**Test 3 Listening Section**

1. B

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**Explanatory Answer**

To clarify some points in his notes.

“I’m here because I need to make sure that I understand your lecture on aquifers.”

2. C

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**Explanatory Answer**

Layers of sediment that trap water.

“But now you know that an aquifer is more like an underground sand trap with some layers that are saturated with water but other layers that have sand, gravel, and rocks. So water gets trapped between those layers of sediment.”

3. A

Top of Form

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Top of Form

Bottom of Form

**Explanatory Answer**

Highly porous sediment is usually also highly permeable.

“So, in general, the higher the porosity of a sediment, the higher the permeability.”

4.C

Top of Form

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**Explanatory Answer**

The student’s statement is true in part.

“I thought groundwater was a renewable resource.”

“Well, yes and no.”

5. B

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**Explanatory Answer**

To demonstrate that water is a nonrenewable resource.

“Which means that we are actually mining water from natural aquifers or manmade reservoirs in the same way that we would mine gold or any other nonrenewable resource.”

6. C

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Bottom of Form

**Explanatory Answer**

The influence of groups on individual behavior.

“Social influence involves the changes in behavior influenced by the actions of other people. Social influence can come about for a variety of reasons, on a continuum from mere suggestion to, in the more severe form, well, to torture.”

7. B,C

Top of Form

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**Explanatory Answer**

**B** Subjects conformed to group opinion in more than one-third of the trials.

**C** When the subject knows the group socially, there is greater pressure to conform.

“…on average, subjects conformed to the group in about 37 percent of the critical trials….Abrams found that conformity is especially strong when the group is selected from among those people that the subject clearly identifies with, either because they have characteristics in common or…or they know each other and interact in a peer group outside of the experimental situation.”

8. C

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**Explanatory Answer**

She needed to correct what she had said in a previous statement. Professors occasionally misspeak, apologize briefly, and provide the correct information.

“Later Asch manipulated the size of the control group…I’m sorry, the experimental group…to see whether group size would affect pressure, and it did, but probably less than you might expect.”

9. C

Top of Form

Bottom of Form

Top of Form

Bottom of Form

**Explanatory Answer**

As a whole, the group is even more united in its judgment.

“Also interesting is the fact that after a decision is made by a group, there’s a tendency to solidify, and by that I mean that the group becomes even more convinced of the validity of the group opinion.”

10.

**Explanatory Answer**

C, A, C: Answers are marked with green arrows as shown above.

“So there’s no question as to the comparison….Asch enlisted the cooperation of six of the seven participants in the experiment.”

Only one subject is being tested.

* Yes

The cards can be interpreted several ways.

* No

Some of the group collaborate with the experimenter.

* Yes

11. B

Top of Form

Bottom of Form

**Explanatory Answer**

She appears to be very interested in them. Her tone indicates interest and she cites some of the facts as “interesting.”

“Also interesting is the fact that after a decision is made by a group, there's a tendency to solidify, and by that I mean that the group becomes even more convinced of the validity of the group opinion."

12. C

Top of Form

Bottom of Form

Top of Form

Bottom of Form

**Explanatory Answer**

All of the other choices are mentioned in relationship to the main topic: the development of the ballet.

“Okay then. Let’s begin our discussion of the ballet.”

13. A

Top of Form

Bottom of Form

**Explanatory Answer**

To end his explanation and begin the lecture. Professors often use the word “Okay” as a transition from classroom management activities before the class to the beginning of their lectures.

“So…I’ll have them for you next time. Okay then. Let’s begin our discussion of the ballet."

14. C

Top of Form

Bottom of Form

**Explanatory Answer**

A dance done in figures.

“The actual term in Italian was *balletti*, which meant ‘a dance done in figures.’”

Top of Form

Bottom of Form

15. A

Top of Form

Bottom of Form

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Bottom of Form

**Explanatory Answer**

The steps were quite simple.

“…because of the limitations of the performers and the arrangement of the staging, well, the best way to impress the audience was to keep the steps simple enough for the amateur dancers but the geometrical patterns had to be, uh…intricate and…and fresh….”

16. C

Top of Form

Bottom of Form

Top of Form

Bottom of Form

**Explanatory Answer**

He wasn’t sure that it was accurate.

“When I was doing the research for this lecture, I saw several references to the time, so…so I know that this is accurate, but I kept thinking, no one would watch a ballet for five hours.”

17. B

Top of Form

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Top of Form

Bottom of Form

**Explanatory Answer**

He encourages the students to participate.

“Okay.”

“Now I have a question.”

18. D

Top of Form

Bottom of Form

Top of Form

Bottom of Form

**Explanatory Answer**

He is trying to enroll in classes.

“I’m not enrolled yet, but I’m trying to get all my admissions applications turned in today.”

19. B

Top of Form

Bottom of Form

**Explanatory Answer**

A transcript from County Community College.

“…so that’s everything you need except a transcript from County Community College.”

20. B

Top of Form

Bottom of Form

Top of Form

Bottom of Form

**Explanatory Answer**

The admissions assistant paraphrases the problem and then asks for confirmation that she has understood it.

“Is that it?” means “Is that correct?” “Oh, and you haven’t been able to register for your courses here at State University because the computer shows that you are missing some of your application materials. Is that it?”

21. D

Top of Form

Bottom of Form

**Explanatory Answer**

Continue to request an official transcript from County Community College.

"Now the only problem is you can’t register for next semester without regular admission status, and you need the official transcript for me to do that, so you still need to keep after them to get everything sent to us as soon as possible.”

22. B

Top of Form

Bottom of Form

Top of Form

Bottom of Form

**Explanatory Answer**

Go to the office for transfer students to be assigned an advisor.

“Just wait here while I enter everything into the computer, and then you can take a copy of your provisional admission along with you to the office for transfer students. They’ll assign you an advisor and help you get registered later today.”

23.B

Top of Form

Bottom of Form

Top of Form

Bottom of Form

**Explanatory Answer**

The other points relate to the main topic of the lecture: the major types of oil traps.

“So today I want to talk about the major types of oil traps.”

24. A

Top of Form

Bottom of Form

**Explanatory Answer**

He is introducing the main topic by providing background information. When he begins the main topic, he makes a direct transition: “that’s what I really want to talk about.”

“And that’s what I really want to talk about today. So there are several different types of traps, but today we’re going to talk about the three most common ones—the anticline trap, the salt dome trap, and the fault trap.”

25. D

Top of Form

Bottom of Form

**Explanatory Answer**

He plans to answer the question. Professors often use rhetorical questions in their lectures. By posing a question that they plan to answer, they help students follow the main points.

“Okay, as geologists, we’re interested in locating the traps. Now why would that be so? Because that’s where we’ll find the oil and gas reserves.”

26. B

Top of Form

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Bottom of Form

**Explanatory Answer**

An anticline trap is shown in diagram B.

“Look at the diagram. Here’s an example of an anticline. As you can see, the oil is trapped under a formation of rock that resembles an arch.”

27. B

Top of Form

Bottom of Form

**Explanatory Answer**

In all traps, the oil is collected in the porous rock and trapped underground by the nonporous rock.

“The important thing is that the cap of nonporous material won’t let the oil or gas pass upwards or sideways around it.”

28. A

Top of Form

Bottom of Form

Top of Form

Bottom of Form

**Explanatory Answer**

A bulge in an otherwise flat area.

“This salt dome shows how a cylinder-shaped salt deposit has pushed up through a layer of sedimentary rocks, causing them to arch and fracture.”

29.A

Top of Form

Bottom of Form

**Explanatory Answer**

The distinction between power and authority is made in the introduction, but the main purpose of the lecture is to discuss three types of authority.

“But what about power that is accepted by members of society as right and just, that is *legitimate* power. Now we’re talking about authority. And that’s what I want to focus on today….So how did Weber differentiate among the three types of authority? Well, he divided them according to how the right to lead and the duty to follow are interpreted…how the power is legitimatized.”

30. B

Top of Form

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**Explanatory Answer**

They were examples of charismatic leaders.

“Well, I can’t think of anyone who is alive today, but maybe John Kennedy would be an example because he was able to get people behind him.”

“Good example! Kennedy was able to project a youthful and energetic image that people were proud to identify with.”

“Or Ronald Reagan—I prefer Republicans, Dr. Cooper. Reagan had a lot of charismatic appeal and he exercised authority when he was in office.”

31.B,C

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**Explanatory Answer**

**B** An attractive leader

**C** A social cause

“Now this contrasts sharply with charismatic authority, which is derived…because of personal attributes that inspire admiration, loyalty…and even devotion. Leaders who exercise this type of authority may be the founders of religious movements or political parties, but it’s not their traditional right to lead.”

32.B

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**Explanatory Answer**

Professors often ask questions to introduce a topic. After the question, she continues, “And that’s what I want to focus on today” [authority].

“But what about power that is accepted by members of society as right and just? That is *legitimate* power. Now we’re talking about authority. And that's what I want to focus on today.”

33. A

Top of Form

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**Explanatory Answer**

The most modern form of authority.

“Then…as the modern era evolves, the legal rational authority, embodied by rules and regulations…it replaces the loyalty to leaders in favor of a respect for the law.”

34. B

Top of Form

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**Explanatory Answer**

Because the professor presents both an evolutionary model and an argument for an inclusive model that combines several types of authority, it must be concluded that sociologists do not agree about the development of the types of authority.

“Some sociologists have postulated that…these types represent stages of evolution in society….Of course, other sociologists argue that in practice, authority may be represented by a combination of several of these ideal types at any one time.”

35. B

Top of Form

Bottom of Form

**Explanatory Answer**

Material for a class—Business 210, taught by Dr. Parsons.

“Hi, I’m looking for some material on reserve for Business 210.”

36. B

Top of Form

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**Explanatory Answer**

He needs to prepare for a class discussion.

“But I have to take notes and, uh, I don’t think I can get everything done in two hours….These are case studies, and we’re supposed to be able to discuss them.”

37. D

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Top of Form

Bottom of Form

**Explanatory Answer**

His tone expresses surprise and interest.

“I don’t know if it will work for you since you have a morning class, but if you check out reserve material less than two hours before the library closes, then you can have it overnight…”

“Overnight?”

38. D

Top of Form

Bottom of Form

Top of Form

Bottom of Form

**Explanatory Answer**

Materials may be checked out overnight two hours before closing.

“…if you check out reserve material less than two hours before the library closes, then you can have it overnight…”

39. B

Top of Form

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Bottom of Form

**Explanatory Answer**

Because reserve materials can be checked out two hours before the library closes, and the librarian tells the man to come back at nine o’clock, she implies that the library will close two hours later, or eleven o’clock.

“I tell you what. Come back a little before nine.”

“Okay. Will you be here? I mean, I’d rather come back to you.”

“I’ll be here until the library closes.”