
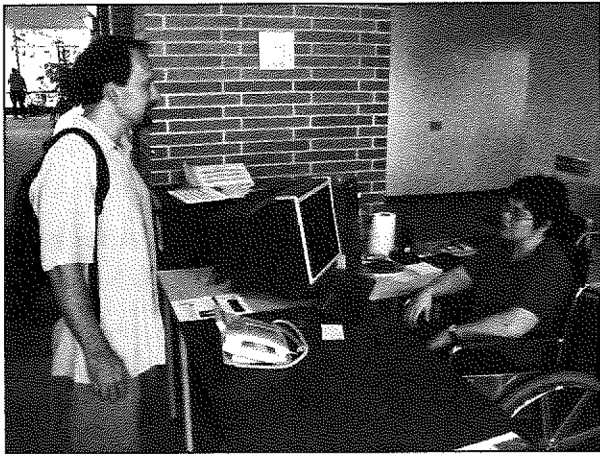


Directions: Listen to Track 42. 




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.

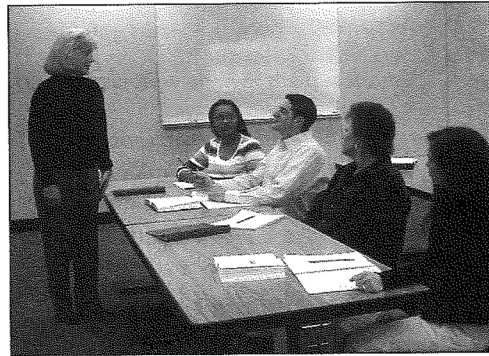
3. What does the woman imply about the small print on the career fair posters and flyers?
 - (A) The information in the small print was incomplete.
 - (B) The print was smaller than she expected it to be.
 - (C) The information the small print contains will be updated.
 - (D) The information in the small 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. 
 - (A) To acknowledge that he cannot go to this year's career fair
 - (B) To acknowledge the amount of preparation he will have
 - (C) To indicate that he has school work he must complete before the career fair
 - (D) 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