고득점으로 가는 최적의 토플 iBT 종합서

NEW EDITION

HOOKED ON TOEFL LISTENING

LinguaForum

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초판1쇄 2009. 4. 15
교재문의 02) 395-0249, 3480-6627 / 대표전화 02) 395-1468, 3480-6626
등록번호 제2000-000335호 등록일자 2000. 5. 17 ISBN 978-89-5563-500-3 (98740) 가격 25,000원

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Printed in the Republic of Korea

R/N(CRhoTFLG): 04150950KB

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Diagnostic Test

VOLUME

Passage 1. [1-5] Listen to part of a conversation between a student and a professor. MP3 2-7

1 Why does the professor want to see the student?

(A) To ask her why she has been absent
(B) To explain a university policy to her
(C) To inform her of her removal from the class
(D) To explain how she can appeal the university's decision

2 Why does the professor mention the university regulations?

(A) To explain the decision was not based on his personal opinion
(B) To compare his opinion with the university regulations
(C) To give an example of the case that the university regulations would not apply to
(D) To emphasize how strict the university regulations are

3 What does the professor suggest that the woman do?

(A) Reapply for the course in the summer
(B) Appeal to the university administration
(C) Bring him a note from a doctor explaining her absence
(D) Put herself on the waitlist for the course

4 What is the student's opinion of the university policy?

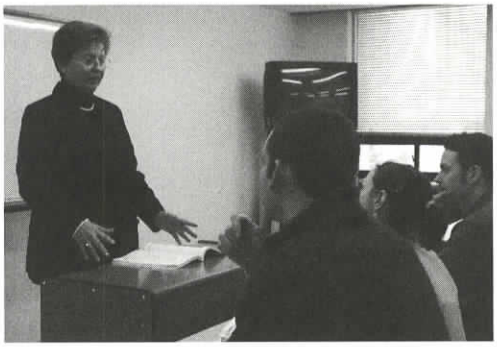
(A) It is overly strict and unreasonable and should be changed.
(B) It should not apply to her because of her special circumstances.
(C) It discourages students from taking courses that are difficult to get into.
(D) It is a reasonable policy, but it takes effect too quickly.

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

5 Why does the professor say this: 🎧

(A) To make sure if she really wants to take the course
(B) To criticize her because she did not make an effort to attend the class
(C) To give her comfort for dropping from the class
(D) To offer a mild objection to the woman's statement

Passage 2. [6-11] Listen to part of a talk in a paleontology class. MP3 8-14



6 What is the talk mainly about?

(A) The possible causes of the megafaunal extinction
(B) The species that died out upon the arrival of early humans
(C) How climate change can cause megafaunal extinction
(D) Why megafaunal species failed to adapt at the end of the Ice Age

7 In the talk, they discuss the possibility that early humans caused the megafaunal extinction. Indicate which of the following is mentioned as evidence for the possibility.

Click in the correct box for each sentence.

	Yes	No
(A) Mammoths died out shortly after the arrival of early humans.		
(B) Mammoth bones have been found near early human settlements.		
(C) Evidence of early human habitation was found in the areas of large predators.		
(D) Cave paintings depict early humans hunting mammoths.		
(E) Early hunting weapons have been found in mammoth bones.		

8 According to the professor, how could early humans have caused the extinction of large predator species?

(A) By reducing their available hunting ranges
(B) By hunting them to protect livestock
(C) By hunting prey species into extinction
(D) By settling in their mating territories

9 What point does the professor make when she mentions that smaller animals survived the end of the Ice Age?

(A) Smaller animals are not very affected by climate change.
(B) Larger species are better adapted to survive cold climates.
(C) Food was more abundant after the Ice Age.
(D) Smaller animals stored food for the climate change.

10 What will the professor most likely talk about next?

(A) The rise of smaller animal species in North America
(B) Megafaunal extinctions on other continents
(C) Additional theories on megafaunal extinction
(D) Attempts to gain more evidence from the fossil record

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

11 Why does the professor say this:

(A) To express that the student's opinion is surprising
(B) To indicate that the timing of the extinctions was extremely fortunate
(C) To point out that the man's objection is not a basis for rejecting the theory
(D) To correct a common misconception about megafaunal extinction

Question Types

1. Main Idea
2. Detail
3. Function & Attitude
● Review Test 1 (Types 1-3)

4. Organization
5. Connecting Contents
6. Inference
● Review Test 2 (Types 1-6)

L · I · N · G · U · A · F · O · R · U · M · H · O · O · K · E · D · O · N · T · O · E · F · L · L · I · S · T · E · N · I · N · G

PART I

type 01

Main Idea

Overview

Main idea questions test your understanding of the overall topic or main idea of the listening passage. For conversations, you may be asked about the main topic or the purpose of the conversation. The main idea question is the first question after each listening passage.

| Recognizing the Question Types |

Main Topic	Main Purpose
• What is the main topic of the lecture? • What are the speakers mainly discussing? • What aspect of X does the professor mainly discuss? • What problem does the woman have?	• Why does the student visit the professor? • Why does the student visit the registrar's office? • Why did the professor ask to see the student?

Approaching the Question

❶ Pay special attention to the beginning of the passage. This is generally where the main idea is stated. However, be sure to consider all the information in the passage. Do not select answer choices that deal with only part of the passage.

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

❸ Learn the incorrect answer choices. They are often ideas that are either too specific or too broad. The correct answer is usually a restatement of what is said in the passage. Answer choices that use exact words or phrases from the listening passage are often incorrect.

Sample Questions

1 Listen to part of a conversation between a student and a librarian. MP3 15

What problem does the woman have?

(A) She lost a library book.
(B) The book she needs is on loan.
(C) The library does not have a book she needs.
(D) The library will not let her sign out a book.

2 Listen to part of a talk in an environmental science class. MP3 16

What are the speakers mainly discussing?

(A) The damages of nuclear energy
(B) The economic loss caused by pollution
(C) The cost of an oil spill cleanup
(D) The damage done by pollution

Pattern Drill

Listen to each passage and choose the best answers to the questions.

Listen to part of a conversation between a student and a professor. MP3 17

1 **Why does the student go to see her professor?**

(A) She needs help researching for her paper.
(B) She hasn't chosen the topic of her paper.
(C) She needs advice on how to narrow the topic of her paper.
(D) She wants to know whom the Great Depression most greatly affected.

Listen to part of a lecture in an art class. MP3 18

2 **What is the professor mainly talking about?**

(A) Andy Warhol's contributions to the development of American Pop Art
(B) The differences between British and American Pop Art
(C) The reasons why American Pop Art focuses on commercial images
(D) The origins of the Pop Art movement and its evolution into an American art form

Listen to part of a talk in a biology class. MP3 19

3 **What is the talk mainly about?**

(A) The medical uses of blood plasma
(B) The discovery of blood plasma
(C) How to separate plasma from whole blood
(D) Advances in battlefield medicine

Listen to part of a conversation in the registrar's office. MP3 20

4 **Why does the student go to the registrar's office?**

(A) She is having a problem at the library.
(B) She needs to have a new student ID made.
(C) She wants to know if they have found her student ID.
(D) She needs a record of her tuition payment.

Listen to part of a lecture in a zoology class. MP3 21

5 **What is this lecture mainly about?**

(A) How herons survive in different regions
(B) The difference between a heron and an egret
(C) The various kinds of herons in America
(D) Why the egret's beauty proved to be a curse

Listen to part of a talk in an anthropology class. MP3 22

6 **What are the speakers mainly discussing?**

(A) The causes of the Neolithic revolution
(B) The spread of disease in the Neolithic revolution
(C) The conflicts between farmers and hunter-gatherers
(D) The evolution of early human societies

Type 02 Detail

Overview

Detail questions test your understanding of details or facts in the listening passage. These questions only ask about major details stated directly in the passage. They do not ask about implied information or minor details. Some detail questions have more than one correct answer.

| Recognizing the Question Types |

- Why does the man like X?
- What is X?
- According to the professor, what is the main problem with X?
- What are the functions of X? Click on 2 answers.
- What kind of work does the professor suggest to the man? Click on 2 answers.

Approaching the Question

❶ Detail questions only ask about major concepts in the passage. As you take notes try to focus on these major details. Major details often include the definitions of new terms, the important features of things or concepts, the causes and effects of specific events, etc.

❷ In conversations, there is a typical structure that the conversation will follow (i.e., the student needs help with some type of problem). Try to anticipate the major details of the conversation by asking yourself what the student needs, why he or she needs it, and what the professor or university representative will do to help the student.

❸ Correct answer choices are often paraphrased. Do not simply look for repeated words or phrases you've heard in the listening passage. Also, make sure that the answer accurately conveys the information from the listening passage.

Sample Questions

1 Listen to part of a talk in a zoology class. MP3 23

What is aestivation?

(A) When insects freeze during the winter
(B) When animals emerge from hibernation
(C) When animals remain in a dormant state during the summer
(D) When animals move slowly and eat very little in order to save energy

2 Listen to part of a lecture in a chemistry class. MP3 24

What were Marie Curie's achievements?

Click on 2 answers.

(A) Isolating new radioactive elements
(B) Discovering the radioactivity of uranium
(C) Inventing the first radio
(D) Winning two Nobel Prizes

Pattern Drill

Listen to each passage and choose the best answers to the questions.

Listen to part of a conversation between a student and a professor. MP3 25

1 **What was the deciding factor in the student's acceptance into the journalism program?**

(A) She had good grades last semester.
(B) She had a strong writing sample.
(C) Her professor made a strong recommendation.
(D) She had experience working for a newspaper.

Listen to part of a lecture in a zoology class. MP3 26

2 **According to the lecture, what is true of an elephant's tusks?**

Click on 2 answers.

(A) They are actually extensions of the trunk.
(B) They are delicate and easily broken.
(C) Their size is restricted by continual wear.
(D) They do not stop growing until the elephant dies.

Listen to part of a talk in an archeology class. MP3 27

3 **What provides the primary evidence for the spread of the Clovis culture?**

(A) The fall of the sea level during the last ice age
(B) The abundance of fossilized mammoth remains
(C) The extinction of big game species during the last ice age
(D) The presence of distinctive spear points over a wide area

Listen to part of a conversation between a student and a clerk. MP3 28

4 **According to the conversation, which of the following are true of student tickets?**

Click on 2 answers.

(A) They are not as good as public seats.
(B) They are more expensive than public seats.
(C) They have already sold out.
(D) They were free in previous years.

Listen to part of a lecture in a literature class. MP3 29

5 **What is NOT true of Hugo Gernsback?**

(A) He wrote stories to promote scientific discoveries.
(B) He created the character "Tarzan."
(C) He coined the term "science fiction."
(D) He started the first science fiction magazine.

Listen to part of a talk in a psychology class. MP3 30

6 **Which of the following are true of cognitive dissonance?**

Click on 2 answers.

(A) It requires the modification of previously held ideas.
(B) It encourages people to favor personal relationships over moral standards.
(C) It is a feeling of anxiety experienced in situations of conflict.
(D) It results in emotional tension that is impossible to resolve.

Type 03

Function & Attitude

Overview

Function & Attitude questions ask you about the purpose or meaning of a specific statement, or the speaker's stance toward a topic. In order to answer these questions, you will need to consider the context of the listening passage. Function questions generally replay a specific statement by a speaker and ask about its intended meaning or effect. Attitude questions ask about the speaker's feelings toward a specific statement or topic.

| Recognizing the Question Types |

Function	Attitude
• Why does the professor say this: (replay) • What does the professor imply when he says this: (replay) • What does the woman mean when she says this: (replay)	• What is the professor's attitude toward X? • What is the professor's opinion of X? • What can be inferred about the student when she says this: (replay)

Approaching the Question

❶ Pay close attention to the context in which a statement is made. In Function & Attitude questions, the intended meaning of the speaker is not directly stated. Always consider statements in the context of the passage as a whole.

❷ Listen to the tone of the speakers. Function & Attitude questions test your understanding of certain features of spoken English. Understand that the speaker's statement can have an intended meaning that is very different from the literal meaning of the statement.

Sample Questions

1 Listen to part of a conversation in a university bookstore. MP3 31

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

Why does the man say this:

(A) To ask why his checks cannot be accepted anymore
(B) To express his distress to the woman about the situation
(C) To tell the woman that their books are overpriced
(D) To get the woman to reserve the books for him

2 Listen to part of a lecture in an American history class. MP3 32

What is the professor's attitude toward Theodore Roosevelt?

(A) He feels that Roosevelt's greatest trait was his skill with words.
(B) He feels that Roosevelt's diplomatic approach was unnecessarily violent.
(C) He feels that people often focus on the wrong aspects of Roosevelt's presidency.
(D) He feels that Roosevelt's contributions to the nation were greater than any other president's.

Pattern Drill

Listen to each passage and choose the best answers to the questions.

Listen to part of the conversation between a student and a professor. MP3 33

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

1 **Why does the professor say this:** 🎧

(A) To suggest that the students should not sit in the back of the class
(B) To show that he is upset about the number of absences from class
(C) To remark on how big the lecture hall is
(D) To explain why he doesn't use the microphone

Listen to part of a lecture in a literature class. MP3 34

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

2 **Why does the professor say this:** 🎧

(A) To check the students' knowledge of modern literature
(B) To encourage students to examine modern novels more carefully
(C) To provide support for a point she just made
(D) To complain about the lack of traditional plot elements in modern novels

Listen to part of a talk in a psychology class. MP3 35

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

3 **What does the professor mean when she says this:** 🎧

(A) She does not approve of defense mechanisms.
(B) Defense mechanisms are not good solutions to emotional problems.
(C) Students need to develop better defense mechanisms.
(D) Defense mechanisms can sometimes work at the expense of others.

Listen to part of a conversation between two people. MP3 36

4 **What is the woman's attitude toward the art exhibit?**

(A) She thinks it is worth displaying.
(B) She thinks it relies too much on student art.
(C) She thinks the works are not very professional.
(D) She thinks the works will sell at good prices.

Listen to part of a lecture in a biology class. MP3 37

5 **What is the professor's opinion of the risk of bird flu?**

(A) She thinks more research is needed to fully understand the risk.
(B) She thinks there is no risk of a bird flu epidemic.
(C) She thinks people should take strict precautions against bird flu.
(D) She thinks that the risk of an epidemic has been overblown.

Listen to part of a talk in a political science class. MP3 38

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

6 **What is the professor's attitude toward the student's question?**

(A) She thinks that the answer to his question is obvious.
(B) She does not think he understands the concept clearly.
(C) She is unsure how to answer his question.
(D) She feels that the question is unrelated to the topic.

Review Test 1

Listen to part of a conversation between a student and a computer lab assistant. MP3 39-44

TOEFL LISTENING

VOLUME HELP OK NEXT

1 Why does the student go to see the woman?

(A) To get help organizing his economics presentation
(B) To sign up for a computer course
(C) To get help using a specific computer program
(D) To learn how to use his computer

2 Why won't the student take the tutoring class?

(A) He can't take it soon enough.
(B) The course lasts too long.
(C) He only needs help with a specific problem.
(D) He would rather learn from a book instead.

3 What does the woman offer to do for the student?

(A) She will create the graphs he needs for his presentation.
(B) She will talk him through the process over the phone if he needs help.
(C) She will hold a special tutoring course for him if he has problems.
(D) She will email him written instructions on how to make graphs in the program.

4 Listen again to part of the conversation. Then answer the question.
Why does the woman say this: 🎧

(A) To indicate that she can only help the student with relatively simple problems
(B) To better understand exactly what the student needs help with
(C) To suggest a simpler way of completing the student's project
(D) To indicate that the student should prepare his graphs before he starts on his presentation

5 Listen again to part of the conversation. Then answer the question.
What is the student's attitude toward the woman?

(A) He feels the woman has not actually understood his problem.
(B) He is very grateful to the woman for helping a stranger.
(C) He is not sure if her explanation is correct or not.
(D) He thinks the woman has overestimated his computer skills.

Type 04 Organization

Overview

Organization questions test your ability to identify the organization of a listening passage. They ask you how the speaker presents a particular idea. Some organization questions may also ask about why a particular piece of information has been included in a conversation or a lecture.

| Recognizing the Question Types |

Organization	Purpose
• How is the discussion organized? • How does the professor introduce the topic? • How does the professor explain X?	• Why does the professor discuss X? • Why does the professor mention X?

Approaching the Question

❶ Learn to recognize typical patterns of organization. Typical patterns include lists, explanations of cause and effect, comparisons and contrasts, time order descriptions, definitions, and examples.

❷ Pay special attention to words that signal a particular pattern. For example, expressions such as "similarly" and "on the other hand" often signal comparisons and contrasts. Each type of organizational pattern has similar signal expressions that are frequently used. Learn to identify these signal expressions.

❸ Consider the role of a particular piece of information and how it relates to the main idea. Most organizational relationships in the passage should somehow support or build on the main idea. Answer choices which do not do this are most likely incorrect.

Sample Questions

1 Listen to part of a conversation between two students. MP3 45

Why does the woman mention her friend Janet?

(A) To try to introduce her friend to the man
(B) To warn the man that he will not like writing poetry
(C) To find out if the man is really serious about joining the club
(D) To give the man information about the literary society

2 Listen to part of a lecture in a music class. MP3 46

How does the professor explain the evolution of jazz?

(A) By comparing it with other music
(B) By following a chronological order
(C) By classifying the various types of music
(D) By giving examples of music

Pattern Drill

Listen to each passage and choose the best answers to the questions.

Listen to part of a conversation between a student and a professor. MP3 47

1 **How does the professor talk about her class?**

(A) By mentioning who likes to take the course
(B) By listing what kind of work is required in class
(C) By emphasizing how long the course really is
(D) By asking the student a few questions about the environment

Listen to part of a lecture in a neurology class. MP3 48

2 **How does the professor talk about the patterns of sleep?**

(A) By describing the steps that a person experiences during sleep
(B) By mentioning how long a person should sleep every day
(C) By listing the time taken for a person to start dreaming
(D) By introducing different ways that humans respond during sleep

Listen to part of a talk in a meteorology class. MP3 49

3 **How does the professor explain the difference in precipitation?**

(A) By explaining the formation of evaporation
(B) By classifying various types of precipitations
(C) By giving some geographic examples
(D) By stating the importance of water on Earth

Listen to part of a conversation in the registrar's office. MP3 50

4 **Why does the man mention statistics and computer courses?**

(A) To give examples of what non-major classes she can take
(B) To list the compulsory subjects that she has to take in order to graduate
(C) To indicate the subjects that the woman should avoid
(D) To give a personal example of what the man found to be interesting

Listen to part of a lecture in a paleontology class. MP3 51

5 **Why does the professor mention reptiles?**

(A) To mention what mammals ate to stay alive
(B) To introduce a new topic to the lecture
(C) To give additional information about how animals evolved
(D) To explain why mammals had such difficulty expanding

Listen to part of a talk in a sociology class. MP3 52

6 **Why does the woman mention overcrowding in prisons?**

(A) To suggest that the prison is the cause of most drug abuse in the U.S.
(B) To show that the war on drugs is having an effect
(C) To point out the need for a shift in drug policy
(D) To indicate that drug abuse is not the largest problem in the U.S.

type 05

Connecting Contents

Overview

Connecting Content questions ask you to identify the relationships among pieces of information in the listening passages. They may ask you to fill in a chart or table, to identify if particular statements are true or false, to classify and categorize information, or to organize events in sequential order.

| Recognizing the Question Types |

- ... Indicate whether each of the following is true or not true. Click in the correct box for each phrase.
- ... Indicate which feature each animal has. Click in the correct box for each phrase.
- ... Put the following events in the correct order. Drag each sentence to the space where it belongs.

Approaching the Question

❶ Connecting Content questions are most likely to appear when the speaker mentions several pieces of information in relation to the main topic. In these situations, be sure to take careful notes about how these pieces of information relate to one another.

❷ Pay special attention to any sections of the listening passage that deal with comparisons and contrasts, classify information, or describe steps in a process.

Sample Questions

1 Listen to part of a conversation between a student and a professor. MP3 53

In the conversation, the professor explains Einstein's view of science. Indicate whether each of the following is part of Einstein's concept of a beautiful theory.

Click in the correct box for each sentence.

	Yes	No
(A) It should dramatically change science.		
(B) It should be applicable in as many situations as possible.		
(C) It should be expressed purely in mathematics.		
(D) It should be as straightforward as possible.		

2 Listen to part of a talk in a linguistics class. MP3 54

In the talk, the professor describes the origin of many English words. Indicate which language each word comes from.

Click in the correct box for each word.

	Hindi	Scandinavian	Arabic
(A) Alcohol			
(B) Window			
(C) Hammock			

Pattern Drill

Listen to each passage and choose the best answers to the questions. MP3 55

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

1 In the conversation, they talk about the woman's graduation requirements. Indicate whether each of the following has been completed.

Click in the correct box for each phrase.

	Completed	Not Completed
(A) Required courses		
(B) Senior paper		
(C) Classroom observation		
(D) Student teaching		
(E) Volunteer work		

Listen to part of a lecture in a biology class. MP3 56

2 In the lecture, the professor mentions several different stages of tool use. Match each stage with the appropriate primate species.

Click in the correct box for each phrase.

	No tool use	Opportunistic tool use	Designed tool use
(A) Hominid species			
(B) Lower order primates			
(C) Higher order primates			

Listen to part of a talk in a botany class. MP3 57

3 In the talk, the professor mentions the important ecological functions of trees. Indicate whether each of the following is their role in the ecosystem.

Click in the correct box for each phrase.

	Yes	No
(A) To prevent erosion		
(B) To prevent the spread of grasses		
(C) To create oxygen		
(D) To create pith out of crushed waste cells		

Listen to part of a conversation between a student and a professor. MP3 58

4 **In the conversation, the student describes the steps of her psychology experiment. Put these steps in the correct order.**

Drag each sentence to the space where it belongs.

1	
2	
3	
4	

(A) Place the volunteers into separate groups.
(B) Show pictures to the volunteers while playing music to all of them.
(C) Have all the volunteers sign forms agreeing to participate.
(D) Show pictures to the volunteers while playing music to some of them.

Listen to part of a lecture in an art class. MP3 59

5 **In the lecture, the professor mentions Rembrandt's works. Indicate the medium with Rembrandt's reputation for how he used it.**

Click in the correct box for each phrase.

	Painting	Etching	Drawing
(A) Featured old buildings, never new ones			
(B) Known for great *chiaroscuro*			
(C) Widely regarded as the best user of this medium			

Listen to part of a talk in a geology class. MP3 60

6 **In the talk, the professor mentioned several rock formations caused by glaciers. Match the geological feature with its characteristics.**

Click in the correct box for each phrase.

	Moraine	Roche moutonnée	Drumlin
(A) Smooth, upward-pointing hills			
(B) Broad, gently sloping mounds			
(C) Downward-pointing and several-mile-long hills			

Type 06

Inference

Overview

Inference questions ask you about information that is implied rather than directly stated. These questions test your ability to draw logical conclusions based on the facts provided in the listening passage. Some Inference questions may ask you to make predictions.

| Recognizing the Question Types |

- What does the professor imply about X?
- What can be inferred about X?
- What will the student probably do next?
- What might the professor discuss in the next class?

Approaching the Question

❶ Make sure your answer is based on the passage. Don't answer the questions based on information that isn't addressed by the passage or based on your own knowledge. You must be able to connect your answer choice with supporting evidence directly stated in the passage.

❷ Inference questions often ask you to use information from more than one place in the listening passage. In order to integrate details from the passage to reach a conclusion, you need to identify the facts correctly first, and synthesize them to reach a logical conclusion.

❸ Pay close attention to the end of the listening passage. Take special note of ideas that seem incomplete, or, in the conversations, things that the speakers have not yet done. These incomplete details are often the basis of prediction questions.

Sample Questions

1 Listen to part of a conversation between a student and a school administrative assistant.

What will the woman most likely do next? MP3 61

(A) She will find a different exercise course to take.
(B) She will sign up for several different classes.
(C) She will observe one of the classes to see if she likes it.
(D) She will purchase the necessary equipment for the course.

2 Listen to part of a lecture in a literature class. MP3 62

What does the professor imply about Dickinson's poems?

(A) They are mostly based on her real experiences during the Civil War.
(B) They should have been published sooner, when she was alive.
(C) They are about very mundane and boring topics.
(D) They do not portray what Dickinson went through in her own life.

Pattern Drill

Listen to each passage and choose the best answers to the questions.

Listen to part of a conversation between a student and a professor. MP3 63

1 **What will the student most likely do next?**

(A) Find other ways to make money over the winter break
(B) Discuss alternative dates and times to give his presentation
(C) Meet his chemistry professor to take the exam another day
(D) Go to the financial aid office to apply for a student loan

Listen to part of a lecture in a geology class. MP3 64

2 **What does the professor imply about volcanic eruptions?**

(A) Most volcanic eruptions are not violent.
(B) Their causes are not properly understood.
(C) Only deadly eruptions become famous.
(D) Volcanic eruptions are most frequent in the evening.

Listen to part of a talk in a psychology class. MP3 65

3 **What can be inferred about Descartes?**

(A) He thought only humans had the capacity for logical thought.
(B) He thought humans were unaffected by the environment.
(C) He thought some animals had enough intelligence to mimic human behaviors.
(D) He thought animals and humans had no differences at all.

Listen to part of a conversation between a student and an academic advisor. MP3 66

4 **What can be inferred about the student?**

(A) She is a first-year student.
(B) She is not interested in Dr. Dixon's class.
(C) She has taken other classes with Dr. Dixon before.
(D) She will stop taking Dr. Dixon's class.

Listen to part of a lecture in a sociology class. MP3 67

5 **What can be inferred about the *Happy Days* television program?**

(A) It was broadcast in the 1950s.
(B) It increased Americans' historical awareness.
(C) It was not an accurate portrayal of the 1950s.
(D) It was made into a movie.

Listen to part of a talk in an anthropology class. MP3 68

6 **What can be inferred as the major force behind the development of the primate ancestors?**

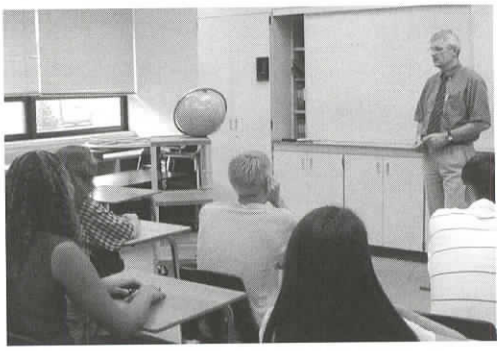
(A) Dinosaur extinction
(B) Climate change
(C) Geography
(D) Changes in food sources

Review Test 2

Listen to part of a talk in an earth science class. MP3 69-75

TOEFL LISTENING

VOLUME HELP OK NEXT



1 What is the discussion mainly about?

(A) The role of tectonic plates in undersea volcanoes
(B) The ways in which undersea volcanoes contribute to island formation
(C) The characteristics of various types of undersea volcanoes
(D) The differences between undersea volcanoes and land volcanoes

2 Which of the following is NOT a geographical feature that is formed where tectonic plates collide?

(A) volcanic islands
(B) mid-ocean ridges
(C) seamounts
(D) guyots

3 In the talk, the professor discusses several processes that form undersea volcanoes. Match the phrases below to the correct process.

Click in the correct box for each phrase.

	Tectonic divergence	Tectonic convergence	Hotspots
(A) Results in chains of seamounts			
(B) Creates long undersea mountain ranges with rifts in the middle			
(C) Volcanoes occur in groups around the same area			

4 Why does the professor mention the Hawaiian Islands?

(A) To illustrate the commonality of hotspots in the Pacific Ocean
(B) To emphasize the importance of hotspots in island formation
(C) To give a familiar example of an island chain created by a hotspot
(D) To contrast volcanoes caused by hotspots with those caused by subduction

5 What can be inferred about volcanoes caused by hotspots?

(A) They are the largest of all undersea volcanoes.
(B) They are the least important form of undersea volcanoes.
(C) They produce less lava than other undersea volcanoes.
(D) They are temporary geological structures.

6 Listen again to part of the talk. Then answer the question.
What does the professor mean when he says this: 🎧

(A) He does not think a more precise explanation is really necessary today.
(B) He does not exactly know the answer to the student's question.
(C) He thinks all the other students already know the answer.
(D) He wants the students to think about the question for homework.

MINI TEST

A. Conversation
- Mini Test 1
- Mini Test 2
- Mini Test 3
- Mini Test 4
- Mini Test 5

B. Lecture
- Mini Test 6
- Mini Test 7
- Mini Test 8
- Mini Test 9
- Mini Test 10
- Mini Test 11
- Mini Test 12
- Mini Test 13
- Mini Test 14
- Mini Test 15

PART II

A Quick View of Topics

A. Conversation

TEST	Office Hours	Service Encounters	Topic
1	o		Missed class
		o	Dorm problem
2	o		Writing a novel
		o	Library
3	o		Missed test
		o	Commuting to school
4	o		Declaring a major
		o	Campus bookstore
5	o		Research assistant
		o	Softball player

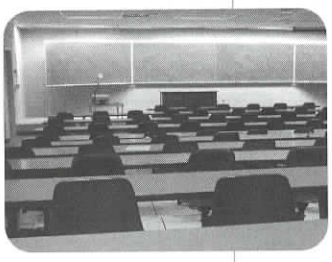
B. Lecture

TEST	Natural Science	Human Studies	Social Science	Art & Literature	Topic
6	Biology				Brain cells
		History			Spice trade
7			Education		Maria Montessori
	Ecology				Mangroves
8		Anthropology			Sumerian civilization
				Art	Paul Cezanne
9	Mineralogy				Diamond and graphite
		US History			Popham colony
10				Literature	Romanticism
	Astronomy				Sun spots
11			Economics		Oligopoly
		Zoology			Bird preening
12				Photography	Daguerreotypes
	Astronomy				Telescope
13	Geology				Ancient lakes
	Engineering				*Hoover* Dam
14				Art	Fresco painting
		History			Gutenberg's printing press
15	Astronomy				Life on Mars
		Archaeology			Passage graves

Mini Test 01 Listening Preview

1. Registering for Classes

| Office Hours |



•• At the beginning of every semester there is an **enrollment period**. This is when students select the **courses** they wish to take during that **semester**. Each course has a limited number of seats available, and the students who **sign up** first are placed in those seats. In many cases, however, there are more students who wish to take a course than there are available seats. Once all the seats have been filled, students who still wish to take the course are **put on the wait list**. These students are not officially in the course, but if another student **withdraws from the course** for some reason, students on the wait list may be allowed in.

2. Campus Housing

| Service Encounters |

•• At most universities students can choose to live either **off campus** or **on campus**. Students who live off campus live in apartments or houses that are not owned or associated with the university. Students who live on campus generally live in **dormitories,** which are owned and operated by the university. Each dormitory has a list of rules, which may include **a curfew**. There is usually a **facilities department** that is in charge of maintaining the dormitories, and students who have a problem with their room go to this department to resolve their problem.

Passage 1. [1-5] Listen to part of a conversation between a student and a professor. MP3 76-81

Note-taking

1 Why does the student go see the professor?

(A) To explain why he missed two classes
(B) To get notes for the classes he missed
(C) To ask for a list of educational websites
(D) To get a better explanation of the lectures

2 Why would the student have trouble meeting a tutor at the student center?

Click on 2 answers.

(A) He has to work on weekends.
(B) Students must reserve time-slots long in advance.
(C) There are usually too many students.
(D) He has too many classes to attend during the week.

3 What is the professor's opinion about her office hours?

(A) She can't explain everything outside of class.
(B) She is willing to reserve all of her office hours for students with problems.
(C) She does not mind staying in her office beyond her normal office hours.
(D) She feels they are for finishing her own work, not meeting with students.

4 What will the student probably do next?

(A) Meet with the professor after her class
(B) Go meet with a tutor at the student center
(C) Look at some of the recommended websites
(D) Look over the notes he got from his classmate

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

5 What does the professor mean when she says this:

(A) The student is not working hard enough on his assignments.
(B) The student has enough time to wait for an available tutor.
(C) The student's weekend job is not difficult because it is only part-time.
(D) The material the student is learning is not very complex.

Passage 2. [1-5] Listen to part of a conversation between a student and a dormitory maintenance manager. MP3 82-87

Note-taking

1 Why does the woman go to see the maintenance manager?

(A) To complain about the poor quality of her dorm room
(B) To inquire when workers will be painting the room
(C) To inform him of problems with her dorm room
(D) To request that her dorm room be changed

2 What does the man imply about the problem with the woman's key?

(A) It is only temporary.
(B) It cannot be fixed.
(C) It is unexpected.
(D) It is unimportant.

3 Why does the woman think some areas of the dorm room were not painted?

(A) The painters must have run out of paint.
(B) Those areas were hidden behind furniture.
(C) The painters did not have time to finish.
(D) Those areas were intended to be painted later.

4 What reason does the man give for the problems in the woman's dorm room?

(A) Her dormitory is the oldest one on campus.
(B) Her dorm has not yet been inspected.
(C) The woman has not yet paid her dorm fees.
(D) There is a shortage of maintenance workers.

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

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

(A) Her parents will be angry when they learn of the situation.
(B) She shouldn't be charged additional fees for repairs.
(C) She shouldn't have to deal with problems like this.
(D) The school should provide her with alternative housing.

Vocabulary Review

Mini Test 1

Match each one of the words or phrases below with the appropriate definition.

(A) comprehend	(B) context	(C) contract	(D) frustrating
(E) overlook	(F) progressive	(G) syllabus	(H) catch up with / on
(I) get broken in	(J) go over		

1 _____ in favor of new methods, modern ideas, or change

2 _____ to review or discuss a topic

3 _____ the situation in which something happens and helps you to understand that event

4 _____ to neglect; to fail to notice

5 _____ to understand something

6 _____ to get an illness

7 _____ an outline of a course given out at the beginning of a semester

8 _____ to become easier, or to become more accustomed to something through repeated use

9 _____ causing feelings of impatience or annoyance

10 _____ to spend extra time doing something you missed or did not do earlier

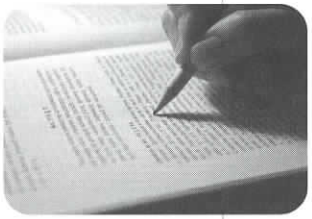
Mini Test 02

Listening Preview

1. Discussing Assignments

| Office Hours |

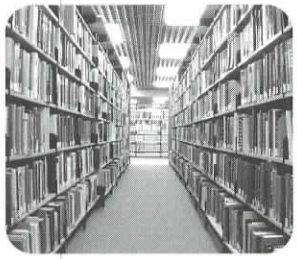
•• If a student has trouble with an assignment or lecture, the student can visit the professor's office. University professors have **office hours,** which are usually listed on the course **syllabus**. This is when you may visit the professor. It is wise to **call ahead** and **set up a reservation**, and be sure to arrive early. The professor will explain the assignment or **clarify** a lecture to you. He or she may offer to give you extra notes, or allow you to sit in during another lecture on the same topic with a different class.



2. Library

| Service Encounters |

•• Universities will have at least one main library. Students generally do not need their **student ID card** to enter the library, but the card will be needed to **check out** books. In the library are computers with access to **academic databases,** such as *LexisNexis*. These databases are crucial to a student's success. Your professor may list some essays as required reading. These can be found at the library. One of the librarians will retrieve the essay from a file. You may need to use the photocopier, since these essays are classified as **reference materials**. Campus libraries also feature quiet **study rooms**. These rooms are ideal for hosting study sessions with friends and classmates. In the event of a class project, your group may choose to meet in one of the study rooms.



Passage 1. [1-5] Listen to part of a conversation between a student and a professor. MP3 88-93

Note-taking

1 Why does the man go to see the professor?

(A) He wants her opinion about turning his short story into a novel.
(B) He needs advice about how to go about starting a novel.
(C) He wants discuss using his main character as the basis for a novel.
(D) He hopes the professor will provide encouragement for his attempts to write a novel.

2 What is the professor's opinion of the man's plan to write a novel?

(A) She thinks his short story is good, but not good enough to make into a novel.
(B) She is unsupportive because she thinks the man should focus on his school work.
(C) She is hesitant because she doesn't think the man fully realizes what it will entail.
(D) She thinks that he will most likely fail, but that it will be a good experience for him.

3 Why does the professor offer to let the man borrow a book?

(A) So that he can see an example of a good novel
(B) So that he can learn more about the revision process
(C) So that he can get ideas of how to develop his plot
(D) So that he can see different organizational models for his outline

4 What advice does the professor give the man about revisions?

(A) He shouldn't worry about doing revisions until he has a completed first draft.
(B) He should focus on writing and leave revisions to his editor.
(C) He should break the novel into reasonable sections and revise after each section.
(D) He should revise after each page, but he shouldn't aim for perfection.

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

5 Why does the student say this: 🎧

(A) To indicate he has already received similar warnings
(B) To express his relief that the professor is in agreement with his advisor
(C) To express his disappointment at the professor's lack of support
(D) To dismiss the professor's concerns

Passage 2. [1-5] Listen to part of a conversation between a student and a librarian. MP3 94-99

Note-taking

1 Why does the student visit the librarian?

(A) The student needs to look up some databases.
(B) The student needs to find library materials.
(C) The student needs a subject for a paper.
(D) The student needs to make photocopies.

2 What can be inferred about the university's photocopiers?

(A) They run out of paper quickly because students use them a lot.
(B) They have been recently installed in the library.
(C) They can only be used by university students and faculty.
(D) They are not very easy for students to locate.

3 What does the library do to issues of a journal that are older than two years?

(A) It throws them out after copying them onto educational databases.
(B) It collects issues and assembles them into a book that can be checked out.
(C) It keeps them in the reference area for students to copy but not check out.
(D) It gathers them and ships them to other college libraries in the state.

4 Why does the librarian ask if the student has an ID card?

(A) To make sure she can print copies
(B) To make sure she is a student
(C) To check out some books for her
(D) To get her to pay some fines

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

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

(A) She feels frustrated because she has almost none of her resources.
(B) She does not want to visit the Student Affairs Office the next day.
(C) She feels annoyed because there is no paper for her photocopies.
(D) She cannot believe her bad luck at losing the necessary her ID card.

Vocabulary Review

Mini Test 2

Read the sentences below and insert the appropriate word or phrase in the blanks.

(A) colleague	(B) criterion	(C) draft	(D) intimmidate
(E) proposition	(F) pertain	(G) relevant	

1 The ability to work well with others was the most important _____ for the job.

2 The company needed time to study the _____ before it decided whether or not to go ahead with the deal.

3 While the student's comment was interesting, the professor was somewhat annoyed because it did not _____ to the current topic of discussion.

4 Most professional writers create several _____ before they publish their final copy.

5 When you start working at a new company, your _____ can be a good source of advice.

6 Speaking in front of a large crowd can _____ anyone, but it is important not to let your anxiety show.

7 The detective tried to separate the _____ facts from the unimportant details of the case.

Read each of the following idiomatic expressions below and choose the situation in which it is most appropriately used.

8 "You've **come a long way** in that."

(A) Used when someone has worked on something for a long time
(B) Used when someone has shown significant improvement in something
(C) Used when someone shows great interest in doing something

9 "You need to **go into** this **with open eyes**."

(A) Used when someone should finish something quickly
(B) Used when someone has shown significant improvement in something
(C) Used when someone shows great interest in doing something

10 "He **fell flat** on his **face**."

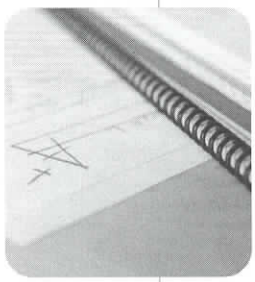
(A) Used when someone completely fails at something
(B) Used when someone publicly embarrasses himself
(C) Used when someone is careless of his own wellbeing

Mini Test 03

Listening Preview

1. Tests & Grades

| Office Hours |



•• Tests make up part of a student's overall **final grade**. The grade may also be based on homework assignments, **class attendance**, projects, and reports. At the end of the semester, a grade is usually given on a 4-point scale. A score of 4.0 is perfect, and a 0.0 is failing. (Most universities give **grade forgiveness,** which allows the student to erase a poor grade by retaking the class.) A student's overall academic performance is measured by his or her **grade-point average (GPA)**. The GPA is calculated by adding all of the student's final grades and dividing by the total number of classes.

2. Student Services Center

| Service Encounters |

•• Most universities have **a student services center**. This is a department that is designed to assist students with problems that are not directly related to academics. For example, the student services center may help students to find **a part-time job** during the semester, find **housing** near the university, or find more convenient ways to **commute to school**.

Passage 1. [1-5] Listen to part of a conversation between a student and a professor. MP3 100-105

Note-taking

1 Why does the student go to see the professor?

(A) To take a make-up test
(B) To get a topic for an essay
(C) To be excused from taking a test
(D) To explain why he missed a test

2 What does the student do to prove that he is telling the truth?

(A) The student brings a witness to meet the professor.
(B) The student brings a copy of the accident report.
(C) The student shows a photo of the damage to his car.
(D) The student shows an estimate for the repair of his car.

3 What is the professor's attitude about the situation?

(A) The professor is dismissive of the student's excuse.
(B) The professor is reluctant to make an exception for the student.
(C) The professor expresses understanding toward the student.
(D) The professor is undecided if she will help the student.

4 What will the student probably do next?

(A) He will visit the professor to get an essay topic.
(B) He will double the score on the next test.
(C) He will file an accident report.
(D) He will get documentation to show the professor.

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

5 What does the professor imply?

(A) The student has missed previous tests.
(B) The student is not doing well in the course.
(C) There will be no opportunities for the student to make up the test.
(D) The student's explanation is unlikely to be truthful.

Passage 2. [1-5] Listen to part of a conversation between a student and a student service center clerk. MP3 106-111

Note-taking

1 Why does the student go to see the clerk?

(A) To get advice on commuting to and from school
(B) To get a map of the bus routes
(C) To get a year-long parking permit
(D) To apply for a student transportation pass

2 What is one major factor that makes the student not want to drive a car to school?

(A) Increasing rent rates
(B) Security of the campus parking area
(C) The high cost of fuel
(D) Finding someone to carpool with to school

3 What will the student probably do?

(A) Alternate between driving and riding the bus to school
(B) Carpool with another student
(C) Drive to the bus stop and take the bus to school
(D) Find an apartment closer to campus

4 What is the student's opinion of the park and ride program?

(A) He thinks the cost is too high.
(B) He thinks it will make his commute too long.
(C) He doubts it operates near his apartment.
(D) He thinks it might be a good solution to his problem.

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

5 Why does the clerk say this: 🎧

(A) To help the student find carpool partners
(B) To better advise the student on his options
(C) To express her interest in the student's situation
(D) To offer the student alternatives for housing

Vocabulary Review

Mini Test 3

Read the sentences below and insert the appropriate word or phrase in the blanks.

(A) ace	(B) campus	(C) carpool	(D) commute
(E) get out of	(F) exhausted	(G) suburb	

1 The university planted trees all over its _____ to create a more pleasant learning environment for students.

2 The actress felt that she _____ the audition and was sure she would get the part in the movie.

3 The man hated to _____, so he found a job in which he could work from home.

4 The child attempted to _____ his punishment by giving his mother an endless string of excuses.

5 After having lived in the city for so long, Frank found life in the _____ to be a little boring.

6 The businessman was _____ when the five-hour meeting finally ended.

7 Cindy and Jeff work in the same office and live in the same neighborhood, so it made sense that they should _____ together.

Read each of the following idiomatic expressions below and choose the situation in which it is most appropriately used.

8 "He **didn't do himself any favors** by doing that."

(A) Used when someone has harmed himself through his own actions
(B) Used when someone has been overly critical of his own actions
(C) Used when someone has acted in a selfless manner to benefit others

9 "He **gave** her **a song and dance**."

(A) Used when someone tries to conceal his misdeeds
(B) Used when someone has tried to accommodate the needs of another person
(C) Used when someone has intentionally given misleading information

10 "If that happens, **I'm sunk**."

(A) Used to indicate someone is in a hopeless or terrible situation
(B) Used to indicate someone has given up in a situation
(C) Used to indicate someone is unwilling to do something

Mini Test 04

Listening Preview

1. Discussing Academic Plans

| Office Hours |

•• At some point, every university student has to **declare a major**. This determines which courses the student needs to complete in order to graduate and what type of degree the student receives upon graduation. Some universities require students to declare a major as soon as they are accepted to the university. Other universities allow students to take a year or two of general studies courses and declare a major after their **freshman** or **sophomore** years. In either case, students are often required to discuss their choice of a major with an **academic advisor,** who helps match their major with *their* career goals.

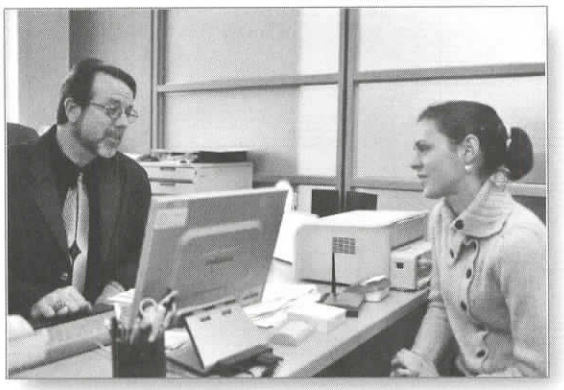
2. Campus Bookstore

| Service Encounters |

•• The campus bookstore contains all the books you will need for your classes. The books are organized by **course subject**. You can find your books using the **course code**. For example, Organic Chemistry may have the course code CHE 331. Simply look for this tag to find the required textbook(s).

Campus bookstores often sell used books at a lower price. They will also buy back your books at the end of the semester. Additionally, campus bookstores sell all types of school supplies, as well as general reading books, snacks, clothes, and souvenirs.

Passage 1. [1-5] Listen to part of a conversation between a student and a professor. MP3 112-117



Note-taking

1 Why does the student go to see the professor?

(A) To get his advice on selecting a major
(B) To check the requirements for joining the History department
(C) To ask him to support her application to the History department
(D) To explain her decision to join the History department

2 What is the professor's opinion of the student's decision to join the History department?

(A) He thinks she should take more time to consider it.
(B) He is disappointed at the decision she has made.
(C) He is worried that she may not get into the department.
(D) He thinks that she made the right decision.

3 In the conversation, the student mentions her application to the History department. Indicate whether each of the following will be part of her application or not.

Click in the correct box for each phrase.

	Yes	No
(A) A letter of recommendation from a professor		
(B) Her grades from previous history courses		
(C) Her motivation for joining the department		
(D) Her future career goals		

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

4 What can be inferred about the student?

(A) Her decision reflects the professor's opinion.
(B) Her decision might have taken longer if there were not a deadline.
(C) She made a hasty decision because the time was limited.
(D) She may need to ask for an extension.

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

5 Why does the professor say this: 🎧

(A) To offer the student a lighthearted compliment
(B) To encourage the student to reconsider her decision
(C) To express his frustration at losing a good student
(D) To indicate that he will oppose her application to the History department

Passage 2. [1-5] Listen to part of a conversation between a student and a clerk at a campus bookstore. MP3 118-123

Note-taking

1 Why does the student talk to the bookstore clerk?

(A) He needs help finding a textbook.
(B) He needs to order a textbook.
(C) He needs to know where to buy used books.
(D) He needs information about the reserved book room.

2 Why didn't the student buy the textbook earlier?

(A) He didn't have the money to buy it.
(B) He was not sure if he would actually need it.
(C) He was waiting for the newest edition to be released.
(D) He was hoping to find a used copy of the book.

3 What is the student's opinion of using the textbook in the reserved reading room?

(A) He thinks it is a good idea because he prefers to study in the library anyway.
(B) He thinks it is the best option because then he would not actually have to buy the book.
(C) He thinks it is a good option, but he will only use it if nothing else works.
(D) He thinks too many other students will try to use the same textbook.

4 What will the student most likely do next?

(A) He will post an advertisement for a first edition textbook.
(B) He will order a second edition textbook from the distributor.
(C) He will try to find a textbook at the used bookstore.
(D) He will consult his professor regarding the possibility of using a first edition.

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

5 Why does the woman say this: 🎧

(A) To point out that the student needs to be patient
(B) To indicate that the book would do little good by the time it arrived
(C) To assure the student that it will be possible to solve his problem
(D) To inquire if the student can wait for the book to arrive or not

Vocabulary Review

Mini Test 4

Match each one of the words or phrases below with the appropriate definition.

(A) confident	(B) legwork	(C) perspective	(D) waitlist
(E) agonize over	(F) get by with	(G) give (something) a shot	
(H) have no qualms about	(I) look grim	(J) track down	

1 _____ to make an attempt; to try

2 _____ time spent researching or investigating something

3 _____ to spend a long time thinking or worrying about a problem or decision

4 _____ to find; to locate

5 _____ a particular point of view

6 _____ sure that something will happen or will be successful

7 _____ to not object to

8 _____ a reservation system for a class or course that is already full

9 _____ to appear doubtful or unlikely to happen

10 _____ to manage to live or operate with a minimum amount of something

Mini Test 05

Listening Preview

1. Internships & Assistantships

| Office Hours |

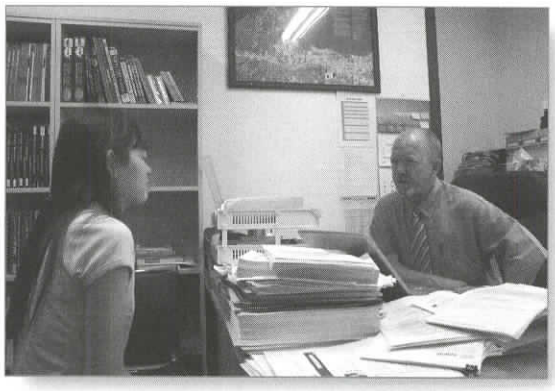
•• Most universities offer a number of opportunities for students to gain experience in their field of study. At the **undergraduate** level, most universities offer **internships**. These are generally unpaid positions in which the student works either for a professor or for a company near the university to gain job experience. At the graduate level, students may become **research assistants**. Research assistants work directly for professors and help them with their own *research* projects. Research assistants are generally paid for their work, and many students use this money to help pay the cost of **graduate school**.

2. Extracurricular Activities

| Service Encounters |

•• There are many activities for students on campus. There are clubs for all types of hobbies and interests. There are social groups, called **fraternities** and **sororities**. There are also **professional fraternities,** which each focus on a particular area of study. These are an excellent way to establish future business opportunities, meet professionals, and build your **resume**. To find out about clubs, student organizations, and other **extracurricular activities**, visit the **Student Life Office** and ask for the **Student Activities Book**. Be sure to read **bulletin boards** in common areas, as well.

Passage 1. [1-5] Listen to part of a conversation between a student and a professor. MP3 124-129



Note-taking

1 Why does the professor ask to see the student?

(A) To congratulate her for winning the art contest
(B) To inform her about the school's new art gallery
(C) To offer her an opportunity for student work
(D) To tell her that her art will be displayed in the new gallery

2 Why is the student excited about the plan for the new art gallery?

(A) She thinks it will allow her to meet important artists.
(B) She thinks it will enhance the school's reputation.
(C) She thinks it will help generate money for the art program.
(D) She thinks it will expose the students to great works of art.

3 Which of the following are duties in the research assistant position?

Click on 2 answers.

(A) To help select pieces of artwork for display
(B) To help in finding sources of funding for the gallery
(C) To create advertisements to place around school
(D) To help create the general design of the gallery

4 Why does the professor mention the student's class load?

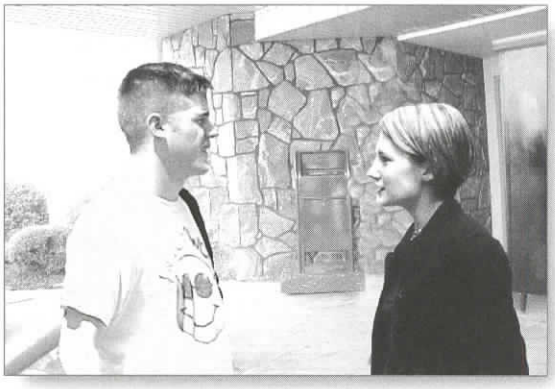
(A) To reassure her that she will receive course credit for her work
(B) To make sure that she has an adequate background in art to work on the project
(C) To make sure that the student isn't taking on too much responsibility
(D) To make sure that the student makes the gallery project her first priority

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

5 Why does the student say this: 🎧

(A) She is honored that he would ask for her advice on the matter.
(B) She realizes that he is actually offering her the position.
(C) She is offended that he did not consider her for the position.
(D) She is surprised that he thinks she would be able to recommend someone.

Passage 2. [1-5] Listen to part of a conversation between a student and her coach. MP3 130-135



Note-taking

1 Why does the woman go to see her coach?

(A) To discuss a schedule conflict
(B) To inquire about the status of a scholarship
(C) To discuss the delay in her scholarship payment
(D) To ask him for a recommendation letter for scholarship

2 Why does the coach think the woman hasn't received her scholarship yet?

(A) She made a mistake on her application.
(B) She did not meet the application deadline.
(C) She did not make high enough grades last semester.
(D) She has not made her tuition payments yet.

3 Why does the woman want to get her scholarship earlier?

(A) She needs money to purchase her athletic equipment.
(B) She needs to repay her student loan, with interest.
(C) She needs to arrange her tuition bill for next semester.
(D) She used her own money for expenses covered by the scholarship.

4 What does the coach imply about the woman's problem?

(A) It is uncertain if he can actually help her.
(B) It is actually her fault, so she should deal with it.
(C) It will resolve itself if she is patient.
(D) She should not let it interfere with her studies.

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

5 What does the coach mean when he says this: 🎧

(A) It doesn't affect the woman personally, so she shouldn't worry about it.
(B) It is a relatively small problem and the woman shouldn't bother him with it.
(C) Talking to the registrar is not likely to solve the problem.
(D) The registrar's office is making too big of a deal about the problem.

Vocabulary Review

Mini Test 5

Read the sentences below and insert the appropriate word or phrase in the blanks.

(A) bulletin	(B) debut	(C) grant	(D) hassle
(E) outstanding	(F) registrar	(G) uplift	(H) step forward

1 At first no one volunteered for the unpopular job, but eventually someone _____.

2 The _____ of the play did not go well, but later performances were much better.

3 The department almost closed due to lack of funds, but a(n) _____ from a wealthy donor saved it.

4 Although the man paid two of his speeding tickets, he still had two _____ ones.

5 The newly formed social club posted a(n) _____ announcing its first meeting.

6 The visit from the basketball star was an important _____ for the sick children.

7 If you wish to change the courses you are taking, you must visit the _____.

8 Street vendors can sometimes be very aggressive and _____ people while trying to make a sale.

Read each of the following idiomatic expressions below and choose the situation in which it is most appropriately used.

9 **"My door is always open."**

(A) Used to indicate that a person has a favorable opinion of someone else
(B) Used to indicate that a person is willing to help someone else
(C) Used to indicate that a person will agree to an invitation or request

10 **"He gave me the run-around."**

(A) Used when someone has avoided helping another person through means of misdirection
(B) Used when someone has given another person more work than he can reasonably do
(C) Used when someone has created confusion through needlessly complex explanations

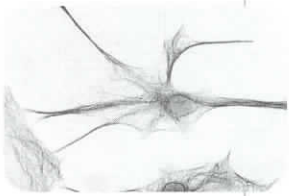
Mini Test 06

Listening Preview

1. Brain Cells

| Biology |

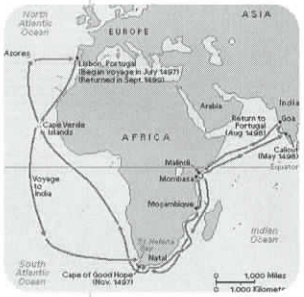
•• Neurons are specialized cells that have the unique ability to transmit and receive messages through pulses of electricity or through the release of certain chemicals. Neurons make up the basis of the brain and the rest of the central nervous system. They are responsible for carrying messages from the brain to the body and from one part of the brain to another. In the early 20th century neurons were poorly understood. However, advances in technology and medicine have led to important discoveries about the structure and operation of neurons, as well as how they interact with other types of cells in the brain.



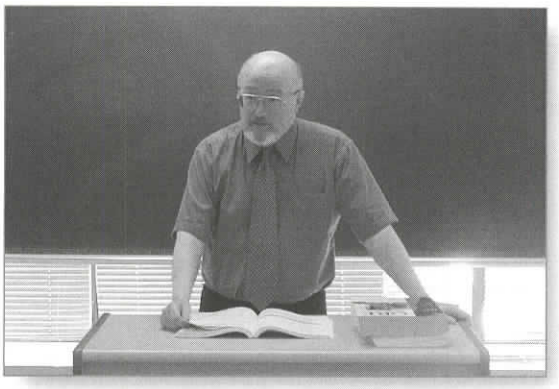
2. Spice Trade

| History |

•• Prior to the 1500's, most major trade routes were land routes. Trade for specific goods was conducted along specific routes. For example, trade in silk was conducted along the famous Silk Road (which ran from China through Iran and the Middle East and then to Italy and Europe). Other goods followed different trade routes. An important result of this was that civilizations that lived in the middle of those routes were able to control trade. This was a problem for the Europeans because they lived at the end of most trade routes. Goods going to Europe had to first pass through the lands of a number of different civilizations. This made trade goods very expensive for Europeans. The desire to find new trade routes, especially new routes for spices, inspired a burst of European exploration at this time.



Passage 1. [1-6] Listen to part of a lecture in a biology class. MP3 136-142



Note-taking

1 What is the lecture mainly about?

(A) How the brain sends electrical and chemical signals
(B) The roles of various types of brain cells
(C) How glial cells assist the functions of neurons
(D) The medical advances made possible by brain study

2 How does the professor explain neurons?

(A) By discussing the various types of neurons
(B) By discussing the importance of synapses
(C) By discussing the various parts of a neuron
(D) By discussing how neurons produce neurotransmitters

3 Which of the following statements are true of glial cells?

Click on 2 answers.

(A) They are more numerous than neurons.
(B) They are larger than neurons.
(C) They play an auxiliary role in the brain.
(D) They prevent the production of neurotransmitters.

4 How might glial cells be useful in treating brain diseases?

(A) It may be possible to provide extra nutrition for the brain through glial cells.
(B) It may be possible to use glial cells to induce the production of new neurons.
(C) It may be possible to gain a better understanding of neurons through the study of glial cells.
(D) It may be possible to prevent brain damage through the production of glial cells.

5 What is the professor's opinion of glial cells?

(A) He thinks they are far more important than neurons.
(B) He is surprised by how little we know about them.
(C) He thinks the more we learn about them, the more important they seem.
(D) He thinks they will only have limited uses in medicine.

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

6 What does the professor imply?

(A) Neurons actually make up much more than 10% of the brain.
(B) Neurons only make up 10% of the brain because of their small size.
(C) Most of the brain's structure and makeup is a total mystery.
(D) The belief that humans use 10% of their brain is inaccurate.

Passage 2. [1-6] Listen to part of a talk in a history class. MP3 143-149

Note-taking

1 What does the professor mainly discuss?

(A) The importance of Vasco de Gama's voyage around the Cape of Good Hope
(B) The historical significance of spices and the spice trade
(C) How and why spices were important in the ancient world
(D) The differences in capitalism between modern and ancient societies

2 Why does the professor mention Rome and the Visigoths?

(A) To illustrate how valuable spices were in the ancient world
(B) To illustrate the role of the spice trade in creating wars and conflicts
(C) To demonstrate the complex relationships between spice buyers and middlemen
(D) To explain why early attempts to find direct trade routes failed

3 What does the professor imply about the uses of spices in ancient societies?

(A) Spices were primarily used as indications of status.
(B) Spices were used to cover up a variety of unpleasant smells.
(C) Spices were essential to European burial practices.
(D) Spices were the primary source of income for many European monarchs.

4 Why were spices only grown in India and the Spice Islands?

(A) Spice growers kept their farming techniques secret.
(B) Only these regions had permission to grow spices.
(C) Spices require a unique climate in order to grow.
(D) These regions commanded the highest prices for spices.

5 Why did the growth of the spice trade necessitate the development of the first modern banks?

(A) The spice trade brought unprecedented amounts of money into European capitals.
(B) The Church was unwilling to finance trade with non-Christians in India and the Spice Islands.
(C) Companies like the Dutch East India Company needed a way to disburse dividends to investors.
(D) Existing lending institutions could not deal with the complexity or scale of the spice trade.

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

6 What does the student mean when he says this: 🎧

(A) The Dutch East India Company should not be classified as a modern corporation.
(B) Much of the Dutch East India Company's profits must have gone towards paying its army.
(C) Companies were actually more developed and better organized in the past.
(D) Unlike the Dutch East India Company, modern companies operate according to a code of ethics.

Vocabulary Review

Mini Test 6

Read the sentences below and insert the appropriate word or phrase in the blanks.

(A) culmiination	(B) exclusive	(C) exorbitant	(D) instigate
(E) pivotal	(F) precedent	(G) plague	(H) arise out of
(I) cut out of	(J) sum up		

1 Despite his attempts to prove his innocence, accusations of corruption continued to _____ the senator throughout his career.

2 The Romans were a deeply traditional people, and they rarely took actions for which there was no _____.

3 The old man was so angry with his rebellious son that he had the boy _____ his will, and the boy received nothing when his father passed away.

4 The saying "crisis is opportunity" reflects the fact that good things often _____ bad situations.

5 For average people, a private jet may seem like a(n) _____ expense, but for leaders of major corporations it is easily affordable.

6 The graduation ceremony was the _____ of all the students' hard work and effort over their four years of college.

7 The professor's explanation was so long and complex that it was necessary for him to _____ the major points at the end of his lecture.

8 The boy was not directly involved in the fist fight, but he helped to _____ it by spreading rumors about the other two students.

9 The invention of writing was a(n) _____ event in human history that helped shape the world we live in today.

10 A monopoly is a situation in which one company has _____ control over a market or industry.

Mini Test 07

Listening Preview

1. Maria Montessori

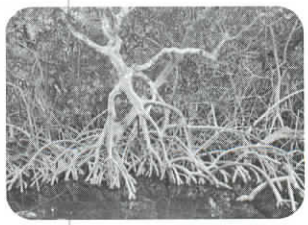
| Education |

•• Maria Montessori, an Italian educator and doctor, was born in 1870 and died in 1952. She is most famous for developing a teaching method known as the Montessori Method. The Montessori Method is primarily used with very young children, such as those in kindergarten or the early years of elementary school. It gives children more freedom than most other teaching methods, and is generally only used in specialized schools, called Montessori schools. Montessori schools are usually private schools rather than public schools for a number of reasons. First, teachers who work in a Montessori school require special training in order to use the method properly. Secondly, the Montessori Method is not universally accepted among educators.

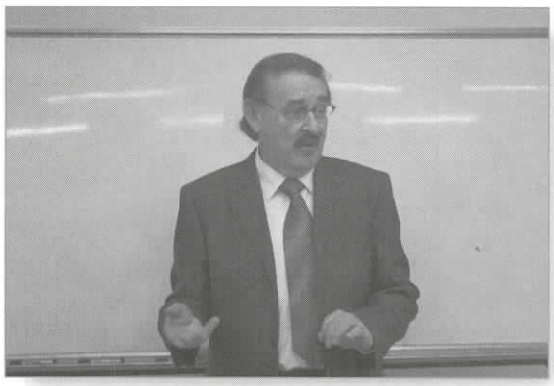
2. Mangroves

| Ecology |

•• Plants, especially large trees, can have an important impact on the ecology of a specific area. The types of trees found in an area can determine the soil conditions and animal species found in that area, as well as how forces of erosion affect the area. A prime example of this can be found in the ecological systems created by mangrove trees. Mangroves are specialized tree species that grow in coastal areas with tropical climates. They have a number of features that help to create a unique ecological environment known as a mangrove forest.



Passage 1. [1-6] Listen to part of a lecture in an educational philosophy class. MP3 150-156



Note-taking

1 What is the lecture mainly about?

(A) The theory behind the Montessori Method
(B) Using the Montessori Method to teach math
(C) Adapting the Montessori Method to a normal classroom
(D) Correcting misunderstandings about the Montessori Method

2 According to the professor, what are necessary elements of the Montessori Method?

Click on 2 answers.

(A) Students need to be given opportunities for social interaction.
(B) Students must be allowed to arrive at conclusions through individual exploration.
(C) Students must be allowed to first make mistakes and then be corrected by the teacher.
(D) Teachers must ensure that students have the necessary means to learn lessons on their own.

3 Why does the Montessori Method require a highly structured classroom?

(A) So that children can easily conduct their own experiments
(B) So that children can learn good behavior as well as academic lessons
(C) So that teachers retain an active role in the educational process
(D) So that students have freedom of inquiry without jeopardizing educational goals

4 What is the professor's opinion of the Montessori Method?

(A) Its basic concepts are commonly misinterpreted.
(B) It is most effective in the education of very young children.
(C) Its goals and objectives are unclear and poorly defined.
(D) It overestimates the abilities of many children.

5 What does the professor imply about teachers using the Montessori Method in their classrooms?

(A) They must be strict so that they do not lose control of their students.
(B) They must spend a great deal of time planning their lessons and activities.
(C) They must ensure that their educational goals are appropriate for their students.
(D) They must gain the trust of their students before using the Montessori Method.

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

6 Why does the professor say this:

(A) To indicate that he will discuss additional aspects of applying the Montessori Method
(B) To impress upon the students the difficulty of using the Montessori Method
(C) To indicate that the Montessori Method can be used for more than just math instruction
(D) To encourage the students to look for further uses for the Montessori Method

Passage 2. [1-6] Listen to part of a talk in an ecology class. MP3 157-163

Note-taking

1 What is the discussion mainly about?

(A) The role of mangrove forests in the global environment
(B) How mangrove forests provide refuge for various species
(C) How mangrove trees contribute to the creation of a unique habitat
(D) The environmental challenges mangrove trees must adapt to

2 In what order does the professor discuss mangrove trees?

(A) From their advantages to their disadvantages
(B) From their structures to their environmental effects
(C) From their growth to their death
(D) From their current adaptations to their future evolution

3 Why do mangrove trees have unique root structures?

Click on 2 answers.

(A) To help them preserve water
(B) To keep them anchored during severe weather
(C) To maximize their intake of nutrients from the soil
(D) To allow them to breathe when there is flooding

4 How do mangrove forests aid in creating new land?

(A) Their natural resources attract developers.
(B) They increase sedimentary deposits at river mouths.
(C) Their roots absorb water and drain swampy areas.
(D) They raise land elevation above the flood point.

5 What is the professor's opinion of water-borne pollution accumulating in mangrove forests?

(A) She thinks it is only a problem in the mangrove forests of Southeast Asia.
(B) She thinks it is less dangerous than other environmental threats to mangroves.
(C) She thinks it endangers the species that live in the mangroves.
(D) She thinks it is a problem that requires much further study.

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

6 Why does the professor say this: 🎧

(A) She is unsure of how to answer the student's question.
(B) She wants to elicit responses from the students.
(C) She wants to indicate that this will be discussed later.
(D) She does not want to be distracted from the main topic of the discussion.

Vocabulary Review

Mini Test 7

Match each one of the words or phrases below with the appropriate definition.

(A) accumulate	(B) ambiguous	(C) array	(D) debris
(E) habitat	(F) inquisitive	(G) robust	(H) submerge
(I) crop up	(J) touch on		

1 _____ curious; full of questions

2 _____ to mention or discuss a subject without going into detail

3 _____ to build up over time; to grow greater in number or amount

4 _____ uncertain in meaning; unclear

5 _____ a group, collection, or range of things

6 _____ the particular environment in which a plant or animal lives or is normally found

7 _____ to appear, happen, or develop (especially when unexpected)

8 _____ strong; resistant to wear, depletion, or damage

9 _____ the broken pieces of something; unwanted pieces of something

10 _____ to go or to be placed under the surface of something (usually a liquid)

Mini Test 08 Listening Preview

1. Sumerian Civilization

| History |

•• Mesopotamia is the ancient name of the land lying between the Tigris and Euphrates rivers in what is now known as the Middle East. Irrigated by both rivers, the area is extremely fertile. For this reason, Mesopotamia was one of the cradles of civilization. Some of the world's first cities and kingdoms arose in Mesopotamia. One of the peoples living in this area were the Sumerians. The Sumerians did not live in a single unified kingdom, but rather in a number of semi-independent city-states. Sometimes, these city-states worked together, and on other occasions they fought against each other. Although the Sumerian civilization was eventually destroyed by invaders, it had a profound impact on the course of human history.

2. Paul Cézanne

| Art |

•• Paul Cézanne was a French painter born in 1839 to wealthy parents. Although his father wished for him to become a banker, Cézanne chose instead to pursue a career in art. For much of his career, Cézanne enjoyed relatively little success as an artist. However, his parents' wealth allowed him to continue his painting despite his lack of success. Over his career, Cézanne experimented with a number of different styles, and his work is usually organized into four distinct periods. While critics now admire his work from all four of these periods, his most influential paintings undoubtedly come from the final period, which makes up the years from 1890 to his death in 1906. This work was to have a profound impact on the next generation of artists.

Passage 1. [1-6] Listen to part of a lecture in an anthropology class. MP3 164-170

Note-taking

1 What is the talk mainly about?

(A) The defeat of the Sumerians by the Akkadians
(B) The transmission of Sumerian writing
(C) The rise and fall of the Sumerian culture
(D) The cultural innovations of the Sumerians

2 What can be inferred about the Sumerian language?

(A) It disappeared after the Sumerians were conquered by the Akkadians.
(B) While its origins are unknown, it has been successfully translated.
(C) Its written form was developed to facilitate trade.
(D) Most of its texts deal with religious subjects and say little about politics.

3 In the lecture, the professor discusses Sumerian history. Put the events of this history in the correct order.

Drag each sentence to the space where it belongs.

1	
2	
3	
4	

(A) The Sumerians regain control of the city of Ur.
(B) Sumerian city-states fight each other.
(C) The Akkadians conquer Sumer.
(D) Additional Semitic tribes move into Mesopotamia.

4 What was the cause of the conflicts between the Sumerian city-states?

(A) A lack of water resources
(B) Access to valuable trade routes
(C) A lack of a unified religion
(D) The absence of a strong king

5 Why does the professor mention Abraham?

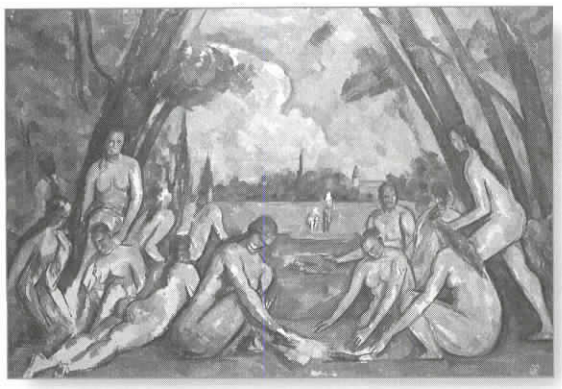
(A) To suggest that Hebrew culture may have Sumerian influences
(B) To illustrate how Semitic tribes dominated the Sumerians
(C) To suggest an origin for the Sumerian language
(D) To introduce the culture that will be discussed next

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

6 What does the professor mean when she says this:

(A) Adopting the Sumerian religion made the Akkadians overly superstitious.
(B) The Akkadians felt guilty because of their mistreatment of the Sumerians.
(C) It was a mistake for the Akkadians to allow the Sumerians to retain some power.
(D) The Akkadians were uncertain about how to deal with the Sumerians.

Passage 2. [1-6] Listen to part of a talk in an art class. MP3 171-177



Bathers by Cézanne

Les Demoiselles d'Avignon by Picasso

Note-taking

1 What is the discussion mainly about?

(A) A history of Paul Cézanne's career
(B) How Cézanne's work was viewed by other artists
(C) Influential features of Cézanne's work
(D) Cézanne's attempts at Modernism

2 Why does the professor mention Picasso and Matisse?

(A) To explain the origins of Cézanne's style
(B) To suggest their work was preferred over Cézanne's
(C) To emphasize Cézanne's contributions to art
(D) To compare Cézanne's popularity to that of other artists

3 How does the professor explain Cézanne's philosophy of art?

(A) By comparing Cézanne's work to that of other artists
(B) By explaining how Cézanne's approach to art evolved over time
(C) By quoting other artist's statements about Cézanne
(D) By discussing Cézanne's own words along with his work

4 How does Picasso's art differ from Cézanne's work?

(A) Picasso made a less extensive use of the palette knife.
(B) The use of shapes to build figures is more noticeable in Picasso's work.
(C) Picasso was more comfortable painting nude figures than Cézanne.
(D) Picasso used outside influences, while Cézanne developed his own style.

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

5 What does the professor imply about Cézanne?

(A) He did not like to experiment with new techniques.
(B) His works were considered eccentric and quite odd.
(C) His works reflect a deep respect for artistic tradition.
(D) He earned most of his reputation as an artist in his later life.

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

6 What does the woman mean when she says this: 🎧

(A) She still does not understand the professor's explanation.
(B) The man is focusing on the wrong aspects of the painting.
(C) There are better examples of Cézanne's work than this painting.
(D) She does not think Cézanne is a very talented artist.

Vocabulary Review

Mini Test 8

Read the sentences below and insert the appropriate word or phrase in the blanks.

(A) commodity	(B) emergence	(C) implicit	(D) integral
(E) preeminent	(F) scarce	(G) subsequent	

1 Although the two men never directly stated their intentions, they had a(n) _____ understanding.

2 After she reached the highest position in the company, the woman made good use of her _____ status.

3 Because of the poor economy, unemployment was high and jobs were _____.

4 The first conference achieved very little, and it was necessary to schedule _____ meetings.

5 The woman was lacking a(n) _____ ingredient of the recipe and could not make the dish.

6 The _____ of a baby bird from its egg is a fascinating process to watch.

7 As energy resources dwindle, oil is becoming an ever more valuable _____.

Read each of the following idiomatic expressions below and choose the situation in which it is most appropriately used.

8 "It **came back to haunt** them."

(A) Used when a decision or action has negative effects later on
(B) Used when a problem is recurring or difficult to solve
(C) Used when someone is fearful of the consequences of their actions

9 "He **put it down to** (something)."

(A) Used to diminish the importance of something
(B) Used to attribute a cause or reason for some event or action
(C) Used to indicate someone's intention to do something

10 "It **proved to be** (her) **undoing**."

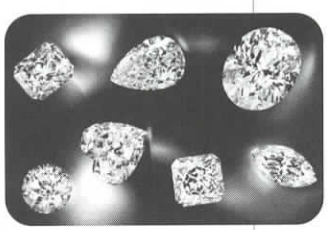
(A) Used to indicate that an action had unexpected effects
(B) Used to indicate that an action had ruinous consequences
(C) Used to indicate that an action is incomplete

Mini Test 09

Listening Preview

1. Diamond and Graphite

| Mineralogy |



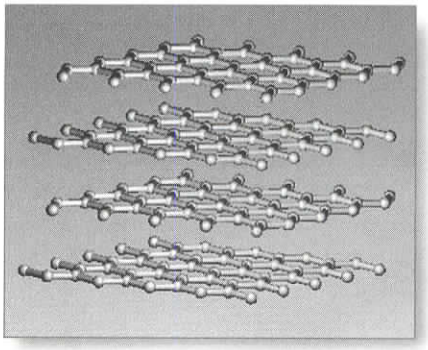
•• Crystals are unique structures in nature. They form when atoms of a particular element arrange themselves in an organized fashion. The atoms in crystals have two specific characteristics: they organize themselves in a specific pattern that locks the atoms together, and that pattern repeats itself over and over again. Under the right conditions, many different materials can form crystals. Water molecules, for example, form ice crystals when they drop below 32°C. Some elements form different types of crystals when subjected to different conditions. One example of this would be carbon, which under different conditions can form either diamond or graphite crystals.

2. Popham colony

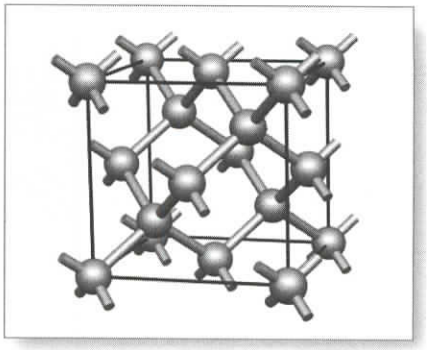
| American History |

•• England began to make serious efforts to colonize North America in the early 1600's. Contrary to popular belief, the first colonies in America were not established for religious reasons. The first colonies were organized by the Virginia Companies of London and of Plymouth. These two companies were authorized by the King of England to explore the North American continent and establish colonies there. The colonies established by these companies were created primarily for economic reasons; the Virginia companies were mostly interested in getting furs, timber, and gold from America. Different colonies had varying degrees of success in meeting these objectives.

Passage 1. [1-6] Listen to part of a lecture in a mineralogy class. MP3 178-184



The molecular structure of graphite



The molecular structure of diamond

Note-taking

1 What is the topic of the lecture?

(A) The major allotropes of carbon and their applications
(B) How molecular structure affects the physical properties of materials
(C) How electron movement contributes to the strength of a material
(D) How different environmental conditions lead to the formation of allotropes

2 Why does the professor mention extra credit work at the beginning of the class?

(A) To reassure students who did poorly on the mid-term exam
(B) To indicate what material will be covered during the study sessions
(C) To remind students of the due dates for an upcoming project
(D) To encourage students to attend the study sessions for the mid-term exam

3 In the lecture, the professor discusses the characteristics of graphite and diamond. Match the characteristics below with the correct material.

Click in the correct box for each phrase.

	Graphite	Diamond
(A) Good conductor of electricity		
(B) Three-dimensional structure		
(C) Good conductor of heat		
(D) Highly absorptive of light		

4 Why is diamond much harder than graphite?

(A) There is less possibility for independent molecular movement.
(B) Its molecules are more resistant to heat and electricity.
(C) It contains a higher number of carbon molecules.
(D) Its molecules are more densely packed together.

5 Which of the following properties of graphite and diamond does the professor NOT discuss in detail?

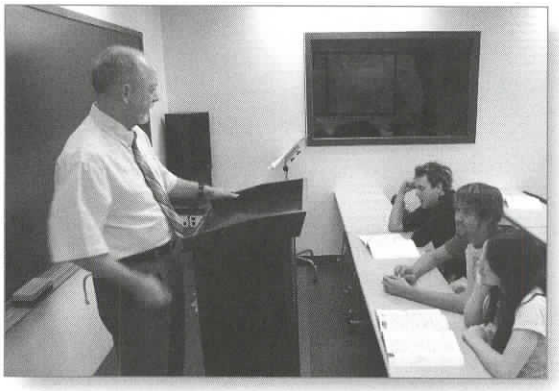
(A) Their relative strength
(B) Their optical characteristics
(C) Their thermal characteristics
(D) Their electrical characteristics

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

6 What does the professor imply?

(A) Carbon can take on an unlimited number of forms.
(B) Chemically mixed materials are harder to understand.
(C) Other carbon isotopes are inherently unstable.
(D) The physical properties of individual atoms are unimportant.

Passage 2. [1-6] Listen to part of a talk in an American history class. MP3 185-191



Note-taking

1 What is the discussion mainly about?

(A) Why the Popham colony failed while Jamestown endured
(B) The primary objectives of the Jamestown and Popham colonies
(C) How the locations of the Jamestown and Popham colonies affected their outcomes
(D) How the Popham colony differed from Jamestown

2 In the lecture, the professor discusses several aspects of the Jamestown and Popham colonies. Match the phrases below to the colony they describe.

Click in the correct box for each phrase.

	Jamestown	Popham
(A) Internal conflicts between settlers		
(B) Site of the colony was problematic		
(C) Experienced relatively few deaths		
(D) Hostile relations with Native Americans		
(E) Shipbuilding was an objective		

3 Why does the professor mention the possibility of Dutch and Spanish attacks at the Jamestown colony?

(A) To highlight the physical danger to the settlers in the early years of the colony
(B) To suggest that European powers posed a greater danger than Native Americans
(C) To better explain the reasoning for choosing Jamestown as the location of the colony
(D) To emphasize that good relations with European powers were essential to the success of the colony

4 What is the historical significance of the Popham colony?

(A) It shows the extreme difficulty of establishing a colony in the New England area.
(B) It shows that cooperative leadership was essential to the success of a new colony.
(C) It provides an unblemished record of life in the early years of a colony.
(D) It shows that the success of Jamestown was a rare exception in the history of colonization.

5 How does the professor feel about the Popham colony?

(A) He feels its failure was the result of poor planning.
(B) He feels its goals were overly ambitious.
(C) He feels that abandoning the colony was a wise decision.
(D) He feels that it was at least partially successful.

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

6 What does the professor imply when he says this: 🎧

(A) The location had additional problems of which the colonists were not immediately aware.
(B) The land appeared to be unoccupied but, in fact, this was not the case.
(C) The colonists would have been better off if the land had been occupied by Native Americans.
(D) The colonists only chose the site because they were fearful of Native American attacks.

Vocabulary Review

Mini Test 9

Read the sentences below and choose the best synonym for the words in bold.

1 While they have the same origins, British English and American English have steadily **diverged** over the years, and there are now noticeable differences between them.

(A) evolved (B) separated (C) adapted (D) prevented

2 Running short on food and water, the army sent out soldiers to **procure** supplies from the local population.

(A) acquire (B) steal (C) beg (D) donate

3 The weatherman earned that if the rain **persisted**, the risk of flooding would increase greatly.

(A) arrived (B) worsened (C) continued (D) evaporated

4 The man owns a travel adventure company, which specializes in equipping **expeditions** to Mt. Everest.

(A) groups (B) voyages (C) vacations (D) passports

5 The President's action was illegal because he had no **mandate** to declare war without the approval of the legislature.

(A) reason (B) justification (C) objection (D) authorization

6 The father worked hard to set a good example and **impart** positive values to his children.

(A) pass on (B) show up (C) put aside (D) bring to

Read the sentences below and choose the phrasal verb to fit in each one of the blanks.

(A) account for (B) build up (C) leave off (D) take on

7 The construction workers began where they had _____ on the project the week before.

8 The scientists were unable to _____ the unexpected results of the experiment and were totally baffled.

9 The container ship was unable to _____ any more cargo until it unloaded at the next port.

10 Animals that live in the far north must _____ layers of fat to survive the long, cold winters.

Mini Test 10

Listening Preview

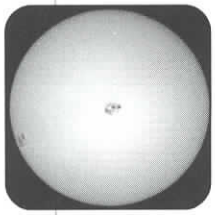
1. Romanticism

| Literature |

•• The Romantic Movement was a literary and artistic movement that was dominant during the second half of the 18th century and the early 19th century. Its primary characteristics were a strong focus on emotion and the beauty of nature. In many ways it was a reaction against the scientific rationalism of the Age of Enlightenment, which had sought to view nature and human experience in purely scientific terms. Major works of Romantic literature include *Moby Dick* by Herman Melville and *The Last of the Mohicans* by James Fennimore Cooper. The Romantic Movement was particularly strong in poetry, and one of the most influential Romantic poets was William Wordsworth.

2. Sun Spots

| Astronomy |



•• The sun's structure can be broken into three basic parts. The center, or the core, is where nuclear fusion takes place. Here, hydrogen is fused into helium, and huge amounts of energy are released. Above the core is a layer known as the convective zone. Here, the heat from the core causes some gas to rise to the surface, while cooler gas sinks towards the core. This creates a circular motion, with hot gas continually rising up, while cooler gas sinks. Finally, there is the surface of the sun. The surface of the sun contains a number of interesting features, such as sunspots, which are directly influenced by the structure and behavior of the sun's lower layers.

Passage 1. [1-6] Listen to part of a lecture in a literature class. MP3 192-198

Note-taking

1 What is the talk mainly about?

(A) How literary movements develop from the work of unique writers
(B) The connections between social revolutions and artistic movements
(C) The defining characteristics of the Romantic Movement
(D) The Romantic Movement as a reaction to an earlier literary style

2 What does the professor imply about Neoclassicism?

(A) It was unpopular because of its lack of emotion.
(B) It was a deeply traditional movement.
(C) It attracted very few writers of true talent.
(D) Its main focus was to inspire scientific discovery.

3 What are two key features of Romanticism mentioned in the lecture?

Click on 2 answers.

(A) Poetry should be based on scientific knowledge.
(B) The emotions in poetry should be spontaneous.
(C) Poetry should express universal human truths.
(D) Individual experience is important to poetry.

4 How does the professor show that Wordsworth believed in emotion over reason in poetry?

(A) By contrasting Wordsworth with Coleridge
(B) By discussing Wordsworth's personal life
(C) By citing Wordsworth's own words
(D) By explaining why Wordsworth rejected Neoclassicism

5 How does *The Prelude* exemplify the Romantic Movement?

(A) It contains emotional responses to nature.
(B) It expresses a cynical view of life.
(C) It outlines the rules for the new movement.
(D) It focused on the poet's own experiences.

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

6 What does the professor mean when she says this:

(A) Social revolution often inspires the emergence of new artistic styles.
(B) The Romantic Movement mirrored the optimistic world view of the times.
(C) The arts were quick to praise the American and French Revolutions.
(D) The arts avoided discussion of revolution and focused on nature instead.

Passage 2. [1-6] Listen to part of a talk in an astronomy class. MP3 199-205

Note-taking

1 What is the discussion mainly about?

(A) The internal structure and composition of the sun
(B) Various theories about what causes cycles in sunspots
(C) How sunspots affect the rest of the solar system
(D) How the sun's internal movements create sunspots

2 According to the professor, what is true of sunspots?

Click on 2 answers.

(A) They are only dark relative to the rest of the sun.
(B) They are areas of concentrated magnetism.
(C) They are permanent features on the sun's surface.
(D) They are areas where fusion does not occur.

3 Why is it important that the sun is composed of plasma?

(A) Plasma emits high levels of heat and radiation.
(B) Plasma limits the occurrence of sunspots.
(C) Plasma helps to distribute the sun's heat.
(D) Plasma creates magnetic fields when it moves.

4 In discussing the sun's dynamics, which of the following types of movement does the professor mention?

Click on 2 answers.

(A) Orbital movement
(B) Rotational movement
(C) Movement due to internal fusion
(D) Movement due to convection

5 What does the professor imply about sunspot cycles?

(A) The length of the cycles is unpredictable.
(B) Sunspot cycles have little impact on earth.
(C) The causes of the cycles are not completely understood.
(D) The cycles are increasing as the sun ages.

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

6 Why does the professor say this: 🎧

(A) To encourage other students to answer the man's question
(B) To express his disappointment in the man's lack of knowledge
(C) To remind students of what they learned earlier
(D) To inquire if other students have the same question

Vocabulary Review

Mini Test 10

Match each one of the words or phrases below with the appropriate definition.

(A) chaotic	(B) coincide	(C) egotistical	(D) emit
(E) flux	(F) prevailing	(G) spectrum	(H) spontaneous
(I) tenet	(J) whimsical		

1 _____ fundamental principle or belief upon which other beliefs are based

2 _____ to occur or take place at the same time as something else

3 _____ a state of change

4 _____ a range of wavelengths for sound, light, or energy

5 _____ to release; to give off

6 _____ vain; having an overly high opinion of oneself

7 _____ seemingly random; without a recognizable order or structure

8 _____ dominant; having superior power or influence

9 _____ acting or occurring suddenly and without planning

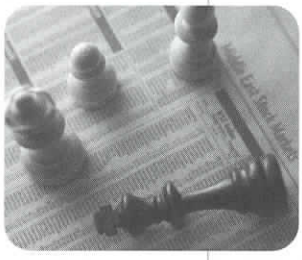
10 _____ light-hearted; carefree

Mini Test 11

Listening Preview

1. Oligopoly

| Economics |

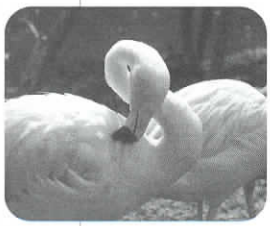


•• In a capitalist economic system it is generally preferable to have unrestricted competition in various industries. For example, under capitalism it would be considered to be preferable to have a large number of car companies competing with each other because this would ensure that companies would create the best possible cars at the lowest possible prices. The opposite of unrestricted competition would be a monopoly, in which one company controls a particular industry. According to capitalism, this is generally bad because the lack of competition results in unnecessarily high prices. In the middle of these two extremes is what is known as an oligopoly, in which a small number of companies control the market place. Oligopolies have a number of unique features.

2. Bird Preening

| Biology |

•• Like humans, animals must maintain a certain level of cleanliness in order to remain healthy. An animal's fur, feathers, or skin can collect a large amount of dirt and grime, which can promote infections. In order to avoid this, animals must clean themselves in some way. Cats use their tongues and paws to clean themselves. Chimpanzees spend a great deal of time cleaning each other, picking out bits of dirt and small insects from each other's fur. In fact, nearly every animal species engages in some form of cleaning behavior, whether they do so on an individual basis or in groups. In birds, such cleaning behaviors are collectively known as preening.



Passage 1. [1-6] Listen to part of a lecture in an economics class. MP3 206-212

Note-taking

1 What is the lecture mainly about?

(A) Why the number of companies is shrinking
(B) The structure and effects of an oligopoly
(C) The way that cartels control prices
(D) How oligopolies have arisen in the modern marketplace

2 In the lecture, the professor discusses oligopolies. Indicate which of the following are features mentioned in the lecture.

	Yes	No
(A) They favor the existence of many small companies over a few large ones.		
(B) If one company lowers prices, the others must do so, too.		
(C) Most products will have very similar designs.		
(D) They are not very common in markets.		

3 Why are cartels illegal in most countries?

(A) They inhibit significant competition and raise prices.
(B) They always set an artificially low market price.
(C) They waste natural resources by overproducing.
(D) They don't offer a wide variety of products.

4 Why does the professor discuss OPEC?

(A) To explain why oil is so rare
(B) To argue for closer monitoring of cartels
(C) To provide an example of a successful cartel
(D) To compare a monopoly to a competitive market

5 What is the professor's stance on cartels?

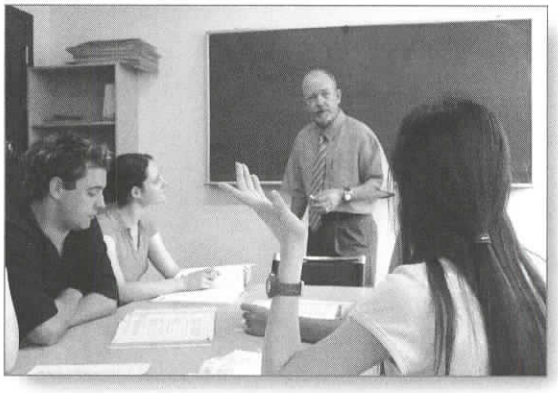
(A) They have amazing efficiency.
(B) They are inferior to competitive markets.
(C) They should be completely outlawed.
(D) They are sadly inevitable in many markets.

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

6 What does the professor mean when she says this: 🎧

(A) The students do not care much about economics.
(B) The professor knows all of his students very well.
(C) The professor sympathizes with the students because the point is debatable.
(D) The significance of the professor's point is not immediately clear.

Passage 2. [1-6] Listen to part of a talk in a zoology class. MP3 213-219



Note-taking

1 What is the main topic of the discussion?

(A) Different preening behaviors among bird species
(B) The various stages of typical preening behavior
(C) How a bird's anatomy aids in preening
(D) How preening contributes to feather maintenance

2 What are the primary functions of preening?

Click on 2 answers.

(A) Maintaining plumage for mating
(B) Maintaining feathers for flight
(C) Cleaning feathers and preventing infection
(D) Waterproofing feathers in wet weather

3 How does the professor begin his explanation of preening in relation to flight?

(A) By explaining how flight damages feathers
(B) By describing the structure of feathers
(C) By describing the preening process in detail
(D) By explaining how feathers aid flight

4 Which of the following is NOT a purpose of preen oil?

(A) To waterproof feathers
(B) To kill mites and other parasites
(C) To prevent the growth of bacteria
(D) To prevent feathers from drying out

5 According to the professor, what is true of allopreening?

(A) It is observed in all bird species.
(B) It is essential for hygiene.
(C) It is primarily observed in waterfowl.
(D) It is similar to the social grooming of some mammals.

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

6 What is the professor's opinion of the woman's comment?

(A) He thinks it is unusual but essentially correct.
(B) He thinks it oversimplifies the process of preening.
(C) He thinks it provides a unique insight into preening behavior.
(D) He thinks it is unrelated to the topic of the discussion.

Vocabulary Review

Mini Test 11

Read the sentences below and choose the best synonym for the words in bold.

1 When brought to very cold temperatures, even normally strong substances like steel become quite **brittle** and will easily shatter.

(A) fragile (B) flexible (C) soft (D) resistant

2 In most modern cultures people choose to marry based on love, but in older cultures the choice of a mate was often **dictated** by other factors.

(A) determined (B) commanded (C) required (D) influenced

3 The accountant knew that one mistake could cost his client millions of dollars, so he did not rush, and instead worked **methodically**.

(A) carefully (B) diligently (C) slowly (D) repeatedly

4 Despite the fact that orcas and great white sharks are in no way related to one another, they employ somewhat **analogous** methods of catching their prey.

(A) complementary (B) aggressive (C) distinct (D) sililar

5 The health inspectors found that the restaurant's kitchen was not at all **hygienic**, and ordered the restaurant to close down.

(A) professional (B) sanitary (C) safe (D) licensed

6 During the earthquake, two of the builing's main support beams were **dislodged**, and the building anosequently collapsed.

(A) pulled apart (B) shaken badly (C) knocked loose (D) broken up

Read the sentences below and choose the best idiomatic phrase to fit in each one of the blanks.

(A) gain an edge (B) put the brakes on (C) follow suit (D) fall under

7 Although every team should do its best to _____ on its opponents, cheating is unacceptable.

8 The young boy idolized his older brother so whatever his brother did, he would _____.

9 By the time the king finally acted to _____ on the independence movement, it was too late to stop it.

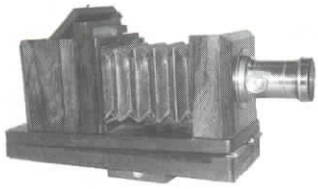
10 Viruses are unique in the natural world because they do not _____ the normal categories that organisms are usually placed in.

Mini Test 12 Listening Preview

1. Daguerreotypes

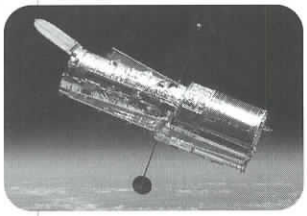
| Photography |

•• The first working process of photography was developed in 1825 by a French inventor named Nicéphore Niépce. It was the product of over twenty-five years of careful research and experimentation. As groundbreaking as Niépce's invention was, it suffered from a number of serious drawbacks, and in 1829, he teamed up with a French chemist named Louis Daguerre in order to improve his photographic process. After Niécpe died in 1833, Daguerre continued on with his work, eventually developing a new form of photograph, which he named a daguerreotype in honor of himself.



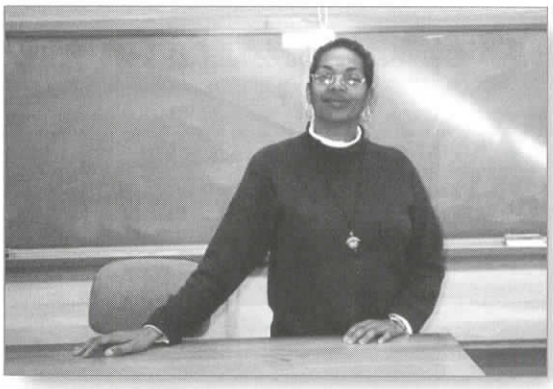
2. Telescopes

| Astronomy |



•• All telescopes work in essentially the same fashion: they collect energy over a broad area and focus it into a smaller area in order to create a single picture. For example, an optical telescope uses a large mirror to collect energy in the form of light waves. These light waves are then reflected onto a smaller mirror in order to focus them and create a single image. Radio telescopes use a similar process to form an image out of radio waves. Other types of telescopes, such as infrared and x-ray telescopes, work similarly. Despite the fact that they work through the same basic principles, each type of telescope has its own specific uses and limitations.

Passage 1. [1-6] Listen to part of lecture in a photography class. MP3 220-226



Note-taking

1 What is the lecture mainly about?

(A) The use of daguerreotypes in art
(B) The history of the daguerreotype
(C) The daguerreotype process and its uses
(D) The positive and negative aspects of daguerreotypes

2 In the lecture, the professor mentioned several drawbacks of daguerreotypes. Indicate whether each of the following is a drawback of daguerreotypes.

Click in the correct box for each sentence.

	Yes	No
(A) The images were not very detailed.		
(B) The images were reversed.		
(C) Images took a long time to make.		
(D) The substances used for image developing were not safe.		
(E) The cost of silver plates was too high.		

3 Why does the professor mention the special harnesses made for children?

(A) To explain why there are so few daguerreotypes of children
(B) To illustrate why daguerreotype portraits were unpopular
(C) To emphasize the time needed to produce a daguerreotype image
(D) To explain the unusual poses often seen in daguerreotype images

4 What benefit do modern artists find in daguerreotypes?

(A) They have more cultural influence than normal photographs.
(B) They have a feeling of nostalgia to them.
(C) They produce images that are truly unique.
(D) They take more time and skill than normal photographs.

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

5 What does the professor imply?

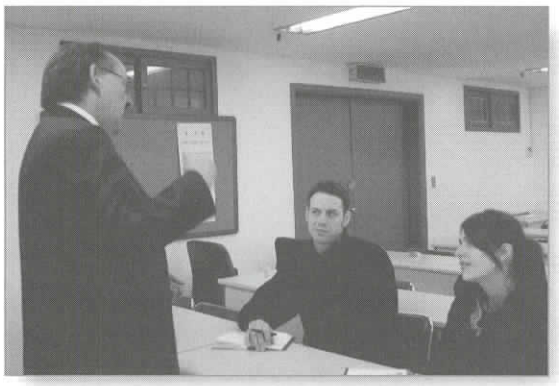
(A) Early daguerreotypes were primarily landscapes.
(B) Cornelius's daguerreotype studio was unsuccessful.
(C) Cornelius's partner further improved daguerreotypes.
(D) Cornelius was uninterested in developing daguerreotype portraits.

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

6 What does the professor mean when she says this: 🎧

(A) Producing many copies of a picture would make it impossible to spot forgeries.
(B) The true value of art is derived from the uniqueness of each picture.
(C) In art, quality is far more important than quantity.
(D) Reproductions generally lack the detail and quality of the original picture.

Passage 2. [1-6] Listen to part of a talk in an astronomy class. MP3 227-233



Note-taking

1 What is the discussion mainly about?

(A) Space-based vs. earth-based telescopes
(B) Observing various wavelengths of the electromagnetic spectrum
(C) The factors that influence modern telescope design
(D) The historical development of modern-day telescopes

2 What are radio telescopes best used for?

(A) Observing powerful astronomical events
(B) Observing objects within the solar system
(C) Observing objects with very weak signals
(D) Observing objects at the edges of the universe

3 What can be inferred about X-ray telescopes?

(A) They are the most expensive telescopes.
(B) They must be placed in space.
(C) They have very limited uses.
(D) They do not suffer from atmospheric distortion.

4 How does the professor explain source contamination in telescopes?

(A) By explaining the nature of electromagnetic radiation
(B) By reviewing what the students have already learned about the subject
(C) By providing an example from everyday life
(D) By suggesting alternative methods of dealing with the problem

5 What are the disadvantages of space-based telescopes?

Click on 2 answers.

(A) They are more expensive.
(B) They are more difficult to use.
(C) They are limited in their observations.
(D) They do not last as long as earth-based telescopes.

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

6 What is the professor's opinion about the student's comment?

(A) He thinks it is an overly technical objection to a well-established point.
(B) He thinks it is interesting but unnecessarily distracting from the main topic.
(C) He thinks it only applies in certain situations and can be discussed later.
(D) He thinks it is an important correction, and is glad the student mentioned it.

Vocabulary Review

Mini Test 12

Match each one of the words or phrases below with the appropriate definition.

(A) conventional	(B) delicate	(C) distort	(D) intermediate
(E) long-standing	(F) tremendous	(G) compensate for	(H) factor in
(I) sift through	(J) wash out		

1 _____ extraordinarily great

2 _____ to fade or to make indistinct

3 _____ being between two points, stages, or conditions; being between two extremes

4 _____ to play a deciding or influential role in a decision or process

5 _____ existing for a significant period of time

6 _____ being an established or usual practice

7 _____ to make up for or offset something

8 _____ easily broken or damaged

9 _____ to alter the original or normal appearance of something

10 _____ to examine closely; to examine and categorize according to specific traits

Mini Test 13 Listening Preview

1. Ancient Lakes

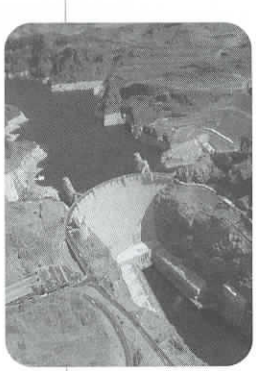
| Geology |

•• Lakes are inland bodies of water. They form in areas where a drop in elevation creates a depression in which water can naturally collect, or where an obstruction along a river or stream slows or stops the flow of water. Lakes gain water through precipitation or from the inflow of streams and rivers. They can lose water either through the process of evaporation or through the outflow of streams or rivers. The balance between the water gained from precipitation and inflow and the water lost to evaporation and outflow determines whether the lake will grow, shrink, or remain stable. This relationship can be seen by studying the evolution of ancient lakes.

2. Hoover Dam

| Engineering |

•• All dams must be designed to meet a number of different challenges. The most important of these challenges is that the dam must be strong enough to resist the force of the water pushing against it. Dams hold back huge amounts of water, and the weight of all that water pushes directly against the dam. Therefore dams must be designed to either resist or redirect that force. Additionally, dams must be economical. Using more material (i.e. more concrete, more rock, more steel, etc.) will make the dam stronger, but it will also make it much more expensive to build. Therefore engineers must design a dam so that it will be stronger, but also so that building it will be affordable. The Hoover Dam is specifically designed to meet both of these challenges.



Passage 1. [1-6] Listen to part of a lecture in a geology class. MP3 234-240

Note-taking

1 What is the lecture mainly about?

(A) The formation of ancient lakes
(B) The significance of the Great Salt Lake to Native Americans
(C) How Lake Bonneville evolved into saline lakes
(D) How climate change influenced the level of Lake Bonneville

2 Which of the following is true of terminal lakes?

(A) They leave no geologic evidence when they disappear.
(B) They have rivers flowing out but none flowing in.
(C) Their size varies with the amount of rainfall they receive.
(D) They are only created at the end of ice ages.

3 What evidence shows that Lake Bonneville's level stabilized?

(A) Artifacts from ancient people can be found along the shorelines.
(B) Evidence of fish that only live in fresh water has been found.
(C) Much of the landscape of the West was formed by the lakes.
(D) There are flat sections in otherwise sloping hillsides along the edges of the lake.

4 How does the professor emphasize the size of the Lake Bonneville flood?

(A) By describing how the flood altered the landscape
(B) By comparing it to the size of other ancient floods
(C) By contrasting the size of the Great Salt Lake to that of Lake Bonneville
(D) By explaining how the flood created the Great Salt Lake

5 In the lecture, the professor describes the history of Lake Bonneville. Put the events of this history in the correct order.

Drag each sentence to the space where it belongs.

1	
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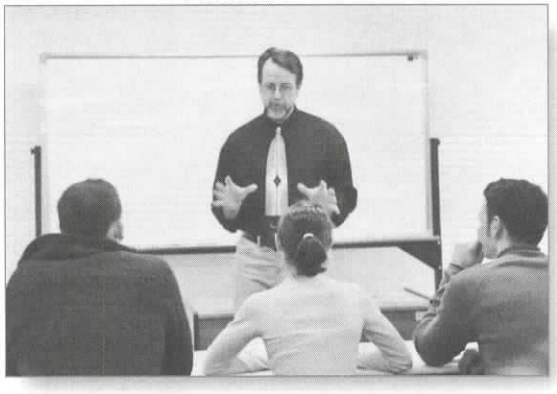
(A) Water falls below Red Rock Pass.
(B) The lake gradually becomes saltier.
(C) Water breaks through a natural dam.
(D) The lake forms the Gilbert shoreline.

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

6 What does the professor mean when she says this: 🎧

(A) The process of lake formation continues in modern times.
(B) In the history of the earth, 32,000 years is a short period.
(C) Although very old, Lake Bonneville was only recently discovered.
(D) It took 32,000 years for the ice sheets to completely melt.

Passage 2. [1-6] Listen to part of a talk in an engineering class. MP3 241-247



Note-taking

1 What is the main topic of the discussion?

(A) The construction of the Hoover Dam
(B) The innovations introduced by the Hoover Dam design
(C) The strength-adding features of the Hoover Dam
(D) The Hoover Dam as an example of a certain type of dam

2 How does the professor introduce his discussion of the Hoover Dam?

(A) By asking the students to observe its physical characteristics
(B) By explaining the engineering principles developed during its design
(B) By comparing it to other large dams around the world
(B) By stressing the importance of its geographic location

3 Which of the following are benefits of the Hoover Dam's tapered structure?

Click on 2 answers.

(A) It allows the dam to be both tall and structurally sound.
(B) It allowed the dam to be constructed in sections.
(C) It reduced the total cost of building the dam.
(D) It adds strength to the dam's upper sections.

4 Why does the Hoover Dam have an arched shape?

(A) So that it can fit inside the narrow canyon
(B) In order to lessen the amount of material used in the dam
(C) In order to add weight to the bottom of the dam
(D) In order to better distribute the forces exerted on the dam by water

5 What will the professor most likely discuss next?

(A) Other large dams in the US
(B) The construction history of the Hoover Dam
(C) The drawbacks of the Hoover Dam design
(D) The uses and purposes of the Hoover Dam

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

6 What does the professor imply about the Hoover Dam?

(A) The notoriety of the Hoover Dam was largely unjustified.
(B) It introduced a major period of concrete construction.
(C) The Hoover Dam no longer retains its status as the largest dam in the world.
(D) From an engineering standpoint, the Hoover Dam has never been surpassed.

Vocabulary Review

Mini Test 13

Read the sentences below and insert the appropriate words or phrase in the blanks.

(A) elevation	(B) evaporate	(C) exert	(D) gorge
(E) iconic	(F) immense	(G) remnant	(H) stabilize

1 After several days of dramatic increases and sudden drops in stock prices, the market finally began to _____.

2 Fossils are really just the _____ of ancient creatures, which have been preserved through geological processes.

3 Although the politician had great influence, he refused to _____ it for anything other than his own advancement.

4 The _____ was formed over thousands of years, as the river slowly eroded the land.

5 Compared to the relatively limited budgets available to state governments, the federal budget is truly _____.

6 ecause of the extreme _____ of Mt. Everest, people have difficulty breathing without an oxygen bottle.

7 In the morning the grass was covered with dew, but by midday it had _____.

8 In earlier decades the actress was a(n) _____ figure, but now hardly anyone recognizes her.

Read each of the following idiomatic expressions below and choose the situation in which it is most appropriately used.

9 "I'm getting ahead of myself."

(A) Used when someone does something in a rapid and careless manner
(B) Used when someone has explained things out of order
(C) Used when someone wishes to repeat an important idea

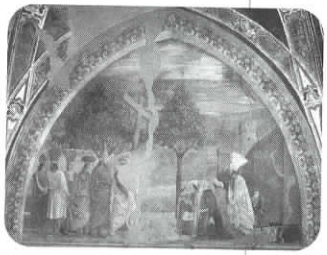
10 "Your guess is as good as mine."

(A) Used to encourage another person to offer his opinion
(B) Used to agree with another person's idea or suggestion
(C) Used to indicate the speaker is unsure of the answer to a question

Mini Test 14 Listening Preview

1. Fresco Painting

| Art |



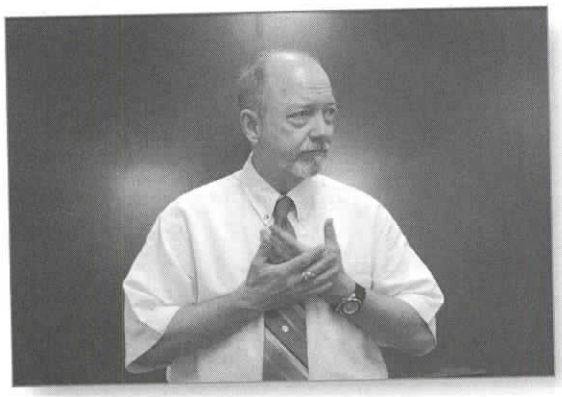
•• When we think of a painting, we tend to think of a work of art painted on a canvas, which is then hung on a wall for display. Throughout history, however, there have been other forms of painting. Wealthy Romans, for example, were fond of painting elaborate designs on the walls and ceilings of their homes. Such paintings are known as frescos. The fresco style has been used in some of the world's most famous artworks, including Michelangelo's painting of the Sistine Chapel. Fresco painting reached the height of its popularity and sophistication during the Renaissance, when a number of different fresco techniques were used.

2. Gutenberg Press

| History |

•• In the early 1450s Johannes Gutenberg changed the world with his invention of the printing press. While earlier forms of the printing press were already in existence, Gutenberg's press had a number of important innovations. It was the first press to contain metal type with a standardized size for each type piece. This allowed Gutenberg to rearrange his type pieces in any possible combination. This was important because it meant that Gutenberg's press could be used to quickly and efficiently produce copies of any text. This created explosive growth in the European printing industry and resulted in fundamental changes in European society.

Passage 1. [1-6] Listen to part of a lecture in an art class. MP3 248-254



Note-taking

1 What is the lecture mainly about?

(A) The methods of fresco painting
(B) The significance of the Renaissance
(C) Famous works of Renaissance art
(D) Renowned Italian fresco painters

2 What is the major difference between *buon* frescoes and *secco* frescoes?

(A) *Buon* frescoes are found in churches, whereas *secco* frescoes can be seen elsewhere.
(B) *Buon* frescoes must be painted on a wet surface, whereas *secco* frescoes are painted on a dry surface.
(C) *Buon* frescoes were popular during the Renaissance, whereas *secco* frescoes have only become popular since then.
(D) *Buon* frescoes are traditionally painted on ceilings, whereas *secco* frescoes are commonly found on walls.

3 In the lecture, the professor describes the process of *buon* fresco painting. Put the steps listed below in the correct order.

Drag each sentence to the space where it belongs.

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(A) Apply the paint on the wet plaster.
(B) Assemble all of the plaster parts.
(C) Apply plaster to the surface.
(D) The paint and plaster become integrated as one.

4 What does the professor imply about *secco* frescoes?

(A) They can only be seen in cathedrals.
(B) The time to paint them is quite limited.
(C) They were first introduced in Renaissance times.
(D) They are less durable than *buon* frescos.

5 Why does the professor talk about *The Last Supper*?

(A) To introduce da Vinci's most famous painting
(B) To give an example of a great *buon* fresco
(C) To illustrate how *secco* frescoes deteriorate
(D) To show how frescoes changed in the post-Renaissance period

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

6 Why does the professor say this: 🎧

(A) To indicate why fresco painting is no longer practiced
(B) To stress the difficulty of fresco painting
(C) To indicate that she meant her previous statement as a joke
(D) To see if the students clearly understand the topic

Passage 2. [1-6] Listen to part of a talk in a history class. MP3 255-261

Note-taking

1 What is the main topic of the discussion?

(A) The innovative design features of Gutenberg's printing press
(B) How the spread of books due to Gutenberg's invention impacted European society
(C) How Gutenberg's printing press made the Reformation possible
(D) The factors that allowed the printing press to spread so quickly through European society

2 How does the professor introduce the topic?

(A) By giving a brief history of how Guttenberg created his printing press
(B) By describing early printing technologies that originated in China
(C) By explaining the social events that transformed Medieval Europe
(D) By listing examples of major historical discoveries and achievements

3 How did the invention of the printing press instigate religious changes?

(A) It generated a higher interest in Christianity through the spread of Bibles.
(B) It allowed the Church to print one standardized version of the Bible.
(C) It allowed individuals to read the Bible for themselves and decide what it meant.
(D) It promoted power struggles between religious and political leaders.

4 How did the invention of the printing press aid in the growth of universities?

(A) It moved the emphasis away from religious teaching and towards academics.
(B) It provided more books, allowing larger numbers of students to enroll.
(C) It allowed greater access to early philosophers, such as Plato and Aristotle.
(D) It convinced the public of the great value of formal education.

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

5 Why does the professor say this: 🎧

(A) To emphasize the pace at which the printing press spread
(B) To indicate that great changes took place in the field of science
(C) To emphasize the superiority of the Gutenberg's printing press
(D) To illustrate how quickly books could be produced with the printing press

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

6 What does the professor imply?

(A) The clergy intentionally restricted access to Bibles.
(B) Much of European society in the Middle Ages was illiterate.
(C) The Church was displeased with the changes brought by the printing press.
(D) Most people were happy to leave religious interpretation to the clergy.

Vocabulary Review

Mini Test 14

Read the sentences below and choose the best synonym for the words in bold.

1 The employer's attempts to **quell** the anter of the workers were useless, and the strike continued.

(A) sympathize (B) lessen (C) ignore (D) address

2 Although it is important not to act hastily, it is often impossible to see all the possible **ramifications** of one's decisions.

(A) outcomes (B) motivations (C) problems (D) impulses

3 The old man had so many enemies and the list of suspects was so **myriad**, that the detectives had great trouble in finding his murderer.

(A) obscure (B) numerous (C) dissimilar (D) secretive

4 Although the press has the freedom and the right to report the news, it remains illegal to **disseminate** state secrets.

(A) investigate (B) hide (C) criticize (D) spread

5 In years past the boy's actions had been marked by extreme childisness, but now he displayed a **burgeoning** sense of maturity.

(A) surprising (B) appealing (C) growing (D) amusing

6 Although the minister had promised to do everything he could to **facilitate** the program, he in fact spent most of his time preventing it.

(A) plan (B) develop (C) guarantee (D) assist

Read the sentences below and choose the best idiomatic phrase to fit in each one of the blanks.

(A) ground-breaking (B) chock-full (C) stand out (D) touch up

7 The student wrote his paper in a hurry and did not bother to _____ his work. Consequently, it was full of errors.

8 After weeks of negotiations, the two countries reached a _____ agreement that promised to completely alter their relations.

9 With his bright yellow shirt and colorful pants, the man was sure to _____ in a crowd.

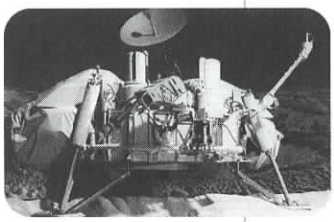
10 The critics praised the new comedy, stating it was _____ of amusing scenes.

Mini Test 15 Listening Preview

1. Life on Mars

| Astronomy |

•• The first probe to successfully land on the surface of Mars was the Viking 1 Space probe, which landed in June of 1976. In addition to taking photographs, it conducted numerous tests of the soil and atmosphere, including three tests specifically designed to assess the possibility of life existing on Mars. Since that time NASA has sent numerous other space probes to investigate Mars, including three other lander missions. The result is that since the late 1970's, scientists have been able to learn more about Mars than about any other planet in our solar system, and much of what we have learned has created a great deal of excitement among astronomers.



2. Passage Graves

| Archaeology |

•• Megaliths are large stone monuments built by ancient civilizations. Megaliths were built by a large number of civilizations spread across Africa, Asia, Europe, and the Middle East. While the designs of megaliths in these various regions are quite different, they appear to have served similar functions. Most serve as tombs for the dead, with the large stone slabs above the surface forming the visible portion of a much larger underground complex. There are also some indications that megaliths may have played a role in religious rituals and aided in the practice of astrology. Megaliths are especially common in northwestern Europe, where megalithic structures known as passage graves are quite numerous.

Passage 1. [1-6] Listen to part of a lecture in an astronomy class. MP3 262-268

Note-taking

1 What is the lecture mainly about?

(A) The reasons for continued Mars exploration
(B) The requirements for life on other planets
(C) The possibility of finding life on Mars
(D) Important discoveries made by previous Mars missions

2 How does the professor discuss the possibility of life on Mars?

(A) By describing the conditions necessary for life
(B) By describing the areas where life might be found
(C) By comparing Mars to the Earth
(D) By describing how life first evolved on Earth

3 What evidence suggests that Mars may once have had liquid water?

Click on 2 answers.

(A) The presence of underground aquifers
(B) The presence of minerals only formed in water
(C) The presence of geological formations created by moving water
(D) The presence of rain clouds high in the atmosphere

4 Why is a thick atmosphere important for the existence of life?

Click on 2 answers.

(A) It helps to trap the sun's heat.
(B) It aides in the condensation of water vapor.
(C) It helps to provide the oxygen necessary for life.
(D) It helps to deflect harmful radiation.

5 What is the professor's opinion of life on Mars?

(A) She thinks it will most likely be found by future space missions.
(B) She thinks that it most likely does not exist today but may have existed in the past.
(C) She thinks there is no compelling evidence for it.
(D) She thinks it most likely only exists in the polar regions.

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

6 What does the professor imply?

(A) Life can emerge anywhere warm temperatures and liquid water are found.
(B) No one really knows what conditions are necessary for life to emerge.
(C) The complexity of life makes it very unlikely that it ever existed on Mars.
(D) The emergence of life requires an extremely specific set of conditions.

Passage 2. [1-6] Listen to part of a talk in an archaeology class. MP3 269-275

Note-taking

1 What is the discussion mainly about?

(A) The variations found in passage graves
(B) The religious uses of passage graves
(C) The regional differences in passage graves
(D) The archeological significance of passage graves

2 How does the professor explain various types of passage graves?

(A) By listing them according to different periods and ages
(B) By comparing them with other kinds of ancient tombs
(C) By examining their interior and exterior structures
(D) By emphasizing their historical significance

3 What can be inferred about *Cists* in Scotland?

(A) They were the earliest type of passage tomb.
(B) They were used for individuals of low social standing.
(C) They had little religious significance.
(D) They provided a model for tombs in other areas.

4 What distinguishes *Royal Sites* from *Duns*?

(A) They have multiple levels.
(B) They are circular in shape.
(C) They contain multiple rooms.
(D) They are almost twice as large.

5 What evidence suggests that some passage graves had astrological uses?

(A) Unusual symbols and signs carved on the interior walls
(B) The specific directional position of some passage graves
(C) The likeness of passage graves to monuments such as the pyramids
(D) The burial of high-ranking priests in certain passage graves

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

6 Why does the student say this:

(A) He thinks there must have been some other reason to build passage graves.
(B) He thinks that passages graves were a waste of time and effort.
(C) He thinks early societies were too concerned with status.
(D) He thinks that most societies placed too much importance on passage graves.

Vocabulary Review

Mini Test 15

Match each one of the words or phrases below with the appropriate definition.

(A) compelling	(B) conducive	(C) correlate	(D) optimal
(E) proclaim	(F) hitch	(G) bring up	(H) fall short
(I) rule out	(J) weigh against		

1 _____ to state something publicly; to assert that something is true

2 _____ to not meet requirements; to be insufficient

3 _____ an unexpected problem, delay, obstacle, or difficulty

4 _____ to eliminate as a possibility

5 _____ being in the best possible conditions or circumstances

6 _____ to have a mutual or reciprocal connection; to match up with something else

7 _____ to have a negative influence on something; to suggest something is unlikely to happen or to be true

8 _____ having conditions that promote the existence or growth of something

9 _____ to introduce a new idea or topic

10 _____ strongly suggesting something is true; convincing

Memo

Actual Test

- Actual Test 1
- Actual Test 2
- Actual Test 3 (CD-ROM)

L · I · N · G · U · A · F · O · R · U · M · H · O · O · K · E · D · O · N · T · O · E · F · L · L · I · S · T · E · N · I · N · G

PART III

Actual Test 01

| Part 1 |

Listening Section Directions

TOEFL LISTENING

This section measures your ability to understand conversations and lectures in English.
The Listening section is divided into 2 separately timed parts. In each part, you will listen to 1 conversation and 2 lectures. You will hear each conversation or lecture only one time.

After each conversation or lecture, you will answer questions about it. The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Answer the questions based on what is stated or implied by the speakers.

You may take notes while you listen. You may use your notes to help you answer the questions. Your notes will not be scored.

If you need to change the volume while you listen, click on the Volume icon at the top of the screen.

In some questions, you will see this icon: 🎧 This means that you will hear, but not see, part of the question.

Some of the questions have special directions. These directions appear in a gray box on the screen.

Most questions are worth 1 point. If a question is worth more than 1 point, it will have special directions that indicate how many points you can receive.

You must answer each question. After you answer, click on Next. Then, click on OK to confirm your answer and go on to the next question. After you click on OK, you cannot return to previous questions.

A clock at the top of the screen will show you how much time is remaining. The clock will not count down while you are listening. The clock will count down only while you are answering the questions.

Actual Test 1

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

MP3 276-281

1 What is the student's problem?

(A) She doesn't know what an ion is.
(B) She doesn't understand the math behind ionic bonding.
(C) She doesn't understand why ions have electric charges.
(D) She doesn't understand why positive and negative ions attract.

2 Why didn't the student ask her question during the lecture?

(A) She arrived late and couldn't ask her question.
(B) She didn't have any questions until she looked at her notes.
(C) She was embarrassed to ask her question in class.
(D) She didn't want to take up class time with a simple question.

3 How does the professor explain ionic bonding to the student?

(A) By starting with a simple example and then making it more complex
(B) By reviewing the points he made in the previous lecture
(C) By asking her to review a particular page in her textbook
(D) By describing atomic structure to the student

4 What must the student do to calculate the charge of an ionic molecule?

(A) Count the total number of electrons in the molecule.
(B) Determine the total number of ions in the molecule.
(C) Remember the exact charge of each individual ion.
(D) Remember to cancel out all opposite charges.

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

5 Why does the professor say this: 🎧

(A) To encourage the student to continue working hard in the course
(B) To show that he sympathizes with the student's situation
(C) To agree that the student should be worried about the course
(D) To indicate the student should describe her problem in more detail

Passage 2. [6-11] Listen to part of a lecture in a history class. MP3 282-288

6 What is the lecture mainly about?

(A) The origins of glassmaking
(B) Egyptian glassmaking techniques
(C) Major developments in the history of glassmaking
(D) A comparison of Egyptian and Syrian glassmaking

7 What does the professor compare between glassmaking in Egypt and in Northern Syria?

(A) The purposes for which the glass was used
(B) The time period when glassmaking started
(C) The amount known about glassmaking in each region
(D) The materials used for glassmaking in each region

8 In the lecture, the professor explains the process of making Egyptian glass. Put the steps in the correct order.

Drag each sentence to the space where it belongs.

1	
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(A) The material is heated and stirred to remove air bubbles.
(B) The material is wrapped around a clay core.
(C) Alkalis are added to the mixture.
(D) The material is brought to the full melting point.

9 Why was early Egyptian glass cloudy?

(A) It was contaminated with potash.
(B) Egyptians could not melt glass at high temperatures.
(C) The molten glass contained tiny air bubbles.
(D) The Egyptians lacked glass polishing techniques.

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

10 What does the professor mean when she says this:

(A) Naturally occurring glass is extremely rare.
(B) Naturally occurring glass is seasonal in nature.
(C) Meteor impacts left visible signs that led humans to natural glass.
(D) Natural glass had unique properties which made it especially valuable.

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

11 What can be inferred about Egyptian glass?

(A) It provided inspiration to later glassmakers.
(B) It became more advanced with time.
(C) It was only used for luxury objects.
(D) It was not of high quality.

Passage 3. [12-17] Listen to part of a talk in a psychology class. MP3 289-295

12 What is the main topic of the discussion?

(A) The causes of false memories
(B) The stages of the memory process
(C) How traumatic events affect memory
(D) How psychological studies advance memory theory

13 How does the professor introduce his discussion of inaccurate memories?

(A) By describing conventional views of memory
(B) By relating the results of memory studies
(C) By relating a personal experience
(D) By questioning the validity of all memories

14 What evidence supports the theory that false memories arise from problems during the encoding process?

(A) Test subjects remember car accidents differently.
(B) Crime witnesses remember events inaccurately.
(C) Relatives have different memories of the same events.
(D) Brain scans show irregular brain activity during encoding.

15 What does the experiment by Dr. Loftus suggest?

Click on 2 answers.

(A) Inaccurate memories are more likely during traumatic events.
(B) At least some inaccurate memories arise during the retrieval process.
(C) Males are more likely to have inaccurate memories than females.
(D) Memories are susceptible to outside influences.

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

16 Why does the woman say this: 🎧

(A) To refocus the discussion on the original topic
(B) To remind the professor of her previous comments
(C) To suggest that even mild trauma can result in false memories
(D) To object to this view of inaccurate memories

17 What does the professor imply about false memories?

(A) They can occur in various aspects of everyday life.
(B) Increased age also results in increases in false memories.
(C) Research on these topics has increased rapidly only in recent years.
(D) They result from the influence of external factors during encoding.

You have seen all of the questions of PART I.

Click on **CONTINUE** to go on.

Part 2

Listening Section Directions

TOEFL LISTENING

CONTINUE VOLUME HELP OK NEXT

In this part you will listen to 1 conversation and 2 lectures.

You must answer each question. After you answer, click on Next. Then click on OK to confirm your answer and go on to the next question. After you click on OK, you cannot return to previous questions.

You will now begin this part of the Listening section. You will have 10 minutes to answer the questions.

Click on Continue to go on.

Actual Test 1

Passage 1. [1-5] Listen to part of a conversation between a student and an academic advisor. MP3 296-301

1 Why does the woman go to see her advisor?

(A) She needs help in one of her courses.
(B) She wants information about one of her professors.
(C) She needs advice on how to reject a job offer.
(D) She needs to figure out how to pay for graduate school.

2 In the conversation, the advisor discusses a number of reasons why the assistantship would be good for the student. Indicate whether each of the following is one of those reasons or not.

Click in the correct box for each sentence.

	Yes	No
(A) It will help her gain acceptance into the graduate program.		
(B) It will help alleviate her financial problems.		
(C) It will teach her to work hard and accept criticism.		
(D) It will help her when she applies for jobs in the future.		

3 What advice does the advisor give to the woman?

(A) She should wait until after the semester to talk to Professor Adler.
(B) She should not tell Professor Adler the real reason she is refusing the assistantship.
(C) She should talk to some of Professor Adler's previous assistants before she makes a decision.
(D) She should find an alternative source of funding before she turns down the assistantship.

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

4 What can be inferred about the professor when he says this: 🎧

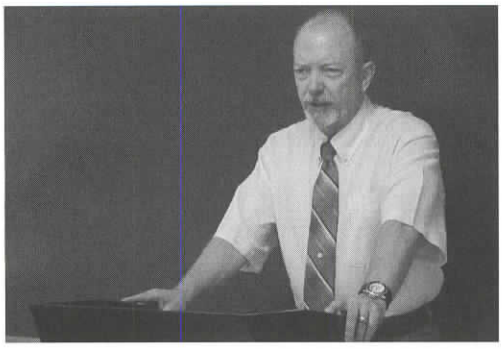
(A) He thinks what the woman has heard about Professor Adler has been exaggerated.
(B) He is upset that the woman has spoken ill of Professor Adler.
(C) He is disappointed in the woman for listening to rumors.
(D) He is already aware of the issues with Professor Adler.

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

5 Why does the advisor say this: 🎧

(A) To know if the woman's decision is final
(B) To know if the woman is sure that her information is correct
(C) To know if the woman really needs to take further courses with the professor
(D) To know if the professor will really be offended by her rejection

Passage 2. [6-11] Listen to part of a lecture in an art class. MP3 302-308



6 What aspect of art appreciation does the professor mainly discuss?

(A) Subjective interpretation
(B) Understanding the use of color
(C) Technical analysis
(D) The evaluation of subject matter

7 Why did the professor choose a painting that was already familiar to the students?

(A) He would not have to take a lot of time to describe an unfamiliar painting.
(B) He wanted to discuss a painting to which they would not respond subjectively.
(C) The painting is widely considered to be a great masterpiece.
(D) The painting was likely to attract the interest of the students.

8 What does the professor say about the use of color in the painting?

(A) It is used to focus the viewer's attention.
(B) It is the most important element in a painting.
(C) It helps to establish the mood of the painting.
(D) It is most effective when used with light contrast.

9 What does the artist use to focus the viewer's attention on Washington?

Click on 2 answers.

(A) Perspective
(B) Form
(C) Light
(D) Motion

10 In the lecture, the professor discusses elements of technical analysis. Match each element with the appropriate statements.

Click in the correct box for each phrase.

	Perspective	Proportion	Form
(A) Relates to the realism of the figures			
(B) Objects in the background appear to be blurry			
(C) Relates to the relative size of objects			

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

11 Why does the professor say this:

(A) He hopes the students understand his rationale for today's lecture.
(B) He hopes he hasn't confused the students with his explanation.
(C) He hopes the students will be able to follow the difficult subject material.
(D) He hopes the students will have a greater appreciation of art after the lecture.

Passage 3. [12-17] Listen to part of a talk in a biology class. MP3 309-315

12 What is the discussion mainly about?

(A) How the lancet fluke affects its various hosts
(B) The reproductive mechanisms of parasites
(C) Parasites that use more than one host
(D) The differences between internal and external parasites

13 How does the professor feel about the lancet fluke?

(A) She thinks it is a significant danger to livestock.
(B) She feels it is a bizarre exception to normal evolutionary processes.
(C) She thinks it is an essential part of the ecosystem.
(D) She is impressed by its ingenuity.

14 In which of the following ways does the lancet fluke use the snail during its life cycle?

Click on 2 answers.

(A) It steals nutrients from the snail to produce its eggs.
(B) It uses the snail's excretions to infect a new host.
(C) It uses the snail's digestive fluids to assist in egg hatching.
(D) It controls the snail's behavior to ensure its own survival.

15 What can be inferred about the behavior of ants infected by the lancet fluke?

(A) It greatly increases the ants' chances of predation.
(B) It limits the ants' effectiveness as workers for their colony.
(C) It is an unintended byproduct of the infection.
(D) It is a voluntary effort to prevent the infection from spreading to other ants.

16 Why does the professor mention the *Trematoda* family of worms?

(A) To explain the evolutionary origin of the lancet fluke
(B) To illustrate that parasites with complex life cycles are numerous
(C) To show that grazing animals are threatened by many parasites
(D) To better explain the behavior of the lancet fluke

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

17 Why does the professor say this:

(A) To determine if the students agree with her description
(B) To determine if the students recognize the importance of the discussion
(C) To determine if the students have anything to add to the discussion
(D) To determine if the students have understood her description

Actual Test 02

Part 1

Listening Section Directions

TOEFL LISTENING

This section measures your ability to understand conversations and lectures in English.
The Listening section is divided into 2 separately timed parts. In each part, you will listen to 1 conversation and 2 lectures. You will hear each conversation or lecture only one time.

After each conversation or lecture, you will answer questions about it. The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Answer the questions based on what is stated or implied by the speakers.

You may take notes while you listen. You may use your notes to help you answer the questions. Your notes will not be scored.

If you need to change the volume while you listen, click on the Volume icon at the top of the screen.

In some questions, you will see this icon: 🎧 This means that you will hear, but not see, part of the question.

Some of the questions have special directions. These directions appear in a gray box on the screen.

Most questions are worth 1 point. If a question is worth more than 1 point, it will have special directions that indicate how *many* points you can receive.

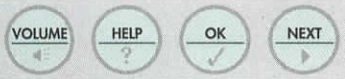
You must answer each question. After you answer, click on Next. Then, click on OK to confirm your answer and go on to the next question. After you click on OK, you cannot return to previous questions.

A clock at the top of the screen will show you how much time is remaining. The clock will not count down while you are listening. The clock will count down only while you are answering the questions.

Actual Test 2

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

MP3 316-321



1 Why does the professor want to see the woman?

(A) To suggest certain changes to her project
(B) To criticize the quality of her research
(C) To talk about her plans to go to law school
(D) To extend the deadline of her project

2 What does the professor say is the advantage of his plan?

(A) The student would have more time to complete the project.
(B) The student would get a better grade on the project.
(C) The student would be able to help juvenile offenders.
(D) The student would gain experience relevant to her future.

3 Why is the student reluctant to follow the professor's advice?

(A) She is not interested in his ideas.
(B) She will not be able to use her current research.
(C) She does not understand how the changes will help her.
(D) She does not think the new research will help children.

4 Why does the professor mention the extension on the student's project?

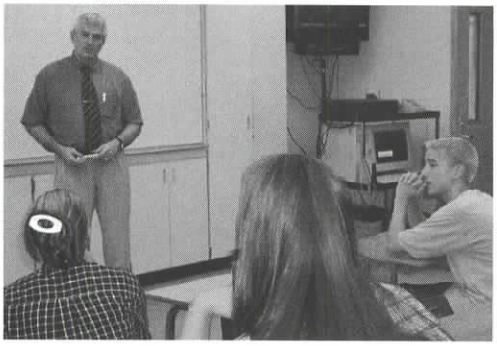
(A) To suggest that the new research will be more difficult
(B) To encourage the student to agree to his suggested changes
(C) To remind the student of an important part of the project
(D) To indicate that there is a potential problem with the student's project

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

5 Why does the woman say this: 🎧

(A) She wants to explain the motivations for her research.
(B) She wants to stress the importance of her research.
(C) She suspects the professor may think she is being naive.
(D) She thinks her comments will change the professor's opinion.

Passage 2. [6-11] Listen to part of a lecture in an American history class. MP3 322-328



6 What is the lecture mainly about?

(A) Differing perspectives on carpetbaggers
(B) The exploitation of the South by carpetbaggers
(C) The characteristics of carpetbaggers
(D) The origins of the term carpetbagger

7 Where did the term carpetbagger originate?

(A) From the uniforms of Northern soldiers
(B) From the luggage of people moving to the South
(C) From carpetbaggers' tendency to seize Southern plantations
(D) From the work and objectives of the Freeman's Bureau

8 What is the professor's stance on the Freedman's Bureau?

(A) He thinks it did little good in the South.
(B) He thinks its objectives were largely accomplished.
(C) He thinks its motivations and goals were good.
(D) He thinks it acted arrogantly towards Southerners.

9 Which groups moved south out of opportunism and self-interest?

Click on 2 answers.

(A) Northern soldiers
(B) Members of the Freedman's Bureau
(C) Newly emancipated slaves
(D) Northern politicians

10 What is true of Northern blacks who moved south?

(A) They were fleeing racial injustice in the North.
(B) Their motivations for moving were highly varied.
(C) They possessed few marketable skills.
(D) They were greeted by Southern whites in need of a labor force.

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

11 What does the professor imply?

(A) Southerners had unrealistic expectations after the Civil War.
(B) Northerners were unconcerned about the problems of the South.
(C) The goals of the North and of the South were a source of much conflict.
(D) Issues of race played a minor role in the post-Civil War era.

Passage 3. [12-17] Listen to part of a talk in a biology class. MP3 329-335

12 What is the discussion mostly about?

(A) The various shapes and structures of spider webs
(B) The different types of spider silk and their uses
(C) Influence of spiders as predators in nature
(D) How spiders build their webs for prey capture

13 Why does the professor mention a football field and a single-engine plane?

(A) To better explain how insects are caught in webs
(B) To emphasize the ineffectiveness of a spider's hunting technique
(C) To compare the size of the web to the spider that builds it
(D) To introduce modern experiments on webbuilding

14 In the lecture, the professor describes the process of web building. Put the following steps in order.

Drag each sentence to the space where it belongs.

1	
2	
3	
4	

(A) The spider creates the radial lines of the web.
(B) The spider creates a bridge line.
(C) The spider makes a vertical line, creating a Y.
(D) The spider spins the circular lines of the web.

15 What is the main characteristic of dragline silk?

(A) It stretches very easily.
(B) It is very adhesive.
(C) It does not break easily.
(D) It is very thick.

16 What will the professor most likely discuss next?

(A) How orb spiders kill their prey
(B) Other uses for the orb spider's web
(C) Why orb spiders must rebuild their webs daily
(D) How other types of spiders catch their prey

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

17 What does the professor mean when she says this: 🎧

(A) She will start by discussing the simplest webs.
(B) She will explain the process step-by-step.
(C) She will only give a general explanation at this time.
(D) She wants the students to save their questions for later.

You have seen all of the questions of PART I.

Click on **CONTINUE** to go on.

Part 2

Listening Section Directions

TOEFL LISTENING

CONTINUE VOLUME HELP OK NEXT

In this part you will listen to 1 conversation and 2 lectures.

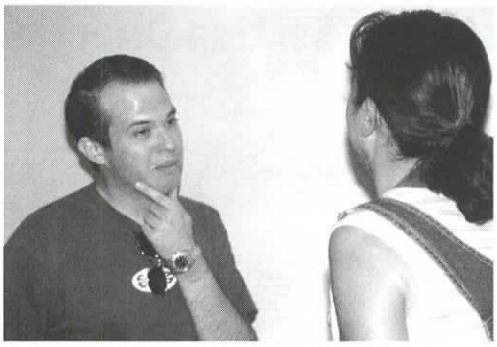
You must answer each question. After you answer, click on Next. Then click on OK to confirm your answer and go on to the next question. After you click on OK, you cannot return to previous questions.

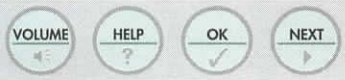
You will now begin this part of the Listening section. You will have 10 minutes to answer the questions.

Click on Continue to go on.

Actual Test 2

Passage 1. [1-5] Listen to part of a conversation between a student and a housing department manager. MP3 336-341





1 Why does the student go to see the housing department manager?

(A) She wants to complain about the noise.
(B) She wants to ask some questions about the convention.
(C) She wants to relocate to another dorm.
(D) She wants some compensation for damage caused by the construction.

2 What does the manager suggest the student can do to avoid the noise?

(A) She should join the conference.
(B) She should study in an alternative place.
(C) She should wait for a month.
(D) She should pay to move elsewhere.

3 According to the manager, why must the reconstruction continue?

(A) It will bring in additional income to the university.
(B) They need the rooms for a convention.
(C) They need more rooms to accommodate the students.
(D) They want to provide an ideal learning environment for the students.

4 What can be inferred about the manager?

(A) He thinks she is being overly dramatic about a small problem.
(B) He thinks she is getting angry with the wrong person.
(C) He thinks that she should have addressed the problem earlier.
(D) He thinks her complaint is valid, and will try to find a solution to a problem.

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

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

(A) She wants to make sure if what the manager just said is true.
(B) She's confused as to what the manager is trying to say.
(C) She's asking the manager to state his opinion more directly.
(D) She's pointing out what the manager is actually implying.

Passage 2. [6-11] Listen to part of a lecture in a literature class. MP3 342-348

6 What is the lecture mainly about?

(A) Changing attitudes towards women in literature
(B) The early pioneers of women's literature
(C) The effect of Protestant Reformation on literature
(D) The great female authors of the 20th century

7 What is the professor's attitude towards Sappho and Marie of France?

(A) She feels that their work is relatively unimportant.
(B) She admires them for speaking out against a male-dominated world.
(C) She is disappointed that there is not more biographical information about them.
(D) She thinks that their work was not recognized only because they were women.

8 How did the Protestant Reformation help to improve the situation for women authors?

(A) It provided new opportunities for women to express their views in writing.
(B) It showed the immorality of male-dominated viewpoints.
(C) It allowed women to speak more openly on controversial topics.
(D) It improved educational opportunities for women.

9 What was the significance of the 16th and 17th centuries for female writers?

(A) It marked the first time women gained financial success as writers.
(B) It marked the first time women could write openly without fear of criticism.
(C) It marked the first time the literary world recognized the contributions of female authors.
(D) It marked the first time that female authors began to appear in significant numbers.

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

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

(A) She realizes that most of the students are not interested in the topic.
(B) She realizes that the question most likely seems silly to the students.
(C) She realizes many students may be offended by her characterization of female authors.
(D) She realizes that for many students her discussion is too technical.

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

11 What does the professor imply about Marie of France? 🎧

(A) The subject matter of her poems would have been considered inappropriate for a woman.
(B) She took special pleasure in defying the social conventions of her times.
(C) She was only able to gain work as an author because of her elite and privileged status.
(D) Her poems were famed for expanding on the traditional themes of the time.

Passage 3. [12-17] Listen to part of a talk in a history class. MP3 349-355

12 What is the discussion mainly about?

(A) The evolution of Greek tyrannies
(B) The meaning of the term *tyrannos*
(C) The fall of the tyranny in Corinth
(D) The overthrow of Greek aristocracies

13 What does the professor say about the term *tyrannos*?

(A) It arose at the same time as the first tyrants.
(B) Its original meaning is fairly neutral.
(C) It inspired fear and hatred among the Greeks.
(D) It was first applied to Periander.

14 Why does the professor mention Periander's association with the Egyptian pharaohs?

(A) To emphasize Periander's political influence
(B) To suggest Greek tyrannies followed Egyptian examples
(C) To illustrate the close connections between various tyrants
(D) To give evidence of Periander's unpopularity at home

15 Why was the murder of Psammetichus such an important event?

(A) It demonstrated that only benevolent tyrants would be tolerated in Greece.
(B) It illustrated the willingness of tyrants to murder in order to achieve power.
(C) It marked the beginning of the end for tyrants across Greece.
(D) It proved that Periander had chosen his successor very poorly.

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

16 What does the professor mean when he says this:

(A) Cypselus did not like this mother's family.
(B) Cypselus was unaware of his relation to the Bacchaidae.
(C) Cypselus was not given any real power.
(D) Cypselus disagreed with the Baccaidae's monopoly on power.

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

17 What does the professor imply about Periander?

(A) Periander trusted his nephew more than his son.
(B) Periander had his own son killed.
(C) Periander recognized his nephew's political skill.
(D) Periander was unable to choose his own successor.

Orientation

I. TOEFL *i*BT/ Next Generation TOEFL

II. 점수 환산 기준

I. TOEFL *i*BT/Next Generation TOEFL

2005년 9월을 기점으로 1998년 미국에서부터 시행된 TOEFL CBT은 인터넷을 기반으로 하는 TOEFL *i*BT 체제로 바뀌었다. 일부에서는 새롭게 시행되는 토플에 한국인들이 특히 강한 문법이 없어지고 한국인들이 상대적으로 약한 Speaking이 추가되어 이제 토플로 고득점을 획득하기는 어려울 것이라 생각하는 경우가 있는 것 같다. 하지만 새로운 토플을 면밀히 분석하여 그에 맞는 공부 방법으로 철저히 대비한다면 *i*BT에서도 고득점을 얻는 것이 충분히 가능하다.

1 TOEFL이란?

TOEFL (Test of English as a Foreign Language)은 영어가 모국어가 아닌 사람(EFL학습자 또는 nonnative speakers of English)이 미국, 캐나다 등 영어 사용권 국가의 대학이나 대학원에 입학할 경우 치러야 하는 영어 사용 능력 검정시험이다. TOEFL시험은 미국 New Jersey주의 Princeton에 본부를 둔 ETS (Educational Testing Service)의 주관으로 전세계적으로 시행되고 있으며 5,000여 대학이나 교육기관에서 공인시험으로 인정하고 있다.

*** What is ETS?**

ETS는 Educational Testing Service의 약자다. ETS는 1947년에 설립된 미국 북동부의 New Jersey에 위치한 국가공인 시험 전문 비영리기관(Nonprofit Institution)이다. ETS는 TOEFL 등 영어에 대한 시험뿐만 아니라 미국의 고등학교, 대학교, 대학원 입학에 관련된 영어, 수학, 논리, 전공에 대한 시험을 주관한다. ETS에서 주관하는 대표적인 시험으로는 SAT(미국 대학 입학 능력 평가), GRE(미국 대학원 입학 능력 평가), GMAT(미국 경영대학원 입학 능력 평가), LSAT(미국 법대 입학 능력 평가) 등이 있다. 합격 또는 불합격에 대한 판정은 하지 않으며 단지 해당 시험 분야에 대한 능력만을 평가한다.

2 TOEFL *i*BT란?

2006년부터 전세계적으로 새롭게 시행되고 있는 인터넷 기반의 새로운 토플 시험을 Next Generation TOEFL(차세대 토플) 또는 TOEFL *i*BT (Internet-based Test)라고 한다.

* TOEFL *i*BT는 2005-2006년에 걸쳐 순차적으로 전세계적으로 시행되었다.
  - ✓ 2005년 9월 – 미국에서 시행
  - ✓ 2005년 10월 – 캐나다, 독일, 프랑스, 이탈리아 등 4개국에서 시행
  - ✓ 2006년 – 한국을 포함, 전세계적으로 시행(한국에서는 2006년 9월 시행)
* TOEFL *i*BT는 인터넷을 기반으로 ETS에서 지정한 날짜(주로 금요일과 토요일)에 연중 30-40회 정도 시행이 되며, 시험장소가 대폭 확대되어 가까운 곳에서 편리하게 시험을 볼 수 있다.
* TOEFL *i*BT의 시험 등록은 인터넷, 메일, 전화 등 다양한 매체를 통해 가능하며, 비용은 $140~$170이다.

3 TOEFL *i*BT의 주요 변화

❑ 문법(Structure)이 없어지고 Speaking이 추가

새로운 토플에서는 기존의 structure 평가영역이 사라지고 실제 의사소통 기능을 갖는 통합형 평가 방식 위주의 speaking이 보강되었다.

* 이는 문법이나 영어구조에 대한 학습은 중요하지 않고 speaking이 더 중요하다는 의미는 아니다. 우리와 같이 제한된 시간에만 영어에 노출되어 있는 EFL환경에서는 문법과 어휘 등 언어구조에 대한 학습이 필수적이라는 인식에는 이견이 없다. 따라서 새로운 토플체제하에서도 문법학습은 여전히 중요하다고 할 수 있다.

❑ 통합형 문제(Integrated Tasks)의 도입

영어를 사용하는 실제 환경의 구현을 위해 [읽고+듣고+쓰기]와 같은 실제 의사소통 기능을 갖는 통합형 평가 방식(Integrated-Skills Approach)의 문제가 출제된다. 새롭게 도입된 통합형 문제 유형은 다음과 같다.

Read / Listen / Speak
Listen / Speak
Read / Listen / Write

❑ Core Academic Skills Assessment 강화

기존의 영어시험이 제시된 영어문장의 이해도를 주로 평가하는 것이라면 새로운 토플은 note taking, paraphrasing, synthesizing, summarizing 등과 같은 영어로 수업을 진행하는데 필요한 실질적인 능력(Core Academic Skills)을 요구하고 있다.

❑ Reading과 Listening의 난이도는 현재의 CBT와 같은 수준

외형상 새로운 토플에 많은 변화가 있기는 하지만 Reading과 Listening은 대부분 기존에 익숙한 CBT 문제 유형을 그대로 사용하고 있다. 또한 새로운 토플에 등장하는 문장의 구조나 어휘범위, 토픽 범위, Writing Topics 등이 기존의 CBT와 동일한 수준이다.

4 TOEFL *i*BT의 각 영역별 개요

	Reading(독해)	Listening(청취)	Speaking(말하기)	Writing(작문)
구 성	• 총 지문 수: 3-5개 • 총 문제 수: 36-70개 • 각 지문 당 문제 수: 12-14개 • 각 지문 당 단락 수: 4-8개 • 각 지문 당 어휘 수: 약700단어	• Conversation: 2-3개 • Lecture: 4-6개 (Interactive Lecture 2-3개; Academic Lecture 2-3개) • Conversation은 2-3분 정도 (400-500단어의 길이), Lecture는 4-5분 정도 (600-800단어의 길이) • 2-3개의 Conversation (각 5문제씩)과 4-6개의 Lecture (각 6문제씩)에서 총 34-51문제 출제	• Independent Speaking (개별 말하기): 2문제 • Integrated Speaking (통합형 말하기시험): 4문제 (읽고 듣고 말하기 2문제; 듣고 말하기 2문제) • Integrated Speaking의 독해 지문은 75-100단어 수준으로 45초의 읽기시간이 주어진다. • Integrated Speaking의 듣기 지문은 150-280단어 수준으로 1-2분 정도의 길이다. • 총 6문제 출제	• Integrated Writing (통합형 작문): 1문제(20분 동안 150-225단어 정도 작성) - Integrated Writing의 독해 지문은 230-300단어 수준으로 3분의 읽기시간이 주어진다. - Integrated Writing의 듣기지문은 230-300단어 수준으로 2분 정도의 길이다. • Independent Writing (개별 작문): 1문제(30분 동안 최소한 300단어 이상 작성) • 총 2문제 출제
시 간	총 60-100분 (각 지문당 20분씩)	대략 60-90분 정도(듣는 시간을 제외하고 실제 문제를 푸는데 걸리는 시간은 20-30분)	대략 20분	대략 50분 (Integrated Writing: 20분; Independent Writing: 30분)
문 제 유 형	(1) Vocabulary Questions (2) Reference Questions (3) Sentence Simplification Questions (4) Factual Information Questions (5) Negative Fact Questions (6) Inference Questions (7) Rhetorical Purpose Questions (8) Insert Text Questions (9) Prose Summary Questions (10) Classifying, Categorizing, and Organizing Information Questions	(1) Main Idea Questions (2) Supporting Detail Questions (3) Organization Questions (4) Organization-Rhetorical Connection Questions (5) Content-Identifying Relationship Questions (6) Content-Linking Questions (7) Stance / Attitude Questions (8) Function-Purpose Questions	(1) Independent Speaking Personal Preference (2) Independent Speaking Paired Choice (3) Reading / Listening / Speaking Campus Situation Topic (4) Reading / Listening / Speaking Academic Course Topic (5) Listening / Speaking Campus Situation Topic (6) Listening / Speaking Academic Course Topic	(1) Reading / Listening / Writing Academic Course Topic (2) Independent Writing based on Experience & Knowledge
특 징	• Glossary (어휘사전) 제공: 단어를 클릭하면 해당 단어의 설명이 나타난다. • Review (복습) 기능: 체크한 답과 그렇지 않은 답의 상태를 알 수 있어 그냥 지나간 문제를 확인할 수 있다. • 각 지문의 제목이 제시된다. • 문제는 보통 지문의 순서대로 주어지며, 문제가 왼쪽에, 지문이 오른쪽에 제시된다.	• Note Taking (받아적기) 가능: 듣는 동안에 요점을 종이에 쓸 수 있다. • 강의의 핵심 구문을 모니터 상에 제시한다. • 들은 내용을 그대로 다시 들려주고 푸는 Replay Item을 도입했다.	• Note Taking을 이용해 효율적으로 Speaking Task의 답변을 준비할 수 있다. • Independent Speaking은 일상 생활의 경험에 관한 질문 등 매우 익숙한 토픽에 대한 질문이다. • Integrated Speaking은 읽고 들은 내용을 바탕으로 Speaking Task가 주어진다. • 각 문제당 15-30초 정도의 답변 준비 시간이 주어지고 실제 답변 시간은 45초 또는 60초다.	• Note Taking을 이용해 효율적으로 Writing Task의 답변을 준비할 수 있다. • Independent Writing의 주제는 기존의 CBT TOEFL의 185 Writing Topics와 거의 동일하다. • Integrated Writing은 읽고 들은 내용을 바탕으로 Writing Task가 주어진다.

5 TOEFL *i*BT의 점수체계

❑ Next Generation TOEFL Scores

Four skill scores

Reading: 0 – 30
Listening: 0 – 30
Speaking: 0 – 30
Writing: 0 – 30
Total score: 0 – 120

* 각 영역별(Reading, Listening, Speaking, and Writing)로 0-30의 scale로 할당되며 total 120 scale이 만점이다. 또한 성적 통지표에는 4개의 영역 점수(four skill scores)와 더불어 total score난이 별도로 표기된다.
* Score Report는 테스트 후 15일 이후에 온라인에서 확인하거나 우편으로 받아볼 수 있다.

❑ 각 영역별 배점체계

	Reading (독해)	Listening (청취)	Speaking (말하기)	Writing (작문)
구 성	• 보통 문제당 1점의 원점수가 주어진다. • Prose Summary Questions나 Classifying, Categorizing, and Organizing Information Questions 문제 유형은 부분 점수가 부여되는 Partial-Credit Item으로 0-4점 사이의 원점수가 부여된다. • 모든 원점수를 합하여 30점 만점으로 환산한다.	• 보통 문제당 1점의 원점수가 주어진다. • 일부 Supporting Detail Questions 문제의 경우 2점의 원점수가 주어질 수 있다. 이 경우, 해당 문제에 점수기준이 명시되어 있다. • 모든 원점수를 합하여 30점 만점으로 환산한다.	• Scoring Rubrics를 바탕으로 각 문제당 0-4점 사이의 원점수가 주어진다. • 6명의 human raters에 의해 채점된다. • 모든 원점수를 합하여 30점 만점으로 환산한다.	• Scoring Rubrics를 바탕으로 각 문제당 0-5점 사이의 원점수가 주어진다. • 2명의 human raters에 의해 채점된다. • 모든 원점수를 합하여 30점 만점으로 환산한다.
문제 수	36-70	34-51	6	2
환산점수	0-30	0-30	0-30	0-30

* 한국인의 토플 평균 점수는 200-210점(CBT기준)으로 추산된다. 이는 링구아 토플시리즈의 *i*-TOEFL단계에 해당하는 수준으로 약 5,000-6,000단어 정도의 어휘력을 갖는 것으로 추정하며, 이를 링구아 토플 중급학습자로 분류한다.
* 보통 미국 대학에서 요구하는 토플 점수는 213점(CBT기준)으로 TOEFL *i*BT 80점에 해당하는 점수이다.

II. 점수 환산 기준

TOEFL Total Score Comparison

Internet-based Total	Computer-based Total	Paper-based Total
120	300	677
120	297	673
119	293	670
118	290	667
117	287	660-663
116	283	657
114-115	280	650-653
113	277	647
111-112	273	640-643
110	270	637
109	267	630-633
106-108	263	623-627
105	260	617-620
103-104	257	613
101-102	253	607-610
100	250	600-603
98-99	247	597
96-97	243	590-593
94-95	240	587
92-93	237	580-583
90-91	233	577
88-89	230	570-573
86-87	227	567
84-85	223	563
83	220	557-560
81-82	217	553
79-80	213	550
77-78	210	547
76	207	540-543
74-75	203	537
72-73	200	533
71	197	527-530
69-70	193	523
68	190	520
66-67	187	517
65	183	513
64	180	507-510
62-63	177	503
61	173	500
59-60	170	497
58	167	493
57	163	487-490
56	160	483
54-55	157	480
53	153	477
52	150	470-473
51	147	467
49-50	143	463
48	140	460
47	137	457
45-46	133	450-453
44	130	447
43	127	443
41-42	123	437-440
40	120	433
39	117	430
38	113	423-427
36-37	110	420
35	107	417
34	103	410-413
33	100	407
32	97	400-403
30-31	93	397
29	90	390-393
28	87	387
26-27	83	380-383
25	80	377
24	77	370-373
23	73	363-367
22	70	357-360
21	67	353
19-20	63	347-350
18	60	340-343
17	57	333-337
16	53	330
15	50	323-327
14	47	317-320
13	43	313
12	40	310
11	37	310
9	33	310
8	30	310
7	27	310
6	23	310
5	20	310
4	17	310
3	13	310
2	10	310
1	7	310
0	3	310
0	0	310

Range Comparison

Internet-based Total	Computer-based Total	Paper-based Total
111-120	273-300	640-677
96-110	243-270	590-637
79-95	213-240	550-587
65-78	183-210	513-547
53-64	153-180	477-510
41-52	123-150	437-473
30-40	93-120	397-433
19-29	63-90	347-393
9-18	33-60	310-343
0-8	0-30	310

TOEFL Score Comparison for Listening

Internet-based Listening	Computer-based Listening	Paper-based Total
30	30	67-68
30	29	66
29	28	65
28	27	63-64
27	26	62
26	25	60-61
25	24	59
23	23	58
22	22	56-57
21	21	55
19	20	54
18	19	53
17	18	52
16	17	51
15	16	50
14	15	49
13	14	48
12	13	47
11	12	46
10	11	45
9	10	44
7	9	42-43
6	8	41
5	7	40
4	6	38-39
2	5	36-37
1	4	34-35
1	3	32-33
0	2	31
0	1	31
0	0	31

Range Comparison for Listening

Internet-based Listening	Computer-based Listening	Paper-based Listening
29-30	28-30	65-68
26-28	25-27	60-64
22-25	22-24	56-59
18-21	19-21	53-55
15-17	16-18	50-52
12-14	13-15	47-49
9-11	10-12	44-46
5-7	7-9	40-43
1-4	4-6	34-39
0-1	0-3	31-33

Memo

Memo