

VIDEO SCRIPT:

As you all know, all animals have ways to communicate. Now I'm going to talk about how honeybees communicate.

Believe it or not, they communicate by dancing! Isn't that amazing! In any beehive, there is one female queen, a few male drones, and the rest of the bees are workers. About 5 to 25% of the bees are scouts. Scouts fly around and look for sources of pollen, nectar, and water. Then they return and inform the other workers—called foragers. And they do this by dancing! How does it work? They use one dance, the round dance, for food sources within 100 meters of the hive.

The other dance, called the waggle dance, is used for sources of food farther away. This dance communicates an amazing amount of information: the distance from the hive, the direction from the hive, and the odor of the food. The speed of the dance, the sounds the scouts make, the direction of the dance: all these give the foragers information. The dance can even indicate how safe a flower is. Here's a perfect example: Crab spiders, which often attack bees, live in certain flowers. The scout bees' dances tell foragers to stay away from these flowers.

PART 1: Video**A. Watch the student's presentation and then answer questions 1–8.**Questions 1–3:

Choose the best answer for each question. (1 point each)

1. What would be the best title for this presentation?
 - A. How Animals Communicate
 - B. The Amazing Dancing Bees**
 - C. The Waggle Dance

2. Which type of honeybee is the most numerous in any hive?
 - A. queens
 - B. drones
 - C. workers**

3. Why does the speaker mention crab spiders?
 - A. They are dangerous to bees.**
 - B. They also communicate by dancing.
 - C. They are a possible food source.

Questions 4–5

Fill in the blank. Write one word or number in each space.

About 5% to (4) 25 % of all worker bees are scouts.

Scouts use the (5) round dance for food sources that are fairly close to the hive, and the waggle dance for food sources that are farther away.

Questions 6–8

Choose the best answers.

6. Which THREE things do scout bees look for?

- A. small insects
- ☒ B. water
- ☒ C. pollen
- D. honey
- ☒ E. nectar

7. Which THREE things about a food source do scout bees communicate through the waggle dance?

- A. the amount of food that is there
- ☒ B. its direction from the hive
- C. the time at which they saw it
- ☒ D. its distance from the hive
- ☒ E. the odor of the food

8. Which FOUR characteristics of the scout bees' dance communicate information to the foragers?

- ☒ A. the speed of the dance
- ☒ B. the sounds the dancing bees make
- ☒ C. the number of times the dance is repeated
- D. the movement of the bees' wings
- ☒ E. the direction of the dance
- F. the number of bees performing each dance

B. Read the questions first. Then watch the presentation again. Answer questions 9–10.

Questions 9–10

Choose the best answer. (1 point each)

9. Which words does the speaker use to introduce the topic of the presentation?

- A.** “Now I’m going to talk about . . . ”
- B. “Today my topic is . . . ”
- C. “Here’s what I’m going to discuss now.”

10. Which words does the speaker use to give an explanation?

- A. “Let me spell that out.”
- B.** “How does it work?”
- C. Let me explain.

11. Which words does the speaker use to provide an example?

- A. “To illustrate, let’s consider . . . ”
- B. “Allow me to give you an example.”
- C.** “Here’s a perfect example.”

PART 2

Questions 12–20

Match the note-taking symbol or abbreviation with the correct meaning. One meaning does not have a symbol. (1 point each)

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|--------------------|----------------------------|
| G 12. ≠ | A. change |
| D 13. < | B. that is; in other words |
| E 14. w/ | C. for example |
| H 15. ↓ | D. less than |
| B 16. i.e., | E. with |
| C 17. e.g. | F. important |
| J 18. Δ | G. not the same as |
| I 19. ↯ | H. decreasing |
| F 20. ! | I. man |

Questions 21–28

Match the excerpt from a lecture with the correct listening strategy. (1 point each)

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| <u>D</u> 21. "As I mentioned in our last class, today I am going to discuss the concept of symbiosis." | A. Giving an actual (real) example |
| <u>H</u> 22. "What do I mean by symbiosis?" | B. Explaining |
| <u>B</u> 23. "There are two main types of symbiosis that I want to touch on today. Those are mutualism and parasitism." | C. Giving a hypothetical (unreal) example |
| <u>F</u> 24. "First, I want to focus on mutualism." | D. Introducing the overall topic |
| <u>A</u> 25. "To illustrate what I mean by mutualism, let's look at a famous example: the pollination of plants by insects." | E. Transition: Signalling the end of one idea and beginning of another |
| <u>G</u> 26. "So, how does pollination work?" | F. Transition: Signalling a new idea |
| <u>C</u> 27. "Let's say that you have a flower growing somewhere where there are no pollinators. What would happen?" | G. Providing the big picture |
| <u>E</u> 28. "All right, that's enough about mutualism. Let's go on to the other form of symbiosis: parasitism." | H. Defining |

Questions 29–37

Read the entire discussion. Then find the parts of the discussion 29–37 and choose the best answers to the questions. (1 point each)

Marco: Okay, before we get started, I just want to summarize what we're going to be talking about in our discussion group. Professor McKee gave each of us an article about emotions in animals, and we have to discuss them and give our opinions.

Abdul: Right. And then we have to organize a presentation to give to the whole class.

Marco: So . . . what do you think? Do animals have emotions?

Kazuko: (29) To me, there's no doubt that they do. I have two cats, and they show a lot of emotion. They get jealous of each other. They get angry. They purr when they are happy. They show affection. They have all kinds of emotions.

Marie-Claire: (30) I think Kazuko has the right idea.

Abdul: Yeah, but that's not a scientific study. That's just what you saw. That's what's called "anecdotal evidence."**(31)** I don't think it's . . . well, I don't that's real science.

Marco: **(32)** I'd like to add my two cents here. The article I was assigned to read said animals definitely feel primary emotions. The question is, can they experience secondary emotions?

Kazuko: **(33)** What's the difference between those two types of emotion?

Marie-Claire: I can answer that. Primary emotions are the basic emotions, like anger and fear. Secondary emotions are more complex—love, and greed, and jealousy, for example.

Abdul: **(34)** I'd like to comment on that. **(35)** I think that animals are incapable of feeling complex emotions. Let me tell you why. The article I read said that people with pets or who work tend to anthropomorphize them.

Marco: **(36)** What does "anthropomorphize" mean?

Abdul: It means we look at things that animals do in human terms. For example, a monkey might sound to us like its laughing, but that doesn't mean the monkey really thinks something is funny.

Kazuko: **(37)** I see your point, Abdul, but I just don't agree.

29. What is Kazuko doing?

- A.** expressing her opinion
- B. defining a term

30. What is Marie-Claire is doing?

- A. asking for more information
- B.** agreeing with Kazuko

31. What is Abdul doing?

- A.** giving his opinion
- B. agreeing with Marie-Claire

32. What is Marco doing?

- A.** entering the conversation
- B. supporting his opinion

33. What is Kazuko doing?
A. asking for clarification
B. restating her opinion
34. What is Abdul doing?
A. changing the topic
B. contributing to the conversation
35. What is Abdul doing?
A. giving his opinion and supporting it
B. explaining why he agrees with Marco
36. What is Marco doing?
A. asking for clarification
B. changing his opinion
37. What is Kazuko doing?
A. supporting what Abdul said
B. disagreeing with Abdul

Questions 38–43

Read the statements and choose TRUE or FALSE. (1 point each)

38. Presenters should concentrate on making eye-contact with people in the first few rows rather than with all of the audience. TRUE **FALSE**
39. Starting a presentation with a story that is only partially complete helps catch the audience's attention. **TRUE** FALSE
40. Presenters who point out what they have in common with audience members are building rapport. **TRUE** FALSE
41. When there are several presenters, each should introduce themselves and explain what they will be talking about. TRUE **FALSE**
42. A speaker should conclude a presentation by summarizing the main points. **TRUE** FALSE
43. After a presentation, a speaker who opens the floor to questions is making sure the audience was paying attention. TRUE **FALSE**