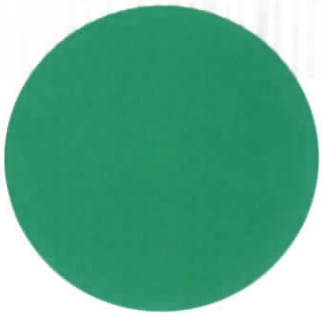

High Intermediate Course

NEW EDITION TOEFL® iBT LISTENING

LinguaForum

New Edition TOEFL *i*BT i-Listening

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1판 5쇄 2010. 12. 14
교재문의 02) 3480-6627 **대표전화** 02) 3480-6614
등록번호 제2000-000335호 **등록일자** 2000. 5. 17 **ISBN** 978-89-5563-532-4 (94740) **가격** 22,000원

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Printed in the Republic of Korea

R/N (CRneiTFLG): 08140940KB/12110940KB/02121040KB/06211040KB/12141040KB

NEW EDITION

TOEFL® *i*BT LISTENING

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Foreword /머리말/

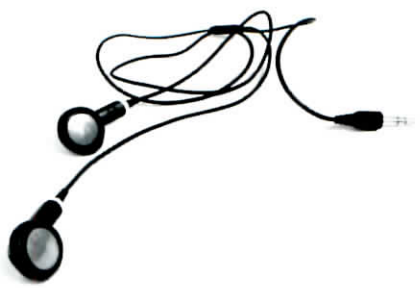
2008년부터 새롭게 시행된 TOEFL *i*BT 듣기 영역의 가장 큰 변화는 지문의 형태와 길이 변화에 있다고 할 수 있다. 지문의 길이가 2-6분 정도로 길어짐에 따라 기존 CBT에 나왔던 Short Conversation 형식의 지문 대신 긴 대화문이 제시되며, 강의는 인문사회과학, 자연과학 전반에 걸친 내용으로, 영어권 국가에서의 학업 수행 능력을 평가하기 위한 토론, 강의 형식으로 제시된다. 또한 지문의 길이가 길어지다 보니, 긴 지문을 듣는 동안 Note-Taking을 할 수 있다는 것도 TOEFL *i*BT의 가장 큰 변화이다.

눈으로 내용을 확인할 수 없고 청취 능력에만 의존해야 하는 것도 어려운데, 다양한 학술적 주제와 고난도 어휘, 늘어난 지문 길이의 부담감까지 동시에 해결해야 하는 토플 수험생들의 입장에서는 어려움을 호소할 만하다. LinguaForum TOEFL *i*BT i-LISTENING은 토플 중급 학습자를 위한 교재로서 개발되었으며, 특히 실전 시험을 대비하고는 있지만 아직까지 앞서 언급한 사항들로 인해 어려움을 겪는 수험생들에게 유용한 학습서가 되고자 다음과 같은 사항을 특징으로 하였다.

- **TOEFL iBT 듣기 유형 분석/집중 훈련** – TOEFL *i*BT 듣기 문제 유형을 일목요연하게 설명하고, 길이 부담을 주지 않는 단문들을 통해 효과적으로 유형 파악을 할 수 있게 하였다.
- **단문, 중문, 실전 길이의 단계별 청취 훈련** – PART A, B, C에 걸쳐 지문의 길이를 단계적으로 늘려감으로써 실전 길이의 지문에 자연스럽게 적응해갈 수 있게 하였다.
- **주제별 지문 학습** – PART B에서는 TOEFL *i*BT 듣기 영역에서 다뤄지는 주제별로 챕터를 구성하여 충분한 연습 문제를 관련 어휘와 함께 집중 학습할 수 있도록 하였다.
- **어휘의 문맥적 학습** – 잘 배운 어휘는 청취 능력에 날개를 달아준다. 특히 어휘는 문맥 속에서 익히는 것이 가장 좋으므로 해당 지문과 챕터에서 배운 내용을 활용할 수 있도록 연습 문제를 실었다.
- **Dictation과 Note-Taking 연습** – PART A에서는 Dictation 연습을 통해 청취 훈련을, PART B에서는 샘플 노트를 통해 TOEFL *i*BT에서 특히 중요한 Note-Taking 훈련을 할 수 있도록 하였다.

LinguaForum TOEFL *i*BT i-LISTENING은 단지 점수뿐만이 아니라 올바르고, 실제적인 도움이 되는 방법을 제시하고자 하였다. 자세하고 친절한 해설서가 주어져 있으므로 자습도 얼마든지 가능하다. 한 장 한 장 페이지를 넘기다 보면 자연스럽게 TOEFL *i*BT 듣기 영역에 자신감을 갖는 자신을 만나게 될 것이다. 그리고 청취 공부가 재미있을 수도 있다는 사실을 스스로 느끼게 되리라 기대한다.

LinguaForum Research Center
TOEFL *i*BT 청취 연구팀



/이 책의 구성과 특징/ **Structure**

PART A Question Types

단문을 통해 문제 유형을 정확하게 이해하도록 하였다. 문제 유형의 특징과 문제 풀이 전략을 설명한 뒤, Basic Drill에서 각각의 문제 유형을 집중적으로 연습하고, Listening Practice에서 앞에서 배운 문제 유형을 복습할 수 있도록 하였다.

PART B Approaching Themes

■ Intensive Drill

TOEFL에서 다뤄지는 주제별로 구성된 다양한 지문을 통해 충분히 연습할 수 있도록 하였다.

■ Mini Test

500-600단어 내외의 지문을 통해 여러 가지 문제 유형을 골고루 다루어 부담 없이 TOEFL을 학습할 기회를 마련하였다

■ iBT Practice

TOEFL에서 자주 출제되는 주제의 지문을 실전과 동일한 길이와 문제로 구성하여, 실전감각을 키울 수 있도록 하였다.

■ Vocabulary Review

각 장에서 나온 주요 어휘를 문제 형식으로 복습하여 독해의 기초인 어휘 실력을 튼튼히 다지도록 하였다.

■ Useful Terms

엄선된 주제별 빈출 어휘를 학습하게 함으로써, 학생들이 실전에서 낯선 주제를 접해도 당황하지 않도록 하였다.

PART C Actual Test

2회분의 Actual Test를 수록하여, 실전에서의 자신의 예상 점수를 가늠해 보고 실전 적응력을 높일 수 있도록 하였다.

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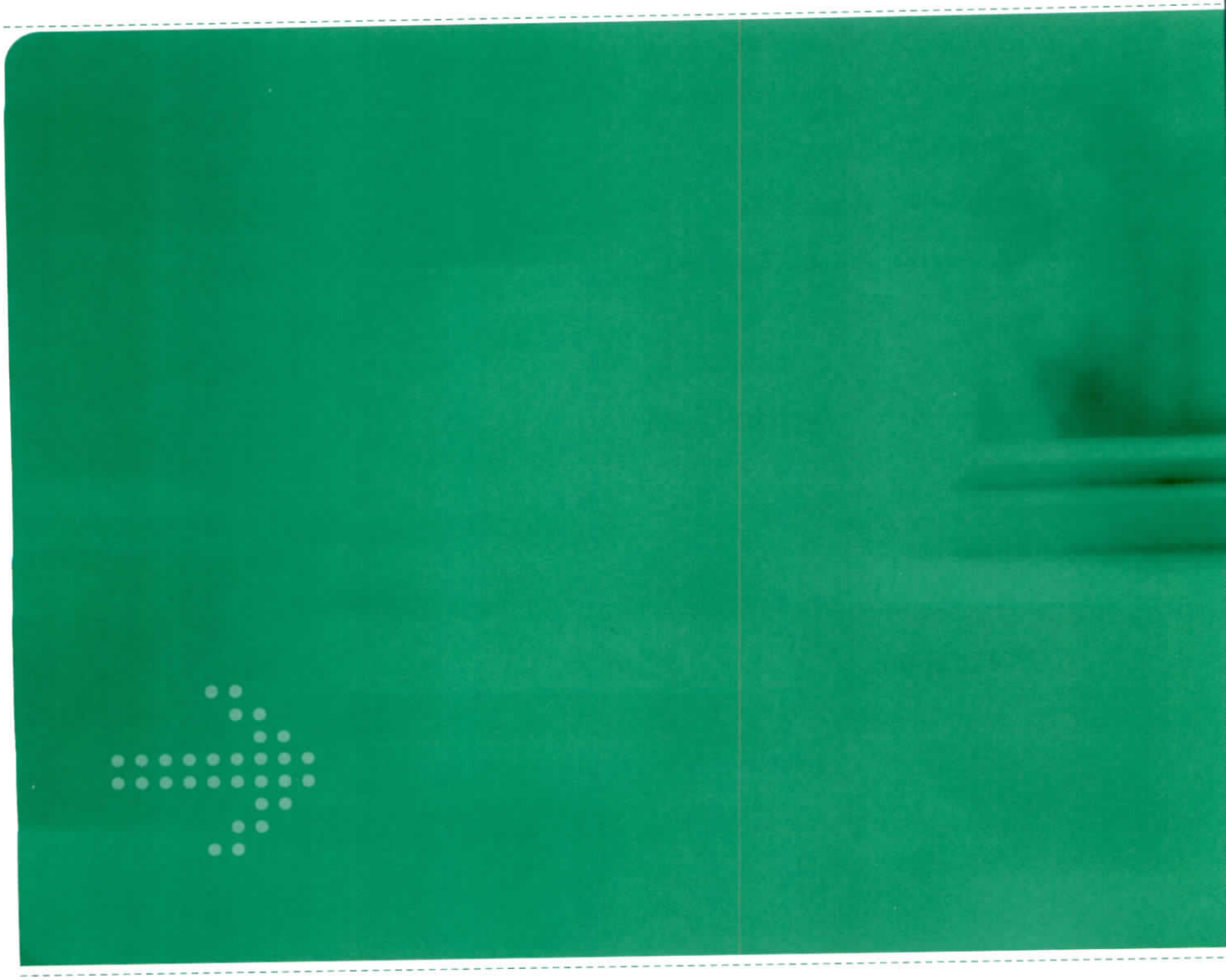
Answer Key & Explanations

http://test.linguaforum.com 자료실에서 다양한 학습 자료를 이용할 수 있습니다.

PART A



Question Types

Chapter 1. Basic Comprehension
Chapter 2. Pragmatic Understanding
Chapter 3. Connecting Information

CHAPTER

01

Basic Comprehension

Question Types

Type 1. Main Idea

Type 2. Detail

- Listening Practice 1
- Listening Practice 2

TYPE 01

Main Idea

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

Sample Question MP3 2

Why does the student go to see the professor?

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

Answer & Explanations

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

Script

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

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

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

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

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

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

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

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

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

Keys to Solution

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

✓ Pay attention to the words after the following expressions:

Lecture:

- I'd like to talk about ... / We're going to discuss ...
- Today we'll be focusing on ...
- Today I'd like to continue our discussion on ...

Conversation:

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

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

❸ The correct answers for main idea questions correctly summarize the main points of the passage; they must neither be too specific or too broad.

How the Question is Worded

Lecture	Conversation
❑ What is the main topic of the lecture? ❑ What is the lecture mainly about? ❑ What are the speakers mainly discussing?	❑ Why does the student go to see the professor? ❑ Why does the student visit the registrar's office? ❑ Why did the professor ask to see the student? ❑ What problem does the woman have?

Basic Drill

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

Listen to part of a conversation between a student and a human resources office clerk. MP3 3

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

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

Listen to part of a lecture in an American history class. MP3 4

2 **What is the main topic of the lecture?**

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

Listen to part of a lecture in a medical science class. MP3 5

3 **What is the main topic of the lecture?**

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

Listen to part of a conversation between a student and a professor. MP3 6

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

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

Listen to part of a lecture in an earth science class. MP3 7

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

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

Listen to part of a talk in a philosophy class. MP3 8

6 **What is the main topic being discussed?**

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

TYPE 02

Detail

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

Sample Question MP3 9

Which La Venta monument depicts a god of the Olmecs?

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

Answer & Explanations

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

Script

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

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

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

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

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

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

Keys to Solution

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

✓ Major details often include:

- Definitions of new terms / concepts / ideas
- Important features of things or concepts
- Cause or effects of specific events
- New facts, reasons, results, examples, etc.

❷ The correct answer is often paraphrased. Do not simply choose the answer choices that have the same words or phrases from the listening. To answer these questions, you need to understand the essential ideas from the passage and make sure that the answer accurately conveys the information from the listening.

How the Question is Worded

- According to the professor, who / when / where / what / why / how ...?
- What are X?
- What does the professor suggest to the man?
- Which of the following are true about X? Click on 2 answers.

Basic Drill

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

Listen to part of a conversation between a student and a professor. MP3 10

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

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

Listen to part of a lecture in a history class. MP3 11

2 **Why is Saint Patrick important?**

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

Listen to part of a talk in a psychology class. MP3 12

3 **What was the Milgram Experiment meant to test?**

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

Listen to part of a conversation between a student and a residence hall assistant. MP3 13

4 **How is the woman trying to stop the fire alarm from being activated?**

Click on 2 answers.

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

Listen to part of a talk in a zoology class. MP3 14

5 **Which of the following are true about spotted hyenas?**

Click on 3 answers.

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

Listen to part of a lecture in an art history class. MP3 15

6 **Why did Picasso paint *Guernica*?**

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

Listening Practice ①

Listen to part of a conversation between a student and a professor. MP3 16-18

1 Why does the student go to see the professor?

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

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

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

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

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

Listening Practice ②

Listen to part of a talk in an anthropology class. MP3 19-21

Ainu

1 What are the speakers mainly discussing?

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

2 What characteristics distinguish the Ainu from other Japanese people?

Click on 2 answers.

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

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

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

Dictation

Listen again and fill in the blanks. MP3 16

Listening Practice 1

Student (female): Hey, Professor Clark.

Professor (male): Good morning, Jessica. What's up?

Student: Well, I was looking through the syllabus for our Modern British Literature Class, and I saw that there were [1] _____ on there.

Professor: Correct.

Student: Um, but, at the bookstore, [2] _____ is over two hundred dollars. And there aren't [3] _____, so all I would be able to get would be the new ones, which are way more expensive. So, I was thinking about saving some money [4] _____ _____.

Professor: *[Apprehensive]* I see. How exactly would you do this?

Student: Well, I have [5] _____ of the short story anthology that you have listed here. So, I can just use that, right? I mean, why spend a lot of money just [6] _____?

Professor: Because the anthology I have listed on there has some new exercises [7] _____ in the older versions. And, believe me: [8] _____ a lot of these exercises throughout the semester.

Student: Okay, fine. But what about the book [9] _____? These should be pretty easy [10] _____, or even in the library.

Professor: I don't believe so. The essays in that book are new, and they were actually written [11] _____. That means they won't appear in any literary journals [12] _____. And besides, you won't be able to find that in the school library.

Student: Really? Why not?

Professor: Because the library [13] _____ classroom textbooks. Makes sense, really. After all, the school makes money by selling these books, so why make them [14] _____?

Student: Great; so I guess I'll have to buy the history book and James Joyce novel [15] _____ _____ on the syllabus.

Professor: Actually, the Joyce novel will probably be available in the library, since it is [16] _____. That will be pretty easy [17] _____ from any nearby public library, really. Also, I can recommend [18] _____ that usually carries these materials. They are a little bit cheaper than the campus bookstore, too.

Student: Well, that'll help a little, I suppose.

Listen again and fill in the blanks. MP3 19

Professor (male): Today's lesson will be about the Ainu, a tribal people [1] _____. Many researchers believe that the Ainu have lived there [2] _____, perhaps being one of the first groups of people on the islands. [3] _____, they have beliefs and customs [4] _____ to other tribal peoples all over the world. Also, like many of these groups, especially Native Americans, the Ainu have faced [5] _____ in modern times because they are [6] _____. Sometimes this discrimination is based on cultural differences, sometimes [7] _____.

Student 1 (female): Uh, I'm sorry, professor, but [8] _____. What do you mean by racial differences?

Professor: Well, it's a bit difficult to explain, but the Ainu are [9] _____ from most Japanese people. The Ainu have different facial characteristics, lighter skin and hair, and generally look more like Europeans. In particular, Ainu men grew large, full beards, [10] _____ among Japanese people. Now, [11] _____ that the origins of these characteristics are a mystery because, well, no one knows [12] _____, um, originally. [13] _____ that their ancestors come from North and Central Asia, but [14] _____.

Anyway, what's important is that for a long time the people and government of Japan widely regarded these features [15] _____. Certain tribal practices [16] _____. Both men and women had many tattoos, especially on the face. These practices only increased [17] _____. In the 19th century especially, there were so-called "scientific theories" that the Ainu were really half-animal and half-human creatures. While [18] _____, these theories were still popular, unfortunately.

Student 2 (male): And this kind of thinking [19] _____ the Ainu "former aborigines" in 1899, right?

Professor: Correct. For those who may not know, with this declaration, the Japanese government disregarded the Ainu [20] _____ and race. It was an attempt [21] _____ Japanese culture instead, which, remember, usually regarded the Ainu [22] _____. This policy was [23] _____ for over a hundred years, even as Ainu and Japanese cultures began mixing more. Now, in recent years, there has been more [24] _____ of the Ainu as a native people. But many in the tribe are still, uh, very bitter [25] _____.

Vocabulary Review

A Choose the best word to complete each sentence.

1. Domestic tension is so high there that one small incident could _____ a civil war.
   (A) trigger (B) fulfill (C) anticipate (D) esteem

2. The team's discovery in physics served as a(n) _____ in the effort to build faster computers.
   (A) assistance (B) outbreak (C) breakthrough (D) capacity

3. The University Department of Transportation does not _____ parking in this portion of the campus.
   (A) address (B) attain (C) decline (D) permit

4. In theory, if an object accelerated to light speed, it would acquire a(n) _____ mass.
   (A) renowned (B) subordinate (C) immense (D) plentiful

5. Despite protests from _____ people around the world, the criminals were never prosecuted or punished.
   (A) outraged (B) primitive (C) clumsy (D) designated

6. The company announced today that it must _____ 1,500 jobs because of the economic crisis.
   (A) extend (B) release (C) reproduce (D) eliminate

7. _____ persisted between the two nations long after the war between them ended in 1945.
   (A) Enthusiasm (B) Expedience (C) Hostility (D) Milestone

8. Although Product A is less expensive than Product B, it also is _____ in quality.
   (A) profitable (B) inferior (C) reliant (D) elaborate

B Complete the following sentences with the words in the box. You may have to change the form of some of the words.

applicant **secede** **resistant** **interfere**

1. This year, the university had 10,000 _____ for admission to the College of Arts and Sciences.

2. The keyboard on this computer is _____ to spills and is excellent for dormitory use.

3. When South Carolina _____ from the Union, that event started the War Between the States.

4. The observatory was built far away so that city lights would not _____ with observations.

CHAPTER

02

Pragmatic Understanding

Type 3. Function

Type 4. Attitude

- Listening Practice 1
- Listening Practice 2

Question Types

TYPE 03

Function

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

Sample Question MP3 22

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

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

Answer & Explanations

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

Script

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

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

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

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

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

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

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

Keys to Solution

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

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

- ask, inquire, urge, request
- indicate, suggest, imply
- point out, remind, correct, clarify, verify
- explain, introduce, emphasize, give an example, illustrate
- complain, criticize, apologize, praise, encourage

How the Question is Worded

- Why does the woman say this: 🎧 (replay)
- What does the professor mean when he says this: 🎧 (replay)
- What does the man imply when he says this: 🎧 (replay)

Basic Drill

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

Listen to part of a conversation between a student and a clerk. MP3 23

1 **Listen again to part of the conversation. Then answer the question.**
Why does the student say this:

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

Listen to part of a talk in a sociology class. MP3 24

2 **Listen again to part of the lecture. Then answer the question.**
Why does the professor say this:

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

Listen to part of a lecture in a political science class. MP3 25

3 **Listen again to part of a lecture. Then answer the question.**
What does the professor mean when he says this:

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

Listen to part of a conversation between a student and a professor. MP3 26

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

4 **Why does the professor say this:**

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

Listen to part of a lecture in an environmental science class. MP3 27

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

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

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

Listen to part of a talk in a literature class. MP3 28

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

6 **Why does the professor say this:**

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

TYPE 04

Attitude

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

Sample Question MP3 29

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

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

Answer & Explanations

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

Script

Listen to part of a lecture in an economics class.

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

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

Keys to Solution

❶ Learn to interpret the speaker's tone of voice. A single expression, "Are you OK?", for example, can indicate very different attitudes depending on how it is said. The speaker's tone can help you answer this type of question.

❷ Pay attention to the words or phrases that indicate the speaker's feelings or attitude. These will give you important clue regarding how he or she feels about a particular topic.

✓ Examples of words or phrases that indicate a speaker's attitude:

• Likes / Dislikes	want, prefer, enjoy, interested, excited, look forward to hate, detest, can't stand
• Certainty	obviously, apparently, possibly, bound to doubt, there's no way
• Positive / Negative	brilliant, admirable, revolutionary, reasonable, valuable tough, ridiculous, absurd, annoyed, a waste of time

How the Question is Worded

- What is the professor's opinion of X?
- What is the student's attitude toward X?
- What can be inferred about the student when she says this: 🎧 (replay)

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

Listen to part of a conversation between a student and a professor. MP3 30

1 What is the professor's opinion about the student getting a job?

(A) He feels that it is not as necessary for her as taking his class is.
(B) He thinks that she is being responsible in saving up money.
(C) He thinks that it will interfere with her other studies.
(D) He feels that it will provide her with helpful work experience.

Listen to part of a lecture in an anthropology class. MP3 31

2 What is the professor's attitude towards the Maori youth?

(A) He wishes that they would not leave their rural homelands.
(B) He admires that they have embraced traditional culture.
(C) He regrets that so many have forgotten their traditions.
(D) He hopes that they embrace urban culture more.

Listen to part of a talk in a music history class. MP3 32

3 What is the professor's opinion about Franz Liszt's works?

(A) She thinks they are better than Frédéric Chopin's works.
(B) She believes that they sound like most 19th century compositions.
(C) She thinks that they show his great talent but are not very moving.
(D) She feels that they should be more famous among listeners.

Listen to part of a conversation between a student and a Student Service Center clerk. MP3 33

4 **What is the student's attitude toward the special outreach program in the business school?**

(A) He thinks that it is the business school's most important program.
(B) He believes only the most knowledgeable students should participate in it.
(C) He feels that it would be more effective if it allowed more students to join.
(D) He wishes that it would try to help out more curious high school students.

Listen to part of a talk in an astronomy class. MP3 34

5 **What is the professor's stance on possible asteroid impacts?**

(A) She feels that developing ways to stop them is currently impractical.
(B) She believes that people will soon be able to prevent them.
(C) She wants more money to be spent on ways of looking out for them.
(D) She feels that people do not take them seriously enough.

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

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

6 **What is the student's opinion about Frederick the Great?**

(A) He thinks Frederick was not an effective political leader.
(B) He believes that Napoleon was a better military strategist.
(C) He respects Frederick's attempts at political reforms.
(D) He admires Frederick's abilities as a military leader.

Listening Practice ①

Listen to part of a talk in an American history class. MP3 36-38

1 What is the professor's attitude about reporting of the Boston Massacre?

(A) She feels that it was an accurate account of what happened.
(B) She detests how reporters included their political opinions.
(C) She suspects that it interfered with the soldiers' trials.
(D) She thinks it was a clever tactic for persuading people.

2 Listen again to part of the lecture. Then answer the question.
What does the student mean by this:

(A) He does not understand the material fully.
(B) It is obvious why the Americans rebelled.
(C) He wishes that he could share the colonists' perspective.
(D) There should be more debate about the rebellion's causes.

3 Listen again to part of the lecture. Then answer the question.
Why does the professor say this:

(A) To get the students to express their opinions about the subject
(B) To remind the class that no one knows all the facts about the events
(C) To return the class' focus to how colonists viewed the events
(D) To show the students that only Alex understands the subject

Listening Practice ②

Listen to part of a conversation between a student and a campus business center clerk. MP3 39-41

1 Why does the student go to the copying center?

(A) To replace her card
(B) To put more cash on her card
(C) To get information about payment options
(D) To make copies for a class project

2 What is the woman's attitude towards ID cards?

(A) She thinks they are the best way of paying for copies.
(B) She feels that they are relatively expensive to replace.
(C) She wishes that they were not so easy to lose.
(D) She believes that they are not needed by any students.

3 Listen again to part of the conversation. Then answer the question.
Why does the student stay this:

(A) To elicit sympathy from the clerk
(B) To get an opinion from the clerk
(C) To remind the clerk of all possible options
(D) To get more information about school rules

Dictation

Listen again and fill in the blanks. MP3 36

Listening Practice 1

Professor (female): Today we're going to continue our look at the American Revolution. Okay, before the actual fighting of the revolution began, there were many events that helped [1] _____ _____, usually by convincing many Americans [2] _____. One such incident was the so-called "Boston Massacre" on March 5, 1770.

This incident occurred [3] _____ between colonists and the British, who were increasing taxes on their American colonies. On this day, [4] _____ in Boston were getting kind of unruly. Before too long, [5] _____ opened fire and killed 5 people in the crowd.

Student 1 (male): And, from what I understand, the soldiers weren't really [6] _____, right?

Professor: Um, that's basically true, Alex.

Student 1: So, to the colonists, it looked like British soldiers could just come to their towns and shoot at them [7] _____. *[Sarcastically]* Huh, I see why Americans [8] _____ _____ against Britain.

Student 2 (female): But it's not that simple. [9] _____. Even one of the people who was shot by the troops admitted, [10] _____, that the crowd started getting violent first. Some of them even had [11] _____. And, despite all this, the troops were following [12] _____, until someone fired the first shot. But no one knows who fired it.

Professor: You're right, Melissa; these are all [13] _____. Alex, though, does [14] _____ everyone should understand about the colonists' feelings. See, this incident was [15] _____ for those who hated British rule. As I previously mentioned, the British were already unpopular. Once newspapers [16] _____ got hold of the story, they made it look like the soldiers were bloodthirsty brutes, and that the British were tyrants. [17] _____, this was pretty smart [18] _____.

Listen again and fill in the blanks. MP3 39

Clerk (female): Hi, there. What can I do for you today?

Student (male): Uh, hi. This is the campus business center, right?

Clerk: *[Friendly]* Uh-huh, [1] _____. We handle any printing, copying, faxing, and even some mailing services for all the students [2] _____. Did you need to make any copies?

Student: Uh, no, not today. But, [3] _____ a lot to print out stuff for the classes I'm taking this semester. I don't know [4] _____ over here, though. So, can you help me out?

Clerk: No problem. Now, you can pay for every individual copy [5] _____. But that's kind of inconvenient if you're making [6] _____, every day. In that case, you can set up [7] _____. You would put anywhere between 20 and 100 dollars in this, and this can only be used for copies at printing services or [8] _____ on campus.

Student: Sounds great. I'll get the student account.

Clerk: Okay. If I can just see your student ID card, then.

Student: *[Hesitantly]* Uh-oh. I've, um, lost it.

Clerk: Ah, okay. Well, you'll need [9] _____, then. That'll be 15 dollars.

Student: *[Agitated]* Fifteen dollars?

Clerk: *[Sympathetic]* Yeah, yeah, I know. That seems to be a little too much [10] _____, doesn't it? But those are the rules, and I just follow them. Besides, you'll need a way to pay for all of your copies and faxes, [11] _____ doing just about anything else on campus.

Student: Um, I didn't last semester. I lost it early on and [12] _____.

Clerk: Wait. You lost it months ago? Why didn't you [13] _____?

Student: Well, I was a freshman, and I never had to go to the library, and I never ate at the dining hall because [14] _____. It was never an issue. I mean, what would you do?

Clerk: Well, [15] _____, you'll need a replacement card for a student account.

Student: *[Reluctantly]* Yeah, okay.

Vocabulary Review

A Choose the best word to complete each sentence.

1. The mayor's decision caused his public approval rating to _____ to less than 10 percent.
   (A) compel (B) encounter (C) plummet (D) segregate

2. The university has named a(n) _____ to the current president, who will retire in June.
   (A) opponent (B) inhabitant (C) admirer (D) successor

3. Travelers in tropical areas must be prepared for _____ ranging from heat stroke to malaria.
   (A) tendencies (B) implements (C) hazards (D) alternatives

4. This animal is a fierce _____ but usually is not dangerous to humans unless provoked.
   (A) predator (B) prey (C) master (D) host

5. Although the king is a(n) _____ in this play, he really is not so evil.
   (A) villain (B) paradox (C) pupil (D) hero

6. Chemists _____ the structure of the molecule so that it had new properties and uses.
   (A) alerted (B) regained (C) altered (D) compelled

7. There was a(n) _____ among astronomers about whether or not to call Pluto a planet.
   (A) disorder (B) obstacle (C) twig (D) dispute

8. The performance of the new ship during its sea trials _____ the expectations of designers.
   (A) lured (B) surpassed (C) blocked (D) recalled

B Complete the following sentences with the words in the box. You may have to change the form of some of the words.

disrupt	**exile**	**massacre**	**tyrant**

1. After his defeat at Waterloo in 1815, Napoleon was _____ to the island of St. Helena.

2. Hundreds of Native Americans were murdered in the _____ at Sand Creek, Colorado, in 1864.

3. Many people saw the king as a strong ruler, but others considered him a(n) _____.

4. A solar flare _____ communications on Earth and caused damage to some unprotected electronic equipment.

CHAPTER

03

Connecting Information

Type 5. Organization

Type 6. Connecting Content

Type 7. Inference

- Listening Practice 1
- Listening Practice 2

Question Types

TYPE 05

Organization

Organization questions ask you to identify the organizational structure of a listening passage. They may ask how a speaker presents his or her ideas or why the speaker mentions a particular piece of information. There will be 0-1 Organization question in each passage, and these questions appear most in the lectures.

Sample Question MP3 42

How does the professor explain Victor Hugo?

(A) By providing examples of his novels
(B) By describing some of his influences
(C) By comparing him to other French writers
(D) By providing a brief biography of the writer

Answer & Explanations

The professor explains the author by giving some familiar examples of his novels, such as *Notre-Dame de Paris* and *Les Miisérables*. Therefore, the best answer to the question is (A).

Script

Listen to part of a lecture in a literature class.

Professor (female): Today we're going to discuss one of my favorite authors of all time: Victor Hugo, a great 19th century French novelist. Many of you are probably familiar with some of his famous works, even if you don't realize it. A lot of them have been made into successful movies or plays you've most likely seen. Oh, here's one for you: *Notre-Dame de Paris*, more famously known in English as *The Hunchback of Notre Dame*. This tells the tragic story of a deformed but kind man who tries to save the woman he loves from an unruly mob in Renaissance France. The novel is an excellent examination of religious hypocrisy and social justice. My personal favorite, though, is probably *Les Misérables*, or *The Miserable*, which is now also a famous musical. This is an epic story of love and war set right before the French Revolution. In it, Hugo offers some of his most powerful criticism of Paris' social conditions and the problems of its poorer residents.

Keys to Solution

❶ Recognize the main points and how a speaker organizes information in order to support the main points. In general, there are some typical patterns of organization frequently used. Being aware of these patterns will help you understand and remember what you hear.

✓ Signal words and phrases associated with patterns of organization:

• List	first, second, third one, another, other first of all, in addition, moreover, finally
• Chronology	first, next, then, finally, when before, earlier than, previously, prior to, sooner than afterwards, later, subsequent, following that
• Cause / Effect	because (of), may be due to, as a result of, have an effect on therefore, consequently, for this reason, thus
• Comparison / Contrast	similarly, likewise, same as, both, compared to in contrast, however, different from, as opposed to

❷ Understand why a particular piece of information is mentioned in a listening passage. What is the relation to the main idea? Is it an example? Is it an explanation of a prior statement? These kinds of questions will help you understand the connection between specific information and the passage as a whole.

How the Question is Worded

- How is the lecture organized?
- How does the professor introduce the topic?
- How does the professor explain X?
- Why does the woman mention X?
- Why does the professor discuss X?

Basic Drill

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

Listen to part of a conversation between a student and a Student Services Center clerk. MP3 43

1 How does the clerk explain different meal plans to the student?

(A) By comparing the advantages of two meal plans
(B) By explaining why the school offers different plans
(C) By giving an example of how to customize a plan
(D) By explaining the pricing system of meal plans

Listen to part of a lecture in an archeology class. MP3 44

2 Why does the professor discuss Hindu epics?

(A) To explain why Angkor Wat was originally built
(B) To show how Khmer's religious art and poetry changed
(C) To illustrate the beliefs of the Hindus
(D) To describe subjects of Angkor Wat's sculptures

Listen to part of a talk in a computer science class. MP3 45

3 How does the professor discuss the Stanford Model of Industrial Robots?

(A) By comparing it to later models of industrial robots
(B) By explaining its limitations in industrial fields
(C) By describing the physical design of the model
(D) By explaining its contribution to robot technology

Listen to part of a conversation between a student and a registrar. MP3 46

4 **Why does the registrar mention sessions in the computer lab?**

(A) To remind the student of a required course for his major
(B) To provide an example of an extra graduation requirement
(C) To describe the process of registering for graduation
(D) To compare the studies of different departments

Listen to part of a lecture in a zoology class. MP3 47

5 **In what order does the professor discuss venomous snakes?**

(A) From the faster snakes to the slower snakes
(B) From most venomous to least venomous
(C) From the larger species to the smaller species
(D) From the most common to the least common

Listen to part of a talk in a psychology class. MP3 48

6 **Why does the professor discuss repression?**

(A) To contrast the methods of different defense mechanisms
(B) To explain more clearly the operations of defense mechanisms
(C) To give a definition of what a defense mechanism is
(D) To emphasize how much psychological damage defense mechanisms cause

TYPE 06

Connecting Content

Connecting Content questions ask about the relationships among pieces of information in the listening passage. They may ask you to organize information from the text by filling in a chart or table. In general, there are three types for these questions: determining whether a certain detail is YES or NO, classifying items into categories, and putting events or steps in the correct order. There will be 0-1 Connecting Content question per passage.

Sample Question MP3 49

In the lecture, the professor discusses different characteristics of *kana* and *kanji*. Indicate whether each characteristic belongs to kana or kanji.

Click in the correct box for each phrase.

	Kana	Kanji
(A) Used to change verbs		
(B) Have more characters		
(C) Have multiple pronunciations		
(D) Contain no meaning		

Answer & Explanations

Kana have various functions like changing the form of verbs, but only represent sounds containing no meaning. Kanji consist of over a thousand of symbols, while Kana have only 96 in total, and kanji have many different pronunciations depending on the context. Therefore, (A) and (D) belong to Kana, and (B) and (C) belong to Kanji.

Script

Listen to part of a lecture in a linguistics class.

Professor (female): Alright, so we've been practicing speaking Japanese words and phrases in our past few lessons, right? Well, today we are going to change direction and look at Japanese writing. This may seem a little overwhelming because of the sheer amount of symbols involved. However, it is a little easier if we look at the basic categories of symbols.

First, there are *kana*. These are characters that just stand for individual sounds. In Japanese there are about 48 individual sounds or syllables, and each one has 2 different symbols — 96 total. [D] Now, these characters themselves do not have any meaning — they just represent sounds. [A] They serve a variety of functions, though, like changing the endings of verbs for inflections. Also, they are so distinctive that their presence in scripts will allow you to easily recognize the writing as Japanese.

Now, most Japanese words are in *kanji*. These are symbols directly taken from the Chinese language, and they represent ideas. [B] There are well over a thousand of these in everyday Japanese writing. [C] Now, every kanji can be pronounced in different ways, depending on the context.

Keys to Solution

❶ Connecting Content questions are most likely to appear when a speaker mentions two or more concepts and then gives definitions, examples, or characteristics of those concepts. Take careful notes on those things of each category.

❷ If a speaker describes events or steps in sequential order, be sure to keep track of the order correctly. However, be careful because that the order in which the speaker mentions events or steps is not always the order in which they happened.

How the Question is Worded

- In the lecture, the professor describes X. Indicate whether or not each of the following is mentioned. Click in the correct box for each phrase.
- Match each of the following with the appropriate features. Click in the correct box for each phrase.
- Put the following events in order. Drag each phrase to the space where it belongs.

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

Listen to part of a conversation between a student and a professor. MP3 50

1 In the conversation, the student and professor discuss assignments that the student must make up. Indicate whether or not the student still has to make up each assignment.

Click in the correct box for each phrase.

	YES	NO
(A) Test on textbook		
(B) Research paper outline		
(C) Short essay		
(D) Oral presentation		

Listen to part of a talk in an art history class. MP3 51

2 In the lecture, the professor and students discuss the lives of Michelangelo and Leonardo. Indicate whether each of the following is related to Michelangelo or Leonardo.

Click in the correct box for each phrase.

	Leonardo	Michelangelo
(A) Worked on Medici family's tombs		
(B) Spent his last years in France		
(C) Spent a short time in Bologna		
(D) Worked for the Duke of Milan		

Listen to part of a lecture in an anthropology class. MP3 52

3 In the lecture, the professor describes different Roman gods and their themes. Match each Roman god with the appropriate theme.

Click in the correct box for each phrase.

	Commerce	Harvest	Hunting
(A) Diana			
(B) Mercury			
(C) Saturn			

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

4 In the conversation, the clerk describes the order in which orientation events are scheduled. Put the following events in order.

Drag each phrase to the space where it belongs.

1	
2	
3	
4	

(A) Movie viewing

(B) Welcoming assembly

(C) Campus fair

(D) Meal with the dean

Listen to part of a talk in a botany class. MP3 54

5 In the lecture, the professor discusses many qualities of the tissue systems in angiosperms. Indicate which statement is related to which tissue system.

Click in the correct box for each phrase.

	Dermal	Vascular	Ground
(A) Is made up of the plant's simple tissues			
(B) Contains the xylem and phloem tissues			
(C) Permits necessary materials to enter plant			

Listen to part of a lecture in an American history class. MP3 55

6 In the lecture, the professor describes the events that led up to the Civil War. Put the following events in order.

Drag each phrase to the space where it belongs.

1	
2	
3	
4	

(A) Arkansas and Michigan become states.

(B) The Missouri Compromise is passed.

(C) Supporters and opponents of slavery battle each other in the streets.

(D) The Kansas-Nebraska Act is passed.

TYPE 07

Inference

Inference questions ask about the information that is implied in the passage. Some Inference questions may be Replay questions. Others may ask you to make predictions about either the action or the topic of the lecture that will follow. Typically, there will be 0-1 question for each passage.

Sample Question MP3 56

What can be inferred about the student?

(A) She does not have to fill out the application form.
(B) She cannot work during the times of most of the programs.
(C) She was not a very good radio host in high school.
(D) She does not know anyone at the radio station.

Answer & Explanations

In the conversation, the clerk says that a personal recommendation by someone who is already working there is an important factor. However, the student asks him, "So that means I probably won't even be considered, huh?" From this context, it can be determined that the student does not know anyone in the radio station. The best answer is therefore (D).

Script

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

Clerk (male): Oh, hello. Do you need help with something?

Student (female): Yeah. I heard that the school's radio station was looking for some students to host some of their programs next semester. I was wondering if I could apply.

Clerk: Yeah, sure. Let me get you the paperwork. Are there any particular times that you can't do?

Student: Not really. I have a really flexible schedule. But, uh, I should mention that I don't really have much experience with being a host or operating the equipment: just a little work at my high school radio station.

Clerk: That's fine. Most of our disc jockeys are just students and don't have much experience, and there is always an engineer available to help them with the equipment. Now, what would help is if you know one of the students who is already working as a radio host.

Student: *[Cautiously]* Uh, why is that?

Clerk: Well, one of the big things that affect whom we give shows here is a personal recommendation. The hosts here help us save time going through applications by personally recommending friends that are interested. We usually just interview these people to see if there are any major problems.

Student: Great. So that means that I probably won't even be considered, huh?

Clerk: *[Appeasing]* Now, I can't say for sure. Just submit an application anyway, and a spot may open up. After all, there are many positions to fill.

Keys to Solution

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. To answer these questions, 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.

How the Question is Worded

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

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

Listen to part of a conversation between a student and a campus bookstore clerk. MP3 57

1 **What will the student probably do next?**

(A) Find a computer that runs the software
(B) Buy a different program for his computer
(C) Sell the software back to the bookstore
(D) Try to find a student who wants the software

Listen to part of a talk in a biology class. MP3 58

2 **What does the professor imply about calcium?**

(A) It is most successfully absorbed when one gets lots of Vitamin D.
(B) A person must consume large amounts of it just to absorb a little.
(C) A person does not need it if he gets plenty of Vitamin D in his diet.
(D) It is the most important nutrient for keeping the body healthy.

Listen to part of a lecture in a history class. MP3 59

3 **What does the professor imply about the British fleet?**

(A) It was eager to fight the Spanish to further England's colonial interests.
(B) It actually possessed a number of advantages over the Spanish Armada.
(C) It was actually the dominant sea power long before the defeat of the Spanish Armada.
(D) Its defeat of the Spanish Armada was less historically important than many people believe.

Listen to part of a conversation between a student and a professor. MP3 60

4 **Listen again to part of the conversation. Then answer the question.**
What can be inferred about the student's textbook?

(A) It is not liked by any students.
(B) It discusses complex material.
(C) It contains very long chapters.
(D) It is not very informative.

Listen to part of a lecture in a literature class. MP3 61

5 **What will the professor most likely discuss next?**

(A) The ideas expressed in Conrad's stories
(B) The experiences Conrad had as a sailor
(C) Other important 20th century British writers
(D) Changes that occurred in 20th century writing

Listen to part of a talk in a journalism class. MP3 62

6 **Listen again to part of the lecture. Then answer the question.**
What does the professor imply about William Randolph Hearst?

(A) He helped alert readers to many social problems.
(B) He practiced yellow journalism mainly to make money.
(C) He was not very successful as a newspaper editor.
(D) He was more influential on newspapers than Joseph Pulitzer.

Listening Practice ①

Listen to part of a conversation between a student and a professor. MP3 63-65

1 Why does the professor mention computer labs on campus?

(A) To compare the student's computer to newer versions
(B) To provide an alternative to using an older computer
(C) To introduce computer experts at the university
(D) To explain how older computers can view the website

2 In the conversation, the professor discusses several details about the student center's computer lab and the Language Department's private lab. Indicate whether or not each one applies to the lab.

Click in the correct box for each phrase.

	Student Center Lab	Department Lab
(A) Has fewer computers		
(B) One hour limit on computers		
(C) Open during the evenings		
(D) Cannot print color copies		

3 Listen again to part of the conversation. Then answer the question.
What can be inferred about the student?

(A) He is good at working with computers.
(B) He usually does not seek help from the professor.
(C) He is not doing well in the professor's class.
(D) He has never seen the professor's website.

Listening Practice 2

Listen to part of a lecture in an environmental science class. MP3 66-68

1 Which of the following are true about the Everglades?

Click on 2 answers.

(A) It has a wide variety of wildlife.
(B) It does not receive much rainfall.
(C) It is located throughout the U.S.
(D) It has constantly warm weather.

2 How does the professor discuss the development of the Everglades?

(A) By providing a history of development in the area
(B) By describing the harmful effects of development
(C) By discussing the reasons for development there
(D) By giving examples of products from the area

3 What will the professor most likely discuss next?

(A) Efforts to preserve the Everglades
(B) Urban areas in the Everglades
(C) Annual flooding in the Everglades
(D) Species of animals in the Everglades

Dictation

Listen again and fill in the blanks. MP3 63

Listening Practice 1

Student (male): Dr. Hudson, I was wondering [1] _____ for a minute.

Professor (female): Oh, of course, I'm just reading through some e-mails. So, [2] _____ _____, Owen?

Student: Uh, it's about the website [3] _____, you know, for posting comments, notes, and [4] _____. I'd, uh, like to look at it some more, but I'm having some trouble with my computer.

Professor: *[Surprised]* Whoa. You mean to tell me that *you*, [5] _____, are having problems with this?

Student: Well, it's not really *my* fault. My computer broke recently, and [6] _____ a new one right now. So, my Dad is [7] _____ his old computer to type up papers and other things, but the thing is that his computer can't [8] _____. Like I said, it's *really* old.

Professor: Ah, okay. Well, you know that the computer lab in the student center has computers. If you can't [9] _____, you may want to try those.

Student: Maybe, but [10] _____ hours on the website if I have to. The computer lab [11] _____ if people are waiting. Besides, if you have a question there, the staff isn't very helpful.

Professor: I see. [12] _____, then you might be able to use some of the computers in the Language Department's private lab. [13] _____ in there, but there is no time limit, either. And if you need help, we have a special graduate student in the department [14] _____ there. She's great at answering computer questions.

Student: Huh. Well, that sounds great.

Professor: There are few things I should point out, though. The private lab is [15] _____ _____, from the late morning to early afternoon.

Student: Not at night, like the other?

Professor: Nope, I'm sorry. Oh, and I should mention that [16] _____ in there will only be in black-and-white.

Student: That's okay. I just want [17] _____, and I'll find a way to do that when the lab's open. Thanks.

Listen again and fill in the blanks. MP3 66

Professor (male): Everyone please take a seat, please, and then we'll get started. So, today we are going to continue [1] _____ throughout the United States, and today's focus will be on the Everglades. [2] _____ on the Florida peninsula is more than four thousand square miles wide, filled with tall grasses, trees, and other vegetation [3] _____. Because it's located in the Southeast continental United States, it is [4] _____ and receives large amounts of wind and rain from the Atlantic Ocean. [5] _____ of these factors has created a unique marshland environment here, [6] _____ of plants and animals.

Essentially, the environment in the Florida Everglades is [7] _____ climates. The area has trees often found in temperate regions, such as oaks and maples, with trees found in tropical areas, such as mahogany trees. [8] _____ in this area also support several other forms of plant life, though the ground itself is mostly [9] _____. Animal species of all kinds can be found in this ecosystem, too. Deer, foxes, numerous lizards and [10] _____, and even manatees reside here. Oh, and of course, the famous alligators of the region, too. *[Slight chuckle]* How could anyone forget those?

Unfortunately, this beautiful environment is [11] _____. Development for more than a century or so has created many problems for the Everglades. [12] _____ of the swamp in order to make it hospitable for humans has been extremely destructive. By trying to prevent, [13] _____, the flooding that is so crucial to the area, we have actually disturbed [14] _____ there. As a result, many areas there have been blocked off to animals or completely flooded. This deprives animals [15] _____. Furthermore, toxic algae blooms and the rise in organic mercury threaten the animals that thrive on *Everglades water*. Already numerous species of animals here are endangered, including the manatee. This has become such a problem that the region is now the focus [16] _____, which are worth a quick look.

Vocabulary Review

A Choose the best word to complete each sentence.

1. The contract included a(n) _____ that the company would have all rights to new materials.
(A) stipulation (B) concern (C) element (D) tension

2. _____ snakes like the rattlesnake are found in many parts of the continental United States.
(A) Fragile (B) Venomous (C) Ultimate (D) Innocent

3. My brother _____ in mathematics and has been accepted to a leading college of engineering.
(A) assesses (B) exerts (C) excavates (D) excels

4. Although negotiations between the two countries were _____, they were successful in avoiding war.
(A) delicate (B) barren (C) groundless (D) purified

5. One thousand dollars should be _____ to buy a new desktop computer system with printer.
(A) lucid (B) sufficient (C) vast (D) uneasy

6. The company used _____ advertising to make its products appear better than they really were.
(A) deceptive (B) exclusive (C) accurate (D) successive

7. The lower court's decision _____ the defendant of his land but was reversed on appeal.
(A) evaluated (B) interpreted (C) testified (D) deprived

8. A greenhouse provides a warm environment where plants can _____ even in a cold climate.
(A) thrive (B) obtain (C) estimate (D) rear

B Complete the following sentences with the words in the box. You may have to change the form of some of the words.

exquisite **turmoil** **tycoon** **temperate**

1. The two zones of _____ climate are located between the tropics and the Polar Regions.

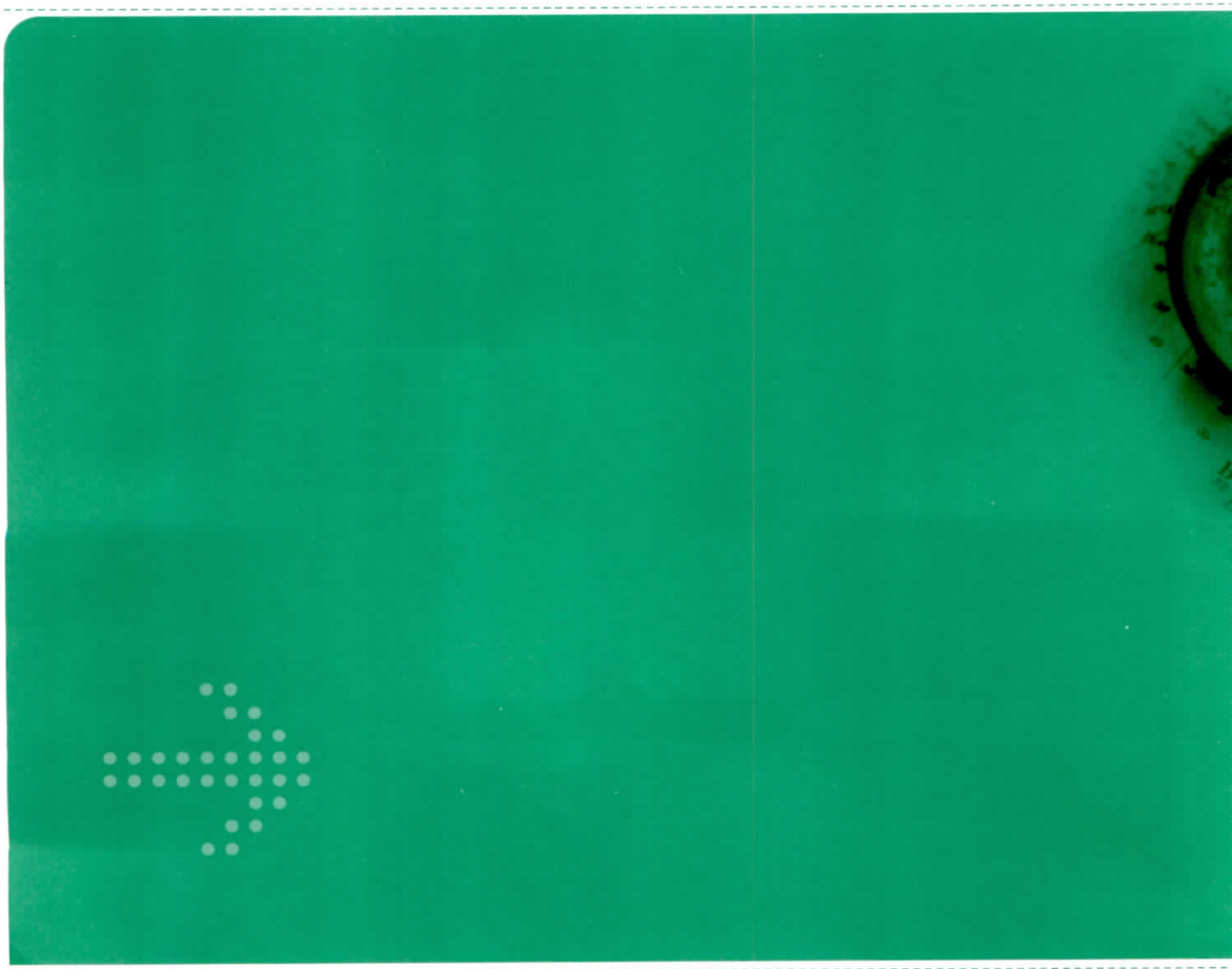
2. Political _____ in the region led to war on several occasions in the 20th century.

3. Not everyone who gets an MBA degree will actually go on to become a(n) _____.

4. The wooden statue in the museum was a(n) _____ example of the wood carver's art.

Memo

PART B



Approaching Themes

Chapter 4. Office Hours
Chapter 5. Arts & Literature
Chapter 6. Life Science
Chapter 7. Service Encounters
Chapter 8. Social Science
Chapter 9. Humanities
Chapter 10. Physical Science

CHAPTER

04

Office Hours

- Auditing a Course
- Problem with Academic Performance
- Discussing a Research Paper
- Honors Program Participation
- Taking a Double Major

Approaching Themes

Listen to part of a conversation between a student and a professor. MP3 69-72

1 Why does the student go to see the professor? — Main Idea

(A) To inform him that she will be taking her class next semester
(B) To discuss taking his course next semester for no credit
(C) To ask when he will teach one of her most popular classes
(D) To inquire about what courses to take next semester

2 What is the professor's opinion about students paying for audited classes? — Attitude

(A) He feels it is harsh for students who do not have much money.
(B) He feels angry at the university for charging a fee without giving credit.
(C) He believes that it should be accepted only because it is school policy.
(D) He believes it is owed to teachers for performing a service.

3 Why does the student want to audit the class instead of taking it for credit? — Detail

(A) She doesn't have enough money to pay for it.
(B) She is afraid of doing poorly in the class.
(C) She is already taking too many classes.
(D) She needs the information for his senior thesis.

Note-taking

4 Listen again to part of the conversation. Then answer the question. What does the professor imply?

Inference

(A) The class is at its maximum capacity.
(B) The student is not strong in Economics.
(C) The professor doubts the student will get in.
(D) The professor and student are not very close.

• **microcredit** *n.* the business or policy of making very small loans to impoverished entrepreneurs • **have plenty on one's plate** to have a lot of work to do • **audit** *v.* to attend a course but without taking any exams or receiving credit • **sit in** to attend as a visitor • **outstanding** *adj.* extremely good; excellent • **get a free ride** to get something without paying or working for it • **sign up** to officially register for a class or activity

Listen to part of a conversation between a student and a professor. MP3 73-76

1 Why does the professor ask to see the student? — Main Idea

(A) To express her disappointment with his paper
(B) To explain why he got a poor grade on his paper
(C) To ask about his uncharacteristically poor performance
(D) To encourage him to lessen his course load.

2 Why did the student take the political science class? — Detail

(A) He needed it for a political science major.
(B) He didn't take enough classes last semester.
(C) He has an interest in political science.
(D) He didn't want to take many classes next semester.

3 What will the student probably do next? — Inference

(A) Drop his political science course
(B) Study hard for the political science test
(C) Take political science next semester
(D) Drop the professor's course and take it next semester

Note-taking

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

(A) To check if she understands the man's situation correctly
(B) To indicate that the man is focusing on the wrong priorities
(C) To suggest that the man should consider changing his major
(D) To emphasize a point that she has made previously

Function

- **come by** to stop in, to visit
- **hammer out** to work out
- **hot** *adj.* very good at doing something
- **elective course** *n.* a course that a student can choose
- **extracurricular** *adj.* outside the regular curriculum
- **workload** *n.* the amount of work that has to be done
- **drop** *v.* to decide not to continue studying a school subject
- **priority** *n.* the most important thing you have to do or deal with
- **from here on out** from this point in time forward

Listen to part of a conversation between a student and a professor. MP3 77-80

1 Why does the student go to see the professor?

(A) To inquire about his research paper's format
(B) To get some information about Japan's Edo period
(C) To inquire about a subject for his research paper
(D) To hand in a proposal for his research paper

2 Why is the student having trouble with the research paper?

(A) He knows little about the subject matter.
(B) He cannot meet with the professor often.
(C) He cannot find enough research.
(D) He could not find a focus for it.

3 Why does the professor insist that students get prior approval of their research topics?

Click on 2 answers.

(A) To monitor their progress on a long-term project
(B) To ensure that students choose a subject that is not too broad
(C) To lessen the chance that one student could copy another's paper
(D) To make sure that students follow the correct format for the paper

Note-taking

4 What will the student probably do next?

(A) Come back to speak to the professor after he has researched the topic
(B) Develop a paper proposal based on the professor's suggested topic
(C) Check with other students in class to make sure no one else is writing about the topic
(D) Try to narrow down the focus of the professor's suggested topic

Word POP-UP

Match the phrases on the left with the definitions on the right.

1. get back on track	(a) to think of or suggest an idea
2. settle on	(b) to choose after considering other possibilities
3. come up with	(c) to be in a difficult situation
4. be in a bind	(d) to return to the right direction

Listen to part of a conversation between a student and a professor. MP3 81-84

1 Why is the student concerned about Dr. Clives?

(A) He is a professor she wants to supervise her project.
(B) He is known to grade students harshly.
(C) He can help her put together a multimedia presentation.
(D) He may prevent her acceptance into the Honors Program.

2 How does the professor help the student?

(A) He recommends some subjects for her project.
(B) He warns her about committee members that are critical.
(C) He provides her with information about the project's organization.
(D) He urges her to get a professor to oversee the project.

3 What is the professor's opinion about multimedia presentations?

(A) He thinks that written papers are a better choice.
(B) He believes that most students do not know how to use them.
(C) He wishes that more students would attempt them.
(D) He fears that they are becoming too common.

Note-taking

4 Listen again to part of the conversation. Then answer the question.
What does the professor mean when he says this:

(A) This student should make a serious commitment to the project.
(B) The student should get ready for a very difficult project.
(C) The student should finish the project as quickly as possible.
(D) The student should work on the project before any other class work.

Word POP-UP

Match the words and phrases on the left with the definitions on the right.

1. demanding	• (a) respected or admired by people
2. prestigious	• (b) to do something without enthusiasm or concern
3. go through the motions	• (c) not easily satisfied or pleased
4. fall into place	• (d) to naturally produce a situation you want

Listen to part of a conversation between a student and a professor. MP3 85-89

TOEFL LISTENING

VOLUME HELP OK NEXT

1 Why does the student visit the professor?

(A) To thank him for helping her get a biology degree
(B) To inquire about the work needed for majoring in biology
(C) To seek his advice on dropping out of her current major
(D) To request his aid in taking up a biology major

2 Why does the student want to get a degree in biology?

(A) She has a great interest in science.
(B) She lost interest in her other studies.
(C) She is following the advice of her professor.
(D) She is reconsidering her career goals.

3 What is the professor's opinion about getting a double major?

(A) It provides valuable experience for a career.
(B) It is a pointless waste of time and money.
(C) It is usually too much work for students.
(D) It should only be done with two similar programs.

4 What are some concerns the professor raises?

Click on 2 answers.

(A) The money needed to pay for extra classes
(B) The uncertain job prospects in the biological field
(C) The large number of applicants for the biology program
(D) The difficulty of the biology coursework

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

5 What can be inferred about the biology program?

(A) It is not very popular.
(B) It is very demanding.
(C) It is longer than *other programs*.
(D) It is not very prestigious.

Vocabulary Review

A Choose the best word to complete each sentence.

1. Students from many other departments _____ the course because the professor's lectures were so entertaining.
   (A) audited (B) made up (C) cooperated (D) switched

2. This poem is a(n) _____ example of the French Romantic Movement during the 19th century.
   (A) lethal (B) outstanding (C) arid (D) contemporary

3. He had a heavy course load this semester, so he _____ a course in statistics.
   (A) dropped (B) registered (C) evaluated (D) dismissed

4. We wanted to travel abroad this summer, but a search for jobs had higher _____.
   (A) assertion (B) summit (C) priority (D) criterion

5. This professor is so _____ that half her students fail the first exam each year.
   (A) vulnerable (B) agile (C) reliable (D) demanding

6. After _____ all the evidence in the case, the jury decided in the defendant's favor.
   (A) weighing (B) restricting (C) excavating (D) provoking

7. The professor _____ the lecture with a summary and a question and answer period.
   (A) settled on (B) wrapped up (C) narrowed down (D) set aside

8. If you wish to _____ in this course, then hurry, because it is very popular.
   (A) stay up (B) post (C) transfer (D) enroll

B Complete the following sentences with the words in the box. You may have to change the form of some of the words.

extracurricular	plagiarism	prestigious	down the road

1. Let's look slightly _____ and see what conditions may be like next month.
2. His story's similarity to another story was so close that the author was suspected of _____.
3. Although this university is _____, its tuition is so expensive that I must apply elsewhere.
4. Although _____ activities are not required for graduation, the school encourages them for all students.

Useful Terms

University System

- ☐ dean
- ☐ board of education
- ☐ faculty
- ☐ academic advisor / supervisor
- ☐ lecturer
- ☐ TA (Teaching Assistant)
- ☐ co-ed
- ☐ department
- ☐ minor
- ☐ double major
- ☐ curriculum
- ☐ core curriculum
- ☐ bachelor's degree
- ☐ master's degree
- ☐ doctor's degree
- ☐ co-operative education / co-op
- ☐ grade
- ☐ freshman
- ☐ sophomore
- ☐ junior
- ☐ senior
- ☐ undergraduate
- ☐ graduate
- ☐ full-time student
- ☐ tutorial
- ☐ dean's list / honors roll
- ☐ take leave of absence
- ☐ academic year
- ☐ term / semester
- ☐ spring break
- ☐ summer school
- ☐ community college

Class & Assignment

- ☐ syllabus
- ☐ handout
- ☐ lecture note
- ☐ audit / sit in
- ☐ prioritize
- ☐ call on
- ☐ upper-division course
- ☐ liberal arts
- ☐ major subject
- ☐ required[compulsory, obligatory] subject
- ☐ seminar
- ☐ lab
- ☐ practicum
- ☐ field trip
- ☐ reference book
- ☐ bibliography
- ☐ brochure
- ☐ draft
- ☐ term paper
- ☐ senior essay
- ☐ dissertation
- ☐ citation
- ☐ plagiarism
- ☐ extension
- ☐ meet deadline
- ☐ submit / hand in
- ☐ assessment
- ☐ incomplete

Test & Grade / Career Planning

- ☐ pop quiz
- ☐ make-up test
- ☐ take-home exam
- ☐ multiple choice
- ☐ cram
- ☐ all-nighter
- ☐ learn by heart
- ☐ GPA (Grade Point Average)
- ☐ absolute evaluation
- ☐ curve / relative evaluation
- ☐ ace a test
- ☐ fail[flunk] a test
- ☐ mid-term
- ☐ report card
- ☐ post (grade)
- ☐ academic probation
- ☐ repeater
- ☐ intern
- ☐ exchange student
- ☐ student abroad program
- ☐ independent study
- ☐ grad school
- ☐ a letter of recommendation
- ☐ résumé

Tuition & Financial Aid

- ☐ financial aid
- ☐ grant
- ☐ award / scholarship / bursary
- ☐ stipend
- ☐ tuition
- ☐ tuition waiver
- ☐ student loan
- ☐ financial statement

CHAPTER

05

Art & Literature

- Ancient Roman Sculpture | Art History
- Cindy Sherman | Photography
- Rubén Darío | Literature
- The History of Opera | Music
- Dante Gabriel Rossetti | Art History

Approaching Themes

Listen to part of a lecture in an art history class. MP3 90-94

1 What is the main topic of the lecture? Main Idea

(A) The purposes behind Roman sculpture
(B) The style of Greek sculpture
(C) The influence of Greek techniques on Roman sculpture
(D) The differences between Greek and Roman sculpture

2 How does the professor discuss the topic? Organization

(A) By comparing the sculptures' subjects, then the portrayal of those subjects
(B) By discussing sculpting techniques of the Greeks, then those of the Romans
(C) By explaining the origins of Roman sculpture, then showing examples of it
(D) By discussing Greek myths, then how they were portrayed in sculptures

3 What was the purpose of most Roman sculptures? Detail

(A) To recount tales from Roman mythology
(B) To glorify powerful individuals
(C) To present the beauty of the human body
(D) To decorate the exteriors of buildings

Note-taking

4 Why do many Roman statues have ugly features? Detail

(A) The artists were rebelling against Greek influences.
(B) The artists were exaggerating to express certain ideals.
(C) The statues accurately reflect their subjects.
(D) The patrons hired inexperienced sculptors.

5 Listen again to part of the lecture. Then answer the question. Function
What does the professor mean when he says this:

(A) Roman sculptors occasionally went back to correct their previous mistakes.
(B) Roman sculptors did make some attempts to improve the appearance of their subjects.
(C) Roman sculptors were dissatisfied with the appearance of many of their subjects.
(D) Roman sculptors were careful to only choose attractive subjects.

• **identical** *adj.* exactly alike or equal • **proportion** *n.* a part considered in relation to the whole • **incorporate** *v.* to include • **ape** *v.* to imitate, to copy • **commission** *v.* to place an order for • **bust** *n.* a statue of the head, shoulders, and upper chest of a person • **exaggeration** *n.* a statement that makes something seem greater than it really is • **plastic surgery** *n.* medical operations to improve a person's appearance • **adhere** *v.* to support or hold • **gloss over** to hide (a fault or error) by minimizing it

Listen to part of a talk in a photography class. MP3 95-99

Untitled Film Stills

1 According to the professor, why are the pictures in *Untitled Film Stills* not self-portraits? Detail

(A) The photographer is only criticizing other art.
(B) The photographer is only playing a character.
(C) The photographer did not include color in the photos.
(D) The photographer wears bizarre outfits and makeup.

2 Which techniques does Cindy Sherman use in *Untitled Film Stills*? Detail

Click on 2 answers.

(A) Using makeup to distort her features greatly
(B) Portraying real actresses from actual movie scenes
(C) Wearing strange clothes that unsettle the viewer
(D) Showing scenes from the actress's private life

3 Why does the professor mention Sophia Loren and Marilyn Monroe? Organization

(A) To contrast past female film roles with present female film roles
(B) To describe some performers that influenced Cindy Sherman's opinions
(C) To provide examples of how Sherman accurately manipulates details
(D) To explain why women were often cast in certain film roles

Note-taking

4 What is the professor's opinion about Cindy Sherman's later photos? Attitude

(A) She feels that they are not as good as her early work.
(B) She thinks that they are too strange for most people.
(C) She feels that more people should study them.
(D) She believes that they are very effective and moving.

5 Listen again to part of the lecture. Then answer the question. Function
Why does the professor say this:

(A) To indicate that she does not agree with the artist's message
(B) To acknowledge that it is difficult to understand these works of art
(C) To emphasize her indifference to these works of art
(D) To point out that this is more than her personal interpretation

• **intriguing** *adj.* interesting, fascinating • **deceptively** *adv.* seemingly, apparently • **anonymous** *adj.* having no known name • **mimic** *v.* to copy or imitate closely • **stereotype** *n.* a fixed general idea of something • **artificial** *adj.* made by people; not real • **intrude** *v.* to go somewhere where you are not wanted; to disturb • **desirable** *adj.* considered to be sexually attractive • **dignity** *n.* the quality of being worthy of respect • **illusion** *n.* a false idea or belief • **grotesque** *n.* unnatural; strange • **unsettling** *adj.* making you feel nervous or worried • **hideous** *adj.* very ugly, unpleasant • **subtlety** *n.* the quality of being not very noticeable or obvious

Listen to part of a lecture in a literature class. MP3 100-104

- French Parnassian Poets
- *Azul*

1 What is the main topic of the lecture?

(A) The style of Darío's poetry
(B) The factors that shaped Darío's writings
(C) The political beliefs of Darío
(D) The way Darío influenced Spanish literature

2 Why does the professor discuss the French Parnassian Poets?

(A) To explain the origins of modern literature
(B) To compare the styles of French and Spanish literature
(C) To explain the qualities of Darío's early writings
(D) To contrast modern literature with Darío's writings

3 Why is the book *Azul* important to Dario's career?

(A) It contains Darío's new style of Spanish writing.
(B) It contains poetry that inspired Darío.
(C) It contains Darío's first political poems.
(D) It contains Darío's notes from his time in Europe.

Note-taking

4 How did Darío's later work differ from his earlier work?

(A) His later work featured more complex sentence structures.
(B) His later work was more popular in Latin America.
(C) His later work featured more realistic subject matter.
(D) His later work was more influenced by European literature.

5 What can be inferred about Darío's feelings towards the United States?

(A) He was pleased with its modern culture.
(B) He was angry that it had defeated Spain.
(C) He was relieved that it would help Latin America.
(D) He was afraid it would dominate Latin America.

Word POP-UP

Match the words and phrases on the left with the definitions on the right.

1. saga	(a) an adventure story; heroic tale
2. correspondent	(b) to give up; to stop having something
3. relinquish	(c) to make progress or development easier
4. pave the way	(d) a person who reports news from a foreign country

Listen to part of a talk in a music class. MP3 105-109

- Aria
- Christoph Willibald Gluck & Ranieri Calzabigi

1 What are the speakers mainly discussing?

(A) Stylistic problems with Italian opera
(B) The rise of German composers in the 18th century
(C) The origins of opera in Renaissance plays
(D) Changes in opera during the 18th century

2 In the lecture, the professor discusses different characteristics of 18th century Italian operas and Christoph Gluck's operas. Indicate which type of opera each of the following characteristics describes.

Click in the correct box for each phrase.

	18th Century Italian Operas	Gluck's Operas
(A) Had style similar to French operas		
(B) Had very long arias		
(C) Had complicated plots		
(D) Had complex, dynamic music		

3 What is the professor's stance on Christoph Gluck?

(A) He feels that his operas were influential but not of high artistic quality.
(B) He believes that his first opera was his best work.
(C) He argues that his stylistic changes were unnecessary.
(D) He claims that he did not affect the history of opera greatly.

Note-taking

4 **What will most likely be discussed next?**

(A) The operas of German composers
(B) The differences between French and Italian operas
(C) The critical receptions of Gluck's operas
(D) The dominance of Vienna in the opera world

5 **Listen again to part of the lecture. Then answer the question.**
What can be inferred from this statement?

(A) The lecture's subject is very difficult.
(B) There will be a quiz about the lecture afterwards.
(C) Most of the students did poorly on the test.
(D) Most of the students are bad at taking notes.

Word POP-UP

Match the words and phrases on the left with the definitions on the right.

1. snag	(a) to work together
2. rigid	(b) to display proudly
3. show off	(c) an unexpected problem or difficulty
4. collaborate	(d) very strict and not flexible

Listen to the lecture in an art history class. MP3 110-115

Dante Gabriel Rossetti

- Pre-Raphaelite Brotherhood
- Elizabeth Siddal

TOEFL LISTENING

VOLUME HELP OK NEXT

1 What is the lecture mainly about?

(A) The women Rossetti loved and how they are portrayed in his paintings
(B) The formation of the Pre-Raphaelite Brotherhood and their use of symbolism
(C) The influence that Rossetti had upon 20th century artists
(D) The influences on Rossetti and how they are reflected in his paintings

2 Which were major inspirations to Rossetti?
Click on 3 answers.

(A) The poetry of Dante
(B) The paintings of medieval Italian painters
(C) The paintings of High Renaissance artists
(D) The model Elizabeth Siddal
(E) The Symbolist Movement in Art

3 What is the professor's stance on the members of the Pre-Raphaelite Brotherhood?

(A) They were primarily interested in rebelling against conventions.
(B) They did not truly understand the conventions of medieval painters.
(C) They produced art that was superior to most Victorian art.
(D) They were the most influential painters of the Victorian Period.

4 How does the professor discuss the significance of the Pre-Raphaelite Brotherhood to Rossetti?

(A) By describing his relationships with other Pre-Raphaelite artists
(B) By describing various features of one of his religious paintings
(C) By comparing Rossetti's religious paintings with some from the Renaissance
(D) By explaining how Rossetti's painting changed after he left the Brotherhood

5 Why does the professor mention Rossetti's painting of Beatrix Beata?

(A) To show how literature influenced his style
(B) To show how he often portrayed women
(C) To discuss qualities of Pre-Raphaelite paintings
(D) To compare his art with that of medieval painters

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

6 What does the professor mean when she says this:

(A) The students ask too many questions about her topics.
(B) The term "Pre-Raphaelite" is not worth discussing in class.
(C) The meaning of "Pre-Raphaelite" needed an explanation.
(D) The professor is not sure that she gave a good explanation.

Vocabulary Review

A Choose the best word to complete each sentence.

1. Critics said that the painter merely _____ the styles of other, more popular painters.
   (A) aped (B) commissioned (C) adhered (D) surrendered

2. Although the author chose to remain _____, everyone knew who had written the book.
   (A) anonymous (B) enormous (C) renowned (D) original

3. "I'm sorry to _____," the visitor said, "but I need to ask your opinion."
   (A) emulate (B) indicate (C) induce (D) intrude

4. Wind and rain eroded the rocks into _____ shapes like the skeletons of huge animals.
   (A) corrupt (B) grotesque (C) adjacent (D) intact

5. As they grow, children must _____ the interests and activities of childhood, and develop new interests.
   (A) incorporate (B) proclaim (C) estimate (D) relinquish

6. When a famous author and skilled illustrator _____ on a book, the result was beautiful.
   (A) adapted (B) collaborated (C) colonized (D) emerged

7. An expert developed a way to find out whether or not the jewels were _____.
   (A) authentic (B) erratic (C) robust (D) hideous

8. The scientist's _____ ideas were slow to gain acceptance but at last became well established.
   (A) carefree (B) unorthodox (C) tyrannical (D) monotonous

B Complete the following sentences with the words in the box. You may have to change the form of some of the words.

subtlety	snag	tenet	backlash

1. Our vacation plans hit a(n) _____ when we discovered the resort was out of business.
2. Any sudden and significant change in society is likely to produce an equally sudden _____.
3. The _____ of geology changed dramatically in the 20th century when scientists recognized continental drift.
4. The _____ of her message was so great that we did not perceive it immediately.

Useful Terms

Fine Arts

- ☐ appreciation
- ☐ oil painting
- ☐ watercolor painting
- ☐ abstract painting
- ☐ portrait
- ☐ mural / wall painting
- ☐ cave painting
- ☐ fresco painting
- ☐ sculpture
- ☐ statue
- ☐ bust
- ☐ capital
- ☐ figure
- ☐ profile
- ☐ depict
- ☐ contrast
- ☐ fuzzy
- ☐ composition
- ☐ perspective
- ☐ angle
- ☐ proportion
- ☐ symmetry
- ☐ brushstroke
- ☐ brushwork
- ☐ pigment
- ☐ plaster
- ☐ Impressionism
- ☐ Cubism
- ☐ Surrealism
- ☐ Fauvism

Literature

- ☐ poetry
- ☐ verse
- ☐ prose
- ☐ epic
- ☐ saga
- ☐ elegy
- ☐ fable
- ☐ fairy tale
- ☐ folklore
- ☐ simile
- ☐ metaphor
- ☐ irony
- ☐ paradox
- ☐ allegory
- ☐ satire
- ☐ meter
- ☐ ellipsis
- ☐ excerpt
- ☐ cliché
- ☐ biography
- ☐ autobiography
- ☐ playwright
- ☐ setting
- ☐ plot
- ☐ villain
- ☐ antagonist
- ☐ protagonist
- ☐ hero / heroine
- ☐ pen name / pseudonym
- ☐ anonymous

Music

- ☐ instrument
- ☐ wind instrument
- ☐ the strings
- ☐ fiddle
- ☐ chamber music
- ☐ consort
- ☐ duet
- ☐ pantomime
- ☐ composition
- ☐ contemporary
- ☐ ragtime
- ☐ syncopation
- ☐ improvisation
- ☐ upbeat
- ☐ variation
- ☐ accompaniment
- ☐ chord / harmony
- ☐ discord
- ☐ timbre
- ☐ vocal

Film

- ☐ film / movie / (motion) picture / cinema
- ☐ silent film
- ☐ sound film
- ☐ filmmaker
- ☐ kinetoscope
- ☐ adaptation
- ☐ stage setting
- ☐ subtitle
- ☐ preview
- ☐ distribute
- ☐ running time
- ☐ censorship

Photography

- ☐ development
- ☐ exposure
- ☐ negative
- ☐ sensitive
- ☐ camera obscura
- ☐ daguerreotype
- ☐ tripod
- ☐ aerial photo
- ☐ fast photo
- ☐ close-up
- ☐ blow-up
- ☐ still
- ☐ snapshot
- ☐ distortion

CHAPTER

06

Life Science

- The Octopus | Biology
- Bird Migration | Zoology
- Cyanobacteria | Microbiology
- Spotted Knapweed | Botany
- Bottle-nose dolphins | Biology

Approaching Themes

Listen to part of a talk in a biology class. MP3 116-120

1 How does an octopus' body help it against predators? Detail

(A) It can shoot out a substance that dissolves animals.
(B) It can shed an outer layer, allowing the octopus to flee.
(C) It has a hard skeleton, protecting it against danger.
(D) It is soft, letting the octopus squeeze into tight spaces.

2 Why does the professor discuss parts of a lizard's body? Organization

(A) To provide a comparison for the strength of octopuses
(B) To explain how octopuses change their pigmentation
(C) To explain how and why octopus tentacles detach
(D) To describe an animal with a similar skeleton

3 What can be inferred about the octopus? Inference

(A) It can only live in a few of the planet's oceans.
(B) It prefers to avoid direct confrontation with predators.
(C) It is not very effective at hunting other creatures.
(D) It is not hunted by many other ocean creatures.

Note-taking

4 How does the octopus scare away predators? Detail

(A) By looking like other animals
(B) By shooting ink at them
(C) By detaching its tentacles
(D) By emitting a high-pitched noise

5 Listen again to part of the lecture. Then answer the question. Function
What does the professor mean when he says this:

(A) He does not want to talk about octopus intelligence for very long.
(B) Octopus intelligence is the least important part of its defenses.
(C) The point is an important one worth repeating.
(D) The professor neglected to mention this earlier.

• **lethal** *adj.* able to cause death; fatal • **evade** *v.* to escape; to avoid • **sac** *n.* a pouch or pouchlike part in an animal or plant • **hinge on** to depend on • **flee** *v.* to run away, to escape • **anatomy** *n.* the structure of an animal or a plant • **constricted** *adj.* narrow or tight • **propulsion** *n.* the force that drives something forward • **cavity** *n.* a hole or empty space inside something solid • **tentacle** *n.* a long thin part of the body of some creature, such as an octopus, used for feeding, grasping • **detach** *v.* to separate; to disconnect • **camouflage** *n.* the way in which an animal's color or shape matches its surroundings and makes it difficult to see • **pigmentation** *n.* the natural color of something • **vanish** *v.* to disappear suddenly • **stand one's ground** to maintain one's position against an attack • **invertebrate** *n.* any animal with no backbone (≠ vertebrate)

Listen to part of a lecture in a zoology class. MP3 121-125

1 What is the main topic of the lecture? Main Idea

(A) The reasons why birds migrate to other destinations
(B) The ways birds find their migration destinations
(C) The ability of birds to recognize astronomical bodies
(D) The importance of magnetic fields for birds

2 Why do birds need an internal clock during migration? Detail

(A) To determine the sun's current position in the sky
(B) To avoid traveling during certain periods of the day
(C) To determine the Earth's rotation to read magnetic fields
(D) To know when the nighttime sky will fully emerge

3 How does the professor organize the information that he presents to the class? Organization

(A) By first describing bird navigation methods, then how people use them
(B) By first explaining how birds migrate, then why they migrate
(C) By first describing proven navigation methods, then debated methods
(D) By first describing geological forces, then how birds utilize them

Note-taking

4 How does the professor explain the methods of bird navigation? Organization

(A) By providing examples of experiments
(B) By discussing a single species' migration pattern
(C) By comparing the advantages of certain methods
(D) By explaining how birds evolved these behaviors

5 What will the professor most likely discuss next? Inference

(A) The migration patterns of different birds
(B) The anatomy of birds
(C) The difference between the North and South poles
(D) The ways birds may detect magnetic fields

• **flock** *n.* a group of animals of one kind, especially sheep or birds • **sophisticated** *adj.* more advanced or complex than others • **reference point** a standard by which something can be judged • **stray** *v.* to become lost • **constellation** *n.* a group of stars which form a pattern and are given a name • **nocturnal** *adj.* (of animals) active at night • **planetarium** *n.* a building with a curved ceiling to represent the sky at night, with moving images of the planets and stars • **compound** *n.* substance that consists of two or more elements • **detect** *v.* to discover or notice something

Listen to part of a talk in a microbiology class. MP3 126-130

Cyanobacteria

1 What is the main topic being discussed?

(A) The biological functions of cyanobacteria
(B) The ways other life forms benefit from cyanobacteria
(C) The role of cyanobacteria in plant evolution
(D) The importance of cyanobacteria in growing rice

2 Which processes are cyanobacteria able to perform?

Click on 2 answers.

(A) Establish nitrogen compounds in soil
(B) Release nitrogen into the atmosphere
(C) Release oxygen-rich compounds into the soil
(D) Create their own food with sunlight

3 Why does the professor discuss the chloroplasts in plant cells?

(A) To describe the complex structure of plant cells
(B) To explain how cyanobacteria helped create plants
(C) To compare the parts of plant cells to cyanobacteria cells
(D) To show how photosynthesis works

Note-taking

4 What can be inferred about cyanobacteria?

(A) They were first nourished by Earth's atmosphere.
(B) They produce more oxygen than plants.
(C) They are no longer found in the oceans.
(D) They are older than animal and plant life.

5 Listen again to part of the lecture. Then answer the question.
Why does the professor say this:

(A) To involve the students in the discussion
(B) To shame the students for not studying enough
(C) To indicate to the students that the topic needs more research
(D) To dismiss any questions from the students so she can continue

Word POP-UP

Match the words on the left with the definitions on the right.

1. utilize	(a) something that is made as a result of making another product
2. byproduct	(b) a soft, thin mud, such as that found at the bottom of a lake, river, or sea
3. primordial	(c) to use something, especially for a practical purpose
4. ooze	(d) belonging to a very early time in the history of the world

Listen to part of a lecture in a botany class. MP3 131-135

1 What is the main topic of the lecture?

(A) Ways of controlling spotted knapweed
(B) The history of spotted knapweed in North America
(C) The reasons why spotted knapweed is a threat
(D) The life cycle of spotted knapweed

2 Which of the following are true about spotted knapweed seeds?
Click on 2 answers.

(A) They are frequently consumed by cows and sheep.
(B) They are produced in large numbers at one time.
(C) They can survive in the soil for a long time.
(D) They are very heavy and have thick shells.

3 What is one reason why spotted knapweed is difficult to kill?

(A) It contains certain chemicals that let it grow quickly.
(B) It is too deeply rooted to dig out of the ground.
(C) It is highly resistant to chemical pesticides.
(D) It is not consumed by many animals.

Note-taking

4 How does the professor feel about using chemical pesticides?

(A) She thinks that it is too risky for treating some pests.
(B) She thinks it is the most effective way to kill pests.
(C) She feels that it should be used with other methods.
(D) She feels that most people do not properly understand it.

5 Listen again to part of the lecture. Then answer the question.
Why does the professor say this:

(A) To warn the students about an upcoming assignment
(B) To promise the students that she will not grade harshly
(C) To alert the students that she is about to start her lecture
(D) To assure the students they will get their grades soon

Word POP-UP

Match the words on the left with the definitions on the right.

1. prevalent	(a) to use up
2. stout	(b) widespread or common
3. consume	(c) to spread or to make something spread over a wide area
4. disperse	(d) thick and strong

Listen to a talk in a biology class. MP3 136-141

TOEFL LISTENING

VOLUME HELP OK NEXT

1 What are the speakers mainly discussing?

(A) The way that dolphins communicate with each other
(B) Experiments that train dolphins to perform actions
(C) Dolphins' capacity for abstract and creative thought
(D) New behaviors dolphins develop for rewards

2 According to the discussion, what do dolphins use most of their brain for?

(A) Developing new kinds of behavior
(B) Keeping track of visual information
(C) Keeping track of audio information
(D) Distinguishing between different amounts

3 How does the professor discuss the intelligence of dolphins?

(A) By describing the structure of their brains
(B) By comparing their behavior with that of other mammals
(C) By explaining the evolution of dolphins from mammals
(D) By providing examples from experiments and observation

4 What was the significance of the dolphin hoarding trash in her pool?

(A) It showed that dolphins are able to distinguish between food and waste.
(B) It showed that dolphins can understand consequences and future events.
(C) It showed that dolphins can communicate ideas to one another.
(D) It showed that dolphins can follow commands even when grammar is reversed.

5 What might the professor discuss next?

(A) The way dolphins interact with one another
(B) The effect of training on dolphins' cognitive abilities
(C) The different ways dolphins in different areas hunt
(D) The ways dolphins use echolocation while swimming

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

6 What does the professor mean when he says this:

(A) He is embarrassed because she doesn't know the answer.
(B) He is cautious because the answer to the question is complex.
(C) He is upset because the student asked an irrelevant question.
(D) He is nervous because she doesn't want to give a confusing answer.

Vocabulary Review

A Choose the best word to complete each sentence.

1. The venom of this animal can be _____ if one does not get treatment immediately.
   (A) rigid (B) bountiful (C) lethal (D) fragrant

2. _____ animals like the bat have special ways to find their prey in the darkness.
   (A) Bizarre (B) Mature (C) Aquatic (D) Nocturnal

3. Many educators believed that a computer could be _____ for education.
   (A) allocated (B) discarded (C) accumulated (D) utilized

4. Soil in the valley was highly _____ and could support a wide variety of crops.
   (A) domestic (B) fertile (C) sterile (D) adhesive

5. Although wheat is also grown widely, the most _____ food crop in this region is rice.
   (A) crude (B) extinct (C) perishable (D) prevalent

6. The turtle has a(n) _____ shell to protect it from attacks by larger, stronger animals.
   (A) stout (B) severe (C) myriad (D) brisk

7. Each year, wind caught the plant's lightweight seeds and _____ them over a wide area.
   (A) compelled (B) mocked (C) dispersed (D) devised

8. The artist found that his _____ paintings did not sell to people who preferred realism.
   (A) ample (B) murky (C) abstract (D) vague

B Complete the following sentences with the words in the box. You may have to change the form of some of the words.

anatomy	camouflage	byproduct	predecessor

1. CO_2 is the _____ of people breathing.

2. The propeller-driven aircraft was a(n) _____ of the modern, and much faster, jet aircraft.

3. The _____ of a cat clearly shows that it is a predator which hunts at night.

4. The fish's strange _____ allowed it to avoid getting noticed and eaten by predators.

Useful Terms

Biology / Physiology

- ☐ species
- ☐ organ
- ☐ microorganism
- ☐ cell body
- ☐ nucleus
- ☐ chromosome
- ☐ tissue
- ☐ genetic
- ☐ heredity
- ☐ dominant
- ☐ recessive
- ☐ evolution
- ☐ adaptation
- ☐ mutation
- ☐ symbiotic
- ☐ parasitic
- ☐ host
- ☐ nervous system
- ☐ digestive system
- ☐ respiratory system
- ☐ circulatory system
- ☐ anabolism
- ☐ catabolism
- ☐ metabolism
- ☐ saliva
- ☐ intake
- ☐ perspiration
- ☐ respiration
- ☐ circulation
- ☐ secretion
- ☐ gland
- ☐ absorb
- ☐ break down
- ☐ excrete

Botany

- ☐ photosynthesis
- ☐ chlorophyll
- ☐ chloroplast
- ☐ tropism
- ☐ transpiration
- ☐ pollination
- ☐ pollen
- ☐ disperse
- ☐ sprout
- ☐ petal
- ☐ nectar
- ☐ mucus
- ☐ stem
- ☐ taproot
- ☐ trunk
- ☐ bark
- ☐ indigenous
- ☐ vegetation
- ☐ insectivorous plants
- ☐ perennial
- ☐ foliage
- ☐ thorn
- ☐ rampant
- ☐ weed
- ☐ maize
- ☐ cob

Zoology

- ☐ reptile
- ☐ amphibian
- ☐ vertebrate
- ☐ invertebrate
- ☐ herbivore
- ☐ carnivore
- ☐ scavenger
- ☐ domestic
- ☐ nocturnal
- ☐ aquatic
- ☐ terrestrial
- ☐ dormant
- ☐ aestivation
- ☐ hibernation
- ☐ predator
- ☐ prey
- ☐ natural enemy
- ☐ inhabit
- ☐ live off
- ☐ burrow
- ☐ reproduce / breed
- ☐ defense
- ☐ camouflage
- ☐ agile
- ☐ hermaphrodite
- ☐ hatch
- ☐ offspring
- ☐ mature
- ☐ claw
- ☐ sac
- ☐ frequency
- ☐ fin
- ☐ gill
- ☐ tentacle

CHAPTER

07

Service Encounters

- Registering for Classes
- Using a Computer Lab
- Dormitory Problem
- Dormitory Registration
- Organizing a Club

Approaching Themes

Listen to part a conversation between a student and a clerk at the registrar's office. MP3 142-145

1 What does the man think about the student's plan to take 18 credit hours? Attitude

(A) He thinks it shows that she is a very ambitious student.
(B) He thinks she will probably have difficulty with so many classes.
(C) He thinks that she will be allowed to do so if her grades are good.
(D) He thinks that she should have already talked to him about it.

2 Why does the university require students to get permission to take 18 or more credit hours? Detail

(A) To make sure students do not create an unrealistic work load for themselves
(B) To encourage students to only take courses that are relevant to their major
(C) To ensure that there are enough course spaces available for other students
(D) To make sure students take courses and pay tuition for four full years

3 How does the clerk suggest the woman decide which courses to register for immediately? Detail

(A) She should register for the courses most relevant to her major.
(B) She should register for the courses that fill up most quickly.
(C) She should register for the courses that she is most likely to do well in.
(D) She should register for the courses that are only offered once a year.

Note-taking

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

Why does the student say this:

(A) She doesn't have time to register for her courses now.

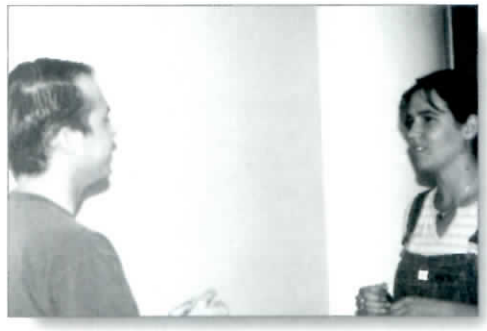
(B) She doesn't see the point of the man's suggestion.

(C) She needs more time to consider which courses to sign up for.

(D) She needs to speak to her department head before registering for her classes.

• **object** *v.* to express disapproval or opposition • **waiver** *n.* the act of giving up a claim or right, or an official document stating this • **straighten out** to deal with problems or a difficult situation • **leave out** to not include; to take out • **for the time being** now; temporarily

Listen to part of a conversation between a student and computer lab assistant. MP3 146-149



1 Why does the woman go to the computer lab? Main Idea

(A) To get her computer fixed
(B) To use a computer for her assignment
(C) To get directions to a building
(D) To ask about a program

2 Why can't the woman use one of the computers at the Student Center? Detail

(A) She does not have enough time for her work.
(B) She forgot to bring proper identification.
(C) The lab has too many students in it.
(D) The computers do not have the proper software.

3 Why does the woman not know where Macon Hall is? Detail

(A) The building has no sign marking it.
(B) She only uses this computer lab.
(C) She is new to the college.
(D) She is not an engineering student.

Note-taking

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

Function

(A) To prevent the woman from asking a question he anticipates
(B) To try to convince the woman to use a computer at his lab
(C) To inform the woman that he does not know about the other lab
(D) To imply to the woman she may not get a computer easily

• **busted** *adj.* out of order; broken • **sign in** to write your name when you arrive at an office, a club, etc. • **slow** *adj.* inactive

Listen to part of a conversation between a student and a clerk at a campus security office. MP3 150-153

1 Why does the student go to see the woman?

(A) To pay off a parking ticket that he received
(B) To contest a parking ticket that he received
(C) To request that visitors be given parking tickets
(D) To complain about the lack of parking spaces

2 What does the woman suggest that the student do?

Click on 2 answers.

(A) Ignore rules against parking at other dorms
(B) Park at the basketball stadium
(C) Ignore the fine until her boss reviews the tickets
(D) Report any parking violations

3 How does the student feel about the ticketing of visitors in his parking lot?

(A) He feels that it has not been effective so far.
(B) He is glad the university is finally addressing the problem.
(C) He feels the amount of the fines should be increased.
(D) He thinks the university should give more warnings before issuing tickets.

Note-taking

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

(A) To indicate that it shouldn't matter where he parked
(B) To inquire as to where he should have parked
(C) To emphasize that he had no choice in the matter
(D) To express his surprise at receiving a ticket

Word POP-UP

Match the words on the left with the definitions on the right.

1. windshield	(a) without official permission
2. violate	(b) to refuse to obey a law or rule
3. tow	(c) to draw or pull behind by a chain or line
4. unauthorized	(d) the window across the front of a vehicle

Listen to part of a conversation between a student and a housing coordinator. MP3 154-157

1 Which of the following are true of summer housing for full-time students?

Click on 2 answers.

(A) It is cheaper than housing for part-time students.
(B) Full-time students have roommates, while part-time students do not.
(C) Only full-time students are allowed to stay in suites during the summer.
(D) Full-time students get preferential treatment in housing placements.

2 What does the woman imply about on-campus housing during the summer?

(A) It is more expensive than during the fall and spring semesters.
(B) There are more housing options available to students.
(C) Housing rules are relaxed because there are fewer students on campus.
(D) Generally, only upperclassmen are allowed to stay on campus during the summer.

3 Which of the following are food options during the summer term?

Click on 2 answers.

(A) Students can use the campus dining halls.
(B) Students can use the restaurants in the student center.
(C) Students can rely on the meal plan.
(D) Students can eat off-campus.

Note-taking

4 **Listen again to part of the conversation. Then answer the question.**
What is the student's opinion of the upperclassmen suites?

(A) He thinks they offer much better living arrangements than the dormitories.
(B) He thinks that it is unfair that they are only available to upperclassmen.
(C) He's upset that no one told him about them before.
(D) He thinks all the dormitories should be converted to suites.

Word POP-UP

Match the words on the left with the definitions on the right.

1. vacancy	(a) to choose not to demand
2. waive	(b) a room that is available
3. occupancy	(c) to check that something is true or accurate
4. verify	(d) the act of using a room, building, or area of land

TOEFL LISTENING

VOLUME

Listen to part of a conversation between a student and a clerk at the Student Union. MP3 158-162

TOEFL LISTENING

VOLUME HELP OK NEXT

1 Why does the student go to the Student Union?

(A) To inquire about the process for creating a club
(B) To submit an application for an activity club
(C) To find a student senator to sponsor her club
(D) To look at examples of activity club constitutions

2 What is the difference between activity clubs and other groups?

(A) Activity clubs must pay a fee to the school.
(B) Activity clubs cannot use student government money.
(C) Activity clubs must have at least 10 members.
(D) Activity clubs cannot use any campus facilities.

3 What are the documents that must be submitted by any club before being approved?

Click on 2 answers.

(A) A request for funds
(B) A description of guidelines
(C) A list of members
(D) A recommendation from an adviser

4 In the conversation, the clerk describes the steps of creating an activity club. Put the steps in the correct order.

Drag each sentence to the space where it belongs.

1	
2	
3	
4	

(A) A student senator must sponsor the club.
(B) All paperwork is submitted to the Director.
(C) An adviser must be selected for the club.
(D) A constitution for the club must be written.

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

5 Why does the clerk say this: 🎧

(A) To get the student to be careful with the complex paperwork
(B) To remind the student that all clubs must fill out paperwork
(C) To warn the student that the student government may reject the paperwork
(D) To urge the student to submit the paperwork as soon as possible

Vocabulary Review

A Choose the best word to complete each sentence.

1. After reading the list of things to do, she thought: "Have I _____ anything _____?"
(A) looked out (B) left out (C) made out (D) hung out

2. On the broken machine, someone had placed a sign that read, "This machine is _____!"
(A) defeated (B) reduced (C) busted (D) reserved

3. During very cold weather, business was so _____ that the shop almost had to close.
(A) puzzled (B) slow (C) absurd (D) bothersome

4. If you _____ this traffic law, then you have to pay a $100 fine.
(A) violate (B) hinder (C) retain (D) assert

5. Tired and sleepy, the travelers were pleased to find that the hotel had a(n) _____.
(A) craft (B) barrier (C) domain (D) vacancy

6. The company has to _____ all information that job applicants provide about their previous employment.
(A) reverse (B) distribute (C) verify (D) breed

7. We read the long _____ of names but found that our names were not there.
(A) roster (B) scope (C) trait (D) poll

8. The dean's welcoming speech to incoming students was only a(n) _____, and was very brief.
(A) formality (B) compliment (C) component (D) measure

B Complete the following sentences with the words in the box. You may have to change the form of some of the words.

straighten out	commute	waive	fend

1. A new director at the company had to _____ many problems with its management.

2. From birth, the young of certain species must _____ for themselves in a harsh environment.

3. As he _____ by train to and from his office, Bill worked using his laptop.

4. On rare occasions, the school chose to _____ tuition for students from very poor families.

Useful Terms

Student Affairs / Student Services

- ☐ registrar's office
- ☐ enrollment / registration
- ☐ sign up for / register for
- ☐ registration period
- ☐ drop & add period
- ☐ wait list
- ☐ credit / unit
- ☐ prerequisite
- ☐ elective
- ☐ pass/fail class
- ☐ withdrawal
- ☐ dropout
- ☐ admission office
- ☐ application form
- ☐ acceptance letter
- ☐ admission
- ☐ honors (program)
- ☐ transfer
- ☐ issue
- ☐ transcript
- ☐ diploma
- ☐ certification of graduation
- ☐ medical excuse
- ☐ health certificate

Library

- ☐ librarian
- ☐ library card / ID
- ☐ copy card
- ☐ shelf / stacks
- ☐ circulation desk
- ☐ call number
- ☐ card catalog
- ☐ online catalog
- ☐ check out
- ☐ return
- ☐ renew
- ☐ put a hold on a book
- ☐ recall notice
- ☐ due date
- ☐ overdue
- ☐ late fee / fine
- ☐ reference section
- ☐ reserved book
- ☐ periodical
- ☐ bound periodical
- ☐ encyclopedia
- ☐ anthology
- ☐ atlas
- ☐ inter-library loan

Extracurricular Activities

- ☐ student council
- ☐ alumni
- ☐ sorority
- ☐ fraternity
- ☐ varsity
- ☐ bulletin board
- ☐ charity bazaar
- ☐ volunteer work

Dormitory & School Facilities

- ☐ dormitory / residence hall
- ☐ RA (Resident Assistant)
- ☐ housing office / residence life office
- ☐ maintenance office
- ☐ off-campus housing
- ☐ room and board
- ☐ rent
- ☐ utility fee
- ☐ meal plan
- ☐ cafeteria / dining hall / commons
- ☐ student union
- ☐ auditorium
- ☐ gymnasium
- ☐ sport facilities
- ☐ computer lab
- ☐ health care center
- ☐ immunization record
- ☐ used book
- ☐ paperback
- ☐ out of stock

CHAPTER

08

Social Science

- The Zone of Proximal Development | Education
- Brand / Product Management | Economics
- Conformity Theory | Psychology
- Bretton Woods Agreement | Economics
- Dunbar's Number | Sociology

Approaching Themes

Listen to part of a talk in an education class. MP3 163-167

Lev Vygotshy
The zone of proximal development

1 What is the discussion mainly about? Main Idea

(A) How Vygostky developed his theory of the zone of proximal development
(B) How Vygoskty's theories impacted the field of teaching
(C) Vygostky's views on how children learn most effectively
(D) The relationship between Vygoskty's study on play and the zone of proximal development

2 How does the professor explain the zone of proximal development? Organization

(A) By describing how Vygoskty developed the theory
(B) By explaining how it is applied in the classroom
(C) By comparing it to other theories of child learning
(D) By giving a general definition and then an example

3 What is the significance of the zone of proximal development to teaching? Detail

(A) It determines at which age children should first be taught.
(B) It suggests that children learn best through self-exploration.
(C) It suggests that children learn best when they are slightly challenged.
(D) It defines the role of the teacher in student-teacher interactions.

Note-taking

4 What does the professor say about concepts that lie beyond a child's zone of proximal development? Detail

(A) The child can only understand them with help and guidance.
(B) The child will never be able to understand them.
(C) The child will be encouraged to learn more.
(D) The child will not express interest in those concepts.

Listen again to part of the discussion. Then answer the question. Attitude

5 What is the student's attitude toward the zone of proximal development?

(A) She thinks the concept is self-evident.
(B) She doesn't understand how it relates to the professor's example.
(C) She doubts it is an important idea.
(D) She thinks it has little relevance to teaching.

• **proximal** *adj.* nearest • **geometry** *n.* a branch of mathematics concerned with points, lines, curves, and surfaces • **algebra** *n.* a branch of mathematics in which symbols are used to represent numbers • **no-brainer** *n.* anything that requires little thought • **sweet spot** *n.* an ideal state or condition

Listen to part of a lecture in an economics class. MP3 168-172

1 What is the main topic of the lecture? Main Idea

(A) Effective marketing in the auto industry
(B) Creating a luxury brand
(C) The principles of creating a brand or a product name
(D) Positioning a brand in the marketplace

2 Why is it important for a company to make clear distinctions for its brands? Detail

Click on 2 answers.

(A) To reach the correct market for each brand a company owns
(B) To ensure that a company's own brands do not compete against each other
(C) To ensure that brand names are easily remembered by customers
(D) To ensure that other companies do not fill a market niche

3 What does the professor say about advertisements? Detail

(A) They should target buyers of equivalent brands.
(B) They should be short and memorable.
(C) They should focus on repeat customers of a company.
(D) They should explain the benefits of a particular brand.

Note-taking

4 Why does the professor discuss General Motors?

Organization

(A) To review the principles of choosing a brand name
(B) To explain why some companies choose to market several brands
(C) To provide an example of a company with poor brand management
(D) To suggest an alternative branding strategy to that of Toyota and Honda

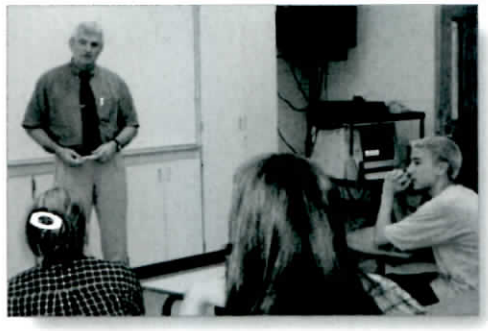
5 Listen again to part of the lecture. Then answer the question.
Why does the professor say this:

Function

(A) To indicate his disapproval of Lexus's brand marketing
(B) To reinforce a point he just made
(C) To point out a reason for Lexus's poor market performance
(D) To indicate a shift of topic in the lecture

• **principle** *n.* a law, a rule or a theory that something is based on • **compete** *v.* to rival • **luxury** *adj.* expensive and enjoyable but not essential • **target** *v.* to aim at or for • **segment** *n.* part of something that can be considered separately

Listen to part of a talk in a psychology class. MP3 173-177



1 What are the speakers mainly discussing?

(A) Ways to resolve disagreement of opinion in a group
(B) The tendency for people to follow the majority's opinion
(C) The tendency of people to obey authority figures
(D) What makes each person perceive an illusion differently

2 According to the discussion, what are essential elements of conformity?

Click on 2 answers.

(A) It only occurs in very large groups.
(B) It is a way of resolving differences in perception.
(C) It involves the altering of opinions or actions.
(D) It is undertaken in the absence of physical danger.

3 What do the results of Muzafer Sherif's experiment suggest?

(A) The desire to conform is a trait found among all human beings.
(B) Conformity only occurs when social groups exist for long periods.
(C) People choose to conform when they lack reliable evidence to form their own opinions.
(D) Conformity relies on a leader who guides the group's opinions.

Note-taking

4 What does the professor find interesting about Sherif's experiment?

(A) That people disregarded their own perceptions to conform to the group
(B) That people tended to form an agreement even when there was no obvious threat
(C) That people tended to form a consensus even without any group discussion
(D) That people changed their opinions slowly over a period of time rather than instantly

5 Listen again to part of the lecture. Then answer the question.
Why does the professor say this:

(A) To suggest that the student's definition is not acceptable
(B) To prompt other students to offer alternative definitions
(C) To imply the definition is a good one
(D) To offer a light-hearted joke

Word POP-UP

Match the words on the left with the definitions on the right.

1. subject	(a) general agreement among a group of people
2. refine	(b) a person or thing that undergoes an experiment or treatment
3. inherent	(c) existing as an essential characteristic or inseparable part
4. consensus	(d) to improve something by making small changes to it

Listen to part of a lecture in an economics class. MP3 178-182

1 What is the lecture mainly about?

(A) The economic problems that Bretton Woods was meant to solve
(B) The structure of the financial system created at Bretton Woods
(C) How the United States was able to solve the financial crisis of the 1930s
(D) The role of the IMF in hosting Bretton Woods

2 Which of the following institutions are mentioned as being products of Bretton Woods?

Click on 2 answers.

(A) The IMF
(B) The Stock Exchange
(C) The World Bank
(D) APEC

3 What caused currency devaluation in the 1930s?

(A) The stock market crash of 1929
(B) The onset of World War II in 1939
(C) The lack of capital for foreign investment
(D) The self-interested policies of individual nations

Note-taking

4 **What was the ultimate result of the development of trading blocs in the 1930s?**

(A) The gradual improvement of the world economy
(B) The development of international of financial systems
(C) The hindrance of general economic recovery
(D) Increased levels of hatred between nations

5 **Listen again to part of the lecture. Then answer the question.**
What can be inferred about the United States?

(A) It had to borrow extensively to pay for the reconstruction of Europe.
(B) It was the main beneficiary of the Bretton Woods agreement.
(C) It had played a relatively minor part in World War II.
(D) It was tricked into signing the Bretton Woods agreement.

Word POP-UP

Match the words on the left with the definitions on the right.

1. onset	(a) equal in value, amount, meaning, etc.
2. deficit	(b) the beginning of something, especially something unpleasant
3. havoc	(c) the amount by which losses exceed profits
4. equivalent	(d) great disorder and confusion

TOEFL LISTENING

VOLUME

Listen to the lecture in a sociology class. MP3 183-188

TOEFL LISTENING

VOLUME HELP OK NEXT

1 What is the main topic of the lecture?

(A) The social interactions of humans and primates
(B) The relationship between brain size and social networking
(C) New evidence that casts doubt on the Dunbar number
(D) How the internet has altered social networking practices

2 How did Dunbar first develop his theory?

(A) By studying the structure of the human brain
(B) By researching the sizes of armies throughout history
(C) By recognizing patterns in the size of social networking websites
(D) By observing the size of different primate groups

3 According to Dunbar, why can humans have a larger number of intimate relationships than primates can have?

(A) Humans have the capacity for language.
(B) Humans have to form larger groups to survive.
(C) Humans have more time just for social interaction.
(D) Humans do not fight as much as primates.

4 Why does the professor mention the organization of militaries throughout history?

(A) To disprove the validity of the Dunbar number
(B) To explain how language plays different roles in different groups
(C) To show how survival groups reach a similar maximum limit
(D) To compare Dunbar's theories with later theories

5 What will the professor most likely discuss next?

(A) The way that language eventually evolved from social grooming
(B) The environmental and social conditions that determine community sizes
(C) The application of the Dunbar *number* to social networking websites
(D) The ways that other researchers developed alternatives to the Dunbar number

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

6 Why does the professor say this: 🎧

(A) To prove that Dunbar's theory has flaws
(B) To specify the point he just made
(C) To get the students' opinions on the subject
(D) To prevent the students from asking any similar questions

Vocabulary Review

A Choose the best word to complete each sentence.

1. To help support the website, a fund-raising effort online _____ a goal of $10,000.
(A) diverted (B) incorporated (C) targeted (D) spurred

2. In tests of an experimental medicine, _____ in the control group were given water instead.
(A) subjects (B) instruments (C) objects (D) experimenters

3. Small problems are often the _____ of much bigger problems, unless you address them promptly.
(A) byproducts (B) substances (C) precursors (D) components

4. With this illness, about a week passes between infection and the _____ of symptoms.
(A) onset (B) outlook (C) obsession (D) impression

5. A very large balance of trade _____ is causing great economic problems for the country.
(A) surplus (B) deficit (C) drawback (D) diversity

6. The advance of the army caused _____ among the enemy soldiers, who turned and fled.
(A) assurance (B) havoc (C) debris (D) segment

7. This calculator allows you to find the _____ values, in metric units, of English measurements.
(A) initial (B) potential (C) secondary (D) equivalent

8. Instead of unity and cooperation, the Celtic peoples were known for _____ and frequent fighting.
(A) tranquility (B) discord (C) techniques (D) consensus

B Complete the following sentences with the words in the box. You may have to change the form of some of the words.

estimate	facilitate	speculate	exceed

1. The new road is meant to _____ access to the downtown area from the expressway.

2. In the absence of news, we can only _____ about what happened to the lost ship.

3. We _____ that the cost of repairing the car will be about a hundred dollars.

4. The essay portion of the examination should not _____ two hundred and fifty words.

Useful Terms

Economics

- ☐ cartel
- ☐ monopoly
- ☐ oligopoly
- ☐ stagnation
- ☐ recession
- ☐ depression
- ☐ stock market crash
- ☐ devaluation
- ☐ bankruptcy
- ☐ financial crisis
- ☐ expansionary policy
- ☐ deflation
- ☐ inflation
- ☐ deficit
- ☐ surplus
- ☐ asset
- ☐ commodity
- ☐ fiscal year
- ☐ budget
- ☐ revenue
- ☐ transaction
- ☐ maximize profit

Sociology

- ☐ norm
- ☐ anomie
- ☐ consensus
- ☐ altruism
- ☐ egoism
- ☐ institution
- ☐ social security system
- ☐ ethnic
- ☐ minority
- ☐ juvenile
- ☐ labor union
- ☐ community
- ☐ throng
- ☐ gregarious
- ☐ metropolitan
- ☐ congestion
- ☐ urbanization
- ☐ demography
- ☐ census
- ☐ life expectancy

Psychology

- ☐ amnesia
- ☐ assimilation
- ☐ dissonance
- ☐ cognition
- ☐ perception
- ☐ perspective
- ☐ subconscious
- ☐ impulse
- ☐ attachment
- ☐ repression
- ☐ oppression
- ☐ self-esteem
- ☐ hypothetical
- ☐ paradigm

Pedagogy

- ☐ adapt
- ☐ regression
- ☐ aptitude
- ☐ adolescent
- ☐ observation
- ☐ criterion
- ☐ coherence
- ☐ foster
- ☐ discipline
- ☐ vocational education

Politics

- ☐ session
- ☐ constitution
- ☐ legislature
- ☐ poll
- ☐ unanimous
- ☐ appointment
- ☐ candidate
- ☐ senator
- ☐ congressman
- ☐ anarchism
- ☐ bureaucracy
- ☐ sovereign
- ☐ hegemony
- ☐ autarchy
- ☐ autonomy
- ☐ turmoil
- ☐ injustice
- ☐ obligation
- ☐ interfere
- ☐ alliance

Law

- ☐ abide by
- ☐ abolition
- ☐ criminal
- ☐ suspect
- ☐ outlaw
- ☐ violate
- ☐ commit
- ☐ manipulate
- ☐ conspiracy
- ☐ capital punishment
- ☐ execution
- ☐ enforce
- ☐ feasible
- ☐ sue
- ☐ lawsuit
- ☐ prosecutor
- ☐ plaintiff
- ☐ defendant
- ☐ suspicion
- ☐ testimony
- ☐ courtroom
- ☐ summon
- ☐ appeal
- ☐ withdraw a suit
- ☐ petition
- ☐ precedent

CHAPTER

09

Humanities

- Aristotle's Concept of Virtue | Philosophy
- Chinese Dialects | Linguistics
- Mohenjo-Daro | Archeology
- Heraclius: Emperor of Byzantium | History
- John D. Rockefeller & Andrew Carnegie | American History

Listen to part of a talk in a philosophy class. MP3 189-193

Eudaimonia

1 According to Aristotle, how can one achieve eudaimonia? Detail

(A) Refraining from hurting anyone in any way
(B) Following the laws and rules of society
(C) Knowing why one's virtuous actions are virtuous
(D) Providing happiness to as many people as possible

2 How does the professor explain ideas of happiness in philosophy? Organization

(A) By naming philosophers that inspired Aristotle
(B) By discussing philosophers Aristotle inspired
(C) By providing a hypothetical example
(D) By discussing how these theories arose

3 Why does the professor mention Jeremy Bentham and John Stuart Mill? Organization

(A) To explain why utilitarianism is influential
(B) To discuss their effects on 19th century society
(C) To compare the two men's views on happiness
(D) To describe the origins for utilitarianism

Note-taking

4 What is the professor's opinion about utilitarianism's concept of happiness? Attitude

(A) She thinks it is the most influential one in modern society.
(B) She suspects that it took ideas from Aristotle.
(C) She argues that it is the easiest to understand.
(D) She thinks that it is ill-informed.

5 Listen again to part of the lecture. Then answer the question. What does the professor imply? Inference

(A) The students do not take enough notes.
(B) The subject matter is very complicated.
(C) The professor cannot answer all their questions.
(D) The professor has trouble explaining the lesson.

• **virtue** *n.* goodness (*adj.* virtuous, *adv.* virtuously) • **literal** *adj.* being the basic meaning of a word • **attain** *v.* to achieve, to gain • **refrain** *v.* to stop; to avoid • **notion** *n.* an idea, a belief or an understanding of something • **utilitarianism** *n.* the belief that something is morally right if it helps a majority of people • **suffering** *n.* physical or mental pain • **take (sth) into account** to consider something when making a decision

Listen to part of a lecture in a linguistics class. MP3 194-198

Mandarin

Cantonese

1 Why are speakers of different Chinese dialects able to read the same script? Detail

(A) Written Chinese only uses a single standard dialect.
(B) Written Chinese only uses a few syllables for words.
(C) Written Chinese uses common symbols to convey meaning.
(D) Written Chinese does not use very many characters.

2 In the lecture, the professor discusses characteristics of Mandarin and Cantonese. Indicate whether each of the following applies to Mandarin or Cantonese. Connecting Content

Click in the correct box for each phrase.

	Mandarin	Cantonese
(A) Uses over 2000 syllables		
(B) Uses only 4 intonations		
(C) Many words contain 1 syllable		
(D) China's official language		

3 How are intonations used in spoken Chinese? Detail

(A) They help determine the definitions of words.
(B) They allow speakers of different dialects to understand each other.
(C) They make the syllables within a word clearer.
(D) They indicate the proper word order of sentences.

Note-taking

4 What is the professor's stance about foreign students learning Chinese? Attitude

(A) He wishes more students would try to learn the language.
(B) He thinks it should only be learned for business and politics.
(C) He thinks Chinese is too difficult for foreign students.
(D) He believes they should learn Mandarin rather than Cantonese.

5 What can be inferred about the Chinese language? Inference

(A) People from different regions in China cannot communicate at all.
(B) Spoken Chinese consists of more than Mandarin and Cantonese.
(C) People in China only use Cantonese for special occasions.
(D) Cantonese is used by more educated people.

• **dialect** *n.* a language spoken in a particular area • **tongue** *n.* a language • **ideogram** *n.* a character or symbol that represents an idea or a thing • **vowel** *n.* a speech sound such as *a*, *e*, i, *o*, or *u* • **consonant** *n.* a speech sound that is not a vowel, such as *p*, *f*, *n*, or *t* • **pitch** *n.* how high or low a sound is • **hemp** *n.* an Asian plant with tough fibers

Listen to part of a talk in an archeology class. MP3 199-203

Mohenjo-Daro

1 What are the speakers mainly discussing?

(A) How Mohenjo-Daro was first discovered in the 1920s
(B) What Mohenjo-Daro reveals about Indus Valley Civilization
(C) The artistic value of artifacts found in Mohenjo-Daro
(D) The technological developments of Mohenjo-Daro society

2 What is one of the interesting features about the houses of Mohenjo-Daro?

(A) They were all connected to the city granary.
(B) They all featured large courtyards and gardens.
(C) They all contained statues of dancing girls for decoration.
(D) They had bathrooms with pipes for waste disposal.

3 What do the stone seals found in Mohenjo-Daro show?

(A) How the society practiced commerce
(B) How the society had upper and lower classes
(C) How women were viewed by society
(D) How its plumbing technology was operated

Note-taking

4 What will most likely be the next topic?

(A) The other societies in the Indus River Valley
(B) The way that Mohenjo-Daro was destroyed
(C) The excavation of Mesopotamian cities
(D) The importance of the dancing girl statue

5 Listen again to part of the lecture. Then answer the question.
Why does the professor say this:

(A) To encourage the students to research the subject
(B) To elicit a response from the students
(C) To prompt the students to take more notes
(D) To get the students to consider the lesson

Word POP-UP

Match the words on the left with the definitions on the right.

1. sanitation	(a) an object from the past that has been kept
2. dispose of	(b) writing carved into something made of stone or metal
3. relic	(c) the process of keeping places clean and healthy
4. inscription	(d) to get rid of or throw out

Listen to part of a lecture in a history class. MP3 204-208

1 What is the main topic of the lecture?

(A) The challenges faced by Heraclius during his reign
(B) The battles between Heraclius' army and the Persians
(C) The diplomacy and political reforms of Heraclius
(D) The religious infighting during Heraclius' reign

2 In what order does the professor discuss the events during Heraclius' reign?

(A) From the most troublesome to least troublesome events
(B) From the external to the internal threats to Byzantium
(C) From the earliest events in his reign to the latest events
(D) From the setbacks of Heraclius to his contributions

3 Why did Heraclius fight the Persians early in his reign?

(A) The Persians had conquered Christian lands considered holy.
(B) The Persians had overthrown the previous emperor, Phocas.
(C) The Persians were spreading Islam throughout Asia.
(D) The Persians were causing conflicts between Byzantine religious groups.

Note-taking

4 What was the result of Heraclius' retirement from being a military leader?

(A) A civil war between Christian sects broke out.
(B) The Muslims defeated his armies.
(C) The Byzantine Empire collapsed.
(D) The Persians conquered Arabia.

5 Listen again to part of the lecture. Then answer the question.
What does the professor mean when he says this:

(A) He is sarcastically criticizing the class's lack of interest.
(B) He does not think anyone actually knows this.
(C) He believes that he should give the class more information.
(D) He is admitting that the answer is obvious.

Word POP-UP

Match the words on the left with the definitions on the right.

1. grim	(a) a sudden attack on a place by other people
2. ally	(b) unpleasant and depressing
3. reclaim	(c) to get something back after it has been lost or taken away
4. incursion	(d) to agree to support another group or country

Listen to the talk in an American history class. MP3 209-214

John D. Rockefeller

Andrew Carnegie

TOEFL LISTENING

VOLUME HELP OK NEXT

1 What is the main topic of this discussion?

(A) Rockefeller's and Carnegie's relationship with the Progressive movement
(B) Rockefeller's and Carnegie's methods of becoming immensely wealthy
(C) The labor unrest caused by Carnegie's and Rockefeller's management
(D) The many charities to which Carnegie and Rockefeller donated money

2 How does the professor organize the discussion?

(A) By discussing Carnegie's rise to power and then Rockefeller's rise to power
(B) By discussing Carnegie's and Rockefeller's charity work and then Progressives' criticism of them
(C) By discussing the causes of the Progressive movement and then its effects
(D) By discussing America's transition to industry and then how Carnegie and Rockefeller enabled this change

3 Why did Progressives criticize Rockefeller and Carnegie?

(A) Progressives opposed the spread of industry in the United States.
(B) Progressives were angry that neither man donated to a good cause.
(C) Progressives felt that their business practices were immoral.
(D) Progressives thought that they undermined the government's authority.

4 What is the professor's opinion about Andrew Carnegie?

(A) He believes that Carnegie cared more about business than charity
(B) He feels that Carnegie is too harshly judged for his business practices.
(C) He thinks that Carnegie was not as charitable as Rockefeller was.
(D) He feels that Carnegie was too kind to his employees.

5 How does the professor show that Carnegie and Rockefeller were ruthless businessmen?

(A) By comparing how much they gave to charity to how much they made in business
(B) By providing examples of violence caused by their policies and practices
(C) By comparing business practices before and after the two men became wealthy
(D) By describing how they caused widespread poverty through their policies

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

6 What does the student mean when she says this?

(A) She has already learned a lot about Carnegie and Rockefeller.
(B) She does not believe this claim being made by the professor.
(C) She does not follow the professor's lecture on this topic.
(D) She is surprised by the new information the professor is giving.

Vocabulary Review

A Choose the best word to complete each sentence.

1. The members of the audience are asked to _____ from talking during the orchestra's performance.
   (A) prompt (B) refrain (C) withdraw (D) disguise

2. The restaurant was closed by the local health authorities because it had poor _____.
   (A) filth (B) hazard (C) savor (D) sanitation

3. There is a controversy about the best way to _____ highly dangerous waste.
   (A) feed (B) disclose (C) dispose of (D) attain

4. When the lake was drained, many _____ from ancient times were found on its bottom.
   (A) foes (B) relics (C) inspections (D) frameworks

5. A(n) _____ on one corner of the building recorded the date when it was built.
   (A) inscription (B) reflection (C) tactic (D) incursion

6. The queen _____ for 50 years and saw her country transformed completely in that time.
   (A) resigned (B) glorified (C) reigned (D) distributed

7. Great _____ in income created tensions between the wealthy and the poor during the 1800s.
   (A) inequities (B) obstacles (C) equilibriums (D) fragments

8. The general _____ such great authority that he had no need to raise his voice.
   (A) waived (B) wielded (C) restrained (D) fabricated

B Complete the following sentences with the words in the box.

rampant	devout	inept	formidable

1. Despite its _____ size and strength, the battleship was sunk by aircraft with torpedoes.

2. Because weeds were _____ in the garden, no vegetables were able to grow there.

3. Because he was so _____ at cooking, he asked someone else to prepare the meal.

4. A(n) _____ believer in her religion, the old lady went to services twice a day.

Useful Terms

History

- ☐ aristocrat
- ☐ baron
- ☐ commoner
- ☐ tyrant
- ☐ doctrine
- ☐ monarchy
- ☐ upheaval
- ☐ rebellion
- ☐ overthrow
- ☐ expedition
- ☐ feudalism
- ☐ tenant
- ☐ mercenary
- ☐ conquistador
- ☐ colonization
- ☐ domain
- ☐ reign
- ☐ annex
- ☐ surrender
- ☐ relinquish

US History

- ☐ American revolution
- ☐ the Civil War
- ☐ Federal government
- ☐ Puritans
- ☐ plantation
- ☐ cash crops
- ☐ indentured servants
- ☐ massacre
- ☐ casualty
- ☐ enslave
- ☐ slavery
- ☐ servitude
- ☐ abolitionist
- ☐ emancipation
- ☐ reconstruction
- ☐ ally / confederate
- ☐ secede
- ☐ impose taxes
- ☐ boycott
- ☐ tariff
- ☐ nativism
- ☐ assimilate
- ☐ ghetto
- ☐ imperialism
- ☐ segregate
- ☐ sit-in
- ☐ affirmative action
- ☐ appeasement
- ☐ veto
- ☐ suffrage
- ☐ basic provisions
- ☐ the Amendments
- ☐ Supreme Court
- ☐ sedition
- ☐ propaganda
- ☐ armistice
- ☐ Prohibition
- ☐ bootlegger
- ☐ speakeasy
- ☐ locomotive

Anthropology / Archeology

- ☐ chronology
- ☐ aboriginal
- ☐ ape
- ☐ authentic
- ☐ clan
- ☐ lineage
- ☐ hierarchy
- ☐ monogamous
- ☐ matrilineal
- ☐ engrave
- ☐ mound
- ☐ dwell
- ☐ authentic
- ☐ intact
- ☐ archive
- ☐ hieroglyph
- ☐ indigenous people
- ☐ persist
- ☐ Paleolithic
- ☐ Neolithic

Philosophy

- ☐ universal
- ☐ premise
- ☐ hypothesis
- ☐ connotation
- ☐ incompatible
- ☐ fallacy
- ☐ sophist
- ☐ skepticism
- ☐ idealism
- ☐ materialism
- ☐ ideology
- ☐ substance

Religion

- ☐ theology
- ☐ advent
- ☐ missionary
- ☐ pilgrim
- ☐ Protestantism
- ☐ orthodox
- ☐ convert
- ☐ clergyman
- ☐ archbishop
- ☐ persecution
- ☐ secular
- ☐ profane

CHAPTER

10

Physical Science

- Suspension Bridge | Architecture
- Einstein's Approach to Science | Physics
- A Star's Spectrum | Astronomy
- Glacier Movement | Geology
- Asteroid Impacts | Astronomy

Approaching Themes

Listen to part of a talk in an architecture class. MP3 215-219

1 What is the discussion mainly about? Main Idea

(A) The design challenges of suspension bridges
(B) The reasons for building suspension bridges
(C) The advantages and drawbacks of suspension bridges
(D) The most famous examples of suspension bridges

2 What are the advantages of suspension bridges over other types of bridges? Detail

Click on 2 answers.

(A) They can sometimes be built at a lower cost.
(B) They interfere less with shipping traffic.
(C) They can cross wider bodies of water.
(D) They are inherently stronger.

3 Why do suspension bridges require fewer pylons than other bridges? Detail

(A) The road decks they support are lighter.
(B) They use less concrete in their designs.
(C) They do not only rely on pylons to support their road decks.
(D) They are designed to swing with the wind.

Note-taking

4 Why does the professor mention the Tacoma Narrows Bridge? Organization

(A) To illustrate a basic design weakness of suspension bridges
(B) To discuss an alternative design for suspension bridges
(C) To show how engineers improved the design of the Golden Gate Bridge
(D) To introduce the next topic of discussion

5 Listen again to part of the lecture. Then answer the question. Function
Why does the professor say this:

(A) To remind students of the topic of discussion
(B) To guide the students' thinking in regards to his question
(C) To encourage students to focus on their previous discussion
(D) To emphasize the importance of the question to today's discussion

• **suspension bridge** *n.* a bridge that hangs from steel cables that are attached to towers • **deck** *n.* the roadway of a bridge • **pylon** *n.* a tower that gives support, such as the piers of a bridge • **expense** *n.* a cost • **prone to** likely to suffer from something • **aeroelastic** *adj.* resulting from aerodynamic forces • **flutter** *n.* a series of quick, light movements up and down or from side to side

Listen to part of a lecture in a physics class. MP3 220-224

1 What is the main topic of the lecture? Main Idea

(A) Einstein's greatest failure
(B) Einstein's most influential theories
(C) Einstein's attitudes towards science
(D) Einstein's later career

2 How did Einstein judge scientific theories? Detail

(A) According to the evidence confirming or denying their accuracy
(B) According to how they fit into his own theories
(C) According to how completely they explained the universe
(D) According to his own gut reactions of how the world worked

3 How does the professor explain Einstein's approach to science? Organization

(A) By telling a couple of anecdotal stories about Einstein
(B) By contrasting it with the approaches of other great scientists
(C) By explaining how it provided the inspiration for his greatest theories
(D) By discussing the origins of Einstein's approach

Note-taking

4 What is the professor's opinion of Einstein's attempt to disprove the theory of quantum mechanics?

Attitude

(A) It was a noble but ultimately futile effort.
(B) It was a pointless distraction that kept Einstein from greater achievements.
(C) It was a logical effort given the lack of evidence for quantum mechanics.
(D) It failed because it was ahead of its time.

5 What does the professor say about scientists?

Detail

(A) They would do well to follow Einstein's example.
(B) They should not allow personal feelings to cloud their scientific judgment.
(C) They should only rely on intuition when firm evidence is unavailable.
(D) They should focus on developing new theories rather than disproving existing ones.

- **follow up** to increase the effectiveness or enhance the success of by further action
- **approach** *n.* a way of dealing with a matter
- **disprove** *v.* to prove to be false
- **asset** *n.* an advantage or resource
- **fruitless** *adj.* producing no useful results
- **dispassionate** *adj.* not influenced by emotion

Listen to part of a talk in an astronomy class. MP3 225-229

1 What are the speakers mainly discussing?

(A) How to analyze a star's spectrum
(B) Differentiating star classes by their spectrums
(C) Determining the temperature of a star from its color
(D) What can be learned about a star from its spectrum

2 Why do larger stars emit more blue light?

(A) They burn more nuclear fuel.
(B) They travel at greater speeds.
(C) They have higher internal temperatures.
(D) They have large diameters.

3 What does the professor compare between blue super giants and red giants?

(A) Their respective ages
(B) Their internal chemistry
(C) Their distribution in the universe
(D) Their overall mass

Note-taking

4 What can be inferred about stars?

(A) Blue stars are always closer than red stars.
(B) Red stars are more common in the universe.
(C) There is more than one reason why a star's spectrum may appear red.
(D) A star's spectrum only provides valuable information if its size is already known.

5 Listen again to part of the lecture. Then answer the question.
What is the professor's opinion of the student's comment?

(A) The professor thinks that his confusion is her fault.
(B) The professor thinks the student lacks an understanding of standard terminology.
(C) The professor thinks the student was not paying enough attention earlier in the discussion.
(D) The professor thinks that she has simplified the explanation as much as possible.

Word POP-UP

Match the words on the left with the definitions on the right.

1. emit	(a) to give out, release
2. terminology	(b) the amount of material that something contains
3. mass	(c) to become larger
4. expand	(d) the words or expressions used in a particular subject

Listen to part of a lecture in a geology class. MP3 230-234

1 How does the professor introduce his discussion of glacier movement?

(A) By explaining recent discoveries concerning the topic
(B) By reviewing what the students have already learned about glaciers
(C) By outlining the basic forces involved in glacier movement
(D) By explaining why understanding glacier movement is beneficial

2 Which part of a glacier moves the fastest?

(A) The sides
(B) The core
(C) The top middle
(D) The bottom

3 Why does the professor mention an ice cube?

(A) To explain how melting water facilitates glacier movement
(B) To describe the structure of a glacier
(C) To illustrate why glaciers follow the path of least resistance
(D) To explain how glaciers crack and split as they move

Note-taking

4 What will the professor most likely discuss next?

(A) How glaciers move on flat surfaces
(B) What can be learned by studying glacier movement
(C) The tools geologists use to study the movement of glaciers
(D) Other factors that can affect glacier movement

5 Listen again to part of the lecture. Then answer the question.
Why does the professor say this:

(A) To suggest a connection between glaciers and bodies of free-flowing water
(B) To emphasize the complexities of glacier movement
(C) To clarify the principle that determines how glaciers move
(D) To emphasize the role of gravity in glacier movement

Word POP-UP

Match the words on the left with the definitions on the right.

1. deform	(a) the force that stops something moving
2. exert	(b) to put force or physical pressure on something
3. friction	(c) to spoil the natural shape of something
4. lubricant	(d) a substance that make something move more smoothly

Listen to part of a lecture in an astronomy class. MP3 235-240

TOEFL LISTENING

VOLUME HELP OK NEXT

1 What is the lecture mainly about?

(A) The causes of the Late Heavy Bombardment
(B) Evidence for the Late Heavy Bombardment
(C) The severity of the Late Heavy Bombardment
(D) What can be learned about the solar system from the Late Heavy Bombardment

2 How does the professor demonstrate the severity of the Late Heavy Bombardment?

(A) By explaining how it altered the orbits of the planets
(B) By describing how it changed the landscape on Earth
(C) By comparing it to other astronomical events
(D) By giving information on the frequency of asteroid impacts on Earth

3 What is the professor's opinion of the planetary migration scenario?

(A) He thinks it had nothing to do with the Late Heavy Bombardment.
(B) He thinks it is the most likely explanation for the Late Heavy Bombardment.
(C) He thinks it most likely occurred as a result of the Late Heavy Bombardment.
(D) He thinks it is unlikely, since Jupiter and Saturn are the two largest planets.

4 What does the professor say about the asteroid belt before the start of the Late Heavy Bombardment?

(A) It orbited much more closely to the sun.
(B) It contained much more material.
(C) It rarely sent objects towards the inner planets.
(D) It frequently involved collisions with Neptune and Uranus.

5 In the lecture, the professor describes the history of the Late Heavy Bombardment. Put the following events in order.
Drag each sentence to the space where it belongs.

1	
2	
3	
4	

(A) The orbits of Uranus and Neptune become unstable.
(B) The inner planets experience increased asteroid bombardment.
(C) Neptune and Uranus pass through the asteroid belt.
(D) Saturn and Jupiter migrate to orbits more distant from the sun.

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

6 What does the professor imply?

(A) Astronomers are unsure when the Late Heavy Bombardment actually occurred.
(B) Astronomers believe that the early solar system may have been much larger.
(C) Astronomers know more about the effects of the Late Heavy Bombardment than about its cause.
(D) Astronomers are reluctant to speculate about the Late Heavy Bombardment due to lack of information.

Vocabulary Review

A Choose the best word to complete each sentence.

1. Because of age and illness, my grandfather was _____ to fainting and falling down.
   (A) prone (B) unlikely (C) reluctant (D) eager

2. Most of his _____ were in the form of land, so he carried little cash.
   (A) domains (B) expenses (C) assets (D) portions

3. After a _____ attempt to find a rare bird, the explorers went home, disappointed.
   (A) productive (B) practical (C) resolute (D) fruitless

4. _____ used in some sciences is hard to understand because they require highly specialized vocabulary.
   (A) Terminology (B) Vulgarism (C) Testimony (D) Criticism

5. The physical _____ of a mineral include hardness, specific gravity, color, melting point, and crystal structure.
   (A) mass (B) properties (C) status (D) estates

6. If you rub your hands together, they will get warm due to the heat produced by _____.
   (A) additive (B) lubricant (C) friction (D) sediment

7. After the earthquake had shaken them, some houses and other buildings _____ at strange angles.
   (A) swelled (B) tilted (C) sank (D) protruded

8. From 500km above the earth, a satellite took _____ photographs of a volcanic eruption.
   (A) subjective (B) conventional (C) placid (D) extraordinary

B Complete the following sentences with the words in the box. You may have to change the form of some of the words.

disprove	emit	deform	exert

1. Although some statements seem contrary to common sense, they also are very hard to _____.
2. Pressure deep inside the earth _____ the layers of rock and made them highly irregular.
3. As a submarine goes under the ocean, water _____ steadily increasing pressure on the hull.
4. During a solar flare, the sun _____ radiation that can damage electronic equipment on Earth.

Useful Terms

Astronomy

- ☐ celestial sphere
- ☐ planet
- ☐ asteroid
- ☐ comet
- ☐ meteor
- ☐ meteorite
- ☐ galaxy
- ☐ rotation
- ☐ revolution
- ☐ nebular
- ☐ supernova
- ☐ magnetic storm
- ☐ weightlessness
- ☐ orbit
- ☐ solar eclipse
- ☐ lunar eclipse
- ☐ vessel
- ☐ naked eye

Physics

- ☐ electrode
- ☐ anode
- ☐ cathode
- ☐ proton
- ☐ neutron
- ☐ electron
- ☐ magnetic field
- ☐ inertia
- ☐ elasticity
- ☐ centrifugal force
- ☐ wavelength
- ☐ volume
- ☐ diameter
- ☐ density
- ☐ velocity
- ☐ visible rays
- ☐ ultraviolet rays
- ☐ infrared rays
- ☐ radiation
- ☐ refraction
- ☐ pendulum
- ☐ symmetrize

Chemistry

- ☐ element
- ☐ isotope
- ☐ crystal
- ☐ compound
- ☐ ingredient
- ☐ catalyst
- ☐ additive
- ☐ composition
- ☐ decomposition
- ☐ osmosis
- ☐ concentration
- ☐ saturation
- ☐ dilution
- ☐ diffusion
- ☐ alloy
- ☐ fuse
- ☐ oxidize
- ☐ neutralize

Geology

- ☐ accumulation
- ☐ sediment
- ☐ latitude
- ☐ altitude
- ☐ basin
- ☐ canyon
- ☐ delta
- ☐ geyser
- ☐ cavern
- ☐ ridge
- ☐ sand dune
- ☐ granite
- ☐ igneous rock
- ☐ limestone
- ☐ seismic
- ☐ crater
- ☐ erupt
- ☐ crust
- ☐ rift
- ☐ terrane
- ☐ subterranean
- ☐ debris
- ☐ wear away
- ☐ erode
- ☐ weather
- ☐ deposit
- ☐ earth's axis
- ☐ hemisphere

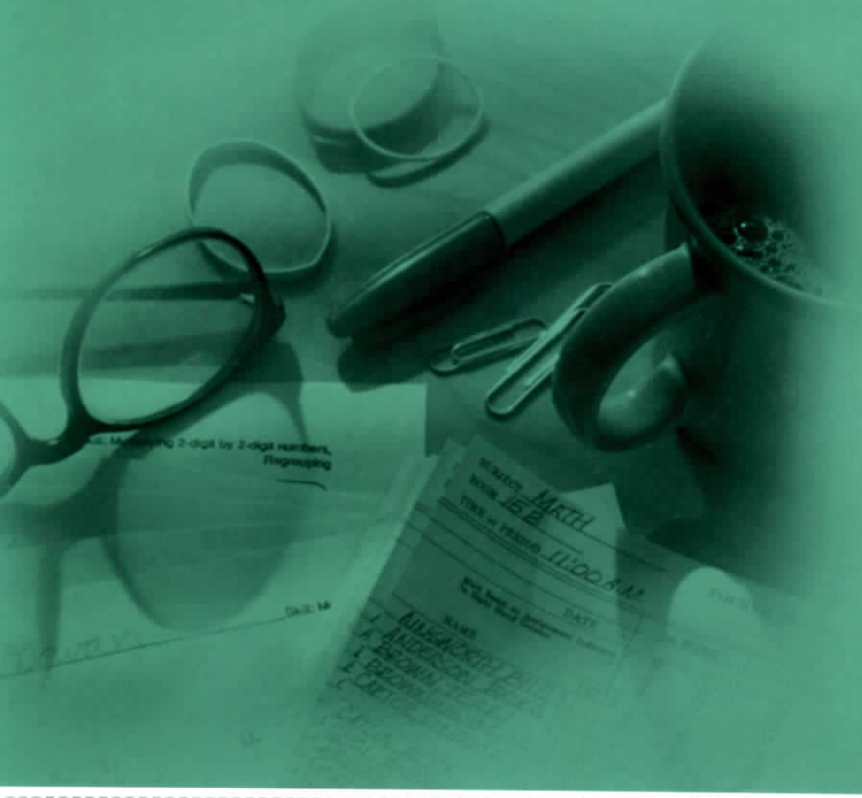
Engineering

- ☐ abrasion
- ☐ corrosion
- ☐ generator
- ☐ conductor
- ☐ galvanic
- ☐ tensile
- ☐ breakthrough
- ☐ pilot
- ☐ prototype
- ☐ obsolete
- ☐ transmission
- ☐ bisect
- ☐ propel
- ☐ reinforce

Memo

PART C

Actual Test



Actual Test 1

Actual Test 2

Actual Test 1

TOEFL LISTENING

Listening Section Directions

This section measures your ability to understand conversations and lectures in English.

In this 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 **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.

Passage 1. [1-5] Listen to part of a conversation between a student and a professor. MP3 241-245

1 Why does the student go to see the professor?

(A) To ask how to withdraw from his courses
(B) To get advice on how to improve his grades
(C) To find out what he should do if he fails his courses
(D) To ask the professor to speak to his engineering professors on his behalf

2 How does the professor give her advice to the student?

(A) By explaining what he should do to improve his grades
(B) By telling what he should do immediately
(C) By discussing whether he should change majors
(D) By describing the details regarding withdrawal procedures

3 Why does the professor advise that the student only withdraw from two courses?

(A) Withdrawing from too many courses will look bad on his transcript.
(B) She thinks he can probably improve his grades in his other courses.
(C) The period to withdraw from some of his courses has already passed.
(D) University rules prevent him from withdrawing from any more than two.

4 What will happen if the student is placed on academic probation?

(A) He will have a limited amount of time in which to improve his grades.
(B) He will have to attend special study courses to improve his grades.
(C) He will have to retake all his courses from the current semester.
(D) He will be removed from the engineering program.

5 Listen again to part of the conversation. Then answer the question.
Why does the student say this:

(A) To indicate that his professors were not sympathetic to his situation
(B) To indicate the likelihood of him not passing his courses
(C) To show that he is working to improve his grades
(D) To point out that the professor should already know about his situation

Passage 2. [6-11] Listen to part of a lecture in a linguistics class. MP3 246-251

- Great Vowel Shift
- Diphthong

6 What is the topic of the lecture?

(A) The pronunciation of words in Middle English
(B) The changes that occurred with the rise of Modern English
(C) The printing press's effect on Middle English spelling
(D) The Great Vowel Shift's effect on Modern English

7 What are diphthongs?

(A) Vowels in English that moved up during the Great Vowel Shift
(B) Spellings of a word based on its pronunciation in certain dialects
(C) Different ways of pronouncing a word with a single spelling
(D) Vowels formed from the combination of two other vowels

8 What can be inferred about Middle English?

(A) It had a closer resemblance to French than Modern English does.
(B) It survived many changes due to the creation of the printing press.
(C) It featured very few dialects and regional variations among speakers.
(D) Its words had more confusing spellings than those in Modern English.

9 Why does the professor discuss William Caxton?

(A) To explain how England's government helped standardize English
(B) To show how the Renaissance introduced printing to England
(C) To compare the different English dialects used in publishing
(D) To show why printers felt it necessary to standardize English

10 What will the professor most likely discuss next?

(A) The problems brought about by standardized writing
(B) The influence of French on Early Modern English
(C) The importance of the clergy in standardizing English
(D) The importance of writing in Renaissance English government

11 Listen again to part of the lecture. Then answer the question.
Why does the professor say this:

(A) To elicit responses from the students
(B) To emphasize the severity of the problem
(C) To introduce a hypothetical example
(D) To encourage students to experiment with alternate spellings

VOLUME

Passage 3. [12-17] Listen to part of a talk in an engineering class. MP3 252-257

Desalinization

12 What are the speakers mainly discussing?

(A) The use of low pressure in desalinization
(B) The development of heat exchange technology
(C) Desalinization techniques that save energy
(D) Desalinization's effect on the environment

13 What is the professor's stance on desalinization?

(A) He thinks that it should not be used too much.
(B) He doubts that it will affect the environment.
(C) He regrets that it is not more efficient.
(D) He feels that it is becoming more necessary.

14 How does the professor introduce his discussion of the modern desalinization process?

(A) By comparing it to earlier desalinization methods
(B) By listing areas in which it is frequently used
(C) By describing the natural phenomenon on which it is based
(D) By describing the problems of traditional desalinization methods

15 What makes flash generators useful for desalinization?

(A) They help freshwater condense from vapor more quickly.
(B) They remove larger amounts of salt from the water.
(C) They preheat saltwater so it dissolves more easily.
(D) They cause water to evaporate at lower temperatures.

16 What does the professor say about heat exchange technology and flash generators?

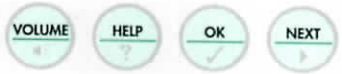
(A) They are frequently used in combination.
(B) They are technologies that still need to be perfected.
(C) They require greater amounts of energy than traditional desalinization.
(D) They cause a number of environmental problems.

17 Listen again to part of the lecture. Then answer the question.
What does the professor mean when he says this:

(A) Heat exchange is especially harmful to the environment.
(B) Heat exchange solves more than one problem.
(C) Heat exchange works twice as fast as other methods.
(D) Heat exchange relies on two energy sources.

Actual Test 2

TOEFL LISTENING



Listening Section Directions

This section measures your ability to understand conversations and lectures in English.

In this 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 **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.

Passage 1. [1-5] Listen to part of a conversation between a student and a housing office assistant. MP3 258-262

TOEFL LISTENING

VOLUME HELP OK NEXT

1 Why does the student go to the Housing Department?

(A) To ask for a switch to a new dorm room
(B) To comply with one of their investigations
(C) To ask that other students be removed from his dorm
(D) To make a complaint about his dorm life

2 Why does the RA allow misbehavior in his dorm?

(A) He has no authority to stop it.
(B) He is not aware that any misbehavior is taking place.
(C) He is friends with many of the people misbehaving.
(D) He is afraid of many of the people misbehaving.

3 How does the assistant try to help the student?

(A) By insisting that the RA is competent
(B) By confirming the rules for dorms
(C) By promising to look into the problem
(D) By offering to refund part of his tuition

4 What is the student most likely to do next?

(A) Try to change his living arrangements
(B) Ask his RA to control the dorm residents
(C) Call campus security on his dorm residents
(D) Wait for his RA to be investigated

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

5 What does the woman mean when she says this:

(A) She suspects that there have been many other bad instances.
(B) She is unimpressed with just one instance of misbehavior.
(C) She wants the man to give a more detailed explanation.
(D) She is upset that the man has had a bad experience.

Passage 2. [6-11] Listen to part of a talk in a drama class. MP3 263-268

- Konstantin Stanislavsky
- Lee Strasberg

6 What is the main topic being discussed?

(A) The basic dramatic exercises of Method Acting
(B) The emergence of Method Acting in America
(C) Differences between styles of Method Acting
(D) The historical development of Method Acting

7 In the lecture, the professor discusses the history of Method Acting. Put the following events in order.

Drag each sentence to the space where it belongs.

1	
2	
3	
4	

(A) Michael Chekhov sets up his school in London.
(B) Lee Strasberg joins the Actors Studio.
(C) Stanislavsky puts on a production of *The Seagull*.
(D) *Respect for Acting* by Uta Hagen is published.

8 Why did Stanislavsky develop his methods?

(A) He felt that actors were not physical enough.
(B) He thought that actors did not understand their characters.
(C) He wanted to become more famous in the Moscow theater.
(D) He did not think that actors were influenced by the audience.

9 How is Chekhov's technique different from Stanislavsky's method?

(A) It focuses on delivering lines with precision.
(B) It uses more stage settings for dramatic effect.
(C) It requires that an actor use more of his or her mind and body.
(D) It requires that an actor be moderate in expressing emotions.

10 What is the professor's opinion about Michael Chekhov?

(A) She thinks that he is one of the most important teachers of Method Acting.
(B) She feels that unfortunate circumstances made him relatively unknown.
(C) She believes his interpretation of Method Acting is superior to others.
(D) She hopes that more acting teachers will use his theories in their classes.

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

11 What does the professor mean when she says this:

(A) Providing these names is a waste of time.
(B) There are so many examples available.
(C) She is eager to show off her knowledge.
(D) She has covered all the material in her lecture.

TOEFL LISTENING

VOLUME

Passage 3. [12-17] Listen to part of a lecture in a biology class. MP3 269-274

12 What is the main topic of the lecture?

(A) Environmental competition between K-strategists and r-strategists
(B) The reproductive strategies of various marine species
(C) How environmental influences affect the chances of survival for offspring
(D) Energy allocation in reproduction and the factors that influence it

13 In the lecture, the professor mentions several characteristics of blue whales and American shad. Indicate which characteristics belong to each species.

Click in the correct box for each phrase.

	Blue whale	American shad
(A) Reaches sexual maturity quickly		
(B) Low rate of reproduction		
(C) No natural enemies		
(D) Subject to rapid population declines		
(E) Does not spend energy raising its young		

14 Which of the following are true of K-strategists?

Click on 2 answers.

(A) They are generally large predators that prey on smaller species.
(B) They invest most of their energy in a small number of offspring.
(C) They generally have a high chance of survival once they reach maturity.
(D) They are usually found in habitats with plentiful food resources.

15 Which of the following species is most likely to be an r-strategist?

(A) The mouse
(B) The gorilla
(C) The kangaroo
(D) The polar bear

16 How does the professor explain why various species have evolved to be r-strategists or K-strategists?

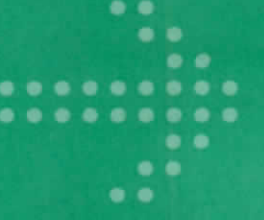
(A) By discussing the environmental pressures faced by various species
(B) By explaining the life cycles of r-strategists and K-strategists
(C) By discussing the evolutionary origins of several species
(D) By comparing the chances of survival between r-strategists and K-strategists

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

17 Why does the professor say this:

(A) To introduce a discussion of how humans impact animal reproduction
(B) To illustrate the harmful effects that human development has had on the world environment
(C) To emphasize the role that humans have played in the evolution of K-strategist species
(D) To acknowledge that external factors can affect the normal stability of the blue whale population

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.

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.

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

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