**Test 7 Listening Section**

1. D

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**Explanatory Answer**

His professor asked him to come to the office.

"Do you understand why I asked you to see me?"

2. B

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**Explanatory Answer**

The student’s tone expresses surprise.

"I like your class."

"I'm glad you do. But Chris, you're disturbing the other students with your constant talking."

"I am?"

3. A

Top of Form

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**Explanatory Answer**

She is warning the student that she could take more serious action.

"I really don't think you're creating a disturbance on purpose. If I did, I'd simply ask you to drop the class."

"Oh please don't do that."

"That's not my plan, but it has to be an option."

4.B

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**Explanatory Answer**

She thinks that students who ask questions are showing interest.

"And I don't take it as a challenge when someone asks a question. I view the question as...kind of a compliment...because it means that person is very interested and is really trying to learn."

5. B

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**Explanatory Answer**

He will tape record the lecture.

"And I can record the lectures?"

"Yes. Just don't make a lot of noise in class, okay?"

6. A

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**Explanatory Answer**

All of the other choices are mentioned in relationship to the main topic: Symmetry in the visual arts.

"Symmetry is a concept that, yes, is expressed in the graphic arts, but to understand its fundamental nature, we must go beyond art."

7. D

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**Explanatory Answer**

He wants to talk about that subject later.

"We find symmetry in nature, it reverberates in music, translates into choreography for dance, and...underlies basic mathematical formulas. But I'm getting ahead of myself. Let's begin with a dictionary definition of symmetry."

8. C

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**Explanatory Answer**

Reflection symmetry is shown in diagram C.

" *Reflection* is...wait a minute. Okay, here's the slide."

9. A

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**Explanatory Answer**

The brain recognizes symmetry and visualizes the whole.

"Symmetry is such a fundamental organizing principle that an object with symmetry can be identified...without our being able to see the,...the entire object. Our brains somehow piece together the missing pieces to form a symmetrical whole."

10. A,C

Top of Form

Bottom of Form

**Explanatory Answer**

**A** A basic unit

**C** Repetition

"A pattern has three characteristics—a system for organization, and like we said before, this is often symmetry, but a pattern also has a basic unit, that is, uh, it's an object that's the smallest discrete part of the image. As you'll recall from the types of symmetry that we discussed, the letter R was the basic unit. Okay, finally, a pattern has repetition, which can be the repetition of a unit or a group of units."

11. D

Top of Form

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**Explanatory Answer**

They have to design a pattern that includes symmetry.

"Now, for your studio assignment, I want you to draw a pattern that has as its organizing principle, a symmetrical design."

12. C

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**Explanatory Answer**

To get some advice about improving his grade.

“I’m here because I’m not doing very well in your class…your online class in ecology.”

13. C

Top of Form

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**Explanatory Answer**

He wanted to study over the weekend.

“You see, I’m taking an overload, and I thought it would be good to schedule one online course so I could manage my time better. I can do the online course on the weekends.”

14. A

Top of Form

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**Explanatory Answer**

He is not succeeding in the discussions.

“Oh, I see. The discussions….If you can improve the posts for discussion, you should be able to bring your grade up.”

15. A,C

Top of Form

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**Explanatory Answer**

Use journal references and Enter the discussion earlier.

“If you have at least one journal article that you’re referring to, it makes your opinion much stronger….Look, maybe it would help if you got into the conversation a little sooner….If you did your post earlier, maybe you would feel like you had more to say…before someone else already posted your idea.”

16. B

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**Explanatory Answer**

He will work online before the weekend.

“My original plan to study for this course on the weekend—well, maybe that isn’t going to work out.”

17. B

Top of Form

Bottom of Form

**Explanatory Answer**

The other points relate to the main topic of the lecture: Mass extinctions.

"So you can see that extinction is a natural consequence of history. It's, well, inevitable. But sometimes mass extinctions occur and most of the known species are lost. And this is very different."

18. A,C

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**Explanatory Answer**

**A** Permian

**D** Cretaceous

"Let me mention two such mass extinctions. First, the Permian mass extinction, which occurred about 250 million years ago....Then about 65 million years ago, the Cretaceous mass extinction claimed more than half of the marine species and many terrestrial species of plants and animals, including the dinosaurs."

19. A

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**Explanatory Answer**

The word “speculative” expresses uncertainty.

"You see, it's obvious from the fossil records that species exist during a certain geological time period, and then, they disappear, and we have solid evidence for that. But why they disappear is, well, more speculative."

20. D

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**Explanatory Answer**

The premise that an asteroid crashed, blocking the sunlight on Earth.

"Having said all of that, many scientists now favor a very different hypothesis. They theorize that maybe a large asteroid collided with the Earth. Advocates of the so-called impact hypothesis speculate that there were two events that caused the mass extinction."

21. A

Top of Form

Bottom of Form

**Explanatory Answer**

The clay from the Cretaceous period contains an element that is rare on Earth.

"So the advocates of the impact hypothesis...they put forward evidence that a thin layer of clay, rich in iridium deposits, uh, can be found in the geologic material that separates the Mesozoic and the Cenozoic eras—precisely the time period for the Cretaceous mass extinction. So what's special about this clay? Well, iridium is a very rare element on Earth, but it's quite common in meteorites and other extraterrestrial debris that's been analyzed."

22. C

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**Explanatory Answer**

He thinks that mass extinctions were important to evolution.

"But whatever the cause or causes, the fact remains that the mass extinctions occurred, and they influenced the biological diversity of our planet in profound ways."

23.C

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**Explanatory Answer**

To recall traditional stories.

"Historically, the Haida have carved and raised the totem poles for several important reasons...to honor a elder who's died, to record family ancestry and the accomplishments of the clan, to serve as a reminder for ancient stories that are part of an oral tradition, and...to recognize a person who's sponsored a Potlach ceremony."

24. A

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**Explanatory Answer**

An “aside” is information that does not directly relate to the topic.

"As an aside, the Potlach is a celebration that includes feasting and the exchange of gifts. There might also be singing, story telling, and dancing, and I'll go into that more a bit later in the semester."

25. A

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**Explanatory Answer**

She is asking the students a question. Sometimes professors ask rhetorical questions that they intend to answer as they continue the lecture, but, in this case, the professor pauses long enough to indicate that she is waiting for a student to respond.

"So to really understand how important the totem poles are in Haida culture and to have an insight into the symbolism, I want you to think about all of the symbols in a European coat of arms. For example, the Coat of Arms of Canada includes a unicorn and a lion, a fleur de lis, and maple leaves."

26. C

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**Explanatory Answer**

A person who has the least status among the members.

"Okay. Low man on the totem pole means "a person with very little status" but actually, we know that this expression isn't at all in keeping with the tradition of carving totem poles. In fact, the lower figures on the totem pole are usually the most important."

27. B

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**Explanatory Answer**

The figures near the bottom are more visible to the public.

"Well, it's often carved by more than one artist, usually a master carver and a number of apprentices, and the master carver is the one who carves the bottom ten feet of the pole, leaving the upper figures to the less experienced apprentices. The most elaborate carving and therefore, the most important figures are at the bottom of the pole where people are able to see them more clearly than they can see the figures at the top."

28. D

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**Explanatory Answer**

He is informing the students that there may be more information that he is not able to recall right now. “Off the top of my head” is an expression that speakers use when they are providing information spontaneously.

"Just off the top of my head, I'd have to include the Tlingit and Tsimshian people of Alaska and the Salish people of Western Washington and British Columbia. And...the Maori people of New Zealand...and the...the Ainu people from Northern Japan. But that isn't an inclusive list by any means."

29.C

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**Explanatory Answer**

He would like some advice about his classes.

"I'm here because, well, I just don't seem to be able to keep up, with the assignments, I mean....But I came to you because I thought you...you could give me some advice."

30. B

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**Explanatory Answer**

“Sorry” indicates that he does not understand. He is asking the woman to explain.

"So how many classes are you taking?"

"Four, which is about average, I think."

"And what are they?"

"Sorry?"

31.D

Top of Form

Bottom of Form

**Explanatory Answer**

He took classes with heavy reading assignments.

"Well, that's the problem. All of your courses are reading-intensive classes....And that's a good plan, but the problem is that you selected four courses that had heavy reading assignments and probably papers to write in addition to test, right?"

32.C

Top of Form

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**Explanatory Answer**

Immediate withdrawal from one of the courses.

"Well, here's a possibility. Why don't you drop one of your courses? The one that takes the most time....You could take it next semester. It's offered every term, and you would have some of the reading done already."

33. A

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**Explanatory Answer**

The student will probably talk with his advisor before registration next term.

"And you should really see your academic advisor when you're selecting courses next time—to talk, I mean. Not just for a signature.

34. B

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**Explanatory Answer**

Seasonal affective disorder.

"Here at the university, we've been studying a disorder called *seasonal affective disorder.* "

35. B

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**Explanatory Answer**

Chemicals in the brain.

"The National Institute of Mental Health has been doing some interesting research on chemicals in the brain, the neurotransmitters....The theory is that a decrease in light during long winter months may be responsible for triggering a chemical imbalance that in turn may cause depression among those people with a predisposition to depression."

36. A

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**Explanatory Answer**

An increase in melatonin may cause a chemical imbalance.

"To make a long story short, the more light, the less melatonin in the blood."

37. B

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**Explanatory Answer**

It does not reflect the seriousness of the problem.

"Okay, the acronym for seasonal affective disorder that's being used in the field is S.A.D. We didn't come up with that, and in fact, I personally think that it's an inappropriate way to refer to such a serious type of depression since it sounds rather mild, and seasonal affective disorder can be a very severe and debilitating disorder for some people."

38. D Top of Form

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**Explanatory Answer**

She is expressing uncertainty about the information.

"...although previous research isn't conclusive, we do know that younger people, especially younger women, these women are at a higher risk for developing the disorder, and for being affected by it in a more severe form. If I recall, about 75 percent of those affected are women, with a typical age of onset about thirty years old."

39. B

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**Explanatory Answer**

Answers are marked with green arrows as shown above.

"First, we think that it's probably better to be exposed to the light box during the morning hours....maintaining a regular schedule for sleep seems to be a helpful therapy....Some subjects who were exposed to the light or less than two hours did very well while others showed no evidence of relief until they reestablished the two-hour treatments....some trials underway with fluorescent light, and the results so far are encouraging....There's no evidence of eye damage."

Morning exposure for the treatment is superior.

* Yes

A regular sleep schedule supports therapy.

* Yes

Eye damage occurs in only a few subjects.

* No

Sessions of less than two hours are preferable.

* No

Fluorescent lighting cannot be used for therapy.

* No