Listening Section Directions

The Listening section of the TOEFL iBT test measures your ability to understand conversations and lectures in English.

In an actual test, the Listening section is divided into two or three separately timed parts. In each part, you will listen to one conversation and one or two lectures. You will hear each conversation and lecture only **one** time.

After each conversation or lecture, you will answer some questions about it. Answer the questions based on what is stated or implied by the speakers.

In an actual test, a clock that is provided shows you how much time remains. The clock does **not** count down while you are listening. The clock counts down only while you are answering questions. For this practice test, a useful guideline is to spend no more than 35 seconds to answer a question.

You may take notes. You may use your notes to help you answer the questions. Your notes will **not** be scored.

Some of the questions have special directions. These directions will appear with the question.

Most questions are worth one point. If a question is worth more than one point, it will have special directions that indicate how many points you can receive.

In the actual test you must answer each question. You can review the correct answer for each question by reviewing the answer key at the end of the section.

Listening Practice Set 1

Retirement Party

Narrator	Listen to a conversation between a student and a professor.
Male Student	Hi, Professor Mason. Do you have a minute?
Female Professor	Yes, of course, Eric. I think there was something I wanted to talk to you about, too.
Male Student	Probably my late essay.
Female Professor	Ah, that must have been it. I thought maybe I'd lost it…
Male Student	No, I'm sorry. Actually, it was my computer that lost it, the first draft of it, and... Well anyway, I finally put it in your mailbox yesterday.
Female Professor	Oh, and I haven't checked the mailbox yet today. Well, I'm glad it's there... I'll read it this weekend.
Male Student	Well, sorry again. Say, I can send it to you by e-mail too, if you like.
Female Professor	Great, I'll be interested to see how it all came out.
Male Student	Right. Now, uh, I just overheard some graduate students talking... something about a party for Dean Adams?

Female Professor	Retirement party, yes… all students are invited. Wasn't there a notice on the anthropology department's bulletin board?
Male Student	Uh, I don't know. But... I wanted to offer to help out with it. You know, whatever you need. Dean Adams, well, I took a few anthropology classes with her, and they were great. Inspiring. And, well, I just wanted to pitch in.
Female Professor	Oh, that's very thoughtful of you, Eric, but it'll be pretty low-key. Nothing flashy. That's not her style.
Male Student	So there's nothing?
Female Professor	No, we'll have coffee and cookies… maybe a cake. But actually, a couple of the administrative assistants are working on that. You could ask them, but I think they've got it covered.
Male Student	OK.
Female Professor	Actually… no, never mind…
Male Student	What is it?
Female Professor	Well… It's nothing to do with the party, and I'm sure there are more exciting ways you could spend your time, but we do need some help with something. We're compiling a database of articles the anthropology faculty has published. There's not much glory in it, but we're looking for someone with some knowledge of anthropology who can enter the articles…I hesitate to mention it, but I don't suppose this is something you would...
Male Student	No, that sounds kinda cool. I'd like to see what they're writing about.
Female Professor	Wonderful... and there are also some unpublished studies. Did you know Dean Adams did a lot of field research in Indonesia? Most of it hasn't been published yet.

Male Student	No, like what?
Female Professor	Well, she's really versatile. She just spent several months studying social interactions in Indonesia, and she's been influential in ethnology. Oh, and she's also done work in South America that's closer to biology—especially with speciation.
Male Student	Uh, not to seem uninformed…
Female Professor	Well, how species form… you know, how two distinct species form from one—like when populations of the same species are isolated from each other and then develop in two different directions and end up as two distinct species.
Male Student	Interesting.
Female Professor	Yes, and while she was there in South America, she collected a lot of linguistic information, and songs…really fascinating.
Male Student	Well, I hate to see her leave.
Female Professor	Don't worry. She'll still be around. She's got lots of projects that she's still in the middle of.

Now get ready to answer the questions.

You may use your notes
to help you answer.

Directions: Now answer the questions.

1. Why does the man go to see the professor?
   (A) To hand in a late assignment
   (B) To find out about jobs in the department
   (C) To discuss Dean Adams' current research
   (D) To volunteer to help organize an event

2. How did the man learn about Dean Adams' retirement?
   (A) He read about it in an e-mail message.
   (B) It was posted on a bulletin board.
   (C) He heard other students discussing it.
   (D) Dean Adams announced it in her class.

3. Why does the professor refuse the man's offer to help with a party? [Choose 2 answers.]
   (A) Two people are already working on it.
   (B) She prefers that he spend his time on another project.
   (C) The party does not require much preparation.
   (D) Dean Adams is not permanently leaving the department.

4. Why does the professor talk about speciation?
   (A) To describe the main focus of the work she needs help with
   (B) To tell the man about a new research area in ethnology
   (C) To explain what Dean Adams chose to work on in Indonesia
   (D) To demonstrate how varied Dean Adams' research has been

5. Part of the conversation is repeated below. Read it and answer the question.

Narrator	Listen again to part of the conversation. Then answer the question.
Female Professor	There's not much glory in it, but we're looking for someone with some knowledge of anthropology who can enter the articles…I hesitate to mention it, but I don't suppose this is something you would...

Why does the professor say this:

Female Professor	I hesitate to mention it, but I don't suppose this is something you would...

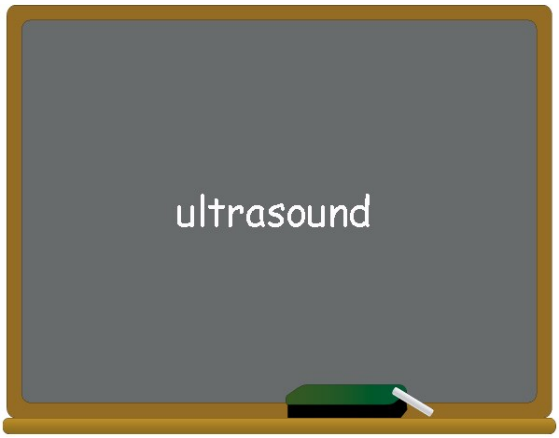
(A) To express doubt about the man's qualifications for the project
(B) To ask the man if he would be willing to work on the project
(C) To ask the man to recommend someone for the project
(D) To apologize for not being able to offer the project to the man

Listening Practice Set 2

Bat Acoustics

Narrator — Listen to part of a lecture in a biology class.

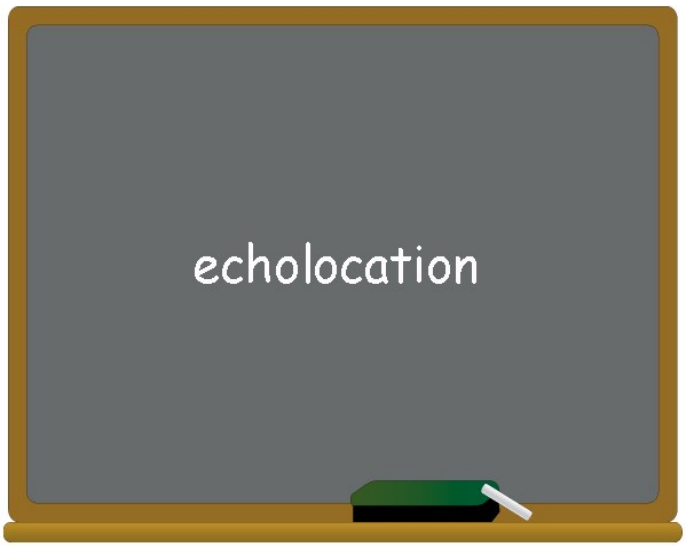
Female Professor — So, that's how elephants use infrasound… Now let's talk about the other end of the acoustical spectrum—sound that's too high for humans to hear: ultrasound.



Female Professor — Ultrasound is used by many animals that detect—and, some of them, send out—very high-frequency sounds. So, what's a good example? Yes, Carol?

Female Student Well, bats—since they're all blind, bats have to use sound for—uh, y'know—to keep from flying into things.

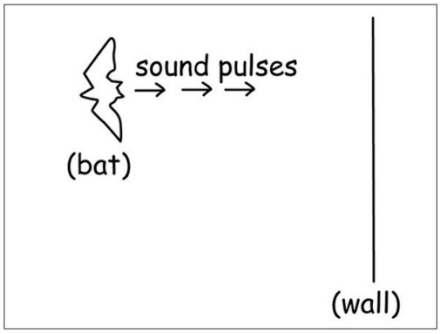
Female Professor That's echolocation.



Female Professor Using echoes—reflected sound waves—to locate things… As Carol said, bats use it for navigation and orientation… and what else? Mike?

Male Student — Well, finding food is always important—and, uh, I guess, not becoming food for other animals…

Female Professor — Right on both counts. Avoiding other predators—and locating prey—uh, typically insects that fly around at night. Now, before I go on, let me just respond to something Carol was saying—this idea that bats are blind… actually, there are some species of bats—the ones that don't use echolocation—that do rely on their vision for navigation but, it is true that, for many bats, their vision is too weak to count on. OK, so: quick summary of how echolocation works. The bat emits these ultrasonic pulses—very high-pitched sound waves that we can't hear—and then: they analyze the echoes—how the waves bounce back. Uh, here, let me finish this diagram I started before class…



Female Professor — So the bat sends out these pulses—very focused bursts of sound, and echoes bounce back…

Female Professor

Y'know, I don't think I need to draw in the echoes. Your-your reading assignment for the next class—it has a diagram that shows this very clearly—so anyway as I was saying… By analyzing these echoes, the bat can determine, say, if there's a wall in a cave that it needs to avoid… and—how far away it is. Another thing it uses ultrasound to detect, is the size and shape of objects. For example, one echo they'd quickly identify is the one they associate with a moth, which is common prey for a bat—particularly, a moth beating its wings. However, moths happen to have a major advantage over most other insects: they can detect ultrasound. This means that, when a bat approaches, the moth can detect the bat's presence… so it has time to escape to safety… or else they can just remain motionless—since, um, when they stop beating their wings, they'd be much harder for the bat to distinguish from, oh, a-a leaf… or-or some other object…

Now, we've tended to underestimate just how sophisticated the abilities of animals that use ultrasound are. In fact, we kind of assumed that they were filtering a lot out—uh, the way a sophisticated radar system can ignore echoes from stationary objects on the ground. Radar does this to remove "ground clutter"—information about, um, hills or buildings that it doesn't need… but bats—we thought they were filtering out this kind of information because they simply couldn't analyze it. But it looks as if we were wrong. Recently, there was this experiment with trees and a specific species of bats—a bat called the lesser spear-nosed bat. Now a tree should be a huge acoustical challenge for a bat, right? I mean, it's got all kinds of surfaces, with different shapes and angles… So, well, the echoes from a tree are going to be a

mass of chaotic acoustic reflections, right? Not like the echo from a moth. So, we thought, for a long time, that bats stopped their evaluation at simply "that's a tree." Yet, it turns out that-that bats, or at least this particular species, can not only tell that it's a tree, but can also distinguish between, say, a pine tree and a deciduous tree—like, a maple, or an oak tree: just by their leaves—an-and when I say "leaves," I mean pine needles, too. Any ideas on how it would know that?

Male Student

Well… like with the moth—could it be their shape?

Female Professor

You're on the right track. It's actually the echo off all the leaves—as a whole—that matters. Now, think: A pine tree—with all those little, densely packed needles… those produce a large number of faint reflections in wh-what's called a-a "smooth" echo—the waveform is very even … but an oak—which has fewer but bigger leaves with stronger reflections—produces a jagged waveform—or what we call a "rough" echo. And these bats can distinguish between the two—and not just with trees, but with any echo that comes in a smooth or rough shape.

Now get ready to answer the questions.

You may use your notes
to help you answer.

Directions: Now answer the questions.

1. What is the lecture mainly about?

   (A) How animals emit ultrasonic pulses
   (B) How bats use acoustical signals
   (C) A comparison of echolocation and radar
   (D) Variations among bats in the use of ultrasound

2. Why does the professor decide NOT to add more information to the diagram on the board?

   (A) She wants students to complete the diagram themselves as an assignment.
   (B) She needs to look up some information in order to complete the diagram accurately.
   (C) The additional information is not relevant to the topic that she wants to discuss next.
   (D) Students already have the additional information in their textbook.

3. According to the professor, what are two ways in which a moth might react when it detects the presence of a bat?

   [Chose 2 answers.]

   (A) The moth might stop beating its wings.
   (B) The moth might emit high-frequency sounds.
   (C) The moth might leave the area.
   (D) The moth might change its color to match its surroundings.

4. What surprising information did a recent experiment reveal about lesser spear-nosed bats?

(A) They filter out echoes from some types of trees.
(B) They can analyze echoes from stationary objects with complex surfaces.
(C) They cannot analyze "jagged" echoes.
(D) They cannot analyze echoes from certain types of small moving objects.

5. According to the professor, why does a pine tree produce a "smooth" echo?

(A) Because it has a smooth trunk
(B) Because it has large branches spaced at regular intervals
(C) Because it has many small, densely packed needles
(D) Because it remains stationary in all types of weather

6. Part of the conversation is repeated below. Read it and answer the question.

Female Professor Now, before I go on, let me just respond to something Carol was saying—this idea that bats are blind

Why does the professor say this:

Female Professor Now, before I go on, let me just respond to something Carol was saying

(A) To answer a question that Carol asked
(B) To correct a statement that Carol made
(C) To praise Carol for an example that she gave
(D) To give an example of a principle that Carol stated

Listening Practice Set 3

Graduation Requirements

Narrator	Listen to a conversation between a student and a registrar.
Male Student	Hi, I'd like to drop off my graduation form. I understand you need this in order to process my diploma.
Female Registrar	OK, I'll take that. Uh, before you leave, lemme check our computer… Uh, looks like you're OK for graduation and…hmmmm. Actually, I'm getting a warning flag on your academic record here.
Male Student	Really?
Female Registrar	Yeah, let's see what's what. Uh, OK, are you familiar with our graduation requirements?
Male Student	Um, I think so
Female Registrar	Then you know you need forty-eight credits in your major field to graduate, and at least twenty-four credits at the intermediate level or higher. Also, after your second year, you have to meet with your department chair to outline a plan for the rest of your time here. In the past, we also issued letters before a student's final year began to let them know what they needed to take in their final year to be OK. But we don't do that anymore…
Male Student	I-I definitely met with my chairperson two years ago. Uh, he told me that I needed eight more courses at the intermediate level or higher in the last two years to be OK…so I'm not sure what the problem is. I made sure I got those credits.

Female Registrar	Unfortunately, the computer's usually pretty reliable… so I'm not sure what's going on here.
Male Student	It could be that I've taken two basic courses but coupled both of them with field experiences.
Female Registrar	What do you mean?
Male Student	Well, I could only take intro courses because there were no intermediate-level courses available for those particular topics. My chairperson told me that if I did independent field research in addition to the assigned work in each course, they would count as intermediate-level courses. My classmates, um, well, some of my classmates did this for an easy way to meet the intermediate course requirement. But I did it to get the kind of depth in those topics I was going for. As it turned out, I really enjoyed the fieldwork. It was a nice supplement to just sitting and listening to lectures.
Female Registrar	I'm sure that's true, but the computer's still showing them as basic-level courses, despite the fieldwork.
Male Student	I'm not sure what to do, then. I mean, should I cancel my graduation party?
Female Registrar	No! No reason to get worried like that. Just contact your chairperson immediately, OK? Uh, tell him to call me as soon as possible so that we can verify your fieldwork arrangement and certify those credits right away. It's not like there's an actual deadline today or anything, but if more than a few weeks go by, we might have a real problem that would be very difficult to fix in time for you to graduate. In fact, there probably would be nothing we could do.
Male Student	I'll get on that.

Now get ready to answer the questions.

You may use your notes
to help you answer.

Directions: Now answer the questions.

1. Why does the man go to see the registrar?

   (A) To find out why he is not on the list of graduating students
   (B) To explain why he has not fulfilled his graduation requirements
   (C) To find out the exact requirements for graduation
   (D) To submit a document required for graduation

2. According to the registrar, what step is currently taken to ensure that students fulfill their graduation requirements?

   (A) Academic records are regularly checked by the registrar's office.
   (B) Students meet with a department chairperson to plan their course work.
   (C) Students receive letters listing the courses that they still need to take.
   (D) Warning letters are sent to students who have fallen behind in their course work.

3. Why does the man mention his classmates?

   (A) To explain how he obtained information about field research
   (B) To point out that many students like to do field research
   (C) To show that it is difficult to get intermediate-level credits
   (D) To emphasize his motivation to do field research in two of his courses

4. Why does the registrar tell the man to contact his chairperson immediately?

(A) A deadline has already passed.

(B) The man has a limited time to resolve his problem.

(C) The man first needs to find out if the chairperson will help him.

(D) Issuing a new grade may take longer than expected.

Listen again to part of the conversation. Then answer the question.

Narrator Listen again to part of the conversation. Then answer the question.

Male Student I'm not sure what the problem is. I made sure I got those credits.

Female Registrar Unfortunately, the computer's usually pretty reliable… so I'm not sure what's going on here.

5. What does the registrar imply when she says this:

Female Registrar Unfortunately, the computer's usually pretty reliable… so I'm not sure what's going on here.

(A) She is uncertain about the reliability of the computer.

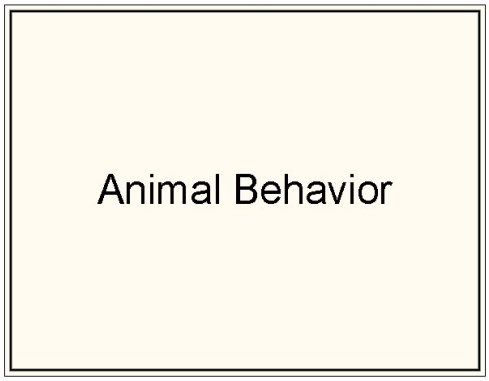
(B) She will approve the man's form despite her doubts about it.

(C) She needs more information about the man's credits.

(D) She needs to call someone to help her fix computer errors.

Listening Practice Set 4

Habitat Selection



Narrator — Listen to part of a lecture in an animal behavior class.

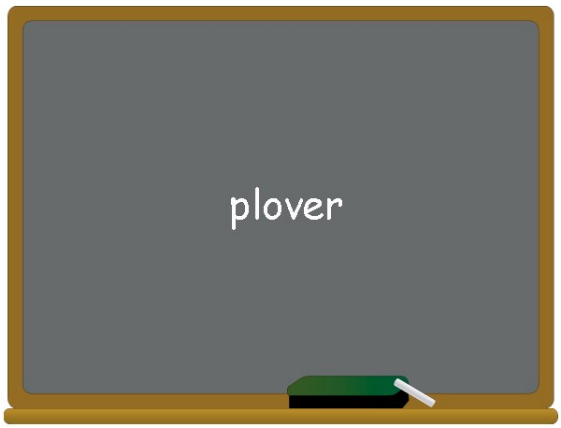
Female Professor — OK, well, last time we talked about passive habitat selection. Like plants, for example—they don't make active choices about where to grow—they're dispersed by some other agent, like the wind. And if the seeds land in a suitable habitat, they do well and reproduce.

With active habitat selection, an organism is able to physically select where to live and breed, and because an animal's breeding habitat is so important, we'd expect animal species to have developed preferences for particular types of habitats, places where their offspring have the best chance of survival.

So let's look at the effect these preferences can have by looking at some examples. But first let's recap. What do we mean by "habitat." Frank?

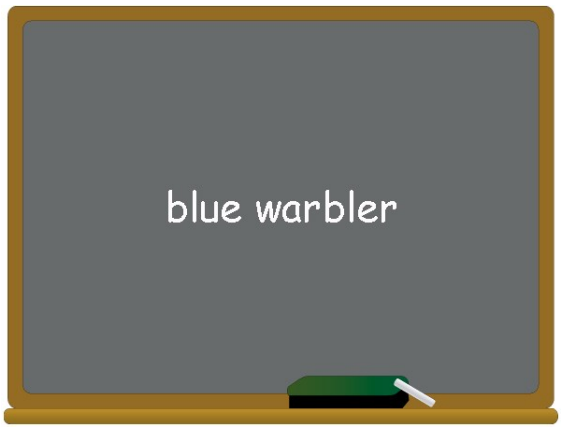
Male Student — Well, it's basically the place or environment where an organism normally lives and grows.

Female Professor — Right. And as we've discussed, there're some key elements that a habitat must contain: food, obviously. Water; and it's got to have the right climate; and spaces for physical protection. And we saw how important habitat selection is when we looked at habitats where some of these factors are removed, perhaps through habitat destruction. Um, I just read about a shorebird, the plover.



Female Professor The plover lives by the ocean and feeds on small shellfish, insects, and plants. It blends in with the sand, so it's well camouflaged from predator birds above. But it lays its eggs in shallow depressions in the sand, with very little protection around them. So, if there're people or dogs on the beach, the eggs and fledglings in the nests are really vulnerable. Out in California, where there's been a lot of human development by the ocean, the plovers are now a threatened species. So, conservationists tried to create a new habitat for them. They made artificial beaches and sandbars in areas inaccessible to people and dogs. And the plover population is up quite a bit in those places.

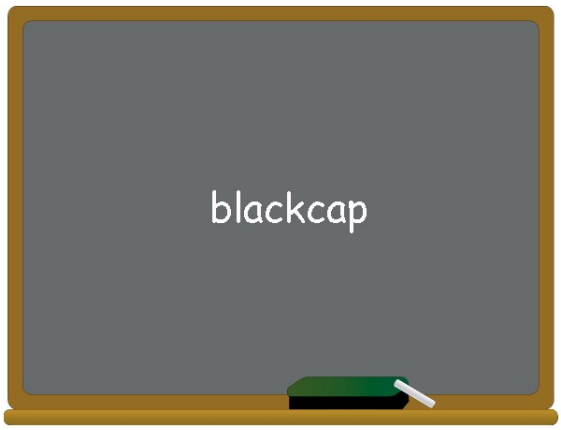
Female Professor OK, that's an instance where a habitat is made less suitable. But now what about cases where an animal exhibits a clear choice between two suitable habitats—in cases like that, does the preference matter? Well, let's look at the blue warbler.



Female Professor The blue warbler is a songbird that lives in North America. They clearly prefer hardwood forests with dense shrubs—ah, bushes—underneath the trees. They actually nest in the shrubs, not the trees so they're pretty close to the ground but these warblers also nest in forests that have low shrub density. It's usually the younger warblers that nest in these areas because the preferred spots where there are a lot of shrubs are taken by the older, more dominant birds.

Female Professor And the choice of habitat seems to affect reproductive success. Because the older, more experienced birds, who nest in the high-density shrub areas, have significantly more offspring than those in low-density areas. Which suggests that the choice of where to nest does have an impact on the number of chicks they have.

But a preferred environment doesn't always seem to correlate with greater reproductive success. For example, in Europe, studies have been done of blackcap warblers—we just call them blackcaps.



Female Professor The blackcap can be found in two different environments. Ah, their preferred habitat is forests near the edges of streams. However, blackcaps also live in pine woods away from water. Studies've been done on the reproductive success rates for the birds in both areas and the results showed—surprisingly—that the reproductive success was essentially **the same in** both areas—the preferred and the second-choice habitat. Well, why?

Female Professor It turned out that there were actually four times as many bird pairs, or couples, living in the stream-edge habitat compared to the area away from the stream. So, the stream-edge area had a much denser population, which meant more members of the same species

competing for resources—wanting to feed on the same things or build their nests in the same places, which lowered the suitability of the prime habitat even though it's their preferred habitat. So, the results of the studies suggest that when the number of competitors in the prime habitat reaches a certain point, the second-ranked habitat becomes just as successful as the prime habitat, just because there are fewer members of the same species living there. So, it looks like competition for resources is another important factor in determining if a particular habitat is suitable.

Now get ready to answer the questions.

You may use your notes
to help you answer.

Directions: Now answer the questions.

1. What is the main purpose of the lecture?

   (A) To compare active habitat selection with passive habitat selection
   (B) To show that most habitat preferences in animals are learned
   (C) To compare the habitat requirements of several bird species
   (D) To examine the consequences of habitat selection by animals

2. What element of the plover's habitat in California was threatened?

   (A) The availability of food
   (B) The availability of water
   (C) The safety of nests from human activity
   (D) The protection of nests from predatory birds

3. What does the professor illustrate with the example of the blue warbler?

   (A) The relationship between human activity and habitat loss
   (B) The relationship between habitat and reproductive success
   (C) The advantages of habitats with low vegetation density
   (D) The reproductive advantage that young warblers have over older warblers

4. Why does the professor mention the population density of blackcaps in two different habitats?

   (A) To explain the similar reproductive rates in the two habitats
   (B) To explain the relation between a species' population density and its nesting behavior
   (C) To illustrate the advantages of a preferred habitat over a secondary habitat
   (D) To illustrate the possible impact of making a poor habitat selection

5. According to the professor, why did some blackcaps choose a secondary habitat?

(A) They were following a moving food supply.
(B) Their preferred habitat was taken over by another bird species.
(C) Their nesting sites were disturbed by human activity.
(D) Their preferred habitat became too competitive.

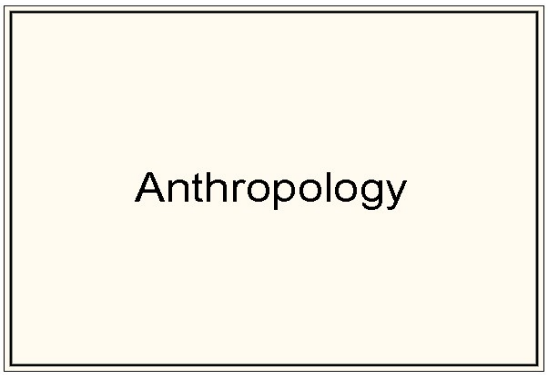
6. What can be inferred about the professor when she says this:

Female Professor: OK, that's habitat destruction. But now what about cases where an animal exhibits a clear choice, one suitable habitat over another—in cases like that, does the preference matter?

(A) She realizes that she just contradicted a statement she made earlier.
(B) She is about to discuss another aspect of the topic.
(C) She thinks the answer to her question is obvious.
(D) She wants students to recall a case that she has already discussed.

Listening Practice Set 5

Birch Bark Canoes



Narrator Listen to part of a lecture in an anthropology class.

Female Professor So we've been discussing sixteenth century Native American life, and today we're going to focus on Iroquois and Huron peoples, um they lived in the northeastern Great Lakes region of North America. Now, uh back then, eh their lives depended on the natural resources of the forest, especially the birch tree. The birch tree can grow in many different types of soils and i-is prevalent in that area. Now, um eh can anyone here describe a birch tree?

Male Student	Umm, they're tall? And…white? The bark, I mean.
Female Professor	Yes, the birch tree has white bark. And this tough protective outer layer of the tree, this, this white bark, is waterproof, and this waterproof quality of the bark oh it made it useful for making things like cooking containers, um …a-a variety of utensils. And…i-if you peel birch bark in the winter—eh we call it the "winter bark"—um, another layer, a tougher inner layer of the tree adheres to the bark, producing a stronger material…so the "winter bark" was used for larger utensils and containers.
Male Student	Umm, I know people make utensils out of wood, but utensils out of tree bark?
Female Professor	Well, birch bark is pliable and very easy to bend. The Native Americans would cut the bark and fold it into any shape they needed, then secure it with cords until it dried. They could fold the bark into many shapes.

Female Student — So, if they cooked in bowls made of birch bark, wouldn't that make the food taste funny?

Female Professor — Oh, that's one of the great things about birch bark. The taste of the birch tree doesn't get transferred to the food—so it was perfect for cooking containers.

Eh but the most important use of the bark by far was the canoe. Since the northeast region of North America is uh it's interconnected by many streams and waterways, water transportation by vessels like a canoe was most essential. The paths through the woods were often overgrown, so, so water travel was much faster. And here's what the Native Americans did…they would peel large sheets of bark from the tree to form lightweight yet sturdy canoes. The bark was stretched over frames made from tree branches, uh stitched together and sealed with resin—y-you know that, that sticky liquid that comes out of the tree—and when it dries, it's watertight. One great thing about these birch bark canoes was, uh they could carry a large amount of cargo. F-For example, a canoe weighing about 50 pounds could carry up to 9 people and 250 pounds of cargo.

Female Student — Wow! But…how far could they travel that way?

Female Professor — Well, like I said, the northeastern region is uh interconnected by rivers and streams, and uh the ocean at the coast. The canoes allowed them to travel over a vast area that-that today would take a

few hours to fly over. You see, the Native Americans made canoes of all types, for travel on small streams or on large open ocean waters. For small streams they made narrow, maneuverable boats, while, while larger canoes were needed for the ocean. They could travel throughout the area, only occasionally having to portage, um to, to, carry the canoe over land a short distance eh to another nearby stream. And since the canoes were so light…this wasn't a difficult task.

Now, how do you think this affected their lives?

Female Student

Well, if they could travel so easily over such a large area, they could trade with people from other areas…which I guess, would…lead them to form alliances?

Female Professor

Exactly. Having an efficient means of transportation, well that helped the Iroquois to form a federation, linked by natural waterways, and this federation expanded from uh what is now southern Canada all the way south to the Delaware River. And eh this efficiency of the birch bark canoes also made an impression on newcomers to the area. French traders in the seventeenth century modeled their … eh well they adopted the design of the Iroquois birch bark canoes and they found that they could travel great distances—more than 1500 kilometers a month.

Now, besides the bark, Native Americans also used the wood of the birch tree. Eh, the young trees were used as supports for lodgings,

with the waterproof bark used as roofing. Um, branches were folded into snowshoes, and the Native American people were all adept at running, running very fast over the snow in these uh these birch-branch snowshoes, which, if you've ever tried walking in snowshoes, you know isn't easy.

Now get ready to answer the questions.

You may use your notes
to help you answer.

Directions: Now answer the questions.

1. What is the lecture mainly about?

   (A) Different kinds of trees used for building canoes
   (B) Various methods of Native American transportation
   (C) The value of birch trees to some Native American groups
   (D) The trading of birch wood products by Europeans in North America

2. According to the professor, what characteristics of birch bark made it useful to Native Americans?

   [Chose 2 answers.]

   (A) It repels water.
   (B) It can be eaten.
   (C) It is easy to fold.
   (D) It has a rough texture.

3. According to the professor, why was the canoe important to some Native American groups?

   [Chose 2 answers.]

   (A) There was a network of waterways where they lived.
   (B) Snowy winters made land travel too difficult.
   (C) Some Native American groups sold their canoes to other groups.
   (D) Canoe travel helped form relationships between groups of Native Americans.

4. Why does the professor mention French traders who arrived in the Iroquois region?
   (A) To illustrate how far news of the Iroquois canoe design had traveled
   (B) To explain the kinds of objects the Iroquois received in exchange for their canoes
   (C) To support her point about how efficient the Iroquois canoe design was
   (D) To emphasize that the Iroquois were the first settlers in that region

5. Why does the student say this:

Male Student	Umm, I know people make utensils out of wood, but utensils out of tree bark?

   (A) To share what he knows about birch wood
   (B) To point out a misprint in the textbook
   (C) To bring up a point from a previous lecture
   (D) To request more explanation from the professor

6. Why does the professor say this:

Female Professor: The canoes allowed them to travel over a vast area that-that today would take a few hours to fly over.

(A) To show how slow canoe travel was
(B) To illustrate the size of a geographic area
(C) To compare different means of travel
(D) To describe how waterways change over time

Listening Answer Key

Retirement Party	
1	D
2	C
3	A,C
4	D
5	B
Bat Acoustics	
1	B
2	D
3	A,C
4	B
5	C
6	B
Graduation Requirements	
1	D
2	B
3	D
4	B
5	C
Habitat Selection	
1	D
2	C
3	B
4	A
5	D
6	B
Birch Bark Canoes	
1	C
2	A C
3	A,D
4	C
5	D
6	B