this mystery. We have what appears to be strong biological evidence that bananas were being cultivated in Uganda as early as 5,000 years ago. But we're missing other kinds of evidence that would conclusively prove that this is so.

Clearly, more research needs to be done. Perhaps by some young scholar from this university? At least give it some thought.

TPO 32 L2 Questions

1. What is the lecture mainly about?
(A) Ways species in an ecosystem affect each other's population size
(B) How the carrying capacity of an ecosystem is determined
(C) A new theory regarding cycles in predator and prey population sizes
(D) How researchers monitor the population size of animal species in the wild

2. Why does the professor mention nonnative species?
(A) To show that some species cannot be transplanted easily to new environments
(B) To give an example of rapid population growth that is not followed by decline
(C) To emphasize that species with rapidly growing populations harm ecosystems
(D) To introduce a study on the changing population size of certain species

3. What point does the professor make when she discusses the carrying capacity of an ecosystem?
(A) The availability of food is more important for species than the availability of space.
(B) The amount of environmental resistance in an ecosystem does not change over time.
(C) Environmental resistance controls the population size of species in an ecosystem.
(D) The population size of most species increases at a constant rate.

4. How did the researchers test the links between acorns, white-footed mice, and gypsy moths in a forest?
(A) They supplied an additional food source for gypsy moths.
(B) They introduced gypsy moths to areas where there had been none.
(C) They cleared oak trees from some areas where both animal species lived.
(D) They manipulated the numbers of mice and acorns in some areas.

5. What does the professor say can lead to a change in the gypsy moth population in a forest?
Click on 2 answers.
(A) An increase in the number of tree species in a forest
(B) An increase in the number of acorns produced by oak trees
(C) A decrease in the population of white-footed mice
(D) A decrease in oak tree leaves caused by gypsy moth caterpillars

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

S1 Professor, since we're going to talk about changes in animal populations in the wild, I'd like to ask about something I read in an article online, about how the population size of some animal species can affect other animal species, and how other environmental factors come into play too.
P Right, relationships between animal species in a given ecosystem can get pretty complex. Because in addition to predator-prey relationships, there are other variables that affect population size.
S1 The article mentioned that populations of predators and their prey might go up rapidly and then decline all of a sudden.
S2 Oh. Yeah! I read about that in my ecology class. It happens in cycles. I think that's called a boom-and-bust cycle. Right?
P OK. Well, hold on a second. First I want to go over some key concepts. Let's say there was a species that had access to plenty of food and ideal conditions. Under those circumstances, its population would increase exponentially, meaning it would increase at an ever-accelerating pace.
S1 Wow! That sounds a little scary.
P Well, it doesn't usually happen. Like you said, a rapid population growth is often followed by a sudden decline. But we do occasionally see exponential growth in nonnative species when they are transplanted into a new environment. Umm… because they face little competition and have favorable growing conditions.

But for most species, most of the time, resources are finite. There's only so much available… which leads me to my point. Every ecosystem has what's called a carrying capacity.

The carrying capacity is the maximum population size of a species that can be sustained by the resources of a particular ecosystem. Resources are, of course, food, water, and just as important, space.

Although every species has a maximum rate at which the population of that species could increase, assuming ideal conditions for the species in its environment, there are always going to be environmental factors that limit population growth. This is called environmental resistance.

Environmental resistance is important because it stops populations from growing out of control. Factors such as food supply, predation and disease affect population size, and can change from year to year or season to season.
S1 OK. I think I get it.

TPO 32 L2 Script

P Well, let's look at a case study. That should make things clear. Some years ago, some of my colleagues conducted an experiment in an oak forest involving three different species: white-footed mice, gypsy moths and oak trees.

OK. Now let me explain what the situation is in this forest. Oak trees produce acorns, and acorns are a primary food source for white-footed mice. Another food source for the white-footed mice is the gypsy moth. So the size of the gypsy moth population is controlled by the white-footed mice, which is a good thing because gypsy moth caterpillars are considered pests. They strip away the leaves from the oak trees every ten years or so.

S1 So the mice eat both acorns from the oak trees and gypsy moths. And the gypsy moth caterpillars eat oak tree leaves.

P Right. Now, what makes this set of relationships particularly interesting, is that oak trees only produce a large number of acorns once every few years.

S1 So during the years with fewer acorns, the white-footed mice have to deal with a smaller food supply.

P Yes. But in the years with large amounts of acorns, the mice have more food, which leads to…?

S1 The white-footed mice population growing.

P And the gypsy moth population decreasing.

S1 How can we know that for sure? It seems like a big jump from more acorns to fewer gypsy moths.

P Well, we can know for sure because in this oak forest, the researchers decided to test the links between acorns and the two animal species. In some parts of the forest, they had volunteers drop a large number of extra acorns on the forest floor. And in another section of the forest, they removed a number of white-footed mice. In the forest areas where extra acorns had been dropped, the gypsy moth population soon went into a significant decline. But in the section of the forest where the white-footed mice had been removed, the gypsy moth population exploded.

TPO 32 L4 Questions

1. What are the speakers mainly discussing?
(A) An architect from the United States and a house design she created
(B) The disadvantages of houses based on a square design
(C) Difficulties faced by residential architects in the nineteenth century
(D) Women who had a major influence on architecture in the United States

2. Why does the professor quote from the journal The American Architect and Building News?
(A) To point out a source of biographical information about Harriet Morrison Irwin
(B) To emphasize his point that there were few southern U.S. architects in the nineteenth century
(C) To support his assertion that nineteenth-century residential architects did not get enough respect
(D) To point out that interest in southern U.S. architecture increased during the nineteenth century

3. What does the professor say about Irwin's education in architecture?
(A) She acquired knowledge through independent study.
(B) She studied with an architect who helped her patent her designs.
(C) She was trained in architecture starting at a young age.
(D) She was the first woman in the United States to attend architecture school.

4. What feature of Irwin's design shows the influence of John Ruskin?
(A) The size of the rooms
(B) The length and shape of the hallways
(C) The main entrance of the house
(D) The placement of windows and doors

5. According to the professor, what interior features of the house Irwin designed were especially beneficial?
Click on 2 answers.
(A) Circular rooms with windows in the ceiling
(B) Floors that were easy to clean
(C) A large, specious common area
(D) A single-fireplace system that heated the entire house

6. What does the professor imply about Irwin's nineteenth-century biographers?
(A) They were probably envious of her success.
(B) They did not sufficiently value function in residential architecture.
(C) They did not know much about architects from the southern United States.
(D) They understood the difficulties faced by women architects.

TPO 32 L4 Script

P So last week we started our unit on residential architecture in the United States. So today we'll be surveying a number of architects who made contributions to residential architecture in the 19th century.

Now, it's worth noting that people who designed homes at that time probably had to deal with a certain amount of discouragement. Since there were other architects who thought it was more respectable to design the kind of buildings… and maybe other structures that were less… less utilitarian in their function. In fact, an article from an 1876 issue of a journal called The American Architect and Building News, stated that, and this is a quote, they stated that "the planning of houses isn't architecture at all"! So keep that journal article in mind as we look at the work of an architect named Harriet Morrison Irwin.

Harriet Morrison Irwin was from the South, born in North Carolina in 1828. At the time, there weren't many architects from the southern United States and, as you might imagine, very few of them were women. So Irwin was really a pretty exceptional case. And she wasn't even formally trained as an architect. Her educational background was in literature. Yes, Vicky?

S1 So she just had like… a natural gift for architecture?

P Yes. She was actually a writer for several years. But she did have a penchant for math and engineering so... she read a lot about it on her own. Umm… especially the architectural essays written by the British critic – John Ruskin. And John Ruskin believed what?

S1 Umm… that buildings should have a lot of access to the outdoors, to nature. Ruskin said that being close to nature was great for people's mental and physical health.

P Right! So that was an influence. Now, Harriet Irwin's contribution to architecture was relatively minor but still quite interesting and unique. She designed a house with a hexagonal shape. Josh?

S2 A house with six sides? Instead of the standard, you know, four-sided home?

P Yeah. The rooms inside the house were also hexagonal, six-sided.

S2 Huh!

TPO 32 L4 Script

P So one important thing was that the rooms were arranged around a chimney in the center of the house, which could provide heat for the whole house through flues, uh, small air passageways into each room, as opposed to having a fireplace in every room, which would require more cleaning and make the air inside the house dirtier.

The house's shape also allowed for more windows. Each room had a large wall that could fit a couple of big winters, giving every room a nice view of the outdoors.

S2 Plus there would be good airflow through the house.

P Yes. In warm weather when you can open all the windows. Good.

The doors to the house as well… uh… the house didn't have a main entrance or any hallways. So there could be a couple of entry doors in different places, which like the windows, provided ready access to the outdoors. So, what other advantages might there be to hexagonal rooms?

P OK. Think about cleaning. What part of a room is usually the hardest to clean? Like… to sweep with a broom.

S2 Oh! The corners. Because in square or rectangular rooms, the corners are at 90 degree angles. It's hard to reach all the dust that gathers in the corners. But if Irwin's rooms were closer to a circle than a square, it'd be easier to reach all the dust and dirt with a broom. Right?

P Exactly.

Now, umm… biographers who wrote about Irwin in the 19th century, I feel, sort of downplayed the ingenuity of her design. But I think if she had designed this house today, those same biographers would praise her for coming up with a floor plan that emphasized function, efficient function of a house, as well as a design that's creative and unique.

In any cases, three houses were built in Irwin's time that used her hexagonal design. And in 1869, when she was 41, Irwin became the first woman in the United States to receive a patent for an architectural design. And that speaks volumes if you ask me.

Speaking

4 tasks, 16 minutes

Task 1	**Personal Opinion** You will be asked to give your opinion about a familiar topic.	Preparation Time: 15 sec. Response Time: 45 sec.
Task 2	**Campus Situation** Read a passage (75–100 words) presenting a campus-related issue. A conversation (60–80 sec., 150–180 words) comments on the issue in the reading passage.	Reading Time: 45 or 50 sec. Preparation Time: 30 sec. Response Time: 60 sec.
Task 3	**Academic Topic** Read a passage (75–100 words) on an academic subject such as a term or a concept. A lecture (60–90 sec., 150–220 words) elaborates on the reading passage.	Reading Time: 45 or 50 sec. Preparation Time: 30 sec. Response Time: 60 sec.
Task 4	**Academic Topic** Listen to a lecture (90–120 sec., 230–280 words) on an academic subject.	Preparation Time: 20 sec. Response Time: 60 sec.