

NoteFull.com TOEFL Training Listening Video 1

Center for Success with Froggy



Full Lecture

Narrator: Listen to the following lecture in an ecology class.

In our last class, we discussed mutualism between species that live within the same ecosystem. Our focus revolved around the mutually beneficial relationship between animals and plants within a habitat, but did you know that there are cases in which mutualism exists between humans and animals? It is a fascinating study in how all organisms with the same goal can, with the right factors, come together in an equally beneficial relationship. However, it is rare and getting much rarer.

One stunning example of this exists within certain groups in East Africa that maintain a millennia-old relationship with a special bird called the greater honeyguide. This small brown bird, not too different from what you might see at a local park, contains an exceptional ability to locate beehives. Now, it doesn't do this for the honey inside, the groups I mentioned and will discuss later want that honey. No, the greater honeyguide prefers the beeswax, a staple of its diet. Unfortunately, it doesn't possess the ability to reach this beeswax since the bees aggressively defend their home. So, that's where the mutualistic relationship comes in.

How does it all work? Well, one group will go out into nature in search of honey and they'll call out to the bird. And guess what? Out of the trees, out will come the greater honeyguide. And, after a continued series of calls from the group, the journey begins with the bird leading the way. If you ask the members of the group, they'll tell you that they're communicating with the bird, it's understanding them and following their signals. Well, researchers came in to test this. They recorded the different calls that different, unrelated groups in East Africa used to supposedly communicate with the greater honeyguide. Then, they went to one area where this practice occurred. They experimented by playing one of three different recordings. One from the local group, one from a distant unrelated group, and a random call with no basis in the practice. They discovered that playing the call from the local group resulted in the appearance of a greater honeyguide with a two to three times higher probability.

Anyway, now, the greater honeyguide will behave like a GPS, the satellite guided map in your car. The group follow the avian guide to the hollow of a tree or a branch with a beehive. The responsibility switches here to the group which will use smoke or other tools to subdue the bees and scoop out the honey. Then, this avian GPS rewards itself for guiding the group over with the beeswax in a hive now free of its protectors.

If this occurred only once, it would represent a miraculous instance of mutualism between humans and animals. But, did you know that in southern Brazil something similar happens? Artisanal fishers and a species of bottlenose dolphin, the Lahille's bottlenose dolphin, work together to capture and consume mullet, fish with elongated and stout bodies. The fishers will journey out in their vessels to where they suspect mullet to be present. But, because the water is murky, unclear, they can't determine exactly where to toss their nets, so they rely on the dolphin, which receive special signals from the fishers that alert them to their presence. Then,

the dolphins will swim around to bring together the mullet and move them towards the vessels. At that point, they'll toss their nets and capture up to four times more mullet than fishers who don't work with these dolphins. The fishers catch a larger number of fish and the dolphin eat a larger amount of food through the relationship. In fact, researchers have shown that dolphin that participate often live longer and healthier.

Perhaps at one time, these relationships occurred more often and in more places. But, certain factors continue to influence these cases. The rise in apiculture, the practice of maintaining honeybee colonies; changes in cultural tradition, as new generations lean towards less time consuming practices--these and other factors have led to the decline and may perhaps lead to the eventual end of the East African mutualistic relationship. An example of what can happen to the other example we discussed as well as some I haven't mentioned. Losing these traditions has consequences beyond the communities that practice them. There is something majestic about people being helped by wild animals, something profoundly instructional in these relationships for how we and other species might better coexist in the world.

7 Question Types

1 – Main Idea (1 per listening)

Tests your ability to understand how lectures start and develop.

2 – Structure (0-1 per listening)

Tests your ability to listen in units.

3– Detail (1 to 3 per listening)

Tests your ability to understand unit structure: general to specific.

4 – Purpose (1-2 per listening)

Test your understanding of academic explanation.

5 – Inference (0 to 1 per listening)

Test your ability to understand grammatical algebra.

6 – Listen again (0-1 per listening)

Tests your understanding of vocabulary, idioms, and intonation.

7 – Opinion/Attitude (0-1 per listening)

Tests your understanding of vocabulary, idioms, and intonation.

Questions

Main Idea.

1. What is the lecture mainly about?
 - A. The relationships between humans and animals in the wild.
 - B. Stunning examples of how animals communicate with humans.
 - C. A special kind of relationship between humans and animals.
 - D. The importance of maintaining ecosystems to preserve traditions.

Structure.

2. How does the professor develop the topic of this lecture?
 - A. She provides two *contrasting* examples that illustrate one important point.
 - B. She details a *hypothesis* and provides two examples to support it.
 - C. She describes a *phenomenon* and then details two examples of it.
 - D. She uses examples to clearly illustrate how an *important event* occurs.

Detail.

3. What benefit do the groups receive from working with the greater honeyguide?
 - A. They are able to subdue aggressive, attacking bees in the area.
 - B. They are able to locate honey that they otherwise wouldn't.
 - C. They are able to gather beeswax to support their local economy.
 - D. They are able to communicate more effectively with one another.

Detail.

4. According to the lecture, which of the following occur in the mutualistic relationship between the greater honeyguide and certain groups in East Africa? Choose 3 answers.
 - A. A series of calls are used to attract the greater honeyguide.
 - B. A GPS signal is used to isolate the location of a beehive.
 - C. Bees leave their beehive in order to attack the greater honeyguide.
 - D. The group acquire the honey from a beehive they were led to.
 - E. The greater honeyguide flies to a specific location in the woods.

Inference.

5. What can be inferred about the greater honeyguide?
 - A. It is likely to respond to one type of call used by several different groups.
 - B. It is more likely to respond to the calls of a local group than a distant group.
 - C. It is more likely to locate a beehive with honey than without honey.
 - D. It is unlikely to know the location of a beehive without the help humans.

Purpose.

6. Why does the professor mention the clarity of water when describing the mutualistic relationship between dolphins and humans?

- A. To illustrate how important the mutualistic relationship is to the dolphins.
- B. To emphasize the impact of pollution on mutualistic relationships in general.
- C. To offer a clearer understanding of why humans need the help of the dolphins.
- D. To explain a key factor in how humans were able to communicate with the dolphins.

Listen again.

7. What does the professor mean when she says this:

An example of what can happen to the other example we discussed as well as some I haven't mentioned.

- A. To summarize the consequences of the events she mentioned earlier.
- B. To illustrate an unfortunate trend that a previous example illustrates.
- C. To highlight the similarity between two examples that she explained earlier.
- D. To help students understand why the professor couldn't provide more examples.

Opinion/Attitude.

8. What is the professor's attitude towards the examples of mutualism she described?

- A. They underscore how research even with positive intent can have negative consequences.
- B. They are disappointing examples of how humans, in the end, exploit animals.
- C. They are stunning examples of what researchers are learning in the field of ecology.
- D. They are amazing illustrations of the potential for humans to coexist with animals.