



# TOEFL iBT® Listening

## Practice Questions

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

### Listening Section Directions

The Listening section of the TOEFL iBT test measures your ability to understand conversations and lectures in English.

In an actual test, the Listening section is divided into two or three separately timed parts. In each part, you will listen to one conversation and one or two lectures. You will hear each conversation and lecture only one time.

After each conversation or lecture, you will answer some questions about it. Answer the questions based on what is stated or implied by the speakers.

In an actual test, a clock that is provided shows you how much time remains. The clock does **not** count down while you are listening. The clock counts down only while you are answering questions.

For this practice test, a useful guideline is to spend no more than 35 seconds to answer a question. You may take notes while you listen. You may use your notes to help you answer the questions. Your notes will not be scored.

In some 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 will 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, select **Next**. Then select **OK** to confirm your answer and go on to the next question. After you select **OK**, you cannot return to previous questions.

You can select Review at any time, and the review screen will show you which questions you have answered correctly or incorrectly and which you have not answered. From this review screen, you can go directly to any question you have already seen in the Listening section.

This document may contain some question types that would not appear on a test that has been adapted for various accessibility purposes. On test day, you will receive an accessible assessment that is consistent with any accommodations for which you have been approved.

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## Listening Practice Set 1

**Directions:** Read the script. Give yourself 10 minutes to answer the questions in this practice set.

# Library Tour



### 1. Why does the student come to the library?

- A. To learn about the library's resources
- B. To ask about interlibrary loans
- C. To attend the new student orientation
- D. To start work on a research project

### 2. Why does the librarian point out the history section to the student?

- A. She wants to point out the closest area containing copy machines.
- B. She assumes that he will need to do research there.
- C. The student is looking for a book he used at his last school.
- D. Students sometimes mistakenly assume that the section contains literature books.

### 3. What does the student imply about the interlibrary loan service at his last school?

- A. He never used it.
- B. He came to appreciate it.
- C. It was inconvenient.
- D. It was expensive.

### 4. What does the student need to do before he can use any rare books?

**Choose 2 answers.**

- A. Purchase a card
- B. Obtain permission
- C. Put on gloves
- D. Try interlibrary loan first

### 5. Which sentence best expresses what the librarian means when she says this: Librarian: Yup, that's the idea!

- A. I wish this were true.
- B. That is not a very good idea.
- C. Thanks for your suggestion.
- D. That is what we intended.



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## Listening Practice Set 2

**Directions:** Read the script. Give yourself 10 minutes to answer the questions in this practice set.

# Well-Made Play



### 1. What is the lecture mainly about?

- A The importance of creating believable characters in plays
- B The influence of the literature of "realism" on French theater
- C A successful standard formula for writing plays
- D A famous example of a well-made play

### 2. According to the professor, why did some playwrights write the end of a play before the beginning?

- A To produce multiple scripts as quickly as possible
- B To prevent the audience from using logic to guess the ending
- C To avoid writing endings similar to those of other plays
- D To ensure that the plot would develop in a logical manner

### 3. Why does the professor mention a conversation between two servants?

- A To give examples of typical characters in a well-made play
- B To show how background information might be revealed in a well-made play
- C To explain why Romeo and Juliet can be considered a well-made play
- D To explain how playwrights develop the obligatory scene of a well-made play



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**4. According to the professor, what dramatic elements are typically included in a well-made play to help move the plot forward? Choose 2 answers.**

- A A series of major changes in the hero's apparent chances of success
- B The introduction of new characters midway through the play
- C Information known to the audience but not to the main characters
- D The movement of major characters from one setting to another

**5. What does the professor imply about the obligatory scene and the denouement?**

- A The difference between them might be unclear to some people.
- B Both are useful techniques for developing realistic characters.
- C The denouement usually occurs within the obligatory scene.
- D The obligatory scene is usually less exciting than the denouement.

**6. Part of the lecture is repeated below. Read it and answer the question.**

Professor This is the inciting incident. It sets off the plot of the play. Why does the professor say this:  
Professor It sets off the plot of the play.

- A To help students understand the meaning of a new term
- B To indicate that his point is not related to the main topic of the lecture
- C To emphasize one element of a play over all others
- D To begin to summarize the main points of the lecture



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## Listening Practice Set 3

**Directions:** Read the script. Give yourself 10 minutes to answer the questions in this practice set.

# Health Club Library



### 1. What is the conversation mainly about?

- A Preparing for a test
- B A strategy for attracting customers
- C Business opportunities in the field of health
- D Differences between two business models

### 2. What does the professor imply about the upcoming test?

- A It will not contain questions about the health-club model.
- B It will ask about ways to improve the customer's self-image.
- C It will require students to discuss marketing strategies for libraries.
- D It will not require students to give examples of successful businesses.

### 3. Based on the conversation, indicate whether each of the following is offered by health clubs. Choose the correct boxes.

	Yes	No
Low membership fees		
High-quality facilities		
Exercise classes		
Positive self-image		
Special presentations		

### 4. What does the professor imply about public libraries?

- A They tend to be more popular than health clubs.
- B They cannot offer as many services as health clubs.
- C They should not spend money on high quality equipment.
- D They need to give greater emphasis to strategic marketing.



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**5. Part of the conversation is repeated below. Read it and answer the question.**

Professor I mean, with a health club, you might think they would have trouble attracting customers, right?

Student Well, I know when I pass by a health club and I see all those people working out exercising ...  
I'd just as soon walk on by!

- A To introduce a personal story about exercising
- B To point out a flaw in the health-club model
- C To give an example that supports the professor's point
- D To explain why he disagrees with the professor



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# LISTENING STRATEGIES

- looking for key words
- looking for nonverbal cues to meaning
- predicting speaker's purpose by context of discourse
- activating one's background knowledge (schemata)
- guessing at meanings
- seeking clarification
- listening for general gist
- various test-taking strategies for listening comprehension



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