ETS TOEFL

In English with Confidence

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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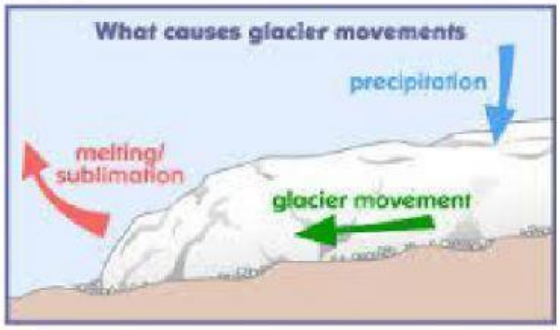
LIVEWORKSHEETS

Listening Practice Set 1

Directions: Read the script. Give yourself 10 minutes to answer the questions in thispractice set.

Glacier Movement



1. What is the lecture mainly about?

A Explanations of how glaciers move
B Landscape changes caused by glacial movement
C Climate changes that influence glacial movement
D Causes of glacial formation

2. The professor discusses the process of basal slip. Put the steps in the correct order.

Answer Choices
A Friction between the glacier and bedrock is reduced.
B A liquid layer forms at the base of the glacier.
C The glacier begins to slide.
D Pressure is increased on the ice.

3. What factors are involved in the amount of deformation a glacier undergoes? Choose 2 answers.

A Thickness of glacial ice
B The hardness of glacial ice
C The amount of water beneath the glacial ice
D The temperature of the glacial ice

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LIVEWORKSHEETS

4. What does the professor say about the speed of glaciers?

A It affects the amount of glacial ice that forms.
B It can be fast enough for movement to be noticeable.
C It is reduced by cracks in the ice.
D It is unusually high in colder regions.

5. What is the professor explaining when he says this:

Professor But ice is also plastic—it can change shape without breaking. If you leave, for example, a bar of ice supported only at one end, the end—the unsupported end—will deform under its own weight …

A A characteristic of ice that is related to glacial movement
B How scientists first discovered that glaciers could move
C That factors like temperature can affect the strength of ice
D Why deformation is the most common
type of glacial movement

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

Professor: Now I'd like to touch briefly on extension and compression. Your textbook includes these as types—as a particular type—of glacial movement, but you'll see that there are as many textbooks that omit it as a type of movement as include it. And I might not include it right now if it weren't in your textbook.

What does the professor imply about compression and extension?

A He believes it accounts for a great deal of glacial movement.
B He thinks it is a slower type of glacial movement than basal slip.
C He is not convinced that it is a type of glacial movement.
D He does not agree that it causes fissure in glaciers.

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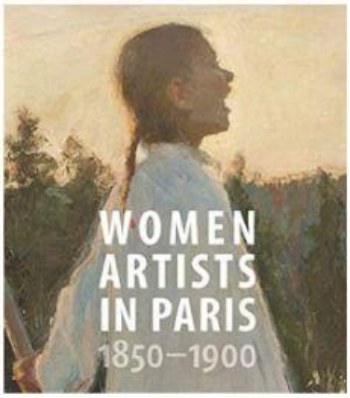
LIVEWORKSHEETS

Listening Practice Set 2

Directions: Read the script. Give yourself10 minutes to answer the questions in thispractice set.



Women Artists of Late Nineteenth-Century Paris

1. What is the lecture mainly about?

A Why the Salon exhibitions became popular among women artists in Paris
B Why French society did not approve of art schools for women
C How opportunities for women artists in Paris improved
D How women artists in Paris cooperated with one another

2. What point does the professor make about Julian when he mentions that Julian's art school offered some classes only for women?

A Julian's school was the first art school in Paris to offer women-only classes.

B Julian wanted to encourage the distinctive style of women in Paris.

C Julian viewed himself as a social reformer.

D Julian possessed outstanding business skills.

3. What does the professor emphasize as one benefit of competition in women's classes?

A Women gained more confidence in their artistic abilities.

B Women became instructors in private art studios.

C Women were able to sell their paintings for large amounts of money.

D Women created new styles of painting.

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LIVEWORKSHEETS

4. According to the professor, what were two ways that the situation of women artists had changed by the end of the nineteenth century in Paris? Choose 2 answers.

A Women and men took art classes together.
B Women artists played a greater role in the Salon exhibitions.
C More schools were established by women artists.
D Fewer women artists were traveling to Paris.

5. What does the professor imply about Bashkirtseff's painting In the Studio?

A It was one of many paintings that depicted a women's studio.
B It did not bring Bashkirtseff recognition for her artistic ability.
C It was criticized for an unrealistic depiction of women artists.
D It was beneficial for both Bashkirtseff and the school where she studied.

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

Female student: It had a lot of art schools and artists who taught painting. There were … our book mentions classes for women artists. And, uh, it was a good place to go to study art.

Professor: If you wanted to become an artist, Paris was not a good place to go—Paris was the place to go.

What does the professor mean when he says this:

Professor If you wanted to become an artist, Paris was not a good place to go—Paris was the place to go.

A Paris was a popular place to visit but not the best place to study art.
B Paris was the most important place for an artist to study and work.
C Living in Paris was difficult for women artists from other countries.
D Studying in Paris was beneficial for some artists, but not for others.

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LIVEWORKSHEETS

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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LIVEWORKSHEETS