

**TOEFL® iBT** Listening  
Advanced  
**ACTIVATOR**



# Introduction

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TOEFL® iBT ACTIVATOR is a four-level test prep series, designed to develop reading, listening, speaking, writing and grammar skills for students who want to improve their score on the TOEFL® iBT. The series offers a wide range of English proficiency skills for beginners to advanced learners.

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TOEFL® iBT ACTIVATOR provides essential and accurate strategies to be accustomed with all types of TOEFL questions in the reading, listening, speaking and writing sections. It also offers step-by-step exercises to help test takers respond easily.

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TOEFL® iBT ACTIVATOR uses of vocabulary, expressions and sentence structures appropriate for in each level. The relative difficulties, passage lengths and contents are subdivided into levels from the beginning to the expert.

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TOEFL® iBT ACTIVATOR is an effective language educational resource for preparing TOEFL® iBT. It provides various exercises, including progress and actual tests, vocabulary check-ups and other important learning tools.



## About TOEFL® iBT TEST

The new TOEFL® iBT(Internet-based test) consists of four sections: Reading, Listening, Speaking and Writing.

- The test includes a speaking section as new and the writing section has been expanded.
- The test is about four hours long.
- Note-taking is allowed for all sections.
- The score will be reported on-line.
- Tests will be gone through in testing centers around the world.

### The Format of TOEFL® iBT

Section Point	Reading	Listening	Speaking	Writing
Questions (Numbers)	3~5 passages • 12~14 questions • 700 words (per passage)	4~6 lectures • 6 questions • 500~800 words (4~6 min.)  2~3 conversations • 5 questions • 400~500 words (2~3 min. per passage)	2 independent questions  4 integrated questions (read/listen/speak, listen/speak)	1 integrated question (read/listen/write)  1 independent question
Times (Minutes)	60~100	60~90	20	50
Score (Points)	0~30	0~30	0~30	0~30
Tips	• allows note-taking • provides pictures in some passages • passages (academic topics)	• allows note-taking • pronunciation (Multi-English) • lectures (academic topics) • conversations (campus life)	• allows note-taking • speak into a microphone connected to a headset • preference/choice (general topics) • passages/lectures /conversations (academic topics, campus situation topics)	• allows note-taking • only typing is allowed • passages/lectures (academic topics) • preference agree/disagree (general topics)

\* Break Time: 10-minute break after the listening section

## Tips for TOEFL® iBT Listening Section

### Question Types

There are seven or eight question types in the listening section. (60~90 min.)

- 1 What is the talk mainly about? (Main Idea)
- 2 What is (NOT) true about dolphins? (Details)
- 3 How does the man describe Pyramid in Egypt? (Organization)
- 4 Why does the teacher list five sensory organs? (Organization)
- 5 What is compared between healthy food and fast food? (Relationship)
- 6 What can be inferred from the lecture? (Inference)
- 7 What is the student's attitude toward the fact? (Attitude)
- 8 Listen again to part of the talk. Then answer the question. ♪  
Why does the teacher say this: ♪. (Function)

### Tips

- Try to learn as many vocabularies as possible.
- Use many different types of materials and listen them.
- Be familiar with different accents and tones of native speakers.
- Use background knowledge that you have.
- Take notes habitually. Use symbols or abbreviations.
- Improve your dictation and shadowing skills.

#### Basic Comprehension Task Tips

- 1 Concentrate on the contents.
- 2 Try to note "main idea," "main points" and "important details."

#### Connecting Information Task Tips

- 1 Listen for signal words: first... second... third..., for example, also, so, etc.
- 2 Understand the relationships of ideas of the passages.

#### Pragmatic Understanding Task Tips

- 1 Think about what the speaker is trying to say.
- 2 Try to catch the tone of the speaker's voice. (apologizing, complaining, etc.)

## Test Organization and Time Schedule

Task(Question)	Task Description	Materials (Number of Questions)	Timing
Main Idea	choose the main sentence	4~6 lectures, 3~5 minutes long each, about 500~800 words (6 questions per lecture)  2~3 conversations, about 3 minutes long (5 questions per conversation)	60~90 min.
Details	find specific information		
Organization	recognize how the speaker mentioned about certain information  recognize why the speaker organized some ideas		
Relationship	recognize the relationship among drawn information		
Inference	find implied meaning		
Attitude	recognize the speaker's attitude		
Function	understand why the speaker said some points		

## Special Features & Organization of the Book

TOEFL® iBT ACTIVATOR Listening Advanced provides:

- Listening strategies for the types of listening questions
- Learning how to take notes
- Step-by-step listening exercises including tests
- Intensive listening practices with dictation exercises
- Various activities for improving listening skills
- Word reviews and activities to improve vocabulary power
- Thematic units (academic topic, campus life topic) to develop academic skills in English

### • Strategy

Every chapter provides listening strategies for a certain type of question before practicing on a full scale. Students can develop essential skills to solve the various types of questions.

The image displays two pages from a textbook. The left page is titled '1 Main Idea' and features 'Strategy 01'. It instructs students to 'Pay attention to introductory words at the beginning part of a conversation or a lecture. The main topic usually is mentioned at the beginning of the message.' Below this, there is a listening exercise titled 'Listen to a lecture in a zoology class.' with a multiple-choice question about the teacher's lecture. The right page features 'Strategy 02', which instructs students to 'Listen carefully for frequently repeated information in the passage. Some information can be repeated using different words or phrases to emphasize the main idea.' It includes a listening exercise titled 'Listen to a lecture in a history class.' with a multiple-choice question about the main topic of the lecture. Both pages have a sidebar on the left with the page number '1' and the title 'Main Idea'.

- Strategies can be applied to the following questions. Dictation exercises are also provided for students to build listening skills.

## Start Up & Build Up

**Start Up** and **Build Up** are exercise parts to foster students' listening skills and abilities with the prepared dictation exercises.

### Start Up

Listen to a conversation between a teacher and a student. (2:11)

- What is the main reason the student is meeting the teacher?
  - (A) She is extremely nervous about her chemistry grade.
  - (B) She has some problems with her lab partner.
  - (C) She wants to talk with her lab partner to do a better experiment.
  - (D) She cannot study seriously anytime because of the lab facilities.
- According to the conversation, what is true about Greg?
  - (A) He is nervous to speak to his teacher.
  - (B) He is going to study harder on his lab partner.
  - (C) He usually behaves negatively in the lab.
  - (D) He has already started behaving in a positive way.

**Note-taking**

Topic: Greg - wants to change

Situation: lab partner - never takes the lab

→ is stressed

→ is the current teacher

Teacher: will

→ will decide whether to

### Build Up

Listen to a lecture in a film class. (2:11)

- What is the main topic of the lecture?
  - (A) The cinema in its early years.
  - (B) Why Thomas Edison made.
  - (C) Various images for silent film.
  - (D) Why subtitles were added to films.
- According to the lecture, which of the following is NOT true?
  - (A) The kineograph, a device for capturing films was invented by Edison.
  - (B) People could see a movie together using the Lumière.
  - (C) Edison was not able to operate sound in his movies.
  - (D) The Lumière brothers made films about daily life.

**Note-taking**

Topic:

Details:


- ▶ **Start Ups** provide the note-taking section. The notes are prepared with blanks to help students understand the whole passages. **Build Ups** offer the note-taking section to students for doing by themselves.

## Power Up

**Power Up** provides long passages with 4 questions to help students improve their abilities of question-solving.

### Power Up

Listen to a lecture in a social studies class. (2:11)



- What is the teacher mainly talking about?
  - (A) What most students should write for their assignment.
  - (B) Where students can conduct a survey.
  - (C) How students can make a persuasive paragraph.
  - (D) Why students conduct a survey of writing habits.

**Checklist**

- ☒ correct
- ☒ wrong
- ☒ important
- ☒ go over

→ to be a good student

→ a student who is interested in learning

→ a student who doesn't question, especially in a survey

→ to understand the meaning of something

→ to be able to look at something in a different way

- What does the teacher NOT suggest in the lecture?
  - (A) Start with an interesting question.
  - (B) Put questions in a logical order.
  - (C) Make the questions short and simple.
  - (D) Do not use ambiguous words.
- According to the lecture, what is a leading question?
  - (A) It is a type of question that is biased.
  - (B) It is a type of question that is highly clear and gentle.
  - (C) It is a type of question that is grammatically incorrect.
  - (D) It is a type of question that is complicated to take in.
- According to the lecture, what is true about good survey questions?
  - (A) They should include double questions.
  - (B) They should be multiple choice questions.
  - (C) They should not contain assumptions.
  - (D) They should not fully comprehensible words.

**Checklist**

- ☒ correct
- ☒ wrong
- ☒ important
- ☒ go over

→ to be a good student

→ a student who is interested in learning

→ a student who doesn't question, especially in a survey

→ to understand the meaning of something

→ to be able to look at something in a different way


- ▶ **Power Ups** include the vocabulary lists for students to check up their word power and have a chance to develop it.

## Challenge TOEFL iBT

Challenge TOEFL iBT is a final check-up for each chapter.

**Challenge TOEFL iBT**

Listen to a lecture in a health science class. (2:07:00)



Now get ready to answer the questions. The first one will help you answer.

1. What is the main topic of the lecture?

(A) The positive effects of unsaturated fat  
(B) The importance of lowering cholesterol  
(C) The different types of fat and their effects  
(D) The comparison between saturated and unsaturated fat

2. According to the lecture, which of the following is NOT a function of fat?

(A) It helps keep the nervous system.  
(B) It makes our bodies grow appropriately.  
(C) It helps our bodies release vitamins.  
(D) It produces chemicals in our bodies.

3. Indicate whether each of the following describes saturated fat, unsaturated fat or trans fat. Tick in the correct box.

	Saturated fat	Unsaturated fat	Trans fat
It is healthy digested in the body.			
It is found in milk or yogurt.			
It reduces the cholesterol level.			

4. According to the lecture, which of the following is NOT true?

(A) The cholesterol can cause heart problems.  
(B) Saturated fat does not oxidize at normal temperature.  
(C) Trans fat is artificially made and making products last longer.  
(D) The amount of trans fat in food is indicated on the nutrition label.

5. Why does the teacher mention bacon grease?

(A) To give an example of saturated fat that can cause heart problems.  
(B) To emphasize the similarities of saturated fat and trans fat.  
(C) To list numerous kinds of food that contain saturated fat.  
(D) To explain how to distinguish between saturated and unsaturated fat.

- Challenge TOEFL iBTs are recommended to be done by students without help. They are similarly formed of the actual TOEFL® iBT test. Students can check up the type of question that they have learned in each chapter.

## Follow Up

Follow Up offers an opportunity to listen again to the passage of Challenge TOEFL iBT.

**Follow Up**

Listen and fill in the blanks. (2:07:00)

For our nutrition expert today, we'll be talking about fat. (1) \_\_\_\_\_

Our bodies need fat to develop properly and to survive. (2) \_\_\_\_\_

\_\_\_\_\_ a helps our bodies absorb vitamins and minerals. It also assists in building hormones and protecting the nervous system in our bodies. (3) \_\_\_\_\_

There are basically three types of fat: unsaturated fat, which is found in olive oil, canola oil, and some in apples; (4) \_\_\_\_\_ and trans fat, which is found in junk food. (5) \_\_\_\_\_ This is because (6) \_\_\_\_\_

That's because it is artificial or man-made. (7) \_\_\_\_\_ Usually, manufactured use trans fat (8) \_\_\_\_\_ When you look at a food label and see the words

"hydrogenated" or "partially hydrogenated" oil, that means the product contains trans fat. Saturated fat gets its heat as hard fat because it has (9) \_\_\_\_\_ But still, you should be careful not to get too much of this because it can cause heart disease. That's (10) \_\_\_\_\_

What, the answer is simple. If you look at a food label after reading up some facts, you'll notice there's lots of oil in there. (11) \_\_\_\_\_

That's because (12) \_\_\_\_\_ The same thing happens if you look at a food label and see the words (13) \_\_\_\_\_

- Follow Ups provide dictation exercises which are very helpful to improve students' basic listening skills.

## Word Review

Word Review offers the list of words and phrases of the passages in the chapter.

**Word Review**  
Write the meaning of each word in Korean.

**Match the definition with the correct word.**

1. existing in a very early stage of development
2. to suffer or experience something harmful
3. to believe in a way which is extreme
4. to experience heat, injury or harm
5. involving a lot of physical forces

**Choose the expression that is closest in meaning to the underlined word.**

1. The whole audience thought these films were fantastic.  
A. terrible B. boring C. exciting
2. It's hard enough for the old to grow, and then you'll find that the soil will harden.  
A. finally B. soften C. multiply
3. A speaker changes over numerous ideas to focus on his environment.  
A. display B. request C. assess

**Choose the correct word to complete the sentence.**

\_\_\_\_\_ grass \_\_\_\_\_ trees.

1. All of the flowers in this field are \_\_\_\_\_.
2. \_\_\_\_\_ from change can be easily changed with liquid detergent.
3. Children under six are attracted from when \_\_\_\_\_ by an adult.

- Word Reviews provide different kinds of vocabulary activities to help students memorize as many words as possible.

## Progress Test & Actual Test

Progress Tests are provided after each part. **Actual Test** is provided at the end of the book. They give the actual format of TOEFL® iBT.

**Progress Test**

Listen to a conversation between a teaching assistant and a student.

**1. Why does the student talk to the teaching assistant?**

- A. To ask for advice regarding the language lab.
- B. To inquire about the way of studying French.
- C. To check up a chairman about his French class.
- D. To ask questions about his French teacher.

**2. Why can students NOT use their own headphones?**

- A. They may interfere with the student quality.
- B. They may be lost or misplaced.
- C. They could cause the computer to break.
- D. They will not connect properly to the lab.

**Actual Test**

**3. What does the student need to use the language lab?**

- A. A student card
- B. A registration card
- C. A software for a computer
- D. A French textbook

**4. Which of the following is NOT an example of language lab activities?**

- A. Spelling drills
- B. Listening comprehension activities
- C. Dialogue scenarios
- D. Pronunciation practice

**5. According to the conversation, which of the following is NOT true?**

- A. The language lab is open only during the weekdays.
- B. Students do not require an appointment to use the lab.
- C. A teaching assistant checks students' attendance.
- D. Each booth in the language lab contains a microphone.

- Progress Tests and Actual Tests are recommended to be done by students on their own. The tests can be used as a final check-up.

TOEFL® iBT  
ACTIVATOR  
LISTENING

*Advanced*

C O N T E N T S

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# PART I

## Basic Comprehension

This part asks about the ability to comprehend the main idea, overall topic and important details related to the main idea.



## CHAPTER | 01

### Main Idea

The question may be worded as follows:

What is the main topic of the lecture?

What are the speakers mainly talking about?

What are the speakers mainly discussing?

## Strategy 01

Pay attention to introductory words at the beginning part of a conversation or a lecture. The main topic usually is mentioned at the beginning of the passage.

**Listen to a lecture in a zoology class.** CD1-02

What is the teacher mainly talking about?

- (A) How cold the northern Arctic is
- (B) What kinds of animals survive in cold areas
- (C) How animals adapt to their environment
- (D) Why some animals flourish in the Arctic

► Listen again and fill in the blanks.

\_\_\_\_\_  
 \_\_\_\_\_ The northern Arctic is  
 \_\_\_\_\_. How do animals live up there?  
 Well, the answer is adaptation. Adaptation refers to \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.

## ■ Strategy 02

Listen carefully for frequently repeated information in the passage. Some information can be repeated using different words or phrases to emphasize the main idea.

### Listen to a lecture in a history class. CD1-03

What is the main topic of the lecture?

- (A) The early history of southern Mexico
- (B) Historic relics of the ancient Mayan civilization
- (C) A remarkable development of the Mayan culture
- (D) A comparison of the culture between Mayans and Egyptians

### ► Listen again and fill in the blanks.

The Mayans achieved \_\_\_\_\_.  
 \_\_\_\_\_. An example of Mayan progress was  
 their \_\_\_\_\_. They built pyramids similar to what the  
 Egyptians built. \_\_\_\_\_ was their development  
 of astronomy. They built observatories to watch the stars. From this  
 knowledge, they were able to make a calendar. In addition, the Mayans  
 were literate. \_\_\_\_\_ written language.

# Start Up

Listen to a conversation between a teacher and a student. CD1-04

- 1 What is the main reason the student is meeting the teacher?
  - (A) She is extremely curious about her chemistry grade.
  - (B) She has some problems with her lab partner.
  - (C) She wants to talk with her lab partner to do a better experiment.
  - (D) She cannot study seriously anymore because of the lab facilities.
  
- 2 According to the conversation, what is true about Greg?
  - (A) He is trained to control himself excellently.
  - (B) His grade is going badly because of his lab partner.
  - (C) He usually behaves carelessly in the labs.
  - (D) He has already started behaving in a positive way.

## Note-taking

Topic Girl - wants to change \_\_\_\_\_

Details Her partner – never takes the labs \_\_\_\_\_

– is always \_\_\_\_\_

e.g. \_\_\_\_\_ the Bunsen burner

Teacher – will \_\_\_\_\_

– will decide whether to \_\_\_\_\_

► Listen again and fill in the blanks. CD1-05

T Is there something you wanted to see me about, Mary?

G Yes, Mr. Richard. \_\_\_\_\_  
\_\_\_\_\_

T Why? \_\_\_\_\_

G I'm afraid that \_\_\_\_\_.

T Hmm... \_\_\_\_\_

G Well, for one thing, \_\_\_\_\_  
\_\_\_\_\_ After the last chemistry experiment, he threw  
the Bunsen burner.

T Oh, really? \_\_\_\_\_

G \_\_\_\_\_ He never does things in earnest.

T Have you tried talking to Greg about his poor attitude?

G Of course, I have. \_\_\_\_\_  
\_\_\_\_\_

T Well, I admit that's a big problem. \_\_\_\_\_  
\_\_\_\_\_ After that,  
I'll decide whether to change your lab partner. \_\_\_\_\_  
\_\_\_\_\_

G I sure hope so, Mr. Richard.

# Build Up

Listen to a lecture in a film class. CD1-06

- 1 What is the main topic of the lecture?
  - (A) The cinema in its early years
  - (B) What Thomas Edison made
  - (C) Various inventions for silent films
  - (D) Why audiences were thrilled by films
  
- 2 According to the lecture, which of the following is NOT true?
  - (A) The kinetoscope, a device for watching films was invented by Edison.
  - (B) People could see a movie together owing to Black Maria.
  - (C) Edison was not able to operate sound in his movies.
  - (D) The Lumière brothers made films about daily life.

## Note-taking

Topic

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Details

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► Listen again and fill in the blanks. CD1-07

\_\_\_\_\_

In 1893 at the Chicago World Fair, \_\_\_\_\_.

\_\_\_\_\_ Edison later built the first motion picture studio, called Black Maria in New Jersey. \_\_\_\_\_

\_\_\_\_\_ Back then, Edison's films were only a few seconds long and featured such subjects as a man sneezing, a dancer or an acrobat. \_\_\_\_\_

\_\_\_\_\_

The next big advance in cinema was made by the Lumière brothers. They invented the cinematograph, \_\_\_\_\_. The advantage of this machine was that \_\_\_\_\_

\_\_\_\_\_. The Lumière brothers \_\_\_\_\_. The films that they produced were slightly longer than Edison's films. \_\_\_\_\_

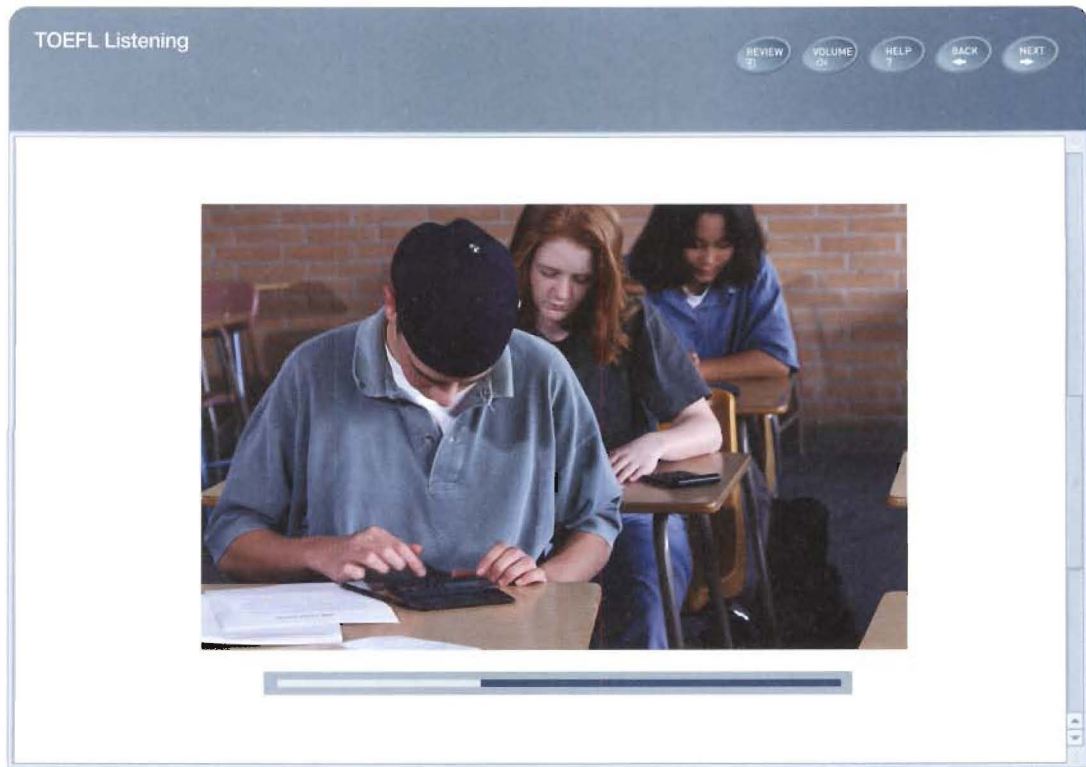
\_\_\_\_\_

If you saw a piece of film from this period, \_\_\_\_\_

\_\_\_\_\_. But at the time, \_\_\_\_\_.

To them, films were a complete mystery. So much so that if they were shown a film of an approaching train, \_\_\_\_\_

\_\_\_\_\_!



- 1 What is the teacher mainly talking about?
- (A) What topic students should write for their assignment
  - (B) Where students can conduct a survey
  - (C) How students can make a reasonable survey
  - (D) Why students conduct a survey of eating habits

### Word to Listen for

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> <b>conduct</b> | v. to do or perform something                            |
| <input type="checkbox"/> <b>survey</b>             | n. a detailed examination or investigation               |
| <input type="checkbox"/> <b>respondent</b>         | n. someone who answers questions, especially in a survey |
| <input type="checkbox"/> <b>interpret</b>          | v. to understand the meaning of something                |
| <input type="checkbox"/> <b>go over</b>            | to examine or look at something in a detailed way        |

- 2 What does the teacher NOT suggest in the lecture?
- (A) Start with an interesting question.
  - (B) Put questions in a logical order.
  - (C) Make the choices short and simple.
  - (D) Do not use ambiguous words.
- 3 According to the lecture, what is a leading question?
- (A) It is a type of question that is biased.
  - (B) It is a type of question that is highly plain and gentle.
  - (C) It is a type of question that is grammatically incorrect.
  - (D) It is a type of question that is complicated to take in.
- 4 According to the lecture, what is true about good survey questions?  
Choose TWO answers.
- (A) They should include double negatives.
  - (B) They should be multiple-choice questions.
  - (C) They should not contain assumptions.
  - (D) They should use fully comprehensible words.

<input type="checkbox"/> <b>precise</b>	adj. definitely or strictly stated
<input type="checkbox"/> <b>accurate</b>	adj. absolutely correct; making no mistakes
<input type="checkbox"/> <b>unfair</b>	adj. not conforming to approved standards; biased
<input type="checkbox"/> <b>assume</b>	v. to take something as true without proof
<input type="checkbox"/> <b>dine out</b>	to eat dinner away from home such as in a restaurant

# Challenge TOEFL iBT

TOEFL Listening

REVIEW VOLUME HELP BACK NEXT

Listen to a lecture in a health science class. CD1-09



Now get ready to answer the questions.  
You may use your notes to help you answer.

- 1 What is the main topic of the lecture?
  - (A) The positive effects of unsaturated fat
  - (B) The importance of lowering cholesterol
  - (C) The different types of fat and their effects
  - (D) The comparison between saturated and unsaturated fat
  
- 2 According to the lecture, which of the following is NOT a function of fat?
  - (A) It helps keep the nervous system.
  - (B) It makes our bodies grow appropriately.
  - (C) It helps our bodies receive vitamins.
  - (D) It produces minerals in our bodies.

- 3 Indicate whether each of the following describes saturated fat, unsaturated fat or trans fat. Tick in the correct box.

	Saturated fat	Unsaturated fat	Trans fat
It is hardly digested in the body.			
It is found in milk or yogurt.			
It reduces the cholesterol level.			

- 4 According to the lecture, which of the following is NOT true?

- Ⓐ The cholesterol can cause heart problems.
- Ⓑ Saturated fat does not solidify at normal temperature.
- Ⓒ Trans fat is artificially made and makes products last longer.
- Ⓓ The amount of trans fat in food is indicated on the nutrition label.

- 5 Why does the teacher mention bacon grease?

- Ⓐ To give an example of saturated fat that can cause heart problems
- Ⓑ To emphasize the harmfulness of saturated fat and trans fat
- Ⓒ To list numerous kinds of food that contain saturated fat
- Ⓓ To explain how to distinguish between saturated and unsaturated fat

# Follow Up

**Listen and fill in the blanks.** CD1-10

For our nutrition topic today, we'll be talking about fat. ① \_\_\_\_\_

\_\_\_\_\_ Our bodies need fat to develop properly and to survive.

② \_\_\_\_\_

\_\_\_\_\_ It helps our bodies absorb vitamins and minerals. It also assists in building hormones and preserving the nervous system in our bodies.

③ \_\_\_\_\_

\_\_\_\_\_ There are basically three types of fat:

unsaturated fat, which is from olive oils, canola oils, and tuna or salmon; ④ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ ; and trans fat, which is found in junk food.

⑤ \_\_\_\_\_ This is because

⑥ \_\_\_\_\_

⑦ \_\_\_\_\_

⑧ \_\_\_\_\_

That's because it is artificial or man-made. ⑨ \_\_\_\_\_

\_\_\_\_\_ Usually

manufacturers use trans fat ⑩ \_\_\_\_\_

\_\_\_\_\_ . When you look at a food label and see the words

“hydrogenated” or “partially hydrogenated” oil, that means the product contains trans fat.

Saturated fat isn't as bad as trans fat because at least ⑪ \_\_\_\_\_

\_\_\_\_\_. But still, you should be careful not to eat too much of this because it can cause heart disease.

Then, ⑫ \_\_\_\_\_ ?

Well, the answer is simple. If you look in a frying pan after cooking up some bacon, you'll notice there's lots of oil in there. ⑬ \_\_\_\_\_

That's because ⑭ \_\_\_\_\_. The same thing wouldn't happen to olive oil or canola oil. At room temperature, ⑮ \_\_\_\_\_

# Word Review

Write the meaning of each word in Korean.

<b>adaptation</b>	n. the ability of a species to survive in a particular environment	_____
<b>thrive</b> syn. flourish	v. to grow or develop actively	_____
<b>insulate</b>	v. to cover something with a material to prevent the flow of heat	_____
<b>incredible</b>	adj. difficult or impossible to believe; unbelievable	_____
<b>observatory</b>	n. a place for watching astronomical phenomena	_____
<b>literate</b>	adj. able to read and write	_____
<b>suffer</b>	v. to experience loss, injury or harm	_____
<b>irresponsible</b>	adj. lacking a sense of a duty for one's behavior	_____
<b>present</b>	v. to exhibit or introduce something formally	_____
<b>acrobat</b>	n. someone who performs difficult or unusual physical acts	_____
<b>phonograph</b>	n. a machine that reproduces sound using records	_____
<b>accompany</b>	v. to go along or in company with	_____
<b>slapstick</b>	adj. involving a lot of physical humor	_____
<b>primitive</b>	adj. relating to a very early stage of development	_____
<b>fascinating</b> syn. exciting	adj. extremely interesting	_____
<b>substance</b>	n. material with particular physical characteristics	_____
<b>lower</b>	v. to reduce something in amount or degree	_____
<b>harden</b> syn. solidify	v. to become or make firm	_____
<b>grease</b>	n. a fatty or oily substance that comes off meat by cooking	_____
<b>fool around</b>	to behave in a way which is careless and not responsible	_____

**Match the definition with the correct word.**

- |   |   |                  |
|---|---|------------------|
| 1 | relating to a very early stage of development . | • a. fool around |
| 2 | to exhibit or introduce something formally .    | • b. suffer      |
| 3 | to behave in a way which is careless .          | • c. slapstick   |
| 4 | to experience loss, injury or harm .            | • d. present     |
| 5 | involving a lot of physical humor .             | • e. primitive   |

**Choose the expression that is closest in meaning to the underlined word.**

- 1 The whole audience thought these films were fascinating.  
a. terrible                      b. boring                      c. exciting
- 2 Wait long enough for the oil to cool, and then you'll find that the oil will harden.  
a. solidify                      b. soften                      c. modify
- 3 A species changes over numerous years to thrive in its environment.  
a. display                      b. flourish                      c. expose

**Choose the correct word to complete the sentence.**

accompanied

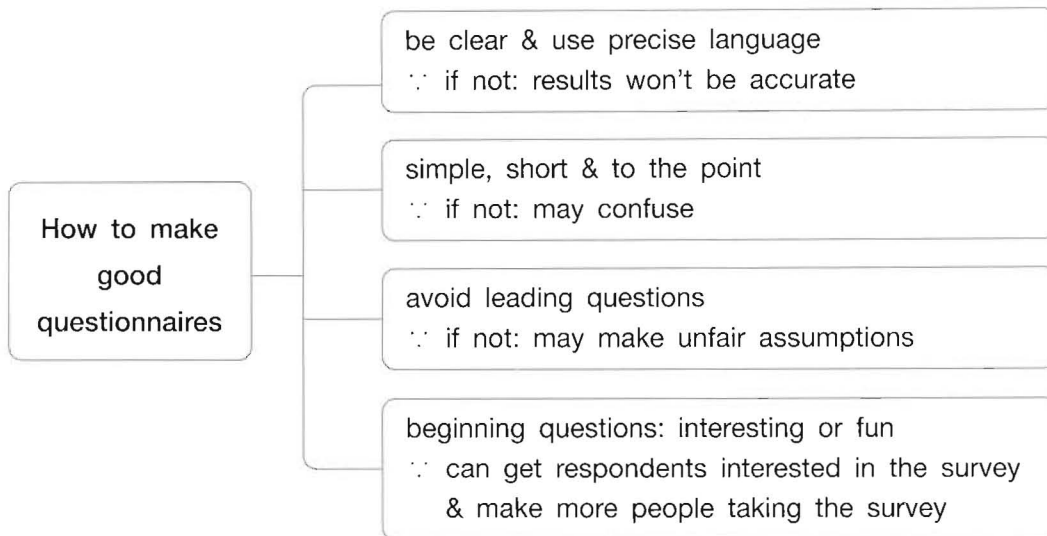
grease

literate

- 1 All of the children in this class are \_\_\_\_\_ .
- 2 \_\_\_\_\_ from dishes can be easily removed with liquid detergent.
- 3 Children under six are admitted free when \_\_\_\_\_ by an adult.

# SPEAK OUT

Listen to the lecture again and answer the questions. CD1-11



1 What is the main topic of the lecture?

It is about \_\_\_\_\_.

2 How should questions be made for respondents not to be confused?

They should be \_\_\_\_\_.

3 Why should leading questions be avoided?

Because \_\_\_\_\_.

4 Why does the teacher urge students to begin with an interesting question?

It gets \_\_\_\_\_.

\_\_\_\_\_.



## CHAPTER | 02

### Details

The question may be worded as follows:

According to the lecture, what is true about A?

Which of the following is (NOT) true?

Who/What/When/Where/Why/How is A?

### Strategy 01

Listen carefully to important information about the main topic.

Try to catch information such as the followings:

new facts, definitions of terms, descriptions, speaker's problems, speaker's suggestions, etc.

#### Listen to a lecture in a botany class. CD1-12

According to the lecture, what is NOT true about tree rings?

- (A) One tree ring forms every year.
- (B) The ring closest to the bark is oldest.
- (C) Tree rings can be used to calculate a tree's age.
- (D) Wide tree rings reflect years with much rain.

#### ► Listen again and fill in the blanks.

Trees grow \_\_\_\_\_. In other words, we can tell \_\_\_\_\_ . The ring closest to the bark is \_\_\_\_\_. Also, for the entire life of the tree, a ring pattern is formed that in some way shows \_\_\_\_\_. Rings that are very wide indicate a year \_\_\_\_\_. Conversely, a drought year may result in \_\_\_\_\_.

## Strategy 02

Be careful not to choose an answer choice that repeats the words in the passage. The correct answer will often paraphrase or extend a statement in the passage, not give an exact quote. Exact quotes are often used to bait wrong answers.

### Listen to a conversation between a teacher and a student. CD1-13

According to the conversation, which of the following is true?

- (A) The student has many plans with his parents during the vacation.
- (B) The school offers few summer programs this year.
- (C) The student has an interest in athletic activities.
- (D) Both the teacher and the student have to join the summer program.

### ► Listen again and fill in the blanks.

B A summer program?

T Yes, \_\_\_\_\_  
 \_\_\_\_\_ . Not to mention \_\_\_\_\_  
 \_\_\_\_\_ are being offered.

B That sounds great.

T What sort of things do you like?

B \_\_\_\_\_

# Start Up

Listen to a conversation between school staff and a student. CD1-14

- 1 Why does the student go to the office?
  - (A) To find a solution for a problem with a report card
  - (B) To file her complaint about an oversight by the school
  - (C) To pick up a copy of her report card
  - (D) To submit a grade change request form
  
- 2 According to the conversation, what is a possible reason the student did not receive her report card?
  - (A) The student forgot to check her mailbox at home.
  - (B) The school has lost all records of the student.
  - (C) The school sent the student's report card to her parents.
  - (D) The student did not inform the school of her new address.

## Note-taking

Topic Girl – \_\_\_\_\_ her report card

Details Case 1 – sent her report card to the \_\_\_\_\_

→ send her \_\_\_\_\_ again to the \_\_\_\_\_

Case 2 – might have gotten lost \_\_\_\_\_

→ offer an \_\_\_\_\_ report card

send it again \_\_\_\_\_

► Listen again and fill in the blanks. CD1-15

M Good morning! May I help you?

G Yes, please. I have some problems with my report card. \_\_\_\_\_  
\_\_\_\_\_

M That's strange. Hmm... \_\_\_\_\_

G \_\_\_\_\_, not really recently.

M Well, when you moved, \_\_\_\_\_  
\_\_\_\_\_? If not, \_\_\_\_\_  
\_\_\_\_\_.

G Hmm... \_\_\_\_\_ I'll have to ask my parents.

M \_\_\_\_\_  
Go to the administration section and \_\_\_\_\_  
\_\_\_\_\_. If yours is incorrect, \_\_\_\_\_  
\_\_\_\_\_. Then we will \_\_\_\_\_  
\_\_\_\_\_.

G And \_\_\_\_\_?

M \_\_\_\_\_ In other words,  
yours might have gotten lost by mistake. But don't worry. If so, \_\_\_\_\_  
\_\_\_\_\_ as well as send your  
report card again by mail.

# Build Up

Listen to a lecture in a psychology class. CD1-16

- 1 Which of the following is true about a conditioned reflex?
  - (A) It occurs through learning process.
  - (B) It is also called a ducking reflex.
  - (C) It is an instinctive reaction to a certain stimulus.
  - (D) The eye blinking after seeing an approaching object is an example of it.
  
- 2 Indicate whether each of the following is a conditioned stimulus or an unconditioned stimulus. Tick in the correct box.

	Conditioned stimulus	Unconditioned stimulus
A white coat		
Food in sight		
The sound of bell		
The act of pushing the button		

## Note-taking

Topic

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Details

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► Listen again and fill in the blanks. CD1-17

Today, we're going to talk about a conditioned reflex. \_\_\_\_\_  
\_\_\_\_\_. For example, if you see a ball coming  
toward you, you instinctively try to avoid it by ducking, by raising your hands, by  
blinking, or all three. \_\_\_\_\_  
\_\_\_\_\_. A conditioned reflex is slightly different. \_\_\_\_\_  
\_\_\_\_\_. Now imagine that  
there is a button and whenever the button is pressed, a ball will fly out toward you.  
\_\_\_\_\_  
\_\_\_\_\_. This is called a conditioned reflex:  
\_\_\_\_\_  
\_\_\_\_\_, but it reacts to the process that is connected to this occurrence.  
One of the first scientists who studied a conditioned reflex was Ivan Pavlov. He  
experimented with dogs in the 1890s. \_\_\_\_\_  
\_\_\_\_\_. He also realized that the dogs would begin  
salivating \_\_\_\_\_.  
It turned out that in the laboratory, \_\_\_\_\_.  
Then Pavlov tried to figure out how this phenomenon was linked in a series of  
experiments. \_\_\_\_\_  
Before long, the dogs would \_\_\_\_\_  
\_\_\_\_\_.

Listen to a lecture in a music class. CD1-18



1 What is the main topic of the lecture?

- (A) A description and a story of an opera seria
- (B) The various primary forms of opera
- (C) Important terms used in operas
- (D) Famous composers in the history of opera

### Word to Listen for

<input checked="" type="checkbox"/> rescue	v. to get someone out of danger or trouble
<input type="checkbox"/> involve	v. to contain as a part; include
<input type="checkbox"/> accompaniment	n. a musical part that provides background for other musical parts
<input type="checkbox"/> imitate	v. to copy the speech or behavior of someone or something
<input type="checkbox"/> significant	adj. having a meaning; meaningful

2 Who was the audience for the very first operas?

- (A) The general public
- (B) Talented singers
- (C) The aristocrats
- (D) Classical composers

3 What is significant about Jacopo Peri's *Euridice*?

- (A) It is the earliest known opera so far.
- (B) It is based on a mythical tale by Ovid.
- (C) It was written in opera seria style for the first time.
- (D) It was performed for the public in 1637.

4 Indicate whether each of the following is true about opera seria. Tick in the correct box.

	Yes	No
It mixed humor and tragedy.		
It required excellent singers.		
It included long arias.		
It needed very few musical instruments.		

- ☐ **tragedy** n. a play or book about death or suffering with a sad end
- ☐ **criticize** v. to express disapproval of someone or something
- ☐ **distasteful** adj. showing dislike; unpleasant
- ☐ **innovation** n. a new idea or method of doing something
- ☐ **spectacular** adj. given to an impressive, large-scale display

# Challenge TOEFL iBT

TOEFL Listening

REVIEW VOLUME HELP BACK NEXT

Listen to a lecture in a physics class. CD1-19



Now get ready to answer the questions.  
You may use your notes to help you answer.

- 1 What is the teacher mainly talking about?
  - (A) One of Newton's laws of motion
  - (B) The significant achievement of Newton
  - (C) The importance of wearing seat belts in a car
  - (D) The difference between a balanced and an unbalanced force
  
- 2 According to the lecture, which of the following is NOT true?
  - (A) Objects at rest tend to remain at rest.
  - (B) Objects in motion tend to move to the opposite side.
  - (C) Newton's first law is related to a balanced and an unbalanced force.
  - (D) Newton's first law can be found easily in everyday life.

- 3 What does the teacher NOT use to explain Newton's first law of motion?
- Ⓐ Explaining why a book stays on a table
  - Ⓑ Showing the degree of inclination of a ramp
  - Ⓒ Conducting an experiment on the motion of water
  - Ⓓ Describing the situation when a car strikes a wall
- 4 Why does the teacher do an experiment with a train model set?
- Ⓐ To demonstrate Newton's first law of motion
  - Ⓑ To show the difference between Newton's laws of motion
  - Ⓒ To contrast Newton's law with other laws of physics
  - Ⓓ To indicate the importance of Newton's first law of motion in our lives
- 5 How does the teacher describe a balanced and an unbalanced force?
- Ⓐ By explaining how seat belts work
  - Ⓑ By mentioning the Newton's statement
  - Ⓒ By showing the movement of the water in a beaker
  - Ⓓ By giving an example of the disparity between forces

# Word Review

Write the meaning of each word in Korean.

<b>analyze</b> <small>syn. research</small>	v. to study or examine something in detail	_____
<b>bark</b>	n. the hard outer covering of a tree	_____
<b>drought</b>	n. a long period when there is little or no rain	_____
<b>intramural</b>	adj. involving members of one school or college	_____
<b>notify</b> <small>syn. give notice</small>	v. to inform someone of something	_____
<b>confirm</b>	v. to establish or make quite certain	_____
<b>oversight</b> <small>syn. mistake</small>	n. an omission or error due to carelessness	_____
<b>reflex</b>	n. a physical reaction to something	_____
<b>instinctively</b>	adv. in a manner that requires no thought or planning	_____
<b>stimulus</b>	n. something which causes a specific response	_____
<b>occurrence</b>	n. something that happens	_____
<b>salivate</b>	v. to produce a flow of saliva	_____
<b>phenomenon</b> <small>syn. happening</small>	n. an occurrence or a fact observed or observable	_____
<b>definition</b>	n. a statement of the meaning of a word, phrase or term	_____
<b>inclined</b>	adj. sloping or leaning in a particular direction	_____
<b>windshield</b>	n. the window at the front of a car or other vehicles	_____
<b>engage in</b> <small>syn. participate in</small>	to take part in something	_____
<b>turn out</b>	to be known or discovered finally and surprisingly	_____
<b>at rest</b>	not in moving or being in inactive	_____
<b>act upon</b>	to have an effect or influence on someone or something	_____

**Match the definition with the correct word.**

- |   |   |   |               |
|---|---|---|---------------|
| 1 | the hard outer covering of a tree             | • | • a. salivate |
| 2 | a long period when there is little or no rain | • | • b. drought  |
| 3 | to produce a flow of saliva                   | • | • c. at rest  |
| 4 | to establish or make quite certain            | • | • d. confirm  |
| 5 | not in moving or being in inactive            | • | • e. bark     |

**Choose the expression that is closest in meaning to the underlined word.**

- 1 Scientists analyze tree rings, or growth rings to find out many things.  
a. preserve                      b. research                      c. count
- 2 Maybe you can engage in a summer program at the school.  
a. keep in                      b. stay in                      c. participate in
- 3 Pavlov tried to figure out how this phenomenon was linked in experiments.  
a. happening                      b. hypothesis                      c. definition

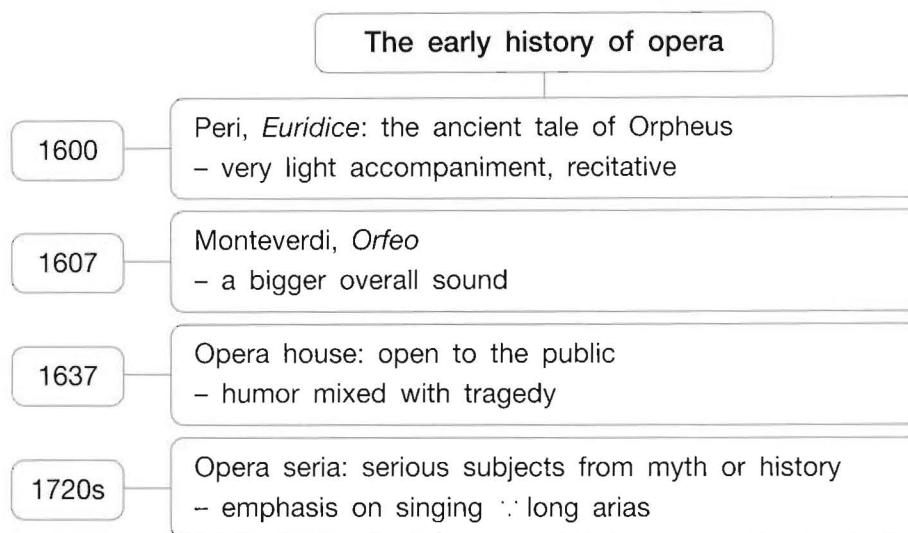
**Choose the correct word to complete the sentence.**

oversight	instinctively	notify
-----------	---------------	--------

- 1 I will \_\_\_\_\_ him by email that I wish to cancel the meeting.
- 2 He \_\_\_\_\_ raised his arms to defend himself.
- 3 My name was omitted from the list due to an \_\_\_\_\_.

## SPEAK OUT

Listen to the lecture again and answer the questions. CD1-21



1 What is the feature of *Euridice* by Jacopo Peri?

It involved \_\_\_\_\_.

2 How is *Orfeo* by Monteverdi different from earlier operas?

It featured \_\_\_\_\_.

3 What happened in 1637?

The first opera house \_\_\_\_\_  
\_\_\_\_\_.

4 Why did opera seria require talented singers?

Because it emphasized on \_\_\_\_\_.



TOEFL® iBT Activator Listening



# PROGRESS TEST 1

**Listen to a conversation between a teaching assistant and a student.** CD1-22



**1 Why does the student talk to the teaching assistant?**

- Ⓐ To ask for details regarding the language lab
- Ⓑ To inquire about the way of studying French
- Ⓒ To clear up a confusion about the French class
- Ⓓ To ask questions about the French teacher

**2 Why can students NOT use their own headphones?**

- Ⓐ They may interfere with the sound quality.
- Ⓑ They may be lost or misplaced.
- Ⓒ They could cause the computers to break.
- Ⓓ They will not connect properly in the lab.

- 3 What does the student need to use the language lab?
- Ⓐ A student card
  - Ⓑ A registration card
  - Ⓒ A software for a computer
  - Ⓓ A French textbook
- 4 Which of the following is NOT an example of language lab activities?
- Ⓐ Speaking drills
  - Ⓑ Listening comprehension activities
  - Ⓒ Dictation exercises
  - Ⓓ Pronunciation practices
- 5 According to the conversation, which of the following is NOT true?
- Ⓐ The language lab is open only during the weekdays.
  - Ⓑ Students do not require an appointment to use the lab.
  - Ⓒ A teaching assistant checks students' attendance.
  - Ⓓ Each booth in the language lab contains a microphone.

Next →

**Listen to a lecture in a social studies class.** CD1-23

- 6 What is the main topic of the lecture?
- Ⓐ Causes of the Great Depression in the world
  - Ⓑ Effects of the Great Depression and the later economic recovery
  - Ⓒ Domestic problems caused by the Great Depression
  - Ⓓ The influence of international wars on the U.S. economy
- 7 What is NOT a feature of the Great Depression?
- Ⓐ It had lasted for about a decade.
  - Ⓑ It began with a stock market crash.
  - Ⓒ It started in the U.S. and affected many countries.
  - Ⓓ It was caused by World War II.

- 8 According to the lecture, what is true about Franklin D. Roosevelt?
- Ⓐ He became President of the U.S. during World War II.
  - Ⓑ He carried out many policies to improve the economy.
  - Ⓒ He set up economic relief programs to help other nations.
  - Ⓓ His New Deal policy was the perfect program for the economic recovery.
- 9 How were other countries affected by the Great Depression?
- Ⓐ Many Germans immigrated to the U.S.
  - Ⓑ Several countries had to give assistance to the U.S.
  - Ⓒ Many other countries imposed high tariffs on imports.
  - Ⓓ The U.S. refused to act as a trading partner with other countries.
- 10 How did World War II help the international economy?
- Ⓐ It created a demand for goods which in turn boosted employment.
  - Ⓑ It persuaded citizens not to buy goods and thereby increased savings.
  - Ⓒ It brought together foreign leaders, ensuring economic cooperation.
  - Ⓓ It forced many countries to involve in the war for raising tariffs.
- 11 How does the teacher develop the topic?
- Ⓐ By mentioning related events in chronological order
  - Ⓑ By introducing various kinds of special economic policies
  - Ⓒ By arranging events according to where they occurred
  - Ⓓ By comparing the depression of the U.S. to that of other nations

# PART II

## Connecting Information

This part asks about the ability to recognize the organization and the relationship between ideas presented and make inferences based on what is implied in the passage.



## CHAPTER | 03

### Organization

The question may be worded as follows:

How does the teacher explain A?

How does the girl describe A?

Why does the speaker mention A?

## Strategy 01

Pay attention to the signal words. They may help you recognize how particular information is connected to the whole passage.

- \_ Example: for example, for instance, imagine, such as, etc.
- \_ Comparison: similar to, in comparison to, likewise, etc.
- \_ Contrast: on the other hand, however, whereas, etc.

### Listen to a lecture in a psychology class. CD2-02

How does the teacher explain associative déjà vu?

- (A) By explaining the relationship between déjà vu and the brain
- (B) By mentioning his personal experience of associative déjà vu
- (C) By giving an example of associative déjà vu
- (D) By categorizing déjà vu depending on the experience

### ► Listen again and fill in the blanks.

Associative déjà vu \_\_\_\_\_. It is associated with certain sights, smells, textures, tastes and similar things from the past that are remembered. \_\_\_\_\_

You might experience déjà vu if anything in the home resembles a past memory, \_\_\_\_\_

\_\_\_\_\_.

## Strategy 02

Focus on why each idea is organized in that way. Organization questions will ask you why something is said or included in a conversation or a lecture. Always ask yourself, “Why is the speaker mentioning this?” while you are listening.

### Listen to an announcement in a class. CD2-03

Why does the teacher mention the extension?

- (A) To give students his number to contact directly
- (B) To tell students about the information hotline giving operating hours
- (C) To notify students of the number of available rooms in the library
- (D) To inform students of the way to book specific rooms during the exam period

### ► Listen again and fill in the blanks.

It will open \_\_\_\_\_ from Monday to Friday, and it'll close \_\_\_\_\_. In addition, it will open on weekends: \_\_\_\_\_.

\_\_\_\_\_ using the library before the exam period, seminar rooms and private study rooms \_\_\_\_\_. Please \_\_\_\_\_ for those needs.

# Start Up

Listen to a conversation between a teacher and a student. CD2-04

- 1 How does the teacher give advice to the student?
  - (A) By comparing tips for different types of tests
  - (B) By mentioning characteristics of multiple-choice tests
  - (C) By listing several tips on multiple-choice tests
  - (D) By emphasizing the importance of the upcoming test
  
- 2 Why does the teacher mention the words “compare” and “contrast”?
  - (A) To offer a way to classify questions in several types
  - (B) To suggest a way for understanding each question well
  - (C) To categorize the skills in comprehension and analysis of questions
  - (D) To compare and contrast multiple-choice tests with other types of tests

## Note-taking

Topic    Tips for taking a \_\_\_\_\_ test

- Details
- 1) \_\_\_\_\_ the entire test to get a general idea
  - 2) \_\_\_\_\_ important words
  - 3) think of the answer before looking at the \_\_\_\_\_
  - 4) \_\_\_\_\_ obviously \_\_\_\_\_ choices
  - 5) mark \_\_\_\_\_ questions and come back to them \_\_\_\_\_

► Listen again and fill in the blanks. CD2-05

T Hello. You wanted to see me about something. What is it?

G \_\_\_\_\_ You mentioned that it would be a multiple-choice test. \_\_\_\_\_

T I certainly can. First of all, when you first get the test, \_\_\_\_\_

G I think I understand what you mean.

T \_\_\_\_\_ such as "compare" or "contrast." \_\_\_\_\_

G \_\_\_\_\_, you mean?

T That's right. And... \_\_\_\_\_

This way, the choices won't throw you off or trick you.

G Got that. Anything else?

T \_\_\_\_\_ And if you have any questions that seem too difficult, \_\_\_\_\_. There will be a time limit, \_\_\_\_\_

G Sounds good. Thank you for the advice.

# B uild Up

Listen to a lecture in a health science class. CD2-06

- 1 How does the teacher show a type of vegetarian?
  - (A) By categorizing different vegetarians by age
  - (B) By comparing vegetarians with meat eaters
  - (C) By listing the necessary nutrients to each type of vegetarian
  - (D) By classifying vegetarians according to what they eat
  
- 2 Why does the teacher say tofu, beans and nuts?
  - (A) To say the substitute food source for meat
  - (B) To give examples of food that all vegetarians should eat
  - (C) To persuade people to eat these foods for a healthy diet
  - (D) To inform what kinds of food have many calories for vegetarians

## Note-taking

Topic

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Details

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► Listen again and fill in the blanks. CD2-07

Today, we're going to talk about vegetarianism. \_\_\_\_\_

\_\_\_\_\_ There are various reasons why vegetarians choose not to eat meat. \_\_\_\_\_

While others think that raising meat animals hurts the environment. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Ovo-vegetarians eat eggs. Lacto-ovo vegetarians \_\_\_\_\_.

Lacto-vegetarians \_\_\_\_\_. And the last group is vegans. \_\_\_\_\_ Many people who call themselves vegetarians are actually semi-vegetarians. \_\_\_\_\_

If you're considering becoming a vegetarian, \_\_\_\_\_

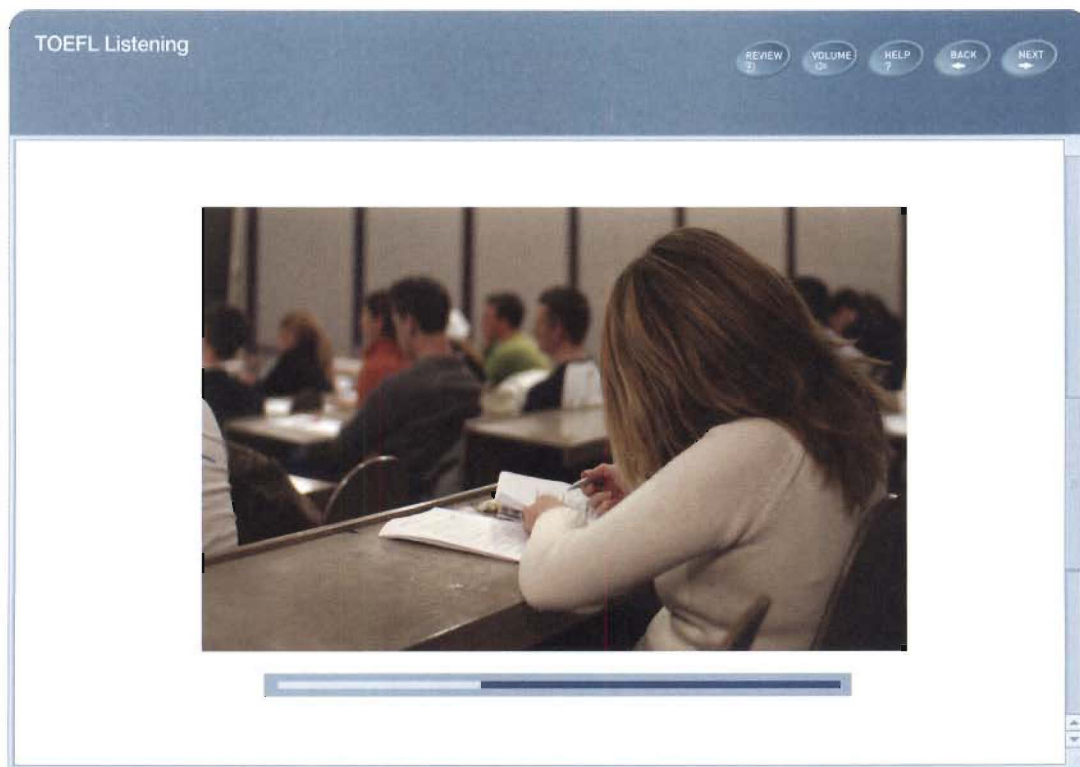
\_\_\_\_\_

Vegetarians can easily lack sufficient protein and iron which are usually found in meat. \_\_\_\_\_

\_\_\_\_\_ For example, most vegetarians except vegans can get protein from dairy products and eggs. \_\_\_\_\_

\_\_\_\_\_ Besides that, iron is found in eggs, dried beans, dried fruits, whole grains, leafy green vegetables, and iron-fortified cereals and breads.

Listen to a lecture in an entomology class. CD2-08



- 1 What is the main topic of the lecture?
- (A) The feeding habits of different types of butterflies
  - (B) The transformations of butterflies
  - (C) The appearance and beauty of a butterfly
  - (D) The effect of butterflies on the ecosystem

#### Word to Listen for

- |                                     |                    |  |
|-------------------------------------|--------------------|--|
| <input checked="" type="checkbox"/> | <b>larva</b>       | n. the immature stage of an insect that undergoes complete metamorphosis |
| <input type="checkbox"/>            | <b>emerge</b>      | v. to appear by coming out of something                                  |
| <input type="checkbox"/>            | <b>shed</b>        | v. to get rid of or cast off something                                   |
| <input type="checkbox"/>            | <b>upside down</b> | adv. with the top part underneath  |
| <input type="checkbox"/>            | <b>substance</b>   | n. the material with particular physical characteristics                 |

- 2 How does the teacher explain a butterfly's life?
- (A) By describing the different stages of a butterfly's life
  - (B) By giving an example of a certain kind of butterfly's life
  - (C) By contrasting a butterfly's life to other insects
  - (D) By showing pictures of various butterflies in nature
- 3 Why does the teacher mention the wet wings of a butterfly when it emerges from the cocoon?
- (A) To explain why it cannot fly right away
  - (B) To describe its appearance in a vivid manner
  - (C) To compare its features with a caterpillar's
  - (D) To mention a butterfly's average life span
- 4 According to the lecture, which of the following is true?
- (A) After the caterpillar stops growing, it turns into the butterfly.
  - (B) The butterfly eats leaves as well as nectar from flowers.
  - (C) The pupa transforms into the chrysalis inside a cocoon.
  - (D) The caterpillar stage continues two weeks to a month.

<input type="checkbox"/> encase	v. to surround something completely with a case or cover
<input type="checkbox"/> cocoon	n. a silk cover that young insects make to protect themselves
<input type="checkbox"/> transformation	n. any process that involves an animal changing its fundamental form
<input type="checkbox"/> flap	v. to move something like wings up and down
<input type="checkbox"/> nectar	n. the sweet liquid found in plants which attracts insects

# Challenge TOEFL iBT

TOEFL Listening

REVIEW VOLUME HELP BACK NEXT

Listen to a lecture in a literature class. CD2-09



Now get ready to answer the questions.  
You may use your notes to help you answer.

- 1 What is the lecture mainly about?
  - (A) A comparison of Chaucer to Boccaccio
  - (B) A short summary of Chaucer's biography
  - (C) A general overview of one of Chaucer's works
  - (D) Problems involved in reading *The Canterbury Tales*
  
- 2 How many stories are in *The Canterbury Tales*?
  - (A) 2
  - (B) 4
  - (C) 24
  - (D) 120

- 3 How does the teacher explain the reason that modern readers may find Chaucer's work difficult?
- Ⓐ By comparing Chaucer's English to a foreign language
  - Ⓑ By illustrating the differences between modern and old English
  - Ⓒ By showing how books were written in Latin or French before Chaucer
  - Ⓓ By mentioning the language Chaucer wrote is not same as modern language
- 4 Why does the teacher mention *The Decameron*?
- Ⓐ To explain its effect on *The Canterbury Tales*
  - Ⓑ To show a trend in the period Chaucer wrote
  - Ⓒ To demonstrate the source of Chaucer's translation
  - Ⓓ To emphasize the importance of Italian language in the period
- 5 Which of the following is NOT true about *The Canterbury Tales*?
- Ⓐ It was written in everyday English.
  - Ⓑ It excluded some characters such as the rich.
  - Ⓒ The stories were all told in various tones.
  - Ⓓ It contained many different kinds of themes.

# Follow Up

**Listen and fill in the blanks.** CD2-10

One of the earliest masterpieces in English Literature is Geoffrey Chaucer's *The*

*Canterbury Tales*. ① \_\_\_\_\_

\_\_\_\_\_ and has influenced many English writers since. *The Canterbury*

*Tales* is about ② \_\_\_\_\_

\_\_\_\_\_. The pilgrims begin at Southwark and travel to Canterbury to visit

the shrine of Saint Thomas Becket at Canterbury Cathedral. ③ \_\_\_\_\_

\_\_\_\_\_

④ \_\_\_\_\_ Chaucer

originally intended to have each pilgrim tell 4 stories each, 2 on the way there and 2

on the way back, for a total of 120 tales. ⑤ \_\_\_\_\_

\_\_\_\_\_

The idea of having several people tell their own stories seems to ⑥ \_\_\_\_\_

\_\_\_\_\_. Boccaccio

wrote a book called *The Decameron*, ⑦ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Many of Chaucer's own stories in *The Canterbury Tales* are retellings of tales from

*The Decameron*. However, what sets Chaucer's book apart is the fact that ⑧ \_\_\_\_\_

\_\_\_\_\_, from very poor to very rich.

Just like the different people in his books, ⑨ \_\_\_\_\_

\_\_\_\_\_.

The stories in *The Canterbury Tales* ⑩ \_\_\_\_\_

\_\_\_\_\_. The themes of the tales also vary. ⑪ \_\_\_\_\_

\_\_\_\_\_

What makes the stories so great is the way Chaucer wrote about ⑫ \_\_\_\_\_

\_\_\_\_\_. He had a real understanding of everyday people. In addition,

he wrote in the vernacular, or everyday spoken language. Before him, ⑬ \_\_\_\_\_

\_\_\_\_\_. Though Chaucer wrote

in English, modern readers may have a difficult time with his work. ⑭ \_\_\_\_\_

\_\_\_\_\_

So if you heard *The Canterbury Tales* being read, ⑮ \_\_\_\_\_

\_\_\_\_\_.

# Word Review

Write the meaning of each word in Korean.

<b>associate</b> syn. link	v. to connect or bring into relation, as feeling or memory	_____
<b>texture</b>	n. a feel of a surface	_____
<b>extension</b>	n. an additional telephone that operates on a main line	_____
<b>pointer</b>	n. a piece of advice	_____
<b>trick</b>	v. to deceive someone	_____
<b>practice</b>	n. something that is regularly done, often as a habit	_____
<b>exclude</b> syn. eliminate	v. to prevent something from being included or accepted	_____
<b>poultry</b>	n. birds such as chickens or ducks raised for eggs or meat	_____
<b>sufficient</b>	adj. being as much as is needed	_____
<b>masterpiece</b>	n. a person's greatest piece of work	_____
<b>pilgrim</b>	n. a person who travels a long distance for a religious purpose	_____
<b>shrine</b>	n. a place of religious devotion or commemoration	_____
<b>inspire</b> syn. encourage	v. to stimulate someone to do something	_____
<b>contemporary</b>	n. someone living during the same period as someone else	_____
<b>diction</b>	n. a style of speaking and writing	_____
<b>treachery</b> syn. betrayal	n. violation of faith	_____
<b>vernacular</b>	n. the native language of a country or people	_____
<b>come up with</b>	to suggest or think of an idea or a plan	_____
<b>throw off</b>	to confuse; fluster	_____
<b>set apart</b> syn. differentiate	to make noticeable or different	_____

**Match the definition with the correct word.**

- |   |                                   |   |                |
|---|-----------------------------------|---|----------------|
| 1 | a person's greatest piece of work | • | a. texture     |
| 2 | something that is regularly done  | • | b. throw off   |
| 3 | a piece of advice                 | • | c. practice    |
| 4 | a feel of a surface               | • | d. masterpiece |
| 5 | to confuse; fluster               | • | e. pointer     |

**Choose the expression that is closest in meaning to the underlined word.**

- 1 Semi-vegetarians may have excluded red meat, but may eat poultry or fish.  
a. included                      b. eliminated                      c. exited
- 2 *The Canterbury Tales* seems to have been inspired by *The Decameron*.  
a. encouraged                      b. engaged                      c. discouraged
- 3 Most of the tales center on the themes of love, greed or treachery.  
a. loyalty                      b. sadness                      c. betrayal

**Choose the correct word to complete the sentence.**

associated

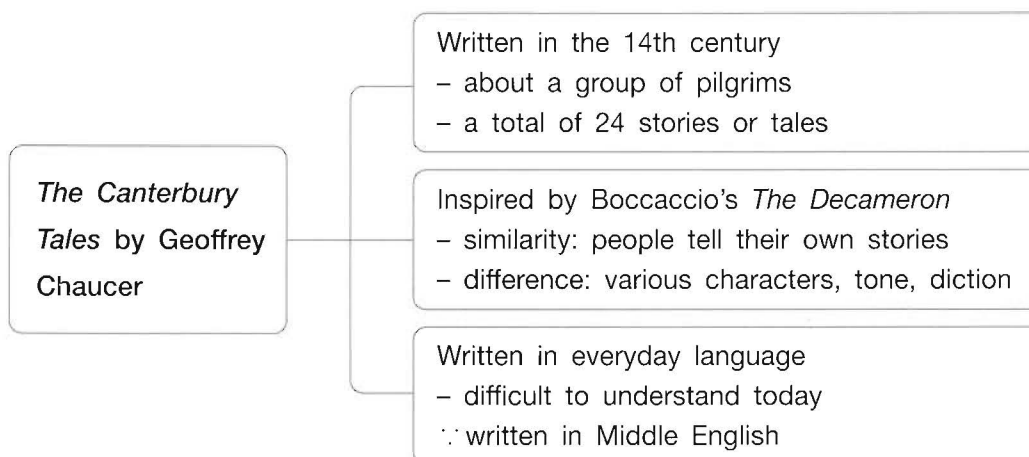
contemporary

shrine

- 1 This \_\_\_\_\_ is a popular tourist attraction due to its long history.
- 2 The dramatist Christopher Marlowe was Shakespeare's \_\_\_\_\_.
- 3 The cycle of the tides is \_\_\_\_\_ with the moon.

## SPEAK OUT

Listen to the lecture again and answer the questions. CD2-11



1 When did Chaucer write *The Canterbury Tales*?

Chaucer wrote \_\_\_\_\_  
\_\_\_\_\_

2 How is *The Canterbury Tales* similar to *The Decameron*?

They are similar on \_\_\_\_\_  
\_\_\_\_\_

3 How is *The Canterbury Tales* different from *The Decameron*?

*The Canterbury Tales* \_\_\_\_\_  
\_\_\_\_\_



## CHAPTER | 04

### Relationship/Inference

The question may be worded as follows:

What is (NOT) compared between A and B?

What is the difference between A and B?

What can be inferred from the lecture?

What will the speaker probably do next?

### Strategy 01

Pay attention to the characteristics related to each idea. The recognition of similarities and differences in the passage is an essential skill to understand the relationship of ideas.

**Listen to a lecture in a literature class.** CD2-12

What is the difference between a parody and an homage?

- (A) The degree of familiarity with the general public
- (B) The number of scenes that imitates the original work
- (C) The expression of admiration for a masterpiece or a creator
- (D) The prominence of the piece of original work

► **Listen again and fill in the blanks.**

If the features of the original work are imitated \_\_\_\_\_,  
 or if the imitation is meant to \_\_\_\_\_,  
 then \_\_\_\_\_. But if a piece of work is imitated  
 \_\_\_\_\_.

■ Strategy 02

Practice drawing conclusions based on facts and ideas given in the passage. Guess the implied meaning from what the speaker says or predict what comes next using available information.

Listen to a lecture in a history class. CD2-13

What can be inferred from the lecture?

- (A) There is evidence that the Lighthouse of Alexandria really existed.
- (B) The Lighthouse of Alexandria still remains on the island of Pharos.
- (C) Architectural science in that period seems to be excellent.
- (D) Many ships from all over the world traveled to Alexandria.

► Listen again and fill in the blanks.

\_\_\_\_\_

The bottom was shaped \_\_\_\_\_. In the middle  
were blocks made of marble. And at the top was a beacon chamber,  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# S tart Up

Listen to a conversation between two students. CD2-14

1 What can be inferred from the conversation?

- (A) The boy did not want to speak in public at first.
- (B) The boy did not know well how to act out the speech.
- (C) The boy has had a hard time since he was elected president.
- (D) The boy thinks that the student body president is very important.

2 In the conversation, several commitments are mentioned as examples. Indicate whether each of the following has a possibility to happen. Tick in Yes or No.

	Yes	No
Making lunch time longer		
Raising money for summer school lunch		
Offering various lunch menus		
Establishing some programs for lunch time		

## Note-taking

Topic Tips to prepare a \_\_\_\_\_

Details 1) think of \_\_\_\_\_ and main theme

2) \_\_\_\_\_ the theme: specific proposals/X empty promises

- \_\_\_\_\_ : to serve lunch through \_\_\_\_\_

- \_\_\_\_\_ programs: to offer better ways to \_\_\_\_\_

the lunch hour

► Listen again and fill in the blanks. CD2-15

- G \_\_\_\_\_
- B Thank you. But I'm having a hard time with the speech. \_\_\_\_\_  
\_\_\_\_\_
- G It's not that difficult. \_\_\_\_\_  
\_\_\_\_\_ What would they like to hear?
- B Well, \_\_\_\_\_  
\_\_\_\_\_.
- G Good. That should be the main theme. \_\_\_\_\_,  
that is, you must mention ways that you can improve school life. But students  
don't want "I will work hard to improve student welfare." \_\_\_\_\_  
\_\_\_\_\_
- B I'm thinking about something for lunch time... something like an extensive  
lunch menu.
- G Let me see. \_\_\_\_\_ You don't propose  
to students an extensive lunch menu or a two-hour lunch period just because  
they want it.
- B Oh, I see. \_\_\_\_\_  
\_\_\_\_\_ You know,  
now the school lunch program provides meals only during the semester.
- G Sounds great! \_\_\_\_\_ Anything else?
- B Hmm... \_\_\_\_\_  
such as some recreational programs at the gym for spare time.
- G Good. \_\_\_\_\_

Listen to a lecture in a social studies class. CD2-16

- 1 What can be inferred about the Prisoner's Dilemma?
  - (A) The police will induce both suspects to cooperate.
  - (B) Both suspects will not arrive at the best decision.
  - (C) Both suspects will always have a chance to go free.
  - (D) Both suspects will work together for their own interests.
  
- 2 How does the teacher talk about the Prisoner's Dilemma?
  - (A) By explaining how it was created
  - (B) By comparing it with another game theory
  - (C) By demonstrating how it works
  - (D) By showing why it is used in several fields

## Note-taking

Topic \_\_\_\_\_

\_\_\_\_\_

Details \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

It was devised by two physicists at first and has since become the example of game theory in many fields such as psychology, economics, military science and political science. In the Prisoner's Dilemma, it's supposed that there are two men — "A" and "B" — who have committed a crime together. The police put them into separate rooms \_\_\_\_\_

\_\_\_\_\_. If both confess, each gets two years in prison.

\_\_\_\_\_ If they both stay quiet, each gets six months in prison.

Two suspects now have a dilemma: \_\_\_\_\_?

First, \_\_\_\_\_. If "B" confesses, it is best for "A" to confess as well, but if "A" stays quiet, \_\_\_\_\_

\_\_\_\_\_. Now, \_\_\_\_\_.

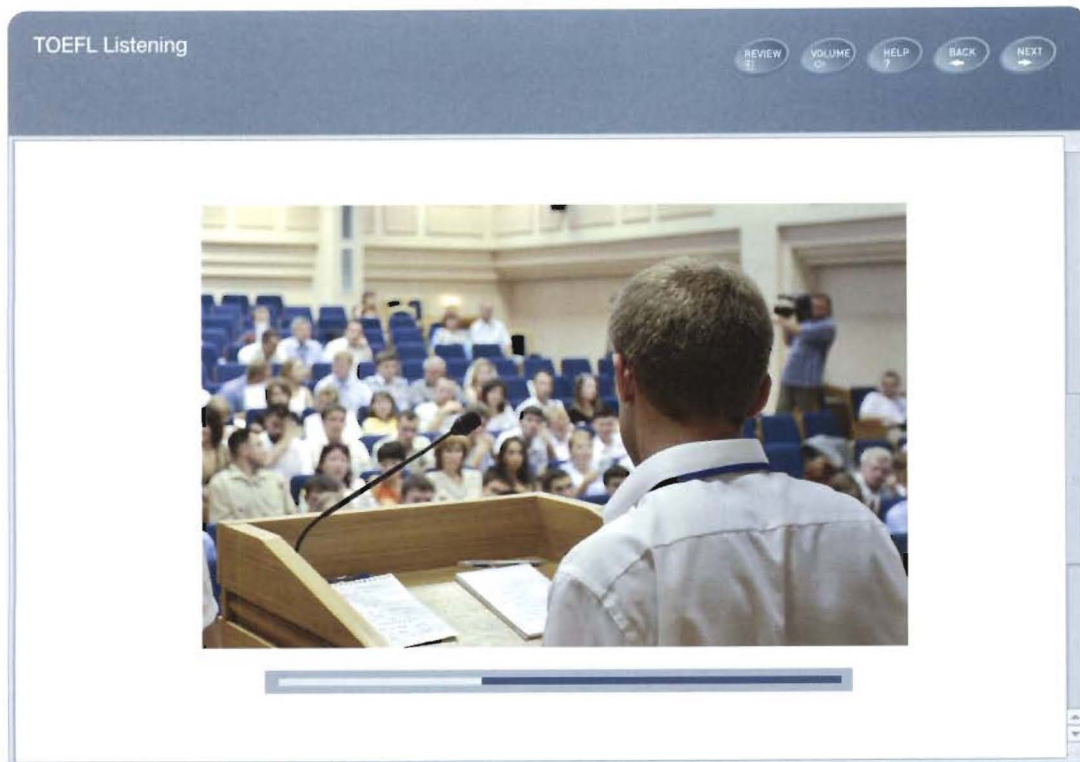
Even if "B" doesn't, it is still best for "A" to confess. That way, "A" has a chance to go free. The same is true for "B", \_\_\_\_\_

\_\_\_\_\_. According to this theory, \_\_\_\_\_.

If the two suspects cooperate together, \_\_\_\_\_.

But in many cases, people usually end up defeating each other \_\_\_\_\_

\_\_\_\_\_.



- 1 What are the speakers mainly talking about?
- (A) Why people have different favorite colors
  - (B) What some colors mean in various cultures
  - (C) How colors are used in our everyday lives
  - (D) How the meaning of diverse colors has changed

#### Word to Listen for

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> envelope | n. a paper container for a letter                                     |
| <input type="checkbox"/> celebration         | n. a joyful occasion for special festivities to mark some happy event |
| <input type="checkbox"/> symbolize           | v. to represent something by a symbol or symbols                      |
| <input type="checkbox"/> outfit              | n. a set of clothes worn together                                     |
| <input type="checkbox"/> emperor             | n. a male who rules a country or an empire                            |

2 What is probably true about the red envelopes?

- (A) They are love letters from the groom.
- (B) They are invitations for the guests.
- (C) They are gifts for the wedding couple.
- (D) They are lucky charms for the bride.

3 What is compared between western and eastern cultures?

- (A) The clothes people wear at wedding
- (B) The symbol color of power
- (C) The meaning of the color red
- (D) The religious differences

4 According to the conversation, which of the following is NOT true?

- (A) Red can mean love, danger or good luck.
- (B) Some people wear white at funerals.
- (C) Yellow stands for power and wealth in a certain culture.
- (D) Some people consider purple as a symbol of innocence.

<input type="checkbox"/> royalty	n. the people who belong to the family of a king or queen
<input type="checkbox"/> ritual	n. a particular form of a religious ceremony
<input type="checkbox"/> innocence	n. freedom from sin; purity
<input type="checkbox"/> mourning	n. the great sorrow for a person's death
<input type="checkbox"/> funeral	n. the ceremonies for dead people prior to burial

# Challenge TOEFL iBT

TOEFL Listening

REVIEW 21 VOLUME 24 HELP ? BACK NEXT

Listen to a lecture in a zoology class. CD2-19



Now get ready to answer the questions.  
You may use your notes to help you answer.

- 1 What is the main topic of the lecture?
  - (A) What animals live in the hot wet parts of the world
  - (B) How crocodiles and alligators are different
  - (C) Why crocodilians live in or near the water
  - (D) How crocodiles and alligators catch their prey
  
- 2 How does the teacher talk about the appearance of crocodiles and alligators?
  - (A) He explains the unique features that crocodilians have.
  - (B) He describes how they are different from other crocodilians.
  - (C) He compares the similarities and differences between them.
  - (D) He shows crocodiles' pictures and alligators'.

- 3 Indicate whether each of the following describes crocodiles or alligators. Tick in the correct box.

	Crocodiles	Alligators
They have a narrow V-shaped snout.		
They have salt glands in their tongues.		
They have dark grayish-black skin.		
They live mostly in China and the U.S.		

- 4 What can be inferred about alligators' teeth?

- Ⓐ Alligators' teeth are bigger than crocodiles' teeth.
- Ⓑ Alligators' upper teeth are sharper than their lower teeth.
- Ⓒ Alligators' lower teeth are as small as their upper teeth.
- Ⓓ Alligators' upper teeth can cover their lower teeth.

- 5 According to the lecture, which of the following is true?

- Ⓐ Alligators have black bumps only around their jaws.
- Ⓑ Crocodiles live better in the saltwater than in the freshwater.
- Ⓒ Bumps of alligators help them eliminate the salt from the water.
- Ⓓ It is unclear why many crocodiles can be seen in many different places.

# Follow Up

**Listen and fill in the blanks.** CD2-20

Here is a riddle for you: ① \_\_\_\_\_

\_\_\_\_\_. It mainly lives in and near the water in the hot wet parts of the

world. What animal is this? ② \_\_\_\_\_

Some of you may think it's an alligator. Actually, it could be both. Because they are

both crocodilians, they look very similar, don't they? ③ \_\_\_\_\_

\_\_\_\_\_ ④ \_\_\_\_\_

\_\_\_\_\_ Today, I'd like to focus on three main features: their

appearance, their skins and their habitats.

⑤ \_\_\_\_\_

In both their eyes and ears are placed on top of their heads. ⑥ \_\_\_\_\_

\_\_\_\_\_ However,

they have noticeable differences: their snouts and jaws. Crocodiles have a narrow

V-shaped snout, whereas alligators have a wider U-shaped snout. ⑦ \_\_\_\_\_

\_\_\_\_\_

When crocodiles close their mouth, their upper and lower teeth interlock. ⑧ \_\_\_\_\_

\_\_\_\_\_ So when alligators close

their mouth, we can see just their upper teeth.

Now, take a look around their skins. ⑨ \_\_\_\_\_

\_\_\_\_\_ Crocodiles' skins are light tan color while alligators' are darker grayish-black color. ⑩ \_\_\_\_\_

\_\_\_\_\_ Alligators' skins don't have these bumps. ⑪ \_\_\_\_\_

\_\_\_\_\_ These bumps help them notice changes in water pressure and allow them to find and catch their prey.

⑫ \_\_\_\_\_ Crocodiles are widely distributed in the world.

⑬ \_\_\_\_\_

These glands allow them to remove the salt from the water, so crocodiles can move across the seawater. ⑭ \_\_\_\_\_

\_\_\_\_\_ – in Africa, Asia and the Americas. ⑮ \_\_\_\_\_

\_\_\_\_\_

# Word Review

Write the meaning of each word in Korean.

<b>indebted</b>	adj. having reasons to be grateful to someone	_____
<b>harbor</b>	n. a place of shelter for ships	_____
<b>beacon</b>	n. a guiding or warning signal as a light or fire	_____
<b>welfare</b>	n. condition of having comfortable living	_____
<b>extensive</b>	adj. including a wide range of details, ideas or items	_____
<b>spare</b> <small>syn. extra</small>	adj. free for leisure; unoccupied	_____
<b>devise</b> <small>syn. invent</small>	v. to make up a new way or something new	_____
<b>confess</b>	v. to admit that one has done something wrong	_____
<b>suspect</b>	n. a person who is believed to have done something wrong	_____
<b>cooperate</b>	v. to work or act together	_____
<b>betray</b> <small>syn. break faith</small>	v. to be disloyal to someone who trusts you	_____
<b>interests</b>	n. good results, benefits or advantages for something	_____
<b>discriminate</b>	v. to note or observe a difference	_____
<b>noticeable</b>	adj. clearly apparent	_____
<b>snout</b>	n. the long nose and part around the mouth of certain animals	_____
<b>interlock</b>	v. to join together by fitting one part into another	_____
<b>tan</b>	adj. being a yellowish-brown color	_____
<b>bump</b>	n. a swelling on the body	_____
<b>gland</b>	n. a cell or an organ that produces chemicals	_____
<b>tell apart</b> <small>syn. distinguish</small>	to understand the difference between two people or things	_____

**Match the definition with the correct word.**

- |   |   |   |                 |
|---|---|---|-----------------|
| 1 | a swelling on the body                            | • | • a. tan        |
| 2 | being a yellowish-brown color                     | • | • b. bump       |
| 3 | a place of shelter for ships                      | • | • c. noticeable |
| 4 | clearly apparent                                  | • | • d. harbor     |
| 5 | to join together by fitting one part into another | • | • e. interlock  |

**Choose the expression that is closest in meaning to the underlined word.**

- 1 There are a few ways to tell crocodilians apart.  
a. distinguish                      b. inform                      c. take effect
- 2 The Prisoner's Dilemma was devised by two physicists at first.  
a. derived                      b. revised                      c. invented
- 3 I can offer better ways to spend the spare time.  
a. extra                      b. main                      c. local

**Choose the correct word to complete the sentence.**

discriminate

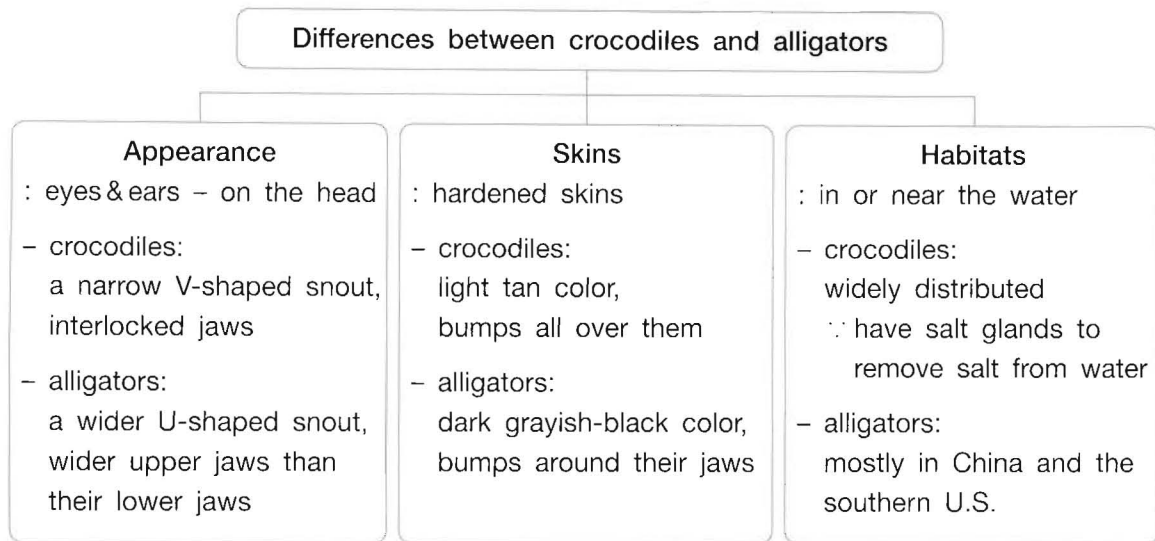
indebted

cooperate

- 1 At what age can infants \_\_\_\_\_ between different languages?
- 2 Leopards \_\_\_\_\_ with each other in hunting.
- 3 Mr. Smith is \_\_\_\_\_ to the vice president for the position he holds now.

# SPEAK OUT

Listen to the lecture again and answer the questions. CD2-21



1 What is the difference between crocodiles' snout and alligators'?

Crocodiles have \_\_\_\_\_  
\_\_\_\_\_.

2 What is the difference between crocodiles' color of skin and alligators'?

Crocodiles' skins are \_\_\_\_\_  
\_\_\_\_\_.

3 How can crocodiles move across the seawater?

Crocodiles have \_\_\_\_\_  
\_\_\_\_\_.



TOEFL® iBT Activator Listening



# PROGRESS TEST 2

**Listen to a lecture in a history class.** CD2-22



- 1 What is the main topic of the lecture?
  - Ⓐ Details about the Titanic and its tragic sinking
  - Ⓑ A history of the rivalry between Cunard and White Star Line
  - Ⓒ The design of the Titanic and the reasons it was made
  - Ⓓ Explanations for the attraction of the Titanic
  
- 2 According to the lecture, what is **NOT** true about the Titanic?
  - Ⓐ It was a fairly large-sized ship.
  - Ⓑ It was a well-equipped ship for the safety.
  - Ⓒ It was owned by White Star Line.
  - Ⓓ It was very luxurious and spacious.

**Listen to a conversation between a teacher and a student.** CD2-23



- 7 What are the speakers mainly talking about?
- (A) Difficulties of a recent midterm exam
  - (B) The importance of effective study skills
  - (C) A method of solving different mathematical formulas
  - (D) A plan to prepare for an upcoming exam
- 8 According to the conversation, which of the following is NOT true?
- (A) The student had correct answers to all given questions.
  - (B) There remain several unit tests and the final exam for the student's grade.
  - (C) The midterm exam included the function and the Pythagorean Theorem.
  - (D) The 10% of the final grade is determined by attendance.

- 3 How does the teacher explain the size of the Titanic?
- Ⓐ By comparing the Titanic to its competitors
  - Ⓑ By mentioning specific measurements of the Titanic
  - Ⓒ By showing the actual model of the Titanic
  - Ⓓ By giving reasons why the Titanic was so huge
- 4 Why does the teacher mention the rudder size of the Titanic?
- Ⓐ To indicate the massive size of the rudder in proportion to the Titanic
  - Ⓑ To show how well designed the Titanic was
  - Ⓒ To point out a possible reason why the Titanic sank
  - Ⓓ To give an example of the Titanic's luxurious features
- 5 How was the Titanic different from its competitors?
- Ⓐ It was faster.
  - Ⓑ It was more comfortable.
  - Ⓒ It had more lifeboats.
  - Ⓓ It was sturdier.
- 6 What can be inferred from the lecture?
- Ⓐ The Titanic finally dominated the route to the Atlantic.
  - Ⓑ Only wealthy and noble people could board the Titanic.
  - Ⓒ If the Titanic had traveled at top speed, it would not have sunk.
  - Ⓓ White Star Line seemed not to care about the safety of passengers.

Next ➡

- 9 Why does the teacher mention the Pythagorean Theorem?
- Ⓐ To indicate the student gets the wrong answer
  - Ⓑ To give an example of a mathematical formula
  - Ⓒ To discuss an important formula that must be memorized
  - Ⓓ To illustrate how to save time when taking an exam
- 10 How does the teacher reassure the student?
- Ⓐ By giving study tips on ways to improve her exam scores
  - Ⓑ By offering to be her private math tutor to help her
  - Ⓒ By mentioning other opportunities to improve her grade
  - Ⓓ By stating that she probably did not do as poorly as she thinks
- 11 What can be inferred from the conversation?
- Ⓐ The student will fail her final exam owing to her bad study habits.
  - Ⓑ The student is not likely to get good grades on the midterm.
  - Ⓒ The student will not be absent from school because of her math grades.
  - Ⓓ The student is good at mathematics, especially the Pythagorean Theorem.

# PART III

## Pragmatic Understanding

This part asks about the more subtle understanding of spoken English than other parts. It requires the listener to recognize the speaker's attitude or stance and function or purpose.



## CHAPTER | 05

### Attitude

The question may be worded as follows:

How does the teacher feel about A?

What is the speaker's opinion of A?

Listen again to part of the conversation.

Then answer the question. ♪

What is the teacher's attitude toward A?

### Strategy 01

Pay attention to the speaker's accent, intonation and the way of talking. They may be a major indication of how the speaker feels or thinks.

#### Listen to a conversation in a social studies class. CD3-02

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

What is the student's opinion of well-being?

- (A) She thinks that everyone is trying to live well.
- (B) She is pleased that there is a variety of well-being products.
- (C) She feels that the word well-being is being used excessively.
- (D) She does not think eating well-being food is important.

#### ► Listen again and fill in the blanks.

T People try to \_\_\_\_\_ to make them healthy and  
\_\_\_\_\_ for their mind and body.

G Umm... I see. But it seems that \_\_\_\_\_  
these days. Many companies \_\_\_\_\_.

T Right. Recently, it tends to \_\_\_\_\_.

## Strategy 02

Consider statements in the context of the passage. Remember that statements in a certain context can have meanings different from their literal meanings. For example, "Yes." can indicate different attitudes depending on the context.

### Listen to a conversation between two students. CD3-03

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

What is the boy's attitude toward the girl's situation?

- (A) He understands the girl's hesitation.
- (B) He wants to listen to the girl's decision.
- (C) He wonders if the girl will join the science club.
- (D) He suggests the girl to participate in the OM club.

### ► Listen again and fill in the blanks.

B It seems to teach \_\_\_\_\_.  
\_\_\_\_\_. Are you interested in the OM club?

G Yeah. But actually \_\_\_\_\_.  
I really like to do all kinds of science experiments. \_\_\_\_\_

B \_\_\_\_\_ Then how about \_\_\_\_\_  
\_\_\_\_\_?

# Start Up

Listen to a conversation between two students. CD3-04

- 1 Listen again to part of the conversation. Then answer the question. 🎧  
Which sentence best expresses how the girl feels?  
(A) "You need to know how serious the problem of deforestation is."  
(B) "You had better visit the Amazon rainforests to understand deforestation."  
(C) "You should study what kinds of species become extinct."  
(D) "You do not have to worry about extinction too much."
  
- 2 Why does the girl mention birds and bats?  
(A) To explain how different species affect one another  
(B) To list some species that are becoming extinct  
(C) To describe how some species survive in the rainforests  
(D) To give an example of how forests can be restored

## Note-taking

Topic Bringing back the destroyed \_\_\_\_\_

Details why: many species – becoming \_\_\_\_\_

\_\_\_\_\_ – need all kinds of different species to \_\_\_\_\_

how: use \_\_\_\_\_ and \_\_\_\_\_ which drop \_\_\_\_\_ they

carried from nearby \_\_\_\_\_

► Listen again and fill in the blanks. CD3-05

G \_\_\_\_\_

B \_\_\_\_\_

G Well, deforestation. Many species that live in the rainforests are becoming extinct \_\_\_\_\_.

B Hmm... Sorry for the Amazon.

G Oh, come on. It's not a problem just for the Amazon. \_\_\_\_\_

\_\_\_\_\_ Humans need all kinds of different species to survive.

B Is it that bad right now?

G You know, during the ice age, many species died out all at the same time, didn't they? \_\_\_\_\_

B Ah-uh, we're doomed then.

G No, we still have some time. \_\_\_\_\_

\_\_\_\_\_ I'm going to tell you one of the interesting ways.

B Using birds and bats? How?

G \_\_\_\_\_

Then, these trees attract birds and bats which drop seeds they carried from nearby forests. \_\_\_\_\_

B That will take forever!

G \_\_\_\_\_ It's easy to destroy a forest, \_\_\_\_\_

\_\_\_\_\_.

# B

## uild Up

Listen to a lecture in a computer science class. CD3-06

- 1 What is the teacher's attitude toward the legendary Trojan horse?
  - (A) It was an improper idea, but the Greeks were fortunate to win the war.
  - (B) It was a dangerous plan, which ended up killing many Greek soldiers.
  - (C) It was a contemptible trick, and it is a shameful part of war history.
  - (D) It was a resourceful idea, which led to the Greeks' victory.
  
- 2 What is compared between Trojan horses and computer viruses or worms?
  - (A) Types of software that have them
  - (B) The way they attack the computer
  - (C) The kind of damage they can cause
  - (D) Ways to protect the computer from them

### Note-taking

Topic

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Details

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► Listen again and fill in the blanks. CD3-07

Have you ever heard the term "Trojan horse" in computer science? \_\_\_\_\_

\_\_\_\_\_ The Greeks and the Trojans had been fighting endlessly. \_\_\_\_\_

\_\_\_\_\_ They made the Trojans believe that it was a gift, but in fact Greek soldiers were hiding inside it. \_\_\_\_\_

\_\_\_\_\_ At night, the Greek soldiers crawled out and attacked the Trojans. That is how the Greeks finally won the war. \_\_\_\_\_

However, in computer science, the term "Trojan horse" is used negatively to mean a sneaky and deceitful trick of some sort. \_\_\_\_\_

\_\_\_\_\_ It can erase data and steal information from the computer. Just like the Trojans in the legend, \_\_\_\_\_

\_\_\_\_\_. Sometimes the Trojan horse is hidden inside useful software. \_\_\_\_\_

It is also hidden inside a game or image file and throws users into confusion. If they follow directions to open the file, a harmful program starts instead. \_\_\_\_\_

Viruses or worms can start on their own. \_\_\_\_\_

\_\_\_\_\_ So what can users do to protect themselves? Well, they shouldn't open unknown e-mails right away. And they should use an anti-virus program to open attached files.

Listen to a conversation between a teacher and students. CD3-08



- 1 What is the conversation mainly about?
- (A) What to write and how to submit a good report
  - (B) How to paraphrase sources in one's own words
  - (C) What plagiarism is and how to avoid it
  - (D) How to look for and reveal plagiarism

### Word to Listen for


- |  |  |
|--|--|
| <input checked="" type="checkbox"/> kidnap | v. to steal something or someone away by force and illegally |
| <input type="checkbox"/> pretend           | v. to attempt to cause what is not so to seem so             |
| <input type="checkbox"/> commit            | v. to do something illegal or wrong                          |
| <input type="checkbox"/> paste             | v. to insert a piece of text into a document or file         |
| <input type="checkbox"/> cheat             | v. to behave in a dishonest way to get an advantage          |

2 According to the conversation, what is NOT plagiarism?

- (A) Copying and pasting text from any website
- (B) Replacing a few words from the original work
- (C) Restating some sentences with naming the source
- (D) Using just one or two sentences from library books

3 How does the teacher talk about plagiarism?

- (A) By giving examples of different cases of plagiarism
- (B) By explaining different ways of naming sources
- (C) By listing reasons why students do plagiarism
- (D) By showing how plagiarism and stealing are alike

4 Listen again to part of the conversation. Then answer the question.   
What is the boy's attitude toward the teacher's answer?

- (A) He is worried that the example is considered plagiarism.
- (B) He is surprised that the example is also plagiarism.
- (C) He is pleased that he does not commit any plagiarism.
- (D) He is sure that the example should be called plagiarism.

<input type="checkbox"/> name	v. to mention or identify someone or something by name
<input type="checkbox"/> source	n. a book, statement or person that provides information
<input type="checkbox"/> tricky	adj. difficult to deal with; needing careful attention
<input type="checkbox"/> quotation	n. a person's exact words, as repeated by someone else
<input type="checkbox"/> paraphrase	n. a restatement of something in another form or other words

# Challenge TOEFL iBT

TOEFL Listening

REVIEW  
S1

VOLUME  
ON

HELP  
?

BACK  
←

NEXT  
→

Listen to a lecture in an economics class. CD3-09



Now get ready to answer the questions.  
You may use your notes to help you answer.

- 1 What is the main topic of the lecture?
  - (A) What products are traded around the globe
  - (B) How countries determine what to trade
  - (C) What trade is and why it is necessary
  - (D) How world trade agreements are made
  
- 2 In what order does the teacher develop the topic?
  - (A) From trade of the past to that of the present
  - (B) From the least important trade to the most important trade
  - (C) From trade in goods to trade in services
  - (D) From examples of good trade to those of bad trade

- 3 Why does the teacher mention the two tribes?
- Ⓐ To show how a product can be traded for money
  - Ⓑ To explain why groups of people trade with one another
  - Ⓒ To emphasize how world trade is important to a country's future
  - Ⓓ To prove that some products are easier to produce in a particular area
- 4 Listen again to part of the lecture. Then answer the question. 🎧
- What does the teacher imply about trade?
- Ⓐ Countries should trade every product all the time.
  - Ⓑ The majority of countries produce things themselves rather than trade.
  - Ⓒ Trade is sometimes more beneficial than producing one's own goods.
  - Ⓓ Trade is better for an individual than for a country.
- 5 What is the teacher's point of view concerning world trade?
- Ⓐ World trade can give many benefits equally to all nations.
  - Ⓑ Poor nations must trade with rich nations.
  - Ⓒ World trade causes problems among nations.
  - Ⓓ World trade improves the quality of life in nations.

# Follow Up

**Listen and fill in the blanks.** CD3-10

Today, we'll be discussing world trade. First of all, what is trade? ① \_\_\_\_\_

\_\_\_\_\_ ② \_\_\_\_\_

\_\_\_\_\_ ,

then you can trade. Goods, money and services can all be traded for one another.

③ \_\_\_\_\_

\_\_\_\_\_ People exchanged one item for another item without using

money, which is called barter. Suppose that there are two tribes. ④ \_\_\_\_\_

\_\_\_\_\_ On the other

hand, Tribe B has plenty of meat, but they need more rice. What should Tribes A and

B do? ⑤ \_\_\_\_\_

\_\_\_\_\_ Of course they could try to store the rice and meat. But meat will not

keep for very long, and animals or bugs might destroy the rice. ⑥ \_\_\_\_\_

\_\_\_\_\_

This is how early trade usually took place.

Nowadays, trade between countries in the world is increasing. ⑦ \_\_\_\_\_

\_\_\_\_\_ ⑧ \_\_\_\_\_

\_\_\_\_\_ It cannot produce all of the things its citizens

need. What a country can produce depends on many things such as ⑨ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

⑩ \_\_\_\_\_

\_\_\_\_\_ Sometimes, they trade things for their own convenience because it is easier to get them by trading than by producing them directly.

⑪ \_\_\_\_\_

\_\_\_\_\_ Today, we can ride cars made in the U.S.A., wear clothes made in Europe and eat fruit grown in South America.

⑫ \_\_\_\_\_

\_\_\_\_\_ Traders must agree on the prices and deliver their products around the globe.

It is not too much to say that ⑬ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Word Review

Write the meaning of each word in Korean.

commercial	adj. relating to the buying and selling goods	_____
ultimately <small>syn. eventually</small>	adv. at last; in the end	_____
doomed <small>syn. ill-fated</small>	adj. certain to be destroyed	_____
restore	v. to return something to an earlier good condition	_____
attract <small>syn. draw</small>	v. to pull someone or something toward oneself	_____
crawl	v. to move along on hands and knees	_____
ingenious	adj. showing inventiveness and cleverness	_____
sneaky	adj. done or acting in a secret or deceptive way	_____
deceitful	adj. given to cheating or misleading	_____
directions	n. instructions for making or using	_____
exchange <small>syn. barter</small>	v. to give something and receive something else in return	_____
tribe	n. a racial group united by language, religion or customs	_____
store <small>syn. keep</small>	v. to put aside something for future use	_____
capital	n. a large amount of money used to start businesses	_____
convenience	n. the quality of being suitable to one's purposes or needs	_____
citizen	n. a member of a particular country	_____
sign up	to agree to be a participant	_____
die out	to disappear completely; become extinct	_____
bring back	to return something that has been discontinued	_____
take ... for granted	to accept something as normal without thinking about it	_____

**Match the definition with the correct word.**

- |   |                                  |   |               |
|---|----------------------------------|---|---------------|
| 1 | certain to be destroyed          | • | a. directions |
| 2 | instructions for making or using | • | b. crawl      |
| 3 | to agree to be a participant     | • | c. doomed     |
| 4 | to move along on hands and knees | • | d. sign up    |
| 5 | given to cheating or misleading  | • | e. deceitful  |

**Choose the expression that is closest in meaning to the underlined word.**

- 1 These trees attract birds and bats.  
a. attach                      b. draw                      c. push back
- 2 Of course two tribes could try to store the rice and meat.  
a. relieve                      b. replace                      c. keep
- 3 What is happening there ultimately influences us all.  
a. eventually                      b. accurately                      c. relatively

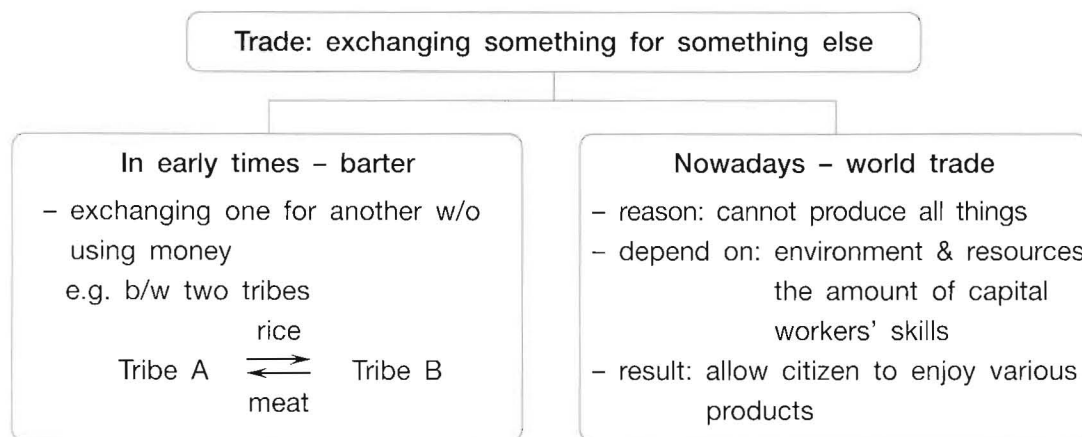
**Choose the correct word to complete the sentence.**

ingenious                      convenience                      commercial

- 1 Nathan came up with an \_\_\_\_\_ plan to solve the problem.
- 2 Some people complain her new film is too \_\_\_\_\_.
- 3 They offered every facility for the \_\_\_\_\_ of users.

# SPEAK OUT

Listen to the lecture again and answer the questions. CD3-11



1 What does trade mean?

Trade means \_\_\_\_\_.

2 What does barter mean?

Barter means \_\_\_\_\_.

3 Why do countries trade?

That's because \_\_\_\_\_

\_\_\_\_\_.

4 What kind of benefit does world trade give the citizens of a country?

People can \_\_\_\_\_.



## CHAPTER | 06

### Function

The question may be worded as follows:

Listen again to part of the conversation.

Then answer the question. ♪

Why does the teacher say this: ♪

Why does the speaker say this: ♪

## Strategy 01

Pay attention to the context to know the speaker's intention or purpose beyond the words. Function questions will ask you to figure out the real purpose or intention of a sentence or a phrase in the context.

### Listen to a lecture in an economics class. CD3-12

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

Why does the teacher say this: 🎧

- (A) To suggest that the invisible hand does not make sense
- (B) To give reasons for a misunderstanding about the invisible hand
- (C) To question whether students have already known the invisible hand
- (D) To mention that the invisible hand is quite valid

### ► Listen again and fill in the blanks.

In a free competitive market, \_\_\_\_\_  
 \_\_\_\_\_. But acting in this  
 way forms an "invisible hand," that \_\_\_\_\_.  
 \_\_\_\_\_. Although there are different views on how  
 much the invisible hand helps increase economic well-being, \_\_\_\_\_  
 \_\_\_\_\_.

## ■ Strategy 02

Catch on to what the speaker's intention or purpose is. Different intentions or purposes may appear as follows:

- |              |                 |              |
|--------------|-----------------|--------------|
| _ Persuasion | _ Encouragement | _ Indication |
| _ Suggestion | _ Explanation   | _ Emphasis   |

**Listen to a conversation between a teacher and a student.** CD3-13

Why does the teacher say this: ♪.

- (A) To propose that the student get a reward from school
- (B) To persuade the student to join the student council
- (C) To encourage the student to be more enthusiastic
- (D) To express her opinion about the student's attitude

► **Listen again and fill in the blanks.**

T Well, \_\_\_\_\_. Sometimes you will plan out school activities such as school festivals, and other times you will try to find solutions to problems that students are having.

B Wow! \_\_\_\_\_

T Perhaps, \_\_\_\_\_?  
You will be a part of making important decisions for other students.

\_\_\_\_\_

# Start Up

Listen to a conversation between two students. CD3-14

1 Why does the girl say this: ♪.

- (A) To indicate that she agrees with the boy about what exercise is
- (B) To show that she does not think exercise can be pleasurable
- (C) To inquire about the way of exercise that makes the body sweat
- (D) To suggest that she prefers light exercises to rough sports

2 Why does the boy mention healthy food?

- (A) To explain why some food is good for health
- (B) To demonstrate how exercise burns calories
- (C) To contrast healthy food with unhealthy food
- (D) To show how people grow to enjoy exercising

## Note-taking

Topic Why \_\_\_\_\_ is important

Details 1) make the body \_\_\_\_\_

– good for your heart and \_\_\_\_\_

– keep good \_\_\_\_\_ and physical \_\_\_\_\_

2) feel \_\_\_\_\_ and refreshed

∴ release \_\_\_\_\_ : make you feel \_\_\_\_\_

► Listen again and fill in the blanks. CD3-15

B Jessica, I've noticed that you have no energy to do anything in P.E. class.

\_\_\_\_\_

G No, not really.

B \_\_\_\_\_

It gets your heart pumping well and builds up your muscles. You can also keep good mental and physical well-being. Once you start exercising, you'll enjoy it.

G \_\_\_\_\_

B Oh, come on. Think of how you feel after exercise. I mean, after you take a shower and wash away all the sweat. \_\_\_\_\_

\_\_\_\_\_

G Umm... Let's see. I guess I do feel better sometimes.

B \_\_\_\_\_

\_\_\_\_\_ It is the body's natural pain reliever, which can make you feel happy.

G Sounds interesting.

B It does. \_\_\_\_\_ – aerobics, in-line skating, whatever. The important thing is to get into the habit of exercising. \_\_\_\_\_

\_\_\_\_\_

G Maybe that is the hardest thing.

B Yeah, right. Umm... \_\_\_\_\_

\_\_\_\_\_? You probably didn't enjoy eating it the first couple of times. \_\_\_\_\_

\_\_\_\_\_ It's the same with exercising.

# Build Up

Listen to a lecture in an art class. CD3-16

- 1 Why does the teacher say this: ♪  
(A) To remind students who Andy Warhol is  
(B) To test students' knowledge of Pop art  
(C) To give a practical example of commercial arts  
(D) To explain why Andy Warhol became a Pop artist
  
- 2 According to the lecture, which of the following is NOT true about Andy Warhol?  
(A) He was a big part of American Pop art.  
(B) He began his career in commercial art.  
(C) He often used consumer products as his subjects.  
(D) He was a fan of mass consumer culture.

## Note-taking

Topic

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Details

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► Listen again and fill in the blanks. CD3-17

Today, let's take a closer look at Pop art. \_\_\_\_\_  
\_\_\_\_\_ It started in Britain in the 1950s and spread  
to America in the 1960s. Earlier Abstract expressionists drew in a highly personal  
manner. \_\_\_\_\_ Everyday objects  
such as comic strips, soda bottles and road signs were used as subject matter.  
The art style was similar to that used in media, advertising and other types of  
commercial art. \_\_\_\_\_  
\_\_\_\_\_ They wanted to blend art and life and make art more meaningful  
in our daily lives.  
\_\_\_\_\_ Andy Warhol. His painting of  
a big can of Campbell's tomato soup and multi-color print paintings of celebrities  
probably ring a bell. \_\_\_\_\_  
\_\_\_\_\_ In the 1960s, \_\_\_\_\_  
\_\_\_\_\_. He became famous when, in 1962,  
he exhibited various paintings of mass-produced goods such as Campbell's soup  
cans and Coca-Cola bottles. \_\_\_\_\_  
\_\_\_\_\_ His multi-color, multi-image portrait of the beautiful actress Marilyn Monroe is a  
famous image of his time. Through his silk-screen technique, Andy Warhol was  
able to mass-produce his own art. \_\_\_\_\_  
\_\_\_\_\_

Listen to a conversation between a teacher and a student. CD3-18



- 1 What are the speakers mainly talking about?
  - (A) What adrenaline is and how it affects our bodies
  - (B) Why some students get stage fright and others do not
  - (C) How performing on stage helps produce adrenaline
  - (D) How the student can control her fear of performing on stage

### Word to Listen for

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> <b>fright</b> | n. a sudden feeling of fear                     |
| <input type="checkbox"/> <b>queasy</b>            | adj. feeling nausea; feeling about to vomit     |
| <input type="checkbox"/> <b>frustrating</b>       | adj. making someone feel annoyed or discouraged |
| <input type="checkbox"/> <b>alert</b>             | adj. fully aware and attentive                  |
| <input type="checkbox"/> <b>mess up</b>           | to spoil or damage something                    |

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

What does the student mean when she says this: ♪

- (A) She is excited about performing on stage.
- (B) She is tired of playing the same music.
- (C) She is afraid that she has made a mistake.
- (D) She is upset about getting familiar feelings of fear.

3 Why does the student say this: ♪

- (A) To apologize to the teacher for making a mistake
- (B) To express disapproval of the teacher's advice
- (C) To inform the teacher that she will carry out his advice
- (D) To imply that she has already tried what the teacher says

4 What will the student probably do next?

- (A) She will have rehearsals before the performance.
- (B) She will learn a new way of breathing and thinking positively.
- (C) She will play her music for her teacher to express appreciation.
- (D) She will practice only her music on stage not to make mistakes.

<input type="checkbox"/> panic	v. to suddenly feel anxious or afraid
<input type="checkbox"/> nerves	n. the feeling of being worried or a little frightened
<input type="checkbox"/> positively	adv. hopefully and confidently
<input type="checkbox"/> control	n. the power to order, limit or rule something or someone
<input type="checkbox"/> dry run	n. a practice of a particular activity or performance; rehearsal

# Challenge TOEFL iBT

TOEFL Listening

REVIEW  
21

VOLUME  
50

HELP  
?

BACK  
←

NEXT  
→

**Listen to a lecture in a literature class.** CD3-19



Now get ready to answer the questions.  
You may use your notes to help you answer.

- 1 How does the teacher develop the topic?
  - (A) By describing the history of modern literature
  - (B) By explaining the features of the writer's major works
  - (C) By presenting the writing style of famous writers
  - (D) By examining the formative years of the writer
  
- 2 According to the lecture, what is true about Virginia Woolf?
  - (A) She was able to use only one technique in her writings.
  - (B) She was in some ways more important than William Shakespeare.
  - (C) She was almost as good as some of the male writers of her time.
  - (D) She was a literary leader expressing feministic qualities.

3 What is the similarity between *Mrs. Dalloway* and *To the Lighthouse*?

- Ⓐ The technique used to develop the plot
- Ⓑ The personality of the main character
- Ⓒ The year that they were published
- Ⓓ The number of viewpoints shown in the novel

4 Why does the teacher say this: ♪

- Ⓐ To show how Woolf used her own experiences in her writings
- Ⓑ To give an example of the “stream of consciousness” technique
- Ⓒ To describe a relationship between two main characters
- Ⓓ To demonstrate Woolf’s views on the violence of wars

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

Why does the teacher say this: ♪

- Ⓐ To point out the difficulties of writing plays
- Ⓑ To suggest that female writers lacked talent
- Ⓒ To emphasize the unfairness to female writers
- Ⓓ To explain why there were no female writers

# Follow Up

Listen and fill in the blanks. CD3-20

Virginia Woolf ① \_\_\_\_\_

\_\_\_\_\_. To begin today's lecture on Virginia Woolf, ② \_\_\_\_\_

\_\_\_\_\_. Born in 1882, she was educated at home by her father

Sir Leslie Stephen – a famous literary critic. In 1912, she married a writer and critic of

economics, Leonard Woolf. Together in 1917, they set up Hogarth Press, which

published many famous literary works. ③ \_\_\_\_\_

\_\_\_\_\_ On March 28th, 1941, she drowned herself

in a river near her home.

④ \_\_\_\_\_

⑤ \_\_\_\_\_

Now, go over the three of her most famous works: *Mrs. Dalloway*, *To the Lighthouse* and *A Room of One's Own*.

*Mrs. Dalloway*, a 1925 novel, details a day in the life of Clarissa Dalloway in a post-World War I England. Woolf uses the “stream of consciousness” technique where

⑥ \_\_\_\_\_

\_\_\_\_\_. ⑦ \_\_\_\_\_

\_\_\_\_\_ In this way, Woolf allows

us to draw a complete image of Clarissa's life and the social structure of that period.

⑧ \_\_\_\_\_

A wounded war hero named Septimus Smith ⑨ \_\_\_\_\_

\_\_\_\_\_ .

*To the Lighthouse* dates from 1927. ⑩ \_\_\_\_\_ :

The Window, Time Passes and The Lighthouse. ⑪ \_\_\_\_\_

\_\_\_\_\_ Also using the

“stream of consciousness” technique, there is little dialogue and almost no action in the novel.

*A Room of One's Own* is an essay first published in 1929. In this essay, Woolf uses the

framework of feminism to emphasize that ⑫ \_\_\_\_\_

\_\_\_\_\_. To show her point,

Woolf creates a fictional figure named Judith, William Shakespeare's sister. Woolf makes

us think: ⑬ \_\_\_\_\_

Would she have been given the same opportunities to write plays? ⑭ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Although times have changed, many women today can probably still

identify with what Woolf says in this essay.

# Word Review

Write the meaning of each word in Korean.

<b>reasonable</b>	adj. sensible; fair	_____
<b>council</b> syn. board	n. a group of people elected to manage affairs in a school	_____
<b>rewarding</b> syn. worthwhile	adj. offering satisfaction or valuable experience	_____
<b>release</b> syn. secrete	v. to produce and discharge a substance	_____
<b>reliever</b>	n. something that reduces the intensity	_____
<b>objectively</b>	adv. without being influenced by personal opinions or prejudices	_____
<b>blend</b>	v. to mix various things to obtain a particular quality	_____
<b>mass</b>	adj. of large quantities or numbers	_____
<b>trademark</b>	n. a distinctive characteristic or attribute	_____
<b>portray</b>	v. to describe someone or something in an art work	_____
<b>critic</b>	n. a person who judges, evaluates or criticizes books or art	_____
<b>contribute</b>	v. to help bring out a result	_____
<b>detail</b>	v. to relate minutely or in particulars	_____
<b>stream</b>	n. a continuous flow of things	_____
<b>consciousness</b> syn. awareness	n. the state or condition of being aware	_____
<b>autobiographical</b>	adj. dealing with person's own life or experiences	_____
<b>framework</b>	n. a set of rules, ideas or values that is a way of viewing reality	_____
<b>fictional</b> syn. imaginary	adj. formed or conceived by the imagination	_____
<b>talent</b>	n. a natural or special skill or ability	_____
<b>ring a bell</b>	to bring to mind a vague memory of something	_____

**Match the definition with the correct word.**

- |   |   |   |                       |
|---|---|---|-----------------------|
| 1 | a distinctive characteristic or attribute     | • | • a. talent           |
| 2 | a continuous flow of things                   | • | • b. trademark        |
| 3 | dealing with person's own life or experiences | • | • c. autobiographical |
| 4 | a natural or special skill or ability         | • | • d. reasonable       |
| 5 | sensible; fair                                | • | • e. stream           |

**Choose the expression that is closest in meaning to the underlined word.**

- 1 When you exercise, your brain releases a chemical called endorphin.  
a. uses                                      b. secretes                                      c. collects
- 2 I don't know exactly what I'll be doing in student council.  
a. contest                                      b. board                                      c. office
- 3 To show her point, Woolf creates a fictional figure named Judith.  
a. imaginary                                      b. ordinary                                      c. contrary

**Choose the correct word to complete the sentence.**

contribute

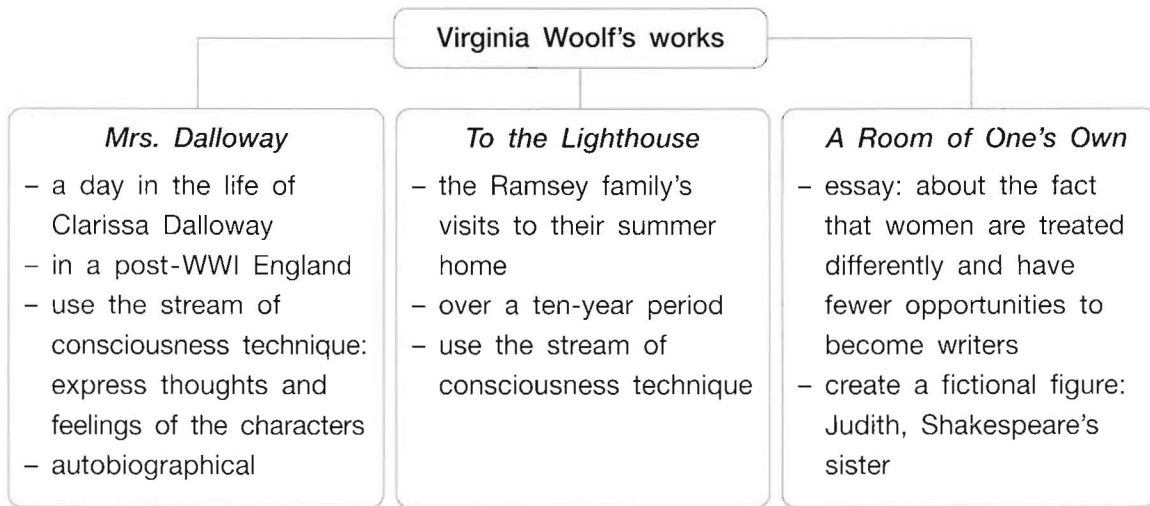
consciousness

objectively

- 1 Their efforts \_\_\_\_\_ to the expansion of world trade.
- 2 Learning to view things \_\_\_\_\_ and fairly is very important.
- 3 The patient gradually recovered \_\_\_\_\_ after the operation.

# SPEAK OUT

Listen to the lecture again and answer the questions. CD3-21



1 What is the setting of *Mrs. Dalloway*?

The setting is \_\_\_\_\_  
\_\_\_\_\_.

2 What is the "stream of consciousness" technique?

It is a kind of writing style that \_\_\_\_\_  
\_\_\_\_\_.

3 Why did Virginia Woolf create Judith in *A Room of One's Own*?

She wanted to emphasize that \_\_\_\_\_  
\_\_\_\_\_.



TOEFL® iBT Activator Listening



# PROGRESS TEST ③

Listen to a conversation between a teacher and a student. CD3-23



- 7 What is the next step after harvesting cocoa beans?
- Ⓐ Drying the beans in the shade
  - Ⓑ Grinding the beans into a smooth liquid form
  - Ⓒ Fermenting the beans for about a week
  - Ⓓ Planting new cocoa beans in the ground
- 8 What is NOT mentioned in the conversation?
- Ⓐ How much serotonin is released by chocolate
  - Ⓑ What ingredients are used to make chocolate
  - Ⓒ How the percentage of cocoa changes the taste of chocolate
  - Ⓓ What researchers have discovered about dark chocolate

- 9 What are the special health benefits of dark chocolate? Choose TWO answers.
- Ⓐ It can release flavonoids to make us cheerful.
  - Ⓑ It protects our cells from becoming weak.
  - Ⓒ It is rich in nutrients as well as calories.
  - Ⓓ It helps our heart beat stronger.
- 10 Listen again to part of the conversation. Then answer the question. ♪  
What does the student mean when she says this: ♪
- Ⓐ She is angry that the teacher would not let her eat chocolate.
  - Ⓑ She is surprised that dark chocolate can be good for her health.
  - Ⓒ She is doubtful that dark chocolate can make her healthy.
  - Ⓓ She is puzzled by why dark chocolate is suddenly so popular.
- 11 How does the teacher feel about dark chocolate?
- Ⓐ It can be more harmful because it has more fat than other chocolate.
  - Ⓑ It cannot be a perfect substitute for other healthy foods.
  - Ⓒ It is good for weight loss as long as we eat it in small amounts.
  - Ⓓ It is much better to promote our health than other natural foods.





TOEFL® iBT Activator Listening



# ACTUAL TEST

**Listen to a lecture in a zoology class.** CD4-02



- 1 What is NOT mentioned in the lecture?
  - Ⓐ How migratory birds are different from other migratory animals
  - Ⓑ What bird migrates over a short distance
  - Ⓒ What causes some birds to fly to another area in the winter
  - Ⓓ How bird migration is different depending on food
  
- 2 How does the teacher talk about bird migration?
  - Ⓐ By contrasting bird migration with hibernation
  - Ⓑ By showing the significant changes in bird migration
  - Ⓒ By listing the names of migratory birds
  - Ⓓ By giving different examples of migration

- 3 Why does the teacher mention the Wallcreeper?
- Ⓐ To compare migratory birds to nonmigratory birds
  - Ⓑ To give an example of short distance migration
  - Ⓒ To explain the traits of mountain range birds
  - Ⓓ To illustrate how birds migrate to the tropics
- 4 According to the lecture, what is true about the Crossbill?
- Ⓐ It is a very huge bird.
  - Ⓑ It usually eats small insects.
  - Ⓒ It lives in the high mountains.
  - Ⓓ It migrates depending on the situation.
- 5 What does the teacher imply about the Flycatcher?
- Ⓐ The Flycatcher survives better in the winter than the Crossbill.
  - Ⓑ The Flycatcher begins to migrate earlier than the Crossbill.
  - Ⓒ The Flycatcher's migration is more regular than the Crossbill's.
  - Ⓓ The Flycatcher will change its staple food in the winter.
- 6 According to the lecture, what is special about the Common Poorwill?
- Ⓐ It flies south to California and New Mexico in the winter.
  - Ⓑ It can survive better than other birds during the winter.
  - Ⓒ It slows its body down to survive the winter cold.
  - Ⓓ It travels the farthest distance to warmer climates.

Next →

**Listen to a conversation in a music class.** CD4-03



- 7 What are the speakers mainly talking about?
- Ⓐ How to choose the best musical instrument for oneself
  - Ⓑ Why some musical instruments are more popular than others
  - Ⓒ What different materials can be used to create music
  - Ⓓ How to play music using different forms of glass
- 8 How does the teacher explain the way of playing the glass harmonica?
- Ⓐ By comparing it with another instrument that uses vibration
  - Ⓑ By demonstrating the steps of a simple test that the student can try
  - Ⓒ By describing how the glass bowls are made and put into place
  - Ⓓ By mentioning a famous glass harmonica player from the 1700s

9 What can be inferred about Benjamin Franklin?

- (A) He thought singing glasses' tones were too simple to be called music.
- (B) He considered using glasses was a dangerous way to play music.
- (C) He was likely to be good at music as well as science.
- (D) He believed the beautiful music helped him with his inventions.

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

What does the student mean when she says this: ♪

- (A) She wants to explain the different-sized bowls.
- (B) She understands the reason the bowls have to be different sizes.
- (C) She wonders what would happen if the bowls were the same size.
- (D) She makes an excuse to use all the different sizes of bowls.

11 Indicate whether each statement below describes singing glasses or the armonica. Tick in the correct box.

	Singing glasses	Armonica
The musician's fingers move around the glass rims.		
The glasses keep turning on a spindle.		
The musician uses his or her foot to play.		
Only a few glasses can be played at a time.		

12 What will the student probably do next?

- (A) She will try to play a tune using crystal wine glasses.
- (B) She will do more research on Benjamin Franklin's armonica.
- (C) She will find out where she can learn to play the glass harmonica.
- (D) She will return to the store to see the glass harmonica again.

Next ➡

**Listen to a lecture in a technology class.** CD4-04



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

- Ⓐ What telecommunications companies develop Bluetooth
- Ⓑ How Bluetooth technology will change in the near future
- Ⓒ What Bluetooth is and how it influences our lives
- Ⓓ How Bluetooth chips are being efficiently used in business

**14 According to the lecture, what is NOT true about Bluetooth?**

- Ⓐ It was first manufactured by Ericsson.
- Ⓑ It is easy to carry information using high power.
- Ⓒ Wireless products are representative devices using it.
- Ⓓ It has three sorts of chips according to the available range.

**15** Why does the teacher mention wireless mouse products?

- Ⓐ To give an example of the usefulness of Bluetooth chips
- Ⓑ To explain how Bluetooth chips are placed in devices
- Ⓒ To emphasize why Bluetooth chips must be developed
- Ⓓ To point out the strong and weak points of Bluetooth chips

**16** What is the teacher's opinion of Bluetooth technology?

- Ⓐ He is certain that it can compete with other new technologies.
- Ⓑ He feels that people are expecting too much from it.
- Ⓒ He thinks that it will have a huge impact on our lives.
- Ⓓ He is doubtful that it will be used in a variety of devices.

**17** Listen again to part of the lecture. Then answer the question. 🎧

Why does the teacher say this: 🎧

- Ⓐ To explain how the name is related to the chip features
- Ⓑ To have students think about the origin of the name
- Ⓒ To point out how the name can be confusing
- Ⓓ To introduce the person who created Bluetooth

Next ➡

**Listen to a conversation between two students.** CD4-05



- 18 What are the speakers mainly talking about?
- Ⓐ How to effectively work together in group presentations
  - Ⓑ Why group work is unfair to smarter students
  - Ⓒ What topics are the best for getting a good grade
  - Ⓓ How to do about a member who avoids the responsibility
- 19 What is happening in the boy's group?
- Ⓐ Everyone is cooperating and doing their work well.
  - Ⓑ An irresponsible student is making everyone do extra work.
  - Ⓒ Everyone is showing up late for group meetings.
  - Ⓓ Some students are complaining about the group leader.

20 Why does the boy mention a bad grade?

- Ⓐ To ask the girl how her group is doing their research
- Ⓑ To express his concern about the duty of a group leader
- Ⓒ To explain why free riders can get away with their behavior
- Ⓓ To state what he would like to discuss with the teacher

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

- Ⓐ To admit that he was wrong about the free rider
- Ⓑ To emphasize his trust in the free rider
- Ⓒ To ask the girl what to do with the free rider
- Ⓓ To express his frustration with the free rider

22 What will the boy probably do next?

- Ⓐ He will have a discussion with his group about free riders.
- Ⓑ He will tell the teacher about Kevin's bad behavior.
- Ⓒ He will ask the teacher to have a class meeting for free riders.
- Ⓓ He will go with the girl to have another talk with Kevin.





TOEFL® iBT Activator Listening

# DICTATION

Progress Tests  
Actual Test

**Listen and fill in the blanks.** CD4-06

B Hi! Are you Ms. Johns, ① \_\_\_\_\_?

W Yes, right. ② \_\_\_\_\_

B I'm new, ③ \_\_\_\_\_. I was told that I  
have to come to the language lab twice a week for French class. ④ \_\_\_\_\_

W The lab is open 5 days a week, Mondays to Fridays, from 9 in the morning to 5 in the  
afternoon. ⑤ \_\_\_\_\_

B Got it. Then what do I do to use it?

W Well, first of all, you go to the front counter and ask whoever is working there for a  
set of headphones. ⑥ \_\_\_\_\_

B Can't I use my own headphones?

W I'm sorry, but you can't. ⑦ \_\_\_\_\_  
\_\_\_\_\_

B Okay. So once I get the headphones, and then?

W ⑧ \_\_\_\_\_ If you  
turn on the computer, it will ask you to enter the 4 digit code. Then you have to enter  
your ID number and ⑨ \_\_\_\_\_  
\_\_\_\_\_.

B OK. That sounds easy enough.

W It'll take a few seconds for the program to load. Once it's ready, you'll hear a long beep through your headphones. ⑩ \_\_\_\_\_  
\_\_\_\_\_

B What kind of activities will I have to do?

W Well, there are programs that ⑪ \_\_\_\_\_  
\_\_\_\_\_. Also,  
there will be sections devoted to listening comprehension. ⑫ \_\_\_\_\_  
\_\_\_\_\_

B Is there anything I need to do to prepare?

W Just attend regular French lectures. ⑬ \_\_\_\_\_  
\_\_\_\_\_

B One final thing, I was wondering, will I receive a grade for participating in the language lab course?

W Well, it will be monitored by your teacher and ⑭ \_\_\_\_\_  
\_\_\_\_\_.

B Okay, thank you for the advice.

**Listen and fill in the blanks.** CD4-07

The Great Depression was a severe economic slump that began in the U.S. and eventually affected the rest of the world from 1929 to 1939. ① \_\_\_\_\_

\_\_\_\_\_

The start of the Great Depression can be traced to the stock market crash on what would later be called Black Tuesday, October 29th, 1929. ② \_\_\_\_\_

\_\_\_\_\_ In this uncertain climate, people were afraid to spend their money. ③ \_\_\_\_\_

\_\_\_\_\_

Many companies also went bankrupt and that forced people to lose their jobs. At this point, the unemployment rate in the country was between 25 to 30%.

④ \_\_\_\_\_ ⑤ \_\_\_\_\_

\_\_\_\_\_ Because of World War I, Germany was paying reparations to other nations and when loans from the United States stopped coming, Germany became completely insolvent. ⑥ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ With reduced trade, companies suffered along with local economies.

In 1932, Franklin D. Roosevelt, who was elected President in the U.S., ⑦ \_\_\_\_\_

\_\_\_\_\_. Even though his deal was quite successful, it couldn't solve all problems. ⑧ \_\_\_\_\_

In 1939 when World War II broke out, Roosevelt pushed the U.S. to participate in the war because he knew it would provide boost to the U.S. economy. ⑨ \_\_\_\_\_

\_\_\_\_\_. This helped solve the unemployment problem. ⑩ \_\_\_\_\_

\_\_\_\_\_ Other countries involved in the war also found their economy improved as well.

**Listen and fill in the blanks.** CD4-08

The Titanic was intended as a transatlantic passenger liner for a company called White Star Line. ① \_\_\_\_\_

\_\_\_\_\_ White Star Line wanted to dominate this route, taking business away from its competitor, Cunard Line. At the time, Cunard enjoyed success with their two ships, the Lusitania and Mauritania which were the fastest in the world.

White Star knew that ② \_\_\_\_\_  
\_\_\_\_\_. ③ \_\_\_\_\_

Construction of the Titanic began on March 31st, 1909. It was built in a shipyard in Belfast, Ireland, and designed by William Pirrie, Thomas Andrews and Alexander Carlisle.

The Titanic was 269 meters long and weighed 46,328 tons. ④ \_\_\_\_\_  
\_\_\_\_\_ At full capacity,

the Titanic was designed to carry a total of 3,547 passengers and crew members.

⑤ \_\_\_\_\_ Also, the Titanic had many luxurious features such as a gym, a swimming pool, libraries, and even a squash court.

So, on its maiden voyage, ⑥ \_\_\_\_\_  
\_\_\_\_\_.

On April 10th, 1912, the Titanic set sail for New York from Southampton, England. 2,227 people boarded it on that fateful day. ⑦ \_\_\_\_\_

\_\_\_\_\_ about 400 miles off the coast of Newfoundland, Canada, which caused the Titanic to sink. ⑧ \_\_\_\_\_

\_\_\_\_\_ Eventually it hit a huge iceberg and sank. ⑨ \_\_\_\_\_

\_\_\_\_\_ For a ship of such a large size, the rudder was relatively small.

⑩ \_\_\_\_\_

The Titanic's lack of lifeboats made the disaster worse. ⑪ \_\_\_\_\_

\_\_\_\_\_ It was not enough for everybody on board the ship. In addition, some people even refused to board a lifeboat ⑫ \_\_\_\_\_

\_\_\_\_\_. In the end, ⑬ \_\_\_\_\_

\_\_\_\_\_.

**Listen and fill in the blanks.** CD4-09

T How did you do on your exam?

G I'm not sure. ① \_\_\_\_\_

T Didn't you study hard for it?

G I sure did. ② \_\_\_\_\_

T That may have been your problem. ③ \_\_\_\_\_

\_\_\_\_\_ Instead of cramming all at once for a test, you  
should review little by little every day. ④ \_\_\_\_\_

\_\_\_\_\_

G I think I know what you mean. When I took the test, ⑤ \_\_\_\_\_

\_\_\_\_\_. I found myself  
running out of time just trying to remember them. ⑥ \_\_\_\_\_

\_\_\_\_\_

T That's too bad. ⑦ \_\_\_\_\_

\_\_\_\_\_ You know it's so easy to make a simple mistake and lose a lot of  
points. ⑧ \_\_\_\_\_

G OK, I see.

T Then how about questions? Are they easy?

G ⑨ \_\_\_\_\_ But the other parts were all difficult. Especially, the last question was too hard. ⑩ \_\_\_\_\_  
\_\_\_\_\_ I solved the question with a trigonometric ratio — sine, cosine and tangent. Do you think I got it right?

T Oops, that question can be solved using the Pythagorean Theorem.

G Oh really? ⑪ \_\_\_\_\_

T Well, don't worry too much about the exam now. I mean, ⑫ \_\_\_\_\_  
\_\_\_\_\_.

G I guess you're right.

T It's only the midterm exam. ⑬ \_\_\_\_\_  
\_\_\_\_\_ In addition, make sure your attendance is good. Remember, attendance counts for 10% of your final grade. ⑭ \_\_\_\_\_  
\_\_\_\_\_ You'll have several surprise quizzes in class. If you study your material every day, ⑮ \_\_\_\_\_.

**Listen and fill in the blanks.** CD4-10

I want everyone to take a look at the projection screen. ① \_\_\_\_\_

\_\_\_\_\_ On the right is the constellation

Scorpius, shaped like a scorpion. You've probably seen photos like these before. But

today ② \_\_\_\_\_.

③ \_\_\_\_\_

Every star and space in the sky is divided into constellations. ④ \_\_\_\_\_

\_\_\_\_\_ It means the stars in a constellation do not have any physical

relationship to one another. ⑤ \_\_\_\_\_

For example, the International Astronomical Union or IAU divides the sky into 88 official

constellations, whereas the Chinese divide the sky into 28 constellations according to

ancient Chinese astronomy. But real or not, ⑥ \_\_\_\_\_

\_\_\_\_\_ and a helpful guide to

find our way here on Earth.

⑦ \_\_\_\_\_ Orion and

Scorpius are such cases. In Greek mythology, the Greek god Apollo was jealous of the

mighty hunter Orion, so he sent a powerful scorpion to kill Orion. ⑧ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Orion can be seen from early winter to spring, and Scorpius

can be seen during the summer months to early fall. Some legends say that ⑨ \_\_\_\_\_  
\_\_\_\_\_. If you live in the city, it's not easy to see the constellations.  
So, some of you may think ⑩ \_\_\_\_\_  
\_\_\_\_\_. All I can say is, ⑪ \_\_\_\_\_  
\_\_\_\_\_. Once you actually search and see familiar figures  
shining in the night sky, you won't forget it. Take a trip to the countryside. It would be  
best to go when Orion is visible ⑫ \_\_\_\_\_  
\_\_\_\_\_. To find Orion, look for three stars  
that are spaced out evenly. ⑬ \_\_\_\_\_  
\_\_\_\_\_. If you find this star pattern, ⑭ \_\_\_\_\_  
\_\_\_\_\_.

**Listen and fill in the blanks.** CD4-11

G Mr. Williams, ① \_\_\_\_\_  
\_\_\_\_\_?

T Numbers? What do you mean?

G Percentage numbers like 53%, 67%, 72%...

T ② \_\_\_\_\_ Cocoa  
is the main ingredient of chocolate. Let me say a bit about how chocolate is made.  
③ \_\_\_\_\_ Then they are left  
to ferment for about seven days, which brings out the chocolate flavor. ④ \_\_\_\_\_  
\_\_\_\_\_ The grinding process produces a smooth  
liquid form of chocolate called cocoa liquor and cocoa butter. Dark chocolate is made  
of cocoa liquor, cocoa butter, sugar and vanilla. ⑤ \_\_\_\_\_  
\_\_\_\_\_

G Oh, I see. Then, what difference does the amount of cocoa make?

T Well, for one thing, the taste is different. ⑥ \_\_\_\_\_  
⑦ \_\_\_\_\_

And... if you eat a small amount of chocolate containing a high percentage of pure  
cocoa, ⑧ \_\_\_\_\_ . It's been known that chocolate

helps release serotonin, ⑨ \_\_\_\_\_ .

Also, recent studies show that pure cocoa contains high levels of flavonoids. Flavonoids

are antioxidants — ⑩ \_\_\_\_\_

\_\_\_\_\_. Dark chocolate contains up to four times the

amount of flavonoids found in green tea. ⑪ \_\_\_\_\_

\_\_\_\_\_

G This is great. ⑫ \_\_\_\_\_

T Now, don't get the wrong idea. ⑬ \_\_\_\_\_

\_\_\_\_\_. What I want to

say is, however, that ⑭ \_\_\_\_\_

\_\_\_\_\_. If you're really concerned about your health,

⑮ \_\_\_\_\_

such as tea, berries, peanuts, fruits and leafy vegetables.

**Listen and fill in the blanks.** CD4-12

Today's talk is on bird migration. During the winter, ① \_\_\_\_\_

\_\_\_\_\_. ② \_\_\_\_\_

\_\_\_\_\_. Most birds that live in high arctic regions such as northern Alaska, northern Canada and Greenland are migratory.

③ \_\_\_\_\_

\_\_\_\_\_. Well, now take a look at several different examples of migration.

④ \_\_\_\_\_

In some cases, migration occurs over a long distance. Some birds living in the arctic northern hemisphere fly all the way to the tropics or southern hemisphere. In other cases, ⑤ \_\_\_\_\_ . For instance,

a Wallcreeper — a small colorful bird that lives in the mountain ranges of Eurasia —

⑥ \_\_\_\_\_ .

⑦ \_\_\_\_\_ Let's see the Crossbill and the Flycatcher. A Crossbill is a finch that eats seeds out of conifer cones. ⑧ \_\_\_\_\_

\_\_\_\_\_ If there are enough seeds left for a Crossbill to eat during the winter, it will not migrate. On the other hand, a Flycatcher, a large American bird that eats insects,

⑨ \_\_\_\_\_  
\_\_\_\_\_ .

It is an interesting case that ⑩ \_\_\_\_\_  
\_\_\_\_\_. A blackbird — a  
European songbird with black or brown feathers and a bright yellow beak — is a good  
example of this. A blackbird that lives in Scandinavia, ⑪ \_\_\_\_\_  
\_\_\_\_\_. However, a blackbird that lives in southern Europe,  
⑫ \_\_\_\_\_ .

One last thing I'd like to mention is that not all birds migrate. ⑬ \_\_\_\_\_  
\_\_\_\_\_. For example, the Common Poorwill — grayish-brown birds  
with large eyes, living in California and New Mexico — is known to hibernate for weeks  
or months hidden among the rocks. ⑭ \_\_\_\_\_  
\_\_\_\_\_

**Listen and fill in the blanks.** CD4-13

G Mr. Phillips, I was looking around a music store yesterday and I saw a strange-looking instrument. ① \_\_\_\_\_

\_\_\_\_\_ The owner said it was a glass harmonica and he played me a short tune. ② \_\_\_\_\_

\_\_\_\_\_ Could you tell me more about glass harmonicas?

T Well, a glass harmonica is a musical instrument that uses a series of bowls made of glass or crystal. ③ \_\_\_\_\_

\_\_\_\_\_ There is a simple way to see how glass harmonicas work. You can easily do this in your home. ④ \_\_\_\_\_

\_\_\_\_\_ Clean your finger thoroughly and moisten it with water. ⑤ \_\_\_\_\_

\_\_\_\_\_ Pay attention to the pitch of the sound. After that, add some water to the glasses and repeat the process. ⑥ \_\_\_\_\_

\_\_\_\_\_ This is because the water in the glass causes the vibration frequency to decrease. ⑦ \_\_\_\_\_

\_\_\_\_\_

G That's why the bowls are different sizes!

T Exactly. In the mid-1700s, ⑧ \_\_\_\_\_  
\_\_\_\_\_. These were called “singing  
glasses.” Benjamin Franklin heard the musical tones from the glasses and became  
fascinated by them.

G ⑨ \_\_\_\_\_

T Yes, the same person. He was known to play several instruments and compose his  
own music. ⑩ \_\_\_\_\_  
\_\_\_\_\_ In 1761, he created the first  
glass harmonica or what he called the “armonica” after the Italian word for “harmony.”  
⑪ \_\_\_\_\_ The whole  
spindle was turned quickly by a foot treadle. ⑫ \_\_\_\_\_  
\_\_\_\_\_ The armonica allowed  
⑬ \_\_\_\_\_ — something  
that would have been impossible with singing glasses.

G This is all so interesting. I’m going to go home and ⑭ \_\_\_\_\_.

T Sounds like a great idea.

**Listen and fill in the blanks.** CD4-14

Today, I'd like to talk to you about a new technology called Bluetooth. ① \_\_\_\_\_

\_\_\_\_\_ You are quite correct, for that is one of the earliest and most popular applications of this technology.

② \_\_\_\_\_

\_\_\_\_\_ Take a look around your computer, for instance. Your monitor, keyboard, mouse, printer and speakers are all connected by cables. Now I'm sure most of you will agree that these cables are a big nuisance. ③ \_\_\_\_\_

\_\_\_\_\_ A Bluetooth chip is a small radio chip that can be plugged into cell phones, computers and other devices. Using a special frequency, ④ \_\_\_\_\_

\_\_\_\_\_. What does this mean? ⑤ \_\_\_\_\_

\_\_\_\_\_ Many wireless connections are now possible. ⑥ \_\_\_\_\_

\_\_\_\_\_ And there are now wireless mouse products for your computer.

Bluetooth was first developed by Ericsson, the famous Swedish telecommunications company. ⑦ \_\_\_\_\_ I found it a bit

odd at first. ⑧ \_\_\_\_\_ Bluetooth is  
named after Harald Bluetooth, a king who united and ruled over Denmark and Norway in  
the 10th century. ⑨ \_\_\_\_\_

\_\_\_\_\_

It's easy to predict that ⑩ \_\_\_\_\_  
\_\_\_\_\_. Since Bluetooth chips are small, cheap to manufacture and run on low  
power, they could be placed in almost any device. ⑪ \_\_\_\_\_  
\_\_\_\_\_. Currently, Bluetooth chips are divided  
into three classes each with a range of 100 meters, 10 meters and 1 meter. ⑫ \_\_\_\_\_

\_\_\_\_\_

They are being placed in freight containers ⑬ \_\_\_\_\_  
\_\_\_\_\_. And who knows? Maybe soon  
a Bluetooth chip in your refrigerator may alert your computer what food needs to be  
bought, and your computer may instantly put in an order through the Internet. ⑭ \_\_\_\_\_

**Listen and fill in the blanks.** CD4-15

B Hey, Gina. Where are you going?

G To the library. ① \_\_\_\_\_

B For the assignment on terrorism?

G Yes.

B How's it coming along?

G Pretty good. We've finished all the basic research and we're now working on visual

aids — photos, charts, graphs... ② \_\_\_\_\_

\_\_\_\_\_ ③ \_\_\_\_\_

\_\_\_\_\_ No free riders.

B Free riders?

G You know what I mean. Usually in group work, there is always someone who acts irresponsible — someone ④ \_\_\_\_\_

\_\_\_\_\_ .

B It's funny you should say that.

G ⑤ \_\_\_\_\_

B You know Kevin? He is always late for group meetings. ⑥ \_\_\_\_\_

\_\_\_\_\_

Everyone's been doing extra research to cover for him ⑦ \_\_\_\_\_

\_\_\_\_\_ . You know this grade is

very important not to fail the course.

G ⑧ \_\_\_\_\_ I think he knows this, too. You should tell him to pull his weight.

B Actually, I did. ⑨ \_\_\_\_\_  
\_\_\_\_\_ What a guy he is, huh?

G Why? What happened?

B ⑩ \_\_\_\_\_, and for every single time that he hadn't done his work properly! I got so fed up listening to him. ⑪ \_\_\_\_\_  
\_\_\_\_\_

G That's really not fair.

B Well, I don't know what else to do. ⑫ \_\_\_\_\_  
\_\_\_\_\_ I really don't want to be that person.

G Yeah. I wouldn't, either. ⑬ \_\_\_\_\_  
\_\_\_\_\_

B What do you mean?

G Just tell her your problem, but don't mention any names. ⑭ \_\_\_\_\_  
\_\_\_\_\_ I'm sure some of the other groups are having the same problem. ⑮ \_\_\_\_\_

B Okay. Thanks.



# Appendix

→ Answer Key | Audio Scripts

# 1

## Main Idea

### Strategy 01

p.14

Today, we're going to learn about how animals survive in extremely cold weather. The northern Arctic is the coldest part of our planet. How do animals live up there? Well, the answer is adaptation. Adaptation refers to how a species changes over numerous years to thrive in its environment.

Look at the polar bear, for instance. It has very thick fur and a layer of stored fat under the skin which insulates the body against the cold. Also under the thick white fur, the bear has a black skin which can absorb ultra-v light and change the light into warmth. In addition, its small ears and short tail help reduce heat loss.

Answer | C

Listen again and fill in the blanks.

Today, we're going to learn about how animals survive in extremely cold weather. The northern Arctic is the coldest part of our planet. How do animals live up there? Well, the answer is adaptation. Adaptation refers to how a species changes over numerous years to thrive in its environment.

### Strategy 02

p.15

I'd like to talk to you this morning about the Mayan civilization. The Mayans first lived around 10000 B.C., but their civilization developed later at around 1800 B.C. in what is now known as southern Mexico.

The Mayans achieved many incredible things because they were so advanced. An example of Mayan progress was their amazing architecture. They built pyramids similar to what the Egyptians built. Another Mayan achievement was their development of astronomy. They built observatories to watch the stars. From this knowledge, they were able to make a calendar. In addition, the Mayans were literate. They fully developed written language. They used characters called hieroglyphs, which are pictures that represented words or syllables.

Answer | C

Listen again and fill in the blanks.

The Mayans achieved many incredible things because they were so advanced. An example of Mayan progress was their amazing architecture. They built pyramids similar to what the Egyptians built. Another Mayan achievement was their development of astronomy. They built observatories to watch the stars. From this knowledge, they were able to make a calendar. In addition, the Mayans were literate. They fully developed written language.

### Start Up

p.16~17

- T Is there something you wanted to see me about, Mary?
- G Yes, Mr. Richard. It's about my lab partner. I was wondering if I could have a new partner.
- T Why? What's wrong with Greg?
- G I'm afraid that my grades will suffer because of him.

- T Hmm... That sounds serious. What seems to be the problem?
- G Well, for one thing, he never takes the labs seriously. He's always fooling around. After the last chemistry experiment, he threw the Bunsen burner.
- T Oh, really? That is dangerous.
- G He's so irresponsible. He never does things in earnest.
- T Have you tried talking to Greg about his poor attitude?
- G Of course, I have. I told him a lot of times to quit horsing around but he never listened.
- T Well, I admit that's a big problem. I'll ask Greg the next time I see him why he doesn't take his studies more seriously. After that, I'll decide whether to change your lab partner. Hopefully, he'll turn over a new leaf and become a better student.
- G I sure hope so, Mr. Richard.

**Answer** | 1. B 2. C

#### ▣ Note-taking

**Topic** Girl – wants to change her lab partner

##### **Details**

Her partner – never takes the labs seriously

– is always fooling around

e.g. threw the Bunsen burner

Teacher – will ask Greg

– will decide whether to change the lab partner

## Build Up

p.18~19

Today, we're going to learn a few facts about cinema.

In 1893 at the Chicago World Fair, Thomas Edison presented his kinetoscope. This was a box that

allowed people to watch short films one person at a time. Edison later built the first motion picture studio, called Black Maria in New Jersey. It was the place where Edison produced the short films that he would play on his kinetoscope. Back then, Edison's films were only a few seconds long and featured such subjects as a man sneezing, a dancer or an acrobat. Since there was no sound, a phonograph would accompany the films.

The next big advance in cinema was made by the Lumière brothers. They invented the cinematograph, a device that recorded and projected film. The advantage of this machine was that it allowed many people to sit in a darkened theater and watch a film together at the same time. The Lumière brothers began showing movies to the public in 1895. The films that they produced were slightly longer than Edison's films. They featured everyday scenes such as people leaving a factory at day's end. And they featured slapstick performances as well.

If you saw a piece of film from this period, you would think it was very primitive. But at the time, people thought these films were fascinating. To them, films were a complete mystery. So much so that if they were shown a film of an approaching train, the whole audience would scream and try to run away!

**Answer** | 1. A 2. B

## Power Up

p.20~21

As I mentioned in the last class, you should go out and conduct a survey. The subject of the survey is related to eating habits. I want you to meet people and ask them questions about what they eat, where they eat and so forth. Some of you seemed a bit confused about making the questionnaire for the survey, so I'll go over it now.

When conducting a survey, the most important thing is that each respondent, the person you are giving the survey to, can interpret the question in the same way. For example: "What time do you usually eat dinner?" will be answered differently because "dinner" can refer to either the midday or the evening meal. Always be clear and use precise language. Otherwise, your respondents can be confused and your results won't be as accurate as you'd like.

Another thing to keep in mind for your questionnaire is to make sure it looks simple, short and to the point. Long and complex questions may confuse your respondents. You also should not use any double negatives such as "Don't you have no interest in eating out?" It's better to ask "Do you have any interest in eating out?" In addition, remember to keep all answer choices short if you're asking a multiple-choice question. If your choices are too long, people will have a hard time concentrating on all different choices.

Beside, make sure you don't include any leading questions. A leading question is a type of question that makes unfair assumptions about respondents. An example of this might be, Umm... "What is the best day of the week to dine out for a hamburger?" The problem with this question is that it assumes that they like hamburgers and eat out on a regular basis, or at least once a week.

One last thing I'd like to suggest is that you begin your survey with an interesting or fun question. This gets your respondents interested in what you're doing. And you might end up with more people taking your survey than if you began with a normal or difficult question.

**Answer** | 1. C   2. B   3. A   4. C, D

## Challenge TOEFL iBT

p.22~23

For our nutrition topic today, we'll be talking about fat. Fat is an important substance of what we eat. Our bodies need fat to develop properly and to survive. Fat supplies calories and serves as the storage substance for the body's extra calories. It helps our bodies absorb vitamins and minerals. It also assists in building hormones and preserving the nervous system in our bodies.

But we have to be careful of what type of fat we eat, as some kinds of fats are not good for your health. There are basically three types of fat: unsaturated fat, which is from olive oils, canola oils, and tuna or salmon; saturated fat from most meats as well as dairy products such as butter and cheese; and trans fat, which is found in junk food.

The best type of fat for your body is unsaturated fat. This is because it can lower your cholesterol level, which is bad for the heart. So you should try to eat plenty of that.

Generally speaking, the worst type of fat is trans fat. That's because it is artificial or man-made. Trans fat is hardly digested in your body and this can lead to health problems. Usually manufacturers use trans fat to help preserve the shelf-life of a product. When you look at a food label and see the words "hydrogenated" or "partially hydrogenated" oil, that means the product contains trans fat.

Saturated fat isn't as bad as trans fat because at least this type of fat is natural and your body knows how to digest it. But still, you should be careful not to eat too much of this because it can cause heart disease.

Then, how can you tell the difference between saturated and unsaturated fat? Well, the answer is simple. If you look in a frying pan after cooking up

some bacon, you'll notice there's lots of oil in there. Wait long enough for the oil to cool, and then you'll find that the oil will harden: it'll become solid. That's because bacon grease is an example of saturated fat. The same thing wouldn't happen to olive oil or canola oil. At room temperature, unsaturated fat remains in its liquid form, unlike saturated fat.

**Answer** | 1. C 2. D

3.

	Saturated fat	Unsaturated fat	Trans fat
It is hardly digested in the body.			✓
It is found in milk or yogurt.	✓		
It reduces the cholesterol level.		✓	

4. B 5. D

## Follow Up p.24~25

- ① Fat is an important substance of what we eat.
- ② Fat supplies calories and serves as the storage substance for the body's extra calories.
- ③ But we have to be careful of what type of fat we eat, as some kinds of fats are not good for your health.
- ④ saturated fat from most meats as well as dairy products such as butter and cheese
- ⑤ The best type of fat for your body is unsaturated fat.
- ⑥ it can lower your cholesterol level, which is bad for the heart
- ⑦ So you should try to eat plenty of that.
- ⑧ Generally speaking, the worst type of fat is trans fat.
- ⑨ Trans fat is hardly digested in your body and this can lead to health problems.

- ⑩ to help preserve the shelf-life of a product
- ⑪ this type of fat is natural and your body knows how to digest it
- ⑫ how can you tell the difference between saturated and unsaturated fat
- ⑬ Wait long enough for the oil to cool, and then you'll find that the oil will harden: it'll become solid.
- ⑭ bacon grease is an example of saturated fat
- ⑮ unsaturated fat remains in its liquid form, unlike saturated fat

## Word Review p.27

Match the definition with the correct word.

1. e      2. d      3. a      4. b      5. c

Choose the expression that is closest in meaning to the underlined word.

1. c                      2. a                      3. b

Choose the correct word to complete the sentence.

1. literate                      2. Grease  
3. accompanied

## Speak Out p.28

### Model Answer

1. It is about how to write a good survey question.
2. They should be simple, short and to the point.
3. Because they make unfair assumptions about respondents.
4. It gets respondents interested in the survey and makes more people taking it.

## Strategy 01

p.30

When trees are cut down, we can look at the ring patterns inside. Scientists analyze tree rings, or growth rings to find out many things.

Trees grow one ring per year. In other words, we can tell how old a tree is by counting the number of rings it has. The ring closest to the bark is the most recent year recorded. Also, for the entire life of the tree, a ring pattern is formed that in some way shows the climatic conditions in which the tree grew. Rings that are very wide indicate a year when there was a lot of rainfall. Conversely, a drought year may result in a very narrow ring.

Answer | B

## Listen again and fill in the blanks.

Trees grow one ring per year. In other words, we can tell how old a tree is by counting the number of rings it has. The ring closest to the bark is the most recent year recorded. Also, for the entire life of the tree, a ring pattern is formed that in some way shows the climatic conditions in which the tree grew. Rings that are very wide indicate a year when there was a lot of rainfall. Conversely, a drought year may result in a very narrow ring.

## Strategy 02

p.31

- T Are you looking forward to your summer vacation?
- B Not really. Both my parents are busy and we have no plan to go on a vacation.
- T I'm sorry to hear that. But don't be disappointed. Instead maybe you can engage in a summer program at the school.
- B A summer program?
- T Yes, there are a lot of programs: arts and crafts, music, drama and sports programs. Not to mention all the academic summer courses are being offered.
- B That sounds great.
- T What sort of things do you like?
- B I like sports, especially baseball.
- T Then you could join the summer intramural baseball team. They usually play three times a week.

Answer | C

## Listen again and fill in the blanks.

- B A summer program?
- T Yes, there are a lot of programs: arts and crafts, music, drama and sports programs. Not to mention all the academic summer courses are being offered.
- B That sounds great.
- T What sort of things do you like?
- B I like sports, especially baseball.

## Start Up

p.32~33

- M Good morning! May I help you?
- G Yes, please. I have some problems with my report card. All the other students received theirs last week, but I haven't gotten mine yet.
- M That's strange. Hmm... Have you moved recently?
- G We moved a few months ago, not really recently.
- M Well, when you moved, did you or your parents notify the school of your new address? If not, we might have sent your report card to your old address.
- G Hmm... I'm not exactly sure. I'll have to ask my parents.
- M You can check your address through the computer system. Go to the administration section and ask Ms. Parker to confirm your mailing address. If yours is incorrect, you can ask her to input your new address. Then we will send your report card once again to your new address.
- G And what if my address is correct?
- M In that case, there might have been an oversight. In other words, yours might have gotten lost by mistake. But don't worry. If so, we will offer an online report card to view your grades as well as send your report card again by mail.

Answer | 1. A 2. D

### ▣ Note-taking

**Topic** Girl – haven't gotten her report card

#### **Details**

Case 1 – sent her report card to the old address

→ sent her report card again to the new address

Case 2 – might have gotten lost by mistake

→ offer an online report card  
send it again by mail

## Build Up

p.34~35

Today, we're going to talk about a conditioned reflex. You know, an unconditioned reflex is basically a reaction to something. For example, if you see a ball coming toward you, you instinctively try to avoid it by ducking, by raising your hands, by blinking, or all three. In this case, the stimulus for reflexes was an approaching ball. A conditioned reflex is slightly different. It is a learned behavior in response to a certain stimulus. Now imagine that there is a button and whenever the button is pressed, a ball will fly out toward you. Then, very soon, you will react by moving away or ducking when you see the button being pushed. This is called a conditioned reflex: the subject doesn't react to the original stimulus of the ball coming toward him or her, but it reacts to the process that is connected to this occurrence.

One of the first scientists who studied a conditioned reflex was Ivan Pavlov. He experimented with dogs in the 1890s. Pavlov noticed that dogs would salivate when they saw food. He also realized that the dogs would begin salivating whenever they saw a white coat although no food was in sight. It turned out that in the laboratory, people who fed the dogs all wore white coats. Then Pavlov tried to figure out how this phenomenon was linked in a series of experiments. He struck a bell every time the dogs were fed. Before long, the dogs would start salivating at the very sound of a bell, even though there was no food.

Answer | 1. A

2.

	Conditioned stimulus	Unconditioned stimulus
A white coat	✓	
Food in sight		✓
The sound of bell	✓	
The act of pushing the button	✓	

## Power Up

p.36~37

Today, we'll talk a little about the early history of opera. The earliest opera that we have a record of is Jacopo Peri's *Euridice*, written in 1600 for the court. The libretto, or the text of the opera, was written by Ottavio Rinuccini and the story was based on the ancient tale of Orpheus who tried to rescue his dead lover Euridice from Hades, the underworld as told in Ovid's *Metamorphoses*. This opera involved very light accompaniment, which means that there were very few instruments used. As well, the opera used something called a recitative. This is a musical technique where words are sung in a manner that imitates everyday speech. You'll notice recitative as being the parts between arias. Recitative is useful for helping to carry the story forward.

Opera continued to develop and a significant step was taken by Claudio Monteverdi in 1607 when he wrote his masterpiece, *Orfeo*. Compared to earlier operas, *Orfeo* featured a bigger overall sound as the orchestra was expanded. Like Peri, Monteverdi composed for the Royal Court.

In 1637, the first public opera house opened in Venice, so operas became open to the public. Tickets were sold and everyday people could watch an opera. These early public operas often involved

humor mixed with tragedy. However, many people criticized this mix as being distasteful.

From the 1720s to around 1770s, opera seria was popular. It had a story based on serious subjects from myth or history. One important innovation of opera seria was its emphasis on great singing. Because opera seria involved long arias, it required talented singers. Operas of this type tended to be very spectacular, both vocally and visually. The most famous composers of opera seria include Alessandro Scarlatti, Vivaldi and Porpora.

Answer | 1. B 2. C 3. A

4.

	Yes	No
It mixed humor and tragedy.		✓
It required excellent singers.	✓	
It included long arias.	✓	
It needed very few musical instruments.		✓

## Challenge TOEFL iBT

p.38~39

Today, we're going to talk about Newton's first law of motion. I'll give you a basic definition. Newton's first law states: an object at rest tends to stay at rest and an object in motion tends to stay in motion with the same speed and in the same direction unless acted upon by an unbalanced force. Then, what exactly do we mean by an "unbalanced force"?

I'll show the difference between a balanced and an unbalanced force. Do you see this book is sitting here on the table? It's not moving, right? This is an example of a balanced force. There are two forces at work here that are perfectly balanced. First of all, there is the force of gravity that is pulling this book down. To prevent it from falling down, there is also

the force of the table pushing the book up. But, if either force was lesser or greater, it would be unbalanced. It would either rise or fall. This is what happens when you put a book on an inclined plane, such as a ramp. Instead of staying still, the book slides down the ramp. This is an example of an unbalanced force.

Now, attention, please. I want you to take a look at this model set. It's a train set with a beaker of water attached on its top. Let's watch. I'll start the train. Do you notice the water spills out of the beaker? How does this happen? This is because an object at rest tends to stay at rest. In other words, the water was still at first and once the train started moving, the water wanted to remain where it was. So, it shakes and spills out. Now take a look at the water when I stop the running train. See? It spills over, too. This is because an object in motion tends to stay in motion. The water was moving in a line with the train and wanted to continue moving even though the train stopped. Did you get it?

I'll give you a practical example of Newton's first law of motion. Let's consider seat belts. Remember, Newton's law states that an object in motion tends to stay in motion. Imagine that you are driving in your car at 100 km per hour. If your car crashes into a brick wall, and if you're not wearing your seat belt, what will happen? Right. Your body will continue to keep moving, and you'll go headfirst through the windshield of your car. That's why you should buckle up your seat belt every time you enter a car.

**Answer** | 1. A 2. B 3. B 4. A 5. D

## Follow Up

p.40~41

- ① an object at rest tends to stay at rest and an object in motion tends to stay in motion with the same speed and in the same direction
- ② Do you see this book is sitting here on the table?
- ③ There are two forces at work here that are perfectly balanced.
- ④ To prevent it from falling down, there is also the force of the table pushing the book up.
- ⑤ Instead of staying still, the book slides down the ramp.
- ⑥ It's a train set with a beaker of water attached on its top.
- ⑦ This is because an object at rest tends to stay at rest.
- ⑧ the water was still at first and once the train started moving, the water wanted to remain where it was
- ⑨ This is because an object in motion tends to stay in motion.
- ⑩ Remember, Newton's law states that an object in motion tends to stay in motion.
- ⑪ If your car crashes into a brick wall, and if you're not wearing your seat belt
- ⑫ Your body will continue to keep moving, and you'll go headfirst through the windshield of your car.

## Word Review

p.43

**Match the definition with the correct word.**

1. e      2. b      3. a      4. d      5. c

Choose the expression that is closest in meaning to the underlined word.

1. b                      2. c                      3. a

Choose the correct word to complete the sentence.

1. notify                      2. instinctively  
3. oversight

## Speak Out

p.44

### Model Answer

1. It involved very light accompaniment and recitative.
2. It featured a bigger overall sound as the orchestra was expanded.
3. The first opera house opened in Venice, so operas became open to the public.
4. Because it emphasized on great singing because of its long arias.



# Progress Test 1

## Questions 1~5

p.46~47

- B** Hi! Are you Ms. Johns, a teaching assistant in French class?
- W** Yes, right. How can I help you?
- B** I'm new, so I have some questions about the language lab. I was told that I have to come to the language lab twice a week for French class. When am I supposed to use the lab?
- W** The lab is open 5 days a week, Mondays to Fridays, from 9 in the morning to 5 in the afternoon. You're free to drop in anytime.
- B** Got it. Then what do I do to use it?
- W** Well, first of all, you go to the front counter and ask whoever is working there for a set of headphones. To do that, you'll need to show your student card.
- B** Can't I use my own headphones?
- W** I'm sorry, but you can't. The headphones have a special jack that is different from normal headphones.
- B** Okay. So once I get the headphones, and then?
- W** After you pick up your headphones, go to an empty booth. If you turn on the computer, it will ask you to enter the 4 digit code. Then you have to enter your ID number and the computer will automatically find the program for you.
- B** OK. That sounds easy enough.
- W** It'll take a few seconds for the program to load. Once it's ready, you'll hear a long beep through your headphones. This means that the microphone is set up and everything is ready to go.
- B** What kind of activities will I have to do?
- W** Well, there are programs that ask you to listen and repeat certain words and sentences to

improve your pronunciation and speaking skills. Also, there will be sections devoted to listening comprehension. You'll have a chance to listen to each passage twice and at the end, you'll be asked to answer short questions.

- B** Is there anything I need to do to prepare?
- W** Just attend regular French lectures. The language lab material is based on the classes.
- B** One final thing, I was wondering, will I receive a grade for participating in the language lab course?
- W** Well, it will be monitored by your teacher and she'll assign you a grade based on your participation and effort.
- B** Okay, thank you for the advice.

**Answer** | 1. **A** 2. **D** 3. **A** 4. **C** 5. **C**

## Questions 6~11

p.48~49

The Great Depression was a severe economic slump that began in the U.S. and eventually affected the rest of the world from 1929 to 1939. During a decade, increased unemployment, low demand for goods and services, and decreased international trade caused economic slow down.

The start of the Great Depression can be traced to the stock market crash on what would later be called Black Tuesday, October 29th, 1929. By 1933, more than half of all United States banks declared bankruptcy. In this uncertain climate, people were afraid to spend their money. This created a reduction in the demand for products, which directly affected

companies and factories. Many companies also went bankrupt and that forced people to lose their jobs. At this point, the unemployment rate in the country was between 25 to 30%.

The Great Depression spread to many other foreign nations as well. Germany was especially hit hard by the Great Depression. Because of World War I, Germany was paying reparations to other nations and when loans from the United States stopped coming, Germany became completely insolvent. Other countries wanted to protect their own economies from the effects of the Great Depression, so they limited the number of imports by raising tariffs. With reduced trade, companies suffered along with local economies.

In 1932, Franklin D. Roosevelt, who was elected President in the U.S., implemented many policies

under a program called the New Deal with a goal of increasing consumer demand and decreasing unemployment. Even though his deal was quite successful, it couldn't solve all problems. The economy was still in bad shape and unemployment was still high.

In 1939 when World War II broke out, Roosevelt pushed the U.S. to participate in the war because he knew it would provide boost to the U.S. economy. As he expected, there was great demand for weapons, so factories needed more workers. This helped solve the unemployment problem. During the war, the United States' economy was fully recovered. Other countries involved in the war also found their economy improved as well.

**Answer | 6. B 7. D 8. B 9. C 10. A 11. A**

# 3

## Organization

### Strategy 01

p.52

Déjà vu is a French term that means “already seen.” We use this term to describe an experience that feels strangely familiar, like we’ve already seen something before. There are generally two main categories for explaining this experience: associative déjà vu and biological déjà vu.

Associative déjà vu is based on memory. It is associated with certain sights, smells, textures, tastes and similar things from the past that are remembered. Imagine that you are visiting a friend’s home. You might experience déjà vu if anything in the home resembles a past memory, such as the color of a couch, or a certain painting on a wall.

The other type of déjà vu is biological. It is related to a certain part of the brain and some chemicals in the brain are responsible for creating the feeling of déjà vu.

**Answer | C**

**Listen again and fill in the blanks.**

Associative déjà vu is based on memory. It is associated with certain sights, smells, textures, tastes and similar things from the past that are remembered. Imagine that you are visiting a friend’s home. You might experience déjà vu if anything in the home resembles a past memory, such as the color of a couch, or a certain painting on a wall.

### Strategy 02

p.53

I have one announcement to make before we end

class. As you all know, our final exam week is coming up soon and in order to help students study, the library will be extending its operating hours beginning next week. It will open 2 hours earlier at 7 am from Monday to Friday, and it’ll close at 10 pm. In addition, it will open on weekends: Saturdays, from noon to 6 and Sundays, from noon to 4. Because of the expected extra volume of students using the library before the exam period, seminar rooms and private study rooms must be reserved in advance. Please call extension 225 for those needs.

**Answer | D**

**Listen again and fill in the blanks.**

It will open 2 hours earlier at 7 am from Monday to Friday, and it’ll close at 10 pm. In addition, it will open on weekends: Saturdays, from noon to 6 and Sundays, from noon to 4. Because of the expected extra volume of students using the library before the exam period, seminar rooms and private study rooms must be reserved in advance. Please call extension 225 for those needs.

### Start Up

p.54~55

- T Hello. You wanted to see me about something. What is it?
- G Well, it’s about the upcoming test. You mentioned that it would be a multiple-choice test. I think I usually make a lot of mistakes on this kind of test. Could you give me some pointers to avoid mistakes?

- T I certainly can. First of all, when you first get the test, you should look through the entire test to get a general idea of it.
- G I think I understand what you mean.
- T Then, when you're reading the questions, be sure to mark important words such as "compare" or "contrast." It is very important to fully understand each question before you begin answering it.
- G So circle them or underline them, you mean?
- T That's right. And... another piece of advice is to try to come up with the answer in your head before looking at the possible choices. This way, the choices won't throw you off or trick you.
- G Got that. Anything else?
- T Also, when you look at the available answers, cross out any choices that are obviously wrong. And if you have any questions that seem too difficult, mark them and come back to them later. There will be a time limit, so you must not waste too much time on just one question.
- G Sounds good. Thank you for the advice.

**Answer** | 1. C    2. B

#### ▣ Note-taking

**Topic** Tips for taking a multiple-choice test

**Details** 1) look through the entire test to get a general idea

2) mark important words

3) think of the answer before looking at the possible choices

4) cross out obviously wrong choices

5) mark difficult questions and come back to them later

## Build Up

p.56~57

Today, we're going to talk about vegetarianism. Vegetarianism refers to the practice of not eating meat. There are various reasons why vegetarians choose not to eat meat. Some of them think it is wrong to kill animals. While others think that raising meat animals hurts the environment. Still others avoid meat for religious, cultural, ethical or health reasons.

There are many different kinds of vegetarians. Ovo-vegetarians eat eggs. Lacto-ovo vegetarians eat dairy products as well as eggs. Lacto-vegetarians eat dairy products but no eggs. And the last group is vegans. They eat food only from plants. Many people who call themselves vegetarians are actually semi-vegetarians. They may have excluded red meat, but may eat poultry or fish.

If you're considering becoming a vegetarian, you should be careful to get enough nutrients and calories you need because you are still young and growing. Vegetarians can easily lack sufficient protein and iron which are usually found in meat. But they can get an adequate amount of them from other food sources. For example, most vegetarians except vegans can get protein from dairy products and eggs. And vegans can get protein from tofu, beans, beans and nuts. Besides that, iron is found in eggs, dried beans, dried fruits, whole grains, leafy green vegetables, and iron-fortified cereals and breads.

**Answer** | 1. D    2. A

## Power Up

p.58~59

For today's class, I'd like to talk a little bit about the life cycle of butterflies. All butterflies begin life as an egg. The female butterfly lays eggs on a leaf.

Depending on the type of butterfly, eggs are usually white or light green in color and they get darker as time passes. The egg contains lots of nutrients in the yolk that the larva feeds on before breaking open the egg and entering the world.

Then, the egg hatches and the caterpillar emerges. A caterpillar must eat a lot of leaves to grow quickly. As it grows, it sheds its old skin and develops new skin. The caterpillar does this about 4 or 5 times. The caterpillar stage can last anywhere from 2 weeks to a month.

After the caterpillar stops growing, it hangs upside down from a leaf attached with a silk-like substance. The caterpillar then encases itself in a silk cocoon. This is basically a protective covering. Inside the cocoon, the caterpillar begins its transformation into a butterfly. This is called the pupa stage, also known as the chrysalis process. Depending on the species of butterfly, this inactive stage can last anywhere from a few days to several months.

The final stage of the butterfly life cycle happens when the butterfly emerges from the cocoon. When the butterfly first emerges, it can't fly immediately because its wings are wet, so it spends some time drying the wings out by slowly flapping them. When the butterfly is ready to fly, it goes off in search of food. Unlike the caterpillar that eats leaves, the butterfly eats only liquids such as nectar from flowers. It uses its straw-like mouth called a proboscis to drink liquids. The adult butterfly spends its time mating and searching for food. It doesn't live long, however. The butterfly only survives for a few days or weeks.

**Answer** | 1. B    2. A    3. A    4. D

## Challenge TOEFL iBT

p.60~61

One of the earliest masterpieces in English Literature is Geoffrey Chaucer's *The Canterbury Tales*. This book was written in the 14th century during a period known as the Middle Ages and has influenced many English writers since. *The Canterbury Tales* is about a group of pilgrims, people that set out on a religious journey. The pilgrims begin at Southwark and travel to Canterbury to visit the shrine of Saint Thomas Becket at Canterbury Cathedral. To amuse themselves during this long trip, they decide to tell stories to each other. There are a total of 24 stories or tales in the book. Chaucer originally intended to have each pilgrim tell 4 stories each, 2 on the way there and 2 on the way back, for a total of 120 tales. But he never finished his enormous project and some of the tales are left undone.

The idea of having several people tell their own stories seems to have been inspired by Boccaccio, an Italian contemporary of Chaucer. Boccaccio wrote a book called *The Decameron*, which is about several noble people who are gathered in a house because of the plague and who tell stories to amuse themselves.

Many of Chaucer's own stories in *The Canterbury Tales* are retellings of tales from *The Decameron*. However, what sets Chaucer's book apart is the fact that he involves many different types of characters, from very poor to very rich. Just like the different people in his books, the stories they tell are all varied in tone as well as diction.

The stories in *The Canterbury Tales* range in style from very serious and moral tales to light and comical stories. The themes of the tales also vary. Most of the tales, however, center on the themes of love, greed or treachery. What makes the stories so great is the way Chaucer wrote about the human condition and

its weaknesses. He had a real understanding of everyday people. In addition, he wrote in the vernacular, or everyday spoken language. Before him, most books in England were written either in Latin or French. Though Chaucer wrote in English, modern readers may have a difficult time with his work. That's because he wrote in the Middle Ages and English back then was quite different. So if you heard *The Canterbury Tales* being read, it would sound like a foreign language.

**Answer** | 1. C 2. C 3. D 4. A 5. B

## Follow Up p.62~63

- ① This book was written in the 14th century during a period known as the Middle Ages
- ② a group of pilgrims, people that set out on a religious journey
- ③ To amuse themselves during this long trip, they decide to tell stories to each other.
- ④ There are a total of 24 stories or tales in the book.
- ⑤ But he never finished his enormous project and some of the tales are left undone.
- ⑥ have been inspired by Boccaccio, an Italian contemporary of Chaucer
- ⑦ which is about several noble people who are gathered in a house because of the plague and who tell stories to amuse themselves
- ⑧ he involves many different types of characters
- ⑨ the stories they tell are all varied in tone as well as diction
- ⑩ range in style from very serious and moral tales to light and comical stories
- ⑪ Most of the tales, however, center on the themes of love, greed or treachery.
- ⑫ the human condition and its weaknesses

- ⑬ most books in England were written either in Latin or French
- ⑭ That's because he wrote in the Middle Ages and English back then was quite different.
- ⑮ it would sound like a foreign language

## Word Review p.65

Match the definition with the correct word.

1. d      2. c      3. e      4. a      5. b

Choose the expression that is closest in meaning to the underlined word.

1. b                      2. a                      3. c

Choose the correct word to complete the sentence.

1. shrine                      2. contemporary  
3. associated

## Speak Out p.66

### Model Answer

1. Chaucer wrote it in the 14th century during a period known as the Middle Ages.
2. They are similar on the idea of having several people tell their own stories.
3. *The Canterbury Tales* involves many different types of characters and the stories are all varied in tone as well as diction.

# 4

## Relationship/Inference

### Strategy 01

p.68

Sometimes in literature or movies, we can find an imitation of a well-known piece of work. If the features of the original work are imitated in a humorous way, or if the imitation is meant to make fun of the original work, then it is a parody. But if a piece of work is imitated to show honor and respect, it is a form of homage. For example, suppose a writer feels greatly indebted and influenced by a famous work or a creator, so he or she can imitate scenes from it to show respect for the creator. In this case, we can see an homage.

Answer | C

Listen again and fill in the blanks.

If the features of the original work are imitated in a humorous way, or if the imitation is meant to make fun of the original work, then it is a parody. But if a piece of work is imitated to show honor and respect, it is a form of homage.

### Strategy 02

p.69

The Lighthouse of Alexandria is one of the Wonders of the Ancient World. The Lighthouse was built around 304 B.C. on the ancient island of Pharos in the harbor of Alexandria, Egypt. According to records, the Lighthouse was built in three stages. The bottom was shaped like an enormous huge box. In the middle were blocks made of marble. And at the top was a beacon chamber, which had a curved mirror and the devices for making a fire. It's hard to believe that such a structure existed in ancient times!

Answer | C

Listen again and fill in the blanks.

According to records, the Lighthouse was built in three stages. The bottom was shaped like an enormous huge box. In the middle were blocks made of marble. And at the top was a beacon chamber, which had a curved mirror and the devices for making a fire. It's hard to believe that such a structure existed in ancient times!

### Start Up

p.70~71

- G Congratulations on being nominated for the student body president.
- B Thank you. But I'm having a hard time with the speech. The speech is very important to becoming elected.
- G It's not that difficult. First, you must think of your listeners, students at this school. What would they like to hear?
- B Well, they may want to hear what I can do to make the school life better.
- G Good. That should be the main theme. Now you must develop your theme, that is, you must mention ways that you can improve school life. But students don't want "I will work hard to improve student welfare." They want to know specific plans for welfare.
- B I'm thinking about something for lunch time... something like an extensive lunch menu.
- G Let me see. You shouldn't make empty promises. You don't propose to students an extensive lunch

menu or a two-hour lunch period just because they want it.

- B Oh, I see. Then, how about holding a school bazaar for raising money? It could help serve lunch through summer school. You know, now the school lunch program provides meals only during the semester.
- G Sounds great! Be sure to put that in your speech. Anything else?
- B Hmm... I think I can offer better ways to spend the lunch hour such as some recreational programs at the gym for spare time.
- G Good. It would be quite possible, too.

**Answer | 1. B**

2.

	Yes	No
Making lunch time longer		✓
Raising money for summer school lunch	✓	
Offering various lunch menus		✓
Establishing some programs for lunch time	✓	

#### ■ Note-taking

**Topic** Tips to prepare a speech

##### Details

- 1) think of the listeners and main theme
- 2) develop the theme: specific proposals / X empty promises
  - a school bazaar: to serve lunch through summer school
  - recreational programs: to offer better ways to spend the lunch hour

## Build Up

p.72~73

Today, I'd like to introduce a classic theory called the Prisoner's Dilemma. It was devised by two physicists

at first and has since become the example of game theory in many fields such as psychology, economics, military science and political science. In the Prisoner's Dilemma, it's supposed that there are two men – "A" and "B" – who have committed a crime together. The police put them into separate rooms so as not to communicate with one another and make the following offer to each. If both confess, each gets two years in prison. If only one confesses, he goes free while the other gets ten years in prison. If they both stay quiet, each gets six months in prison.

Two suspects now have a dilemma: should they confess or stay quiet? First, "A" needs to consider what "B" will do. If "B" confesses, it is best for "A" to confess as well, but if "A" stays quiet, only "A" could end up spending ten years in prison. Now, let's say that "B" doesn't confess. Even if "B" doesn't, it is still best for "A" to confess. That way, "A" has a chance to go free. The same is true for "B", so "A" and "B" both can't help confessing at the end for one's own sake.

According to this theory, two suspects can either cooperate or betray. If the two suspects cooperate together, they could get the best benefit. But in many cases, people usually end up defeating each other because they are concerned only about their own interests.

**Answer | 1. B 2. C**

## Power Up

p.74~75

- T What do you think of when you see the color red?
- G I think of red hearts, like the ones you see on Valentine's Day.
- T Yes, many people think of something about love

when they see red. And you can also feel danger because it makes us think of blood.

**G** Right. But Mr. Peter, I have a question. Last month, I went to a Chinese wedding and I saw many guests carrying red envelopes. Is there a reason that the envelopes were red?

**T** Yes. In China, red means good luck and celebration. What you saw is called a Hong bao. It's a red envelope with lucky symbols on it. Money is placed inside the envelope and it is usually given during the Chinese New Year or at weddings. You can also see lots of red at Indian weddings. Red symbolizes purity in India and it is used in most wedding outfits. As you know from the above, the color red has various meanings in different nations. This is called color symbolism. It may be related to the cultures and religions.

**G** That's very interesting. Could you tell me more examples of color symbolism?

**T** Let's see. In eastern culture, yellow is a symbol of wealth and power. That is because yellow is used to be the color of the emperor. But in western culture, purple has this meaning. In the past, only royalty were allowed to wear purple. And... there is a good example of colors in religious rituals. Let's go back to weddings. In western cultures, you will see a lot of white at weddings. It means white has been used for a symbol of good, cleanliness and innocence in Jewish and Christian religions. But in the east, the color white means death and mourning. At funerals, family members wear white mourning clothes. On the other hand, western people usually wear black suits and dresses. It would be very unusual to see someone wearing white at funerals in western countries.

**Answer** | 1. B    2. C    3. B    4. D

## Challenge TOEFL iBT

p.76~77

Here is a riddle for you: this is a large hard-skinned reptile with a big jaw and sharp teeth. It mainly lives in and near the water in the hot wet parts of the world. What animal is this? Some of you may think it's a crocodile. Some of you may think it's an alligator. Actually, it could be both. Because they are both crocodilians, they look very similar, don't they? It's not easy to distinguish the differences between crocodiles and alligators. However, there are a few ways to tell them apart. Today, I'd like to focus on three main features: their appearance, their skins and their habitats.

Speaking of appearance firstly, it is difficult to discriminate between them. In both their eyes and ears are placed on top of their heads. So, they can see and hear very well while the rest of their bodies are underwater. However, they have noticeable differences: their snouts and jaws. Crocodiles have a narrow V-shaped snout, whereas alligators have a wider U-shaped snout. As for their jaws, crocodiles' upper and lower jaws are about the same size. When crocodiles close their mouth, their upper and lower teeth interlock. But alligators' upper jaws are wider than their lower jaws. So when alligators close their mouths, we can see just their upper teeth.

Now, take a look around their skins. They both have hardened skins on their head and back. Crocodiles' skins are light tan color while alligators' are darker grayish-black color. Also, crocodiles' skins have little black bumps all over them. Alligators' skins don't have these bumps. However, both crocodiles and alligators have similar bumps around their jaws. These bumps help them notice changes in water pressure and allow them to find and catch their prey.

One last thing is their habitats. Crocodiles are widely distributed in the world. This is because crocodiles

have salt glands in their tongues. These glands allow them to remove the salt from the water, so crocodiles can move across the seawater. This may be why we can see crocodiles in many different areas – in Africa, Asia and the Americas. Alligators, on the other hand, are found mostly in China and the southern United States.

**Answer** | 1. B 2. C

3.

	Crocodiles	Alligators
They have a narrow V-shaped snout.	✓	
They have salt glands in their tongues.	✓	
They have dark grayish-black skin.		✓
They live mostly in China and the U.S.		✓

4. D 5. A

## Follow Up p.78~79

- ① this is a large hard-skinned reptile with a big jaw and sharp teeth
- ② Some of you may think it's a crocodile.
- ③ It's not easy to distinguish the differences between crocodiles and alligators.
- ④ However, there are a few ways to tell them apart.
- ⑤ Speaking of appearance firstly, it is difficult to discriminate between them.
- ⑥ So, they can see and hear very well while the rest of their bodies are underwater.
- ⑦ As for their jaws, crocodiles' upper and lower jaws are about the same size.
- ⑧ But alligators' upper jaws are wider than their lower jaws.
- ⑨ They both have hardened skins on their head and back.
- ⑩ Also, crocodiles' skins have little black bumps all over them.

- ⑪ However, both crocodiles and alligators have similar bumps around their jaws.
- ⑫ One last thing is their habitats.
- ⑬ This is because crocodiles have salt glands in their tongues.
- ⑭ This may be why we can see crocodiles in many different areas
- ⑮ Alligators, on the other hand, are found mostly in China and the southern United States.

## Word Review p.81

Match the definition with the correct word.

1. b      2. a      3. d      4. c      5. e

Choose the expression that is closest in meaning to the underlined word.

1. a                      2. c                      3. a

Choose the correct word to complete the sentence.

1. discriminate                      2. cooperate  
3. indebted

## Speak Out p.82

### Model Answer

1. Crocodiles have a narrow V-shaped snout,  
whereas alligators have a wider U-shaped snout.
2. Crocodiles' skins are light tan color while alligators'  
are dark grayish-black color.
3. Crocodiles have salt glands in their tongues to  
remove the salt from the water.



## Progress Test 2

### Questions 1~6

p.84~85

The Titanic was intended as a transatlantic passenger liner for a company called White Star Line. It was planned that the Titanic would run across the Atlantic on weekly express trips. White Star Line wanted to dominate this route, taking business away from its competitor, Cunard Line. At the time, Cunard enjoyed success with their two ships, the Lusitania and Mauritania which were the fastest in the world. White Star knew that it would be very difficult to create faster ships to compete against Cunard. So they decided to focus on luxury and comfort with their ship instead.

Construction of the Titanic began on March 31st, 1909. It was built in a shipyard in Belfast, Ireland, and designed by William Pirrie, Thomas Andrews and Alexander Carlisle. The Titanic was 269 meters long and weighed 46,328 tons. When afloat, the height from the deck to the surface of the water was 18 meters. At full capacity, the Titanic was designed to carry a total of 3,547 passengers and crew members. It was definitely the largest passenger ship. Also, the Titanic had many luxurious features such as a gym, a swimming pool, libraries, and even a squash court. So, on its maiden voyage, it attracted many rich and powerful people who were thrilled by the size and luxury of the ship.

On April 10th, 1912, the Titanic set sail for New York from Southampton, England. 2,227 people boarded it on that fateful day. As the ship was crossing the Atlantic on April 14th, it struck an iceberg about 400 miles off the coast of Newfoundland, Canada, which caused the Titanic to sink. Despite sailing in a dangerous area where icebergs were common, the

Titanic was going too fast. Eventually it hit a huge iceberg and sank. Another problem with the Titanic was the rudder, the device used to steer the ship. For a ship of such a large size, the rudder was relatively small. This meant that turning in an emergency situation was impossible.

The Titanic's lack of lifeboats made the disaster worse. There were only 20 lifeboats on the Titanic. It was not enough for everybody on board the ship. In addition, some people even refused to board a lifeboat because they believed strongly the Titanic wouldn't actually sink. In the end, the Titanic went down and most of the Titanic's passengers died.

**Answer** | 1. A 2. B 3. B 4. C 5. B 6. D

### Questions 7~11

p.86~87

- T How did you do on your exam?  
G I'm not sure. It was quite difficult for me.  
T Didn't you study hard for it?  
G I sure did. I stayed up all last night reviewing my notes and solving exercises.  
T That may have been your problem. It isn't a good idea to stay up all night to study for a test. Instead of cramming all at once for a test, you should review little by little every day. Review when the information is still fresh in your mind.  
G I think I know what you mean. When I took the test, I felt confused about certain formulas that I'd solved the night before. I found myself running out of time just trying to remember them. So, I didn't have a chance to double-check all my answers.

**T** That's too bad. It's important to double-check your answers, especially on a math test. You know it's so easy to make a simple mistake and lose a lot of points. Try to manage your time effectively when you're taking an exam.

**G** OK, I see.

**T** Then how about questions? Are they easy?

**G** Well, I was confident about the function part. But the other parts were all difficult. Especially, the last question was too hard. I'm not sure I answered that question correctly. I solved the question with a trigonometric ratio – sine, cosine and tangent. Do you think I got it right?

**T** Oops, that question can be solved using the Pythagorean Theorem.

**G** Oh really? I was totally on the wrong track with that one.

**T** Well, don't worry too much about the exam now. I mean, it's over and there's nothing you can do about it now.

**G** I guess you're right.

**T** It's only the midterm exam. You still have several unit tests as well as the final exam to improve your mark. In addition, make sure your attendance is good. Remember, attendance counts for 10% of your final grade. And don't forget to study regularly. You'll have several surprise quizzes in class. If you study your material every day, quizzes are a great way to improve your grade.

**Answer** | 7. **A** 8. **A** 9. **A** 10. **C** 11. **B**

# 5

## Attitude

### Strategy 01

p.90

- G Mr. Loeb. I have a question. I hear the word "well-being" a lot these days. Well-being food, well-being spas... What does well-being mean exactly?
- T Well, in a big sense, well-being means how well a person's life is going. Many people believe that to live well, they should do what is good physically and mentally. People try to eat well-being food to make them healthy and enjoy well-being spas for their mind and body.
- G Umm... I see. But it seems that everything is well-being these days. Many companies use the word to sell their products.
- T Right. Recently, it tends to be used for commercial purposes.

↪ G *But it seems that everything is well-being these days.*

**Answer | C**

**Listen again and fill in the blanks.**

- T People try to eat well-being food to make them healthy and enjoy well-being spas for their mind and body.
- G Umm... I see. But it seems that everything is well-being these days. Many companies use the word to sell their products.
- T Right. Recently, it tends to be used for commercial purposes.

### Strategy 02

p.91

- G I can't decide what club I should join.
- B You, also? Me, neither! There are too many clubs!
- G Right. Umm... have you heard of Odyssey of the Mind club?
- B Sure. It seems to teach how to think creatively through solving various problems. Are you interested in the OM club?
- G Yeah. But actually I would like to join a science club, too. I really like to do all kinds of science experiments. It's difficult to choose between the two.
- B Tell me about it. Then how about attending a few club meetings before signing up?
- G I can do that? It's a good opportunity to know about the club!

↪ B *Are you interested in the OM club?*

G *Yeah. But actually I would like to join a science club, too. I really like to do all kinds of science experiments. It's difficult to choose between the two.*

B *Tell me about it.*

**Answer | A**

**Listen again and fill in the blanks.**

- B It seems to teach how to think creatively through solving various problems. Are you interested in the OM club?
- G Yeah. But actually I would like to join a science club, too. I really like to do all kinds of science experiments. It's difficult to choose between the two.

- B Tell me about it. Then how about attending a few club meetings before signing up?

## Start Up

p.92~93

- G I feel terrible about the Amazon rainforests in Brazil.
- B What's going on there?
- G Well, deforestation. Many species that live in the rainforests are becoming extinct because people are destroying the forests.
- B Hmm... Sorry for the Amazon.
- G Oh, come on. It's not a problem just for the Amazon. What is happening there ultimately influences us all. If one is destroyed, it affects the the whole system. Humans need all kinds of different species to survive.
- B Is it that bad right now?
- G You know, during the ice age, many species died out all at the same time, didn't they? Scientists say it's almost as bad as that.
- B Ah-uh, we're doomed then.
- G No, we still have some time. Many people are thinking of new ways to bring back destroyed forests. I'm going to tell you one of the interesting ways. People are using birds and bats to help restore forests.
- B Using birds and bats? How?
- G First thing, people plant fast-growing fruit trees in the destroyed areas. Then, these trees attract birds and bats which drop seeds they carried from nearby forests. The seeds become trees and the trees will be transporting their seeds to surrounding forests.
- B That will take forever!
- G Not forever, but a very long time. It's easy to destroy a forest, but it's really hard to bring one back.

1. ♪ B *Hmm... Sorry for the Amazon.*  
G *Oh, come on. It's not a problem just for the Amazon.*

Answer | 1. A 2. D

## Note-taking

**Topic** Bringing back the destroyed rainforests  
**Details** why: many species – becoming extinct  
humans – need all kinds of different species to survive  
 how: use birds and bats which drop seeds they carried from nearby forests

## Build Up

p.94~95

Have you ever heard the term “Trojan horse” in computer science? The Trojan horse has to do with the Trojan War in legend. The Greeks and the Trojans had been fighting endlessly. One day the Greeks pretended to sail home, leaving behind a big wooden horse. They made the Trojans believe that it was a gift, but in fact Greek soldiers were hiding inside it. The Trojans brought the big horse inside the city walls. At night, the Greek soldiers crawled out and attacked the Trojans. That is how the Greeks finally won the war. Using the Trojan horse was actually quite an ingenious plan by the Greeks.

However, in computer science, the term “Trojan horse” is used negatively to mean a sneaky and deceitful trick of some sort. The Trojan horse is a program that contains or installs another harmful program. It can erase data and steal information from the computer. Just like the Trojans in the legend, users do not know that they are letting a harmful

program into the computer. Sometimes the Trojan horse is hidden inside useful software. When users start the software, the hidden program starts running as well. It is also hidden inside a game or image file and throws users into confusion. If they follow directions to open the file, a harmful program starts instead.

Trojan horses are different from computer viruses or worms. Viruses or worms can start on their own. But Trojan horses need users to start them. So what can users do to protect themselves? Well, they shouldn't open unknown e-mails right away. And they should use an anti-virus program to open attached files.

**Answer** | 1. D    2. B

## Power Up

p.96~97

- T Let's talk a bit about plagiarism today. Do you know what plagiarism means?
- B Yeah. It means copying someone else's work, doesn't it?
- T Yes. The word comes from *plagium*, a Latin word for kidnapping. Plagiarism basically means stealing someone else's thoughts or ideas. In other words, taking someone's work and pretending that it is your own is plagiarism. Now, when do students often commit plagiarism?
- G Probably when we write reports. Some students just find information on the Internet and paste it on to their reports. Others just copy things right out of library books.
- T Yes, those are good examples of plagiarism. Then, what do you think of people who do that?
- B I think they really are stealing. And they are cheating on their assignment.

- T What if it's just one or two sentences? The whole report is yours, but you just take some small parts that you've read somewhere. Would that be plagiarism?
- G Uh... Yeah. If you copy the sentences word for word without saying where you got them, I think it would be.
- T OK. Then, what about this? You read something in a book, understand the material and write about it in your own words. Would that be plagiarism?
- B Hmm. No, I don't think so. Not if you use your own words.
- T I'm afraid it is.
- B Don't say that!
- T Yes. You still have to name the source.
- B I didn't know that.
- T Plagiarism can get a bit tricky. Many students commit plagiarism without knowing it. Here is what you should do. If you use any information taken from another source, write down where you got each piece of information – the name of the website, the author and title of the book or magazine. Then, when you are writing your report, do properly name the source of any quotations, paraphrases or other information that is not common knowledge.

4. ♪ T *OK. Then, what about this? You read something in a book, understand the material and write about it in your own words. Would that be plagiarism?*
- B *Hmm. No, I don't think so. Not if you use your own words.*
- T *I'm afraid it is.*
- B *Don't say that!*

**Answer** | 1. C    2. C    3. A    4. B

## Challenge TOEFL iBT

p.98~99


Today, we'll be discussing world trade. First of all, what is trade? Well, trade is simply exchanging something for something else. If you have a pen that your friend wants, and he has an eraser that you want, then you can trade. Goods, money and services can all be traded for one another.

In the early times, trade occurred when someone had relatively too much of something. People exchanged one item for another item without using money, which is called barter. Suppose that there are two tribes. Tribe A has more rice than they need, but they don't have enough meat. On the other hand, Tribe B has plenty of meat, but they need more rice. What should Tribes A and B do? It would be foolish to try to eat all the extra rice or all the extra meat. Of course they could try to store the rice and meat. But meat will not keep for very long, and animals or bugs might destroy the rice. So, the best thing would be for the two tribes to exchange their rice and meat. This is how early trade usually took place.

Nowadays, trade between countries in the world is increasing. World trade is important for the development of each country. No country can survive on its own. It cannot produce all of the things its citizens need. What a country can produce depends on many things such as its natural environment, the kind of natural resources it has, the amount of capital it has and how well its workers are trained. So, countries trade things that they can produce relatively well for things that they cannot produce. Sometimes, they trade things for their own convenience because it is easier to get them by trading than by producing them directly.

World trade allows the citizens of a country to enjoy various products and services from different countries. Today, we can ride cars made in the

U.S.A., wear clothes made in Europe and eat fruit grown in South America. We are apt to take this for granted, but there is a very complex process behind it. Traders must agree on the prices and deliver their products around the globe. It is not too much to say that a country's future depends on how well it can work out trade agreements to give its citizens what they need.

4.  **T** *No country can survive on its own. It cannot produce all of the things its citizens need. What a country can produce depends on many things such as its natural environment, the kind of natural resources it has, the amount of capital it has and how well its workers are trained. So, countries trade things that they can produce relatively well for things that they cannot produce. Sometimes, they trade things for their own convenience because it is easier to get them by trading than by producing them directly.*

**Answer** | 1. C   2. A   3. B   4. C   5. D

## Follow Up

p.100~101

- ① Well, trade is simply exchanging something for something else.
- ② If you have a pen that your friend wants, and he has an eraser that you want
- ③ In the early times, trade occurred when someone had relatively too much of something.
- ④ Tribe A has more rice than they need, but they don't have enough meat.
- ⑤ It would be foolish to try to eat all the extra rice or all the extra meat.

- ⑥ So, the best thing would be for the two tribes to exchange their rice and meat.
- ⑦ World trade is important for the development of each country.
- ⑧ No country can survive on its own.
- ⑨ its natural environment, the kind of natural resources it has, the amount of capital it has and how well its workers are trained
- ⑩ So, countries trade things that they can produce relatively well for things that they cannot produce.
- ⑪ World trade allows the citizens of a country to enjoy various products and services from different countries.
- ⑫ We are apt to take this for granted, but there is a very complex process behind it.
- ⑬ a country's future depends on how well it can work out trade agreements to give its citizens what they need

## Word Review

p.103

Match the definition with the correct word.

1. c      2. a      3. d      4. b      5. e

Choose the expression that is closest in meaning to the underlined word.

1. b                      2. c                      3. a

Choose the correct word to complete the sentence.

1. ingenious                      2. commercial  
3. convenience

## Speak Out

p.104

### Model Answer

1. Trade means exchanging something for something else.
2. Barter means exchanging one item for another item without using money.
3. That's because each country cannot produce all of the things its citizens need.
4. People can enjoy various products and services from different countries.

# 6

## Function

### Strategy 01

p.106

Adam Smith used the term “invisible hand” in his 1776 book, *The Wealth of Nations*, to explain that national economies naturally grow when individuals each try to become wealthier. In a free competitive market, people are only concerned about their own profits; they don't do anything for the public interests. But acting in this way forms an “invisible hand,” that allows the whole society to develop. Does this sound reasonable? Although there are different views on how much the invisible hand helps increase economic well-being, it no doubt represents how the economy really works.

⌚ T *In a free competitive market, people are only concerned about their own profits; they don't do anything for the public interests. But acting in this way forms an “invisible hand,” that allows the whole society to develop. Does this sound reasonable? Although there are different views on how much the invisible hand helps increase economic well-being, it no doubt represents how the economy really works.*

⌚ T *Does this sound reasonable?*

Answer | D

Listen again and fill in the blanks.

In a free competitive market, people are only concerned about their own profits; they don't do anything for the public interests. But acting in this way forms an “invisible hand,” that allows the whole society to develop. Does this sound reasonable? Although there are different views on how much the invisible hand helps increase economic well-being, it no doubt represents how the economy really works.

### Strategy 02

p.107

- T Congratulations on being elected president, Tim.
- B Thank you, Miss. Hayworth. I hope I can do a good job.
- T I'm sure you will. Now, are you aware that as president, you also have to attend student council meetings?
- B Yes, but I don't know exactly what I'll be doing in the council.
- T Well, all the class presidents discuss various things. Sometimes you will plan out school activities such as school festivals, and other times you will try to find solutions to problems that students are having.
- B Wow! It sounds like a lot of work.
- T Perhaps, but don't you think it will be rewarding as well? You will be a part of making important decisions for other students. I'm sure you'll find it quite exciting.

⌚ T *Perhaps, but don't you think it will be rewarding as well?*

Answer | C

Listen again and fill in the blanks.

- T Well, all the class presidents discuss various things. Sometimes you will plan out school activities such as school festivals, and other times you will try to find solutions to problems that students are having.
- B Wow! It sounds like a lot of work.
- T Perhaps, but don't you think it will be rewarding as well? You will be a part of making important

decisions for other students. I'm sure you'll find it quite exciting.

## Start Up

p.108~109

- B Jessica, I've noticed that you have no energy to do anything in P.E. class. Don't you like playing any sports or doing any exercises?
- G No, not really.
- B You know exercising is very important to make your body stronger. It gets your heart pumping well and builds up your muscles. You can also keep good mental and physical well-being. Once you start exercising, you'll enjoy it.
- G Enjoy getting all hot and sweaty?
- B Oh, come on. Think of how you feel after exercise. I mean, after you take a shower and wash away all the sweat. Don't you feel more relaxed and refreshed?
- G Umm... Let's see. I guess I do feel better sometimes.
- B That's because when you exercise, your brain releases a chemical called endorphin. It is the body's natural pain reliever, which can make you feel happy.
- G Sounds interesting.
- B It does. Find an exercise you'd like to try - aerobics, in-line skating, whatever. The important thing is to get into the habit of exercising. Make a schedule and stick to it. I'm sure you'll enjoy exercising soon.
- G Maybe that is the hardest thing.
- B Yeah, right. Umm... but have you ever grown to love healthy food that you didn't like at first? You probably didn't enjoy eating it the first couple of times. But then you get used to it and it starts to taste good. It's the same with exercising.

1. ⚡ G *Enjoy getting all hot and sweaty?*

**Answer** | 1. B 2. D

## Note-taking

**Topic** Why exercise is important

**Details** 1) make the body stronger

- good for your heart and muscles
- keep good mental and physical well-being

2) feel relaxed and refreshed

∴ release endorphin: make you feel happy

## Build Up

p.110~111

Today, let's take a closer look at Pop art. Pop art was one of the major visual art movements of the 20th century. It started in Britain in the 1950s and spread to America in the 1960s. Earlier Abstract expressionists drew in a highly personal manner. But, in Pop art, themes were drawn objectively. Everyday objects such as comic strips, soda bottles and road signs were used as subject matter. The art style was similar to that used in media, advertising and other types of commercial art. Pop artists attempted to create art that everyone could understand. They wanted to blend art and life and make art more meaningful in our daily lives.

One of the most well-known Pop artists is Andy Warhol. His painting of a big can of Campbell's tomato soup and multi-color print paintings of celebrities probably ring a bell. Andy Warhol worked as a commercial illustrator in New York City for about ten years. In the 1960s, he began painting famous American products and celebrities. He became

famous when, in 1962, he exhibited various paintings of mass-produced goods such as Campbell's soup cans and Coca-Cola bottles. In 1963, he began using photographic silk-screen prints to make portraits of the same image in various colors. His multi-color, multi-image portrait of the beautiful actress Marilyn Monroe is a famous image of his time. Through his silk-screen technique, Andy Warhol was able to mass-produce his own art. It became his trademark way of portraying and also criticizing modern mass consumer culture.

1. ⚡ **T** *His painting of a big can of Campbell's tomato soup and multi-color print paintings of celebrities probably ring a bell.*

**Answer** | 1. A    2. D

## Power Up

p.112~113

- T** That was very good, Rachel. I think you're ready to play on stage.
- G** Thanks, Mr. Jones. I just hope I don't mess up.
- T** What do you mean?
- G** It's just that I have gotten stage fright and ended up performing badly. Whenever I am on stage, my hands get all sweaty and my stomach feels queasy. My heart starts racing and I feel like I can't breathe. I think to myself, "Oh, here we go again." It's really frustrating because I feel like I could do well if only I didn't get so nervous.
- T** Stage fright is quite natural. The stress of performing on stage makes our bodies feel danger. And this produces adrenaline in our bodies, which speeds up our body movements and makes our senses more alert. It can make us panic and want to run away. But if you can learn to slow down and focus on this energy, it can actually help you perform better.

**G** Really? How?

**T** Well, you have to remember to breathe deeply. Taking deep breaths will help calm your nerves. And you have to think positively. You have to tell yourself, "I can do this. I'm well-prepared and ready. It doesn't matter if I make a few mistakes. The important thing is to do the best that I can."

**G** Thanks for your advice. But that's really easier said than done.

**T** I understand. Like your music, getting control of your fear takes practice, too. Here's what I want you to do. From now on, don't practice just your music. Do dry runs on your own. That means practicing everything from waiting backstage to walking on stage and performing your music. You have to concentrate and imagine that you are really performing. If you do this correctly, you are bound to get similar feelings of stage fright. Practice responding to them the way that I taught you. Let me know how it goes.

**G** That sounds like a good idea. I will try that. Thanks.

2. ⚡ **G** *Whenever I am on stage, my hands get all sweaty and my stomach feels queasy. My heart starts racing and I feel like I can't breathe. I think to myself, "Oh, here we go again." It's really frustrating because I feel like I could do well if only I didn't get so nervous.*

⚡ **G** "Oh, here we go again."

3. ⚡ **G** *Thanks for your advice. But that's really easier said than done.*

**Answer** | 1. D    2. D    3. B    4. A




Virginia Woolf is considered an important figure in 20th century literature. To begin today's lecture on Virginia Woolf, let's take a brief look at her personal history. Born in 1882, she was educated at home by her father Sir Leslie Stephen – a famous literary critic. In 1912, she married a writer and critic of economics, Leonard Woolf. Together in 1917, they set up Hogarth Press, which published many famous literary works. Unfortunately, Virginia Woolf suffered from mental illness her entire life. On March 28th, 1941, she drowned herself in a river near her home.

As a novelist, Virginia Woolf contributed to a change in the form of the novel. And as an essayist, she strongly expressed feministic views. Now, go over the three of her most famous works: *Mrs. Dalloway*, *To the Lighthouse*, and *A Room of One's Own*.

*Mrs. Dalloway*, a 1925 novel, details a day in the life of Clarissa Dalloway in a post-World War I England. Woolf uses the "stream of consciousness" technique where the plot is focused on expressing the thoughts and feelings of the characters. The plot goes back and forth in time and moves from the mind of one character to another. In this way, Woolf allows us to draw a complete image of Clarissa's life and the social structure of that period. Like many of Woolf's other novels, some parts are autobiographical. A wounded war hero named Septimus Smith who has mental illness and depression reminds us of Woolf.

*To the Lighthouse* dates from 1927. The novel is separated into three parts: The Window, Time Passes and The Lighthouse. It follows the Ramsey family on their visits to the summer home over a ten-year period. Also using the "stream of consciousness" technique, there is little dialogue and almost no action in the novel.

*A Room of One's Own* is an essay first published in 1929. In this essay, Woolf uses the framework of feminism to emphasize that women are treated differently and have fewer opportunities to become writers. To show her point, Woolf creates a fictional figure named Judith, William Shakespeare's sister. Woolf makes us think: what if Judith has the same talents as William Shakespeare? Would she have been given the same opportunities to write plays? Woolf describes why it would have been nearly impossible for Judith to become a famous playwright. Although times have changed, many women today can probably still identify with what Woolf says in this essay.

4.  T A wounded war hero named Septimus Smith who has mental illness and depression reminds us of Woolf.
5.  T To show her point, Woolf creates a fictional figure named Judith, William Shakespeare's sister. Woolf makes us think: What if Judith has the same talents as William Shakespeare? Would she have been given the same opportunities to write plays?  
 T Would she have been given the same opportunities to write plays?

Answer | 1. B 2. D 3. A 4. A 5. C

## Follow Up

p.116~117

- ① is considered an important figure in 20th century literature
- ② let's take a brief look at her personal history
- ③ Unfortunately, Virginia Woolf suffered from mental illness her entire life.
- ④ As a novelist, Virginia Woolf contributed to a change in the form of the novel.
- ⑤ And as an essayist, she strongly expressed feministic views.
- ⑥ the plot is focused on expressing the thoughts and feelings of the characters
- ⑦ The plot goes back and forth in time and moves from the mind of one character to another.
- ⑧ Like many of Woolf's other novels, some parts are autobiographical.
- ⑨ who has mental illness and depression reminds us of Woolf
- ⑩ The novel is separated into three parts
- ⑪ It follows the Ramsey family on their visits to the summer home over a ten-year period.
- ⑫ women are treated differently and have fewer opportunities to become writers
- ⑬ what if Judith has the same talents as William Shakespeare?
- ⑭ Woolf describes why it would have been nearly impossible for Judith to become a famous playwright.

## Word Review

p.119

Match the definition with the correct word.

1. b      2. e      3. c      4. a      5. d

Choose the expression that is closest in meaning to the underlined word.

1. b                      2. b                      3. a

Choose the correct word to complete the sentence.

1. contribute                      2. objectively  
3. consciousness

## Speak Out

p.120

### Model Answer

1. The setting is a day in the life of Clarissa Dalloway in a post-World War I England.
2. It is a kind of writing style that is focused on expressing the thoughts and feelings of the characters.
3. She wanted to emphasize that women are treated differently and have fewer opportunities to become writers.



# Progress Test 3

## Questions 1~6

p.122~123

I want everyone to take a look at the projection screen. On the left is the constellation Orion, containing a figure of a hunter. On the right is the constellation Scorpius, shaped like a scorpion. You've probably seen photos like these before. But today let's take a closer look at what constellations really are.

A constellation is a group of stars, which seem to form a pattern from Earth. Every star and space in the sky is divided into constellations. However, these constellations are not real. It means the stars in a constellation do not have any physical relationship to one another. In fact, different cultures have had different constellations. For example, the International Astronomical Union or IAU divides the sky into 88 official constellations, whereas the Chinese divide the sky into 28 constellations according to ancient Chinese astronomy. But real or not, dividing the sky into constellations has been a useful way to remember the location of stars and a helpful guide to find our way here on Earth.

Many constellations are based upon ancient Greek traditions. Orion and Scorpius are such cases. In Greek mythology, the Greek god Apollo was jealous of the mighty hunter Orion, so he sent a powerful scorpion to kill Orion. The constellations Orion and Scorpius are located on opposite ends of the sky, and they do not appear together. Orion can be seen from early winter to spring, and Scorpius can be seen during the summer months to early fall. Some legends say that the gods imposed this separation so that the two will continue to chase each other forever.

If you live in the city, it's not easy to see the constellations. So, some of you may think "Is it worth spending my time trying to find something that doesn't really exist?" All I can say is, don't knock it till you've tried it. Once you actually search and see familiar figures shining in the night sky, you won't forget it. Take a trip to the countryside. It would be best to go when Orion is visible because it is the largest constellation in the sky, and the easiest to find. To find Orion, look for three stars that are spaced out evenly. These are the stars that make up the famous Orion's belt. If you find this star pattern, the rest of the constellation will spread out right before your eyes.

6. T *All I can say is, don't knock it till you've tried it. Once you actually search and see familiar figures shining in the night sky, you won't forget it.*
- T *All I can say is, don't knock it till you've tried it.*

**Answer** | 1. A 2. C 3. C 4. D 5. D 6. A

## Questions 7~11

p.124~125

- G Mr. Williams, why do some dark chocolate bars have numbers on the outside wrapper?
- T Numbers? What do you mean?
- G Percentage numbers like 53%, 67%, 72%...
- T Oh, that is the amount of cocoa that the chocolate bar contains. Cocoa is the main ingredient of chocolate. Let me say a bit about how chocolate is made. First, cocoa beans are


grown and harvested. Then they are left to ferment for about seven days, which brings out the chocolate flavor. The beans are dried, roasted and ground. The grinding process produces a smooth liquid form of chocolate called cocoa liquor and cocoa butter. Dark chocolate is made of cocoa liquor, cocoa butter, sugar and vanilla. So, a 53% dark chocolate bar contains 53% cocoa liquor and cocoa butter.

**G** Oh, I see. Then, what difference does the amount of cocoa make?


**T** Well, for one thing, the taste is different. Pure cocoa is quite bitter. The higher the percentage, the bitterer the chocolate will be. And... if you eat a small amount of chocolate containing a high percentage of pure cocoa, it may improve your health. It's been known that chocolate helps release serotonin, a chemical that produces feelings of pleasure. Also, recent studies show that pure cocoa contains high levels of flavonoids. Flavonoids are antioxidants – chemicals that help protect our cells from reacting to oxygen and growing weak. Dark chocolate contains up to four times the amount of flavonoids found in green tea. Researchers say that dark chocolate may improve our digestion, blood flow, heart condition and immune system.

**G** This is great. Why didn't anyone tell me this sooner?

**T** Now, don't get the wrong idea. Eating dark chocolate looks like an attractive and delicious way to promote your health. What I want to say is, however, that eating a lot of it will make you overweight and do more harm than good. If you're really concerned about your health, there are plenty of genuinely healthy foods full of flavonoids such as tea, berries, peanuts, fruits and leafy vegetables.

10.  **T** *Also, recent studies show that pure cocoa contains high levels of flavonoids. Flavonoids are antioxidants—chemicals that help protect our cells from reacting to oxygen and growing weak. Dark chocolate contains up to four times the amount of flavonoids found in green tea. Researchers say that dark chocolate may improve our digestion, blood flow, heart condition and immune system.*

**G** *This is great. Why didn't anyone tell me this sooner?*

 **G** *This is great. Why didn't anyone tell me this sooner?*

**Answer** | 7. C 8. A 9. B, D 10. B 11. B



# Actual Test

## Questions 1~6

p.128~129

Today's talk is on bird migration. During the winter, food and water become scarce and there is little plant cover to protect the birds. The way most birds survive the cold is through migration. Most birds that live in high arctic regions such as northern Alaska, northern Canada and Greenland are migratory. They stay in these regions during the summer, and fly south to warmer climates in the winter. Well, now take a look at several different examples of migration.

First, types of migration can be distinguished according to their distance. In some cases, migration occurs over a long distance. Some birds living in the arctic northern hemisphere fly all the way to the tropics or southern hemisphere. In other cases, migration occurs over a relatively short distance. For instance, a Wallcreeper – a small colorful bird that lives in the mountain ranges of Eurasia – merely moves to lower levels of the mountains in winter.

Second, migration patterns depend on the nature of the staple food. Let's see the Crossbill and the Flycatcher. A Crossbill is a finch that eats seeds out of conifer cones. So, a Crossbill's migration depends on the amount of seeds of conifer cones. If there are enough seeds left for a Crossbill to eat during the winter, it will not migrate. On the other hand, a Flycatcher, a large American bird that eats insects, must migrate each year because its food supply will always disappear in the winter.

It is an interesting case that the same type of bird can be migratory or nonmigratory depending on what climate it lives in. A blackbird – a European songbird with black or brown feathers and a bright yellow beak

– is a good example of this. A blackbird that lives in Scandinavia, which has long and usually very cold winters, is migratory. However, a blackbird that lives in southern Europe, where the climate is mild in the winter, does not migrate.

One last thing I'd like to mention is that not all birds migrate. A few species hibernate during the winter. For example, the Common Poorwill – grayish-brown birds with large eyes, living in California and New Mexico – is known to hibernate for weeks or months hidden among the rocks. Its body temperature drops and its breathing becomes slower to use up less energy.

**Answer** | 1. A 2. D 3. B 4. D 5. C 6. C

## Questions 7~12

p.130~131

**G** Mr. Phillips, I was looking around a music store yesterday and I saw a strange-looking instrument. It looked like a set of glass bowls from the smallest to the largest strung together on a rack. The owner said it was a glass harmonica and he played me a short tune. Its sound really got to me – beautiful and a bit mystical. Could you tell me more about glass harmonicas?

**T** Well, a glass harmonica is a musical instrument that uses a series of bowls made of glass or crystal. Tones are made by rubbing a wet finger along the rims, which causes the bowls to vibrate. There is a simple way to see how glass harmonicas work. You can easily do this in your home. Take a few crystal wine glasses and pour a

little water in each glass. Clean your finger thoroughly and moisten it with water. Move your finger smoothly around the entire rim of a glass. Pay attention to the pitch of the sound. After that, add some water to the glasses and repeat the process. You will probably notice that the pitch is lower. This is because the water in the glass causes the vibration frequency to decrease. The same thing happens if you increase the size of the wine glass.

**G** That's why the bowls are different sizes!

**T** Exactly. In the mid-1700s, playing music with a set of water-filled wine glasses was a popular form of entertainment. These were called "singing glasses." Benjamin Franklin heard the musical tones from the glasses and became fascinated by them.

**G** Benjamin Franklin who invented the lightning rod?

**T** Yes, the same person. He was known to play several instruments and compose his own music. Being a great inventor, he soon found a way to make the singing glasses into a musical instrument. In 1761, he created the first glass harmonica or what he called the "armonica" after the Italian word for "harmony." 37 glass bowls were placed horizontally on an iron spindle. The whole spindle was turned quickly by a foot treadle. This meant that the glasses kept rotating while the musician's fingers stayed steady. The armonica allowed the musician to play up to ten glasses at the same time – something that would have been impossible with singing glasses.

**G** This is all so interesting. I'm going to go home and try that test you told me about.

**T** Sounds like a great idea.

10. **T** *After that add some water to the glasses and repeat the process. You will probably notice that the pitch is lower. This is*

*because the water in the glass causes the vibration frequency to decrease. The same thing happens if you increase the size of the wine glass.*

**G** That's why the bowls are different sizes.

**T** *That's why the bowls are different sizes.*

**Answer | 7. D 8. B 9. C 10. B**

11.

	Singing glasses	Armonica
The musician's fingers move around the glass rims.	✓	
The glasses keep turning on a spindle.		✓
The musician uses his or her foot to play.		✓
Only a few glasses can be played at a time.	✓	

12. **A**

## Questions 13~17

p.132~133

Today, I'd like to talk to you about a new technology called Bluetooth. Those of you who are familiar with this word are probably thinking of cell phones and wireless headsets. You are quite correct, for that is one of the earliest and most popular applications of this technology.

Most modern homes are crowded with cables connecting different electronic devices. Take a look around your computer, for instance. Your monitor, keyboard, mouse, printer and speakers are all connected by cables. Now I'm sure most of you will agree that these cables are a big nuisance. Bluetooth chips were developed to solve this problem. A Bluetooth chip is a small radio chip that can be plugged into cell phones, computers and other devices. Using a special frequency, two or more devices with Bluetooth chips can send and receive

information normally carried by a cable. What does this mean? It means no more lines running here and there. Many wireless connections are now possible. You can use a wireless headset to answer a cell phone in your bag or pocket. And there are now wireless mouse products for your computer.

Bluetooth was first developed by Ericsson, the famous Swedish telecommunications company. You may be wondering about the name Bluetooth. I found it a bit odd at first. Perhaps the chip is blue and shaped like a tooth? Bluetooth is named after Harald Bluetooth, a king who united and ruled over Denmark and Norway in the 10th century. As King Bluetooth united two fighting nations, Bluetooth technology unites different devices.

It's easy to predict that we will see the wide use of Bluetooth technology in the near future. Since Bluetooth chips are small, cheap to manufacture and run on low power, they could be placed in almost any device. As long as they stay in range, they maintain a fairly strong connection. Currently, Bluetooth chips are divided into three classes each with a range of 100 meters, 10 meters and 1 meter. Already, Bluetooth chips are being used for wireless networking among PCs. They are being placed in freight containers so that cargos can easily be identified when they reach the storage area. And who knows? Maybe soon a Bluetooth chip in your refrigerator may alert your computer what food needs to be bought, and your computer may instantly put in an order through the Internet. The possibilities are limitless.

17. *Ⓝ T I found it a bit odd at first. Perhaps the chip is blue and shaped like a tooth? Bluetooth is named after Harald Bluetooth, a king who united and ruled over Denmark and Norway in the 10th century.*

*Ⓝ T Perhaps the chip is blue and shaped like a tooth?*

**Answer | 13. C 14. B 15. A 16. C 17. B**

## Questions 18~22

p.134~135

- B** Hey, Gina. Where are you going?
- G** To the library. My social studies group is meeting there in fifteen minutes.
- B** For the assignment on terrorism?
- G** Yes.
- B** How's it coming along?
- G** Pretty good. We've finished all the basic research and we're now working on visual aids – photos, charts, graphs... I usually don't like working as a group, but this time is different. Everyone is being cooperative and pulling their weight. No free riders.
- B** Free riders?
- G** You know what I mean. Usually in group work, there is always someone who acts irresponsible – someone who tries to get by without doing any work while getting the same group grade as everyone else.
- B** It's funny you should say that.
- G** You've got one in your group?
- B** You know Kevin? He is always late for group meetings. Not to mention the fact that most of the time, he hasn't properly done his part of the work. Everyone's been doing extra research to cover for him because no one wants to mess up the presentation and get a bad grade. You know this grade is very important not to fail the course.
- G** That's what happens with free riders! I think he knows this, too. You should tell him to pull his weight.

- B** Actually, I did. Since I'm the group leader, everyone was coming to me to complain about him. What a guy he is, huh?
- G** Why? What happened?
- B** He had an excuse for every single time that he was late, and for every single time that he hadn't done his work properly! I got so fed up listening to him. I think I'd rather just do his work than try to talk to him again.
- G** That's really not fair.
- B** Well, I don't know what else to do. It's not like I can go to the teacher and saying so-and-so is slacking off. I really don't want to be that person.
- G** Yeah. I wouldn't, either. But maybe you could go to the teacher and make a general suggestion.
- B** What do you mean?

- G** Just tell her your problem, but don't mention any names. Suggest that we could have a class discussion about it. I'm sure some of the other groups are having the same problem. If you're uncomfortable about going alone, I'll go with you.
- B** Okay. Thanks.

21. **B** *Since I'm the group leader, everyone was coming to me to complain about him. What a guy he is, huh?*
- B** *What a guy he is, huh?*

**Answer |** 18. **D** 19. **B** 20. **C** 21. **D** 22. **C**



# Dictation

## Progress Test 1

p.138~139

B Hi! Are you Ms. Johns, ① a teaching assistant in French class?

W Yes, right. ② How can I help you?

B I'm new, ③ so I have some questions about the language lab. I was told that I have to come to the language lab twice a week for French class. ④ When am I supposed to use the lab?

W The lab is open 5 days a week, Mondays to Fridays, from 9 in the morning to 5 in the afternoon. ⑤ You're free to drop in anytime.

B Got it. Then what do I do to use it?

W Well, first of all, you go to the front counter and ask whoever is working there for a set of headphones. ⑥ To do that, you'll need to show your student card.

B Can't I use my own headphones?

W I'm sorry, but you can't. ⑦ The headphones have a special jack that is different from normal headphones.

B Okay. So once I get the headphones, and then?

W ⑧ After you pick up your headphones, go to an empty booth. If you turn on the computer, it will ask you to enter the 4 digit code. Then you have to enter your ID number and ⑨ the computer will automatically find the program for you.

B OK. That sounds easy enough.

W It'll take a few seconds for the program to load. Once it's ready, you'll hear a long beep through your headphones. ⑩ This means that the microphone is set up and everything is ready to go.

B What kind of activities will I have to do?

W Well, there are programs that ⑪ ask you to listen and repeat certain words and sentences to improve your pronunciation and speaking skills. Also, there will be sections devoted to listening comprehension. ⑫ You'll have a chance to listen to each passage twice and at the end, you'll be asked to answer short questions.

B Is there anything I need to do to prepare?

W Just attend regular French lectures. ⑬ The language lab material is based on the classes.

B One final thing, I was wondering, will I receive a grade for participating in the language lab course?

W Well, it will be monitored by your teacher and ⑭ she'll assign you a grade based on your participation and effort.

B Okay, thank you for the advice.

The Great Depression was a severe economic slump that began in the U.S. and eventually affected the rest of the world from 1929 to 1939. ① During a decade, increased unemployment, low demand for goods and services, and decreased international trade caused economic slow down.

The start of the Great Depression can be traced to the stock market crash on what would later be called Black Tuesday, October 29th, 1929. ② By 1933, more than half of all United States banks declared bankruptcy. In this uncertain climate, people were afraid to spend their money. ③ This created a reduction in the demand for products, which directly affected companies and factories. Many companies also went bankrupt and that forced people to lose their jobs. At this point, the unemployment rate in the country was between 25 to 30%.

④ The Great Depression spread to many other foreign nations as well. ⑤ Germany was especially hit hard by the Great Depression. Because of World War I, Germany was paying reparations to other nations and when loans from the United States stopped coming, Germany became completely insolvent. ⑥ Other countries wanted to protect their own economies from the effects of the Great Depression, so they limited the number of imports by raising tariffs. With reduced trade, companies suffered along with local economies.

In 1932, Franklin D. Roosevelt, who was elected President in the U.S., ⑦ implemented many policies under a program called the New Deal with a goal of

increasing consumer demand and decreasing unemployment. Even though his deal was quite successful, it couldn't solve all problems. ⑧ The economy was still in bad shape and unemployment was still high.

In 1939 when World War II broke out, Roosevelt pushed the U.S. to participate in the war because he knew it would provide boost to the U.S. economy. ⑨ As he expected, there was great demand for weapons, so factories needed more workers. This helped solve the unemployment problem. ⑩ During the war, the United States' economy was fully recovered. Other countries involved in the war also found their economy improved as well.

The Titanic was intended as a transatlantic passenger liner for a company called White Star Line. ① It was planned that the Titanic would run across the Atlantic on weekly express trips. White Star Line wanted to dominate this route, taking business away from its competitor, Cunard Line. At the time, Cunard enjoyed success with their two ships, the Lusitania and Mauritania which were the fastest in the world. White Star knew that ② it would be very difficult to create faster ships to compete against Cunard. ③ So they decided to focus on luxury and comfort with their ship instead.

Construction of the Titanic began on March 31st, 1909. It was built in a shipyard in Belfast, Ireland, and designed by William Pirrie, Thomas Andrews and Alexander Carlisle. The Titanic was 269 meters long and weighed 46,328 tons. ④ When afloat, the height from the deck to the surface of the water was 18 meters. At full capacity, the Titanic was designed to carry a total of 3,547 passengers and crew members. ⑤ It was definitely the largest passenger ship. Also, the Titanic had many luxurious features such as a gym, a swimming pool, libraries, and even a squash court. So, on its maiden voyage, ⑥ it attracted many rich and powerful people who were thrilled by the size and luxury of the ship.

On April 10th, 1912, the Titanic set sail for New York from Southampton, England. 2,227 people boarded it on that fateful day. ⑦ As the ship was crossing the Atlantic on April 14th, it struck an iceberg about 400 miles off the coast of Newfoundland, Canada, which caused the Titanic to sink. ⑧ Despite sailing in a

dangerous area where icebergs were common, the Titanic was going too fast. Eventually it hit a huge iceberg and sank. ⑨ Another problem with the Titanic was the rudder, the device used to steer the ship. For a ship of such a large size, the rudder was relatively small. ⑩ This meant that turning in an emergency situation was impossible.

The Titanic's lack of lifeboats made the disaster worse. ⑪ There were only 20 lifeboats on the Titanic. It was not enough for everybody on board the ship. In addition, some people even refused to board a lifeboat ⑫ because they believed strongly the Titanic wouldn't actually sink. In the end, ⑬ the Titanic went down and most of the Titanic's passengers died.

## Progress Test 2

p.144~145

T How did you do on your exam?

G I'm not sure. ① It was quite difficult for me.

T Didn't you study hard for it?

G I sure did. ② I stayed up all last night reviewing my notes and solving exercises.

T That may have been your problem. ③ It isn't a good idea to stay up all night to study for a test. Instead of cramming all at once for a test, you should review little by little every day. ④ Review when the information is still fresh in your mind.

G I think I know what you mean. When I took the test, ⑤ I felt confused about certain formulas that I'd solved the night before. I found myself running out of time just trying to remember them. ⑥ So, I didn't have a chance to double-check all my answers.

T That's too bad. ⑦ It's important to double-check your answers, especially on a math test. You know it's so easy to make a simple mistake and lose a lot of points. ⑧ Try to manage your time effectively when you're taking an exam.

G OK, I see.

T Then how about questions? Are they easy?

G ⑨ Well, I was confident about the function part. But the other parts were all difficult. Especially, the last question was too hard. ⑩ I'm not sure I answered that question correctly. I solved the question with a trigonometric ratio – sine, cosine and tangent. Do you think I got it right?

T Oops, that question can be solved using the Pythagorean Theorem.

G Oh really? ⑪ I was totally on the wrong track with that one.

T Well, don't worry too much about the exam now. I mean, ⑫ it's over and there's nothing you can do about it now.

G I guess you're right.

T It's only the midterm exam. ⑬ You still have several unit tests as well as the final exam to improve your mark. In addition, make sure your attendance is good. Remember, attendance counts for 10% of your final grade. ⑭ And don't forget to study regularly. You'll have several surprise quizzes in class. If you study your material every day, ⑮ quizzes are a great way to improve your grade.

I want everyone to take a look at the projection screen. ① On the left is the constellation Orion, containing a figure of a hunter. On the right is the constellation Scorpius, shaped like a scorpion. You've probably seen photos like these before. But today ② let's take a closer look at what constellations really are.

③ A constellation is a group of stars, which seem to form a pattern from Earth. Every star and space in the sky is divided into constellations. ④ However, these constellations are not real. It means the stars in a constellation do not have any physical relationship to one another. ⑤ In fact, different cultures have had different constellations. For example, the International Astronomical Union or IAU divides the sky into 88 official constellations, whereas the Chinese divide the sky into 28 constellations according to ancient Chinese astronomy. But real or not, ⑥ dividing the sky into constellations has been a useful way to remember the location of stars and a helpful guide to find our way here on Earth.

⑦ Many constellations are based upon ancient Greek traditions. Orion and Scorpius are such cases. In Greek mythology, the Greek god Apollo was jealous of the mighty hunter Orion, so he sent a powerful scorpion to kill Orion. ⑧ The constellations Orion and Scorpius are located on opposite ends of the sky, and they do not appear together. Orion can be seen from early winter to spring, and Scorpius can be seen during the summer months to early fall. Some legends say that ⑨ the gods imposed this separation so that the two will continue to chase each other forever.

If you live in the city, it's not easy to see the constellations. So, some of you may think ⑩ "Is it worth spending my time trying to find something that doesn't really exist?" All I can say is, ⑪ don't knock it till you've tried it. Once you actually search and see familiar figures shining in the night sky, you won't forget it. Take a trip to the countryside. It would be best to go when Orion is visible ⑫ because it is the largest constellation in the sky, and the easiest to find. To find Orion, look for three stars that are spaced out evenly. ⑬ These are the stars that make up the famous Orion's belt. If you find this star pattern, ⑭ the rest of the constellation will spread out right before your eyes.

G Mr. Williams, ① why do some dark chocolate bars have numbers on the outside wrapper?

T Numbers? What do you mean?

G Percentage numbers like 53%, 67%, 72%...

T ② Oh, that is the amount of cocoa that the chocolate bar contains. Cocoa is the main ingredient of chocolate. Let me say a bit about how chocolate is made. ③ First, cocoa beans are grown and harvested. Then they are left to ferment for about seven days, which brings out the chocolate flavor. ④ The beans are dried, roasted and ground. The grinding process produces a smooth liquid form of chocolate called cocoa liquor and cocoa butter. Dark chocolate is made of cocoa liquor, cocoa butter, sugar and vanilla. ⑤ So, a 53% dark chocolate bar contains 53% cocoa liquor and cocoa butter.

G Oh, I see. Then, what difference does the amount of cocoa make?

T Well, for one thing, the taste is different. ⑥ Pure cocoa is quite bitter. ⑦ The higher the percentage, the bitterer the chocolate will be. And... if you eat a small amount of chocolate containing a high percentage of pure cocoa, ⑧ it may improve your health. It's been known that chocolate helps release serotonin, ⑨ a chemical that produces feelings of pleasure. Also, recent studies show that pure cocoa contains high levels of flavonoids. Flavonoids are antioxidants – ⑩ chemicals that help protect our cells from reacting to oxygen and growing weak. Dark chocolate contains up to four times the amount of flavonoids found in green tea. ⑪ Researchers say that dark chocolate may

improve our digestion, blood flow, heart condition and immune system.

G This is great. ⑫ Why didn't anyone tell me this sooner?

T Now, don't get the wrong idea. ⑬ Eating dark chocolate looks like an attractive and delicious way to promote your health. What I want to say is, however, that ⑭ eating a lot of it will make you overweight and do more harm than good. If you're really concerned about your health, ⑮ there are plenty of genuinely healthy foods full of flavonoids such as tea, berries, peanuts, fruits and leafy vegetables.

Today's talk is on bird migration. During the winter, ① food and water become scarce and there is little plant cover to protect the birds. ② The way most birds survive the cold is through migration. Most birds that live in high arctic regions such as northern Alaska, northern Canada and Greenland are migratory. ③ They stay in these regions during the summer, and fly south to warmer climates in the winter. Well, now take a look at several different examples of migration.

④ First, types of migration can be distinguished according to their distance. In some cases, migration occurs over a long distance. Some birds living in the arctic northern hemisphere fly all the way to the tropics or southern hemisphere. In other cases, ⑤ migration occurs over a relatively short distance. For instance, a Wallcreeper – a small colorful bird that lives in the mountain ranges of Eurasia – ⑥ merely moves to lower levels of the mountains in winter.

⑦ Second, migration patterns depend on the nature of the staple food. Let's see the Crossbill and the Flycatcher. A Crossbill is a finch that eats seeds out of conifer cones. ⑧ So, a Crossbill's migration depends on the amount of seeds of conifer cones. If there are enough seeds left for a Crossbill to eat during the winter, it will not migrate. On the other hand, a Flycatcher, a large American bird that eats insects, ⑨ must migrate each year because its food supply will always disappear in the winter.

It is an interesting case that ⑩ the same type of bird can be migratory or nonmigratory depending on what

climate it lives in. A blackbird – a European songbird with black or brown feathers and a bright yellow beak – is a good example of this. A blackbird that lives in Scandinavia, ⑪ which has long and usually very cold winters, is migratory. However, a blackbird that lives in southern Europe, ⑫ where the climate is mild in the winter, does not migrate.

One last thing I'd like to mention is that not all birds migrate. ⑬ A few species hibernate during the winter. For example, the Common Poorwill – grayish-brown birds with large eyes, living in California and New Mexico – is known to hibernate for weeks or months hidden among the rocks. ⑭ Its body temperature drops and its breathing becomes slower to use up less energy.

G Mr. Phillips, I was looking around a music store yesterday and I saw a strange-looking instrument.

① It looked like a set of glass bowls from the smallest to the largest strung together on a rack.

The owner said it was a glass harmonica and he played me a short tune. ② Its sound really got to me – beautiful and a bit mystical. Could you tell me more about glass harmonicas?

T Well, a glass harmonica is a musical instrument that uses a series of bowls made of glass or crystal. ③ Tones are made by rubbing a wet finger along the rims, which causes the bowls to vibrate. There is a simple way to see how glass harmonicas work. You can easily do this in your home. ④ Take a few crystal wine glasses and pour a little water in each glass. Clean your finger thoroughly and moisten it with water. ⑤ Move your finger smoothly around the entire rim of a glass. Pay attention to the pitch of the sound. After that, add some water to the glasses and repeat the process. ⑥ You will probably notice that the pitch is lower. This is because the water in the glass causes the vibration frequency to decrease. ⑦ The same thing happens if you increase the size of the wine glass.

G That's why the bowls are different sizes!

T Exactly. In the mid-1700s, ⑧ playing music with a set of water-filled wine glasses was a popular form of entertainment. These were called "singing glasses." Benjamin Franklin heard the musical tones from the glasses and became fascinated by them.

G ⑨ Benjamin Franklin who invented the lightning rod?

T Yes, the same person. He was known to play several instruments and compose his own music.

⑩ Being a great inventor, he soon found a way to make the singing glasses into a musical instrument. In 1761, he created the first glass

harmonica or what he called the "armonica" after the Italian word for "harmony." ⑪ 37 glass bowls were placed horizontally on an iron spindle. The whole spindle was turned quickly by a foot treadle.

⑫ This meant that the glasses kept rotating while the musician's fingers stayed steady. The armonica allowed ⑬ the musician to play up to ten glasses at the same time – something that would have been impossible with singing glasses.

G This is all so interesting. I'm going to go home and ⑭ try that test you told me about.

T Sounds like a great idea.

Today, I'd like to talk to you about a new technology called Bluetooth. ① Those of you who are familiar with this word are probably thinking of cell phones and wireless headsets. You are quite correct, for that is one of the earliest and most popular applications of this technology.

② Most modern homes are crowded with cables connecting different electronic devices. Take a look around your computer, for instance. Your monitor, keyboard, mouse, printer and speakers are all connected by cables. Now I'm sure most of you will agree that these cables are a big nuisance. ③ Bluetooth chips were developed to solve this problem. A Bluetooth chip is a small radio chip that can be plugged into cell phones, computers and other devices. Using a special frequency, ④ two or more devices with Bluetooth chips can send and receive information normally carried by a cable. What does this mean? ⑤ It means no more lines running here and there. Many wireless connections are now possible. ⑥ You can use a wireless headset to answer a cell phone in your bag or pocket. And there are now wireless mouse products for your computer.

Bluetooth was first developed by Ericsson, the famous Swedish telecommunications company. ⑦ You may be wondering about the name Bluetooth. I found it a bit odd at first. ⑧ Perhaps the chip is blue and shaped like a tooth? Bluetooth is named after Harald Bluetooth, a king who united and ruled over Denmark and Norway in the 10th century. ⑨ As King Bluetooth united two fighting nations, Bluetooth technology unites different devices.

It's easy to predict that ⑩ we will see the wide use of Bluetooth technology in the near future. Since Bluetooth chips are small, cheap to manufacture and run on low power, they could be placed in almost any device. ⑪ As long as they stay in range, they maintain a fairly strong connection. Currently, Bluetooth chips are divided into three classes each with a range of 100 meters, 10 meters and 1 meter. ⑫ Already, Bluetooth chips are being used for wireless networking among PCs. They are being placed in freight containers ⑬ so that cargos can easily be identified when they reach the storage area. And who knows? Maybe soon a Bluetooth chip in your refrigerator may alert your computer what food needs to be bought, and your computer may instantly put in an order through the Internet. ⑭ The possibilities are are limitless.

## Actual Test

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B Hey, Gina. Where are you going?

G To the library. ① My social studies group is meeting there in fifteen minutes.

B For the assignment on terrorism?

G Yes.

B How's it coming along?

G Pretty good. We've finished all the basic research and we're now working on visual aids – photos, charts, graphs... ② I usually don't like working as a group, but this time is different. ③ Everyone is being cooperative and pulling their weight. No free riders.

B Free riders?

G You know what I mean. Usually in group work, there is always someone who acts irresponsible – someone ④ who tries to get by without doing any work while getting the same group grade as everyone else.

B It's funny you should say that.

G ⑤ You've got one in your group?

B You know Kevin? He is always late for group meetings. ⑥ Not to mention the fact that most of the time, he hasn't properly done his part of the work. Everyone's been doing extra research to cover for him ⑦ because no one wants to mess up the presentation and get a bad grade. You know this grade is very important not to fail the course.

G ⑧ That's what happens with free riders! I think he knows this, too. You should tell him to pull his weight.

B Actually, I did. ⑨ Since I'm the group leader, everyone was coming to me to complain about him. What a guy he is, huh?

G Why? What happened?

B ⑩ He had an excuse for every single time that he was late, and for every single time that he hadn't done his work properly! I got so fed up listening to him. ⑪ I think I'd rather just do his work than try to talk to him again.

G That's really not fair.

B Well, I don't know what else to do. ⑫ It's not like I can go to the teacher and saying so-and-so is slacking off. I really don't want to be that person.

G Yeah. I wouldn't, either. ⑬ But maybe you could go to the teacher and make a general suggestion.

B What do you mean?

G Just tell her your problem, but don't mention any names. ⑭ Suggest that we could have a class discussion about it. I'm sure some of the other groups are having the same problem. ⑮ If you're uncomfortable about going alone, I'll go with you.

B Okay. Thanks.

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