



## Listening



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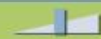
**DIRECTIONS:** This section tests your understanding of conversations and lectures. You will hear each conversation or lecture only once. Your answers should be based on what is stated or implied in the conversations and lectures. You are allowed to take notes as you listen, and you can use these notes to help you answer the questions.

In some questions, you will see a headphones icon. This icon tells you that you will hear, but not read, part of the lecture again. Then you will answer a question about the part of the lecture that you heard.

Some questions have special directions that are highlighted. Try to answer every question that you hear on this test. This test includes 1 conversation and 3 lectures.



## Listening



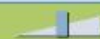
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**Now get ready to answer the questions. You may use your notes to help you.**



- 1 Why does the student go to see the librarian?
- ☐ He is having trouble locating a book online.
  - ☐ He wants to find books written in a foreign language.
  - ☐ He does not know which library resources to use.
  - ☐ He wants to borrow a book that is not in the library.



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2 Why does the librarian describe the UniCat system?

- ☐ To compare the university's library research facilities to those at another library
- ☐ To address the student's question about materials outside the university system
- ☐ To explain how to search the specialized area collections for foreign materials
- ☐ To provide additional details concerning the interlibrary lending process



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3 What does the librarian advise the student to do?

- ☐ Limit his search to journal articles
- ☐ Ask his professor to make a book request
- ☐ Use the UniCat system to find a library that has the book he wants
- ☐ Search the European collection for resources in the university system



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- 4 In the conversation, the librarian describes the UniCat library catalog. Indicate whether each of the following applies to the UniCat system. Click in the correct box for each phrase.

	Yes	No
Is limited to materials in the university system	<input type="radio"/>	<input type="radio"/>
Can access resources in other countries	<input type="radio"/>	<input type="radio"/>
Includes resources written in languages other than English	<input type="radio"/>	<input type="radio"/>
Requires ordering from other institutions	<input type="radio"/>	<input type="radio"/>
Requires payment of a fee to use	<input type="radio"/>	<input type="radio"/>



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- 5 What is the student most likely going to do next?

- ☐ Watch the librarian demonstrate a search
- ☐ Order a book from another library
- ☐ Log off of the computer he is using
- ☐ Sign up for a library orientation workshop



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Listen to a lecture in an  
environmental studies class.



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Environmental Science



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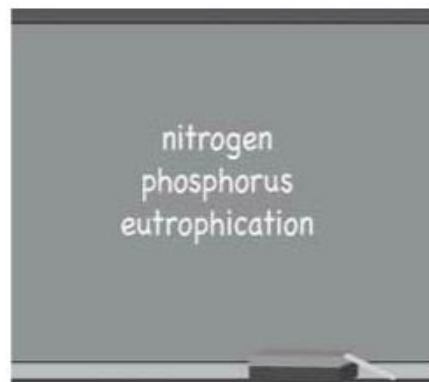


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## Listening



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nitrogen  
phosphorus  
eutrophication



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**Now get ready to answer the  
questions. You may use your notes  
to help you.**



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6 What is the main topic of the lecture?

- ☐ How modern nutritional management practices developed
- ☐ The environmental effects of insect-killing chemicals
- ☐ The causes and effects of too many nutrients in the soil
- ☐ How modern farmers use new types of plants and livestock



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7 According to the professor, how did American farms change after World War II?  
Click on 2 answers.

- ☐ They became more specialized.
- ☐ They increased demand on water resources.
- ☐ They became more self-sustaining.
- ☐ They increased their use of chemical nutrients.





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8 According to the professor, how has nutrient management changed over time?

- ☐ It has shifted from theoretical models to real-world practice.
- ☐ It has shifted from an economic focus to an environmental focus.
- ☐ It has become a business opportunity for many small farms.
- ☐ It has become a problematic legal issue in many states.



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9 Why does the professor discuss nitrogen and phosphorus?

- ☐ To illustrate the concept of specialization
- ☐ To emphasize the impact of modern fertilizers on crop yields
- ☐ To provide examples of the types of nutrients that must be managed
- ☐ To point out key differences between organic and chemical fertilizers



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- 10 In the lecture, the professor describes requirements for nutritional management plans. Indicate whether each of the following was mentioned as a required element of a nutritional management plan. Click in the correct box for each phrase.

	Yes	No
List the types and quantities of crops that are being grown	<input type="radio"/>	<input type="radio"/>
Balance the nutrients coming into the farm with those that are leaving	<input type="radio"/>	<input type="radio"/>
List the farm's handling and storage procedures for fertilizers	<input type="radio"/>	<input type="radio"/>
Periodically measure the amount of nitrogen in the soil	<input type="radio"/>	<input type="radio"/>
Monitor lakes and ponds for signs of eutrophication	<input type="radio"/>	<input type="radio"/>



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- 11 Why does the professor say this?

- ☐ To show how some animal products are used
- ☐ To emphasize a consequence of a change in farm practices
- ☐ To correct a statement that she had made earlier
- ☐ To ask students to help her find the answer



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Listen to part of a lecture in a  
theater class.



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Theater



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Now get ready to answer the questions. You may use your notes to help you.



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12 What is the main topic of the lecture?

- ☐ The role and duties of a dramaturge in the theater
- ☐ The background of dramaturgy and why it was created
- ☐ The limitations of a dramaturge in play production
- ☐ The responsibilities of dramaturges in play development



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13 Why does the professor mention Gotthold Ephraim Lessing?


- ☐ To give an example of an unsuccessful dramaturge
- ☐ To point out that dramaturgy is well known in Europe
- ☐ To explain the origins and history of dramaturgy
- ☐ To contradict the claim that critics are not useful

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Listening 

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**14** What is the professor's attitude toward theater directors?


- ☐ They should consider a script carefully before selecting a play.
- ☐ They should be careful about letting others handle their jobs.
- ☐ They are busy people with a number of different tasks to perform.
- ☐ They are responsible for ensuring the play's financial success.

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**15** According to the professor, what is one way the role of the dramaturge differs from the director?

- ☐ The director reads through all potential plays for production.
- ☐ The director is less concerned with set design than the dramaturge.
- ☐ The dramaturge is not involved in the promotion of a production.
- ☐ The dramaturge does not make final decisions about productions.



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- 16 The professor discusses the two major categories of the dramaturge's work: literary management and production dramaturgy. For each of the duties listed below, indicate which category it belongs in. Click in the correct box.

	Literary Management	Production Dramaturgy
Oversees the reading of scripts	<input type="radio"/>	<input type="radio"/>
Works with director on many aspects of production	<input type="radio"/>	<input type="radio"/>
Finds new plays for the theater to produce	<input type="radio"/>	<input type="radio"/>
Suggests changes to set design	<input type="radio"/>	<input type="radio"/>
Changes plays to make them more commercial	<input type="radio"/>	<input type="radio"/>



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Listen again to part of the lecture.  
Then answer the question.





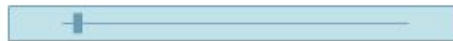
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17 What does the professor imply when she says this?

- ☐ The other people involved in production are not grateful for the dramaturge's work.
- ☐ The dramaturge's job does not entail much work involving literary management.
- ☐ The responsibilities of the dramaturge are varied and impressive.
- ☐ The dramaturge realizes that the jobs of other theater workers can be difficult.



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Listen to part of a lecture in a  
Geography class.



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Geography



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Now get ready to answer the questions. You may use your notes to help you.



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18 What is the discussion mainly about?

- ☐ How sand dunes can be preserved
- ☐ How sand dunes affect desert formation
- ☐ The different varieties of sand dunes
- ☐ The ways in which star dunes are formed



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19 According to the professor, which of the following is formed in areas with little sand?

- ☐ Barchan dunes
- ☐ Pyramid dunes
- ☐ Transverse dunes
- ☐ Star dunes



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20 Why does the professor talk about the moon in the evening sky?

- ☐ To suggest that the color of dune is light yellow
- ☐ To describe the general shape of a barchan dune
- ☐ To make a joke about the way some dunes are formed
- ☐ To challenge an assumption made by the student



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21 How does the professor organize the discussion?

- ☐ By introducing different dunes and describing the way they are created
- ☐ By contrasting the mineral content of the sand that makes up the dunes
- ☐ By describing the process of desert formation and its effect on the dunes
- ☐ By defining the types of deserts in which sand dunes typically form



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**Listen again to part of the lecture.  
Then answer the question.**



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22 What can be inferred from the professor's response to the student?

- ☐ He thinks the student has asked an unusual question.
- ☐ He considers the answer less obvious than it may seem.
- ☐ He realizes the student knows that the dune is pyramid shaped.
- ☐ He recognizes that star dunes are easily confused with the other types.