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# TOEFL LISTENING Intermediate



해커스 어학연구소

## Hackers TOEFL Listening Intermediate

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오랜 시간 동안 TOEFL 학습자들의 충실한 길잡이 역할을 해온 해커스 어학연구소에서 중급 학습자들을 위한 토폴 Listening 교재, 『Hackers TOEFL Listening Intermediate(iBT)』을 출간합니다. 『Hackers TOEFL Listening Intermediate(iBT)』은 학습자들이 중급 실력을 완성하고 나아가 상급 Listening 실력으로 발돋움하기 위한 중급용 학습서입니다.

『Hackers TOEFL Listening Intermediate(iBT)』은 중급 학습자들이 실제 시험에 출제되는 문제를 유형별로 체계적으로 훈련함으로써 보다 수준 높은 Listening 실력을 쌓을 수 있도록 구성되어 있습니다. 본 교재는 실제 iBT TOEFL Listening 시험에 출제된 토픽과 유사한 지문들로 이루어져 있으며, 현재까지 출제된 모든 문제 유형들이 세심하게 반영된 문제들로 제작되었습니다. 또한 다양한 문제 유형들을 가장 확실하게 풀 수 있는 공략법을 제시하고, 문제 유형을 누적식으로 구성하여 학습자들이 모든 유형들을 골고루 공부할 수 있도록 하였습니다. 진단고사 결과를 바탕으로 제공되는 학습 플랜에 맞추어 본 교재를 공부하면 보다 효율적으로 학습을 진행할 수 있을 것입니다.

마지막으로, 실시간 토론과 정보 공유의 장인 고우해커스([www.goHackers.com](http://www.goHackers.com))에서 교재 학습 중 궁금한 점을 학습자들과 나누고 다양한 무료 영어학습 자료를 이용한다면, 보다 효과적인 학습을 할 수 있을 것입니다.

『Hackers TOEFL Listening Intermediate(iBT)』을 통해 학습자들이 Listening 고수의 위치로 성큼 올라서고 나아가 더 커다란 목표에 도달하는 과정을 함께 하시기를 바랍니다.

David Cho

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# TOPIC LIST

다음의 TOPIC LIST는 교재에 수록된 모든 Conversation과 Lecture를 주제별로 구분하여 목록으로 구성한 것이다.

교재에 수록된 모든 지문은 실제 IBT TOEFL Listening 시험의 주제별 출제 경향을 충실히 반영하여 구성되었다. 따라서 본 교재를 학습하면서 실제 시험에 출제되는 주제가 무엇인지, 자신이 취약한 주제가 무엇인지 파악할 수 있다. 특히 취약하다고 생각되는 주제만 골라 다시 풀어보고 주제별로 단어를 외워서 취약점을 보완하는 것도 좋은 방법이다.

## Conversation

Instructor's Office Hours	DT [1-5]	Ch 1 HP [4-6]	Ch 2 HP [1-3]
	Ch 2 HT [1-5]	Ch 2 HT [18-22]	Ch 3 HT [1-5]
	Ch 3 HT [18-22]	Ch 4 HT [1-5]	Ch 5 HP [1-3]
	Ch 6 HP [4-6]	Ch 6 HT [1-5]	Ch 6 HT [18-22]
Service Encounters	Ch 1 HP [1-3]	Ch 1 HT [1-5]	Ch 1 HT [18-22]
	Ch 2 HP [4-6]	Ch 3 HP [1-3]	Ch 3 HP [4-6]
	Ch 4 HP [1-3]	Ch 4 HP [4-6]	Ch 4 HT [18-22]
	Ch 5 HP [4-6]	Ch 5 HT [1-5]	Ch 5 HT [18-22]
	Ch 6 HP [1-3]	AT 1 [1-5]	AT 1 [18-22]
	AT 2 [1-5]	AT 2 [18-22]	

## Lecture

Humanities	Anthropology	Ch 6 HP [7-9] Domesticated Animals
	Architecture	Ch 5 HT [12-17] Airtight Buildings
	Arts	Ch 1 HT [12-17] Pop Action
		Ch 6 HP [10-12] Computer Art
	Art History	Ch 3 HP [7-9] Hudson River School
		Ch 3 HT [23-28] Andrew Wyeth
		AT 1 [6-11] Victorian Era Art Audiences
	History	Ch 1 HP [10-12] Popham
		Ch 1 HT [23-28] Gutenberg
		Ch 4 HT [23-28] Egyptian Glass
		Ch 5 HP [7-9] Sentimental Comedy
		AT 2 [6-11] Spices
		AT 2 [23-28] Wright Brothers
	Law	AT 1 [23-28] Laws and Rules
	Linguistics	Ch 4 HT [12-17] Language and Communication

Social Science	Literature	DT [12-17] Aucassin and Nicolette Ch 2 HT [29-34] American Realism Ch 4 HP [7-9] Detective Novel Ch 4 HT [29-34] Memoirs Ch 5 HT [29-34] Good-Night, Owl!
	Economics	Ch 3 HT [6-11] Protective Trade
	Environmental Science	Ch 2 HP [7-9] Renewable Energy Ch 2 HT [6-11] Chestnut Trees Ch 6 HT [6-11] Introduced Species AT 1 [12-17] Waste Management AT 2 [29-34] Wave Energy
	Food Science	Ch 4 HT [6-11] Decaffeinated Coffee
	Geography	Ch 6 HT [29-34] Lakes of Rub' al-Khali
	Geology	Ch 2 HT [12-17] Mediterranean Sea Ch 5 HT [23-28] Petroleum
	Sociology	Ch 6 HT [12-17] AMA
	Psychology	Ch 3 HT [29-34] Theory of Mind Ch 4 HP [10-12] Object Permanence
	Astronomy	Ch 3 HT [12-17] Moons of Saturn Ch 5 HP [10-12] Protostars
	Biology	DT [6-11] Polar Bear Ch 1 HP [7-9] Badger Coloration Ch 1 HT [6-11] Dormancy and Hibernation Ch 2 HT [23-28] Beavers Ch 6 HT [23-28] Bacterial Communication
	Chemistry	Ch 2 HP [10-12] Perfumes AT 1 [29-34] Magnesium
	Earth Science	Ch 1 HT [29-34] Snowmelt Ch 3 HP [10-12] Salinity
	Physics	AT 2 [12-17] Semiconductors
	Physiology	Ch 5 HT [6-11] Circadian Rhythm

\*DT: Diagnostic Test    HP: Hackers Practice    HT: Hackers Test    AT: Actual Test

# 책의 특징

## 01 중급에서 상급으로 도약하기 위한 토플 청취서

Hackers TOEFL Basic Series에서 TOEFL Listening의 기본을 다진 학습자들이 중급 실력을 완성하고, 나아가 상급 Listening 실력으로 발돋움하기 위한 중급용 TOEFL 청취서이다. 실제 시험과 유사한 지문과 문제로 교재를 구성하여 학습자들이 TOEFL Listening에 익숙해질 수 있도록 하였다.

## 02 토플 중급 Listening 4주 완성

『Hackers TOEFL Listening Intermediate(IBT)』은 학습자들이 4주만에 상급 Listening 실력을 갖추는 것이 가능하도록 구성되어 있다. 짧은 시간 내에 전략적으로 학습하고자 하는 독자들은 4주형 학습플랜을, 체계적이고 꼼꼼한 학습이 필요한 독자는 6주형 학습플랜을 따라가면 된다.

## 03 모든 출제 유형과 Topic 완전 분석

본 교재는 실제 IBT TOEFL Listening 시험에 출제된 모든 유형과 Topic을 완전 분석하여 제공하였으므로, 학습자들은 TOEFL 문제에 철저히 대비할 수 있을 뿐만 아니라, 분야별로 다양한 영문 청취를 할 수 있는 기회를 가질 수 있다.

## 04 Listening 유형 정복을 위한 전략 제시

실제 TOEFL 시험에 출제되는 Listening 문제 유형을 6가지로 나누어 문제 해결을 위한 전략을 제시하였다. 각 Chapter마다 문제 유형별 전략을 습득하여 문제를 풀어봄으로써 해당 유형에 가장 쉽게 접근하는 연습을 할 수 있다.

## 05 Listening 유형 연습을 위한 풍부한 양의 문제 수록

진단고사, 각 Chapter 별 Hackers Practice와 Hackers Test, 그리고 Actual Test에 실제 TOEFL 시험에서 출제되는 모든 유형의 문제들을 풍부하게 수록하여 실전 문제를 충분히 연습할 수 있도록 하였다. 이를 통해 실질적인 Listening 실력의 향상을 가능하게 하였다.

## 06 Vocabulary List와 단어암기 MP3 무료 제공

각 Chapter마다 실제 TOEFL 시험을 위해 반드시 알아야 할 중요한 단어들을 모아놓은 Vocabulary List를 제공하고 Quiz를 통해 어휘를 확실하게 익힐 수 있도록 한다. 뿐만 아니라, 학습 효과를 극대화할 수 있는 어휘가 녹음된 무료 MP3를 제공한다.

## 07 중급부터 상급까지 대비한 단계별 학습 구성

학습자가 각 유형을 중급부터 상급까지 차근차근 학습할 수 있도록 계획된 Hackers Practice와 Hackers Test를 통해 각 Chapter의 문제 유형을 확실하게 습득할 수 있도록 구성하였다. 마무리 학습인 Actual Test 2회를 통해 실전에 완벽하게 대비할 수 있다.

## 08 효과적인 Listening 학습을 위한 Script, 해석, 어휘 제공

교재에 수록된 모든 지문의 정확한 Script와 매끄러운 해석, 그리고 각 지문에서 중요한 어휘를 제공하여 학습자가 보다 정확하게 지문의 흐름을 이해하고 어휘 실력까지 함께 향상시킬 수 있도록 하였다.

## 09 진단고사를 통한 수준별 학습플랜 제시

실제 시험의 구성과 동일하게 제작된 Diagnostic Test를 통하여 학습자가 자신의 실력을 스스로 점검할 수 있도록 하였으며, 이 결과에 따라 수준에 맞는 학습플랜을 활용할 수 있도록 다양한 학습플랜을 제시하였다.

## 10 고우해커스([www.goHackers.com](http://www.goHackers.com))와 함께 하는 심화 학습

온라인 토론과 정보 공유의 장, 고우해커스([www.goHackers.com](http://www.goHackers.com))에서 학습자들이 교재에 대하여 서로 의견을 교류하고 다양한 학습자료를 공유하면서 보다 심층적인 학습을 할 수 있도록 하였다. 또한, iBT 시험에 대한 다양한 참고 풍부한 정보도 얻을 수 있다.

# 책의 구성

## 01 TOPIC LIST

교재에 수록된 모든 지문의 TOPIC을 목록으로 제공하여 학습자가 취약한 주제만 심층적으로 공부하거나 원하는 순서대로 학습하는 등 다양하게 활용할 수 있도록 하였다.

## 02 Diagnostic Test

본격적인 교재 학습에 앞서, 실제 iBT TOEFL Listening 시험의 구성과 동일한 Diagnostic Test를 제공하였다. 이를 통해 학습자가 자신의 실력을 진단하고 자신에게 맞는 학습플랜을 선택할 수 있도록 하였다.

## 03 문제 살펴보기와 문제 공략하기

문제 유형에 대한 소개와 실제 시험에서 출제되는 형태를 제시하였다. 또한, 각 문제 유형마다 가장 효과적인 전략을 제시하고 적용 사례를 보여주어 학습자가 실제 문제 풀이에 쉽게 활용할 수 있도록 하였다.

## 04 Hackers Practice

앞서 익힌 문제 유형과 공략법을 Hackers Practice에 적용하여 풀어봄으로써 각 문제 유형별로 집중적인 학습이 가능하도록 하였으며, 이를 통해 TOEFL Listening의 중급 실력을 탄탄히 다질 수 있도록 하였다.



## 05 Hackers Test

Hackers Test에서는 Hackers Practice를 통한 연습에 이어, 해당 Chapter뿐만 아니라 이전 Chapter에서 학습한 문제 유형이 누적되도록 구성하여, 학습자들이 다양한 유형의 문제를 풀어봄으로써 실제 시험에 대한 적응력을 키울 수 있도록 하였다.

## 06 Vocabulary List

각 Chapter의 마지막 부분에 해당 Chapter의 지문들에서 나온 중요한 단어들을 정리해두었다. Hackers Practice와 Hackers Test를 학습한 후, Vocabulary List를 통해 단어만 다시 학습할 수 있다. 특히 어휘력이 부족하여 Listening이 어렵다고 느껴지는 학습자라면 단어를 미리 외워두고 Listening 학습에 임하는 것도 좋은 방법이다.

## 07 Actual Test

실제 TOEFL Listening 시험에 출제된 Topic과 유사한 구성 및 난이도로 제작된 Actual Test를 제공하여, 학습자가 실제 시험을 체험해보고, 교재에서 학습한 내용을 효과적으로 마무리 할 수 있도록 하였다.

## 08 Answer Keys & Scripts & Translations

교재에 수록된 모든 지문의 정확한 Script와 해석, 그리고 정답을 제공하여 교재에서 학습한 내용을 확인하고 복습할 수 있도록 하였다.

# iBT TOEFL 소개

## iBT TOEFL이란?

iBT(Internet-based test) TOEFL(Test of English as a Foreign Language)은 종합적인 영어 실력을 평가하는 시험으로 Reading, Listening, Speaking, Writing 능력을 평가하는 유형의 문제 외에도, Listening-Speaking, Reading-Listening-Speaking, Reading-Listening-Writing과 같은 통합형 문제가 출제된다. iBT의 총점은 120점이고, 시험에 소요되는 시간은 약 4시간이며, Reading, Listening, Speaking, Writing 영역의 순서대로 진행된다. 4개의 시험 영역 모두 Note-taking을 허용하며, 문제를 풀 때 이 Note를 참고할 수 있다.

## iBT TOEFL 구성

시험 영역	출제 지문 및 문항 수	시험 시간	점수 범위	iBT TOEFL 특징
<b>Reading</b>	<ul style="list-style-type: none"> <li>• 3~4개 지문 출제 1지문당 길이: 700단어 1지문당 12~14문항 출제</li> </ul>	60~80분	0~30점	<ul style="list-style-type: none"> <li>• 지문 길이가 길고, 다양한 구조의 지문이 출제됨</li> <li>• 사지선다 형태, 지문 클릭(지문에 문장 삽입하기) 형태 또는 정보를 분류하여 요약표나 범주표에 넣는 형태 등이 출제됨</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• 2~3개 대화 출제 1대화당 길이: 3분 1대화당 5문항 출제</li> <li>• 4~6개 강의 출제 1강의당 길이: 3~5분 1강의당 6문항 출제</li> </ul>	60~90분	0~30점	<ul style="list-style-type: none"> <li>• 대화 및 강의의 길이가 길고, 실제 상황에 더욱 가까워짐</li> <li>• Note-taking이 허용됨</li> <li>• 사지선다 형태, 다시 듣고 푸는 형태, 표 안에 정보를 분류하거나 순서대로 배열하는 형태 등이 출제됨</li> </ul>
휴식 10분				
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• 독립형 문제 2개</li> <li>• 통합형 문제 4개</li> </ul>	20분	0~30점	<ul style="list-style-type: none"> <li>• 독립형 문제 (1~2번): 익숙한 주제에 대한 의견 말하기</li> <li>• 통합형 문제 (3~6번): 읽고 들은 내용에 기초하여 말하기</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• 통합형 문제 1개</li> <li>• 독립형 문제 1개</li> </ul>	50분	0~30점	<ul style="list-style-type: none"> <li>• 통합형 문제: 읽고 들은 내용에 기초하여 글쓰기</li> <li>• 독립형 문제: 특정 주제에 대해 글쓰기</li> </ul>

## iBT TOEFL 관련 제반 사항

시험 소요 시간	약 4시간
총점	120점
진행 순서	읽기(Reading), 듣기(Listening), 말하기(Speaking), 쓰기(Writing) 순으로 진행
실시일	시험은 1년에 30~40회 정도 실시되며, 각 나라와 지역별로 시험일의 차이가 있음
시험장소	시험은 전용 컴퓨터 단말기가 마련된 ETS Test center에서 치러짐
접수 방법	<ul style="list-style-type: none"> <li>• 인터넷 접수: 응시일로부터 최소 7일전 인터넷 상으로 등록</li> <li>• 전화 접수: 응시일로부터 최소 7일전 전화로 등록</li> </ul>
시험 비용	<ul style="list-style-type: none"> <li>• 시험 비용 US \$170</li> <li>• 추가 리포팅 비용 US \$18 (대학당)</li> <li>• 재채점 비용(Speaking/Writing 영역만 가능) 한 영역당 US \$80</li> <li>• 시험 일자 변경 비용 US \$60</li> <li>• 취소한 성적 복원 비용 US \$20</li> </ul>
지불 수단	신용카드, 전자수표(e-check) 등
시험 등록 취소	<ul style="list-style-type: none"> <li>• 웹사이트에 접속하거나 프롬메트릭 call center에 전화하여 등록 취소</li> <li>• 우편이나 e-mail은 불가함</li> <li>• 접수일로부터 7일 이내에 취소할 경우 전액 환불받을 수 있고, 그 이후부터 응시일 4일 전까지는 \$85를 환불받을 수 있음</li> </ul>
시험 당일 주의사항	<ul style="list-style-type: none"> <li>• 공인된 신분증(여권, 운전 면허증, 주민등록증, 군인 신분증) 원본 반드시 지참</li> <li>• 접수 번호(Registration number) 지참</li> </ul>
성적 및 리포팅	<ul style="list-style-type: none"> <li>• 시험 응시일로부터 대략 10일 후에 온라인 상에서 성적 확인 가능</li> <li>• 시험 응시일에 자동으로 4개의 기관까지 성적 리포팅 가능</li> <li>• 성적표의 유효기간은 2년</li> </ul>

# iBT TOEFL Listening 소개

iBT TOEFL Listening 영역은 크게 Conversation(대화)과 Lecture(강의)로 구성되어 있다. Conversation은 주로 대학에서 일어날 수 있는 상황에 대해, Lecture는 주로 대학 수업에서 다루는 학문 분야에 대해 묻는다. Conversation과 Lecture를 들으면서 Note-taking을 할 수 있으므로, 기억력에만 의존하기보다는 내용을 듣고 이해하며 정리하는 능력이 더 요구된다고 볼 수 있다.

## iBT Listening 구성

Part 1	Conversation 1	3분 정도 소요	5문항 출제
	Lecture 1	3~5분 정도 소요	6문항 출제
	Lecture 2	3~5분 정도 소요	6문항 출제
Part 2	Conversation 1	3분 정도 소요	5문항 출제
	Lecture 1	3~5분 정도 소요	6문항 출제
	Lecture 2	3~5분 정도 소요	6문항 출제

## iBT Listening 특징

- Note-taking이 허용된다.
- 정답이 2개 이상인 문제 형태가 출제된다.
- 화자의 의도 및 태도를 묻는 문제 유형이 출제된다.
- 대화 및 강의의 일부 내용을 다시 들려주는 문제 형태가 출제된다.
- 일련의 사건 및 절차를 순서대로 배열하는 문제 형태가 출제된다.
- 두 가지 이상의 항목별로 알맞은 내용을 짝짓는 문제 형태가 출제된다.

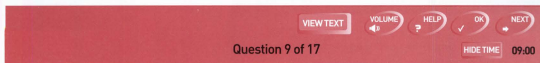
## iBT Listening 문제 유형

문제 형태	해당 문제 유형
Main Purpose/Topic	주제를 묻는 문제
Detail	세부 정보를 묻는 문제
Function & Attitude	화자의 의도와 태도를 묻는 문제
Connecting Contents I (List, Matching, Ordering Questions)	주어진 정보들 간의 관계를 묻는 문제
Connecting Contents II (Purpose, Organization Questions)	지문의 전개 구조를 묻는 문제
Inference	주어진 정보로 추론하는 문제

## iBT Listening 화면 구성

### 화면 상단 Tool Bar

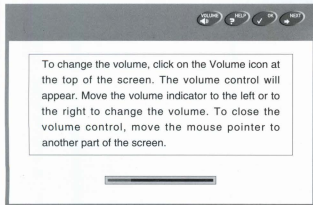
화면 상단에 시험 진행 과정을 보조하는 Tool Bar가 나타난다. Tool Bar를 통해 현재 풀고 있는 문제가 몇 번 문항인지, 해당 영역에 남은 시간이 얼마나 되는지 알 수 있다.



	VOLUME 버튼을 누르면 음량을 조절할 수 있다.
	HELP 버튼을 누르면 시험 진행에 관련된 정보를 볼 수 있다. 이때 시간은 계속해서 카운트된다.
	NEXT 버튼을 누르면 선택한 보기가 확정되고 OK 버튼이 활성화된다.
	OK 버튼을 누르면 다음 화면으로 넘어간다. 한번 다음 화면으로 넘어가면 이전 문제로 돌아올 수 없다.
	HIDE TIME 버튼을 누르면 시간 표시가 화면에서 사라진다. 버튼을 다시 누르면 시간이 화면에 나타난다.

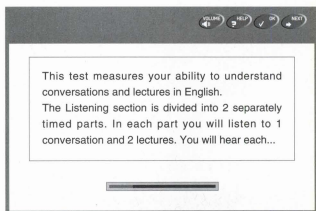
### 음량 조절 화면

시험이 시작되기 전에 음량을 조절할 것인지를 묻는 화면이다. VOLUME을 클릭하면 음량을 조절할 수 있는 창이 나타난다. 시험을 보는 동안에도 계속해서 음량을 조절할 수 있다.



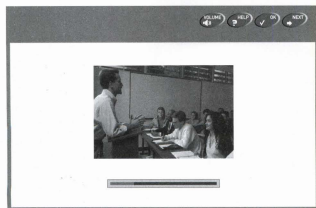
### Listening Direction 화면

이 화면에서는 Listening 시험 진행 방식에 대한 전반적인 설명이 주어진다. Listening 시험에는 17문제로 구성된 Part가 2~3번 나오며 각 Part는 1개의 Conversation과 2개의 Lecture로 이루어져 있다는 설명이 등장한다.



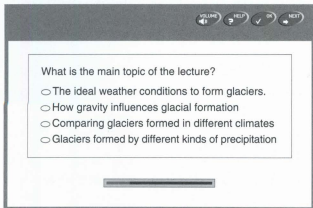
### 지문을 들을 때 나오는 화면

Conversation을 들을 때, 두 화자의 사진이 나오며 사진을 통해 화자들의 관계 및 대화가 이루어지는 장소를 짐작할 수 있다. Lecture를 들을 때에는 교수와 학생들의 사진이 나오며, 강의의 주제와 관련된 사진이 나오는 경우도 있다. 사진 아래의 바는 지문 분량의 진행 정도를 보여준다.

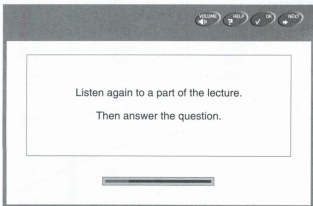


**문제가 나오는 화면**

문제가 나올 때 보이는 화면이다. 문제를 들려준 후 보기가 나타난다. 보기가 화면에 나오면, 보기 앞에 있는 동그라미를 클릭하여 답을 표시한다. 답을 클릭한 후 Next 버튼을 누르고 OK 버튼을 클릭하면 답이 확정되며, 이전 화면으로 돌아갈 수 없다. 답이 2개 이상인 문제는 반드시 모든 답을 클릭해야 다음 문제로 넘어갈 수 있다.

**다시 들려주는 문제 유형의 Direction 화면**

Conversation 및 Lecture의 일부를 다시 듣고 푸는 문제에서 주어지는 Direction 화면이다. 이 화면이 나온 후 지문의 일부를 다시 듣게 된다.



# Note-taking

IBT TOEFL Listening에서는 Conversation과 Lecture를 듣는 동안 Note-taking을 허용한다. 효과적인 Note-taking은 전체적인 Conversation 또는 Lecture의 흐름을 파악하는 것과 세부 정보들을 기억하는 데 도움을 주며, 각 정보들의 연관성을 파악하는 것도 쉽게 할 수 있도록 해준다.

단, 유의해야 할 점은 들은 내용을 반드시 이해한 후에 Note-taking을 시작해야 한다는 것이다. 또한, 효과적인 Note-taking을 하기 위해서는 들은 내용을 모두 기록하려고 하기보다는 핵심 내용만 간략하게 정리하는 요령을 길러야 한다.

## Note-taking 방법

주로 Conversation과 Lecture의 첫 부분에서 소개되는 중심 내용과 Conversation과 Lecture의 전반에 걸쳐 등장하는 세부 내용을 나중에 문제를 풀면서 떠올리기 쉽도록 정리한다. 하단의 예문을 통해 Note-taking 방법이 적용되는 것을 차근차근 따라가며, 효과적인 Note-taking 방법을 익혀보자.

### 1. 기호 및 약어를 이용한다.

Note-taking을 할 때에는 들리는 말을 모두 받아쓰기보다는 기호 및 약어 표현을 이용하여 반드시 필요한 정보만 간략하게 쓰는 것이 좋다. 그리고 나중에 혼동을 주지 않기 위해서는 통용되는 기호나 통일된 형태의 약어를 사용해야 한다.

기호 및 약어를 이용한 Note-taking의 예

18th century's comedy in England ⇒ 18C comedy @ Eng.

17th century was turbulent due to religious fervor ⇒ 17C turbulent ∴ religious fervor

### 2. 중심 내용을 간략하게 쓴다.

도입부에서 중심 내용을 듣고 이해한 후, Key words를 이용하여 짧게 정리한다. 중심 내용은 들려주는 첫 문장부터 등장하는 경우도 있고, 어느 정도 내용을 들은 후에 등장하는 경우도 있으므로 여기에 주의하여 기록한다.

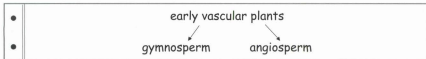
#### Script

Today, we'll be discussing the gymnosperm and the angiosperm, two types of plants that are believed to have evolved from the early vascular plants.

It was in Devonian period that gymnosperms first evolved. This was perhaps 360 million years ago. The gymnosperm plants were the most abundant type of plant until the Cretaceous period about 66 to 144 million years ago.

Now let's talk about the angiosperms, which, as I said earlier, include all flowering plants that produce seeds and in some angiosperms, fruit . . .

#### Note





## 3. 세부 화제에 따라 내용을 구분하여 Note-taking한다.

내용이 본격적으로 전개되기 시작하면 각 세부 화제 별로 내용을 파악하고 정리하는 것이 좋다. 세부 화제가 전환될 때 자주 쓰이는 표시어(Another, First of all, Later, Well, Then 등)들을 잘 파악하면, 세부 화제의 변화를 자연스럽게 알 수 있다. 참고로 강의의 경우에는 용어 정의, 예시, 나열, 비교 및 대조 등, 각 설명 방식에 맞게 Note-taking을 하는 것이 좋다. 그러나 설명하는 방식으로써 단순히 세부 사항을 덧붙이는 방식을 취하기도 한다.

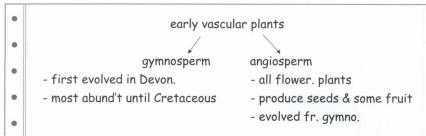
## Script

Today, we'll be discussing the gymnosperm and the angiosperm, two types of plants that are believed to have evolved from the early vascular plants.

It was in Devonian period that gymnosperms first evolved. This was perhaps 360 million years ago. The gymnosperm plants were the most abundant type of plant until the Cretaceous period about 66 to 144 million years ago.

Now let's talk about the angiosperms, which, as I said earlier, include all flowering plants that produce seeds and in some angiosperms, fruit. These flowering plants evolved from the gymnosperms about 140 million years ago.

## Note



# 학습플랜

p.24의 Diagnostic Test 결과에 따라 자신의 점수대에 맞는 학습플랜을 따라 학습하는 것이 효과적입니다.

## 4주 학습플랜 (맞은 개수: 12~17개)

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	DT	Ch 1 HP	Ch 1 HT	Ch 1 HT	Ch 2 HP
Week 2	Ch 2 HT	Ch 2 HT	Ch 3 HP	Ch 3 HT	Ch 3 HT
Week 3	Ch 4 HP	Ch 4 HT	Ch 4 HT	Ch 5 HP	Ch 5 HT
Week 4	Ch 5 HT	Ch 6 HP	Ch 6 HT	Ch 6 HT	AT I & II

\* 8주 학습플랜을 진행하고 싶은 학습자는 4주 학습플랜의 하루 학습 분량을 이틀에 걸쳐 공부합니다.

## 6주 학습플랜 (맞은 개수: 11개 이하)

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	DT	VL 학습	Ch 1 HP	Ch 1 HP	Ch 1 HT
Week 2	Ch 1 HT	Ch 2 HP	Ch 2 HP	Ch 2 HT	Ch 2 HT
Week 3	Ch 3 HP	Ch 3 HP	Ch 3 HT	Ch 3 HT	Ch 4 HP
Week 4	Ch 4 HP	Ch 4 HT	Ch 4 HT	Ch 5 HP	Ch 5 HP
Week 5	Ch 5 HT	Ch 5 HT	Ch 6 HP	Ch 6 HP	Ch 6 HT
Week 6	Ch 6 HT	AT I	AT I	AT II	AT II

\*DT: Diagnostic Test    VL: Vocabulary List    HP: Hackers Practice    HT: Hackers Test    AT: Actual Test

## 학습플랜 활용법

1. 학습플랜을 따라 매일 정해진 학습 분량을 공부합니다.
2. 문제 살펴보기와 문제 공략하기를 먼저 꼼꼼하게 학습한 후, 이를 Hackers Practice와 Hackers Test에 적용하면서 문제 유형을 익힙니다.
3. 실전에 임하는 자세로 문제를 풀고, 문제를 다 풀 다음에는 정답, 스크립트와 해석을 참고하여 모든 문제의 정답과 오답을 분석합니다.
4. 모든 문제를 분석한 후, Vocabulary List를 학습하는 것으로 마무리합니다.
5. 교재에 관한 의문점은 고우해커스([www.goHackers.com](http://www.goHackers.com))의 리스닝 Q&A 게시판을 이용하여 확인합니다.



Hackers TOEFL Listening Intermediate

# Diagnostic Test

# DIAGNOSTIC TEST

[1-5] Listen to part of a conversation between a student and a professor.



1. Why does the student go to see the professor?
  - (A) To clarify an important deadline
  - (B) To complain about a test grade
  - (C) To inquire about a special lecture
  - (D) To request an extension for her paper
2. Why does the professor postpone the deadline for the midterm?
  - (A) To make room for an extra review day
  - (B) To allow revisions of the test to be made
  - (C) To give students more time to study
  - (D) To make time for a guest speaker
3. According to the conversation, what topic will the special speaker discuss in class?
  - (A) Latin American literature
  - (B) Cultural developments in South America
  - (C) Brazil's native traditions
  - (D) Languages spoken in Brazil

4. What does the professor imply about the guest speaker?

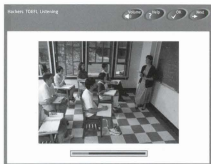
- (A) She can train other teachers.
- (B) She is skilled at drawing out ideas.
- (C) She will talk about the students' reports.
- (D) She requires students to speak.

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

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

- (A) She thinks the students have been worried about meeting the deadline.
- (B) She believes the students are doing their papers carelessly.
- (C) She does not think the new deadline will give the students enough time.
- (D) She thinks the special lecture may distract the students from doing their papers.

[6-11] Listen to part of a lecture in a zoology class.



6. What aspect of polar bears does the lecturer mainly discuss?
  - (A) The evolutionary development of the species
  - (B) Their adaptation to the extreme physical environment
  - (C) The impact of climate change on polar bear populations
  - (D) Variations in their hunting patterns at different times of the year
  
7. What does the professor say about the color of the polar bear's fur?
  - (A) It changes from brown to white when the bear is young.
  - (B) It looks white but is actually completely clear.
  - (C) It stays pure white throughout the bear's lifespan.
  - (D) It turns green for part of the year.
  
8. According to the professor, what is the reason some people think the camouflage theory is wrong?
  - (A) The eyesight of the polar bear's prey is not very good.
  - (B) The skin of the polar bear is actually black.
  - (C) Polar bears hunt primarily in the dark.
  - (D) Not all polar bears have white fur.



9. Why does the professor mention the infrared photographs?

- (A) To prove that the polar bear's fur reflects sunlight
- (B) To show that the polar bear is sensitive to light
- (C) To explain the polar bear's low body temperature
- (D) To demonstrate the polar bear's ability to retain heat

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

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

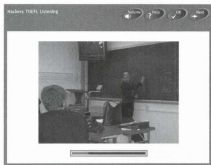
- (A) She does not fully agree with one of the theories.
- (B) She thinks it is difficult to support only one argument.
- (C) She thinks both theories are correct.
- (D) She has her own ideas regarding the fur's function.

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

11. What does the professor imply when she says this: 

- (A) People should conduct more research on the behavior of polar bears.
- (B) People can learn from the walking habits of polar bears.
- (C) People want to utilize their stored fat in the same way.
- (D) Polar bears have a more efficient physiology than other animals.

[12-17] Listen to a talk on a 13th century literary work.




12. What does the professor mainly discuss?
- (A) Developments in 13th century French literature
  - (B) The distinguishing features of *Aucassin and Nicolette*
  - (C) Changing themes in Medieval love stories
  - (D) A new, modern translation of an old fable
13. According to the professor, what does the structural form of *Aucassin and Nicolette* suggest?
- (A) It was borrowed from earlier French literature.
  - (B) It was originally written in an early German language.
  - (C) It was probably written by two authors.
  - (D) It was meant to be performed.
14. What does the professor imply about the themes of *Aucassin and Nicolette*?
- (A) The themes are unique in 13th century literature.
  - (B) The themes are brought together cleverly in a single story.
  - (C) The romantic theme dominates the other themes.
  - (D) The themes are not typical of the *chanteefable*.

15. Why does the professor mention traditional 13th century male and female relationships?
- (A) To provide background for a discussion of love in 13th century literature
  - (B) To emphasize the importance of love between a man and a woman in literature
  - (C) To give an example of the kind of hardships lovers faced in the 13th century
  - (D) To explain how *Aucassin and Nicolette* was different from typical love stories of the time
16. In the lecture, the professor describes a number of features that distinguish *Aucassin and Nicolette* from other stories of its time. Indicate whether the following is a feature. Click in the correct box for each phrase.

	Yes	No
Various themes and narratives used in story		
Story composed of alternating prose and verse		
Story written during a time of rebellion in France		
Female character expressive of her love for the male		
Story comparable to English and German national epics		

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

17. Why does the professor say this: 
- (A) To remind the students to do research for themselves
  - (B) To indicate that the previous discussion was unimportant
  - (C) To express uncertainty about the authorship of the story
  - (D) To explain that she was only giving her opinion

정답 p.192

• 채점 후 p.20을 보고 본인의 맞은 개수에 해당하는 학습방법을 참고하세요.



Hackers TOEFL Listening Intermediate

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## CHAPTER 01 **Main Purpose/Topic**

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## 01

## Main Purpose/Topic

Main Purpose/Topic 문제는 Conversation이나 Lecture의 중심 내용을 묻는 문제 유형이다. Conversation에서는 주로 학생이 교수나 교직원을 찾아간 목적이 무엇인지를 묻고, Lecture에서는 강의의 주제가 무엇인지를 묻는다.

## 문제 살펴보기

## Main Purpose

- Why does the student go to see the professor?  
학생은 왜 교수를 찾아갔는가?
- Why is the man/woman speaking to the woman/man?  
남자/여자는 왜 여자/남자와 이야기하는가?

## Main Topic

- What is the topic of the lecture/talk?  
강의의 주제는 무엇인가?
- What is the lecture/talk/discussion mainly about?  
강의/토론은 주로 무엇에 관한 것인가?

## 문제 공략하기

다음은 Main Purpose/Topic 문제의 공략법이다. 실전 고득점을 위해 이를 꼼꼼하게 학습하고 Hackers Practice 와 Hackers Test를 풀면서 반드시 적용해 본다.

- 지문의 도입부를 집중하여 듣는다.

도입부에서 지문의 중심 내용에 대해 명확히 언급되는 경우가 많으므로 이를 주의 깊게 들을 필요가 있다.

Conversation: 인사말이나 일상적으로 안부를 묻는 내용이 나온 후, 목적이나 주제 언급

Lecture: 첫마디부터 혹은 이전 강의의 주제나 배경을 소개한 후, 주제 언급

- 중심 내용을 언급할 때 자주 쓰는 표현에 유의하여 듣는다.

Conversation이나 Lecture의 주제를 언급할 때 화자가 자주 쓰는 표현들이 있는데, 이러한 표현들을 통해 주제를 정확하게 쉽게 파악할 수 있다. 지문에서 중심 내용을 언급할 때 쓰이는 표현들은 다음과 같다.

Conversation:

I'm interested in ~  
I wanted to talk to you about ~  
I came here to speak to you about~  
I was wondering if ~

Lecture:

Let's talk about ~  
Today, I want to take a look at ~  
Today's talk is on ~  
Let us continue our study on ~

※ 지문에서 주제가 확실하게 언급되지 않는 경우가 간혹 있다. 이때는 지문 전체를 듣고 전반적인 내용을 파악할 필요가 있다.

Listen to part of a lecture in an astronomy class.

Today, I'd like to talk about a planet named by the Romans . . . the planet they observed moving faster than any other planets. I guess you know I'm talking about Mercury. Many planets have been discussed in great detail, but most teachers tend to skim over Mercury because they know only that it's much like our Moon in color, surface area, and lack of atmosphere.

Lecture에서 주제를 언급할 때 교수가 자주 쓰는 표현인 "Today, I'd like to talk about . . ." 다음의 내용을 주의 깊게 들을 필요가 있다.

What is the lecture mainly about?

- (A) The similarities between the Earth and Mercury
- (B) The research on Mercury
- (C) The facts about planet Mercury
- (D) The compositions of Mercury and other planets

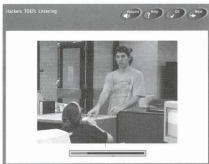
지문해석 p.200

#### 해설

도입부에서 중심 내용을 언급할 때 쓰는 표현인 "Today, I'd like to talk about . . ."의 다음에 오는 수성에 대한 소개를 통해 강의의 중심 내용이 수성에 대한 정보인 것을 알 수 있다. 따라서, 정답은 (C)이다.

# Hackers Practice

[1-3] Listen to part of a conversation between a student and a librarian.

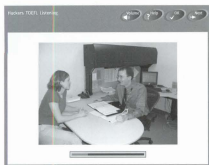


1. Why does the man go to see the librarian?
  - (A) To borrow a videotape he needs
  - (B) To correct an error he made
  - (C) To reserve a reference book on biology
  - (D) To pay the library a fine that he owes
2. What reason does the man give for returning the wrong tape?
  - (A) He was in a hurry to go to class and picked up the wrong tape.
  - (B) He had two tapes in his bag and gave the woman the wrong one.
  - (C) The library's tape looks similar to one that his friend owns.
  - (D) His friend mistakenly gave him the wrong tape.
3. What does the librarian assume about the library's tape?
  - (A) The tape does not belong to the library.
  - (B) The tape was damaged through mishandling.
  - (C) The tape needed cleaning.
  - (D) The tape is mechanically faulty.

lead to ~로 이어지다   diversity [divə'sɪtɪ] 다양성   waiting list 대기자 명단   turn into ~으로 변하다  
immediately [imɪ'di:ətli] 즉시   physically [fɪ'zɪkəli] 물리적으로   malfunction [mæ'lɪfʌŋkən] 오작동  
circulation [sə'kju:ləʃən] (도서) 대출   late fee 연체료   get in touch with ~와 연락하다



[4-6] Listen to a conversation between a student and a professor.



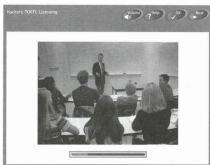
4. What problem does the woman have?
  - (A) She does not have time to complete her report.
  - (B) She wants an easier topic to do research on.
  - (C) She is having difficulty working with her group mates.
  - (D) She is not sure what information to include in her report.
5. What does the professor say about students doing research projects?
  - (A) They do not know where to begin.
  - (B) They have trouble narrowing the topic.
  - (C) They choose topics that are not relevant.
  - (D) They start working at the last minute.
6. According to the conversation, what information does the student decide to include in her report?
 

Choose 2 answers.

  - (A) Research on asteroids in the past 30 years
  - (B) Significant scientific discoveries on greatest impacts
  - (C) The largest asteroid collisions with Earth
  - (D) Data supporting asteroid impact predictions

asteroid[æ'stɔɪrɔɪd] 소행성 impact[ɪm'pekt] 충돌 allot[ə'lɒt] 할당하다 stuff[stʌf] 자료 collision[kə'lɪʒən] 충돌  
omit[ə'mɪt] 생략하다 pointer[pɔɪntər] 조연 crater[kreɪtər] 분화구 frequency[fri:kwənsi] 빈도  
set aside 제쳐두다

[7-9] Listen to part of a lecture on biology.



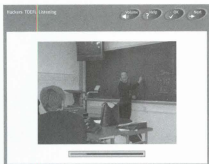
7. What is the lecture mainly about?
  - (A) Aposematic characteristic of badgers
  - (B) Mimicry techniques found in nature
  - (C) Predatory adaptations of badgers
  - (D) Benefits of aggression in nature
  
8. What does the professor say about honey badgers?
  - (A) They are vicious hunters of dangerous animals.
  - (B) They are the only badgers with black-and-white facial markings.
  - (C) They use their coloring to catch prey without being seen.
  - (D) They must protect their young from wolves and foxes.
  
9. What are two features that skunks and badgers have in common?
 

Choose 2 answers.

  - (A) Underground dwellings
  - (B) Unique facial markings
  - (C) Aggressive personalities
  - (D) An evolutionary ancestor

clade[kleɪd] 군 ancestor[ˈænsɪstər] 조상 stink[stɪŋk] 악취를 풍기는 predator[ˈpreɪdətər] 포식 동물  
 noxious[nɒkʃəs] 유해한 substance[səbˈstæns] 물질 mating[ˈmeɪtɪŋ] 짝짓기 coloration[kələ'reɪʃən] 천연색  
 aposematism[əˈpəʊsɪmətɪzəm] 경계법 fang[fæŋ] 송곳니 striking[ˈstraɪkɪŋ] 두드러진 ferocity[fəˈrəsəti] 사나움  
 legendary[ˌledʒəndəri] 전설적인 mimicry[mɪˈmɪkri] 모방 beneficial[bəˈnefɪʃəl] 도움이 되는

[10-12] Listen to part of a lecture on history.



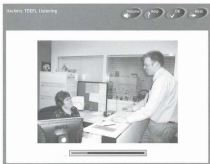
10. What is the main topic of the lecture?
- (A) The pattern of settlement on the New England coast  
(B) The differences between Jamestown and Popham  
(C) The severity of the weather in New England  
(D) The failure of the first colony in New England
11. Why was Jamestown successful compared to Popham?
- Choose 2 answers.
- (A) It was appointed leaders with lots of experience.  
(B) It was given supplies for medical problems.  
(C) It was established with a large number of settlers.  
(D) It was located in a region with a mild climate.
12. What does the professor say about the founder of Popham?
- (A) He passed away before he could complete his goals.  
(B) He received an inheritance from a relative in England.  
(C) He oversaw the completion of many important buildings.  
(D) He was considered to be an incompetent leader.

정답 p.200

settlement[setlment] 정착지 colony[klɒni] 식민지 location[laʊkeɪʃn] 위치 archaeologist[ɑːrkiɒlədʒɪst] 고고학자  
identify[aɪdɪntəfaɪ] 확인하다 counterpart[kɑːntəpɑːrt] 상대, 대응 관계에 있는 것 abandon[əbændən] 버리다  
drawback[drɔːbæk] 문제점, 결점 venture[vɛntʃər] 시도 tenure[tenjər] 재직 기간 halt[hɔːlt] 중단  
concerned[kən'sɜːnd] 신경 쓰는 prestige[prestɪdʒ] 권위 outbreak[ˈaʊtbreɪk] 발병 ailment[ˈeɪlmənt] 질병  
sufficient[səfɪʃnt] 충분한 subsist on ~으로 연명하다 voyage[vɔɪdʒ] 항해 adequate[ədɪkwɪt] 충분한

# Hackers Test

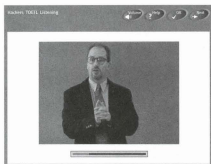
[1-5] Listen to part of a conversation in a listening lab.



1. Why does the student visit the listening lab?
  - (A) To rent a video to take home
  - (B) To view required course material
  - (C) To prepare a recording for class
  - (D) To check out the TV/VCR system
2. What does the woman say about the TV/VCR?
  - (A) It is being used.
  - (B) It was set up incorrectly.
  - (C) It is malfunctioning.
  - (D) It needs to be replaced.
3. According to the conversation, what is a reason the listening lab staff had the VCR brought to the technical services department?
  - (A) They do not have the time to repair machines.
  - (B) They do not have the skills to fix the equipment in the lab.
  - (C) They are not responsible for maintaining the VCR.
  - (D) They damaged the VCR further when they were trying to fix it.

4. Why does the woman hesitate to give the man a time slot for the day after?
- (A) She is worried the tape the man needs may still be out.
  - (B) She remembers that other students have reserved time slots ahead of the man.
  - (C) She realizes the VCR will still be at the repair shop.
  - (D) She is concerned that the VCR may be damaged from overuse.
5. According to the conversation, what are some ways the man can resolve his problem if the VCR is not returned the next day?
- Choose 3 answers.
- (A) Check the video shops for a copy of the tape
  - (B) Ask another student to switch time slots
  - (C) Keep checking back at the lab in case it is returned
  - (D) Try looking for a video file on the Internet
  - (E) Ask the professor to postpone the essay exam

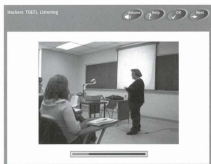
[6-11] Listen to a lecture on biology.



6. What does the professor mainly discuss in the lecture?
- (A) The hibernation habits of the ground squirrel
  - (B) The characteristics of mammalian dormancy
  - (C) The manner in which hibernation and dormancy differ
  - (D) The reasons animals hibernate and become dormant
7. According to the professor, what is an adaptation that allows camels to live in the desert?
- (A) They move slowly when temperatures rise.
  - (B) They can detect water from very far away.
  - (C) They do not need to sleep for a long time.
  - (D) They do not sweat to cool their bodies.
8. According to the professor, how do dormant bears conserve energy?
- (A) They cease all physical activity.
  - (B) They sleep close to other bears.
  - (C) Their body temperatures are lowered.
  - (D) Their hearts beat less often.

9. What does the professor say about snakes and turtles?
- (A) They store food in their shelters during their rest period.
  - (B) They wake from a deep sleep several times during the winter.
  - (C) Their bodies can become overheated by exposure to sunlight.
  - (D) Their body temperatures are determined by external conditions.
10. According to the professor, why do hibernating animals eat more before winter?
- (A) They want to protect themselves against freezing temperatures.
  - (B) They need to amass fat for energy consumption.
  - (C) They must take advantage of dwindling food supplies.
  - (D) They use increased food consumption as a trigger for hibernation.
11. What are two differences between dormancy and hibernation?
- Choose 2 answers.
- (A) The extent to which body temperature declines
  - (B) The ability to give birth to offspring in winter
  - (C) The need to occasionally consume food
  - (D) The possibility of becoming conscious quickly

[12-17] Listen to a lecture on arts.



12. What is the lecture mainly about?
- (A) The reasons that traditional dance is becoming more diverse
  - (B) **The distinguishing features of Elizabeth Streb's choreography**
  - (C) The relationship between music and the execution of dance
  - (D) The type of movements included in "pop action" performances
13. Why does Streb call music "the enemy of dance"?
- (A) Because it does not allow "pop action" moves to be made
  - (B) **Because it has no relation to the movements people naturally make**
  - (C) Because it is not as intense as the movements of people
  - (D) Because it has a beat that is difficult to dance to
14. What does the professor say about Streb's background in extreme sports?
- (A) It has influenced her career choices.
  - (B) It conditioned her for professional dance.
  - (C) It taught her how to engage the audience.
  - (D) **Its movements are featured in her style of dance.**



15. Why does Streb use microphones?

- (A) To utilize the sounds in the production of music
- (B) To communicate with dancers flying in a harness
- (C) To allow the dancers to interact with the audience
- (D) To allow the audience to better experience the feeling of dance

16. Why do some critics refuse to acknowledge Streb's style of dance?

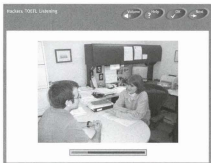
Choose 2 answers.

- (A) Streb lacks discipline in her choreography.
- (B) They are reluctant to embrace change.
- (C) The style is not accompanied by any music.
- (D) Pop action routines are too dangerous.

17. What is the professor's opinion of "pop action"?

- (A) She believes it will become a more popular style in the near future.
- (B) She thinks it will change the definition of what "dance" really means.
- (C) She is concerned with the level of danger involved in "pop action" productions.
- (D) She is pleased with the way it has changed the role of the audience.

[18-22] Listen to part of a conversation between a student and an academic advisor.



18. Why does the student go to see his advisor?
- (A) To drop out of a literature course
  - (B) To discuss a problem with a class
  - (C) To complain about his professor
  - (D) To request a private tutor
19. What does the advisor say about the comparative literature course?
- (A) It is far too advanced for the student to be taking.
  - (B) Other students are having difficulties in the class.
  - (C) The professor of that course is not suitable.
  - (D) The class is only for advanced graduate students.
20. Why does the student initially decide to take the course?
- (A) He is considering changing his major to literature.
  - (B) He realized he had no other options.
  - (C) He remembered that he needed it to graduate.
  - (D) He was interested in gaining a wider academic view.

21. According to the conversation, what is the main reason the student is thinking of dropping the class?

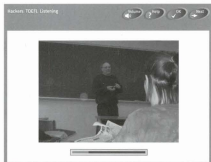
(A) He is already carrying a full credit load.  
(B) He prefers subjects related to math and the sciences.  
(C) He does not understand the Greek language.  
(D) He is unable to comprehend the discussions in class.

22. According to the conversation, what are some reasons for not dropping the course?

Choose 3 answers.

(A) It was recommended by a friend of the student.  
(B) It will be included in the student's academic records.  
(C) It would likely result in the loss of financial assistance.  
(D) It is too late in the semester to enroll in another class.  
(E) It will affect the student's overall grade.

[23-28] Listen to part of a lecture in a history class.



23. What is the main topic of the lecture?
- (A) The benefits of the printing press
  - (B) The history of printing in China
  - (C) Theories on the origins of movable type
  - (D) Precursors to Gutenberg's printing press
24. According to the lecture, in what way were eyeglasses helpful in spurring the invention of the printing press?
- (A) They gave Gutenberg the idea for movable type.
  - (B) They made it easier for people to read printed texts.
  - (C) They utilized a technology that was applied to the printing press.
  - (D) They helped typesetters see smaller movable characters.
25. According to the professor, why was woodblock printing superior to movable type for Chinese texts?
- (A) It was easier to find wood than metal in China.
  - (B) It took less effort to carve letters into woodblocks.
  - (C) It did not require access to a special type of ink.
  - (D) It was a more efficient method to produce text with many characters.

26. According to the lecture, what are some features of Gutenberg's metal movable type?

Choose 2 answers.

- (A) It was more resilient than the woodblocks used in Europe.
- (B) It could only be used with a sticky type of ink.
- (C) It was not the first metal movable type invented.
- (D) It competed with woodblock printing in the fifteenth century.

27. According to the professor, what are two characteristics of Bi Sheng's invention?

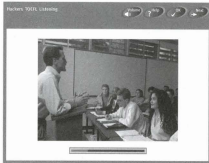
Choose 2 answers.

- (A) It consisted of a solid block of type that simplified the printing process.
- (B) It was too delicate for printing jobs that were considerable in scope.
- (C) It made use of heat to make the ink more permanent.
- (D) It had to be aligned before it could be used.

28. According to the professor, what is the significance of Gutenberg's invention?

- (A) It enabled the manufacture of movable type in large quantities.
- (B) It allowed the individual carving of each metal type.
- (C) It initiated the move from ceramic to metal molds.
- (D) It permitted the production of large metal plates.

[29-34] Listen to part of a lecture on earth science.



29. What does the professor mainly discuss?
- (A) Measuring snowmelt for the water needs of an area
  - (B) Types of surface water hydrology
  - (C) Causes of flooding in agricultural areas
  - (D) New technologies in measuring snowmelt
30. According to the professor, what difference is there between snow hydrology and other types of hydrology?
- (A) The runoff from snowmelt is less polluted.
  - (B) Snowmelt is not immediately usable as a water source.
  - (C) More water is obtainable from snowmelt.
  - (D) Snowmelt is easier to measure than rain water.
31. Why is snowmelt of concern to residents where it occurs?
- (A) Because it affects the level of water in rivers
  - (B) Because it represents a critical supply of water
  - (C) Because it is 90 percent unusable
  - (D) Because it is critical to business revenues

32. According to the lecture, what are some factors that affect the amount of snowmelt?

Choose 3 answers.

- (A) The amount of moisture in the snow
- (B) The type of crop grown by the farmer
- (C) The type of soil common to the area
- (D) The amount of snowmelt in previous years
- (E) How quickly the snow melts

33. According to the professor, what is the significance of a long winter?

- (A) It will be difficult to obtain an accurate measurement of snowmelt.
- (B) Various measurements will be necessary as snow continues to fall.
- (C) There will be an insufficient amount of runoff in early spring.
- (D) The snow cover on the mountains will have a harder crust.

34. According to the lecture, what are two factors that can cause flooding in areas with snowmelt?

Choose 2 answers.

- (A) The ground consists of clay.
- (B) There is a large amount of snowmelt.
- (C) The soil is icy and solid.
- (D) The runoff is not used by residents.

정답 p.206

## Vocabulary List

Chapter 10에서 선별한 다음의 토플 필수 어휘를 읽기한 후 퀴즈로 확인해보세요.

diversity[divə'sɪti] 다양성  
malfunction[mæl'fʌŋkʃən] 오작동  
circulation[sə'krkjʊleɪʃən] (도서) 대출  
asteroid[æ'stɔɪd] 소행성  
allot[ə'lət] 할당하다  
collision[kə'lɪʒən] 충돌  
omit[ə'mɪt] 생략하다  
pointer[pɔɪntə] 조연  
crater[kreɪtə] 분화구  
frequency[fri:kwənsi] 빈도  
set aside 제쳐두다  
stink[stɪŋk] 악취를 풍기름  
ferocity[fə'rəsəti] 사나움  
settlement[sɛtl'mənt] 정착지  
drawback[draʊ'bæk] 문제점, 결점  
halt[hɔ:lt] 중단  
ailment[éilmənt] 질병  
priority[praɪs(ɪ)əti] 우선권  
perspire[pə'spaɪə] 땀을 흘리다  
hibernation[hə'ibərnéiʃən] 동면  
dormancy[dɔ:rmənsi] 휴면  
give birth to ~을 낳다  
fluctuate[flʌktʃueɪt] 변동하다  
reserve[rɪ'zɜ:v] 저장물  
awareness[ə'weənis] 의식  
ballroom[bɔ:ldrʊ(ɪ)m] 무도회

aspect[æspekt] 측면, 양상  
convey[kən'vei] 전달하다  
scatter[skæ'tər] 뿌리다  
intensity[ɪnténsəti] 강렬함  
deconstruct[dɪ(ɪ)kən'strʌkt] 해체하다  
absorb[əb'sɔ:rb] 흡수하다  
heighten[háitən] 고조시키다  
spectator[spek'teɪtə] 관객  
dynamic[dainə'mik] 역동적인  
accessible[æk'sesəbəl] 접근 가능한  
discipline[dɪ'saplin] 학문의 분야, 원칙  
mass culture 대중문화  
acrobat[æk'rəbæt] 곡예사  
choreography[kɔ:(ɪ)riəgrəfi] 안무  
conservative[kənsə'vətɪv] 보수적인  
boundary[báundəri] 경계  
encompass[ɪnkəmpəs] 포함하다, 아우르다  
broaden[braʊdən] 넓히다  
perspective[pə'spektɪv] 시야  
dabble in ~한 해보다  
theoretical[θi(ɪ)ə'retɪkəl] 이론적인  
keep up with 따라가다  
in the dark 모르는  
stick to 계속하다  
replace[ripleís] 대체하다  
load[ləʊd] (할당된) 양

### Quiz

각 단어의 일맞은 뜻을 찾아 연결하십시오.

- |                 |          |
|-----------------|----------|
| 01 deconstruct  | ㉔ 시야     |
| 02 reserve      | ㉕ 해체하다   |
| 03 tutorial     | ㉖ 중단     |
| 04 perspective  | ㉗ 저장물    |
| 05 choreography | ㉘ 안무     |
|                 | ㉙ 개별 지도의 |

- |                  |        |
|------------------|--------|
| 06 omit          | ㉚ 포함하다 |
| 07 give birth to | ㉛ 변동하다 |
| 08 encompass     | ㉜ 생략하다 |
| 09 spectator     | ㉝ 대체하다 |
| 10 fluctuate     | ㉞ 낳다   |
|                  | ㉟ 관객   |

㉔ 01 ㉕ 60 ㉖ 80 ㉗ 20 ㉘ 90 ㉙ 50 ㉚ 10 ㉛ 80 ㉜ 20 ㉝ 10



financial aid 학비 지원  
 tutorial [tju(:)tʃʊəl] 개별 지도의  
 advanced [ədˈvænst] 고급 단계의  
 undergraduate [ˌʌndəɡrædʒuət] 학부생  
 screen [skri:n] 선발하다  
 appropriately [əˈprəʊpriətli] 제대로  
 give it a try 시도해보다  
 contribute [kənˈtribju:t] 공헌하다  
 printing press 인쇄기  
 sticky [stɪki] 끈적거리는  
 stepping stone 발판, 디딤돌  
 precede [priːsɪd] 앞서다  
 movable type 가동 활자  
 detachable [dɪˈtætʃəbl] 분리할 수 있는  
 punctuation mark 문장 부호  
 unquestionably [ˌʌnkwɛstɪˈnəbli] 의심할 나위 없이  
 durable [dʒʊə(ː)rəbl] 오래 지속되는  
 time-consuming 시간 소모적인  
 tedious [tiːdiəs] 지루한  
 fragile [ˈfrædʒəl] 부서지기 쉬운  
 carve [kɑ:v] 조각하다  
 hydrology [haɪdrələdʒi] 수문학  
 application [ˌæpləˈkeɪʃən] 응용  
 snowmelt [ˈsnəʊmɛlt] 해빙  
 straightforward [ˌstreɪtˈfɔ:rwəd] 간단한  
 precipitation [ˌpriʃɪˈpi:ʃən] 강수

significant [ˌsɪgnɪfɪkənt] 상당한  
 time lag 시차  
 convert [kənˈvɜ:t] 바꾸다  
 runoff [ˈrʌnɒ(ː)f] 유거수  
 constitute [kənˈstɪtju:t] 차지하다  
 replenish [riˈplɛniʃ] 다시 채우다  
 surface water 지표수  
 cache [kæʃ] 저장소  
 measurement [ˌmeʒərmənt] 측정  
 resident [ˈrezɪdənt] 거주자  
 disaster [ˈdɪzəstər] 재해  
 project [ˈprɒdʒekt] 예측하다  
 shortfall [ˈʃɔ:rtfɔ:l] 부족  
 adjustment [ədʒəˈstɪsmənt] 조정  
 shortage [ˈʃɔ:rtɪdʒ] 부족  
 modify [ˈmɒdəfaɪ] 조절하다  
 cultivate [ˈkʌltɪvèɪt] 경작하다  
 conservation [ˌkɒnsərˈveɪʃən] 비축  
 measure [ˈmeʒər] 대책  
 variable [ˈvɛ(ː)rɪəbl] 변수  
 elevation [ˌeləˈveɪʃən] 고도  
 moisture [ˈmɔɪstʃər] 습기  
 content [kənˈtɛnt] 함유량  
 partially [ˈpɑ:ʃəli] 부분적으로  
 crust [krʌst] 표면  
 seep into 스며들다

## Quiz

각 단어의 알맞은 뜻을 찾아 연결하십시오.

- |                |           |
|----------------|-----------|
| 01 resident    | ㉓ 간단한     |
| 02 contribute  | ㉔ 지루한     |
| 03 application | ㉕ 거주자     |
| 04 fragile     | ㉖ 공헌하다    |
| 05 tedious     | ㉗ 부서지기 쉬운 |
|                | ㉘ 응용      |

- |                   |           |
|-------------------|-----------|
| 06 variable       | ㉙ 공헌하다    |
| 07 durable        | ㉚ 변수      |
| 08 stepping stone | ㉛ 대책      |
| 09 contribute     | ㉜ 바꾸다     |
| 10 convert        | ㉝ 오래 지속되는 |
|                   | ㉞ 디딤돌     |

㉑ 01 ㉒ 60 ㉓ 80 ㉔ 20 ㉕ 90 ㉖ 50 ㉗ 10 ㉘ 00 ㉙ 20 ㉚ 10



Hackers TOEFL Listening Intermediate

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## CHAPTER 02 **Detail**

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# 02 Detail

Detail 문제는 Conversation이나 Lecture에서 등장하는 세부 사항에 대한 정보를 이해한 후, 1개 또는 2개 이상의 답을 골라 완성하는 문제 유형이다. 화자가 언급한 내용 중 중심 내용과 연관된 주요 세부 사항을 묻는다.

## 문제 살펴보기

- According to the conversation, what is ~?  
대화에 의하면, ~은 무엇인가?
- What is an example the man gives of ~?  
남자가 ~에 대해 말하는 한 가지 예는 무엇인가?

정답이 2개 이상인 경우

- According to the professor, what are some reasons for ~? Click on 2 answers.  
교수에 의하면, ~의 몇 가지 이유는 무엇인가? 답을 2개 고르시오.
- According to the official, what are examples of ~? Click on 3 answers.  
행정 직원에 의하면, ~의 예는 무엇인가? 답을 3개 고르시오.

## 문제 공략하기

다음은 Detail 문제의 공략법이다. 실천 고득점을 위해 이를 꼼꼼하게 학습하고 Hackers Practice와 Hackers Test를 풀 때 반드시 적용해 본다.

- 지문의 주요 세부 사항을 파악하며 듣는다.  
화자는 여러 가지 세부 사항들을 언급하는데, 지문에서 언급되는 주요 세부 사항은 다음과 같다.

Conversation: 제언이나 충고, 질문이나 대답, 이유 및 결과 설명, 부연이나 반복 및 강조하여 설명

Lecture: 특징이나 방법, 질문이나 대답, 이유 및 결과 설명, 부연이나 반복 및 강조하여 설명

- 주요 세부 사항을 언급할 때 쓰는 표현에 유의하여 듣는다.

중심 내용과 관련된 내용을 언급할 때 종종 쓰이는 표현들이 있는데, 이 표현들을 통해 세부 사항을 정확하고 쉽게 파악할 수 있다. 지문에서 주요 세부 사항을 표시해주는 표현들은 다음과 같다.

강조	I'd like to point out ~, It is important/significant/essential ~
부연 설명	What's more interesting/exciting is ~, It's surprising/amazing ~
대답	That's because ~, The reason why ~, As a result, ~
비교/대조	Similarly, In the same way, On the other hand, In contrast, While ~
역접	Ironically, But, However, Nevertheless

Listen to part of a lecture in an astronomy class.

Mariner 10 covered about 45 percent of the surface of Mercury. That may not seem like much . . . but the pictures show that Mercury is pockmarked with craters and very large multi-ring basins, like our Moon. That's because the Moon and Mercury both have thin atmospheres, and this makes them easy targets for meteorites and other debris. Both also have temperature extremes . . . Mercury's goes down to minus 170 degrees Celsius at night and 350 degrees Celsius during the day, and the Moon's temperature ranges from minus 100 to 340. The only big difference between them is density.

What does the professor say about the craters of Mercury and the Moon?

- (A) They were formed by lava flows from now extinct volcanoes.
- (B) They are quite dissimilar in appearance.
- (C) They result from having little protective gases.
- (D) They cover only about half of the surface of both celestial bodies.

지문해석 p.218

Lecture에서 주요 세부 사항을 언급할 때 교수가 자주 쓰는 표현인 "That's because . . ." 다음의 내용을 주의 깊게 들을 필요가 있다.

#### 해설

주요 세부 사항을 언급할 때 쓰는 표현인 "That's because . . ." 다음에 오는 내용을 통해 강의의 주요 세부 사항이 달과 수성은 둘 다 얇은 대기층을 가지고 있어서 운석들과 다른 파편들에게 쉽게 표적이 된다는 것을 알 수 있다. 따라서, 정답은 (C)이다.

# Hackers Practice

[1-3] Listen to part of a conversation between a student and a career advisor.



- What are the speakers mainly discussing?
  - Enrolment in summer school
  - Work for the summer
  - Advantages of being a tutor
  - Places to eat on campus
- According to the conversation, what is the objective of the math club?
  - To allow students to socialize
  - To give better students a chance to compete
  - To help out less capable students
  - To give students a group with whom to identify
- What does the woman say about the library assistant position?
  - It is too far from her home.
  - It requires working until late.
  - It would not pay her enough.
  - It comes with a heavy workload.

flexible[fléksəbəl] 융통성 있는    suit[s/ʊt] 잘 맞다    minor[máinər] 부전공    posting[póustɪŋ] 공고    via[vía] ~을 통해  
 a couple 둘 정도의    geometry[dziómitri] 기하학    calculus[kælkjulas] 미적분학    keep in mind 기억해 두다  
 just in case 만약을 위해서    rowdy[ráudi] 난폭한    spread[spreɪd] 분배하다    load[ləʊd] 업무량

[4-6] Listen to part of a conversation between a university employee and a student.



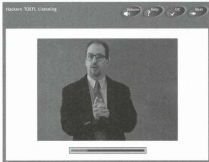
4. Why does the student visit the post office?
  - (A) To mail an exchange program application letter to Italy
  - (B) To inquire about having his mail sent overseas
  - (C) To get more information regarding an exchange program
  - (D) To inquire about the delivery time of mail to Italy
5. What does the woman say about the mail-forwarding service?
  - (A) It causes long delays in delivery.
  - (B) It does not cover large packages.
  - (C) It results in a lot of additional fees.
  - (D) It is not suitable for overseas residents.
6. According to the passage, what does the student expect to receive while he is away?
 

Choose 2 answers.

  - (A) A rental agreement
  - (B) Academic records
  - (C) A scholarship application
  - (D) Billing statements

forward[fɔːwɜːd] 보내다 additional[ədɪʃənəl] 추가의 obviously[ɒbvɪəsli] 분명히, 명백하게 transit[trænsɪt] 배송, 운송  
 official[əfɪʃl] 공식적인 transcript[trænskɪpt] 성적 증명서 storage[stɔːrɪdʒ] 보관 charge[tʃɑːdʒ] 요금  
 boxful[bɒksfʊl] 한 상자의 분량 free of charge 무료로 cover[kʌvə] 포함하다 postpone[pəʊstpəʊn] 연기하다  
 approximate[əprɒksəmeɪt] 대략적인 form[fɔːm] 신청서 fill in ~을 기입하다 departure[dɪpɑːtʃə] 출발

[7-9] Listen to part of a lecture in an environmental science class.

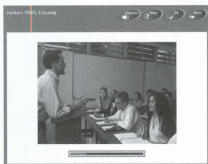


7. What is the discussion mainly about?
- (A) Methods of collecting solar power
  - (B) Disadvantages of wind turbines
  - (C) Types of renewable energy
  - (D) Devices used to harness natural energy
8. What is renewable energy?
- (A) Energy obtained from fuel and nuclear sources
  - (B) Energy that is easy to use
  - (C) Energy that is abundant in quantity
  - (D) Energy acquired from a continuous supply
9. According to the discussion, what are two advantages of wind turbines?
- Choose 2 answers.
- (A) Use readily available wind
  - (B) Take up minimal space
  - (C) Create adequate power
  - (D) Are extremely cost efficient

renewable energy 재생 에너지 replenish[riplénish] 다시 채우다 geothermal[dʒiθɔrməl] 지열의  
biomass[baiəsmæs] 바이오매스 cost-efficient 비용 효율적인 availability[əvəɪləbɪləti] 이용 가능성  
solar panel 태양 전지판 mechanism[mekənɪzəm] 기계 drawback[draʊbæk] 단점 visually[vɪʒuəli] 시각적으로



[10-12] Listen to part of a talk in a chemistry class.



10. What is the main purpose of this lecture?
  - (A) To discuss characteristics of different fragrance families
  - (B) To give directions for making perfume in class
  - (C) To assign homework categorizing perfume scents
  - (D) To list modern extraction methods of perfume ingredients
  
11. According to the professor, why does the scent of perfume change over time?
  - (A) The ingredients in perfume tend to separate.
  - (B) The fragrances in perfume vaporize at different speeds.
  - (C) The alcohol in perfume is very volatile and unstable.
  - (D) The base note does not remain on the skin for very long.
  
12. According to the professor, how does the addition of alcohol to a perfume base affect the product?
  - (A) It allows different notes to mix together more completely.
  - (B) It causes certain scents to linger on the skin longer.
  - (C) It weakens the effect of certain overpowering scents.
  - (D) It makes the resulting scent seem more potent than it actually is.

정답 p.219

extract[ɪkˈstrækt] 추출하다 essential oil 방향유 spicy[ˈspiːsi] 향긋한 musky[ˈmʌski] 시향의  
 perfumer[ˈpɜːfjʊmə] 향수 제조자 desired[dɪˈzɑːrd] 원하는 fragrance[ˈfrɛŋɡrɑːns] 향기 subfamily[sʌbfæmɪli] 하위 그룹  
 grapefruit[ˈɡreɪpfʊrt] 자몽 mysterious[mɪˈstɪ(ɪ)əriəs] 신비로운 approximately[əˈprɒksəmətli] 대략

# Hackers Test

[1-5] Listen to part of a conversation between a student and a professor.



1. Why does the student go to see the professor?
  - (A) To talk about job possibilities for art history majors
  - (B) To get advice on his academic future
  - (C) To discuss paintings they viewed in class
  - (D) To compare the merits of studying business versus art history
  
2. What does the professor say about majoring in art history?
  - (A) It is more difficult than majoring in business.
  - (B) It is a choice that she is partial to.
  - (C) It offers more rewards than majoring in business.
  - (D) It gave her problems when she was in college.
  
3. What does the student say about the CEO he met?
  - (A) He double majored in college like the professor did.
  - (B) He said the job market was promising for business majors.
  - (C) He felt that art history was actually more interesting than business.
  - (D) He influenced the student's current choice of major.

4. Why does the student want to major in art history?
- (A) He is very stimulated by his art history classes this semester.
  - (B) He admires his art history professors and wants to emulate them.
  - (C) He was inspired by an artist he spoke with.
  - (D) He is excited about the job prospects of art history majors.
5. According to the professor, what are two benefits she enjoyed from double majoring?
- Choose 2 answers.
- (A) Having a job that is rewarding and well-paid
  - (B) Being able to examine her more inventive side
  - (C) Improving her strategic and analytical abilities
  - (D) Learning about hard work and dedication

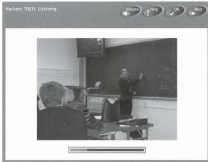
[6-11] Listen to part of a talk in an environmental science class.



6. What does the professor mainly discuss?
- (A) The various uses of chestnut trees in the United States
  - (B) The attempts made to restore the American chestnut tree
  - (C) The factors that helped spread the chestnut tree blight
  - (D) The differences between Asian and American chestnut trees
7. What does the professor say about the source of the chestnut tree blight?
- (A) It originated in the area between Maine and Georgia.
  - (B) It spread because of improper planting techniques in nurseries.
  - (C) It was traced to infected trees imported from Japan.
  - (D) It could not be determined immediately because the blight was so widespread.
8. What is a characteristic of the early attempts at controlling the chestnut tree blight?
- (A) They emphasized halting the blight, not preventing it.
  - (B) They were not funded by the US government.
  - (C) Their application did not have any scientific basis.
  - (D) They were strongly influenced by European methods.

9. According to the lecture, what is one reason people tried to crossbreed American chestnut trees with Chinese ones?
- (A) They wanted to develop a variety of chestnut tree that was broader in appearance.
  - (B) They wanted to produce a chestnut tree characterized by stronger and lighter wood.
  - (C) They wanted to cultivate an American chestnut tree that could resist disease-causing fungi.
  - (D) They wanted to propagate a chestnut tree similar to the orchard-like chestnut trees of China.
10. According to the professor, what was the intent of the Plant Quarantine Act?
- (A) Preventing the importation of plants from countries where blight is suspect
  - (B) Permitting the United States to confine foreign plants to ensure they are fungus-free
  - (C) Allowing scientists to utilize foreign plants in developing immunity in chestnut trees
  - (D) Sanctioning the destruction of blight-ridden trees to curtail the spread of infection
11. According to the lecture, what method did scientists use to produce a pure American chestnut variety in Virginia?
- (A) They used toxic chemicals to destroy the fungus in chestnut trees in the state.
  - (B) They removed all the chestnut trees in Virginia in one cutting operation.
  - (C) They combined the development of stronger immunity with cross-breeding.
  - (D) They prevented foreign plants from entering the state of Virginia.

[12-17] Listen to part of a talk in a geology class.



12. What is the talk mainly about?

- (A) The dynamics of the African-Eurasian continental plates
- (B) A series of experiments conducted by oceanographers
- (C) Probable causes for falling water levels in the Atlantic
- (D) The effects of plate tectonic activity on the Mediterranean Sea

13. According to the professor, what evidence proves that the Mediterranean dried up in the past?

Choose 2 answers.

- (A) The remains of plants that thrive only near the surface of the sea
- (B) Oceanic basalt and small fossil shells near the shores
- (C) The rising of the sea floor at the Strait of Gibraltar
- (D) The layer of material left over from what evaporated

14. According to the professor, what is the significance of the evaporate deposit layer being more than a mile thick?

- (A) It confirmed the movement of the Eurasian continental plate.
- (B) It made it difficult to drill and extract sediment samples.
- (C) It indicated that the sea had dried up and refilled several times.
- (D) It proved that the Mediterranean region is hotter than other areas.

15. According to the professor, what process allowed the Mediterranean basin to refill with water?
- (A) Heavy precipitation that fell for over one hundred years
  - (B) Atlantic Ocean water pouring in through a waterfall
  - (C) Water flowing through deep underground canyons
  - (D) Great river torrents fed by melting glaciers in Europe
16. What does the professor say about the deep gorges?
- (A) They were formed in the same way that the Grand Canyon was formed.
  - (B) They prevented the Mediterranean Sea from completely drying up.
  - (C) They were cut into river bottoms by the waters flowing in from the Atlantic.
  - (D) They serve as further proof that the Mediterranean Sea must have evaporated.
17. What is a feature of the Mediterranean that results from the region being hot and dry?
- (A) The waters that flow in from the Rhone and Tiber move more slowly.
  - (B) The speed at which water changes to vapor is above average.
  - (C) The area has a desert that is approximately the same size as the Sahara.
  - (D) The sea has a lower water level than the rivers that feed it.

[18-22] Listen to a conversation between a student and a professor.



18. Why does the student visit the professor?
- (A) To register as a volunteer for a concert
  - (B) To discuss his favorite opera performer
  - (C) To provide feedback on a class activity
  - (D) To ask about attending a performance
19. According to the professor, why is it impossible for the student to participate in the field trip?
- Choose 3 answers.
- (A) She does not have an additional ticket.
  - (B) The student is not registered in the class.
  - (C) The student has not paid all of his tuition fees.
  - (D) The student cannot contact the administration office.
  - (E) The student missed a registration deadline.
20. Why does the student have very little money right now?
- (A) He is unemployed right now.
  - (B) He paid his tuition fees for next semester.
  - (C) He is volunteering instead of earning money.
  - (D) He had to buy a new computer for class.



21. According to the professor, what kinds of tasks do volunteers do at the arts center?

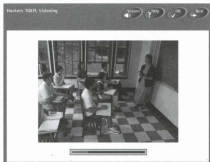
Choose 2 answers.

- (A) Give out free passes to promote attendance
- (B) Help concert attendees find their seats
- (C) Make monthly advertisements for the shows
- (D) Assist with writing performance pamphlets

22. According to the conversation, why is the student uncertain about volunteering?

- (A) He has a lot of assignments this semester.
- (B) He wants to find a paying job instead.
- (C) He is going to be traveling a lot and unavailable.
- (D) He is nervous about working with the public.

[23-28] Listen to a talk on beavers' decision making.



23. What does the professor mainly discuss?
- (A) The results of an experiment studying beavers' selection of trees
  - (B) The similarities between the human and animal decision making processes
  - (C) The design methods used by beavers in building their dams
  - (D) The manner of decision-making demonstrated by beavers
24. According to the lecture, what purpose does a dam serve?
- (A) It makes traversing a stream easier.
  - (B) It traps fish for beavers to consume.
  - (C) It floods a particular area with water.
  - (D) It provides a home for beaver groups.
25. According to the lecture, what is true of beavers when finding dam-building materials?
- (A) They often cut down trees they don't eventually use.
  - (B) They can carry cut-down trees with their strong jaws.
  - (C) They are prone to selecting certain kinds of trees.
  - (D) They prefer trees and branches already in the water.

26. What does the professor say about the beaver's predators?

- (A) They often destroy the beaver's dams.
- ☒ (B) They are unable to hunt the beaver in water.
- (C) They cannot outrun the beaver on land.
- (D) They live in the trees that the beaver cuts down.

27. What are two disadvantages of beavers choosing the far tree in the experiment?

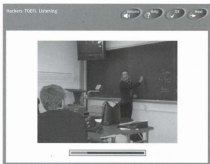
Choose 2 answers.

- ☒ (A) A longer trip puts them at greater risk of predation.
- (B) More wood can be acquired by chopping down the nearby trees.
- (C) Getting to the far tree involves navigating upstream.
- ☒ (D) It takes more energy to move a large tree over a longer distance.

28. What do beavers and their predators have in common?

- (A) They use wood to build their lodges.
- (B) They spend most of their time in rivers.
- (C) They exhibit complex decision making.
- ☒ (D) They are awake during the same hours.

[29-34] Listen to a lecture in a literature class.



29. What does the professor mainly discuss?
- (A) The progression of themes in American literature
  - (B) The most acclaimed Realist authors of the nineteenth century
  - (C) The features of American Realist works
  - (D) The use of literature to create social change
30. According to the professor, what influenced the earliest American writers?
- (A) Spiritual concerns
  - (B) The difficulties of immigration
  - (C) Societal changes
  - (D) The urbanization of towns
31. According to the professor, what are some changes that affected the writing of Realist authors?
- Choose 3 answers.
- (A) The end of the American civil war
  - (B) The gap between white Americans and minorities
  - (C) The transition from an agricultural to an industrial society
  - (D) The influx of people from rural areas to the cities
  - (E) The economic growth in large parts of the country

32. According to the lecture, what are two features of the **characters** of American Realism?  
Choose 2 answers.
- (A) **They are multi-dimensional and detailed.**
  - (B) They mostly live in regional areas.
  - (C) **They speak in a manner similar to actual people.**
  - (D) They expressed their own thoughts and judgments.
33. What does the professor say about *Life in the Iron Mills*?
- (A) It was the first work of Realist literature.
  - (B) It details **the life of an immigrant in an industrial town** in Virginia.
  - (C) It argues that conditions in mills had already improved.
  - (D) It explains why many American workers lived in poverty.
34. What does the professor say about Charles Dickens?
- (A) He was the first author of Realist works.
  - (B) He was critical of Realist authors like Rebecca Harding Davis.
  - (C) He often wrote disapprovingly of industrial progress.
  - (D) He **inspired the writing style of Mark Twain.**

정답 p.224

## Vocabulary List

Chapter 2에서 선별한 다음의 토를 필수 어휘를 암기한 후 퀴즈로 확인해보세요.

perspective[pɛr'spɛktɪv] 관점, 시각  
 biased[báɪəst] 편향된, 선입견이 있는  
 inspire[ɪn'spaɪər] 고무하다, 영감을 주다  
 wind up 결국 ~하다  
 devotion[dɪvəʊʃən] 전념  
 hone[houn] 연마하다, 길다  
 appealing[ə'pi:liŋ] 매력적인  
 wipe out 전멸하다  
 fungus[fʌŋɡəs] 곰팡이  
 timber['tɪmbər] 목재  
 threatened[θrétənd] 멸종 위기에 처한  
 decimate[désə'meɪt] (질병에 의해) 죽다  
 commission[kə'mɪʃən] 위임하다  
 wither away 시들다  
 shrivel[ʃrɪvəl] 오그라들다  
 strike[straɪk] (병, 죽음에) 갑자기 덮치다  
 stump[stʌmp] 그루터기  
 immune[ɪmju:n] 면역의  
 infect[ɪnfɛkt] 감염시키다  
 toxic chemical 유독성 화학약품  
 non-lethal 치명적이지 않은  
 cross-breed 이종 교배한, 잡종  
 cosmetic[kəzmétɪk] 표면적인  
 hybrid[háɪbrɪd] 교배종  
 act[ækt] 법령  
 quarantine[kwɔ́(:)rəntɪn] 검역, 격리하다

inoculation[ɪnɔ́kjələ'si:ən] 예방 접종  
 grafting[græftɪŋ] 접목법  
 restore[rɪ'stɔ́r] 돌려 놓다  
 plate tectonics 판 구조론  
 converge[kən'veɜ́rdʒ] 수렴하다  
 strait[streɪt] 해협  
 sporadically[sparədíkəli] 때때로  
 replenish[riplénɪʃ] 다시 채우다  
 precipitation[prɪsɪpíteɪʃən] 강수  
 disconnect[dɪskənɛkt] 단절하다  
 block off 차단하다  
 seabed[sí:béd] 해저  
 extensive[ɪksténsɪv] 광범위한  
 deposit[dɪpəzɪt] 퇴적물  
 oceanographer[ðuʃjə'nɔ́grəfər] 해양학자  
 sediment[sédəmənt] 침전 퇴적물  
 gravel[grævəl] 자갈  
 gypsum[dʒɪpsəm] 석고  
 basalt[basɔ́lt] 현무암  
 sunlit[sʌnlɪt] 햇빛을 받는  
 refill[rɪfɪl] 다시 채우다  
 waterfall[wɔ́tər'fɔ́ld] 폭포  
 gorge[ɡɔ́rdʒ] 협곡  
 canyon[kænjən] 협곡  
 delta[délta] 삼각주  
 steep[stíp] 가파른

### Quiz

각 단어의 알맞은 뜻을 찾아 연결하십시오.

- |             |         |
|-------------|---------|
| 01 hybrid   | ㉠ 수렴하다  |
| 02 gorge    | ㉡ 곰팡이   |
| 03 seabed   | ㉢ 교배종   |
| 04 fungus   | ㉣ 협곡    |
| 05 converge | ㉤ 해저    |
|             | ㉦ 오그라들다 |

- |                  |        |
|------------------|--------|
| 06 gypsum        | ㉧ 석고   |
| 07 extensive     | ㉨ 해양학자 |
| 08 oceanographer | ㉩ 검역   |
| 09 devotion      | ㉪ 퇴적물  |
| 10 quarantine    | ㉫ 광범위한 |
|                  | ㉬ 전념   |

ⓐ 01   ① 60   ㉢ 80   ㉣ 10   ㉤ 20   ㉥ 30   ㉦ 40   ㉧ 50   ㉨ 60   ㉩ 70   ㉪ 80   ㉫ 90   ㉬ 100

slope[sloʊp] 경사  
 composition[kəmˈpəzɪʃən] 작곡  
 make it a point to ~하는 것을 중시하다  
 restricted[rɪˈstrɪktɪd] 제한된  
 field trip 현장 학습  
 enroll[ɪnˈrɒl] 등록하다  
 liability[lɪəˈbɪlɪti] 책임  
 exception[ɪkˈsepʃən] 예외  
 permission[pəˈmɪʃən] 허가  
 brochure[ˈbrɒʃʊə] (안내, 광고용) 책자  
 dwelling[ˈdwɛlɪŋ] 주거지  
 shelter[ˈʃɛltə] 피난처  
 lodge[lɒdʒ] 오두막  
 genetically[dʒənɛtɪkəlɪ] 유전적으로  
 programmed[ˈprɒɡræməd] 정해진  
 preference[prɛˈfərəns] 선호  
 pros and cons 장단점  
 expenditure[ɪkˈspɛndɪtʃə] 소비  
 chop down 베다  
 nocturnal[ˈnɒktʃʊrəl] 야행성의  
 prevailing[prɪˈveɪlɪŋ] 일반적인, 우세한  
 victimize[ˈvɪktɪmaɪz] 괴롭히다  
 religious belief 신앙  
 override[ˈoʊvərraɪd] 우세하다  
 Civil War (미국의) 남북전쟁  
 pretense[prɪˈtɛns] 가식, 겉치레

objectivity[ˌɒbdʒektɪvəti] 객관성  
 outgrowth[ˈaʊtgrəʊθ] 파생물  
 slavery[ˈsleɪvəri] 노예 제도  
 abolish[əˈbɒlɪʃ] 폐지하다  
 predominantly[prɪˈdɒmɪnəntli] 지배적으로, 주로  
 uproot[ʌˈpruːt] 뿌리째 뽑다  
 come to grips with ~에 대처하다  
 ultimate[ˈʌltəmit] 궁극적인  
 blank[blæŋk] 멍한  
 circumstance[ˈsɜːrkəmstəns] 환경  
 dimensional[dɪˈmɛnʃənəl] ~차원의  
 dialect[ˈdiːəlɛkt] 방언  
 journalistic[dʒɜːrnəlɪstɪk] 신문기자 같은  
 marginalized[ˈmɑːrʒɪnəlaɪzd] 소외된  
 novella[nouvəˈlə] 중편 소설  
 meager[ˈmiːɡər] 빈약한  
 squalor[ˈskwɒlər] 더러움  
 inequality[ˌɪni(ː)kwəˈleɪti] 불평등  
 straightforward[ˈstreɪtˌfɔːrwəd] 솔직한  
 authenticity[ˌɔːθentɪsəti] 진실성  
 keen[kiːn] 날카로운  
 wit[wɪt] 재치  
 satire[ˈsætəɪər] 풍자  
 sarcasm[ˈsɑːrkəzəm] 풍자  
 outcast[ˈaʊtkæst] 부랑자  
 misfit[ˈmɪsɪt] 부적응자

## Quiz

각 단어의 알맞은 뜻을 찾아 연결하시오.

- |                |        |
|----------------|--------|
| 01 liability   | ㉑ 책임   |
| 02 objectivity | ㉒ 빈약한  |
| 03 meager      | ㉓ 선호   |
| 04 ultimate    | ㉔ 객관성  |
| 05 preference  | ㉕ 궁극적인 |
|                | ① 허가   |

- |                 |        |
|-----------------|--------|
| 06 dwelling     | ㉖ 부적응자 |
| 07 misfit       | ㉗ 주거지  |
| 08 satire       | ㉘ 솔직한  |
| 09 marginalized | ㉙ 야행성의 |
| 10 nocturnal    | ㉚ 소외된  |
|                 | ① 풍자   |





Hackers TOEFL Listening Intermediate

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## CHAPTER 03 **Function & Attitude**

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## 03

## Function &amp; Attitude

Function & Attitude 문제는 Conversation이나 Lecture 중 화자가 한 말의 기저에 놓여있는 그의 의도나 태도를 묻는 문제 유형이다. Function은 화자가 특정한 말을 한 의도가 무엇인지 묻고, Attitude는 화자의 의견이나 태도를 묻는다.

## 문제 살펴보기

## Function

- Why does the man/woman/professor say this?  
남자/여자/교수는 왜 이렇게 말하는가?
- What does the professor mean when he/she says this?  
교수는 이렇게 말할 때 무엇을 의미하는가?

## Attitude

- What is the professor's attitude toward ~?  
~에 대한 교수의 태도는 어떠한가?
- What is the professor's opinion of ~?  
~에 대한 교수의 의견은 어떠한가?

## 문제 공략하기

다음은 Function & Attitude 문제의 공략법이다. 실전 고득점을 위해 이를 꼼꼼하게 학습하고 Hackers Practice 와 Hackers Test를 풀면서 반드시 적용해 본다.

## Function

- 지문의 맥락을 파악하며 듣는다.  
다시 들려주는 부분의 앞뒤 맥락을 통해 화자가 한 말의 의도를 파악할 수 있다.
- Function 문제가 나올 수 있는 부분을 예측하며 듣는다.  
지문에서 화자가 돌려 말하거나 어조를 다르게 하여 표면적인 내용과는 다른 의도를 표출하는 부분을 주의 깊게 들을 필요가 있다.

## Attitude

- 화자가 주관적인 생각을 말하는 부분을 주의하여 듣는다.  
화자가 자신의 의견, 제안, 느낌 등을 말하는 부분을 주의 깊게 들어야 화자의 태도를 파악할 수 있다.
- 어조를 통해 화자의 전반적인 태도를 파악하며 듣는다.  
지문을 들을 때, 화자가 어떠한 의도나 태도를 가지고 있는지 어조(긍정적-positive, 부정적-negative, 불확실한-uncertain, 격려하는-encouraging, 비판적-critical)에 유의하여 들을 필요가 있다.

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

W: Hello, uh . . . One of my assignments is, um, to write a report about a unique old book. So do you think you have a good one for me to use?

M: A unique old book . . . let me see . . . Oh, I have one. This is a cookbook.

W: You're kidding! You mean . . . recipes? But, um . . . What can I do with this book? I mean, it's just recipes.

M: You know what, this isn't just an old cookbook. The recipes in this book and how the author presents them reveal a lot about the culture of the olden days.

W: Oh, the author says something about the recipes . . . Well, that should provide enough material, then. Maybe I should borrow that book for a couple of days.

M: **Sorry, that's not how it works.** The policy in this library—or, for that matter, other libraries—is to allow patrons to look at these old, rare books only in the library.

화자가 학생의 질문에 표면적인 내용과는 다른 의도를 가지고 "Sorry, that's not how it works."라고 답하는데 이 의도를 파악하면서 주의 깊게 들을 필요가 있다.

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

W: Maybe I should borrow that book for a couple of days.

M: **Sorry, that's not how it works. The policy in this library-or, for that matter, other libraries-is to allow patrons to look at these old, rare books only in the library.**

Q. Why does the man say this:

M: Sorry, that's not how it works.

- (A) To warn the woman that her idea probably will not work
- (B) **To point out that the woman cannot check out the book**
- (C) To express concern about the woman's carelessness with the old book
- (D) To make clear that the woman has to wait to borrow the book

지문해석 p.238

#### 해설

화자가 "Sorry, that's not how it works."라고 말하며 표면적인 내용과는 다른 의도를 표출하는 부분을 주의 깊게 들음으로써 대충이 불가능하다는 의미를 파악할 수 있다. 따라서, 정답은 (B)이다.

# Hackers Practice

[1-3] Listen to a conversation between a student and a university housing administrator.



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

1. Why does the woman say this: 🎧

- (A) To point out that lodging is unavailable at present
- (B) To suggest that she is unable to accommodate the student
- (C) To indicate that the student's request is a common one
- (D) To check whether the student wants a room on campus or off campus

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

2. What does the woman mean when she says this: 🎧

- (A) She does not want the student to be late for class.
- (B) She does not believe there is a reason to act quickly.
- (C) She believes the student may encounter a delay at financial aid.
- (D) She thinks the financial aid process will not take long.

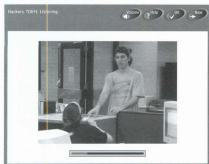
Listen again to part of the conversation. Then answer the question.

3. Why does the woman say this: 🎧

- (A) To acknowledge that she has little authority
- (B) To indicate that more information will be needed
- (C) To explain that rooms quickly become unavailable
- (D) To urge the student to follow her request

housing office 주거지 임대 사무실 single room 1인실 in advance 미리 deposit[dip'ɒzɪt] 예약금  
lodging[lɒdʒɪŋ] 주거 guarantee[ɡæ'rənti:] 보장하다 move forward 진행하다 meantime[mi'taɪm] 그 동안  
maintenance[men'tenəns] 보수 관리 tidy up 정돈하다

[4-6] Listen to part of a conversation in a registrar's office.



4. Why does the student visit the registrar's office?

- (A) To inquire about loan repayment options
- (B) To check on the balance of his account
- (C) To collect money from a scholarship
- (D) To settle the rest of his tuition fees

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

5. Why does the woman say this: 🎧

- (A) To express uncertainty about her own explanation of the process
- (B) To check the man's understanding of the registration procedure
- (C) To verify if the student is already familiar with the rules
- (D) To indicate disagreement with the process of re-registration

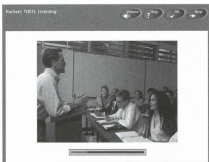
Listen again to a part of the conversation. Then answer the question.

6. Why does the man say this: 🎧

- (A) To express his agreement with her statement
- (B) To show surprise at her comment
- (C) To clarify whether or not she was joking
- (D) To check if he heard her correctly

tuition fee 수업료 check[tʃek] 수표 balance[bəˈlɛns] 나머지 account[əkaʊnt] 계정 student ID 학생증  
 registrar's office 학적과 due[djuː] 요금 in a bind 곤란한 상황에 있는 convince[kənˈvɪns] 설득하다  
 mediator[ˈmɪdiəɪtər] 중재인 in any case 어쨌든

[7-9] Listen to a lecture in an art history class.



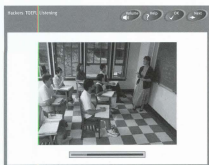
7. What is the main purpose of the lecture?
- (A) To compare the features of paintings by landscape artists  
 (B) To explain why symbols in paintings should be examined closely  
 (C) To introduce an artistic movement that valued the sublimity of nature  
 (D) To discuss the main characteristics of 19th century paintings
8. According to the speaker, what two aspects distinguish the manner in which Hudson River School paintings were created?
- Choose 2 answers.
- (A) The combination of scenes depicted in a painting  
 (B) The preference for American over European scenery  
 (C) The custom of painting from sketches and memory rather than reality  
 (D) The trips to the wilderness to paint in natural surroundings

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

9. Why does the professor say this: 🎧
- (A) To check whether the students appreciated the painting  
 (B) To point out a detail of the painting that the students missed  
 (C) To emphasize how the Hudson River School evolved over time  
 (D) To draw attention to a distinguishing feature of the painting

movement[mu:vmənt] 화파 found[faund] 설립하다 wilderness[wildərnɪs] 자연 render[rɛndər] ~으로 만들다  
 portrayal[poʊtrɪəl] 묘사 depict[dɪpɪkt] 묘사하다 worship[wɔ:ʃɪp] 숭배하다 marker[mɑ:kər] 상징  
 insignificance[ɪnsɪgnɪfɪkəns] 보잘 것 없음 elevate[ɛləveɪt] 높이다 joyful[dʒɔɪfəl] 기쁨에 찬  
 manifestation[mænɪfɛstʃən] 형태와 stump[stʌmp] 그루터기 recur[rɪkər] 반복적으로 등장하다

[10-12] Listen to part of a lecture in an earth science class. The professor is talking about water.



10. What aspect of seawater does the professor mainly discuss?
- (A) The differences in levels of salinity between oceans and rivers  
 (B) The ecological significance of seawater salinity  
 (C) How an ocean's salinity is affected by its surrounding environment  
 (D) The effects of seawater salinity on the climate
11. What are two factors that decrease the salinity of the **Baltic Sea**?
- Choose 2 answers.
- (A) The Baltic Sea has low exchange with a saltwater source.  
 (B) Much of the water in the Baltic Sea is distilled.  
 (C) The Baltic Sea is less polluted than other oceans.  
 (D) There is an abundance of freshwater inflows.

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

12. Why does the professor say this: 🎧
- (A) To indicate that the phenomenon is not important  
 (B) To encourage the students to give a response  
 (C) To indicate that she wants to move on to another topic  
 (D) To show that she is aware the students are bored

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property[prɒpərti] 특성    salinity[salɪnəti] 염도    salt[sɔ:lt] 염류    dissolve[dɪzɔlv] 용해하다    distill[dɪstɪl] 증류하다  
 leftover[ˈleftəʊvər] 나머지    precipitation[prɪsɪpɪtəʃən] 강수량    atmospheric[ætˈmɒsfəɪk] 대기권의  
 vastness[ˈvæstnɪs] 넓음    evaporation[ɪvəpəreɪʃən] 증발    Red Sea 홍해    freshwater[ˈfreʃwɔ:tər] 담수  
 net[net] 최종적인    dilute[dɪlət] 희석하다

# Hackers Test

[1-5] Listen to part of a conversation between a student and a professor.



1. What is the conversation mainly about?
  - (A) References for a research paper
  - (B) Films being shown at a festival
  - (C) A student's topic for a presentation
  - (D) The differences between film and literature
2. What paper does the woman want to present at the film festival?
  - (A) A history of film and literature
  - (B) Films based on literary masterpieces
  - (C) Film and literature in the 20th century
  - (D) Story-telling techniques in film and literature
3. What does the professor suggest the woman do?
  - (A) Work on her public speaking skills
  - (B) Choose a different topic
  - (C) Attend an upcoming film festival
  - (D) Narrow the scope of the topic




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

4. Why does the student say this: 

- (A) To indicate agreement with her professor
- (B) To inquire about an important question
- (C) To show excitement about her topic
- (D) To express uncertainty about her topic

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

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


- (A) He thinks the student's idea may be promising.
- (B) He thinks the student needs help.
- (C) He wants to discourage the student.
- (D) He is not confident about the student's proposal.

[6-11] Listen to a lecture on protective trade.



6. What is the discussion mainly about?
- (A) The advantages and disadvantages of protective trade
  - (B) How protective trade measures interfere with the development of a global trade system
  - (C) Why protective trade measures are preferred over a free trade system
  - (D) How protective trade and free trade are practiced on a global scale
7. According to the professor, what is one objective of protective trade measures?
- (A) They make it harder for countries to import goods.
  - (B) They prescribe what steps to follow in importing products.
  - (C) They ensure a fair distribution of goods to all countries.
  - (D) They monitor the goods being produced in a country.
8. According to the professor, what is one viewpoint expressed by advocates of the free trade system?
- (A) It allows laborers to make as much money as manufacturers.
  - (B) It is better suited to developing countries.
  - (C) It guarantees stability for wealthy countries.
  - (D) It creates equilibrium in the long run.

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

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

- (A) He wants to correct something he said earlier.
- (B) He thinks the students are familiar with the features of an economy.
- (C) He does not think the students understood his question.
- (D) He wants to clarify an idea further.

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

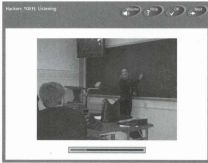
10. Why does the professor say this: 

- (A) To correct a misconception the students have
- (B) To indicate that the free trade system has its flaws
- (C) To remind the students of what they learned in the last class
- (D) To express confusion about how the system works

11. What is the professor's attitude toward the free trade system?

- (A) It does not have the recognition that it deserves.
- (B) It is too ideal to be practiced in the real world.
- (C) It does not take hierarchy into account in a society.
- (D) It fails to achieve an equitable distribution of goods.


[12-17] Listen to a lecture on astronomy.



12. What is the professor mainly discussing?

- (A) The characteristics of Saturn's regular satellites
- (B) The similarities between Titan and Dione
- (C) The discovery of new moons around Saturn
- (D) The atmospheric conditions on Saturn's moons

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

13. Why does the professor say this: 

- (A) To discount the possibility of life outside of Earth
- (B) To contrast a common opinion with that of experts
- (C) To show disagreement with speculative science
- (D) To emphasize that life on Titan might be plausible

14. According to the professor, what are three ways in which Titan is similar to the Earth?

Choose 3 answers.

- (A) Its atmosphere is abundant in nitrogen.
- (B) Its size is comparable to the size of Earth.
- (C) It is not protected from harmful radiation from the Sun.
- (D) Its elements create rivers, valleys, and dunes.
- (E) Its atmospheric conditions produce a greenhouse effect.

15. What does the professor say about Dione's terrain?
- (A) It was formed by the process of erosion.
  - (B) It contains see-through sections made of ice.
  - (C) It is not a result of the moon's tectonic movements.
  - (D) It is unusually smooth and contains few variations.
16. What do some scientists imply about Dione's trailing hemisphere?
- (A) It is bombarded by meteors more often than Saturn's other moons.
  - (B) It is the most geologically active part of the moon in the solar system.
  - (C) It is being eroded by the ice cliff and heavy winds.
  - (D) It may once have been the leading hemisphere.
17. What is the professor's opinion about research on Saturn's moons?
- (A) She thinks not enough research is being conducted.
  - (B) She does not think that current research is accurate.
  - (C) She feels that research findings have not been fully supported.
  - (D) She is confident that continued research will lead to new findings.

[18-22] Listen to a conversation between an academic advisor and a student.



18. Why does the woman talk to the professor?

- (A) To ask him what journalism classes he is offering for the semester
- (B) To check the requirements for a switch to mass communications
- (C) To determine who the easiest professors in journalism are
- (D) To get his recommendation on an elective she wants to take

Listen again to a part of the conversation. Then answer the questions.

19. Why does the professor say this: 

- (A) To indicate that the electives the woman wants are not available
- (B) To encourage the woman to try harder to fulfill her electives
- (C) To express disagreement with what the woman said
- (D) To assure the woman that he doubts her request will be rejected

20. According to the conversation, what are two reasons the woman gives for choosing an elective in journalism?

Choose 2 answers.

- (A) To satisfy her elective requirements for the semester
- (B) To study something different from her field
- (C) To prepare for a career in writing
- (D) To take courses related to her major

21. What does the professor say about studying under Professor Meyer?

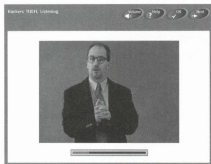
- (A) He provides students with a topic when they do research papers.
- (B) He has rigorous standards that stimulate his students to do their best.
- (C) He is an appealing and entertaining professor in the classroom.
- (D) He makes research easier by giving students a list of source materials.

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

22. What does the woman mean when she says this: 

- (A) She thinks writing for the university paper was difficult.
- (B) She does not think writing for the paper was worth the effort.
- (C) She believes she should have studied journalism first.
- (D) She thinks she should have worked on more interesting articles.

[23-28] Listen to a talk on art history.



23. What is the talk mainly about?

- (A) The mixed reactions to the realist paintings of Andrew Wyeth
- (B) The gradual evolution of Wyeth's realist style
- (C) The subject matter of popular realist masterpieces
- (D) The prevalence of abstract expressionism in the mid-20th century

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

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

- (A) He does not think that Andrew Wyeth had talent.
- (B) He wants to correct some information he gave about Andrew Wyeth.
- (C) He does not understand why N.C. Wyeth taught his son painting techniques.
- (D) He thinks N.C. Wyeth had reason to give his son assistance.

25. What does the professor say about *Christina's World*?

- (A) It became famous only after Wyeth's death.
- (B) It was inspired by a woman who Wyeth knew.
- (C) It contrasted sharply with the fashionable art at the time.
- (D) It differed significantly from works Wyeth had done earlier in life.



26. According to the professor, why were many artists and critics unwilling to give Wyeth's art any acclaim?
- (A) They claimed that it put too much emphasis on natural beauty.
  - (B) They felt that his technical ability as an artist was overrated.
  - (C) They thought that he was too strongly influenced by an earlier artist.
  - (D) They contended that it was **obsolete** from the viewpoint of contemporary art.

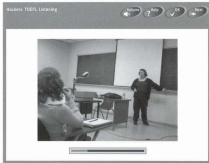
Listen again to part of the lecture. Then answer the question.

27. Why does the student say this: 

- (A) To show that she understands the professor's rhetorical remark
- (B) To indicate her familiarity with exhibits at art museums
- (C) To explain that she has a different idea from the professor
- (D) To express that she is in agreement with the curator's perspective

28. What is the professor's **opinion of the** controversy surrounding Wyeth's work?
- (A) It is irrelevant considering the art's market value.
  - (B) It reflected the critics' resentment of Wyeth's fame.
  - (C) It contributed to the **high prices** of some of his paintings.
  - (D) It is the primary reason the American public became aware of Wyeth's works.

[29-34] Listen to a lecture on psychology.



29. What is the main topic of the lecture?

- (A) The applicability of the Sally-Anne test to animals
- (B) How vervet monkeys behave toward new monkeys
- (C) **Views on whether vervet monkeys have a theory of mind**
- (D) The reasons vervet monkeys sound false alarm calls

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

30. Why does the professor say this: 🎧

- (A) **To suggest that the students will obtain similar results**
- (B) To express uncertainty about the results of the test
- (C) To encourage the students to do more research
- (D) To indicate the reason she described the experiment

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

31. Why does the professor say this: 🎧

- (A) To provide the meaning of a word she just mentioned
- (B) To find out if the students understood what she said
- (C) To explain a criterion used in the experiment
- (D) **To emphasize the significance of a term she used**

32. What does the professor **say** about vervet monkey alarm calls?
- (A) They are **only** made when monkeys from outside the group approach.
  - (B) Monkeys make them only if their immediate family is endangered.
  - (C) They sound different depending on the type of threat.
  - (D) **High-ranking monkeys in the group typically make them.**
33. According to the professor, what is a reason some scientists believe that vervet monkeys have a theory of mind?
- (A) **A monkey may understand how a false alarm can affect another monkey.**
  - (B) Monkeys deliberately ignore false alarms.
  - (C) Monkeys are concerned with their own social status.
  - (D) Some monkeys know where to look for the marble.
34. What is the professor's attitude **concerning theory of mind in animals?**
- (A) Experiments have proved it to be credible.
  - (B) It likely does not exist in all animals.
  - (C) **Its viability has not been proven or disproven.**
  - (D) It does not exist except in humans.

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## Vocabulary List

Chapter 3에서 선별한 다음의 토를 필수 어휘를 암기한 후 퀴즈로 확인해보세요.

nominate[nɒmɪneɪt] 선출하다  
committee[kəmɪti] 위원회  
far-fetched 억지의  
in terms of ~의 관점에서  
be onto (좋은 결과·발견에) 도달할 것 같은  
fine-tune 다듬다  
cinematography[sɪnəmatɒɡrəfi] 영화 촬영법  
thorough[θərou] 면밀한  
terminology[tɜːrmənɒlədʒi] 용어  
manage[mænɪdʒ] 잘 해나가다  
get stuck 난관에 봉착하다  
run out of 바닥나다  
aim[eɪm] 목표로 하다  
domestically[dəməstɪkəli] 국내적으로  
laborer[ˈleɪbərə] 일꾼  
protective trade measure 보호무역체제  
free trade 자유무역  
fuel[fjuːl] 힘을 얻게 하다  
barrier[bæriə] 장벽  
capital[kæpɪtəl] 자본  
trickle down 흐르다  
manufacturer[mænʃəfæktʃərə] 제조업자  
local[lɒkəl] 현지인, 지방인  
wage[weɪdʒ] 임금  
tax[tæks] 세금  
restriction[rɪstrɪkʃən] 제약

tariff[tærɪf] 관세  
regulation[rɛɡjʊləʃən] 규제  
arrangement[əreɪndʒmənt] 제도  
infant[ɪnfənt] 기초의  
sacrifice[sækrəfaɪs] 희생하다  
stability[stəbɪləti] 안정성  
premise[prɛmɪs] 전제  
at the cost of ~을 희생하여  
security[sɪkjʊ(ɪ)rəti] 안전성  
go out the window 쓸모 없게 되다  
classification[klæsɪfɪkɛʃən] 분류  
albeit[əlbɪt] 비록 ~일지라도  
prograde[prɒɡreɪd] 순행의  
inclination[ɪnklɪnɛʃən] 경사(도)  
equatorial plane 적도면  
retrograde[rɛtrəɡreɪd] 역행의  
mass[mæs] 질량  
diameter[daɪəˈmɪtə] 지름  
account for ~을 차지하다  
building block 구성 요소  
sustain[səsteɪn] 살아가게(존재하게) 하다  
far-fetched 설득력이 없는, 믿기지 않는  
radiation[rædɪeɪʃən] 복사(광/열)  
terrain[təreɪn] 지형, 지역  
depression[dɪpreʃən] 함몰, 움푹 파인 곳  
fracture[fræktʃə] 균열

### Quiz

각 단어의 알맞은 뜻을 찾아 연결하십시오.

- |                |           |
|----------------|-----------|
| 01 mass        | ㉠ 관세      |
| 02 tariff      | ㉡ 질량      |
| 03 terminology | ㉢ 용어      |
| 04 capital     | ㉣ 속성      |
| 05 sustain     | ㉤ 살아가게 하다 |
|                | ㉦ 자본      |

- |              |          |
|--------------|----------|
| 06 terrain   | ㉧ 지형, 지역 |
| 07 diameter  | ㉨ 궤도     |
| 08 committee | ㉩ 위원회    |
| 09 sacrifice | ㉪ 임금     |
| 10 wage      | ㉫ 지름     |
|              | ㉬ 희생하다   |

Ⓟ 01 Ⓡ 02 Ⓢ 03 Ⓣ 04 Ⓤ 05 ⓖ 06 ⓗ 08 ⓙ 09 ⓚ 10

transparent[trænsˈpɛərənt] 투명한

trail[treɪl] 쫓아가다

hemisphere[hɛmɪsˈfiːə] 반구

meteor[ˈmiːtiə] 유성

debris[dəˈbriː] 잔해

probe[praʊb] 탐색하다

shift[ʃɪft] 바꾸다

counselor[kəʊnsəˈləɪə] 상담 교수

elective[ɪˈlektɪv] 선택 과목

strategic[stɹəˈtɛdʒɪk] 전략의

sophomore[səˈfɒməɹ] 2학년

assume[əˈsjuːm] ~라고 생각하다

registrar's office 학적과

doubtful[daʊtful] 불확실한

stringent[stɹɪndʒənt] 엄격한

genuinely[dʒɛnjuɪnli] 진심으로

synonymous[sɪnənəˈmɪs] 동의어의

accomplished[əˈkɒmplɪʃt] 뛰어난

renowned[rɪˈnaʊnd] 유명한

pay off 성공하다

abstract[ˈæbstɹækt] 추상적인

polarize[ˈpɒləraɪz] 분열하다

contradictory[kənˈtrædɪktɔɹi] 모순되는

rebel[ˈreɪbəl] 저항, 반항

incessant[ɪˈnɛsənt] 끊임없는

instill[ɪnˈstɪl] 불어넣다

sentiment[ˈsɛntɪmənt] 정서, 감정

in hindsight 돌이켜 보았을 때

controversy[kənˈtrɒvɜːrsi] 논란

relevance[ˈrɛləvəns] 타당성

skit[skɪt] 촌극

marble[ˈmɑːrbl] 구슬

intent[ɪˈtɛnt] 의도

suitable[ˈsuːtəbl] 적당한

give it a try 시도하다

cite[sɑɪt] 인용하다

low-ranking 하위 계급

alarm call 경보 소리

predator[ˈpreɪdətəɹ] 포식 동물

speculate[ˈspɛkjʊleɪt] 추측하다

perception[pəˈsɛpʃən] 인식

subordinate[səˈbɔːdɪnət] 부하

put oneself in the shoes of ~의 입장에 서다

anecdotal[ˈænɪkdəʊtəl] 일화적인

refute[rɪˈfjuːt] 반박하다

refer to 언급하다

presence[ˈprezəns] 존재

have no bearing on ~과 관련이 없다

impairment[ɪmˈpeɪəmənt] 장애

mental deficiency 지능 장애

induction[ɪndʌkʃən] 귀납

overwhelming[ˈoʊvərwɛlmɪŋ] 강력한, 압도적인

## Quiz

각 단어의 알맞은 뜻을 찾아 연결하십시오.

01 doubtful

02 intent

03 cite

04 elective

05 synonymous

㉠ 투명한

㉡ 동의어의

㉢ 불확실한

㉣ 선택 과목

㉤ 의도

㉥ 인용하다

06 presence

07 speculate

08 incessant

09 predator

10 anecdotal

㉦ 포식 동물

㉧ 정확성

㉨ 추측하다

㉩ 일화적인

㉪ 존재

㉫ 끊임없는

㉠ 01 ㉡ 60 ㉢ 80 ㉣ 20 ㉤ 90 ㉥ 50 ㉦ 10 ㉧ 20 ㉨ 70 ㉩ 10



Hackers TOEFL Listening Intermediate

## CHAPTER 04 **Connecting Contents I**

## 04

## Connecting Contents I

Connecting Contents I (List, Matching, Ordering) 문제는 Conversation이나 Lecture에 등장하는 여러 정보들의 상호 관계를 이해한 후, 표를 완성하는 문제 유형이다. List는 제시된 각 정보들의 사실 여부를, Matching은 각 정보들이 속하는 범주를, Ordering은 사건이나 대상의 진행 과정, 혹은 발생 순서를 파악하고 있는지 묻는다.

## 문제 살펴보기

## List

- In the lecture/conversation, ~. Indicate whether each of the following is a ~.

강의/대화에서, ~. 다음의 각 항목이 ~인지 표시하십시오.

	Included/Yes	Not Included/No
Statement A		
Statement B		
Statement C		

## Matching

- Indicate for each example what type of ~.

각 예시가 ~의 어떤 유형인지 표시하십시오.

	Type A	Type B	Type C
Ex 1			
Ex 2			
Ex 3			

## Ordering

- The professor explains the steps in the process of ~. Put these steps in order.

교수는 ~의 과정의 단계를 설명한다. 단계들을 순서대로 나열하십시오.

Step 1	
Step 2	
Step 3	



## 문제 공략하기

다음은 Connecting Contents I (List, Matching, Ordering) 문제의 공략법이다. 실전 고득점을 위해 이를 꼼꼼하게 학습하고 Hackers Practice와 Hackers Test를 풀면서 반드시 적용해 본다.

### List

- 하나의 범주에 대한 여러 정보들이 나열될 때, List 문제를 예상하며 들을 필요가 있다.

List 문제로 자주 나오는 정보로는 특징, 제안, 이유 등이 있다.

#### Example

Conversation: 기숙사를 나갈 때 해야 할 일 나열, 보고서에 추가해야 할 사항 나열

Lecture: 석회암 동굴의 특징 나열, 뉴욕이 세계적인 대도시가 될 수 있었던 이유 나열

### Matching

- 두 개 이상의 범주와 각 범주에 관한 정보들이 나열될 때, Matching 문제를 예상하며 들을 필요가 있다.

Matching 문제로 자주 나오는 정보로는 장점/단점, 유사점/차이점, 비교/대조 등이 있다.

#### Example

Conversation: 두 전공 수업의 유사점/차이점, 학생이 쓴 리포트의 장점/단점

Lecture: 천연진주와 양식진주의 유사점/차이점, 두 예술가의 비교/대조

### Ordering

- 여러 가지 정보들이 순서대로 나열될 때, Ordering 문제를 예상하며 들을 필요가 있다.

Ordering 문제로 자주 나오는 정보로는 절차, 과정 등이 있다.

#### Example

Conversation: 수강신청 절차, 교환학생 선발 과정

Lecture: 화학실험 과정, 산업혁명의 진행 과정

Listen to part of a lecture in an astronomy class.

Now, a space probe, the Mariner 10, visited Mercury three times and took around 2,700 pictures.

In 1965, scientists calculated that Mercury rotated every 59 days, give or take 5 days. The Mariner 10, however, was able to determine that the rotation is actually 58.646, plus or minus 0.0005 days.

OK . . . another thing the Mariner 10 learned is that Mercury has a magnetic field about 100 times weaker than the Earth's. The interesting thing is . . . for a planet to have a magnetic field, it has to have a core that's partially molten, that is, liquid metal or liquid rock. A solid core cannot produce a magnetic field. Scientists believed that Mercury's core was once liquid iron, but assumed that it had become cold and solid all these billions of years. However, the Mariner 10 did detect a magnetic field, albeit a weak one.

One other point I'd like to make is . . . both the Moon and Mercury have temperature extremes . . . Mercury's goes down to minus 170 degrees Celsius at night and 350 degrees Celsius during the day, and the Moon's temperature ranges from minus 100 to 340. The only big difference between them is density. The Moon's lower density suggests that it's made of mostly igneous rock from lava flows, but Mercury's higher density means that it has an iron core.

교수가 수성과 관련된 여러 개의 특징들을 나열하기 시작할 때, 포문을 예상하며 주의 깊게 들을 필요가 있다.

특징 1 - 수성의 자전이 생각했던 것보다 더 자주 일어난다.

특징 2 - 수성에는 지구보다 약한 자기장이 있다.

특징 3 - 수성의 기온 차는 크다.

지문해석 p.260

In the lecture, the professor describes the characteristics of Mercury. Indicate whether each of the following is a feature of Mercury.

Click in the correct box for each phrase.

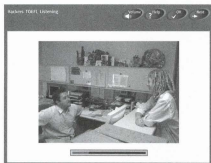
	Yes	No
Rotations are more frequent than originally believed	✓	
Magnetic field exists but is faint	✓	
Temperature ranges are extreme	✓	
Density is similar to the Earth's moon		✓

#### 해설

화자가 수성에 관한 여러 특징들을 나열할 때, 수성의 자전이 생각했던 것보다 자주 일어나고, 수성에는 지구보다 약한 자기장이 있으며, 수성의 기온 차는 크다는 것을 주의하여 들음으로써 제시된 정보들 중 사실인 것을 골라 표를 완성할 수 있다. 따라서, 정답은 자전이 자주 일어나고, 자기장이 존재하며, 기온 차가 크다는 것이다.

# Hackers Practice

[1-3] Listen to part of a conversation between a student and a librarian.



- Why does the student visit the library?
  - To borrow books recommended by her professor
  - To find out how to research information on psychology
  - To find reference materials on explaining dreams
  - To ask permission to use the periodicals section
- What does the student say about Freud's book?
  - It is the foundation of dream interpretation theory.
  - It is too often quoted in students' papers.
  - It focuses too much on Western theories.
  - It is always hard to borrow a copy of it.
- In the conversation, the librarian suggests several reference materials to the student. Indicate whether each of the following is a suggested reference.

Click in the correct box for each phrase.

	Suggested	Not Suggested
Electronic files of journals and articles		
Printed journals and other periodicals		
Encyclopedias and other large collections of information		
A reference material written by Freud		
Newly published books on the student's topic		

interpretation[ɪntərprɪ'teɪʃən] 해석 thought[θɔ:t] 사상 periodical[pləri'ɒdɪkəl] 정기 간행물 rely on ~에 의존하다  
 memoir[mémwɔ:ər] 회고록 article[á:rtɪkl] 기사 sort through 살펴보다 input[ɪnpʊt] 입력하다  
 keyword[kí:wɔ:rd] 주요 단어

[4-6] Listen to a conversation between a student and a university employee.



4. Why does the woman go to see the man?
- (A) To explain how to produce digital art  
(B) To ask about the type of lighting to use  
(C) To talk about displaying her painting  
(D) To find out where her work will be displayed
5. In the conversation, the woman described the process of making a digital artwork. Put the steps listed below in the correct order.

Drag each answer choice to the space where it belongs.  
One of the steps will not be used.

Step 1	
Step 2	
Step 3	

- Choose a subject and take a picture of it.
  - Reproduce the artwork on suitable material.
  - Make use of a computer program to create an artwork.
  - Construct a frame for the artwork.
6. What does the woman say about producing a work of digital art?
- (A) It requires technical skills and creative expression.  
(B) It is similar to taking a photograph.  
(C) It is easy because of the availability of software programs.  
(D) It takes less time than painting on a canvas.

senior[sɪnjər] 4학년 photographic paper 인화지 beam projector 빔 프로젝터 enhance[ɪnhæns] 강화하다  
savvy[sævi] 잘 아는 blank[blæŋk] 빈 device[daɪsɪs] 장비 conventional[kənvenʃənəl] 전통의  
printout[prɪntaʊt] 출력물 spray nozzles 스프레이 노즐 dim[dɪm] 흐릿한 visible[vɪzəbl] 명확한

[7-9] Listen to part of a lecture on literature. The professor is discussing a detective novel.

7. What does the professor mainly discuss?

- (A) The most popular novels written during the Victorian period
- (B) The characteristics of modern English detective novels
- (C) The features that make *The Moonstone* the first full-length detective novel
- (D) The unique characters that are portrayed in *The Moonstone*

8. What does the professor say about Sergeant Cuff?

- (A) He was the first example of a detective hero.
- (B) He was an ineffective professional investigator.
- (C) He was overly absorbed in details.
- (D) He was the most important character.

9. In the lecture, the professor describes typical characteristics of modern detective fiction novels. Indicate whether each of the following is a characteristic.

Click in the correct box.

Characteristics	Yes	No
A number of misleading hints are given.		
Two detectives compete to solve a crime.		
A perceptive and eccentric detective solves the crime.		
The story revolves around a crime and a criminal.		
Several people are directly responsible for the crime.		

full-length 장편 detective[ditɛktɪv] 탐정 undisclosed[ʌndɪsklɔʊzd] 밝혀지지 않은 plot[plɒt] 줄거리  
 prototype[prəʊtəʊtɪp] 시초 inept[ɪnɛpt] 부적격한 incompetent[ɪnkəmptɪnt] 무능한 perceptive[pərsɛptɪv] 통찰력 있는  
 civilized[sɪvəlaɪzd] 교양 있는 eccentric[ɪksɛntrɪk] 괴짜인 deduction[dɪdʌkʃən] 추리

[10-12] Listen to part of a lecture in a psychology class. The professor is discussing object permanence.

10. What is the professor's main purpose in discussing object permanence?

- (A) To explain the progressive stages of object permanence as studied by Piaget
- (B) To describe the stages of object permanence as perceived in different animals
- (C) To establish whether the experiments conducted by Pepperberg were scientific
- (D) To determine whether animals acquire object permanence to the same extent as human babies

11. The professor explains the sequence of stages that take place in the development of object permanence. Put the stages listed below in the correct order.

Drag each sentence to the space where it belongs.

Step 1	The subject does not appear interested in an object that has vanished.
Step 2	
Step 3	
Step 4	
Step 5	
Step 6	

- The subject follows the movement of an object as it passes out of sight.
- The subject is able to locate an item that has been concealed a number of times.
- The subject finds an object hidden in a different spot from where it last saw it.
- The subject is able to find a fully concealed item where it was last seen.
- The subject is able to locate an object that is incompletely hidden.

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

12. Why does the professor say this: 

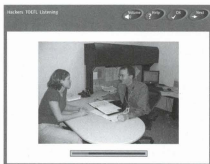
- (A) To express wonder at how quickly grey parrots develop object permanence
- (B) To indicate a similarity between grey parrots and human beings
- (C) To explain how long grey parrots live
- (D) To encourage the students to compare grey parrots with humans

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object permanence 대상 영속성 permanent[pə'ɹmənənt] 영속적인 parrot[pə'rɒt] 앵무새  
 run-through 요약 retrieve[ri'tri:v] 다시 생각해내다 displacement[dis'pleɪsmənt] 바꾸어 놓기  
 considering[kən'sɪdərɪŋ] ~를 고려하면 lifespan['laɪfspæn] 수명

# Hackers Test

[1-5] Listen to part of a conversation between a professor and a student.



- What is the conversation mainly about?
  - Different techniques of developing characters
  - The dialogue in a student's short story
  - Revisions a student made to an assignment
  - Ways a student can improve her work
- What does the professor say about the dialogue between the characters?
  - It needs to sound like it's been scripted.
  - It should be edited to provide more realism.
  - It needs to describe the characters more.
  - It needs to contain fewer unnecessary pauses.
- According to the conversation, what is the professor's advice about character descriptions? Indicate whether each of the following was suggested.

Click in the correct box for each phrase.

	Suggested	Not Suggested
Character descriptions kept to a minimum		
Characters clearly illustrated with comparisons to living persons		
Characters made known by their actions and speech		
Characters described to ensure readers' understanding		



4. What does the professor say about the student's choice of words in writing?

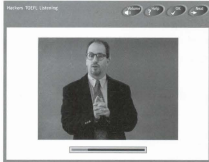
- (A) It is advisable to use everyday vocabulary.
- (B) It is best to select difficult words to avoid insulting the readers' intelligence.
- (C) It is a good idea to use unique words that aid in character description.
- (D) It is worthwhile to use words that will help readers in improving their vocabulary.

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

5. Why does the professor say this: 

- (A) To express that his own writing needs a lot of development
- (B) To indicate that it is necessary for the student to edit her writing
- (C) To suggest that the student wrote a bad first draft
- (D) To acknowledge the student's talent as a writer

[6-11] Listen to a talk on food science. The professor is discussing coffee decaffeination.



6. What is the main topic of the lecture?

- (A) The reasons coffee is consumed more than any other beverage
- (B) A comparison of the supercritical phases of water and carbon dioxide
- (C) A process using carbon dioxide to take caffeine out of coffee beans
- (D) The process most factories utilize in producing coffee

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

7. Why does the professor say this: 🎧

- (A) To express dismay at the amount of coffee consumed
- (B) To put emphasis on a previous statement he made
- (C) To check the students' reactions to world coffee consumption
- (D) To explain that the fact is unknown to most people

8. What does the professor say about the supercritical point of a substance?

- (A) It can be reached when the temperature is raised to 374.4 degrees Celsius or higher.
- (B) It is attained only when the temperature and pressure are at critical state.
- (C) It is achievable when the molecules of a liquid or gas become constant.
- (D) It is possible only when the gas is capable of changing into liquid and vice versa.

9. According to the professor, what are two peculiarities of carbon dioxide at its supercritical point?

Choose 2 answers.

- (A) Its potential to change back into liquid
- (B) Its ability to dissolve substances
- (C) Its elevated capacity to pass into solids
- (D) Its power to remain stable under great pressure

10. In the lecture, the professor explains the sequence of steps that take place in removing caffeine from coffee. Put the steps in the correct order.

Drag each answer choice to the space where it belongs.

One of the answer choices will not be used.

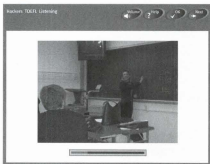
Step 1	
Step 2	
Step 3	
Step 4	

- Allow SCF to collect in a tank to wash away caffeine
- Submerge beans in SCF
- Immerse beans for a second time in SCF
- Have water rinse off caffeine gathered by SCF
- Prime beans by subjecting them to steam

11. According to the professor, what is the purpose of returning the beans to room temperature?

- (A) To make it possible for the beans to be reused
- (B) To allow the carbon dioxide to change into vapor
- (C) To determine how much caffeine is still in the beans
- (D) To improve the taste of the coffee beans

[12-17] Listen to a lecture on linguistics.



12. What is the main topic of the talk?

- (A) The unique characteristics of human language
- (B) The advanced methods of animal communication
- (C) The use of grammar by Diana monkeys
- (D) The similarities between language and communication

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

13. What does the professor mean when she says this: 🎧

- (A) She wants the student to provide more information.
- (B) She thinks the student has not prepared for class.
- (C) She wants to show that the student is mistaken.
- (D) She thinks the student needs to research the topic more.

14. According to the lecture, what are the features of language productivity?

Choose 2 answers.

- (A) Individual words can be combined to form new sentences.
- (B) Many sentences can be used to express the same ideas.
- (C) Certain words can be used more than once in a sentence.
- (D) Completely original sentences can be understood by others.

15. What is explained by the professor's discussion of phonemes?

- (A) The function of signals
- (B) The concept of discreteness
- (C) The existence of grammar
- (D) The concept of displacement

16. In the lecture, the professor distinguishes between Diana monkey calls and human language. Is each of the following a feature of Diana monkey communication?

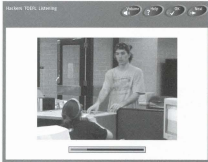
Click in the correct box for each phrase.

	Yes	No
Information can be shared regarding future events		
Discrete linguistic elements such as phonemes are included		
Sounds that appear to have specific grammatical functions are used		
Calls can be reordered to convey different meanings		
Descriptions can be made of what is happening in the present		

17. What is the professor's opinion of animal communication about future events?

- (A) It has not been disproven.
- (B) It could happen with some species.
- (C) It is an idea that should be researched.
- (D) It is completely impossible.

[18-22] Listen to a conversation between a bookstore attendant and a student.



18. Why does the student visit the bookstore?

- (A) To pick up a political science book that has just come in
- (B) To purchase a replacement political science textbook
- (C) To order a book on his political science class reading list
- (D) To order a book that was sold out at another bookstore

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

19. What does the woman mean when she says this: 🎧

- (A) She does not understand why the student has not bought the book yet.
- (B) She realizes she does not have a copy for the student.
- (C) She thinks the publisher is taking too long to deliver the order.
- (D) She does not think they will have copies any time soon.

20. Why does the man need to order the book?

- (A) He wants to reference it for an essay.
- (B) He has to study for an exam.
- (C) He lost his friend's copy.
- (D) He is required to bring it to class.

21. What does the woman say about the textbook?

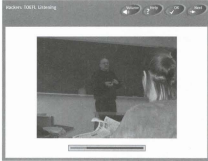
- (A) It is no longer used for Political Science 101.
- (B) It is not included in the warehouse inventory.
- (C) It will be available before the end of the summer.
- (D) It is sold only at selected bookstores.

22. The bookstore clerk suggests what the student should do. Indicate whether each of the following is a suggestion.

Click in the correct box for each phrase.

	Suggested	Not Suggested
Check website postings		
Visit a different bookstore		
Borrow the book from the library		
Visit the university's storage unit		
Ask the professor if he will order more books		

[23-28] Listen to a talk on history.



23. What is the lecture mainly about?

- (A) The discovery of an ancient glass-making workshop in Egypt
- (B) The **manufacture** and **use** of glass in ancient Egypt
- (C) The glass trade between ancient Egypt and the Mediterranean
- (D) The technological advancements of ancient Egypt and Mesopotamia

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

24. Why does the professor say this: 🎧

- (A) To reveal the waning interest in the study of the topic
- (B) To indicate that comprehensive evidence was not found
- (C) To specify that **earlier** assumptions were **not true**
- (D) To explain the lack of previous archaeological research

25. In the lecture, the professor explains the sequence of steps Egyptians used to make glass. Put the steps listed below in the correct order.

Drag each answer choice to the space where it belongs.

Step 1	
Step 2	
Step 3	
Step 4	

- Grind the glass into a **powder** and wash away **impurities**.
- Remove the glass **ingot** from the **mold**.
- Add **dye** to the mixture and **heat** it.
- Finely crush the **quartz**, mix it with plant ash, and **heat** it.



26. How were glass ingots used after they were created?
- (A) They were buried in the tombs of important people.
  - (B) They were reheated and crafted into saleable products.
  - (C) They were traded for other precious gems not found in Egypt.
  - (D) They were specially used for cooking in Egypt.
27. What was true about glass products?
- (A) They were valued more than precious metals.
  - (B) They were rarely found outside of Egypt.
  - (C) They were usually bought by the wealthy.
  - (D) They were of higher quality in Mesopotamia.
28. According to the professor, what was unique about red glass in ancient Egypt?
- Choose 2 answers.
- (A) Neighboring regions were not interested in it.
  - (B) It was in high demand by surrounding countries.
  - (C) It could only be shipped out in small quantities.
  - (D) The Egyptians were the most skilled at making it.

[29-34] Listen to a lecture on literature.



29. What is the lecture mainly about?

- (A) The type of subject matter that makes for an interesting memoir
- (B) The controversy related to the release of Vivian Gornick's memoir
- (C) The literary techniques that memoirs have in common with fiction
- (D) The features that distinguish memoirs from other first-person writing

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

30. Why does the professor say this: 

- (A) To remind students that they should recognize the quote
- (B) To demonstrate the need for careful vocabulary selection
- (C) To illustrate Gore Vidal's significance in the memoir genre
- (D) To emphasize the importance of what is being said

31. In the lecture, the professor distinguishes between memoirs and autobiographies. Is each of the following characteristic of an autobiography or a memoir?

Click in the correct box for each phrase.

	Memoirs	Autobiographies
Written from a more subjective point of view	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Composed in a similar manner to a fiction novel	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Covering one's life from childhood until the time of writing	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Currently going through an increase in popularity	<input checked="" type="checkbox"/>	<input type="checkbox"/>

32. According to the professor, what difference is there between **traditional** memoirs and **contemporary** memoirs?
- (A) Traditional memoirs were typically written at the end of one's life.
  - (B) Traditional memoirs were written in a more academic style.
  - (C) Contemporary memoirs mainly deal with life during political or social upheaval.
  - (D) Contemporary memoirs generally focus on an **individual's personal struggles**.
33. What is the professor's attitude towards *Fierce Attachments*?
- (A) Its use of **augmenting** details is **acceptable**.
  - (B) It fails to apply a more literary technique.
  - (C) Its emotional content is exaggerated.
  - (D) Its author is one of the greatest modern memoirists.
34. What does the professor say about fiction and memoir?
- (A) It is important to avoid writing memoirs in a fictional style.
  - (B) Character development is done similarly between the two genres.
  - (C) **It can be hard to differentiate between the two styles.**
  - (D) Her preferred genre is one that combines fiction and memoir.

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## Vocabulary List

Chapter 4에서 선별한 다음의 토플 필수 어휘를 암기한 후 퀴즈로 확인해보세요.

interpretation [intərprɪtʃən] 해석  
 thought [θɔ:t] 사상  
 periodical [pɪərɪdɪkəl] 정기 간행물  
 rely on ~에 의존하다  
 memoir [mémwɔ:r] 회고록  
 article [ɑ:rtɪkl] 기사  
 sort through 살펴보다  
 input [ɪnpʊt] 입력하다  
 keyword [ki:wɔ:rd] 주요 단어  
 enhance [ɪnhæns] 강화하다  
 savvy [sævi] 잘 아는  
 device [dɪvʌis] 장비  
 conventional [kənvenʃənəl] 전통의  
 printout [prɪntaʊt] 출력물  
 dim [dɪm] 흐릿한  
 visible [vɪzəbl] 명확한  
 detective [dɪtɛktɪv] 탐정  
 undisclosed [ʌndɪsklɔʊzd] 밝혀지지 않은  
 plot [plɒt] 줄거리  
 prototype [prəʊtətaɪp] 시초  
 inept [ɪnɛpt] 부적격한  
 incompetent [ɪnkəmptɪtnt] 무능한  
 perceptive [pərsɛptɪv] 통찰력 있는  
 civilized [sɪvəlɪzɪd] 교양 있는  
 eccentric [ɪksɛntrɪk] 괴짜인  
 deduction [dɪdʌkʃən] 추리

permanent [pɜ:rmənənt] 영속적인  
 parrot [pærət] 앵무새  
 run-through 요약  
 retrieve [rɪtrɪv] 다시 생각해내다  
 displacement [dɪsplɛsmənt] 바꾸어 놓기  
 lifespan [laɪfspæn] 수명  
 unannounced [ʌnənaʊnst] 예고 없는  
 pass by 지나가다  
 draft [dræft] 초안  
 fresh in mind 기억에 생생한  
 multi-layered 다층로운  
 constructive [kənstrʌktɪv] 건설적인  
 interruption [ɪntərʌpʃən] 방해  
 transition [trænziʃən] 전환  
 improvise [ɪmprəvaɪz] (연주, 연설 등을) 즉흥적으로 하다  
 descriptive [dɪskrɪptɪv] 묘사적인  
 take ~ into consideration ~을 고려하다  
 jolt [dʒɔʊlt] 순간적인 에너지  
 vital [vaɪtəl] 중요한  
 molecule [mə'lɪkjəl] 분자  
 permeate [pɜ:miɛt] 스며들다  
 precipitate [prɪsɪpəteɪt] 응결시키다  
 compress [kəmprɛs] 압축하다  
 immerse [ɪmɜ:s] 담그다  
 accumulate [ækjʊmjuleɪt] 축적하다  
 residue [rɛzɪdʒʊ:] 남은 것

### Quiz

각 단어의 알맞은 뜻을 찾아 연결하십시오.

- 01 inept  
 02 vital  
 03 interpretation  
 04 perceptive  
 05 prototype

- ㉠ 서투른  
 ㉡ 통찰력 있는  
 ㉢ 방해  
 ㉣ 중요한  
 ㉤ 시초  
 ㉥ 해석

- 06 lifespan  
 07 savvy  
 08 detective  
 09 memoir  
 10 eccentric

- ㉦ 탐정  
 ㉧ 괴짜인  
 ㉨ 수명  
 ㉩ 전환  
 ㉪ 회고록  
 ㉫ 잘 아는

㉠ 01 ㉡ 60 ㉢ 80 ㉣ 70 ㉤ 90 ㉥ 50 ㉦ 40 ㉧ 30 ㉨ 20 ㉩ 10

vaporize[ˈvɛɪpəraɪz] 증발하다  
 vocalization[ˈvɒkəlɪzaɪʒən] 발성  
 convey[kənˈveɪ] 전달하다  
 submission[səbmɪʃən] 복종  
 signify[ˈsɪgnəfaɪ] 의미하다  
 instinctual[ɪnstɪŋktʃuəl] 본능적인  
 distinctive[dɪstɪŋktɪv] 특별한  
 discreteness[dɪskrɪtɪnis] 불연속성  
 syllable[ˈsɪləbəl] 음절  
 phoneme[ˈfəʊnɪm] 음소  
 formulate[ˈfɔːrmjʊleɪt] 구성하다  
 replace[ˈrɪplɛs] 교체하다, 대신하다  
 storage facility 보관 시설  
 warehouse[ˈweərhɑːs] 창고  
 in charge of 담당하는  
 promising[ˈprɒmɪsɪŋ] 조짐이 좋은, 유망한  
 account[əˈkaʊnt] 계정  
 register[ˈrɛdʒɪstər] 등록하다  
 used copy 현 책  
 remnant[ˈrɛmənənt] 유적  
 archaeologist[ˈɑːrkiələdʒɪst] 고고학자  
 craft[kræft] 정교하게 만들다  
 earthenware[ˈɜːθənweə] 점토 그릇  
 insight[ɪnsaɪt] 식견, 통찰력  
 impurity[ɪmpjʊərəti] 불순물  
 water soluble 수용성의

artisan[ˈɑːrtɪzən] 장인  
 adorn[ədɔːn] 장식하다  
 adept[ədɛpt] 숙련된  
 invariably[ɪnvɛ(ɪ)əriəbli] 반드시  
 adolescence[ˌædələˈsɛns] 사춘기  
 sum up 요약하다  
 quote[kwəʊt] 인용구  
 encapsulate[ɪnkæpsəleɪt] 요약하다  
 objectivity[ˌɒbdʒektɪvəti] 목적  
 undergo[ˌʌndəˈɡəʊ] 겪다  
 resurgence[ˈrɪsɜːrdʒəns] 부활  
 as of late 최근에  
 province[ˈprɒvɪns] 영역  
 turbulence[ˈtɜːrbjʊləns] 혼란  
 forge[fɔːdʒ] 만들다  
 misery[ˈmɪzəri] 불행  
 fore[fɔː] 선두  
 document[ˈdɒkjumənt] 기록하다  
 turmoil[ˈtɜːrmoɪl] 동요  
 vehicle[ˈviːkl] 수단  
 publication[ˌpʌblɪkəˈʃjən] 출간  
 let slip 실수로 말하다  
 amalgamate[ˌæməlˈɡəmeɪt] 혼합하다  
 perception[ˌpɜːsəpʃən] 인식  
 solely[ˈsəʊli] 오로지  
 plausible[ˈplɜːzəbl] 그럴듯한

## Quiz

각 단어의 알맞은 뜻을 찾아 연결하십시오.

- |               |       |
|---------------|-------|
| 01 facility   | ㉓ 불순물 |
| 02 resurgence | ㉔ 장인  |
| 03 vehicle    | ㉕ 시설  |
| 04 artisan    | ㉖ 출간  |
| 05 impurity   | ㉗ 부활  |
|               | ㉘ 수단  |

- |               |       |
|---------------|-------|
| 06 turbulence | ㉙ 인용구 |
| 07 remnant    | ㉚ 혼란  |
| 08 quote      | ㉛ 인식  |
| 09 warehouse  | ㉜ 동요  |
| 10 turmoil    | ㉝ 유물  |
|               | ㉞ 청고  |



Hackers TOEFL Listening Intermediate

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## CHAPTER 05 **Connecting Contents II**

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## 05

## Connecting Contents II

Connecting Contents II (Purpose, Organization) 문제는 Conversation이나 Lecture의 전개 구조를 묻는 문제 유형이다. Purpose는 화자가 언급한 특정 내용이 지문의 흐름상 또는 구조적으로 어떤 역할을 하는지 묻고, Organization은 화자가 정보를 전달하는 방식에 대해 묻는다.

## 문제 살펴보기

## Purpose

- Why does the professor mention ~?  
교수는 왜 ~를 언급하는가?
- Why does the professor talk about ~?  
교수는 왜 ~에 대해 이야기하는가?

## Organization

- How does the professor introduce ~?  
교수는 ~를 어떻게 소개하는가?
- How is the lecture organized?  
강의가 어떻게 구성되었는가?

※ Organization 유형은 주로 Lecture에서 출제된다.

## 문제 공략하기

다음은 Connecting Contents II (Purpose, Organization) 문제의 공략법이다. 실전 고득점을 위해 이를 꼼꼼하게 학습하고 Hackers Practice와 Hackers Test를 풀면서 반드시 적용해 본다.

## Purpose

- 중심 내용과 관련이 적어 보이는 발언의 목적을 파악한다.

화자가 주제와 관련이 적어 보이는 발언을 할 때, 그것을 언급한 진짜 목적이 무엇인지를 파악할 필요가 있다. 화자는 주로 예증, 강조, 배경지식 제공, 이해 돕기 등을 위해 이러한 발언을 한다.

## Organization

- 화자가 정보를 전달하는 방식을 파악한다.

화자가 어떠한 방식으로 정보를 전달하는지에 유의하면서 각 정보들의 상관 관계를 파악할 필요가 있다. 화자가 정보를 전개하는 방식에는 두 가지 사항의 비교 및 대조, 시간의 흐름에 따른 설명, 구체적인 예 제시, 서로 다른 범주로의 분류 등이 있다. 지문에서 화자의 정보 전개 방식을 알려주는 표현은 다음과 같다.

비교/대조	in comparison to ~, than, similar to ~, on the other hand, however
순차적인 설명	the first step is, next, and then
예시	for example, like, such as
분류	there are two types of ~, ~ have three groups of ~



Listen to part of a lecture in an astronomy class.

P: Today I'd like to talk about a planet named by the Romans . . . the planet , Mercury. Well, maybe you can tell me what you know about Mercury.

S: It's the closest to the Sun.

P: Yes. Anything else?

S: I think it's the same size as our Moon . . . or is that Pluto?

P: You were right the first time—our Moon. Uh, any other comments? Nothing more? OK, well, my point exactly. Many planets are discussed in great detail, but most teachers tend to skim over Mercury because they know only that it's much like our Moon in color, surface area, and lack of atmosphere. Now, one reason we don't have a whole lot of information about Mercury is that . . .

교수는 수성에 관한 얘기를 하다가 갑자기 중심 내용과 관련이 적어 보이는 질문을 하는데 이렇게 말한 목적이 무엇인지 파악하며 주의 깊게 들을 필요가 있다.

How does the professor introduce his discussion of Mercury?

- (A) By describing the location of Mercury from Earth
- (B) By drawing attention to the lack of knowledge on Mercury
- (C) By comparing Mercury and the Earth's Moon
- (D) By stating information about other planets

지문해석 p.282

#### 해설

화자는 학생들이 수성에 대해 잘 모르는 것이 바로 자신이 강조하고 싶은 점이라고 말하며 중심 내용인 수성과 관련이 적어 보이는 발언을 통해 학생들의 주의를 끌어 수성에 대한 논의를 시작함을 알 수 있다. 따라서, 정답은 (B)이다.

# Hackers Practice

[1-3] Listen to a conversation between a professor and a student.



1. Why does the student go to see the professor?
  - (A) To find out details about a trip to San Diego
  - (B) To inquire about research opportunities closer to home
  - (C) To ask about sources of funding for a class field trip
  - (D) To inform the professor of an absence due to a wedding
  
2. According to the professor, what is true about graduate students?
  - (A) They must attend conferences as part of their programs.
  - (B) They are able to study for free at other universities.
  - (C) They can receive grants to support research endeavors.
  - (D) They are forced to rely heavily upon loans for their education.
  
3. Why does the professor mention manatees?
  - (A) To explain why San Diego is an ideal destination for the class
  - (B) To give an example of the research she is currently conducting
  - (C) To inform the student of an upcoming lecture topic for class
  - (D) To suggest an alternative subject of study to observing sea lions

sea lion 바다사자    habitat[ˈhæbətæt] 서식지    let alone ~은 말할 것도 없이    feasible[ˈfiːzəbəl] 가능한  
 graduate student 대학원생    grant[ɡrænt] 보조금    conference[kənˈfərəns] 회의    undergraduate[ˌʌndəˈɡrædʒuɪt] 학부생  
 means[miːnz] 돈, 재력    colleague[kəˈliːɡ] 동료    manatee[mænətiː] 바다소    feeding area 사육지

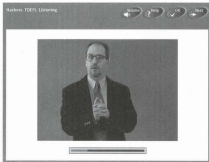
[4-6] Listen to part of the conversation between a student and a school officer.



4. What are the speakers mainly discussing?
  - (A) The steps required to obtain a new meal card
  - (B) The procedure for replacing a lost student ID card
  - (C) University policy for entering the student services office
  - (D) The inconvenience of losing one's wallet
5. Why does the officer want to know the student's ID number?
  - (A) To check the student's academic records
  - (B) To help the student find her wallet
  - (C) To replace the student's meal card
  - (D) To allow the student into the office
6. Why does the woman mention the library's Web site?
  - (A) To remind the man why she needs a new ID immediately
  - (B) To explain why she remembers her ID number
  - (C) To name a place where she uses her ID
  - (D) To explain when she last used her ID card

semester[siméstar] 학기 official[əfɪʃl] 공인된 identification[aɪdɪntəfəkeɪʃn] 신분증 driver's license 운전 면허증  
 buck[bʌk] 달러 reissue[riːʃuː] 재발급하다 prove[pruːv] 증명하다 verify[vəˈraɪ] 확인하다

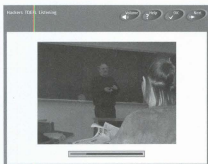
[7-9] Listen to part of a lecture on history.



7. What is the lecture mainly about?
  - (A) The impact of British history on drama
  - (B) The influence of religion over English plays
  - (C) The characteristics of 18th century comedy in England
  - (D) The distinguishing features of English comedy audiences
8. Why does the professor mention the Puritans?
  - (A) To explain why England preferred coarse comedies
  - (B) To make a point about the common people's need for entertainment
  - (C) To explain the lack of development in English theater after the civil war
  - (D) To contrast theater during the reign of Charles I and Charles II
9. Why does the professor mention Cibber's play *Love's Last Shift*?
  - (A) To describe a prototypical sentimental comedy from the 17th century
  - (B) To identify the inappropriate themes often found in Restoration comedies
  - (C) To emphasize the sustained popularity of the sentimental comedy genre
  - (D) To illustrate themes from both Restoration and sentimental comedies

flourish [flɔːrɪʃ] 번성하다 Puritan [ˈpjʊ(ɹ)ətɪtən] 청교도 Protestant [prəˈtɛstənt] 신교도 ban [bæn] 금지하다  
 monarchy [ˈmɒnərki] 군주 reinstate [rɪˈɪnstet] 복위하다 playwright [ˈpleɪraɪt] 극작가 vulgar [ˈvʌlgər] 저속한  
 sentimental [sɛntəməntəl] 감상적인 conservative [kənsərvatɪv] 보수적인 righteousness [ˈraɪtʃənis] 올바름  
 demographic [dɪˈmægræfɪk] 인구통계학적 enthrone [ɪnˈθrəʊn] 왕위에 오르다 immorality [ɪməˈræləti] 부도덕성  
 profanity [prəˈfæni] 모독 tribulation [trɪˈbjʊleɪʃən] 고통 innate [ɪˈneɪt] 천성적 stint [stɪnt] (일정 기간) 동안  
 exploit [ɛksplɔɪt] 형적 elicit [ɪlɪsɪt] 이끌어내다

[10-12] Listen to part of a talk on astronomy. The professor is discussing protostars.



10. What does the professor mainly discuss?
  - (A) The development of a nebula
  - (B) The effects of hydrogen fusion
  - (C) The components of a protostar
  - (D) **The stages of star formation**
11. According to the professor, what aspect creates a dense core in a nebula?
  - (A) Volatile gases generating heat as they move
  - (B) **Dust and gas molecules drawn together by gravitational pull**
  - (C) Several small clouds merging into one
  - (D) Large nebulas breaking up into smaller ones
12. Why does the professor mention the sun?
  - (A) **To indicate the size of the protostar at a certain stage**
  - (B) To illustrate the enormous change in the protostar
  - (C) To show that photospheres have high temperatures
  - (D) To demonstrate how easily protostars can be detected

정답 p.282

celestial[seléstíal] 천체의 embryo[émbriðu] 초기의 protostar[prótoustá:z] 원시성 nebula[nébjula] 성운  
 womb[wu:m] 자궁 dense[dens] 밀도가 높은 catastrophic[kætəstráfík] 거대한 supernova[sjúpərnóuva] 초신성  
 proximity[pruksiməti] 가까움, 근접 velocity[valásəti] 속도 collapse[koláps] 붕괴하다 gravitational force 중력  
 molecule[mólekjúl] 분자 compress[komprəs] 압축하다 temperature[témpəratʃə] 온도 collide[koláid] 충돌하다  
 electron[jilektron] 전자 photon[fóutən] 광자 electromagnetic[jilektromægnétik] 전자기적 roughly[ráflí] 대략  
 solar system 태양계 shrink[ʃrɪŋk] 줄어들다 photosphere[fótəsfiə] 광구 luminous[lú:manəs] 빛나는  
 hydrogen fusion 수소 융합


# Hackers Test

[1-5] Listen to a conversation between a student and a dormitory housing manager.



1. What is the conversation mainly about?
  - (A) The university's dorm regulations
  - (B) An upcoming move out of the dorm
  - (C) A student's attempts to give away her furniture
  - (D) A student's idea of starting a charity organization

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

2. Why does the housing manager say this: 
  - (A) To indicate that his job is mainly to assist students
  - (B) To show that he remembered the student's appointment
  - (C) To apologize for not responding sooner
  - (D) To remind the student that he is familiar with her problem
3. Why is the student unable to take the furniture home with her?  
Choose 2 answers.
  - (A) It takes up too much space.
  - (B) It would be too expensive to mail it.
  - (C) It has been sold to an incoming student.
  - (D) It needs to be moved to the new apartment.

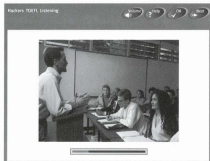
4. What does the student say about the charity organization she contacted?

- (A) It does not have a need for old furniture.
- (B) It needs a two-week notice to collect the furniture.
- (C) It was started to benefit on-campus students.
- (D) It will collect discarded goods on Monday.

5. Why does the housing manager mention bulletin boards?

- (A) To remind the student to remove notices she put up
- (B) To show where safety regulations are posted
- (C) To suggest a way for the student to advertise
- (D) To make a point about posting for sale signs

[6-11] Listen to a talk on the circadian rhythm.



6. What does the professor mainly discuss?
- (A) How the circadian rhythm developed in humans
  - (B) The **causes** and **effects** of circadian rhythm disorders
  - (C) Treatments for circadian rhythm disorders
  - (D) The functions of the circadian rhythm

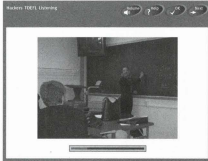
Listen again to a part of the lecture. Then answer the question.

7. What does the professor mean when he says this: 🎧
- (A) He thinks he may be speaking too quickly.
  - (B) He is talking about a topic not related to the lecture.
  - (C) He realizes he was discussing something **out of turn**.
  - (D) He does not want to consider something the students cannot understand.
8. According to the professor, what major role does the circadian rhythm play?
- (A) It adjusts the body to differences in time zones.
  - (B) It alters the sleeping patterns of human beings.
  - (C) It resets the biological clock when a person lacks sleep.
  - (D) It coordinates the **timing** of specific **functions** of the body.



9. Why does the professor mention a blind person?
- (A) To explain how a blind person copes when his SCN is impaired
  - (B) To demonstrate new ways of treating circadian rhythm disorders in the blind
  - (C) To explain why the **circadian rhythm** also functions by using **external cues**
  - (D) To show how the SCN adjusts when a person has a visual impairment
10. According to the professor, what are two ways the circadian rhythm can be disrupted?
- Choose 2 answers.
- (A) Strenuous physical activity
  - (B) Getting up at dawn
  - (C) **Changing time zones**
  - (D) **Working after midnight**
11. What point does the professor make when he refers to round-the-clock workers?
- (A) Doctors are only beginning to understand what the circadian rhythm is.
  - (B) Working hours for employees in various industries need changing.
  - (C) **Ailments** related to an out-of-sync **rhythm** are **common**.
  - (D) There are far too many people working after midnight.

[12-17] Listen to a lecture in an architecture class.



12. What is the talk mainly about?

- (A) New methods in airtight building construction
- (B) The minimization of air leakage through airtight buildings
- (C) Techniques used to improve building ventilation
- (D) The effects of airtight buildings on physical health

13. According to the lecture, what are two key features of airtight buildings?

Choose 2 answers.

- (A) Buildings are made mostly of plaster and cement.
- (B) Special materials are used to prevent air from leaking out.
- (C) Buildings are enclosed in specially designed covering.
- (D) Double walls are used to keep air inside the building.

14. According to the professor, why did doctors take years to discover the reason for the sharp increase in health ailments in the 1970s?

- (A) Because the symptoms vanished after people left the buildings
- (B) Because the health problems people experienced were not physical
- (C) Because people had already quit their jobs and obtained other work
- (D) Because the doctors could not determine where their patients worked

15. **Why** does the professor mention perfume?
- (A) To give an example of a substance that people are sensitive to
  - (B) To demonstrate how poisonous vapors are emitted from a substance
  - (C) To show how strong-smelling liquids can cause headaches
  - (D) To **emphasize** that even seemingly safe substances **can be noxious**
16. What does the professor say about solids and liquids in a room?
- (A) **They begin to discharge poisonous fumes at a certain temperature.**
  - (B) They are fairly safe if the room temperature remains constant.
  - (C) They do not emit fumes as long as they are handled properly.
  - (D) They can become volatile over an extended period of time.
17. What is the professor's opinion of the government's solution to save on energy costs?
- (A) It was well thought-out.
  - (B) **It did not work.**
  - (C) It was too expensive.
  - (D) It was too complex.

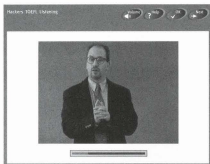
[18-22] Listen to a part of a conversation between a student and a clerk of a university computer store.



18. What is the woman's problem?
- (A) She has lost important data on her computer.
  - (B) There is a delay in fixing her computer.
  - (C) Her computer is out of order again after having been repaired.
  - (D) The store lost a necessary part of her computer.
19. What does the clerk say about the student's computer?
- (A) It is difficult to repair because it was not purchased on campus.
  - (B) It will take longer to repair because it is an old model.
  - (C) Its replacement part is hard to find because it is not a major brand.
  - (D) Its broken part will be expensive to replace.
20. Why does the student need her computer back right away?
- (A) She is afraid the computer store will make the problem worse.
  - (B) She wants to take the computer to another repair shop.
  - (C) She has important research information stored on her computer.
  - (D) She needs to use it to find a replacement part on her own.


21. Why does the man mention the clerk who quit?
- (A) To remind her why the store cannot deliver until Monday
  - (B) To explain why the store did not get in touch with her
  - (C) To explain how the woman can check if her computer is fixed
  - (D) To identify the employee who ordered the power button
22. Why does the woman tell the man about her sister?
- (A) To explain why she is in a hurry
  - (B) To explain that the computer belongs to her sister
  - (C) To compare the computers that she and her sister use
  - (D) To find a way to solve her computer problem

[23-28] Listen to a lecture in a geology class.



23. What are the speakers mainly discussing?
- (A) The methods by which petroleum is extracted
  - (B) The natural processes that create petroleum
  - (C) The differences between various fossil fuels
  - (D) The effects of natural gas on petroleum formation
24. According to the professor, what is the definition of crude oil?
- (A) Petroleum that has not been processed.
  - (B) Petroleum that has already been extracted.
  - (C) Petroleum that is not available on the market.
  - (D) Petroleum that has been recycled for reuse.

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

25. Why does the professor say this: 
- (A) To indicate that the students **probably want to know more** about the topic
  - (B) To suggest that the students should ask him questions
  - (C) To check if the students have been paying attention
  - (D) To show he is concerned that a concept is difficult

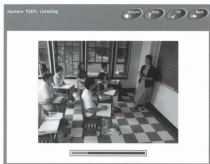
26. According to the lecture, what is a benefit of live oil?
- (A) It does not contain any other substances.  
 (B) It is easier to extract from the bottom of the ocean.  
 (C) It is formed closer to the earth's surface.  
 (D) It is located in coastal regions of the ocean.
27. Why does the professor mention jet fuel and gasoline?
- (A) To identify some products of coal and natural gas  
 (B) To explain that humans require petroleum for transportation  
 (C) To give examples of how petroleum can be used  
 (D) To emphasize how expensive petroleum products are
28. In the lecture, the professor describes how petroleum forms. Put the steps listed below in the correct order mentioned in the lecture.

Drag each answer choice to the space where it belongs.

Step 1	Plankton and algae die or get eaten and sink.
Step 2	
Step 3	
Step 4	
Step 5	

- Debris gradually collects on the ocean floor.
- Extreme conditions cause fossils to change form and liquefy.
- A layer of fossils gets trapped in sedimentary rock.
- Material becomes fossilized and is pushed below the surface.

[29-34] Listen to a talk on literature.



29. What is the lecture mainly about?
- (A) How to establish the theme of a literary work
  - (B) Two approaches to reading literature
  - (C) Different ways in which children's books may be read
  - (D) How to recognize the artistic value of literature
30. What does the professor say about extensive reading?
- (A) Its purpose is to comprehend the main idea of a literary work.
  - (B) It is the least popular means of understanding literature.
  - (C) It requires a grasp of the author's reason for writing a literary piece.
  - (D) It is a critical skill that all readers should learn.
31. Why does the author mention "curling up in an armchair to read a book"?
- (A) To explain why the American public was once a reading public
  - (B) To illustrate the enjoyment associated with the aesthetic aspect
  - (C) To demonstrate how readers should approach reading a book
  - (D) To show that people need to be relaxed when they read



32. According to the professor, what are two characteristics of the aesthetic aspect of reading?

Choose 2 answers.

- (A) The reader has a personal response to the literary work.
  - (B) The reader is concerned with accuracy of information in the work.
  - (C) The reader has enjoyment of the literature as a purpose for reading.
  - (D) The reader wants to have the same experience as the author of the work.
33. Why does the professor talk about Pat Hutchins' *Good-Night, Owl!*?
- (A) To provide background for a discussion on children's books
  - (B) To give an example of a literary work that can only be appreciated aesthetically
  - (C) To emphasize the importance of reading to children out loud
  - (D) To explain how literature may be read using the two reading aspects

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

34. Why does the professor say this: 

- (A) To find out whether the students are familiar with the writing technique the author used
- (B) To indicate that the students will not understand her point unless they read the book
- (C) To encourage the students to read children's books more often
- (D) To remind the students that the book was given as a reading assignment

정답 p.288

## Vocabulary List

Chapter 5에서 선별한 다음의 토를 필수 어휘를 암기한 후 퀴즈로 확인해보세요.

feasible[ˈfiːzəbl] 가능한  
sentimental[ˌsɛntɪməntəl] 감성적인  
corridor[kəˈrɪdər] 복도  
recliner[ˈrɪklɪnaɪər] 안락의자  
luggage compartment (비행기의) 짐칸  
last resort 최후의 수단  
charity[ˈtʃɛrəti] 자선 단체  
apparently[əˈpɛərəntli] 듣자 하니  
hazard[ˈhæzəd] 위험  
abandon[əˈbændən] 버리다  
receptive[ˈrɪsɛptɪv] 잘 받아들이는  
junk[dʒʌŋk] 버리다  
warehouse[ˈweərhɑːs] 창고  
circadian rhythm 생체리듬  
depressed[ˈdɪprɛst] 우울한  
stabilize[ˈstɛɪbəlaɪz] 안정시키다  
bodily function 신체 기능  
digestive[ˈdaɪdʒɛstɪv] 소화의  
secretion[ˌsɪkriˈʃən] 분비  
operate[ˈɒpəreɪt] 작동하다  
out of sync 조화가 깨진  
pacemaker[ˈpeɪsmɛɪkər] 조절자  
biological clock 생체시계  
adjust[ədʒʌst] 적응하다  
adjustment[ədʒʌst/mənt] 조절  
cue[kjuː] 자극

put off 미루다  
go against 어긋나다  
abnormality[əˈbɒnɔːrmæləti] 이상  
round-the-clock[raʊndðəklɔːk] 밤낮으로 일하는  
conserve[kənˈsɔːrv] 보존하다  
airtight[ˈɛətaɪt] 밀폐형의  
ailment[ˈeɪlmənt] 질환  
substantially[səˈbstæntʃəli] 상당히  
requirement[ˈrɪkwəɪəmənt] 필수조건  
devise[ˈdɪvaɪz] 고안하다  
seal[siːl] 밀봉하다  
building paper 방습지  
laminate[ˈlæmənɛɪt] 얇은 판을 씌우다  
necessitate[nəˈsɛsɪteɪt] 동반하다  
gypsum[dʒɪpsəm] 석고  
plaster[ˈplɛstər] 회반죽  
respiratory[ˈrɛspəɹətɔːri] 호흡의  
dizziness[ˈdɪzɪnɪs] 현기증  
fatigue[ˈfætɪɡ] 피로  
irritation[ˈɪrɪtɪʃən] 염증  
nausea[nəʊˈziːə] 구역질  
ascertain[əˈsɛərtɛɪn] 확인하다  
contaminant[kənˈtæmənənt] 오염 물질  
poisonous[pɔɪzənəs] 유독한  
damp[dæmp] 눅눅한  
mold[mould] 곰팡이

### Quiz

각 단어의 알맞은 뜻을 찾아 연결하십시오.

- |              |       |
|--------------|-------|
| 01 cue       | ㉔ 자극  |
| 02 secretion | ㉕ 질환  |
| 03 nausea    | ㉖ 복합물 |
| 04 ailment   | ㉗ 분비  |
| 05 corridor  | ㉘ 복도  |
|              | ㉙ 구역질 |

- |                |         |
|----------------|---------|
| 06 fatigue     | ㉚ 확인하다  |
| 07 adjustment  | ㉛ 염증    |
| 08 ascertain   | ㉜ 조절    |
| 09 contaminant | ㉝ 균류    |
| 10 fungi       | ㉞ 피로    |
|                | ㉟ 오염 물질 |

㉔ 01 ㉕ 60 ㉖ 80 ㉗ 10 ㉘ 90 ㉙ 50 ㉚ 10 ㉛ 60 ㉜ 20 ㉝ 10

fungi[fʌŋɡaɪ] 균류

Celsius[sɛlˈsiəs] 섭씨의

volatile[vɒlaɪl] 휘발성의

compound[kəmˈpaʊnd] 화합물

toxic[tɒksɪk] 독성의

runny nose 콧물

asthma[ˈæzmə] 천식

full-blown 약화된

sick leave 병가

absenteeism[ˌæbsenˈtiːzəm] 결근

amount[əˈmaʊnt] ~에 달하다

wipe out 없애다

productivity[prəˈdʌktɪvəti] 생산성

earning[ˈɜːnɪŋ] 소득

manufacturer[ˌmænʃʊˈfæktʃərə] 제조업자

component[kəmˈpəʊnənt] 부품

express delivery 빠른 배송

fall behind 늦춰지다

ship[ʃɪp] 배송하다

track down ~을 찾아내다

dedicate[ˈdedɪkeɪt] (시간, 노력을) 바치다

fossil fuel 화석 연료

petroleum[pəˈtrɒliəm] 석유

crude oil 원유

unrefined[ˌʌnrɪˈfaɪnd] 정제되지 않은

organism[ˈɜːɡənɪzəm] 유기체

marine algae 해조류

debris[dəˈbriː] 잔해

sediment[ˈsedəmənt] 퇴적물

leak out 새어나가다, 유출되다

reservoir[ˈrezərˌvɔːr] 저장소, 저수지

inject[ɪnˈdʒekt] 주입하다

flush[flʌʃ] 흘러나오다

convert[kənˈvɜːt] 바꾸다

extensive[ɪkˈstɛnsɪv] 광범위한

overall[ˌoʊvərɔːl] 전반적인

extract[ɪkˈstrækt] 뽑아내다

aesthetic[əˈθetɪk] 심미적인

functional[fʌŋkʃənəl] 기능적인

curl[kɜːl] 웅크리고 앉다

armchair[ˈɑːrmtʃeə] 안락의자

evoke[ɪˈvəʊk] 불러일으키다

association[ˌæsəʊsiˈeɪʃən] 연관

affirm[əˈfɜːm] 확신하다

underline[ˌʌndərˈlaɪn] 밑줄을 긋다

protagonist[ˌprəʊtəˈɡɒnɪst] 주인공

annoyed[əˈnɔɪd] 화가 난

screech[skriːtʃ] 비명을 지르다

imitate[ɪˈmɪteɪt] 따라하다

pick up 이해하다

crunch[krʌnʃ] 부스럭 소리

acorn[ˈeɪkɔːn] 도토리

## Quiz

각 단어의 알맞은 뜻을 찾아 연결하시오.

01 earning

㉔ 도토리

02 asthma

㉕ 주인공

03 crude oil

㉖ 원유

04 organism

㉗ 천식

05 protagonist

㉘ 유기체

㉙ 소득

06 overall

㉚ 배송하다

07 extract

㉛ 확신하다

08 affirm

㉜ 불러일으키다

09 aesthetic

㉝ 전반적인

10 ship

㉞ 뽑아내다

㉟ 심미적인

㉠ ㉡ ㉢ ㉣ ㉤ ㉥ ㉦ ㉧ ㉨ ㉩ ㉪ ㉫ ㉬ ㉭ ㉮ ㉯ ㉰ ㉱ ㉲ ㉳ ㉴ ㉵ ㉶ ㉷ ㉸ ㉹ ㉺ ㉻ ㉼ ㉽ ㉾ ㉿ ㊀ ㊁ ㊂ ㊃ ㊄ ㊅ ㊆ ㊇ ㊈ ㊉ ㊊ ㊋ ㊌ ㊍ ㊎ ㊏ ㊐ ㊑ ㊒ ㊓ ㊔ ㊕ ㊖ ㊗ ㊘ ㊙ ㊚ ㊛ ㊜ ㊝ ㊞ ㊟ ㊠ ㊡ ㊢ ㊣ ㊤ ㊥ ㊦ ㊧ ㊨ ㊩ ㊪ ㊫ ㊬ ㊭ ㊮ ㊯ ㊰ ㊱ ㊲ ㊳ ㊴ ㊵ ㊶ ㊷ ㊸ ㊹ ㊺ ㊻ ㊼ ㊽ ㊾ ㊿



Hackers TOEFL Listening Intermediate

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## CHAPTER 06 Inference

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# 06 Inference

Inference 문제는 Conversation이나 Lecture에서 제시된 정보를 근거로, 직접 언급되지 않은 사실을 유추하는 문제 유형이다. 이 유형은 지문의 일부 혹은 전체 맥락과 주어진 정보들의 종합적인 이해를 통해 논리적으로 추론할 수 있는 사실을 묻는다.

## 문제 살펴보기

### Inference

- What can be inferred about ~?  
~에 대해 무엇이 추론될 수 있는가?
- What does the professor imply about ~?  
교수는 ~에 대해 무엇을 암시하는가?

※ 강의의 일부를 다시 듣고 푸는 Inference 문제도 있다.

### Future Action

- What will the man/woman do next?  
그 남자/여자는 다음에 무엇을 할 것인가?
- What will the student do next?  
그 학생은 다음에 무엇을 할 것인가?

## 문제 공략하기

다음은 Inference 문제의 공략법이다. 실전 고득점을 위해 이를 꼼꼼하게 학습하고 Hackers Practice와 Hackers Test를 풀면서 반드시 적용해 본다.

### Inference

- 화자가 전달하고자 하는 바가 무엇인지 파악하며 듣는다.  
내용을 들을 때, 화자가 언급한 정보들을 단순히 받아들이지 않고 화자의 말을 통해 간접적으로 알 수 있는 사실을 추론하며 들을 필요가 있다.
- 화자가 반복해서 언급하는 사항의 결론을 생각하며 듣는다.  
화자는 자신의 생각을 강조하기 위해 그 생각과 관련된 내용을 여러 번 말하는 경우가 있는데, 이를 바탕으로 화자가 결론적으로 말하고자 하는 바가 무엇인지를 추론하며 들을 필요가 있다.

### Future Action

- 화자의 다음 할 일이 언급되는 부분을 주의하며 듣는다.  
화자의 다음 할 일은 주로 지문이 마무리되는 부분에서 언급되므로 끝까지 놓치지 않고 들을 필요가 있다.

Listen to part of a lecture in an astronomy class.

Another thing the Mariner 10 learned is that Mercury has a magnetic field about 100 times weaker than the Earth's. The interesting thing is . . . for a planet to have a magnetic field, it has to have a core that's partially molten—that is, liquid metal or liquid rock. A solid core cannot produce a magnetic field. Scientists believed that Mercury's core was once liquid iron, but assumed that it had become cold and solid all these billions of years. However, the Mariner 10 did detect a magnetic field, albeit a weak one.

What can be inferred about Mercury?

- (A) It looks exactly like Earth's Moon.
- (B) Its magnetic field attracts debris.
- (C) Its craters were formed by geological activity.
- (D) It may have a core that is partly liquid.

지문해석 p.302

교수는 수성의 자기장에 대해 말하다가 자기장을 가진 행성의 특징을 언급하는데, 이것을 통해 간접적으로 알 수 있는 사실을 추론하여 들을 필요가 있다.

#### 해설

화자가 언급한 정보인 수성에 약한 자기장이 존재하는 것이 발견되었고, 어떠한 행성이 자기장을 가지려면 그것의 중심은 부분적으로 녹은 액체여야 한다는 것을 추론함으로써 수성의 중심의 일부는 액체라는 것을 알 수 있다. 따라서, 정답은 (D)이다.

# Hackers Practice


[1-3] Listen to part of a conversation between a teaching assistant and a student.



1. Why does the man go to the professor's office?

- (A) To discuss a grade he received in a business course
- (B) To request a transfer to another university
- (C) To ask for advice regarding a marketing course
- (D) To see whether he can drop a course


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

2. What does the student imply when he says this: 

- (A) It is good that the university accepts cross enrollment.
- (B) It is a pity that some courses do not meet curriculum requirements.
- (C) It would be unfortunate if he could not speak to Professor Platt.
- (D) The requirements are not too difficult to complete.

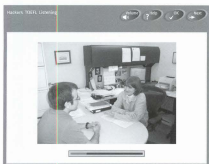
3. What does the woman suggest the man do to get credit for the marketing course?

- (A) Have Northwestern send his school records
- (B) Get a passing mark in the course
- (C) Complete his assignment at Raiders, Inc.
- (D) Ask the woman to contact Northwestern University

tie-up  협력 제도 Inc[ɪŋk] 주식회사 (=incorporated) column[kɒləm] 칼럼 breakthrough[breɪkθruːt] 새 발견, 돌파구  
lucrative[lʊːkratɪv] 돈을 많이 버는 hands-on 실무의 setting[sétɪŋ] 환경 procedure[prəsiːdʒər] 절차  
course description 수업 소개서 curriculum[karɪkʊləm] 이수 과정 academic affair 학사  
registrar[rɛdʒɪstrɑːr] 학적 담당 사무원 transcript[trænskript] 성적 증명서 window[ˈwɪndəu] 빈 시간



[4-6] Listen to part of a conversation between a professor and a student.



4. What is the man's problem?

- (A) He is unable to support his brother.
- (B) He needs a higher-paying job.
- (C) He does not know how to manage his time.
- (D) He cannot submit a paper on time.

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

5. What does the professor imply when she says this?

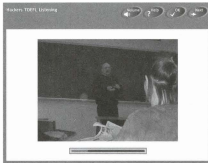
- (A) The student is not paying attention to his school responsibilities.
- (B) The student should get a job after he graduates.
- (C) The student has given a reasonable argument.
- (D) The student is confusing the real world with academics.

6. What does the professor imply will happen if the student cannot meet the extended deadline?

- (A) He will not be allowed to graduate.
- (B) He will receive a poor final grade.
- (C) He will not succeed in professional life.
- (D) He will have to enroll in another professor's class.

office hours [오피스어] 상담 시간 spare time 여유 시간 extension [익스텐션] 기한 연장 complete [컴플리트] 마치다  
 assignment [어సి그너먼트] 과제 unemployed [언임플로이드] 직장이 없는 work overtime 초과 근무하다  
 cover [커버] 충당하다 settled [세틀드] 정착한 ignore [igni:어] 무시하다 circumstance [사커카머스타نس] 상황  
 outline [아우트라인] 개요 disappoint [디사포인트] 실망시키다

[7-9] Listen to part of a lecture in an anthropology class.



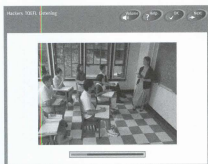
7. What is the main topic of the lecture?
  - (A) Categories of domesticated animals
  - (B) A comparison of several domesticated animals
  - (C) Requirements for animal domestication
  - (D) Food sources for carnivorous animals
8. Why does the professor mention grizzly bears?
  - (A) To show that carnivorous animals are difficult to domesticate
  - (B) To give an example of an animal that doesn't breed well in captivity
  - (C) To point out that they do not mature rapidly enough to be domesticated
  - (D) To demonstrate that animals must be mild-tempered to be domesticated

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

9. What does the professor imply when he says this?
  - (A) A lot of animals that are suitable for domestication live in the wild.
  - (B) Many domesticated animals have not yet been discovered.
  - (C) Fewer animals have been domesticated than people generally think.
  - (D) Pets should not be considered domesticated animals.

domesticated animal 가축 domesticate[də'mestəkeɪt] 사육하다 criterion[kraɪ'tɪrɪən] 기준 (pl. criteria)  
 captivity[kæptɪvəti] 감금 carnivore[kɑː'nəvɔːr] 육식 동물 intervention[ɪntər'veɪʃən] 조침 drain[dreɪn] 부담  
 reluctant[rɪ'lʌktənt] 싫어하는 confinement[kənfaɪnmənt] 감금 produce[prə'djuːs] (새끼를) 낳다  
 offspring[ɒf'sprɪŋ] 새끼 aggressive[ə'ɡresɪv] 공격적인 grizzly bear 회색 곰

[10-12] Listen to part of a lecture on computer art.



10. What is the main purpose of the talk?

- (A) To discuss the effect art implements have on artistic creativity
- (B) To compare computer art and painting
- (C) To explain how artists produce a work of art
- (D) To describe the processes involved in producing art

11. The professor describes the features of computer art and painting. Indicate for each type the feature that characterizes them.

Click in the correct box for each phrase.

	Computer Art	Painting
Encourages risk taking		
Uses numerous strokes with a handheld implement		
Provides instant results when settings are altered		
Is guided by reflections and emotions		

12. What does the professor imply about an image on a computer screen?

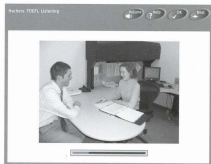
- (A) It contains more strokes than a painting.
- (B) Only bits of the image can be seen.
- (C) It has a more emotional quality than a canvas image.
- (D) It can be changed without much difficulty.

정답 p.302

league[li:g] 리그 creativity[kri:'eɪtɪvəti] 창조성 implement[ɪm'plɪmənt] 도구 easel[ˈi:zl] 이젤  
 canvas[kænvəs] 캔버스 pigment[ˈpɪɡmənt] 색소 medium[ˈmi:diəm] 재료 versus[ˈvɜ:rsəs] ~와 대비하여  
 stroke[stroʊk] 획 simulate[sɪmjuleɪt] 모방하다 step-by-step 단계적인 thought process 사고 과정  
 risk[rɪsk] 위험들 무릅쓰다 inspiration[ɪnspə'reɪʃən] 영감 agony[ˈæɡəni] 고통


# Hackers Test

[1-5] Listen to a conversation between a professor and a student.



1. What is the main topic of the conversation?
  - (A) Developments in racial studies
  - (B) The history of the southern region of Spain
  - (C) The student's involvement in clubs
  - (D) Opportunities afforded by the writing club

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

2. What does the professor imply when she says this: 
  - (A) The professor's comments regarding the student's paper are not important.
  - (B) The student does not have to feel anxious about his paper.
  - (C) The paper the student wrote does not contain as many errors as the student believes.
  - (D) The topic of the student's paper was appropriate and well chosen.
3. How does the student feel about becoming a member of the writing club?
  - (A) He thinks it is a waste of time.
  - (B) He is concerned that he may not be qualified.
  - (C) He feels he will not get along with the other writers.
  - (D) He is annoyed by the requirements of the club.

4. According to the conversation, what are two activities the members of the writing club do?

Choose 2 answers.

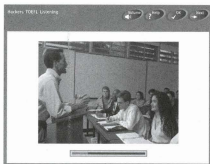
- (A) Attend talks on writing
- (B) Have writing contests
- (C) Invite other writers
- (D) Hold discussions on written works

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

5. What can be inferred about the student?

- (A) He is not planning to join the writing club now.
- (B) He is not sure if he will be allowed to become a writing club member.
- (C) He is concerned that the writing club will take him away from more important activities.
- (D) He expects to join the writing club when his writing skills improve.

[6-11] Listen to part of a lecture on environmental science. The professor is discussing introduced species.



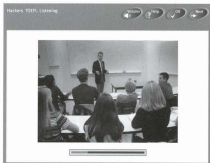
6. What is the main topic of this lecture?
- (A) The benefits of native plants to an ecosystem
  - (B) The decorative value of exotic species
  - (C) The effects that introduced plants have on a region
  - (D) The traits that make invasive species successful
7. Why does the professor mention the wind?
- (A) To demonstrate the ease with which exotic plants are transferred
  - (B) To provide an example of how introduced species can be distributed
  - (C) To differentiate between introduced species and exotic species
  - (D) To illustrate the difficulties of controlling the spread of nonnative plants
8. What can be inferred about introduced plants?
- (A) They are usually the preferred source of food for birds.
  - (B) They are a problem only if released into the wild.
  - (C) They are less of a nuisance in the northern regions.
  - (D) They are most commonly found in the United States.

9. According to the professor, what is one negative effect of the dense shade produced by the Russian olive?
- (A) It increases the consumption of resources.
  - (B) It lowers the temperature of the surrounding area.
  - (C) It limits the amount of available groundwater.
  - (D) It prevents the growth of other young trees.
10. According to the professor, what is a reason the Russian olive grows well in the southwestern United States?
- (A) The tree is dependent on birds to reproduce.
  - (B) The tree requires a significant amount of sunlight.
  - (C) The tree is only considered decorative in certain areas.
  - (D) The tree needs a special type of soil to survive.

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

11. What can be inferred about the professor?
- (A) He is unsure whether the groups' ideas will be effective.
  - (B) He doubts the motives of certain types of environmental groups.
  - (C) He is optimistic about the future of a category of plant.
  - (D) He feels that a problem is likely to be resolved very soon.

[12-17] Listen to part of a lecture in a sociology class.



12. What is the main topic of the lecture?
- (A) The formation of the AMA and its role in medicine
  - (B) Major developments in the history of the medical profession
  - (C) The lives and practices of the earliest American medical doctors
  - (D) The ethical standards designated by the AMA
13. Why does the professor mention the *Code of Medical Ethics*?
- (A) To give an example of an early medical publication
  - (B) To show that books were being published despite scant medical knowledge
  - (C) To emphasize the need for more doctors in the United States
  - (D) To explain what influence it had on the founding of the AMA

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

14. What does the professor mean when he says this: 🎧
- (A) He doesn't want the students to ask any more questions.
  - (B) He wants to continue with what he was talking about.
  - (C) He is worried that he will forget what he wanted to say.
  - (D) He thinks that the subject of medicine men is not important.



15. What does the professor say about the creation of the AMA?
- (A) Not all in the medical field agreed with the ideas on which the AMA was based.
  - (B) The AMA's principles were different from those set by Thomas Percival.
  - (C) The AMA received full support from the New York Medical Society.
  - (D) It was difficult to establish the AMA without the financial backing of the government.
16. What can be inferred about the program of medical ethics established by the AMA?
- (A) Medical knowledge has not advanced significantly over the years.
  - (B) The medical community has been unable to contribute to the program.
  - (C) The basic principles of medical ethics are not controversial.
  - (D) The direction of the medical field is impossible to predict.
17. According to the professor, what were two early activities of the AMA?
- Choose 2 answers.
- (A) They suggested that the dangers of smoking be publicized.
  - (B) They tried to decrease the number of medicine men.
  - (C) They fought to establish their authority to make recommendations.
  - (D) They sought to stop the sale of counterfeit medication.

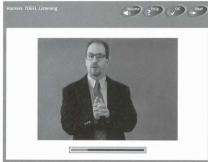
[18-22] Listen to part of a conversation between a professor and a student.



18. Why does the professor want to see the student?
- (A) To talk about differences between lecture and seminar classes
  - (B) To inform the student of her record of attendance for a literature seminar
  - (C) To encourage the student to participate more in class discussions
  - (D) To compliment the student on her exceptional responses during class
19. What does the professor imply about the student's performance in his literature class?
- (A) It is so poor that she may get a failing mark.
  - (B) It has not been as good as in another class she is enrolled in.
  - (C) It has been below average compared to the other students.
  - (D) It has been satisfactory up to a certain point.
20. What does the student imply about literature?
- (A) Most students who take mathematics are reluctant to study literature.
  - (B) Literature is a subject that requires a lot of background information.
  - (C) Questions concerning literature do not always have clear answers.
  - (D) She is not as interested in literature as she is in mathematics.

21. According to the professor, what is the objective of the seminar?
- (A) Allow students the chance to question their professors
  - (B) Give students more training in seminar preparation
  - (C) Let students share ideas and learn from each other
  - (D) Provide students the opportunity to obtain debate skills
22. Why does the professor mention Realism and Naturalism?
- (A) To alert the student to pay more attention to the class topics
  - (B) To encourage the student that she is capable of expressing her opinion
  - (C) To evaluate the student's understanding of literature
  - (D) To help the student prepare a presentation for the next seminar

[23-28] Listen to a lecture on biology.



23. What does the professor mainly discuss?

- (A) The effect of toxins on quorum-sensing bacteria
- (B) A method by which bacteria are able to communicate
- (C) The role of bacteria in causing serious illnesses
- (D) A type of ocean-dwelling bacteria that lights up

24. What does the professor say about Ken Nealson?


- (A) He discovered quorum sensing while researching bacteria.
- (B) He was not pleased with the research on quorum sensing.
- (C) He wanted to find a treatment for bacterial infections.
- (D) He researched *Vibrio fischeri* with a fellow student.

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


25. Why does the professor say this: 🎧

- (A) To remind the students of an idea he had previously covered
- (B) To distinguish between two different meanings of the same word
- (C) To describe a part of the university's decision-making process
- (D) To explain the origin of a strange-sounding concept

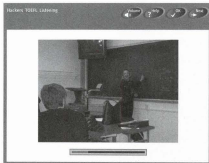
Listen again to part of the lecture. Then answer the question.

26. What does the professor imply when he says this: 
- (A) The process is very energy efficient.
  - (B) The *Vibrio fischeri* expend too much energy.
  - (C) There is a more energy efficient way to detect the presence of bacteria.
  - (D) The bacteria save energy only when enough of them are present.

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

27. What does the professor mean when he says this: 
- (A) He thinks the students are not following the discussion.
  - (B) He wants the students to provide their own examples.
  - (C) He thinks the example was very clear to the students.
  - (D) He wants to test the students' understanding of the material.
28. Why does the professor mention computer hacking?
- (A) To provide an analogy for how quorum sensing can be disrupted
  - (B) To clarify how bacterial behavior mimics that of computer viruses
  - (C) To compare the negative effects of bacteria with those of hackers
  - (D) To describe how scientists genetically engineered new bacteria

[29-34] Listen to a lecture on geography. The professor is discussing lakes of the Rub' al-Khali.



29. What is the professor mainly discussing?

- (A) The reasons geologists study dried-up lakes
- (B) Differences between ancient lakes and present-day lakes
- (C) Ancient sand dunes in the empty quarter
- (D) The evidence that points to the presence of lakes in a desert

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

30. What can be inferred about the monsoon rains?

- (A) They are known to change course frequently.
- (B) It is common for them to affect deserts.
- (C) It is not a confirmed fact that their path changed.
- (D) The intervals between monsoon rains were longer in the past.

31. According to the professor, why was clay or silt necessary to form the lakes?

- (A) They prevent water from seeping into the ground.
- (B) They are very effective at absorbing water.
- (C) They provide ideal conditions for snails and clams to breed.
- (D) They make dunes that help collect the rain.

32. According to the professor, what are two characteristics of the older lakes?

Choose 2 answers.

- (A) They persisted longer than the newer lakes.
- (B) They were incapable of supporting large animals.
- (C) They formed in an elongated shape.
- (D) They were shallower than the newer lakes.

33. What is the professor's opinion on animal migration to the lakes?

- (A) It has not been confirmed by archaeological evidence.
- (B) It was necessary for the animals' continued survival.
- (C) It provided the conditions for life to thrive there today.
- (D) It ended up being a tremendous error.

34. According to the professor, what is the evidence that the lakes were very salty?

Choose 2 answers.

- (A) The presence of mineral deposits
- (B) The uniformity of the salt crust on the soil
- (C) The drying up of the only freshwater source
- (D) The lack of fossilized fish

정답 p.308

## Vocabulary List

Chapter 6에서 선별한 다음의 토플 필수 어휘를 암기한 후 퀴즈로 확인해보세요.

### tie-up 협력 제도

Inc[ɪŋk] 주식회사 (= incorporated)

breakthrough[breɪkθruː] 새 발견, 돌파구

lucrative[lúːkratɪv] 돈을 많이 버는

hands-on 실무의

course description 수업 소개서

curriculum[kəˈrɪkjʊləm] 이수 과정

academic affair 학사

registrar[rɛdʒɪstrɑːr] 학적 담당 사무원

transcript[trænskɹɪpt] 성적 증명서

spare time 여유 시간

unemployed[ʌnɪmˈplɔɪd] 직업이 없는

work overtime 초과 근무하다

ignore[ɪɡnəʊ] 무시하다

domesticated animal 가축

domesticate[dəˈmɛstəkaɪt] 사육하다

criterion[kraɪtɪərɪən] 기준

captivity[kæptɪvəti] 감금

intervention[ɪntəˈvɛnʃən] 조절

drain[dreɪn] 부담

reluctant[rɪlʌktənt] 싫어하는

confinement[kənˈfaɪnmənt] 감금

produce[prəˈdjuːs] (새끼를) 낳다

offspring[ɔː(ɪ)ˈfspɹɪŋ] 새끼

aggressive[əˈɡrɛsɪv] 공격적인

league[liːɡ] 범주

implement[ɪmˈpləmənt] 도구

simulate[sɪˈmjuːlət] 모방하다

step-by-step 단계적인

agony[ˈɛɡəni] 고통

as a matter of fact 사실은

racial[réʃiəl] 인종의

exceptional[ɪksɛpʃənəl] 뛰어난

reading room 열람실

upcoming[ʌpˈkɪmɪŋ] 다가오는

competition[kəmˈpɪtɪʃən] 대회

prejudice[prɛdʒədɪs] 편견

forum[ˈfɔːrəm] 공개 토론회

student council 학생회

take up 차지하다

introduced species 도입종

ecosystem[ekəʊsɪstəm] 생태계

exotic[ɪɡzəˈtɪk] 외래의

naturalize[nætʃərəlaɪz] 귀화시키다

pest[pest] 해충

decorative[dɪˈkɔːrətɪv] 장식적인

prosper[ˈprɒspər] 잘 자라다, 번성하다

ornamental[ɔːrnəməntəl] 장식용의

thrive[θraɪv] 잘 자라다, 번성하다

disaster[dɪzəˈstɜːr] 재앙

out-compete 능가하다

dense[dens] 빽빽한

## Quiz

각 단어의 알맞은 뜻을 찾아 연결하십시오.

01 domesticate

㉔ 사육하다

02 breakthrough

㉕ 성적 증명서

03 implement

㉖ 도구

04 transcript

㉗ 새 발견

05 hands-on

㉘ 실무의

㉙ 협력 제도

06 decorative

㉚ 장식적인

07 exceptional

㉛ 작업이 없는

08 reluctant

㉜ 싫어하는

09 exotic

㉝ 귀화한

10 unemployed

㉞ 뛰어난

㉟ 외래의

㉔ 01 ㉕ 60 ㉖ 80 ㉗ 20 ㉘ 90 ㉙ 50 ㉚ 10 ㉛ 30 ㉜ 20 ㉝ 10



foliage[ˈfəʊliɪdʒ] 잎  
 mature[məˈtʃʊər] 성장하다  
 discourage[dɪskəˈrɪdʒ] 단념시키다  
 respective[rɪspɛktɪv] 각각의  
 medical practice 의술  
 demanding[dɪməˈdɪŋ] 힘든  
 institution[ɪnˈstɪtʃʊʃən] 협회  
 ethical[ˈeθɪkəl] 윤리의  
 foundation[ˈfaʊndəʃən] 설립  
 code[kəʊd] 규약  
 adopt[əˈdɒpt] 채택하다  
 untrained[ˌʌnˈtreɪnd] 미숙한  
 get off track 벗어나다  
 impractical[ɪmˈpræktəkəl] 실행 불가능한  
 utopian[juˈtəʊpiən] 비현실적인  
 resolution[rɪˈzɒlʃʊʃən] 결의안  
 enforce[ɪnˈfɔːs] 시행하다  
 launch[lɔːntʃ] 시작  
 remedy[ˈremɪdi] 의약품  
 fake[feɪk] 가짜의  
 comforting[kəˈmfɜːtɪŋ] 편한  
 subjective[səbˈdʒɛktɪv] 주관적인  
 valid[vəˈlɪd] 타당한  
 benefit[ˈbɛnɪfɪt] 이득을 얻다  
 appreciate[əˈpriːʃiət] 감상하다  
 objectively[əbˈdʒɛktɪvli] 객관적으로

sympathetic[sɪmpəˈθɛtɪk] 동정적인  
 primate[ˈpraɪmeɪt] 영장류  
 microbiologist[maɪkrəʊbaɪɒlədʒɪst] 미생물학자  
 luminescence[lʊːmɪnəsəns] 발광  
 determine[dɪˈtɜːmɪn] 확정하다  
 quorum[kwɔːrəm] 정족수  
 trigger[ˈtrɪɡər] 일으키다  
 phenomenon[fɪnəˈmɛnən] 현상  
 toxin[tɒksɪn] 독소  
 immune system 면역 체계  
 detect[dɪˈtɛkt] 발견하다  
 credibility[krɪˈdɛbɪləti] 신빙성  
 microscopic[məɪkrəskɒpɪk] 미세한  
 ongoing[ɒŋˈɡəʊɪŋ] 진행 중의  
 apt[æpt] 적절한  
 barren[ˈbærən] 불모의  
 grassland[ˈɡræsˌlænd] 초원  
 teem[tim] 풍부하다, 비옥하다  
 silt[sɪlt] 토사  
 distinct[dɪˈstɪŋkt] 별개의, 다른  
 sand dune 사구  
 evaporate[ɪˈvæpəreɪt] 증발하다  
 abrupt[əˈbrʌpt] 갑작스런  
 livable[ˈlɪvəbəl] 살기에 알맞은  
 indication[ɪndɪˈkeɪʃən] 암시, 조짐  
 uninhabitable[ˌʌnɪnhæˈbɪtəbəl] 살 수 없는

## Quiz

각 단어의 알맞은 뜻을 찾아 연결하십시오.

- |                |         |
|----------------|---------|
| 01 utopian     | ㉠ 객관적으로 |
| 02 enforce     | ㉡ 불모의   |
| 03 trigger     | ㉢ 시행하다  |
| 04 abrupt      | ㉣ 비현실적인 |
| 05 objectively | ㉤ 갑작스런  |
|                | ㉥ 일으키다  |

- |                |         |
|----------------|---------|
| 06 microscopic | ㉦ 영장류   |
| 07 apt         | ㉧ 미세한   |
| 08 ongoing     | ㉨ 결의안   |
| 09 resolution  | ㉩ 발견하다  |
| 10 primate     | ㉪ 적절한   |
|                | ㉫ 진행 중의 |



Hackers TOEFL Listening Intermediate

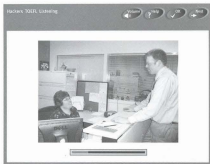
# Actual Test

**Actual Test 1**

**Actual Test 2**

# ACTUAL TEST 1

[1-5] Listen to a conversation between a student and a campus police officer.



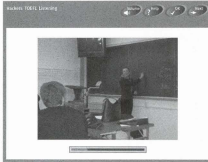
1. Why does the student visit the campus police station?
  - (A) To receive a one-day parking pass
  - (B) To complain about the cost of parking
  - (C) To pay for his overdue parking tickets
  - (D) To inquire about a new parking ticket
  
2. According to the student, what are two reasons he should be allowed to park in lot C?  
Choose 2 answers.
  - (A) He owns a pass that allows him to park there.
  - (B) He needs to be close to the event for rehearsal.
  - (C) He has a ticket for the concert that day.
  - (D) His car is small and does not take up much space.

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

3. What does the student imply when he says this: 🎧
  - (A) He does not think the ticket was meant for him.
  - (B) He thinks the parking pass might be expired.
  - (C) He does not believe he did anything wrong.
  - (D) He believes the infraction occurred another day.

4. Why does the student mention a two-door hatchback?
  - (A) To explain that his car can fit in lot C
  - (B) To suggest that Officer Washington was unreasonable
  - (C) To explain that it was not his car listed on the ticket
  - (D) To assist the officer in finding a database record
  
5. What does the police officer say about unpaid parking tickets?
  - (A) They can be charged to the violator's credit card.
  - (B) They can result in a vehicle being towed.
  - (C) They can be appealed after five days.
  - (D) They can result in the loss of one's parking pass.

[6-11] Listen to a talk on art history.



6. What does the professor mainly discuss?
- (A) How technological and social changes affected Victorian art
  - (B) The influence of Queen Victoria on British artists
  - (C) Why Victorian art was popular with upper-class collectors
  - (D) The important role of steel-plate printing during the Victorian era
7. What was a benefit of the steel-plate printing process?
- (A) It ensured greater profits for many struggling artists.
  - (B) It encouraged artists to publish their own art journals.
  - (C) It enabled artists to create original artwork very quickly.
  - (D) It allowed the average person to purchase art.
8. Why does the professor discuss businesspeople?
- (A) To explain why financial growth occurred
  - (B) To introduce a new type of art collector
  - (C) To suggest that aristocrats rarely purchased art
  - (D) To demonstrate the economic value of art

9. Why does the professor mention the 1851 World Expo?

- (A) To provide an example of the increase in the popularity of art at that time
- (B) To indicate why so many artists were based in London
- (C) To suggest that it was the birthplace of Victorian art
- (D) To illustrate how many art collectors there were in London

10. What does the professor say about John Sheepshanks?

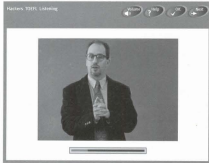
Choose 2 answers.

- (A) He collected works from artists of the past.
- (B) He made a donation to a British institution.
- (C) He founded an art museum in London.
- (D) He was an important British industrialist.

11. According to the professor, what was the influence the new class of wealthy individuals had on the art world?

- (A) It led to a significant drop in artistic standards.
- (B) It made art accessible to more of the public.
- (C) It resulted in the rise of specialized art critics.
- (D) It limited the subject matter of artistic works.


[12-17] Listen to a talk on science. The professor is discussing waste management.




12. What does the professor mainly discuss?
- (A) The Zero Waste Program implemented in the Netherlands
  - (B) The reasons landfills are ineffective in destroying waste
  - (C) The use of eco-friendly materials in manufacturing products
  - (D) The methods currently available to eliminate the production of waste
13. According to the professor, what are two reasons landfills are not very effective in eliminating garbage?
- Choose 2 answers.
- (A) They release pollutants into the atmosphere.
  - (B) They are not available in sufficient number.
  - (C) They negatively affect groundwater quality.
  - (D) They are difficult to keep in good condition.
14. Why does the professor mention 83 million tons?
- (A) To emphasize the amount of garbage produced in the US
  - (B) To show that people should sort garbage carefully
  - (C) To make a point about the type of garbage being discarded
  - (D) To explain that recycling creates many jobs



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

15. What does the professor imply when he says this: 
- (A) The widespread popularity of recycled products is still uncertain.
  - (B) The increased use of recyclable materials is inevitable.
  - (C) Competition will lead to the development of new materials.
  - (D) Consumers will be willing to pay higher prices for recycled goods.

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

16. Why does the professor say this: 
- (A) To check if the students understood a point he made
  - (B) To introduce examples of ways to reduce waste production
  - (C) To indicate disagreement with the principle behind waste reduction
  - (D) To express doubt that waste can be substantially reduced
17. According to the professor, what is a key feature of the Netherlands program?
- (A) It makes use of a system that requires payment per item.
  - (B) It uses a device to measure how much garbage is thrown out.
  - (C) It charges a tax to people who do not recycle their waste.
  - (D) It picks up only those materials that can be recycled.

[18-22] Listen to part of a conversation between a student and a university employee.



18. What is the woman's problem?

- (A) Her schedule makes it hard for her to eat meals at the cafeteria.
- (B) Her restaurant job takes up much of her time.
- (C) She does not like the food at the cafeteria.
- (D) She has an unused food account at the university cafeteria.

19. According to the conversation, what are two reasons the student does not eat at the cafeteria often?

Choose 2 answers.

- (A) She does not like the food.
- (B) She is fed at her workplace.
- (C) Her schedule does not allow it.
- (D) Her home is too far away.

20. What does the service center worker suggest the student do?

- (A) Cancel her student food account
- (B) Get a refund from student services
- (C) Always pay for her meals in cash
- (D) Adjust her current meal plan

21. What does the service center worker imply about the school's meal plan?

- (A) It is cheaper than cooking at home.
- (B) Most students choose to enroll in it.
- (C) Most students opt for the part-time plan.
- (D) It is very popular with students living off-campus.

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

22. Why does the woman say this: 

- (A) To show how tired she is
- (B) To express how busy she is
- (C) To explain that she has a health problem
- (D) To complain about her job

[23-28] Listen to a talk on law.



23. What is the lecture mainly about?
- (A) The development of modern legal systems
  - (B) The relationship between mores and taboos
  - (C) The influence of morality upon social rules
  - (D) The distinction between laws and rules
24. What does the professor imply about the development of laws?
- (A) It led human beings to develop moral standards.
  - (B) It was a natural outgrowth of developing societies.
  - (C) It resulted in the establishment of a penal system for ignoring social mores.
  - (D) It ensured greater cooperation between neighbors.
25. According to the professor, what difference is there between mores and taboos?
- (A) Taboos govern behavior in the context of small groups.
  - (B) Mores describe actions with less severe repercussions.
  - (C) Taboos are more universal and hold across all societies.
  - (D) Mores tend to be codified in the legislation of advanced societies.

26. Why does the professor mention adultery?


- (A) To make a point about the changing social mores in society
- (B) To give an example of a universally accepted taboo
- (C) To illustrate the relationship between mores and laws
- (D) To explain why social rules were initially developed

27. In the lecture, the professor distinguishes between laws and rules. Is each of the following a property of laws, rules, or both?

Click in the correct box for each phrase.

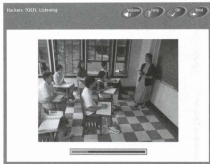
	Laws	Rules	Both
Censor behaviors			
Require mandatory obedience			
Arose earlier in human history			
Impose some form of punishment			

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

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

- (A) He thinks the students missed a point he made earlier.
- (B) He realizes he neglected to mention something important.
- (C) He does not want the students to forget the key points.
- (D) He wants to return to a concept he referred to previously.

[29-34] Listen to a lecture in a chemistry class.



29. What is the lecture mainly about?

- (A) Advantages and disadvantages of thermal reduction
- (B) Resource requirements for purifying magnesium
- (C) Methods of obtaining metals from mineral ore
- (D) Current production processes for magnesium metal

30. In the lecture, the professor describes the process for producing magnesium from seawater. Put these steps in order.

Drag each answer choice to the space where it belongs.


Step 1	
Step 2	
Step 3	
Step 4	

- Use electricity to separate the elements
- Refine the metal and process it for use
- Combine seawater with chemicals
- Purify the solution and allow it to dry

31. According to the professor, why does the thermal reduction process allow almost any country to produce magnesium?

- (A) It is only dependent on the availability of coal.
- (B) It uses mineral ore abundant in the earth's crust.
- (C) It requires little technical knowledge to implement.
- (D) It uses less expensive equipment.

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

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

- (A) She wants the students to refer to the textbook during the lecture.
- (B) She thinks an understanding of chemistry is important for this talk.
- (C) She wants to present the general sequence in magnesium production.
- (D) She does not think the students can understand the technical details.

33. What can be inferred about a coastal country that does not produce magnesium?

- (A) The electricity it generates is insufficient for magnesium production.
- (B) Its access to mineral-rich seawater is restricted.
- (C) It does not have an abundance of mineral ore.
- (D) Much of its electricity is directed to residential buildings.

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

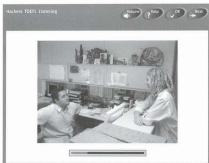
34. Why does the professor say this: 

- (A) To ask the students for relevant examples
- (B) To emphasize the intensity of energy used
- (C) To check the students' understanding of the process
- (D) To illustrate the difficulty in producing electricity

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# ACTUAL TEST 2

[1-5] Listen to part of a conversation between a student and a university employee.



1. Why does the student visit the financial aid office?
  - (A) To solve a problem she has with an aid package
  - (B) To apply for a government-subsidized student loan
  - (C) To register for federal financial aid
  - (D) To inquire into the possibility of work study
2. What does the office worker suggest the woman do?
  - (A) Appeal to the dean's office
  - (B) Take advantage of a work program
  - (C) Call her old university to explain the matter
  - (D) Borrow money from a finance association

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

3. Why does the man say this: 🎧
  - (A) To encourage the student to apply for a loan
  - (B) To suggest that state governments give even less money
  - (C) To point out the difficulty of getting a scholarship
  - (D) To emphasize the modest amounts given



4. What does the man imply about the amount the woman received?

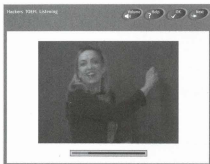
- (A) It was specifically designed for her needs.
- (B) It was provided by an independent agency.
- (C) The woman should be satisfied with it.
- (D) She may supplement it by taking out a loan.

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

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

- (A) She believes she received someone else's financial aid report.
- (B) She wants to get perfect marks in college.
- (C) She wants to have her high school grades checked.
- (D) She wants a scholarship that reflects her academic achievements.

[6-11] Listen to part of a talk on history. The professor is discussing spices.



6. What is the main topic of the lecture?
- (A) The development of the spice trade during the age of discovery
  - (B) The effect of new maritime routes on the spice trade
  - (C) The value and impact of spices throughout medieval Europe
  - (D) The use of spices in European cooking
7. What does the professor imply about spices?
- (A) They were initially grown only in Asia.
  - (B) The Europeans did not know how to use them.
  - (C) They were expensive because of their rarity.
  - (D) They were used mainly as fragrances by the Europeans.
8. According to the professor, why didn't Europeans grow spices?
- (A) They believed that spices grown in the East were more desirable.
  - (B) They didn't believe spices could survive in Europe's environment.
  - (C) The spice plants were too difficult to take care for.
  - (D) The Roman Empire outlawed growing spices.

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

9. Why does the professor say this: 

- (A) To disprove a myth about how Europeans used spices
- (B) To illustrate why spices were so valuable
- (C) To show that food often went to waste in Europe
- (D) To provide evidence for her overall argument

10. Why did traders spread lies about the places where spices came from?

- (A) To make their lives seem more exciting
- (B) To dissuade farmers from growing their own
- (C) To scare off potential competition in the spice trade
- (D) To entertain people with stories about their travels

11. How did spices eventually lose their mystery in Europe?

- (A) Europeans began to find new routes to Asia.
- (B) The New World was discovered by Columbus.
- (C) Europeans began to grow their own spices.
- (D) Spices became so common that people lost interest.

[12-17] Listen to a lecture in a physics class.



12. What is the main purpose of the lecture?

- (A) To discuss setting up semiconductor switches in a network
- (B) To explain how semiconductors can solve electrical distribution problems
- (C) To explain why power transmission problems are common
- (D) To illustrate how loop flow can cause electrical disturbances and outages

13. According to the lecture, why does electricity not always take the shortest route as it flows?

- (A) The cables and wires in a grid may not be laid out properly in some sections.
- (B) The flow of electricity may not be strong enough to follow a particular route.
- (C) Insufficient power lines in an area may force electricity to take a different path.
- (D) Impedance in the electrical circuit blocks the flow of the current.

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

14. Why does the professor say this: 

- (A) To encourage the students to analyze how electricity flows
- (B) To indicate that he will explain his illustration
- (C) To check the student's understanding of the path of least resistance
- (D) To express uncertainty about the problem in his illustration

15. The following are steps in the process of loop flow. Put them in the correct order.

Drag each answer choice to the space where it belongs.

Step 1	
Step 2	
Step 3	
Step 4	

- Electricity consumption increases.
  - Power flows through an indirect route.
  - Overloading causes a power outage.
  - Backup power flows from an alternative generator.
16. According to the professor, what is the main function of semiconductor switches in the power supply industry?
- (A) They reduce the overhead for electricity production.  
 (B) They facilitate long-term storage of electricity.  
 (C) They regulate power flow to prevent overloading.  
 (D) They amplify electrical currents as needed.
17. What does the professor imply about the status of the nation's power networks?
- (A) They must provide more power to highly populated areas.  
 (B) They have to be redesigned to prevent loop flow.  
 (C) They are expensive to repair when blackouts occur.  
 (D) They are capable of rerouting electric current in emergencies.

[18-22] Listen to a conversation between a student and a librarian.



18. What is the conversation mainly about?
- (A) A father's birthday
  - (B) The library's policy regarding reference books
  - (C) The history of the student's family
  - (D) A book stored in the rare books room
19. Why is the student not able to see the library's copy of the book?
- (A) The book has been damaged by library patrons.
  - (B) The librarian in charge is gone for the day.
  - (C) The room where it is located is being remodeled.
  - (D) The book is being rebound at the printer's.
20. Why does the student's family no longer have the book?
- (A) They lost it in a house fire.
  - (B) They donated it to the university library.
  - (C) They sent it away to be republished.
  - (D) They misplaced it while moving long ago.

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

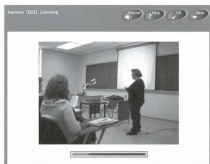
21. What does the librarian mean when he says this: 

- (A) He thinks that finding a bookbinder is impossible.
- (B) He cannot allow the student to photocopy the book.
- (C) He wants the student to let him do the photocopying.
- (D) He does not think the student is being reasonable.

22. What does the librarian imply about photocopying the book?

- (A) The book can become damaged too easily in the process.
- (B) The cost of photocopying all the pages would be prohibitive.
- (C) The book cannot be photocopied until the copy center reopens.
- (D) The quality of a photocopied version will not compare to the original.

[23-28] Listen to part of a talk on history. The professor is discussing the Wright brothers.



23. What is the main topic of the lecture?

- (A) The innovations made by the Wright brothers
- (B) The design considerations for modern aircraft
- (C) The history of aviation before the Wright brothers
- (D) The scientific basis of early aircraft engineering

24. In the lecture, the professor describes the different types of aircraft movement that must be accounted for. Match each concept with the appropriate explanation.

Click in the correct box for each phrase.

	Roll	Pitch	Yaw
Up-and-down movement of the aircraft's nose			
Longitudinal clockwise and counterclockwise rotation			
Left-and-right turning of the airplane			

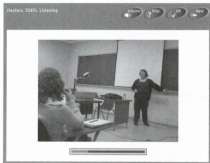
25. According to the professor, what was the main reason the Wright Flyer was groundbreaking?

- (A) It was the first engine-powered plane to successfully become airborne.
- (B) It was the only plane that had been thoroughly experimented on.
- (C) Its control system could handle the plane in response to external conditions.
- (D) Its weight was lighter than most machines that had achieved flight.



26. What does the professor imply about the Wright brothers' wind tunnel?
- (A) Its construction costs were cheaper than the previous version's.
  - (B) It was initially developed as a cost-cutting measure.
  - (C) It led to a markedly safer equipment testing process.
  - (D) Its maintenance involved immediate design changes and repairs.
27. Why does the professor mention dolphins?
- (A) To provide an example of efficient design characteristics in nature
  - (B) To explain the inspiration for the shape of aircraft bodies
  - (C) To compare aircraft wing characteristics to those of dolphin fins
  - (D) To describe the complex movements that can be made by aircraft
28. According to the lecture, what were two difficulties the Wright brothers had to overcome?
- Choose 2 answers.
- (A) A lack of previous wind tunnel designs
  - (B) Excessively heavy traditional engines
  - (C) Enormous publicity for their flight achievements
  - (D) The nonexistence of aircraft propellers

[29-34] Listen to part of a talk on environmental science.



29. What is the discussion mainly about?
- (A) The difficulties of tapping ocean energy
  - (B) Extracting energy from ocean currents
  - (C) Alternative sources of energy
  - (D) New methods for utilizing ocean energy
30. What can be inferred about indirect sources of energy?
- (A) They require specific circumstances in order to be utilized.
  - (B) They are more powerful than direct sources of energy.
  - (C) They are more harmful than beneficial for human beings.
  - (D) They can be tapped only in limited quantities.
31. According to the fact, what factor produces ocean waves?
- Choose 2 answers.
- (A) A continuous and powerful wind
  - (B) River currents that empty into the ocean
  - (C) The enormous gyres in the ocean
  - (D) The large amounts of water in the ocean

32. In the lecture, the professor mentions the benefits of ocean currents as a source of energy. Indicate whether each of the following is an advantage.

Click in the correct box for each phrase.

	Yes	No
Possibly huge economic potential		
Relatively easy to harness		
Comparatively inexpensive to tap		
Constantly accessible		
Environmentally friendly		

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

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

- (A) She wants the students to identify the problems involved.
- (B) She thinks the students should take the lead in the discussion.
- (C) She wants to know if the students grasped the meaning of her statement.
- (D) She thinks the students do not understand what she is talking about.

34. What does the professor say about ocean currents as an energy source?

- (A) It should replace other types of fuels in the near future.
- (B) It has great potential but is hampered by certain limitations.
- (C) It will not satisfy the growing energy needs of the world.
- (D) It will be available only to well-developed countries.

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