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新第八套

Listen to a conversation between a student and his Physics professor

【公众号“四箭齐发托福”】 (man) Excuse me, Dr. Taylor

(woman) Hi, Jonathan, do we have an appointment?

(man) No, I just want to drop off my lab report. I know it's due this afternoon in class, but, I have a dentist appointment, so,

(woman) That's fine. Thanks for turning it in on time.

(man) You're welcome.

(woman) Oh, say, before you go, let me ask you something.

(man) Uh, sure,

(woman) It's just, I've been noticing, and this isn't really important, but, the work book assignments you've been handing in don't look like they've been pulled out of the book. It looks like you're giving me photocopied pages. Actually, you not the only one, but I figure since you're here. Anyway, you know you could save yourself some trouble by just using the original pages. They're meant to be ripped out.

(man) Oh, I know. Uh, the thing is, I don't actually have a work book.

(woman) What do you mean?

(man) Well, the bookstore ran out of copies before I got there, but they sent in another order to the publishing company. The book should be here in a week or two.

(woman) But, the work book comes in a package with the textbook, you do have the textbook, don't you?

(man) Um,

(woman) So what have you been doing for books?

(man) Uh, a bunch of us have been

(woman) A bunch of you? How many other students don't have books?

(man) Uh, I don't know. When I put my name on the waiting list at the bookstore, I was like the seventh or eighth on the list.

(woman) So, what have you been doing?

(man) Well, um, I've been borrowing other people's stuff and making copies of the pages I need or working from that copy that's on reserve in the library.

(woman) Why didn't anyone tell me?

(man) Um, well, it wasn't just your section. Actually, Linda and I are the only one in your section without the books. I guess we all thought it wasn't a big deal. I mean, this class is a requirement for all science majors so we just figured that someone didn't realize how many students would have to enroll. And they didn't order enough books. Anyway, it's not like the bookstore wouldn't place another order. We will get the books.

(woman) Yeah, but I always tell the department secretary to order a few extra copies for my section. And I thought the other professors did the same for their sections.

(man) It's OK, really.

(woman) Oh, wait, that's right. There was another whole section added at the last minute. That's at least twenty more students and the books for that section would have been ordered late. Look, I'm really sorry. Anyway, let me call the bookstore right now. The staff there is very conscientious, but, I want to make sure that they know they need to follow up on this.

1. What is the conversation mainly about?
 - A) The way the student submits his assignments
 - B) The student's frustration with the bookstore
 - C) The need to place a book order
 - D) The availability of class materials
2. Why does the student take his lab report to the professor's office?
 - A) To tell the professor about a problem he had with an assistant
 - B) To find out whether he can submit a photocopied version
 - C) To ask a question about an assignment
 - D) To meet an assignment deadline
3. What is the cause of the problem that some students are having?
 - A) The bookstore was slow to submit an order
 - B) The enrollment for one of their classes was larger than expected
 - C) They have not been able to enroll in a class that is required
 - D) Workbooks were missing from their textbook packages
4. What is the student's attitude toward the problem?
 - A) He is confident that the professor can solve the problem.
 - B) He is not certain that the professor understands the problem.
 - C) He does not share the professor's concern about the problem.
 - D) He is upset that the professor did not know about the problem.

5. What does the professor think the bookstore staff should do?
- A) Make sure they order workbooks and textbook at the same time
 - B) Check that the books they ordered are the most recent edition
 - C) Check that the publisher has filed the order for extra books
 - D) Extend the deadline for ordering books

Listen to part of a lecture in an Archaeology class

【公众号“四箭齐发托福”】 (*female professor*) So, one thing archeologists had pretty much agreed on, for a while now, is that the first migration, humans out of Africa to Europe, began about 42,000 years ago. We believe they first settled in southern and Western Europe and we knew this from evidence found at sites in those areas, artifacts that this culture left behind. These sites and these artifacts are referred to as Aurignacian.

Now, during the Aurignacian era there was a surge of, well, creativity, uh, ingenuity in human behavior and skills and one of the defining characteristics of the era is representational art, art created to resemble something, sculptures of human figures, things like that. And, well, a few years ago some archeologists made an interesting discovery in Russia, in Kostenki.

As you can see, Kostenki is south of Moscow, about 400 kilometers south. It's on what is called the central East European Plain. Near this village is a prehistoric site or group of sites, actually. And these archeologists at Kostenki uncovered some artifacts that are clearly Aurignacian in origin. For instance, they found a carved head of an unfinished human figurine made of ivory, representational art, right? There were also personal ornaments and tools for digging, drilling, and cutting, all of them indicative of the Aurignacian era. And they were all found buried well below the level of previous discoveries of the same site. So we can be reasonably sure they are older.

Not only that but there are reasons to believe that these artifacts are a good deal older than any that had previously been found much further west in what we have thought were the first Aurignacian settlements. You can see why this is important, no, because if these artifacts are indeed that old, then theories of a direct migration into western and southern Europe are called into question. Humans must have settled in the central East European Plain first, several thousands of years before ways of migration went west and south. That's why it's crucial to get the dating right. And our archeologists at Kostenki are convinced that the ivory head and other artifacts are over 42,000 years old, maybe as old as 45,000 years.

Now, unfortunately that far back it gets harder to date things. We can't expect to get an accurate reading from radiocarbon dating. The technology just isn't that reliable at dating things over 40,000 years old. So

how did they manage to date the Kostenki artifacts then? Well, right around that time, 40,000 years ago, there was a large volcanic eruption in what is now Italy. This volcano spewed out a layer of ash that settled onto the ground all across central and eastern Europe. And that layer serves as a pretty reliable time marker.

The date of the eruption has been quite well established by means that I'm not going to get into right now. And guess what? The Kostenki artifacts, the ivory head and all, they were found well beneath this layer. All of this points to an Aurignacian settlement several thousand years older than any we found elsewhere in Europe. But it is somewhat perplexing in a way, I mean, climate at Kostenki, we're talking significantly colder at that time than areas to the west and south.

Now I'm not saying these people couldn't have handled such conditions. I mean, among the artifacts found were needles made from ivory and bone that were likely used for sawing. So, they were probably able to keep warm wearing animal hides. But we'd still like to be able to explain why a group of people would migrate to such a cold climate directly from the warm climate of Africa. Did they somehow prefer the cold weather? Well, we'll leave that discussion for next time.

1. What does the professor mainly discuss?
 - A) Early advances in tool-making skills on the central East European Plain
 - B) Evidence for the early migration of humans onto the central East European Plain
 - C) Methods used to reconstruct the early migration paths of humans
 - D) Reasons for the disappearance of the Aurignacian culture at Kostenki
2. Why does the professor mention an ivory carving of a human head found at the Kostenki site?
 - A) To show that the early settlers of Kostenki possessed sophisticated tools
 - B) To indicate that the Kostenki settlers brought raw materials with them from Africa
 - C) To prove that trade existed between Kostenki and settlements in western Europe
 - D) To reinforce the idea that the artifacts found at Kostenki were Aurignacian
3. What point does the professor make about radiocarbon dating?
 - A) It is not a dependable tool for dating artifacts over a certain age.
 - B) It is the only reliable way to date organic materials like bone or ivory.
 - C) It has been used to contradict the claim that Kostenki was settled 45,000 years ago.
 - D) It has been used to confirm the date that a large volcano erupted in Italy.
4. How were archaeologists able to determine the minimum age of the Kostenki artifacts?
 - A) From their proximity to the bones of certain animals
 - B) From their location relative to a layer of ash

- C) From the discovery of tools near the site
- D) From the style of personal ornaments found at the site

5. Why does the professor mention the discovery of needles at Kostenki?

- A) To show that not all of the tools found at Kostenki were technologically advanced
- B) To indicate a type of tool not found at other Aurignacian settlements
- C) To indicate that the Kostenki settlers were equipped to survive in a cold climate
- D) To provide a contrast between technological achievements and representational art

6. What is the professor's opinion about early human migration to Europe?

- A) Humans first settled in a surprising location.
- B) Humans arrived in Europe later than previously thought.
- C) Humans preferred to migrate to cold climates.
- D) It is impossible to date early human migration.

Listen to part of a discussion in a Paleontology class. The class has been discussing dinosaurs.

【公众号“四箭齐发托福”】 (*female professor*) OK, so how many species of dinosaur have been named so far? Does anyone know? Would anyone like to take a guess? Richard

(*male student*) A hundred and fifty?

(*professor*) Well, actually, since we started naming dinosaur species back in the 1800s, well over a thousand species have been named based on the fossil record.

(*male student*) Wow!

(*professor*) OK, but can you think of any reasons why we might have overestimated the number of species that we found?

(*male student*) Hmm, maybe some species were given more than one name.

(*professor*) That's right. You see, nothing would please a paleontologist more than being credited with discovering a new dinosaur species. So, what often happened is if a paleontologist found a dinosaur fossil that was a little different in some way, Eureka! They claim to have discovered a new species, especially back in the late 1800s. If a paleontologist found, say, a dinosaur tooth that looked a little different, based on that tooth alone, they proclaimed that they discovered a new species. And then another paleontologist

would find, say, a dinosaur leg bone that looked a little different, and again, another new species would be named, amid great fanfare.

But later, upon closer examination, it'd turn out that that tooth and the leg bone were actually from the same species. These days, naming protocols are far more rigorous. If you want to claim you discovered a new dinosaur species now, you'd better produce a pretty complete specimen. Ah, but even if you are very careful, you can still get fooled. Take for example, Triceratops and Torosaurus.

Triceratops and Torosaurus are similar in many ways but there're also some clear differences. So they were thought to be separate species. But not too long ago, a team of researchers found some pretty compelling evidence suggesting that Triceratops and Torosaurus were individuals of the same species that the former was actually a juvenile version of the latter. After studying skulls from these two types of dinosaurs, researchers concluded that Triceratops underwent some striking anatomical changes as it became a fully mature adult. Specifically, the angles of its three facial horns shifted and the structure at the back of its skull thinned out.

Now, this research finding isn't universally accepted. But you can see that you'll have to be careful about making assumptions. OK, now, imagine that at some point in the future, all the existing dinosaur fossils have been discovered, carefully analyzed and properly named. Would we then know how many species of dinosaur existed? OK, let's review the fossilization process. What conditions are necessary for fossilization to occur? Carol?

(female student) Based on our reading assignment, it's pretty rare actually. Most of the time when animals die, they're either eaten by other animals or they just decay.

(professor) That's right, so conditions have to be just right for fossils to form. How does this affect the fossil record?

(female student) There must have been some dinosaur species that never got fossilized.

(professor) Probably

(female student) So I guess we'll never know for sure just how many kinds of dinosaur there were.

(professor) Exactly! But, back to identifying dinosaurs that we do have fossil evidence of, one question that often comes up is can we determine the species by analyzing its DNA? And that's a good question because a lot of times if we have just a bit of tissue from some unidentified animal, we can analyze its DNA and determine what species that tissue came from.

The problem with dinosaurs is DNA degrades over time. Now, if you're looking at the remains of an organism that died even a few thousand years ago, that's not a problem. But, say you're looking at a fossil from something that existed hundreds of millions of years ago, during the time dinosaurs roamed Earth, it's extremely unlikely that you're going to get any intact DNA from fossils that old, despite some recent claims to the contrary.

1. What is the discussion mainly about?
 - A) Methods used to determine whether fossils belong to a dinosaur
 - B) The challenge of determining the number of dinosaur species
 - C) Evidence that dinosaurs existed later than previously thought
 - D) Similarities between two closely related dinosaur species
2. What point does the professor make about paleontologists in the late 1800s?
 - A) They were often more interested in personal recognition than in scientific accuracy.
 - B) They generally sought more training than other types of scientists did.
 - C) Most of them became fascinated with dinosaurs at a very young age.
 - D) They collaborated to study newly discovered dinosaur fossils.
3. What does the professor emphasize about the current guidelines for naming new dinosaur species?
 - A) They are somewhat controversial.
 - B) They are based primarily on skull analysis.
 - C) They are in the process of being updated.
 - D) They are much stricter than the guidelines of the past.
4. According to research mentioned by the professor, what is the relationship between *Triceratops* and *Torosaurus*?
 - A) They represent the same species at different stages of development.
 - B) They utilized different resources in their shared habitat.
 - C) *Torosaurus* died out before *Triceratops* came into existence.
 - D) *Torosaurus* probably preyed on *Triceratops*.
5. What is the professor explaining when she asks the students about the fossilization process?
 - A) Why dinosaur fossils are particularly easy to find in certain parts of the world
 - B) Why some dinosaur species may not be represented in the fossil record
 - C) Why skulls and teeth are more likely to fossilize than other dinosaur bones are
 - D) Why dinosaur fossils are better preserved than most other kinds of fossils

6. What does the professor imply about dinosaur DNA?
- A) It is surprisingly complex.
 - B) It has already helped paleontologists identify new dinosaur species.
 - C) It will probably never be very useful to paleontologist.
 - D) It holds promise for confirming the identification of species in the future.

Listen to a conversation between a student and the administrator in the Biology department

【公众号“四箭齐发托福”】 (woman) Hi, can I help you?

(man) Hope so. I was supposed to meet with Professor Simmons, but she's not in her office. Do you know?

(woman) Uh, I was just about to post a sign on her door. She was unexpectedly called into a meeting. She'll have regular office hours tomorrow, though.

(man) Oh, OK. It's just that she was gonna give me information on some new internship that the Biology department's planning to offer.

(woman) You mean for our golden eagle project?

(man) Yeah, that's the one.

(woman) I'm doing the administrative work for that project. I'm preparing a page about it right now for our Web site, in fact.

(man) Cool! Well, Professor Simmons mentioned that in class yesterday. It seemed like a great opportunity. I mean, I've been a bird watcher for years. I especially like raptors. And I actually saw a golden eagle at a tree near the river last winter. I've lived here in Minnesota all my life and had never seen a golden eagle in the wild before.

(woman) I know. Golden eagles didn't use to visit our area on any regular basis. But according to winter wildlife surveys done over the past few years, around sixty had begun hanging out around the cliffs overlooking the upper Mississippi river during the month of January.

(man) Wow! So, like, what's the golden eagle project? I mean, what will the interns be doing?

(woman) Assisting field researches mainly, uh, helping them capture some of the eagles and placing radio tracking devices on them.

(man) Oh, I thought it was about, like, conserving their various seasonal habitats and breeding grounds.

(woman) We don't know where this particular population of birds breeds or anything about their migration route for that matter.

(man) Hmm, wow, so how did the Bio department get involved?

(woman) When the winter survey showed a pattern, Professor Simmons and some other faculty thought the first step of understanding these birds would be to track their movements. So they applied for a research grant and got it. The grant's from a consortium of agencies interested in protecting wildlife and in case you're interested about thirty thousand dollars.

(man) So the interns will get paid.

(woman) Most of the money is allocated for the radio tracking technology. Whatever's left over will go toward the researchers' salaries. However, interns *can* earn one course credit for every 70 hours they volunteer.

(man) That's a lot of time, but the experience will look amazing on my resume.

(woman) Absolutely! Uh, say, given your interest in raptors, were you planning to attend the Speaking of Science lecture next Monday? It's on energy reserves in birds of prey. It's scheduled for 7 p.m. in the Biology department lounge.

(man) That lecture series, uh, I've heard that mostly graduate students and faculty go.

(woman) Mostly, yes,

(man) But wouldn't everything go right over my head?

(woman) Somethings maybe but it would hurt to go anyway, if this is a field you're interested in.

(man) OK, I'll think about it.

1. Why does the man want to speak with his biology professor?

- A) To pick up an application for a job at a wildlife protection agency
- B) To find out about an internship
- C) To get information about a class research project
- D) To ask a question about the biology department's Web site

2. Why does the man mention that he saw a golden eagle in the wild?

- A) To make a point about the rarity of golden eagles in the local area
- B) To ask if course credit is given for independent fieldwork
- C) To suggest a news item for the biology department's Web site
- D) To question a finding of a wildlife survey about golden eagles

3. According to the woman, what prompted some members of the biology faculty to apply for a grant?

- A) Their desire to increase the number of internships offered to biology students.
- B) Their interest in upgrading the department's radio-tracking technology
- C) The recent appearance of golden eagles wintering nearby
- D) A proposal by a graduate student to conserve the golden eagle's winter habitat

4. What does the woman say the grant money will be used for? [**choose two answers**]

- A) Equipment for research
- B) Payments to interns
- C) Restoration of habitat
- D) Researcher's salaries

5. How does the man feel about attending the Speaking of Science lecture?

- A) He is not interested because it will be given by a graduate student rather than a professor.
- B) He believes it may improve his chance of getting the internship.
- C) He is excited that his schedule will allow him to attend.
- D) He is concerned that the lecture will be very technical.

Listen to part of a lecture in an Earth Science class.

【公众号“四箭齐发托福”】 (*male professor*) Uh, getting back to climate patterns, let me point out that weather doesn't always follow the usual pattern. One of the classic cases of abnormal weather was the summer of 1816 in the northern hemisphere. Actually, in the northeastern United States, 1816 is sometimes referred to as “the year there was no summer.” And the unusual cold was also felt that year in many other parts of the globe.

The funny thing is, in January and February, the temperatures in northeastern US weren't all that much below the normal, no hint of what was to come. That wasn't seen until May when strong waves of cold air hit the region and covered it with ice and frost. That's pretty rare for some of those areas in May. And unfortunately, the cold snaps kept on coming. There was widespread snowfall in June, followed by more cold spells in July and August. Historians can point to a number of contemporary diaries from the northeast and beyond, including Jefferson's, that's Thomas Jefferson of course, a former president who had retired to his home down in Virginia, diaries that recorded and remarked on the extraordinarily cold temperatures that year.

To put it in perspective, the summer of 1816 was the coldest on record for some areas in nearly two hundred years of record keeping. As a result, the corn crop finally harvested in some parts was less than ten percent of the usual yield, an economic disaster for many farmers. So the summer of 1816, the summer that wasn't, that's more than just an interesting entry in the weather almanacs. In fact, it led to a dramatic shift in agriculture with many farmers abandoning northeast US for the Midwest.

But what was the cause of all this? Just a variation in normal weather patterns, or was there something else going on here? Well, there are a number of theories and several of them involved the Sun. For example, in 1816, it happened that the Sun was in the middle of a period of low magnetic activity. And it turns out that at this point in the cycle, when its magnetic activity is below normal, the Sun is slightly dimmer and the Earth gets less sunlight. So, it's no surprise that periods of low magnetic activity on the Sun have been associated with low temperatures here on Earth. That's a pattern observed over and over again and put forward by most authorities of the time to explain the extreme weather of 1816.

But the most widely held view among those of us in the field today is that the year with no summer was

caused by several large volcanic eruptions just prior to 1816, particularly a volcano in Indonesia that erupted just a year before and by all the dust and gases thrown into the atmosphere as a result. We're talking huge amounts of dust and gases here, especially in the case of Tambora. That's the volcano in Indonesia.

Tambora is estimated to have thrown two hundred million tons of material into the atmosphere. The idea is that a lot of the gas and dust that shot up from that volcano went clear up into an atmosphere layer called the stratosphere, about ten kilometers up. Then winds in the stratosphere moved this enormous cloud of particles around the Earth. And unlike the so-called greenhouse gases we're producing so much of today, the particles in this enormous volcanic cloud up in the stratosphere primarily reflected sunlight back into space. And that reduced the amount of sunlight reaching the Earth's surface down below. And less sunlight means a drop off in temperatures. And even though a volcanic eruption may only last a few days, if it's big enough, it can apparently impact the weather around the world for up to five years.

Incidentally, another way we can study the effects of volcanic eruptions besides reading contemporary reports is to use information from tree rings that grew over the last several centuries. Remember, there's a growth ring in a tree's trunk for each year it's alive. And when the wood in the growth ring is very dense, for example, we've discovered this corresponds to a year that was particularly warm. So a recent study was done where the growth rings of exceptionally old trees all over the northern hemisphere were analyzed. Sure enough, the highest concentrations of low-density tree rings, which mean cold temperatures, they almost always follow major volcanic eruptions, including the eruption of Tambora.

1. What is the lecture mainly about?
 - A) The significance of the Sun's cycles of magnetic activity
 - B) Consequences of gradual changes in the global climate
 - C) Explanations for a year of very unusual weather
 - D) An example of successfully predicting extreme weather events
2. What point does the professor make about the unusual weather in the northeastern United States in 1816?
 - A) It followed an especially cold winter.
 - B) Its cold periods alternated with exceptionally hot ones.
 - C) It contrasted with the fairly normal weather that the rest of the world experienced that year.
 - D) It had a severe impact on the agricultural economy of that region.
3. Why does the professor mention Thomas Jefferson?
 - A) To cite a contemporary account of the weather written in 1816
 - B) To explain the origin of a theory about the Sun's magnetic cycles

- C) To give Jefferson credit for sending explorers to carefully study volcanoes
D) To show how the strange weather events affected Jefferson's presidency
4. The professor talks about a theory that the unusual weather in 1816 was primarily caused by the Sun's low magnetic activity. What does he imply about the theory?
A) It is no longer as widely believed as it was in the past.
B) It is the theory that he and most other experts accept.
C) It cannot be true, since the Sun's magnetic activity was not low in 1816.
D) It was proposed so recently that most experts have not yet been able to consider it.
5. According to the professor, how can volcanic eruptions affect the weather in faraway places?
A) By altering the wind patterns high in the atmosphere
B) By sending into the stratosphere particles that block sunlight
C) By creating what is called the greenhouse effect
D) By accelerating the formation of rain clouds over a large area of the world
6. What does the professor imply about a recent study of growth rings in trees?
A) He intends to use it in future research on the effects of the Sun's magnetism.
B) He feels that it did not properly consider all the significant factors.
C) He believes that its results support the volcanic theory.
D) He does not have confidence in the methods used by the researchers.

Listen to part of a lecture in an Art History class.

【公众号“四箭齐发托福”】 (*male professor*) Now, we had concluded last class with the discussion of conceptualism and how would it gain the foothold in the art community in the late 1960s. At its core was the belief that the artist's idea, the idea itself, on its own, was more important than the final product. Conceptualism rebelled against the commercialization of art and the control held by the art galleries and museums. And something new called the Earth Art movement developed directly out of that mindset. Let's take a look at an Earth Art sculpture from 1970 called *Spiral Jetty*.

(*female student*) Wow, looks large enough to drive a car onto its surface.

(*professor*) Well, Earth Art artists used the large size of their sculptures as a means of making an ideological statement against commercialism and against art galleries that they believed had too much control over art. Obviously something like *Spiral Jetty* couldn't be contained within a gallery.

(female student) It doesn't seem like a lot of people would have been able to get out there to view it. It looks pretty desolate and remote.

(professor) Right, remote locations were purposely chosen to distinguish casual museum goers from those individuals willing to make a conscious investment to participate in the art experience.

Now, Earth artist's viewed as a smaller branch of conceptualism, since Earth Art focuses exclusively on using only nature as both its material and stage for expression. If we look at *Spiral Jetty*, art is not simply placed on a site, the site itself, the rocks and dirt actually becomes the art.

(male student) Well, considering those materials, rocks and dirt, how well has *Spiral Jetty* stood up over, what is it, over forty years? I mean, is that how it looks today?

(professor) That's a very early picture of the sculpture. Over the years, the water levels have risen to completely submerge the sculpture for years at a time. And there have also been periods when drought has pulled water back, hundreds of meters from *Spiral Jetty*'s center. However, the black basalt rocks have retained their form and it held up incredibly well. What I find interesting, however, is the impact that humans not nature might very well have on this Earth Art.

(male student) What do you mean?

(professor) Well, in recent years, there had been proposals to initiate drilling for oil. The oil rigs would be a few miles away but still clearly visible when looking at the sculpture. There's a lot of public protest about the fact that this might negatively impact the esthetic experience for visitors. You know, I think it's ironic that the artist's focus on nature might be intruded upon by the forces of industry. In fact, seems to me it'd actually make quite an interesting artistic statement in contrast to have the oil rigs visible.

Anyway, *Spiral Jetty*, as it stands, is a completed work. And you'll be reading up on other Earth Art in this week's assignment. Keep in mind that some Earth Art projects were so large that they never went beyond the conceptual planning stages, so things like sketches, miniature models or construction permits are all that are available. Ironically, these documents often become the basis for museum exhibits. But, again, remember that the conceptual planning by itself constituted artistic expression in the eyes of Earth artist, even the artist who created *Spiral Jetty* was heavily invested in the documentation of the process. So, *Spiral Jetty* exists in multiple media, through the artist's drawings, essays, and a documentary film.

(female student) Um, so did they use their art to promote environmental activism?

(professor) Interestingly enough, while Earth Art brings a focus to and an appreciation for our natural

surroundings, the process its artist used in creating its pieces has been criticized. In *Spiral Jetty*, for example, sixty five hundred tons of black basalt rock, limestone, and earth were moved in the process of its creation. Critics argued that yes, this genre of art incorporates the features of the site's natural conditions, but it ends up altering those conditions. It's an interesting philosophical question for you to consider when reviewing each sculpture tonight. Would the process the Earth Art artist used to create each piece be condemned if the end product was not viewed as art?

1. Why does the professor discuss *Spiral Jetty*?
 - A) To provide an introduction to the Earth Art movement
 - B) To clarify the differences between Conceptualism and Earth Art
 - C) To analyze the sculpture that inspired the Earth Art movement
 - D) To highlight nature as a connecting theme across different art movements
2. How did Earth Art artists rebel against art galleries and museums? **[choose two answers]**
 - A) They used only dirt and heavy rocks in sculpture.
 - B) They created large sculptures that could not be displayed indoors.
 - C) They required galleries to bring visitors to the sculpture site.
 - D) They put their sculptures at locations that were not easily accessible.
3. According to the professor, what impact has nature had on *Spiral Jetty*?
 - A) The sculpture can no longer support the weight of a car.
 - B) Water levels have completely concealed the sculpture at times.
 - C) Water has slowly moved rocks out of their original position.
 - D) Mud now covers a large section of the sculpture.
4. What does the professor suggest about the possible presence of oil rigs near the sculpture site?
 - A) Oil rigs might weaken the rock, limestone, and earth that hold the jetty together.
 - B) Oil rigs would create an economic benefit for the communities located near the jetty.
 - C) The presence of oil rigs might allow viewers to have a more thought-provoking experience.
 - D) The presence of oil rigs would probably increase the number of visitors to the sculpture site.
5. Why does the professor discuss sketches and miniature models?
 - A) To illustrate the wide variety of Earth Art projects that were created
 - B) To point out the large influence galleries ultimately had on Earth Art artists
 - C) To compare *Spiral Jetty* in its beginning stages to the final sculpture
 - D) To point out that some Earth Art projects never moved past the planning stage
6. What does the professor imply about the methods used by many Earth Art artists?

- A) The artists' methods have received more praise than criticism.
- B) The artists' methods are not relevant to critics' evaluations of their artworks.
- C) The artists' methods may have undesirable consequences for the environment.
- D) The artists' methods have been adopted by other types of artists.