**Test 4 Listening Section**

1. D

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**Explanatory Answer**

To ask the professor how to bring up his grade.

“So what did you want to see me about Ernie?”

“My grade. I’m not doing very well in this class.”

2. C

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**Explanatory Answer**

He did not have time to finish it.

“You didn’t finish it. You stopped after question 15. So you had 5 questions that were counted wrong because they…because you didn’t complete the test.”

“I know. I didn’t watch the time, and I just couldn’t believe it when you asked us to hand in the tests.”

3. B

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**Explanatory Answer**

It was worth 25 percent of the final grade.

“The test counts 25 percent…”

4.D

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**Explanatory Answer**

Her tone indicates that she does not want to do what the man suggests. “I don’t know about that“ is an indirect way to say no.

“I was hoping you might give me a chance to…to maybe do an extra credit assignment.”

“Hummm. I don’t know about that.”

5. A

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**Explanatory Answer**

She tries to be fair to all of her students.

“…I can’t give you full credit for your answers. That wouldn’t be fair to the other students, but I can add some points, and that should help you somewhat.”

6. D

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**Explanatory Answer**

The negative effects of agriculture on early farmers.

“From a revisionist perspective, the development of agriculture about 10,000 years ago didn’t improve the lives of early farmers. On the contrary, when hunter-gatherers abandoned the age-old method of foraging for food and began to cultivate crops, they put their health at risk.”

7. A,C

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**Explanatory Answer**

**A** They were taller than farmers.

**C** They lived longer than farmers.

“And one such study from Greece and Turkey…it indicates that the average height of hunter-gatherers at the end of the Ice Age was…let me check my notes…yes, it was 5’9” for men and 5’5” for women. And their bones were strong, healthy, and athletic. But, after the agricultural revolution, skeletal remains revealed that height had diminished to a shocking 5’3” for men and 5’ for women….Further studies from paleontologists at the University of Massachusetts project life expectancies for hunter-gatherers at about twenty-six years, but post agricultural life expectancies were less than twenty years.”

8. B

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**Explanatory Answer**

To indicate that another point will be made. Professors may use the phrase “Oh yes” when it is something that they have just remembered to add.

“So let’s see where we are. Oh, yes. Consider that hunter-gatherers had the advantage of mobility.”

9. B

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**Explanatory Answer**

He makes an argument for the revisionist point of view.

“So, as you see, revisionists have made a rather convincing case. To sum it up, according to the revisionists, the development of agriculture put the health of early farmers at risk.”

10. C

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**Explanatory Answer**

Agriculture contributed to the health risks for early farmers.

“From a revisionist perspective….when hunter-gatherers abandoned the age-old method of foraging for food and began to cultivate crops, they put their health at risk.”

11. C

**Explanatory Answer**  
  
**Yes**

Epidemics were spread by crowded towns and trade.

Crop failures threatened the entire population.

Unbalanced diets contributed to malnutrition.

**No**

Wars with invading hunter-gatherers devastated them.

Hard labor damaged their bones.

“So when hunter-gatherers were wandering in small bands, the likelihood of an epidemic was slight, but after the agricultural revolution, tuberculosis…and diseases of the intestinal tract…these began to reach epidemic proportions in the crowded agricultural communities….Now, the revisionists also argue that the content of the diet for early farmers was inferior to that of the hunter-gatherers. You’ll recall that hunter-gatherers enjoyed a variety of foods selected from wild plants and game, and in studies of modern tribes that have continued the tradition of hunting and gathering food, it appears that those…the hunters and gatherers…they have a better balance of nutrients and even more protein than tribes that have adopted agricultural lifestyles….Extrapolating from this and from evidence that early farmers raised only one or two crops, we can conclude that a disproportionate amount of carbohydrates formed the basis of their diets….But farmers were very vulnerable to crop failures. Remember, most early farmers cultivated only one or two crops.”

Epidemics were spread by crowded towns and trade.

* Yes

Crop failures threatened the entire population.

* Yes

Wars with invading hunter-gatherers devastated them.

* No

Unbalanced diets contributed to malnutrition.

* Yes

Hard labor damaged their bones.

* No

12. B

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**Explanatory Answer**

Marketing brand-name products.

“In your textbook, the author states that ‘companies sell products but companies market brands.’ And several of you have asked me about that distinction…between selling products and marketing brands….So I thought we ought to take some time to talk about it in class.”

13. D

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**Explanatory Answer**

To relate new information to a previous example. Professors often ask students to “go back to” something that was previously mentioned when it is relevant to the point they are currently discussing.

“Go back to the car commercial for a minute. We want to sell cars, but we market them by selling something bigger first, maybe success, and by association, we sell the cars.”

14. ATop of Form

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**Explanatory Answer**

They have a relationship with the personality that the product projects.

“It’s about the customer’s perception of the product and the relationship with the personality of the product.”

15. B

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**Explanatory Answer**

He defines it by contrasting it with related concepts. He explains what branding is *not* in order to clarify what branding *is*.

“No. It’s not a logo. It’s not a name, although name recognition or the familiarity of a logo is helpful. It’s not a commercial or even a string of commercials in a marketing plan. It’s more about loyalty and confidence and all of the things that make a relationship good.”

16. D

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**Explanatory Answer**

To clarify the concept of brand loyalty.

“And this is brand loyalty, which is especially important in an industry when there isn’t very much difference in the competing products.”

“That’s easy—laundry detergent. There really isn’t much difference from one brand to another.”

“Right. But people tend to buy the same one every time.”

17. B

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**Explanatory Answer**

Hire a celebrity that customers like and relate to.

“Celebrity spokespersons are an easy option if a company wants to give a personality to a product.”

18. B

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**Explanatory Answer**

She has questions about the project.

“And the syllabus is pretty straightforward, uh, except I had a few questions about the group project.”

19. A

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**Explanatory Answer**

She thinks the requirement is important.

“Not at all. I just want to understand how you want us to do it…just what I missed out on when you explained it last week. It’s worth 25 percent of the grade so…”

20. B

Top of Form

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**Explanatory Answer**

He will give each student an individual grade and a group grade.

“Well, first off, it’s my policy to give both a group grade and an individual grade for the project because I want you to work together as a team but I also want to reward you for any leadership skills that you show for the group.”

21. B,C

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**Explanatory Answer**

Find people with similar schedules and Use Google documents.

“Probably the most important criteria for putting together a team will be scheduling times to meet and work together….Whatever you do, I recommend that you create a Gmail account and use Google documents.”

22. A

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**Explanatory Answer**

He does not mind explaining the requirements.

“No problem. I’m glad you were able to get in the class.”

23.D

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**Explanatory Answer**

A discussion of blood typing.

“Before we begin our discussion of blood types, let’s review what we know about blood….And blood typing is what I want to get going on today.”

24. B

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**Explanatory Answer**

She is interrupting politely to ask a question.

“Excuse me. Is that why the O blood type is considered a universal blood type? Because it can form antibodies with either A or B antigens?”

25. A

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**Explanatory Answer**

To demonstrate that blood types are different for individuals.

“Right you are….In fact, there are so many potential combinations that an individual’s blood type is almost as unique as a fingerprint.”

26. A

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**Explanatory Answer**

All of the cells are at an equal distance from each other.

“This diagram is on the next page in your text and this shows a compatible match with no clumping. See how the cells are evenly spaced?”

27. B

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**Explanatory Answer**

She is answering a question.

“Professor Stephens, can you tell us anything about artificial blood?”

“Well, actually, scientists have developed artificial blood that’s been used successfully in blood transfusions with human patients. It’s a white fluid, chemically similar to Teflon, the material that coats cookware and prevents material from adhering to it.”

28. D

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**Explanatory Answer**

She agrees that research should continue in spite of problems.

“Still, continuing research along these lines should probably be encouraged. Um, even with cross matching and other precautions, transfusions with human blood involve risks.”