**TOELF 1**

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| **Student** | Hi!  I really hope you can help me. |
| **Librerian** | That’s why I’m here.  What can I do for you? |
| **Student** | I’m supposed to do a literature review for my psychology course, but umm! having a hard time finding articles.  I don’t even know where to start looking. |
| **Librerian** | You said this is for your psychology course, right?  So your focus is on… |
| **Student** | Dream Interpretation. |
| **Librerian** | Well! You have a focus so, that’s already a good start.  Umm! Well, there are a few things… oh wait…  have you check to see if your professor put any material for you to look at on reserve? |
| **Student** | A ha!  That’s one thing I did know to do!  I just copied an article, but I still need three more on my topic for three different journals |
| **Librerian** | Let’s get you going on looking for those then.  We have printed versions of twenty spychology journals in the reference section, these are the ones published within last year, then I think about it…, there is a journal named “Sleep and Dreams”. |
| **Student** | Oh yeah.  The article I just copied is from that journal, so I’ve got I look at other sources |
| **Librerian** | Ok!  Actually, most of our materials are available electronically now. You can Access psychology data bases, or electronic journals and articles through the library’s computers, and if you want to search by title with the Word “Dream” for example, just type it in, and all the articles with Dream in the title Will come up on the screen. |
| **Student** | Cool, that’s great. Too bad I can’t do this from home. |
| **Librerian** | But you can.  All of the library’s data bases and electronic sources can be accessed through any computer connected to the university network. |
| **Student** | Really?  I can’t believe I didn’t know that!  It still sounds like it’s going to take a while though, you know, going through all of that information, all of those sources. |
| **Librerian** | Maybe, but You already narrow your search down to articles of dreams interpretation, so it shouldn’t be too bad. And you probably notice there’s an abstract or summary at the top of the first page of the article you copied. When you go into the data bases or electronic, you have the option to display the abstract on the computer screen, skimming those to decide whether or not you want to read the whole article should cut down some time. |
| **Student** | Right, Abstract, they will definitely make the project more durable. I guess I should try at the electronic search well I’m still here then, you know, just in case |
| **Librerian** | Sure, that computer’s free over there, and I’ll be here til five this afternoon. |
| **Student** | Thanks, I feel a lot better about this assignment now. |
|  | Narrow: (Verbo) Reducir, estrechar; (Adjetivo) Estrecho, Angosto.  Skimming: Rozar  Though: Aunque, Si quiera.  Inferred: Inferido, Concluido.  Aware: Consciente, al corriente. |
| **Questions** | **1 - Why does the student go to see the librarian?**  D (To ask about how to look for resources for a class paper).  **2 - What does the librarian say about the availability of journals and articles in the library?**  B (Most of them are accessible in an electronic format).  **3 - What does the librarian suggest the student to do for save time?**  C (Read the summaries of the articles first).  **4 - What can be inferred about why the woman decides to use the computer in the library.**  A (She thinks she might need additional help from the man).  **5 - Why does the woman say this?**  B (She is surprised she was not aware of the information). |

**TOEFL 2**

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| **Professor** | Ok!  I’m going to begin this lecture by giving you your next assignment.  Remember I said that at some points during the semester I wanted you to do attend and exhibit at the Fairy Street Gallery and write about it?  Well! The exhibit that I want you to attend is coming up.  It’s already started in fact. But it’ll be at the gallery for the next month. Which should give you plenty of time to complete this assignment.  The name of the artist exhibiting there is Rose Frantzen.  Frantzen´s work maybe unfamiliar to you since she’s a relatively young artist.  But she’s got a very unusual style compared to some other artists we’ve looked at this term.  But anyway, Frantzen’s style is what she herself calls Realistic impressionism.  So, you’ve probably studied both of these movements separately, separate movements, Realism and the impressionism, in some of your art history courses.  So, who can just sum these up? |
| **Student 1** | Well, Impressionism started in the late nineteenth century, the basic impressionist style was very different from earlier styles.  It didn’t depict scenes or models exactly as they looked.  Impressionist painters tended to apply paint really thickly, and in big brushstrokes, so, the texture of the canvas was rough. |
| **Professor** | Good!  What else?  What were the subjects? |
| **Student 2** | Well!  A lot of the impressionist artists painted everyday scenes, like people on the street and in cafes, lots of nature scenes, special landscapes. |
| **Professor** | Good!  So, when you go to the exhibit, I really want to you take a close look at a certain painting.  it’s a Farm scene, and you will see it right as you enter the gallery!  The reason I think this painting is so important is that it stresses the impressionist aspect of Frantzen’s style, it’s an outdoor scene, an everyday scene.  It’s kind of bleak, which you can really see those broad brushstrokes and the blurry lines.  The color aren’t quite realistic.  The sky is kind of, well!, in a natural pinkish yellow, and the fence on the foreground is blue, but somehow, the overall scene gives an impression of a cold, bleak, winter day on a farm.  So, that’s the impressionist side of work!  Oh, and speaking about farms that’s reminds me,  One interesting thing I read about Frantzen is when she first moved back to Iowa after living abroad, She often visited this place in her town called the Sales Barn.  And the Sales Barn, it was basically this place where the local farmers bought and sold their cattle, their farm animals.  And the reason Frantzen went there, and she later on would visit other places like dance halls, was to observe people and the way that they moved.  She really found that this helped her work, that it gave her an understanding of body movements and actions, how humans move, and stand still, what the postures were like, too.  So, what about realism?  What are the elements of realism we should be looking for in Frantzen’s work? |
| **Student** | Oh!  Real honest, depictions of subject matter, pretty unidealized stuff, and pretty everyday subject matter too. |
| **Professor** | Good!  One other painting I really want you to look at is of a young woman surrounded by pumpkins.  You’ll notice that the woman’s face is so realistic looking, that it’s almost like a photograph.  The woman’s nose is a little less than perfect and her hair is kind of messed up. This is realism.  But then, the background of the painting, this woman with the pumpkins is wrapped in a blanket of broad thick brushstrokes, and, it’s all kind of zigzagging brushstrokes, and lines, kind of chaotic almost when you look at it close.  And there are vibrant colors.  There’s lots of orange, with little hints of an electric blue peeking out.  I find Frantzen to be a very accessible artist.  I mean, some artists to appreciate them, you have to know their life story.  But, here a little bit about Rose Frantzen’s life anyway, she attended art school, but was told by one of her instructors that she was not good at illustration, that she should go into advertising instead.  So, she took advertisings classes and fine arts classes too, until she was convinced by the head of an advertising agency that her work was really good, that her work was really good, that she could be an artist.  But, of course it’s not as easy as that, and so Frantzen had to paint other people’s portraits at places like art fairs just to make money to buy paint for her more series of art work.  No matter what, she never stopped painting.  And now, Frantzen is doing extremely well.  And her work is being shown all over the country. So, I think most of us would be discouraged if we had to face challenges and difficulties like that.  But what’s important is that you keep at it that you don’t give up. That’s what is really important to remember. |
|  | **Depict**: Representar.  **Bleak**: Desolado, poco prometedor, apacible.  **Broad**: Ancho, extenso.  **Brushstroke**: Pincelada, brochazo.  **Blurry**: Borroso.  **Fence**: Cerca, valla, Cercado.  **Foreground**: Primer plano.  **Overall**: En general, conjunto, total.  **Cattle**: Ganado.  **Unidealized**: No revelado.  **Hint**: Indicio, insinuación, indirecta.  **Stuff**: Cosas, Materia. (Verbo) Rellenar.  **Matter**: Materia, Asunto. (Verbo) Importar.  **Blanket**: Cobija, Manta. (Verbo) cubrir.  **Peek out**: (Verbo) asomarse.  **Resemble**: Parecerse a.  **Portrait**: Retrato.  **Discouraged**: Desanimado, Desalentado. |
|  | **6 - What is the purpose of the lecture?**  C (To introduce an artist’s work to the class).  **7 - What does the professor say about Frantzen’s painting of a farm scene?**  C (It was painted in the impressionist style)  **8 - Why did Frantzen go to the Sales Barn?**  A (To study human form and movement)  **9 - What does the professor imply about the painting of the young woman surrounded by pumpkins?**  B (It combines Impressionism with Realism.  **10 - Why does the professor discuss Frantzen’s difficulties as a young painter?**  B (He thinks her example can inspire the students in their own lives).  **11 - What does the professor imply when he says this?**  A (the students can understand Frantzen’s work without knowing about her life). |

**TOELF 3**

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| **Professor** | Ok!  Let’s get started!  Great!  Today I want to talk about a way in which we’re able to determine how old a piece of land or some other geologic feature is, “Dating Techniques”.  I’m going to talk about a particular dating technique.  why? Good dating is a key to good analysis.  In other words, if you want to know land formation was formed, the first thing you probably want to know is how is how old it is. It’s fundamental  Take the Grand Canyon for instance.  Now we geologists thought we had a pretty good idea how the Grand Canyon in the Southwastern United States was formed.  We knew that it was formed from sandstone that solidified somewhere between 150 and 300 million year ago.  Before it solidified, it was just regular sand. Essentially, it was part of the vast desert.  And until just recently, most of us thought the sand had come from an ancient mountain range fairly close by the flattened out over time  That’s been the conventional wisdom among geologists for quite some time.  But now, we’ve learned something different and quite surprising, using the technique called Uranium-Lead dating.  I should say that Uranium-Lead Dating has been around for quite a while. But there had been some recent refinements.  I’ll get into this in a minute.  Anyway, Uranium-Lead dating has produced some surprises.  Two Geologists discovered that about half of the sand from the Grand Canyon was actually part of the Appalachian mountains.  That’s really eye-opening news. Since Appalachian mountain range is, of course, thousands of kilometers to the east of the Grand Canyon. Sounds pretty unbelievable, right?    Of course, the obvious question is, how did that sand end up so far west?.  The theory is, the huge rivers and wind carried the sand west, where it mixed in with the sand that was already there.  Well, this was a pretty revolutionary finding.  Um, and it was basically because of Uranium-Lead dating.  Why?  Well, as everyone in this class should know, we usually look at the grain type within sandstone, meaning the actual particles in the sandstone, to determine where it came from.  You can do other thing too, like look at the wind or water that brought the grains to theirs location and figure out which way it was flowing.  But that’s only useful up to a point, and that’s not what these two geologists did.  Uranium-Lead dating allowed them to go about it in entirely different way.  What they did was, they looked at the grains of Zircon in the sandstone.  Zircon is a material that contains radioactive uranium, which makes it very useful for dating purposes.  Zircon starts off as molten magma, the hot lave from volcanos. This magma then crystallizes.  And when Zircon crystallizes, the uranium inside it begins to change into lead. So if you measure the amount of lead in a zircon grain, you can figure out when the grain was formed.  After that, you can determine the age of zircon from different mountain ranges.  Once you do that, you can compare the age of the Zircon in the sandstone in your sample to the age of the zircon in the mountains.  If the age of the zircon matches the age of one of your mountain ranges, that it means the sandstone actually used to be part of that particular mountain range.  Is everybody with me on that? Good  So in this case, Uranium-Lead dating was used to establish the half of the sandstone in the samples was formed at the same time the granite in the Appalachian mountains was formed.  So, because of this, this new way of doing Uranium-Lead dating, we’ve been able to determine that one of our major assumptions about the Grand Canyon was wrong.  Like I said before, Uranium-Lead dating has been with us for a while.  But, until recently, in order to do it, you really have to study many individual grains, and it took a long time before you got results.  It just wasn’t very efficient. And it wasn’t very accurate.  But technical advances have cut down on the number of grains you have to study, so you get your results faster.  So, I’ll predict that Uranium-Lead dating is going to become an increasingly popular dating method.  There are a few pretty exciting possibilities for Uranium-Lead dating.  Here’s one that comes to mind. You know, the theory that earth’s continents were once joined together and only split apart relatively recently?  Well, with uranium-lead dating we can prove that more conclusively.  If they show evidence of once having been joined, that could really tell us a lot about the early history of the planet’s geology. |
|  | **Fairly:** Bastante, Justamente.  **Ancient**: Antigüo, anciado  **Flattened**: Aplanado.  **Wisdom**: Sabiduría.  **Refinements**: Refinamiento, refinación.  **Grain**: Grano.  **Molten**: Fundido, derretido. |
|  | 12 – What does the professor meanly discuss?  B (The importance of a technique used for dating geological materials).  13 – Before the use of uranium-lead analysis, where did most geologist think the grand canyon sandstone came from?  D (A nearby mountain range that had flattened out over time).  14 – BCA  15 – According to the professor, what change has caused uranium-lead dating to gain popularity recently?  B (it can now be done more efficiently).  16 -Why does the professor talk about the breaking apart of Earth’s continents?  A (To give another example of how uranium-lead dating might be useful).  17 – Why does the professor imply when he says this?  B (The class has already studied the information he is discussing). |

**TOEFL 4**

**TOEFL 5**

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| **Professor** | Ok, we’ve been talking about early agriculture in the near east.  So, let’s concentrate on one side and see what we can learn from it.  Let’s look at Catalhuyuk. Ah, I’d better write that down.  Catalhuyuk, That’s about as close as we get in English.  It’s Turkish, Really. The sites in modern day turkey, and who knows what the original inhabitants called it.  Anyway, Catalhuyuk wasn’t the first agriculture settlement in the near east, buy it was pretty early, settled about 9000 years ago in the Neolithic period.  And, umm! The settlement, town really, lasted about a thousand years and grew to a size of eight or ten thousand people.  That certainly makes it one of the largest town in the world it that time.  One of the things that make the settlement of this size impressive is time period.  It’s the Neolithic remember, the late stone age.  So, the people that lived there had only stone tool, no metals.  So, everything they accomplished, like building this town, they did with just stone, plus wood, bricks, that sort of things.  But you got to remember that it wasn’t just any stone they had, they had obsidian.  Obsidian is a black volcanic, well almost like glass.  It flakes very nicely into really sharp points.  The sharpest tools in the entire stone age were made of obsidian.  The people of catahuyuk got theirs from further inland, from central Turkey, traded for it, probably!  Anyway, What I wanna focus on is the way the town was build.  The houses are all rectangular, one storey made of sundried bricks.  But what’s really interesting is that there are no spaces between them, no streets in other words, and so, generally not doors on the houses either.  People walked around on the roof and enter the house through a hatchway on the roof, down a wooden ladder.  You still can see the diagonal marks of the ladders in the plaster on the inside walls.  Once you were in the house, there would be one main room and the couple of small rooms for storage.  The main room had the hearths for cooking and for heat.  It would’ve been pretty cold during the winters. |
|  | **Settlement**: Asentamiento.  **Accomplished**: Consumado, realizado.  **Flakes**: Copos, escamas, hojuelas. (verbo) Separar en escamas.  **Further**: (verbo) Provomer, fomentar. (Adverbio) además, más lejos, más allá.  **Traded**: Nogociado, comerciado.  **Storey**: Piso.  **Roof**: Techo, tejado.  **Hatchway**: Escotilla.  **Plaster**: Yeso.  **Hearth**: Chimenea. |
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**TOEFL 6**

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| **Professor** | For today’s discussion, We’ll review the case study on how some animals have behaviorally adapted to their environments.  Now, you had to read about two animal species, eastern marmot and the Olympic marmot.    Marmots are rodents, they’re large, ground squirrels, about the size of an average house cat.  And they live in a variety of habitats. And even though they spend the significant portion of the year hibernating.  According to this case study, marmots are still considered excellent subjects for animals behavioral studies, why is that? |
| **Student 1** | Well!  When they’re not hibernating, you can find them in open areas.  And they’re pretty active during the day, which makes them easy to observe, right? |
| **Professor** | Uh-ha!  So, first let’s discuss the eastern Marmots.  They reside throughout the eastern region of north America where there is a temperate climate, where the growing seasons last for at least five months of the year, which is when they do all their mating, playing and eating. |
| **Student 1** | Oh!  I see…  At first I wasn’t sure what growing season meant, just from the reading but now I get it.  It’s the amount of time it takes for them to grow, right?  So, it would be five months? |
| **Professor** | I’m sorry, but no.  It has nothing to do with that. It’s not about the time it takes for eastern marmots to grow.  It’s when the food is available, that is when it’s not covered in snow and there is no frost covering the grass and, vegetative part of a plant’s herbs and the flowers the marmots like to eat.  Growing season refers to the availability of the food they eat, ok?  So, now, how would you describe the eastern marmots’ social habits? |
| **Student 2** | Well!  They’re really territorial, and loner, and just so aggressive, even with other eastern marmots.  And the meting ritual is just so impersonal. |
| **Professor** | Uh-Ha!  Now in the emerge in the spring from hibernation, the mating process begins.  For them! Well.  They come together to mate and then they go their separate ways.  Then about, six to eight weeks after birth, the offspring leave the mothers |
| **Student 2** | Really?  Just six weeks!  Is that possible for the offspring to make it on their own so young? |
| **Professor** | Well!  It’s not as if they aren’t ready for the real world because they are.  Remember, they mature quickly and the weather’s nice, also they live in open fields where there is lots of edible vegetation.  So, roughly six weeks after birth, eastern marmots are just old enough to take their chances of surviving in the temperate environment.  So, how does this relate to their behavior? |
| **Student 2** | Oh!  I get it, since the climate’s not too bad, eastern marmots don’t have to rely to each other too much, and they really don’t need to stay together as a family to survive either. |
| **Professor** | Uh-Ha!  Any contrast, the Olympic marmot, what about them? |
| **Student 2** | Well!  They live together as a family and take care of their young until they are at least two years old.  They’re really friendly with each other, and what I really like is the, they even have greeting ceremonies.  And they’re not at all aggressive and territorial like the eastern marmots.  So, their social behavior is so different from the eastern marmots, because of the climate where they live. That seems so bizarre! |
| **Professor** | Well!  The Olympic marmots inhabit meadows high in the Olympic mountains, where the weather conditions are a much harsher.  So, there’s a lot more wind and snow. The growing season only lasts about two to three months.  So, in that much shorter period of time, all the Olympic marmots, male and female eat, play, work and nurture the young together.  Because the climate is so Harsh, cooperation increases the survival rate of the Olympic marmot.  They keep their young at home until they’re physically able to survive on their own.  This could explain why the social behavior of the Olympic marmots is so unlike that of the eastern marmots. |
|  | **Rodent**: Roedor.  **Ground**: terrestre.  **Though**: Aunque, sin embargo.  **Even** **though**: Aunque, aún cuando.  **Throughout**: en todo, durante todo.  **Temperate**: Templado.  **Mating**: Apareamiento.  **Loner**: solitario.  **Emerge**: Surgir, emerger, salir.  **Offspring**: Descendencia, hijos, prole.  **Edible**: Comestible.  **Roughly**: Aproximadamente, toscamente.  **Greeting**: Saludo.  **Inhabit**: Habitar, poblar.  **Meadows**: Prados, praderas.  **Harsher**: Más dura, severo.  **Nurture**: nutrir, Alimentar. |
|  | **29 – What is the name topic of the lecture?**  D (Differences in behavior between marmot species).  **30 – According to the case study, why are marmots ideal for observation?**  C (they are active in open areas during the day).  **31 – Displays aggressive tendencies – Eastern Marmot.**  Is family oriented – Olympic Marmot.  Stays active during the winter – Eastern Marmot.  **32 – What reason does the professor give for the difference in marmot** behavior patterns?  D (Adaptations to the climate).  **33 – Why does the professor say this?**  A (To inform the student that his definition is incorrect).  **34 – Why does the professor sat this?**  C (To address the student’s concern). |