

OFFICIAL GUIDE TO THE TOEFL, TEST 4, LISTENING

INSTRUCTIONS

- This section measures your ability to understand conversations and lectures in English.
- You should listen to each conversation and lecture only once.
- After each conversation or lecture you will answer some questions about it.
- The questions typically ask about the main idea and supporting details. Some questions ask about the purpose of a speaker's statement or a speaker's 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.
- Most questions are worth 1 point. If a question is worth more than 1 point, it will have special directions that indicate how many points you can receive.
- It will take about 60 minutes to listen to the conversations and lectures and to answer questions. You should answer each question, even if you must guess the answer.

EXTRACT 1

Listen to a conversation between a student and an administrator in the university employment office.



1) Why does the student go to the university office?

- a) To apply for a position at the university library
- b) To get information about hosting an exchange student.
- c) To find out if there are any jobs available on campus.
- d) To find out the hours of the computer lab.

2) Why did the student transfer to Central University?

- a) To take advantage of an academic program.
- b) To participate in a student exchange program.
- c) To attend a smaller university than the one he was at before.
- d) To benefit from Central University's international reputation.

3) Why does the student mention hosting foreign-exchange students?

- a) To explain his interest in a particular field of study.
- b) To explain why he is looking for a job so late in the semester.
- c) To explain why he would like to be an exchange student the following year.
- d) To explain how he learned his computer skills.

4) What can be inferred about the students who apply for the open position at the technology-support helpdesk?

- a) They must be enrolled in a computer course.
- b) They will only be able to work on weekends.
- c) They are willing to work many hours each day they work.
- d) They are willing to work irregular hours.

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

5) Why does the woman say this?

- a) To dissuade the student from starting a job right away.
- b) To suggest looking for an off-campus job.
- c) To imply that the student might not like the job that is available.
- d) To encourage the student to apply to a work-study program.

EXTRACT 2

Listen to part of a lecture in an astronomy class.



6) What is the lecture mainly about?

- a) The importance of record keeping in the development of hypotheses.
- b) The relationship between sunspots and Earth's geomagnetic cycle.
- c) The progression of scientific knowledge about sunspots.
- d) The effect of sunspots on Earth's climate.

7) Why did European astronomers before the time of Galileo not believe sunspots were on the Sun's surface?

- a) They based their beliefs on earlier observations by Chinese astronomers.
- b) The idea was contrary to their beliefs about objects in space.
- c) The sunspots often changed their shape.
- d) The sunspots were not always visible.

8) Which hypothesis regarding sunspots did Galileo challenge?

- a) Sunspots are shadows of planets crossing the Sun.
- b) Sunspots are clouds in the solar atmosphere.
- c) Sunspots are evidence of the Sun's rotation.
- d) Sunspots are evidence of magnetic fields.

9) What was the importance of Schwabe's observations?

- a) They determined the age of sunspots.
- b) They established that sunspots appear in cycles.
- c) They proved that sunspots were actually on the Sun.
- d) They showed the reason that sunspots change their shape.

10) What is the professor's attitude toward Schwabe's and Wolf's research?

- a) He is surprised that the research is contradictory.
- b) He is impressed by how many years were spent on the research.
- c) He has difficulty believing that research should take so long.
- d) He doubts that the research is given enough credit by modern astronomers.

11) What does the professor imply about the discovery of a relationship between the sunspot cycle and Earth's geomagnetic cycle?

- a) It proved that Galileo's cloud hypothesis was correct.
- b) It showed how conditions on Earth can affect the Sun.
- c) It was the start of modern astronomy.
- d) It led to a period of intense scientific research.

EXTRACT 3

Listen to part of a lecture in an art history class.



12) What is the lecture mainly about?

- a) Different views of a type of sculpture popular in ancient Roman times.
- b) Evidence that Romans had outstanding artistic ability.
- c) The differences between Greek sculpture and Roman sculpture.
- d) The relationship between art and politics in ancient Roman Times.

13) According to traditional art historians, why did the Romans copy Greek sculpture?

- a) The Roman public was not interested in original works of art.
- b) The Roman government did not support other forms of art.
- c) Roman artists did not have sufficient skills to create original sculpture.
- d) Romans wanted to imitate the art they admired.

14) What is Gazda's view of the Roman copies of Greek statues?

- a) The copies represented the idea that Roman society was similar to Greek society.
- b) The copies introduced the citizens of the Roman Empire to Greek history.
- c) The copies were inferior to the original statues.
- d) The copies had both artistic and political functions.

15) Why does the professor mention Roman coins?

- a) To show the similarity between the likenesses of the emperor in statues and on coins.
- b) To illustrate the Roman policy of distributing the emperor's image throughout the empire.
- c) To imply that the citizens of the Roman Empire became quite wealthy.
- d) To suggest that the Romans also copied Greek art on their coins.

16) According to the professor, why did the Romans sometimes remove the emperor's head from the statue?

Choose 2 answers.

- a) The head made the statue too heavy to transport.
- b) The head was placed on the body of a different statue.
- c) The emperor was no longer in power.
- d) The emperor was not satisfied with the quality of the statue.

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

17) What does the professor imply when he says this?

- a) Art historians frequently change their views.
- b) The contemporary view is not easy to understand.
- c) It is not difficult to determine why the Romans copied Greek sculptures.
- d) The view of traditional art historians is probably incorrect.

EXTRACT 4

Listen to a conversation between a student and his sociology professor.



18) What is the conversation mainly about?

- a) The topic of the man's research paper.
- b) Some current research projects in sociology.
- c) Effective ways of conducting sociology research.
- d) The man's possible participation in a research project.

19) What does the professor imply about the man's outline?

- a) It has revealed that he should limit the focus of his paper.
- b) It does not provide enough information for him to write the paper.
- c) It will help him write clearly about a complex topic.
- d) It overstates the connection between sociology and marketing.

20) What is the main goal of the study that the professor's colleague is conducting?

- a) To find out if some television shows will be popular with people in a certain age range.
- b) To collect information about food products that college students like.
- c) To generate ideas for new television shows.
- d) To determine sociological factors that are related to people's television-viewing preferences.

21) What does the professor imply about the owners of Fox's Diner?

- a) They would probably do a favor for her.
- b) They are unlikely to grant the man's request.
- c) They would enjoy participating in the research study.
- d) They often advertise on television.

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

22. What does the professor mean when she says this?

- a) The student could probably find a marketing professor who has an interest in sociology.
- b) The student's marketing professor might not be aware of the television study.
- c) No more students are needed to participate in the television study.
- d) The marketing department needs students for several studies.

EXTRACT 5

Listen to part of a lecture in a European history class.

23) What is the main purpose of the lecture?

European History



- a) To explore the use of spices in cooking in the Middle Ages.
- b) To explain the significance of spices for medieval society.
- c) To describe how the spice trade evolved in medieval Europe.
- d) To examine changes in the role that spices played in the Middle Ages.

24) Based on the lecture, indicate whether each of the following is true about spices in medieval Europe.

For each sentence. Choose YES or NO.

YES	NO	They had to be imported.
YES	NO	They were unaffordable for many people.
YES	NO	They were used to preserve meat during the winter.
YES	NO	They were believed to have medicinal properties.
YES	NO	Their sale in public markets was closely regulated.

25) What two factors explain why medieval Europeans did not use spices to cover the taste of spoiled meat?

Choose 2 answers.

- a) Fresh meat was less expensive than spices were.
- b) Spices were mainly used in incense and perfume.
- c) The sale of spoiled food was prohibited.
- d) Salt was cheaper than most spices were.

26) Why does the professor mention the collapse of the Roman Empire?

- a) To indicate that the spice trade became more direct.
- b) To explain why the price of pepper suddenly increased.
- c) To indicate that spices were not available in Europe for centuries.
- d) To explain why the origins of spices became more mysterious.

27) What does the professor say about European explorers during the age of discovery?

- a) Their discovery caused the price of certain spices to increase.
- b) They were responding to the demand for spices.
- c) They did not expect to find spices during their explorations.
- d) Their main goal was to discover unknown lands.

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

28) Why does the professor say this?

- a) To indicate that pepper was commonly used as payment.
- b) To indicate where pepper could be found at the time.
- c) To emphasize the high value of pepper at the time.
- d) To suggest that pepper was nearly as plentiful as gold.

EXTRACT 6

Listen to part of a lecture in a biology class.



29) What is the main purpose of the lecture?

- a) To explain the biological advantages of a physical change that occurs in North American wood frogs.
- b) To explain why the North American wood frog's habitat range has expanded.
- c) To describe the functioning of the circulatory system of the North American wood frog.
- d) To introduce students to an unusual phenomenon affecting North American wood frogs.

30) Why does the professor first mention the arrival of spring?

- a) To encourage students to look for thawing wood frogs.
- b) To point out the time period when frogs begin mating.
- c) To explain why the class will soon be doing experiments with wood frogs.
- d) To emphasize the speed of the thawing process.

31) What happens to a wood frog as it begins to freeze?

- a) Blood is concentrated in the center of its body.
- b) Blood stops producing sugar.
- c) Water moves out of its internal organs.
- d) Water from just beneath the skin begins to evaporate.

32) What are the two points the professor makes about the thawing process of the wood frog?

Choose 2 answers.

- a) The thawing process is not fully understood.
- b) The thawing process takes longer than the freezing process.
- c) The frog's internal organs thaw before its outer skin thaws.
- d) Thawing occurs when the frog's heart begins pumping glucose through its body.

33) What impact does freezing have on some thawed wood frogs?

- a) It increases their reproductive success.
- b) It decreases their life span.
- c) It causes them to be more vocal and active.
- d) It reduces their ability to recognize potential mates.

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

34) What does the professor imply when she says this?

- a) She wants the students to clarify his question.
- b) She wants the students to draw his own conclusions.
- c) She thinks the student does not understand how car antifreeze works.
- d) She thinks the student has misunderstood her point.