

Building Skills for the TOEFL iBT®

Third Edition

“**Beginning | LISTENING**”

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Building Skills for the TOEFL iBT® **Beginning LISTENING**

Paul Edmunds, Nancie McKinnon, Jeff Zeter

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Beginning

LISTENING

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“Table of Contents”

Introduction to the TOEFL iBT®	6
The TOEFL iBT® Listening Section	11
Preview Test	13
CHAPTER 1 Main Idea Questions	20
CHAPTER 2 Detail Questions	32
Vocabulary Review 1	44
Mini Test 1	46
CHAPTER 3 Function Questions	50
CHAPTER 4 Stance Questions	62
Vocabulary Review 2	74
Mini Test 2	76

CHAPTER 5	Organization Questions	80
CHAPTER 6	Content Questions	92
CHAPTER 7	Inference Questions	104
Vocabulary Review 3	116
Mini Test 3	118
Practice Test	123

Answer Key



“Introduction to the TOEFL iBT®”

WHAT TO EXPECT ON THE TOEFL®

The TOEFL® (Test of English as a Foreign Language) is an Internet-based test designed to assess English proficiency in non-native speakers who want to achieve academic success and communicate effectively in English. Most people take the TOEFL iBT® to gain admission into universities and colleges where instruction is in English. Additionally, many employers and government agencies use the scores to determine a person's English ability. It is not meant to test academic knowledge or computer ability, and as such, questions are always based on information found in the test (computer tutorials are available for those not familiar with personal computers). We have designed this practice book to be as similar as possible to the actual TOEFL iBT® in format and appearance in order to better prepare you for the test.

The TOEFL iBT® is divided into four sections: reading, listening, speaking, and writing.

HOW TO TAKE THE TOEFL iBT®

There are three ways to take the TOEFL iBT®:

- TOEFL iBT® center-based test: Take the test on a computer at an authorized test center.
- TOEFL iBT® home edition: Take the test on a computer at home, monitored remotely by a human proctor.
- TOEFL iBT® paper edition: Take the test in two sessions—Reading, Listening, and Writing on paper at a test center, and Speaking on a computer at home.

○ TOEFL iBT® center-based test:

There are test-center locations available around the world. However, opening dates and government requirements can vary by location, so be sure to check the details for your area at www.ets.org/toefl.

○ TOEFL iBT® home edition:

The home edition of the TOEFL iBT® is exactly the same as the center-based test but taken from the comfort of your own home. The test is monitored remotely by a human proctor to ensure test conditions are met. The home edition of the TOEFL iBT® is recognized by universities worldwide.

○ TOEFL iBT® paper edition:

The TOEFL iBT® is available in a paper format in select countries. Check at www.ets.org/toefl to see if the paper edition is available in your area. The paper edition of the TOEFL iBT® covers the same four skills as the center-based or home edition of the TOEFL iBT®; however, it takes place over two testing sessions:

- The Reading, Listening, and Writing sections are taken on paper at a test center.
- The Speaking section is taken on your computer at home within 3 days of the paper sections; it is monitored online by a human proctor.

THE TOEFL iBT® FORMAT

Section	Number of Questions	Time (minutes)	Score
Reading	3–4 passages <ul style="list-style-type: none"> • 10 questions each • 700 words per passage 	54–72	30 points
Listening	3–4 lectures <ul style="list-style-type: none"> • 6 questions each • 500–750 words (4–5 min.) 2–3 conversations <ul style="list-style-type: none"> • 5 questions each • 12–25 exchanges (3 min.) 	41–57	30 points
BREAK		10	
Speaking	1 independent task <ul style="list-style-type: none"> • Personal ideas, experiences, and preferences 2 integrated tasks (Read-Listen-Speak) <ul style="list-style-type: none"> • Reading 80–110 words • Listening (60–90 sec.) 1 integrated task (Listen-Speak) <ul style="list-style-type: none"> • Listening (90–120 sec.) 	17	30 points
Writing	1 independent task 1 integrated task (Read-Listen-Write) <ul style="list-style-type: none"> • Reading 250–300 words • Listening 250–320 words (2 min.) 	50	30 points

STUDY TIPS

The only way to be certain of an excellent TOEFL® score is to be able to read, write, understand, and speak English like an educated native speaker. You have no doubt been developing your ability in these areas for many years now. Unfortunately, this is not something one can accomplish by studying in the traditional way. However, research conducted over the years by applied linguists, psychologists, and educators has yielded a considerable amount of information on the best methods for refining these skills for the purposes of standardized tests. By keeping the following study tips in mind, you can optimize your study habits and achieve the highest possible scores with the level of language proficiency you have obtained.

- Prepare a study area for yourself. This should include the following:
 - A comfortable chair and spacious table or desk
 - Suitable lighting
 - Good ventilation and air quality—an open window or a house plant are good ideas.
 - An area free of distractions such as outside noise, television, or radio (unless you are using the television or radio to study)
 - Proper space to keep all the materials you will need when studying, such as books, paper, pens, pencils, a smartphone or other audio recording device, and if possible, a computer with Internet access
- Study regularly over a long period of time. Do not study to the point of exhaustion, as this has been shown to be ineffective in retaining information.
- “Cramming,” i.e., studying intensely for a day or two before an exam, is not effective, as it strains your general health and well-being and does not lead to good long-term retention of information or skills.
- Psychologists have discovered a principle called “state-specific memory.” This means you remember things better in the same conditions that you learned them. For example, if you always study math at night, you will do better on a math exam taken at night. Use this concept to your advantage. If you know when and under what conditions you will take the TOEFL®, simulate these in your study environment and habits. For instance, if you plan to take the TOEFL® on a Saturday afternoon, then make a point to study in the afternoons.
- Be well rested on the day of the exam. Do not stay up all night studying. Also, eat healthy foods, including fruits and vegetables.
- Be relaxed and confident. Do the best that you can, and do not worry excessively about any mistakes or uncertainties.

REGISTERING FOR THE TOEFL®

Students must get registration information for the TOEFL®. Registration information can be obtained online at the ETS website. The address is www.ets.org/toefl, and it provides information such as testing locations, costs, and identification requirements. The website also provides other test-preparation material.

The registration information, such as the test center location, identification requirements, and costs, will vary depending on the country in which you take the test. Be sure to follow these requirements carefully. If you do not have the proper requirements in order, you may not be able to take the test. Remember that if you register online, you will need to have your credit card information ready.

WHAT TOEFL® SCORES ARE USED FOR

The primary use of TOEFL® scores is for acceptance into universities, colleges, and other institutions where English is the main language of instruction. It is estimated that about 4,400 such institutions require TOEFL® scores for admission.

The highest possible score on the TOEFL iBT® is 120 points. Different institutions will have their own specific score requirements for admission. For that reason, it is very important to check with each institution individually to find out what its admission requirements are. For example, a passing score at one university may not be a passing score at another university. It is the responsibility of the student to find out what the requirements are for each institution.

Although TOEFL® scores are used primarily to satisfy the admissions requirements of universities, they are also necessary when applying for certain kinds of jobs. Many government agencies and multinational corporations require applicants to submit TOEFL® scores. Even English-teaching institutes may request TOEFL® scores in order to place students at the appropriate level of instruction.

Certainly, doing well on the TOEFL® can be very helpful for students in both their academic and professional careers. However, success requires consistent and dedicated practice. We hope that you will take full advantage of this practice book and study hard. Your hard work and dedication will provide you with the best opportunity to do well on the TOEFL® and meet your goals for the future.

ACADEMIC SUBJECTS IN THE TOEFL®

The following is a list of academic subject areas typically seen in the TOEFL®:

Humanities	Social Sciences	Biological Sciences	Physical Sciences
Archaeology	Anthropology	Agriculture	Astronomy
Architecture	Business	Anatomy	Chemistry
Art History	Economics	Biology	Computer Science
Fine Arts	Education	Botany	Engineering
Linguistics	Geography	Entomology	Geology
Literature	History	Environmental Science	Mathematics
Music	Political Science	Medicine	Oceanography
Philosophy	Psychology	Zoology	Physics
	Public Health		
	Sociology		
	Urban Studies		

“The TOEFL iBT® Listening Section”

In the listening section of the TOEFL iBT®, you will hear a variety of conversations and lectures, each of which lasts from three to five minutes. A total of six listening passages will be presented. After each passage, you will then be asked to answer five to six questions about what you heard. The questions are designed to assess your basic comprehension, pragmatic understanding, and ability to connect and synthesize information. You will not be asked questions regarding vocabulary or sentence structure.

○ Passage Types

1. Conversation – Two people discussing a campus-related problem, issue, or process
2. Lecture – A professor presenting information related to an academic topic
3. Classroom interaction – Similar to a lecture, but with some interaction between the professor and one or more students

○ Question Types

Questions for the listening section of the TOEFL® are split into three categories:

Question Category	Question Type	Description
Basic Comprehension	Main Idea	Relate to the overall content or purpose of a lecture or conversation
	Detail	Relate to details about the main content of the lecture or conversation or a digression within the lecture or conversation
Pragmatic Understanding	Function	Relate to the function of a conversation, which may not match what a speaker directly states
	Stance	Relate to the speaker's attitude, opinion, or degree of certainty about a topic
Connecting Information	Organization	Relate to the overall organization of a lecture or the organization of portions of a lecture
	Content	Relate to the relationship between different ideas in a lecture
	Inference	Relate to conclusions the listener can draw from things the speaker implies without stating directly

STUDY TIPS FOR LISTENING

- Practice listening to native speakers of English as much as possible. For the purposes of the TOEFL®, educational programs, documentaries, and news programs are excellent sources.
- When you are practicing for the listening section of the TOEFL®, listen to the material only once and then answer the questions. Then review the answers while listening a second or third time. Remember, though, during the real test you are only permitted to hear the conversation or lecture once before answering the questions.
- Pay attention to how pauses and intonation are used to organize the passage, emphasize important information, and show transitions.
- Make a recording of the programs you use to practice listening. Replay any sections you have difficulty understanding.
- Keep in mind such things as the main idea, the development and support of the main idea, and the speaker's reasons for mentioning certain points.
- Develop your note-taking skills. While you are listening, try to write down key words in an organized, graphic way that makes sense to you.
- Create a list of vocabulary words related to university campus life as well as various academic subjects.

TEST MANAGEMENT

- A picture will be shown on the screen to allow test takers to recognize each speaker's role and the context of the conversation. Along with this picture, a subject title will be given for each lecture.
- Before you begin the listening section, listen to the headset directions. Pay particular attention to how you change the volume. It is very important that you are able to hear clearly during the listening section of the test.
- If you miss something that is said in a conversation or lecture, do not panic. Simply keep listening. Even native speakers do not hear everything that is said.
- Note-taking during the lecture is permitted. Paper will be provided by the test supervisor. These notes can be studied while answering the questions, and will not be seen by test graders.
- Like the reading section, questions cannot be viewed until after the lecture or conversation has been completed.
- In the listening section, you must answer each question before moving on; you cannot return to a question later. If you are unsure of an answer, guess.

“Preview Test”




Directions

You will listen to two lectures and one conversation. You will hear each lecture and conversation one time.

After each listening passage, you will answer some questions about it. Most questions are worth one point, but some questions are worth more than one point. The directions indicate how many points you may receive.

You will have 24 minutes to both listen and answer the questions. The questions ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude.

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 you will hear part of the lecture or conversation again.


When you are ready, press **Continue**.

Listen to a lecture in a science class.



- 1 What is the main topic of the lecture?
 - (A) How tundra plants are pollinated
 - (B) Ways that tundra wildlife stay warm
 - (C) Types of flowering plants in the Arctic
 - (D) How plants survive in cold environments

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

Why does the professor say this? 

 - (A) To set a scene
 - (B) To introduce a solution
 - (C) To explain a concept
 - (D) To give an example

- 3 What can be inferred about the Arctic tundra from the passage?
 - (A) Too much snowfall kills tundra plants.
 - (B) Temperatures there never reach above freezing.
 - (C) Trees are not often found on the tundra.
 - (D) Most tundra wildlife has fur to keep warm.

- 4 According to the lecture, how does snow help tundra plants to survive?
 - (A) It warms the plants underneath.
 - (B) It keeps the plants moist.
 - (C) It protects the plants from the cold.
 - (D) It hides the plants from foraging animals.

- 5 Why does the professor talk about crowds of people?
 - (A) To get her students involved in the lecture
 - (B) To familiarize her students with an idea
 - (C) To switch to a new topic of discussion
 - (D) To express to her students a well-known fact

- 6 Match the characteristics of each plant. For each characteristic, place a check mark in the correct plant column.



	Labrador Tea	Saxifrage	Marsh Marigold
Has hairy leaves			
Grows in clumps			
Flowers follow the sun			
Grows close to ground			

Listen to a discussion in a geography class. 🎧



- 1** What is the discussion mainly about?
 - (A) The similarities between the Himalayas and Appalachians
 - (B) The definition and process of continental collision
 - (C) A description of the process that formed the Himalayas
 - (D) An explanation of how volcanic mountains are formed

- 2** What is the process of orogeny?
 - (A) How volcanic action forms mountains
 - (B) How young mountains start to form
 - (C) Why mountains get smaller over time
 - (D) When plates collide to form mountains

- 3** Listen to part of the discussion again. Then answer the question. 
Why does the professor say this? 
 - (A) To introduce a contrasting point
 - (B) To see if the students are paying attention
 - (C) To try and remember what she was saying
 - (D) To ask the students about her location

- 4** Why does the professor talk about the Appalachian Mountains?
 - (A) To compare their formation to that of the Himalayas
 - (B) To explain why younger mountains are often taller
 - (C) To describe the complex process of orogeny
 - (D) To suggest that they are older than they appear

- 5** What can be inferred about old mountain ranges?
 - (A) They were once much taller.
 - (B) They have more folds than the Himalayas.
 - (C) They were produced by orogeny.
 - (D) They have not experienced erosion.

- 6** Why are the Himalayas folded?
 - (A) They experience much volcanic action.
 - (B) India and Asia continue to collide.
 - (C) The mountains are younger than most.
 - (D) They have not undergone erosion.


Listen to a conversation between a student and a counselor. 🎧



- 1 Why does the woman visit the counselor?
 - (A) To conduct a mock interview
 - (B) To receive advice on job possibilities
 - (C) To get information on graduation
 - (D) To create a list of companies

- 2 What is one quality the woman is looking for in a career?
 - (A) A full-time job
 - (B) A teaching position
 - (C) A career in fine arts
 - (D) A chance to advance

- 3 What can be inferred about the woman?
 - (A) She won't apply for a job at the Youth Center.
 - (B) She has been having trouble locating a good job.
 - (C) She is excited about her upcoming career opportunities.
 - (D) She doesn't have enough money to go to graduate school.

- 4 Listen to part of the discussion again. Then answer the question. 

Why does the counselor say this? 

- (A) He's hinting at the right answer.
- (B) He's reminded of a previous question.
- (C) He's telling the student that she's correct.
- (D) He's answering the student's question.

- 5 Which of the following does the counselor suggest the woman do?
For each action, place a check mark in the YES or NO column.

	YES	NO
Look up companies online		
Make and sell her own artwork		
Apply to teach art to kids		
Schedule a mock interview		



“ **CHAPTER** **1** ”

MAIN IDEA QUESTIONS

