



Listening Actively

TST Prep Test #11 Practice

**Updated for the new TOEFL Format*



Listening Actively Practice

The following activity is based on the listening passages from TST Prep Test #11.

The aim of this exercise is for you to learn how to listen actively. I know it sounds scary, but it's fairly simple. After about a minute or so of listening to the passage, stop the audio and keep the following goal in mind:

"I am a teacher. My goal is to explain this audio excerpt in a way so clear and simple that a six-year-old would understand."

That's it. You do NOT have to worry about answering the questions, finding the keywords, or understanding the vocabulary. You can read the same paragraph as many times as you want. There are no rules or time limit. All you have to do is simply summarize the audio excerpt in your own words.

Since students struggle more with lectures, we are going to skip conversations (passages 1 and 4), and only analyze the lectures.

Let's do the first one together:



[Listen to part of a talk in a biology class](#)

carbon dioxide
greenhouse gases

Summary 1: *The professor is trying to distinguish the difference between climate and weather, before discussing global climate change. The student mentions that "weather" is what we experience locally every day, and "climate" is more like seasonal change.*

Time: 1 minute 20 seconds



As you can see, I summarized the passage and added a few details I felt were important. I understand that you might be confused and a little nervous, but do not worry. There is an answer key in the back so you can check your answers and ensure that you are on the right track. There is also an audio transcript of each passage if you want to check some of the information.

I recommend that you summarize three times per passage. There isn't any specific time requirement for your summary, simply stop the audio when you feel like one point has been completed and the professor is about to move on to another. You can even have more than three, but for the sake of simplicity, I am only going to do it here three times per passage.

Summarizing takes time and focus, so it will be a challenge. Be patient. Continue to practice this skill even after you finish summarizing all of the passages provided in this short worksheet. You will soon notice that the questions are easier to answer because you focused on understanding the passage first.



Listen to part of a talk in a biology class

carbon dioxide
greenhouse gases

Summary 2: _____

Time:

Summary 3: _____

Time:





Listen to part of a talk in an astronomy class

meteorite falls

meteorite finds

irons

stones

stony-irons

Summary 1: _____

Time:

Summary 2: _____

Time:



Summary 3: _____

Time:



Listen to part of a talk in an American history class

homesteading

The Homestead Act

sod houses

thatched roofs

lice

Summary 1: _____

Time:



Summary 2: _____

Time:

Summary 3: _____

Time:



Listening Actively Answer Key

TST Prep Test #11





Listen to part of a talk in a biology class

carbon dioxide
greenhouse gases

Summary 1: *The professor is trying to distinguish the difference between climate and weather before discussing global climate change. The student mentions that “weather” is what we experience locally every day and “climate” is more like seasonal change.*

Time: 1 minute 20 seconds

Summary 2: *The professor continues to ask the students some questions about climate change, in particular, the causes of climate change. One possible cause is the release of greenhouse gases in the atmosphere through fossil fuels. Also, the intensity of the heat from the sun and volcanic activity could also cause climate change.*

Time: 2 minutes 35 seconds

Summary 3: *The professor emphasizes the impact that carbon emissions has on climate change and global warming. The lecturer goes on to give examples of how it affects the weather and wildlife in areas across the globe, like Iceland.*

Time: End of lecture.





Listen to part of a talk in an astronomy class

meteorite falls

meteorite finds

irons

stones

stony-irons

Summary 1: *The lecture begins with an introduction to meteors. He goes on to explain the journey meteors take through space to get to the Earth. He also talks about why meteors look like a fiery ball when they enter the Earth's atmosphere.*

Time: 1 minute 20 seconds

Summary 2: *We mistakenly call meteors shooting stars and, surprisingly, many are no larger than a pea. The professor moves on to examples of meteorite falls and finds.*

Time: 3 minutes 5 seconds

Summary 3: *There are three classes of meteorites: one is called "iron", the other "stone", and the last "stony-irons". He then explains the difference in composition, appearance, and value.*

Time: End of lecture.





Listen to part of a talk in an American history class

homesteading

The Homestead Act

sod houses

thatched roofs

lice

Summary 1: *The professor begins by describing what America looked like in the 19th century. Since there was so much available land, it led to the Homestead Act, which attracted settlers who had hardly any money.*

Time: 1 minute 20 seconds

Summary 2: *The reality of the free land offered was much more challenging than most settlers anticipated. The weather was terrible and growing crops was nearly impossible. They couldn't even find wood to build their homes.*

Time: 2 minutes 30 seconds

Summary 3: *Settlers struggled from debt. They lived in a place where it was hard to get equipment and even when they did have a successful crop year, there was less demand on the market. Larger commercial farms later developed, but most regular settlers never found the success they had hoped for.*

Time: End of lecture.

