

TOEFL Prep

Listening Session 2



Listening Test 1

Some more tips to improve your listening skills

1. Visit places where you can practice listening.

- Go to a museum and take an audio tour in English.
- Follow a guided tour in English in your city.
- Call or visit a hotel where tourists stay, and get information in English about room rates, hotel availability or hotel facilities.
- Call and listen to information recorded in English, such as a movie schedule, a weather report or information about an airline flight.

2. Watch or listen to TV programs and podcasts recorded in English.

- Some helpful TV channels to listen to are CNN®, Discovery Channel® and National Geographic®, as well as soap operas or situation comedies.
- Do this with a friend and talk about the program together.
- Watch movies or other videos online (turn off the captions!) or go to a movie in English.
- Listen to an audiobook in English.



Listening Test 1

3. Listen to English-language recordings that come with a transcript.

- Listen to each recording at least 3 times:
 - The first time, take notes about the main ideas you hear.
 - The second time, read the transcript and listen for the ideas you wrote down.
 - The third time, write down any words and phrases that you didn't understand, and look them up.

4. Practice speaking English with others.

- Exchange language lessons with people around you.

5. Listen actively.



Listening Test 1

Listening Section Directions

The Listening section measures your ability to understand conversations and lectures in English. You will hear each conversation and lecture only one time. After each conversation or lecture, you will hear some questions about it. Answer all questions based on what the speakers state or imply.

You may take notes while you listen. You may use your notes to help you answer the questions.

Most questions have four possible answers. In some questions, you will see this icon: This means that you will hear, but not see, part of the question.

Some questions have special directions, which appear in a gray box. Most questions are worth one point. If a question is worth more than one point, special directions will indicate how many points you can receive.

You have approximately **36 minutes** to complete the Listening Section. This includes the time for listening to the conversations and lectures and for answering the questions.



Listening Test 1

1. What is the purpose of the conversation?
 - A. The man needs information for a research project.
 - B. The man wants to change his housing situation.
 - C. The man wants to move to a house off campus.
 - D. The man wants to know why his rent was raised.

2. What are some features of the suites in the villages? Click on two answers.
 - A. A full refrigerator
 - B. Two study rooms
 - C. A fireplace
 - D. Two to four bedrooms



Listening Test 1

3. Listen again to part of the conversation. Then answer the question. Why does the woman say this?
- A. To show her concern for the man's situation
 - B. To suggest that she is sad about leaving her suite
 - C. To express regret at not being able to help the man
 - D. To apologize for not answering the man's Question
4. What does the man think of the cost of rent in the villages?
- A. The rent should be lower for such old buildings.
 - B. The rent is reasonable for the features included.
 - C. The rent is higher than he hoped it would be.
 - D. The rent is similar to that of a house off campus.



Listening Test 1

5. Listen again to part of the conversation. Then answer the question. Select the sentence that best expresses how the man probably feels.
- A. "I don't think I'll be able to get a room in the villages."
 - B. "I'm surprised at the number of people who live there."
 - C. "I don't like the idea of living with 27 people."
 - D. "I'm confused about why there is a waiting list."
6. What are the students mainly discussing?
- A. Characteristics of two design styles
 - B. The relationship of design to architecture
 - C. Popular styles of the 1930s
 - D. Taking photographs of buildings



Listening Test 1

7. Listen again to part of the conversation. Then answer the question. Select the sentence that best expresses how the man probably feels.
- A. "I'm bored with the designs we are studying."
 - B. "I'm pleased that our professor knows so much."
 - C. "I'm surprised that so many styles exist."
 - D. "I'm concerned about the amount we have to learn."
8. How does the woman help the man?
- A. She traces the history of architectural design
 - B. She offers to help him study for an examination.
 - C. She contrasts the details of two design styles
 - D. She promises to speak to their professor



Listening Test 1

9. Indicate whether each sentence below describes Art Deco or Art Moderne. For each sentence, click on the right box

This style has straight lines, slender forms, and geometric patterns.

Art Deco

Art Moderne

This style has rounded corners, smooth walls, and little decoration

This is the style of a downtown building that the woman likes.

10. What can be inferred from the conversation?

- A. The students' professor is not available for help outside class.
- B. The man does not care much about the history of design.
- C. The students are required to do a project for their design class.
- D. The woman's father is the superintendent of an office building.



Listening Test 1

11. What is the main purpose of the lecture?
- A. To instruct in the cultivation of wild squash
 - B. To describe how hunter-gatherers found food
 - C. To compare agriculture around the world
 - D. To explain how early people started farming
12. What is probably true about the origins of agriculture?
- A. The process of gathering wild food led naturally to farming.
 - B. Agriculture and written language developed at the same time.
 - C. People around the world tried similar experiments with squash.
 - D. The cultivation of vegetables occurred before that of grains.



Listening Test 1

13. The professor explains how the early people of Mexico probably started farming. Summarize the process by putting the events in order. Drag each sentence to the space where it belongs

- A. The people began to protect the plants.
- B. The people brought seeds to their camp.
- C. New plants grew from the fallen seeds.
- D. Seeds fell to the ground as the people ate.

1	
2	
3	
4	

14. Why did the people begin to use digging sticks?

- A. They found that water would fill the holes they made.
- B. They noticed that seeds grew better in turned-over soil.
- C. They dug trenches around the garden to keep out animals.
- D. They discovered that food could be stored underground.



Listening Test 1

15. Listen again to part of the lecture. Then answer the question. Why does the professor say this?
- A. To show that people could not work in their gardens at night
 - B. To emphasize the amount of effort it took to protect the plants
 - C. To point out that agriculture developed over a very long time
 - D. To explain why squash was a particularly successful crop
16. What point does the professor make about the transition from hunting-gathering to agriculture?
- A. The process probably followed a similar pattern around the world.
 - B. The transition to agriculture eliminated the need for hunting.
 - C. Agriculture developed everywhere in the world at the same time.
 - D. The rapid move to agriculture led to environmental devastation.



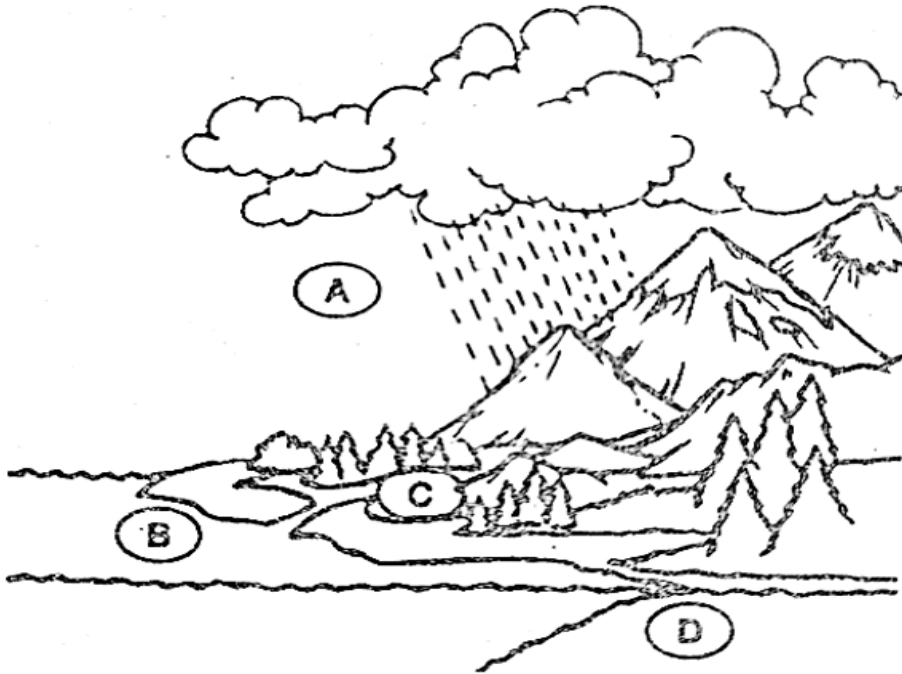
Listening Test 1

17. What is the hydrologic cycle?
- A. The economic issues concerning water
 - B. The movement of water through the earth and atmosphere
 - C. The changes in the amount of rain throughout the year
 - D. The absorption of water vapor into the atmosphere



Listening Test 1

18. Identify the area in the diagram that mainly concerns climatologists.



Listening Test 1

19. What do hydrologists mainly study?
- A. The role of solar energy in the cycle
 - B. Water movement and storage on land
 - C. Biological reactions that use water
 - D. Atmospheric circulation of water
20. What happens to water that falls to the earth as precipitation? Click on two answers.
- A. It is stored in lakes or underground.
 - B. It evaporates before reaching the ground.
 - C. It eventually flows back to the ocean.
 - D. It raises the temperature of the soil.



Listening Test 1

21. Why does the professor say this?
- A. To describe the importance of run-off and groundwater
 - B. To compare the amount of run-off with that of groundwater
 - C. To show similarities between run-off and groundwater
 - D. To explain how run-off eventually becomes groundwater
22. What can be inferred about plants in the hydrologic cycle?
- A. Plants remove excess water from the cycle.
 - B. Water moves quickly through plants.
 - C. Plants perform the function of water storage
 - D. Plants recycle more water than animals do.



Listening Test 1

23. Which of the following best describes the organization of the lecture?
- A. A list of influential painters
 - B. A history of an art movement
 - C. A comparison of schools of art
 - D. A description of a painting
24. What is the professor's point of view concerning the Group of Seven?
- A. They created a distinctive Canadian art inspired by Canada itself.
 - B. They produced a style of painting that was crude and barbaric.
 - C. They deserve more attention than they have received.
 - D. They influenced new trends in Canadian literature and music.



Listening Test 1

25. Listen again to part of the lecture. Then answer the question. Why does the professor say this?
- A. To explain why the Group's work was misunderstood
 - B. To state that the Group earned very little money
 - C. To contrast the methods of different artists in the Group
 - D. To show how one artist inspired the Group's direction
26. What subjects did the Group of Seven paint? Click on two answers.
- A. Active street scenes
 - B. Jack pine trees
 - C. Sailing ships
 - D. Uninhabited landscapes



Listening Test 1

27. What does the professor mean by this statement?
- A. Art lovers pay high prices for the Group's paintings.
 - B. Canada has more painters now than at any time in the past.
 - C. Much of the Group's work has come to represent Canada.
 - D. People come from all over the world to study Canadian art.
28. Listen again to part of the lecture. Then answer the question.
What can be concluded about the Group of Seven's style of painting?
- A. The Group did not share a single style of painting.
 - B. All artists in the Group followed the style of Jackson.
 - C. Three artists are responsible for the Group's style.
 - D. The Group started the abstract style of painting.



Listening Test 1

29. What is the talk mainly about?
- A. The changing concept of leadership
 - B. Leaders of the restaurant industry.
 - C. How leadership and power are related
 - D. Why too much power can lead to evil
30. Why does the professor talk about the headwaiter in a restaurant?
- A. To show that having power doesn't imply leadership.
 - B. To compare the quality of service in two restaurants
 - C. To explain how leaders influence other people
 - D. To give an example of leadership in everyday life



Listening Test 1

31. Why does the professor say this?
- A. To explain why dictators have so much power
 - B. To distinguish between leaders and power holders
 - C. To compare qualities of dictators and robbers
 - D. To warn students about the presence of danger
32. According to the professor, how are leadership and power similar?
- A. Both require the ability to exercise physical force.
 - B. Both are benefits one gets from a university education
 - C. Both are necessary for people who commit crimes.
 - D. Both involve the ability to bring about wanted results.



Listening Test 1

33. According to the professor, which of the following are sources of power? Click on two answers.
- A. The ability to eat in a restaurant
 - B. The ability to use physical force
 - C. The ability to motivate people
 - D. The ability to follow orders
34. Listen again to part of the talk. Then answer the question.
What does the professor imply about successful managers?
- A. They know how and when to use their power.
 - B. Their leadership skills are present from birth.
 - C. They are the only ones who can increase spending.
 - D. Their power comes from the use of physical force.



Listening Test 2

1. Why does the man go to see his Professor?
 - A. He wants to withdraw from the class
 - B. He needs to ask the Professor a question
 - C. His Professor promised to give him a tape
 - D. His Professor asked him to come to the office

2. Why does the student say this:
 - A. He is disrespectful
 - B. He is surprised
 - C. He is sorry
 - D. He is happy



Listening Test 2

3. What does the Professor mean when she says this:
- A. She is warning the student that she could take more serious action
 - B. She is indicating that she is not sure what she wants to do
 - C. She is asking the man to come up with a solution for the situation
 - D. She is forgiving the man for causing a problem in her class
4. How does the Professor feel about questions in class?
- A. She would rather answer questions during her office hours
 - B. She thinks that students who ask questions are showing interest
 - C. She does not like students to be disrespectful by asking questions
 - D. She wants her students to help each other instead of asking questions



Listening Test 2

5. What will the man probably do during the next class?
- A. He will ask fewer questions
 - B. He will tape record the lecture
 - C. He will refer to the outline in the book
 - D. He will participate more in the discussion



Listening Test 2



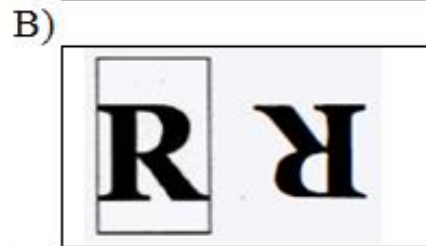
Listening Test 2

6. What is this lecture mainly about?
- A. Symmetry in the visual arts
 - B. The characteristics of patterns
 - C. How the brain organizes information
 - D. A definition of beauty
7. What does the Professor mean when he says this:
- A. He plans to give others an opportunity to speak.
 - B. He is talking too fast and intends to slow down.
 - C. He needs to correct something that he has said.
 - D. He wants to talk about that subject later.



Listening Test 2

8. Which of the following slides represents “Reflection Symmetry”
Click on the correct diagram.



Listening Test 2

9. How is it possible to recognize an object when only part of it is visible?
- A. The brain recognizes symmetry and visualizes the whole
 - B. The object is often familiar enough to be recognized
 - C. The pieces are large even though some are missing
 - D. The principles for identification can be learned

10. In addition to a system for organization, what characteristics define a pattern?
Click on 2 answer choices.
- A. A basic unit
 - B. An image
 - C. Repetition
 - D. Rotation



Listening Test 2

11. What assignment does the Professor give his students?
- A. They are supposed to identify patterns in the classroom.
 - B. They should be prepared for a quiz on this lecture.
 - C. They need to go to the lab to complete an experiment.
 - D. They have to design a pattern that includes symmetry.
12. How does the Professor organize the discussion?
- A. By defining “gang activity”, using information from articles
 - B. By contrasting “gang activity” with non-criminal organizations
 - C. By reading part of an article on “gang activity” to the class
 - D. By reporting her research on “gang activity” in the local area



Listening Test 2

13. What was surprising about Thrasher's study?
- A. The size of the study, which included 1300 gangs
 - B. The excellent summary by the student who located the research
 - C. The changes that were reported in the history of gangs
 - D. The fact that gang activity has been prevalent for so long
14. According to the study by Moore, what causes “gang activity” ?
- A. Cliques that form in high school
 - B. Normal feelings of insecurity in teens
 - C. Abusive family members in the home
 - D. Loyalty to family already in the gangs



Listening Test 2

15. Why does the Professor say this:
- A. To show that she does not agree with the response
 - B. To encourage the student to give an example
 - C. To indicate that she does not understand
 - D. To praise the student for his answer
16. What is the role of women in gangs?
- A. They are full members of the gangs
 - B. They are protected by the gangs
 - C. They are-a support system for the gangs
 - D. They have little contact with gangs



Listening Test 2

17. In the discussion, the students identify aspects of “gang activity”. Indicate whether each of the following is one of the aspects.

Click in the correct box for each phrase.

	Yes	No
A. A replacement for high school cliques		
B. group socialized on the streets		
C. A peer group that is 14-20 years old		
D. Young people who have dropped out of school		
E. A group that makes careful plans		



Listening Test 2

18. What are the students discussing?
- A. The T.A. in their class
 - B. The woman's presentation
 - C. PowerPoint handouts
 - D. The woman's class
19. Which strategy does the woman use for her presentation?
- A. Reads the information on the handouts
 - B. Asks volunteers to participate
 - C. Shows visuals to explain the points
 - D. Responds to questions from the group



Listening Test 2

20. Why did the woman make overhead copies of the slides?
- A. She was very nervous about going first
 - B. She was afraid that the computer program would fail
 - C. She took the man's advice about making them
 - D. She wanted to show them to the man
21. What does the man mean when he says this:
- A. He does not appreciate the woman's comment
 - B. He has difficulty hearing the woman
 - C. He wants the woman to continue
 - D. He understands the woman's point of view

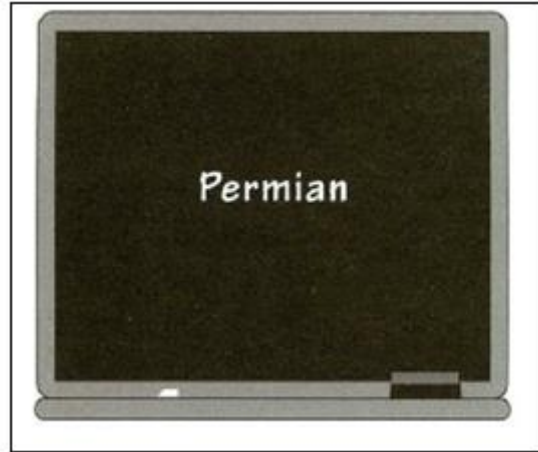


Listening Test 2

22. Why didn't the class ask questions after the presentation?
- A. The material was presented very clearly
 - B. The presentation was not interesting to them
 - C. There wasn't enough time for questions
 - D. They were anxious to make their presentations



Listening Test 2



23. What aspect of the fossil record is this lecture mainly about?
- A. The Impact Hypothesis
 - B. Mass Extinctions
 - C. Climate Change
 - D. Diversity In Species

Listening Test 2

24. Identify the main periods of “Mass Extinction”.

Click on 2 answer choices:

- A. Permian
- B. Cenozoic
- C. Cretaceous
- D. Mesozoic

25. Why does the Professor say this:

- A. To express uncertainty
- B. To disagree with the evidence
- C. To acknowledge the disappearance
- D. To ask for some ideas



Listening Test 2

26. What is the “Impact Hypothesis” ?
- A. The theory that the continents drifted and collided with each other
 - B. The idea that volcanic eruptions disrupted the climate worldwide
 - C. The view that a lightning storm caused a global fire
 - D. The premise that an asteroid crashed, blocking the sunlight on earth
27. What is the evidence for the “Impact Hypothesis” ?
- A. The clay from the cretaceous period contains an element that is rare on earth
 - B. Both hemispheres suffered the same amount of damage and extinction
 - C. Acidic precipitation is still not evenly distributed across the earth
 - D. Rocks that may have been part of an asteroid have been identified

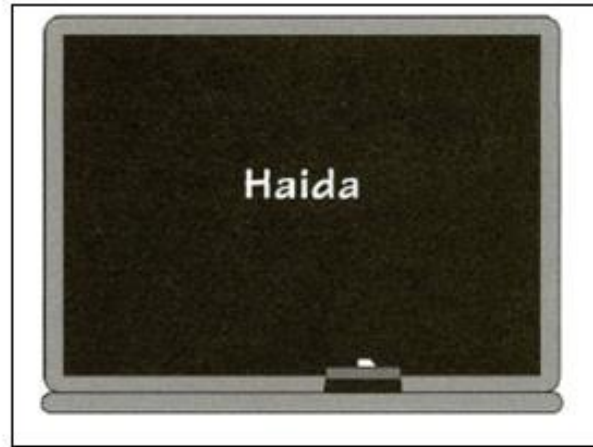


Listening Test 2

28. What can be inferred about the Professor's opinion?
- A. He is strongly in favor of the “Impact Hypothesis”
 - B. He does not believe that “Mass Extinctions” happened
 - C. He thinks that “Mass Extinctions” were important to evolution
 - D. He views “Mass Extinctions” as a preventable occurrence



Listening Test 2



29. Which of the following is an important reason the Haida people carve “Totem Poles”?
- A. To frighten away spirits
 - B. To decorate the village
 - C. To recall traditional stories
 - D. To worship the animals

Listening Test 2

30. What does the Professor mean when he says this:
- A. This fact does not directly relate to the topic
 - B. He expects the students to write down the definition
 - C. He is expressing uncertainty about the information
 - D. The Professor should not be talking about this tradition
31. Why does the Professor mention the “Coat Of Arms” of Canada?
- A. To compare the symbolism to that of a “Totem Pole”
 - B. To prove that the Haida live in Canada
 - C. To argue that the Haida symbols are superior
 - D. To place the events in chronological order



Listening Test 2

32. What does the saying “Low man on the Totem Pole” mean?
- A. A very good representative member of the group
 - B. A person who begins to tell an important story
 - C. A person who has the least status among the members
 - D. A member of the community who is not accepted
33. Why do the “Master Carvers” work on the bottom figures?
- A. “Master Carvers” are usually too old to work at the top of the pole
 - B. The figures near the bottom are more visible to the public
 - C. The ‘Totem Pole’ is too large for just one carver to complete
 - D. The last carving is an honor reserved for the masters



Listening Test 2

34. What does the Professor mean when he says this:
- A. He is indicating that the information to follow is very reliable
 - B. He is showing the class that he knows a great deal about the information
 - C. He is signaling that the students should learn this information
 - D. He is informing the students that there may be more information





Thank you