

## Complete TOEFL Test #11

THE LISTENING SECTION

2019 - 2020













## TST Prep - Complete TOEFL Test #11

The Listening Section







## The TOEFL Listening Section: Directions

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

You will first listen to a passage and then answer questions about it. You may listen to each passage **only once**. You are allowed to take notes while you listen.

You will be asked about the main idea and supporting details from each passage. Sometimes, you will be asked to infer meaning and purpose. These answers are usually not explicitly stated in the passage, but must be answered based on your own ideas in regards to the speaker's attitude, tone, and the context in which he or she is speaking.

When you see the audio icon it means that there is an audio passage you must listen to. <u>Please</u> click the icon to get redirected to the audio file.

Most questions are worth one point each. If a question is worth more than one point, it will be indicated in the directions.

**Answer each question in sequential order**. You will not be allowed to skip or go back to questions during the actual TOEFL iBT exam.

At the end of this test, you will find a scoring chart to help you determine your score and an answer key with explanations to help you understand the questions.

When you're ready, turn the page to listen to the first passage.







#### Passage #1



<u>Directions</u>: Now listen to a conversation between a student and a professor.

#### NOTE TO STUDENT:

Do NOT look at the questions on the next page until after you listen. Get a pen and a piece of paper and get ready to take notes. Click the icon above or the link below when you're ready.



Listen to the conversation







<u>Directions</u>: Now, answer the questions.

#### 1. What problem is the student having?

- **a.** She is uncomfortable working with Martin and Sarah
- **b.** She cannot find anyone to tutor her for the upcoming exam
- **c.** She might fail the class if she does not do well on the final
- d. She is worried about not being able to graduate

#### 2. Why does Carla mention that Sarah is in student government and Martin is on the soccer team?

- a. To show that other students in the class are not interested in biology either
- **b.** To emphasize that they may not have time to help her study
- **c.** To show that Martin and Sarah are active in extracurricular activities
- **d.** To explain to the professor why she does not get along with those students

#### 3. Why does the student say she is taking this class?

- **a.** To fulfill her science requirement
- **b.** To challenge herself
- **c.** In order to decide if she wants to major in science
- **d.** Because she is minoring in Biology

#### 4. What does the professor suggest Carla do? Select two.

- **a.** Ask other students for help
- **b.** Find a tutor
- **c.** Study more in the library
- **d.** Do an extra credit assignment

## 5. What is the professor implying when he says that Martin and Sarah, "have an excellent grasp on the material"?

- **a.** They have a strong grip on their textbooks
- **b.** They understand the material well
- **c.** They will be good tutors for Carla
- **d.** They are the best students in the class







#### Passage #2



<u>Directions</u>: Now listen to part of a talk in a biology class.

#### NOTE TO STUDENT:

Do NOT look at the questions on the next page until after you listen. Get a pen and a piece of paper and get ready to take notes. Click the icon above or the link below when you're ready.



Listen to part of a talk in a biology class

\*\*\*Vocabulary is sometimes provided in written form when it may be unfamiliar to the student, but essential for understanding the lecture.

carbon dioxide

greenhouse gases







<u>Directions</u>: Now, answer the questions.

#### 1. What is the professor mainly discussing?

- **a.** The pros and cons of climate change
- **b.** The sources and consequences of climate change
- **c.** How to prevent climate change
- **d.** What happens when we burn fossil fuels

## 2. The professor discusses several causes and effects of climate change. Indicate which information matches a cause or effect. This question is worth two points.

	Cause	Effect
Volcanic eruptions		
Changes in rainfall		
Burning fossil fuels		
Temperature changes		

#### 3. What is the difference between weather and climate? Select two.

- **a.** Weather refers to the seasonal conditions of the atmosphere in a given location
- **b.** Climate refers to the forecast over a 48-hour period
- **c.** Weather is more concerned with daily or hourly predictions
- **d.** Climate refers to predictable, long-term atmospheric conditions

#### 4. According to the lecture, what is an example of the effects of climate change?

- **a.** Polar bears have taken over all the glaciers
- **b.** Insects do not know when to pollinate flowers
- **c.** A large amount of flowers are blooming sooner than usual
- d. Many animals are searching for new homes







## 5. What is the professor implying when she says this? $| \leftarrow \rangle$

- **a.** She would rather have Jessica teach the class
- **b.** She thinks Jessica knows more than she does about the topic
- **c.** She is emphasizing that Jessica knows a lot of information
- d. She is annoyed that Jessica is speaking out of turn

#### 6. What does the professor imply about the role of human activity in climate change?

- **a.** Human activity is largely responsible for climate change
- **b.** The media is correct in its assessment on human activity and climate change
- **c.** Human activity is only a small part of the climate change problem
- **d.** Media outlets have tried to confuse people about climate change issues





#### Passage #3



<u>Directions</u>: Now listen to part of a talk in an astronomy class.

#### NOTE TO STUDENT:

Do NOT look at the questions on the next page until after you listen. Get a pen and a piece of paper and get ready to take notes. Click the icon above or the link below when you're ready.



Listen to part of a talk in an astronomy class

\*\*\*Vocabulary is sometimes provided in written form when it may be unfamiliar to the student, but essential for understanding the lecture.

meteorite falls

meteorite finds

irons

stones

stony-irons







<u>Directions</u>: Now, answer the questions.

#### 1. What is the purpose of the lecture?

- **a.** To describe the ways in which we find meteorites on Earth
- **b.** To explain how meteorites make it to Earth and their composition
- **c.** To prove that meteorites are extraterrestrial
- **d.** To illustrate the process of collecting and examining meteorites

#### 2. What does the professor say about shooting stars?

- **a.** They can only be seen on a dark and moonless night
- **b.** They are hardly ever witnessed by humans
- **c.** Their composition are slightly different from falling meteors
- **d.** They have to be within 200 kilometers of Earth to be seen

#### 3. Why does the professor discuss meteorites in the Antarctic?

- **a.** To prove that meteorite finds are the best ways to find meteorites
- **b.** To illustrate the need to look for more meteorites preserved in ice
- **c.** To provide an example of a type of meteorite find
- **d.** To describe what happens when meteorites land on ice

### 4. What is the professor implying when he says this?



- **a.** These meteorites most often look like they are not from Earth
- **b.** These are meteorites that come from other planets

- **c.** The other type of meteorite stones are not extraterrestrial
- **d.** It is really easy to find these types of meteorites on the ground







## 5. Based on the information from the listening, indicate which characteristic on the left belongs to either stones, irons, or stony-irons. This question is worth two points.

	Stones	Irons	Stony-Irons
Easy to spot as meteorites when found on Earth			
Rarest of the three			
Any rocky meteorite			
Composed of metal and stone			

#### 6. Why can we see a meteor falling in the sky if it is smaller than the size of a pea?

- **a.** It has more energy than a bullet being fired from a gun
- **b.** It is typically falling with many meteorites around it so it looks like one big meteorite
- c. It starts out larger and shrinks before it reaches the ground
- **d.** It is surrounded by glowing hot gas as it falls





#### Passage #4



<u>Directions</u>: Now listen to a conversation between a student and a career adviser.

#### NOTE TO STUDENT:

Do NOT look at the questions on the next page until after you listen. Get a pen and a piece of paper and get ready to take notes. Click the icon above or the link below when you're ready.



Listen to a conversation between a student and a career adviser







<u>Directions</u>: Now, answer the questions.

#### 1. Why does the student go to the career center?

- **a.** He wants to apply for a job at the career center
- **b.** He needs help applying for a job after he graduates
- **c.** He wants help with his resume
- **d.** He wants to meet with a career advisor

#### 2. Why is the student upset that the resume review is only on Thursdays?

- **a.** He needs help with his resume before next Tuesday
- **b.** He is busy and not able to come on Thursdays
- **c.** He wants to finish his resume before the weekend
- **d.** He must submit his application for these jobs before Thursday

## 3. Why does the student take the appointment with a career advisor on Wednesday even though it is after his application is due?

- a. He can be on the waitlist in case something sooner opens up
- **b.** He thinks it will still be helpful for future job applications
- c. He does not want the job he is applying for
- **d.** He did not want to seem ungrateful for the campus worker's help

## 4. What will the student do since he is unable to get help from the career center before his job application is due?

- **a.** He is not going to apply for the job
- **b.** He will not do anything unless someone cancels their appointment
- **c.** He is going to ask his professor for some advice
- **d.** He will see if one of his friends can help







#### 5. How does the student feel after his conversation with the career center receptionist?

- **a.** He is disappointed that he cannot get help from the career center today
- **b.** He is nervous to apply for the job without any help
- **c.** He is feeling confused about what to do next
- **d.** He feels like he is not going to be able to pursue his desired career







#### Passage #5



<u>Directions</u>: Now listen to part of a talk in an American history class.

#### NOTE TO STUDENT:

Do NOT look at the questions on the next page until after you listen. Get a pen and a piece of paper and get ready to take notes. Click the icon above or the link below when you're ready.



Listen to part of a talk in an American history class

\*\*\*Vocabulary is sometimes provided in written form when it may be unfamiliar to the student, but essential for understanding the lecture.

homesteading

The Homestead Act

sod houses thatched roofs

lice







<u>Directions</u>: Now, answer the questions.

#### 1. What is the lecture mainly about?

- a. How farmers were able to farm unoccupied land
- **b.** The initial costs involved in starting up a farm
- **c.** The results of the Homestead Act in the early 19th century
- **d.** Why the railroad was built to go inland from the East Coast

#### 2. What was the purpose of the Homestead Act?

- a. To force people to move away from the East Coast and settle the Midwest
- **b.** To give people money for them to take their family and farm new land
- c. To encourage families to settle further inland and create new towns and societies
- **d.** To give people homes in exchange for farm labor in the West

#### 3. How does the professor organize the lecture?

- a. She explains the chain of events resulting from the Homestead Act
- **b.** She introduces a concept and then provides several supporting examples
- c. She compares and contrasts living on the East Coast versus the unsettled land
- **d.** She describes the process involved with becoming a farmer

#### 4. Why does the professor talk about the farmer's homes?

- a. To provide an example of how life was not easy for the settlers in the new land
- **b.** To prove that the Homestead Act was not successful
- **c.** To explain why many farmers moved back East
- **d.** To highlight the difference between well-made and poorly-built homes

#### 5. Why did many farmers end up needing a large amount of money to succeed in the new land?

- **a.** The land was not actually free because the government charged them taxes
- **b.** Farming requires a lot of tools and all of which were not included in the Homestead Act
- **c.** The new settlers were required to help fund the railroad to be built
- **d.** They needed money to take the train to and from the East Coast







#### 6. What eventually led to the development of larger commercial farms?

- **a.** The development and expansion of the railroad network
- **b.** Farmers were having larger families so they were able to expand their farms
- **c.** The Homestead Act was revised to help create big farms
- **d.** More workers were available to farm as more people moved to the area









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# TST Prep - Complete TOEFL Test #11 Listening Section Answer Key & Transcripts







## The Grading Rubric

Use the chart below to determine your score in the listening section.

There are only 28 questions in this section, but the highest raw score **might be** different. Questions that require multiple answers, usually in the form of tables, are worth two points.

If you correctly filled out the given table, award yourself two points. If you made one mistake in the table, award yourself one point. If you made two mistakes or more, you earn zero points for the given question.

Raw Points	Score Estimate	Raw Points	Score Estimate	Raw Points	Score Estimate
30	30	20	20	10	10
29	29	19	19	9	9
28	28	18	18	8	8
27	27	17	17	7	7
26	26	16	16	6	6
25	25	15	15	5	5
24	24	14	14	4	4
23	23	13	13	3	3
22	22	12	12	2	2
21	21	11	11	1	1





#### Passage #1: Answer Key

#### 1. C (main idea)

C is the correct answer because the student says, "Well, as you know... this has been a really difficult class for me... and I'm really really nervous about the final coming up. I'm scared that I am going to fail the class, but I have to pass, or I'll have to take an extra class next semester and I know that would be so difficult." A is not correct because this is her response to the professor's proposition, not her main problem. B is wrong because she never says that she cannot find a tutor. Also, D is wrong because the consequence of failing is that she would have to take an extra class next semester, not that she would be unable to graduate.

#### 2. B (function)

B is correct because she says, "I know Sarah is in student government and Martin is on the soccer team so I feel like they are both really busy." The student is trying to explain to the professor why she does not feel comfortable asking Sarah or Martin to help her study as he proposed. C is not correct because it is not only to show that they are active in extracurricular activities, but that this is why they are too busy to help her. D is not correct because she never mentions that she does not get along with the students, and this is not the reason she does not want to ask them for help.

#### 3. A (detail)

A is the correct answer because the student explicitly states in the conversation, "I'm only taking this intro to biology class because I need to fulfill my science requirement... I'm a French major and science just doesn't make sense to me." Therefore C and D are both wrong. B is not correct either because, while she says that the class is difficult, she did not take the class to challenger herself.

#### 4. A, B (detail)

The professor denies the student's request for extra credit and he does not tell her to study more, so C and D are not correct. Instead he suggests she ask for help from other students or hire a tutor. Therefore A and B are the correct choices.

- Why don't you see if you can study with some other students in the class? I'm sure Martin or Sarah would be willing to help you, they seem to have an excellent grasp on the material.
- I could... I kind of feel bad asking... I know Sarah is in student government and Martin is on the soccer team so I feel like they are both really busy.
- Well if you don't feel comfortable working with them, you could always go to the student center and have them find you a tutor. You would have to pay, but it's really cheap, since they are student tutors and subsidized by the school.







#### 5. C (inference)

C is the best choice because, although it is true he says that Martin and Sarah understand the material well, this is the literal meaning of the phrase "excellent grasp on the material," and not what he is implying by saying it, so B is not correct. The point he is trying to make is that they will be good tutors for Carla, or good people to ask for help with studying, so D is also incorrect. A is wrong because this would be the literal meaning of this phrase.







#### Passage #1: Transcript

Woman: Hi Professor, do you mind if I talk to you for a minute?

Man: Sure Carla, what's going on?

Woman: Well, as you know... this has been a really difficult class for me... and I'm really really nervous about the final coming up. I'm scared that I am going to fail the class, but I have to pass, or I'll have to take an extra class next semester and I know that would be difficult. I was wondering if you could help me prepare or figure out a way to at least make sure I pass.

Man: Yes I've noticed this class hasn't been easy for you. I'm glad you came to me because the last thing I want is for any of my students to fail the course. What have you been doing to prepare for the final?

<u>Woman</u>: Well I'm studying in the library whenever I can, but I feel like I just don't understand the information. I'm only taking this intro to biology class because I need to fulfill my science requirement... I'm a French major and science just doesn't make sense to me. I'm really scared I'm not going to do well on the final. Is there any way I could do some extra credit to help my grade?

Man: I'm sorry Carla, but there will be no opportunities for extra credit. If I let you do something, I would have to let everyone in the class do it too.

Woman: Oh ok, well, I understand that I guess.

Man: Why don't you see if you can study with some other students in the class? I'm sure Martin or Sarah would be willing to help you, they seem to have an excellent grasp on the material.

<u>Woman</u>: I could... I kind of feel bad asking... I know Sarah is in student government and Martin is on the soccer team so I feel like they are both really busy.

Man: Well if you don't feel comfortable working with them, you could always go to the student center and have them help you find you a tutor. You would have to pay, but it's really cheap since they are student tutors and subsidized by the school.

<u>Woman</u>: I guess I could do that. I really can't afford to fail the class, so I think I'm going to have to invest in a tutor.

Man: I know many students who have done well after working with one of the student tutors. If you decide to go that route, I'm sure you will benefit as well!

Woman: I hope so! Thanks Professor! Man: Of course Carla. Good luck.







#### Passage #2: Answer Key

#### 1. B (main idea)

B is the best choice because the lecture is mainly covering the causes and effects, or "sources and consequences" of climate change. A can be eliminated because "pros" indicates something positive, whereas the professor does not mention anything positive about climate change. C can be eliminated as well because the professor does not discuss how to prevent climate change, and D can be eliminated too because it is just relevant to a small portion of the lecture.

#### 2. (organizational chart)

	Cause	Effect
Volcanic eruptions	X	
Changes in rainfall		Х
Burning fossil fuels	Х	
Temperature changes		Х

#### 3. C, D (detail)

C and D are the correct answers. The professor explains the difference near the beginning of the lecture when she says, "Climate refers to the long-term, predictable atmospheric conditions of a specific area, not the conditions of a day or even a week for that matter. Weather refers to the conditions of the atmosphere during a short period of time. Weather forecasts are usually made in 48-hour cycles and a more concerned with daily and hourly predictions." A and B are incorrect because they each define the other.

#### 4. C (detail)

C is correct because the professor says, "For example, researchers have shown that 385 plant species in England are flowering five days sooner than usual." A and B might seem correct, but they actually incorrectly summarize the information the lecture. D may be true, but it is not explicitly stated in the lecture.







#### 5. C (inference)

C is correct because Jessica just spoke eloquently about the topic, so the professor is making a joke to emphasize that Jessica just accurately gave the class good information. A is not what the professor is implying, it is a restatement of the professor's comment. B is incorrect because there is nothing that implies them to be the case, as professors in universities are normally very knowledgeable and have extensive experience in their field. D is also a bit too negative to reflect North American teaching values.

#### 6. A (inference)

Based on the professor's words and attitude, A is the correct answer because this what she is implying. She says, "Make no mistake, what may sometimes be reported in the media as debatable, there is no debate among scientists as to whether or not climate change is due to human activity." Although she does not say explicitly that humans have a large role, she does say that the natural changes (such as volcanic eruptions and solar intensity) are just a small part of the problem.







#### Passage #2: Transcript

All right, now, a common misconception about global climate change, commonly referred to as global warming, is that if we experience an unusually hot day in this area alone, then it's evidence of climate change.

I just want to take a second to make it clear that changes in local weather is a weather-related event, not a climate related one.

Climate refers to the long-term, predictable atmospheric conditions of a specific area, not the conditions of a day or even a week for that matter. Weather refers to the conditions of the atmosphere during a short period of time. Weather forecasts are usually made in 48-hour cycles and are more concerned with daily and hourly predictions.

Yes, Henry.

So, you're saying that climate has more to do with seasonal changes, for example, like the difference between summer and winter in New York, while weather is more about the conditions outside today or tomorrow.

That's right Henry. So, now that we have established exactly what we mean by climate, let me ask you about the causes of climate change, I mentioned them in the last class.

Well we started by talking about the Industrial Revolution, which began in the early 1800s. And that's when most of society starting burning fossil fuels, like oil and coal, and those fuels release a bunch of carbon dioxide in the air. And, when there's more carbon dioxide in the air, more of the sun's energy gets trapped in the atmosphere, so the climate of the Earth warms.

Perfect Jessica, maybe I should have you teach the class. So yes, most of us know about the harmful effects of the burning of fossil fuels and the release of greenhouse gases in the atmosphere, and I'll get back to that in a minute, but what else causes climate change. There are two more. Henry?

I know one is solar intensity and the other, I think has something to do with volcanoes? Sorry, I can't remember exactly.

Well, like you said, the intensity of the sun does change, believe it or not. Changes in the amount of heat from the sun has been proposed as one explanation for past climate events.

And, the third you're thinking of is volcanic eruptions.







## Ah, that's right, I remember now. The gases released during an eruption can change the climate over a period of a few years, but this type of climate change is usually just short term, right?

Right.

Now, let's go back to fossil fuels. As Jessica mentioned, increased amounts of carbon dioxide and other greenhouse gases are usually released through the burning of fossil fuels. Make no mistake, what may sometimes be reported in the media as debatable, there is no debate among scientists as to whether or not climate change is due to human activity. True, the strength of the sun's rays and the eruption of volcanoes can play a role, but there is an overwhelming amount of evidence that human activity, particularly the burning of fossil fuels, is to blame for the rise in global temperatures.

And we are now starting to see the tremendous impact global warming is having on our environment. Between 2002 - 2006, Greenland lost almost 200 kilometers worth of glaciers. And as the glaciers melt around the globe, the sea levels rise, which threatens the coastal life of humans and the marine life of aquatic species.

Many organisms on land are also being affected by the changes in climate. Temperature and rainfall play key roles in determining the geographic distribution of plants and animals. For example, researchers have shown that 385 plant species in England are flowering five days sooner than usual. In addition, insect species that pollinate and rely on these flowers are now arriving sooner than in previous decades. This mismatched timing of plants and insects could result in the loss of both species in the area.

Small changes in the atmosphere have already made a big impact on species that rely on specific weather conditions. Most think of polar bears and their disappearing homeland of snow and ice, but this is just one of the many organisms threatened by global climate change, and that includes us humans.







#### Passage #3: Answer Key

#### 1. B (main idea)

B is the correct answer because in the first part of the lecture, the professor explains how meteorites make it to Earth, and in the second part he is describing their composition. D can be eliminated because this is something that is not really talked about much at all in the lecture. C can also be eliminated because we know that meteorites are extraterrestrial, since they come from outer space, so this does not need to be proven. Lastly, A can be eliminated because, although there is mention of where and how meteorites can be found, it is not the focus of the lecture.

#### 2. D (detail)

D is correct because the professor says, "To be visible, these shooting stars (or meteors) must be within about 200 kilometers of the observer. On a typical dark and moonless night, you can see up to six meteors per hour, and maybe more." Therefore, A is wrong because this is not the "only" time to see them. B is wrong as well because the professor says six or more can be seen per hour. C is also wrong because they are falling meteors, not slightly different from them.

#### 3. C (function)

C is the correct answer. There are really two reasons that the professor discusses meteorites found in the Antarctic. The first being that it is an example of a meteorite find, and the second being that it introduces the next part of the lecture, where the professor discusses the composition of meteorites. A is not correct because he mentions that this is just one of the ways, not the best way. B is also incorrect because the professor is not implying that more meteorites need to be found.

#### 4. A (inference)

A is correct because the professor uses the word extraterrestrial not to talk about other planets, eliminating B, but to refer to something that does not come from Earth. He says these two stones are most obviously extraterrestrial, but that does not mean the other type is not, so C can be eliminated. The professor is also referring to the appearance of the stones and not how easy it is to find them on the ground, so D can be eliminated too.







#### 5. (organizational chart)

	Stones	Irons	Stony-Irons
Easy to spot as meteorites when found on Earth		X	X
Rarest of the three			Х
Any rocky meteorite	Х		
Composed of metal and stone			Х

#### 6. D (detail)

D is correct because the professor says, "The typical meteor is produced by a particle with a mass of less than 1 gram—no larger than a pea. How can we see such a small particle? The light you see comes from the much larger region of heated, glowing gas surrounding this little grain of material." A is not correct because this professor says, "Because of its high speed, the energy in a pea- sized meteor is greater than a bullet being fired by a gun on Earth." This is not the reason it can be seen. B and C are never mentioned in the lecture.





#### Passage #3: Transcript

Okay, so, I'm sure you all know what meteors are right? Those bright shooting stars in the sky that sometimes pass through the atmosphere and land here on earth as hot rocks.

Well, these alien rocks go on quite a journey to make it here. You see, these meteors start off as comets from other areas in space. The ice in these comets melt when they get close to the sun, which breaks apart and sprays millions of tons of rocks and dust into the solar system. As each of the larger dust and rock particles enters earth's atmosphere it creates a brief fiery trail that is often called a shooting star, but it's properly known as a meteor.

Since the particles move at speeds of many kilometers per second, friction with the air vaporizes them at altitudes between 80 and 130 kilometers. The resulting flashes of light fade out within a few seconds. To be visible, these shooting stars (or meteors) must be within about 200 kilometers of the observer. On a typical dark and moonless night, you can see up to six meteors per hour, and maybe more.

I don't know about you, but witnessing a shooting star is really a magical feeling. Anyway...

The typical meteor is produced by a particle with a mass of less than 1 gram—no larger than a pea. How can we see such a small particle? The light you see comes from the much larger region of heated, glowing gas surrounding this little grain of material. Because of its high speed, the energy in a pea-sized meteor is greater than a bullet being fired by a gun on Earth.

But, as I'm sure you all know, these shooting stars, these meteors, sometimes land on the ground.

Meteorites are pretty much found in two ways. First, a meteorite falls. Sometimes bright meteors (or fireballs) are observed to penetrate the atmosphere and find their way to the earth's surface. The 2013 Chelyabinsk fireball in Russia produced tens of thousands of small meteorites, many of them easy to find because these dark stones fell on snow.

People sometimes discover unusual-looking rocks that turn out to be meteoritic; these rocks are termed meteorite finds, the second way meteors are found.

Since the 1980s, meteorite finds in the Antarctic have dramatically increased our knowledge of space and its materials. More than ten thousand meteorites have been recovered from the Antarctic as a result of the motion of the ice in some parts of that continent. Meteorites that fall in regions where ice accumulates are buried and then carried slowly to other areas where the ice is gradually worn away. After thousands of years, the rock again finds itself on the surface, along with other meteorites carried to these same locations.

The meteorites in our collections have a wide range of compositions and histories, but traditionally they have been placed into three broad classes. First are the irons, composed of nearly pure metallic







nickel-iron. Second are the stones, the term used for any rocky meteorite. Third are the rarer stony-irons, made (as the name implies) of mixtures of stone and metallic iron.

Of these three types, the irons and stony-irons are the most obviously extraterrestrial because of their metallic content. Pure iron almost never occurs naturally on Earth. Therefore, if you ever come across a chunk of metallic iron, it is sure to be either man-made or a meteorite.

The stones are much more common than the irons but more difficult to recognize. Often laboratory analysis is required to demonstrate that a particular sample is really of extraterrestrial origin, especially if it has lain on the ground for some time and been subject to weathering. The most scientifically valuable stones are those collected immediately after they fall, or the Antarctic samples preserved in a nearly perfect state by the ice.







#### Passage #4: Answer Key

#### 1. C (main idea)

In the conversation, the main reason the student comes to the career center is to get help with his resume, so C is correct even though it takes a few seconds for this to be revealed. The conversation states:

- Hi, my name is Michael... I'm a senior and I'm trying to apply to some jobs... I don't want to have to worry about finding something over the summer after graduation. I saw a flyer the other day somewhere on campus that said you were offering resume reviews, and that I could just drop in whenever to get some help with my resume?
- That's smart of you, to get a head start on the job search. We do offer drop-in resume review, but that's only on Thursdays. And since today is Friday, of course, you'll have to come back next Thursday...
- Oh no really? Darn. I was really hoping to get some help. There is one job in particular that I want to apply to but the deadline is next Tuesday... so I need to get help with my resume before then.

  While A and B are partially true, the student does not say he wants a job at the career center or after he graduates. D is not the reason the student goes to the career center even though scheduling an appointment is the eventual outcome.

#### 2. A (detail)

A is correct because the student is applying for a job that has an application due Tuesday, but the resume review is not until next Thursday. He says, "Oh no really? Darn. I was really hoping to get some help. There is one job in particular that I want to apply to but the deadline is next Tuesday... so I need to get help with my resume before then." Therefore, C is not correct because he does not need it done before the weekend, and D is not correct because it is only one job, not more than one, with the deadline next Tuesday.

#### 3. B (detail)

Even though the appointment with the career advisor is after his job application is due, he says he will be applying to more jobs anyways so it will still be helpful for him to meet with a career advisor. He says, "No one is available until Wednesday? Yikes. That's too late also. I mean, I guess I could make an appointment anyways, since I'll be applying to other jobs in the future... but what should I do about this one? I have no idea what I'm doing and this job application is due Tuesday!" A is not correct because he does not have to make an appointment in order to be on the waitlist. C and D are never mentioned.







#### 4. D (detail)

D is correct. At the end of the conversation, the receptionist suggests that the student look to his friends or family for help, since he seems to have no other options, and the student agrees with this advice. B is wrong because, while he is waiting to see if anything cancels, he is not going to do nothing in the meantime.

- Why don't I put you down on the waitlist, so that if anyone cancels or something opens up I will call you right away to schedule you. In the meantime, you could try having a friend or family member help you out, or talk to someone you know who has written a resume before. That's probably your best bet.
- Yeah I guess I'll have to do that. Well, thanks anyways, and please put me down for the appointment on Wednesday.

#### 5. A (speaker stance)

A is correct because we can hear in the student's tone of voice that he is disappointed. Also, we can take hints from his word choices, like "yikes" or "well, thanks anyways." B is wrong because he is not going to apply for the job without help, he is going to his friends or family members for help while he waits to see if he can get an appointment. This also means C is incorrect because he is not confused about what to do next. Option D is incorrect because he may not get the "job" he wants, but this is not part of his "career". A "career" implies long-term employment, not a job in college. The conversation ends with:

- No one is available until Wednesday? Yikes. That's too late also. I mean, I guess I could make an appointment anyways, since I'll be applying to other jobs in the future... but what should I do about this one? I have no idea what I'm doing and this job application is due Tuesday!
- Why don't I put you down on the waitlist, so that if anyone cancels or something opens up I will call you right away to schedule you. In the meantime, you could try having a friend or family member help you out, or talk to someone you know who has written a resume before. That's probably your best bet.
- Yea I guess I'll have to do that. Well, thanks anyways, and please put me down for the appointment on Wednesday.







#### Passage #4: Transcript

Woman: Hi, welcome to the career center. How may I help you?

Man: Hi, my name is Michael. I'm a senior and I'm trying to apply for some jobs. I don't want to have to worry about finding something over the summer after graduation. I saw a flyer the other day somewhere on campus that said you were offering resume reviews, and that I could just drop in whenever to get some help with my resume?

<u>Woman</u>: That's smart of you, to get a head start on the job search. We do offer drop-in resume review, but that's only on Thursdays. And since today is Friday, of course, you're going to have to come back next Thursday...

Man: Oh no really? Darn. I was really hoping to get some help. There is one job in particular that I want to apply for but the deadline is next Tuesday... so I need to get help with my resume before then.

<u>Woman</u>: Well what I could do is make you an appointment to meet with a career advisor. That will be better anyways because then you can meet for an hour or so and discuss any other questions you may have as well.

Man: That sounds amazing! When do you think I can get an appointment?

<u>Woman</u>: Let me take a look at our calendar here... I hate to say this but it looks like all of our advisors are fully booked until Wednesday.

Man: No one is available until Wednesday? Yikes. That's too late also. I mean, I guess I could make an appointment anyways, since I'll be applying to other jobs in the future... but what should I do about this one? I have no idea how to write a good resume and the job application is due Tuesday!

<u>Woman</u>: Why don't I put you down on the waitlist, so that way if anyone cancels or something opens up I will call you right away to schedule you. In the meantime, you could try having a friend or family member help you out, or talk to someone you know who has written a resume before. That's probably your best bet.

Man: Yeah I guess I'll have to do that. Well, thanks anyways, and please put me down for the appointment on Wednesday.

Woman: Will do, and I will call you if anything opens up sooner. Have a great day!







#### Passage #5: Answer Key

#### 1. C (main idea)

C is obviously correct based on the organization of the lecture. In the beginning, the professor starts with defining the Homestead Act, and then she spends the rest of the lecture discussing the events that followed as a result.

#### 2. C (detail)

B and D can be eliminated because the government did not give people homes or money, only that they can have free land if they settle out West. A can also be eliminated because no one was forced to move, people were merely given an incentive. The professor says, "The American government wanted to get people to start moving out of the east coast and migrate west to settle these lands and create new villages, towns and settlements. The Homestead Act of the 19th century gave free land for any brave pioneers who were willing to migrate west and settle in plain lands in modern day states like Kansas, Nebraska and the Dakotas," so C is the correct choice.

#### 3. A (organization)

A is the correct answer. For a history lecture, this is a typical way of organizing the lecture. The professor does not spend the lecture providing examples of a concept, rather she describes a chain of events that resulted after the Homestead Act, so B is not correct. The professor never mentions what life was like on the East Coast, so C is also wrong, nor does she describe the process of becoming a farmer.

#### 4. A (function)

A is the correct choice. The entire lecture discusses the consequences of the Homestead Act, which all happen to be fairly negative. However, discussing the housing situation of the farmers is meant to be an example that shows the difficulties the farmers faced as a result of the Homestead Act. It is not to prove that the Homestead Act was not successful, so B is not correct. C is also wrong because the professor never says that farmers moved back East. While she does explain how their homes were poorly-built, the purpose is not to compare them to well-made homes.







#### 5. B (detail)

The land was free for the farmers under the Act, but only the lands. They did not realize that they would then have to buy all the necessary supplies to get their farms up and running. Near the middle of the lecture, the professor says, "Farmers also faced the ever-present threat of debt and farm foreclosure by the banks. While land was essentially free under the Homestead Act, all other farm necessities cost money and were initially difficult to obtain in the newly settled parts of the country where market economies did not yet fully reach." A is wrong because the professor never mentions taxes or farmers having to pay the government. Although the train cost money, the people did not necessarily need to use it themselves, it was more for equipment, eliminating D. In addition, the settlers did not have to help fund the railroad, eliminating C.

#### 6. A (detail)

Near the end of the lecture, the professor talks about commercial farms and how they developed. It was the railroad that led to commercial farms: "Eventually, the arrival of a more extensive railroad network aided farmers, mostly by bringing much needed supplies such as lumber for construction and new farm machinery. In turn, larger commercial farms began to develop." B and C are wrong because they are never mentioned in the lecture. Also, D is not correct because, although farmers eventually became the workers on commercial farms, this is not what the professor says led to their development.







#### Passage #5: Transcript

So America looked a lot different back in the early 19th century. Most Americans lived on the east coast, populating cities like New York, Boston, and Philadelphia. However, there was still plenty of land west, across the Mississippi and stretching all the way to the western shores of the Pacific Ocean, in areas around present-day California. The American government wanted to get people to start moving out of the east coast and migrate west to settle these lands and create new villages, towns, and settlements.

The Homestead Act of the 19th century gave free land for any brave pioneers who were willing to migrate west and settle in plain lands in modern day states like Kansas, Nebraska, and the Dakotas. Of the hundreds of thousands of settlers who moved west, the vast majority were what we call homesteaders. These pioneers were mostly average families seeking land and opportunity.

Free land sounded like a great deal to many recent immigrants who had difficulty finding work and had hardly any money to their name. The promise of a piece of land to raise a family and call home sounded too good to be true.

And it was.

You see, there was a reason why most of this land remained unclaimed. It was unsettled and hard to farm.

Still, the idea of a new life was too good to miss for some. They settled throughout the land that now makes up the Midwestern states of Wisconsin, Minnesota, Kansas, Nebraska, and the Dakotas. The weather and environment were terrible, and settlers struggled to make out a living. The region typically had low rainfall and harsh temperatures made crop the growing of crops almost impossible. Irrigation was a requirement, but finding water and building adequate systems proved too difficult and expensive for many farmers.

The first houses built by western settlers were typically made of mud and sod with thatch roofs, as there was little wood for building. Rain, when it arrived, presented constant problems for these sod houses, with mud falling into food, and pests, most notably lice, living in the bedding. Weather patterns not only left the fields dry, they also brought tornadoes, droughts, blizzards, and a huge amount of insects.

Farmers also faced the ever-present threat of debt and farm foreclosure by the banks. While land was essentially free under the Homestead Act, all other farm necessities cost money and were initially difficult to obtain in the newly settled parts of the country where market economies did not yet fully reach. Horses, farm animals, wagons, wells, fencing, seed, and fertilizer were all critical to survival, but often hard to come by since so few people lived in these areas. Railroads charged high rates for farm equipment and farm animals, making it difficult to get goods or make a profit on anything sent back east. Banks also charged high interest rates, and, in a cycle that repeated itself year after year, farmers would borrow from the bank with the intention of repaying their debt after the harvest.







As the number of farmers moving westward increased, the market price of their produce declined, even as the value of the actual land increased. Each year, hard-working farmers produced ever-larger crops, flooding the markets and then driving prices down even further. Although some understood the economics of supply and demand, none could control such forces.

Eventually, the arrival of a more extensive railroad network aided farmers, mostly by bringing much needed supplies such as lumber for construction and new farm machinery. In turn, larger commercial farms began to develop. Farmers in Minnesota, North Dakota, and South Dakota hired migrant farmers to grow wheat on large-scale farms. These enormous farms were succeeding by the end of the century, but small family farms continued to suffer. Although the land was nearly free, it cost close to \$1000 for the necessary supplies to start up a farm, an impossible sum for most. Many people who were drawn out west for free land ended up as hired workers, working on other farms for a daily wage. The frustration of small farmers grew, ultimately leading to a revolt.

But I'm getting ahead of myself.

Let's take a closer look at...









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