# \_\_\_\_\_ SECTION ONE \_\_\_\_\_

# LISTENING



# LISTENING DIAGNOSTIC PRE-TEST (Paper)

# SECTION 1 LISTENING COMPREHENSION

Time—approximately 35 minutes (including the reading of the directions for each part)

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section. Answer all the questions on the basis of what is <u>stated</u> or <u>implied</u> by the speakers you hear. Do <u>not</u> take notes or write in your test book at any time. Do not turn the pages until you are told to do so.

#### Part A

**Directions:** In Part A you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Listen to an example.

Sample Answer

On the recording, you hear:

ABC •

(man) That exam was just awful.
(woman) Oh, it could have been worse.
(narrator) What does the woman mean?

In your test book, you read:

- (A) The exam was really awful.
- (B) It was the worst exam she had ever seen.
- (C) It couldn't have been more difficult.
- (D) It wasn't that hard.

You learn from the conversation that the man thought the exam was very difficult and that the woman disagreed with the man. The best answer to the question, "What does the woman mean?" is (D), "It wasn't that hard." Therefore, the correct choice is (D).



# 1 - 1 - 1 - 1 - 1 - 1 - 1

- 1. (A) The coffee is much better this morning.
  - (B) The coffee tastes extremely good.
  - (C) The coffee isn't very good.
  - (D) This morning he definitely wants some coffee.
- 2. (A) The two classes meet in an hour and a half.
  - (B) The class meets three hours per week.
  - (C) Each half of the class is an hour long.
  - (D) Two times a week the class meets for an hour.
- 3. (A) A few minutes ago, the flight departed.
  - (B) The fight will start in a while.
  - (C) They are frightened about the departure.
  - (D) The plane is going to take off soon.
- 4. (A) He hasn't yet begun his project.
  - (B) He's supposed to do his science project next week.
  - (C) He needs to start working on changing the due date.
  - (D) He's been working steadily on his science project.
- 5. (A) At the post office
  - (B) In a florist shop
  - (C) In a restaurant
  - (D) In a hospital delivery room
- 6. (A) The professor drowned the cells in a lab.
  - (B) The lecture was long and boring.
  - (C) The professor divided the lecture into parts.
  - (D) The biologist tried to sell the results of the experiment.
  - 7. (A) She needs to get a driver's license.
    - (B) Two pieces of identification are necessary.
    - (C) The man should check to see if he needs credit.
    - (D) A credit card can be used to get a driver's license.

- 8. (A) Housing within his budget is hard to locate.
  - (B) It's hard to find his house in New York.
  - (C) He can't afford to move his house to New York.
  - (D) Housing in New York is unavailable.
- 9. (A) The boss was working on the reports.
  - (B) He would have to finish the reports before the end of next month.
  - (C) He was directed to stay late and finish some work.
  - (D) He could finish the reports at home.
- 10. (A) The boisterous students made the teacher mad.
  - (B) The teacher angered the students with the exam results.
  - (C) The students were angry that the teacher was around.
  - (D) The angered students complained to the teacher.
- 11. (A) The prices are reasonable.
  - (B) The store is too far out of town.
  - (C) He would like the woman to repeat what she said.
  - (D) He agrees with the woman.
- 12. (A) It's rained unusually hard this year.
  - (B) There hasn't been any rain for many years.
  - (C) It's been many years since it rained.
  - (D) He doesn't like rain.
- 13. (A) He needs to do a better job writing questions.
  - (B) He certainly must make his writing better.
  - (C) Without the questions, he cannot write the answers.
  - (D) He needs to understand the written questions better.



# 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1

- 14. (A) The agent was standing in line with his passport.
  - (B) The line to get new passports is very long.
  - (C) The woman must wait her turn to get her passport checked.
  - (D) He can check her passport instead of the agent.
- 15. (A) He couldn't finish closing the library book.
  - (B) He hadn't finished the library assignment, but he was close.
  - (C) He was working on the assignment when the library closed.
  - (D) His homework was incomplete because the library wasn't open.
- 16. (A) All the lawyer's preparation did no good.
  - (B) The lawyer prepared nothing for the case.
  - (C) It wasn't work for the lawyer to prepare for the case.
  - (D) The lawyer didn't work to prepare for the case.
- 17. (A) The history class begins next week.
  - (B) He thinks the papers should be turned in next week.
  - (C) He has already done the paper for next week.
  - (D) The papers are not due next week.
- 18. (A) He's not really happy.
  - (B) The contractor's work was satisfactory.
  - (C) He would rather work with the contractor himself.
  - (D) He was already contacted about the work.
- 19. (A) The man should try another type of paper.
  - (B) The man should locate a typist tomorrow morning.
  - (C) The man should make a tape in the morning.
  - (D) The man should complete the paper without help.

- 20. (A) She'd like some pie.
  - (B) It's easy to buy it.
  - (C) The task the man's working on isn't difficult.
  - (D) It's easier to prepare pie than do what the man is doing.
- 21. (A) He reported that the time for the budget meeting had been set.
  - (B) He is always late in submitting his accounting figures.
  - (C) He never manages to budget his time well.
  - (D) He is never too late in turning in his reports.
- 22. (A) The repairs that the mechanic had indicated were already made.
  - (B) The car is going to need a lot of repairs.
  - (C) Buying a new car would be quite expensive.
  - (D) The mechanic extended the repair warranty.
- 23. (A) Betty wrote the letter as directed.
  - (B) The directions were given to Betty in a letter.
  - (C) Betty will follow the instructions later.
  - (D) Betty worked exactly as instructed.
- 24. (A) Walter had a lack of success with his business.
  - (B) Walter failed in business.
  - (C) Walter's new company is doing rather well.
  - (D) Walter hoped to succeed in business.
- 25. (A) He should put the organ in the closet.
  - (B) The closet has already been organized.
  - (C) He needs to rearrange the closet.
  - (D) He wishes the closet were closer.
- 26. (A) She didn't do the work.
  - (B) She gave the assignment her best effort.
  - (C) She finished the assignment even though it was difficult.
  - (D) She gave the man a signal.





- 27. (A) She said some terrible things.
  - (B) She didn't say anything nice.
  - (C) She didn't have any nice things.
  - (D) She said really wonderful things.
- 28. (A) New employees are rarely initiated into the company.
  - (B) New workers don't generally undertake actions on their own.
  - (C) New employees are initially rated.
  - (D) It's rare for employees to make new suggestions.

- 29. (A) The woman is more than a week late.
  - (B) The children would have wrecked the house later.
  - (C) The woman was so late that she was a wreck.
  - (D) He's glad that she was not any later.
- 30. (A) He had not gone to the store.
  - (B) He was still at the market.
  - (C) He was going to take care of the shopping.
  - (D) He always went to the market.

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#### Part B

<u>Directions:</u> In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Remember, you are not allowed to take notes or write in your test book.

- 31. (A) She's a senior.
  - (B) She's a junior.
  - (C) She's a transfer student.
  - (D) She's a graduate student.
- 32. (A) How to transfer to a junior college
  - (B) How to find his way around campus
  - (C) What courses are required for a literature major
  - (D) Who won the campus election
- 33. (A) Three
  - (B) Five
  - (C) Eight
  - (D) Ten
- 34. (A) American literature
  - (B) World literature
  - (C) Literary analysis
  - (D) Surveying

- 35. (A) In a book
  - (B) From a television program
  - (C) During a trip that she took
  - (D) From a lecture
- 36. (A) To communicate with other dolphins
  - (B) To recognize objects in the water
  - (C) To learn human language
  - (D) To express fear
  - 37. (A) Five
    - (B) Fifteen
    - (C) Fifty
    - (D) Five hundred
  - 38. (A) It is limited.
    - (B) It is greater than human intelligence.
    - (C) It is less than previously thought.
    - (D) We are beginning to learn how much they have.



# 1 - 1 - 1 - 1 - 1 - 1 - 1

### Part C

<u>Directions:</u> In this part of the test, you will hear several talks. After each talk, you will hear some questions. The talks and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Here is an example.

On the recording, you hear:

(narrator)

Listen to an instructor talk to his class about painting.

(man)

Artist Grant Wood was a guiding force in the school of painting known as American regionalist, a style reflecting the distinctive characteristics of art from rural areas of the United States. Wood began drawing animals on the family farm at the age of three, and when he was thirty-eight one of his paintings received a remarkable amount of public notice and acclaim. This painting, called "American Gothic," is a starkly simple depiction of a serious couple staring directly out at the viewer.

Now listen to a sample question.

**Sample Answer** 

(narrator) What style of painting is known as American regionalist?

(A) (B) (C) (C)

In your test book, you read:

- (A) Art from America's inner cities
- (B) Art from the central region of the United States
- (C) Art from various urban areas in the United States
- (D) Art from rural sections of America

The best answer to the question, "What style of painting is known as American regionalist?" is (D), "Art from rural sections of America." Therefore, the correct choice is (D).

Now listen to another sample question.

Sample Answer

(narrator) What is the name of Wood's most successful painting?

(A) (B) (D)

In your test book, you read:

- (A) "American Regionalist"
- (B) "The Family Farm in Iowa"
- (C) "American Gothic"
- (D) "A Serious Couple"

The best answer to the question, "What is the name of Wood's most successful painting?" is (C), "American Gothic." Therefore, the correct choice is (C).

Remember, you are <u>not</u> allowed to take notes or write in your test book.



# 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1

- 39. (A) To protect its members
  - (B) To save the natural environment
  - (C) To honor the memory of John Muir
  - (D) To improve San Francisco's natural beauty
- 40. (A) For less than a year
  - (B) Only for a decade
  - (C) For more than a century
  - (D) For at least two centuries
- 41. (A) San Francisco
  - (B) All fifty states
  - (C) The Sierra Nevadas
  - (D) The eastern United States
- 42. (A) All over the world
  - (B) In the entire United States
  - (C) Only in California
  - (D) Only in the Sierra Nevadas
- 43. (A) Students signing up for athletic teams
  - (B) Students going on a tour of a university campus
  - (C) Students playing various sports
  - (D) Students attending a university dedication ceremony
- 44. (A) Membership on an athletic team
  - (B) Enrollment in an exercise class
  - (C) A valid student identification card
  - (D) Permission from a faculty member

- 45. (A) To the tennis courts
  - (B) To the arena
  - (C) To the gymnasium
  - (D) To the Athletic Department office
- 46. (A) Go to the Art Center
  - (B) Sign up for sports classes
  - (C) Visit the exercise room
  - (D) Watch a football game
- 47. (A) Science
  - (B) Art
  - (C) Literature
  - (D) Music
- 48. (A) They are completely different.
  - (B) They are somewhat similar but have an essential difference.
  - (C) They are exactly the same in all respects.
  - (D) They are unrelated.
- 49. (A) Objective
  - (B) Idealistic
  - (C) Philosophical
  - (D) Environmental
- 50. (A) Heredity
  - (B) Environment
  - (C) Idealism
  - (D) Natural laws

# This is the end of the Listening Diagnostic Pre-Test.















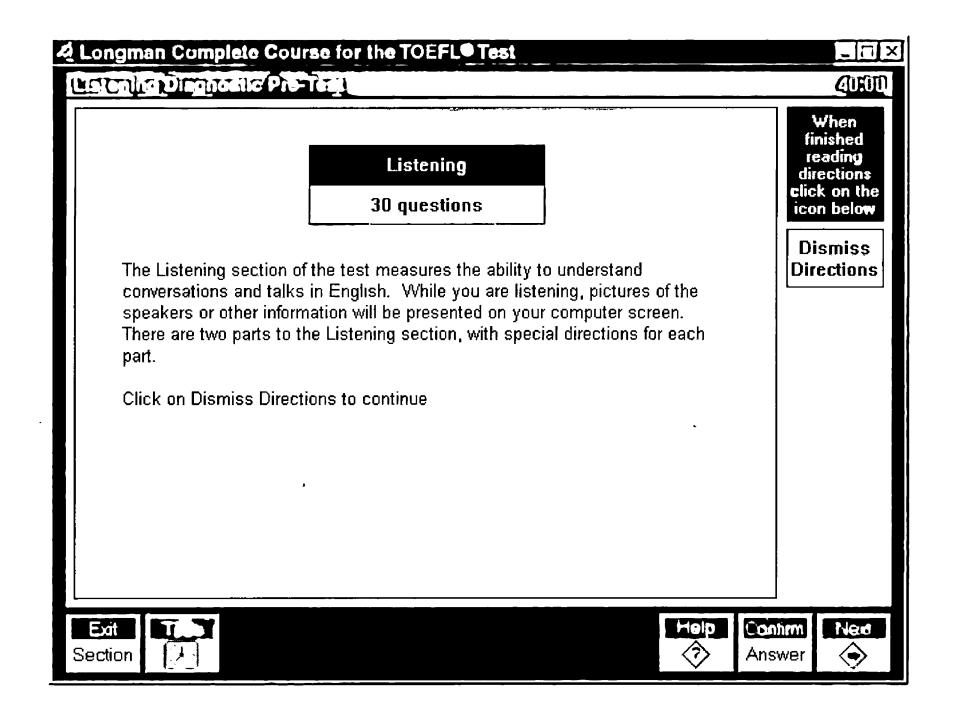
Circle the number of each of the questions that you answered incorrectly or were not sure of in Part A. Then, you will see which skills you should be sure to review.

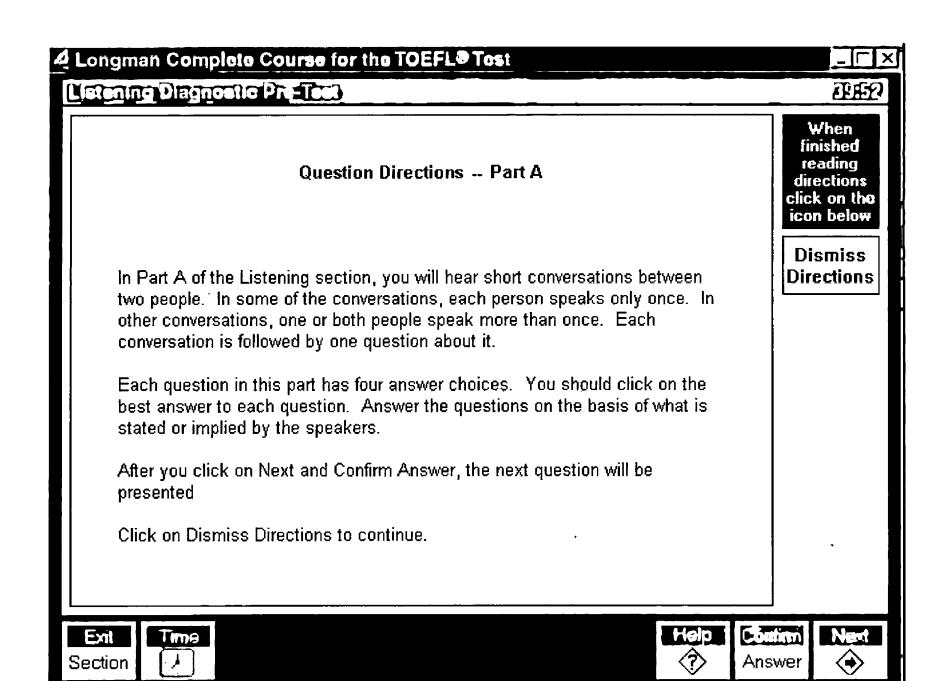
- 1. SKILLS 2 and 3
- 2. SKILL 2
- 3. SKILLS 2 and 3
- 4. SKILL 2
- 5. SKILL 4
- 6. SKILLS 2 and 3
- 7. SKILL 2
- 8. SKILLS 2 and 3
- 9. SKILL 6
- 10. SKILLS 2 and 5

- 11. SKILL 11
- 12. SKILL 7
- 13. SKILL 2
- 14. SKILL 6
- 15. SKILLS 2 and 7
- 16. SKILL 2
- 17. SKILL 12
- 18. SKILL 7
- 19. SKILL 12
- 20. SKILL 17

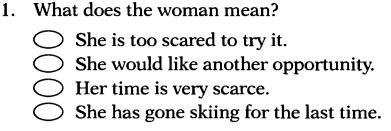
- 21. SKILLS 7 and 16
- 22. SKILLS 2 and 3
- 23. SKILLS 2 and 17
- 24. SKILL 8
- 25. SKILLS 2, 3, and 14
- 26. SKILL 16
- 27. SKILL 10
- 28. SKILLS 3 and 9
- 29. SKILL 15
- 30. SKILL 13

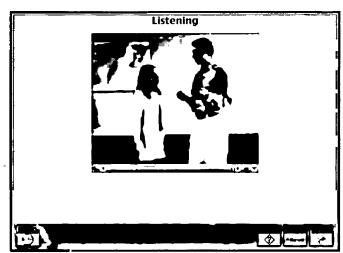
# LISTENING DIAGNOSTIC PRE-TEST (Computer)











2. What does the man mean?

He was given the wrong key.

The key was on top of the clock.

It was lucky that he got the key.

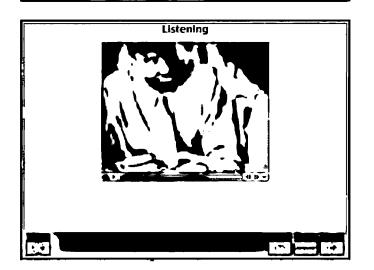
The key was at his feet.



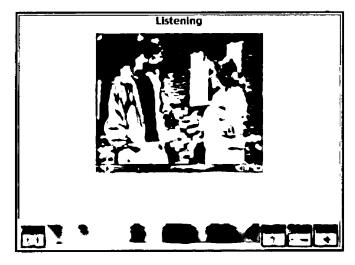
3. What does the woman say about Professor Nash?
She can see him very clearly.
He speaks loudly.
He's very soft-spoken.
She didn't speak to him.

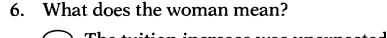


What does the man mean?
He parked the car to buy the tickets.
He left the car where he shouldn't have.
He got a speeding ticket.
He didn't park the car.

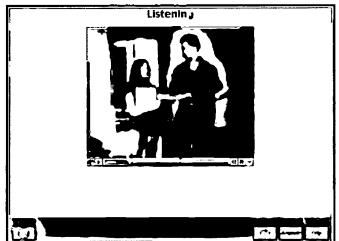


5. What does the man say about Sally?
She prepared him for what he was going to do
She was unprepared for what she had to do.
She probably didn't spend much time on her presentation.
She was really ready for her presentation.





- The tuition increase was unexpected.She was prepared for the tuition increase.
- She doesn't believe that fees were increased.
- She believes that tuition will not go up.



7. What does the man mean?

- He'd like the woman to repeat herself.
- The woman should talk to a physician.
- He shares the woman's opinion.
- What the woman said was unimportant.



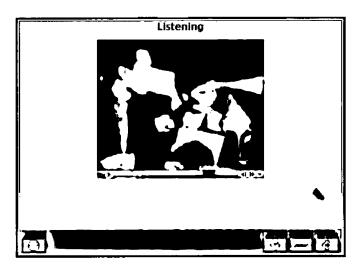
8. What does the woman say about the employees?

- Some of them are lying down.
- Some of them will lose their positions.
- Some of them are choosing part-time jobs.
- Some of them laid their newspapers down.



9. What did the woman believe?

- That the man had been in class
- That the man didn't have the notes
- That she didn't need the notes
- That the lecture had been canceled



10. What does the man mean?

- He really enjoyed the conference.
- He'll be able to go to the conference.
- He couldn't attend the conference.
- He heard everything at the conference.



# Listening Diagnostic Pre-Test

29:00

When finished reading

directions click on the icon below

Dismiss

Directions

### **Question Directions -- Part B**

In Part B of the Listening section, you will hear several longer conversations and talks. Each conversation or talk is followed by several questions. The conversations, talks, and questions will not be repeated.

The conversations and talks are about a variety of topics. You do not need special knowledge of the topics to answer the questions. Rather, you should answer each question on the basis of what is stated or implied by the speakers in the conversations or talks.

For most of the questions, you will need to click on the best of four possible answers. Some questions will have special directions. The special directions will appear in a box on the computer screen.

After you click on Next and Confirm Answer, the next question will be presented.

Click on Dismiss Directions to continue

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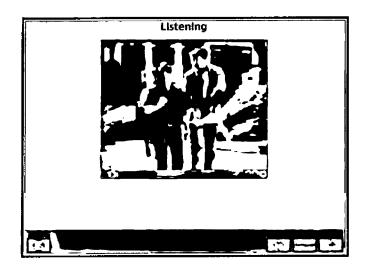
Answer



Exit Section



# **Questions 11–12**



11.	What happened to Carl?				
	TTo me do the feethell to				

He made the football team.

His arm was in a cast.

He got lost in the stadium.He hurt his leg.

# 12. How did Carl break his leg?

He was playing football.

He was on a ski trip.

He had an accident at a sporting event.

He tripped over some crutches.

## Questions 13-15



13. What do the students have to prepare?

A series of questions

○ A psychological self-evaluation

A theoretical model

A psychology exam

14. How many people must respond to the questionnaire?

 $\bigcirc$  5

**15** 

 $\bigcirc$  50

**150** 

15. What does the man NOT want to do?

Prepare the questionnaire

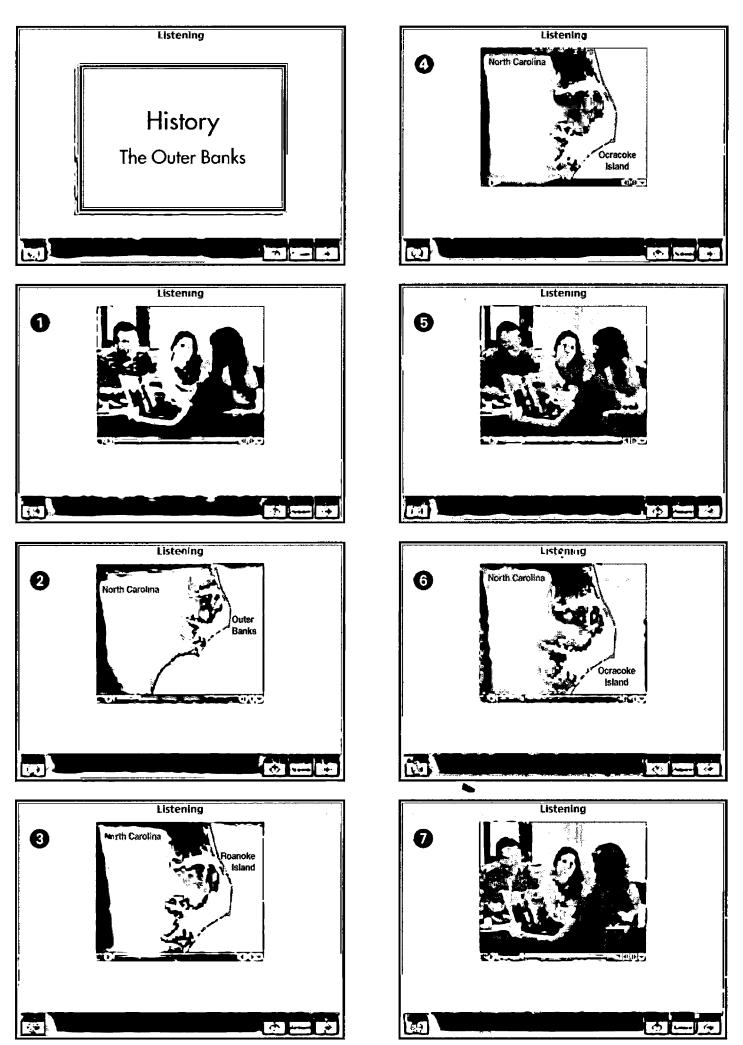
Get the questionnaire answered

Analyze the data

Write the report

# **Questions 16–20**

Listen to a discussion about a history course. The discussion is on the Outer Banks.



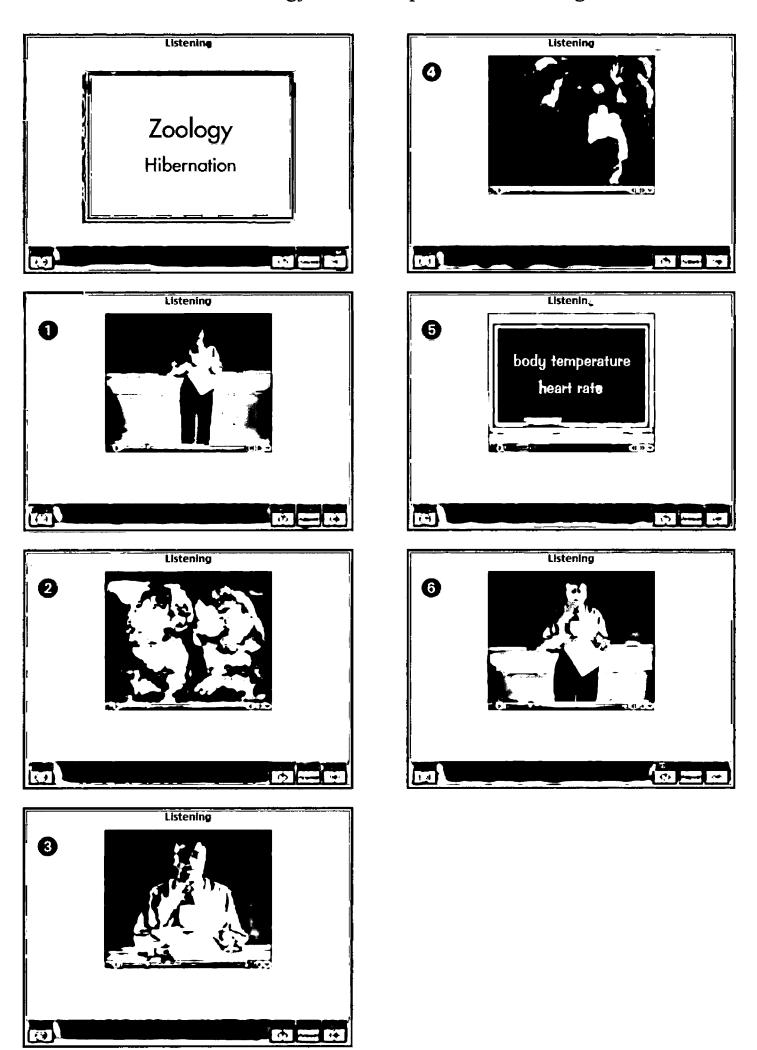
16.	<ul><li>Reviewing</li><li>Drawing n</li><li>Planning a</li></ul>	for a presentage a list of study naps for a proj	questions ect iter Banks	19.	What is stated about the inhabitants of the Lost Colony?  Click on 2 answers.  They came from England. They disappeared a decade after their arrival. They were never found. They were eventually found.
17.	With what places are these people associated?  Click on a word or phrase. Then click on the empty box in the correct column. Use each word or phrase only once.  Blackbeard Wright Lost Brothers Colonists  Roanoke Ocracoke Kitty		Lost Colonists  Kitty	20.	How long was the longest flight that the Wright Brothers took on December 3, 1903?  12 seconds  59 seconds  12 minutes
18.	When did these	e people live?	Hawk nen click		59 minutes

Click on a word or phrase. Then click on the empty box in the correct column. Use each word or phrase only once.

Blackbeard	Wright Brothers	Lost Colonists
sixteenth century	eighteenth century	twentieth century

# **Questions 21–25**

Listen to a lecture in a zoology class. The professor is talking about hibernation.



21. What is NOT mentioned by the professor as a way that various types of animals prepare for the cold weather?

Some head to southern climates.
Some increase their activity.
Some hibernate, at least partially.
Some build warmer dens or nests.

22. What is NOT stated in the lecture about Groundhog Day?

It is based on folklore about the groundhog.

It determines whether or not winter is

It requires observation of whether or not a groundhog returns to its

23. Which of the following is NOT a good hibernator?

Click on a drawing.

It is in March.

over.

burrow.







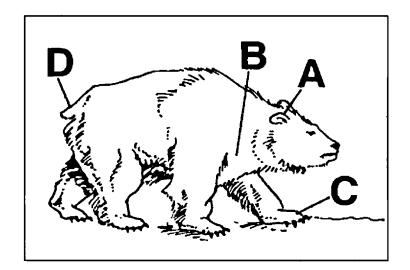


24. What happens to body temperature and heart rate during hibernation?

Click on 2 answers.

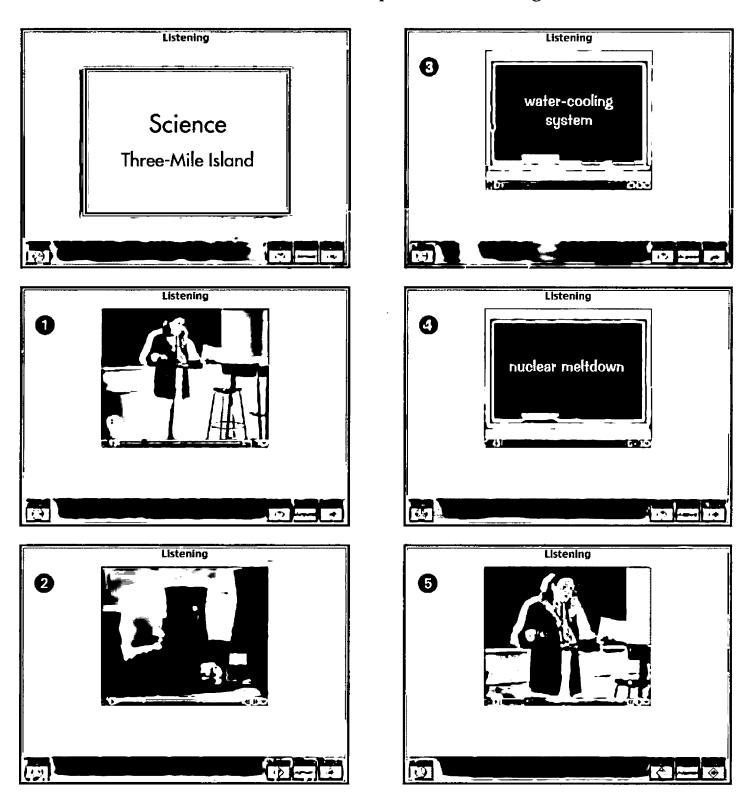
- Body temperature increases.
- ☐ Body temperature decreases.
- Heart rate increases.
- Heart rate decreases.
- 25. What part of the bear wakes up first from hibernation?

Click on the correct letter.



# **Questions 26–30**

Listen to a lecture in a science class. The professor is talking about Three-Mile Island.



26.	What do the initials PWR stand for?	29.	What errors did the operators make?		
	O Potential water resource		They thought that there was too much		
	O Potential water reactor		water.		
	Pressurized water resource		They thought that the water was too		
	Pressurized water reactor		cold.		
	_		They thought that there was too little		
			water.		
			They thought that the water was too		
			hot.		
27.	How many PWRs are there on Three-Mile Island?				
	One				
	Two				
	Three	30.	The professor explains a series of events.		
	Four		Put the events in the order in which they		
	_		occurred.		
			Click on a sentence. Then click on the		
			space where it belongs. Use each		
			sentence one time only.		
28.	J				
	during the accident?		The cooling water was shut off.		
	There were no problems with the		A partial meltdown occurred.		
	PWRs.		Instruments were misread.		
	There was a problem with only one of the PWRs.		The cooling valve stuck open.		
	There were problems with one PWR		1		
	after another.  There were problems in more than		2		
	one PWR at the same time.				
			3		
			4		
	·				
Cir	cle the number of each of the question	is on th	e test that you answered incorrectly or		
	-		•		
wer	e unsure of. Then you will see which ski	ns you s	nould be sure to focus on.		
1.	SKILL 2 11. SKII	LL 28	21. SKILL 33		
1. 2.		LL 28	21. SKILL 33 22. SKILL 33		
3.		LL 28	23. SKILL 34		
4.		LL 28	24. SKILL 33		
5.		LL 28	25. SKILL 34		
6.	SKILL 8 16. SKII	JL 3U	26. SKILL 33		

17. SKILL 29

18. SKILL 29

19. SKILL 30

20. SKILL 30

7. SKILL 11

8. SKILL 169. SKILL 13

10. SKILL 14

27. SKILL 33

28. SKILL 33

29. SKILL 33

30. SKILL 32

# LISTENING

Listening is tested in the first section on both the paper TOEFL test and the computer TOEFL test. This section consists of a number of different types of listening passages, each followed by one or more questions. The paper and the computer listening sections are **similar** in the following ways:

- some of the passages
- some of the language skills

The paper and the computer listening sections are different in the following ways:

- some of the passages
- some of the language skills
- the use of visuals
- the number of questions
- the amount of time
- the control of time between questions
- the procedures and strategies

# LISTENING ON THE PAPER TOEFL® TEST

On the paper TOEFL test, the first section is called Listening Comprehension. This section consists of fifty questions (though some tests may be longer). You will listen to recorded materials and respond to multiple-choice questions about the material. You must listen carefully because you will hear the recording one time only and the material on the recording is not written in your test book.

- 1. **Short Dialogues** are two-line dialogues between two speakers, each followed by a multiple-choice question. You will listen to each short dialogue and question on the recording and then choose the best answer to each question from the four choices in your test book. The 30 short dialogues and 30 questions about them make up Part A of the paper TOEFL test.
- 2. Long Conversations are 60–90 second conversations on casual topics between students, each followed by a number of multiple-choice questions. You will listen to each long conversation and each of the questions that accompany it on the recording and then choose the best answer to each question from the four choices in your test book. The two conversations and the seven to nine questions that accompany them make up Part B of the paper TOEFL test.
- 3. **Talks** are 60–90 second talks about school life or on academic subjects, each followed by a number of multiple-choice questions. You will listen to each lecture and each of the questions that accompany it on the recording and then choose the best answer to each question from the four choices in your test book. The three lectures and the 11–13 questions that accompany them make up Part C of the paper TOEFL test.

# GENERAL STRATEGIES FOR LISTENING COMPREHENSION (Paper TOEFL® Test)

- 1. **Be familiar with the directions.** The directions on every paper TOEFL test are the same, so it is not necessary to spend time reading the directions carefully when you take the test. You should be completely familiar with the directions before the day of the test.
- 2. Listen carefully to the passages. You should concentrate fully on what the speakers are saying on the recording because you will hear the recording one time only.
- 3. Know where the easier and the more difficult questions are generally found. Within each part of the Listening Comprehension section on the paper test, the questions generally progress from easy to difficult.
- 4. **Be familiar with the pacing of the test.** You have 12 seconds between each question on the recording, so you must answer each question within 12 seconds and then be prepared for the next question on the recording.
- 5. Never leave any answers blank on your answer sheet. Even if you are not sure of the correct response, you should answer each question. There is no penalty for guessing.
- 6. Use any remaining time to look ahead at the answers to the questions that follow. When you finish with one question, you may have time to look ahead at the answers to the next question.

# LISTENING ON THE COMPUTER TOEFL® TEST

On the computer TOEFL test, the first section is called the Listening section. This section consists of 30–50 questions. In this section, you will listen to recorded material, look at visual cues, and respond to various types of questions about the material. You must listen carefully because you will hear the recorded material one time only and the recorded material does not appear on the computer screen.

Four types of passages may appear in the Listening section of the computer TOEFL test:

- 1. **Short Dialogues** consist of two- to four-line dialogues between two speakers. Each dialogue is accompanied by a context-setting visual and is followed by one multiple-choice question. You will listen to each short dialogue as you see a context-setting visual on the screen. Then you will listen to a question as you see the question and four answer choices on the screen. The 11–17 short dialogues and questions about them make up Part A on the computer TOEFL test.
- 2. **Casual Conversations** consist of five- to seven-line conversations on casual topics between students. Each conversation is accompanied by a context-setting visual and is followed by two or three multiple-choice questions. You will listen to each casual conversation as you see a context-setting visual on the screen. Then you will listen to each question as you see the question and the four answer choices on the screen. The two to four conversations and the questions that accompany them are found in Part B on the computer TOEFL test.

- 3. Academic Discussions consist of 120–150 second discussions on academic topics by two to five speakers. Each discussion is accompanied by a number of context-setting and content visuals and is followed by three to six questions of varying types. You will listen to each academic discussion as you see a series of context-setting and content visuals on the screen. Then you will listen to each question as you see the various types of questions and answers on the screen. The one or two academic discussions and the questions that accompany them are found in Part B on the computer TOEFL test.
- 4. Academic Lectures consist of 120–150 second lectures on academic topics by university professors. Each lecture is accompanied by a number of context-setting and content visuals and is followed by three to six questions of varying types. You will listen to each academic lecture as you see a series of context-setting and content visuals on the screen. Then you will listen to each question as you see the various types of questions and answers on the screen. The two to four academic lectures and the questions that accompany them are found in Part B on the computer TOEFL test.

Part A on the computer TOEFL test consists of only short dialogues, while Part B consists of a mixture of casual conversations, academic discussions, and academic lectures.

The Listening section of the computer TOEFL test is *computer adaptive*. This means that the difficulty of the questions that you see is determined by how well you answer the questions. The section begins with a medium-level question, and the questions that follow will get easier or harder depending on whether or not you answer the questions correctly.

# GENERAL STRATEGIES FOR THE LISTENING SECTION (Computer TOEFL® Test)

- I. **Be familiar with the directions.** The directions on every computer TOEFL test are the same, so it is not necessary to spend time reading the directions carefully when you take the test. You should be completely familiar with the directions before the day of the test.
- 2. **Be familiar with computer adaptivity.** This section of the computer TOEFL test is adaptive. This means that you will start with a medium-level question, and the difficulty of the questions will increase or decrease depending on whether or not your answers are correct.
- 3. Set the volume carefully before you start the Listening section. You have the opportunity to choose the volume that you would like before you start the section.
- 4. **Dismiss the directions as soon as they come up.** The time starts when the directions come up. You should already be familiar with the directions, so you can click on **Dismiss Directions** as soon as it appears and save all your time for the questions.
- 5. **Listen carefully to the spoken material.** You will hear the spoken material one time only. You may not repeat the spoken material during the test.
- 6. Use the visuals to help you focus on the context. As you listen to the spoken material, you will see visual materials on the screen. The visual information may help you to understand the context for the spoken material as well as the content of the spoken material as you listen.
- 7. Pace yourself between questions. You control when the spoken material is played. You may take as much time as you need between questions.

- 8. Think carefully about a question before you answer it. You may not return to a question later in the test. You only have one opportunity to answer a given question.
- 9. Click on an answer on the computer screen when you have selected an answer. You may still change your mind at this point and click on a different answer.
- 10. Click on Next and then click on Confirm Answer to record your answer. After you click on the Confirm Answer button, you cannot go back and change your answer. A new question will appear, and you may not return to a previous question.
- II. Do not spend too much time on a question you are unsure of. If you truly do not know the answer to a question, simply guess and go on. The computer will automatically move you into a level of questions that you can answer.
- 12. **Be very careful not to make careless mistakes.** If you carelessly choose an incorrect answer, the computer will move you to an easier level of questions. You will have to waste time working your way back to the appropriate level of questions.
- 13. Monitor the time carefully on the title bar of the computer screen. The title bar indicates the time remaining in the Listening section, the total number of questions in the section, and the current number.
- 14. Do not randomly guess at the end of the section to complete all the questions in the section before time is up. In a computer adaptive section such as the Listening section, random guessing to complete the section will only lower your score.

# **SHORT DIALOGUES**

# (PAPER TOEFL® TEST AND COMPUTER TOEFL® TEST)

Short dialogues appear on both the paper TOEFL test and the computer TOEFL test. Though short dialogues are slightly different in format on the two tests, they both test the same language skills. The paper and computer short dialogues are **similar** in the following ways:

- the language skills tested
- the type of question used
- the number of people talking

The paper and computer short dialogues are **different** in the following ways:

- the possible number of lines of dialogue
- the use of context-setting visuals to accompany the dialogues
- the control of the timing between questions
- the presentation of the question

# SHORT DIALOGUES ON THE PAPER TOEFL® TEST

Short dialogues are found in Part A in the Listening Comprehension section of the paper TOEFL test. For each of the 30 short dialogues in this part of the test, you will hear a twoline dialogue between two speakers followed by a multiple-choice question. After you listen to the dialogue and the question, you must choose the best answer to the question from your test book. Look at an example of a short dialogue from the paper TOEFL test.

# **Example from the Paper TOEFL Test**



On the recording, you hear:

This physics course couldn't be any harder. (man)

I'll say! (woman)

(narrator) What does the woman mean?

In your test book, you read:

- (A) She has something to say to the man.
- (B) She doesn't think the physics course is hard.
- (C) She agrees with the man.
- (D) She'd like to discuss the physics course.

In the dialogue, when the woman says I'll say, she is showing that she agrees with what the man just said. Answer (C) is therefore the best answer to this question.

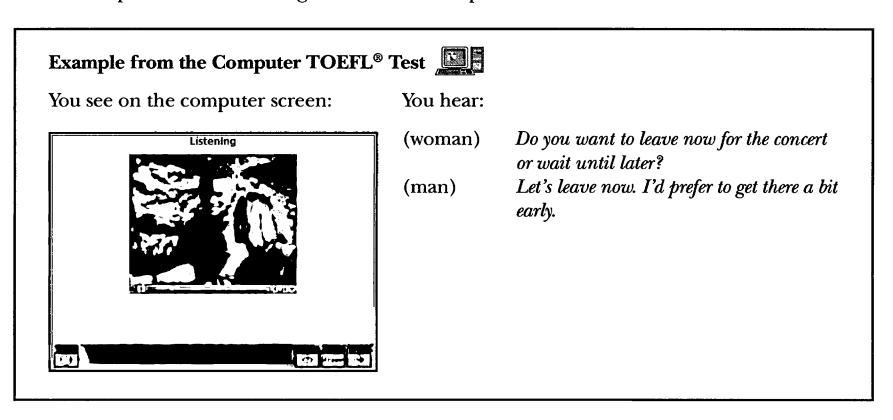
## PROCEDURES FOR THE SHORT DIALOGUES (Paper TOEFL® Test)

- 1. As you listen to each short dialogue, focus on the second line of the conversation. The answer to the question is generally found in the second line.
- 2. Keep in mind that the correct answer is probably a restatement of a key word or idea in the second line of the dialogue. Think of possible restatements.
- 3. Keep in mind that certain structures and expressions are tested regularly in the short dialogues. Listen for these structures and expressions:
  - structures (passives, negatives, wishes, conditions)
  - functional expressions (agreement, uncertainty, suggestion, surprise)
  - idiomatic expressions (two-part verbs, three-part verbs, idioms)
- 4. Keep in mind that these questions generally progress from easy to difficult. This means that questions I through 5 will be the easiest and questions 26 through 30 will be the hardest.
- 5. Read the answers and choose the best answer to each question. Remember to answer each question even if you are not sure of the correct response. Never leave any answers blank.

- 6. Even if you do not understand the complete dialogue, you can still find the correct answer.
  - If you only understand a few words or ideas in the second line, choose the answer that contains a restatement of those words or ideas.
  - If you do not understand anything at all in the second line of the conversation, choose the answer that sounds the most different from what you heard.
  - Never choose an answer because it sounds like what you heard in the dialogue.
- 7. Be prepared for the next question. You have only 12 seconds between questions.

# SHORT DIALOGUES ON THE COMPUTER TOEFL® TEST

Short dialogues appear in Part A of the Listening section of the computer TOEFL test. For each of the short dialogues in this part of the test, you will see a context-setting visual as you listen to a two- to four-line dialogue between two speakers. After you see the visual and listen to the dialogue, you will see the question and the four answer choices on the computer screen. You must click on the best answer choice on the computer screen. Now look at an example of a short dialogue from the computer TOEFL test.



After the dialogue is complete, the question and answer choices appear on the computer screen as the narrator states the question. This question is a regular multiple-choice question that asks what the man means.

Listening	(narrator)	What does the man mean?
What does the man mean?		
He doesn't want to go to the		
concert.		
He would prefer to leave later.		
He wants to leave the concert early.		
He wants to go immediately.		

In the dialogue, the man says Let's leave now. This means that he wants to go immediately. The last answer is the best answer to this question, so you should click on the last answer.

# PROCEDURES FOR THE SHORT DIALOGUES (Computer TOEFL® Test)

- 1. Listen carefully to the short dialogue. You may listen to the dialogue one time only.
- 2. Use the visual to help you focus on the context. A context-setting visual appears on the screen at the beginning of each short dialogue. It shows you who is talking and where they are talking.
- 3. As you listen to each short dialogue, focus on the last line of the dialogue. The answer to the question is generally found in the last line of the dialogue.
- 4. Listen to the question following the short dialogue as you read it on the screen. Each listening question is both spoken and written on the computer screen.
- 5. Keep in mind that the correct answer is probably a restatement of a key word or idea in the last line of the dialogue. Think of possible restatements of the last line of the dialogue.
- 6. Keep in mind that certain structures and expressions are tested regularly in the dialogues. Listen for these structures and expressions:
  - structures (passives, negatives, wishes, conditions)
  - functional expressions (agreement, uncertainty, suggestion, surprise)
  - idiomatic expressions (two-part verbs, three-part verbs, idioms)
- 7. Even if you do not understand the complete dialogue, you can still find the correct answer.
  - If you only understand a few words or ideas in the last line, choose the answer that contains a restatement of those words or ideas.
  - If you do not understand anything at all in the last line of the conversation, choose the answer that sounds the most different from what you heard.
  - Never choose an answer because it sounds like what you heard in the dialogue.
- 8. Click on an answer on the computer screen when you have selected an answer. You may still change your mind at this point and click on a different answer.

- 9. Click on Next. Then click on Confirm Answer to record your answer. After you click on this button, you cannot go back and change your answer.
- 10. Be prepared for the next question. After you click on Confirm Answer, the next question begins automatically.

Next, you should move on to the language skills. The following language skills will help you to implement these strategies and procedures with the short dialogues on both the paper TOEFL test and the computer TOEFL test.

# **STRATEGIES**

### SKILL I: FOCUS ON THE LAST LINE

The short dialogues involve conversations between two people, each followed by a question. It is important to understand that the answer to this type of question is most often (but not always!) found in the last line of the conversation.

# Example from the Paper and Computer TOEFL® Tests





On the recording, you hear:

(man) Billy really made a big mistake this time. Yes, he forgot to turn in his research paper. (narrator) What does the woman say about Billy?

In your test book or on the computer screen, you read:

- (A) It was the first time he made a mistake.
- (B) He forgot to write his paper.
- (C) He turned in the paper in the wrong place.
- (D) He didn't remember to submit his assignment.

The last line of this dialogue indicates that Billy forgot to turn in his research paper, and this means that he didn't remember to submit it. The best answer is therefore answer (D).

The following chart outlines the most important strategy for the short dialogues:

#### STRATEGY #1: FOCUS ON THE LAST LINE

- 1. The last line of the dialogue probably contains the answer to the question.
- 2. Listen to the first line of the dialogue. If you understand it, that's good. If you don't understand it, don't worry because it probably does not contain the answer.
- 3. Be ready to focus on the last line of the dialogue because it probably contains the answer. Repeat the last line in your mind as you read through the answers in the text.

**EXERCISE 1:** In this exercise, you should focus on the last line of the dialogue, read the question, and then choose the best answer to that question. Remember that you can probably answer the question easily with only the last line.

(A) She has strong ideas about movies. 1. (man) Can you tell me if today's matinee is a comedy, romance, (B) She prefers comedies over westerns and or western? romances. I have no idea. (C) She doesn't like today's matinee. (woman) (D) She does not know. (narrator) What does the woman mean? 2. (A) Barb answered the bell. (woman) Was anyone at home at Barb's (B) The house was probably empty. house when you went there to deliver the package? (C) The bell wasn't in the house. (D) The house doesn't have a bell. I rang the bell, but no one (man) answered. What does the man imply? (narrator) (woman) You just got back from the (A) It's unlikely that he'll go to the interview for the internship. interview. How do you think it went? (B) He thinks he'll be recommended for a I think it's highly unlikely that I (man) high-level job. (C) The interview was apparently quite got the job. What does the man suggest? unsuccessful.

**TOEFL EXERCISE 1:** In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should focus carefully on the last line.



Now begin the recording at Toefl Exercise 1.

(A) He is leaving now.

(narrator)

- (B) He has to go out of his way.
- (C) He will not be leaving soon.
- (D) He will do it his own way.
- (A) He locked the door.
  - (B) He tried unsuccessfully to get into the house.
  - (C) He was able to open the door.
  - (D) He left the house without locking the door.
- (A) She doesn't like to listen to turkeys.
  - (B) She thinks the dinner sounds special.
  - (C) She especially likes the roast turkey.
  - She'd prefer a different dinner.
- (A) He'll be busy with her homework tonight.
  - (B) He can't help her tonight.
  - (C) He's sorry he can't ever help her.
  - (D) He'll help her with her physics.

- 5. (A) Her eyes hurt.
  - (B) She thought the lecture was great.
  - (C) The class was boring.

(D) He had an excellent interview.

- (D) She didn't want to watch Professor Martin.
- (A) Not all the bills have been paid. 6.
  - (B) They don't have enough credit to pay the bills.
  - (C) What she said on the phone was not credible.
  - (D) He used a credit card to pay some of the bills.
- (A) She'll call back quickly.
  - She'll definitely be back by 4:00. (B)
  - (C) She'll give it back by 4:00.
  - (D) She'll try to return fast.
- She hasn't seen Tim. (A)
  - Tim was there only for a moment. (B)
  - Tim was around a short time ago. (C)
  - Tim will return in a minute. (D)

- 9. (A) She doesn't like the place he chose.
  - (B) She doesn't want to get into the car.
  - (C) She's glad the spot is reserved.
  - (D) They can't park the car there.
- 10. (A) There's plenty to eat.
  - (B) The refrigerator's broken.
  - (C) The food isn't in the refrigerator.
  - (D) He's not sure if there's enough.

#### SKILL 2: CHOOSE ANSWERS WITH SYNONYMS

Often the correct answer in a short dialogue is an answer that contains synonyms (words with similar meanings but different sounds) for key words in the conversation.

# Example from the Paper and Computer TOEFL® Tests





On the recording, you hear:

(woman) Why is Barbara feeling so happy?

(man) She just started working in a real estate agency.

(narrator) What does the man say about Barbara?

In your test book or on the computer screen, you read:

- (A) She always liked her work in real estate.
- (B) She began a new job.
- (C) She just bought some real estate.
- (D) She bought a real estate agency.

In this dialogue, the key word *started* means *began*, and the key word *working* refers to *job*. The best answer to this question is therefore answer (B).

The following chart outlines a very important strategy for short dialogues:

## STRATEGY #2: CHOOSE ANSWERS WITH SYNONYMS

- 1. As you listen to the last line of the dialogue, focus on key words in that line.
- 2. If you see any synonyms for key words in a particular answer, then you have probably found the correct answer.

**EXERCISE 2:** In this exercise, underline key words in the last line of each short dialogue. Then underline synonyms for these key words in the answers, and choose the best answer to each question. Remember that the best answer is probably the answer that contains synonyms for the key words in the last line of the dialogue.

(woman) Did you see the manager about

the job in the bookstore?

- (man) Yes, and I also had to fill out an application.
- What does the man mean? (narrator)
- (A) He got a job as bookstore manager.
- (B) The bookstore was not accepting applications.
- (C) He saw a book about how to apply for v jobs.
- It was necessary to complete a form. (D)

- 2. (man) We're planning to leave for the trip at about 2:00.
  - (woman) Couldn't we leave before noon? (narrator) What does the woman ask?
- 3. (man) Was the concert well-received? (woman) The audience applauded for a long time after the performance.
  - (narrator) What does the woman say about the concert?

- (A) If they could leave at noon
- (B) If it is possible to go by 12:00
- (C) Why they can't leave at noon
- (D) If they could leave the room
- (A) The performance went on for a long time.
- (B) There was applause throughout the performance.
- (C) The people clapped on and on after the concert.
- (D) The audience waited for a long time for the concert to begin.

**TOEFL EXERCISE 2:** In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should look for synonyms for key words in the last line.



Now begin the recording at Toefl Exercise 2.

- 1. (A) The final exam was harder than the others.
  - (B) There were two exams rather than one.
  - (C) He thought the exam would be easier.
  - (D) The exam was not very difficult.
- 2. (A) He's not feeling very well.
  - (B) He's rather sick of working.
  - (C) He's feeling better today than yesterday.
  - (D) He'd really rather not answer the question.
- 3. (A) The company was founded about a year ago.
  - (B) It was just established that he could go into business.
  - (C) The family is well-established.
  - (D) The business only lasted a year.
- 4. (A) He did not look at the right schedule.
  - (B) The plane landed in the right place.
  - (C) The plane arrived on time.
  - (D) He had to wait for the plane to land.
- 5. (A) She'd rather go running.
  - (B) She doesn't want to go into the pool.
  - (C) She'll change clothes quickly and go swimming.
  - (D) She needs a sweatsuit to go running.

- 6. (A) The firefighters saved the homes for last.
  - (B) A firefighter saved the hillside last night.
  - (C) The homes on the hillside were burned.
  - (D) The houses weren't destroyed.
- 7. (A) There's enough soup.
  - (B) The spices are adequate.
  - (C) She thinks the soup's too salty.
  - (D) The man should add more salt and pepper.
- 8. (A) He was lucky to receive a grant for his studies.
  - (B) He used his fortune to pay his fees.
  - (C) He is a scholar at a college with low fees.
  - (D) He paid to get a scholarship.
- 9. (A) It profited from previous mistakes.
  - (B) It earned a lot of money.
  - (C) This was the last year that it would make a profit.
  - (D) It was not so successful.
- 10. (A) Chuck's bank account has too much money in it.
  - (B) He thinks Chuck has the wrong kind of bank account.
  - (C) He thinks that Chuck is on his way home from the bank.
  - (D) There isn't enough money in Chuck's account.

## SKILL 3: AVOID SIMILAR SOUNDS

Often the incorrect answers in the short dialogues are answers that contain words with similar sounds but very different meanings from what you hear on the recording. You should definitely avoid these answers.

# Example from the Paper and Computer TOEFL® Tests





On the recording, you hear:

Why couldn't Mark come with us? (man) He was searching for a new apartment. (narrator) What does the woman say about Mark?

In your test book or on the computer screen, you read:

- (A) He was in the department office.
- (B) He was looking for a place to live.
- (C) He was working on his research project.
- (D) He had an appointment at church.

The key words in the last line of the dialogue are *searching* and *apartment*. In answers (C) and (D), the words research and church sound like search, so these answers are incorrect. In answers (A) and (D), the words department and appointment sound like apartment, so these answers are incorrect. The best answer is therefore answer (B).

The following chart outlines a very important strategy for the short dialogues:

# STRATEGY #3: AVOID SIMILAR SOUNDS

- 1. Identify key words in the last line of the dialogue.
- 2. Identify words in the answers that contain similar sounds, and do not choose these answers.

NOTE: In Appendix A there are drills to practice distinguishing similar sounds. You may want to complete these practice drills before trying the following exercises.

**EXERCISE 3:** In this exercise, underline key words in the last line of each short dialogue. Then underline words with sounds similar to these key words in the answers, and choose the best answer to each question. Remember that the best answer is probably the answer that does not contain words with sounds that are similar to the sounds of the key words in the last line of the dialogue.

- (woman) I heard that Sally just moved into a new, big house near the
  - beach.
  - (man) But Sally doesn't have a cent! What does the man mean? (narrator)
- Sally has no sense of responsibility. (A)
- Sally sent her friend to the house. (B)
- (C) Sally has no money.
- Sally is on the set with her. (D)

2. (woman) Did they get the new car they

wanted?

- (man) No, they lacked the money.
- (narrator) What does the man mean?
- 3. (man) Have you finished packing yet?

(woman) You should call the porter to get the suitcases.

(narrator) What does the woman mean?

- (A) They locked the map in a car.
- (B) They looked many times in the car.
- (C) It cost a lot of money when the car leaked oil.
- (D) They didn't have enough money to buy another car.
- (A) It's important to pack the suitcases.
- (B) They need help carrying their bags.
- (C) The man should pack his suit in case he needs it.
- (D) The suitcases are quite portable.

**TOEFL EXERCISE 3:** In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be careful to avoid answers with similar sounds.



Now begin the recording at Toefl Exercise 3.

- 1. (A) She has to wait for some cash.
  - (B) The waiter is bringing a glass of water.
  - (C) The lawn is too dry.
  - (D) She needs to watch out for a crash.
- 2. (A) The sweater's the wrong size.
  - (B) The man's feet aren't sweating.
  - (C) The sweater makes the man seem fat.
  - (D) The sweet girl doesn't feel right.
- 3. (A) He has been regularly using a computer.
  - (B) He communicates with a Boston company.
  - (C) He regularly goes to communities around Boston.
  - (D) He has been traveling back and forth to Boston.
- 4. (A) He thought the lesson didn't matter.
  - (B) He couldn't learn the lesson.
  - (C) He learned a massive number of details.
  - (D) He didn't like most of the lesson.
- 5. (A) Some animals started the first fire.
  - (B) Animals are killed by forest fires.
  - (C) In the first frost, animals die.
  - (D) Frost can kill animals.

- 6. (A) Twenty pairs of shoes are on sale.
  - (B) The shoe salesclerk spent twenty dollars on pears.
  - (C) The shoes cost twenty dollars.
  - (D) The shoes could be repaired for twenty dollars.
- 7. (A) Tom tended to dislike biology lab.
  - (B) Attendance wasn't necessary at biology lab.
  - (C) Tom went to biology lab.
  - (D) There was a tendency to require biology lab.
- 8. (A) The meal will be served at noon.
  - (B) The males should be driven there by noon.
  - (C) He's expecting the ice to melt before noon.
  - (D) The letters ought to be delivered at 12:00.
- 9. (A) The weather will probably get worse later.
  - (B) The newspaper headlines described a bad storm.
  - (C) There was news about a headstrong man.
  - (D) He had a new bed.
- 10. (A) If she could do the grocery shopping
  - (B) If she prefers cooked vegetables or salad
  - (C) If she could help prepare the salad
  - (D) If she minds shopping for vegetables

**TOEFL EXERCISE** (Skills 1–3): In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.



Now begin the recording at Toefl Exercise (Skills 1-3).

- 1. (A) He would like some iced coffee.
  - (B) He wants to stop drinking coffee.
  - (C) A drink seems like a good idea.
  - (D) He needs to drink something to stop his coughing.
- 2. (A) She would prefer a sunny day.
  - (B) The park is too crowded.
  - (C) She would like a place that is not so loud.
  - (D) She cannot walk because she's too old.
- 3. (A) He should open an account.
  - (B) He should take a ride on a ship.
  - (C) He should try to keep the cost cheap.
  - (D) He should try something monotonous to get to sleep.
- 4. (A) The department is not changing the requirements.
  - (B) He hasn't heard anything about the change.
  - (C) The changes are believable.
  - (D) What has happened is incredible to him.
- 5. (A) The wait has taken close to an hour.
  - (B) They were stranded in their car.
  - (C) Most of the people have been in line for hours.
  - (D) They made a line in the sand.
- 6. (A) The instructor is selecting several passages.
  - (B) The conductor is fair to the passengers.
  - (C) The stamp collector is conducting his business.
  - (D) The riders are paying for the train trip.

- 7. (A) The managers will take the train to the program.
  - (B) A program to develop new managers will commence soon.
  - (C) The new management program is very weak.
  - (D) The program will be maintained to the letter.
- 8. (A) The fire started to attack the building.
  - (B) The firefighter stared at the attacker.
  - (C) The fire probably began at the top of the building.
  - (D) The firefighter started to attack the fire.
- 9. (A) He assured the woman that he knew the truth.
  - (B) He is sure that it isn't new.
  - (C) He thought that the woman was aware of what happened.
  - (D) He soon will know the truth.
- 10. (A) The art professor is not one of his fans.
  - (B) His drawings were amazing.
  - (C) The catches that he made were fantastic.
  - (D) His sketches showed a fantasy world.

# WHO, WHAT, WHERE

#### DRAW CONCLUSIONS ABOUT WHO, WHAT, WHERE SKILL 4:

It is common in the short dialogues to ask you to draw some kind of conclusion. In this type of question the answer is not clearly stated; instead you must draw a conclusion based on clues given in the dialogue. One kind of conclusion that is common in this part of the test is to ask you to determine who the speaker is, based on clues given in the dialogue.

# Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

Can you tell me what assignments I missed when I was absent from your class? (woman)

You missed one homework assignment and a quiz. (man)

(narrator) Who is the man?

In your test book or on the computer screen, you read:

- (A) A newspaper editor
- (B) A police officer
- (C) A teacher
- (D) A student

The clues class, homework, and quiz in the dialogue tell you that the man is probably a teacher. Answer (C) is therefore the correct answer.

Another type of conclusion that is common in the short dialogues is to determine what will probably happen next, based on clues given in the dialogue.

# Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

(woman) Are you going to read those books here in the library?

I think I'd rather check them out now and take them home.

(narrator) What will the man probably do next?

In your test book or on the computer screen, you read:

- (A) Sit down in the library
- (B) Look for some more books
- (C) Return the books to the shelves
- (D) Go to the circulation desk

The man mentions books and says that he would like to check them out now. Since the circulation desk is where you go to check books out from a library, the man will probably go to the circulation desk next. The correct answer is therefore answer (D).

A final type of conclusion that is common in the short dialogues is to determine where the conversation probably takes place, based on clues given in the conversation.

# Example from the Paper and Computer TOEFL® Tests





On the recording, you hear:

Are you going into the water, or are you just going to lie there on the sand? (woman)

I think I need to put on some suntan lotion. (man)

(narrator) Where does this conversation probably take place?

In your test book or on the computer screen, you read:

- (A) At a beauty salon
- (B) At the beach
- (C) In a sandbox
- (D) At an outdoor restaurant

The clues water, sand, and suntan lotion in the dialogue tell you that this dialogue probably takes place at the beach. Answer (B) is therefore the correct answer.

The following chart outlines the key point that you should remember about this type of question:

## CONCLUSIONS ABOUT WHO, WHAT, WHERE

It is common for you to be asked to draw one of the following conclusions in the short dialogues:

- 1. WHO is probably talking?
- 2. WHAT will s/he probably do next?
- 3. WHERE does the dialogue probably take place?

**EXERCISE 4:** In this exercise, read each short dialogue and question, underline the clues that help you answer the question, and then choose the best answer. You will have to draw conclusions about who, what, and where.

1.	(man)	I'd like to deposit this check in
		my account, please.

Would you like any cash back? (woman)

(narrator) Who is the woman?

- (A) A store clerk
- (B) A bank teller (C) An accountant
- (D) A waitress
- 2. (woman) Have you deposited your paycheck yet?

No, but that's next on my list of

(man) errands.

What will the man probably do (narrator) next?

- (A) Earn his paycheck
- Write a check for a deposit on an apartment
- (C) Go to a bank
- (D) Make a list of errands to run

- 3. (man) Did you get the bread, eggs, and milk?
  - (woman) Now we need to stand in line at

the checkout counter.

(narrator) Where does this conversation

probably take place?

- (A) In a restaurant
- (B) At a bakery
- (C) On a farm
- (D) In a market

**TOEFL EXERCISE 4:** In this exercise, listen carefully to each short dialogue and question on the recording and then choose the best answer to the question. You will have to draw conclusions about *who*, *what*, and *where*.



Now begin the recording at Toefl Exercise 4.

- 1. (A) In a photography studio
  - (B) In a biology laboratory
  - (C) In an office
  - (D) In the library
- 2. (A) He's a pilot.
  - (B) He's a flight attendant.
  - (C) He's a member of the ground crew.
  - (D) He works clearing land.
- 3. (A) Wash the dishes immediately
  - (B) Use as many dishes as possible
  - (C) Wash the dishes for as long as possible
  - (D) Wait until later to clean up
- 4. (A) In a bank
  - (B) In a restaurant
  - (C) At a service station
  - (D) In a beauty salon
- 5. (A) A salesclerk in a shoe store
  - (B) A shoe repairperson
  - (C) A party caterer
  - (D) A salesclerk in a fixtures department

- 6. (A) On a playground
  - (B) In a parking lot
  - (C) At a zoo
  - (D) In a photo studio
- 7. (A) Respond to the mail
  - (B) Put the letters in a file
  - (C) Create a pending file
  - (D) File the answers she received to the letters
- 8. (A) In an airplane
  - (B) In a police car
  - (C) In a theater
  - (D) At a fireworks exhibit
- 9. (A) Take care of Bob
  - (B) Invite Bob to dinner
  - (C) Let Bob know that they accept his invitation
  - (D) Respond to the woman's question
- 10. (A) A pharmacist
  - (B) A dentist
  - (C) A teacher
  - (D) A business manager

#### SKILL 5: LISTEN FOR WHO AND WHAT IN PASSIVES

It is sometimes difficult to understand who or what is doing the action in a passive sentence. This problem is often tested in the short dialogues.

# Example from the Paper and Computer TOEFL® Tests





On the recording, you hear:

Did Sally go to the bank this morning? (man)

Yes, she did. She got a new checking account. (woman)

(narrator) What does the woman imply?

In your test book or on the computer screen, you read:

- (A) Sally wrote several checks.
- (B) Sally wanted to check up on the bank.
- (C) A new checking account was opened.
- (D) Sally checked on the balance in her account.

In this dialogue, the woman uses the active statement She got a new checking account, which means that Sally opened a checking account. The correct answer uses the passive structure that a new checking account was opened to express the same idea. Therefore, the best answer to the question above is answer (C).

You should note the following about passive sentences in the short dialogues:

### **PASSIVE STATEMENTS**

- 1. If the dialogue contains a passive statement, the answer to the question is often an active statement.
- 2. If the dialogue contains an active statement, the answer to the question is often a passive statement.

NOTE: Check carefully who or what is doing the action in these questions.

**EXERCISE 5:** In this exercise each of the correct answers is either a passive restatement of an active sentence or an active restatement of a passive sentence. Read each short dialogue and underline the key active or passive statement. Then read the question and choose the best answer to the question. Be careful about who and what with these passives.

- (woman) Alice needs to pay her tuition today.
  - (man) But her tuition has already been paid.
  - What does the man imply? (narrator)
- (A) Alice's education has paid off.
- Alice's tuition needs to be paid.
- (C) Alice has already paid her fees.
- Alice has already received the money. (D)

- 2. (man) Have you been taking good care of the lawn?
  - (woman) I watered it only this morning.
    (narrator) What does the woman mean?
- 3. (man) Did you hear the news about the child who was lost in the park?
  - (woman) Yes, and I heard that she was just found!
  - (narrator) What does the woman mean?

- (A) She drank some water on the lawn this morning.
- (B) She waited for him on the lawn this morning.
- (C) The lawn has already been watered today.
- (D) She wanted a new lawn this morning.
- (A) Someone located the girl.
- (B) She heard about the new park from the child.
- (C) The child found her lost pet.
- (D) The child was the last one in the park.

**TOEFL EXERCISE 5:** In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of passives.



Now begin the recording at Toefl Exercise 5.

- 1. (A) If the restaurant is on the corner
  - (B) If the man would like to go to the restaurant
  - (C) If the vegetables are fresh
  - (D) If vegetarian food can be obtained
- 2. (A) He admitted that he wanted to go to law school in the fall.
  - (B) The law school accepted him as a student.
  - (C) The law professor admitted that he would be a student in the fall semester.
  - (D) He would be admitted to law school after the fall semester.
- 3. (A) Mark's plants were cared for in his absence.
  - (B) Mark's plan was to be out of town.
  - (C) Mark was careful about his plans for the out-of-town trip.
  - (D) She was careful while Mark was gone.
- 4. (A) The lights in the trees were destroyed in the storm.
  - (B) The storm damaged the trees.
  - (C) The falling trees destroyed a store.
  - (D) In the light the destruction of the storm could be seen.

- 5. (A) She was broke from skiing.
  - (B) She went skiing in spite of her accident.
  - (C) Her leg was hurt on a skiing trip.
  - (D) Her skis were broken in the mountains.
- 6. (A) The road the horses took was long and hard.
  - (B) It was hard to find the hidden houses.
  - (C) The riders worked the horses too much.
  - (D) It was hard for people to ride the horses for long.
- 7. (A) He didn't want the coffee that the woman ordered.
  - (B) He wasn't sure if the woman wanted coffee.
  - (C) He assumed the woman had ordered coffee.
  - (D) He was unaware that coffee had already been ordered.
- 8. (A) The car was in the left parking lot at the airport.
  - (B) The friends parked their car at the airport.
  - (C) The airport couldn't hold a lot of cars.
  - (D) There were a lot of cars to the left of the parking lot.

- 9. (A) The students pointed at Mac.
  - (B) Mac was present when the other students made the appointment.
  - (C) The class representative suggested Mac to the other students.
  - (D) Mac was chosen by his classmates to represent them.
- 10. (A) After the earthquake, the insurance company came out to inspect the damage.
  - (B) The insurance company insisted that the building be repaired to meet earthquake safety standards.
  - (C) The inhabitants paid their premiums after the earthquake.
  - (D) The insurance company paid for the earthquake damage.

#### LISTEN FOR WHO AND WHAT WITH MULTIPLE NOUNS SKILL 6:

When there is more than one noun in a sentence in the short dialogues, it is common for the answers to confuse which noun does what.

# Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

Do you know who is in the band now? (man)

(woman) I heard that Mara replaced Robert in the band.

(narrator) What does the woman say about the band?

In your test book or on the computer screen, you read:

- (A) Robert became a new member of the band.
- (B) Robert took Mara's place in the band.
- (C) Mara didn't have a place in the band.
- (D) Mara took Robert's place in the band.

In the woman's response to the man's question, she talks about two people (Mara and Robert), and these two people are confused in the answers. Because Mara replaced Robert, this means that Mara took Robert's place in the band. The best answer is therefore answer (D).

The following chart outlines the key point that you should remember about questions with multiple nouns:

### WHO AND WHAT WITH MULTIPLE NOUNS

When there are multiple nouns in a sentence, it is common for the answers to confuse which noun does what.

**EXERCISE 6:** In this exercise, underline the confusing nouns in each short dialogue. Then, read the question and choose the best answer to that question. Remember to think very carefully about who is doing what.

- 1. (man) Why is Bill not at work this week?

  (woman) His doctor made him take a
  - (woman) His doctor made him take a week off.
  - (narrator) What does the woman mean?
- 2. (man) Why is Paul going back home this summer?
  - (woman) He's returning to Vermont for his sister's wedding.
  - (narrator) What does the woman mean?
- 3. (man) Did you hear that John's uncle died?
  - (woman) Yes, and John was named beneficiary in his uncle's will.
  - (narrator) What does the woman mean?

- (A) The doctor decided to take some time off from work.
- (B) The doctor told Bill he wasn't too weak to work.
- (C) Bill was mad when the doctor took some time off.
- (D) Bill took a vacation on his doctor's orders.
- (A) Paul is getting married this summer.
- (B) Paul's sister is returning from Vermont to get married.
- (C) Paul will be there when his sister gets married this summer.
- (D) Paul's sister is coming to his wedding in Vermont.
- (A) John received an inheritance when his uncle died.
- (B) It's a benefit that John's name is the same as his uncle's.
- (C) John knows that his uncle will come to the benefit.
- (D) John's uncle gave him a beneficial name.

**TOEFL EXERCISE 6:** In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of who is doing what.



Now begin the recording at Toefl Exercise 6.

- 1. (A) The passenger waited at the corner.
  - (B) The passenger looked for a taxi at the corner.
  - (C) The cab driver waited for the passenger.
  - (D) The passenger cornered the waiting taxi driver.
- 2. (A) It was hard for her to hear Jane last night.
  - (B) Jane gave a harp recital last night.
  - (C) Jane was playing hard while she was hurt.
  - (D) She played the harp last night for Jane.

- 3. (A) The baby sister went to bed quite early.
  - (B) The children were forced to go to bed early.
  - (C) The baby-sitter made the bed after the children got up.
  - (D) The baby-sitter did not stay up late.
- 4. (A) The man taught his son about football.
  - (B) The boy is receiving the ball from his dad.
  - (C) The ball is being tossed into the air by the boy.
  - (D) The man is playing with the ball in the sun.

- 5. (A) The students were told to go listen to the speaker.
  - (B) The professor attended that evening's lecture.
  - (C) The students were given directions to the lecture.
  - (D) The professor was directed to the lecture hall.
- 6. (A) The manager went to the supply room.
  - (B) The clerk set supplies on the floor.
  - (C) The clerk went to the supply room at the manager's request.
  - (D) The clerk backed into the manager in the supply room.
- 7. (A) The librarian was quite reserved with the students for two days.
  - (B) Within two days the librarian had the books for the students.
  - (C) The librarian reserved the books for the students.
  - (D) The students put the books on hold for two days.

- 8. (A) The chairman decided that Tony would serve on the board for another year.
  - (B) The chairman elected the board.
  - (C) The board decided Tony could be chairman after one year.
  - (D) Tony became chairman for one more year.
- 9. (A) The judge defended the murderer.
  - (B) The judge tried to protect the defendant from the murderer.
  - (C) The judge said that the defendant was a criminal.
  - (D) The defense couldn't make a judgment about the criminal.
- 10. (A) The woman should announce the names of the committee members.
  - (B) He is thankful to be appointed to the committee.
  - (C) He is sure about the time of the appointment with the committee.
  - (D) The woman will serve on the committee.

**TOEFL EXERCISE** (Skills 4–6): In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.



Now begin the recording at Toefl Exercise (Skills 4–6).

- 1. (A) In a department store
  - (B) In a stationery store
  - (C) At the post office
  - (D) At the airport
- 2. (A) The teacher gave the students a hand.
  - (B) The term papers were turned in.
  - (C) The students got the papers from the office.
  - (D) The teacher handed the papers to the students.
- 3. (A) The attendant checked the oil in Mark's car.
  - (B) Mark checked to see if he had enough oil in his car.
  - (C) Mark checked with the service station attendant.
  - (D) Mark wrote a check to pay for the oil.

- 4. (A) A delivery man
  - (B) A famous chef
  - (C) A clerk in a fast-food restaurant
  - (D) An airline steward
- 5. (A) They need new print for the additional copies.
  - (B) They can make extra copies if necessary.
  - (C) Printers are needed for the additional copies.
  - (D) Additional copies are needed immediately.
- 6. (A) The professor bought two books.
  - (B) The students had to purchase two books.
  - (C) The students sold two books to the professor.
  - (D) The students were required to read two books by the professor.

- 7. (A) The doctor returned to the office.
  - (B) Jim asked the doctor to come to the office.
  - (C) The doctor will not return until next week.
  - (D) Jim was told to come back.
- 8. (A) Go to work in the lab
  - (B) Sample the work from the lab
  - (C) Have the samples delivered
  - (D) Send a note to the lab

- 9. (A) Mary became the new class president.
  - (B) Sue took her place as class president.
  - (C) In place of Mary, Sue became senior class president.
  - (D) The senior class president replaced Sue and Mary.
- 10. (A) The panel was analyzed on the television program.
  - (B) A committee evaluated recent political events.
  - (C) The program featured a psychoanalyst.
  - (D) The panel discussed the television program.

**TOEFL REVIEW EXERCISE (Skills 1–6):** In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.



Now begin the recording at Toefl Review Exercise (Skills 1–6).

- 1. (A) He seemed to be rather hungry.
  - (B) She was quite angry at him.
  - (C) He was trying to hang the posters.
  - (D) She believes he was mad.
- 2. (A) The parents are going to stay up late.
  - (B) The parents have given Hannah her allowance.
  - (C) Lately, the parents have not been so loud.
  - (D) Hannah does not have to go to bed early.
- 3. (A) At a department store
  - (B) At a service station
  - (C) At a collection agency
  - (D) In a delivery room
- 4. (A) She just broke some eggs.
  - (B) They need to eat fast.
  - (C) She is serious about the boat.
  - (D) He has a choice to make.
- 5. (A) It was urgent that Ellen do her best.
  - (B) He really urged Ellen to do more.
  - (C) He was encouraged by Ellen to try harder.
  - (D) Ellen told him that she was trying to do better.

- 6. (A) The car stalled on the road.
  - (B) Someone took the car.
  - (C) Rob sold his car.
  - (D) Rob heard someone steal his car.
- 7. (A) Buying the bigger container
  - (B) Putting the milk in the cart
  - (C) Taking a carton that is smaller
  - (D) Getting the milk tomorrow instead
- 8. (A) The receptionist welcomed the businesspeople.
  - (B) The man created a shipping and receiving business.
  - (C) The businesspeople were rather greedy.
  - (D) The businesspeople greeted the receptionist.
- 9. (A) The police officer was stationed near the tourist.
  - (B) The tourist was forced to accompany the police officer.
  - (C) The tourist became mad at the police station.
  - (D) The tourist stated that the police officer never came.
- 10. (A) He hasn't seen her ideas.
  - (B) It was a terrible deal.
  - (C) He doesn't like the idea.
  - (D) It sounds magnificent to him.

## **NEGATIVES**

#### LISTEN FOR NEGATIVE EXPRESSIONS SKILL 7:

Negative expressions are very common in the short dialogues, and the most common kind of correct response to a negative statement is a positive statement containing a word with an opposite meaning.

# Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

How did they get to their grandmother's house in Maine in only five hours? (man)

(woman) They didn't drive slowly on the trip to Maine.

(narrator) What does the woman say about the trip?

In your test book or on the computer screen, you read:

- (A) They drove rather quickly.
- (B) They couldn't have driven more slowly.
- (C) They wanted to travel slowly to Maine.
- (D) They didn't drive to Maine.

The correct answer is answer (A). If they didn't drive slowly to Maine, this means that they drove rather quickly. Notice that the correct answer uses quickly, the opposite of slowly. The answers that use *slowly* are not correct.

The following chart outlines the types of negative expressions that you should be careful of:

TYPES OF NEGATIVE EXPRESSIONS			
Expression	Example	Correct Answer	
Regular negative: not or n't	Tom is not sad about the results.	not sad = happy	
Other negatives: nobody, none, nothing, never	Nobody arrived on time. Sal never works hard.	nobody on time = late never works hard = lazy	
Negative prefixes: un-, in-, dis-	The patient was insane.	insane = not sane = crazy	

**EXERCISE 7:** In this exercise, underline the negative in the last line of each short dialogue. Then read the question and choose the best answer to that question. Remember that the best answer is one that uses an opposite meaning.

1. (man) I can't seem to get the door

unlocked.

That isn't the right key for the (woman)

door.

What does the woman mean? (narrator)

- (A) The key in the drawer is on the right.
- The man should write the message on the door.
- The man has the wrong key. (C)
- (D) The right key isn't in the drawer.

(narrator)

- (man) Were you pleased with last week's convention? Nothing went as planned. (woman)
- Are you planning to go to college (woman) next year?
  - I'm really unsure about the idea. (man)

What does the woman mean?

(narrator) What does the man mean?

- (A) The convention was disorganized.
- (B) She didn't plan to attend the convention.
- (C) She planned the convention last week.
- (D) She wasn't pleased with the last week of the convention.
- (A) He definitely wants to go to college.
- (B) He is certain about his plans.
- (C) He's hesitant about attending college.
- (D) His idea is to go to college.

**TOEFL EXERCISE 7:** In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of negative expressions.



Now begin the recording at Toefl Exercise 7.

- (A) She is very busy.
  - (B) She has lots of free time.
  - (C) It is not necessary to take out the trash.
  - (D) She will do it if she has time.
- (A) The interview is very important.
  - (B) He is worried about the interview.
  - (C) What he's wearing to the interview is important.
  - (D) He is not concerned about the interview.
- (A) He has almost all the notes.
  - (B) His attendance was perfect.
  - (C) He went to all the lectures but one.
  - (D) He missed more than one psychology class.
- (A) They passed the library at 6:00.
  - The library opens at 6:00 in the (B) summer.
  - (C) The library closes at 6:00.
  - (D) You can't check out more than six books in the summer.
- Water the plants once a day. (A)
  - Give the plants no more water. (B)
  - Water the plants often while the (C) man is gone.
  - (D) Give the plants a limited amount of water.

- (A) The service satisfied her.
  - (B) The food was worse than the service.
  - (C) She thought the service was bad.
  - (D) Neither the food nor the service was satisfying.
- 7. (A) He told his kids to leave.
  - (B) He seriously wanted the woman to go.
  - (C) He was joking when he told the woman to leave.
  - (D) He left with the woman.
- (A) The project will take all their effort.
  - They have no other work to do. (B)
  - (C) It's impossible to finish.
  - (D) They aren't even close to finishing the project.
- 9. (A) She doesn't mind an hour more.
  - She'd rather stay more than an (B) hour.
  - (C) It's better to stay than go.
  - (D) She prefers to leave.
- 10. (A) The service at the hotel wasn't too good.
  - This hotel gave excellent service. (B)
  - (C) The service at the hotel could have been improved.
  - (D) This hotel's service was the same as the service at other hotels.

#### LISTEN FOR DOUBLE NEGATIVE EXPRESSIONS SKILL 8:

It is possible for two negative ideas to appear in one sentence, and the result can be quite confusing.

# Example from the Paper and Computer TOEFL® Tests





On the recording, you hear:

I can't believe the news that I heard about the concert. (man)

Well, it isn't impossible for the concert to take place. (woman)

(narrator) What does the woman say about the concert?

In your test book or on the computer screen, you read:

- (A) There's no possibility that the concert will take place.
- (B) The concert will definitely not take place.
- (C) The concert might take place.
- (D) The concert can't take place.

The correct answer to this question is answer (C). If it isn't impossible for the concert to take place, then it is possible, and the modal *might* indicates possibility.

The following chart outlines the situations where double negatives can occur:

DOUBLE NEGATIVES				
Situation	Meaning			
negative word (e.g., not, no, none) and a negative prefix (e.g., in-, un-, dis-)	He didn't like the <i>un</i> clean office.	did not like unclean office = liked clean office		
two negative verbs	It isn't snowing, so they aren't going to the mountains.	implies that they would go if it were snowing		
neither or not either	Sue didn't like the movie, and neither did Mark.	both did not like the movie		

**EXERCISE 8:** In this exercise, underline the two negatives in the last line of each short dialogue. Then read the question and choose the best answer to that question. Remember that two negatives can make the sentence positive.

- Paula, you worked so hard 1. (man)
  - setting up the field trip.
  - I hope no one's unhappy with (woman)
    - the arrangements.
  - (narrator) What does Paula mean?
- She hopes everyone will be pleased.
- She knows no one is happy with what she has done.
- (C) She's arranged to take a trip because she's unhappy.
- (D) Everyone's happy with the condition of the field.

(woman) How was your history exam? I didn't study enough, so I (man)

didn't do well.

(narrator) What does the man mean?

- 3. (man) Were your friends able to get tickets for the concert?
  - (woman) Mark couldn't get tickets for the concert, and neither could Paul.
  - What does the woman mean? (narrator)

- (A) He studied a lot and passed.
- (B) He failed in spite of his effort.
- (C) He got a good grade even though he didn't study.
- (D) His grade was poor because of inadequate preparation.
- (A) Although Mark couldn't get both tickets, Paul did.
- (B) Both were unable to obtain tickets.
- (C) Neither Mark nor Paul wanted to go to the concert.
- (D) Mark tried to get tickets, but Paul didn't.

**TOEFL EXERCISE 8:** In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of double negatives.



Now begin the recording at Toefl Exercise 8.

- (A) He'll definitely be elected.
  - (B) The election is now complete.
  - She has high hopes for his chances.
  - (D) It may happen.
- (A) Both parts of his game were bad.
  - (B) He served better than he volleyed.
  - (C) Some parts of his game were better than others.
  - (D) He played rather well.
- (A) It is a surprise that he was prepared.
  - (B) He was not ready, as usual.
  - (C) He prepared a really big surprise.
  - (D) His strong preparation came as no surprise.
- (A) She felt good enough to go out.
  - She went out to get some medicine.
  - She felt like dancing, so she went out with everyone.
  - (D) She stayed home because she was sick.
- She has problems that others aren't aware of.
  - Others aren't aware of her (B) problems.
  - (C) She knows she's been a problem.
  - (D) She doesn't have a care in the world.

- (A) Steve wanted to finish his paper, and so did Paul.
  - (B) Both Steve's and Paul's papers were incomplete.
  - (C) Steve and Paul were busy doing their term papers.
  - (D) When Steve wasn't able to finish his paper, Paul couldn't help.
- (A) It wasn't George's responsibility to pay the bill.
  - (B) Bill was irresponsible about paying George's rent.
  - (C) George acted carelessly by not taking care of the bill.
  - (D) George took responsibility for the unpaid bill.
- (A) It's fortunate that he was accepted.
  - (B) It's good that he wasn't admitted.
  - (C) Fortunately, the university didn't admit him.
  - (D) It's too bad he was rejected.

- (A) The first essay was better than the second.
  - (B) The first and second drafts couldn't be better.
  - (C) The second draft of the essay was much better than the first.
  - (D) Both versions were poorly written.
- 10. (A) Roger has been bothered.
  - (B) Roger wasn't the least bit disturbed.
  - (C) The problems have had little effect on Roger.
  - (D) Roger hasn't been disturbed.

### SkILL 9: LISTEN FOR "ALMOST NEGATIVE" EXPRESSIONS

Certain expressions in English have "almost negative" meanings. These expressions are common in the short dialogues.

# Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

(woman) Were you able to pay the electric bill?

I had barely enough money. (narrator) What does the man imply?

In your test book or on the computer screen, you read:

- (A) He had plenty of money for the bill.
- (B) He did not have enough money for the bill.
- (C) He paid the bill but has no money left.
- (D) He was unable to pay the bill.

In the man's statement, the word *enough* indicates that there was *enough*, so he *paid the bill*. However, it was barely enough, so he almost did not have enough and certainly has no money left. The correct answer is therefore answer (C).

The following chart outlines common "almost negative" expressions:

COMMON ALMOST NEGATIVE EXPRESSIONS			
Meaning Expression Example			
almost none	hardly, barely, scarcely, only	There is hardly any food in the refrigerator.	
almost never	rarely, seldom	He rarely drives to work.	

**EXERCISE 9:** In this exercise, underline the "almost negative" expression in the last line of each short dialogue. Then read the question and choose the best answer. Remember that the best answer is one that means that it is true but it is almost not true.

I hear that Mona's been offered 1. (man) the manager's job.

(woman)

- But she has hardly any work
- experience!
- (narrator) What does the woman say about Mona?
- Mona hasn't worked hard. (A)
- Mona's experience has been hard.
- (C) Mona's job as manager is hard.
- (D) Mona hasn't worked for very long.

- 2. (woman) How much time did Sam spend on his paper for economics class?
  - (man) Sam has seldom taken so much time on a research paper.
  - (narrator) What does the man mean?
- 3. (woman) Does Steve usually park his car there?
  - (man) Only once has he parked his car in that lot.
  - (narrator) What does the man mean?

- (A) Sam usually spends this much time on his schoolwork.
- (B) Sam has rarely worked so hard.
- (C) Sam took too much time on this paper.
- (D) Sam should've worked harder on this paper.
- (A) He parks his car there once in a while.
- (B) He's parked his car there a lot.
- (C) He only leaves his car there for short periods of time.
- (D) He left his car there on just one occasion.

**TOEFL EXERCISE 9:** In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of "almost negative" expressions.



Now begin the recording at Toefl Exercise 9.

- 1. (A) There's little rain in July.
  - (B) In July it never rains.
  - (C) It rains hard in July.
  - (D) When it rains in July, it rains hard.
- 2. (A) The university accepted three students.
  - (B) None of the students is going to the university.
  - (C) John was not accepted.
  - (D) Two were not admitted.
- 3. (A) Although he did pass, Mark's exam grade wasn't too good.
  - (B) Mark failed his history exam.
  - (C) The highest grade on the history exam went to Mark.
  - (D) Professor Franks didn't pass Mark on the history exam.
- 4. (A) He often has long waits in Dr. Roberts's office.
  - (B) He must wait patiently for Robert.
  - (C) Dr. Roberts is generally punctual.
  - (D) He doesn't mind waiting for Dr. Roberts.

- 5. (A) Betty often takes vacations in winter.
  - (B) Betty prefers to take vacations in winter.
  - (C) Occasionally Betty works one week during vacation.
  - (D) A winter vacation is unusual for Betty.
- 6. (A) He rarely spends time on his courses.
  - (B) He's an excellent student.
  - (C) He never studies.
  - (D) His books are always open.
- 7. (A) He finished the exam in plenty of time.
  - (B) He was scared he wouldn't finish.
  - (C) He used every possible minute to finish.
  - (D) He was unable to complete the exam.
- 8. (A) This was a very long staff meeting.
  - (B) This was the only staff meeting in a long time.
  - (C) The meeting lasted only until one o'clock.
  - (D) The one staff meeting should've lasted longer.

- 9. (A) Meat tastes delicious to him when it's cooked rare.
  - (B) He isn't sure if the meal is delicious.
  - (C) This meat is the best he's tasted in a long time.
  - (D) He'd like to eat some meat from this delicatessen.
- 10. (A) He broke his arm trying to move it.
  - (B) He only hurt the broken arm.
  - (C) He only tries to move the broken arm.
  - (D) There's no pain if he rests quietly.

#### SKILL 10: LISTEN FOR NEGATIVES WITH COMPARATIVES

Negatives can be used with comparatives in the short dialogues of the TOEFL test. A sentence with a negative and a comparative has a superlative, or very strong, meaning.

### Example from the Paper and Computer TOEFL® Tests





On the recording, you hear:

What do you think of the new student in math class? (woman)

No one is more intelligent than she is.

(narrator) What does the man say about the new student?

In your test book or on the computer screen, you read:

- (A) She is not very smart.
- (B) He is smarter than she is.
- (C) Other students are smarter than she is.
- (D) She is the smartest student in the class.

The man responds to the woman's question with the negative No and the comparative more intelligent, and this combination has a superlative meaning, the smartest. The best answer is therefore answer (D).

The following chart outlines comparisons that you should be careful of when they are used with negatives:

COMPARATIVES WITH NEGATIVES				
Comparative Example		Meaning		
more	No one is more beautiful than she is.	She is the most beautiful.		
-er	He couldn't be happier.	He is extremely happy.		

**EXERCISE 10:** In this exercise, underline the negative and the comparative in the second line of each short dialogue. Then read the question and choose the best answer to that question. Remember that the best answer is one that expresses a superlative, or very strong, idea.

- 1. (woman) Have you gotten over your cold yet?
  - (man) I couldn't be feeling any better today.
  - (narrator) What does the man mean?
- 2. (woman) What did you think of Mike when you first met him?
  - (man) He couldn't have been more unfriendly.
  - (narrator) What does the man mean?
- 3. (man) Did you see Theresa's grade on the math exam? It was

unbelievable!

(woman) No one else could have done

better.

(narrator) What does the woman mean?

- (A) He's feeling terrific.
- (B) He felt a lot worse today.
- (C) He's not feeling too well today.
- (D) He's a bit better today.
- (A) Mike was extremely friendly when he met him.
- (B) Mike could have met him sooner.
- (C) Mike didn't seem to like him at all.
- (D) When he met Mike, he didn't have a friend.
- (A) Theresa could've gotten a higher grade.
- (B) Anyone could get a good grade.
- (C) Theresa got the highest grade.
- (D) A high grade is impossible for anyone.

**TOEFL EXERCISE 10:** In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of comparatives with negatives.



Now begin the recording at Toefl Exercise 10.

- 1. (A) She's not very happy.
  - (B) She didn't do very well on the exam.
  - (C) She could be somewhat happier.
  - (D) She's delighted with the results.
- 2. (A) Paula is always lazy.
  - (B) Paula didn't work very hard this semester.
  - (C) Paula made a strong effort.
  - (D) Paula could have worked harder.
- 3. (A) The prices were great!
  - (B) The prices were too high.
  - (C) She didn't buy much because of the prices.
  - (D) The prices could have been lower.
- 4. (A) She is not very smart.
  - (B) She always tells him everything.
  - (C) He doesn't know her very well.
  - (D) She's extremely intelligent.

- 5. (A) The patient absolutely didn't need the surgery.
  - (B) The necessity for the surgery was unquestionable.
  - (C) The surgeon felt that the operation was necessary.
  - (D) It was essential that the surgery be performed immediately.
- 6. (A) They were not very lucky.
  - (B) No one was hurt.
  - (C) The accident was unfortunate.
  - (D) She wanted to have better luck.
- 7. (A) Nothing was very difficult.
  - (B) The exam wasn't at all easy.
  - (C) The exam couldn't have been easier.
  - (D) The exam had nothing difficult on it.

- 8. (A) She wants that job very much.
  - (B) No one is going to get the job.
  - (C) Everybody else wants that job as much as she does.
  - (D) She is not sure about taking the job.
- 9. (A) She was second in the race.
  - (B) She was almost the slowest person in the race.
  - (C) She won the race.
  - (D) She was not faster than anyone else.

- 10. (A) This math project was extremely complex.
  - (B) This math project was less complicated than the last.
  - (C) They seldom complete their math projects.
  - (D) Complicated math projects are often assigned.

**TOEFL EXERCISE** (Skills 7–10): In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.



Now begin the recording at Toefl Exercise (Skills 7–10).

- 1. (A) She can try a little harder.
  - (B) There is a lot more that she can do.
  - (C) She's doing the best that she can.
  - (D) It is impossible for her to do anything.
- 2. (A) She's always been late for the bus.
  - (B) The bus has always been late.
  - (C) The bus only left on time once.
  - (D) Only on this trip has the bus been on time.
- 3. (A) There wasn't enough soup to go around.
  - (B) We had so much soup that we couldn't finish it.
  - (C) Everyone got one serving of soup, but there wasn't enough for seconds.
  - (D) Everyone around the table had a lot of soup.
- 4. (A) She does want to see the movie.
  - (B) It's extremely important to her to go.
  - (C) She doesn't want to go there anymore.
  - (D) She really couldn't move there.

- 5. (A) She handed the paper in on time.
  - (B) She was able to complete the paper, but she didn't turn it in.
  - (C) The paper was a complete mess, so she didn't turn it in.
  - (D) The paper was unfinished.
- 6. (A) Neither Tim nor Sylvia is taking care of Art.
  - (B) Sylvia likes modern art even less than Tim does.
  - (C) Sylvia doesn't care for anything Tim does.
  - (D) Sylvia and Tim agree in their opinion of modern art.
- 7. (A) They always work hard in the afternoon.
  - (B) They don't do much after lunch.
  - (C) After noon they never work.
  - (D) It's never hard for them to work in the afternoon.
- 8. (A) It's hard for him to work when it gets warm.
  - (B) Whenever it gets warm, he turns on the air-conditioner.
  - (C) The air-conditioner only works when it isn't needed.
  - (D) He likes to use the air-conditioner when it is warm.

- 9. (A) He did really poorly.
  - (B) He's felt worse before.
  - (C) The results could not have been better.
  - (D) He's not too unhappy with the results.
- 10. (A) With so many members present, the committee couldn't reach a decision.
  - (B) The committee should've waited until more members were present.
  - (C) The issue shouldn't have been decided by all the committed members.
  - (D) The issue wasn't decided because so many members were absent.

**TOEFL REVIEW EXERCISE (Skills 1–10):** In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.



Now begin the recording at Toefl Review Exercise (Skills 1-10).

- 1. (A) In a doctor's office
  - (B) At a bar
  - (C) In a travel agency
  - (D) In a business office
- 2. (A) She bought some sheets.
  - (B) She got a new piece of clothing.
  - (C) She couldn't find anything because she's too short.
  - (D) She was sure to greet her boss.
- 3. (A) The hotel was all right, except for the poor view.
  - (B) The view from the hotel room was spectacular.
  - (C) She would have preferred a better hotel.
  - (D) Only a few hotels would have been better.
- 4. (A) Take a nap
  - (B) Try the rest of the work
  - (C) See a doctor
  - (D) Have a bite to eat
- 5. (A) She's an exacting person.
  - (B) She can't be expected to give you four of them.
  - (C) She generally forgives others.
  - (D) She isn't exact about what she gives to others.
- 6. (A) She's unable to take her vacation this year.
  - (B) Her vacation next week has been postponed.
  - (C) She'll go on vacation next week.
  - (D) She'll return from vacation in a week.

- 7. (A) The waitress was sitting in the back of the restaurant.
  - (B) They were waiting for a seat in the restaurant.
  - (C) The customers had a table in the back.
  - (D) The waitress sat down behind the table.
- 8. (A) It's hard for the market to sell its fruit.
  - (B) All of the fresh fruit at the market is hard.
  - (C) She hardly ever goes to the market to buy fresh fruit.
  - (D) There was a scarcity of fresh fruit at the market.
- 9. (A) The man should never be late for school.
  - (B) The man can always return to school.
  - (C) The man should never go back to school.
  - (D) If the man's late to school, he should go through the back door.
- 10. (A) She can't bear to try.
  - (B) She is a daring person.
  - (C) She doesn't want the man even to try.
  - (D) She is challenging the man to make the effort.

### **FUNCTIONS**

#### LISTEN FOR EXPRESSIONS OF AGREEMENT SKILL II:

Expressions of agreement are common in the short dialogues, so you should become familiar with them. The following example shows agreement with a *positive* statement.

### Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

(man) I think that the hypothesis is indefensible.

(woman) So do I.

(narrator) What does the woman mean?

In your test book or on the computer screen, you read:

- (A) She is unsure about the hypothesis.
- (B) The hippopotamus is behind the fence.
- (C) She thinks that the hypothesis can be defended.
- (D) She agrees with the man.

The expression So do I is an expression that shows agreement with a positive statement, so the woman means that she *agrees* with the man. The best answer is therefore answer (D).

Other expressions are used to show agreement with negative statements.

## Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

(woman) I don't think that our history teacher is very interesting.

Neither do I. (man)

(narrator) What does the man mean?

In your test book or on the computer screen, you read:

- (A) He disagrees with the woman.
- (B) He thinks the history teacher is interesting.
- (C) He shares the woman's opinion.
- (D) He doesn't think the woman's idea is good.

The expression Neither do I is an expression that shows agreement with a negative statement, so the man shares the woman's opinion. The best answer is therefore answer (C).

The following chart lists common expressions that show agreement. You should become familiar with these expressions:

EXPRESSIONS OF AGREEMENT		
Agreement with Negative Statements		
Neither do I.		
I don't either.		
· ·		

**EXERCISE 11:** In this exercise, underline the expression of agreement in each short dialogue. Then read the question and choose the best answer to that question. Remember that the best answer is one that shows agreement.

1.	(woman) (man) (narrator)	These paintings are really fascinating! Aren't they! What does the man mean?	(A) (B) (C) (D)	These paintings aren't very interesting. He isn't fascinated by these paintings. He isn't sure how he feels. He finds these paintings quite interesting.
2.	(woman)	I don't really care for the way the building was renovated.	(A)	He thinks the building was not renovated.
	(man) (narrator)	I don't either. What does the man mean?	(B)	He has the same opinion of the building as the woman.
	,		(C)	He doesn't care about the renovation of the building.
			(D)	He suggests being careful in the renovated building.
3.	(man)	I think that both candidates for	(A)	She agrees with the man.
	, ,	county supervisor are unqualified.	(B)	She thinks he should become county supervisor.
	(woman)	Me, too.	(C)	She thinks the candidates are qualified.
	(narrator)	What does the woman mean?	(D)	She has no opinion about the candidates for county supervisor.

**TOEFL EXERCISE 11:** In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should pay attention to expressions of agreement.



Now begin the recording at Toefl Exercise II.

- 1. (A) The trip would cost too much.
  - (B) She doesn't think that a trip would be a good idea.
  - (C) She would like to take two trips rather than one.
  - (D) She would also like to take a trip.
- 2. (A) He would like to see the elections for town council.
  - (B) He agrees that Matt should be elected.
  - (C) He thinks the elections should take place next month.
  - (D) He disagrees with the woman.

- (A) She is not sure which course she 3. should take.
  - (B) She's not sure if she should take a trip to France.
  - (C) She knows that she is not ready for intermediate French.
  - (D) She wants to take neither beginning nor intermediate French.
- (A) The man should repeat what he said.
  - (B) The man said something foolish.
  - (C) She thinks that the food is the best she has ever tasted.
  - (D) She agrees that the food is pretty bad.
- 5. (A) This party hasn't been any fun at all.
  - (B) He wonders if the woman enjoyed herself.
  - (C) He wants to know what she said.
  - (D) He's enjoyed himself tremendously.
- 6. (A) She condones what happened.
  - (B) She does not like what the man said.
  - (C) She agrees with the man about what happened.
  - (D) She says that she did not do it.

- 7. (A) He thinks the parties aren't loud.
  - He says that the neighbors don't have many parties.
  - (C) He agrees that the upstairs neighbors are noisy.
  - (D) The loud parties don't bother him.
- She doesn't like this meal too much. 8. (A)
  - (B) This food tastes wonderful to her.
    - She's not sure if she likes it. (C)
    - (D) She can't stand this meal.
- (A) She agrees that getting the car was not a good idea.
  - (B) She imagines that she would like to have a similar car.
  - (C) She thinks that the man is mistaken about the car.
  - (D) She thinks the man has no imagination.
- 10. (A) He would like the woman to repeat what she said.
  - (B) He thinks that one semester is enough time for the course.
  - (C) He also thinks that the course should be extended.
  - (D) He would like to take the course two semesters from now.

### LISTEN FOR EXPRESSIONS OF UNCERTAINTY AND SKILL 12: SUGGESTION

Expressions of uncertainty and suggestion are common in the short dialogues, so you should become familiar with them. The following example shows an expression of uncertainty.

## Example from the Paper and Computer TOEFL® Tests





On the recording, you hear:

Do you know anything about the final exam in physics? (man)

(woman) It's going to be rather difficult, isn't it?

(narrator) What does the woman mean?

In your test book or on the computer screen, you read:

- (A) The exam is not going to be too difficult.
- She's positive that it's going to be hard. (B)
- (C) She thinks that it might be hard.
- She has no idea about the exam.

The tag question isn't it changes a definite statement into a statement that shows uncertainty, so the best answer is one that expresses uncertainty. The best answer to this question is answer (C) because the words thinks and might express uncertainty.

Other expressions that are common in the short dialogues are expressions of suggestion.

# Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

(man) I'll never have time to type my paper tomorrow.

(woman) Why not do it now?

(narrator) What does the woman suggest?

In your test book or on the computer screen, you read:

- (A) Finishing the paper today
- (B) Not working on the paper now
- (C) Never typing the paper
- (D) Taking time out from the paper now

In this example, the expression Why not is an expression of suggestion, so the woman suggests doing it now. In this suggestion, the woman is referring to the paper that the man needs to type, so the best answer is answer (A).

The following chart lists common expressions that show uncertainty and suggestion:

EXPRESSIONS OF UNCERTAINTY AND SUGGESTION		
: :	Uncertainty	Suggestion
	isn't it (tag)? As far as I know. As far as I can tell.	Why not? Let's

**EXERCISE 12:** In this exercise, underline the expression of uncertainty or suggestion in each short dialogue. Then read the question and choose the best answer to that question. Remember that the best answer is one that shows uncertainty or suggestion.

1.	(man)	Do you know what time they're
		leaving for the city?

(woman)

They have to leave at four

(narrator) What does the woman mean?

- o'clock, don't they?
- (A) She's not completely sure when they are leaving.
- (B) They are returning from the city at about 4:00.
- (C) She knows when they are leaving.
- (D) She doesn't have any idea when they are leaving.
- I'm so thirsty from all this (woman) walking.
  - Let's stop and get a drink. (man)
  - What does the man suggest? (narrator)
- They should stop drinking. (A)
- They should go for a walk. (B)
- They should walk thirty miles. (C)
- They should take a break and have a (D) drink.

- 3. (man) Is the exam still scheduled for 3:00 on Thursday?
  - (woman) As far as I know.
  - (narrator) What does the woman mean?
- (A) The exam is far away.
- (B) She knows that the exam schedule has been changed.
- (C) She is sure that the exam is set for Thursday.
- (D) She thinks she knows when the test is.

**TOEFL EXERCISE 12:** In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of expressions of uncertainty and suggestion.



## Now begin the recording at Toefl Exercise 12.

- 1. (A) He's sure about which chapters they are to read.
  - (B) He thinks he knows what the assignment is.
  - (C) He has to tell her how far she should go.
  - (D) The professor told them to read the chapters after the exam.
- 2. (A) The man should take the pie out.
  - (B) The man should try something else.
  - (C) The man shouldn't try cherry pie.
  - (D) The man should feel sorry.
- 3. (A) He knows the movie starts at 8:00.
  - (B) He is not quite sure when the movie begins.
  - (C) He thinks the start of the movie has been changed.
  - (D) He will start the movie himself at 8:00.
- 4. (A) Not doing the dishes now
  - (B) Leaving the house with the dishes
  - (C) Leaving later so that they can do the dishes now
  - (D) Washing the dishes before they leave
- 5. (A) She's told Matt he'll go far.
  - (B) Matt has far from enough talent.
  - (C) She told Matt to roll farther.
  - (D) She believes Matt has the ability for the part.

- 6. (A) They should go to the hospital.
  - (B) Mary should visit the man.
  - (C) The woman should try not to break her leg.
  - (D) They should go on a trip with Mary.
- 7. (A) She knows where the children are.
  - (B) The children have finished playing ball.
  - (C) She's going to the park to find the children.
  - (D) She believes that the children are in the park.
- 8. (A) The man should try to borrow some from a neighbor.
  - (B) The man should take a check to Tom.
  - (C) The man should work on his math assignment with Tom.
  - (D) The man should check behind the door.
- 9. (A) He thinks the bill is due in the middle of the month.
  - (B) The bill is approximately fifteen dollars.
  - (C) He knows when they should pay the bill.
  - (D) The bill is going to be fifteen days late.
- 10. (A) They should postpone their decision until morning.
  - (B) They should go to sleep in the new house.
  - (C) They should not buy such a big house.
  - (D) They should decide where to go to sleep.

### SKILL 13: LISTEN FOR EMPHATIC EXPRESSIONS OF SURPRISE

Emphatic expressions of surprise are common in the short dialogues, so you should become familiar with them. When surprise is expressed, it implies that the speaker did not expect something to be true.

# Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

(woman) Did you see Paul driving around in his Mustang?

Then he DID get a new car. (narrator) What had the man thought?

In your test book or on the computer screen, you read:

- (A) Paul would definitely get a Mustang.
- (B) Paul did not know how to drive.
- (C) Paul did not like Mustangs.
- (D) Paul would not get a new car.

In this dialogue the emphatic form he did get is used to show the man's surprise that Paul got a new car. It means that the man expected that Paul would not get a new car, so the best answer is answer (D).

The following chart outlines various ways to express emphatic surprise:

EXPRESSIONS OF EMPHATIC SURPRISE			
Verb	Emphatic Form	Example	Meaning
be modal present tense past tense perfect tense	be, with emphasis modal, with emphasis do(es), with emphasis did, with emphasis have, with emphasis	Then he <u>is</u> here! Then you <u>can</u> go! Then you <u>do</u> play tennis! Then she <u>did</u> read it. Then he <u>has</u> gone there.	I thought he was not here. I thought you could not go. I thought you did not play tennis. I thought she had not read it. I thought he had not gone there.

**EXERCISE 13:** In this exercise, underline the expression of emphatic surprise in each short dialogue. Then read the question and choose the best answer to that question. Remember that the best answer is one that shows surprise.

- 1. (man) I just got 600 on the TOEFL test!
  - (woman) Then you did pass.
  - What had the woman assumed? (narrator)
- (A) The man had not passed.
- The man would pass easily. **(B)**
- (C) The man had already passed.
- (D) The man got the score he was expected to get.

- 2. (woman) Would you like to go skiing this weekend?
  - (man) So you can ski!
  - (narrator) What had the man assumed?
- 3. (man) I just got this letter from my sister.
  - (woman) So the mail has come already.
  - (narrator) What had the woman assumed?

- (A) The woman was a good skier.
- (B) The woman was going skiing this weekend.
- (C) The woman did not know how to ski.
- (D) The woman did not intend to go skiing.
- (A) The man's sister never wrote to him.
- (B) The mail had not yet arrived.
- (C) The mail always came early.
- (D) The mail had already arrived.

**TOEFL EXERCISE 13:** In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of expressions of emphatic surprise.



Now begin the recording at Toefl Exercise 13.

- 1. (A) Greg always comes to parties.
  - (B) Greg would come to the party later.
  - (C) Greg was unable to attend the party.
  - (D) Greg would stay at the party for only a moment.
- 2. (A) The woman always rode her motorcycle to school.
  - (B) The woman was not coming to school today.
  - (C) The woman was an expert motorcycle rider.
  - (D) The woman did not know how to ride a motorcycle.
- 3. (A) The man was not a very good cook.
  - (B) The man never invited friends over for dinner.
  - (C) The man would never invite him over for dinner.
  - (D) The man was an excellent cook.
- 4. (A) The woman had run more than three miles.
  - (B) The woman always got lots of exercise.
  - (C) The woman ran for three hours in the morning.
  - (D) The woman had not gotten much exercise.

- 5. (A) He had been somewhere else.
  - (B) He had been in the library.
  - (C) He had been working on his research project.
  - (D) He would start working on his project in five hours.
- 6. (A) He had changed apartments.
  - (B) He did not like his new apartment.
  - (C) He was still in his old apartment.
  - (D) He had moved from a house to an apartment.
- 7. (A) The woman did not like desserts.
  - (B) The woman ate sweets regularly.
  - (C) The woman would not share her chocolate cake.
  - (D) The woman had eaten his piece of cake.
- 8. (A) The man was going to study hard.
  - (B) The man already had a driver's license.
  - (C) The man would not take the test.
  - (D) The man had already taken the test.

- 9. (A) She had registered in physics.
  - (B) She would go to physics class later.
  - (C) She had already taken a physics class.
  - (D) She had not enrolled in physics.
- 10. (A) The pipes were not clear.
  - (B) The plumber would be late.
  - (C) The plumber had already cleared the pipes.
  - (D) The pipes did not need to be cleared.

**TOEFL EXERCISE** (Skills 11–13): In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.



Now begin the recording at Toefl Exercise (Skills 11-13).

- 1. (A) She plans to talk a lot this month.
  - (B) She has a lot to say about the phone bill.
  - (C) The bill is high because she has a lot to say.
  - (D) She agrees with the man.
- 2. (A) Bill had never really been sick.
  - (B) Bill was too sick to come to class.
  - (C) Bill was sick of calculus class.
  - (D) Bill had forgotten about the calculus class that morning.
- 3. (A) The man should go out tonight.
  - (B) The man should stay home and relax.
  - (C) The man should work on the paper tonight.
  - (D) The man should go out Monday instead.
- 4. (A) The cafeteria was open in the morning.
  - (B) The cafeteria did not serve breakfast.
  - (C) The breakfast in the cafeteria was not very tasty.
  - (D) The woman never ate breakfast in the cafeteria.
- 5. (A) He believes that it is acceptable to park there.
  - (B) The parking lot is too far from their destination.
  - (C) He knows that they won't get a ticket.
  - (D) He knows where the parking lot is.

- 6. (A) He would be glad to say it over again.
  - (B) He would like the woman to repeat what she said.
  - (C) He says that he would like to take the class again.
  - (D) He's happy the class is over, too.
- 7. (A) He finished all the problems.
  - (B) He doesn't believe what the woman said.
  - (C) He was able to finish some of the problems.
  - (D) Both he and the woman were unsuccessful on the math problems.
- 8. (A) The man had mailed the package.
  - (B) The man had forgotten to go to the post office.
  - (C) The man had given the package to the woman to mail.
  - (D) The man remembered the package after he went to the post office.
- 9. (A) They should take both cars.
  - (B) The woman should try not to be afraid.
  - (C) The woman should buy a bigger car.
  - (D) They should go together in his car.
- 10. (A) He wants to know if the muffins taste good.
  - (B) He thinks the muffins were recently prepared.
  - (C) The muffins are not really fresh.
  - (D) He's sure that the muffins were just made.

**TOEFL REVIEW EXERCISE** (Skills 1–13): In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.



Now begin the recording at Toefl Review Exercise (Skills 1-13).

- 1. (A) Write a message to the man
  - (B) Make some phone calls
  - (C) Respond to the man's questions
  - (D) Get a new phone installed
- 2. (A) She's not sure if she's free.
  - (B) She's marked it on her calendar.
  - (C) She'll write a check for the calendar.
  - (D) Her calendar says she has to have a meeting at 3:00.
- 3. (A) He barely rode the bicycle.
  - (B) He didn't have enough money.
  - (C) The bicycle didn't need to be paid for.
  - (D) He paid for the bicycle.
- 4. (A) She fixed the television.
  - (B) Bob made the television work.
  - (C) The woman looked at Bob on television.
  - (D) Bob works for the woman.
- 5. (A) He helped her say what she couldn't say.
  - (B) She was unable to say anything about him.
  - (C) He hasn't helped her very much.
  - (D) What he said was very helpful.
- 6. (A) The man should spend more time on registration.
  - (B) The man should walk more quickly through registration.
  - (C) The man should send in his registration materials.
  - (D) The man should try to avoid registering next semester.

- 7. (A) He couldn't find Paula's phone number, so he didn't call her.
  - (B) He couldn't give Paula the list over the phone.
  - (C) When he went to call Paula, he couldn't find the list.
  - (D) He couldn't recollect the number that was on the list.
- 8. (A) She couldn't take her luggage to the store.
  - (B) She stored her luggage at the train station.
  - (C) She carried her luggage from the train station to the store.
  - (D) There were no lockers for her bags.
- 9. (A) The woman had taken a different major.
  - (B) The woman had chosen psychology as a major.
  - (C) The woman was uninformed.
  - (D) The woman needed to see a psychiatrist.
- 10. (A) She would like the man to repeat what he said.
  - (B) She thinks the exam could have been a little more difficult.
  - (C) She shares the same opinion of the exam as the man.
  - (D) She believes that the exam was easy.

## CONTRARY MEANINGS \_\_\_\_\_

### SKILL 14: LISTEN FORWISHES

Conversations about wishes can appear in the short dialogues. The important idea to remember about wishes is that a wish implies that the opposite of the wish is true.

## Example from the Paper and Computer TOEFL® Tests





On the recording, you hear:

(woman) It's too bad that you have to stay here and work during the school break.

I really wish I could go with you and the others to Palm Springs. (man)

(narrator) What does the man mean?

In your test book or on the computer screen, you read:

- (A) Maybe he will go with the others on the trip.
- (B) He is unable to go on the trip.
- (C) He's happy to be going on the trip.
- (D) He's going on the trip, but not with the others.

In this dialogue the man wishes that he could go with the others on the trip, so the implied meaning is that he is *unable to go*. The correct answer is therefore answer (B).

The following chart outlines the key points that you should know about wishes:

KEY INFORMATION ABOUT WISHES			
Point	Example	Meaning	
• An affirmative wish implies a negative reality.	I wish I had time to help.	= no time to help	
• A negative wish implies an affirmative reality.	I wish I did not have time to help.	= time to help	
• A past tense verb implies a present reality.	I wish he were at home.*	= is not at home	
<ul> <li>A past perfect tense verb implies a past reality.</li> </ul>	I wish he had been at home.	= was not at home	

<sup>\*</sup>Remember that were is used instead of was in wishes. I wish I were going.

**EXERCISE 14:** In this exercise, underline the wish in each short dialogue. Then read the question and choose the best answer to that question. Remember that the best answer is one that implies the opposite of what is said.

	(woman) (narrator)	have the picnic today? I wish the sky weren't so cloudy. What does the woman mean?
2.	(woman)	Did you enjoy the Thanksgiving dinner?
	(man) (narrator)	I wish I hadn't eaten so much. What does the man mean?

Do you think we'll be able to

1. (man)

- (A) The sky is not very cloudy.
- The sky yesterday was cloudier than it is today.
- The sky is too cloudy. (C)
- The sky is rather clear. (D)
- (A) He didn't eat very much.
- He plans on eating a lot. (B)
- He thinks he is eating a lot. (C)
- (D) He ate too much.

- 3. (man) Are you coming to the party tonight?
  - (woman) I wish I could.
  - (narrator) What does the woman mean?
- (A) She is coming to the party.
- (B) She might come to the party.
- (C) She will try to come to the party.
- (D) She is not coming to the party.

**TOEFL EXERCISE 14:** In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should remember that a wish implies an opposite meaning.



## Now begin the recording at Toefl Exercise 14.

- 1. (A) The line is short.
  - (B) There are not very many people in front of them.
  - (C) The line in front of them is too long.
  - (D) Not many people want to get tickets to the concert.
- 2. (A) The woman told him about the ticket.
  - (B) He wanted the woman to get a ticket.
  - (C) He was happy to find out about the ticket.
  - (D) The woman did not tell him about the ticket.
- 3. (A) She is not working too many hours next week.
  - (B) She doesn't have enough hours next week.
  - (C) She is working too many hours next week.
  - (D) She likes working so much.
- 4. (A) The department did not change the requirements.
  - (B) She likes the new requirements.
  - (C) She changed her apartment just before graduation.
  - (D) She does not like the changes that the department made.
- 5. (A) He is going to the theater.
  - (B) He doesn't have enough money.
    - (C) He isn't afraid to go.
    - (D) He doesn't want to spend the money.

- 6. (A) Harry did not prepare enough for the exam.
  - (B) Harry studied hard for the exam.
  - (C) He has not heard anything about Harry.
  - (D) He had a bet with Harry.
- 7. (A) The algebra course that she is taking is not her favorite.
  - (B) She doesn't need to take the algebra course.
  - (C) She has a good schedule of courses this semester.
  - (D) She's good at math, but she's taking the algebra course anyway.
- 8. (A) He was able to find a cheap apartment.
  - (B) His apartment is too expensive.
  - (C) He doesn't like the apartment's location.
  - (D) The apartment is cheap because of its location.
- 9. (A) He arrived early at the auditorium.
  - (B) He got one of the best seats in the auditorium.
  - (C) He was not early enough to get a seat at the front.
  - (D) He prefers sitting at the back.
- 10. (A) He'd like to work on his social skills at the game.
  - (B) He wishes he could work on his term paper for sociology.
  - (C) He can't attend the game because of his schoolwork.
  - (D) Sociology is less important to him than football this weekend.

#### LISTEN FOR UNTRUE CONDITIONS SKILL 15:

Conversations containing conditions can appear in the short dialogues. The important idea to remember about conditions is that a condition implies that the opposite of the condition is true.

## Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

Do you think that you'll be able to go to the party? (man)

(woman) If I had time, I would go.

(narrator) What does the woman say about the party?

In your test book or on the computer screen, you read:

- (A) Maybe she'll go.
- (B) She has time, so she'll go.
- (C) She is going even if she doesn't have time.
- (D) It's impossible to go.

In this question, the condition If I had time implies that the opposite is true: The woman does not have time for the party, so it's impossible to go. Therefore, the best answer to this question is answer (D).

The following box outlines the key points that you should know about untrue conditions:

KEY INFORMATION ABOUT UNTRUE CONDITIONS			
Point	Example	Meaning	
<ul> <li>An affirmative condition im a negative reality.</li> <li>A negative condition implie affirmative reality.</li> </ul>	could do it.*	= not at home = at home	
<ul> <li>A past tense implies a preservable.</li> <li>A past perfect verb implies past reality.</li> </ul>		= do not have money = did not have money	
• Had can be used without i	f. Had I had money, I would have bought it.**	= did not have money	

<sup>\*</sup>Remember that were is used instead of was in untrue conditions: "If I were there, I would help,"

<sup>\*\*</sup>This has the same meaning as "If I had had money...." Note that the subject and "had" are inverted.

**EXERCISE 15:** In this exercise, underline the condition in each short dialogue. Then read the question and choose the best answer to that question. Remember that the best answer is one that implies the opposite of what is said.

- 1. (man) Are you going to have something to eat?
  - (woman) If the food looked fresh, I would eat some.
  - (narrator) What does the woman mean?
- 2. (woman) The flight must have taken longer than usual.
  - (man) Had the flight left on time, we would not have arrived so late.
  - (narrator) What does the man say about the flight?
- 3. (man) Are you sure you want to go out? You do not seem to be feeling very well.
  - (woman) If there were some aspirin in the medicine cabinet, I would not need to go to the drugstore.
  - (narrator) What does the woman mean?

- (A) She is not going to eat.
- (B) The food looks fresh.
- (C) She doesn't like fresh food.
- (D) She already ate something.
- (A) It arrived early.
- (B) It was unusually short.
- (C) It left on time.
- (D) It departed late.
- (A) She really is feeling fine.
- (B) There is plenty of aspirin in the medicine cabinet.
- (C) It is necessary to get some aspirin.
- (D) She does not need to go out.

**TOEFL EXERCISE 15:** In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of untrue conditions.



Now begin the recording at Toefl Exercise 15.

- 1. (A) The woman did not need to call him.
  - (B) The woman called to let him know about the meeting.
  - (C) He's not glad that the woman called.
  - (D) He already knew about the meeting when the woman called.
- 2. (A) The man often drives too quickly.
  - (B) The police do not stop the man too much.
  - (C) The man drove rather slowly.
  - (D) The police should not stop the man so often.
- 3. (A) She's so happy they don't have to work on Friday.
  - (B) It would be nice if they could finish their work on Friday.
  - (C) She wonders if the man would be nice enough to come in to work in her place on Friday.
  - (D) It's too bad they must work on Friday.

- 4. (A) She did not put enough postage on the letter.
  - (B) The letter arrived last week.
  - (C) The letter did not need more postage.
  - (D) She did not put any postage on the letter.
- 5. (A) He has a dog.
  - (B) He doesn't pay attention to dogs.
  - (C) He wishes he had a dog.
  - (D) Dogs do not need much attention.
- 6. (A) They knew they had to prepare for the exam.
  - (B) They didn't prepare for the exam.
  - (C) As soon as they knew about the exam, they began to prepare for it.
  - (D) They knew that the preparation for the exam would take a lot of time.

- 7. (A) It costs too much for him to go.
  - (B) He agrees to go with them.
  - (C) He is unworried about the cost of the restaurant.
  - (D) The restaurant is rather inexpensive.
- 8. (A) When Joe saw the car coming, he tried to get out of the way.
  - (B) Joe was able to get out of the way because he saw the car coming.
  - (C) Joe jumped out of the way of the oncoming car.
  - (D) Because Joe didn't see the car coming, he couldn't get out of the way.

- 9. (A) The woman didn't come.
  - (B) The woman wanted to be there.
  - (C) The woman was going to leave immediately.
  - (D) The woman was not really there.
- 10. (A) Kathy didn't work as hard as possible because she didn't know what the reward was.
  - (B) Kathy couldn't have put more effort into the project to win the prize.
  - (C) Kathy won first prize because of her hard work on the art project.
  - (D) Kathy worked so hard that she knew first prize was hers.

**TOEFL EXERCISE** (Skills 14–15): In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.



Now begin the recording at Toefl Exercise (Skills 14–15).

- 1. (A) She enjoys violent movies.
  - (B) She would have preferred a more violent movie.
  - (C) She thinks the film was too violent.
  - (D) She enjoyed the movie.
- 2. (A) He left the windows open.
  - (B) The rain did not get in.
  - (C) He forgot to close the windows.
  - (D) The rain got into the house.
- 3. (A) Her family is unable to come to graduation.
  - (B) It is possible that her family will come.
  - (C) Her parents are coming to the ceremonies.
  - (D) She is not graduating this year.
- 4. (A) He is going to miss the conference.
  - (B) He will take his vacation next week.
  - (C) He will attend the conference.
  - (D) He won't miss his vacation.
- 5. (A) He enjoys chemistry lab.
  - (B) He doesn't have chemistry lab this afternoon.
  - (C) He isn't taking chemistry class.
  - (D) He has to go to the lab.

- 6. (A) They filled up the gas tank at the last service station.
  - (B) Although they filled up the tank, they still ran out of gas.
  - (C) Even though they didn't stop at the service station, they didn't run out of gas.
  - (D) They ran out of gas because they didn't stop at the gas station.
- 7. (A) His schedule is not really heavy.
  - (B) He needs to add a few more courses.
  - (C) He enrolled in more courses than he really wants.
  - (D) He will register for a lot of courses next semester.
- 8. (A) She never took the bus to work.
  - (B) She regularly takes the bus.
  - (C) She doesn't know how to get to work.
  - (D) She gets lost on the bus.

- 9. (A) She bought some eggs at the store.
  - (B) She doesn't have any eggs to lend him.
  - (C) He can borrow some eggs.
  - (D) She didn't go to the store.

- 10. (A) Teresa is feeling a lot better.
  - (B) The doctor didn't prescribe the medicine.
  - (C) Teresa didn't follow the doctor's orders.
  - (D) Teresa did exactly what the doctor said.

**TOEFL REVIEW EXERCISE (Skills 1–15):** In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.



Now begin the recording at Toefl Review Exercise (Skills 1-15).

- 1. (A) Drinking the hot tea
  - (B) Making more tea in a few minutes
  - (C) Letting the tea cool off a bit
  - (D) Having the tea immediately
- 2. (A) In a bus station
  - (B) In a store
  - (C) In a restaurant
  - (D) In a theater
- 3. (A) He's unhappy to end the semester.
  - (B) He's glad to be finishing school.
  - (C) He couldn't be happier to begin the semester.
  - (D) The end of the semester is making him feel sad.
- 4. (A) The storm destroyed the house.
  - (B) The house blocked the trees.
  - (C) The stormy weather caused the trees to fall.
  - (D) During the storm, someone knocked on the door of the house.
- 5. (A) The team hasn't won often.
  - (B) He usually doesn't pay attention to the football team.
  - (C) It's out of the ordinary for the team to lose.
  - (D) He usually hears about the football games.

- 6. (A) He went to the office every morning.
  - (B) He was not working.
  - (C) He had to arrive at work earlier than 8 o'clock.
  - (D) He had a job.
- 7. (A) He did not enjoy his vacation as much as possible.
  - (B) He got lost on his vacation.
  - (C) The vacation was really enjoyable.
  - (D) He did not really lose his passport.
- 8. (A) It will take eight hours to get to Riverdale on the bus.
  - (B) He believes he knows the correct bus.
  - (C) He doesn't know where Riverdale is.
  - (D) He assures the woman that he knows the way to Riverdale.
- 9. (A) The laboratory assistant completed one experiment.
  - (B) The laboratory assistant couldn't finish one experiment.
  - (C) The laboratory assistant didn't want to do more experiments.
  - (D) None of the experiments could be completed.
- 10. (A) She would like the man to repeat what he said.
  - (B) The semester is really over!
  - (C) The semester will never end.
  - (D) She has the same wish as the man.

## IDIOMATIC LANGUAGE

### SKILL 16: LISTEN FORTWO-AND THREE-PART VERBS

Two- and three-part verbs appear in some questions in the short dialogues. These verbs are expressions that include a verb and one or more particles (such as *in*, *on*, or *at*); the particle changes the meaning of the verb. Questions involving two- and three-part verbs can be difficult for students because the addition of the particle changes the meaning of the verb in an idiomatic way.

### Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

(man) What time does the meeting start?

(woman) Didn't you hear that it was called off by the director?

(narrator) What does the woman say about the meeting?

In your test book or on the computer screen, you read:

- (A) The director called a meeting.
- (B) The director phoned her about the meeting.
- (C) The director called the meeting to order.
- (D) The director canceled the meeting.

In this question, the two-part verb *called off* has a different meaning from the verb *call*, which means *phone*. The two-part verb *call off* means *cancel*, so the best answer is answer (D).

NOTE: A list of common two- and three-part verbs and exercises using these verbs appear in Appendix B. You may want to study these two- and three-part verbs before you try the following exercises.

**EXERCISE 16:** In this exercise, underline the two- or three-part verb in each short dialogue. Then read the question and choose the best answer to that question. Remember that the best answer is one that is related to the meaning of the two- or three-part verb and might not seem to be related to the meaning of the verb without the particle.

- 1. (man) Did you have your history exam today?
  - (woman) No, the professor put it off for another week.
  - (narrator) What does the woman say about the exam?
- 2. (woman) Do we have any more soap?
  (man) We've run out of it. Someone will have to go to the store.
  - (narrator) What does the man mean?

- (A) She would like to put it out of her mind.
- (B) The professor canceled it.
- (C) It was moved to another location.
- (D) It was delayed.
- (A) He will run to the store.
- (B) He needs soap to wash himself after running.
- (C) There is no more soap.
- (D) They have a store of soap at home.

- 3. (man) I need to take the written test to renew my driver's license.
  - (woman) Then, you'll have to brush up on the laws.
  - (narrator) What does the man need to do?
- (A) Reapply for his driver's license.
- (B) Sweep around the lawn.
- (C) Learn the laws for the first time.
- (D) Review the information that will be on the test.

**TOEFL EXERCISE 16:** In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of two- and three-part verbs.



Now begin the recording at Toefl Exercise 16.

- 1. (A) Phone their neighbors
  - (B) Call to their neighbors over the fence
  - (C) Help the neighbors move in
  - (D) Visit their neighbors
- 2. (A) The course is becoming more interesting.
  - (B) The course used to be more interesting.
  - (C) The course is about the same as it was.
  - (D) He's not as bored in the class as the woman.
- 3. (A) Her headache is getting worse.
  - (B) She felt better this morning than now.
  - (C) She seems to be feeling better now.
  - (D) She is just getting another headache now.
- 4. (A) The man should stop breaking his cigarettes in half.
  - (B) The man should decrease the number of cigarettes he smokes.
  - (C) The man should cut the ends off his cigarettes.
  - (D) The man should stop smoking completely.
- 5. (A) The client presented his case to the lawyer.
  - (B) The client was upset about the lawyer's rejection.
  - (C) The client was annoyed because the lawyer returned the suitcase.
  - (D) The client made the lawyer unhappy about the case.

- 6. (A) She gets along with lots of people.
  - (B) She gets back at people who cross her.
  - (C) She gets rid of people she doesn't want to spend time with.
  - (D) She tries to get ahead of everyone else.
- 7. (A) He must try to find the children.
  - (B) It is necessary for him to clean up after the children.
    - (C) The children need to be watched.
    - (D) He's going to see what the children have done.
- 8. (A) They are going on strike.
  - (B) They are lying down on the job.
  - (C) They are being released from their jobs.
  - (D) They are relaxing too much at the factory.
- 9. (A) He is betting that the football team will win.
  - (B) He really wants to succeed.
  - (C) It is not so difficult to play on the football team.
  - (D) He pulled a muscle while playing football.
- 10. (A) She's unsure why she tolerates the man.
  - (B) She doesn't know where she put her keys.
  - (C) She is actually the one who put the keys in the car.
  - (D) She can't understand why the man did what he did.

#### LISTEN FOR IDIOMS SKILL 17:

Idioms appear in some questions in the short dialogues. Idioms are special expressions in a language that all speakers of the language know; these special expressions describe one situation in life but are applied to many different areas of life. Idiom questions can be difficult for students because they seem to be describing one situation when they are really describing a different situation.

# Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

(man) Tom is a full-time student and is holding down a full-time job.

He's really burning the candle at both ends.

(narrator) What does the woman say about Tom?

In your test book or on the computer screen, you read:

- (A) He's lighting a candle.
- (B) He's holding the candle at the top and the bottom.
- (C) He's doing too much.
- (D) He's working as a firefighter.

In this question, the idiom burning the candle at both ends has nothing to do with candles and nothing to do with burning or fires, so answers (A), (B), and (D) are not correct. Instead, this idiom is an expression that is used in a situation when someone is trying to do more than he or she really can do; after all, a candle usually only burns at one end, so a candle that burns at two ends is *doing too much*. Therefore, the best answer to the question above is answer (C).

> NOTE: A list of common idioms and exercises using these idioms appear in Appendix C. You may want to study these idioms before you try the following exercises.

**EXERCISE 17:** In this exercise, underline the idiom in each short dialogue. Then, read the question and choose the best answer to that question. Remember that the best answer is one that might not seem to be related to the idiom in the last line.

- I have to take advanced biology 1. (man) from Professor Stanton next
  - semester.
  - (woman) Don't worry about it. It's a piece of cake.
  - What does the woman mean? (narrator)
- 2. (woman) Thanks for changing the oil and putting air in the tires.
  - (man) It's all in a day's work.
  - What does the man mean? (narrator)

- (A) The man should try a piece of cake.
- (B) The man should worry about the course.
- (C) The man shouldn't take part in the course.
- (D) The course is easy.
- It will take him a whole day to do the job. (A)
- (B) This is a regular part of his job.
- He can do the work at the end of the day. (C)
- He's too busy today to do the work. (D)

- 3. (man) What was it like while the president was giving his speech?
  - (woman) You could hear a pin drop.
  - (narrator) What does the woman mean?
- (A) The president dropped his pen.
- (B) The audience was very quiet.
- (C) The speech contained several puns.
- (D) The president discussed dropping a bomb.

**TOEFL EXERCISE 17:** In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of idioms.



Now begin the recording at Toefl Exercise 17.

- 1. (A) The man's never late.
  - (B) It's good that the man was fifteen minutes late.
  - (C) It's never good to be late for class.
  - (D) It's good that the man went to class, on time or not.
- 2. (A) The woman's work is all in her head.
  - (B) The woman has to do two experiments rather than one.
  - (C) It's a good idea to work together.
  - (D) The biology experiment concerns two-headed animals.
- 3. (A) She has no time to work now.
  - (B) She doesn't want to work on the report either.
  - (C) It's best to get it over with now.
  - (D) There's no time to present the report now.
- 4. (A) She's very lucky to get the last book.
  - (B) She's sorry she can't get the book today.
  - (C) She always has good luck with books.
  - (D) She just wanted to look at the book.
- 5. (A) The man doesn't like eating in restaurants.
  - (B) She doesn't really like that restaurant.
  - (C) Each of them has his own restaurant.
  - (D) Everyone has different tastes.

- 6. (A) She'll do it immediately.
  - (B) It is not possible to do it.
  - (C) The man should have told her sooner.
  - (D) She would have done it if the man had asked.
- 7. (A) Abbie used a feather in his art project.
  - (B) He was knocked down.
  - (C) He was really surprised.
  - (D) Abbie's father knocked on the door.
- 8. (A) They are taking a boat trip together.
  - (B) The six chapters are all about the boat.
  - (C) Everyone has to do the same thing.
  - (D) The man will read while he's on the boat.
- 9. (A) She is taller than the others.
  - (B) She put her science project on top of the others.
  - (C) She has a really good head on her shoulders.
  - (D) She's the best of them all.
- 10. (A) The man needs to improve his penmanship.
  - (B) The man doesn't really need to apply for the scholarship.
  - (C) The man needs to fill out the application with dots and crosses.
  - (D) The man needs to pay attention to every detail.

TOEFL EXERCISE (Skills 16–17): In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.



Now begin the recording at Toefl Exercise (Skills 16–17).

- 1. (A) She gets lots of take-out dinners.
  - (B) She and her roommate alternate cooking responsibilities.
  - (C) Her roommate cooks more often than she does.
  - (D) Her roommate does the cooking while she does other chores.
- 2. (A) He resembles his father.
  - (B) He has a chipped tooth.
  - (C) He lives one block from his father.
  - (D) He and his father were playing a game with blocks.
- 3. (A) She's going somewhere else.
  - (B) She does not like football.
  - (C) She has a lot of work to do.
  - (D) She is getting sick.
- 4. (A) He put his foot where he should not have.
  - (B) He put the food that the teacher gave him into his mouth.
  - (C) He said something embarrassing.
  - (D) He told the teacher that his foot was hurt.
- 5. (A) She'd like the man to delay his trip.
  - (B) She prefers that the man leave a few minutes earlier than he planned.
  - (C) She wants to know if the man will stay in the market for only a few minutes.
  - (D) She'd like to talk to the man for a few minutes.

- 6. (A) The man might start a fire in the park.
  - (B) The man parked his car near the fire.
  - (C) The man's thinking of doing something dangerous.
  - (D) The man's playing a game in the park.
- 7. (A) The machines do not act very well.
  - (B) The machines don't really bother her.
  - (C) She would like them to stop the noise.
  - (D) She wishes the machines would cut the wood.
- 8. (A) Fred has a dog that barks a lot.
  - (B) Fred has hidden the money in a tree.
  - (C) Fred has backed into a tree.
  - (D) Fred has made a mistake.
- 9. (A) She will give him any help he needs.
  - (B) He has to give away what he doesn't need.
  - (C) He should not give up.
  - (D) He should give back what he borrowed.
- 10. (A) She'd rather go swimming than do the homework.
  - (B) The chemistry homework is really difficult.
  - (C) She's doing the homework by the swimming pool.
  - (D) The stream is drying up.

**TOEFL REVIEW EXERCISE (Skills 1–17):** In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.



Now begin the recording at Toefl Review Exercise (Skills 1-17).

- 1. (A) There's no more wood inside.
  - (B) The wood in the fireplace should be put outside.
  - (C) There's a fire outside.
  - (D) He needs to bring some wood outside.
- 2. (A) She worked late at a conference.
  - (B) Her meeting was canceled.
  - (C) She called a conference at work.
  - (D) She was late to a conference.

- 3. (A) In a hospital
  - (B) At a police station
  - (C) At the beach
  - (D) In a locker room
- 4. (A) There was too much room on the dance floor.
  - (B) He enjoyed the room where they went dancing.
  - (C) The dance floor was too crowded.
  - (D) The club needed more rooms for dancing.
- 5. (A) He could not understand the fax machine.
  - (B) He wrote the letter that was sent.
  - (C) The fax machine was easy for him to use.
  - (D) He was not very good with figures.
- 6. (A) The woman hit her head on a nail.
  - (B) The woman hit his new car.
  - (C) The woman was exactly right.
  - (D) The woman bought the new car.
- 7. (A) He would like the woman to help him find his paper.
  - (B) He wants the woman to put the paper away.
  - (C) He needs the woman to review the paper.
  - (D) He would like the woman to write the paper for him.

- 8. (A) Information about the problem is unavailable.
  - (B) No one has been informed.
  - (C) Everybody knows what is going on.
  - (D) Nobody is aware that the problem is serious.
- 9. (A) He did not sleep well.
  - (B) He never woke up this morning.
  - (C) The alarm failed to go off.
  - (D) He needed a loud alarm to wake up.
- 10. (A) The pilot made an emergency landing.
  - (B) The pilot was forced to leave the plane in a hurry.
  - (C) The pilot fielded questions about the forced landing.
  - (D) The plane was damaged when it landed forcefully.

### LONG CONVERSATIONS

## (PAPER TOEFL® TEST)

Two long conversations, each followed by a number of multiple-choice questions, appear in Part B of the Listening Comprehension section of the paper TOEFL test. You will hear the conversations and the questions on a recording; they are not written in your test book. You must choose the best answer to each multiple-choice question from the four choices that are written in your test book.

The conversations are often about some aspect of school life (how difficult a class is, how to write a research paper, how to register for a course). The conversations can also be about topics currently in the news in the United States (desalination of the water supply, recycling of used products, damage from a storm or some other type of natural phenomenon).

### Example from the Paper TOEFL® Test



On the recording, you hear:

(narrator) Questions 1 through 4. Listen to a conversation between a professor and a student.

(man) Hello, Professor Denton. Are you free for a moment? Could I have a word with you?

(woman) Come on in, Michael. Of course I have some time. These are my office hours, and this is the right time for you to come and ask questions. Now, how can I help you?

Well, I have a quick question for you about the homework (man) assignment for tomorrow. I thought the assignment was to answer the first three questions at the top of page 67 in the text, but when I looked, there weren't any questions there. I'm confused.

(woman) The assignment was to answer the first three questions at the top of page 76, not 67.

(man) Oh, now I understand. I'm glad I came in to check. Thanks for your help.

(woman) No problem. See you tomorrow.

#### Questions:

1. On the recording, you hear:

(narrator) Who is the man?

In your test book, you read: (A) A professor

(B) An office worker

(C) Professor Denton's assistant

(D) A student

2. On the recording, you hear:

(narrator) When does the man come to see Professor Denton?

In your test book, you read: (A) During regular class hours

Just before class time

(C) As soon as class is finished

(D) During office hours

3. On the recording, you hear:

(narrator) Why does the man come to see Professor Denton?

In your test book, you read:

- (A) To turn in an assignment
- (B) To ask a question
- (C) To pick up a completed test
- (D) To explain why he did not attend class
- 4. On the recording, you hear:

(narrator) What incorrect information did the man have?

In your test book, you read:

- (A) The date the assignment was due
- (B) The page number of the assignment
- (C) The length of the assignment
- (D) The numbers of the assignment questions

The first question asks you to determine who the man is. Since the man opens the conversation with *Professor Denton* and he asks about the page number of an assignment for tomorrow, he is probably a student. The best answer to this question is therefore answer (D). The second question asks about when the man comes to see the professor. The professor says that *These are my office hours*, so the best answer to this question is answer (D). The third question asks why the man comes to see the professor. Since the man says *I have a quick question for you*, the best answer to this question is answer (B). The last question asks what incorrect information the man had. The man thought that the assignment was on page 67 and not on page 76, so he was mistaken about the *page number* of the assignment. The best answer to this question is answer (B).

# PROCEDURES FOR THE LONG CONVERSATIONS (Paper TOEFL® Test)

- 1. If you have time, preview the answers to the questions. While you are looking at the answers, you should try to do the following:
  - Anticipate the topics of the conversations you will hear.
  - Anticipate the questions for each of the groups of answers.
- 2. Listen carefully to the first line of the conversation. The first line of the conversation often contains the main idea, subject, or topic of the conversation, and you will often be asked to answer such questions.
- 3. As you listen to the conversation, draw conclusions about the situation of the conversation: who is talking, where the conversation takes place, or when it takes place. You will often be asked to make such inferences about the conversation.
- 4. As you listen to the conversation, follow along with the answers in your test book and try to determine the correct answers. Detail questions are generally answered in order in the conversation, and the answers often sound the same as what is said on the recording.
- 5. You should guess even if you are not sure. Never leave any answers blank.
- 6. Use any remaining time to look ahead at the answers to the questions that follow.

The following skills will help you to implement these procedures in the long conversations on the paper TOEFL test.

#### **BEFORE LISTENING**

#### SKILL 18: ANTICIPATE THE TOPICS

It is very helpful to your overall comprehension if you know what topics to expect in the long conversations. You should therefore try to anticipate the topics you will be hearing. For example, are the conversations about some aspect of school life, or some type of social issue, or a trip someone is planning? A helpful strategy is therefore to look briefly at the answers in the test book, before you actually hear the conversations on the recording, and try to determine the topics of the conversations that you will hear.

**EXERCISE 18:** Look at the answers to the five questions together, and try to anticipate the topic of the conversation for those five questions. (Of course, you cannot always determine exactly what the topic is, but you often can get a general idea.) Questions 1 through 5 have been answered for you.

- 1. (A) Find work on campus
  - (B) Work in the employment office
  - (C) Help students find jobs
  - (D) Ask the woman questions
- 2. (A) In the library
  - (B) In a classroom
  - (C) In a campus office
  - (D) In an apartment
- 3. (A) No more than ten
  - (B) At least twenty
  - (C) Not more than twenty
  - (D) Up to ten

- 4. (A) Every morning
  - (B) Afternoons and weekends
  - (C) When he's in class
  - (D) Weekdays
- 5. (A) Fill out a form
  - (B) Give her some additional information
  - (C) Tell her some news
  - (D) Phone her

What is the topic of the conversation for questions 1 through 5?

looking for a job on campus

You can guess this because of the following clues:

- work on campus
- employment office
- students
- jobs

- 6. (A) Just before a vacation
  - (B) Just after the end of a school semester
  - (C) At the end of the summer
  - (D) Just after a break from school
- 7. (A) A trip to visit the Eskimos
  - (B) A trip the woman is planning to take
  - (C) A trip the man has already taken
  - (D) A camping trip the man and woman took
- 8. (A) Three hours
  - (B) Three complete days
  - (C) Three classes
  - (D) Three weeks

- 9. (A) Sleeping outside on the ground
  - (B) Spending time in a sauna or hot tub
  - (C) Relaxing at the lodge
  - (D) Enjoying excellent food
- 10. (A) She'd be scared, but she'd like to try.
  - (B) She can't wait.
  - (C) It would be quite exciting for her.
  - (D) She'd prefer not to try.

What is the topic of the conversation for questions 6 through 10?

- 11. (A) All kinds of pollution
  - (B) How acid rain has harmed the earth
  - (C) Pollution from cars and factories
  - (D) The causes and possible effects of acid rain
- 12. (A) Nuclear power
  - (B) Electricity
  - (C) Burning coal and oil
  - (D) Solar power
- 13. (A) From sulfur dioxide and water vapor
  - (B) From sulfur dioxide and nitrogen oxide
  - (C) From nitric acid and sulfur dioxide
  - (D) From water vapor and nitric acid

- 14. (A) Only in North America
  - (B) At the North and South Poles
  - (C) In parts of several northern continents
  - (D) In equatorial areas
- 15. (A) She should protect herself from the rain.
  - (B) She should clean up the water supply.
  - (C) She should read a novel.
  - (D) She should get more information about acid rain.

What is the topic of the conversation for questions 11 through 15?

### SKILL 19: ANTICIPATE THE QUESTIONS

It is very helpful to your ability to answer individual questions with the long conversations if you can anticipate what the questions will be and listen specifically for the answers to those questions.

### **Example from the Paper TOEFL® Test**



In your test book, you read:

- (A) In the airport
- (B) In the library
- (C) In the dormitory
- (D) In the travel agent's office

You try to anticipate the question:

Where does the conversation probably take place?

In this example, you can be quite certain that one of the questions will be about where the conversation takes place. Since you are sure that this is one of the questions, you can listen carefully for clues that will give you the answer. This example shows that a helpful strategy is therefore to look briefly at the answers in the test book, before you actually hear the conversations on the recording, and try to determine the questions that you will be asked to answer.

**EXERCISE 19:** Study the following answers and try to determine what the questions will be. (You should note that perhaps you will only be able to predict part of a question, rather than the complete question.) If you cannot predict the question in a short period of time, then move on to the next group of answers. Question 1 has been answered for you.

- 1. Question: What does (someone) want to do? (A) Find work on campus (B) Work in the employment office (C) Help students find jobs (D) Ask the woman questions 2. Question: \_ (A) In the library (B) In a classroom (C) In a campus office (D) In an apartment 3. Question: \_\_ (A) No more than ten (B) At least twenty (C) Not more than twenty (D) Up to ten
- (A) Every morning

4. Question: \_

- (B) Afternoons and weekends
- (C) When he's in class
- (D) Weekdays

5.	Question:
	(A) Fill out a form
	(B) Give her some additional information
	(C) Tell her some news (D) Phone her
	(D) Phone her
6.	Question:
	<ul><li>(A) Just before a vacation</li><li>(B) Just after the end of a school semester</li></ul>
	(C) At the end of the summer
	(D) Just after a break from school
7.	Question:
••	(A) A trip to visit the Eskimos
	(B) A trip the woman is planning to take
	(C) A trip the man has already taken
	(D) A camping trip the man and woman took
8.	Question:
	(A) Three hours
	<ul><li>(B) Three complete days</li><li>(C) Three classes</li></ul>
	(D) Three weeks
9.	Question:
Э.	(A) Sleeping outside on the ground
	(B) Spending time in a sauna or hot tub
	(C) Relaxing at the lodge
	(D) Enjoying excellent food
10.	Question:
	(A) She'd be scared, but she'd like to try.
	(B) She can't wait.
	<ul><li>(C) It would be quite exciting for her.</li><li>(D) She'd prefer not to try.</li></ul>
11	
11.	Question:(A) All kinds of pollution
	(B) How acid rain has harmed the earth
	(C) Pollution from cars and factories
	(D) The causes and possible effects of acid rain
12.	Question:
	(A) Nuclear power
	(B) Electricity (C) Purping and ail
	<ul><li>(C) Burning coal and oil</li><li>(D) Solar power</li></ul>
10	
13.	Question:(A) From sulfur dioxide and water vapor
	(B) From sulfur dioxide and nitrogen oxide
	(C) From nitric acid and sulfur dioxide
	(D) From water vapor and nitric acid
14.	Question:
	(A) Only in North America
	(B) At the North and South Poles
	<ul><li>(C) In parts of several northern continents</li><li>(D) In equatorial areas</li></ul>
	(D) In equatorial areas

15.	Question:			
	2 4 C C C C C C C C C C C C C C C C C C	· ·	 	

- (A) She should protect herself from the rain.
- (B) She should clean up the water supply.
- (C) She should read a novel.
- (D) She should get more information about acid rain.

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#### SKILL 20: DETERMINE THE TOPIC

As you listen to each long conversation, you should be thinking about the topic (subject) or main idea for each conversation. Since the first one or two sentences generally give the topic, you should be asking yourself what the topic is while you are listening carefully to the first part of the conversation.

#### **Example from the Paper TOEFL® Test**



On the recording, you hear:

(man) You can't believe what I just got!

(woman) I bet you got that new car you've always wanted. Now, how in the world did you figure that out? (man)

You think:

The topic of the conversation is the new car that the man just got.

**EXERCISE 20:** Listen to the first part of each of the conversations, and decide on the topic of each conversation.



Now begin the recording at Exercise 20.

- 1. What is the topic of Conversation 1? What is the topic of Conversation 2?
- What is the topic of Conversation 3?

#### DRAW CONCLUSIONS ABOUT WHO, WHAT, WHEN, WHERE SKILL 21:

As you listen to each long conversation, you should be trying to set the situation in your mind. You should be thinking the following thoughts:

- Who is talking?
- When does the conversation probably take place?
- Where does the conversation probably take place?
- What is the source of information for the conversation?

### **Example from the Paper TOEFL® Test** On the recording, you hear: Why do you have so many books? (man) (woman) I need them for my paper on George Washington. Do you know how I can check them out? (man) Yes, you should go downstairs to the circulation desk and fill out a card for each book.

You think:

Who is probably talking? (two students) Where are they? (in the library) What course are they discussing? (American History)

**EXERCISE 21:** Listen to the first part of each of the conversations and try to imagine the situation. Then answer the questions in the text.

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NOW DECINITUE DECORDING AT EVERCISE 21

3. What is the source of the information?

•	NOW BEGIN THE RECORDING AT EXERCISE 21.	
Co	onversation 1	
1.	Who is probably talking?	
2.	Where does the conversation take place?	· · · · · · · · · · · · · · · · · · ·
Co	enversation 2	
1.	Who is probably talking?	
2.	When does the conversation take place?	
3.	What is the source of the man's information?	
Co	nversation 3	
1.	Who is probably talking?	
2.	When does the conversation take place?	

#### LISTEN FOR ANSWERS IN ORDER **SKILL 22:**

There are two possible methods to use while you listen to a long conversation:

- You can just listen to the conversation (and ignore the answers).
- You can follow along with the answers while you listen.

Some students prefer to just listen to the conversation while it is being spoken, and if that method works well for you, then that is what you should do. Other students find that they can answer more questions correctly if they read along with the answers while the conversation is being spoken. Because the detail questions are answered in order, it is possible to read along while you listen to the conversation on the recording.

### Example from the Paper TOEFL® Test



On the recording, you hear:

Can I help you? (man)

I'm interested in opening an account. (woman)

(man) Well, we have several different types

> of accounts: checking accounts, savings accounts, money market accounts, time deposit accounts.

(woman) It's a checking account that I am

interested in.

for your help.

(man) I can help you with that. First, you have to fill out a form, and then I need to see some identification.

That's about all there is to it. (woman) That sounds easy enough. Thanks

On the recording, you hear:

(narrator) 1. What type of account does the woman want?

> 2. What does the man need for her to show him?

In your test book, you read (same time):

- 1. (A) A checking account
  - (B) A savings account
  - (C) A money market account
  - (D) A time deposit account
- 2. (A) A form
  - (B) An account
  - (C) A piece of identification
  - (D) A check

When you read the answers to the first question, you can anticipate that the first question is: What type of account? As you listen, you determine that the woman wants a checking account. Therefore, you can anticipate that the best answer to the first question is (A).

When you read the answers to the second question, you can anticipate that the second question is going to ask What thing...? In the conversation, the man asks her to fill out a form and show some identification, so as you are listening you can anticipate that the correct answer to the second question is either (A) or (C). When you hear the question, you can determine that the best answer is answer (C).

**TOEFL EXERCISE 22:** Listen to each complete conversation and answer the questions that follow.



Now begin the recording at Toefl Exercise 22.

- 1. (A) Find work on campus
  - (B) Work in the employment office
  - (C) Help students find jobs
  - (D) Ask the woman questions
- 2. (A) In the library
  - (B) In a classroom
  - (C) In a campus office
  - (D) In an apartment
- 3. (A) No more than ten
  - (B) At least twenty
  - (C) Not more than twenty
  - (D) Up to ten
- 4. (A) Every morning
  - (B) Afternoons and weekends
  - (C) When he's in class
  - (D) Weekdays
- 5. (A) Fill out a form
  - (B) Give her some additional information
  - (C) Tell her some news
  - (D) Phone her
- 6. (A) Just before a vacation
  - (B) Just after the end of a school semester
  - (C) At the end of the summer
  - (D) Just after a break from school
- 7. (A) A trip to visit the Eskimos
  - (B) A trip the woman is planning to take
  - (C) A trip the man has already taken
  - (D) A camping trip the man and woman took
- 8. (A) Three hours
  - (B) Three complete days
  - (C) Three classes
  - (D) Three weeks

- 9. (A) Sleeping outside on the ground
  - (B) Spending time in a hot tub
  - (C) Relaxing at the lodge
  - (D) Enjoying excellent food
- 10. (A) She'd be scared, but she'd like to try.
  - (B) She can't wait.
  - (C) It would be quite exciting for her.
  - (D) She'd prefer not to try.
- 11. (A) All kinds of pollution
  - (B) How acid rain has harmed the earth
  - (C) Pollution from cars and factories
  - (D) The causes and possible effects of acid rain
- 12. (A) Nuclear power
  - (B) Electricity
  - (C) Burning coal and oil
  - (D) Solar power
- 13. (A) From sulfur dioxide and water vapor
  - (B) From sulfur dioxide and nitrogen oxide
  - (C) From nitric acid and sulfur dioxide
  - (D) From water vapor and nitric acid
- 14. (A) Only in North America
  - (B) At the North and South Poles
  - (C) In parts of several northern continents
  - (D) In equatorial areas
- 15. (A) She should protect herself from the rain.
  - (B) She should clean up the water supply.
  - (C) She should read a novel.
  - (D) She should get more information about acid rain.

**TOEFL REVIEW EXERCISE (Skills 18–22):** In this exercise, you will use all of the information that you learned in Skills 18 through 22.

Before the recording begins, you should read over the answers to questions 1 through 15 and do the following:

- Anticipate the topics you will hear.
- Anticipate the questions.

While you are listening to the conversations, you should do the following:

- Listen for the topic in the first lines.
- Draw conclusions about the situation (who, what, when, where).
- Listen for the answers in order.



Now begin the recording at Toefl Review Exercise (Skills 18-22).

- 1. (A) To a concert
  - (B) To a rehearsal
  - (C) To a lecture
  - (D) To the library
- 2. (A) One
  - (B) Two
  - (C) Three
  - (D) Four
- 3. (A) The bus does not go directly to the Music Building.
  - (B) The bus goes very slowly to the Music Building.
  - (C) The bus sometimes does not come.
  - (D) The bus will not arrive for a while.
- 4. (A) Walk
  - (B) Wait for the bus
  - (C) Miss the lecture
  - (D) Think of another plan
- 5. (A) Boring
  - (B) Fantastic
  - (C) Lengthy
  - (D) Faithful
- 6. (A) By car
  - (B) By plane
  - (C) By train
  - (D) By bicycle
- 7. (A) She went directly to Yellowstone.
  - (B) She spent a few weeks in Laramie.
  - (C) She stopped at the Devil's Tower National Monument.
  - (D) She made a few stops before going on to Yellowstone.

- 8. (A) Laramie
  - (B) Devil's Tower National Monument
  - (C) Old Faithful
  - (D) Wyoming
- 9. (A) Hear again about Yellowstone
  - (B) Take a trip to Yellowstone
  - (C) Get a job in a national park
  - (D) Move to Yellowstone
- 10. (A) How and when we celebrate Thanksgiving
  - (B) The traditional Thanksgiving dinner
  - (C) When Thanksgiving began
  - (D) Abraham Lincoln
- 11. (A) With colonists in Massachusetts
  - (B) Alone and thinking about how Thanksgiving developed
  - (C) With a big Thanksgiving dinner
  - (D) In an untraditional manner
- 12. (A) The terrible winter
  - (B) The corn harvest
  - (C) The development of Thanksgiving Day
  - (D) For getting the whole family together
- 13. (A) At many different times
  - (B) In July
  - (C) Any time in November
  - (D) On a Thursday in November

### **LONG TALKS**

## (PAPER TOEFL® TEST)

Three talks, each followed by a number of multiple-choice questions, appear in Part C of the Listening Comprehension section of the paper TOEFL test. You will hear the talks and the questions on a recording; they are not written in your test book. You must choose the best answer to each question from the four choices that are written in your test book. Like the conversations in Part B, the talks are often about some aspect of school life or topics currently in the news. It is also very common for the talks to be shortened versions of lectures from courses taught in American colleges and universities.

### **Example from the Paper TOEFL® Test**



On the recording, you hear:

(narrator) Questions 1 through 4. Listen to a talk about the settlement of America.

(woman)

The settling of the vast farmlands in central North America was delayed at least partly because of an error by one man. In the early nineteenth century, Lieutenant Zebulon Pike of the U.S. Army was sent out to explore and chart the huge expanses of land in the center of the continent. When he returned from his explorations, he wrote a report in which he erroneously stated that the vast plains in the central part of the continent were desertlike, comparable to the Sahara in Africa. In reality, however, these vast plains contained some of the most fertile farmland in the world. Because of Pike's mistake, the maps of the day depicted the central part of what is today the United States as a vast desert rather than the excellent and available farmland that it was. This mistaken belief about the nature of those lands caused settlers to avoid the central plains for years.

#### Questions:

1. On the recording, you hear:

(narrator) What is the topic of this talk?

- In your test book, you read: (A) Zebulon Pike's career
  - A mistake that influenced the (B) settlement of America
  - A report for the army
  - (D) The farmlands
- 2. On the recording, you hear:

(narrator) How did Pike describe the area that he explored?

In your test book, you read:

- (A) As a desert
- As usable for army purposes (B)
- As located in the Sahara
- (D) As available for farmland

3. On the recording, you hear:

(narrator) What was this area really like?

In your test book, you read: (A) It was a vast desert.

- (B) It was covered with farms.
- (C) It was excellent farmland.
- (D) It was similar to the Sahara.
- 4. On the recording, you hear:

(narrator) This talk would probably be given in which of the following courses?

In your test book, you read:

- (A) Agricultural Science
- (B) American History
- (C) Geology of the United States
- (D) Military Science

The first question asks about the topic of the talk. The topic of the talk is found in the first sentence of the talk: The settling of the vast farmlands in central North America was delayed at least partly because of an error by one man. Therefore, the best answer to the question is (B). The second question is a detail question that asks how Pike described this area. It is stated in the talk that Pike wrote a report in which he erroneously stated that the vast plains in the central part of the continent were desertlike.... Therefore, the best answer to this question is (A). The third question is an additional detail question that asks what the area was really like. Because the talk indicates that in reality... these vast plains contained some of the most fertile farmland in the world, the best answer to this question is (C). The fourth question is an inference question. It asks in which course this lecture would probably be given. The word probably indicates to you that the question is not answered directly in the talk. You must draw a conclusion from the information in the talk to answer this question. Because this talk refers to the early nineteenth century and discusses the settling of the vast farmlands in central North America, it would probably be given in an American History course. The best answer to this question is (B).

# PROCEDURES FOR THE LONG TALKS (Paper TOEFL® Test)

- 1. If you have time, preview the answers to the questions. While you are looking at the answers, you should try to do the following:
  - Anticipate the topics of the talks you will hear.
  - Anticipate the questions for each of the groups of answers.
- 2. Listen carefully to the first line of the talk. The first line of the talk often contains the main idea, subject, or topic of the talk, and you will often be asked this type of question.
- 3. As you listen to the talk, draw conclusions about the situation of the talk: who is talking, where or when the talk takes place, which course this lecture might be given in. You will often be asked to make such inferences about the talk.
- 4. As you listen to the talk, follow along with the answers in your test book and try to determine the correct answers. Detail questions are generally answered in order in the talk, and the answers often sound the same as what is said on the recording.
- 5. You should guess even if you are not sure. Never leave any answers blank.
- 6. Use any remaining time to look ahead at the answers to the questions that follow.

The following skills will help you to implement these procedures in the long talks on the paper TOEFL test.

### **BEFORE LISTENING**

#### SKILL 23: ANTICIPATE THE TOPICS

It is very helpful to your overall comprehension if you know what topics to expect in the long talks. You should therefore try to anticipate the topics that you will be hearing (as you did with the long conversations). For example, are the talks about American history, or literature, or some aspect of school life? A helpful strategy is therefore to look briefly at the answers in the test book, before you actually hear the talks on the recording, and try to determine the topics of the talks that you will hear.

**EXERCISE 23:** Look at the answers to the five questions together, and try to anticipate the topic of the talk for those five questions. (Of course, you cannot always determine exactly what the topic is, but you often can get a general idea.) Questions 1 through 5 have been answered for you.

- 1. (A) During a *biology* laboratory session
  - (B) In a biology study group
  - (C) On the first day of class
  - (D) Just before the final exam
- 2. (A) Once a week
  - (B) Two times a week
  - (C) Three times a week
  - (D) For fifteen hours
- 3. (A) To do the first laboratory assignment
  - (B) To take the first exam
  - (C) To study the laboratory manual
  - (D) To read one chapter of the text

- 4. (A) Room assignments
  - (B) Exam topics
  - (C) Reading assignments
  - (D) The first lecture
- 5. (A) Exams and lab work
  - (B) Reading and writing assignments
  - (C) Class participation and grades on examinations
  - (D) Lecture and laboratory attendance

What is the topic of the talk for questions 1 through 5?

the requirements of a biology class

You can guess this because of the following clues:

- biology
- first day of class
- reading assignments
- $\bullet$  exam(s)
- lab work

- 6. (A) What caused the Ring of Fire
  - (B) The volcanoes of the Ring of Fire
  - (C) Hawaiian volcanoes
  - (D) Different types of volcanoes
- 7. (A) The Ring of Fire
  - (B) The characteristics of volcanoes in the Ring of Fire
  - (C) The volcanoes of Hawaii
  - (D) Mauna Loa
- 8. (A) In Hawaii
  - (B) In the United States
  - (C) Along the Ring of Fire
  - (D) Within the Ring of Fire

- 9. (A) They are not so violent.
  - (B) They are located along the Ring of Fire.
  - (C) They contain a lot of gas.
  - (D) They contain thick lava.
- 10. (A) A volcano on the Ring of Fire
  - (B) An island in Hawaii
  - (C) A long, low volcanic mountain
  - (D) An explosive volcano

What is the topic of the talk for questions 6 through 10?

- 11. (A) An artist
  - (B) A tour guide
  - (C) An Indian
  - (D) Orville Wright
- 12. (A) Several
  - (B) Sixty thousand
  - (C) Sixteen million
  - (D) Millions and millions
- 13. (A) The National Air and Space Museum
  - (B) The Museum of Natural History
  - (C) The American History Museum
  - (D) The Smithsonian Arts and Industries Building

- 14. (A) The American History Museum
  - (B) The Smithsonian Arts and Industries Building
  - (C) The Washington Museum
  - (D) The National Air and Space Museum
- 15. (A) To the White House
  - (B) To the Smithsonian
  - (C) To the mall
  - (D) To various other museums

What is the topic of the talk for questions 11 through 15?

### SKILL 24: ANTICIPATE THE QUESTIONS

It is very helpful to your ability to answer individual questions with the long talks if you can anticipate what the questions will be and listen specifically for the answers to those questions (as you did with the long conversations).

## **Example from the Paper TOEFL® Test**



In your test book, you read:

- (A) For three weeks
- (B) For three days
- (C) For three months
- (D) For three hours

You try to anticipate the question:

How long does (something) last?

In this example, you can be quite certain that one of the questions will be about how long something lasts. Since you are sure that this is one of the questions, you can listen carefully for clues that will give you the answer. This example shows that a helpful strategy is therefore to look briefly at the answers in the test book, before you actually hear the talks on the recording, and try to determine the questions that you will be asked to answer.

**EXERCISE 24:** Study the following answers and try to determine what the questions will be. (You should note that perhaps you will only be able to predict part of a question, rather than the complete question.) If you cannot predict the question in a short period of time, then move on to the next group of answers. Question 1 has been answered for you.

l.	Question: When does the talk probably take place?					
	(A) During a biology laboratory session					
	(B) In a biology study group					
	(C) On the first day of class					
	(D) Just before the final exam					
2.	Ouestion:					
2.	Question:(A) Once a week					
2.						
2.	(A) Once a week					
2.	<ul><li>(A) Once a week</li><li>(B) Two times a week</li></ul>					

- 3. Question:
  - (A) To do the first laboratory assignment
  - (B) To take the first exam
  - (C) To study the laboratory manual
  - To read one chapter of the text
- 4. Question:
  - (A) Room assignments
  - Exam topics (B)
  - (C) Reading assignments
  - The first lecture

$5_{k}$	Question:
- •	(A) Exams and lab work
	(B) Reading and writing assignments
	(C) Class participation and grades on examinations
	(D) Lecture and laboratory attendance
C	
6.	Question:
	(A) What caused the Ring of Fire
	<ul><li>(B) The volcanoes of the Ring of Fire</li><li>(C) Hawaiian volcanoes</li></ul>
	(D) Different types of volcanoes
7.	Question:
	(A) The Ring of Fire
	(B) The characteristics of volcanoes in the Ring of Fire
	(C) The volcanoes of Hawaii
	(D) Mauna Loa
8.	Question:
	(A) In Hawaii
	(B) In the United States
	(C) Along the Ring of Fire
	(D) Within the Ring of Fire
9.	Question:
	(A) They are not so violent.
	(B) They are located along the Ring of Fire.
	(C) They contain a lot of gas.
	(D) They contain thick lava.
10.	Question:
	(A) A volcano on the Ring of Fire
	(B) An island in Hawaii
	(C) A long, low volcanic mountain
	(D) An explosive volcano
11.	Question:
	(A) An artist
	(B) A tour guide
	(C) An Indian
	(D) Orville Wright
12.	Question:
	(A) Several
	(B) Sixty thousand
	(C) Sixteen million
	(D) Millions and millions
13.	Question:
•	(A) The National Air and Space Museum
	(B) The Museum of Natural History
	(C) The American History Museum
	(D) The Smithsonian Arts and Industries Building

14.	Ouestic	ion:	
	•	The American History Museum	
		The Smithsonian Arts and Industries Building	
		The Washington Museum	
		The National Air and Space Museum	
15.	Questic	ion:	
	(A) To	To the White House	
	(B) To	To the Smithsonian	
	(C) To	To the mall	
	(D) To	To various other museums	
A/I		LISTENING	

#### **SKILL 25: DETERMINE THE TOPIC**

As you listen to each long talk, you should be thinking about the topic (subject) or main idea for the talk (as you did with the long conversations). Since the first sentence is generally a topic sentence, you should be asking yourself what the topic is while you are listening carefully to the first part of the talk.

### Example from the Paper TOEFL® Test



On the recording, you hear:

The major earthquake that occurred east of Los Angeles in 1971 is still affecting the economy of the area today.

You think:

The topic of the talk is the effect of the 1971 earthquake on Los Angeles today.

**EXERCISE 25:** Listen to the first part of each of the talks, and decide on the topic of each talk.



Now begin the recording at Exercise 25.

- 1. What is the topic of Talk 1?
- 2. What is the topic of Talk 2?
- 3. What is the topic of Talk 3?

#### DRAW CONCLUSIONS ABOUT WHO, WHAT, WHEN, WHERE **SKILL 26:**

As you listen to each talk, you should be trying to set the situation in your mind (as you did with the long conversations). You should be thinking the following thoughts:

- Who is talking?
- When does the talk probably take place?
- Where does the talk probably take place?
- What course is the talk concerned with?
- What is the source of information for the talk?

### Example from the Paper TOEFL® Test



On the recording, you hear:

The next stop on our tour of Atlanta will be the original home of Coca-Cola, at 107 Marietta Street. Coca-Cola was manufactured at this location until early in September of 1888.

You think:

3. When does the talk take place?

(a tour guide) Who is probably talking? (in Atlanta) Where are they?

When does the talk take place? (in the middle of a tour)

**EXERCISE 26:** Listen to the first part of each of the talks and try to imagine the situation. Then, answer the questions in the text.



Now begin the recording at Exercise 26.

T		
Ta	<u>llk 1</u>	
1.	Who is probably talking?	
2.	Where does the talk probably take place?	
3.	When does the talk probably take place?	
4.	What course is being discussed?	
Та	ılk 2	
1.	Who is probably talking?	
2.	Where does the talk probably take place?	
3.	When does the talk probably take place?	
4.	What course is being discussed?	
Та	lk 3	
1.	Who is probably talking?	
2.	Where does the talk take place?	

#### SKILL 27: LISTEN FOR ANSWERS IN ORDER

There are two possible methods to use while you listen to the talks.

- You can just listen to the talk (and ignore the answers).
- You can follow along with the answers while you listen.

Some students prefer to just listen to the talk while it is being spoken, and if that method works well for you, then that is what you should do. Other students find that they can answer more questions correctly if they read along with the answers while the talk is being given. Because the detail questions are answered in order, it is possible to read along while you listen to the talk on the recording.

### Example from the Paper TOEFL® Test



On the recording, you hear:

(woman) The Great Chicago Fire began on October 8, 1871, and according to legend began when a cow knocked over a lantern in Mrs. O'Leary's barn. No matter how it began, it was a disastrous fire. The preceding summer had been exceedingly dry in the Chicago area, and the extreme dryness accompanied by Chicago's infamous winds created an inferno that destroyed 18,000 buildings and killed more than 300 people before it was extinguished the following day.

On the recording, you hear:

- (narrator) 1. According to legend, where did the Great Chicago Fire begin?
  - 2. Which of the following is **not** true about the Great Chicago Fire?

In your test book, you read (same time):

- 1. (A) In a barn
  - (B) In Mrs. O'Leary's home
  - (C) In a cow pasture
  - (D) In a lantern factory
- 2. (A) The dry weather prior to the fire made it worse.
  - (B) It happened during the summer.
  - (C) Chicago's winds made it worse.
  - (D) It killed many people.

When you read the answers to the first question, you can anticipate that the first question is: Where did something happen? As you listen, you determine that the fire began in Mrs. O'Leary's barn. Therefore, you can anticipate that the best answer to the first question is (A).

If you read the answers to the second question while you listen to the talk, you can determine that answers (A), (C), and (D) are true. Answer (B) is not true: the fire did not begin in the summer, it began in October, which is in autumn. Therefore, answer (B) is the best answer to the question Which of the following is not true about the Great Chicago Fire?

### TOEFL EXERCISE 27: Listen to each complete talk and answer the questions that follow.



#### Now begin the recording at Toefl Exercise 27.

- 1. (A) During a biology laboratory session
  - (B) In a biology study group
  - (C) On the first day of class
  - (D) Just before the final exam
- 2. (A) Once a week
  - (B) Two times a week
  - (C) Three times a week
  - (D) For fifteen hours
- 3. (A) To do the first laboratory assignment
  - (B) To take the first exam
  - (C) To study the laboratory manual
  - (D) To read one chapter of the text
- 4. (A) Room assignments
  - (B) Exam topics
  - (C) Reading assignments
  - (D) The first lecture
- 5. (A) Exams and lab work
  - (B) Reading and writing assignments
  - (C) Class participation and grades on examinations
  - (D) Lecture and laboratory attendance
- 6. (A) What caused the Ring of Fire
  - (B) The volcanoes of the Ring of Fire
  - (C) Hawaiian volcanoes
  - (D) Different types of volcanoes
- 7. (A) The Ring of Fire
  - (B) The characteristics of volcanoes in the Ring of Fire
  - (C) The volcanoes of Hawaii
  - (D) Mauna Loa
- 8. (A) In Hawaii
  - (B) In the United States
  - (C) Along the Ring of Fire
  - (D) Within the Ring of Fire

- 9. (A) They are not so violent.
  - (B) They are located along the Ring of Fire.
  - (C) They contain a lot of gas.
  - (D) They contain thick lava.
- 10. (A) A volcano on the Ring of Fire
  - (B) An island in Hawaii
  - (C) A long, low volcanic mountain
  - (D) An explosive volcano
- 11. (A) An artist
  - (B) A tour guide
  - (C) An Indian
  - (D) Orville Wright
- 12. (A) Several
  - (B) Sixty thousand
  - (C) Sixteen million
  - (D) Millions and millions
- 13. (A) The National Air and Space Museum
  - (B) The Museum of Natural History
  - (C) The American History Museum
  - (D) The Smithsonian Arts and Industries Building
- 14. (A) The American History Museum
  - (B) The Smithsonian Arts and Industries Building
  - (C) The Washington Museum
  - (D) The National Air and Space Museum
- 15. (A) To the White House
  - (B) To the Smithsonian
  - (C) To the mall
  - (D) To various other museums

**TOEFL REVIEW EXERCISE (Skills 23–27):** In this exercise, you will use all of the information that you learned in Skills 23 through 27.

Before the recording begins, you should read over the answers to questions 1 through 12 and do the following:

- Anticipate the topics you will hear.
- Anticipate the questions.

While you are listening to the talks, you should do the following:

- Listen for the topic in the first sentence.
- Draw conclusions about the situation (who, what, when, where).
- Listen for the answers in order.



Now begin the recording at Toefl Review Exercise (Skills 23–27).

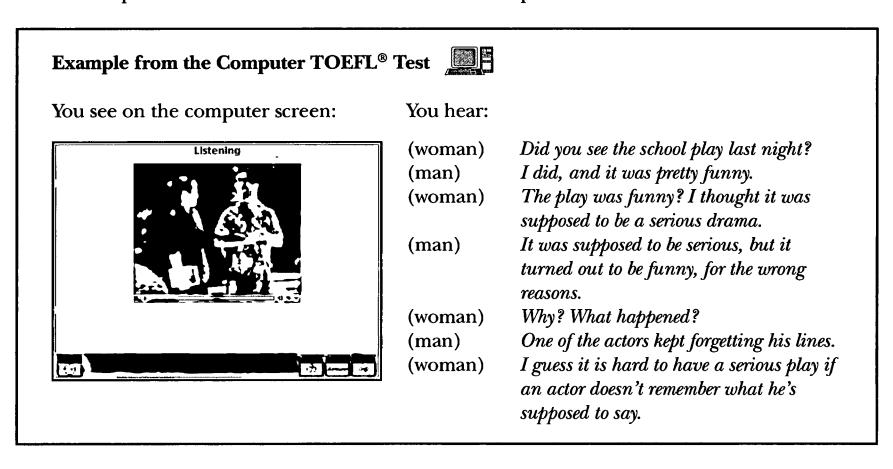
- 1. (A) Other librarians
  - (B) Undergraduate students
  - (C) Students who are not in the business department
  - (D) Graduate business students
- 2. (A) It opens at 7:00 a.m.
  - (B) It closes at 7:00 p.m.
  - (C) It closes at midnight.
  - (D) It is always open.
- 3. (A) Computer area and business materials
  - (B) Magazines and newspapers
  - (C) Business department and library staff offices
  - (D) First and second floors of the library
- 4. (A) Go home
  - (B) Return to class
  - (C) Work on the computers
  - (D) Tour the library
- 5. (A) A student in health services
  - (B) A drug abuse lecturer
  - (C) A dermatologist
  - (D) A representative of the tobacco industry
- 6. (A) How to reduce nicotine and other addictions
  - (B) How stress affects the skin
  - (C) The effects of alcohol on health
  - (D) How to achieve optimal health

- 7. (A) Alcohol
  - (B) Nicotine
  - (C) Caffeine
  - (D) A reduced supply of blood
- 8. (A) It increases the flow of blood to the skin.
  - (B) It causes increased consumption of alcohol.
  - (C) It prevents the skin from receiving enough nourishment.
  - (D) It causes stress.
- 9. (A) Before the Civil War
  - (B) At the end of the Civil War
  - (C) At the beginning of the twentieth century
  - (D) Within the last decade
- 10. (A) The Civil War ended.
  - (B) The U.S. government issued a large amount of paper currency.
  - (C) The price of gold plummeted.
  - (D) The value of gold became inflated.
- 11. (A) The president
  - (B) The president's brother
  - (C) The president's brother-in-law
  - (D) The president's wife
- 12. (A) Issue greenbacks
  - (B) Sell gold
  - (C) Corner the gold market
  - (D) Hold its gold reserves

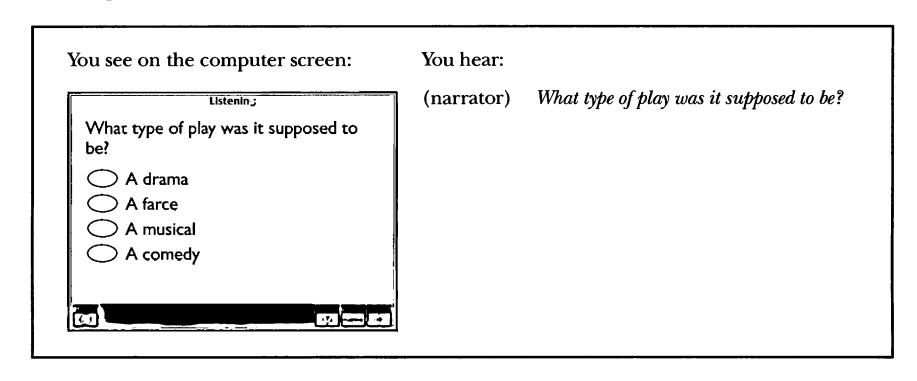
### **CASUAL CONVERSATIONS**

## (COMPUTER TOEFL® TEST)

Casual conversations appear in Part B of the Listening section of the computer TOEFL test. For each of the casual conversations in this part of the test, you will see a context-setting visual as you listen to a five- to seven-line conversation between two speakers. After you see the visual and listen to the conversation, you will see a series of two or three multiple-choice questions and the four answer choices for each question on the computer screen. You must click on the best answer choice to each question on the computer screen. Look at an example of a casual conversation from the computer TOEFL test.

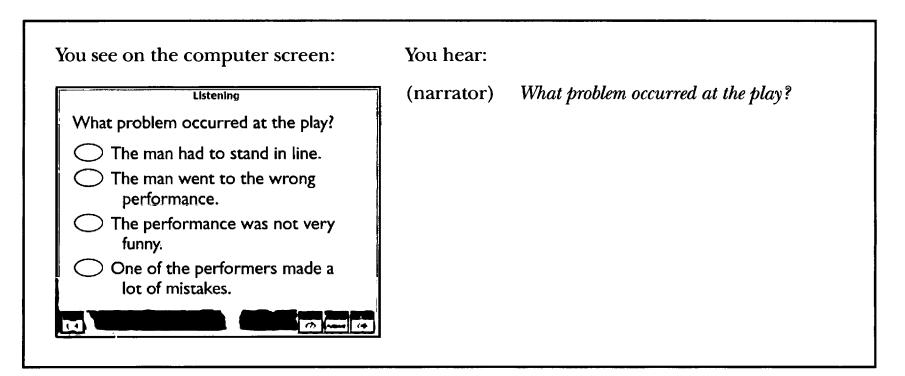


After the conversation is complete, the first question and answer choices appear on the computer screen as the narrator states the question. This question is a regular multiple-choice question that asks about the type of play.



In the conversation, the woman says that she thought it was supposed to be a serious drama, and the man replies that it was supposed to be serious. From this, it can be determined that the play was supposed to be a drama. The first answer is the best answer, so you should click on the first answer.

After you have finished with the first question, another question appears on the computer screen. This question is a multiple-choice question that asks about the problem that occurred.



In the conversation, the man states that *one of the actors kept forgetting his lines*. From this, it can be determined that *one of the performers made a lot of mistakes*. The last answer is the best answer, so you should click on the last answer.

# PROCEDURES FOR THE CASUAL CONVERSATIONS (Computer TOEFL® Test)

- 1. Listen carefully to the casual conversation. You may listen to the conversation one time only.
- 2. Use the visual to help you focus on the context. A context-setting visual appears on the screen at the beginning of each casual conversation. It shows you who is talking and where they are talking.
- 3. Focus on the overall meaning of the casual conversation rather than on specific words or expressions. The questions following a casual conversation generally test your overall comprehension of the conversation rather than the meaning of a specific word or expression.
- 4. Listen to each question following the casual conversation as you read it on the screen. Each listening question is both spoken and written on the computer screen.
- 5. Do not panic if you do not understand every word of the casual conversation. You can still answer the questions correctly without understanding each word of the conversation.
- 6. Click on an answer on the computer screen when you have selected an answer. You may still change your mind at this point and click on a different answer.

- 7. Click on Next. Then click on Confirm Answer; to record your answer. After you click on this button, you cannot go back and change your answer.
- 8. Be prepared for the next question. After you click on Gontim Answer, the next question begins automatically.

The following language skill will help you to implement these procedures with the casual conversations on the computer TOEFL test.

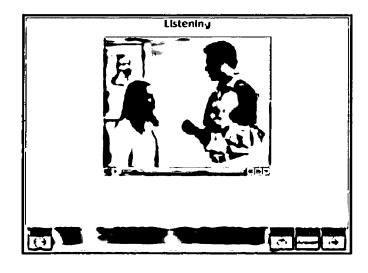
#### SKILL 28: UNDERSTAND CASUAL CONVERSATIONS

As you listen to each casual conversation in Part B of the computer TOEFL test, you should be thinking about the overall ideas and the supporting details in the casual conversation. Questions that accompany casual conversations most commonly test the overall ideas of the conversation (i.e., what are the man and woman discussing and what do they finally decide to do, or what is the woman's problem and what does the man suggest), but they may also test supporting details from the passage (i.e., what time will they leave, or how many assignments are there). It is unusual for the questions that accompany a casual conversation to depend on the meaning of a specific vocabulary word, or idiom, or grammatical structure as the questions that accompany the short dialogues often do.

**TOEFL EXERCISE 28:** Look at the picture as you listen to each casual conversation. Do not look at the questions or answer choices until the conversation is complete. (On the computer TOEFL test, you will not be able to see the questions or answer choices during the conversation.)

Where is the man going?

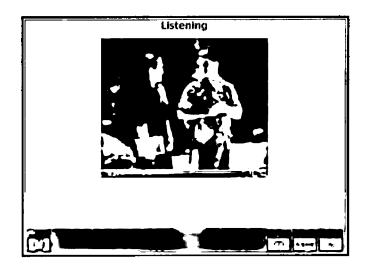
#### Questions 1–3



	<ul> <li>To listen to a concert</li> <li>To give a performance</li> <li>To attend a class</li> <li>To take part in a practice</li> </ul>
2.	How often does the orchestra meet for practice?  Once each week  Twice each week  Three times each week  Four times each week

3.	How many musical instruments does the woman play?
	◯ Zero
	One
	○ Two
	Three

#### **Questions 4–5**



4.	What is	the woman	confused	about?
----	---------	-----------	----------	--------

- Where to get the syllabus
- How many papers to write
- When the papers are due
- Where to find the professor

### 5. What do they decide to do?

- Ask at the next class
- Write a paper before the next class
- Follow the course syllabus
- See the professor immediately

#### Questions 6-8



$\sim$	W 4 77	•		•	1	-
h	- M/ha	t 10	true	about	the	man
	VV 112			41 N N I I		

- He has a car.
- He has a parking sticker.
- He will never drive to school.
- He intends to get a car.

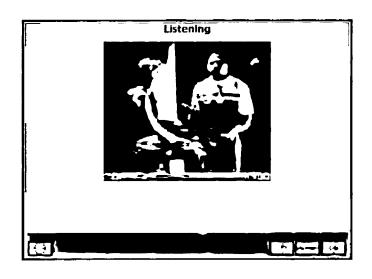
### 7. What does the woman say about parking on campus?

- There are enough spaces.
- It's hard to find space.
- All students have permanent parking stickers.
- The lots are difficult to find.

#### 8. What does the man say that he needs?

- A daily parking sticker
- A different type of car
- A permanent parking sticker
- A private parking space

### **Questions 9–11**



9.	What was if the about the exam:
	<ul> <li>It had fifteen true-false questions.</li> <li>It was sixty minutes long.</li> <li>It had only one type of question.</li> <li>It took two hours.</li> </ul>
10.	How did the man feel about the true-false questions?  He minded doing them.  He liked them less than the essays.  He didn't think they were too bad.  He didn't know the answers to them.
11.	How did the woman do on the essay questions?  She was rushed when she wrote them.  She didn't know the answers.  She had enough time to finish them.  She wrote her answers clearly.

## **ACADEMIC DISCUSSIONS**

## (COMPUTER TOEFL® TEST)

Academic discussions appear in Part B of the Listening section of the computer TOEFL test. For each of the academic discussions in this part of the test, you will see a series of context-setting and content visuals as you listen to a 120–150 second discussion by two to five speakers. After you see the visuals and listen to the discussion, you will hear a series of questions as you see each question and its answer choices on the computer screen. You must click on the best answer choice to each question on the computer screen.

A variety of types of questions are possible in this part of the test. Some of these types of questions may follow a discussion:

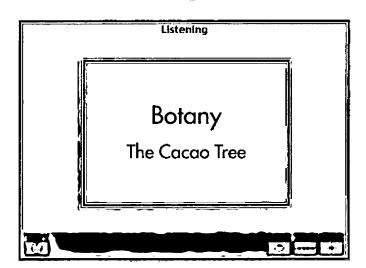
- 1. Multiple-Choice Questions with One Correct Answer ask you to select the best answer from four choices based upon the information given in the discussion. A multiple-choice question with one correct answer may ask about the main idea or a directly or indirectly answered detail from the passage.
- 2. **Multiple-Choice Questions with Two Correct Answers** ask you to select the two correct answers from four choices based upon the information given in the discussion. A multiple-choice question with two correct answers may ask about directly or indirectly answered details from the passage.
- 3. **Graphic Questions with Four Letters** ask you to click on one of four letters on a graphic that answers a question. A graphic question with four letters may ask about a directly or indirectly answered detail from the passage.
- 4. **Questions with Four Graphics** ask you to click on one of four graphics that answers a question. A question with four graphics may ask about a directly or indirectly answered detail from the passage.
- 5. **Matching Questions** ask you to match three categories of information from the passage with details from each of the categories. A matching question generally asks about the organization of ideas in the passage.
- 6. **Ordering Questions** ask you to put four pieces of information in the correct procedural or chronological order. An ordering question generally asks about the overall organization of ideas in the passage.

The following example of an academic discussion shows each of these types of questions. (On the actual computer TOEFL test, you will probably not see all of these types of questions accompanying one academic discussion.)

### Example from the Computer TOEFL® Test

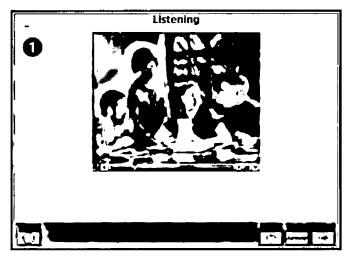


You see on the computer screen:



You hear:

(narrator) Listen to a discussion in a botany class. The discussion is on the cacao tree.



(instructor) 1 Today, we're going to talk about the cacao tree and some of the products we get from this tree. Just what products do we get from the cacao tree? Joe?

(Joe) The products we get from the cacao tree

are some of my favorites: cocoa and chocolate.

(Ellen)

(instructor) And where are cacao trees found? Ellen? Cacao trees are native to the coastal areas of Mexico, Central America, and South America. Today, in addition to Mexico, Central, and South America, cacao trees are also found along the west coast of Africa and on a number of tropical islands.

(instructor) Yes, it's true that cacao trees are found in coastal areas of Central and South America as well as in Africa. 2 Let's

> look at this cacao tree. Can you describe the cacao tree for me? Taylor?

(Taylor) You can see that the cacao tree has long, thick, shiny leaves; it's a type of evergreen

tree.

(instructor) What does it mean that it's an evergreen

(Taylor) An evergreen is any plant that keeps its

> leaves throughout the year. Many people think that only pines and firs are evergreens, but in reality, many plants with broad leaves are evergreens. Plants with thin, narrow leaves are generally not

evergreen.

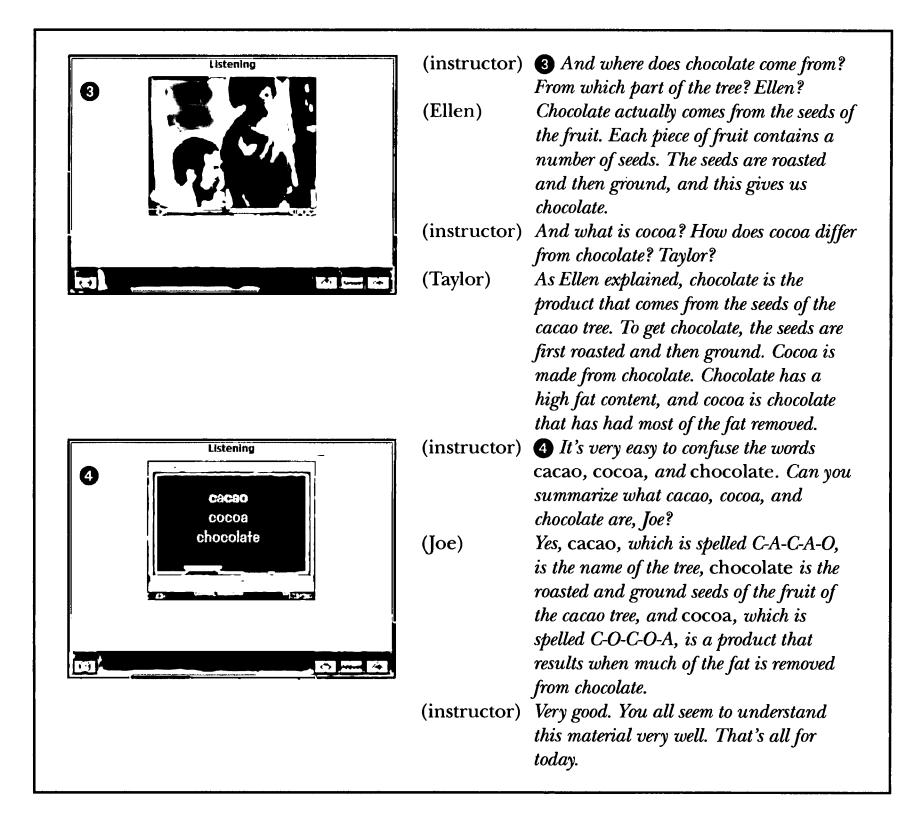
(instructor) And what about the fruit of the cacao

tree? Joe?

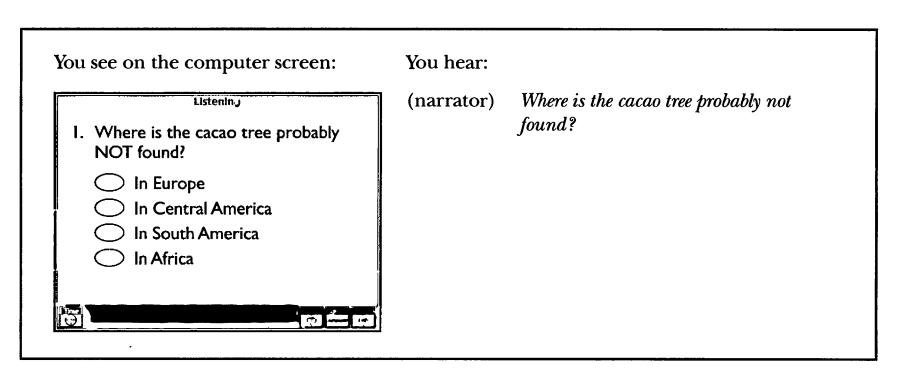
The fruit of the cacao tree is the size of a (Joe) large cucumber and can be a variety of

colors, depending on the type of tree.

Listening 2 **ф** ~~

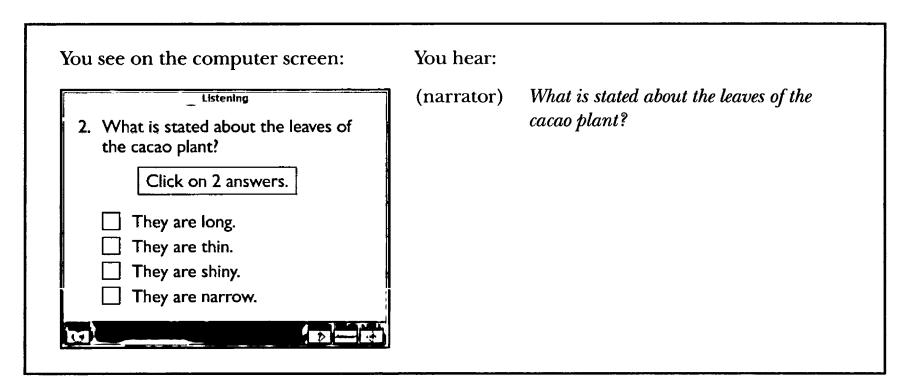


After the discussion is complete, the first question and answer choices appear on the computer screen as the narrator states the question. This question is a *multiple-choice question* with one correct answer that asks about a location.



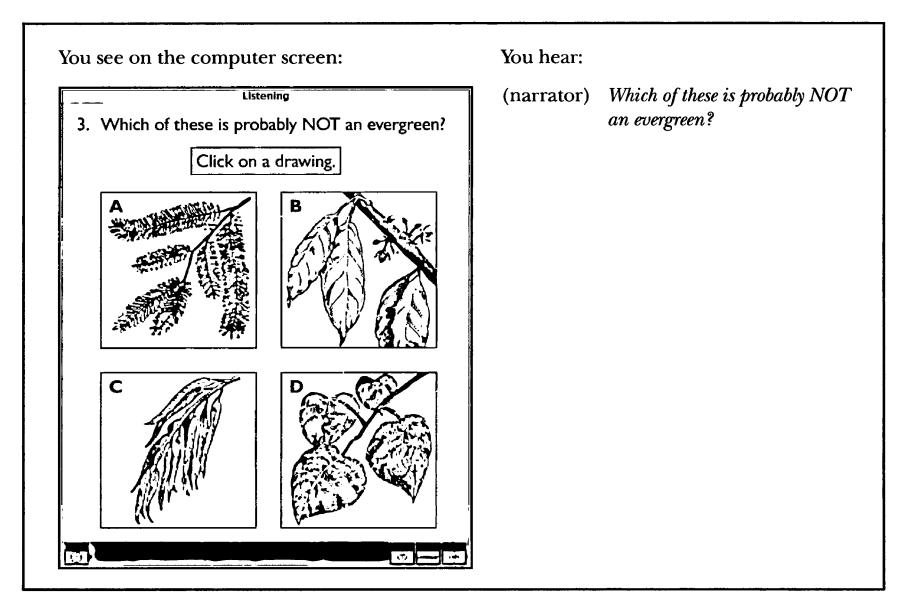
In the discussion, Ellen states that cacao trees are native to the coastal areas of Mexico, Central America, and South America and that cacao trees are also found along the west coast of Africa. From this, it can be determined that the cacao tree is found in all of the locations listed in the answers except Europe, so the first answer is the best answer to this question. You should click on the first answer to this question.

The next question is a *multiple-choice question with two correct answers*. In this type of question, you must choose two answers rather than one.



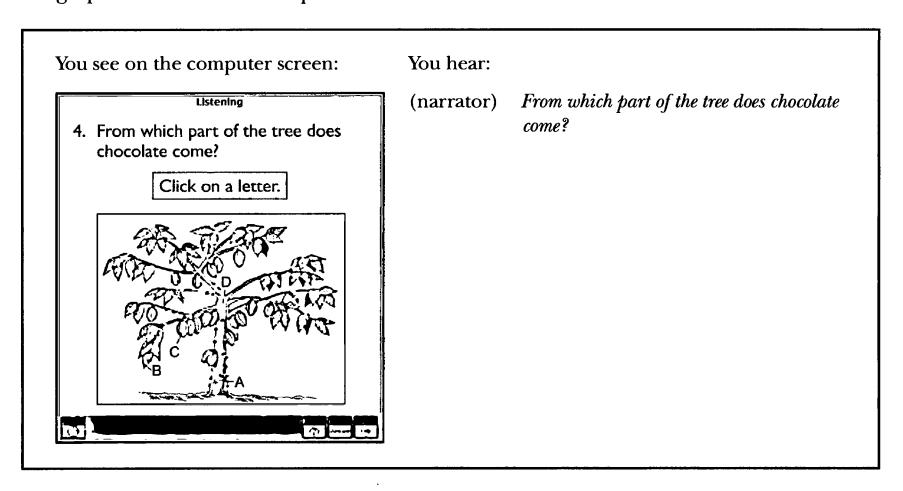
In the discussion, Taylor states that the cacao tree has long, thick, shiny leaves. This means that the leaves of the cacao plant are long and shiny, so the first and third answers are the best answers to this question. You should click on both answers to this question.

The next question is a question with four graphics. You must click on the graphic that answers the question.



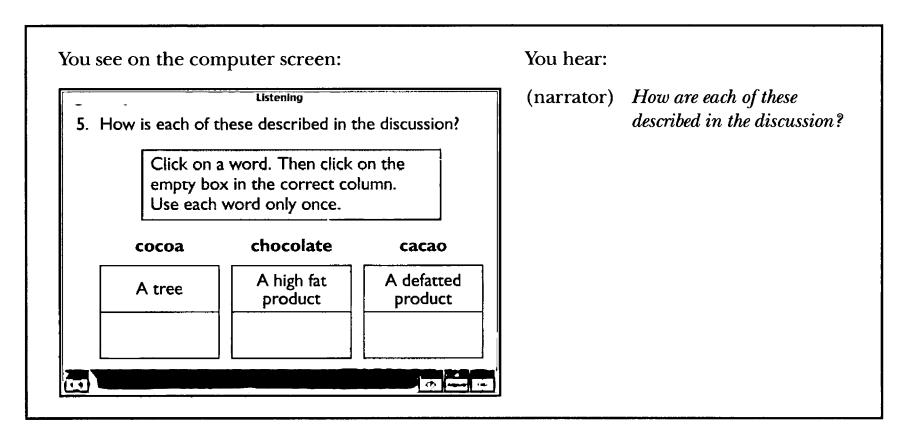
In the discussion, Taylor states that *plants with thin, narrow leaves are generally not evergreen*. From this, it can be determined that the plant with narrow leaves in drawing (C) is probably not an evergreen. You should click on drawing (C) to answer this question.

The next question is a graphic question with four letters. You must click on the letter on the graphic that answers the question.



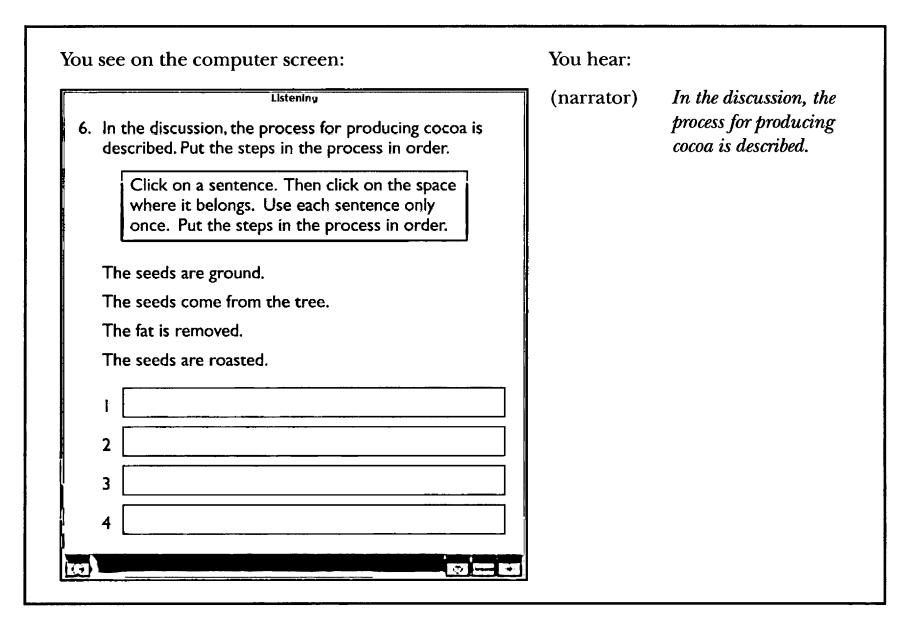
In the discussion, Ellen states that *chocolate actually comes from the seeds of the fruit*. Letter C, on the fruit, is therefore the best answer to this question. You should click on letter C to answer this question.

The next question is a *matching question*. You must click on each of the words and then click on the box where it belongs.



In the discussion, Taylor states that chocolate is the product that comes from the seeds of the cacao tree and that chocolate has a high fat content, and cocoa is chocolate that has had most of the fat removed. From this, it can be determined that cacao is a tree, chocolate is a high fat product, and cocoa is a defatted product.

The next question is an *ordering question*. You must click on each of the sentences and then click on the box where it belongs.



In the discussion, Taylor states that to get chocolate, the seeds are first roasted and then ground and that cocoa is chocolate that has had most of the fat removed. From this, it can be determined that first the seeds come from the tree, then the seeds are roasted, next the seeds are ground, and finally the fat is removed.

# PROCEDURES FOR THE ACADEMIC DISCUSSIONS (Computer TOEFL® Test)

- 1. Listen carefully to the academic discussion. You may listen to the discussion one time only.
- 2. Use the first visual to help you focus on the context. The first visual appears on the screen at the beginning of each academic discussion. It shows you how many people are talking and where they are talking. Anywhere from two to five people could be taking part in an academic discussion.

- 3. Focus on the overall meaning of the academic discussion rather than on specific words or expressions. The questions following an academic discussion generally test your overall comprehension rather than the meaning of a specific word or expression.
- 4. Relate the remaining visuals to the academic discussion. The remaining visuals are related to the portion of the discussion that you hear as you see the visual.
- 5. Listen carefully to each question following the academic discussion as you read it on the screen. Each listening question is both spoken and written on the computer screen.
- 6. Understand the ordering of the questions that accompany an academic discussion. The answers to the questions that accompany a discussion are generally found in order in the discussion. The answer to the first question will generally be found closer to the beginning of the discussion, and the answer to the last question will generally be found closer to the end of the discussion.
- 7. Do not panic if you do not understand all of the details of the academic discussion. You can still answer the questions correctly without understanding each detail of the discussion.
- 8. Click on an answer on the computer screen when you have selected an answer. You may still change your mind at this point and click on a different answer.
- 9. Click on Next. Then click on Confirm Answer to record your answer. After you click on this button, you cannot go back and change your answer.
- 10. **Be prepared for the next question.** After you click on **Confirm Answer**, the next question begins automatically.

Next you should move on to the language skills. The following language skills will help you to implement these procedures with the academic discussions on the computer TOEFL test.

#### **SKILL 29: RECOGNIZE THE ORGANIZATION**

As you listen to each academic discussion in Part B of the computer TOEFL test, you should be thinking about the organization of the passage because questions about the organization of the passage quite commonly accompany the academic discussions. The types of questions that test the organization of the passage are matching questions and ordering questions. Matching questions are used to test your understanding of the organization of a classification passage that discusses the various types or categories of a given topic. Ordering questions are used to test your understanding of the organization of a process or chronological passage that discusses either how something is accomplished or a series of historical events. Look at an example of part of a discussion with a classification organization, followed by a matching question.

## Example 1 from the Computer TOEFL® Test



On the computer, you hear:

- (narrator) Listen to a part of a discussion by students taking a geology class. The discussion is on types of rocks.
- (man 1) For the quiz today, we need to understand what the various types of rocks are.
- Yes. The main categories of rocks are igneous, sedimentary, (woman) and metamorphic.
- I think I understand igneous rocks. Igneous rocks are rocks (man 2) that are formed from extremely hot magma. But what are the other two types of rocks?
- Sedimentary rocks consist of older rocks and once-living (man 1) material; these materials are compounded into rocks with layers, or strata, and become sedimentary rocks.
- (woman) Now for the third kind of rocks, which are metamorphic rocks. Metamorphic rocks are rocks that were originally igneous or sedimentary but were transformed by intense heat or pressure.

#### You think:

This passage classifies various types of rocks.

#### You see the question:

What is the key characteristic of each of these types of rocks?

Click on a phrase. Then click on the empty box in the correct column. Use each phrase only

igneous rocks	sedimentary rocks	metamorphic rocks
Formed in layers	Were transformed by heat or pressure	Formed from burning magma

In the discussion, the students state that *igneous rocks...formed from extremely hot magma*, that sedimentary rocks are rocks with layers, or strata, and that metamorphic rocks...were transformed by intense heat or pressure. From this, it can be determined that igneous rocks formed from burning magma, that sedimentary rocks formed in layers, and that metamorphic rocks were transformed by heat or pressure.

Now look at an example of a part of a discussion with a process organization, followed by an ordering question.

## Example 2 from the Computer TOEFL® Test



#### On the computer, you hear:

- Listen to a part of a discussion in a physics class. The class (narrator) is discussing how the space shuttle is propelled into orbit.
- (instructor) Today, we'll be talking about the space shuttle and how it is propelled into orbit. First of all, can you tell me where the shuttle gets its power? Jack?
- (Jack) The shuttle has three sources of power. It has its main engines, of course, and it also has smaller engines in the shuttle and boosters attached to it.
- (instructor) And how does the shuttle actually get into orbit? Can you explain the process, Cathy?
- (Cathy) First, the main engines and the boosters work together to lift the shuttle off the ground.
- (instructor) Then, what happens to the boosters?
- (Cathy) The boosters separate from the shuttle and parachute back to Earth.
- (instructor) Now, Greg, after the shuttle has lifted off the ground, how does it get into orbit?
- (Greg) After the boosters have dropped off, the main engines power the shuttle until it is almost at orbital velocity.
- (instructor) Then how does the shuttle actually get into orbit? (Greg) That's when the smaller engines kick in and push the

shuttle into orbit.

#### You think:

This passage explains the *process* by which the shuttle is propelled into space.

#### You see the question:

The process by which the shuttle is propelled into space is explained in the discussion. Put the steps in the process in order.

Click on a sentence. Then click on the space where it belongs. Use each sentence one time only.

The main engines put the shuttle almost into orbit.

The main engines and boosters lift the shuttle.

The smaller engines push the shuttle into orbit.

The boosters separate and parachute to Earth.

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In the discussion, the students state that first, the main engines and the boosters work together to lift the shuttle off the ground, that the boosters separate from the shuttle and parachute back to Earth, that the main engines power the shuttle until it is almost at orbital velocity, and that the smaller engines...push the shuttle into orbit. From this, it can be determined that first the main engines and boosters lift the shuttle, next the boosters separate and parachute to Earth, then the main engines put the shuttle almost into orbit, and finally the smaller engines push the shuttle into orbit.

Now look at an example of a part of a lecture with both classification and chronological organization, followed by both a matching question and an ordering question.

## Example 3 from the Computer TOEFL® Test



#### On the computer, you hear:

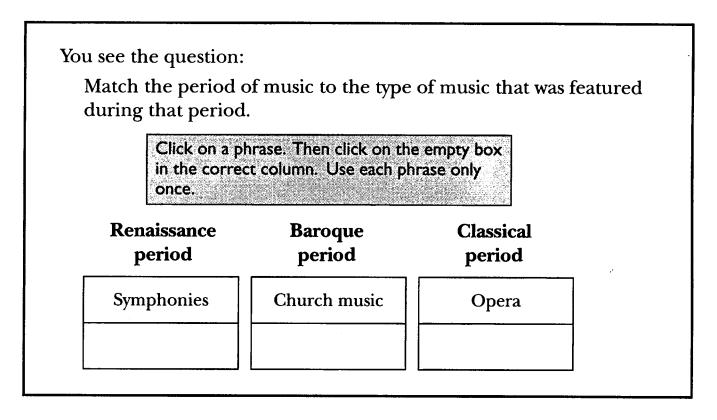
- (narrator) Listen to a part of a discussion by a group of students taking a music class. The discussion is on early periods of music.
- (woman 1) There are four periods of music that we need to be familiar with. The first period was the Medieval period, from 1100 to 1300. The Medieval period was the period when organized instrumental music began.
- And after the Medieval period was the Renaissance period, (man) which was the age of polyphonic church music. This period lasted for 300 years.
- (woman 2) So the Renaissance period lasted from 1300 to 1600. Then which period was next?
- (woman 1) After the Renaissance period there was the Baroque period from 1600 to 1750, followed by the Classical period from 1750 to 1850.
- (man) And what type of music was featured in each of these periods?
- (woman 1) The Baroque period featured the beginnings of opera and oratorio.
- (woman 2) And the Classical period was the age of symphonies and concertos.

#### You think:

This passage presents types or *classifications* of music in chronological order.

	e students discuss a number of periods of music. Put the riods of music into the order in which they occurred.
	Click on a phrase. Then click on the space where it belongs. Use each phrase one time only.
3a	roque period
Re	naissance period
Cla	assical period
Мe	edieval period
L	
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In the discussion, the students mention the Medieval period, from 1100 to 1300, the Renaissance period, which...lasted from 1300 to 1600, the Baroque period from 1600 to 1750, and the Classical period from 1750 to 1850. From this, it can be determined that first there was the Medieval period, then the Renaissance period, next the Baroque period, and finally the Classical period.



In the discussion, the students mention the Renaissance period, which was the age of polyphonic church music, and state that the Baroque period featured the beginnings of opera and that the Classical period was the age of symphonies. From this, it can be determined that the Renaissance period featured church music, the Baroque period featured opera, and the Classical period featured symphonies.

## 114 LISTENING

**EXERCISE 29:** Listen to each academic discussion, and try to determine how the information in the passage is organized.

1.	a.	What type of organization is used in the first passage?
		classification
		ordering (process or chronology)
		both classification and ordering
	b.	What are the main points in the organization?
2.	a.	What type of organization is used in the second passage?
		classification
		ordering (process or chronology)
		both classification and ordering
	b.	What are the main points in the organization?
3.	a.	What type of organization is used in the third passage?
		classification
		ordering (process or chronology)
		both classification and ordering
	b.	What are the main points in the organization?

**FOEFL EXERCISE 29:** Listen to each passage, and answer the questions that accompany it.

Zl	uestions 1–2
	sten to a discussion by a group of students taking a meteorology class. The discussion is on e formation of hail.
j. t	In the discussion, the students explain the initial stages in the formation of a hailstone from a drop of water.  Summarize the process by putting the steps in order.  Click on a sentence. Then click on the space where it belongs. Use each sentence one time only.  It picks up water.  It falls within the cloud.  It rises within a cloud.  It freezes for the first time.
	1
	In the discussion, the students explain how a hailstone hits the earth. Summarize the process by putting the steps in order.  Click on a sentence. Then click on the space where it belongs. Use each sentence one time only.
	It becomes too heavy. It falls to the ground. It rises and falls repeatedly in the cloud. It adds new layers of ice.
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#### **Questions 3–5**

Listen to a discussion in a physiology class. The discussion is on types of fractures.

3. How many breaks in the bone are there in each of these fractures?

Click on a phrase. Then click on the empty box in the correct column. Use each phrase only once.

double fracture	multiple fracture	single fracture
One break	Two breaks	Numerous breaks

4. How is each of these fractures described?

Click on a phrase. Then click on the empty box in the correct column. Use each phrase only once.

compound fracture	simple fracture	greenstick fracture
Complete fracture with no broken skin	Partial fracture	Complete fracture with broken skin

5. How serious is each of these fractures?

Click on a phrase. Then click on the empty box in the correct column. Use each phrase only once.

simple fracture	compound fracture	greenstick fracture	
Less serious	Serious	More serious	

#### Questions 6-7

Listen to a discussion by a group of students taking a law class. The students are discussing Clarence Darrow.

6. With what event was each of the defendants associated?

Click on a name. Then click on the empty box in the correct column. Use each expression only once.

John Scopes	Loeb and Leopold	<b>Eugene Debs</b>
Pullman strike	Evolution in the classroom	Murder trial

7. A historical series of events in the life of Clarence Darrow is presented in the discussion. Put the events in the correct chronological order.

Click on a sentence. Then click on the space where it belongs. Use each sentence one time only.

He arbitrated a coal strike.

He defended the murderers of a teenager.

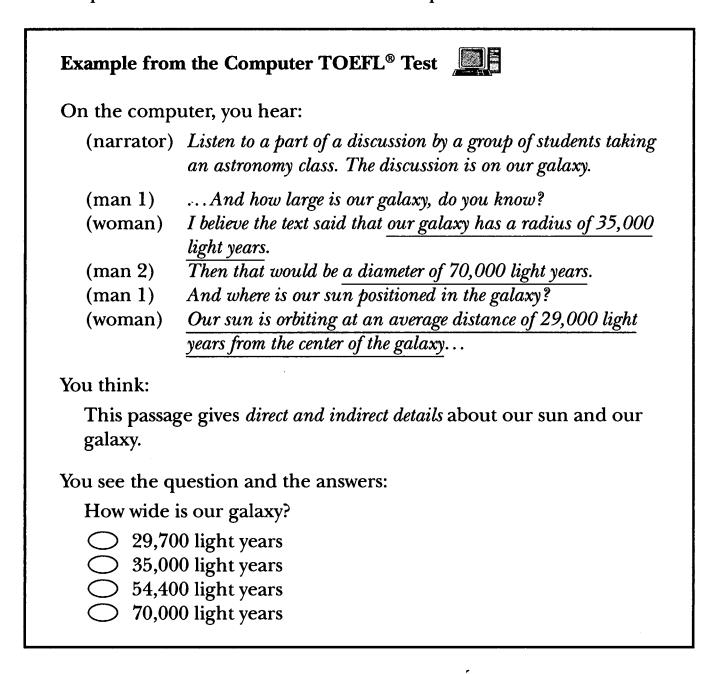
He took part in the Monkey Trial.

He defended the railway union president.

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#### SKILL 30: LISTEN FOR DIRECT AND INDIRECT DETAILS

As you listen to each academic discussion in Part B of the computer TOEFL test, you should focus on the details from the passage and indirect information that can be inferred from these details because questions about direct and indirect details quite commonly accompany the academic discussions. Multiple-choice questions are used to test direct and indirect details, and these multiple-choice questions may have one correct answer or two correct answers. Look at an example of a part of an academic discussion, followed by a multiple-choice question about a direct detail. This question has one correct answer.



In the discussion, the speakers state that our galaxy has a radius of 35,000 light years, which is a diameter of 70,000 light years. This means that our galaxy is 70,000 light years wide, so the last answer is the best answer to this question.

Now look at an example of a multiple-choice question about a direct detail. This question has two correct answers.

You se	ee the question:
Wh	at is stated about our sun?
	Click on 2 answers.
	It orbits around the center of the galaxy. It has a diameter of 35,000 light years. It is just under 30,000 light years from the center of the galaxy. It has a radius of 29,000 light years.

In the discussion, the woman states that our sun is orbiting at an average distance of 29,000 light years from the center of the galaxy. This means that our sun orbits around the center of the galaxy and that it is just under 30,000 light years from the center. The first and third answers are therefore the best answers to this question.

Now look at an example of a multiple-choice question about an indirect detail. This question has one correct answer.

You see the question:	
What can be inferred about our sun?	
It is close to the center of our galaxy.	
It moves erratically throughout the galaxy.	
It is almost as large as our galaxy.	
It is in the outer portion of our galaxy.	
•	

In the discussion, the speakers state that our galaxy has a radius of 35,000 light years and that our sun is orbiting at an average distance of 29,000 light years from the center. From this, it can be inferred that our sun is in the outer portion of our galaxy. The last answer is therefore the best answer to this question.

		CISE 30: Listen to each academic discussion, and try to focus on the direct and indietails in the passage.
1.	Wł	nat are some of the direct details in the first passage?
	a.	About when the performance is:
	b.	About the characters they are playing:
	c.	About the scene they are performing:
	Wł	nat are some of the indirect details that can be inferred from the passage?
	d.	About how familiar they are with their lines:
	e.	About what they will do next:
2.	Wł	nat are some of the direct details in the second passage?
	a.	About how iron pyrite is like gold:
	b.	About the composition of iron pyrite:
	c.	About the reaction of iron pyrite to heat:
	d.	About the derivation of the word <i>pyrite</i> :
	Wh	nat are some of the <b>indirect details</b> that can be inferred from the passage?
	e.	About the people who mistook iron pyrite for gold:
	f.	About the reaction of gold to heat:
	g.	About the use of gold to create fires:

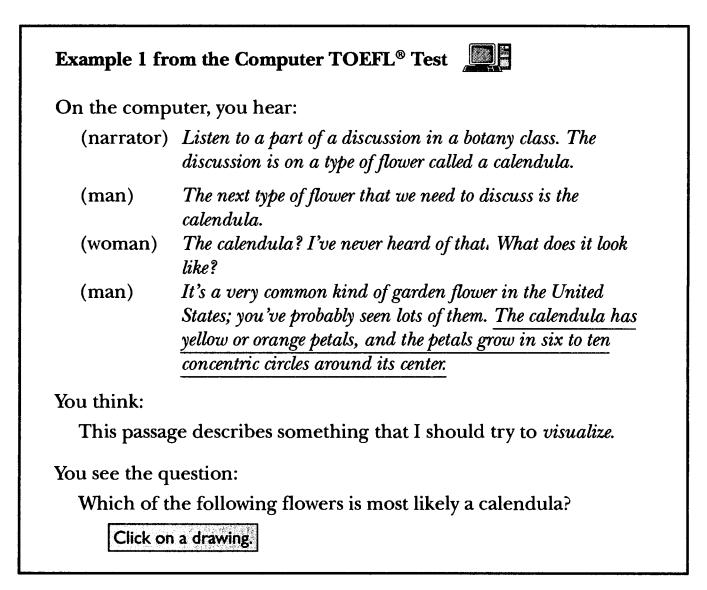
3.	What are some of the direct details in the third	pass	age?
	a. About who named California:		
	b. About where the name California first appe	ared	<b>:</b>
	c. About what the fictional California was like	:	
	d. About the inhabitants of the fictional California	rnia	•
	What are some of the indirect details that can b	e inf	erred from the passage?
	e. About when California was named:		
	f. About the real land of California:		
	<b>DEFL EXERCISE 30:</b> Listen to each passage, estions 1–5	and 4.	answer the questions that accompany it.  What is stated about the scene?
		4.	Click on 2 answers.
	ten to a discussion by some students who taking a drama class. They are discussing		☐ It takes place before a wedding.
the	ir class project on the play Our Town.		☐ It takes place during a wedding.
1.	When is the students' performance?		☐ George and Emily are getting married.
	In three days		☐ George and Emily are wedding guests.
	<ul><li>✓ In ten days</li><li>✓ In a few weeks</li></ul>		
	In three months	5.	What are the students probably going to discuss next?
2.	Which of these is not a character in the		Click on 2 answers.
7.	scene?		☐ Other plays
	C Emily		Costumes
	George Thomaton Wildon		<ul><li>☐ Characters</li><li>☐ Props</li></ul>
	<ul><li>Thornton Wilder</li><li>The Stage Manager</li></ul>		Порз
3.	It is most likely that the students are how		
	familiar with their lines?		
	They haven't even looked at their lines.		
	They have each memorized their		
	They have each memorized their own lines.		
	They have each memorized		
	everyone's lines.		

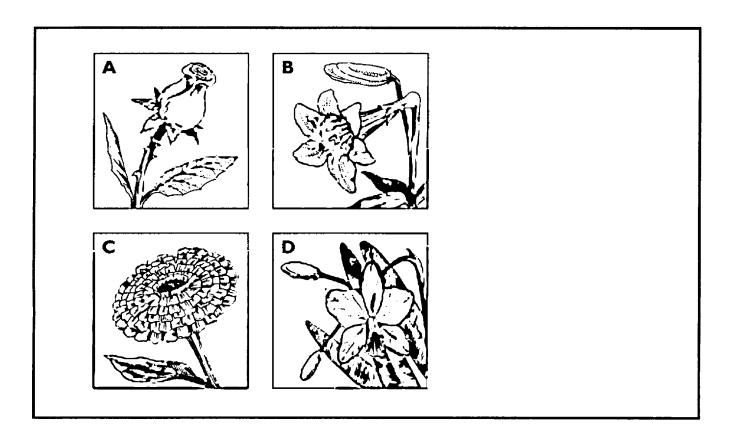
Que	estions 6–12	12.	What can be inferred from the discussion
	en to a discussion about a geology class. students are discussing iron pyrite.		<ul><li>about gold in ancient cultures?</li><li>It was not mined.</li><li>It was not used to start fires.</li></ul>
6.	In what way is iron pyrite similar to gold?  In color  In shape  In composition		<ul><li>It was valued less than iron pyrite.</li><li>It was called fool's gold.</li></ul>
	In reaction to heat	Que	estions 13–18
7.	It is implied in the discussion that what type of people thought iron pyrite was gold?	disc	en to a discussion in a history class. The ussion is on the history behind the name fornia.
	<ul><li>Adventurous people</li><li>Foolish people</li><li>Wealthy people</li><li>Practical people</li></ul>	13.	Who gave the area of North America known as California its name?  An explorer  An Amazon  A knight  The son of a knight
8.	What is iron pyrite composed of?  Click on 2 answers.		
	Gold Sulfur Pyrite Iron	14.	In which of these years was the area of North America known as California most likely given its name?  In 1435  In 1535  In 1635  In 1735
9.	How does iron pyrite react to heat?		——————————————————————————————————————
	<ul> <li>Click on 2 answers.</li> <li>☐ It creates smoke.</li> <li>☐ It emits a bad smell.</li> <li>☐ It becomes golden.</li> <li>☐ It develops a shine.</li> </ul>	15.	How was the name California first used?  As the name of a fictional place  As the name of an Amazon tribe  As the name of an explorer's ship  As the name of a knight's son
10.	How does gold most likely react to heat?  It develops a cubical shape.  It smokes and smells.  It does not have a strong reaction.  It turns into iron pyrite.	16.	What was the fictional California like?  Click on 2 answers.  It was in the Americas.  It was an island.  It was full of explorers.
11.	Where did the word <i>pyrite</i> come from?		☐ It had lots of gold.
	<ul> <li>From a Latin word meaning "gold."</li> <li>From a Latin word meaning "far."</li> <li>From a Greek word meaning "iron."</li> <li>From a Greek word meaning "fire."</li> </ul>		

<b>17</b> .	What is not stated in the discussion about the inhabitants of the fictional California?	18. What can be inferred about the California that Cortes visited?
	<ul> <li>They were women.</li> <li>They were Amazons.</li> <li>They were warriors.</li> <li>They were explorers.</li> </ul>	Click on 2 answers.  ☐ It did not have Amazons. ☐ It did not have any gold. ☐ It was not an island. ☐ It did not have any inhabitants

#### SKILL 31: VISUALIZE THE PASSAGE

As you listen to each academic discussion in Part B of the computer TOEFL test, you should try to visualize what you hear in the passage because visual questions about what is being described in the passage quite commonly accompany the academic discussions. There are two types of visual questions that may accompany an academic discussion. One type of visual question shows you four drawings and asks you to click on the one drawing of the four that answers a question. The other type of visual question shows you one drawing with four letters on it and asks you to click on the one letter of the four that answers a question. Look at an example of a part of a discussion and a visual question with four drawings.





In the discussion, the man states that the calendula has yellow or orange petals, and the petals grow in six to ten concentric circles around its center. Answer C, with petals in concentric circles around the center, is therefore the best answer to this question.

Now look at an example of a part of a discussion and a visual question with one drawing and four letters.

## Example 2 from the Computer TOEFL® Test



#### On the computer, you hear:

Listen to a part of a discussion in a phonology class. The (narrator) discussion is about how the English /t/ sound is produced.

(instructor) The next sound we'll talk about is the /t/ sound. What type of sound is the /t/ sound? Hannah?

The /t/ sound is an alveolar sound. This means that the (Hannah) /t/ sound is formed when the tip of the tongue is placed against the alveolar ridge and then is suddenly removed.

(instructor) And where is the alveolar ridge?

(Hannah) The alveolar ridge is the ridge in the mouth just behind the top front teeth.

(instructor) That's exactly right. If you practice forming a /t/ sound, you can feel the tip of your tongue against the alveolar ridge....

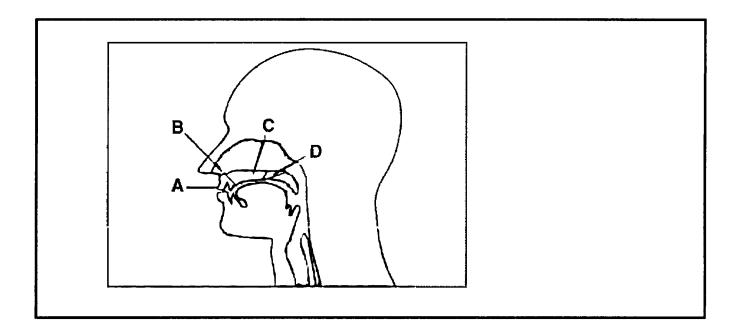
#### You think:

This passage has something that I should try to visualize.

#### You see the question:

Where is the alveolar ridge?

Click on a letter.



In the discussion, Hannah states that the alveolar ridge is the ridge in the mouth just behind the top front teeth. Answer B, on the ridge behind the top front teeth, is the alveolar ridge and is therefore the best answer to this question.

**EXERCISE 31:** Listen to each academic discussion, and try to visualize the information in the passage.

a. Redfield's theory	b. Espy's theory

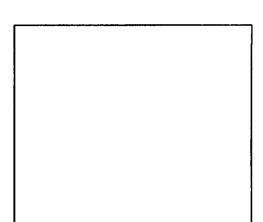
1. How do you visualize the two theories about the behavior of storms?

- 2. How do you visualize an opossum?
  - a. A mother with a very young baby
- b. A mother with an older child

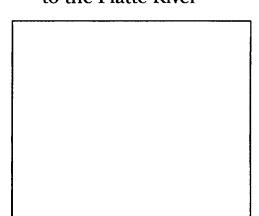
older	child		
,			

c. An adult in a defensive position

- 3. How do you visualize Chimney Rock?
  - a. Its actual shape



b. Its location in relation to the Platte River



c. Its location in relation to the Rocky Mountains

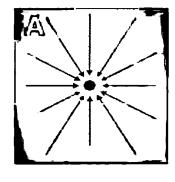
TOEFL EXERCISE 31: Listen to each passage, and answer the questions that accompany it.

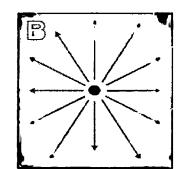
#### Questions 1–3

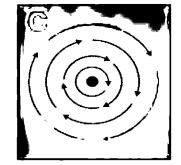
Listen to a discussion by a group of students in a meteorology class. The discussion is on theories about the behavior of storms.

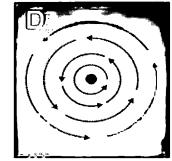
1. How did Redfield believe that the winds in storms behave?

Click on a drawing.



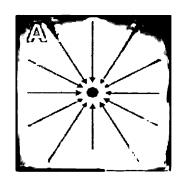


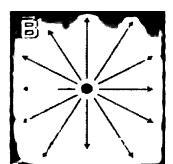


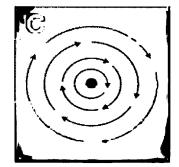


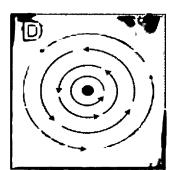
2. How did Espy believe that the winds in storms behave?

Click on a drawing.

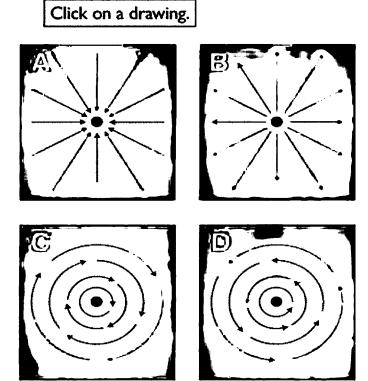








3. Which of these diagrams most closely represents what winds actually do during a storm?

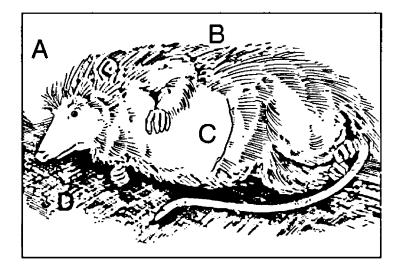


#### **Questions 4–6**

Listen to a group of students discussing information from a zoology class. The discussion is on the opossum.

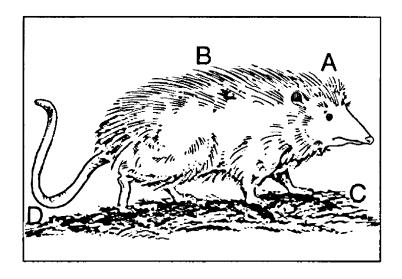
4. Where would a one-month-old baby opossum most likely be found?

Click on a letter.



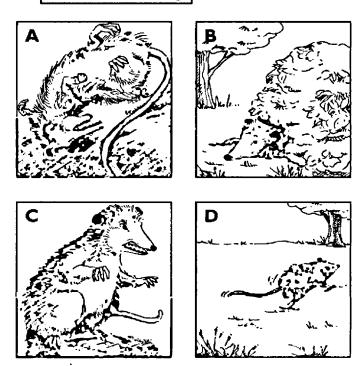
5. Where would a three-month-old opossum most likely be while its mother is walking around?

Click on a letter.



6. What does an opossum do when it is threatened?

Click on a drawing.

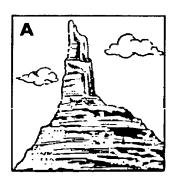


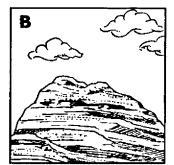
#### Questions 7-9

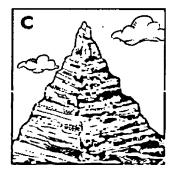
Listen to a discussion from an American history class. The discussion is on Chimney Rock.

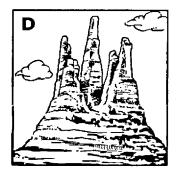
7. Which of these most closely resembles Chimney Rock?

Click on a drawing.



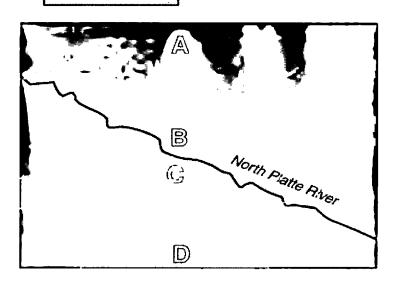






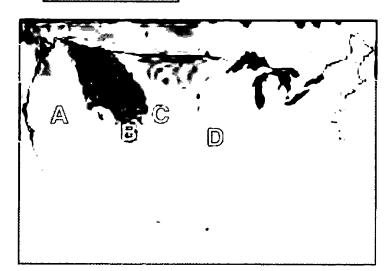
8. Where is Chimney Rock located in relation to the Platte River?

Click on a letter.



9. Where is Chimney Rock in relation to the Great Plains and the Rocky Mountains?

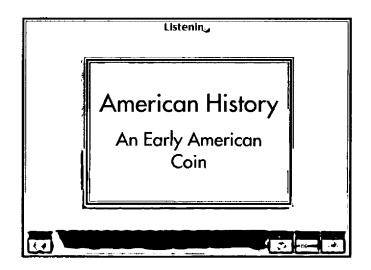
Click on a letter.

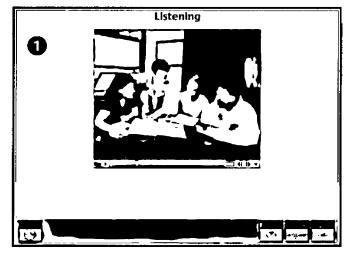


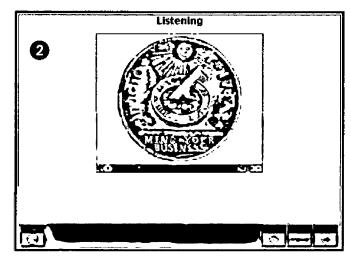
## **TOEFL REVIEW EXERCISE (Skills 29–31)**

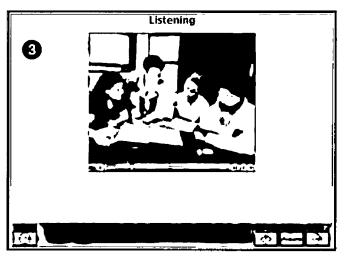
## **Questions 1–5**

Listen to a discussion in an American history class. The discussion is about an early American coin.









1. By what two names is this coin known?

Click on 2 answers.

☐ The "I Fly" coin

☐ The Fugio coin

☐ The "Mind Your Business" coin

☐ The Franklin coin

2. When was this coin first issued?

O In the 16th century

In the 17th century

In the 18th century

In the 19th century

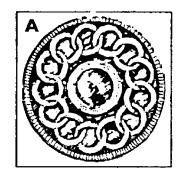
3. For which part of the coin was Franklin given credit?

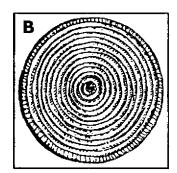
Click on a letter.

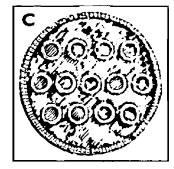


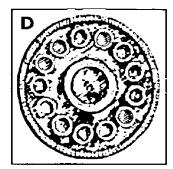
4. What do the circles on the back of the coin look like?

Click on a drawing.









5. What words are on the back of the coin?

Fugio

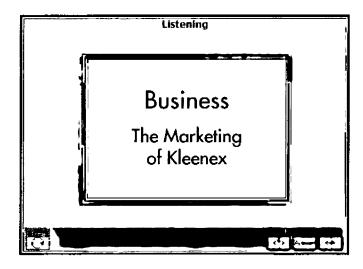
Mind your business

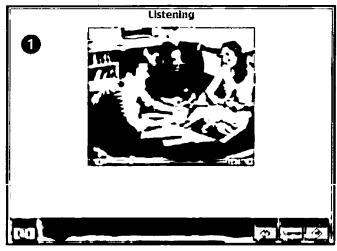
The 13 colonies

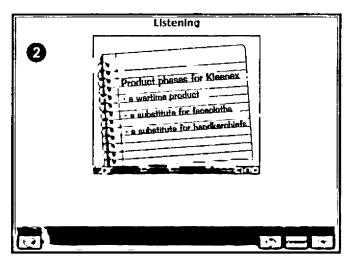
○ We are one

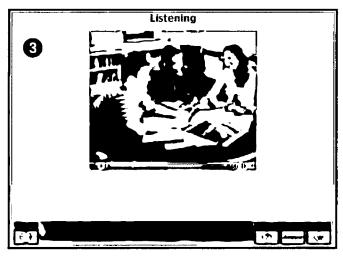
## **Questions 6–10**

Listen to a group of students discussing a presentation for a business class. The discussion is on the marketing of Kleenex.





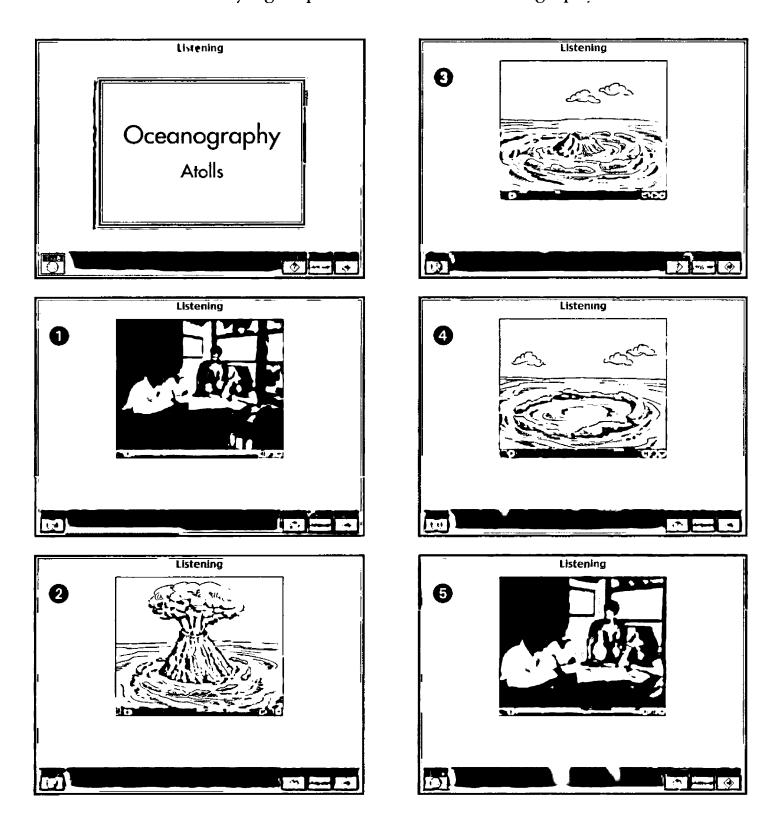




6.	What are the students doing?  Reviewing class lecture notes Preparing for a presentation Writing a paper Preparing for an exam	9.	How did Kimberly-Clark learn that its product had a use as a handkerchief?  From customer letters  From research scientists  From marketing experts  From famous actresses
7.	Match the use of the product to the period of time when that use predominated.  Click on a word or phrase. Then click on the empty box in the correct column. Use each word or phrase one time only.  facecloth handkerchief gas mask	10.	Match the use of the product to the marketing strategy associated with that use.  Click on a word. Then click on the empty box in the correct column. Use each word one time only.
	Before 1920 In the 1920s In the 1930s		Famous actresses  No marketing  Consumer testing
8.	What was the situation at Kimberly-Clark at the end of World War I?  Click on 2 answers.  It had a large surplus of its product.  It needed to develop a new product.  It no longer needed to market its product.  It needed to begin marketing its product.		

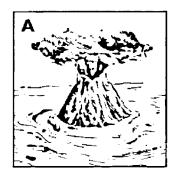
## **Questions 11–15**

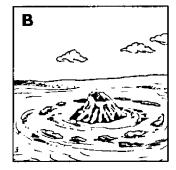
Listen to a discussion by a group of students in an oceanography class. The discussion is on atolls.

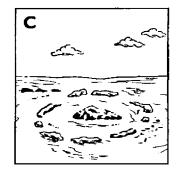


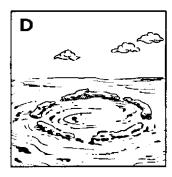
- 11. What is an atoll made of?
  - A combination of coral and algae
  - A combination of algae and volcanic ash
  - Only of algae
  - Only of coral
- 12. Which of these is an atoll?

Click on a drawing.









13. Where do atolls tend to grow?

Click on 2 answers.

☐ In tropical areas

In warm water

- ☐ In arctic areas
- In cool water

14. In the discussion, the process of the formation of atolls is discussed.Summarize the process by putting the steps in order.

Click on a sentence. Then click on the space where it belongs. Use each sentence one time only.

Coral begins to grow.

A volcanic island forms.

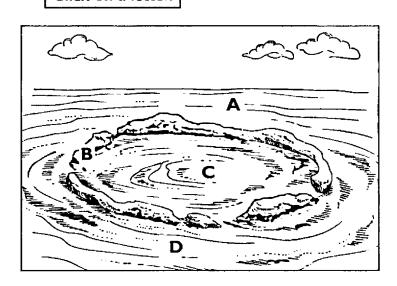
The volcano disappears underwater.

The volcano erodes.

1	
2	
3	
4	

15. Where is the lagoon?

Click on a letter.



## **ACADEMIC LECTURES**

# (COMPUTER TOEFL® TEST)

Academic lectures appear in Part B of the Listening section of the computer TOEFL test. For each of the academic lectures in this part of the test, you will see a series of context-setting and content visuals as you listen to a 120–150 second lecture by a university professor. After you see the visuals and listen to the lecture, you will hear a series of questions as you see each question and its answer choices on the computer screen. You must click on the best answer choice to each question on the computer screen.

A variety of types of questions are possible in this part of the test. Some of these types of questions may follow a lecture:

- 1. Multiple-Choice Questions with One Correct Answer ask you to select the best answer from four choices, based upon the information given in the passage. A multiple-choice question with one correct answer may ask about the main idea or a directly or an indirectly answered detail from the passage.
- 2. **Multiple-Choice Questions with Two Correct Answers** ask you to select the two correct answers from four choices, based upon the information given in the passage. A multiple-choice question with two correct answers may ask about directly or indirectly answered details from the passage.
- 3. **Graphic Questions with Four Letters** ask you to click on one of four letters on a graphic that answers a question. A graphic question with four letters may ask about a directly or an indirectly answered detail from the passage.
- 4. **Questions with Four Graphics** ask you to click on one of four graphics that answers a question. A question with four graphics may ask about a directly or an indirectly answered detail from the passage.
- 5. **Matching Questions** ask you to match three categories of information from the passage with details from each of the categories. A matching question generally asks about the organization of ideas in the passage.
- 6. **Ordering Questions** ask you to put four pieces of information in the correct procedural or chronological order. An ordering question generally asks about the overall organization of ideas in the passage.

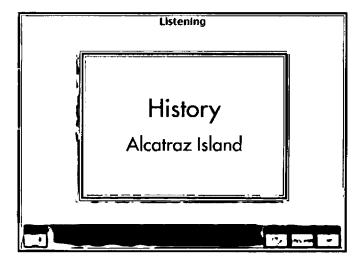
The following example of an academic lecture shows each of these types of questions. (On the actual computer TOEFL test, you will probably not see all of these types of questions accompanying one academic lecture.)

## Example from the Computer TOEFL® Test

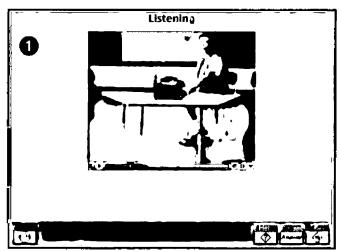


You see on the computer screen:

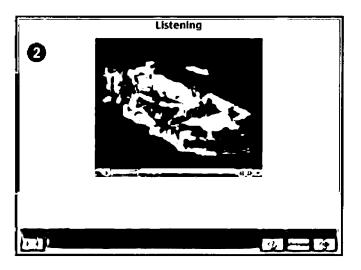




Listen to a lecture in a history class. The professor is talking about the history of Alcatraz Island.

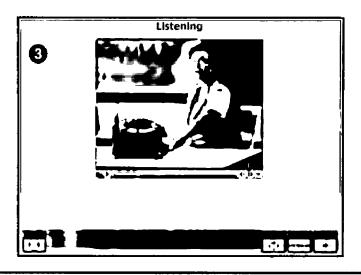


1 Alcatraz is a large, rocky island in San Francisco Bay. It was named in 1775 by a Spanish explorer who first saw the rocky island when it was covered with pelicans. He named the island after the pelicans — the word Alcatraz is actually a derivation of the Spanish word for pelican.



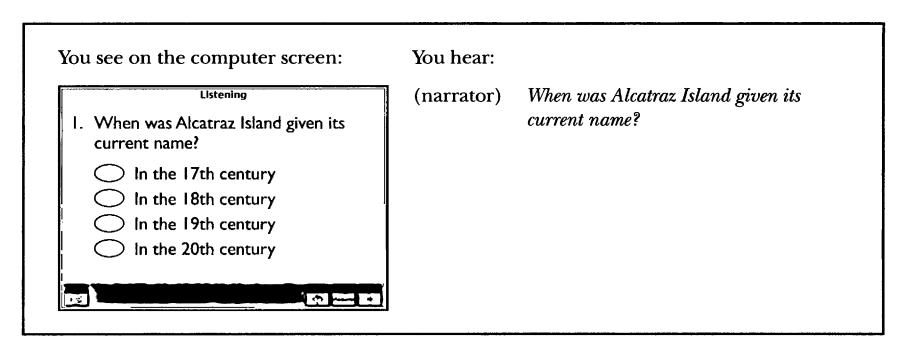
2 You can see Alcatraz Island in this photo. The island was acquired by the United States in 1848, when it was turned over to the military. It was first made into a fort to protect San Francisco because of its location due north of San Francisco just inside the entrance to San Francisco Bay. It was later turned into a military prison, and it remained part of the military system until 1934, when it was changed into a federal prison.

Alcatraz served as a federal prison for twenty-nine years from 1934 until the prison was closed in 1963. During the time that it served as a federal prison, a number of famous prisoners served time there, including Al Capone, Machine Gun Kelly, and Robert Stroud, who was better known as the Birdman of Alcatraz because of the studies he conducted there on birds.



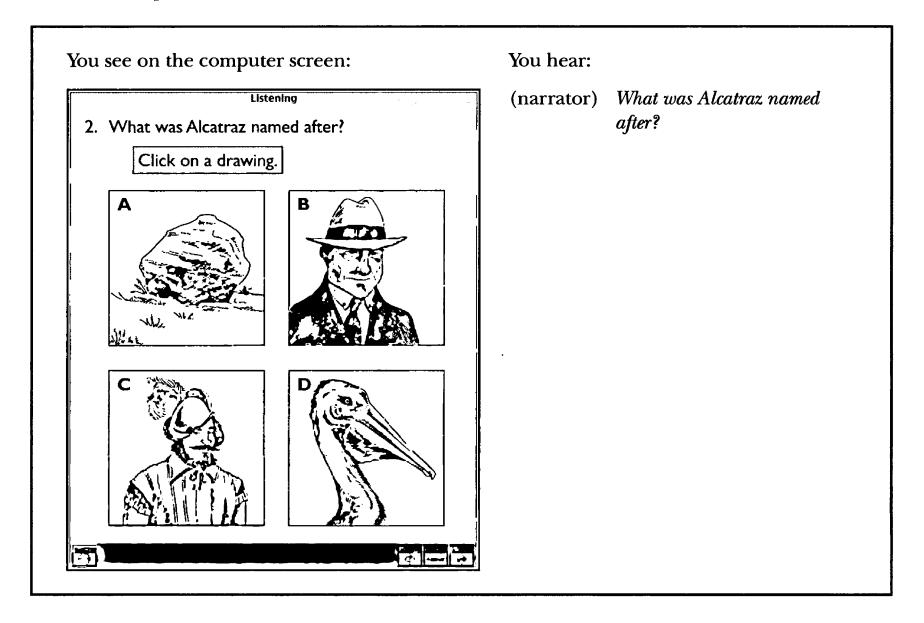
3 In 1963, the prison at Alcatraz was shut down, and, for the next nine years, the entire island was closed off and no one was allowed to go there. Then, in 1972, Alcatraz became part of the National Park system, and today the island is open to anyone who wishes to venture out there.

After the lecture is complete, the first question and answer choices appear on the computer screen as the narrator states the question. This question is a *multiple-choice question* with one correct answer that asks about a period of time.



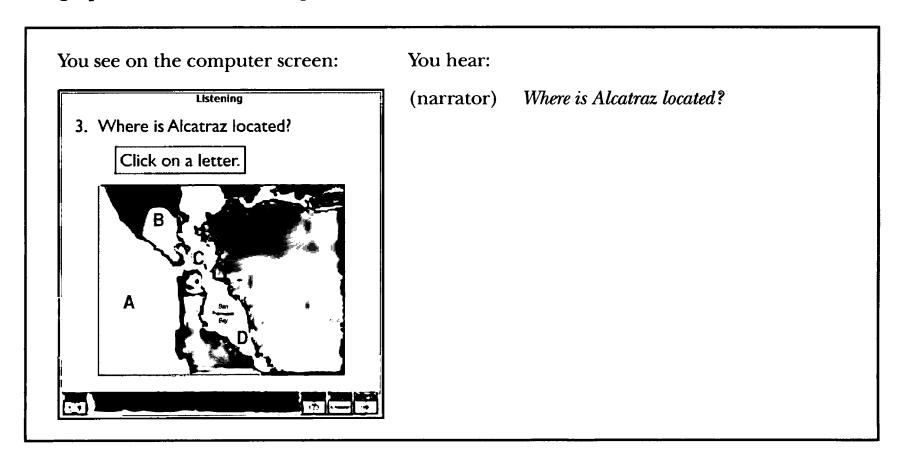
In the lecture, the professor states that Alcatraz was named in 1775 by a Spanish explorer. This means that the Spanish explorer named the island Alcatraz in the eighteenth century. The second answer is the correct answer, so you should click on this answer.

The next question is a question with four graphics. You must click on the graphic that answers the question.



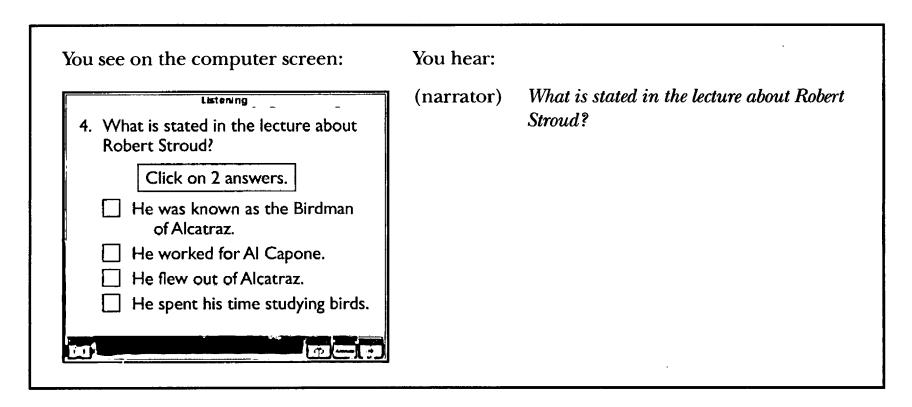
In the lecture, the professor states that he named the island after the pelicans. Drawing D, a pelican, is therefore the best answer to this question, so you should click on Drawing D to answer the question.

The next question is a graphic question with four letters. You must click on the letter on the graphic that answers the question.



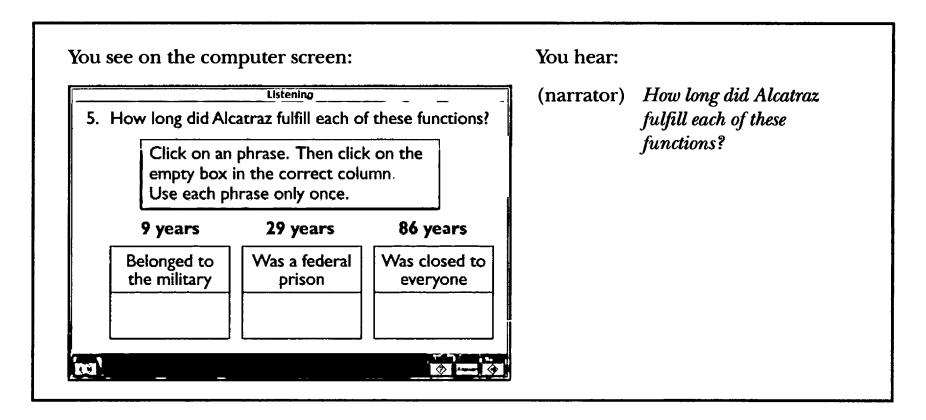
In the lecture, the professor mentions its location due north of San Francisco just inside the entrance to San Francisco Bay. Answer C, which is due north of San Francisco and just inside the entrance to the bay, is therefore the best answer to this question.

The next question is a *multiple-choice question with two correct answers*. You must choose the two answers that are correct.



In the lecture, the professor mentions Robert Stroud, who was better known as the Birdman of Alcatraz because of the studies he conducted there on birds. This means that Robert Stroud was known as the Birdman of Alcatraz and that he spent his time studying birds. The first and last answers are therefore the best answers to this question, so you should click on the first and last answers to this question.

The next question is a matching question. You must click on each of the phrases and then click on the box where it belongs.



In the lecture, the professor states that the island was acquired by the United States in 1848, when it was turned over to the military and that it remained part of the military system until 1934. The professor also states that Alcatraz served as a federal prison for twenty-nine years and that for the next nine years, the entire island was closed off and no one was allowed to go there. From this, it can be determined that Alcatraz belonged to the military for 86 years, that it was a federal prison for 29 years, and that it was closed to everyone for 9 years. You should click on each period of time and then click on the box where it belongs to answer this question.

The next question is an *ordering question*. You must click on each of the phrases and then click on the box where it belongs.

	Listening	(narrator)	Put these people in the
	hese people in the order in which they most likely ed at Alcatraz.		order in which they mos likely arrived at
	Click on a phrase. Then click on the space where it belongs. Use each phrase only once.		Alcatraz.
A to	urist		
A fed	deral prisoner		
A Sp	anish explorer	i i	
A mi	litary prisoner		
1			
2			
3			
4			

In the lecture, the professor mentions the following: 1775 and a Spanish explorer; 1848, when it was turned over to the military; a federal prison...from 1934 until...1963; and 1972 and the National Park system. From this, it can be determined that the most likely order that these people arrived at Alcatraz was first a Spanish explorer, then a military prisoner, next a federal prisoner, and finally a tourist.

# PROCEDURES FOR THE ACADEMIC LECTURES (Computer TOEFL® Test)

- 1. Listen carefully to the academic lecture. You may listen to the lecture one time only.
- 2. Use the first visual to help you focus on the context. The first visual appears on the screen at the beginning of each academic lecture. It shows you that a professor is giving a lecture in an academic lecture hall.
- 3. Focus on the overall meaning of the academic lecture rather than on specific words or expressions. The questions following an academic lecture generally test your overall comprehension rather than the meaning of a specific word or expression.
- 4. Relate the remaining visuals to the academic lecture. The remaining visuals are related to the portion of the lecture that you hear as you see the visual.
- 5. Listen carefully to each question following the academic lecture as you read it on the screen. Each listening question is both spoken and written on the computer screen.
- 6. Understand the ordering of the questions that accompany an academic lecture. The answers to the questions that accompany a lecture are generally found in order in the lecture. The answer to the first question will generally be found closer to the beginning of the lecture, and the answer to the last question will generally be found closer to the end of the lecture.
- 7. Do not panic if you do not understand all of the details of the academic lecture.

  You can still answer the questions correctly without understanding each detail of the lecture.
- 8. Click on an answer on the computer screen when you have selected an answer. You may still change your mind at this point and click on a different answer.
- 9. Click on Next. Then click on Confirm Answer to record your answer. After you click on this button, you cannot go back and change your answer.
- 10. Be prepared for the next question. After you click on Confirm Answer, the next question begins automatically.

Next you should move on to the language skills. The following language skills will help you to implement these procedures with the academic lectures on the computer TOEFL test.

#### RECOGNIZE THE ORGANIZATION Skill 32:

As you listen to each academic lecture in Part B of the computer TOEFL test, you should be thinking about the organization of the passage because questions about the organization of the passage quite commonly accompany the academic lectures. The types of questions that test the organization of the passage are *matching* questions and *ordering* questions. Matching questions are used to test your understanding of the organization of a classification passage that discusses the various types or categories of a given topic. Ordering questions are used to test your understanding of the organization of a process or chronological passage that discusses either how something is accomplished or a series of historical events. Look at an example of a part of a lecture with a classification organization, followed by a matching question.

## Example 1 from the Computer TOEFL® Test



On the computer, you hear:

(narrator) Listen to a part of a lecture in a health class. The professor is talking about burns.

(professor) Today, I'll be talking about different kinds of burns....

First degree burns are characterized by some redness to the surface of the skin as well as pain and swelling....

In second degree burns, the upper layers of skin are reddish and damaged, and there is evidence of loss of body fluids....

In third degree burns, the skin is whitish or charred, and there is damage to tissues beneath the skin....

You think:

This passage *classifies* information about various types of burns.

You see the question:

What characterizes each of these types of burns?

Click on a phrase. Then click on the empty box in the correct column. Use each phrase only once.

tissue damage beneath the skin	pain and swelling	damage to upper skin layers
1st degree burn	2nd degree burn	3rd degree burn

In the lecture, the professor states that first degree burns are characterized by...pain and swelling, that in second degree burns, the upper layers of skin are reddish and damaged, and that in third degree burns, ... there is damage to tissues beneath the skin. From this, it can be determined that tissue damage beneath the skin occurs in third degree burns, pain and swelling occur in first degree burns, and damage to upper skin layers occurs in second degree burns.

Now look at an example of a part of a lecture with a chronological organization, followed by an ordering question.

## Example 2 from the Computer TOEFL® Test



On the computer, you hear:

(narrator) Listen to a part of a lecture in a class on the history of aviation. The lecture is on early ballooning.

(professor) Today, I'll be discussing some major events in the early history of ballooning. The first important event took place in June of 1783, when the Montgolfier brothers of France sent up a large, smoke-filled cloth balloon without any passengers....

> Only a few months later in the same year, French scientist Jean François Pilâtre de Rozier became the first person to go up in a balloon....

Two years later, French balloonist Jean-Pierre Blanchard and American doctor John Jeffries made the first balloon flight across the English Channel....

It was not until 1793 that the first balloon ascent in the United States took place when Jean Pierre Blanchard gave a demonstration in front of a large crowd that included President George Washington....

#### You think:

This passage presents a series of historical events in *chronological* order.

You see the question:

The professor describes a series of events. Put the events in order.

Click on a phrase. Then click on the space where it belongs. Use each phrase one time only.

The first balloon trip across the English Channel An unmanned, smoke-filled balloon The first balloon ascent in the United States

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In the lecture, the professor mentions the following: June of 1783 and a large, smoke-filled cloth balloon without any passengers; only a few months later in the same year and the first person to go up in a balloon; two years later and the first balloon flight across the English Channel; and 1793 and the first balloon ascent in the United States. From this, it can be determined that first there was an unmanned, smoke-filled balloon, then there was the first manned balloon ascent, next there was the first balloon trip across the English Channel, and finally there was the first balloon ascent in the United States.

Now look at an example of a part of a lecture with both classification and chronological organization, followed by both a matching question and an ordering question.

# Example 3 from the Computer TOEFL® Test On the computer, you hear: (narrator) Listen to part of a lecture in a geography class. The lecture is on major rivers of the world. (professor) Today, I'll be talking about the major rivers and river systems of the world. The four longest are the Nile River in Africa, which is 4,145 miles long, the Amazon River in South America, which is 4,007 miles long, the Mississippi River system in North America, which is 3,710 miles long, and the Yangtze River in China, which is 3,436 miles long...You think: This passage *classifies* information about different rivers. It also orders the rivers by length. You see the question: The professor discusses major rivers of the world. Put these rivers in order, from longest to shortest. Click on a name. Then click on the space where it belongs. Use each name one time only. The Mississippi River The Yangtze River The Amazon River The Nile River 1 2 3

In the lecture, the professor mentions the Nile River..., which is 4,145 miles long, the Amazon River..., which is 4,007 miles long, the Mississippi River system..., which is 3,710 miles long, and the Yangtze River..., which is 3,436 miles long. From this, it can be determined that the order of the rivers from longest to shortest is the Nile River, the Amazon River, the Mississippi River, and the Yangtze River.

in the correc	hrase. Then click on the ct column. Use each ph	
once. Amazon River	Yangtze River	Nile River
China	Africa	South America

In the lecture, the professor mentions the Nile River in Africa, the Amazon River in South America, and the Yangtze River in China. From this, it can be determined that the Amazon River is in South America, the Yangtze River is in China, and the Nile River is in Africa.

**EXERCISE 32:** Listen to each academic lecture, and try to determine how the information in the passage is organized.

1.	a.	What type of organization is used in the first passage?
	b.	What are the main points in the organization?

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2.	a.	What type of organization is used in the second passage?					
		Classification					
		<u> </u>	rocess or chronology) cation and ordering				
			C .				
	b.	What are the mai	in points in the organi	zation?			
3.	a.	What type of orga	anization is used in the	e third passage?			
		classification					
			rocess or chronology)				
	both classification and ordering						
	b.	What are the mai	n points in the organi	zation?			
					,		
TC	EF	LEXERCISE 32:	Listen to each passa	oge and answer the	questions that accompany it.		
			Listen to each passa	ige, and answer the	questions that accompany its		
Qu	esti	ons 1–2					
Lis	ten i	to a lecture in a ge	ography class. The pro	ofessor is talking abou	t lakes.		
1	T T	1 . C.1	11. 1	. 1			
1.	но	ow are each of these	e lakes described in th	e lecture?	-		
			en click on the empty box Use each name only once.				
		Lake Superior	Caspian Sea	Lake Baikal			
		Largest lake	Deepest lake	Largest freshwater lake			
				11 CSIIWAICI IARC			

2. How was each of these lakes formed?

Click on a name. Then click on the empty box in the correct column. Use each name only once.

Lake Superior	Caspian Sea	Lake Baikal
Cut off from the oceans	Carved out by glaciers	Created over a fault in the crust

#### **Questions 3–5**

Listen to a lecture in an archeology class. The professor is talking about the formation of fossils.

3. In the lecture, the professor describes how the process of fossilization gets started. Summarize the process by putting the steps in order.

Click on a sentence. Then click on the space where it belongs. Use each sentence one time only.

Soft tissues decompose.

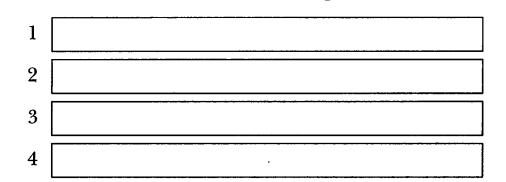
Hard tissues become buried.

An animal dies.

Hard tissues remain.

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4.	In the lecture, the professor explains what happens to the buried bones. Summarize th process by putting the steps in order.				
	Click on a sentence. Then click on the space where it belongs. Use each sentence one time only.				
	Minerals eventually replace the bones.				
	Layers of sediment cover the bones.				
	Minerals from the ground water enter the bones.				
	The bones sink to the level of the ground water.				



5. In the lecture, the professor explains what happens after the hard tissue has fossilized underground. Summarize the process by putting the steps in order.

Click on a sentence. Then click on the space where it belongs. Use each sentence one time only.

The remains may be pushed close to the surface.

The fossilized remains are buried.

Humans may discover the remains.

The earth moves the buried remains.

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#### Questions 6–8

Listen to a lecture in a nutrition class. The professor is talking about olive oil.

6. In the lecture, the professor describes the cold-press process. Summarize the process by putting the steps in order.

Click on a sentence. Then click on the space where it belongs. Use each sentence one time only.

Virgin olive oil results.

The crushed olives are repressed.

The olives are pressed for the first time.

Cold-pressed olive oil results.

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7. What are the different grades of olive oil?

Click on a phrase. Then click on the empty box in the correct column. Use each phrase only once.

light olive oil	virgin olive oil	pure olive oil	
Olive oil of the highest quality	Olive oil affected by heating	Olive oil mixed with other oils	
	,		

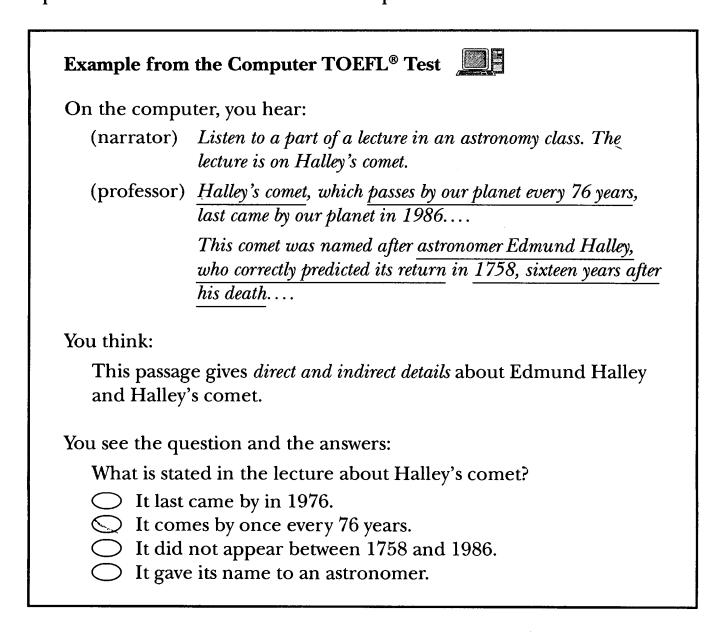
8. What are the different types of oil produced by the cold-press process?

Click on a phrase. Then click on the empty box in the correct column. Use each phrase only once.

virgin olive oil	extra virgin olive oil
From the first pressing, with higher acid	From a later pressing
	olive oil  From the first

#### SKILL 33: LISTEN FOR DIRECT AND INDIRECT DETAILS

As you listen to each academic discussion in Part B of the computer TOEFL test, you should focus on the details from the passage and indirect information that can be inferred from these details because questions about direct and indirect details quite commonly accompany the academic lectures. Multiple-choice questions are used to test direct and indirect details, and these multiple-choice questions may have one correct answer or two correct answers. Look at an example of a part of an academic lecture, followed by a multiple-choice question about a direct detail. This question has one correct answer.



In the lecture, the professor states that *Halley's comet...passes by our planet every 76 years*. This means that *it comes by once every 76 years*. The second answer is therefore the best answer to this question.

Now look at another example of a multiple-choice question about a direct detail. This question has two correct answers.

You se	ee the question:
Wh	nat does the lecturer say about Edmund Halley?
	Click on 2 answers.
	He lived to the age of 76.
	He was an astronomer.
	He made an accurate prediction.
	He viewed the comet in 1758.

In the lecture, the professor mentions astronomer Edmund Halley, who correctly predicted its return. This means that Edmund Halley was an astronomer and made an accurate prediction. The second and third answers are therefore the best answers to this question.

Now look at an example of a multiple-choice question about an indirect detail. This question has one correct answer.

You see the question:	
In what year did Edmund Halley most likely die?	
O In 1742	
O In 1774	
O In 1986	

In the lecture, the professor mentions 1758, sixteen years after his death. From this, it can be determined that Edmund Halley most likely died sixteen years prior to 1758, in 1742. The first answer is therefore the best answer to this question.

**EXERCISE 33:** Listen to each academic lecture, and try to focus on the direct and indirect details in the passage.

de	tails	in the passage.			
1.	1. What are some of the direct details in the first passage?				
	a.	About conifers:			
	b.	About the percent of trees that are conifers:			
	c.	About the oldest tree:			
	d.	About the biggest trees:			
	e.	About the evolution of conifers:			
	f.	About how evergreens differ from deciduous trees:			
	Wh	at are some of the indirect details that can be inferred from the passage?			
	g.	About where conifers are found:			
	h.	About the giant redwoods:			

2.	What are some of the direct details in the second passage?							
	a.	About who is listening to the lecture:						
	b.	About the period of time discussed in the le	e:					
	c.	About the rules related to clothing:						
	d.	About the rules related to places to go:						
	Wh	at are some of the indirect details that can be	e inf	erred from the passage?				
	e.	About the lifestyle of the teachers in the lec	ture:					
	f.	About where the teachers would spend even	nings	:				
3.	Wh	at are some of the <b>direct details</b> in the third	passa	age?				
	a.	About how Venus compares to the Moon:	L					
	b.	About the highest temperatures on Venus:						
		About the causes of the heat on Venus:						
	C.							
	d.	About the components of Venus's atmosphe	re:					
	e.	About the components of Venus's clouds:						
	f. About the causes of the brightness of Venus:							
	Wh	at are some of the indirect details that can be	e info	erred from the passage?				
	g.	About the size of Venus in relation to other	ets:					
	h.	About the brightness of Venus in its full pha	***************************************					
	i.	About the clouds that surround Venus:						
TC	EF	LEXERCISE 33: Listen to each passage, a	and	answer the questions that accompany it.				
Qu	estic	ons 1–8	2.	What percent of the world's trees are				
		o a lecture in a botany class. The		conifers?				
pro	fess	or is talking about conifers.		$\begin{array}{c} \bigcirc 20 \\ \bigcirc 33 \end{array}$				
1.	W	nat is true about all conifers?		50				
		They have colorful flowers. Their leaves are wide.		○ 67				
		Their wood is red.	3.	It is implied in the lecture that most				
		They bear cones.		conifers are found in which hemisphere?				
				<ul><li>The northern hemisphere</li><li>The southern hemisphere</li></ul>				
				The southern hemisphere  The eastern hemisphere				
				The western hemisphere				

4.	What is true about the biggest and oldest trees?	Questions 9–14				
	Click on 2 answers.		Listen to a lecture in an education class. The professor is talking about early teachers.			
	<ul> <li>☐ They are both found in the same state.</li> <li>☐ They are both hundreds of feet high.</li> <li>☐ They are both types of conifers.</li> <li>☐ They are both over 4,000 years old.</li> </ul>	9.	Who is listening to this lecture?  Experienced teachers  Students of American history  School administrators			
5.	Which of the following is most likely a giant redwood?  A tree that weighs 2,000 pounds  A tree that is 250 feet tall  A tree with wide, flat leaves  A tree with huge cones	10.	The rules discussed in this lecture relate to what period of time?  Late in the 18th century  Early in the 19th century  Early in the 20th century  Late in the 20th century			
6.	What can be inferred from the lecture?  Click on 2 answers.  All conifers are evergreens.  Some conifers are not evergreens.  All conifers have needles.  Some conifers do not have needles.	11.	It is implied in the lecture that the teachers discussed in the lecture had what kind of lifestyle?  Very liberated  Extremely controlled  Rather varied  Quite adventurous			
7.	<ul> <li>Why did needle-shaped leaves evolve?</li> <li>Because of a shortage of water</li> <li>Because of an overabundance of water</li> <li>Because of a shortage of sunlight</li> <li>Because of an overabundance of sunlight</li> </ul>	12.	What rules about clothing are discussed in the lecture?  Click on 2 answers.  The style of the trousers  The color of the cloth  The length of the skirts  The type of material			
8.	What can be determined from the lecture about different types of trees?  Click on 2 answers.  Evergreen trees lose and replace their leaves at specific times in the year.  Evergreen trees lose and replace their leaves throughout the year.  Deciduous trees lose and replace their leaves at specific times in the year.  Deciduous trees lose and replace their leaves at specific times in the year.  Deciduous trees lose and replace their leaves throughout the year.	13.	Where would a teacher from the era discussed in the lecture most likely be at 9:00 in the evening?  At home In the library  At school  On a date			

14. Where were the teachers in the lecture forbidden to go?  Click on 2 answers.  To stores To bars To friends' houses To ice cream shops	19. Why is it hot on Venus?  Click on 2 answers.  Because of its brightness Because of its nearness to the Sun Because of its shape Because of its atmosphere
	20. What is implied in the lecture about the clouds that surround Venus?
Questions 15–22  Listen to a lecture in an astronomy class. The professor is talking about Venus.  15. It can be inferred from the lecture that Venus is how large in relation to the other planets in our solar system?	<ul> <li>They are very thick.</li> <li>They are invisible from Earth.</li> <li>They are similar to the clouds surrounding Earth.</li> <li>They have been discovered only recently.</li> </ul>
planets in our solar system?  It is the second largest planet.  It is the fourth largest planet.  It is the fifth largest planet.  It is the sixth largest planet.	<ul> <li>21. Which of the following are true, according to the lecture?</li> <li>Click on 2 answers.</li> <li>Venus's atmosphere is made of carbon dioxide.</li> <li>Venus's atmosphere is made of</li> </ul>
<ul> <li>16. How does Venus compare with the Moon?</li> <li>From Earth, they appear similar in size.</li> <li>They have similar temperatures.</li> <li>From Earth, they both appear to have phases.</li> <li>They both have similar cloud cover.</li> </ul>	sulfuric acid.  Venus's clouds are made of carbon dioxide.  Venus's clouds are made of sulfuric acid.  22. Why is Venus so bright?
<ul> <li>17. What can be inferred about Venus when it is in a full phase?</li> <li>It is not visible from Earth.</li> <li>It is not at its brightest.</li> <li>It reaches its hottest temperatures.</li> <li>It is hidden behind the Moon.</li> </ul>	<ul> <li>Because its inner core is so hot.</li> <li>Because its atmosphere is so thin.</li> <li>Because its clouds magnify the planet's inner light.</li> <li>Because its clouds reflect a lot of sunlight.</li> </ul>
18. What are the highest temperatures on Venus?  Click on 2 answers.  500 degrees Centigrade  500 degrees Fahrenheit  900 degrees Centigrade  900 degrees Fahrenheit	

#### SKILL 34: VISUALIZE THE PASSAGE

As you listen to each academic lecture in Part B of the computer TOEFL test, you should try to visualize what you hear in the passage because visual questions about what is being described in the passage quite commonly accompany the academic lectures. There are two types of visual questions that may accompany an academic lecture. One type of visual question shows you four drawings and asks you to click on the one drawing of the four that answers a question. The other type of visual question shows you one drawing with four letters on it and asks you to click on the one letter of the four that answers a question. Look at an example of a part of a lecture and a visual question with four drawings.

## Example 1 from the Computer TOEFL® Test



On the computer, you hear:

(narrator) Listen to a part of a lecture in a class on American culture. The lecture is on the history of the bicycle.

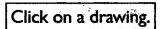
(professor) ... In 1870, a new type of bicycle came into fashion. This bicycle was called a high-wheeler. It had two wheels: a huge front wheel five feet in diameter and a much smaller rear wheel a foot and a half in diameter....

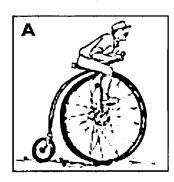
You think:

This passage describes something that I should try to visualize.

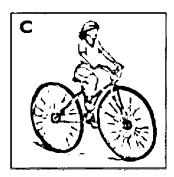
You see the question:

Which of the following bicycles is most likely a high-wheeler?











In the lecture, the professor states that a high-wheeler...had two wheels: a huge front wheel...and a much smaller rear wheel. Answer A, a bicycle with a large front wheel and a smaller rear wheel, is therefore the best answer to this question.

Now look at an example of a part of a lecture and a visual question with one drawing and four letters.

### Example 2 from the Computer TOEFL® Test



On the computer, you hear:

(narrator) Listen to a part of a lecture in a zoology class. The lecture is on a kind of bird known as a lovebird.

(professor) ... The next bird I'll be talking about is a type of parrot that is commonly called a lovebird. As you can probably guess, this bird is called a lovebird because it lives in pairs and demonstrates great affection for its partner....

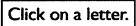
> Something unusual about lovebirds is the method that they use to carry grass and straw to their nest. They don't carry the grass and straw in their beaks, in their claws, or under their wings. Instead, they pick up pieces of grass and straw in their tail feathers and carry the material to their nest in this way....

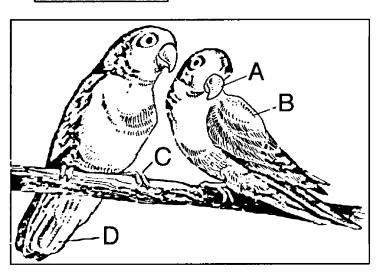
#### You think:

This passage describes something that I should try to visualize.

#### You see the question:

Where would a lovebird most likely carry pieces of grass or straw?



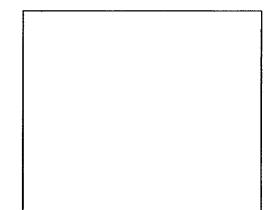


In the lecture, the professor states that they pick up pieces of grass and straw in their tail feathers. Answer D, on the bird's tail feathers, is therefore the best answer to this question.

**EXERCISE 34:** Listen to each academic lecture, and try to visual the information in the passage.

1.	Ho	ow do you visualize the Iro	oquois vi	llage?		
	a.	An Iroquois house	b.	Where the clan is identified	с.	The stockade that surrounds the village
						······
2.	Ho	ow do you visualize a plan	t affected	l by tropism?		
		A plant affected by phototropism		A plant affected by geotropism	c.	A plant affected by hydrotropism
		•				
3.	Ho	ow do you visualize the sir	ıkhole ar	nd its contents?		•
	a.	The sinkhole today	b.	The weapon found in the sinkhole	с.	Where the weapon was found in the sinkhole

- d. Where the water level was 12,000 years ago
- e. Where the trap was found



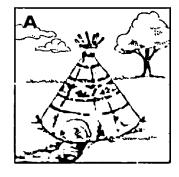
TOEFL EXERCISE 34: Listen to each passage, and answer the questions that accompany it.

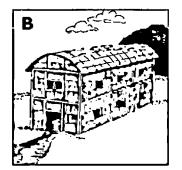
#### Questions 1–3

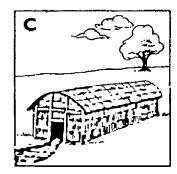
Listen to a lecture in a course on Native American studies. The lecture is on Iroquois houses.

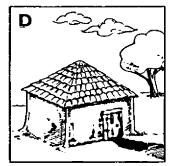
1. How does the professor describe an Iroquois house?

Click on a drawing.



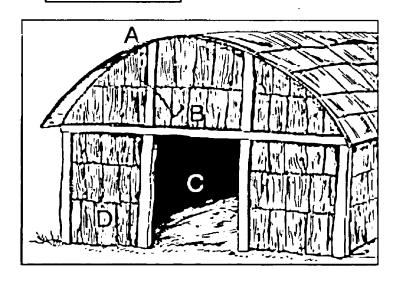






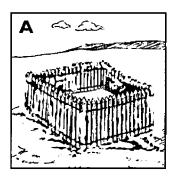
What part of the house indicates what clan the inhabitants belong to?

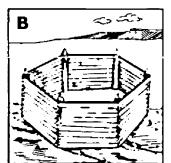
Click on a letter.

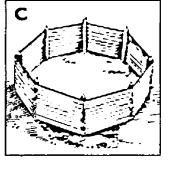


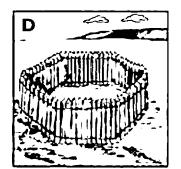
3. How does the professor describe the stockade surrounding an Iroquois village?

Click on a drawing.





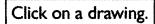


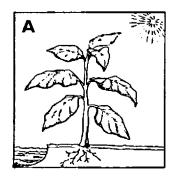


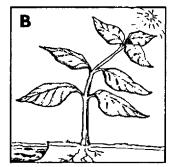
#### **Questions 4–6**

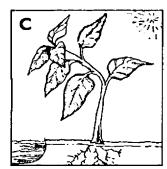
Listen to a lecture in a biology class. The lecture is on tropism in plants.

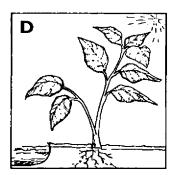
4. Which of these plants is exhibiting phototropism?





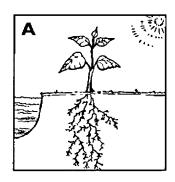


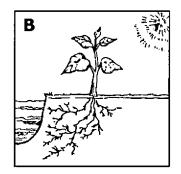


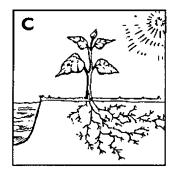


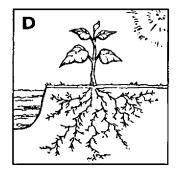
5. Which of these root systems is exhibiting geotropism?

Click on a drawing.



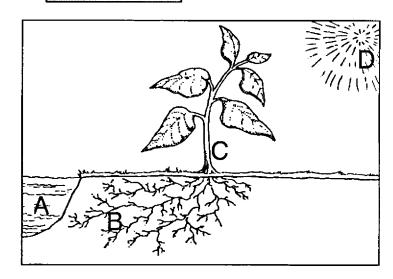






6. What is the stimulus for hydrotropism?

Click on a letter.

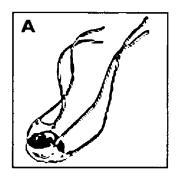


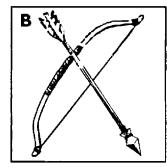
#### **Questions 7–10**

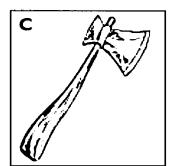
Listen to a lecture in an archeology class. The lecture is on some archeological finds at Little Salt Spring.

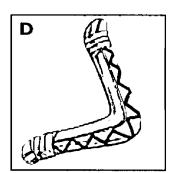
7. What type of weapon was found at the sinkhole?

Click on a drawing.



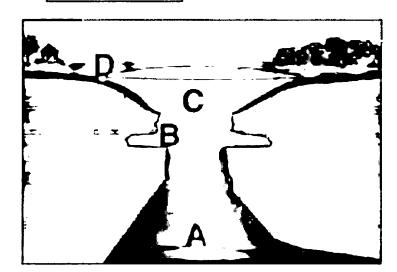






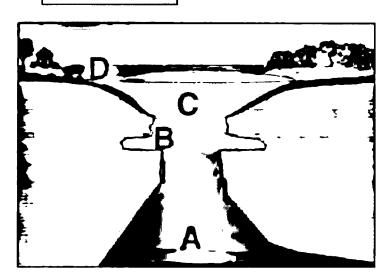
8, Where was the weapon found?

Click on a letter.



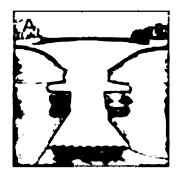
10. Where was the trap found?

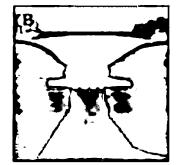
Click on a letter.

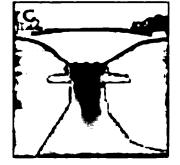


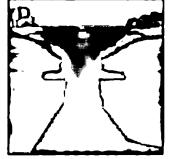
9. Where was the water level 12,000 years ago?

Click on a drawing.





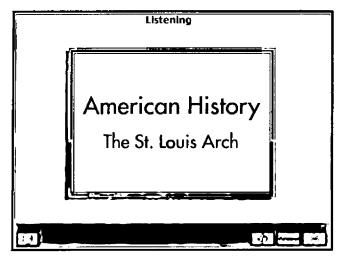


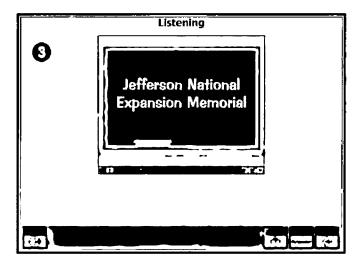


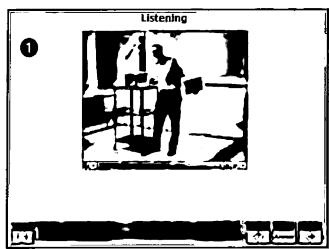
### **TOEFL REVIEW EXERCISE (Skills 32–34)**

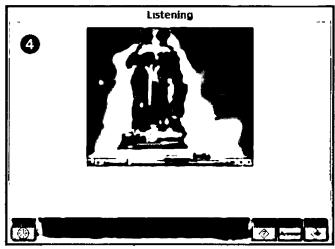
## **Questions 1–5**

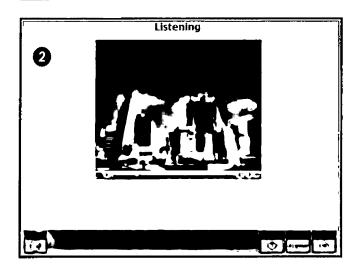
Listen to a lecture in an American history class. The lecture is on the St. Louis Arch.

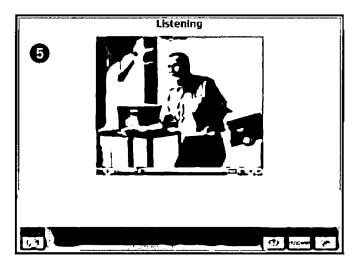








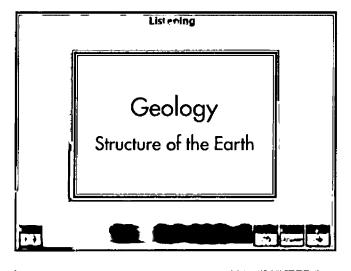


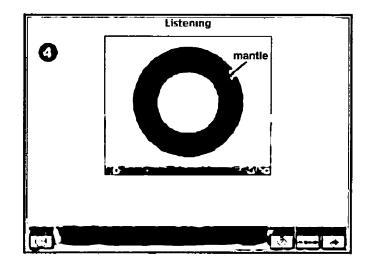


1.,	What does the profess arch?  Click on 2 answers.  ☐ It is over 600 feet h ☐ It is made of stainh ☐ Its legs alone do no ☐ It has solid legs.	nigh. ess steel.	4.	approximately what distance between St.  Louis and the Pacific Northwest?  1,000 miles  2,000 miles  4,000 miles  8,000 miles
2.	Where is each of these arch located?  Click on a word. There box in the correct columns word only once.	n click on the empty	5.	The professor explains a historical series of events. Put the events in order.  Click on a sentence. Then click on the space where it belongs. Use each sentence one time only.  Thousands of settlers set out from St. Louis.
	trams muse	eum observatory		The arch was built.
	At the top In the	ground		Jefferson became president. Lewis and Clark set out to explore the west  1 2 3
3.	Why is the arch named	d after Jefferson?		3
	<ul> <li>He was responsib arch.</li> <li>He lived in St. Lo</li> <li>He was responsib the country.</li> <li>He traveled with</li> </ul>	le for expanding		4

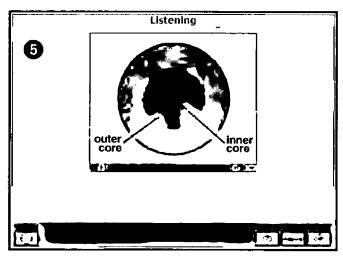
## **Questions 6–10**

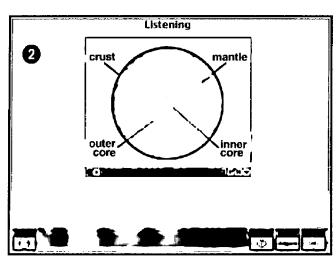
Listen to a lecture in a geology class. The lecture is on the structure of the earth.

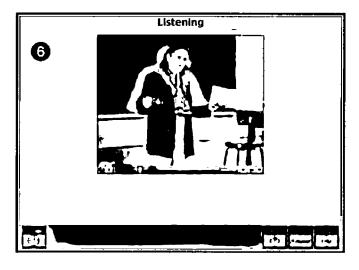


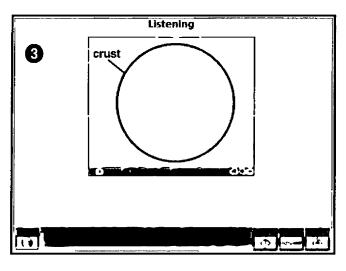












6	How	thick	ic	the	crust
U <sub>k</sub>	LIUW	UHCK	19	uic	CI USU

Click	on	2	answers.
~	•••	_	WI 10 11 01 01

- ☐ It is 4 miles thick under the oceans.
- ☐ It is 4 miles thick under the land masses.
- ☐ It is 20 miles thick under the oceans.
- ☐ It is 20 miles thick under the land masses.

#### 7. What are each of the layers composed of?

Click on a word or phrase. Then click on the empty box in the correct column. Use each word or phrase only once.

outer core	mantle	inner core
outer core	manuc	miles cost

	Compressed minerals
ſ	

Stony
silicates

Liquid minerals	-
	-

#### 9. What minerals are in the core?

Click on	2 answers.
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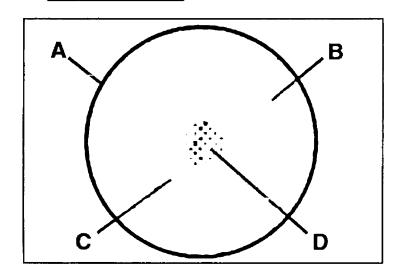
- ☐ Nickel
- Quartz
- ☐ Silicates
- ☐ Iron

## 10. Approximately how far is it from the surface of the earth to its center?

- 1,800 miles
- 4,000 miles
- 10,000 miles
- **20,000** miles

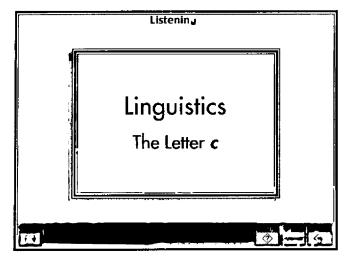
#### 8. Which layer is 1,800 miles wide?

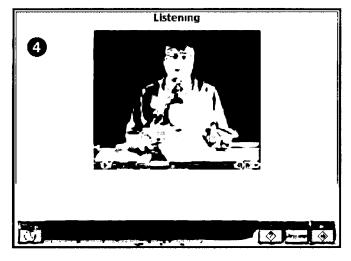
#### Click on a letter.

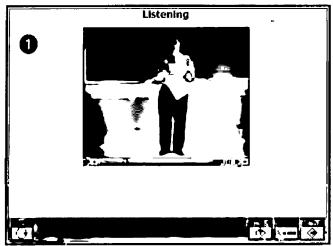


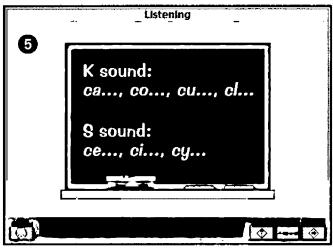
#### **Questions 11–16**

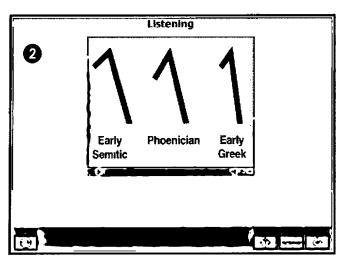
Listen to a lecture in a linguistics class. The professor is talking about the history of the letter c.

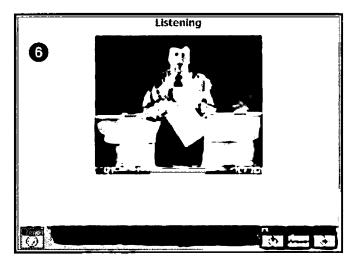


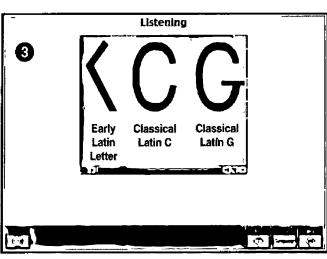






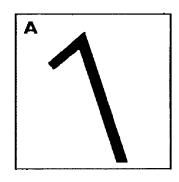


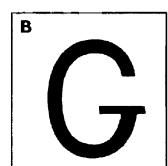


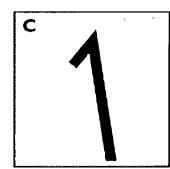


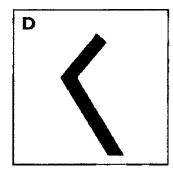
11	Which of the following letters was NOT a
	predecessor of the letter c?

Click on a picture.









12.	How was the third letter of the alphabet
	pronounced in Phoenician and early
	Greek?

- Like a k
- $\bigcirc$  Like a g
- Like an s
- $\bigcirc$  Like a c

13.	In which language was the letter g
	created?

- Phoenician
- Early Greek
- Early Latin
- Classical Latin

14.	The letter c took on an s sound because
	of an influence from which language?

Saxon

Creek

French

Phoenician

15. Which of the following English words begin with an s sound?

Click on 2 answers.

- Coxswain
- Cytoplasm
- Curmudgeon
- ☐ Cephalization

16. The professor discusses stages in the history of the third letter of the alphabet. Put the following historical stages in order.

Click on a sentence. Then click on the space where it belongs. Use each sentence one time only.

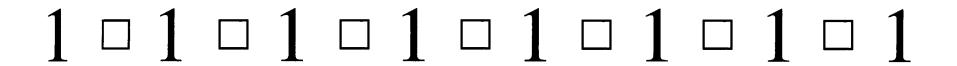
It had only a k sound.

It had only a g sound.

It had both a k and an s sound.

It had both a k and a g sound.

1	
2	
3	
1	



## LISTENING POST-TEST (Paper)

#### **SECTION 1** LISTENING COMPREHENSION

Time—approximately 35 minutes (including the reading of the directions for each part)

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section. Answer all the questions on the basis of what is stated or implied by the speakers you hear. Do not take notes or write in your test book at any time. Do not turn the pages until you are told to do so.

#### Part A

**Directions:** In Part A you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Listen to an example.

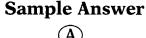
On the recording, you hear:

That exam was just awful. (man) Oh, it could have been worse. (woman) What does the woman mean? (narrator)

In your test book, you read:

- (A) The exam was really awful.
- (B) It was the worst exam she had ever seen.
- (C) It couldn't have been more difficult.
- (D) It wasn't that hard.

You learn from the conversation that the man thought the exam was very difficult and that the woman disagreed with the man. The best answer to the question, "What does the woman mean?" is (D), "It wasn't that hard." Therefore, the correct choice is (D).









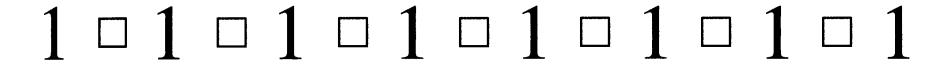


# 1 - 1 - 1 - 1 - 1 - 1 - 1

- 1. (A) He'll correct the exams this afternoon.
  - (B) The exam will be at noon.
  - (C) He will collect the exams at 12:00.
  - (D) The tests will be graded by noon.
- 2. (A) Martha applied for a visa last month.
  - (B) Martha's visa will last for only a month.
  - (C) Martha arrived last month without her visa.
  - (D) One month ago Martha got her visa.
- 3. (A) The professor described what the students should do.
  - (B) There was a long line to register for the required class.
  - (C) It is a requirement for each professor to teach at least one course.
  - (D) The professor required the class to prepare an outline.
- 4. (A) Chuck had improved.
  - (B) This visit was better than the last.
  - (C) Chuck looked at him in the hospital.
  - (D) Chuck didn't seem to be doing very well.
- 5. (A) She thinks the tuition should be raised.
  - (B) The semester's tuition is quite affordable.
  - (C) She doesn't have enough money for her school fees.
  - (D) She has more than enough for tuition.
- 6. (A) He thinks he got a good grade.
  - (B) The history grades were all C or above.
  - (C) No one got history grades.
  - (D) There were no high scores.
- 7. (A) The parking lots were full before 10:00.
  - (B) It was impossible to start class by 10:00.
  - (C) He parked the car before class at 10:00.
  - (D) The possibility of finding a place to park increased.

- 8. (A) She's found a new ring.
  - (B) She needs to help him find something.
  - (C) She's shopping for a carpet.
  - (D) She's thankful she has a rag.
- 9. (A) In a department store
  - (B) In a bank
  - (C) In an accounting firm
  - (D) In a checkout line
- 10. (A) Jane usually visits San Francisco for her vacations.
  - (B) Jane's cousin often visits San Francisco.
  - (C) Whenever there's a holiday, Jane's cousin goes to San Francisco.
  - (D) Whenever there's a holiday, Jane leaves San Francisco.
- 11. (A) He'd really like to have something to eat.
  - (B) Because he's weak, he can't eat.
  - (C) It's been weeks since he's had anything to eat.
  - (D) He hasn't felt like eating for weeks.
- 12. (A) Traffic should not be allowed.
  - (B) She thinks that the traffic should stay outside.
  - (C) She agrees that the traffic is noisy.
  - (D) She'll stay outside with the man.
- 13. (A) The headings for today's reading assignment.
  - (B) The chance to make the headlines.
  - (C) Her reading ability.
  - (D) The daily newspaper.
- 14. (A) The bus trip is only five minutes long.
  - (B) The man missed the bus by five minutes.
  - (C) The man should hurry to catch the bus.
  - (D) The bus was five minutes late.
- 15. (A) It's not possible to pass the class.
  - (B) She'll definitely fail.
  - (C) It's always possible.
  - (D) She shouldn't say anything about the class.





- 16. (A) She gave Tom money to pay the rent.
  - (B) She was given money for the rent.
  - (C) Tom borrowed money for the rent.
  - (D) She had some money to lend.
- 17. (A) The cake is extremely good.
  - (B) He never tasted the cake.
  - (C) He wished he hadn't tasted the cake.
  - (D) The cake has never been very good.
- 18. (A) At the corner she ran into another car.
  - (B) She ran to Carl because she cared.
  - (C) She unexpectedly met one of her relatives.
  - (D) Carl was running from place to place.
- 19. (A) She shouldn't leave her purse here.
  - (B) She's probably in the apartment.
  - (C) Her purse must not be in the apartment.
  - (D) She left without taking her purse.
- 20. (A) The landlord failed to collect rent on the first of last month.
  - (B) The tenants absolutely must pay rent at the beginning of the month.
  - (C) The landlord will not fail to collect your rent on the first of next month.
  - (D) It is important to call the landlord about rent on the first of the month.
- 21. (A) Taking the car out for a test drive
  - (B) Listening to the noises
  - (C) Fixing the car herself
  - (D) Getting the car repaired
- 22. (A) Martha's jobs are easy.
  - (B) It's easy to hold two jobs.
  - (C) It's better for Martha to have two jobs.
  - (D) Martha should slow down.
- 23. (A) The plane took off just after he arrived.
  - (B) He arrived just after the plane took off.
  - (C) He wasn't in time to catch the plane.
  - (D) He arrived too late to catch the plane.

- 24. (A) He agrees with the woman's suggestion.
  - (B) Parking is not free on the weekend.
  - (C) It is not necessary for them to park.
  - (D) He thinks they don't have to pay.
- 25. (A) He is eager to leave his job.
  - (B) He is unhappy at the thought of retiring.
  - (C) He couldn't be unhappier about retiring.
  - (D) He is retiring too soon.
- 26. (A) He got the car he really wanted.
  - (B) He didn't get a new car.
  - (C) The car that he got was not his first choice.
  - (D) He didn't really want a new car.
- 27. (A) Mr. Drew pointedly asked the president about the committee.
  - (B) The president pointed to Mr. Drew's head.
  - (C) Mr. Drew became head of the new commission.
  - (D) Mr. Drew was committed to the president's appointments.
- 28. (A) She felt inferior.
  - (B) She wasn't furious.
  - (C) She felt there should have been more fairness.
  - (D) She was extremely angry.
- 29. (A) The man would do the dishes.
  - (B) The plates did not need to be washed.
  - (C) The man would not be ready to go.
  - (D) The dishes would not be done.
- 30. (A) He knew that grapes were cheaper than cherries.
  - (B) He didn't know that grapes were cheaper than cherries.
  - (C) He bought grapes because they were cheaper than cherries.
  - (D) He didn't buy either grapes or cherries because of the price.



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#### Part B

<u>Directions:</u> In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Remember, you are not allowed to take notes or write in your test book.

- 31. (A) Attend a football game alone
  - (B) Go to a sporting event
  - (C) Eat in the cafeteria and study
  - (D) See a play
- 32. (A) It's the final game of the season.
  - (B) It's better than the drama department's play.
  - (C) It's a very important game.
  - (D) It's close to the cafeteria.
- 33. (A) A play

D

- (B) A game
- (C) A study group meeting
- (D) Dinner in the cafeteria
- 34. (A) Saturday night
  - (B) After dinner in the cafeteria
  - (C) Sunday afternoon
  - (D) Maybe next weekend

- 35. (A) Trash orbiting Earth
  - (B) A trip by an astronaut to the Moon
  - (C) The overabundance of garbage on Earth
  - (D) Becoming space scientists
- 36. (A) From a lecture
  - (B) In a magazine article
  - (C) In a book
  - (D) On a television program
- 37. (A) 17,000 pounds
  - (B) 3,000 tons
  - (C) 3,000 pounds
  - (D) 300 tons
- 38. (A) She will be able to travel in space.
  - (B) The problem will take care of itself.
  - (C) Scientists will find solutions to the problem.
  - (D) The junk will fall to Earth.



1	$\Box$ 1	□ <b>1</b>		$\Box 1$	
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#### Part C

**Directions:** In this part of the test, you will hear several talks. After each talk, you will hear some questions. The talks and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Here is an example.

On the recording, you hear:

(narrator) Listen to an instructor talk to his class about painting. (man)

Artist Grant Wood was a guiding force in the school of painting known as American regionalist, a style reflecting the distinctive characteristics of art from rural areas of the United States. Wood began drawing animals on the family farm at the age of three, and when he was thirty-eight one of his paintings received a remarkable amount of public notice and acclaim. This painting, called "American Gothic," is a starkly

simple depiction of a serious couple staring directly out at the viewer.

Now listen to a sample question.

Sample Answer

(narrator) What style of painting is known as American regionalist?

In your test book, you read:

- (A) Art from America's inner cities
- (B) Art from the central region of the **United States**
- (C) Art from various urban areas in the **United States**
- (D) Art from rural sections of America

The best answer to the question "What style of painting is known as American regionalist?" is (D), "Art from rural sections of America." Therefore, the correct choice is (D).

Now listen to another sample question.

Sample Answer

(narrator) What is the name of Wood's most successful painting?

- In your test book, you read: (A) "American Regionalist"
  - (B) "The Family Farm in Iowa"
  - (C) "American Gothic"
  - (D) "A Serious Couple"

The best answer to the question, "What is the name of Wood's most successful painting?" is (C), "American Gothic." Therefore, the correct choice is (C).

Remember, you are not allowed to take notes or write in your test book.





- 39. (A) On the first day of class
  - (B) In the middle of the semester
  - (C) At the end of class
  - (D) In the final week of the semester
- 40. (A) Later today
  - (B) By Friday of this week
  - (C) In two weeks
  - (D) In three weeks
- 41. (A) Journal and magazine articles
  - (B) Books from outside the library
    - (C) Books listed in student journals
    - (D) Both books and journals
- 42. (A) Two
  - (B) Three
  - (C) Five
  - (D) Seven
- 43. (A) In winter
  - (B) In spring
  - (C) In summer
  - (D) In fall
- 44. (A) Seasonable, with warm summers and cold winters
  - (B) Fairly constant and moderate
  - (C) Very humid
  - (D) Extremely hot year-round
- 45. (A) They come from the Southwest.
  - (B) They come most days of the year.
  - (C) They are the hardest during the night.
  - (D) They increase the humidity.

- 46. (A) Preparing for a trip
  - (B) Writing a report about the weather
  - (C) Beginning a study of the weather
  - (D) Buying warm clothes for a trip
- 47. (A) Modern American Authors
  - (B) United States History
  - (C) American Democracy
  - (D) Nineteenth-Century American Literature
- 48. (A) The death of Abraham Lincoln
  - (B) The beauty of American democracy
  - (C) The raising of plants
  - (D) The maturity of poetry
- 49. (A) It's a poem about the author.
  - (B) It's a poem about Abraham Lincoln.
  - (C) It's a collection of twelve poems that remained unchanged.
  - (D) It's a volume of poetry that grew with its author.
- 50. (A) "Leaves of Grass"
  - (B) "Song of Myself"
  - (C) "When Lilacs Last in the Dooryard Bloomed"
  - (D) "American Democracy"

This is the end of Section 1.
Stop work on Section 1.

Turn off the recording.



STOP



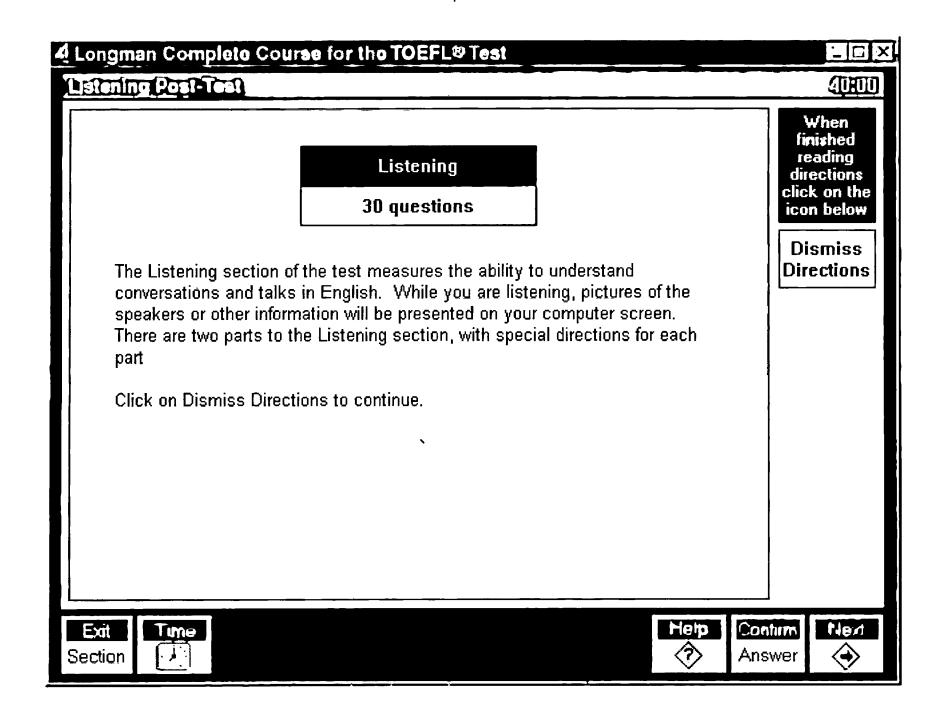


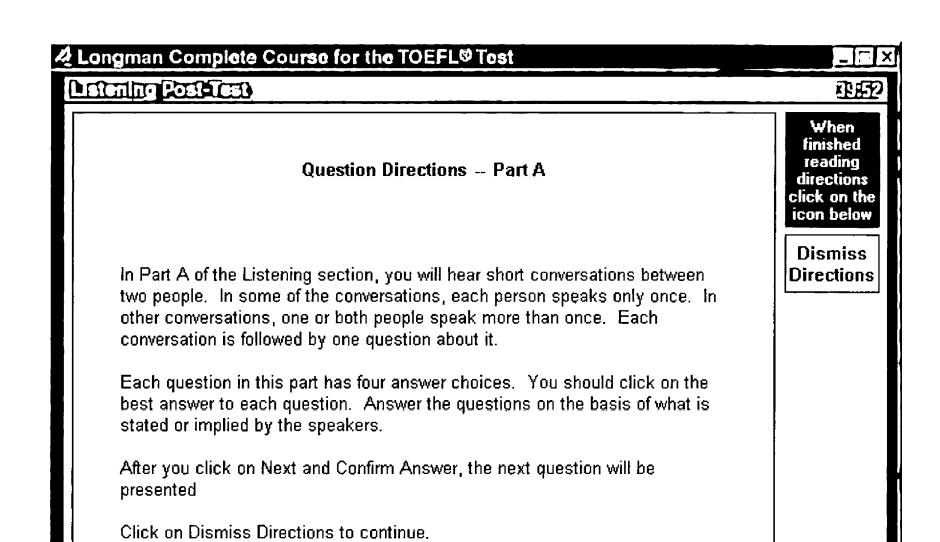






## LISTENING POST-TEST (Computer)





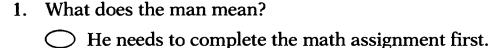












He'll be ready in a couple of hours.

He is going to history class now.

He was ready a few minutes ago.



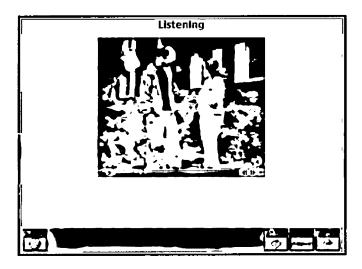
2. What does the woman mean?

It's hard to lock the room.

Her cloak was delivered on time.

Someone struck the crockery and broke it.

It is now midday.



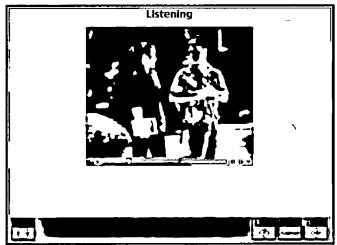
3. What does the man mean?

They were in the regular room.

The key was misplaced.

He's taking a different class.

He has the key to the classroom.



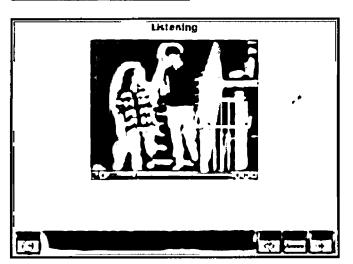
4. What does the woman mean?

She has no time to go to class.

They are already late for class.

She has to be on time for class.

It's too early to go to class.



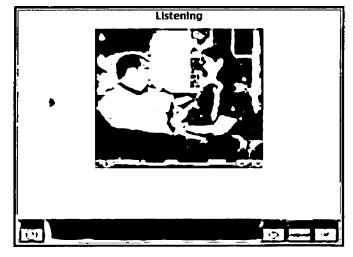
5. What does the man mean?

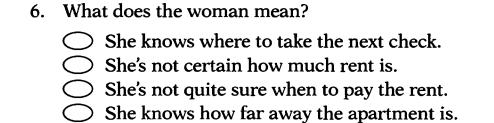
The professor gives quizzes regularly.

The woman is really quite prepared.

It is unusual for this professor to give quizzes.

He doesn't think there's a class today.







7. What does the man say about his nieces and nephews?
They were disappointed.
They didn't get any gifts.
They were unexcited.
They were really pleased.



8. What does the woman mean?
She's wearing a new dress.
She's exhausted.
She's ready to study for hours.
She has studied about the war for hours.



9. What does the man say about the party?
He went to it.
He knew about it.
He gave it.
He didn't know about it.



What did the man believe about the woman?
That she wouldn't take the trip
That she would go to the beach
That she really liked the beach
That she would take a break from her studies

## **△ Longman Complete Course for the TOEFL® Test**



### Listening Post-Tost

29:00

When finished reading

directions click on the icon below

Dismiss

Directions

## Question Directions -- Part B

In Part B of the Listening section, you will hear several longer conversations and talks. Each conversation or talk is followed by several questions. The conversations, talks, and questions will not be repeated.

The conversations and talks are about a variety of topics. You do not need special knowledge of the topics to answer the questions. Rather, you should answer each question on the basis of what is stated or implied by the speakers in the conversations or talks.

For most of the questions, you will need to click on the best of four possible answers. Some questions will have special directions. The special directions will appear in a box on the computer screen.

After you click on Next and Confirm Answer, the next question will be presented.

Click on Dismiss Directions to continue.

delt

Contim Answer



Eat Section



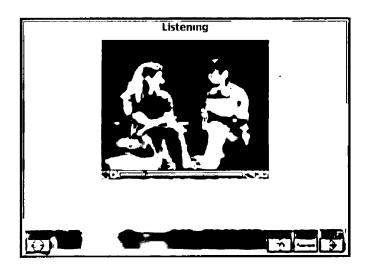
## **Questions 11–12**



11.	<ul> <li>What problem does the man have?</li> <li>He was absent from class.</li> <li>He missed his doctor's appointment.</li> <li>He has messy handwriting.</li> <li>He will miss class later in the week.</li> </ul>
12.	What problem does the woman have?  Her notes are not very neat.  She doesn't have any notes.  She is sick.

She will be absent from class.

## **Questions 13–15**

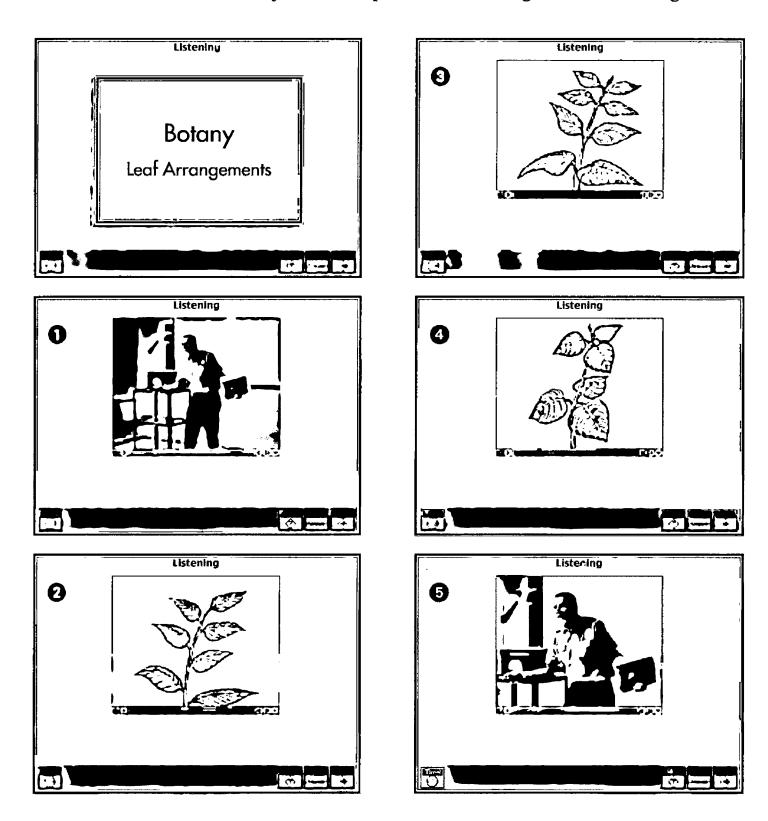


13.	How often does the chess club meet?
	Every week
	Every three weeks
	Every few months
	Two times a year
14.	How often are tournaments held?  Every week  Every three weeks  Every few months  Two times a year
15.	Who competes in the tournaments?  All the members of the school's chess club  Players from various schools  Anyone who wants to participate

The best member of the school's chess club

## **Questions 16–20**

Listen to a lecture in a botany class. The professor is talking about leaf arrangements.



16. The professor discusses four types of leaf arrangements. Match the type of leaf arrangement to its description.

> Click on a word. Then click on the empty box in the correct column. Use each word only once.

alternate opposite

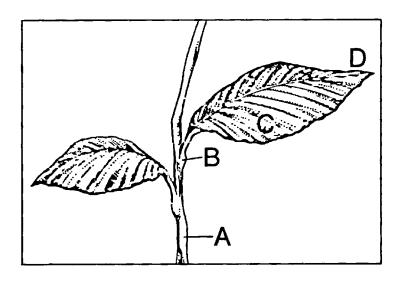
whorled

One leaf per node Two leaves per node

Three leaves per node

17. Identify the node.

Click on the correct letter.



18. The professor describes how common these leaf arrangements are. Match the leaf arrangement to its description.

> Click on a word. Then click on the empty box in the correct column. Use each word only once.

opposite

alternate

whorled

Least common Neither most nor least common

Most common 19. What does the professor say about the botanical garden?

Click on 2 answers.

It	belongs	to	the	unive	sity
 	CCICIES	-		WILL C.	. •••

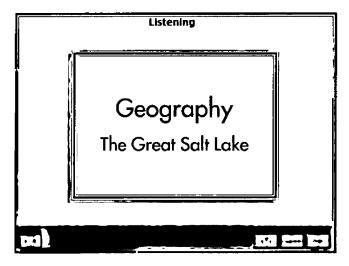
20. How many examples do the students have to find for their assignment?

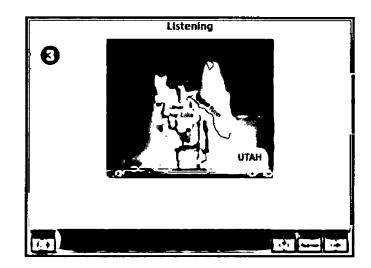
$\bigcirc$	3

$$\overset{\smile}{\bigcirc}$$
 6

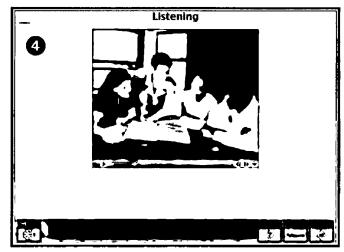
## **Questions 21–25**

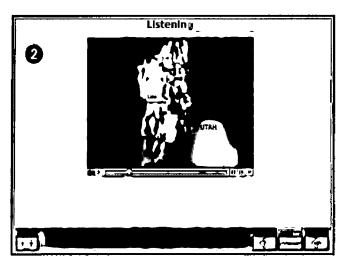
Listen to a discussion from a geography class. The discussion is about the Great Salt Lake.







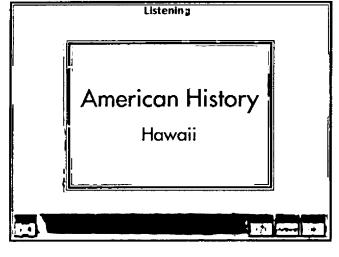


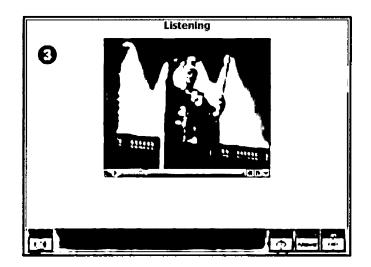


21.	When did Lake Bonneville come into existence?  10,000 years ago	24.	In which direction does the water in the rivers flow?
	100,000 years ago		Click on the correct answer.
	1,000,000 years ago 10,000,000 years ago		Great Sat Lake Salt Lake
22.	How does the Great Salt Lake compare in size to Lake Bonneville?		
	<ul><li>The Great Salt Lake is much larger.</li><li>The Great Salt Lake is about equal in size.</li></ul>		P. C.
	The Great Salt Lake is slightly smaller.		Great Salt Lake
	The Great Salt Lake is much smaller.		Pliver
23.	What is stated in the lecture about the		
	Water in the two lakes?  Click on 2 answers.	25.	How much salt has built up in the Great Salt Lake?
	☐ The Great Salt Lake is a saltwater lake.		6 tons
	The Great Salt Lake is a freshwater  The Great Salt Lake is a freshwater		600 tons
	lake.		6 million tons
	Lake Bonneville was a saltwater lake.		6 billion tons
	Lake Bonneville was a freshwater lake.		

## **Questions 26–30**

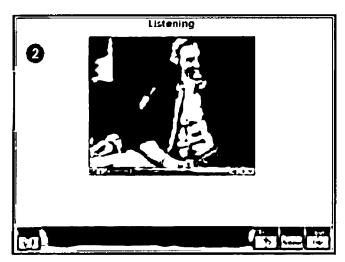
Listen to a lecture in an American history class. The professor is talking about Hawaii.

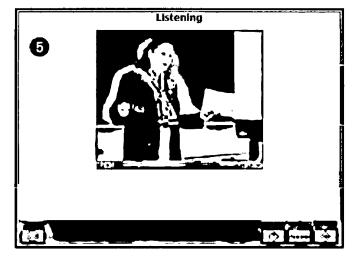












26.	26. When did each person live?		29.	What did Liliuokalani believe, according to				
	Click on a name. Then click on the empty box in the correct column. Use each name only once.				<ul><li>the professor?</li><li>That the monarchy should end</li><li>That the monarch's power should be limited</li></ul>			
	Kamehameha	James Cook	Liliuokalani		<ul><li>That someone else should be monarch</li><li>That the monarch should have</li></ul>			
	End of the 18th century	Beginning of the 19th century	End of the 19th century		complete power			
•				30.	Which of the following did NOT happen to Liliuokalani?			
27	TATIONA IN TAIL		and Tamas		<ul><li>She became queen in 1891.</li><li>She ruled Hawaii until the end of her life.</li></ul>			
27.	What does the page 2008.	professor say at	oout James		She received a pension from the			
	<ul> <li>He was the Earl of Sandwich.</li> <li>He fought to unite the islands under one king.</li> <li>He served as one of the kings of</li> </ul>				government.  She was removed from power.			
	Hawaii.		-					
	earl.	the islands afte	er a British					
28.	The professor ex	-	of events.					
	the space who	ntence. Then clic ere it belongs. Use one time only.			•			
	The monarchy o	disappeared.			•			
	Kamehameha b	_	1					
	The islands had Liliuokalani bed		arcns.					
	1							
	2							
	3	*****						
	4							

26. When did each person live?