

Mini TOEFL iBT - LISTENING (AUDIO)

LISTENING SECTION DIRECTIONS

The Listening section measures your ability to understand conversations and lectures in English. You will hear a conversation or lecture **only one time**, and you will answer some questions about them. The questions typically ask about the main idea and supporting details of the conversation and lecture. Some questions will ask about a speaker's purpose or attitude. Answer the questions based on what the speakers state or imply.

You may take notes while you listen. You may use your notes to help you answer the questions. Your notes will not be scored.

In some question, you will see an audio icon. This means that you will hear, but not see, part of the question.

You should answer each question, even if you must guess the answer.



Reportez vos réponses pour analyser votre performance.



Entraînez-vous dans les conditions d'examen.



Écoutez les fichiers audio.

prepmyfuture.com/book/59/ex/1171



Listen to part of a discussion in an American history class. The professor is talking about President Theodore Roosevelt.

■ **Question 1** What are the main topics of the lecture?

Click on 2 answers.

- (A) How Roosevelt was able to pass laws protecting the environment
- (B) How Roosevelt became president of the United States
- (C) Why Roosevelt wanted to be president of the United States
- (D) The kinds of legislation Roosevelt helped pass as president

■ **Question 2** According to the professor, Roosevelt did all of the following EXCEPT

- (A) Write books about his life in the Dakotas
- (B) Help increase competition among large companies
- (C) Leave a position in government to join a war
- (D) Run for political office in the American West

- **Question 3** According to the lecture, what did Roosevelt write about after the death of his wife and mother?
- (A) Life in the American West
 - (B) His career in politics
 - (C) The conservation of natural resources
 - (D) His experiences as a Rough Rider
- **Question 4** Listen again to part of the lecture. Then answer the question.
- What does the professor mean by this statement?
- (A) Roosevelt did not enjoy working with the Republican Party in New York.
 - (B) Roosevelt did not enjoy being the governor of New York.
 - (C) After Roosevelt was elected Vice-President, legislators in New York did not have to work with him anymore.
 - (D) The Republican Party in New York did not expect Roosevelt to become Vice-President.
- **Question 5** What were some of Roosevelt's accomplishments as President?
- (A) Building a national highway network
 - (B) Higher standard for food safety
 - (C) More control of American waterways
 - (D) Increasing the number and size of national forests
- **Question 6** What can be inferred about Roosevelt's involvement in the Spanish-American War?
- (A) It was instrumental in winning the war against Spain.
 - (B) It made him more famous in the U.S.
 - (C) He reluctantly became a soldier in the war.
 - (D) It led to him becoming Secretary of the Navy.

Listen to a conversation between two students regarding a class presentation.

- **Question 7** What is the main purpose of the conversation?
- (A) To organize a trip to a museum
 - (B) To go over material for a test
 - (C) To prepare for an oral report
 - (D) To find more material for a presentation
- **Question 8** According to the conversation, which of the following statements is true?
- (A) The two students will meet tonight to finalize their presentation outline.
 - (B) The two students will likely meet the day before their presentation.
 - (C) The two students haven't collected all the photos they need for the presentation.
 - (D) The two students will meet with the professor tomorrow.

- **Question 9** Listen again to part of the conversation, then answer the question.
- (A) She thinks the theory is unrealistic.
 - (B) She thinks the event happened in another location.
 - (C) She is unclear what the theory is trying to prove.
 - (D) She doesn't think he should include the information in the presentation.
- **Question 10** Listen again to part of the conversation, then answer the question.
- (A) Her experience at the museum may be put in a film.
 - (B) What she was able to do at the museum was uncommon.
 - (C) She is disappointed she wasn't able to find anything interesting during the excavation.
 - (D) She didn't know anyone else who was with her at the museum.
- **Question 11** According to the conversation, what did the woman do at the La Brea Tar Pit Museum last year?
- (A) Find the bones of a saber-toothed cat in the tar pits
 - (B) Meet the scientist who first studied the tar pits
 - (C) Find paintings of ancient animals found in the tar pits
 - (D) Search for animal and human remains in the tar pits

Mini TOEFL iBT - LISTENING (SCRIPT)

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Listen to part of a discussion in an American history class. The professor is talking about President Theodore Roosevelt.

Script non affiché le jour de l'examen :

PROFESSOR: *First as a popular writer, and later as President of the United States, Theodore Roosevelt had a strong influence on the history of the American West. Born in 1858, in New York City, Roosevelt grew up in a wealthy family that was heavily involved in community affairs. Though he was sickly as a child, suffering several chronic medical conditions, early in life he devoted himself to daily exercise, gaining a physical stamina and love of outdoor sports that became a hallmark of his character.*

Despite an early career as a representative in the New York State government, Roosevelt felt drawn to the American West. He was enamored by the western landscape and the outdoor life of the plains. In 1883, he purchased two ranches in the Dakotas, a remote area of the western part of the United States. These ranches became a refuge for him during difficult times in his life, most notably when his wife and mother both died on the same day in 1884. The isolation and vast landscape of the Dakotas helped him escape the sadness of the loss of his wife and mother, and became a retreat where he could pursue his interest in writing. During his time out West, Roosevelt published books on his experiences ranching and hunting, as well as on other aspects of his life in the Dakotas. Readers of Roosevelt's writings took from his books the perception of western life as having special virtues -- self-reliance, honor, loyalty, determination -- that made it a symbol of the American character.

Returning to politics in 1889, Roosevelt advanced in political office until a decade later he was appointed Assistant Secretary of the Navy and became a leading proponent of war with Spain, which at the time was attempting to reassert control over its colonies in the Caribbean. When war broke out 1898 between the U.S. and Spain, Roosevelt helped organize the "Rough Riders", a volunteer cavalry inside the U.S. army, made up of "cowboys and college students," as he liked to say. In Cuba, Roosevelt and his Rough Riders led a much-publicized horse charge up Kettle Hill in the battle for San Juan Heights. His exploits in the Spanish-American War made him a household name throughout the United States.

Returning home as a war hero, Roosevelt was elected governor of New York in the fall of 1898, but his enthusiasm for reform so annoyed the state's Republican leaders that they arranged for him to run as the national Republican party's vice presidential candidate in 1900. When the Republican ticket won the presidential election, New York's Republican Party breathed a sigh of relief because Roosevelt was now out of their hair.

Less than a year later, however, on September 14, 1901, the assassination of President William McKinley elevated Roosevelt to the nation's highest office. Over the next seven years, he worked tirelessly as the president of the United States to promote social and governmental reform. He passed legislation that broke up some of the country's biggest corporations and brought more competition to the U.S. business sector. Later, he secured passage of federal regulations to control railroad rates and to set quality standards for food and drugs.

For the West, Roosevelt's most important actions as president came in the areas of conservation policy. In 1891, Roosevelt signed a law that set aside public lands as national forests, and used it to increase federal land reserves from the approximately 40 million acres when he took office to nearly 200 million acres by the end of his time as president. He also ushered in a new era of land management, aimed at sustained and efficient use of natural resources rather than exploitation and development.

Roosevelt initiated similar sweeping change in the western United States through legislation which gave the federal government primary responsibility for dam construction and irrigation projects, bringing scientific expertise and know-how into the planning of canals and reservoirs.

Roosevelt also extended federal control over the scenic wonders of the West, such as setting aside 800,000 acres in Arizona as the Grand Canyon National Monument. By time he left office in 1909, he had created 16 national monuments, 51 wildlife refuges and five new National Parks, including Crater Lake in Oregon and the Anasazi ruins in Colorado. His actions helped Americans recognize these

landmarks as "national treasures", not just as a source of natural resources to be consumed, and as such requiring management to sustain them for a growing tourist industry. Without Teddy Roosevelt's dedication to preserving the natural wonders of the United States, the beauty and untouched nature of the American West would be much less than it is today.

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What does the professor mean by this statement?

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MAN: Hi Susan! Sorry to bother you, but I wanted to call and touch base about our La Brea Tar Pits slideshow.

WOMAN: No worries. I'm actually between classes right now, so it's no trouble.

MAN: Great. I know we still have a few days before we have to do this in front of class, but I think we need to make sure our draft is ready to turn into Professor Johnson tomorrow. He's going to want to see all the data we plan to present this Friday.

WOMAN: Sure. Just let me pull out my notes. I've got everything on the computer back in my room, but I've been keeping track of everything we've been talking about here in my notebook.

MAN: If I remember correctly, we're going to start off with a series of photos of the tar pits showing what they look like these days. You said you have some photos from your trip last year to Los Angeles.

WOMAN: Right. Then you can talk about who first realized the importance of La Brea.

MAN: I think I may have even found a picture of him, what was his name?

WOMAN: William Orcutt. An oil company scientist, if I remember correctly.

MAN: And I've got a photo of the tar pits when he first studied them in 1901. I can explain the popular theory for their origin, along with some evidence that refutes it and one of the alternative theories about how the tar pits were formed. The one I like best is that the oil in the pits came from a comet which exploded over California tens of thousands of years ago and released oil trapped in its core which then fell to Earth.

WOMAN: (Disbelieving) Raining oil?! That's so outlandish! No one's going to believe that.

MAN: I know, but it sounds so cool. It'll really grab everyone's attention.

WOMAN: That's for sure! Then I can talk about my time at the museum last year.

MAN: You got to volunteer in an excavation there, didn't you?

WOMAN: Yes! I spent two days helping sift through one of the tar pits, looking for bones or human artifacts. I didn't find anything bigger than a tooth or claw, but was able to take photos of some of the large bones and nearly complete skeletons previous excavations discovered. They weren't on display in the museum yet, so my photos show what ancient bones look like before the public gets to see them. It really was a once in a lifetime experience—I don't know anyone who's been able to go behind the scenes like that.

MAN: That's going to be your chance to shine! I don't know anyone who has been able to work on a scientific project out in the real world. After you show those pictures of the ancient bones, I can show some of the artistic renderings of some of the extinct species found at La Brea. Which ones do you think I should show?

WOMAN: Let's see...I think we need to show a painting of a mammoth, as well as one of those short-faced bears, so that people can see what these animals looked like, since they aren't around anymore.

MAN: (Chuckles) Sounds good. I'll definitely show a painting of a saber-toothed cat—after all, it's the most famous extinct animal species from California.

WOMAN: Hmm...can you send me those photos tonight? I'll need to add them to the slideshow.

MAN: Sure. I'll type up the outline for what we want to talk about so I can hand it in tomorrow. Then