

Listening Test 1 – Citation Tutorial

Citation Tutorial Transcript

- A. Hi, Professor, I really wanted to talk to you about my essays.
- B. Joe, I think it's great that you want to talk about your papers. I do need to join a meeting, though. And I don't have time to talk right now.
- A. Oh,
- B. so, you should schedule a meeting with me first, and we can discuss this during my office hours. After all, that is what they're for.
- A. Okay. I just thought, I don't know that this could be really quick. And you'd have time.
- B. I guess I have enough time to tell you a couple of quick things.
- A. Great. Great. I really appreciate it.
- B. All right. So, the biggest problem with your essays are the citations.
- A. The way I say the research in my papers.
- B. Exactly. So, do you know that there are two major formats for citations?
- A. Um, I think I remember you mentioning that. I don't know the differences and stuff, though. Sorry.
- B. Okay. Well, the two formats are Chicago style and MLA, with Chicago style, you put the footnotes at the end of the page, while MLA citations go at the end of each sentence?
- A. Uh huh. I think maybe I did both of those.
- B. You did. And that's the problem. Either is fine as they both are acceptable for academic papers. But you have to pick one and stick to it.
- A. Okay, so it's like about consistency.
- B. Exactly. It makes the paper easier for readers when you stick to one format throughout, not to mention correct.
- A. All right. So, I'll remember to do that for the future. Is that it though? I feel like I've been getting pretty low grades.
- B. Yes. Well, that's because there have been a couple of problems with your papers, the citations were just one of them. The other thing is that all of your sentences are too long and confusing.
- A. But sometimes I just have a lot to say in one sentence.
- B. You don't have to cram everything you have to say into one sentence, though. Try breaking things up.
- A. How would I do that?
- B. Alright, Joe, you know how I said I had to go to that meeting.
- A. Yeah.
- B. Well, now I really do, or else I'm going to be late. So again, you can schedule a meeting with me when I'm available. Or you can go to the Writing Centre.
- A. Writing Centre.
- B. It's a university resource for students, tutors work there. You can go into work one on one with a tutor and they'll help you improve your writing.
- A. That does sound pretty helpful. All right. Thanks, Professor. Sorry for keeping you. I'll be more on top of things next time.
- B. Good. And if you need to talk to me again.
- A. I'll email you ahead of time to make an appointment.
- B. Wonderful. Well, then I hope this can help you improve.
- A. Thanks. Have fun at the meeting.

Citation Tutorial Questions

Question 1

Why does the student want to talk about his essays with the professor?

- A. He's doing really well in the class and wants affirmation
- B. He is struggling in class and wants help for how to improve
- C. He just wants to know what his grades are
- D. He wants an extension on an upcoming agreement

Question 2

Why are the office hours important?

- A. Because it is a designated amount of time in which students can speak with professors about things such as this
- B. Because they are a set period of time where the professor works completely undisturbed
- C. They aren't actually important at all
- D. Because they are when professors hold make-up classes for students who are behind in attendance

Question 3

What is the biggest problem with this student's essay?

- A. Grammar
- B. Thesis statement
- C. Organization
- D. Citations

Question 4

What are the two major formats for citations?

- A. Chicago Style and MLA
- B. Pittsburgh Style and MLA
- C. New York Style and MLA
- D. LA Style and MLA

Question 5

What should this student do in the future when he needs to talk to his professor?

- A. Catch him after class just like this
- B. Drop in on the professor's office hours unannounced
- C. Send an email to make an appointment during office hours
- D. Call her when she's at home

Question 6

The professor explains a few benefits of using citations properly.

Read the statements below as questions 6-8.

For each statement, select **YES, NO, or NOT GIVEN** based on the professor's comments.

YES: if the statement is mentioned by the professor

NO: if the statement contradicts what is mentioned by the professor

NOT GIVEN: if the statement is not mentioned by the professor.

6. The essay becomes easier to read
7. Proper academic writing mandates the use of two styles of citations simultaneously
8. She personally prefers one style of citations

Listening Test 2 – Changing Major

Changing Major Transcript

- A. Hi.
- B. I was thinking of changing my major and was hoping you could help me.
- A. Okay. Why don't you tell me what your current major is? And what you're thinking of changing it to?
- B. I'm a digital arts major. And that kind of want to change to biology?
- A. All right. Is there a reason you want to switch?
- B. Well, I really love animals. And if I switch, I could spend more time with them.
- A. Would you consider a career as a veterinarian then? Or are you interested in marine biology?
- B. Um, I don't know. I didn't really think that far. Both of those sound good, though.
- A. That's fair. You don't need to have those answers right now. But it's smart to be thinking about how switching your major can impact career possibilities.
- B. Hmm, that's a lot to think about. You're right. It is and I don't want to overwhelm you. But you don't sound like you're fully committed to the idea of switching yet. So, I want to make sure we look at this from all angles. Yeah, that makes sense, I guess.
- A. Can you tell me what it is you're worried about?
- B. Well, my friend was telling me that biology is pretty hard. And so, I don't know about that.
- A. A lot of people worry about that. So, what you're feeling is normal. And I want you to know that for some people. Yes, biology is really difficult, but plenty of students really excel. Also, it's important that you know that it's only possible to change programmes in the first year. So, there is a timeframe on this.
- B. But how do I know if I'm one of those students that will excel?
- C. I recommend that you do more research about being a biology major, really find out as much as you can so that you can make an informed decision. It could be that once you have more information, you'll think you really can succeed.
- A. That makes sense, but I'm not really sure how to research it more. Like just go around talking to people.
- B. You can make an appointment with the head of the biology programme. Administrators are always happy to speak to students, especially when it means helping students in their college career. We all want to make sure you're on the right path for you. It wouldn't be good if you did switch over, but then realise you didn't like bio and wanted to switch back.
- A. Okay, so I'll do the research and then try to figure things out.
- B. Great. That sounds like a solid plan. Remember that you can always come back and talk to me if you think that would help. Also, it can be a good idea to talk the idea over with your family.
- A. All right, I'm sure I can do that. Thanks for all your help.
- B. Good luck.
- A. Bye.

Changing Major Questions

Question 1

Why does the student go to speak with the consultant?

- A. To learn more about his digital arts major
- B. To switch majors
- C. To find a job
- D. To get help with some paperwork

Question 2

What is holding the student back from fully wanting to switch to a biology major?

- A. He's worried that a biology major will prove too difficult for him
- B. He is also interested in being an English major, so he's torn.
- C. He doesn't like animals; he only likes studying human anatomy
- D. His parents don't approve of being a biology major

Question 3

When is it possible for a student to change programs?

- A. Whenever the student wants
- B. Within the two years
- C. Within the first year only
- D. It's never possible

Question 4

What should the student do now?

- A. Make a rash decision and just pick a biology major
- B. Research the biology program so he can make an informed decision
- C. Decide to just stay with his Digital Arts major
- D. Ask his friend more questions

Question 5 – 8

The professor asks the student about what kind of career he is planning on pursuing. Why does she ask this question?

Question 5 – 8 list potential reasons as to why the professor would ask this question. Select either **YES** or **NO** for each reason.

YES: if the reason listed makes sense given the conversation

NO: if the reason listed does not make sense given the conversation

- 5. To get him to change his mind and stick with Digital Arts
- 6. To see how well he has thought through his change in majors
- 7. To help him understand the long-term consequences of changing majors
- 8. To become better friends with him

Listening Test 3 – Ragtime Music

Ragtime Music Transcript

Okay class. Today we're going to discuss ragtime music.

It's a genre that some of you may have already heard of but will likely be new for most of you. First, remember that genre is a type of classification. For example, hip hop and rock are genres of music, and you should be able to think on your own how each of these genres comes up with a set of characteristics that help define each type of music and set it apart from other genres.

To continue with our previous examples, hip hop often features rap, and a particular emphasis on the beats. Rock, on the other hand, refers to music that mostly includes a four-piece band, two guitarist, one bass player, and one drummer. So then, what characterises the genre known as Ragtime? Well, ragtime music is mostly defined by the presence of a shifted or ragged rhythm. This means that the regular flow or rhythm of a piece of music will be disrupted by a shift, making it sound slightly offbeat. Ragtime music is considered to be lively and springy, which makes it a great genre for dancing too.

Let's look more specifically at the form of ragtime music. Ragging, or creating a ragged rhythm was first a modification of a march made popular by John Philip Sousa. Additional poly rhythms then came from African music. Ragtime itself was usually written as 2/4 time, with a predominant left-hand pattern of bass notes on strong beats, and chords on weak beats, accompanied by a modified melody in the right hand. According to some sources, the name Ragtime may very well have come from the ragged rhythm of the right hand. There are also rags written in three four time, which are known specifically as a ragtime waltz. And while we may be focusing on the time signatures that rag is written in, I want you to all understand something very important though. Ragtime is not strictly confined to any one-time signature, like how a march will always be in two, four, and a waltz will always be in three, four. Instead, Ragtime is um, it's a musical genre that can be applied to any metre. So rather than being one specific time signature, it can take any time signature, and syncopate the beat to become Ragtime. The defining characteristic of ragtime music is that type of syncopation, in which the melodic accents occur between metrical beats. This results in a melody that seems like it avoids some of the metrical beats of the accompaniment by emphasising notes that either anticipate or follow the beat. Now this might sound a bit complicated, but the ultimate intention is to accentuate the beat and get the listener to move to the music.

Now that you know a little bit about what Ragtime is, let's discuss its history.

Ragtime was popular between the 1890s and the early 1900s. It began as dance music in the red-light districts of the African American communities in St. Louis and New Orleans. It was many years before Ragtime actually became published as popular sheet music for piano. The man who was credited for developing this genre of music is Ernest Hogan. Hogan began working as a comedian and entertainer, producing many shows that featured the syncopation that became integral to the Ragtime genre.

Moving on, Scott Joplin is also a notable figure in the history of Ragtime. He became famous for composing Maple Leaf Rag in 1899, and then a string of Ragtime hits such as the entertainer. I'd be willing to bet that most of you today even know the entertainer or have heard it at some point in your lives. Anyway, one of the key takeaways here is that Scott Joplin is easily the biggest Ragtime composer, and his music went on to influence many other composers for a number of years.

Alas, as we move forward in time, Ragtime eventually declined in popularity, and jazz began to claim the public's attention. In 1917, Ragtime was more or less officially pushed out by jazz. That being said, jazz likely wouldn't have happened without Ragtime. Just like Ragtime built off the marches, which are popular before it. Jazz built off Ragtime as well.

To cap off this discussion, I want to end with a quote from Scott Joplin. Known as the king of Ragtime. Joplin called the effects of the music weird and intoxicating. He also used the term swing to describe how to play Ragtime and would say, play it slowly until you catch the swing.

So, take a listen to some ragtime music, and let yourself find the swing in it. While Ragtime may not be your cup of tea, just make sure you understand its importance along the wide spectrum of music. And that music is a universal language that speaks to us all.

Ragtime Music Questions

Question 1

What is the lecture mainly about?

- A. How ragtime music was pushed out by jazz music
- B. Difference between different genres of music
- C. The history and characteristics of Ragtime music
- D. How Ragtime music has impacted dancing

Question 2

What is a genre?

- A. A type of classification
- B. A rule of ragtime music
- C. A time signature
- D. A famous Ragtime artist

Question 3

Which of the following most accurately describes the main characteristics of Ragtime music?

- A. It uses a lot of heavy bass notes and drums
- B. It uses syncopated (or ragged) rhythms
- C. It is always written in 2/4 time
- D. It is always very fast music

Question 4

Which other musical genre pushed Ragtime out of the top spot in 1917?

- A. Jazz
- B. Swing
- C. Marches
- D. Hip-hop

Question 5

What does the professor imply about the way that music evolves over time?

This question is worth **2 points**

- A. The new genres are rarely related to the genres that came before them
- B. That every new type of music is in some way influenced by the genres that came before it
- C. That new music steals ideas and doesn't actually create anything new
- D. That music does not actually evolve

Question 6

How has the professor organized the lecture? This question is worth **2 points**

- A. The professor gives one, very long definition of Ragtime
- B. The professor talks about the history of Ragtime first, then moves into characteristics of the genre
- C. The professor talks about what Ragtime is first, and then talks about its history
- D. The professor lists a lot of popular Ragtime songs and then plays them for the class

Question 7

Which of the following answers best describes the student's attitude at the beginning of the conversation? This question is worth **2 points**

- A. Nervous
- B. Bewildered
- C. Angry
- D. Happy