



TOEFL iBT® *Quick Prep*

Volume 4

TOEFL®

Go anywhere from here.

Listening Section

This section measures your ability to understand conversations and lectures in English.

Audio portions of the Listening section are provided wherever you see the headphones icon:

These audio files are available:

- in the PDF version of *Quick Prep Volume 4* (click the headphones icon)
- on the Quick Prep Web site at <http://www.ets.org/toefl/quickprep>.

Listen to each recording only **one** time.

Written transcripts of the audio portions are located in Appendix B. If you do not have access to the audio portions, but do have access to people with good English pronunciation, ask them to read the transcripts aloud to you. Listening to the transcripts is better practice than reading them to yourself. If someone reads the transcripts to you, make sure you see the pictures. You may take notes while you listen, and you may use your notes to help you answer the questions. Listen to or read each transcript only **one** time.

Next, answer the questions. The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Answer the questions based on what is stated or implied by the speakers. Answer each question before moving on. Do not return to previous questions.

Give yourself 10 minutes to answer all the questions in the Listening section. Do not count the time it takes to listen to or read the conversation and lectures.

Now begin the Listening section.

Listening Practice Set 1: Conversation and Questions



Directions: Listen to Track 1.



Directions: Now answer the questions.

29. 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

30. 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.

31. 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.


32. 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

**33. Directions: Listen to Track 2.**

- (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: Lecture and Questions

Directions: Listen to Track 3. 

Anthropology



Directions: Now answer the questions.

34. 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

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

Choose 2 answers.

- [A] It repels water.
- [B] It can be eaten.
- [C] It is easy to fold.
- [D] It has a rough texture.

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

Choose 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.

37. 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

**38. Listen to Track 4.**

- (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

**39. Listen to Track 5.**

- (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 Practice Set 3: Lecture and Questions

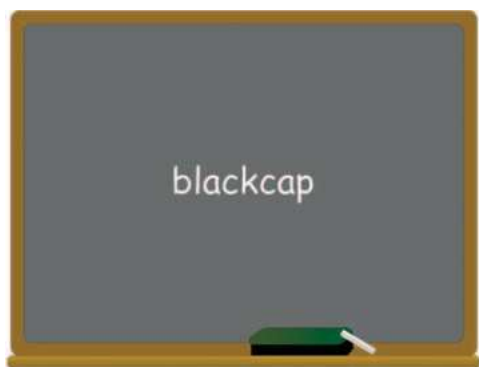
Directions: Listen to Track 6. 

Animal Behavior



plover

blue warbler



Directions: Now answer the questions.

40. 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

41. 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

42. 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

43. 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

44. 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.



45. Listen to Track 7.

- (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 TRANSCRIPTS

Listening Practice Set 1:

Transcript for Track 1:



Narrator Listen to a conversation between a student and a professor.

Student Hi, Professor Mason. Do you have a minute?

Professor Yes, of course, Eric. I think there was something I wanted to talk to you about, too.

Student Probably my late essay.

Professor Ah, that must have been it. I thought maybe I'd lost it ...

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.

Professor Oh, and I haven't checked the mailbox yet today. Well, I'm glad it's there ... I'll read it this weekend.

Student Well, sorry again. Say, I can send it to you by e-mail too, if you like.

Professor Great, I'll be interested to see how it all came out.

Student Right. Now, uh, I just overheard some graduate students talking ... something about a party for Dean Adams?

Professor Retirement party, yes ... all students are invited. Wasn't there a notice on the anthropology department's bulletin board?

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.

Professor Oh, that's very thoughtful of you, Eric, but it'll be pretty low-key. Nothing flashy. That's not her style.

Student So there's nothing?

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.

Student OK.

Professor Actually ... no, never mind ...

Student What is it?

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 ...

Student No, that sounds kinda cool. I'd like to see what they're writing about.

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.

Student No, like what?

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.

Student Uh, not to seem uninformed ...

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.

Student Interesting.

Professor Yes, and while she was there in South America, she collected a lot of linguistic information, and songs ... really fascinating.

Student Well, I hate to see her leave.

Professor Don't worry. She'll still be around. She's got lots of projects that she's still in the middle of.

Transcript for Track 2:

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

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 ...

Narrator Why does the professor say this:

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

Listening Practice Set 2:

Transcript for Track 3:

Anthropology

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

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 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 is prevalent in that area. Now, um, can anyone here describe a birch tree?

Male student Umm, they're tall? And ... white? The bark, I mean.

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?

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?

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.



Uh, but the most use of the bark 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—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. 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?

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?

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 canoe 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.

Transcript for Track 4:

Narrator Why does the student say this?

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

Transcript for Track 5:

Narrator Why does the professor say this:

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

Listening Practice Set 3:

Transcript for Track 6:

Animal Behavior

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

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?

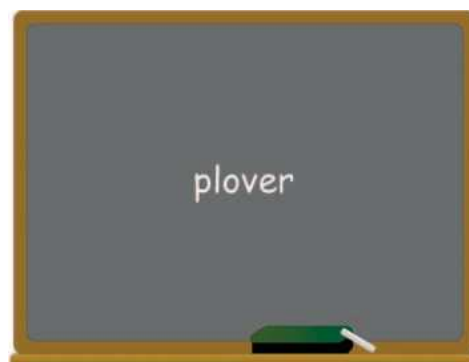
Male student Well, it's basically the place or environment where an organism normally lives and grows.

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.

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

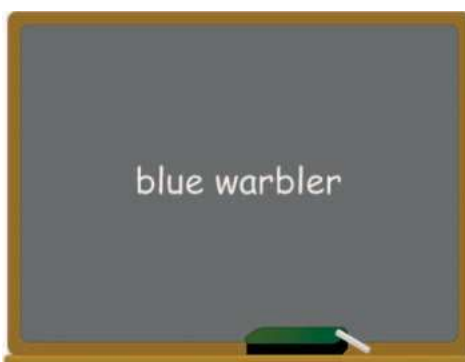


in the nests are really vulnerable. Out in California, where there's been a lot of human development by the ocean, the plovers are now a threatened species. So conservationists tried to create a new habitat for them. They made artificial beaches and sandbars in areas inaccessible to people and dogs. And the plover population is up quite a bit in those places.



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.

The blue warbler is a songbird that lives in North America. They clearly prefer hardwood forests with dense shrubs—um, 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.



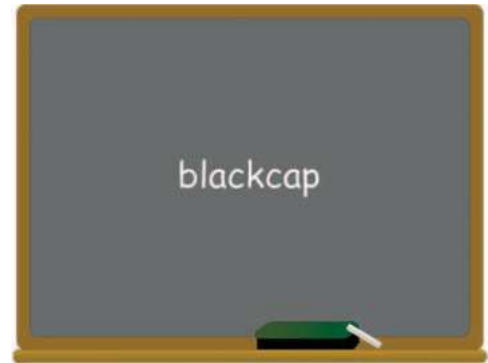
And the choice of habitat seems to affect reproductive success. Because the older, more experienced birds, who nest in the high-density shrub areas, have significantly more offspring than those in low-density areas. Which suggests that the choice of where to nest does have an impact on the number of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

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?

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.



Transcript for Track 7:

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

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?

Speaking Practice Set 2:

Transcript for Track 9:

Narrator Now read the passage from a psychology textbook. You have 45 seconds to read the passage. Begin reading now.

Transcript for Track 10:

Narrator Now listen to part of a lecture on the topic in a psychology class.

Professor This happens all the time with kids, in schools. Say there's a little boy or girl who's just starting school. Well, they're not really used to the rules about proper behavior for a classroom, so at the beginning, they might, I don't know, interrupt the teacher, walk around the classroom when they're supposed to be sitting down. You know, just misbehaving in general. OK, but what happens? Well, the teacher gets angry with them when they act this way. They might get punished—they have to sit at their desks when everyone else is allowed to go outside and play. And they certainly don't like that. Soon they'll learn that this kind of behavior gets them in trouble. They'll also learn that when they raise their hand to talk to the teacher, and sit quietly and pay attention during class ... they're rewarded. The teacher tells them she's proud of them, and maybe puts little happy-face stickers on their homework. Now that their behavior gets a good reaction from the teacher, the kids learn to always act this way in class ... and not behave the way they used to.



Narrator Using the example from the lecture, explain what behavior modification is and how it works.

Speaking Practice Set 3: Conversation and Question

Transcript for Track 11:



Narrator Listen to a conversation between two students.

Female student Hey Steve, are you ready for classes to start?

Male student Not really. There's still a big conflict in my course schedule.

Female student What's wrong?

Male student This is my last semester, and I've still got two required courses left to take in order to finish my literature degree.

Female student OK ...

Male student I have to take both History of the Novel and Shakespeare, or I can't graduate. Problem is, the two courses meet at the same time!

Female student Uh-oh. What're you gonna do?

Male student Well, I talked to the professor who's gonna teach Shakespeare. He said I could do an independent study to fulfill that requirement.

Female student How would that work?

Male student I'd read the assigned texts on my own, do all the same assignments, and meet with him when I need to, if I have any questions.

Female student Well, that sounds like a good way to fulfill the requirement.

Male student Yeah, plus it'd be nice to have one-on-one discussions with the professor. It's just that ... well, working on my own like that ... I'm kinda concerned I won't be able to motivate myself to get the work done on time. It's easy to put things off when it's not an actual class, ya know?

Female student Yeah. Are there other options?

Male student Um, yeah. I found out that the Shakespeare class is being offered at another university about a half an hour from here. That university has a really great literature program, and our university will accept their credits, so ...

Female student That's an idea.

Male student Yeah, I'm sure it'd be a good class, and it'd fulfill the requirement. Only thing is, ya know, I'd have to drive a half an hour to get to the class and a half an hour to come back. Three times a week. That's a lot of time and gas money ...

Narrator Briefly summarize the problem the speakers are discussing. Then state which solution you would recommend. Explain the reasons for your recommendation.

PREPARATION TIME: 20 seconds

RESPONSE TIME: 60 seconds

LISTENING SECTION**Listening Practice Set 1**

- 29. D
- 30. C
- 31. A, C
- 32. D
- 33. B

Listening Practice Set 2

- 34. C
- 35. A, C
- 36. A, D
- 37. C
- 38. D
- 39. B

Listening Practice Set 3

- 40. D
- 41. C
- 42. B
- 43. A
- 44. D
- 45. B