

토마토

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TEST BOOK

TOEFL iBT

ACTUAL TEST LISTENING LEVEL 2

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TOEFL iBT

ACTUAL TEST LISTENING LEVEL 2

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Actual Test


01

iBT TOEFL Listening

Section Directions

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1. Conversation | Instructor's Office Hours

토마토 TOEFL Listening

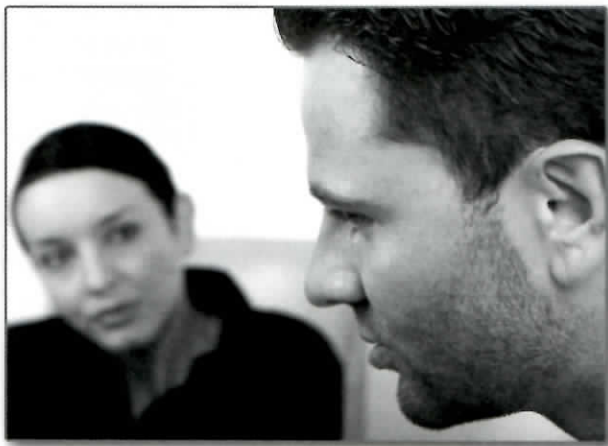
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Questions 1~5: 🎧 Listen to part of a conversation between a student and a professor.



• 자습서 p.38



1. Why does the student go to see his professor?

(A) To inquire about a creative writing assignment
 (B) To ask for a deadline extension on his paper
 (C) To request a letter of recommendation from her
 (D) To find out the deadline for a class project

2. What does the student plan to do in the summer?

(A) Take another class with his professor
 (B) Teach a creative writing workshop
 (C) Learn about Irish literature
 (D) Participate in a study-abroad course

3. Why does the student ask the professor for a favor?


(A) The student respects the professor as a teacher.
 (B) The professor writes recommendations for all her students.
 (C) The student's other teachers were not available.
 (D) The professor teaches a program in Ireland.

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

4. What can be inferred about the student?

(A) He is not sure if he is correct about the deadline.
 (B) He is certain the professor will write the letter.
 (C) He does not want the professor to write the letter.
 (D) He is worried that his request is inconsiderate.

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

5. Why does the student say this: 

(A) To ask the professor to recommend a different time
 (B) To let the professor know that he will probably be late
 (C) To make sure the time he suggested is acceptable
 (D) To indicate that he would like to come earlier

2. Monologue | Biology

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Questions 6~11: 🎧 Listen to part of a lecture in a biology class.

Biology



• 자습서 p.41

6. What is the talk mainly about?

- (A) The study of different organisms in the rainforest
- (B) An explanation of the causes of ancient mass extinctions
- (C) The advantages and problems of two biodiversity theories
- (D) A comparison between temperate and tropical animal species

7. Why does the professor mention mammoths and mastodons?

- (A) To explain how the productivity hypothesis relates to species in temperate climates
- (B) To exemplify how ice age temperatures can affect life in tropical climates
- (C) To indicate that scientists are not in agreement over the causes of biodiversity
- (D) To illustrate the claims of the equitability/stability hypothesis of biodiversity

8. In the lecture, the professor describes two theories that try to explain tropical biodiversity. Indicate which theory each of the following ideas is associated with. Click in the correct box for each phrase.

	Equitability/ Stability Theory	Productivity Theory
(A) Consistent temperature levels over time		
(B) Large amounts of plant life		
(C) Consistent levels of sunshine throughout the year		
(D) Disappearance of species in temperate climates		
(E) An excess of energy resources		

9. According to the productivity hypothesis, how do sunlight and rain increase biodiversity?

- (A) By stabilizing the climate and preventing the mass extinction of species
- (B) By promoting the growth of more plants for animals to feed on
- (C) By making it easier for predators to feed on herbivores
- (D) By protecting animals in tropical areas from over-hunting by humans

Listen again to part of the lecture. Then answer the question.

10. What does the professor mean when he says this:

- (A) He thinks the fact he has presented is astonishing.
- (B) He wants to encourage the students to use their imaginations.
- (C) He feels that the scientists' conclusion is not valid.
- (D) He hopes that the students *have* understood what he said.

11. Why does the professor say this:

- (A) To indicate that researchers are still investigating this mystery
- (B) To invite the students to offer their opinions on the topic
- (C) To suggest the existence of a different explanation of the issue
- (D) To admit that he does not know the answer to the question

3. Interactive | Economics

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NEXT

Questions 12~17: 🎧 Listen to part of a talk in an economics class.

Economics



• 자습서 p.46

12. What is the discussion mainly about?

- (A) The usefulness of a universal medium of exchange
- (B) The role of goldsmiths in the evolution of an economic system
- (C) The power associated with control of a federal bank
- (D) The characteristics of a universal currency

13. Why was gold chosen as a universal medium of exchange all over the globe?

Click on 2 answers.

- (A) It has universal value.
- (B) It is widely available in all parts of the world.
- (C) It is divisible into small parts.
- (D) It can be melted down and molded into coins.


14. Why were goldsmith's receipts initially accepted as money?

- (A) The king made them the official national currency.
- (B) They were easy to produce in large quantities.
- (C) Everyone knew they represented a sum of gold.
- (D) Goldsmiths prevented people from taking gold out of their safes.

15. According to the professor, how did the adoption of an official bank benefit the king?


- (A) It provided him with a way of controlling people's wages.
- (B) It encouraged national population growth.
- (C) It increased his popularity among the lower and middle classes.
- (D) It enabled him to finance his military actions.

Listen again to part of the lecture. Then answer the question.

16. What does the professor imply when she says this: 

- (A) Economic theories cannot explain why money emerges.
- (B) There is controversy about the economic role of government.
- (C) Governments should change their methods of controlling money.
- (D) Governments assume control of currency after a certain period of time.

Listen again to part of the lecture. Then answer the question.

17. What does the student mean when he says this: 

- (A) He wants the professor to repeat her last comment.
- (B) He thinks the professor's explanation is inappropriate.
- (C) He thinks he made an illogical suggestion.
- (D) He wants to hear the topic of the lecture again.

4. Conversation | Miscellaneous


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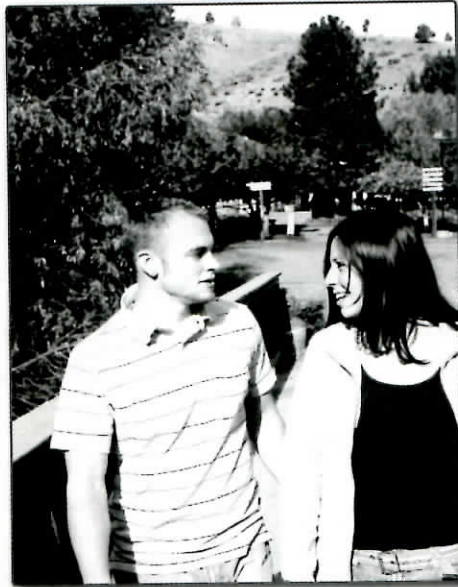
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NEXT

Questions 18~22:  Listen to part of a conversation on a campus green.



● 자습서 p.51

18. Why is the woman going to the campus travel office?

- (A) She wants to know where she should go for the winter vacation.
- (B) She needs to find out if she can use her check card there.
- (C) She needs to replace her canceled airline ticket.
- (D) She wants to cancel her airline ticket.

19. What are some of the problems the woman had while trying to buy an airline ticket?


Click on 3 answers.

- (A) Her check card was not accepted.
- (B) She made a mistake writing down her email address.
- (C) The ticket was issued in the wrong name.
- (D) There were not enough people who booked her flight.
- (E) There were no seats available on flights to her home city.

20. Why does the man suggest that the woman buy airline tickets online?


- (A) She will not have to use her check card to pay for the tickets.
- (B) It is safer than buying tickets from a travel agent.
- (C) She will not have to worry about the travel office's hours.
- (D) It is cheaper than buying tickets at the campus travel office.

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

21. What does the man mean when he says this: 

- (A) He does not believe the woman.
- (B) He cannot tell if the woman is making up the situation.
- (C) He finds the situation surprising.
- (D) He does not think the situation is all that bad.

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

22. What does the woman imply when she says this: 

- (A) The man should have known about the airline's policy.
- (B) People might not be aware of the policy.
- (C) The airline's decision to cancel her flight was unfair.
- (D) Airline flights are frequently canceled.

5. Monologue | Art History

토마토 TOEFL Listening

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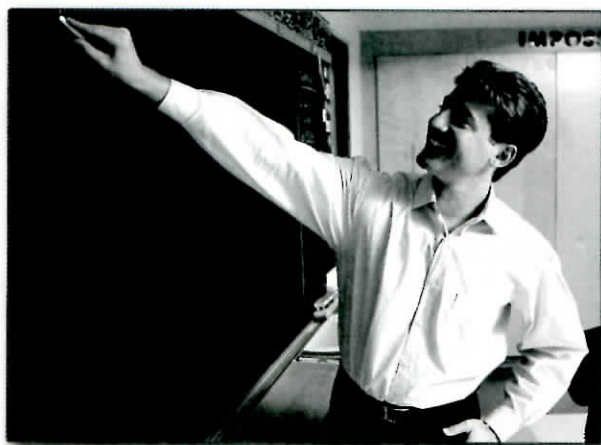
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NEXT

Questions 23~28: 🎧 Listen to part of a lecture in an art history class.

Art History



● 자습서 p.55

23. What is the talk mainly about?

- (A) The origin and development of ballet
- (B) The history of the Royal Academy of Dance
- (C) Cultures that popularized ballet as an art form
- (D) The role of ballet in Italian and French court culture

24. According to the professor, what are two key characteristics of court ballet?

Click on 2 answers.

- (A) Emphasis on dancing skill
- (B) Fancy stage design
- (C) Unity of music and dance
- (D) Detailed costumes

25. Why does the professor mention Catherine de Medicis?

- (A) To illustrate the influence of the Italian courts on French culture
- (B) To describe how ballet was introduced to French courts
- (C) To describe similarities between French and Italian culture
- (D) To give an example of one of the first trained ballet dancers

26. What does the professor say about Balthazar de Beaujoyeulx?


- (A) He founded the first professional dance school.
- (B) He established the first professional ballet company.
- (C) He is believed to have composed the first real ballet.
- (D) He helped popularize ballet in countries bordering France.

Listen again to part of the lecture. Then answer the question.

27. What can be inferred about the professor?

- (A) He studied ballet at *l'Académie Royale de Danse*.
- (B) He expects that the students have a basic knowledge of French.
- (C) He is worried that the students have not been paying attention.
- (D) He believes the students have heard of the Royal Academy of Dance.

Listen again to part of the lecture. Then answer the question.

28. What does the professor imply when he says this: 

- (A) French language is identified with art all over the world.
- (B) Ballet has not changed since the sixteenth century.
- (C) The French have had a lasting influence on ballet.
- (D) Ballet is practiced almost exclusively in France.

6. Interactive | Psychology

토마토 TOEFL Listening

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Questions 29~34: 🎧 Listen to part of a talk in a psychology class.

Psychology



• 자습서 p.60

29. What aspect of sleep does the professor mainly discuss?

- (A) The five stages of the sleep cycle
- (B) Theories about its function
- (C) The characteristics of REM sleep
- (D) The difference between REM and non-REM sleep

30. How does the professor introduce the first stage of the sleep cycle?

- (A) By describing the physical changes that accompany the stage
- (B) By giving examples of common behaviors associated with stage 1
- (C) By sharing a personal anecdote about her sleeping habits
- (D) By asking the students what happens when they begin to fall asleep

31. According to the professor, what is hypnic myoclonia?

- (A) The muscle paralysis that is experienced during REM sleep
- (B) The muscle contraction that may be preceded by a falling sensation
- (C) The alternating conscious and unconscious states in stage 1
- (D) The pattern of slow brain waves in stages 3 and 4

32. Which of the following is NOT mentioned as a theory about the purpose of sleep?


- (A) Controlling body temperature
- (B) Releasing suppressed emotions
- (C) Preserving energy
- (D) Maintaining mental health

Listen again to part of the lecture. Then answer the question.

33. Why does the professor say this: 

- (A) To explain a term she has not used before
- (B) To encourage the students to check a dictionary
- (C) To ask the students for their interpretations
- (D) To criticize the students' behavior

Listen again to part of the lecture. Then answer the question.

34. What does the professor mean when she says this: 

- (A) She thinks the relationship between the two concepts is very obvious.
- (B) She wants the students to guess how two concepts in the lecture differ.
- (C) She thinks the students should have contributed more to the lecture.
- (D) She regrets that she did not ask the students for their opinions.


Actual Test 02

iBT TOEFL Listening

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1. Conversation | Instructor's Office Hours

토마토 TOEFL Listening

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NEXT
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Questions 1~5: 🎧 Listen to part of a conversation between a professor and a student.



• 자습서 p.68

1. Why does the man want to talk to his professor?

(A) To ask her to review the rough draft of his paper
 (B) To get an extension on the due date of the paper
 (C) To explain why he did not hand in an assignment
 (D) To obtain material that will help him with his paper


2. What does the man imply about his biology classes?

(A) His biology classes have prevented him from completing his rough draft.
 (B) His biology classes have prepared him to understand the difficult article.
 (C) He has read the Johnson and Miller article for his biology classes.
 (D) He usually schedules his biology classes during the afternoons.

3. Why will the man stop by the professor's office tomorrow?

(A) To return the article to the professor after copying it
 (B) To pick up a copy of the article that the professor will make
 (C) To ask about the meaning of the technical aspects of the article
 (D) To meet another student who is using the same article

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

4. What does the professor mean when she says this: 

(A) She wonders whether that is what they agreed upon.
 (B) She cannot remember if she saw the rough draft already.
 (C) She wants to know why the man did not turn in his paper.
 (D) She thinks the man must have forgotten to bring the draft.

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

5. What can be inferred about the professor?

(A) She is an expert in the technical aspects of the field of medicine.
 (B) She believes it might be hard for the man to understand the article.
 (C) She will not be available to assist the man with his paper tomorrow.
 (D) She feels that the assignments she gives are too difficult for her students.

2. Monologue | Art History

토마토 TOEFL Listening

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Questions 6~11: 🎧 Listen to part of a lecture in an art history class.

Art History



**Navajo
sandpaintings**

• 자습서 p.71

6. What is the talk mainly about?
- (A) The Navajo religion and its various ceremonies
 - (B) The use of sandpaintings in Navajo ceremonies
 - (C) The depiction of mountains in sandpaintings
 - (D) The symbolic importance of color in sandpaintings
7. According to the professor, who directs the making of the sandpainting?
- (A) A group of fifteen men
 - (B) Members of the assembled crowd
 - (C) A medicine man or woman called a Singer
 - (D) The god responsible for the specific imbalance
8. Which of the following is NOT mentioned as materials used to create colors in sandpaintings?
- (A) Different shades of charcoal
 - (B) Petals from flowers
 - (C) White gypsum and red sandstone
 - (D) Yellow abalone shells
9. Why does the professor mention the mountains surrounding the Navajo region?
- (A) To help the students imagine what the healing ceremony looks like
 - (B) To explain where sandpaintings are created
 - (C) To explain what the colors in sandpaintings represent
 - (D) To describe how cardinal directions are used in the ceremony
10. According to the professor, what must happen after the healing ceremony?
- (A) The audience must disperse.
 - (B) The audience must touch the sand.
 - (C) The sandpainting must be destroyed.
 - (D) The Singer must finish the sandpainting.
11. What does the professor imply when he says this: 
- (A) Europeans changed the borders of Navajo territory.
 - (B) Europeans built homes in the mountains near the reservation.
 - (C) Europeans set up reservations on the other side of the mountains.
 - (D) Europeans forced the Navajo to move to less mountainous regions.

3. Interactive | Business


토마토 TOEFL Listening

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NEXT

Questions 12~17:  Listen to part of a talk in a business class.

Business



• 자습서 p.76



12. What is the talk mainly about?

- (A) The difference between sole proprietorships and partnerships
- (B) Tax laws for small businesses
- (C) Types of partnerships available for business owners
- (D) Personal liabilities when a company goes bankrupt

13. In what order does the professor organize her lecture about business structures?

- (A) From the largest to the smallest
- (B) From the most common to the least common
- (C) From the least complicated to the most complicated
- (D) From the most costly to the least costly

14. According to the professor, when is a partner in a company NOT liable for debts incurred by the company?

- (A) When he or she is the founder and sole proprietor of the company
- (B) When he or she is a general partner in a general partnership
- (C) When he or she is a general partner in a limited partnership
- (D) When he or she is a limited partner in a limited partnership

15. Which type of company exists as a separate tax entity from its owners?

- (A) A company that is owned by a single owner
- (B) A company that is owned by general partners
- (C) A limited partnership company
- (D) A company that becomes a corporation

16. What does the professor imply about limited partners?

- (A) They share equal responsibility for a company's debts.
- (B) They have more responsibility for the company than general partners.
- (C) They have little say in the managing of the company.
- (D) They contribute very little to the cost of starting the company.

17. Why does the professor say this: 

- (A) To provide an example that the students have all experienced
- (B) To give the students an example that is easy to understand
- (C) To encourage the students to ask questions about the example
- (D) To help the students understand a complex example

4. Conversation | Miscellaneous

토마토 TOEFL Listening

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NEXT

Questions 18~22:  Listen to part of a conversation between two students near an ATM.




• 자습서 p.81

18. What do the man and the woman mainly discuss?
- (A) The outrageous cost of books at the university bookstore
 - (B) The difference between a bank loan and a government loan
 - (C) The man's difficulties with his budget during the school term
 - (D) The reason the man cannot afford to buy the woman a coffee
19. What is one of the causes of the man's budget problems?
- (A) He fell behind in his schoolwork and failed a class.
 - (B) His books cost more than he had anticipated.
 - (C) The cost of tuition was unexpectedly raised.
 - (D) He was unable to work as many hours as he had hoped to.
20. What does the man decide to do about his financial situation?
- (A) Wait until next semester and then apply for a bank loan
 - (B) Apply for a bank loan and then pay it off with a government loan
 - (C) Drop one of his classes so that his tuition decreases
 - (D) Work more hours at his job and focus less on his homework

21. What does the man mean when he says this: 

- (A) He thinks his professors will loan him some money to buy his textbooks.
- (B) He wants to speak with his professors about reducing the number of required textbooks.
- (C) He thinks his professors know how burdensome it is to buy textbooks.
- (D) He wants his professors to buy the textbooks necessary for their classes.

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

22. What does the man imply when he says this: 

- (A) He is upset about the idea of taking out a loan.
- (B) He is proud of the work he has done.
- (C) He is annoyed about the idea of working during the summer.
- (D) He enjoys his current job.

5. Monologue | Ecology

토마토 TOEFL Listening

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NEXT

Questions 23~28: 🎧 Listen to part of a lecture in an ecology class.

Ecology



• 자습서 p.85

23. What is the talk mainly about?

- (A) The Glen Canyon Dam's effect on agriculture
- (B) The history of the construction of the Glen Canyon Dam
- (C) The environmental impact of the Glen Canyon Dam
- (D) The benefits of hydroelectric power in the Southwest

24. Which of the following does the professor mention as primary reasons for constructing the Glen Canyon Dam?

Click on 2 answers.

- (A) To create a reserve supply of water
- (B) To stop the Colorado River from flooding
- (C) To generate electricity for the region
- (D) To protect the region's ecosystem
- (E) To build the biggest dam in the world

25. What does the professor say has happened to the flow of the Colorado River?

- (A) It has continued on in its natural manner.
- (B) It has been stopped by the Glen Canyon Dam.
- (C) It is being slowed by an accumulation of sediments.
- (D) It is being controlled by the Glen Canyon Dam.


26. Why does the professor mention the introduction of game fish into the region?

- (A) To illustrate an effect of the Glen Canyon Dam on the environment
- (B) To demonstrate an attempt to fix the damage caused to the ecosystem
- (C) To show another cause of the endangerment of native fish species
- (D) To suggest that the Glen Canyon Dam has had some positive effects

27. According to the professor, how did the Glen Canyon Dam affect some native plants?

- (A) By flooding the sandy area around the river
- (B) By preventing the periodic restoration of the riverbanks
- (C) By transporting and distributing toxic sediments
- (D) By introducing non-native fish into the ecosystem

Listen again to part of the lecture. Then answer the question.

28. What does the professor mean when she says this: 

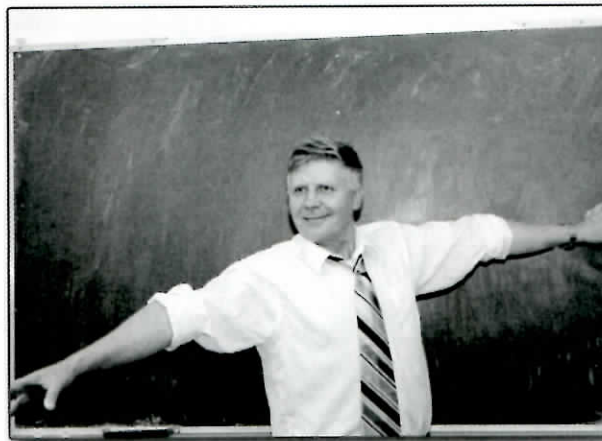
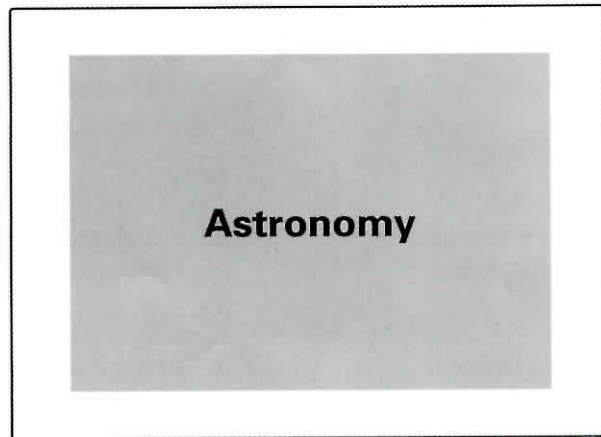
- (A) She thinks the subject is very complex.
- (B) She wants to contrast the costs of electricity and water.
- (C) She wants the students to know her personal feelings on the issue.
- (D) She thinks the students have questions about the issue.

6. Interactive | Astronomy

토마토 TOEFL Listening



Questions 29~34: 🎧 Listen to part of a lecture in an astronomy class.



• 자습서 p.90

29. What is the talk mainly about?

- (A) How Columbus discovered that the Earth is round
- (B) The rotation of the planets around the sun
- (C) The factors affecting the shapes of planets
- (D) How the density of planets is determined by centrifugal force

30. According to the professor, why are planets round?

- (A) Gravity pulls everything toward the center.
- (B) Centrifugal force pulls everything toward the center.
- (C) They revolve around a spherical star.
- (D) Their rotational spin is very fast.

31. What are three characteristics of Saturn mentioned in the discussion?

Click on 3 answers.

- (A) It has stronger gravity than any other planet.
- (B) It is the least dense planet.
- (C) It spins at a slower speed than Earth does.
- (D) It is composed mostly of lightweight gases.
- (E) It is less spherical than Earth.

32. Why does the professor mention the length of a day on Saturn?

- (A) To demonstrate the effects of its centrifugal force
- (B) To compare its rotational speed to that of Earth
- (C) To explain the cause of its spherical shape
- (D) To compare its size to that of Earth

Listen again to part of the lecture. Then answer the question.

33. What can be inferred about the student?

- (A) He thinks the professor has made a mistake.
- (B) He believes the professor has already covered this information.
- (C) He needs clarification on a term the professor presented.
- (D) He could not hear something the professor said.

Listen again to part of the lecture. Then answer the question.

34. Why does the professor say this:

- (A) To inform the students that they have talked about this before
- (B) To remind the students of a class trip to a playground
- (C) To find out if anyone can remember being on a merry-go-round
- (D) To evoke a memory that they have probably all experienced

Actual Test


03

iBT TOEFL Listening

Section Directions

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1. Conversation | Service Encounters

토마토 TOEFL Listening

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NEXT

Questions 1~5:  Listen to part of a conversation between a student and a college bookstore clerk.



• 자습서 p.98

1. Why does the student approach the bookstore clerk?
- (A) She is confused by the computer system.
 (B) She wants to fill out a suggestion card.
 (C) She cannot locate the textbook she needs.
 (D) She does not know the name of her class.

2. What information does the clerk tell the student she can find in the bookstore computer system?

Click on 2 answers.

- (A) How many copies of a book are available
 (B) When a new shipment of books will arrive
 (C) Which books are required for her course
 (D) Where the book is located in the bookstore


3. Why is the student unable to find her book on the shelf with other film books?

- (A) The book is shelved in the cinema section.
 (B) The book is shelved in the history section.
 (C) The book has been sold out.
 (D) The book is shelved in the "I" section.

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

4. What can be inferred about the student?
- (A) She is anxious to find the book she needs.
 (B) She is annoyed with the store clerk.
 (C) She plans to make a complaint later.
 (D) She thinks the organizational system is logical.

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

5. Why does the bookstore clerk say this: 
- (A) To suggest that he needs the student to help him
 (B) To explain why he cannot assist the student anymore
 (C) To remind the student that she has not paid for the book
 (D) To emphasize that he wants to help the student

2. Monologue | Anthropology

토마토 TOEFL Listening

VOLUME

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NEXT

Questions 6~11: 🎧 Listen to part of a lecture in an anthropology class.

Anthropology



fetish

• 자습서 p.101

6. What is the talk mainly about?

- (A) The Zuni tribe and their way of life
- (B) The Zuni use of fetishes
- (C) How to make a Zuni fetish
- (D) How to communicate with spirits

7. According to the professor, what is the ultimate goal of the Zuni religion?


- (A) To solve all human problems by using fetishes
- (B) To get in touch with the spirit world
- (C) To gain knowledge from the animals
- (D) To achieve balance with nature

8. Why does the professor mention a web?

- (A) To explain how fetishes are connected to the spiritual world
- (B) To show similarities between humans and animals
- (C) To help explain the Zuni religious perspective
- (D) To give an example of a commonly used fetish


9. Which of the following describes a central belief in the Zuni religion?

- (A) Some animals have a spirit.
- (B) Only fetishes have a spirit.
- (C) Only living things have a spirit.
- (D) All things have a spirit.

10. What does the professor imply when she says this: 

- (A) The word "fetish" has a different meaning from the one used here.
- (B) The students do not know what a fetish is.
- (C) The professor thinks the religious use of fetishes is irrational.
- (D) A fetish is an object that has spiritual powers.

Listen again to part of the lecture. Then answer the question.

11. Why does the professor say this: 

- (A) To test students' knowledge of a past lecture
- (B) To ask students for their interpretations of the Zuni religion
- (C) To remind students of a concept mentioned earlier
- (D) To indicate that she is uncertain about the purpose of communicating with spirits

3. Interactive | Physics

토마토 TOEFL Listening

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Questions 12~17: 🎧 Listen to part of a discussion in a physics class.

Physics



● 자습서 p.105

12. What is the talk mainly about?

- (A) The engines of airplanes
- (B) How an airplane takes off
- (C) The shape of an airplane's wings
- (D) Why airplanes travel so fast

13. Which of the following is NOT true about the four forces involved in flight?

- (A) Thrust is a force that causes an airplane's speed to slow down.
- (B) Drag is a force that causes resistance.
- (C) Weight is a force that pulls an airplane toward the Earth.
- (D) Lift is a force that works against gravity.

14. Why does the professor mention the shape of a drop of water?

- (A) To make a comparison with an airplane's wings
- (B) To show a difference between thrust and drag
- (C) To give an example of how engines are designed
- (D) To illustrate an effect of headwinds on airplanes


15. According to the professor, what creates lower pressure above the plane's wings?

- (A) Air movement caused by turbine jet engines
- (B) Air that moves fast
- (C) Air that moves slowly
- (D) Strong headwinds

Listen again to part of the lecture. Then answer the question.

16. Why does the professor say this: 

- (A) To explain that the student's response is a common misconception
- (B) To indicate that the student's answer is too short
- (C) To acknowledge that the student's answer is partially correct
- (D) To encourage the student to expand her explanation

17. What does the professor imply when he says this: 

- (A) He omitted some of the more difficult and complex ideas.
- (B) The students should review their lecture notes carefully.
- (C) The students should study the concept on their own time.
- (D) He does not understand exactly how airplanes function.

4. Conversation | Miscellaneous


토마토 TOEFL Listening

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NEXT

Questions 18~22:  Listen to part of a conversation between two students waiting for their class to begin.



• 자습서 p.110

18. What does the man need information about?

- (A) What to expect from his new laptop computer
- (B) The differences between laptop and desktop computers
- (C) The services offered at the Information Technology Center
- (D) How to access a wireless connection from his dorm room

19. Why does the woman ask where the man lives?

- (A) To find out if he lives in a residence hall that supports wireless connections
- (B) To see how close he is to the campus Information Technology Center
- (C) To determine which kind of wireless card his residence hall requires
- (D) To advise him about how to plug his computer into the phone jack

20. What does the woman imply about her computer?


- (A) She needs it to be portable.
- (B) She wants it to have a wireless card.
- (C) She uses it mainly for writing papers.
- (D) She needs it to have a lot of memory.

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

21. What can be inferred about the woman?

- (A) She likes desktop computers better than laptops.
- (B) She is frustrated with the laptop computer she has.
- (C) She likes her desktop computer because it is convenient.
- (D) She dislikes the desktop computer that she has at home.

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

22. What does the woman mean when she says this: 

- (A) She does not think that the man's wireless card will work.
- (B) She wants the man to ask someone else for advice.
- (C) She thinks the man's computer does not have a wireless card.
- (D) She does not know how to use wireless connections in residence halls.

5. Monologue | Literature

토마토 TOEFL Listening

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Questions 23~28: 🎧 Listen to part of a lecture in a literature class.

Literature



"The Pangolin"

• 자습서 p.113

23. What is the lecture mainly about?

- (A) The similarities between pangolins and other objects that are commonly found in nature
- (B) The relationship between Marianne Moore's background and her use of objectivism
- (C) The impact of the objectivist movement on poetry trends in the world of literature
- (D) Animals that Marianne Moore frequently depicted in her poetry

24. According to the professor, what was one reason why Moore used objectivist principles?

- (A) She wrote most of her poetry during the start of the twentieth century.
- (B) She wanted to improve her descriptive style.
- (C) She had a background in science and biological studies.
- (D) She wanted to connect with her readers.

25. Why does the professor think that the pangolin is a good choice for an objectivist poem?

- (A) Pangolins are easy to study.
- (B) Pangolins have a similar shape to other objects in nature.
- (C) Pangolins do not move quickly.
- (D) Pangolins are rarely observed.

26. What comparison does Moore make between the pangolin and a spruce cone?


- (A) The appearance of their exteriors
- (B) Their average sizes
- (C) The location of their habitats
- (D) Their rareness in nature

Listen again to part of the lecture. Then answer the question.


27. What can be inferred about the professor?

- (A) She appreciates non-objectivist poets less than objectivist poets.
- (B) She is amused by the descriptive style of non-objectivist poets.
- (C) She thinks non-objectivist poets are superior to objectivist poets.
- (D) She likes the way non-objectivist poets include their own impressions.

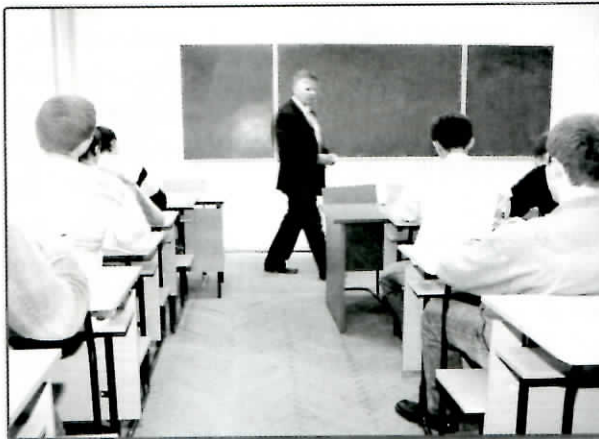
Listen again to part of the lecture. Then answer the question.

28. Why does the professor say this: 

- (A) To ask the students for their opinions
- (B) To sum up the way the poet describes the animal
- (C) To express her opinion of the poet
- (D) To check the students' understanding

Questions 29~34:  Listen to part of a talk in a biology class.

Biology



bioaccumulation

29. What is the talk mainly about?

- (A) The consequences of methylmercury consumption
- (B) Pollution and its effects on aquatic ecosystems
- (C) How methylmercury concentrations increase through the food chain
- (D) Ways to prevent methylmercury contamination

30. According to the lecture, what is bioaccumulation?

- (A) The process by which pollution deposits methylmercury into aquatic ecosystems
- (B) When the concentration of a chemical is lower in organisms at the highest levels of the food chain
- (C) The increase of harmful chemicals in the environment
- (D) When a chemical from an organism's environment builds up inside it

31. According to the professor, what is methylmercury?

- (A) It is mercury that is only found in the atmosphere.
- (B) It is a form of the heavy metal that is only found in lakes.
- (C) It is mercury that has been altered by bacteria in water.
- (D) It is mercury that is only found in human-made sources of pollution.

32. What does the professor say about the concentration of methylmercury in water sources?

- (A) There is no methylmercury in water sources.
- (B) There are low levels of methylmercury in water sources.
- (C) There are moderate levels of methylmercury in water sources.
- (D) There are high levels of methylmercury in water sources.

33. Why does the professor introduce the scenario involving zooplankton?

- (A) To illustrate the concept of biomagnification
- (B) To give an example of the harmful effects of methylmercury
- (C) To explain that mercury affects animals of all sizes
- (D) To emphasize the importance of small animals in the food chain

Listen again to part of the lecture. Then answer the question.

34. How does the student feel about his understanding of the topic?

- (A) He is somewhat uncertain.
- (B) He is very confident.
- (C) He is quite discouraged.
- (D) He is very doubtful.

Actual Test


04

iBT TOEFL Listening

Section Directions

This section measures your ability to understand conversations and lectures in English. The Listening section is divided into 2 separately timed parts. In each part you will listen to 1 conversation and 2 lectures. You will hear each conversation or lecture only one time. After each conversation or lecture, you will answer questions about it. The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Answer the questions based on what is stated or implied by the speakers.

You may take notes while you listen. You may use your notes to help you answer the questions. Your notes will not be scored. If you need to change the volume while you listen, click on the Volume icon at the top of the screen.

In some questions, you will see this icon:  This means that you will hear, but not see part of the question. Some of the questions have special directions. These directions appear in a gray box on the screen.

Most questions are worth one point. If a question is worth more than one point, it will have special directions that indicate how many points you can receive.

You must answer each question. After you answer, click on **Next**. Then click on **OK** to confirm your answer and go on to the next question. After you click on **OK**, you cannot return to previous questions.

1. Conversation | Instructor's Office Hours

토마토 TOEFL Listening

VOLUME

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OK

NEXT

Questions 1~5: 🎧 Listen to part of a conversation between a student and a professor.



• 자습서 p.126

1. What is the student's main problem?

- (A) His professor unfairly accused him of plagiarism.
- (B) He considers himself a poor writer.
- (C) His paper contains plagiarized material.
- (D) He does not know how to cite his sources.


2. How did the professor determine that the student had plagiarized?

- (A) She remembered reading the same paper elsewhere.
- (B) She asked the student about his source material.
- (C) She realized that the paper had no errors.
- (D) She found the plagiarized work on the Internet.

3. Which of the following is NOT mentioned by the professor in her argument against plagiarism?


- (A) The possibility of being expelled
- (B) The university's policy on academic honesty
- (C) The ethical issue of stealing credit from another person
- (D) The loss of respect from fellow classmates

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

4. What does the professor imply when she says this: 

- (A) Freshman students often have a great deal of writing experience.
- (B) She does not expect freshman papers to be perfect.
- (C) Most freshman students pursue more than one college degree.
- (D) She enjoys the student's style of writing.

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

5. Why does the student say this: 

- (A) To admit that he copied material from other writers
- (B) To justify copying material from other papers
- (C) To give an example of the work he put into his paper
- (D) To apologize for taking credit for others' work

2. Monologue | Astronomy

토마토 TOEFL Listening

VOLUME

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NEXT

Questions 6~11: 🎧 Listen to part of a lecture in an astronomy class.

Astronomy



• 자습서 p.130

6. What is the lecture mainly about?

- (A) The life cycle of stars
- (B) The birth of black holes
- (C) The collapse of stars
- (D) The danger of supernovae

7. What does the professor say is the most likely cause of matter concentrating at the earliest stage of a star's formation?

- (A) A nearby black hole
- (B) A cloud of plasma
- (C) Nuclear fusion
- (D) A nearby supernova

8. According to the professor, what are two stages in the life cycle of a star?

Click on 2 answers.

- (A) Main sequence star
- (B) Nuclear fusion star
- (C) Plasma star
- (D) Protostar

9. Why does the professor mention black holes?

- (A) To show one of the causes of a star's death
- (B) To explain what happens when some stars die
- (C) To contrast two very different forms of stars
- (D) To demonstrate a cause of the birth of a star

Listen again to part of the lecture. Then answer the question.

10. What does the professor mean when she says this:

- (A) She thinks the students are familiar with the idea of black holes.
- (B) She wants the students to describe what they know about black holes.
- (C) She thinks the students have trouble imagining how black holes look.
- (D) She wants to clear up a popular misconception.

Listen again to part of the lecture. Then answer the question.

11. Why does the professor say this:

- (A) To explain that we do not really know how long stars live
- (B) To suggest that the sun will last longer than currently expected
- (C) To show that the universe is considered young
- (D) To emphasize that humans and stars operate on different time scales

3. Interactive | Architecture

토마토 TOEFL Listening

VOLUME

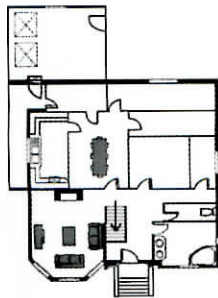
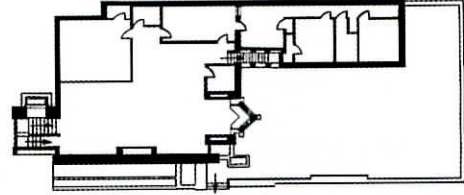
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Questions 12~17: 🎧 Listen to part of a talk in an architecture class.

Architecture



• 자습서 p.135

12. What is the discussion mainly about?

- (A) Characteristics of Victorian-style architecture
- (B) How the family life of Frank Lloyd Wright influenced his designs
- (C) How Frank Lloyd Wright created a more efficient modern home
- (D) Differences between Victorian and Prairie architectural styles

13. Why does the professor show a slide of the interior of a Victorian home?

- (A) To suggest that the interiors of Victorians were not as nice as their exteriors
- (B) To introduce the relationship between Victorian architecture and Victorian family values
- (C) To suggest that the Prairie-style house was more efficient than the Victorian-style house
- (D) To introduce the topic of changes in family values in the twentieth century


14. According to the professor, what is Frank Lloyd Wright's achievement?

- (A) He developed the first Victorian-style home.
- (B) He introduced the concept of mass production to architecture.
- (C) He developed the modern Prairie-style floor plan.
- (D) He converted Victorian-style houses into usable buildings.

15. The professor discusses the different features of two architectural styles. Indicate whether each feature is associated with Victorian-style houses or Prairie-style houses.

Click in the correct box for each phrase.

	Victorian	Prairie
(A) Open floor plan		
(B) Walls to separate each room		
(C) Triangles		
(D) Horizontal lines		
(E) Fireplace located at center		

16. What does the professor imply when he says this: 

- (A) The student has brought up a topic that he does not think is related to the lecture.
- (B) He was not planning to talk about the topic, but he thinks it is a good idea to do so.
- (C) The student has raised an important point that he plans to discuss later.
- (D) The student's question has interfered with the organization of the discussion.

Listen again to part of the lecture. Then answer the question.

17. What can be inferred about the professor?

- (A) He does not like the extravagance of the Victorian homes.
- (B) He would not want to live in a Victorian-style house.
- (C) He does not approve of using Victorian-style houses as law offices and funeral homes.
- (D) He would like more buildings to be modeled after Victorian homes.

4. Conversation | Miscellaneous


토마토 TOEFL Listening

VOLUME

HELP

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NEXT

Questions 18~22:  Listen to part of a conversation between two students in the Student Union Building.



• 자습서 p.140

18. What is the conversation mainly about?

- (A) Candidates in the upcoming federal election in the students' country
- (B) How to vote in an election using an absentee ballot
- (C) Major issues in the upcoming election
- (D) How to register to vote in a given regional district

19. Indicate whether each of the following is part of the process of voting in the man's hometown or in his university town.


Click in the correct box for each phrase.

	Hometown	University
(A) Change address with voting registry		
(B) Apply for a special ballot		
(C) Register at the information booth		
(D) Take a long bus ride		
(E) Send a ballot through the mail		

20. Where will the man vote?

- (A) At the polling station at his university
- (B) At the polling station in his parents' district
- (C) On campus with an absentee ballot
- (D) At the information booth on his campus

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

21. What does the woman mean when she says this: 

- (A) She does not think she heard the man correctly.
- (B) She does not agree with the man's comment.
- (C) She thinks that the man has a good point about the election.
- (D) She wants the man to explain his point.

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

22. What can be inferred about the woman?

- (A) She is bored by discussions about the candidates.
- (B) She is nervous about the upcoming election.
- (C) She is passionate about political involvement.
- (D) She is hopeful that she will be a politician someday.

5. Monologue | American History

토마토 TOEFL Listening

VOLUME

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NEXT

Questions 23~28: 🎧 Listen to part of a lecture in an American history class.

American History



• 자습서 p.144

23. What is the lecture mainly about?

- (A) A review of soil conservation techniques
- (B) A timeline of Depression-related events
- (C) An overview of an ecological disaster
- (D) An explanation of the Okies' migration

24. Why did wheat prices drop between 1930 and 1931?

- (A) Dust storms destroyed crops.
- (B) A lack of rain caused crop failures.
- (C) Too much wheat was grown.
- (D) The Great Depression began.

25. What are two causes of the Dust Bowl mentioned in the lecture?

Click on 2 answers.

- (A) Terrible droughts occurred.
- (B) Grasslands were destroyed.
- (C) Many people left their farms.
- (D) Earthquakes ruined the soil.

26. Why does the professor mention the novel *The Grapes of Wrath*?


- (A) To suggest a resource for independent study
- (B) To check if the students did their homework
- (C) To demonstrate an influence on the Okies
- (D) To show a modern parallel to the Dust Bowl

Listen again to part of the lecture. Then answer the question.

27. Why does the professor say this: 

- (A) To ask for the students' opinions
- (B) To introduce a definition
- (C) To indicate uncertainty about a fact
- (D) To test the students' knowledge

Listen again to part of the lecture. Then answer the question.

28. What does the professor imply when he says this: 

- (A) There were so many refugees that a new word was created for them.
- (B) Refugees who were not from Oklahoma resented the term "Okie."
- (C) People did not view the refugees in a good light.
- (D) Many refugees considered themselves "Okies."

6. Interactive | History

토마토 TOEFL Listening

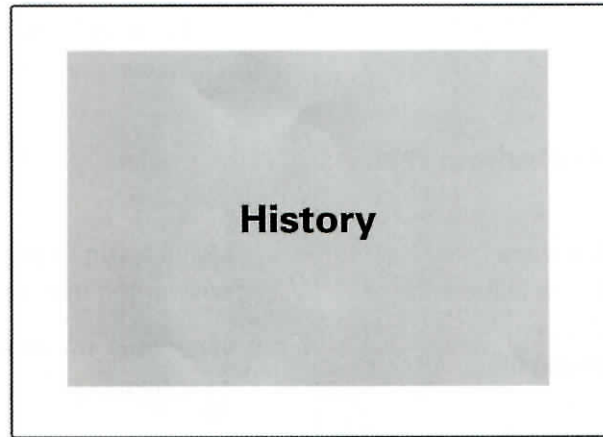
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Questions 29~34: 🎧 Listen to part of a discussion in a history class.



• 자습서 p.149

29. What is the discussion mainly about?

- (A) The history of national parks on Anticosti Island
- (B) Anticosti Island's history of ecological diversity
- (C) The many different owners of Anticosti Island
- (D) Anticosti Island's role in the growth of Canada

30. What is the profession of most of the current inhabitants of Anticosti Island?


- (A) They take care of lighthouses.
- (B) They are hunters and fishermen.
- (C) They work for paper companies.
- (D) They are national park rangers.

31. Why does the professor mention the year that Newfoundland became part of Canada?

- (A) To make an important comparison
- (B) To correct a mistake that she made
- (C) To correct the student's misunderstanding
- (D) To give a supporting example

32. According to the professor, what was Anticosti Island used as in the past?
Click on 2 answers.

- (A) A naval base
- (B) A tree farm
- (C) A wildlife preserve
- (D) A chocolate factory

33. What does the professor imply when she says this: 

- (A) The railroad tracks were not long enough.
- (B) The attempt to develop the island failed.
- (C) The island was developed with great ease.
- (D) The island was not big enough for a railroad.

Listen again to part of the lecture. Then answer the question.

34. What can be inferred about the professor?

- (A) She is uncertain about how much of the island has been developed.
- (B) She doubts that the island contains ecological preserves.
- (C) She is certain that part of the island is not a national park.
- (D) She is sure that there are several national parks on the island.

Actual Test


05

iBT TOEFL Listening

Section Directions

This section measures your ability to understand conversations and lectures in English. The Listening section is divided into 2 separately timed parts. In each part you will listen to 1 conversation and 2 lectures. You will hear each conversation or lecture only one time. After each conversation or lecture, you will answer questions about it. The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Answer the questions based on what is stated or implied by the speakers.

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1. Conversation | Service Encounters


토마토 TOEFL Listening

VOLUME

HELP

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NEXT

Questions 1~5:  Listen to part of a conversation between a student and a nurse at a Student Health Services office.



• 해설집 p.156




1. Why does the student go to the Student Health Services office?
 - (A) To make an appointment to see the doctor
 - (B) To get information about flu shots
 - (C) To join the college health plan
 - (D) To transfer his personal information from State College

2. Why has the student never visited Student Health Services before?
 - (A) He has not been sick at school before.
 - (B) He usually gets his flu shots at the hospital.
 - (C) His roommate advised him not to go.
 - (D) He recently transferred from another school.

3. Why will the student keep an eye on his inbox?
 - (A) To find out when his appointment is scheduled
 - (B) To find out whether he can join the college health plan
 - (C) To find out when he can sign up for a flu shot
 - (D) To find out what his father thinks about the health plan

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

4. What does the nurse imply when she says this: 
 - (A) She will have to relay the student's questions to the doctor.
 - (B) The student came to the office at an inconvenient time.
 - (C) She may not be able to answer all the student's questions.
 - (D) The student will have to come back later and speak to the doctor.

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

5. What can be inferred about the student?
 - (A) He is not sure the brochure contains the information he is looking for.
 - (B) He is doubtful about the value of the college health plan.
 - (C) He is sure he should join the college health plan.
 - (D) He is not prepared to make a decision without consulting his father.

2. Monologue | Astronomy

토마토 TOEFL Listening

VOLUME

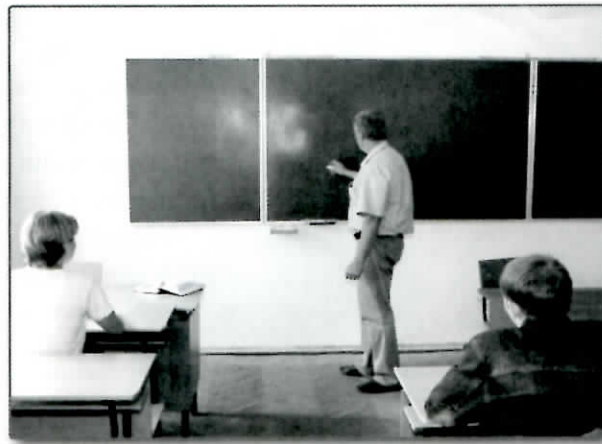
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Questions 6~11: 🎧 Listen to part of a lecture in an astronomy class.

Astronomy



● 해설집 p.159

6. What is the main focus of the professor's lecture?

- (A) Why Pluto is no longer considered a planet
- (B) Why no spacecraft has ever been to Pluto
- (C) Why some people think Pluto is not a planet
- (D) Why scientists think Pluto is actually Planet X

7. According to the professor, how was Pluto discovered?

- (A) By a man named Percival Lowell
- (B) By a satellite orbiting Neptune and Uranus
- (C) By a spacecraft in the Kuiper Belt
- (D) By an astronomer looking for Planet X

8. Why does the professor mention Planet X?


- (A) To suggest that Pluto really is not a planet
- (B) To illustrate the way astronomers work
- (C) To emphasize that Pluto's discovery was based on a miscalculation
- (D) To explain that astronomers did not expect to find a ninth planet

9. According to the professor, what are some reasons people think Pluto should NOT be considered a planet?

Click on 3 answers.


- (A) It has a strange orbital path.
- (B) It has an atmosphere.
- (C) It is much bigger than its own moon.
- (D) It is made up of rock and ice.
- (E) It is much smaller than other planets.

Listen again to part of the lecture. Then answer the question.

10. What does the professor imply when he says this: 

- (A) Pluto's size is not helpful in classifying the body.
- (B) Scientists lack the data to make an official determination.
- (C) Pluto is too small to be a planet.
- (D) Pluto's size makes its location difficult to determine.

Listen again to part of the lecture. Then answer the question.

11. What does the professor mean when he says this: 

- (A) He has more information to offer in his next lecture.
- (B) He is excited that this fact has recently been confirmed.
- (C) He thinks this fact is likely to change in the future.
- (D) He feels this information should be obvious.

3. Interactive | Ecology

토마토 TOEFL Listening

VOLUME

HELP

OK

NEXT

Questions 12~17: 🎧 Listen to part of a lecture in an ecology class.

Ecology



moth

● 해설집 p.164



12. What aspect of moths does the professor mainly discuss?

- (A) Their styles of warning coloration
- (B) Their techniques for evading predators
- (C) The tactics that make them effective predators
- (D) The evolution of their sonar-detecting ears

13. According to the professor, why did moths become nocturnal creatures?

- (A) To avoid being eaten by birds
- (B) To avoid competing with butterflies
- (C) To avoid being eaten by bats
- (D) To avoid bright sunlight

14. How does the professor illustrate the idea that evolution is about preserving species, not protecting individuals?


- (A) By contrasting the relative values of individuals and species
- (B) By quoting statistics about death rates among different species
- (C) By sharing an anecdote about moths scaring away predators
- (D) By giving an example of a moth sacrificing itself for other moths

15. According to the professor, what are two functions of the false eyes found on the wings of some moths?

Click on 2 answers.

- (A) To warn predators that they taste bad
- (B) To misdirect the attacks of predators
- (C) To scare away predators
- (D) To escape from the webs of spiders

Listen again to part of the lecture. Then answer the question.

16. What does the professor mean when she says this: 

- (A) She thinks that there is not enough scientific study focused on moths.
- (B) She thinks the students might not be eager to hear about moths.
- (C) She wants the students to recognize the similarities between moths and other insects.
- (D) She wants the students to indicate their level of interest in the topic of moths.

Listen again to part of the lecture. Then answer the question.

17. Why does the professor say this: 

- (A) To confirm that the students are paying attention
- (B) To give an example of a moth's use of camouflage
- (C) To enhance her explanation of wing scales
- (D) To illustrate that moths are easy to catch

4. Conversation | Miscellaneous

토마토 TOEFL Listening

VOLUME

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NEXT

Questions 18~22:  Listen to part of a conversation between a man and a woman at the entrance to a university parking garage.



• 해설집 p.169

18. What do the man and woman mainly discuss?

- (A) The woman's new car and its features
- (B) The details of forming a carpool
- (C) The benefits of being in a carpool
- (D) The problems involved in carpooling

19. What does the man imply about the carpool?

- (A) It is difficult to organize.
- (B) He has already done some preparation.
- (C) They do not have enough people.
- (D) They will need to purchase a special carpool permit.

20. Which of the following is NOT mentioned as an advantage of carpooling?


- (A) The cost of a parking permit
- (B) The environmental impact
- (C) The cost of fuel
- (D) The cost of car maintenance

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

21. What can be inferred about the woman?

- (A) She told the man about the car before she bought it.
- (B) She is pointing to her new car in the nearby parking lot.
- (C) She has been saving money to buy a car for a long time.
- (D) She bought the car from a friend of hers.

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

22. Why does the man say this: 

- (A) To let the woman know that he is prepared to change his class schedule
- (B) To express that he does not think they will get along very well together
- (C) To indicate that he is about to tell her something that she might not like
- (D) To suggest that the woman will be jealous of his schedule

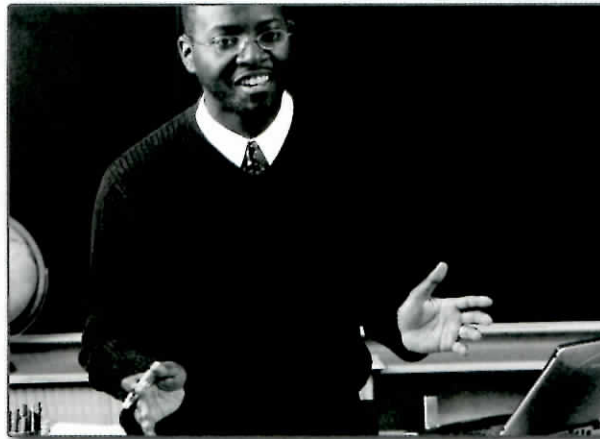
5. Monologue | American History

토마토 TOEFL Listening



Questions 23~28: 🎧 Listen to part of a lecture in an American history class.

American History



Jamestown

● 해설집 p.172

23. What aspect of Jamestown does the professor mainly discuss?

- (A) The journey across the ocean
- (B) The hardships and struggles of the colonists
- (C) The development of tobacco farming
- (D) The successes and triumphs of the colonists

24. What are two reasons why the Virginia Company journeyed to America?

Click on 2 answers.

- (A) To find a passage to China
- (B) To search for oil
- (C) To search for gold
- (D) To grow tobacco
- (E) To attack the Native Americans


25. Why does the professor mention that there were originally no women colonists?

- (A) To suggest that the king was worried that America was too dangerous for women
- (B) To show that most of the colonists were actually soldiers and farmers
- (C) To explain why more than half the colonists died during their first winter
- (D) To show that the colonists were not prepared to create a permanent settlement

26. According to the professor, what was a result of the massacre of more than 300 colonists in 1622?

- (A) The capital of the colony was moved to Williamsburg.
- (B) John Rolfe married Pocahontas, the daughter of a local chief.
- (C) The king took the colony away from the Virginia Company.
- (D) England decided to declare war on Spain.

Listen again to part of the lecture. Then answer the question.

27. What does the professor imply when he says this: 

- (A) The situation began to improve for the colonists.
- (B) The colonists packed up and went home.
- (C) The situation became much worse for the colonists.
- (D) The buildings in Jamestown began to fall apart.

Listen again to part of the lecture. Then answer the question.

28. Why does the professor say this: 

- (A) To suggest that marriage created peace between the Native Americans and the colonists
- (B) To give an example of how marriage is a complicated relationship that is hard to maintain
- (C) To indicate to the students that the colonists continued to fight with the Native Americans
- (D) To remind the students that marriages have been used throughout history to smooth relations between groups

Questions 29~34: 🎧 Listen to part of a talk in an economics class.

Economics



FDIC

29. What is the talk mainly about?

- (A) U.S. banking panics and how they currently affect society
- (B) U.S. banking panics and how they have been dealt with
- (C) U.S. banking panics and how they caused the Great Depression
- (D) U.S. banking panics and how they could have been prevented

30. According to the professor, what do people do at the start of a banking panic?

- (A) They try to withdraw all of their money from the banks.
- (B) They liquidate all of their bank loans as quickly as possible.
- (C) They close down all the banks and declare a bank holiday.
- (D) They sell all of their stocks and cause the market to crash.

31. What does the professor say about the stock market crash of 1929?

- (A) It was probably the start of the Great Depression, but not the only cause.
- (B) It was caused by the Great Depression and the banking panics.
- (C) It was probably the reason that Franklin D. Roosevelt was elected.
- (D) It was the cause of the banking panics and the Great Depression.


32. Why does the professor compare the Emergency Banking Act to a Band-Aid?

- (A) To suggest that the Emergency Banking Act should be removed
- (B) To imply that the Emergency Banking Act was not what it seemed
- (C) To emphasize the long-term effectiveness of the Emergency Banking Act
- (D) To show that the Emergency Banking Act was a short-term solution

33. What does the professor imply about Roosevelt's banking acts?

- (A) They were the actual cause of the banking panics.
- (B) They ultimately led to the Great Depression.
- (C) They were successful in putting an end to the banking panics.
- (D) They were not as important as his New Deal programs.

Listen again to part of the lecture. Then answer the question.

34. What does the professor mean when she says this: 

- (A) She thinks the student has heard the term before.
- (B) She wants the student to study a specific concept.
- (C) She thinks the student has not been paying attention.
- (D) She wants to find out how much the student knows about the topic.

Actual Test


06

iBT TOEFL Listening

Section Directions

This section measures your ability to understand conversations and lectures in English. The Listening section is divided into 2 separately timed parts. In each part you will listen to 1 conversation and 2 lectures. You will hear each conversation or lecture only one time. After each conversation or lecture, you will answer questions about it. The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Answer the questions based on what is stated or implied by the speakers.

You may take notes while you listen. You may use your notes to help you answer the questions. Your notes will not be scored. If you need to change the volume while you listen, click on the Volume icon at the top of the screen.

In some questions, you will see this icon:  This means that you will hear, but not see part of the question. Some of the questions have special directions. These directions appear in a gray box on the screen.

Most questions are worth one point. If a question is worth more than one point, it will have special directions that indicate how many points you can receive.

You must answer each question. After you answer, click on **Next**. Then click on **OK** to confirm your answer and go on to the next question. After you click on **OK**, you cannot return to previous questions.

1. Conversation | Instructor's Office Hours

토마토 TOEFL Listening

VOLUME

HELP

OK

NEXT

Questions 1~5:  Listen to part of a conversation between a student and a professor.



● 자습서 p.184

1. Why does the student go to see her professor?

(A) To switch to a class at a different time
 (B) To withdraw from the professor's class
 (C) To complain about the professor's teaching style
 (D) To move to a different professor's class

2. Why does the student mention her roommate's brother?

(A) To explain why she needs information about an assignment
 (B) To ask if she can exchange classes with him
 (C) To accuse the professor of being unfair
 (D) To suggest switching into his class

3. What are two reasons the professor refuses the student's request?


Click on 2 answers.

(A) Because the other classroom is too small
 (B) Because some other students asked first
 (C) Because the class is not offered next semester
 (D) Because he does not like having big classes

4. How does the professor convince the student not to withdraw?

(A) By explaining that it is too late to withdraw from the class
 (B) By allowing her to switch to a different class time
 (C) By promising to make her roommate's brother withdraw
 (D) By suggesting that the class will improve with time

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

5. What can be inferred about the student when she says this: 

(A) She assumes that the professor will reject her proposal.
 (B) She expects that the professor will provide an alternative solution.
 (C) She doubts that the professor understood her question.
 (D) She is certain that the professor will agree with her suggestion.

2. Monologue | Biology

토마토 TOEFL Listening

VOLUME

HELP

OK

NEXT

Questions 6~11:  Listen to part of a lecture in a biology class.

Biology



● 자습서 p.188

6. What is the lecture mainly about?

- (A) The similarities between human and ant agriculture
- (B) The importance of antibiotics in fending off diseases and parasites
- (C) The mutually dependent relationships found in leaf-cutter ant farms
- (D) The evolution of agriculture in leaf-cutter ant colonies

7. According to the professor, why do ants NOT eat the leaves they cut?


- (A) The leaves lack nutrients.
- (B) The leaves cannot be eaten.
- (C) They prefer the taste of the fungus they grow to the taste of the leaves.
- (D) It is simpler to eat the fungus inside their colony than to eat the leaves.

8. Why does the professor mention that fungus reproduces by cloning?

- (A) To indicate that all leaf-cutter ants eat the same kind of food
- (B) To explain why all leaf-cutter colonies have the same organization
- (C) To suggest that fungus is an ideal food source for leaf-cutter ants
- (D) To explain why parasites are so devastating to leaf-cutter colonies

9. According to the professor, how do leaf-cutter ants protect their colonies?

- (A) By recycling fungus from other ant colonies
- (B) By combating parasites with an antibiotic they make
- (C) By periodically changing the location of their fungus gardens
- (D) By cutting up the leaves of poisonous plants

10. What does the professor imply when he says this: 

- (A) Humans are more advanced than other life forms on Earth.
- (B) Agriculture is actually not as important as is commonly believed.
- (C) Humans are not the only life forms to practice agriculture.
- (D) Agriculture should be considered humanity's greatest accomplishment.

Listen again to part of the lecture. Then answer the question.

11. Why does the professor say this: 

- (A) He thinks the students require extra information about ant life cycles.
- (B) He wants to find out whether the students would like him to review ant life cycles.
- (C) He thinks the students are familiar with the life cycles of ants.
- (D) He wants the students to explain what they know about ant life cycles.

3. Interactive | Music

토마토 TOEFL Listening



Questions 12~17:  Listen to part of a discussion in a music class.

Music

Lebewohl



Les Adieux sonata

• 자습서 p.192

12. What does the professor mainly discuss?

- (A) The effect *Les Adieux* sonata had on Beethoven's life
- (B) The ways *Les Adieux* sonata differs from other sonatas
- (C) The reasons why Beethoven wrote *Les Adieux* sonata
- (D) The reaction Napoleon had to hearing *Les Adieux* sonata

13. Why does the professor mention that Archduke Rudolph's father was Holy Roman Emperor Leopold II?

- (A) To make a comparison between the archduke and Napoleon
- (B) To suggest that Beethoven did not want to go to Vienna
- (C) To explain why the archduke was an influential man
- (D) To show the historical meaning of Beethoven's sonata

14. Why did Archduke Rudolph leave Vienna?

- (A) To become the royal musical director
- (B) To visit Napoleon in the city of Kassel
- (C) To study composition with Beethoven
- (D) To escape the attacking French army

15. According to the professor, what are the three chords in the first movement supposed to represent?

- (A) The three syllables in the German word for "farewell"
- (B) The three princes who brought Beethoven to Vienna
- (C) The three musical movements in *Les Adieux* sonata
- (D) The three moods the music is supposed to convey

Listen again to part of the lecture. Then answer the question.

16. What does the professor mean when she says this: 

- (A) She expects that all of her students know who the composer is.
- (B) She wants her students to listen to more of the composer's music.
- (C) She thinks that a few of her students know the composer.
- (D) She does not think that anyone has ever heard of the composer.

17. Why does the professor say this: 

- (A) To emphasize how unusual the story behind *Les Adieux* sonata is
- (B) To suggest that Beethoven's intentions were not what they seemed
- (C) To offer the students her personal opinion on a controversial political issue
- (D) To remind the students of a probable cause of Beethoven's resentment

4. Conversation | Miscellaneous


토마토 TOEFL Listening

VOLUME

HELP

OK

NEXT

Questions 18~22:  Listen to part of a conversation between two students.



• 자습서 p.197



18. What is the man's problem?

- (A) He forgot his library book at home, and it is overdue.
- (B) He cannot find his library card, and he needs a book.
- (C) He cannot find his library book, and it is due back.
- (D) His library books are late, and he cannot afford the late fee.


19. What does the woman advise him to do?

- (A) Look harder for the book and check the lost and found
- (B) Pay the replacement fee as soon as possible
- (C) Wait and see if someone finds the book and returns it for him
- (D) Inform the library that the book is lost and find a replacement

20. How does the woman know so much about the replacement process?


- (A) She lost a library book once last year.
- (B) She worked at the library last year.
- (C) She had a roommate whose books had gotten lost.
- (D) She read about it on the Internet.

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

21. What does the woman imply when she says this: 

- (A) The man should talk to the library right away in order to avoid a late fee.
- (B) The man is lazy and tends to put things off until the last minute.
- (C) The man cannot afford to pay the library's late fees.
- (D) The late fees are not very expensive.

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

22. What does the woman mean when she says this: 

- (A) She knows the books will arrive before the time limit expires.
- (B) She is not sure she understands the man's question.
- (C) She is somewhat certain the shipping time will be too long.
- (D) She is uncertain about the length of the time limit.

5. Monologue | Geology

토마토 TOEFL Listening

VOLUME

HELP

OK

NEXT

Questions 23~28: 🎧 Listen to part of a lecture in a geology class.

Geology



● 자습서 p.200

23. What is the talk mainly about?

- (A) The development of the Guadalupe Mountains from a coral reef
- (B) The solidification of magma into igneous rock
- (C) The conversion of igneous and sedimentary rocks into metamorphic rocks
- (D) The classification of rocks by the process of their formation

24. What is the difference between igneous rock and sedimentary rock?

- (A) Igneous rock was once sedimentary rock but changed.
- (B) Sedimentary rock was once igneous rock but changed.
- (C) Igneous rock comes from magma, and sedimentary rock comes from sediments.
- (D) Igneous rock is found near water, and sedimentary rock is found near volcanoes.


25. What is metamorphic rock?

- (A) Rock that is made out of coral
- (B) Rock that was once igneous or sedimentary rock
- (C) Igneous rock that is becoming sedimentary rock
- (D) Sedimentary rock that is becoming igneous rock

26. How does the professor explain the differences between the three types of rocks?


- (A) By demonstrating the different physical features of the rocks
- (B) By giving examples of rocks and saying which type they are
- (C) By explaining how the different types of rocks are formed
- (D) By showing what regions the different types of rocks come from

Listen again to part of the lecture. Then answer the question.

27. What does the professor imply about her students when she says this: 

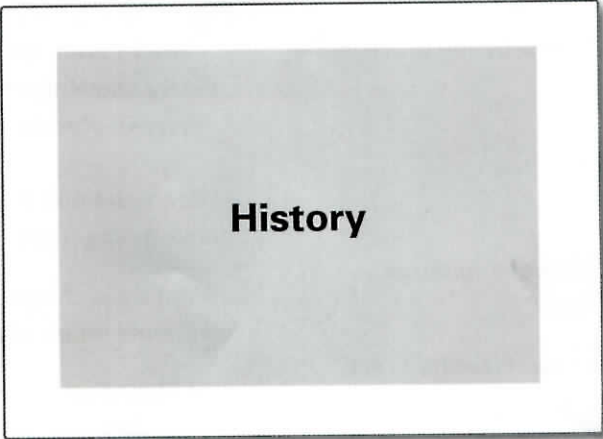
- (A) They probably think that rocks are boring.
- (B) They are probably interested in studying rocks.
- (C) They probably do not believe her about the limestone in Texas.
- (D) They did not have fun on the class trip to Texas.

Listen again to part of the lecture. Then answer the question.

28. What does the professor mean when she says this: 

- (A) She feels she has satisfactorily explained the concept of igneous rocks.
- (B) She did not want to spend so much time discussing igneous rocks.
- (C) She thinks sedimentary rocks are harder to understand than igneous rocks.
- (D) She finds sedimentary rocks to be more interesting than igneous rocks.

Questions 29~34: Listen to part of a talk in a history class.





29. What is the talk mainly about?

- (A) Examinations of Western bias in history
- (B) The historical importance of movable type in Western culture
- (C) How Gutenberg stole the idea for the printing press from Korea
- (D) Inventions as modifications of machines that already exist

30. The professor describes how Gutenberg created printed pages. Put the steps of the process in order.

Drag each answer choice to the space where it belongs.

- (A) Fill molds with hot liquid metal
- (B) Roll ink over punches
- (C) Wait for punches to harden
- (D) Create molds for different characters
- (E) Arrange punches on press
- (F) Press punches against sheet of paper

1	
2	
3	
4	
5	
6	

31. What does the professor say about printing presses before Gutenberg's invention?

- (A) They possessed long-lasting letters.
- (B) They took a long time to print a page.
- (C) They produced finer-quality prints.
- (D) They used similar metal punches.

32. How does the professor introduce the topic of the significance of the printing press?

- (A) By inviting the students to recall what was happening in Europe at the time
- (B) By explaining the influence of the printing press on Western society
- (C) By detailing the difficulties experienced by educators before the invention of the printing press
- (D) By analyzing the arduous task of copying books before the invention of the printing press

Listen again to part of the lecture. Then answer the question.

33. What does the professor imply about the invention of the printing press?

- (A) It was the greatest invention of all time.
- (B) It was a popular invention among monks.
- (C) It made books more accessible to people.
- (D) It led to the development of newspapers.

Listen again to part of the lecture. Then answer the question.

34. What can be inferred about the student?

- (A) She is critical of the bias she sees in the study of history.
- (B) She is majoring in the History of East Asian Civilization.
- (C) She thinks she knows more about Europe than the professor.
- (D) She does not like the professor and wants to embarrass him.

Actual Test 01

1. (C) 2. (D) 3. (A) 4. (D) 5. (C) 6. (C) 7. (D) 8. Equitability/Stability Theory: (A), (D) / Productivity Theory: (B), (C), (E) 9. (B) 10. (A) 11. (C) 12. (B) 13. (A), (C) 14. (C) 15. (D) 16. (D) 17. (C) 18. (C) 19. (A), (B), (D) 20. (C) 21. (C) 22. (B) 23. (A) 24. (B), (D) 25. (B) 26. (C) 27. (D) 28. (C) 29. (A) 30. (D) 31. (B) 32. (B) 33. (C) 34. (A)

Actual Test 02

1. (D) 2. (B) 3. (B) 4. (C) 5. (B) 6. (B) 7. (C) 8. (D) 9. (C) 10. (C) 11. (A) 12. (C) 13. (C) 14. (D) 15. (D) 16. (C) 17. (B) 18. (C) 19. (B) 20. (B) 21. (C) 22. (A) 23. (C) 24. (A), (C) 25. (D) 26. (C) 27. (B) 28. (A) 29. (C) 30. (A) 31. (B), (D), (E) 32. (B) 33. (C) 34. (D)

Actual Test 03

1. (C) 2. (A), (C) 3. (D) 4. (A) 5. (B) 6. (B) 7. (D) 8. (C) 9. (D) 10. (A) 11. (C) 12. (B) 13. (A) 14. (A) 15. (B) 16. (C) 17. (A) 18. (D) 19. (A) 20. (D) 21. (D) 22. (A) 23. (B) 24. (C) 25. (D) 26. (A) 27. (A) 28. (B) 29. (C) 30. (D) 31. (C) 32. (B) 33. (A) 34. (A)

Actual Test 04

1. (C) 2. (D) 3. (D) 4. (B) 5. (B) 6. (A) 7. (D) 8. (A), (D) 9. (B) 10. (A) 11. (D) 12. (D) 13. (B) 14. (C) 15. Victorian: (B), (C) / Prairie: (A), (D), (E) 16. (C) 17. (B) 18. (D) 19. Hometown: (B), (D), (E) / University: (A), (C) 20. (A) 21. (B) 22. (C) 23. (C) 24. (C) 25. (A), (B) 26. (A) 27. (B) 28. (C) 29. (C) 30. (A) 31. (C) 32. (B), (C) 33. (B) 34. (C)

Actual Test 05

1. (B) 2. (D) 3. (C) 4. (C) 5. (D) 6. (C) 7. (D) 8. (C) 9. (A), (D), (E) 10. (A) 11. (C) 12. (B) 13. (A) 14. (D) 15. (B), (C) 16. (B) 17. (C) 18. (B) 19. (B) 20. (D) 21. (A) 22. (C) 23. (B) 24. (A), (C) 25. (D) 26. (C) 27. (C) 28. (C) 29. (B) 30. (A) 31. (A) 32. (D) 33. (C) 34. (A)

Actual Test 06

1. (A) 2. (D) 3. (A), (B) 4. (D) 5. (A) 6. (C) 7. (B) 8. (D) 9. (B) 10. (C) 11. (C) 12. (C) 13. (C) 14. (D) 15. (A) 16. (A) 17. (D) 18. (C) 19. (D) 20. (B) 21. (A) 22. (D) 23. (D) 24. (C) 25. (B) 26. (C) 27. (A) 28. (A) 29. (B) 30. (D) → (A) → (C) → (E) → (B) → (F) 31. (B) 32. (A) 33. (C) 34. (A)

