



TOEFL IBT LISTENING

2025-2026

**WITH *20* FULL-LENGTH
REAL PRACTICE TESTS**

DR. HIKMET SAHINER

TOEFL LISTENING 2025-2026

20 FULL-LENGTH AUTHENTIC PRACTICE TESTS

DR. HİKMET ŞAHİNER

TOEFL LISTENING 2025-2026
DR. HİKMET ŞAHİNER

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CONTENTS

CHAPTER 1 - MAIN IDEA QUESTIONS	1
CHAPTER 2 - DETAIL QUESTIONS	5
CHAPTER 3 - FUNCTION QUESTIONS	11
CHAPTER 4 – ATTITUDE QUESTIONS	15
CHAPTER 5 – ORGANIZATION QUESTIONS	21
CHAPTER 6 - CONNECTING CONTENT QUESTIONS	26
CHAPTER 7 – INFERENCE QUESTIONS	31
CHAPTER 8 - CONVERSATION THEME PRACTICE: OFFICE HOURS	37
CHAPTER 9 - LECTURE THEME PRACTICE: ARTS AND LITERATURE	42
CHAPTER 10 - LECTURE THEME PRACTICE: LIFE SCIENCE	48
CHAPTER 11 - CONVERSATION THEME PRACTICE: SERVICE ENCOUNTERS	54
CHAPTER 12 - LECTURE THEME PRACTICE: SOCIAL SCIENCES	59
CHAPTER 13 - LECTURE THEME PRACTICE: HUMANITIES	66
CHAPTER 14 - LECTURE THEME PRACTICE: PHYSICAL SCIENCES	73
CHAPTER 15 - TOEFL LISTENING PROGRESS TESTS	80
TOEFL LISTENING PROGRESS TEST 1	81
TOEFL LISTENING PROGRESS TEST 2	85
TOEFL LISTENING PROGRESS TEST 3	89
TOEFL LISTENING PROGRESS TEST 4	93

TOEFL LISTENING PROGRESS TEST 5	97
TOEFL LISTENING PRACTICE TEST 1	101
TOEFL LISTENING PRACTICE TEST 2	111
TOEFL LISTENING PRACTICE TEST 3	121
TOEFL LISTENING PRACTICE TEST 4	131
TOEFL LISTENING PRACTICE TEST 5	141
TOEFL LISTENING PRACTICE TEST 6	151
TOEFL LISTENING PRACTICE TEST 7	161
TOEFL LISTENING PRACTICE TEST 8	171
TOEFL LISTENING PRACTICE TEST 9	181
TOEFL LISTENING PRACTICE TEST 10	191
TOEFL LISTENING PRACTICE TEST 11	201
TOEFL LISTENING PRACTICE TEST 12	211
TOEFL LISTENING PRACTICE TEST 13	221
TOEFL LISTENING PRACTICE TEST 14	231
TOEFL LISTENING PRACTICE TEST 15	241
TOEFL LISTENING PRACTICE TEST 16	251
TOEFL LISTENING PRACTICE TEST 17	261
TOEFL LISTENING PRACTICE TEST 18	271
TOEFL LISTENING PRACTICE TEST 19	281
TOEFL LISTENING PRACTICE TEST 20	291
AUDIO SCRIPTS & ANSWER KEYS TO CHAPTER 1	301
AUDIO SCRIPTS & ANSWER KEYS TO CHAPTER 2	305
AUDIO SCRIPTS & ANSWER KEYS TO CHAPTER 3	311
AUDIO SCRIPTS & ANSWER KEYS TO CHAPTER 4	316

AUDIO SCRIPTS & ANSWER KEYS TO CHAPTER 5	321
AUDIO SCRIPTS & ANSWER KEYS TO CHAPTER 6	325
AUDIO SCRIPTS & ANSWER KEYS TO CHAPTER 7	329
AUDIO SCRIPTS & ANSWER KEYS TO CHAPTER 8	335
AUDIO SCRIPTS & ANSWER KEYS TO CHAPTER 9	343
AUDIO SCRIPTS & ANSWER KEYS TO CHAPTER 10	351
AUDIO SCRIPTS & ANSWER KEYS TO CHAPTER 11	359
AUDIO SCRIPTS & ANSWER KEYS TO CHAPTER 12	368
AUDIO SCRIPTS & ANSWER KEYS TO CHAPTER 13	375
AUDIO SCRIPTS & ANSWER KEYS TO CHAPTER 14	383
AUDIO SCRIPTS & ANSWER KEYS TO TOEFL PROGRESS TEST 1	391
AUDIO SCRIPTS & ANSWER KEYS TO TOEFL PROGRESS TEST 2	394
AUDIO SCRIPTS & ANSWER KEYS TO TOEFL PROGRESS TEST 3	397
AUDIO SCRIPTS & ANSWER KEYS TO TOEFL PROGRESS TEST 4	400
AUDIO SCRIPTS & ANSWER KEYS TO TOEFL PROGRESS TEST 5	403
AUDIO SCRIPTS & ANSWER KEYS TO TOEFL PRACTICE TEST 1	406
AUDIO SCRIPTS & ANSWER KEYS TO TOEFL PRACTICE TEST 2	414
AUDIO SCRIPTS & ANSWER KEYS TO TOEFL PRACTICE TEST 3	422
AUDIO SCRIPTS & ANSWER KEYS TO TOEFL PRACTICE TEST 4	430
AUDIO SCRIPTS & ANSWER KEYS TO TOEFL PRACTICE TEST 5	438
AUDIO SCRIPTS & ANSWER KEYS TO TOEFL PRACTICE TEST 6	446
AUDIO SCRIPTS & ANSWER KEYS TO TOEFL PRACTICE TEST 7	453
AUDIO SCRIPTS & ANSWER KEYS TO TOEFL PRACTICE TEST 8	461

AUDIO SCRIPTS & ANSWER KEYS TO TOEFL PRACTICE TEST 9	468
AUDIO SCRIPTS & ANSWER KEYS TO TOEFL PRACTICE TEST 10	476
AUDIO SCRIPTS & ANSWER KEYS TO TOEFL PRACTICE TEST 11	484
AUDIO SCRIPTS & ANSWER KEYS TO TOEFL PRACTICE TEST 12	492
..	
AUDIO SCRIPTS & ANSWER KEYS TO TOEFL PRACTICE TEST 13	500
AUDIO SCRIPTS & ANSWER KEYS TO TOEFL PRACTICE TEST 14	508
AUDIO SCRIPTS & ANSWER KEYS TO TOEFL PRACTICE TEST 15	516
AUDIO SCRIPTS & ANSWER KEYS TO TOEFL PRACTICE TEST 16	524
AUDIO SCRIPTS & ANSWER KEYS TO TOEFL PRACTICE TEST 17	532
AUDIO SCRIPTS & ANSWER KEYS TO TOEFL PRACTICE TEST 18	539
AUDIO SCRIPTS & ANSWER KEYS TO TOEFL PRACTICE TEST 19	547
AUDIO SCRIPTS & ANSWER KEYS TO TOEFL PRACTICE TEST 20	555

PREFACE

TOEFL Listening 2025-2026 is designed to give test takers an edge in answering the questions on the TOEFL Listening Section.

This ebook edition includes step-by-step strategies and practice drills for each of the 7 question types on the TOEFL Listening Section.

TOEFL Listening 2025-2026 Features:

Step-by-step strategies for each question type on the TOEFL Listening Section

Test-taking Strategies, Mini Tests, Intensive Drills for each question type

Vocabulary Reviews

7 Theme-based Practice Tests

5 TOEFL Listening Progress Tests

20 full-length Authentic Practice Tests

Sample Note-taking, Audio Scripts & Answer Keys

CHAPTER 1 - MAIN IDEA QUESTIONS

▣ Main Idea questions ask you what the passage is generally about. They may ask you about the subject or main idea of a lecture, or in the case of a conversation, they may also ask about the main topic or purpose of the conversation. The Main Idea question will always be the first question after each listening.

How the Question is Worded

What is the main topic of the lecture?

What is the lecture mainly about?

What are the speakers mainly discussing?

Why does the student go to see the professor?

Why does the student visit the registrar's office?

Why did the professor ask to see the student?

What problem does the woman have?

Sample Question



Track 002

Why does the student go to see the professor?

- (A) To ask if he can skip class for a competition
- (B) To ask about the material on an exam
- (C) To reschedule the date for an exam
- (D) To ask about how to study for exams

Answer & Explanations

▣ The student explains to the professor that he has a competition throughout the exam week and asks if he can take the test when he gets back. Therefore, the best answer to the question is (C).

Listening Script

Listen to part of a conversation between a student and a professor.

Professor (female): Oh, hello, Steven. Come in. So, you said that you needed to ask me about something?

Student (male): Uh, that's right, Dr. Ashton. I was kind of concerned about something I saw on the syllabus. In two weeks we have a test on Shakespeare's play Hamlet, right?

Professor: That's correct. But you've been doing very well in my class so far, so I don't think you should worry about that.

Student: Um, that's not really what bothers me. See, I have to go to a big competition for the school's swim team. It's out of state, so I will be gone for the entire week. I wanted to know if I could possibly, you know, take the test when I get back.

Professor: [Sighs] Well. Look, I can sympathize. But that's not really fair to the other students, is it? This is an important test, and you'll have more time to prepare for it than they will.

Student: [Resigned] Yeah, you're right.

Professor: Well, look. If you're willing, what I can do is give you the test earlier, so you won't miss it for your swim competition.

Student: Earlier, huh? Hmm. Well, I'll have to study sooner than I expected. But I don't think that will be a problem.

STRATEGIES

■ Listen carefully to the beginning of the lecture or conversation. Often, the main idea is stated in the beginning of the passage.

■ Pay attention to the words after the following expressions:

Lecture:

I'd like to talk about ... / We're going to discuss ...

Today we'll be focusing on ...

Today I'd like to continue our discussion on ...

Main Idea Markers

Today, what I'm going to talk about is ~

I'd like to talk about ~ / I'd like to look at ~ / I'd like to explain ~

From now on, we'll be focusing on ~ / Today, I want to focus on ~

Today, I would like to continue our discussion on ~

Conversation:

I have some problems ...
I was wondering if ...
I was just coming by to tell you ...

Main idea Markers

I heard ~ / I was wondering if ~
I'd like to talk you about ~ / I want to tell you ~
Could I ask you something? / I've got some questions about
I have some problem ~ / I have trouble ~
I am here because ~ / I am here to tell you ~

■ Listen for frequently repeated words or any idea that is mentioned in different ways. Words or ideas that occur frequently in the listening most likely have something to do with the main idea.

■ The correct answers for main idea questions correctly summarize the main points of the passage; they must neither be too specific nor too broad.

Basic Drill

Listen to each passage and choose the best answer to the question.

Listen to part of a conversation between a student and a human resources office clerk.

**Track 003**

1. Why does the student go to see the clerk?

- (A) To see what jobs are available
- (B) To apply for an advertised job
- (C) To get information about career possibilities
- (D) To ask about the department's website

Listen to part of a lecture in an American history class.

**Track 004**

2. What is the main topic of the lecture?

- (A) The causes of the American Civil War
- (B) The effects of the American Civil War
- (C) The battles of the American Civil War
- (D) The status of slaves in the North and South

Listen to part of a lecture in a medical science class.



Track 005

3. What is the main topic of the lecture?

- (A) The ways to properly use antibiotics
- (B) The side-effects of antibiotics
- (C) The discovery of antibiotics
- (D) The rise of antibiotic-resistant bacteria

Listen to part of a conversation between a student and a professor.



Track 006

4. Why does the student go to see the professor?

- (A) To ask about a possible topic for her paper
- (B) To ask about the way to document sources for her paper
- (C) To ask about resources for her paper
- (D) To ask about including charts in her paper

Listen to part of a lecture in an earth science class.



Track 007

5. What is the lecture mainly about?

- (A) Properties of the Earth's center
- (B) The geological layers of the Earth
- (C) The Earth's magnetic field
- (D) Theories about the Earth's core

Listen to part of a talk in a philosophy class.



Track 008

6. What is the main topic being discussed?

- (A) Artistic works based on Thoreau
- (B) Thoreau's protest against slavery
- (C) The life of Henry David Thoreau
- (D) The beliefs of Henry David Thoreau

CHAPTER 2 - DETAIL QUESTIONS

▣ Detail questions ask you about explicit facts and details given in the listening passage. They generally ask about the important details related to the gist of a lecture or conversation. Typically, there will be 1-2 Detail questions. Sometimes these questions ask you to select more than 1 correct answer.

How the Question is Worded

According to the professor, who / when / where / what / why / how ...?

What are X?

What does the professor suggest to the man?

Which of the following are true about X?

Sample Question



Track 009

Which La Venta monument depicts a god of the Olmecs?

- (A) The giant head statues
- (B) The giant central mound
- (C) The giant mosaics found in the city
- (D) The carvings on their stone altars

Answer & Explanations

▣ The professor mentions stone altars as one of the Olmec remains and says most people believe their carved figures are some kind of divine being that was worshipped. Therefore, the best answer to the question is (D).

Listening Script

Listen to part of a talk in an American history class.

Professor (female): Now, in Central America, between two to three thousand years ago, there existed an ancient civilization known as the Olmec. Much of what we know about them comes from the excavation of an ancient city known as La Venta, located on the coast of southern Mexico on the Gulf of Mexico and first excavated in the 1940s. Who can tell me some things we've found there?

Student 1 (male): Well, there are those giant stone head monuments, right?

Professor: Yes, that's the most famous discovery. These statues of rulers are an impressive 9 feet high and weigh about 18 tons, but they are just one amazing find. There's also a large central clay mound that resembles a volcano, large mosaics representing jaguar masks, and elaborate stone altars. Now, these altars contain some interesting features. What might those be?

Student 2 (female): Are you talking about the images of their gods, the weird jaguar-babies?

Professor: Right. Some of them have carved figures that look like a mixture of a jaguar and a human infant. While they are very mysterious, most people believe that these were some kind of divine being that was worshipped. This has been indicated in Olmec monuments from other locations, too.

STRATEGIES

▣ Detail questions ask about the important details of a conversation or lecture, not minor ones. Take notes on major points and important details while you listen.

▣ Major details often include:

Definitions of new terms / concepts / ideas

Important features of things or concepts

Causes or effects of specific events

New facts, reasons, results, examples, etc.

▣ The correct answer is often paraphrased.

▣ Do not simply choose the answer choices that have the same words or phrases from the listening.

▣ To answer these questions, you need to understand the essential ideas from the passage and make sure that the answer accurately conveys the information from the listening.

Basic Drill

Listen to each passage and choose the best answer to the question.

Listen to part of a conversation between a student and a professor.



Track 010

1. Why does the student need a letter of recommendation?

- (A) She wants to get into an engineering program.
- (B) She wants to get a teaching position.
- (C) She wants to get admitted into graduate school.
- (D) She wants to get a summer internship.

Listen to part of a lecture in a history class.



Track 011

2. Why is Saint Patrick important?

- (A) He exterminated most of Ireland's natural pests.
- (B) He was an important political leader of Ireland.
- (C) He was the very first Christian to travel to Ireland.
- (D) He was an important early missionary in Ireland.

Listen to part of a talk in a psychology class.



Track 012

3. What was the Milgram Experiment meant to test?

- (A) The methods of concentration camp guards
- (B) The extent to which people will obey immoral commands
- (C) The amount of electricity people can handle
- (D) The capacity to provide the correct answers when punished

Listen to part of a conversation between a student and a residence hall assistant.



Track 013

4. How is the woman trying to stop the fire alarm from being activated? Click on 2 answers.

- (A) Using a special long-staining ink
- (B) Checking the alarms every hour
- (C) Locking the dorms at night
- (D) Using special information from the students

Listen to part of a talk in a zoology class.



Track 014

5. Which of the following are true about spotted hyenas? Click on 3 answers.

- (A) Females are physically smaller than males.
- (B) Males have less social power than females.
- (C) They only hunt weak and sick animals.
- (D) They have powerful stomach acids.
- (E) Females choose mates for reproduction.

Listen to part of a lecture in an art history class.



Track 015

6. Why did Picasso paint Guernica?

- (A) To condemn the destruction of a town
- (B) To experiment with less disturbing subject matter
- (C) To display a never-before-seen painting style
- (D) To celebrate the military might of Spain

LISTENING PRACTICE 1

Listen to part of a conversation between a student and a professor.



Track 016-018

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

- (A) To get information about local libraries
- (B) To ask about prices at different bookstores
- (C) To discuss different versions of a textbook
- (D) To talk about ways to save money for class

2. Why does the professor say the student needs the newer version of the short story anthology?

- (A) It has new short stories.
- (B) It contains critical essays.
- (C) It has new exercises.
- (D) It discusses British history.

3. Which text can the student check out from the library?

- (A) The history book
- (B) The James Joyce novel
- (C) The collection of essays
- (D) The anthology of stories

LISTENING PRACTICE 2

Listen to part of a talk in an anthropology class.



Track 019-021

1. What are the speakers mainly discussing?

- (A) The cultural practices of the Ainu
- (B) The prejudice against the Ainu
- (C) The similarities between the Ainu and Native Americans
- (D) The ancestral origins of the Ainu

2. What characteristics distinguish the Ainu from other Japanese people? Click on 2 answers.

- (A) The Ainu more closely resemble Europeans.
- (B) The Ainu have darker hair and skin.
- (C) The Ainu had unusual traditional tattoos.
- (D) Ainu men never grew their facial hair.


3. What was the Japanese government's previous policy about the Ainu?


- (A) Ainu people were not human beings.
- (B) Ainu ancestors were from Central Asia.
- (C) Ainu people could not practice Japanese customs.
- (D) Ainu culture would not be officially recognized.

CHAPTER 3 - FUNCTION QUESTIONS

Function questions ask about the speaker's purpose or the implied meaning of a specific statement. To answer these questions, you need to understand why the speaker says something as well as what is said. These types of questions always replay a specific statement from the listening passage. Typically, there will be 1-2 Function questions for each passage.

How the Question is Worded

Why does the woman say this:  (replay)

What does the professor mean when he says this:  (replay)

What does the man imply when he says this:  (replay)

Sample Question

Track 022

Listen again to part of the conversation. Then answer the question.

Why does the professor say this: 

- (A) To inform the student that she's not responsible for any problems
- (B) To remind the student that he must follow Dr. Mackey's directions
- (C) To indicate to the student that he needs to speak with Dr. Mackey
- (D) To discourage the student from participating in the new program

Answer & Explanations

The professor says Dr. Mackey has all the information when the student asks about the special study-abroad program. From this, the professor indicates that the student should go to see Dr. Mackey. The answer to the question is (C).

Listening Script

Listen to part of a conversation between a student and a professor.

Student (male): Hey, Dr. Simmons. Do you have a minute?

Professor (female): Certainly, James. So what seems to be on your mind?

Student: It's about the special study-abroad program for the French department. I wanted some more information about it, and I heard that you were the supervisor for it last year. So, I just had a few questions that I wanted to ask you.

Professor: Hmm. Dr. Mackey's in charge now, so he would have all the information on that.

Student: Alright, but I still wanted to get your opinion on one thing. What was it like to basically live and work in Paris for several weeks?

Professor: Personally, I loved it. It gives you a new way of looking at life. However, you should keep in mind that you aren't there for too long, and it's not like you're working at a full-time job for a company or anything. But, if you want to do a little traveling, it's best to do it while you 're young.

STRATEGIES

■ In spoken language, a single statement can have different meanings depending on the situation. Therefore, pay close attention to the context in which the statement is made.

■ The following words are likely to appear in answer choices:

ask, inquire, urge, request

indicate, suggest, imply

point out, remind, correct, clarify, verify

explain, introduce, emphasize, give an example, illustrate

complain, criticize, apologize, praise, encourage

Function Correct Answer Markers

to give / provide an example of

to identify

to emphasize / stress

to note

to indicate / suggest / imply

to point out

to describe / illustrate

to make sure

to correct

to encourage

to remind

to inquire / ask

Basic Drill

Listen to each passage and choose the best answer to the question.

Listen to part of a conversation between a student and a clerk.



Track 023

Listen again to part of the conversation. Then answer the question.

1. Why does the student say this: 

- (A) To prompt the clerk to provide more details
- (B) To get the clerk to change his group
- (C) To indicate her displeasure about the arrangement
- (D) To remind the clerk of his medical needs

Listen to part of a talk in a sociology class.



Track 024

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

2. Why does the professor say this: 

- (A) The student has offered a satisfactory response.
- (B) The suggested method would be too oppressive.
- (C) The suggested method has limited effectiveness.
- (D) The student must listen to other people.

Listen to part of a lecture in a political science class.



Track 025

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

3. What does the professor mean when he says this: 

- (A) The professor cannot accurately describe the country's emotions.
- (B) Nixon's actions created very negative opinions of him among Americans.
- (C) Most people in America had different opinions about the actions.
- (D) The students will never really know how Americans felt.

Listen to part of a conversation between a student and a professor.

 **Track 026**

Listen again to part of the conversation. Then answer the question.

4. Why does the professor say this: 

- (A) To indicate the student has already missed the test
- (B) To confirm that he and the student are talking about the same test
- (C) To point out that he could not have possibly graded the test yet
- (D) To show his reluctance to discuss the test with the student

Listen to part of a lecture in an environmental science class.

 **Track 027**

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

5. What does the professor mean when she says this: 

- (A) The research she will discuss is probably unfamiliar to the students.
- (B) The research she will discuss is sophisticated and complex.
- (C) The research she will discuss is extremely important because it is so recent.
- (D) The research she will discuss has not yet been confirmed.

Listen to part of a talk in a literature class.

 **Track 028**

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

6. Why does the professor say this: 

- (A) To indicate that he will provide some more information
- (B) To point out that the student is not entirely correct
- (C) To express his dissatisfaction that not everyone knows the subject
- (D) To apologize for not teaching more about Biblical lore

CHAPTER 4 – ATTITUDE QUESTIONS

Attitude questions ask about a speaker's feelings, attitude, or stance toward a particular topic, which are not directly stated in the passage. Some of these questions also ask about a speaker's degree of certainty. 0-1 Attitude question is given in each passage, and sometimes what the speaker said will be replayed.

How the Question is Worded

What is the professor's opinion of X?

What is the student's attitude toward X?

What can be inferred about the student when she says this:  (replay)

Sample Question



Track 029

What is the professor's attitude toward "trickle-down" economics?

- (A) She feels that it was a better plan than earlier government plans.
- (B) She believes that it led companies to spend money wisely.
- (C) She does not think that the plan worked as it was intended to.
- (D) She suspects that the plan was not very popular.

Answer & Explanations

The professor says companies would use the money saved to create new jobs in a sarcastic tone, and many companies would surely like the method. From this context, it can be determined that she thinks the original purpose was damaged because only companies took advantage of it. The best answer to the question is (C).

Listening Script

Listen to part of a lecture in an economics class.

Professor (female): OK. So, over the last couple of classes we've been talking about economic recessions and the various methods of dealing with them. Now, as we pointed out before, a common approach is for the government to play an active role in creating new jobs ... uh, that's what happened in the US in the 1930s, for example. The government sponsored large projects that were designed primarily to create work for people. Over the course of the last century, however, the US has experimented with other ways of dealing with recessions as well.

The one we are going to talk about today is "trickle-down" economics, which is something we tried in the early 1980s. The idea was that instead of spending tax money to create new jobs, the government would reduce taxes on corporations. [Emphasizes sarcastically] Supposedly, these corporations would then use the money they saved to create new jobs. This is a simplified explanation, by the way, but it covers the basic idea. Now a lot of companies were strongly in favor of this method of dealing with a recession, which should come as no surprise. After all, what company is going to complain about a tax break?

STRATEGIES

- Learn to interpret the speaker's tone of voice. A single expression, "Are you OK?", for example, can indicate very different attitudes depending on how it is said. The speaker's tone can help you answer this type of question.
- Pay attention to the words or phrases that indicate the speaker's feelings or attitude. These will give you important clue regarding how he or she feels about a particular topic.
- Examples of words or phrases that indicate a speaker's attitude:

Likes / Dislikes

want, prefer, enjoy, interested, excited, look forward to
hate, detest, can't stand

Certainty

obviously, apparently, possibly, bound to
doubt, there's no way

Positive / Negative

brilliant, admirable, revolutionary, reasonable, valuable
tough, ridiculous, absurd, annoyed, a waste of time

Attitude Correct Answer Markers

In my opinion ~ / I believe ~

The way I see it ~ / It seems (to me) that ~

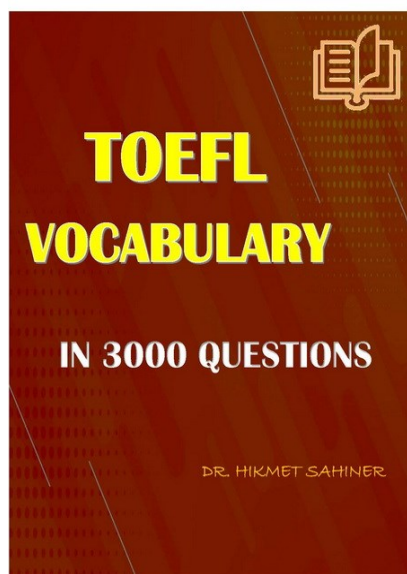
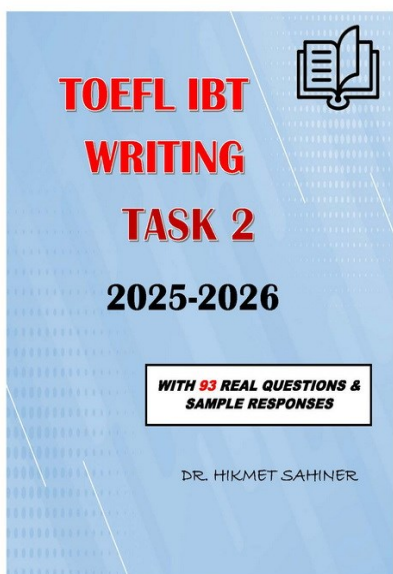
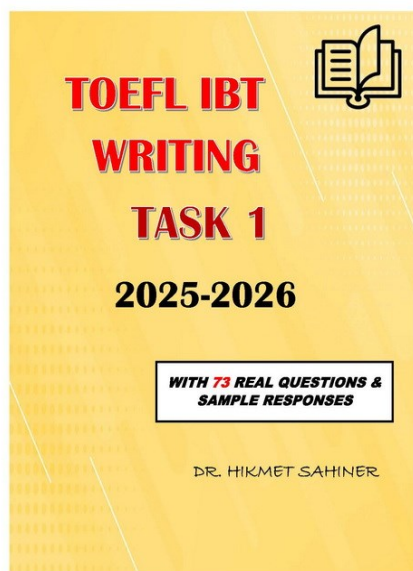
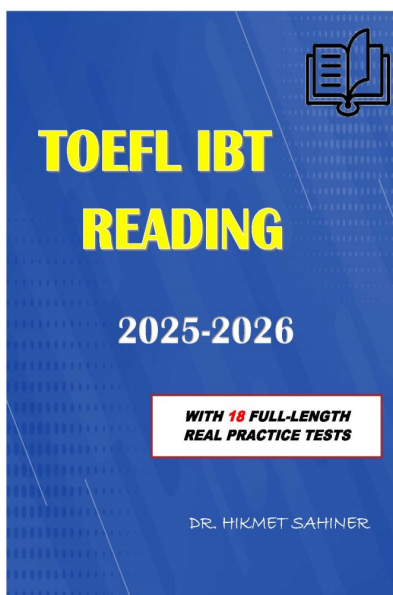
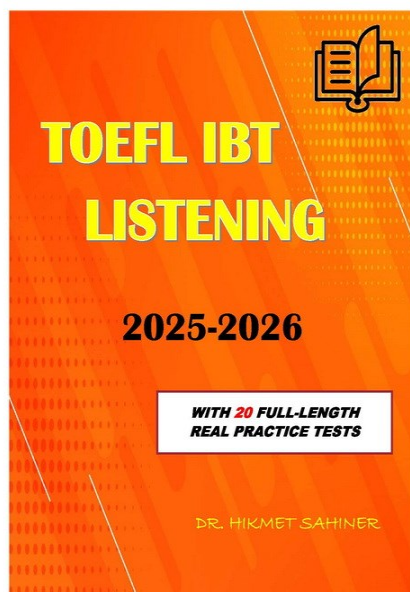
There is no doubt that ~

Verbs: appear to / seem to

Adverbs: apparently / perhaps / possibly / potentially / relatively

Nouns: possibility / on the evidence

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