

Listening Summary

Good job! You are halfway through your TOEFL preparation. Here are some important points to remember that will help you crack the Listening section.


- **Don't memorize; understand!** The most common mistake on the Listening section is to try to do too much. Look for the big picture: main idea, structure, and tone. Don't get lost in the details.
- **Taking notes is optional:** If taking notes interferes with your ability to comprehend what you're listening to, then don't do it. Take notes only if you are able to write and maintain your focus on the selection.
- **If you do choose to take notes, remember the Five R's of note taking:** record, reduce, recite, reflect, review.
- **Know what bad answers look like:** Make sure you're familiar with the kinds of bad answers that appear most frequently on the TOEFL.
- **Stay aggressive!** If you don't catch an important detail, don't panic. Stay aggressive and eliminate answers based on your knowledge of the main idea, structure, tone, and previous questions.

Now that we've worked with the passages and lectures on the TOEFL, it's time to create some passages and speeches of our own. Let's practice the Listening section with some drills, and then move on to the Speaking and Writing sections.

Chapter 11 Listening Practice Drills

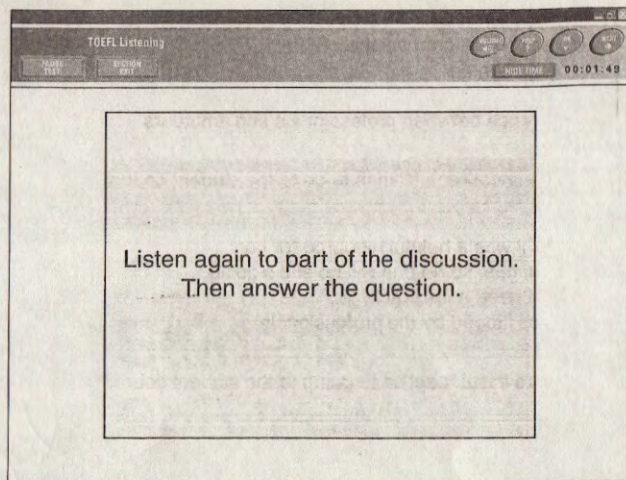
You're now ready to crack the Listening section. Remember to use the strategies and guidelines you learned in the previous chapter. Pay special attention to POE (Process of Elimination). If you're stuck, get rid of as many bad answers as you can. After you've finished, check your answers and look over the explanations provided in the next chapter. Good luck!

Listening Practice Drill #1: A Conversation

On the TOEFL you will see screens similar to the ones shown below and on the pages that follow. Listen to Track 4 on the CD or in your Student Tools. Then answer the following questions. 



1. What are the speakers mainly discussing?
 - (A) An increase in student services fees
 - (B) Helping Kamah figure out why she's feeling down.
 - (C) Majoring in psychology
 - (D) The difference between professionals and amateurs
2. Why does Julia encourage Kamah to go to the student counseling center?
 - (A) She feels it was a helpful resource for her.
 - (B) It's off-campus, so no one will know she's going.
 - (C) She won't need a referral to go.
 - (D) She will be judged by the professionals.
3. What is Kamah's initial reaction to going to the student counseling center?
 - (A) She is afraid of being judged.
 - (B) She doesn't think it will help.
 - (C) She has already gone and found it unhelpful.
 - (D) She didn't know it was an option.



4. Listen again to part of the conversation. Then answer the question.

K: Yeah, I guess. But I bet it costs a lot. I just don't have much to spend these days.

J: Actually, it's one of the resources we pay for with our student services fees every semester. I mean, there's a limit as to how often you can go in a semester, but at least you can get some kind of help at no extra cost.'

What does Julia imply about the student counseling center?


- (A) She no longer needs the support of the center.
- (B) She thinks Kamah will be fine without going.
- (C) It will not cost Kamah anything to start getting help.
- (D) It is an underused resource on campus.

5. What does Kamah say are her primary symptoms?

Click on 2 answers.

- (A) She feels down a lot.
- (B) She has thought about transferring schools.
- (C) She has not been sleeping well.
- (D) She is losing weight.

Listening Practice Drill #2: A Conversation

Listen to Track 5 on the CD or in your Student Tools. Then answer the following questions. 



1. Why does the professor want to talk with the student?
 - (A) She has exciting news to share.
 - (B) She wants to offer him an internship.
 - (C) She is concerned about his grades.
 - (D) She wants to recognize him for his achievements.

2. What explanation does the student offer in response to the professor's concern?
 - (A) He has been spending too much time with friends.
 - (B) He was up late playing video games.
 - (C) He doesn't care about his grades.
 - (D) He has been working more than usual.

3. What does the professor offer as the first step in a plan to help the student?

- (A) Attend a different section of the class
- (B) Read anything he missed already
- (C) Attend office hours
- (D) Write an extra paper

4. What else does the student commit to in order to ensure he passes the class?

- (A) Attending office hours
- (B) Reading any material he missed
- (C) Reading extra material
- (D) Conducting additional online research on the topics covered.


5. Listen again to part of the conversation.

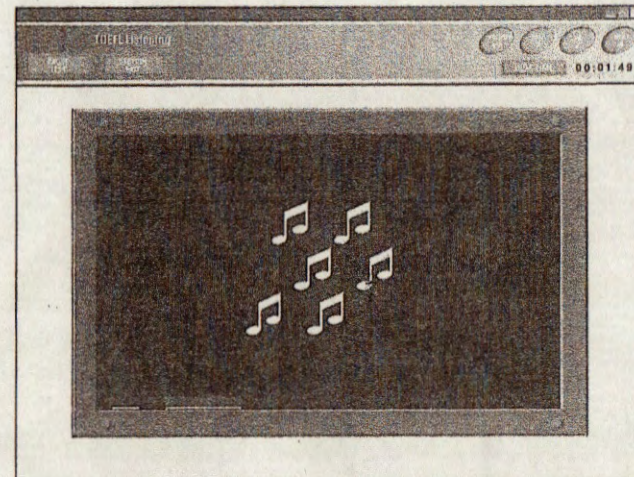
'Plus, if you're not in class, I'm afraid you won't learn the material well enough to get a good enough grade on the final to pass the class.'

What does the professor imply?

- (A) The student hasn't learned anything this semester.
- (B) The student will pass the class without difficulty.
- (C) The student can take the class online.
- (D) The student is in danger of failing the class.

Listening Practice Drill #3: A Lecture

Listen to Track 6 on the CD or in your Student Tools. Then answer the following questions. 



1. What is the lecture mainly about?

- (A) How composers express their political beliefs in their music.
- (B) Why composers write their music in particular styles.
- (C) How two composers incorporated nationalistic themes in their music.
- (D) Why Louis Armstrong was a popular musician.

2. According to the professor, which of the following did composers include in their music to represent their national identities?

- (A) Folk songs
- (B) Non-European ideals
- (C) Mazurkas
- (D) African music

3. Why does the professor believe that African Americans were interested in purchasing recordings of slave spirituals?

- (A) They expressed African Americans' desires to be recognized as equals.
- (B) They represented music similar to that of African Americans' ancestors.
- (C) They represented music with which former slaves and their early descendants could identify.
- (D) They identified feelings that were common across all African Americans.

4. Listen again to part of the lecture.

'So, what do I mean by saying that the nationalism in jazz is split along ethnic lines? Well, check this out: jazz originally came out of spiritual songs slaves would sing.'

What did the professor mean by this?

'Check this out.'

- (A) He's going to answer his own question.
- (B) He needs to confirm some facts.
- (C) He is going to check out some jazz from the library.
- (D) He is going to write a check.

5. Why did the professor think it was interesting that Louis Armstrong was popular among both White Americans and African Americans?


Click on 2 answers.

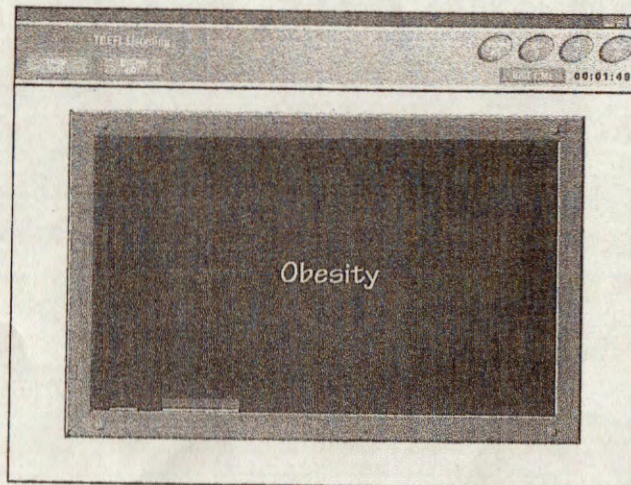
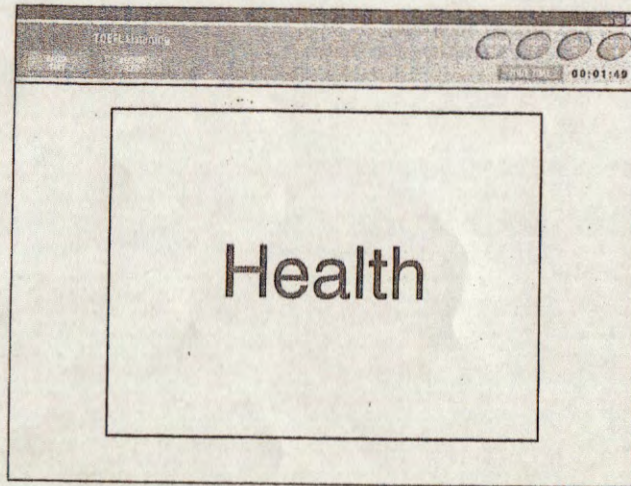
- (A) He was African American.
- (B) He was an accomplished musician.
- (C) He ignored elements of the slave spirituals.
- (D) He embraced self-sufficiency as a personal ideal.

6. Why does the professor believe that Chopin incorporated folk rhythms in his music?

- (A) To help the Polish people maintain a sense of identity
- (B) He disliked the folk rhythms.
- (C) He wanted to create modern dance music.
- (D) To honor the Mazovia region of Poland.

Listening Practice Drill #4: A Lecture

Listen to Track 7 on the CD or in your Student Tools. Then answer the following questions. 



1. What is the lecture mainly about?
 - (A) How to lose weight
 - (B) Why people struggle to lose weight
 - (C) Why America's obesity problem is worse than in other countries.
 - (D) The impact that fast food has had on Americans' health.
2. Which of the following is true, according to the professor?
 - (A) It's easy to lose weight.
 - (B) Walking to work is better than driving.
 - (C) Portion sizes have shrunk in the last 50 years.
 - (D) There can be more than one factor that contributes to weight gain.

3. Listen again to part of the lecture.

'One consideration is that for some folks, the system that sends signals back and forth between organs such as the stomach and the brain is out of whack. So what can happen is that when the stomach sends a signal to the brain to stop taking in food, the brain doesn't recognize it and so the person just keeps eating.'

What did the professor mean by this?

'Out of whack'

- (A) The system may be unemployed.
- (B) The system may be overused.
- (C) The system may not function properly.
- (D) The system may cause overeating.

4. What does the professor suggest as a viable weight loss solution?

- (A) Dieting
- (B) Exercise
- (C) Protein shakes
- (D) Using a scale

5. Which of the following are possible contributing factors to the obesity epidemic?


- (A) Stress
- (B) Massages
- (C) Salt intake
- (D) Increased movement

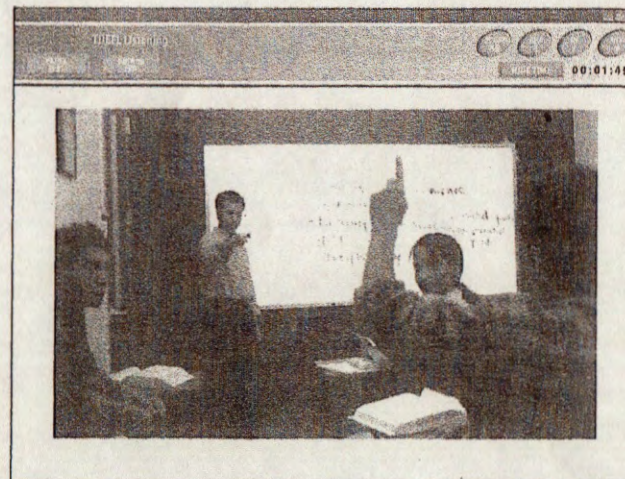
6. What does the professor believe contribute to the likelihood to overeat?

Click on 2 answers.

- (A) Watching television
- (B) Reward system
- (C) Nausea
- (D) Broken feedback system

Listening Practice Drill #5: A Lecture

Listen to Track 8 on the CD or in your Student Tools. Then answer the following questions. 



1. According to the professor, why was trade with nonessential goods difficult?

- (A) Poor societies cannot devote resources to making nonessential goods
- (B) Nonessential goods are often large and heavy to carry.
- (C) Different societies have different systems of value.
- (D) The decorations used by early societies were too simple to be valuable.

2. Why did people begin relying on gold and gold specialists?

Click on 3 answers.

- (A) Gold had to be imported over long distances.
- (B) Travelers were in danger from thieves.
- (C) Only specialists could determine its value.
- (D) Gold doesn't spoil.
- (E) Gold was difficult to transport.