

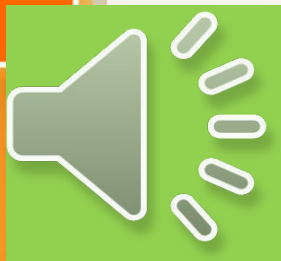


# TOEFL - LISTENING

# Задание 1



1. What had the man assumed about the test?
  - A The test would not be timed.
  - B The test could be taken home to complete.
  - C He would be able to use his book during the test.
  - D He would have to study very hard for the test.
2. What had the man assumed?
  - A The woman would not receive her deposit.
  - B The old apartment was not safe.
  - C The new apartment would require a deposit.
  - D The woman would not move.
3. What had the man assumed about the woman?
  - A She would not have lunch.
  - B She would not start dating Phil again.
  - C She would have lunch with him.
  - D She would have to go before lunch.
4. What had the man assumed about the woman's daughter?
  - A She was younger.
  - B She was having a birthday party.
  - C She was joking with him.
  - D She would invite him to her house.
5. What had the woman assumed about the presentation?
  - A There would not be any handouts.
  - B Anne would finish the handouts.
  - C Anne would not make the presentation.
  - D The presentation had already been made.
6. What had the woman assumed about the health center?
  - A The health center was in the student services building.
  - B The health center was in the union.
  - C The health center was on North Campus.
  - D The health center was not on campus.
7. What had the man assumed about Bill?
  - A Bill did not do much traveling.
  - B Bill did not take the class.
  - C Bill did not read novels.
  - D Bill did not like to read.
8. What had the woman assumed about John?
  - A He was serious about becoming a doctor.
  - B He was not serious about changing majors.
  - C He was serious about going into the family business.
  - D He was not serious about applying for the business program.
9. What had the woman assumed about Mr. Brown?
  - A He would be late getting to the lab.
  - B He would be in the lab working.
  - C He would not set up the equipment.
  - D He would not have time to set up the equipment.
10. What had the woman assumed about Dr. Peterson?
  - A She would not meet with their study group.
  - B She would not give them an outline of the book.
  - C She would not give them a break.
  - D She would not let them use the book.



## Conversation One

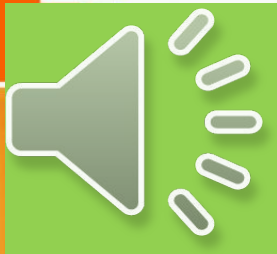
1. What is the purpose of this conversation?
  - (A) The woman is asking the man's opinion of Professor Hendrix.
  - (B) The woman is buying books for a college course.
  - (C) The man is training the woman to work in the bookstore.
  - (D) The man is helping the woman with her packages.
2. Why didn't the woman use her roommate's book?
  - (A) She was taking the course with a different professor.
  - (B) The professor was using a different book.
  - (C) The book had a lot of marks in it.
  - (D) Her roommate had already sold the book.
3. According to the man, what is the problem with using an older edition?
  - (A) The instructor refers to different page numbers.
  - (B) It is usually very marked up from use.
  - (C) The professor doesn't order them.
  - (D) They aren't much cheaper than the new edition.
4. Why does the woman buy the style manual?
  - (A) The manual is required.
  - (B) The price is not expensive.
  - (C) The instructor will refer to it.
  - (D) The man found one.
5. Listen again to part of the conversation. Then answer the question.

"I don't think uh . . . Hendrix changed the order this semester." "Wouldn't you know? My roommate sold all her books at the end of the term."

Why does the woman say this: "Wouldn't you know?"

  - (A) She is asking the man if he knows what her roommate did.
  - (B) She is confirming that the man knows her roommate.
  - (C) She is commenting about her bad luck.
  - (D) She is trying to get the man to laugh.
6. What can we infer about the woman?
  - (A) She is happy with her purchase.
  - (B) She is friends with the man.
  - (C) She is an A student.
  - (D) She is angry with her roommate.





## Conversation Two

1. What is the main topic of this conversation?
  - A The Internet.
  - B Research methods online.
  - C The school home page.
  - D Library computer terminals.
2. What is *Oasis*?
  - A The on-line library catalog.
  - B The name of the school.
  - C A Web site for books.
  - D The password for Netlibrary.
3. How does the man set up an account for Netlibrary?
  - A He tells his password to the librarian.
  - B He logs in on his home computer.
  - C He uses the computer in the library.
  - D He does it by telephoning the library.
4. How does the man pay for Netlibrary?
  - A There is a one-time fee.
  - B He will be charged every month.
  - C The service is free for students.
  - D He pays a fee per book.
5. Listen again to part of the conversation. Then answer the question.

“Let me see if I’ve got this. Oasis is exactly like the catalog for the library here at school, and so uh . . . I can find . . . all the books and materials that are on the shelves, but they . . . I can’t see them.”

Why does the man say this:  
“Let me see if I’ve got this.”

  - A To check whether he has understood the woman.
  - B To look for something he has lost at school.
  - C To ask the woman to show him some books.
  - D To find out if he has a job at the library.
6. What will the man probably do now?
  - A Go back to his apartment.
  - B Open an account.
  - C Use Netlibrary.
  - D Ask the librarian for help.



## Talk One

1. What is the main topic of this lecture?
  - (A) Popcorn.
  - (B) Radiometric dating.
  - (C) Carbon-14.
  - (D) Geological formations.
2. What is the definition of a *half-life*?
  - (A) The average time it takes for half of a group to decay.
  - (B) Half the time it takes for a group to decay.
  - (C) Half an hour for an individual nucleus to decay.
  - (D) Half of the carbon present in a living organism.
3. Why does the professor mention popcorn?
  - (A) Because it was an example in the textbook.
  - (B) Because he is using popcorn in a laboratory demonstration.
  - (C) Because popcorn is a good analogy for half-lives.
  - (D) Because popcorn is a carbon-based life form.
4. What do we know about carbon-14?
  - (A) It is the only accurate isotope for radiometric dating.
  - (B) It represents most of the carbon in living things.
  - (C) It has a half-life of almost 50 billion years.
  - (D) It is used to estimate the age of carbon-based life forms.
5. Listen again to part of the lecture. Then answer the question.

“So what about rocks that are millions or even billions of years old? Well, the same process can be applied, but we have to use isotopes that have longer half-lives.”

Why does the professor ask this question: “So what about rocks that are millions or even billions of years old?”

  - (A) He is preparing to suggest an answer to the question that he has just asked.
  - (B) He is trying to encourage the students to answer a difficult question.
  - (C) He is expressing doubt about the concept that he has been discussing.
  - (D) He is probing to see whether the students have understood the lecture so far.
6. Which of the following would NOT be dated using carbon-14?
  - (A) A fossilized shellfish.
  - (B) An animal skull.
  - (C) A dead tree.
  - (D) A giant crystal.





## Talk Two

1. What is this lecture mainly about?  
 A Ancient cities.  
 B Three types of cities.  
 C City planning.  
 D Urban sprawl.
2. What feature of ancient cities appears throughout most of the world?  
 A Walls and fortifications.  
 B A central marketplace.  
 C Plazas and parks.  
 D A pattern of square blocks.
3. When were symmetrical streets with circular patterns introduced?  
 A During Roman colonization.  
 B During the Renaissance.  
 C During the Industrial Revolution.  
 D During the Modern Era.
4. What was the problem for city planners during the Industrial Revolution?  
Click on the 2 best answers.  
 A Housing for immigrants from the countryside.  
 B Inadequate sanitation services for the population.  
 C Reconstruction of cities devastated by war.  
 D The growth of sprawling suburban areas.

5. Listen again to a part of the lecture. Then answer the question.  
“I know I went over that rather quickly, but . . . I advise you to refer to the three types of cities in your book. It’s an important concept.”

Why did the professor say this:

“. . . I advise you to refer to the three types of cities in your book”?

- A She wants the students to spend more time reading their books.
  - B She did not have time to talk about the concept in depth.
  - C She is going to read some important information to the students.
  - D She wants the students to prepare for the next class.
6. Classify each of these cities by matching them with their type.  
Click on a city. Then click on the empty box in the correct column.  
 A Singapore  
 B Mexico City  
 C Los Angeles

Decentralized	Centralized	Densely populated