

TOEFL iBT Test 4

LISTENING


This section measures your ability to understand conversations and lectures in English.

Listen to each conversation and lecture only one time. After each conversation and lecture, you will answer some questions about it. Answer each question based on what is stated or implied by the speakers.

You may take notes while you listen and use your notes to help you answer the questions. Your notes will not be scored.

Answer each question before moving on. Do not return to previous questions.

It will take about 60 minutes to listen to the conversations and lectures and answer the questions about them.

Directions: Listen to Track 101. 





Directions: Now answer the questions.

1. Why does the professor ask the man to come to her office?
 - (A) To check on the man's progress on a paper he is writing
 - (B) To show the man techniques for organizing his time
 - (C) To encourage the man to revise a paper he wrote
 - (D) To clarify her comments on a paper the man wrote

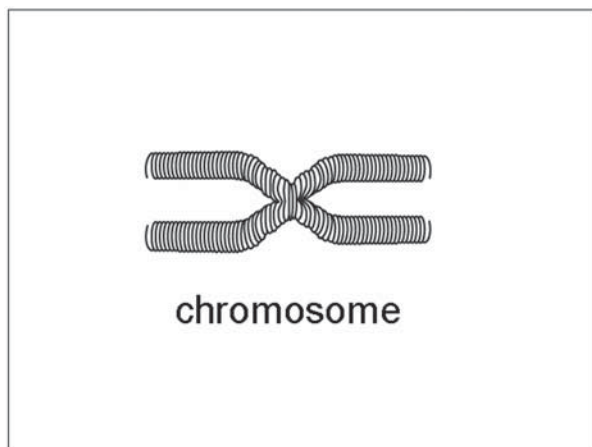
2. Why does the man hesitate before agreeing to the professor's request?
 - (A) He is not sure his effort would be successful.
 - (B) He feels overwhelmed by all his schoolwork.
 - (C) He is unclear about what the professor wants him to do.
 - (D) He does not like to work on more than one assignment at a time.

3. What is the professor's main criticism of the man's paper?
 - (A) It included unnecessary information.
 - (B) It did not include enough examples to illustrate the main point.
 - (C) The main point was expressed too abstractly.
 - (D) The paper ignored a key historical fact.

4. Why does the professor suggest that the student change the introduction of his paper?
- Ⓐ To make it less repetitive
 - Ⓑ To more clearly state the man's point of view
 - Ⓒ To correct spelling and grammar mistakes
 - Ⓓ To reflect changes made elsewhere in the paper
5. Listen to Track 102. 
- Ⓐ She understands the student's problem.
 - Ⓑ She wants the student to explain his comment.
 - Ⓒ She did not hear what the student said.
 - Ⓓ She does not accept the student's excuse.

Directions: Listen to Track 103. 

Biology






Directions: Now answer the questions.

6. What does the professor mainly discuss?
 - (A) How genes control human development
 - (B) Why various types of human cells divide at different rates
 - (C) How human chromosomes differ from one another
 - (D) Why most human cells cannot keep dividing successfully

7. The professor discusses research about the percentage of a chromosome's DNA that contains genetic information. How did she feel about this research?
 - (A) She doubted its accuracy.
 - (B) She was surprised by its conclusion.
 - (C) She was concerned about its implications.
 - (D) She thought it was unnecessary.

8. What does the professor say about the DNA in a telomere?
- Ⓐ It causes a cell to begin dividing.
 - Ⓑ It separates one gene from another.
 - Ⓒ It is genetically meaningless.
 - Ⓓ It has no function.
9. Why does the professor mention shoelaces?
- Ⓐ To point out that chromosomes are arranged in pairs
 - Ⓑ To describe the coiled shape of a chromosome
 - Ⓒ To illustrate how chromosomes are protected from damage
 - Ⓓ To explain how chromosomes are joined before dividing
10. What does the professor imply about the length of the telomeres on a cell's chromosomes?
- Ⓐ Longer telomeres allow the cell to divide more times.
 - Ⓑ Longer telomeres contain more genetic information.
 - Ⓒ Shorter telomeres are wound into tighter coils.
 - Ⓓ Shorter telomeres are less likely to break.
11. According to the professor, how is the chemical telomerase related to the telomere?
- Ⓐ It resembles the telomere in structure.
 - Ⓑ It helps repair broken telomeres.
 - Ⓒ It is produced at the end of the telomere.
 - Ⓓ It prevents telomeres from becoming too long.


Directions: Listen to Track 104. 






Directions: Now answer the questions.

12. What is the lecture mainly about?
- (A) Two competing theories of business management
 - (B) Tools that business managers can use to improve the efficiency of their employees
 - (C) A method for businesses to learn about the needs of their customers
 - (D) A way that business managers can better relate to their employees
13. According to the discussion, what is a potential drawback of MBWA?
- (A) MBWA provides information about the opinions of a small number of people.
 - (B) MBWA can provide conflicting information.
 - (C) Customers often are reluctant to share their opinions.
 - (D) Customers may be annoyed about being observed while they shop.
14. What does the professor say about the relationship between MBWA and market research?
- (A) MBWA is a refined version of a market research technique.
 - (B) Market research information is more valuable than information from MBWA.
 - (C) Information provided by MBWA complements information collected from market research.
 - (D) Business managers should replace market research with MBWA.
15. Why does the professor mention Dalton's soup and Elkin jeans?
- (A) To illustrate that the success of MBWA often depends on the product involved
 - (B) To give examples of two companies that were resistant to trying MBWA
 - (C) To contrast a successful use of MBWA with an unsuccessful use
 - (D) To give examples of how the technique of MBWA is used in practice

16. Why does the professor discuss the mayor of Baltimore?
- Ⓐ To explain the origins of the method of MBWA
 - Ⓑ To demonstrate that MBWA can be useful outside the business world
 - Ⓒ To provide an example of how MBWA can sometimes fail
 - Ⓓ To give an example where market research and MBWA provide similar types of information
17. Listen to Track 105. 
- Ⓐ It is surprising that Dalton's tried to use MBWA.
 - Ⓑ It is surprising that MBWA was successful for Dalton's.
 - Ⓒ She does not have a high opinion of the quality of Dalton's soups.
 - Ⓓ Dalton's positive experience with MBWA led many other companies to try MBWA.


Directions: Listen to Track 106. 



Directions: Now answer the questions.

18. What is the student's problem?
- Ⓐ He missed the tuition due date.
 - Ⓑ He has not been paid.
 - Ⓒ His bank lost his paycheck.
 - Ⓓ His tuition payment got lost.
19. What happened at the payroll department?
- Ⓐ A new computer system was installed.
 - Ⓑ Information was entered into the computer system incorrectly.
 - Ⓒ Some employee information got lost.
 - Ⓓ Paychecks were distributed for the wrong amount.
20. What does the woman imply about the people who work in the payroll office?
- Ⓐ They did not realize they had a problem.
 - Ⓑ They are rather disorganized.
 - Ⓒ They had tried to contact the man several times.
 - Ⓓ They prefer to process checks manually.

21. What will the student probably need to do to get paid?
- Ⓐ Talk to the person who hired him
 - Ⓑ Go to the payroll department
 - Ⓒ Call the director of the payroll department
 - Ⓓ Resubmit the payroll paperwork
22. How does the student's attitude change during the conversation?
- Ⓐ From annoyed to appreciative
 - Ⓑ From frustrated to excited
 - Ⓒ From surprised to frustrated
 - Ⓓ From appreciative to surprised

Directions: Listen to Track 107. 





Directions: Now answer the questions.


23. What is the lecture mainly about? *Choose 2 answers.*

- A Some changes that took place in the early years of opera
- B Differences between opera and other forms of music
- C Italy's musical influence throughout Europe
- D Reasons that early French and Italian opera did not survive

24. According to the professor, what happened after the Italian language replaced Latin in Italian opera?

- A Operas became much longer.
- B Operas began to express secular ideas.
- C Music in opera became more complex.
- D Opera was used to teach theology to the general public.

25. Why does the professor mention ancient Greek theater?
- Ⓐ To give an example of a culture that adopted opera from the Italians
 - Ⓑ To describe the type of setting in which opera was typically performed
 - Ⓒ To point out a precursor of opera
 - Ⓓ To explain how opera was introduced into French society
26. What does the professor say about music in French opera?
- Ⓐ It resembled sacred church music.
 - Ⓑ It often inspired French novelists to write great pieces of literature.
 - Ⓒ It revolved mainly around solo pieces.
 - Ⓓ It was secondary to the rhythmic flow of language.
27. Listen to Track 108. 
- Ⓐ To show differences between English and Italian opera
 - Ⓑ To give one instance in the evolution of opera
 - Ⓒ To discuss the popularity of opera in England at the time
 - Ⓓ To point out that English and Italian opera companies often worked together
28. Listen to Track 109. 
- Ⓐ He agrees with Chapman about opera and society.
 - Ⓑ He thinks Chapman's approach to opera is confusing.
 - Ⓒ He is concerned that Chapman's ideas are often misunderstood.
 - Ⓓ He thinks Chapman's questions are difficult to answer.

Directions: Listen to Track 110. 

Environmental Science



Directions: Now answer the questions.


29. What is this lecture mainly about?

- (A) An efficient solution to the problem of storing solar energy
- (B) Energy policies in the twentieth century
- (C) Reasons that solar energy is not more widely used
- (D) The superiority of solar energy to oil and natural gas

30. What are the two main problems solar power presents as an energy source?

Choose 2 answers.

- (A) It is a potentially dangerous source.
- (B) It is difficult to concentrate.
- (C) It is scientifically unsound.
- (D) It needs to be stored.

31. According to the professor, what led to the popularity of solar energy in the 1970s?
- Ⓐ New solar energy technologies
 - Ⓑ Advertising campaigns by solar energy companies
 - Ⓒ An increase in the price of oil and natural gas
 - Ⓓ The depletion of Earth's reserves of oil and natural gas
32. What is the difference between passive and active heating systems?
- Ⓐ Passive systems are less reliable.
 - Ⓑ Passive systems are difficult to install.
 - Ⓒ Passive systems can be used at any location.
 - Ⓓ Passive systems work without mechanical support.
33. What is the professor's opinion about the future of the Kramer Junction power plant?
- Ⓐ He is uncertain about the future of the Kramer Junction plant.
 - Ⓑ He believes the Kramer Junction plant will become a major source of power.
 - Ⓒ He is certain the Kramer Junction plant will not be able to increase its capacity.
 - Ⓓ He thinks the Kramer Junction plant will have many competitors.
34. Listen to Track 111. 
- Ⓐ He thinks the student should know the answer.
 - Ⓑ He thinks the student has raised an important issue.
 - Ⓒ He wants the student to repeat his question.
 - Ⓓ He will answer the question later in the lecture.

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LISTENING SECTION ANSWERS

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|-------|----------|
| 1. C | 19. C |
| 2. B | 20. B |
| 3. A | 21. D |
| 4. D | 22. A |
| 5. A | 23. A, C |
| 6. D | 24. B |
| 7. B | 25. C |
| 8. C | 26. D |
| 9. C | 27. B |
| 10. A | 28. A |
| 11. B | 29. C |
| 12. C | 30. B, D |
| 13. A | 31. C |
| 14. C | 32. D |
| 15. D | 33. A |
| 16. B | 34. B |
| 17. A | |
| 18. B | |