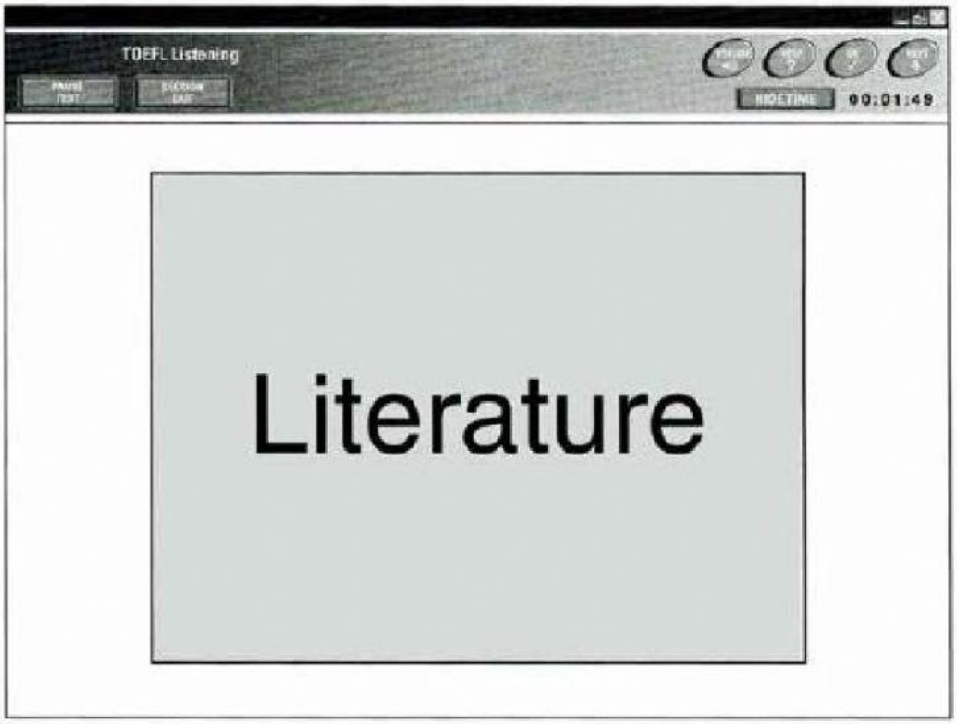
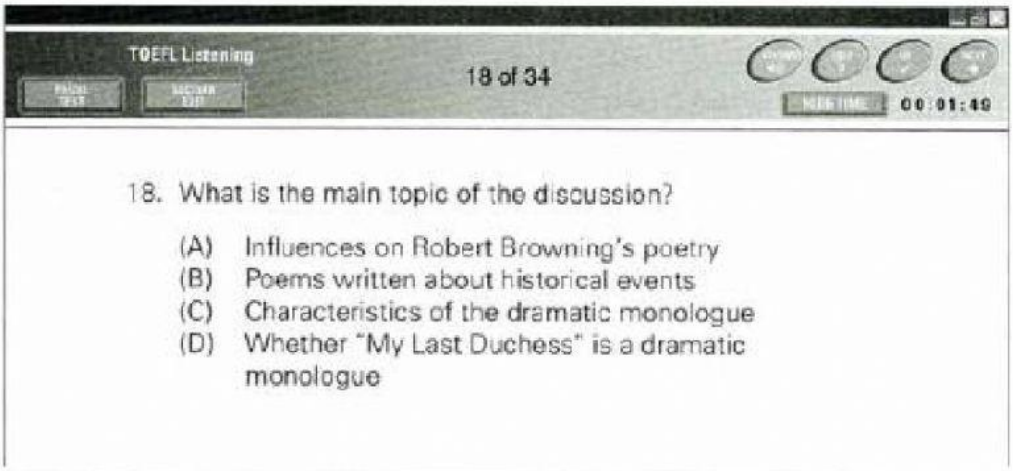
Listening 4

Please play Track 14 on the accompanying CD.

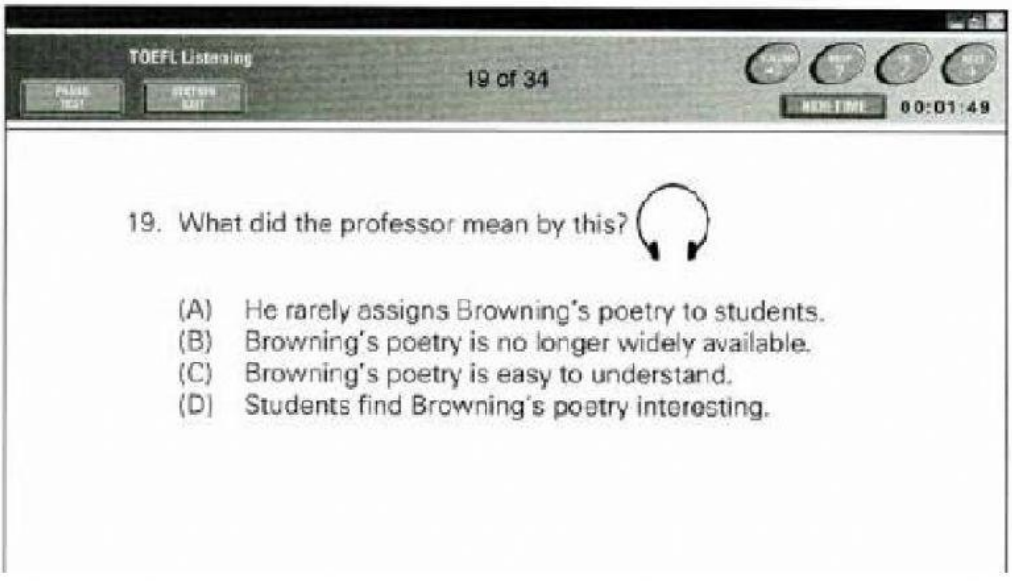
Pause the CD after each question.





18. What is the main topic of the discussion?

(A) Influences on Robert Browning's poetry
(B) Poems written about historical events
(C) Characteristics of the dramatic monologue
(D) Whether "My Last Duchess" is a dramatic monologue



19. What did the professor mean by this?

(A) He rarely assigns Browning's poetry to students.
(B) Browning's poetry is no longer widely available.
(C) Browning's poetry is easy to understand.
(D) Students find Browning's poetry interesting.

LIVEWORKSHEETS

TOEFL Listening

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00:01:49

20. According to the professor, what is a monologue?

(A) A speech given by a single person
(B) A profile of one historical character
(C) A description of a specific historical event
(D) A poet who writes in the voice of a different person

TOEFL Listening

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00:01:49

21. According to the professor, what are the primary characteristics of the poetic form called the dramatic monologue?

Click on 3 answers.

(A) The speaker in the poem reveals what he plans to do in the near future.
(B) The reader identifies with the listener addressed in the poem.
(C) The speaker in the poem is a person of high status.
(D) Readers must use their own inferences to complete the story.
(E) The speaker in the poem tries to justify his thinking.

TOEFL Listening

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00:01:49

22. What was the woman's reaction to the poem "My Last Duchess"?

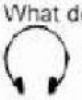
(A) She liked the character of the duke.
(B) She found it disturbing.
(C) She thought it unlike Browning's other poems.
(D) She doubted its historical accuracy.

TOEFL Listening

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00:01:49

23. What does the professor ask the woman to do?



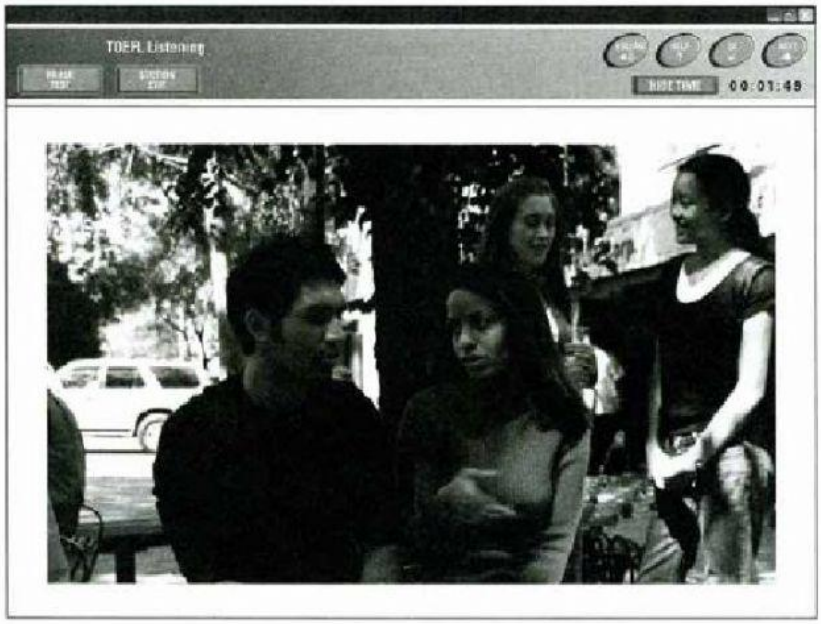
(A) Consider a different interpretation
(B) Allow her classmates to give their opinions
(C) Wait until later to talk about the poem
(D) Explain what she thought the poem was saying

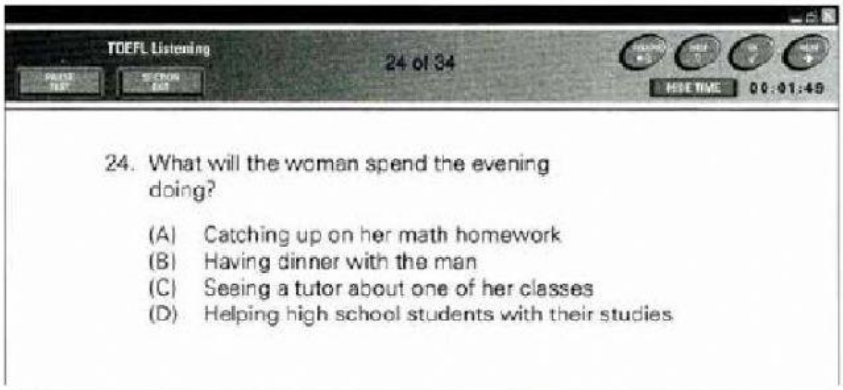
LIVEWORKSHEETS

Listening 5

Please play Track 15 on the accompanying CD.

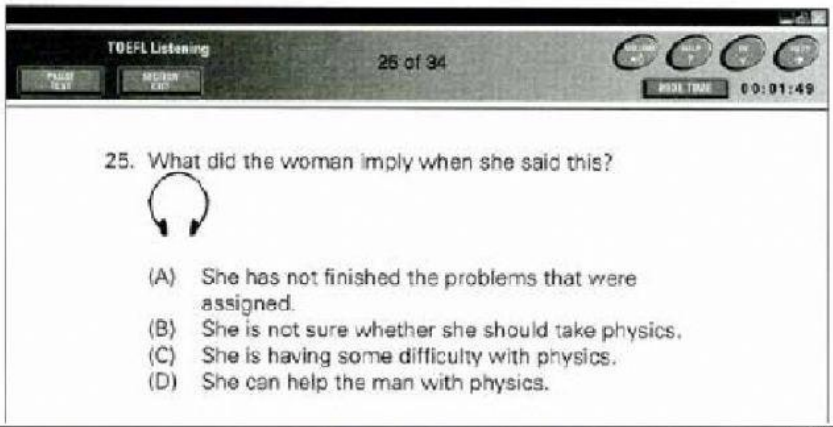
Pause the CD after each question.





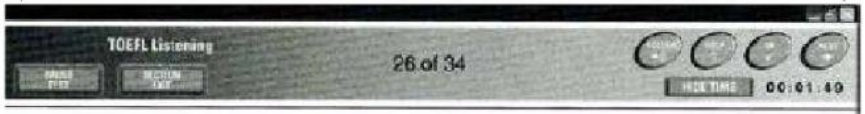
24. What will the woman spend the evening doing?

(A) Catching up on her math homework
(B) Having dinner with the man
(C) Seeing a tutor about one of her classes
(D) Helping high school students with their studies



25. What did the woman imply when she said this?

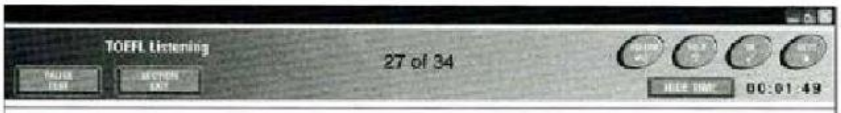
(A) She has not finished the problems that were assigned.
(B) She is not sure whether she should take physics.
(C) She is having some difficulty with physics.
(D) She can help the man with physics.



26. Why has the city started the tutoring program?

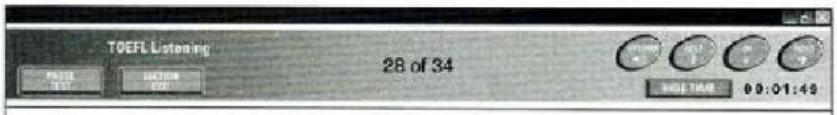
(A) It wants to raise the math level of the students.
(B) It has received extra funding.
(C) The high school building could be used at night.
(D) Some university students suggested it.

LIVEWORKSHEETS



27. What does the education department like about the tutors?

(A) Most of them have taught students before.
(B) The tutors are available in the afternoon.
(C) Most of them went to the city high school.
(D) It doesn't have to pay them.



28. What does the woman think tutoring will prepare her for?

(A) Her upcoming math tests
(B) Her duties as a graduate student
(C) A job as a high school teacher
(D) A job at the City Department of Education

Listening 6

Please play Track 16 on the accompanying CD.

Pause the CD after each question.





29. What did the professor mainly discuss?

(A) Types of goods traded in the colonies
(B) Major wars of the colonial period
(C) How the colonists defeated new tax laws
(D) How the British increased the flow of money to the colonies

LIVEWORKSHEETS

TOEFL Listening — 30 of 34 — 00:01:49

30. Why does the professor mention the documentary film?



(A) He will have to show the class a different film.
(B) He thinks one of the students borrowed the library copy.
(C) He assumes some of the students have seen it.
(D) There will be a change in the class schedule.

TOEFL Listening — 31 of 34 — 00:01:49

31. Why did Britain want to receive more money from the American colonies?

(A) It had just finished a costly war.
(B) Colonial paper currency had increased in value.
(C) The colonies were producing more sugar.
(D) Taxes in Britain had been lowered.

TOEFL Listening — 32 of 34 — 00:01:49

32. Which of the following did the professor mention as changes that accompanied the Sugar Act?

Click on 2 answers.

(A) A greater number of commodities were taxed.
(B) The taxes were collected more carefully.
(C) The tax on sugar replaced the tax on coffee and wines.
(D) The Stamp Act was no longer necessary.

TOEFL Listening — 33 of 34 — 00:01:48

33. Why does the professor say the colonists developed their own paper currency?

(A) They needed more money to pay the sugar tax.
(B) Their British currency was used to pay for British goods.
(C) Property could be bought only with paper currency.
(D) Paper currency was easier for laborers to transport.

TOEFL Listening — 33 of 34 — 00:01:48

34. According to the professor, why did the Stamp Act affect both merchants and laborers in the colonies?

(A) It outlawed newspapers read by both groups.
(B) Many colonists had fought in the French and Indian War.
(C) Many everyday activities were taxed.
(D) Both groups consumed large amounts of sugar.

LIVEWORKSHEETS