LISTENING

Directions: 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.

In some questions, you will see this icon:  This means that you will hear, but not see, part of the question.

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 the questions. You should answer each question, even if you must guess the answer. Answer each question before moving on. Do not return to previous questions.

At the end of this Practice Test you will find an answer key, information to help you determine your score, scripts for the audio tracks, and explanations of the answers.

Turn the page to begin the Listening section.

LIVEWORKSHEETS

Listen to Track 11 on the DVD.



Questions

Directions: Mark your answer by filling in the oval or square next to your choice.

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

○ To prepare for her graduate school interview
○ To get advice about her graduate school application
○ To give the professor her graduate school application
○ To find out if she was accepted into graduate school

2. According to the professor, what information should the student include in her statement of purpose?
Choose 2 answers.

☐ Her academic motivation
☐ Her background in medicine
☐ Some personal information
☐ The ways her teachers have influenced her

3. What does the professor consider unusual about the student's background?

○ Her work experience
○ Her creative writing experience
○ Her athletic achievements
○ Her music training

LIVEWORKSHEETS

4. Why does the professor tell a story about his friend who went to medical school?

- ○ To warn the student about how difficult graduate school can be
- ○ To illustrate a point he is making
- ○ To help the student relax
- ○ To change the subject

5. What does the professor imply about the people who admit students to graduate school?

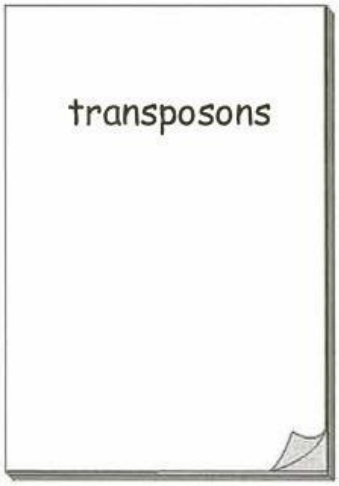
- ○ They often lack expertise in the fields of the applicants.
- ○ They do not usually read the statement of purpose.
- ○ They are influenced by the appearance of an application.
- ○ They remember most of the applications they receive.

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LIVEWORKSHEETS

Listen to Track 12 on the DVD.





Questions

6. What are the students mainly discussing?

- ⬭ Drugs that are harmful to the human body
- ⬭ Bacteria that produce antibiotics
- ⬭ DNA that is related to athletic performance
- ⬭ Genes that protect bacteria from antibiotics

7. According to the conversation, why are transposons sometimes called "jumping genes"?

- ⬭ They are able to move from one bacteria cell to another.
- ⬭ They are found in people with exceptional jumping ability.
- ⬭ They occur in every other generation of bacteria.
- ⬭ Their movements are rapid and unpredictable.

LIVEWORKSHEETS

8. According to the conversation, what are two ways in which bacteria cells get resistance genes?
Choose 2 answers.

- ☐ The resistance genes are carried from nearby cells.
- ☐ The resistance genes are carried by white blood cells.
- ☐ The resistance genes are inherited from the parent cell.
- ☐ The resistance genes are carried by antibiotics.

9. What can be inferred about the resistance genes discussed in the conversation?

- ⬭ They are found in all bacteria cells.
- ⬭ They are not able to resist antibiotics.
- ⬭ They make the treatment of bacterial diseases more difficult.
- ⬭ They are essential to the body's defenses against bacteria.

10. *Listen to Track 13 to answer the question.* 
Why does the woman say this?

- ⬭ To find out if the man has done his assignment
- ⬭ To ask the man to find out if the library is open
- ⬭ To let the man know that she cannot study much longer
- ⬭ To ask if the man has ever met her roommate

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LIVEWORKSHEETS

Listen to Track 14 on the DVD.

Environmental Science



Questions

11. What is the talk mainly about?

- ○ A common method of managing water supplies
- ○ The formation of underground water systems
- ○ Natural processes that renew water supplies
- ○ Maintaining the purity of underground water systems

12. What is the professor's point of view concerning the method of "safe yield"?

- ○ It has helped to preserve the environment.
- ○ It should be researched in states other than Arizona.
- ○ It is not an effective resource policy.
- ○ It ignores the different ways people use water.

LIVEWORKSHEETS

13. According to the professor, what are two problems associated with removing water from an underground system?
Choose 2 answers.

- ☐ Pollutants can enter the water more quickly.
- ☐ The surface area can dry and crack.
- ☐ The amount of water stored in the system can drop.
- ☐ Dependent streams and springs can dry up.

14. What is a key feature of a sustainable water system?

- ○ It is able to satisfy short-term and long-term needs.
- ○ It is not affected by changing environmental conditions.
- ○ It usually originates in lakes, springs, or streams.
- ○ It is not used to supply human needs.

15. What does the professor imply about water systems managed by the "safe-yield" method?

- ○ They recharge at a rapid rate.
- ○ They are not sustainable.
- ○ They must have large storage areas.
- ○ They provide a poor quality of water.

16. *Listen to Track 15 to answer the question.*

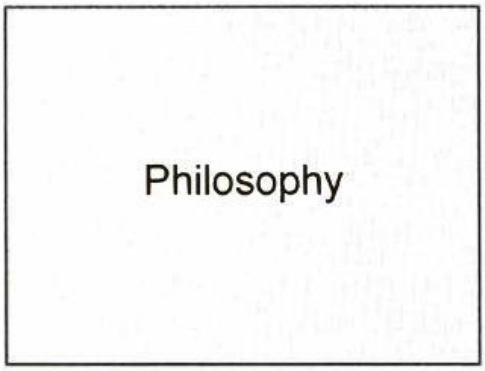
Why does the professor say this?

- ○ To find out whether the students are familiar with the issue
- ○ To introduce a new problem for discussion
- ○ To respond to a student's question
- ○ To encourage the students to care about the topic

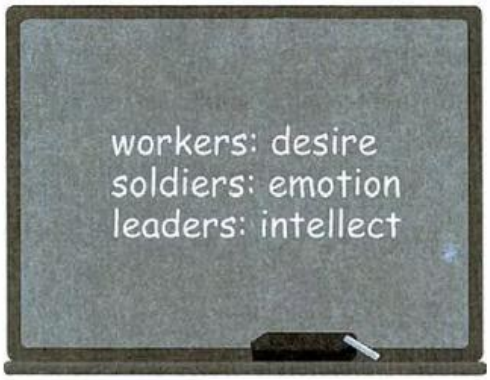
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LIVEWORKSHEETS

Listen to Track 16 on the DVD.







Questions

17. Why does the professor talk about Plato's description of society?

- ○ To explain why societies face certain problems
- ○ To point out problems with Plato's ethical theory
- ○ To introduce students to the political structure of ancient Greece
- ○ To help explain Plato's view about the nature of the human soul

LIVEWORKSHEETS

18. What are two points that reflect Plato's views about education?
Choose 2 answers.

- ☐ All people can be trained to become leaders.
- ☐ All people should learn to use their intellect.
- ☐ Leaders should be responsible for the education of workers and soldiers.
- ☐ All people should learn about the nature of the human soul.

19. Based on information in the lecture, indicate whether the statements below about human emotion reflect beliefs held by Plato.

For each sentence, put a check mark in the YES or NO column.

	YES	NO
Emotion is usually controlled by the faculty of desire.		
Emotion ought to be controlled by the faculty of intellect.		
Emotion is what motivates soldiers.		

20. According to Plato, what is the main characteristic of a good or just person?

- ○ The parts of the person's soul exist in harmony.
- ○ The person does not try to control other people.
- ○ The person's relationships with other people are harmonious.
- ○ The person does not act in an emotional manner.

21. *Listen again to part of the lecture by playing Track 17.*
Then answer the question.

What does the professor imply about Plato's ethical theory?

- ○ It may be familiar to some of the students.
- ○ It will be discussed in more detail in a later class.
- ○ It is not an interesting theory.
- ○ It is not a very complicated theory.

22. *Listen again to part of the lecture by playing Track 18.*
Then answer the question.

Why does the professor ask this?

- ○ To find out if students have understood what she just said
- ○ To suggest an answer to a question that she just asked
- ○ To express disagreement with a point made by Plato
- ○ To explain why harmony is difficult for a society to achieve

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LIVEWORKSHEETS

Listen to Track 19 on the DVD.

Botany







LIVEWORKSHEETS

Questions

23. What is the main topic of the lecture?

- ○ The size of root systems
- ○ Various types of root systems
- ○ The nutrients required by rye plants
- ○ Improving two types of plant species

24. According to the professor, why did one scientist grow a rye plant in water?

- ○ To expose the roots to sunlight
- ○ To be able to fertilize it with gas
- ○ To be able to see its entire root system
- ○ To see how minerals penetrate its roots

25. The professor mentions houseplants that receive too much water. Why does she mention them?

- ○ To show that many different types of plants can grow in water
- ○ To explain why plants grown in water should have a gas bubbled through them
- ○ To remind the students of the importance of their next experiment
- ○ To make a point about the length of houseplants' roots

26. According to the professor, what similarity is there between crabgrass and rye plants?

- ○ Both start growing in the month of May.
- ○ Both have root systems that require a lot of water.
- ○ Both have more shoot surface than root surface.
- ○ Both produce many shoots from a single seed.

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LIVEWORKSHEETS

27. *Listen again to part of the lecture by playing Track 20. Then answer the question.*

Why did the professor say this?

- ○ She wanted to correct the wording of a previous statement.
- ○ She wishes she did not have to bubble gas through it.
- ○ She realized the odor of gas could be unpleasant.
- ○ She forgot to tell the students about a step in the experiment.

28. *Listen again to part of the lecture by playing Track 21. Then answer the question.*

What does the professor intend to explain?

- ○ Why a mistake made in textbooks was never corrected
- ○ Why she does not believe that the roots of rye plants extend to 1,000 kilometers
- ○ How the roots of rye plants develop to such a great length
- ○ How plants grown in water make use of fertilizer

LIVEWORKSHEETS

Listen to Track 22 on the DVD.

Business Management



Questions

29. What is the lecture mainly about?

- ○ Technological innovations in the automobile industry
- ○ The organizational structure of companies
- ○ Ways to improve efficiency in an engineering department
- ○ Methods of resolving conflicts in organizations

30. Why does the professor talk about a construction company that has work in different cities?

- ○ To give an example of functional organization
- ○ To give an example of organization around projects
- ○ To illustrate problems with functional organization
- ○ To illustrate the types of conflict that can arise in companies

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LIVEWORKSHEETS

31. What is an example of a violation of the "unity of command" principle?

- ○ More than one person supervises the same employee.
- ○ A company decides not to standardize its products.
- ○ Several project managers are responsible for designing a new product.
- ○ An employee does not follow a supervisor's instructions.

32. According to the professor, where might there be a conflict in an organizational structure based on both projects and function?

- ○ Between architects and finance experts
- ○ Between the need to specialize and the need to standardize
- ○ Between two engineers who work on the same project
- ○ Between the needs of projects in different cities

33. Indicate whether each sentence below describes functional organization or project organization. Place a check mark in the correct box.

	Functional Organization	Project Organization
It encourages people with similar expertise to work closely together.		
It helps the company to adapt quickly and meet changing needs.		
It helps to achieve uniformity in projects.		

34. *Listen again to part of the lecture by playing Track 23* 
Then answer the question.

Why does the professor say this?

- ○ He does not understand why the student is talking about engineers.
- ○ He wants to know how the engineers will communicate with their coworkers.
- ○ The student has not provided a complete answer to his question.
- ○ He wants the student to do more research on the topic.

STOP. This is the end of the Listening section of *TOEFL iBT*® Practice Test 1.

LIVEWORKSHEETS