

# TOEFL iBT Test 2

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# 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 33. 



**Directions:** Now answer the questions.

1. Why does the student go to see the professor?
  - (A) To discuss the latest trends in photography shows
  - (B) To find out why some of her work was not selected for a show
  - (C) To discuss how to get her photographs exhibited
  - (D) To find out about a student photography show on campus
  
2. According to the professor, what is the best way to create work that is likely to be chosen for a show?
  - (A) By taking photographs that fit with current trends
  - (B) By following one's own artistic views
  - (C) By consulting experienced photographers
  - (D) By learning what gallery owners are interested in
  
3. What does the professor imply about photography created outside of the classroom?
  - (A) It is usually technically stronger than work created for a class.
  - (B) It tends to be more interesting than class work.
  - (C) It faces increased pressure to be trendy.
  - (D) It is more likely to be exhibited than is work created for a class.
  
4. According to the professor, what are two ways young photographers can market their work? *Choose 2 answers.*
  - (A) Share examples of their work with others
  - (B) Hire a professional agent to sell their work
  - (C) Display their work in places other than galleries
  - (D) Ask a professor to recommend their work to gallery owners

5. Listen to Track 34. 
- Ⓐ To ask the professor to reevaluate her work
  - Ⓑ To indicate that she understands the importance of sharing her work
  - Ⓒ To show that she disagrees with the professor's opinion
  - Ⓓ To suggest that her work has met the professor's criteria

Directions: Listen to Track 35. 

Marine Biology



Ambulocetus natans




**Note:** The lecture you just listened to provides one professor's interpretation of evidence related to the evolution of whales. You might be interested to know that the evolution of whales is still being studied, and as new evidence becomes available, alternative interpretations may be more accurate.

**Directions:** Now answer the questions.

6. What is the lecture mainly about?
- (A) Recent fossil evidence connecting whales and the hippopotamus
  - (B) Difficulties in determining the evolutionary history of whales
  - (C) Similarities among ancient ancestors of whales
  - (D) Similarities between whales and other modern-day animals
7. According to the professor, what three aspects of the Ambulocetus fossil make Ambulocetus a likely bridge between land mammals and sea mammals? *Choose 3 answers.*
- (A) It had an elongated skeletal structure.
  - (B) It strongly resembled a modern hippopotamus.
  - (C) It had an unusually long and thin tail for a whale.
  - (D) It had limbs that could have been used for walking.
  - (E) Its skull had ear bones characteristic of land mammals.
8. According to the professor, what does the discovery of Ambulocetus mean to researchers?
- (A) It fills a gap in the fossil evidence for whale evolution.
  - (B) It has become less significant since the discovery of Basilosaurus.
  - (C) It calls into doubt the theory that whales evolved from land mammals.
  - (D) It suggests that whales evolved more recently than was previously believed.

9. What evidence suggests that whales are descendants of the hippopotamus?
- Ⓐ Similarities between hippopotamus fossils and the Ambulocetus fossil
  - Ⓑ Similarities in the genes of hippopotamuses and whales
  - Ⓒ Similarities in the habitats of modern hippopotamuses and ancient whales
  - Ⓓ Similarities in the skeletal structures of modern hippopotamuses and ancient whales
10. What is the professor's opinion about recent genetic studies relating to whale evolution?
- Ⓐ They solve a long-standing mystery involving fossil evidence.
  - Ⓑ They contain significant errors.
  - Ⓒ They present evidence that conflicts with fossil evidence.
  - Ⓓ The findings of the various studies should not have surprised researchers.
11. What does DNA evidence indicate about relationships among whales?
- Ⓐ All modern whales descend from sperm whales.
  - Ⓑ Differences among toothed whales are less significant than was previously thought.
  - Ⓒ Not all toothed whales are closely related.
  - Ⓓ Sperm whales are more closely related to killer whales than was previously thought.

Directions: Listen to Track 36. 

# European History









**Directions:** Now answer the questions.

12. What is the main purpose of the lecture?
- (A) To describe the trade in food crops between Europe and the Americas
  - (B) To describe the introduction of American food crops to Europeans
  - (C) To describe the influence of American food crops on traditional European dishes
  - (D) To describe the difficulties of growing American food crops in European climates
13. What does the professor imply about certain plants in the nightshade family?
- (A) They grow best in Mediterranean climates.
  - (B) Their leaves are high in nutritional value.
  - (C) They were mistakenly believed to be related to potatoes.
  - (D) They are dangerous when eaten by human beings.


14. What does the professor imply about Thomas Jefferson's attitude toward tomatoes?
- Ⓐ It was typical of his unconventional way of thinking.
  - Ⓑ It helped to advance his political career.
  - Ⓒ It changed the eating habits of North Americans.
  - Ⓓ It helped to make tomatoes popular in Europe.
15. According to the professor, what was the long-term effect of the introduction of American corn and potatoes to Europe?
- Ⓐ It had a negative effect on the nutritional intake of people living near the Mediterranean Sea.
  - Ⓑ It contributed to a shift in the balance of power from southern Europe to northern Europe.
  - Ⓒ It encouraged the development of new types of cuisine in southern Europe.
  - Ⓓ It led to the failure of many native European grain crops.
16. According to the professor, what is one of the reasons why potatoes became popular in Ireland?
- Ⓐ Potatoes were more nourishing than native Irish food crops.
  - Ⓑ Potatoes grew better at higher altitudes than native Irish crops.
  - Ⓒ Political leaders in Ireland encouraged the cultivation of potatoes.
  - Ⓓ People in Ireland were not aware that potatoes are members of the nightshade family.
17. Listen to Track 37. 
- Ⓐ She expects the student to provide an answer to her question.
  - Ⓑ She is surprised by the student's question.
  - Ⓒ She thinks that she knows what the student was going to ask.
  - Ⓓ She expects other students in the class to express their opinions.

**Directions:** Listen to Track 38. 




**Directions:** Now answer the questions.

18. Why does the student go to the bookstore?
- (A) To purchase a book by Jane Bowles
  - (B) To find out which books he needs for a course
  - (C) To return a book that was originally assigned for a course
  - (D) To find out how to order a book for a course
19. What is the store's policy about giving refunds on books? *Choose 2 answers.*
- (A) Books that are not for a specific course will receive a store credit instead of a refund.
  - (B) Course textbooks can be returned for a full refund early in the school semester.
  - (C) All books must be returned within two weeks to be eligible for a full refund.
  - (D) Only books that are in new condition will get a full refund.
20. Why is the professor not going to discuss the book by Jane Bowles in the class?
- (A) There is not enough time left in the semester.
  - (B) Not all of the students were able to get a copy of the book.
  - (C) The professor miscalculated the difficulty level of the book.
  - (D) The book was not on the course syllabus.
21. What does the woman imply about the book written by Jane Bowles?
- (A) It is worth reading.
  - (B) It focuses on a serious topic.
  - (C) She is not familiar with it.
  - (D) She read it for a literature class.

22. Listen to Track 39. 

- Ⓐ He thinks the store's policy is too strict.
- Ⓑ He is happy that the woman has agreed to his request.
- Ⓒ He is surprised at the woman's suggestion.
- Ⓓ He is annoyed that he needs to give the woman more information.

Directions: Listen to Track 40. 





**Directions:** Now answer the questions.

23. What is the main purpose of the lecture?

- (A) To discuss environmental phenomena that have changed the phosphorus cycle
- (B) To illustrate how interrupting the phosphorus cycle can affect the environment
- (C) To describe how phosphorus ends up in the atmosphere
- (D) To explain how phosphorus gets recycled in the environment

24. Which human activities that influence the phosphorus cycle does the professor mention? *Choose 2 answers.*

- (A) Fishing
- (B) Building dams on rivers
- (C) Polluting the oceans
- (D) Making and using fertilizer

25. Why does the professor discuss underwater volcanoes?


- (A) To describe the location of most of the phosphorus on Earth
- (B) To point out the difficulty of studying the phosphorus cycle
- (C) To describe a step in the phosphorus cycle
- (D) To illustrate the differences between two phases in the phosphorus cycle

26. What can be inferred about the professor's view on phosphorus getting washed into rivers?


- (A) She is unconcerned because phosphorus is a beneficial nutrient.
- (B) She is concerned about the quantity of phosphorus entering the waterways.
- (C) She thinks that the amount of research conducted on the topic is excessive.
- (D) She is frustrated that most of her students are unaware of the phenomenon.

27. What comparison does the professor make involving phosphorus and nitrogen?

- Ⓐ Sediment on the ocean floor contains more nitrogen than phosphorus.
- Ⓑ The atmosphere contains more nitrogen than phosphorus.
- Ⓒ Nitrogen requires more time to get recycled than phosphorus does.
- Ⓓ Phosphorus is more important than nitrogen to the development of fish.

28. Listen to Track 41. 

- Ⓐ She realizes that the students are struggling with the concept.
- Ⓑ She is surprised that the student knew the answer to her question.
- Ⓒ She thinks that the answer to the question is obvious.
- Ⓓ She thinks that this phase of the cycle has an unusual name.

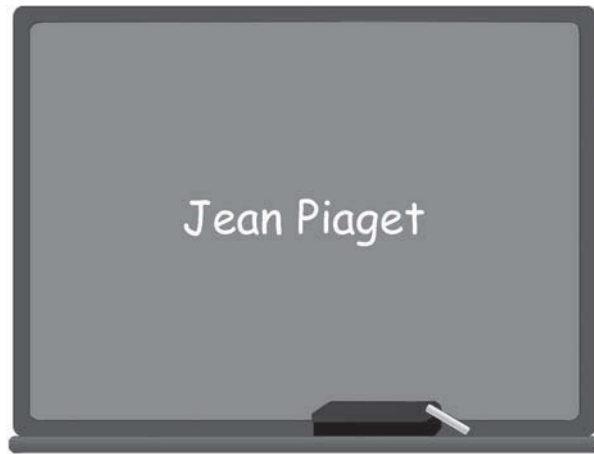
Directions: Listen to Track 42. 

Psychology



childhood amnesia





**Directions:** Now answer the questions.

29. What is the main purpose of the lecture?

- Ⓐ To discuss possible explanations for childhood amnesia
- Ⓑ To describe key features of childhood amnesia
- Ⓒ To explain methods of testing memory in children of different ages
- Ⓓ To discuss why the ability to recall memories diminishes as a person ages

30. Why does the professor ask students about their earliest memories?

- Ⓐ To help students relate to the topic she is about to discuss
- Ⓑ To establish that people vary in the time of their earliest memory
- Ⓒ To introduce the connection between language and memory
- Ⓓ To point out a common theme in the earliest memories of most people

31. What does the professor imply about some of the explanations for childhood amnesia that she describes?

- Ⓐ They can never be proved or disproved.
- Ⓑ They were formed without proper evidence.
- Ⓒ They explain only certain types of childhood amnesia.
- Ⓓ They are contradicted by her own research.

32. The professor mentions some commonly held explanations for childhood amnesia. Indicate whether each of the following is one of the explanations she mentions. Put a check (✓) in the correct boxes.

	Yes	No
Early memories are repressed.		
Young children have few experiences to remember.		
Young children are unable to form memories.		
Children lose memories at a faster rate than adults.		
Young children do not make an effort to remember events.		

33. How was recall tested in children without language ability?
- Ⓐ By recording children's responses to familiar faces
  - Ⓑ By observing children's reactions to a repeated series of actions
  - Ⓒ By having children imitate each other's actions
  - Ⓓ By having children imitate an ordered sequence of actions
34. The professor mentions a study in the 1980s that tested memory in children under age 3. What did the researchers conclude from this study?
- Ⓐ Young children do not develop the capacity for recall until after age 3.
  - Ⓑ Piaget's theory linking language development to memory was incorrect.
  - Ⓒ Young children typically remember events for about nine months.
  - Ⓓ The formation of memories is dependent upon language development.

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## Listening Section

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

	Yes	No
Early memories are repressed.	X	
Young children have few experiences to remember.		X
Young children are unable to form memories.	X	
Children lose memories at a faster rate than adults.	X	
Young children do not make an effort to remember events.		X