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新第六套

Listen to a conversation between a student and his Psychology professor

【公众号“四箭齐发托福”】 (woman) So, Jake, I got your email about missing class. You have the class syllabus, so hopefully you've been keeping up?

(man) Yeah, I had to go home on short notice, but I'm caught up. Um, speaking of the syllabus, this part about the research paper or project?

(woman) Well, you can write a standard research paper, but the project's an option. And since we cover so much in this introductory class, you have many choices. I've had students do memory tests and surveys are always popular.

(man) Yeah, I have this idea for a survey, but I wanted to run it by you first.

(woman) OK

(man) Well, I was looking through an academic journal and saw this article about urban legends, you know, those strange sometimes scary stories that usually start out, "Have you heard about the person who..."

(woman) Sure, you don't want to believe them, but you kind of do. Those are fun. You know, most colleges have their own urban legends. There's one about our campus library that it's sinking into the ground because the architect's design didn't account for the weight of the books.

(man) I hadn't heard that one.

(woman) Now, you said this was an academic journal?

(man) Yes, psychology journal, uh, for the study, university students read four urban legends and answered questions about them, like, how believable they thought they were. Students received different versions of the stories; some had added details that others didn't.

(woman) Hmm, what kind of details were added?

(man) Well, it usually involved specific names and places. The versions without details might say, "A woman was eating lunch." But the version with details would say, "Last month my classmate was having lunch at a fancy department store." So after some time passed, they were asked to think about the stories they'd read and retell one of them or actually write one of them down. The researchers wanted to see what effect the variables had, like does adding details make it more likely that a story will be retold.

(woman) I see. You know, there's been research done on rumors such as what information people pass

along and what makes a story believable. So, you'd be testing something similar?

(man) Sort of, I wanted to compare the findings from my study with the one I read about. I actually had to read the results section of the study twice to make sure I wasn't misinterpreting it. Apparently adding details to the original stories didn't affect whether the students believe them or whether they repeat them. That caught me a little off guard.

(woman) Interesting! So you'll just replicate that study?

(man) Well, I'd also like to explore whether the topic of a story has an effect on its believability or on how often it's retold. So one of the stories will be set in the university, like the one you mentioned about the library. I anticipate it'll be more believable than the others since students can relate to it.

1. Why does the student go to see the professor?

- A) To discuss a survey that he has conducted
- B) To explain why he missed a previous class
- C) To get an assignment sheet for a research project
- D) To ask the professor's opinion of his research topic

2. Why does the professor mention the campus library?

- A) To help the student locate a copy of a journal he needs for his project
- B) To demonstrate her assertion that universities often have their own urban legends
- C) To remind the student that the library will be temporarily closed
- D) To make a point about the architecture of the buildings on campus

3. What variable in the original study does the student mention?

- A) The subject of the stories
- B) The factual accuracy of the stories
- C) The amount of detail in the stories
- D) The method of spreading the stories

4. What is the student's opinion of the results of the study?

- A) He feels that they did not accurately reflect the data.
- B) He finds them to be quite surprising.
- C) He thinks that they are too complex to understand.
- D) He doubts that they will be replicated by future studies.

5. How does the student plan to make his study different from the original study?

- A) He will consider the effect of different topics.
- B) He will use a university setting for all of his stories.
- C) He will add details that are more specific than those in the original study.

D) He will include fewer stories than the original study did.

Listen to part of a lecture in an Engineering class

【公众号“四箭齐发托福”】 (*male professor*) This week we've been discussing the recent efforts in construction to build a greener, uh, a more ecologically sustainable way. Today I'd like to talk about the role of cement in modern construction. Now, cement is used to make concrete and it's important that you keep in mind the difference between the two. Cement is the powdery substance that's sold in bags. You can take the dry cement, mix it with sand and rocks and water, and when that mixture dries it hardens and becomes concrete.

Concrete's an important material, because it can be used for almost any building application, from sidewalks and flooring to foundations to, uh, walls, for example. And remember, all that concrete's been made from cement. We may think of concrete as part of the modern urban landscape but the truth is it isn't so modern at all. In fact, the ancient Romans also used cement to make concrete and maybe the Egyptians before them. But, um, they weren't using modern cement.

Now, modern cement, uh, what we use today, is called Portland cement. Portland cement's been around since the early 1800s and has been an amazingly successful and popular building material ever since. The main ingredient is limestone. But for the limestone to be usable as cement, it first needs to be heated and turned into a powder. OK, we're talking about ecologically sustainable building, right? The problem here is that the process of making Portland cement is ecologically dirty.

Carbon dioxide is a greenhouse gas and a main contributor to the global warming problem. And huge amounts of carbon dioxide are emitted twice during the cement-making process. First, that limestone rock has to be melted and this, of course, requires extremely high temperatures, which means using huge amounts of fossil fuels, and that means creating carbon dioxide. And on top of that, the limestone itself emits carbon dioxide gas into the air when it's heated.

Researchers have been trying to make a better cleaner form of cement and they've mostly focused on finding new materials to mix into the old Portland cement formula to replace some of the limestone. One of the first attempts to make greener cement involved the mineral compound **magnesium oxide**. Compared to limestone, magnesium oxide melts at a much lower temperature. So, not as much fossil fuel needs to be burned when it's prepared for use in cement.

The problem was, though, that even when magnesium oxide was used to replace some of the limestone, it still resulted in large amounts of carbon dioxide emissions. In fact, in some of the tests, nearly double the

amounts that came from the limestone process. This is because of the way magnesium oxide itself is made. It's produced by heating magnesium carbonates and in this process carbon dioxide is released.

Now, other attempts were made using things like ash and coal residues, but the fact is they were trying to improve a product whose chemistry is not well understood. How concrete hardens? What are the chemical changes taking place? We don't yet have all the answers. Recently, the search for greener cement has led us to an interesting place: the Egyptian pyramids.

It's commonly believed that the pyramids were built by carving huge solid blocks of rock and then hulling them into place. However, some researchers concluded that some of the blocks were cast in place, using a type of concrete with a cement base. Even they looked like solid rock, powerful microscopes have revealed that their molecular structure is different, more similar to a mixture.

Now, a lot of archeologists don't accept this. There's still controversy. But based on their discovery, these researchers have tried to replicate the process. And what they found is that by using minerals similar to those used by the Egyptians, the massive amount of heating used in Portland cement isn't necessary. We'll go into detail later, but apparently all the Egyptians did and all these researchers have to do is blend the mixture like baking bread without an oven. And this method holds some promise.

All right, now, the real obstacle that any new cement technology has faced is the proven track record of Portland cement. I mean, it's hard to think of any other industrial product that's been around so long, is relatively cheap, and still holds up so well. But if these researchers are right about the pyramids, well, there's no doubting how well and how long that material is held up, right?

1. What is the lecture mainly about?

- A) The origins of cement making
- B) The different chemical properties of Roman, Egyptian, and Portland cement
- C) Efforts to develop an environmentally friendly building material
- D) The discovery of a cost-effective building material

2. According to the professor, what happens during the process of preparing Portland cement that contributes to air pollution? **[choose two answers]**

- A) Limestone reacts with magnesium oxide to form greenhouse gases.
- B) Large amounts of fossil fuels are burned to melt rock.
- C) Heated limestone emits carbon dioxide.
- D) Large amounts of dust and powder are discharged into the air.

3. What property of magnesium oxide led the researchers to think that it could replace lime stone in cement

making?


- A) Magnesium oxide melts at a lower temperature than limestone.
- B) Magnesium oxide can be carved into large blocks easily.
- C) Magnesium oxide absorbs carbon dioxide when heated.
- D) Magnesium oxide is harder than limestone.

4. What does the professor imply about the researchers who are trying to improve the process of making cement?

- A) They have ignored the technological advances made by ancient cultures.
- B) They have not focused enough on the practical uses of concrete.
- C) They need a more complete understanding of the chemical properties of concrete.
- D) They are not concerned about the environmental impact of making cement.

5. The professor discusses research based on an analysis of pyramids in Egypt. What does the professor imply about the concrete made as a result of this research?

- A) It requires large amounts of magnesium oxide.
- B) It is too costly to produce in large quantities.
- C) Its production is less harmful to the environment than that of Portland cement.
- D) Its success is due to improved methods of heating limestone.

6. What does the professor imply when he says this: 

- A) It is not likely that the pyramids were built with cement.
- B) Modern building materials rarely hold up as well as ancient ones.
- C) Researchers may have overlooked the environmental benefits of a new technology.
- D) There might be a material that is more durable than Portland cement.

Listen to part of a lecture in a Sociology class

【公众号“四箭齐发托福”】 (*female professor*) Today we're gonna look specifically at what's called architectural sociology, which examines how architecture influences and reacts to sociocultural phenomena. This field uses sociological perspectives, uh, sociological research to enhance building design. And we're gonna start by looking at front porches on houses in the United States.

So, the front porch was traditionally a semi-open area built on the front of a house, uh, a place to sit and read a newspaper, enjoy the fresh air; socialize with neighbors. But for a long period, the desirability, um, the number of homebuyers demanding a front porch attached to their new house was declining. We'll get

into the reasons for its decline in a moment and also the reason that's kind of making a comeback these days. First, let's consider two concepts: push forces and pull forces. The history of the front porch in the US actually illustrates these forces well. What do you think they mean? Yes, John?

(male student) Um, I'm guessing, uh, things that either draw you or pull you onto a front porch or the things that push you away from it?

(professor) Well, you're right about the push forces. Push forces are the characteristics, the things that make front porch undesirable or unlikely to be used. So, can you think of any push forces that might be related to the front porch?

(female student) The weather? If it's too hot or too cold?

(professor) Right, sure

(female student) Maybe even insects, mosquitos, if you're sitting outside?

(professor) OK, good, and in the 1920s, something was happening in the United States that made porches less desirable, anyone?

(male student) Uh, cars? Cars were becoming really popular.

(professor) Exactly! And how do you think the cars acted as a push force?

(male student) Well, cars back then were a lot louder and smokier, I mean, they polluted more. So, sitting on your porch with the noise and pollution, I guess people didn't want to do that.

(professor) And another thing, people who now own the car wanted a garage to put it in, often the porch was sacrificed to make room for a garage. OK, so, uh, let's move on to pull forces. These also take people away from the front porch. In the summers, the porch used to be a cool and breezy place compared to the inside of a house, which was often hot and humid. But eventually there was a new way to get cool. I'm talking about the invention of the air conditioner and that technological advance would be considered a pull force.

(female student) I get it. All pulling us inside away from the porch and I'd guess there was a lot more, too, uh, computers, video games, television?

(male student) But, to be honest, I really don't see the downside to *not* having a front porch to sit on. I

mean, watching people walking up and down the street isn't really a very exciting thing to do. Besides, who has time for that?

(*professor*) Well, people's lives have become a lot busier than it used to be, but, many homes still has a place for, say, gathering with family and friends. Something has replaced the front porch you see, the back yard. Many people see it as much safer for children than the front porch, which is facing the street. And it'd also offer more privacy. But what's lost here? What's the difference between sitting on a front porch and sitting in the back yard?

(*female student*) Interactions with neighbors

(*professor*) Exactly! So privacy is gained but interactions with neighbors are lost. But, like I mentioned earlier, there's a new trend. Front porches are starting to make a comeback, Houses in many new developments are being built with porches specifically because people see the value in getting to know their neighbors, uh, in developing a real sense of community. So, are these new front porches actually being used? Well, those push and pull forces still exist. They are real and they are strong, probably stronger than people's good intentions.

1. What is the main purpose of the lecture?
 - A) To illustrate a concept in architectural sociology
 - B) To explain the original uses of front porches in the United States
 - C) To describe the relationship between technology and architectural sociology
 - D) To show that a sociological term can have more than one definition
2. According to the lecture, what is true about push and pull forces?
 - A) They refer only to front porches.
 - B) They help explain the decline of the front porch's popularity.
 - C) Their combined effects often balance each other out.
 - D) They were terms originally used only in architecture.
3. According to the lecture, what were two effects of the automobile's increased popularity? [**choose two answers**]
 - A) Many houses were built without a front porch.
 - B) People traveled more on the weekends.
 - C) The amount of time people had to socialize with neighbors was reduced.
 - D) The time spent sitting on the front porch became less pleasing.
4. What does the professor imply about backyards in the United States?

- A) They can be seen as a pull force.
- B) They are a better place to socialize with neighbors than the front porch.
- C) Their reputation as being safer than front porches is unfounded.
- D) They have always been as popular as front porches.

5. What is the professor's attitude toward the comeback of the front porch?

- A) She believes the attraction of front porches will overcome both push and pull forces.
- B) She is confident that front porches will be used to create strong communities.
- C) She doubts front porches will be used as often as they were in the past.
- D) She is afraid the trend will affect the popularity of backyards.

6. What does the professor imply when she says this:



- A) She wants the student to continue with his explanation.
- B) She is surprised that the student is familiar with the two terms.
- C) The student is incorrect about pull forces.
- D) The student does not fully understand the concept of push forces.

Listen to a conversation between a student and a university librarian

【公众号“四箭齐发托福”】 (man) Kim, it's spring break. You're still here?

(woman) I had to finish some work but I'm leaving tomorrow. But that's the thing. I can't find my reader for History 300. I think I left it on the train and I need it before I leave for break. I just can't seem to reach any one from class.

(man) By reader do you mean a published work?

(woman) No, uh, my course packet, I guess it's called something the professor compiled specifically for this course. It's like a bunch of articles, chapters from different textbooks, all kinds of stuff, over two hundred pages.

(man) A course packet, yes, a number of professors here take that approach. But unfortunately, the library doesn't receive copies of the packets. They are handled through the bookstore.

(woman) I went to the bookstore but they're already stocking the shelves for next term's courses.

(man) OK, I guess we can see if the professor put anything on reserve. Uh, what class did you say it's for?

(woman) History 300, with Professor Bailey, Carol Bailey?

(man) And you can't get in touch with her? Do you know if she's on campus over break?

(woman) Oh, she's on a hiking trip in an area where internet access is kind of iffy. I emailed her, but she told us not to be surprised if she can't get back to us until the last day of break.

(man) Bailey, Carol, let's see. No, there's nothing on reserve. Do you recall the titles of any of the articles

by any chance? We probably have the journals and books these articles and chapters are taken from. But I need something to go on in order to find out.

(woman) I remember one. It's a textbook chapter and it's actually the one thing I really need to read over spring break. It's on marriage in ancient Greece. And I think the title was pretty straightforward like "What marriage meant to the ancient Greeks", something like that. You see. I'm writing a paper on kinship in early European societies, the laws and customs governing family relationship.

(man) Hmm, what about your syllabus? Anything helpful there?

(woman) It has titles and lecture topics. It does mention the course packet, but only the pages we need to read. But I don't think there's a bibliography or anything.

(man) Wait. Here's something. Marriage in Ancient Greece, oh, but it's not from a textbook. It's from the Classical History journal, n 1992 article.

(woman) That sounds kind of familiar, but it can't be right. What I'm looking for is more recent.

(man) OK, would you like me to locate the article for you anyway?

(woman) I don't know. Um, OK, you know what? Actually, yeah, Marriage in Ancient Greece, it's the right topic, so, it could be useful. It's not the one from course packet but at least I'll have something.

1. Why does the woman go talk to the librarian?

- A) To get help locating a copy of a historical journal
- B) To find out if her professor put a book on reserve
- C) To check on the availability of a compilation of written materials
- D) To ask for help finding a textbook that is not available at the bookstore

2. What does the woman imply when she mentions Professor Bailey?

- A) She is surprised that the professor has not replied to her.
- B) She would like the man to contact the professor.
- C) She is not sure if she has the professor's correct email address.
- D) She does not expect the professor to send her a quick reply.

3. How does the librarian try to help the woman?

- A) By printing out a course packet from a previous year
- B) By printing out some articles written by the woman's professor
- C) By searching for an electronic version of the course packet
- D) By searching for publications that the material in the course packet was taken from

4. Why does the woman remember a particular textbook chapter?

- A) She noticed it on a bibliography from a previous class.
- B) She is researching the topic that it discusses.
- C) It is listed on the course syllabus.

D) The professor mentioned it during a lecture.

5. What is the woman's attitude toward the article entitled "Marriage in Ancient Greece"? [**choose two answers**]

A) She hopes that it will provide helpful information for her paper.

B) She doubts that it is related to the subject of her paper.

C) She is convinced that it is not the publication that she has been looking for.

D) She is worried that the professor might not accept it as a source.

Listen to part of a lecture in a Studio Art class.

【公众号“四箭齐发托福”】 (*male professor*) We're going to continue working with oil paints but in ways you're probably not yet familiar with. For the next few classes, we're going to experiment with some different techniques starting with impasto.

Impasto, basically, is applying a thick layer of paint to a rigid surface, a piece of wood, let's say, or a very tightly stretched canvas. Now, normally, with oil paints, you create your painting one thin layer on top of another. And what you end up with is a fairly flat surface. But with impasto, you apply a large amount of paint to represent a three-dimensional texture by creating a three-dimensional painted surface. It's kind of like the icing that covers a cake full of peaks and valleys. Actually, there's quite a famous series of paintings of cakes done in impasto. They're so convincing and look good enough to eat.

Anyway, one characteristic of impasto is its ability to reflect light. And no doubt, this *was* the original reason painters as far back as the 15th century began using impasto. The light it reflected emphasize the gleam of the rich silks and furs their subjects wore sparkle of their jewels. And the contrast between these impasto details and the rest of the flat painting really made these features stand out.

But later on, another reason for using impasto was its ability to convey movement in the painting. And a point to keep in mind in your work is that the thicker the impasto is the more it suggests movement. For instance, Vincent van Gogh, van Gogh, the 19th century post-impressionist, was one of the first painters to use impasto in this way. Here's an example.

In this painting of Cypress trees, notice the textures, the peaks and valleys created by the thick paint. By using impasto in this way, van Gogh communicated the shimmering movement in the trees and the sky. As viewers, we can almost feel the breeze blowing on that day, a feeling that really comes alive with the artist's use of impasto.

Today's artists might use impasto for a different reason. Many contemporary artists feel a painting's surface, its texture, should be a major focus of the art work, not something just there to display colors and lines. Impasto enables the artists to incorporate the texture and feeling of an object right into the surface of a painting without explicitly representing an actual image of the object.

So, what gives impasto this texture? Well, it mostly comes from the way it's applied. Instead of applying small amounts of paint and scrubbing them into your canvas, like you're used to doing with oil paints, with impasto you apply a thick mass of paint straight from the tube, or with a paint brush or with a flexible pallet knife or any other tools you may find that gives the texture you're after, even a toothbrush. You then mold or sculpt the paint onto the canvas with quick, short strokes. The idea is to be spontaneous, energetic, like van Gogh.

1. What is the main focus of the lecture?
 - A) The differences between impasto and other texturing techniques
 - B) The effects artists can achieve using the impasto technique
 - C) Reasons that the impasto technique remains experimental
 - D) Changes over time in the way impasto effects are created
2. Why does the professor mention icing on a cake?
 - A) To emphasize how easy it is to use the impasto technique
 - B) To reinforce the claim that impasto involves the application of thin layers of paint
 - C) To make it clear that impasto can be applied only to a firm surface
 - D) To describe the type of appearance that impasto gives to a painting
3. According to the professor, why did 15th century painters use the impasto technique?
 - A) To ensure that colors would not fade
 - B) To create deep, mysterious shadows in a painting
 - C) To give the sense that objects in a painting were reflecting light
 - D) To give a landscape painting the illusion of distance
4. Why does the professor show a painting by van Gogh?
 - A) To explain the origins of the impasto technique
 - B) To illustrate that impasto is useful for conveying motion
 - C) To illustrate the effects of a thin layer of impasto
 - D) To suggest that impasto is more effective in paintings of nature than in portraits
5. According to the professor, why do some artists use impasto techniques today?
 - A) They have more choices of tools to create texture than artists did in the past.

- B) They want viewers to focus on the surface of a painting.
 - C) They are interested in recreating painting styles of the past.
 - D) They can depict modern objects more precisely with impasto than with other techniques.
6. What does the professor say are two keys to using the impasto technique? [choose two answers]
- A) Applying a large amount of paint to a canvas
 - B) Pressing one layer of paint firmly into a canvas, then spreading more paint over the bottom layer
 - C) Applying paint to a canvas and then scrubbing it into the canvas
 - D) Manipulating the paint with quick movements

Listen to part of a lecture in a Biology class

【公众号“四箭齐发托福”】(female professor) So, we've been talking about fixed action patterns in animals, behaviors that take place independent of environmental stimuli, that is, they are instinctive behaviors. One of these fixed action patterns is begging, that is, babies and baby birds in particular beg for food. Now, begging would seem to be risky. There's a certain risk in this behavior. What might that be?

(male student) Um, maybe the energy that use for begging isn't very efficient. They might grow more if they use less energy.

(professor) OK, that's certainly a possibility. Uh, what else?

(female student) Well, they're so loud, I mean, you can hear them from a long way away. Would that attract predators? That can't be good.

(professor) That's true. Why draw so much attention to yourself?

(male student) Well, the book said that the noises of baby birds in nests on the ground were at higher frequencies than those baby birds in nests in trees. And these higher frequency sounds don't travel as far. So it seems they know not to make a lot of noise.

(professor) Yes, that's a sensible adaptation and it's been confirmed that the nests of these birds are attacked less than they would be if they use the same frequency calls that the birds in the trees do. OK, begging is risky and it's also instinctive. Let's look at a related question. And that is, "Is it honest?"

We have two hypotheses to explain the behavior of nestlings. The first is called the **scramble competition** hypothesis. According to the scramble competition hypothesis, when the parent return with food, all the

baby birds compete with each other, whether they're hungry or not, and try to get the most attention to get fed. They're cheeping and making noise. And it's not just the loudness of their calls but also the speed that they give the calls and their posture as well, how erect they sit in the nest. And they exhibit these behaviors not to get just their fair share but to compete with their nest mates in order to the most food.

The other one is the honest signaling hypothesis. The honest signaling hypothesis asserts that the baby bird that's cheeping the loudest is simply honestly the hungriest, the one most in need of food. So, according to this hypothesis, the signals are accurate and, uh, and part of this hypothesis is that the adult doesn't have to waste time and energy delivering food to babies that aren't really hungry. OK, now, if scramble competition is correct, which baby bird will the parent give the most food to?

(male student) If that's correct, then the loudest one will get the food.

(professor) Right, and if honest signaling is correct, then which baby bird will the parent give the most food to?

(male student) The loudest one?

(professor) Right, you see the problem?

(female student) But there *is* a difference. In one case, baby birds are calling the shots. But in the other, it's the parents.

(professor) OK, could you elaborate?

(female student) Well, according to scramble competition, the baby birds themselves decide which one gets the most food. It's the one that shoves the others out of the way and makes the most noise. But with the honest signaling hypothesis, the parent makes the decision based on the signals they receive from its chicks.

(male student) I think I disagree. In both cases, the parent makes the decisions. It's the one with the food after all. Can't they ignore the one that's pushy and loud?

(professor) Not so clear, is it? Interestingly, researchers always assumed adult birds responded to the begging, that is made a choice. But what if they didn't? What if the parents were non-responsive? What if they just fed their babies randomly?

A recent study on this showed that babies with responsive parents actually grew bigger overall than they


would if fed randomly. That's because they ate more food overall. If the adult fed their babies randomly, well, babies that were already full would refuse and that's a waste of time for the adult. Responding to the begging is most beneficial. It allows adult birds to save energy overall and the result is larger healthier young.

(male student) Well, it seems then that honest signaling would benefit them the most. The hungriest ones get fed and the full ones stay quiet so they don't attract attention.

(professor) But it's still hard to rule out the other hypothesis. There was a study with robins that showed pretty clearly that recently fed, less hungry babies begged just as loudly as hungry ones. They didn't become less competitive. In fact, they even intensified their own begging as hungrier ones got louder.

1. What is the main purpose of the lecture?
 - A) To compare and contrast behaviors of adult and baby birds
 - B) To compare the risk levels of different types of instinctive behaviors
 - C) To examine a particular instinctive behavior in birds
 - D) To examine a recent experiment that helps explain why baby birds beg
2. What point do the speakers make about baby birds in nests on the ground?
 - A) They are frequently attacked by predators.
 - B) They use silent signals to alert the parent bird that they are hungry.
 - C) They are less competitive when begging for food than birds that nest in trees.
 - D) They produce sounds that do not travel as far as the sounds of birds that nest in trees.
3. How does the scramble competition hypothesis differ from the honest signaling hypothesis?
 - A) According to scramble competition, baby birds will beg when they are not hungry.
 - B) According to scramble competition, the smallest babies are the most aggressive.
 - C) According to scramble competition, birds will beg even if predators are nearby.
 - D) According to scramble competition, the hungriest bird will get the most food.
4. According to the professor, what are the advantages for birds of responding to begging? [choose two answers]
 - A) The risk of being attacked by predators decreases.
 - B) The chicks of responsive adults grow larger than chicks that are fed randomly.
 - C) The chicks of responsive adults are less likely to harm each other.
 - D) Responsive adult birds use less energy.
5. Why does the professor mention a research study about robins?

- A) To provide support for the scramble competition hypothesis
- B) To emphasize that each bird species exhibits unique behaviors
- C) To provide an example of a bird that randomly feeds its chicks
- D) To show one way that animals develop beneficial instinctive behavior

6. Why does the professor say this: 

- A) To emphasize the dangers that baby birds face from predators
- B) To express surprise that adult birds can distinguish honest from dishonest signals
- C) To point out the difficulty in determining which of the hypotheses she mentions is correct
- D) To suggest that adult birds are annoyed by the loudest baby birds