TOEFL iBT Test 1

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 1.

Directions: Now answer the questions.

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

   Ⓐ To get advice on the topic of a term paper
   Ⓑ To discuss different types of food packaging
   Ⓒ To find out if the university will offer courses in food packaging
   Ⓓ To ask about jobs in the food industry

2. Why does the professor mention his previous jobs?

   Ⓐ To explain why the woman should study physics, math, and chemistry
   Ⓑ To recommend that the woman get a summer job on a fishing boat
   Ⓒ To point out that industry jobs can lead to a teaching career
   Ⓓ To confirm an assumption the woman made about finding a job

3. The woman mentions a research study of milk packaging. What was the finding of the study?

   Ⓐ Plastic containers may change the flavor of milk.
   Ⓑ Light may negatively affect the quality of milk.
   Ⓒ People prefer to buy milk in see-through containers.
   Ⓓ Opaque containers are effective in protecting milk from bacteria.

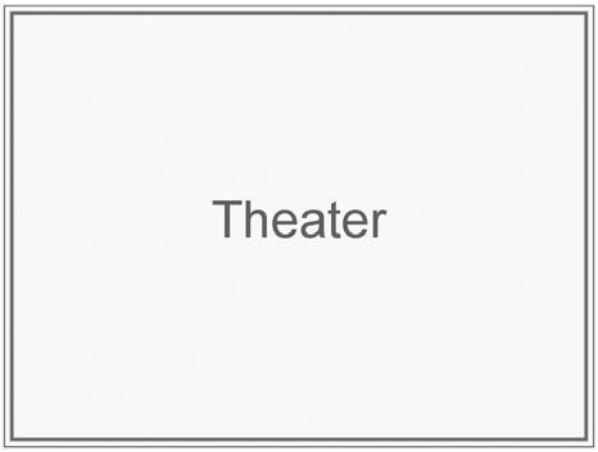
4. What does the professor imply about the dairy in Chelsea?

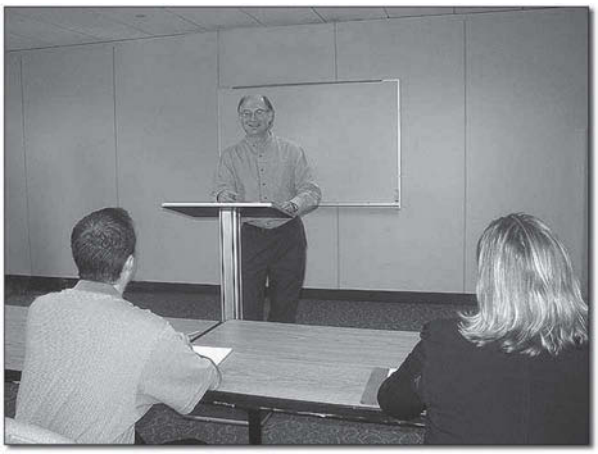
   Ⓐ It has plans to start bottling milk in opaque containers.
   Ⓑ Some of its employees attended the university.
   Ⓒ Employees there might be able to provide useful information.
   Ⓓ He worked there before joining the university faculty.

5. Listen to Track 2. 

Ⓐ She has read conflicting information.
Ⓑ She has been too busy to begin her research.
Ⓒ The topic she is researching is too broad.
Ⓓ The information she needs is not available.

Directions: Listen to Track 3.





Directions: Now answer the questions.

6. What does the professor mainly discuss?

   Ⓐ The history of set design in English theater
   Ⓑ A French painter's innovations in set design
   Ⓒ A kind of play popular in eighteenth-century English theater
   Ⓓ A leading playwright of the eighteenth century

7. According to the professor, how did Loutherbourg create a feeling of greater depth on the stage? *Choose 2 answers.*

   [A] He enlarged the stage area.
   [B] He used mainly dark colors in the painted backgrounds.
   [C] He carefully spaced separate pieces of scenery.
   [D] He used three-dimensional objects in his sets.

8. What can be inferred about theatergoers in late eighteenth-century England?

   Ⓐ They did not accept Loutherbourg's set designs at first.
   Ⓑ They were accustomed to sitting in dark theaters.
   Ⓒ Most of them attended the theater mainly to see popular actors.
   Ⓓ Some of them used the theater as a substitute for travel.

9. What is the professor's opinion about the relationship between English landscape painters and Loutherbourg?

   Ⓐ He thinks English landscape painters were unfair in their criticism of Loutherbourg's work.
   Ⓑ He thinks Loutherbourg's relationship with English landscape painters was less important than most experts think.
   Ⓒ He thinks Loutherbourg and the English landscape painters probably influenced each other.
   Ⓓ He thinks English landscape painters helped Loutherbourg's work gain in popularity.

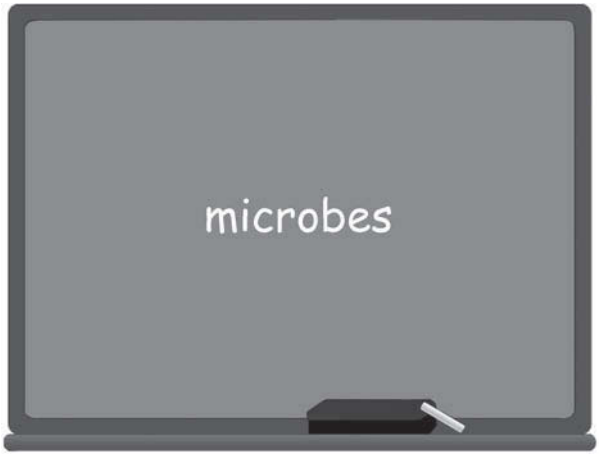
10. What are two notable features of the Eidophusikon? *Choose 2 answers.*

A It was identical to the Drury Lane Theatre.
B It did not make use of actors.
C It used paintings made by Gainsborough.
D It had a small stage.

11. Why does the professor mention a storm that passed over Loutherbourg's home?

Ⓐ To demonstrate the authenticity of Loutherbourg's sound effects
Ⓑ To provide context in a discussion about lighting effects
Ⓒ To mention one of the problems the Eidophusikon faced
Ⓓ To explain how Loutherbourg got an idea for a theater set

Directions: Listen to Track 4.



Directions: Now answer the questions.

12. What is the lecture mainly about?

(A) Factors involved in the increased growth of shrubs in Arctic Alaska
(B) How temperature increases might be affecting the permafrost in Arctic Alaska
(C) Why nutrient production of microbes in the soil in Arctic Alaska is declining
(D) Reasons that grasslands are turning into tundra in Arctic Alaska

13. According to the professor, what are two features of shrubs that allow them to grow well in Arctic regions? *Choose 2 answers.*

[A] They have roots that can penetrate permafrost.
[B] Their height allows them to absorb more sunlight.
[C] They absorb nutrients from the soil efficiently.
[D] They have a shallow root system.

14. What is one reason for the increase in shrub growth in Arctic Alaska?

(A) Decreases in grass and moss growth have altered the balance of nutrients in the soil.
(B) Increases in ground temperature have led to increased microbial activity.
(C) Increases in average winter temperatures have made permafrost permeable to water.
(D) Increases in snowfall have provided more water for shrubs.

15. Why are nutrients in the soil NOT carried away by spring runoff?

(A) The roots of shrubs prevent nutrient-filled soil from being washed away.
(B) Most nutrients are not in the area of the soil most affected by runoff.
(C) Most nutrients remain frozen in the permafrost when spring runoff is at its peak.
(D) Most nutrients have been absorbed by vegetation before the runoff period begins.

16. Why does the professor mention shrub expansion into other environments, such as semiarid grasslands?

Ⓐ To suggest that new shrubland may not convert back to tundra
Ⓑ To explain how shrubland can expand in a warm climate
Ⓒ To cite a similarity between the types of shrubs in semiarid grassland and tundra environments
Ⓓ To explain how a biological loop can cause shrub expansion

17. Listen to Track 5. 

Ⓐ The information she gave is important enough to be repeated.
Ⓑ Climate scientists are asking the wrong questions.
Ⓒ The phenomenon she is describing is more complex than it appears.
Ⓓ Students should be able to solve the puzzle easily.

Directions: Listen to Track 6.

Directions: Now answer the questions.

18. What are the speakers mainly discussing?

(A) A book that the man is trying to find in the library
(B) A book that the man already returned to the library
(C) A book that the man is using to write his senior thesis
(D) A book that the man lent to his sociology professor

19. What does the woman offer to do for the man?

(A) Let the man know when a book he needs is returned to the library
(B) Photocopy a chapter of a book for him
(C) Ask a professor to return a book the man needs
(D) Find a copy of a book for him at another library

20. What is the woman trying to explain when she mentions students who have lost their borrowing privileges?

(A) Why the man should not photocopy part of the book
(B) The reasons for one of the library's policies
(C) What will happen if the man does not return the book
(D) The reason the man has to fill out a form

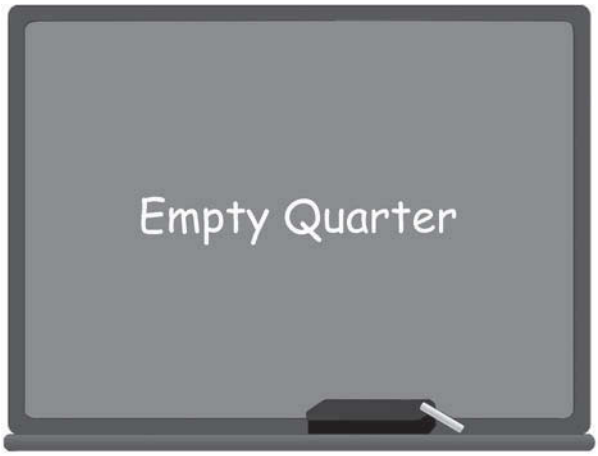
21. How does the man probably feel at the end of the conversation?

(A) Annoyed that he has to pay a fine on the book
(B) Upset that he will lose his library privileges
(C) Glad that he can keep the book for two more weeks
(D) Appreciative that the woman is helping him

22. Listen to Track 7. 

Ⓐ To make sure she understands what the man's problem is
Ⓑ To encourage the man to return the book to the library soon
Ⓒ To check whether the man has already returned the book
Ⓓ To explain to the man a change in the library's policies

Directions: Listen to Track 8.



Directions: Now answer the questions.

23. What is the lecture mainly about?

Ⓐ Reasons that geologists study lake fossils in desert regions
Ⓑ A comparison of ancient and present-day lakes in desert environments
Ⓒ Geological evidence for the formation of ancient sand dunes
Ⓓ A hypothesis for how some ancient desert lakes formed

24. What is the professor's opinion about the conclusions of the recent study of the limestone formations in the Empty Quarter?

Ⓐ They have changed the way geologists study desert environments.
Ⓑ They contradict findings about similar desert lakes.
Ⓒ They explain the causes of monsoons in the desert.
Ⓓ They need to be confirmed by additional studies.

25. According to the professor, what feature of the sand dunes made the formation of the lakes possible?

Ⓐ The degree of slope of the sides of the dunes
Ⓑ The presence of clay and silt particles in the dunes
Ⓒ The position of the dunes relative to the wind and rain
Ⓓ The narrowness of the valleys between the dunes

26. How is it possible to determine in which rainy period a lake was formed? *Choose 2 answers.*

[A] By examining the location of the lake bed
[B] By measuring the amount of sand covering the lake bed
[C] By examining the color of the limestone formation
[D] By identifying the types of fossils found in the limestone

27. What does the professor imply about the lack of water buffalo and hippopotamus fossils in the more recent lakes?

Ⓐ The level of water in the lakes was not sufficient for these animals.
Ⓑ The bottoms of the lakes were too sandy for these animals to stand in.
Ⓒ The location of the lakes made them too difficult for these animals to reach.
Ⓓ The vegetation near the lakes did not attract these animals.

28. What possible explanation does the professor give for the apparent absence of fish in the most ancient lakes?

Ⓐ The presence of predators
Ⓑ Lack of appropriate food
Ⓒ Lack of suitable water
Ⓓ Extreme desert temperatures

Directions: Listen to Track 9.

Linguistics

Directions: Now answer the questions.

29. What does the professor mainly discuss?

Ⓐ The findings of a study on prairie dog communication
Ⓑ The way that mammals learn to make warning cries
Ⓒ Features that distinguish language from animal communication systems
Ⓓ Various types of signals used by animals to communicate with each other

30. Why does the student mention a research project she studied in a biology class?

Ⓐ To point out similarities in the behavior of rodents and monkeys
Ⓑ To explain how she first became interested in animal communication
Ⓒ To introduce an instance of an animal species that might have language
Ⓓ To show how she applied her knowledge of linguistics in another course

31. What is the professor's opinion of a recent study of prairie dogs?

Ⓐ She finds the study interesting but is not convinced that prairie dogs can communicate.
Ⓑ She thinks that some claims made by the researchers are not supported by their findings.
Ⓒ She sees the study as proof that mammals other than humans possess a form of language.
Ⓓ She thinks the researchers misinterpreted the high-pitched barks as warning signals.

32. What does the professor say about the individual units that make up human languages?

Ⓐ They can be combined to create an infinite number of new messages.
Ⓑ They are not capable of being reproduced by members of any other species.
Ⓒ They function in the same way as the signals all animals use to communicate.
Ⓓ They are acquired instinctively without having to be learned.

33. The professor uses the sentence, "Move the large coyote fast," in order to illustrate two features of language. What are they? *Choose 2 answers.*

[A] Displacement
[B] Learnability
[C] Productivity
[D] Discreteness

34. Listen to Track 10. 

Ⓐ To see if anyone knows the answer to the student's question
Ⓑ To suggest that the student is using the wrong terminology
Ⓒ To express frustration because she has already answered a similar question
Ⓓ To determine whether she has been speaking clearly enough

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Listening Section

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