세계 최초 '토플 시뮬레이션' 웹 환경 제공
"실전과 똑같은 iBT환경에서 훈련한다"

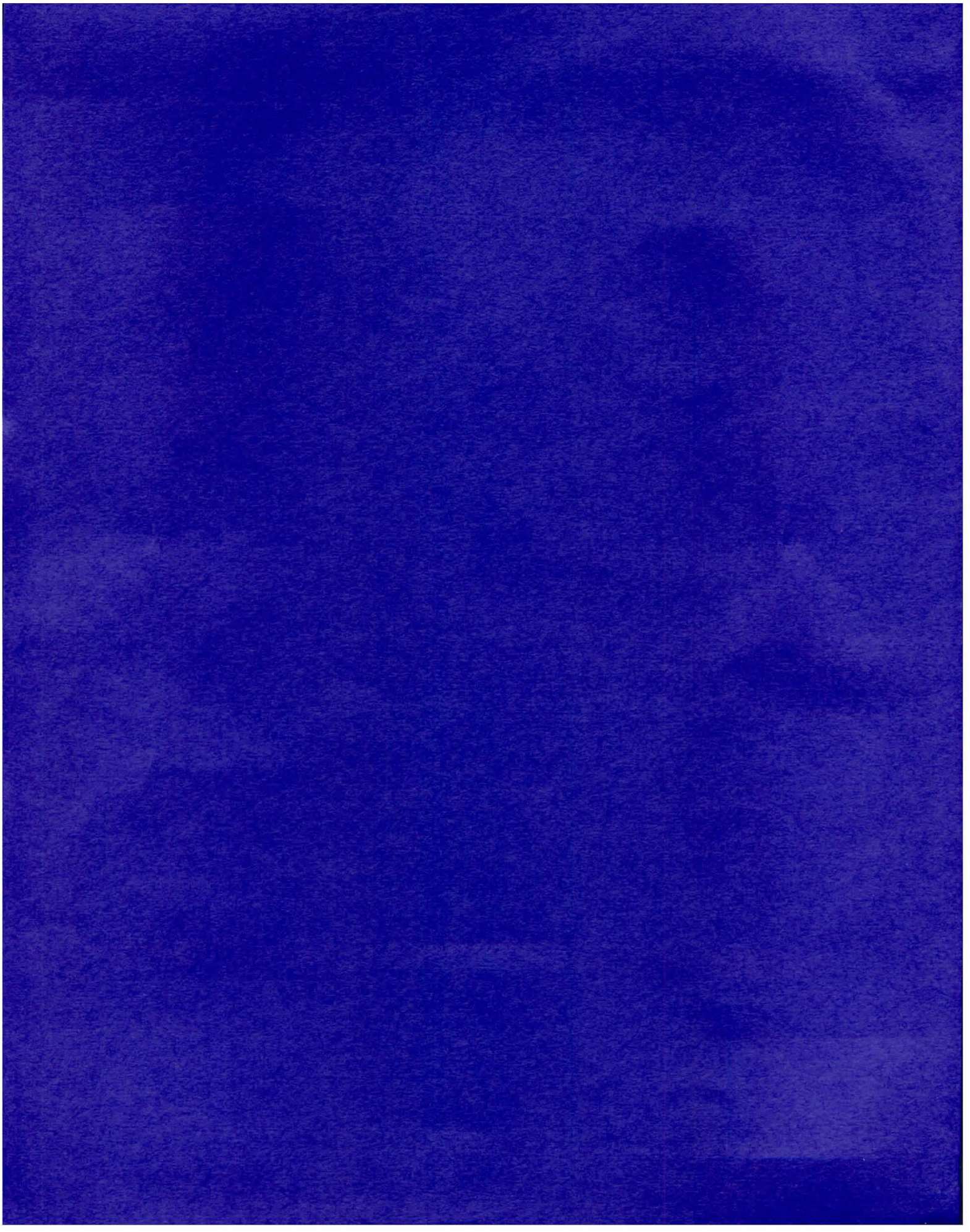
Web TOEFL®

Created by San Francisco Education Consulting

Listening Coach

Korea LanguagePLUS
www.langpl.com

이 책으로 공부하고 웹에서 연습하세요!



Web TOEFL®

Listening Coach

iBT와 똑같은 컴퓨터 환경, iBT와 똑같은 포맷의 문제

Listening 웹 모의시험 10회를 무료로 제공합니다.

웹토플을 구입해 주셔서 감사합니다.
저희 Language Plus에서는 '토플 시뮬레이션 프로그램'을 개발,
iBT와 똑같은 환경에서 볼 수 있는 모의시험을 무료 제공합니다.

http://www.toeflweb.co.kr 들어오셔서, '인증번호'를 입력해 주세요.
이 책의 Listening 문제를 '웹 모의시험' 형태로 연습할 수 있습니다.

* Listening 10회 문제를 각각 한 번씩만 사용할 수 있습니다.
* '인증번호'는 이 책에 붙은 CD 뒤쪽에 인쇄해 넣었습니다.

Certificate of Unbreakable Resolution

나에겐 꿈이 있습니다.

보다 넓은 세상에서 공부하는 꿈
나에게 어울리는 학위를 받는 꿈
그리고 내 앞에 펼쳐지는 무한한 세계에서
하나씩 꿈을 이루어가는 꿈.

내 꿈을 실현해 가는 과정에서
내가 맨처음 이루어야 할 성취는
'토플 성공' 입니다.

그래서 나는 여기 다짐합니다.

이 책과 기타 여러 자료를 공부함에 있어
어떤 험난한 어려움이 닥치더라도
결코 굴하지 않고 내 혼신의 힘을 다해
반드시
목표를 성취하고야 말겠습니다.

200 . . .

결심의 서명 _____

About the Author

Jay Koo has over sixteen years experience in the test preparation industry. He was the managing director of The Princeton Review Korea and a certified master trainer for TOEFL, SAT and GMAT. While with The Princeton Review, both in the U.S. and Korea, he trained hundreds of teachers and helped thousands of students prepare for the TOEFL, SAT, GRE, GMAT and LSAT. He is the director of San Francisco Education Consulting. He currently lives in northern California and works as a test preparation consultant and a developer of educational testing materials and programs.

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기초부터 정직하게 iBT TOEFL의 길을 제시...

ETS는 전반적인 영어능력을 효율적으로 측정하기 위해 읽기, 쓰기, 말하기, 듣기의 포괄적 능력을 평가할 수 있는 새로운 iBT TOEFL을 도입했다. 이것은 이제 단순히 독해나 듣기 위주의 TOEFL 시대가 끝나고, 융합적 영어능력을 가진 수험생만이 고득점을 얻을 수 있다는 것을 의미한다. 특히, TOEFL 고득점과 실질적인 영어능력은 별개라는 식의 공식은 이제 통하지 않게 될 것으로 보인다.

수험생 입장으로서는 우선 새로운 방식의 테스트라는 점에서 이러한 변화에 당혹감을 가질 수 있으며 읽기와 듣기, 말하기와 읽기 등의 융합형 테스트는 많은 혼동을 불러일으킬 소지가 크다. 더욱이, iBT TOEFL 실시와 더불어 시중에 많은 관련 교재들이 쏟아져 나오고 있지만, 수험생들은 과연 어떤 책을 골라야 할지 어렵기만 할 것이다. 통합형, 융합형, 아직까지 말 자체가 낯선데, 나한테 맞는 교재를 선택한다는 것이 어디 쉬운 일이겠는가!

그러나 급할수록 돌아가라는 말이 있듯 수험생들은 새로 도입된 시험 유형인만큼 어떻게 시험 형식이 바뀌었으며, 각각의 유형에서 어떤 점들을 고려해야 하는가를 차근차근 학습해 나가는 방법을 택해야 할 것이다. 이 책은 실제 토플을 제대로 준비할 수 있도록 총 10회분의 실전모의고사와 해설을 수록하고 있다. 이 책의 마지막 장을 끝내는 순간 처음과 비교하여 실력이 많이 향상되었음을 느낄 수 있을 것이다.

하루 아침에 모든 게 해결되는 기적. 언어학습에는 이러한 기적이 통하지 않는다. 그런 면에서 본서는 기초부터 정직하게 iBT TOEFL의 길을 제시할 수 있도록 실제 문제와 거의 같은 수준, 유형의 실전모의고사 10회분과 간결하고 명료한 해설을 제시한다는 점에서 수험생들에게 유용한 교재가 될 것이라 확신한다.

TOEFL이란?

TOEFL(Test of English as a Foreign Language)은 미국, 캐나다를 비롯한 영국, 호주, 뉴질랜드 등 영어권 국가에 유학을 가고자 하는 학생들을 대상으로 180여개국에서 ETS(Education Testing Service)의 주관 하에 실시되는 국제적인 영어 시험이다. 미국 대학의 대부분은 입학허가 조건의 하나로 일정수준 이상의 TOEFL 공식 점수를 요구하고 있는데, 요구 점수는 각 대학과 학과에 따라 다르므로 지원하려는 학교의 해당학과에 확인하는 것이 필요하다.

iBT TOEFL

1_ iBT TOEFL 개발 배경

iBT TOEFL은 영어의 네 가지 분야인 Listening, Reading, Speaking, Writing을 통합하여 평가함으로써, 더욱 분별력 있는 영어 능력에 대한 측정과 의사소통 능력의 종합적 평가를 목표로 하고 있다. 영어권 국가의 대학에 입학하고자 하는 영어가 모국어가 아닌 외국인 학생들의 영어 능력을 평가하는 시험인 만큼, 시험의 내용은 실제 대학에서의 생활과 학업 내용을 대상으로 만든 것이 대부분이다.

2_ 기존 CBT TOEFL과 달라지는 내용

1. iBT TOEFL은 CAT(Computer Adaptive Test) 즉, 앞 문제의 답에 따라 다음 문제의 난이도가 결정되는 형식이 아니다.
2. listening, reading, speaking, writing의 4가지 Section으로 기존의 Structure Section이 없어지고 Speaking Section이 추가된다.
3. 배점이 문제에 따라 다르다(문제 옆에 배점 표시).
4. iBT 방식의 토플은 전세계에서 동일한 시간에 시험이 행해지고 시험 후 모든 문제를 공개한다. 기존 방식인 문제은행식이 아니라 한번 시험에 나온 문제들은 다시 사용하지 않는다.
5. CBT는 300점 만점이지만 iBT는 듣기, 읽기, 말하기, 쓰기가 각각 30점씩 총 120점 만점이다.
6. 시험 시간은 CBT는 3시간 30분이었던데 반해 iBT는 4시간으로 길어진다.
7. Speaking Section에 단독형 문제와 통합형 문제가 있고 Writing Section에 통합형 문제가 추가된다.
8. 읽기와 듣기 지문에 좀 더 전문적인 내용이 출제된다.
9. 새로운 drag & place answers 타입의 문제가 출제된다.

3_ iBT TOEFL의 섹션별 구성 및 특징

① Reading Section

구성	_ 약 700 단어로 구성된 3개의 지문이 나오고 각 지문별로 12~14개의 질문이 주어진다. _ 총 문항 수는 39문항이고 시험시간은 60분이다.
문제유형	_ 4지선다형, 문장 채워 넣기 4지선다형, 복수 답 선다형 _ 요약문을 보여주고 뒷받침할 내용을 보기에서 고르는 문제 _ 각각을 잘 설명하고 있는 내용을 보기에서 골라 표를 완성하는 문제
질문내용	_ 기본 이해력 : vocabulary, 문장 명료화, 사실관계, 부정적 관계 등 _ 제시문 이해력 : 주제, 내용 분류 등 _ 제시문 분석력 : 추론, 목적, 의도 등
CBT와 차이점	_ 지문의 길이가 약 2배 정도로 길어진다. _ 지문의 수준이 높아지고 다양해진다. _ 어휘 보다는 지문 전체에 대한 이해력과 분석력에 대한 질문이 강조된다. _ 지문에 나온 어려운 단어를 클릭하면 설명이 나온다. _ 앞 지문으로 다시 돌아갈 수 없다(단 지문 내에서는 왔다 갔다 할 수 있다).

② Listening Section

구성	_ 4개의 강의와 2개의 긴 대화로 구성된다. _ 강의는 500~800단어로 구성된 강의와 두 사람의 토론으로 구성되며 약 4~6분 정도 길이로 각 강의당 6개의 질문이 주어진다. _ 대화는 대학생활을 주제로 한 두 사람 사이의 대화로 12~25개의 문답으로 구성되며 각 대화 당 5개의 질문이 주어진다. _ 총 문항은 34문항이며, 시험시간은 60분이다.
문제유형	_ 4지선다형 _ 문장 채워 넣기 4지선다형 _ 복수 답 선다형
질문내용	_ 기본 이해력 : 주제, 세부사항 등 _ 제시문 이해력 : 글 쓴 목적, 작가의 태도 등 _ 제시문 분석력 : 글의 구성, 내용 추론 등
CBT와 차이점	_ 기존 CBT에서의 Part A, 즉 짧은 dialogue가 없어진다. _ 강의와 대화의 길이가 길어지고 전문적인 내용의 질문이 나온다. _ 강의와 대화 내용을 이해하고 비교, 분석, 평가할 수 있는 능력을 측정하는 질문이 많아진다. _ 듣는 동안 메모할 수 있다. _ 실제 말하는 것처럼 쉬는 부분, 머뭇거리는 부분, 반복하는 부분이 들어있다.

③ Speaking Section 분석

구성	_ 2개의 단독형 과제와 4개의 통합형 과제가 주어진다. _ 단독형 과제는 질문을 듣고 15초간 준비하여 45초 이내에 답변한다. _ 통합형 과제는 주제와 연관된 제시문을 읽은 후(45초) 제시문에 연관된 두 사람의 토론이나 대화를 듣고 30초간 준비를 하여 60초 이내에 답하는 형식(Reading ⇨ Listening ⇨ Speaking)과 두 사람의 대화를 듣고 20초간 준비를 하여 60초 이내에 답하는 형식(Listening → Speaking)으로 구성된다. _ 총 문항은 6개이고, 답변 시간은 20분이다.
문제유형	_ Reading ⇨ Listening ⇨ Speaking _ Listening ⇨ Speaking
질문내용	_ 개인적 경험, 개인적 선호도 _ 읽기 지문과 듣기 지문의 관계 _ 대화나 강의 내용 요약
CBT와 차이점	_ 새로 추가되는 영역

④ Writing Section 분석

구성	_ 1개의 단독형 과제와 1개의 통합형 과제로 구성된다. _ 단독형 과제는 기존의 Writing 시험과 동일하며 30분 동안에 300단어 정도의 에세이를 쓰는 형식이다. _ 통합형 과제는 제시문을 읽고 제시문과 연관된 강의를 들은 후 20분 동안에 150~225 단어 정도로 제시문의 내용을 요약하고 질문에 따라 강의 내용을 설명하는 형식이다. _ 총 문항은 2개이고 시험시간은 50분이다.
문제유형	_ 기존 Writing문제(300단어 에세이) _ Reading ⇨ Listening ⇨ Writing
질문내용	_ 한 가지 주제에 관한 의견 _ 대화나 강의 내용 요약
CBT와 차이점	_ 통합형 과제 추가

✚ General Test Information

General Test Information

This test measures your ability to use English in an academic context. There are 4 sections.

In the **Reading** section, you will answer question about 3 reading passage.

In the **Listening** section, you will answer about 2 conversation and 4 lectures.

In the **Speaking** section, you will not record your responses. Instead, you will hear actual sample responses to 6 questions. Some of the questions ask the test taker to speak about familiar topics. Other questions ask the test taker to speak about lectures, conversations, and reading passages.

In the **Writing** section, you will answer 2 questions. The first question ask you to write about relationship between a lecture you will hear and a passage you will read. The second question asks you to write and essay about a topic of general interest based on your experience.

There will be directions for each section which explain how to answer the questions in that section.

Click on **Continue** go on.

시험이 시작되면 시험 전체에 대한 설명과 각 영역별 지시문이 한 화면 분량으로 제시된다.

✚ Reading Section

TOEFL Reading

1 The word protest in the passage is closest in meaning to

A. argue
B. object
C. celebrate
D. support

2 What are the armed warships and threat of cannon fire in paragraph 2 taken to indicate?

A. That the colonists were heroes
B. That the governor was a strict ruler
C. That the British were expecting conflict
D. That the tea was very valuable

On December 16, 1773, a group of Boston citizens, disguised as Indians and led by the American patriot Samuel Adams, boarded British ships and dumped their cargo of tea into the Boston Harbor to protest the British tax on tea imported to the colonies. This incident was named the Boston Tea Party.

The tea destroyed was contained in three ships docked at what was called at that time Griffin's wharf. The three British ships were surrounded by armed warships, and the British had threatened to bring the tea to shore under the cover of cannon fire if the colonists did not allow them to unload it by December 17.

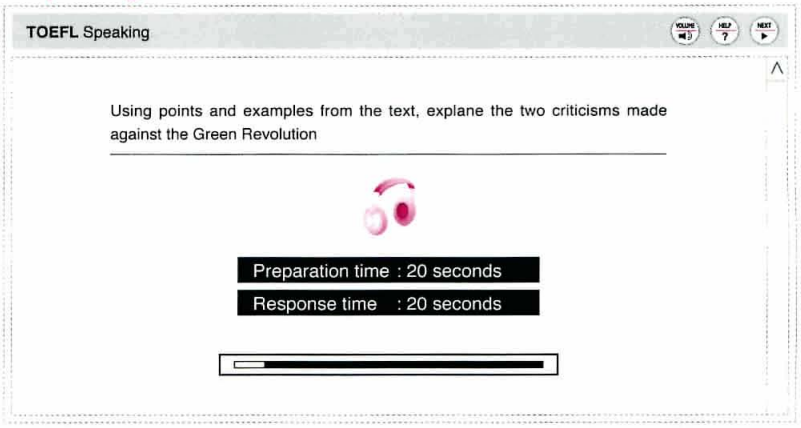
Reading Section의 경우, 오른쪽에 지문이 제시되고 왼쪽에는 문제가 제시된다.

✚ Listening Section

TOEFL Listening

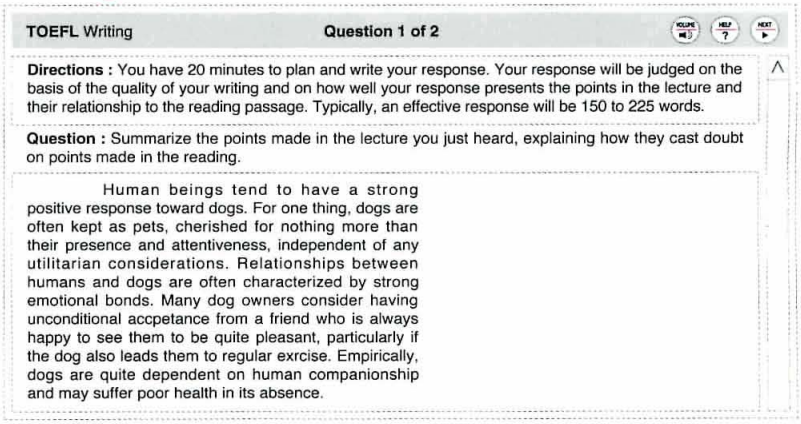
Listening Section은 사진을 보면서 대화나 강의를 듣고 난 뒤 문제가 제시된다.

✚ Speaking Section



Speaking Section에서는 상단에 문제가 제시되고 아래에는 답변 준비, 응답 시간이 제시된다. 하단에는 남은 시간이 표시된다.

✚ Writing Section



Writing Section은 통합형의 경우 상단에 문제가 주어지고 앞의 지문은 왼쪽에 제시되며 오른쪽에 답을 입력하도록 되어 있다. 독립형에서는 왼쪽에 문제가 제시된다.

시험 등록 안내

한국의 토플 수험생을 위해 특별히 제작된 ETS의 토플 웹사이트(http://korea.etsasiapac.org)에 접속하면 시험 날짜 및 등록일, 시험 등록 방법, 토플 관련 최신 뉴스 등 한글로 된 토플 관련 정보를 확인할 수 있다. ETS의 토플 웹사이트(http://www.ets.org/toefl)에 접속해도 영문으로 된 토플 정보를 확인할 수 있다.

_ http://korea.etsasiapac.org
_ http://www.ets.org/toefl

시험 당일 준비물

_ 사진이 포함된 신분증(주민등록증, 운전면허증, 여권 중 하나)
_ 등록 번호(Registration Number)

위의 준비물을 제외한 거의 모든 소지품은 반입이 허용되지 않는다.
그러므로 불필요한 개인 소지품은 가지고 가지 않는 것이 좋다.

시험 응시

시험 당일 Test Center에 도착하면 시험을 치르기 전에 몇 가지 확인 절차를 거쳐야 한다.
_ 신분증과 등록번호로 등록을 확인한다.
_ 기밀 서약서(Confidentiality Statement)를 작성한다.
_ 소지품 검사를 받고 불필요한 소지품을 사물함에 보관한다.
_ 개인별 사진 촬영을 하고 최종적으로 신분 확인을 한다.
_ Note taking을 위한 필기도구와 종이를 제공받는다.
_ 감독관의 지시에 따라 시험실에 입실해 지정된 좌석에서 시험을 시작한다.

점수 확인

온라인 점수 확인과 성적표를 받아보는 것 둘다 가능하다.
_ **온라인** 수험일로부터 15일 후 온라인으로 점수 확인이 가능하다.
_ **우편 발송** 온라인 점수 확인과 별개로 우편을 통해 각 Section별 피드백을 담은 성적 통지서를 받아볼 수 있다.

PBT, CBT, iBT TOEFL 간 점수 비교

iBT	CBT	PBT	iBT	CBT	PBT
120	300	677	81-82	217	553
120	297	673	79-80	213	550
119	293	670	77-78	210	547
118	290	667	76	207	540-543
117	287	660-663	74-75	203	537
116	283	657	72-73	200	533
114-115	280	650-653	71	197	527-530
113	277	647	69-70	193	523
111-112	273	640-643	68	490	520
110	270	637	66-67	187	517
109	267	630-633	65	183	513
106-108	263	623-627	64	180	517-510
105	260	617-620	62-63	177	503
103-104	257	613	61	173	500
101-102	253	607-610	59-60	170	497
100	250	600-603	58	167	493
98-99	247	597	57	163	487-490
96-97	243	590-593	56	160	483
94-95	240	587	54-55	157	480
92-93	237	580-583	53	153	477
90-91	233	577	52	150	470-473
88-89	230	570-573	51	147	467
86-87	227	567	49-50	143	463
84-85	223	563	-	-	-
83	220	557-560	0	0	310

How to prepare for the iBT TOEFL Listening

iBT 토플은 기존의 CBT 토플과 매우 다르다. 커뮤니케이션의 기본이 되는 언어의 4영역(듣기와 읽기 말하기 쓰기)이 통합되었다는 점에서 그렇다. 예를 들어, 쓰기(작문)의 경우, 이젠 더 이상 그냥 쓰기가 아니다. 관련된 자료를 읽고 또 녹음된 자료를 듣고 나서 그리고 거기에 대해 자기의 생각을 써야 한다. 읽고 듣는 능력을 함께 평가하는 것이다. 이번에 새로 도입된 말하기 시험도 이점에서는 마찬가지다.

그 결과, 이제 요령이나 요행수가 통하기 어렵게 되었다. 영어실력이 부족한 학생이 요령만을 익혀 좋은 점수를 받는 그런 모순도 사라지게 되었다. 이제 대학에서의 수학능력을 평가하는 iBT 토플에서 좋은 점수를 받으려면 역시 듣기와 읽기, 말하기와 쓰기 등 언어의 4가지 영역에서의 능력향상이 필수적이다. 어떻게 하면 이런 능력을 향상시킬 수 있을까? 몇 가지 도움말을 적어 본다.

Listening Suggestions

듣기능력을 키우는데 가장 효과적인 방법은

(1) 다양한 주제의 내용을
(2) 여러가지 채널을 통해
(3) 자주 듣는 것이다.

TV나 영화, 라디오 등 영어청취를 훈련할 수 있는 방법은 우리 주변에 널려 있다. 이 모두가 다 좋은 자료라 할 수 있다. CNN이나 Fox 뉴스, BBC 등은 탁월한 청취 자료이다. 인터넷에도 좋은 자료가 많다. 예를 들면 이런 곳이다.

- **www.npr.org** : 미국공영라디오(National Public Radio) 사이트이다. 여기선 데이터베이스의 '검색'이 가능하다는 것이 장점이다. 대본도 준비되어 있다.

- **www.bbc.co.uk/radio** : 영국의 공영방송 BBC에도 듣기 자료로 쓸 수 있는 오디오 자료가 많다. 대본도 준비되어 있다. (주: 영국식 발음임에 유의하자.)

iBT 토플 Listening 실력을 키우는 7가지 방법

첫째, 혼신을 다해, 내용 파악에만 집중하라!
말하는 내용에 정신을 집중하고 그 흐름을 놓치지 않아야 한다. 자칫 말하는 사람의 말투나 스타일에 정신을 빼앗기기 쉬운데, 그러지 않도록 평소에 다양한 듣기자료를 접해 보아야 한다.

둘째, 화자(話者)의 목적을 파악하라!
지금 말하는 사람이 무얼 하려는지를 생각하며 들어야 한다. 즉 대화의 목표가 무언지, 어떤 상황을 설명하고 있는 건지 아니면 무슨 제안을 하고 있는지, 혹은 내용을 요약하고 있는지 등을 항상 의식하고 들어야 한다.

셋째, 힌트가 되는 말들을 놓치지 마라!
하나의 강의는 대개 다음의 4단계로 구성된다. 도입-주 내용-사례-결론/요약. 이런 전체 구성을 늘 염두에 두자. 강의의 각 단계에는 그 시작을 암시하는 말이 있다. 이런 '방아쇠 표현'에 주의를 기울여야 한다. 또한 내용이나 아이디어 간의 상관관계를 나타내는 그런 말에도 주의를 기울여야 한다.

넷째, 강세나 억양의 변화에 주의하라!
때로는 말투의 강세나 억양의 뉘앙스가 말의 의미를 바꿀 수도 있다. 거기에도 주의를 기울여야 한다.

| 이렇게 훈련하라 |

다섯째, 예측하는 힘을 키워라!
그냥 듣고 이해하는 것만으로는 충분치 않다. 다음에 무슨 얘기가 나올지 '예측'을 할 수 있어야 한다. 이 기술은 매우 중요한 것으로 평소에 습관을 들여두면 좋다. (우리말을 들을 때도 우린 늘 이 기술을 사용하고 있다) 녹음된 내용을 들을 때, 하나의 단락이 끝날 때마다 잠시 녹음내용을 멈추고, 다음에 어떤 내용이 나올지 미리 생각해 보는 연습을 해보자.

여섯째, 차트를 만들어 정리하라!
〈메인 아이디어〉 〈중요 포인트〉 〈세부사항〉 이런 제목으로 표를 한번 만들어 보자. 제목에 해당되는 내용을 다 채워 넣을 수 있을 때까지 집중적으로 반복해서 들어보자.

일곱째, 조금씩 요약해 보라!
강의나 대화를 한 덩어리씩 듣고, 들은 부분의 중요 포인트가 뭔지 요약해서 한번 적어보자. 그리고는 점차 이 작업의 양을 늘려간다. 강의에서 논의된 정보의 개요를 한번 만들어 보자. 이런 작업은 들으면서 동시에 해도 되고, 듣고 나서 해도 된다.

토플에서 고득점을 받기 위해서는 장기적인 공부계획을 수립하는 것이 중요하다. 그래서 앞에서 제시한 방법을 차근차근 실천해 나가는 것이 좋겠다. ETS가 왜 토플의 포맷을 바꾸었는지 그 이유를 한번 생각해 보자. 그것은 토플이 학생의 실제 영어 유창성을 제대로 반영하기 위한 것이다. 쉽게 말해, 당신의 영어 유창성을 늘리지 않고 iBT에서 좋은 성적을 받기란 거의 불가능하다.
끝으로 이런 점을 기억해 두자. 영어실력은 하루 아침에 늘지 않는다는 것. 땀과 눈물 그리고 가장 중요한 것, 인내를 통해 조금씩 늘어나는 것이다. 이런 점차적인 진전은 눈에 잘 띄지는 않지만 결국 iBT에서 성공하고 영어를 정복하게 해줄 것이다.

우리는 일상생활에서 늘 청각, 시각, 촉각 등 오감을 통해 다양한 정보를 접하며 산다. 물론, 시시각각 입수되는 정보의 양이 워낙 방대하기 때문에 우리는 이 정보를 모두 이용하는 것이 아니라, 각 개인의 목적에 부합되는 필요한 정보만을 선택적으로 추구한다. 또한, 인간은 주변 환경과 끊임없이 교류하면서 살고 있기 때문에, 일단 오감을 통해 입수된 정보를 실시간으로 해석하고 이용하는 과정에서 우리는 주변 상황과 맥락 등 환경적인 요인에 의해 적지 않은 영향을 받는다.

우리가 이용하는 정보 중 가장 흔한 것은 언어인 것 같다. 인간의 가장 중요한 특징 중의 하나가 언어를 사용할 수 있는 능력이라는 점을 감안하면, 무수한 언어 정보를 접한다는 사실은 결코 놀라운 일이 아니다. 한편, 인간이 언어를 어떻게 사용하는지에 대해 올바로 이해하기 위해서는 인간 언어의 기본적인 특징을 먼저 이해하면 도움이 될 것 같다. 즉, 인간 언어는 기본적으로 형태(form)와 의미(meaning)로 되어 있는데, 이 두 구조는 어떤 담화자(화자와 청자)가 어떤 상황과 어떤 언어 맥락에서 말하고, 듣고, 쓰고, 읽느냐에 따라 다양한 관계를 표출하게 된다. 예를 들어, 영어의 경우, 'cap(모자, 병뚜껑),' 'bachelor(총각, 학부졸업생),' 'book(책, 예약하다)' 등의 일상적 단어나 또는 "It's very cold in this room"("이방은 매우 춥군요" 또는 "창문 좀 닫아 주세요")의 간단한 사례만 보더라도, 각각 같은 형태인데 다양한 의미가 숨어 있다는 것을 알 수 있다. 다양한 여러 의미 중 어떤 개념이 적합한지의 여부는 각각의 형태가 어떤 사회적 환경과 어떤 담화 환경에서, 어떤 배경을 가진 담화자가, 어떤 표현과 함께 사용했는지의 여부에 따라 각 단어의 숨은 뜻, 즉 함축적인 의미가 결정된다.

새 토플(iBT TOEFL)은 언어의 사용이 담화의 맥락에 의해 다각적으로 변화될 수 있다는 점을 충분히 배려한 새로운 시도로 보인다. 이러한 새로운 시도는 듣기(listening)와 독해(reading) 문제에서 역력히 드러난다. 듣기 문제는 여러 담화 맥락을 고려한 '대화(conversation)'와 '강의(lecture)'를 이용했으며, 독해의 지문에도 원인/결과(cause/effect), 비교/대조(compare/contrast) 등의 다양한 관점에서 작성된 글로 이루어져 있다. 따라서, 문제에도 새로운 형태가 도입되어 듣기 지문은 다양한 화용 능력(pragmatic skills)을 평가하고, 또한 읽기 지문은 범주화(categorize), 도표화(chart), 요약하기(summarize), 바꿔말하기(paraphrase), 추론하기(infer), 종결하기(draw a conclusion) 등의 새로운 유형이 포함되어 있다. 이러한 특징을 감안하여 듣기 능력을 함양하기 위한 전략을 소개하면 다음과 같다.

_ 듣기 전략 (Listening Strategies)

위에서 언급한 바와 같이, 새 토플(New TOEFL) 듣기 문제의 지문은 '대화'(conversation)와 '강의'(lecture) 등 두 종류로 구성되어 있다. 듣기 지문은 다음 세 가지 능력을 평가하기 위해 출제되었다.

(1) 주제 파악 능력

대화의 기본 주제(main idea)를 올바르게 파악하고 있는지 평가한다.

(2) 화용(pragmatic)용법 파악 능력

대화자가 어떤 태도와 어느 정도의 확신을 갖고 있는지에 대해 올바르게 이해하고 있는지를 평가한다.

(3) 정보의 연결과 통합 능력

대화자가 어떤 추론(inference)과 어떤 함축적 의미(implicature)를 표현하고 있는지에 대해 올바르게 이해하고 있는지 평가한다.

본 토플의 '대화문'은 모두 '대학생'과 '학교 교직원'의 대화로 이루어져 있다. 대화의 주제는 기숙사 규율, 과제물, 시험, 면담, 강의 등에 관련된 내용으로 되어 있다. 또한, 화자와 청자의 의사 소통은 대부분 요청(request), 승인(approval), 지침(instruction), 질문(question), 확인(confirmation), 설명(explanation), 교섭(negotiation), 제안(suggestion), 반론 제기(challenge) 등 다양한 사회 화행적 기능(socio-pragmatic function)으로 구성되어 있다.

일반적으로 '듣기', '읽기', '쓰기' 등의 언어 능력은 '하향적 전략'(top-down strategy)과 '상향적 전략'(bottom-up strategy)이 모두 필요하다. '하향적' 구성은 글의 대주제('top')에서 출발하여 점진적으로 구체적인 내용, 어순 등 지엽적인 정보('down')를 소개하는 양식이고, '상향적' 구성은 '하향적' 구성과는 반대로, 지엽적인 정보를 통해 점진적으로 대주제를 파악하게 되는 형태를 의미한다.

본 토플의 '대화'는 도입 부분에서 narrator가 '대화'에서 청취하게 될 주제를 소개(주제 도입)하기 때문에 청취자는 자동적으로 주제에 관련된 구체적인 정보를 찾기 위한 '하향적' 전략을 사용하게 될 것이다. 즉, 청취자는 점진적으로 특정한 정보를 접하게 되면서 이러한 지엽적인 정보가 본 대화의 주제와 어떤 관련을 갖는지 파악하기 위해 노력해야 할 것이다. 그러나, 듣기 평가 내용 중에는 구체적인 정보들을 서로 통합해야만 효율적인 답변이 가능해지는 질문들이 있기 때문에, '하향적' 전략 뿐만 아니라 '상향적' 전략도 필요하다. 즉, 대화에 등장하는 화자와 청자의 말, 질문, 제안 등에 쓰인 단어와 문장의 의미(lexical and propositional content), 함축(implication), 추론(inference) 등에 담긴 특정한(specific) 구체적인 정보를 통합적으로 파악하면서 긴요한 정보를 선택적으로 요약하는 연습도 중요하다. '상향적' 전략은 구체적인 정보를 접하면서 이 정보가 전체 주제와 어떤 관련을 갖는지 모색하는 과정에서 사용되는 방법이다. 단어와 문장의 의미, 함축, 추론이 어떻게 통합되어 전체 주제를 뒷받침하는지에 대한 탐색 과정을 돕는 방법이다. 궁극적으로, 언어의 이해는 하향적, 상향적 전략이 동시에 효율적으로 사용되면서 강화될 것이다.

그럼, 다음 사례를 자세히 검토하면서 듣기 과정에 어떤 전략이 있을지 검토해 보기로 하자.

_ 사례

❶ 주제 파악

'듣기' 지문은 도입 부분에서 narrator가 앞으로 청취하게 될 '대화'의 주제를 개괄적으로 전달한다. 일례로, 하단의 narrator의 말을 들어 보자. 여기에서 narrator는 본 '대화'의 등장 인물(예: a history teaching assistant, a student)과 대화의 주제 (예: a research paper (연구과제))를 소개하고 있다.

Narrator (나레이터):

Listen to a student talking with his history teaching assistant about a research paper.

한 학생과 역사 강의 조교와의 자료조사 과제에 대한 대화를 들으시오.

위의 사례에 있는 narrator의 말을 주의 깊게 들으면 앞으로 청취하게 될 내용의 주제를 미리 파악하고 예견(predict)할 수 있게 된다.

❷ 추론

우리는 대화하는 동안 많은 경우, '추론'을 통해 '화자'의 의도를 파악하곤 한다. 정보를 이해하는 과정에서 우리는 우리의 기억에 저장되어 있는 배경 지식(상식, 경험을 통해 획득한 지식 등)을 이용하여 새로운 지식을 도출하게 되는데, 이러한 과정을 '추론'이라고 한다.
예를 들어, 다음 대화를 검토해 보자.

Teaching Assistant:
"The brochure the librarian gave us recommended some good places to start researching"
강의조교:
"도서관 직원이 우리에게 배부한 책자는 자료 수집을 시작할 수 있는 좋은 장소를 추천했다."

Narrator (나레이터):
"What did the teaching assistant receive in the library?"
강의 조교가 도서관에서 받은 것은 무엇인가?

(A) A computer access card (컴퓨터를 사용할 수 있는 카드)
(B) A map indicating common reference materials (일반 참고자료를 표시한 도표)
(C) The email address of the reference librarian (참고문헌 사서의 이메일 주소)
(D) A guide to some common history research materials (일반적인 역사 조사자료를 담고 있는 안내서)

위 질문에 대한 적절한 답변을 하기 위해서는 조교의 말에 담긴 기본 개념으로부터 보다 문화적으로 공유될 수 있는 구체적인 새로운 지식이 도출되어야 할 것이다. 만약, 도서관에서 배부하는 안내 책자의 기본 내용이 대개의 경우 어떤 것인지, 연구 자료를 처음 찾기 시작할 때에는 어떤 참고 자료를 우선적으로 검토하는지에 관한 사전 배경 지식이 없다면, 단순히 'brochure'의 사전적 의미만을 토대로 위의 질문에 합당한 응답을 하기는 매우 어려울 것이다. 한편, 도서관을 사용해 본 경험이 있는 청취자라면 사전에 역사 자료를 수집한 적이 없었더라도 자신의 사전 경험 지식을 이용한 '예견'(predict)과 '추론'(infer)을 통해 위 질문에 대해 적절한 응답을 할 수 있을 것이다. 즉, 도서관에서 배부하는 소책자(brochure)는 안내서(guide)이며, 또한 자료 수집을 위해 우선적으로 사용되어야 할 참고 문헌은 보다 일반적이면서 개괄적인(common) 내용이 담겨 있는 자료여야 할 것(정답 (D))이라는 점을 도출해낼 수 있을 것이다.

❸ 대화자의 태도와 화용능력

다음 사례에 있는 대화를 보면 대화자가 각자의 대화 내용에 대해 어떤 태도를 갖고 있는지 관찰할 수 있다.

Student (man):
This research paper is going to be pretty tough. How am I supposed to come up with 40 pages worth of material?

학생 (남성):

이 자료조사 숙제는 아주 어렵겠어요. 어떻게 40페이지에 달하는 자료를 찾을 수 있겠어요?

Teaching Assistant (woman):

Remember how we did a tour of the library – the brochure the librarian gave you recommended some good places to start researching.

강의 조교 (여성):

도서관 견학한 걸 기억해봐 – 사서가 준 소책자를 보면 어디서부터 자료를 찾아야 좋은지 참고가 될 거야.

위의 대화에 등장하는 남학생의 표현을 보면 이 학생의 태도는 자료조사 숙제에 대해 매우 부정적이라는 것을 알 수 있다. 학생은 아직 시도를 해 보지도 않은 상태에서 숙제에 대해 "아주 어렵겠다(is going to be pretty tough)", "어떻게 자료를 찾을 수 있겠느냐(How am I supposed to…)"라고 말하면서 탄식에 가까운 표현을 하고 있다. 언어 형태로 보면, 이 학생은 대화상대자에게 어려움을 호소하는 진술(statement)을 하고 있을 뿐 실제로 부탁을 하거나 질문을 하고 있지는 않다. 그러나, 언어의 화용적 기능을 이해하는 청취자는 이 학생이 도움을 청하고 있다(request)는 것을 잘 파악하고 있어야 한다.

또한, 남학생의 진술에 대해 강의 조교가 어떻게 답변을 하고 있는지 보자. 이 조교는 남학생의 부정적인 태도를 잘 파악했기 때문에 이 학생에게 꾸지람과 같은 직접적인 지침 대신, 조언에 가까운 간접적인 표현으로, "도서관 견학간 것을 기억해 봐(Remember how we did a tour of the library)"라고 얘기하고 있다. 물론, 조교 말의 함축적 의미는 도서관에서 받은 지침을 이용하면 숙제를 할 수 있을 것이라는 조언(advice)일 것이다. 언어의 화용적 기능을 잘 이해하는 청취자는 바로 이러한 화용적 함축을 간파할 수 있어야 한다.

❹ 정보의 연결과 통합

우리는 화자의 발화에 담긴 여러 지엽적인 정보를 연결하고 통합시킴으로써 화자의 의도를 파악할 수 있다. 위의 ❸의 사례에서 조언을 해 주던 '조교'의 말이 계속해서 어떻게 개진되었는지 검토해 보자.

Student (man):

This research paper is going to be pretty tough. How am I supposed to come up with 40 pages worth of material?

학생 (남성):

이 자료조사 숙제는 아주 어렵겠어요. 어떻게 40페이지에 달하는 자료를 찾을 수 있겠어요?

Teaching Assistant:

"Remember how we did a tour of the library – the brochure the librarian gave you recommended some good places to start researching. Well, that may or may not be a good idea. Where on the Internet? ...you

know, there are a lot of websites that just aren't reliable. Well, you can site sources whose credibility is obvious, like reputable encyclopedias or nonprofit websites... Just use your judgment on whether the sites it sends you to are any good. And you might still want to look at the brochure from the library to make sure you haven't missed anything."

강의조교:

"도서관 견학한 걸 기억해봐 – 도서관에서 준 소책자를 보면 어떻게 자료를 찾기 시작해야 좋을지 참고할 만한 좋은 것을 추천한 게 있지. 음, 그 생각은 좋을 수도 있지만 그렇지 않을 수도 있어. 인터넷 어디? 왜냐하면, 믿을 수 없는 사이트들이 많기 때문이야. 음, 훌륭한 백과사전이라던가 비영리 웹사이트처럼 신빙성이 확실한 출처는 인용할 수 있겠지만… 단지 네가 이용하는 사이트들이 괜찮은지 아닌지 판단하라는 거야. 그리고 좋은 자료를 빠뜨리지 않도록 도서관에서 받은 소책자를 이용하는 것이 좋을 거야."

웹사이트에 대한 조교의 태도는 위의 발화에 사용된 표현들을 통해 추측이 가능하다. 즉, "recommended", "may or may not be a good…"에서 이미 조교의 태도는 각별히 조심스럽다는 것을 추측할 수 있으며, 이러한 추측은 'credibility', 'reputable', 'non-profit' 등의 단어를 통해 확인이 되고, 끝으로 'the brochure from the library'는 각별히 조심스럽게 접근하는 조교의 기본 태도가 재확인되는 것을 알 수 있다. 조교가 한 발화의 화용적 기능(예: 신중한 태도로 조언하기)을 올바르게 해석하기 위해서는 위와 같이 여러 지엽적인 정보(단어들의 의미)가 적합하게 통합되어야 한다. 따라서, 듣기 내용을 청취하는 동안 핵심적인 지엽 정보를 적절히 요약(summarize)하여 정보들간의 관계를 분석하고 통합하는 연습을 꾸준히 해야 할 것이다.

위에서 언급했듯이, 듣기 지문 형식에는 '대화' 외에 '강의'가 포함되어 있다. '강의'를 이해할 때에도 '대화'를 이해할 때와 마찬가지로 위에서 제안한 네 가지 전략이 모두 긴요하게 사용될 것이다. 또한, '강의' 내용은 대화체가 아니라는 점에서 읽기 텍스트와 유사한 형식을 취한다. 다만, '강의' 내용은 구어체 형식으로 되어 있고 온라인(on-line)으로 처리되어야 하기 때문에 문장 형식이 읽기 지문 보다 간략하고, 또한 중요한 내용은 다른 언어 표현으로 반복될 것이다. 그러나, 내용을 파악하기 위해 사용되는 기본적인 전략은 읽기 텍스트를 이해할 때 사용하는 전략과 유사하다. 따라서, '강의' 이해를 돕기 위한 전략은 'Web TOEFL Reading' 교재에 소개한 '읽기 전략'을 참고하기 바란다.

1_ iBT 토플에 대한 올바른 학습방향 제시

실전모의고사에서 많은 문제를 접해보는 것도 중요하다. 하지만 iBT 토플에 대한 정확한 분석이 수반되지 않으면 좋은 점수를 얻기가 쉽지 않다. 기존 토플과의 차이점을 자세하게 알려주고 학습시 어떤 방식으로 학습해야하는가를 제시하고 있다.

2_ 실제 iBT 토플 Listening과 동일한 구성

토플을 접해보지 않은 수험자들에게 필요한 것은 영어실력 뿐만 아니라 실전에서도 긴장하지 않고 문제를 풀어나가는 것이다. 토플을 준비하는 수험자들이 평상시에도 실제 시험 화면 순서대로 학습하여 실전감각을 갖출 수 있도록 하였다.

3_ 출제경향에 맞추어진 총 10회분의 문제 수록

학습서를 통해 실력을 쌓아온 수험자들은 이제 실제 시험처럼 각 문제마다 적절하게 시간을 배분하는 훈련이 필요하다. 실전모의고사 10회분을 수록하여 토플 문제유형을 자연스럽게 파악하고 실력을 점진적으로 향상시킬 수 있도록 하였다.

4_ iBT 토플 Listening 맞춤식 훈련&전략

토플 Listening에서 무조건 문제를 많이 풀어보는 것이 고득점으로 이어지기는 어렵다. 적절한 학습 방법과 전략이 뒷받침되야 한다. 짜임새있게 제시된 이 원리들에 유념하여 토플 Listening에 더욱 쉽게 다가갈 수 있도록 하였다.

5_ Note-taking 공간 제시

다소 분량이 많은 지문들을 읽거나 듣다보면 핵심을 놓치게 되는 경우가 있다. 그렇게 되면 문제에 대한 정확한 답을 고르기 어렵고 그러다보면 좋은 점수를 얻기 어렵다. 각 지문마다 짧은 시간에 중요사항을 메모하는 훈련을 통해서 문제해결력을 높일 수 있도록 하였다.

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Test 01 25
Test 02 39
Test 03 53
Test 04 67
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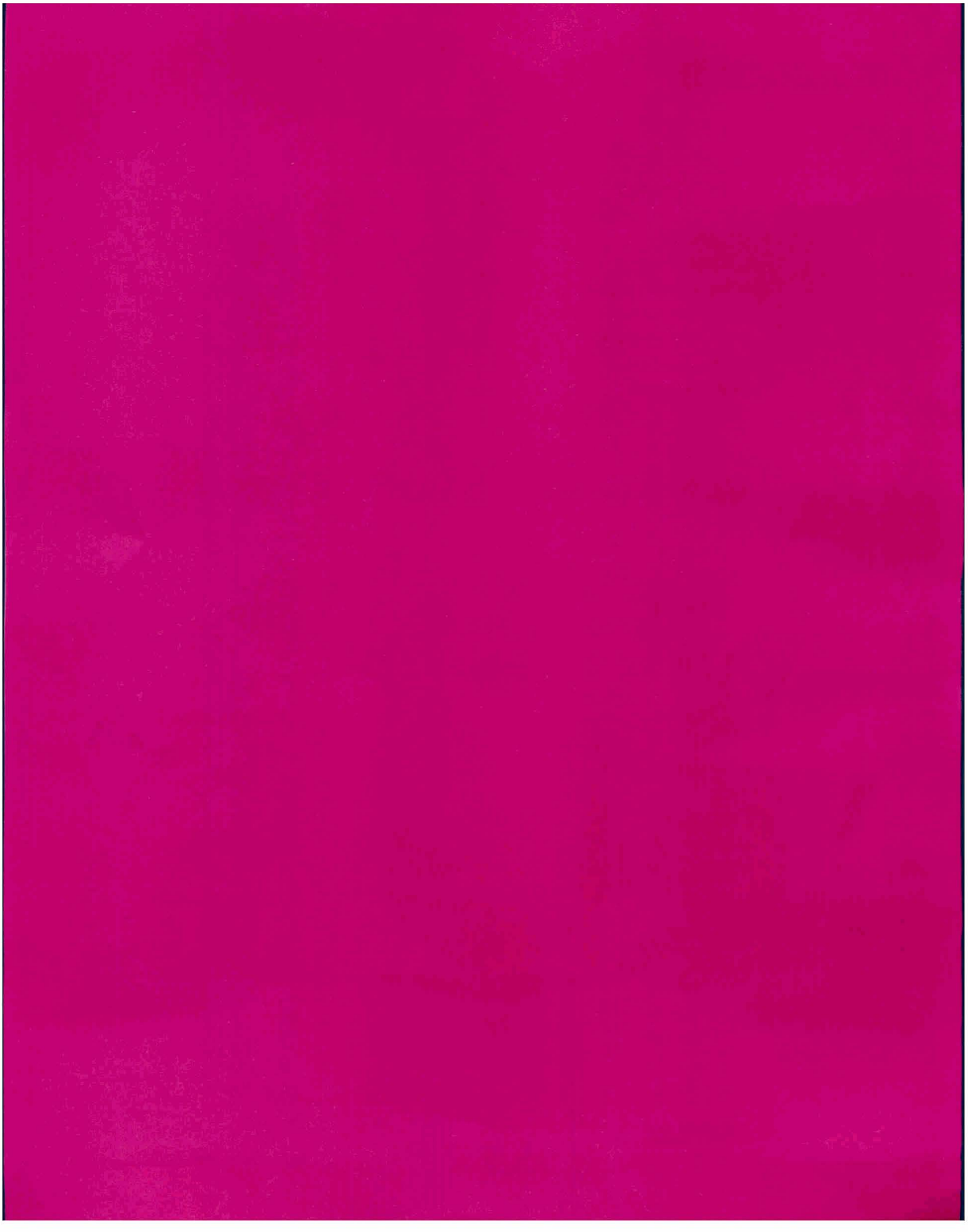
Test 06 95
Test 07 109
Test 08 123
Test 09 137
Test 10 151



01

Web TOEFL Listening Test

>>>

* African American History (Lecture)
* Research Paper (Conversation)
* Organic Architecture (Lecture)
* Dog in Dorm (Conversation)
* U.S. Currency (Lecture)
* Planet Pluto (Lecture)

PAUSE TEST | SECTION EXIT | VOLUME | OK | NEXT | 00 : 08 : 25

Listening Section Directions

This section measures your ability to understand conversations and lectures in English. You will hear each conversation or lecture only one time. After each conversation or lecture, you will answer some questions about it.

The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Asnwer the questions based on what is stated or implied by the speakers.

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

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

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

Most questions are worth one point. A question worth more than one point will have special instruction indicating how many points you can receive.

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

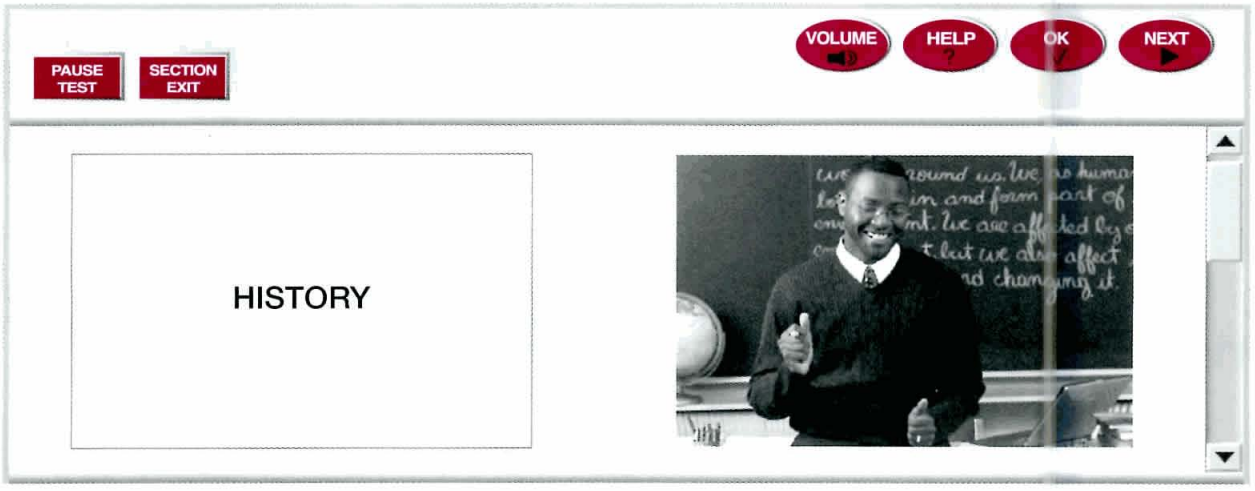
You will have 20 minutes to answer the questions in this section. A clock at the top of the screen will show you how much time is remaining. The clock will not count down while you are listening to test material.

Note : In the Listening Section of the actual test, you will both hear and read the questions.

African American History (Lecture)

Questions 1~6:

Listen to the following discussion in a U.S. history class. The professor's focus is on African American history in the 1920s.



Taking Notes

1. What is the main purpose of the talk?
   - (A) To describe the lives of three African American leaders
   - (B) To describe the climate in the U.S. for African Americans in the 1920s
   - (C) To describe how the Ku Klux Klan harassed African Americans
   - (D) To describe life in the South in the 1920s for African Americans

2. Where did a lot of African Americans go during the early years of the twentieth century?
   - (A) They moved to urban areas in the North.
   - (B) They left the cities to settle in rural areas.
   - (C) They moved to Africa.
   - (D) They traveled west and set up homesteads.

3. According to the discussion, how was the environment of the North different for African Americans from that of the South?

(A) Racism was hidden.
(B) Economic opportunities were limited.
(C) Housing was poor.
(D) There was open racism.

4. According to the discussion, what strategy did Booker T. Washington believe that African Americans should take to succeed?

(A) Move to Africa
(B) Establish businesses
(C) Nonviolent protest
(D) Fight racism

5. Who was the most influential African American leader in the 1920s?

(A) Booker T. Washington
(B) W. E. B. Du Bois
(C) Marcus Garvey
(D) Martin Luther King Jr.

6. What can you infer the professor believes when he says this:

(A) Hatred is an unfailing aspect of human nature.
(B) Ignoring something doesn't make it go away.
(C) Stereotyping prevents people from understanding one another.
(D) People fear things they don't understand.

Research Paper (Conversation)

Questions 7~11:

Listen to a student talking with his history teaching assistant about a research paper.

Taking Notes

7. How long does the research paper have to be?
   - (A) Twenty pages
   - (B) Thirty pages
   - (C) Forty pages
   - (D) Fifty pages

8. What does the teaching assistant say about the student citing websites as sources?
   - (A) The student should not do it.
   - (B) The student should only cite online encyclopedias.
   - (C) The student should only cite websites that are obviously credible.
   - (D) The student can cite websites, but should be careful not to plagiarize from them.

9. What was the student given at the library?

(A) A computer access card
(B) A map indicating common reference materials
(C) The email address of the reference librarian
(D) A guide to some common history research materials

10. How does the website research.com work?

(A) It gives an overview of any topic, with a list of additional sources.
(B) It lists useful sources on any topic.
(C) It provides a pre-written paper on any topic.
(D) It is a list of common history research materials.

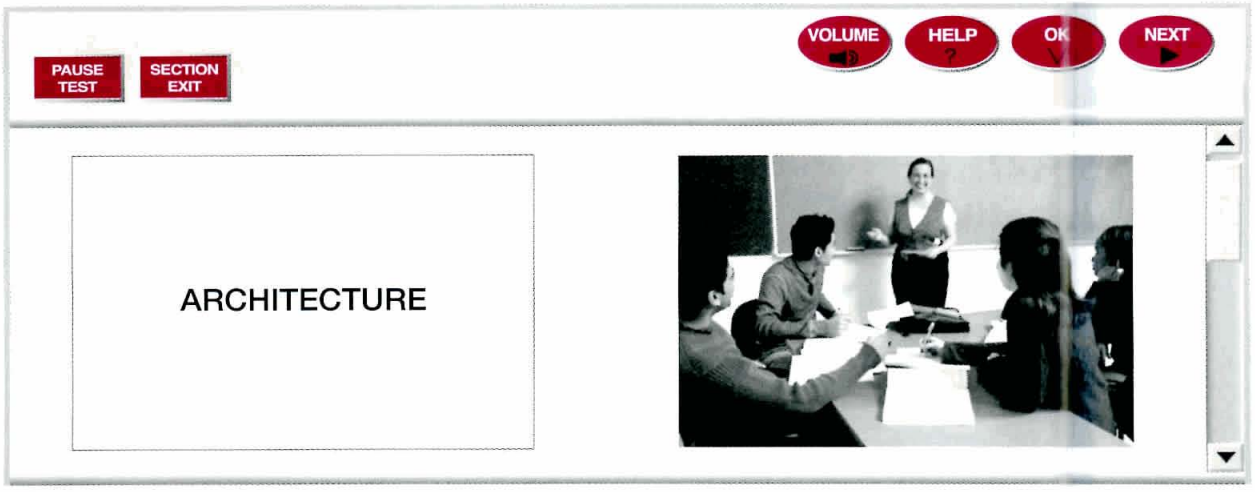
11. Where is the computer room located?

(A) Near the main desk
(B) On the first floor
(C) On the third floor
(D) Next to the American history section

Organic Architecture (Lecture)

Questions 12~17:

Listen to an architecture professor as she discusses organic architecture and the design of the Guggenheim Museum in New York City.



Taking Notes

12. What is the purpose of the professor's talk?

(A) To discuss the principles of organic gardening and its influence on building material
(B) To discuss the application of organic architecture principles in the design of the Guggenheim
(C) To discuss the use of geometric shapes in modern architecture design
(D) To discuss the development of organic architecture

13. The professor states the central rule of organic architecture. What is that rule?

(A) Form follows function.
(B) Form is organic.
(C) Form and function are one.
(D) Form and function are separate.

14. In what year was the museum completed?

(A) 1939
(B) 1949
(C) 1959
(D) 1969

15. According to the professor, what are two elements of the design of the Guggenheim that illustrates the application of organic architecture principles?

Click 2 answers.

(A) Continuous forms
(B) Boxlike rooms
(C) A spiraling ramp
(D) Organic gardens

16. According to the lecture, what does the term "plasticity" refer to?

(A) The incorporation of plastics in design
(B) The way that people redesign structures over time
(C) The use of faux materials in architecture
(D) The flow of surfaces, such walls, ceilings, and floors, into each other

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

17. Why does the professor say this:

(A) Because the concept is new
(B) Because the concept is important
(C) Because the saying is hard to remember
(D) Because the concept isn't discussed in the students' textbook

Dog in Dorm (Conversation)

Questions 18~22:

Listen to a discussion between a student and his resident adviser.

Taking Notes

18. Why does the student ask the resident adviser to take care of his dog?

(A) He's moving back home.
(B) He's getting married.
(C) He's visiting his parents for a week.
(D) He feels that she's responsible.

19. How long has the student's dog been living in the dorm?

(A) For two days
(B) For about one month
(C) For about six months
(D) For the whole semester

20. **Why won't the resident adviser take care of the student's dog?**

(A) She hates dogs.

(B) She's going to be out of town for the weekend.

(C) She has to enforce the university's rules.

(D) She doesn't want to be held liable if the dog bites someone.

21. **What is one of the main reasons that students can't keep dogs?**

(A) Other students might be allergic to them.

(B) They can transmit fleas.

(C) They can be noisy.

(D) They can be smelly.

22. **Why does the resident adviser ask the following question:**

(A) She didn't understand exactly what the student said.

(B) She's hard of hearing and needs the student to repeat what he said.

(C) She wants to clarify the length of time the dog has been there.

(D) She can't believe that the student has a dog.

U.S. Currency (Lecture)

Questions 23~28:

Listen to a professor's lecture on U.S. currency.

Taking Notes

23. What is the main topic of the lecture?

(A) The methods that counterfeiters use to produce fake currency
(B) How U.S. currency is printed
(C) Recent changes made to the currency of the United States
(D) The history of paper money in the United States

24. According to the professor, which agency is responsible for investigating acts of counterfeiting?

(A) U.S. Bureau of Engraving and Printing
(B) Department of Counterfeit Detection
(C) The Federal Banking Commission
(D) The Secret Service

25. **Which of the following is a change made to the greenback since 1996?**

Click 3 answers.

(A) Paper made of cotton and linen and embedded with blue and red fibers
(B) Watermarked paper
(C) Raised ink which gives paper a three dimensional feel
(D) Security thread embedded in the paper
(E) Optically variable ink

26. **What is the purpose of mentioning cars from the 1920s?**

(A) To show how objects beside the currency have also become outdated
(B) To show how inflation has caused changes in car prices
(C) To show how transportation of counterfeit bills has changed
(D) To give a feel of that time period

27. **Why does the professor ask the class to touch their notes?**

(A) To show how some of the ink comes off or smears
(B) To show how cotton paper feels different
(C) To serve as a comparison for the way the currency ink feels
(D) To give an example of a procedure the Secret Service uses to investigate counterfeit bills

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

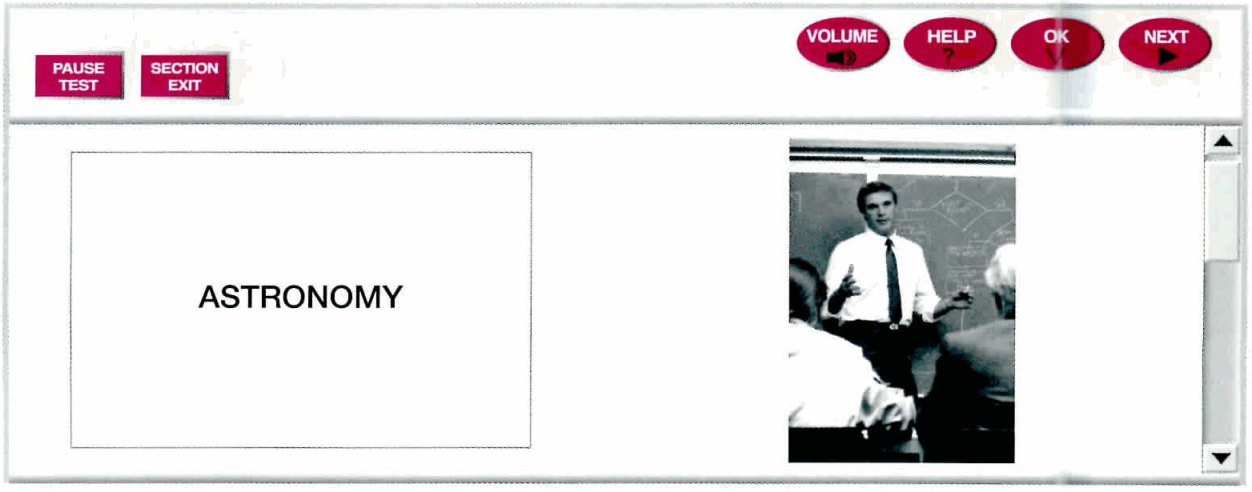
28. **Why does the professor say:**

(A) She believes there are counterfeiters in the room.
(B) She knows the trades may be of unequal amounts of money.
(C) She wants to demonstrate that the anti-counterfeiting methods work.
(D) She wants to promote trust among her students.

Planet Pluto (Lecture)

Questions 29~34:

Listen to the lecture taking place in an astronomy class. The professor focuses his lecture on the planet pluto.



Taking Notes

29. What is the purpose of the discussion?

(A) To give a detailed description of Charon
(B) To show that Pluto is not a planet
(C) To give a general description of Pluto
(D) To show why Pluto is such a cold planet

30. During what year was Pluto discovered?

(A) 1933
(B) 1916
(C) 1929
(D) 1930

31. **Why is Pluto's atmosphere difficult to study?**

(A) Because Pluto is so far from Earth

(B) Because it is only detectable at one point in Pluto's orbit

(C) Because the gases in it are particularly difficult to observe

(D) Because it is so unlike the Earth's

32. **Why do some scientists prefer to view Pluto and Charon as a double planet?**

(A) Charon is relatively large to be considered Pluto's moon.

(B) Pluto and Charon both have similar atmospheres.

(C) They are not sure if Charon is in orbit around Pluto.

(D) The two always face each other in the same way.

33. **What do most scientists believe Pluto is primarily composed of?**

(A) Rock

(B) Ice

(C) Frozen gases

(D) Nitrogen

34. **According to the professor, the best reason to question Pluto's categorization as a planet would be?**

(A) Because it is made up of frozen gases rather than minerals

(B) Because its mass is so similar to its moon's

(C) Because its orbit is so irregular

(D) Because it is just the largest of a group of objects

02

Web TOEFL Listening Test

>>>

* Skyscrapers (Lecture)
* Coffee (Lecture)
* Plagiarism (Conversation)
* Earnest Hemingway (Lecture)
* Coming in Late (Conversation)
* Jazz (Lecture)

PAUSE TEST | SECTION EXIT | VOLUME | OK | NEXT | 00 : 08 : 25

Listening Section Directions

This section measures your ability to understand conversations and lectures in English. You will hear each conversation or lecture only one time. After each conversation or lecture, you will answer some questions about it.

The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Asnwer the questions based on what is stated or implied by the speakers.

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

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

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

Most questions are worth one point. A question worth more than one point will have special instruction indicating how many points you can receive.

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

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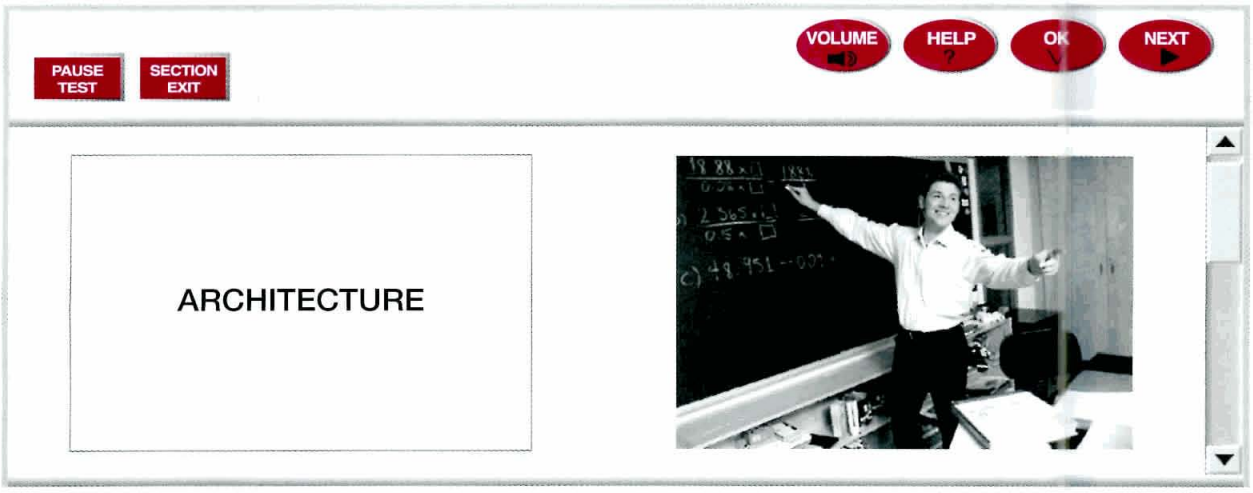
Note : In the Listening Section of the actual test, you will both hear and read the questions.

Skyscrapers (Lecture)

Questions 1~6:

Listen to the following conversation taking place in an introduction to architecture class. The professor focuses his talk on skyscrapers.



Taking Notes

1. What is the main purpose of the discussion?
   - (A) To describe how skyscrapers are built
   - (B) To show that skyscrapers are important to cities
   - (C) To give a history of skyscrapers
   - (D) To discuss various types of skyscraper designs

2. According to the discussion, what technical developments made it possible to build skyscrapers? Click 2 answers.
   - (A) The invention of the elevator
   - (B) The development of steel
   - (C) The advancement of architectural technology
   - (D) The invention of the escalator

3. According to the lecture, what is special about the Home Insurance Building?

(A) It was the world's most famous skyscraper.
(B) It had an observation deck.
(C) It was the first building to have an all-metal frame.
(D) It was almost 500 meters high.

4. For how long was the Empire State Building the world's tallest skyscraper?

(A) 4 years
(B) 14 years
(C) 40 years
(D) 44 years

5. What does the professor say is the problem with building a skyscraper a kilometer and a half tall?

(A) It might collapse because of its own weight.
(B) It is dangerous to build for the workers.
(C) It would sway in the wind.
(D) It would lack oxygen at the top of the building.

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

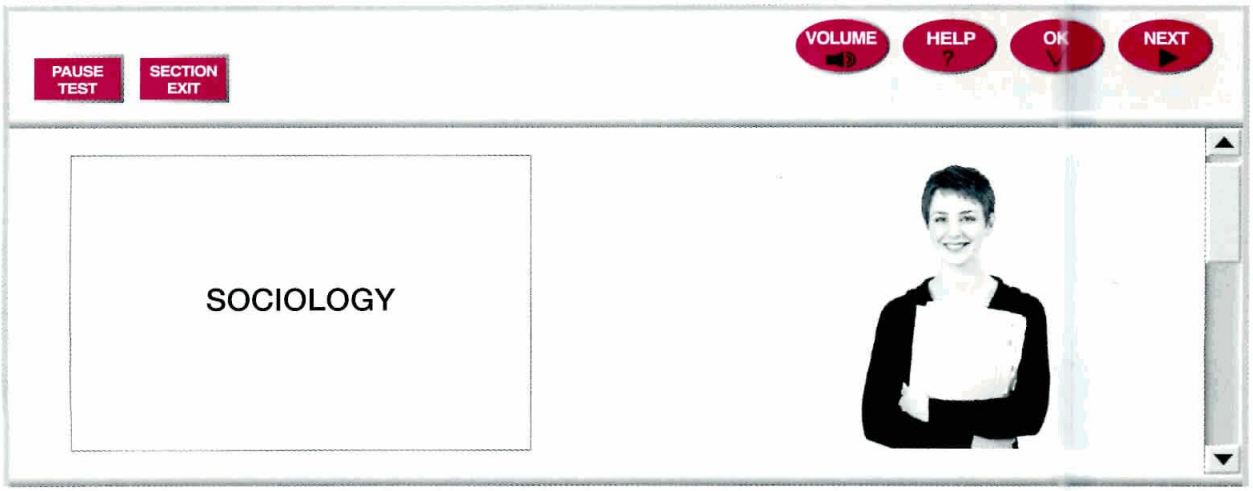
6. What does the professor imply by saying this:

(A) The students should have already read about skyscrapers their textbook.
(B) Skyscrapers are so common that all the students are familiar with them.
(C) The previous lecture was also about skyscrapers.
(D) The students took a field trip to see skyscrapers.

Coffee (Lecture)

Questions 7~12:

Listen to the lecture taking place in a sociology class. The lecturer talks about the origins of coffee.



Taking Notes

7. What is the main topic of the talk?
   - (A) The growth of coffee in the colonies
   - (B) The history of coffee as a cultural institution
   - (C) An agricultural history of coffee
   - (D) The introduction of coffee to Europe

8. According to the lecture, where was coffee first cultivated?
   - (A) Ethiopia
   - (B) Arabia
   - (C) Alexandria
   - (D) Smyrna

9. According to the lecture, how long has coffee been popular in Europe?

(A) For about 350 years
(B) Since 1727
(C) Since the year 850
(D) It is unknown.

10. According to the professor, why was coffee transplanted to European colonies?

(A) The environment was better suited to coffee growing.
(B) There were high taxes levied at European ports.
(C) It was crucial for the Brazilian economy.
(D) The plantations in Yemen and Egypt were depleted.

11. What parts of Brazil have the most ideal environments for growing coffee?

Click 2 answers.

(A) Northern Brazil
(B) Rio de Janeiro
(C) San Paulo
(D) Minas

12. According to the lecture, all of the following things about coffee are true EXCEPT:

(A) There are early accounts of it in Arabic cultures.
(B) American coffee is now more popular than African coffee.
(C) It is more popular than tea.
(D) It was popular in North America before it became popular in Europe.

Plagiarism (Conversation)

Questions 13~17:

Listen to part of a discussion between a student and a dean.

Taking Notes

13. What is the purpose of this meeting?

(A) To discuss the poor academic record of the student
(B) To discuss possible charges of plagiarism
(C) To discuss the importance of source material
(D) To discuss the merits and flaws of the student's paper

14. According to the dean, what is the punishment for plagiarism?

(A) The student must rewrite the paper.
(B) The student will flunk the class.
(C) The student must take summer school.
(D) The student will be suspended.

15. What is the woman's proof that she did not mean to plagiarize?

Click 2 answers.

(A) Her past academic record is impeccable.
(B) The source she forgot to cite was a very small part of her paper.
(C) She cited all other sources she used.
(D) She showed the dean the notes she took while researching her paper.

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

16. What can be inferred about the dean:

(A) He does not take plagiarism seriously.
(B) He does not believe the woman.
(C) He is too busy to look further into the matter.
(D) He has been convinced by the woman's arguments.

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

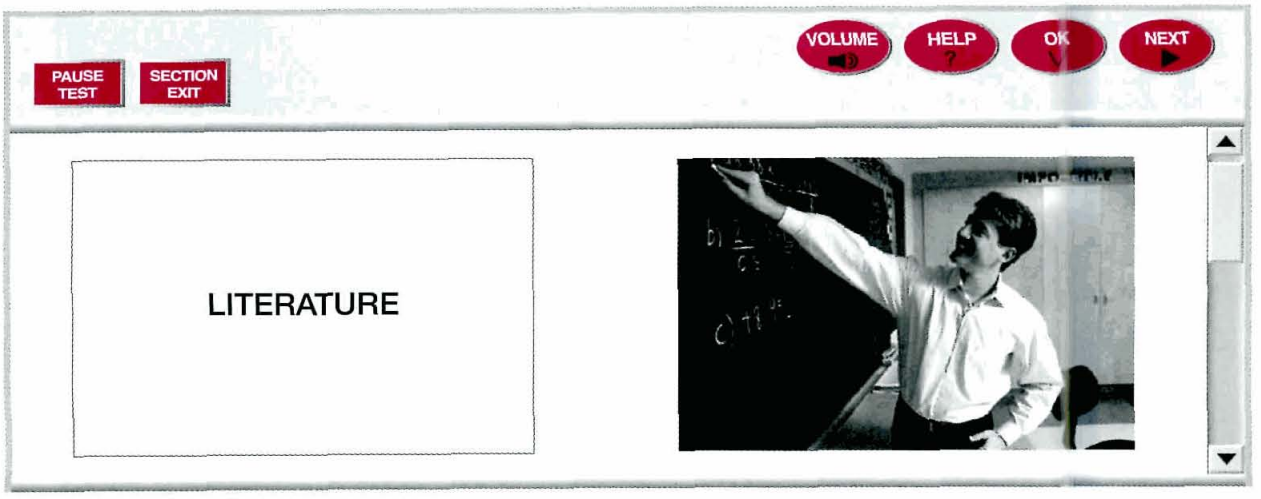
17. What, most likely, is the student's emotion:

(A) Anger
(B) Confusion
(C) Guilt
(D) Remorse

Earnest Hemingway (Lecture)

Questions 18~23:

Listen to the following lecture taking place in a literature class. Today's topic is the author Ernest Hemingway.



Taking Notes

18. **What is the main purpose of this lecture?**

(A) To provide biographical information on Ernest Hemingway
(B) To discuss the many literary works of Hemingway
(C) To describe how to become a writer
(D) To describe the dark side of being an author

19. **Where did Hemingway first begin to write professionally?**

(A) For a city newspaper
(B) For a publishing company
(C) For a military publication during the war
(D) For a popular sports magazine in Chicago

20. According to the lecture, why was Hemingway rejected by the Army?

(A) He had poor hearing.
(B) He was overweight.
(C) He had a criminal record.
(D) He had poor eyesight.

21. According to the professor, why was the relationship between Sherwood Anderson and Hemingway important?

(A) Because Anderson taught Hemingway how to write in an economical style
(B) Because Hemingway admired Anderson for writing about common people's lives
(C) Because Anderson got Hemingway a job in Paris
(D) Because Hemingway learned about the publishing business from Anderson

22. What were two reasons Hemingway moved to Paris?

Click 2 answers.

(A) It was inexpensive to live there.
(B) His wife wanted to move there.
(C) He wanted to be near writers from all over the world.
(D) He was fascinated with French culture.

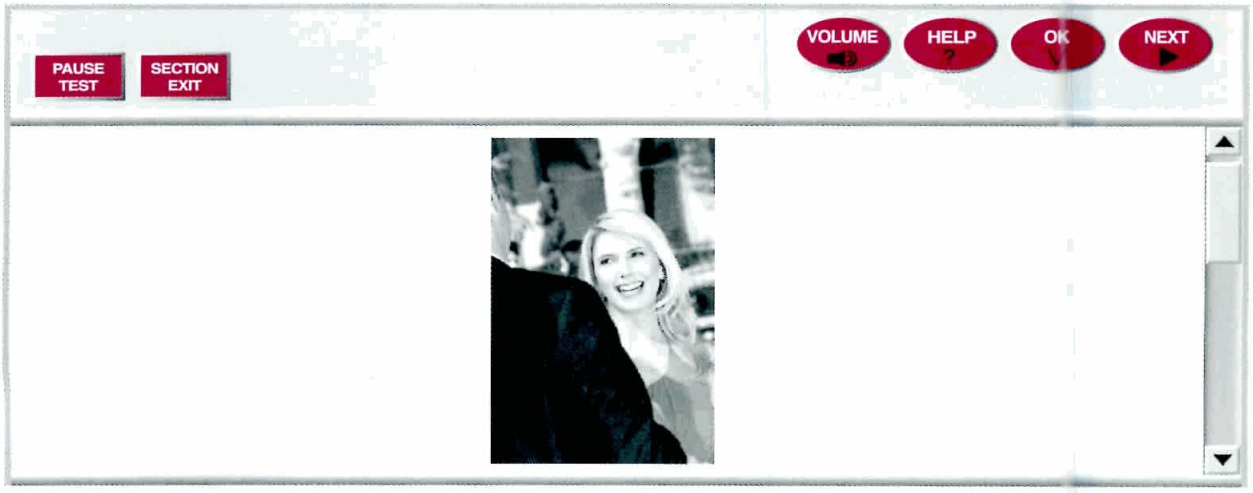
23. What was the professor implying when saying this:

(A) He admires Hemingway for being a risk taker.
(B) He feels sorry that Hemingway got injured in the line of duty.
(C) He thinks that it wasn't a smart idea for Hemingway to put himself in harm's way.
(D) He thinks that it's strange that Hemingway volunteered to go to war.

Coming in Late (Conversation)

Questions 24~28:

Listen to a student and her resident adviser having a discussion.



Taking Notes

24. Why did the student have to walk home the previous night?

(A) She missed the last bus.
(B) She didn't have enough money.
(C) She thought the taxi was unsafe.
(D) She forgot to bring her purse.

25. What was the rate increase for cab fare?

(A) Prices doubled.
(B) Prices went up by $2.
(C) Prices went up by 25%.
(D) Prices went up by 50%.

26. Why does the resident adviser think the student should have known about the rate increase?

(A) Because she should have read the signs on the cab

(B) Because she should have noticed how fast the meter was running

(C) Because she should have come to the dorm meeting on transportation

(D) Because she should have read about the increase in the newspaper

27. Where did the student have to walk home from?

(A) Jones Street

(B) First Avenue

(C) The car dealership

(D) The library

28. What plans do the speakers make for Sunday?

(A) The resident adviser will drive the student to Jones Street.

(B) They will take a taxi to the car dealership together.

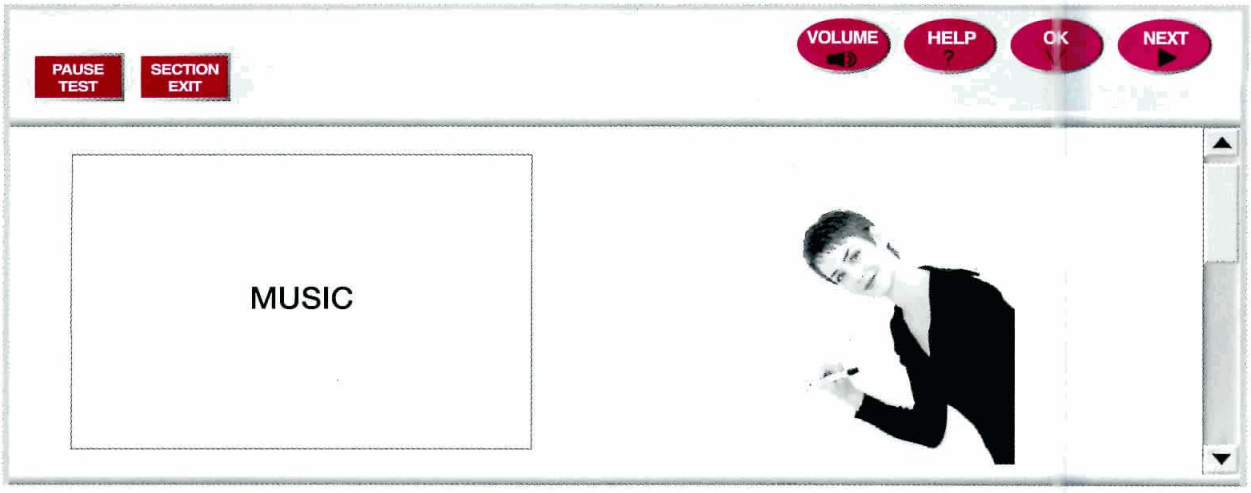
(C) The resident adviser will call the student to make final plans.

(D) They will meet at the car dealership.

Jazz (Lecture)

Questions 29~34:

Listen to part of a discussion in a music class. The professor is discussing jazz.



Taking Notes

29. What is the main purpose of the discussion?

(A) To give an overview of American jazz
(B) To describe the progression of American jazz after World War II
(C) To discuss all the great American jazz musicians
(D) To compare the different types of jazz

30. Which of the following is true about bebop jazz?

Click 3 answers.

(A) Bebop jazz players often strayed from the melody.
(B) It was considered relatively traditional.
(C) People considered it an art form.

(D) It was the basis of many jazz forms that followed.

(E) It held huge potential for commercial value.

31. **Which form of jazz involved electronic music?**

(A) Swing

(B) Bebop

(C) Cool

(D) Fusion

32. **According to the professor, why did the long play record help jazz become popular in the '50s?**

(A) People could listen to more music without changing the record.

(B) Long play records were much more easily accessible than short play records.

(C) The improved sound of the long play record increased music sales.

(D) Long play records were cheaper to purchase.

33. **How did third stream jazz get its name?**

(A) It was the third type of jazz to develop after World War II.

(B) It was named after the club John Lewis, the founder, performed in.

(C) It was a mixture of two mainstream forms of music.

(D) It was named after the popular song, "Third Stream."

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

34. **Why does the professor say:**

(A) To discuss cool jazz in more detail

(B) To bring the focus back to her lecture

(C) To calm students who are nervous about the exam

(D) To justify not discussing Miles Davis in more detail

03

Web TOEFL Listening Test

>>>

* Shakers (Lecture)
* Scheduling a Meeting (Conversation)
* Isaac Stern (Lecture)
* Epilepsy (Lecture)
* Joining Fraternity (Conversation)
* Jury System (Lecture)

PAUSE TEST | SECTION EXIT | VOLUME | OK | NEXT

00 : 08 : 25

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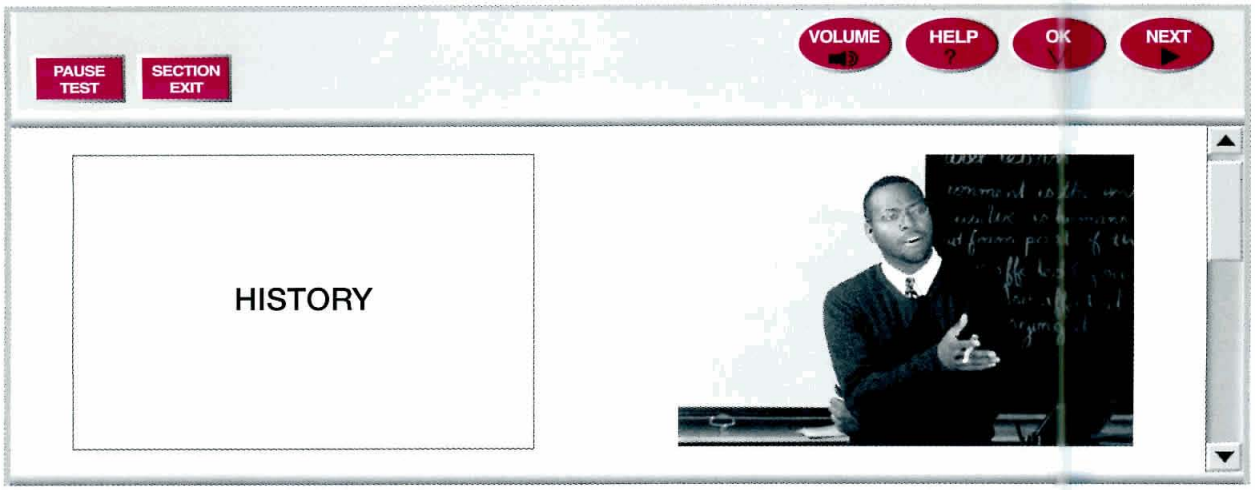
Shakers (Lecture)

Questions 1~6:

Listen to part of a discussion in history class. The professor is discussing the Shakers.



Taking Notes

1. What is the main purpose of the talk?
   - (A) To describe Ann Lee's influence on the Shakers
   - (B) To describe the history and lifestyle of the Shakers
   - (C) To describe the origin of Shaker furniture
   - (D) To describe the tenets of Shaker beliefs

2. According to the discussion, all of the following are alternate names for the Shakers EXCEPT
   - (A) United Society of Shaking Quakers
   - (B) United Society of Believers in Christ's Second Appearing
   - (C) Alethians
   - (D) Millennial Church

3. **Which two of the following are doctrines of the Shaker religion?**

Click 2 answers.

Ⓐ The belief in the importance of celibacy
Ⓑ The belief in the importance of perfection and simplicity in all actions
Ⓒ The belief in the importance of small families
Ⓓ The belief in the importance of moving from one place to another

4. **Why is Ann Lee so highly esteemed in the Shaker community?**

Ⓐ The Shakers believed that Ann Lee was Jesus reincarnated.
Ⓑ The Shakers believed that Ann Lee was the female embodiment of God.
Ⓒ The Shakers believed that Ann Lee was a gifted leader.
Ⓓ The Shakers believed that Ann Lee was able to stop persecution.

Listen again to part of the discussion. Then answer the next two questions.

5. **Why does the student say this:**

Ⓐ He cannot hear the professor clearly.
Ⓑ He thinks that farms are less of an influence than Ann Lee.
Ⓒ He is doubtful that farms would bring prosperity.
Ⓓ He is not sure what farms the professor is referring to.

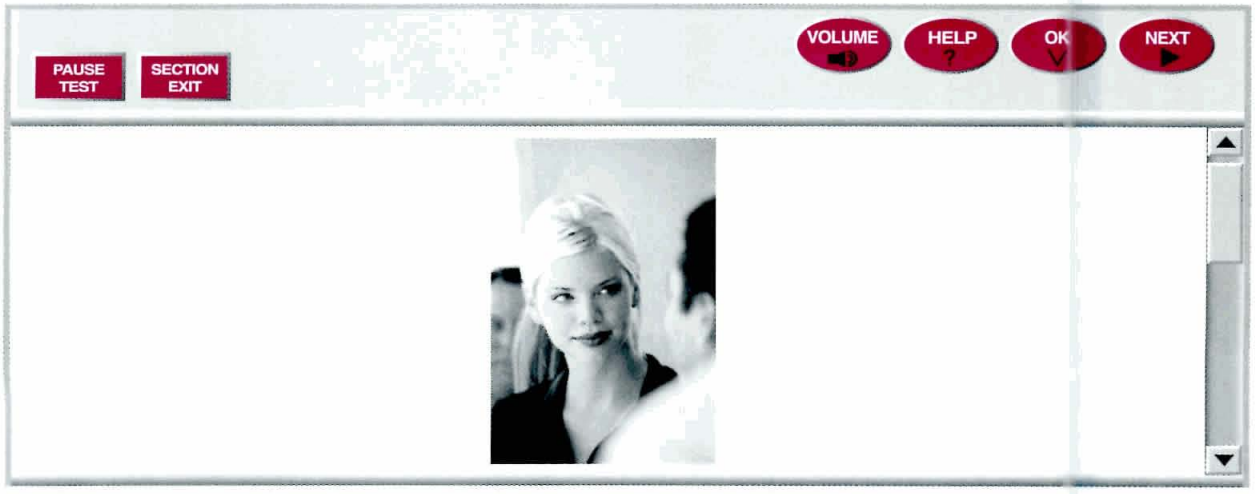
6. **Why does the professor say this:**

Ⓐ He forgot about an important part of his lecture.
Ⓑ He feels that some questions are unnecessary.
Ⓒ The student brought up an irrelevant topic.
Ⓓ He does not have enough time to address every angle of the issue.

Scheduling a Meeting (Conversation)

Questions 7~11:

Listen to a discussion between a student and an office worker.



Taking Notes

7. **Why has the student come to the professor's office?**

   (A) She wants to know when a project is due.

   (B) She wants more information about what he expects on a project.

   (C) She wants to ask if it's OK to turn a project in a day late.

   (D) She wants to ask him if she can add one of his classes.

8. **Why isn't the professor in his office?**

   (A) He changed his office hours.

   (B) He's sick.

   (C) He had to take care of a family emergency.

   (D) He's covering a class for another professor.

9. When is the student going to come back?

(A) During the professor's office hours the following day

(B) On Friday morning

(C) During office hours the next Monday

(D) After the professor teaches his class on Wednesday

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

10. Why does the officer worker mention this:

(A) He's suggesting that if the student drops by then, she can catch the professor.

(B) He's saying that the professor's policy is to answer questions only during office hours.

(C) He's trying to explain that the professor has a very tight schedule.

(D) He's saying that Wednesdays are definitely not a good time to talk to the professor.

11. What is the office worker implying when he says this:

(A) The student doesn't grasp the material well enough to ask in-depth questions.

(B) The professor won't have a lot of time to talk.

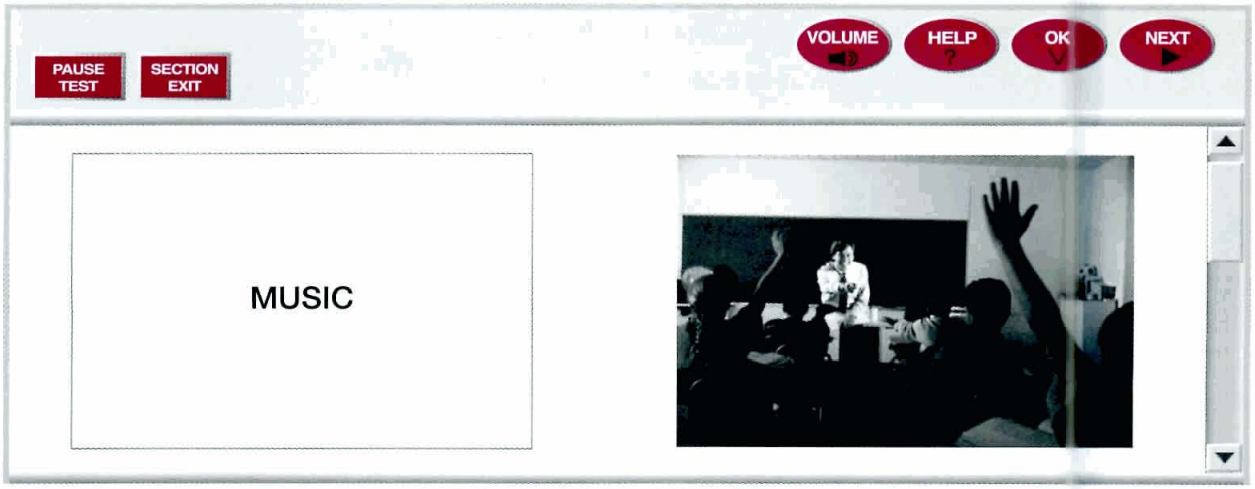
(C) The professor is only willing to answer questions during regular office hours.

(D) The student might be too tired at that time to have a long meeting with the professor.

Isaac Stern (Lecture)

Questions 12~17:

Listen to the following discussion taking place during a music history course. Today's lecture focuses on the late violinist Isaac Stern.



Taking Notes

12. What is the main purpose of the discussion?

(A) To give an overview of Stern's personal life
(B) To explain Stern's innovative musical techniques
(C) To explain how Stern saved Carnegie Hall from destruction
(D) To describe the various achievements of Stern

13. When did Stern say he would return to perform in the Soviet Union again?

(A) When communism fell
(B) When artists were permitted to leave
(C) When the Persian War ended
(D) When the orchestra was up to his standards

14. **According to the professor, what did Stern do besides play the violin?**

Click 3 answers.

Ⓐ He helped to save Carnegie Hall.
Ⓑ He was featured in a documentary film.
Ⓒ He taught at the San Francisco Conservatory of Music.
Ⓓ He conducted the San Francisco Symphony Orchestra.
Ⓔ He was an advisor to the National Endowment for the Arts.

15. **According to the professor, why was Carnegie hall going to be torn down?**

Ⓐ The hall was old and run-down.
Ⓑ The city planned to build an office building there.
Ⓒ The hall was no longer a popular place to perform.
Ⓓ The property value had increased dramatically.

16. **The professor implies that Stern used his notoriety to do which of the following?**

Ⓐ Make a lot of money
Ⓑ Perform with famous musicians
Ⓒ Support cultural institutions and exchanges
Ⓓ Get a film made about his trip to China

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

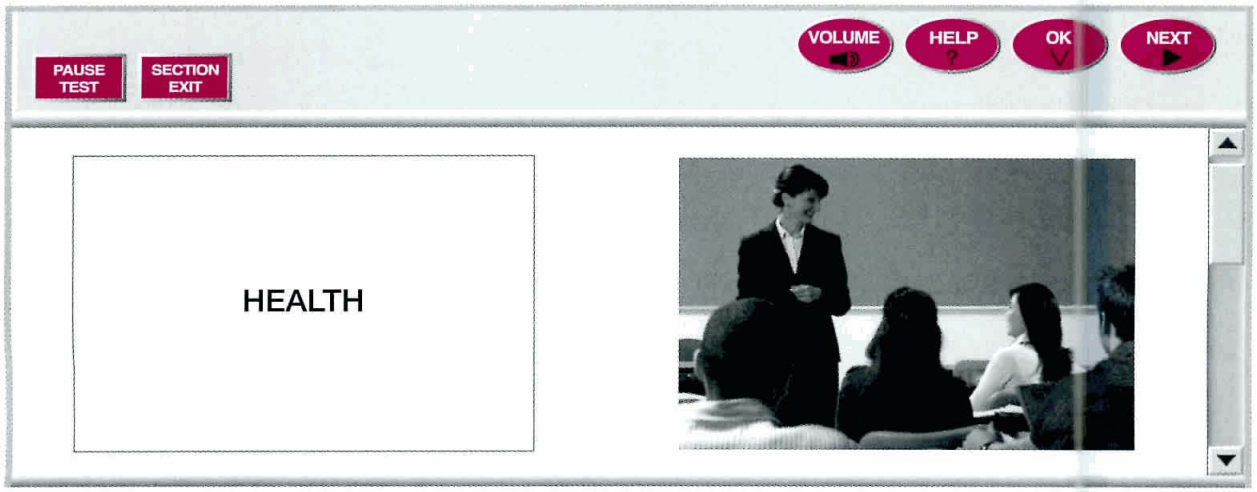
17. **Why does the professor mention this:**

Ⓐ To suggest to the students that the film is accurate
Ⓑ To show that he is knowledgeable about films
Ⓒ To prove that he knows about popular culture
Ⓓ To convince the students that the film is worth watching

Epilepsy (Lecture)

Questions 18~23:

Listen to the following conversation taking place in a health class. The lecturer is giving a talk on epilepsy.



Taking Notes

18. What is the main purpose of the discussion?

(A) To give an overview of epilepsy
(B) To describe the different types of seizures
(C) To show how to cure epilepsy
(D) To show how to deal with a seizure

19. According to the discussion, what is the main distinction doctors make between types of seizures?

(A) Grand mal and petit mal
(B) Simple and complex
(C) Generalized and partial
(D) Conscious and unconscious

20. What is the best description of what causes epilepsy, according to the professor?

(A) It is primarily genetic.

(B) The cause is unknown.

(C) It is usually the result of an injury.

(D) It results from a problem in the part of the brain that regulates electrical impulses.

21. In which of the following types of seizure is the person aware of his or her surroundings?

(A) Simple partial

(B) Complex partial

(C) Petit mal

(D) Grand mal

22. According to the discussion, which of the following can be inferred about epilepsy?

(A) It is a disorder of the nervous system.

(B) It usually happens when the patient is awake.

(C) It is mostly caused by a defect in genes.

(D) It does not necessarily result in abnormal life.

23. Which one of the following is not a treatment for epilepsy?

(A) Change the patient's diet

(B) Treat the patients with drugs

(C) Remove part of the brain

(D) Electroconvulsive therapy

Joining Fraternity (Conversation)

Questions 24~28:

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

Taking Notes

24. Why does the student meet with his resident assistant for dinner?

(A) To hear stories about fraternity hazing
(B) To let her know he is leaving the dorms to join a fraternity
(C) To complain about the food in the dining hall
(D) To get her advice on whether he should join a fraternity

25. Why does the student want to join a fraternity?

(A) He believes in the idea of brotherhood and loyalty.
(B) He wants to escape from dorm food.
(C) He likes the people in fraternities.
(D) He believes it is nothing but fun and games.

26. **Why does the resident assistant mention a honeymoon?**

(A) To explain what life in a fraternity is like

(B) To remind the student that hazing comes after 'rush' week

(C) To encourage the student to call her ex-boyfriend

(D) To point out the fact that dorm food always tastes terrible after the first weeks

27. **What will the student probably do?**

(A) Go to great parties and ball games

(B) Quit the fraternity

(C) Call the woman's boyfriend

(D) Begin the hazing process

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

28. **What can be inferred about the student:**

(A) He has an inaccurate understanding of hazing.

(B) He believes he is strong enough to withstand anything.

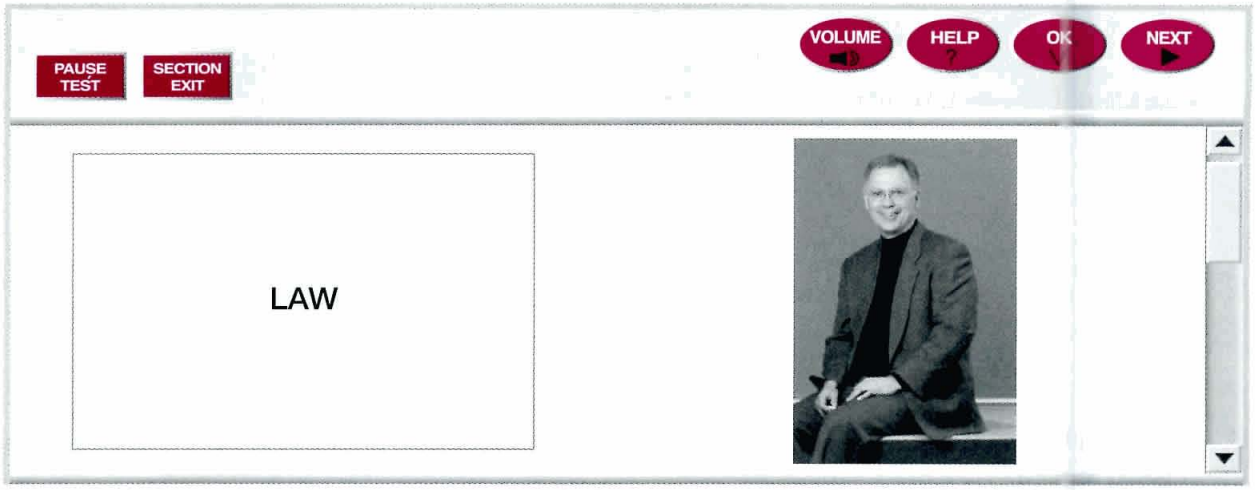
(C) He is desperate to join a fraternity, at any cost.

(D) He is not afraid of pain or embarrassment.

Jury System (Lecture)

Questions 29~34:

Listen to part of a discussion in a pre-law class. The professor is discussing the American jury system.



Taking Notes

29. What is the main purpose of the lecture?

(A) To discuss the attorney's role in a court trial
(B) To discuss the jury selection system
(C) To discuss the defendant's rights to a fair trial
(D) To discuss how juries make their decisions

30. What does it mean to decide on issues of fact in a court trial?

(A) The truth of facts in the case must be determined by the jury.
(B) Only facts can be used by the jury, not opinions.
(C) The jury only needs to decide the verdict of the crime at hand.
(D) The jury is responsible for choosing a punushment for the criminal.

31. **According to the lecture, what does the 6th amendment promise?**

(A) A right to a trial with a jury for major offenses

(B) A right to forgo jury duty

(C) A right for judges to decide what evidence a jury will hear

(D) A right to be compensated for jury duty

32. **According to the lecture, what does a representative community mean?**

(A) A jury must be made of half men, half women.

(B) The jury for any given case must be an accutate representation of the community.

(C) People of all income levels must be included in a jury.

(D) Minorities and women must be included in the pool of potential jurors.

33. **According to the lecture, what would most likely happen to a potential juror with strong and radical opinions?**

(A) The lawyer would call a challenge for cause.

(B) The judge would invoke the Duncan v. Louisiana and replace him.

(C) He would be asked to be the foreman of the jury.

(D) He would be unanimously outvoted by the rest of the jury.

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

34. **What can be inferred about the professor's definition of a serious offense:**

(A) The professor does not know the meaning of "serious offense."

(B) The definition of "serious offense" that the professor uses may not be accurate.

(C) The professor is more concerned about non-serious offenses.

(D) The professor has first-hand experience with "serious offense" cases.

04

Web TOEFL Listening Test

>>>

* Cochise (Lecture)
* Help with Midterms (Conversation)
* Lou Gehrig (Lecture)
* Computer Chip (Lecture)
* Trip to Beach (Conversation)
* Statue of Liberty (Lecture)

PAUSE TEST | SECTION EXIT | VOLUME | OK | NEXT | 00 : 08 : 25

Listening Section Directions

This section measures your ability to understand conversations and lectures in English. You will hear each conversation or lecture only one time. After each conversation or lecture, you will answer some questions about it.

The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Asnwer the questions based on what is stated or implied by the speakers.

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

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

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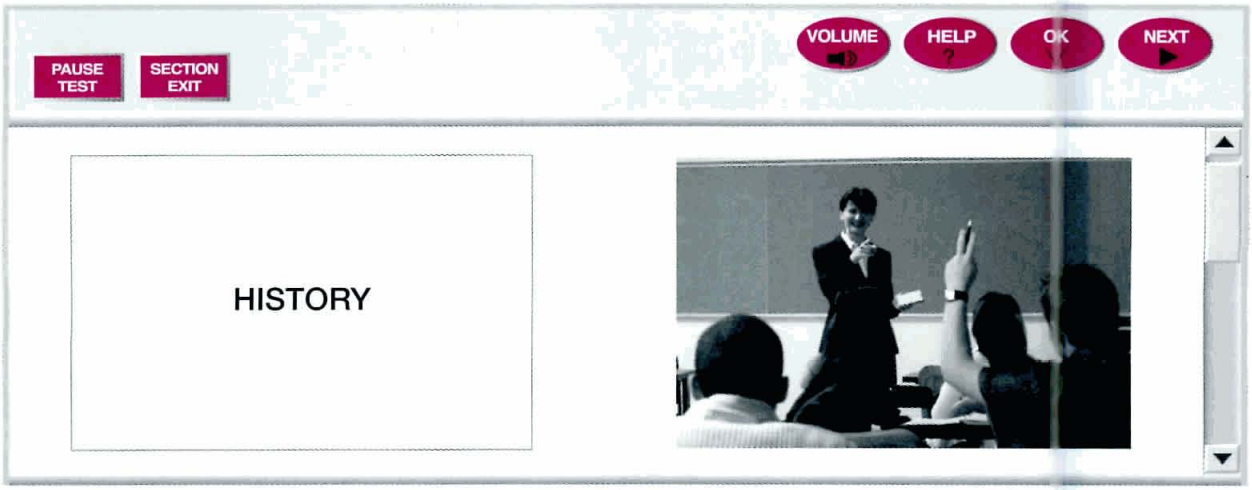
Note : In the Listening Section of the actual test, you will both hear and read the questions.

Cochise (Lecture)

Questions 1~6:

Listen to part of a discussion in an American history class. The professor is discussing the great Indian leader Cochise and an alternative version of history.



Taking Notes

1. What is the main purpose of this discussion?
   - (A) To understand the Apache people
   - (B) To describe how tensions arose between an Apache chief and Americans
   - (C) To give an overview of Cochise's life
   - (D) To illustrate the ignorance of Americans toward the Apache people

2. Why did the Chiricahuas sell wood to the settlers?
   - (A) They believed the settlers would eventually leave.
   - (B) They were unhappy sharing their resources for free.
   - (C) The settlers gave them guns and ammunition in exchange.
   - (D) They wanted to promote peaceful relations with the settlers.

3. What is unique about Apache Pass?

(A) American settlers and military officials often stopped there.

(B) A rest stop was built at Apache Pass

(C) Drinking water could be found there.

(D) It was the only land in the area that the Apaches did not own.

4. Why did Bascom trap Cochise in a tent?

(A) He believed the Chiricahuas had taken a boy prisoner.

(B) He was frightened of Cochise's reputation as a great warrior.

(C) He was ordered to begin a war with the Chiricahuas, using any means.

(D) He believed it was a gesture of war for Cochise to bring his family to the meeting.

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

5. What does the professor mean when she says:

(A) The Chiricahuas were the only Apache group to live in the area.

(B) Several other Apache groups live in the area.

(C) Several non-Apache groups live in the area.

(D) The Chiricahuas were the only important Apache group to live in the area.

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

6. In the term "very traits," which word can "very" be replaced by:

(A) Important

(B) Distinctive

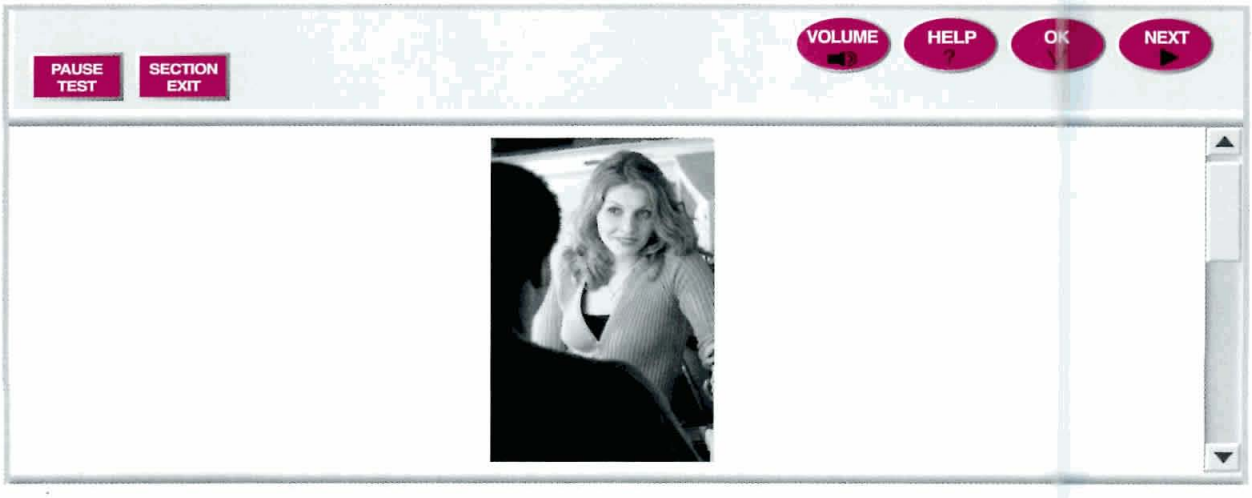
(C) Same

(D) Unusual

Help with Midterms (Conversation)

Questions 7~11:

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



Taking Notes

7. What time does the teaching assistant have another student scheduled?

   (A) Four thirty
   (B) Four forty-five
   (C) Five o'clock
   (D) Five thirty

8. Why does the teaching assistant ask the student to bring his notes?

   (A) Because she thinks Jeanine has poor notes
   (B) Because she wants to see that he's been attending lecture
   (C) Because she wants to see if they are complete
   (D) Because she doesn't have any herself

9. **Where will the student and the teaching assistant meet?**

(A) At the lecture hall
(B) On the fourth floor of Jones Hall
(C) At the library
(D) On the third floor of Jameson Hall

10. **Why does the student want to bring another student with him?**

(A) Because he thinks the other student is doing well
(B) Because the teaching assistant encourages him to organize a study group
(C) Because he has missed a lot of class
(D) Because he is interested in her

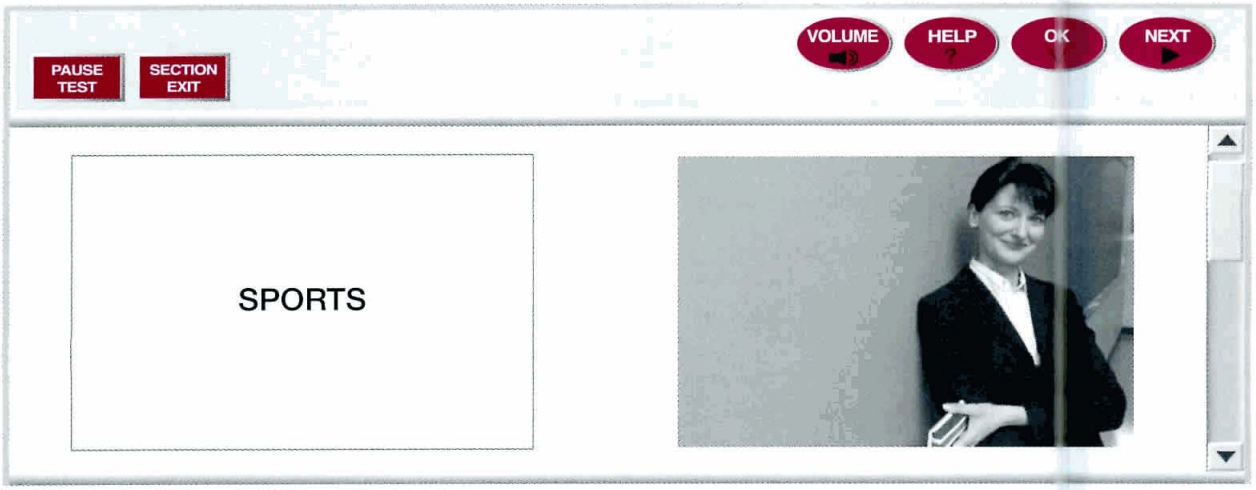
11. **What does the student need help with?**

(A) A quiz
(B) The classes he has missed
(C) The midterm exam
(D) The final exam

Lou Gehrig (Lecture)

Questions 12~17:

Listen to the following lecture taking place in a sports history class. The lecturer's topic is the famous baseball player Lou Gehrig.



Taking Notes

12. What is the main purpose of the lecture?

(A) To describe Gehrig's relationship with Babe Ruth
(B) To show that hard work leads to success
(C) To describe Gehrig's career
(D) To explain how Gehrig learned to play baseball

13. Why did Gehrig initially not play baseball for his high school team?

(A) He did not like the crowd and the noise.
(B) He preferred to play football.
(C) He would have had to stop playing in neighborhood baseball games.
(D) He did not like his teammates.

14. How did Gehrig afford going to Columbia University?

(A) He received an athletic scholarship from the school.

(B) The Yankees paid for him to go there.

(C) The minor league team he played for paid his tuition.

(D) He used the money he saved from working every summer.

15. What did the Yankees do when they found out that Gehrig couldn't throw and catch the ball?

(A) They sent him to play football.

(B) They sent him to a minor league team.

(C) They sent him to Columbia University.

(D) They had him train with Babe Ruth.

16. According to the lecture, what record did Gehrig hold for over 50 years?

(A) Hitting the most home runs during a career

(B) Hitting the most consecutive hits

(C) Stealing the most bases in a season

(D) Playing the most games in a row

17. What is the professor implying when she says this:

(A) She wants the students to describe why the team was so great.

(B) She is saying that the facts she mentioned prove that the team was one of the greatest.

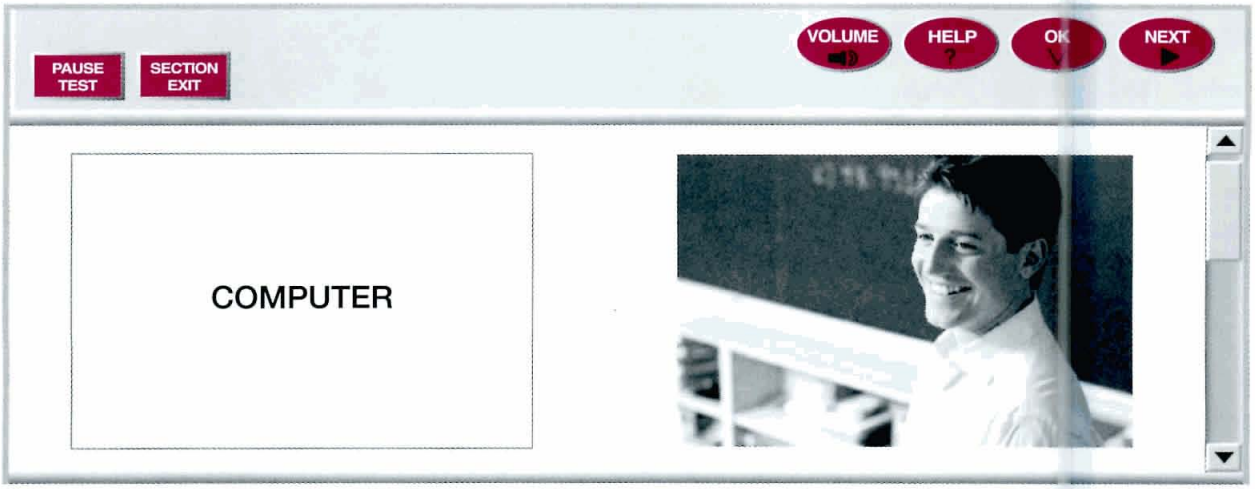
(C) She is asking the students to look at photographs in their textbook to figure out why the team was so great.

(D) She is being sarcastic and saying that the team was overrated.

Computer Chip (Lecture)

Questions 18~23:

Listen to the following lecture taking place during a computer class. Today's topic is the computer chip.



Taking Notes

18. What is the main purpose of the lecture?

(A) To give an overview on the computer chip
(B) To describe the differences between microprocessors and memory chips
(C) To teach the history of computer chips
(D) To explain the importance of computers

19. What is the main difference between the chips invented by Kilby and Noyce?

(A) Kilby patented his first.
(B) Noyce's made him a lot of money.
(C) They used different semiconductor materials.
(D) Kilby's was significantly smaller.

20. According to the lecturer, why is the computer chip the most important development in computer science?

(A) It allowed computers to get smaller.
(B) It allowed computers to get cheaper.
(C) It allowed computers to store memory.
(D) It allowed computers to have a friendlier interface.

21. According to the lecture, what is added to silicon so that it can conduct electricity?

Click 2 answers.

(A) Boron
(B) Prosperous
(C) Aluminum
(D) Copper

22. What is the function of a capacitor?

(A) To store memory
(B) To store an electrical charge
(C) To perform arithmetic and logic operations
(D) To move data

23. What does the professor say about microprocessors?

(A) They are used to store memory.
(B) They perform arithmetic and logic functions.
(C) They are only used in computers.
(D) They were first used for video games.

Trip to Beach (Conversation)

Questions 24~28:

Listen to part of a conversation in a dormitory between the resident head and a student.

Taking Notes

24. What is the main topic of discussion?

(A) The man's poor performance as Hall representative
(B) The woman's disappointment in the man
(C) Preparations for a weekend trip
(D) The man and woman's longing for the beach

25. According to the conversation, what will happen on Thursday?

(A) The woman will buy the train tickets.
(B) There will be a Hall meeting.
(C) They will go to the beach.
(D) The man will turn in his overdue paper.

26. What year is the student?

(A) Senior
(B) Junior
(C) Sophomore
(D) Freshman

27. How does the woman's mood change from the beginning to the end of the conversation?

(A) From anger to joyfulness
(B) From exasperation to excitement
(C) From sadness to happiness
(D) From sheepishness to boldness

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

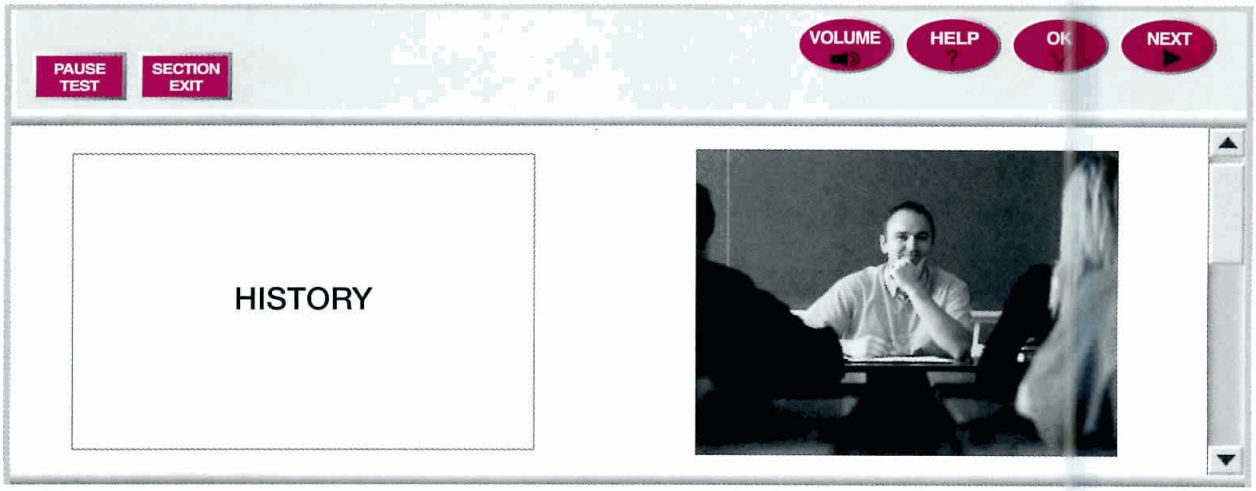
28. What can be inferred about the resident head:

(A) She is angry at the student.
(B) She feels sorry for the student.
(C) She is disappointed in the student.
(D) She is exuberant.

Statue of Liberty (Lecture)

Questions 29~34:

Listen to the following lecture in an American history class. The lecturer focuses his talk on the Statue of Liberty.



Taking Notes

29. What is the main purpose of the lecture?

(A) To give a physical description of the Statue of Liberty
(B) To discuss how the Statue of Liberty was built
(C) To explain how the idea to build the Statue of Liberty came about
(D) To give a brief overview of the Statue of Liberty

30. How old is the Statue of Liberty?

(A) 30 years old
(B) Less than 100 years old
(C) 100 years old
(D) Over 100 years old

31. In the lecture, the professor describes the appearance of the statue.
Indicate whether each of the following is an attribute of the statue by clicking in the correct box for each phrase.

	Yes	No
(A) She wears a loose robe.		
(B) She holds a tablet in one hand.		
(C) She holds a scepter in one hand.		
(D) She has gems in her crown.		
(E) A chain lies at her feet.		

32. According to the lecture, how did the friendship between the U.S. and France develop?

(A) France helped the U.S. recover after the American Revolution.
(B) France helped the northern government of the U.S. win the Civil War.
(C) France helped the U.S. defeat the British during the American Revolution.
(D) The U.S. helped France defeat Napoleon the Third

33. What is one reason why the French gave the Statue of Liberty to the U.S.?

(A) To honor American soldiers
(B) To encourage democracy in France
(C) To pay off a debt
(D) To improve relations between the two countries

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

34. Why does the professor ask this question:

(A) He forgot his glasses and needs the students to describe the statue to him.
(B) He wants the students to look at a picture of the statue in their textbooks.
(C) He's indicating that he's going to describe the statue.
(D) He's implying that how someone views the statue is subjective.

05

Web TOEFL Listening Test

>>>

* Iditarod Dogsled Race (Lecture)
* Registering for Classes (Conversation)
* Charles Lindbergh (Lecture)
* College Dining (Conversation)
* Komodo Dragons (Lecture)
* Carbon Monoxide (Lecture)

PAUSE TEST | SECTION EXIT | VOLUME | OK | NEXT | 00 : 08 : 25

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Iditarod Dogsled Race (Lecture)

Questions 1~6:

Listen to an informal discussion taking place in the school union. The professor is discussing the Iditarod dogsled race.

Taking Notes

1. **What is the main purpose of this talk?**
   - (A) To understand people's motivation for participating in dangerous activities
   - (B) To demonstrate the difficulty of the Iditarod terrain
   - (C) To give an overview of the Iditarod
   - (D) To show the importance of the Iditarod in Alaskan tradition

2. **According to the professor, which of the following is NOT a danger in the Iditarod?**
   - (A) Succumbing to illness such as the "black death"
   - (B) Encounters with dangerous wildlife
   - (C) Falling into icy lakes
   - (D) Hallucinations

3. **Why does the professor mention that the dogs need to wear special boots?**

Ⓐ To give an example of the expensive nature of the race

Ⓑ To give an example of the harsh conditions of the race

Ⓒ To give an example of the exemplary care given to the dogs

Ⓓ To give an example of the celebrity status of the Iditarod's participants

4. **Why does the professor mention the Northern Lights?**

Ⓐ To prove the historical significance of the Iditarod

Ⓑ To give an example of a natural compass that the dogs can follow

Ⓒ To give an example of beauty in the harsh terrain

Ⓓ To show how the mushers see at night

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

5. **Why does the professor say this:**

Ⓐ To provide a foundation for further comparisons

Ⓑ To prove the nature of danger

Ⓒ To give the audience an understanding of car racing

Ⓓ To explain why the student's answer was actually inaccurate

6. **Why does the student say:**

Ⓐ She has a genuine interest in learning more about the topic.

Ⓑ She is annoyed that the professor corrected her answer.

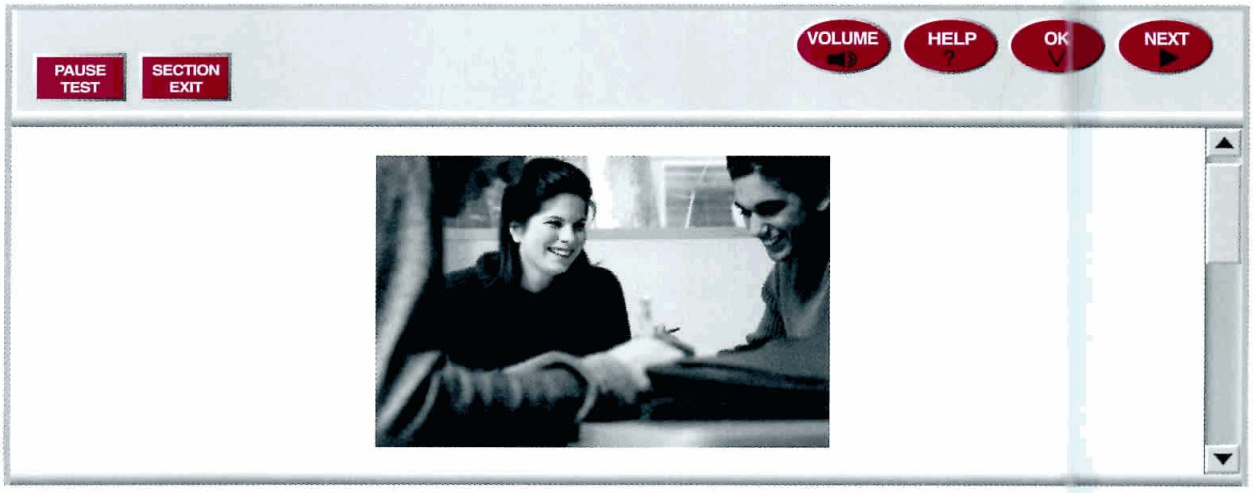
Ⓒ She realizes the professor meant to pique her interest.

Ⓓ She challenges the professor to prove her wrong.

Registering for Classes (Conversation)

Questions 7~11:

Listen to a student talking to his advisor about a problem with registering for classes.



Taking Notes

7. **What is the student complaining about?**

   (A) He doesn't want to take Professor Adrian's class.

   (B) He can't get into Professor Adrian's class.

   (C) He can't get enough sleep because his roommate is noisy.

   (D) He can't get onto the waiting list for Professor Adrian's class.

8. **Why did the student miss his scheduled registration time?**

   (A) He overslept.

   (B) He had a class when he was scheduled to register.

   (C) He forgot what time he was scheduled to register.

   (D) He never received information on when to register.

9. **What does the advisor suggest the student do to solve his problem?**

(A) He should take the course the following semester.

(B) He should find out if he can take another class to fulfill his requirements.

(C) He should ask Professor Adrian to add him to the class waiting list.

(D) He should delay his graduation.

10. **What is the advisor's concern when she says this:**

(A) That the student is not suited for academia

(B) That the student's friends are bad influences

(C) That the student will sleep through so many classes that he will fail out of college

(D) That the student won't be able tp take required classes if he dosen't resister on time

11. **Why does the advisor tell the student to do this when speaking to the professor:**

(A) She thinks that the professor won't have time to hear the student's whole story.

(B) She knows that the professor has an issue with students who are unreliable.

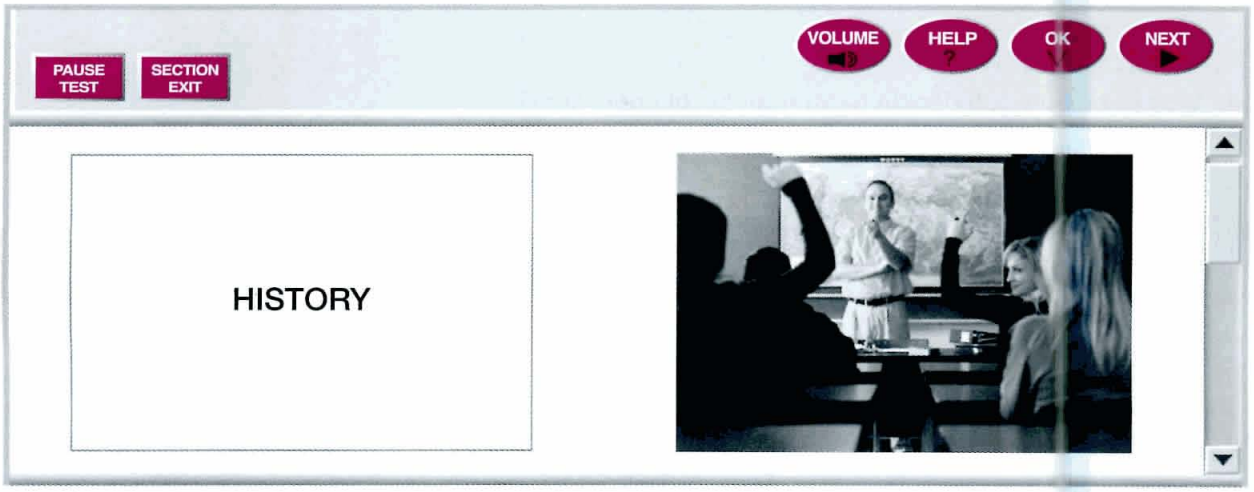
(C) She believes that people sometimes have to lie to get what they want.

(D) She doesn't want the professor to think that the student doesn't take school seriously.

Charles Lindbergh (Lecture)

Questions 12~17:

Listen to the following discussion in a history class. The lecturer focuses on the transatlantic flight of Charles Lindbergh.



Taking Notes

12. What is the main purpose of the professor's lecture?

(A) To give an overview of Lindbergh's early life and achievement
(B) To explain the context of the Lindbergh baby affair
(C) To give the historical context of Lindbergh's flight from New York to Paris
(D) To show how Lindbergh was treated after he made his historic flight

13. Why did Lindbergh leave the University of Wisconsin?

(A) He didn't like studying.
(B) He decided to try the nonstop transatlantic flight.
(C) He graduated.
(D) He wanted to join the army.

14. **What is the significance of the Lindbergh baby?**

(A) The incident caused Charles Lindbergh to stop flying.

(B) The incident was part of what led Lindbergh to become interested in flying.

(C) The kidnappers demanded the $25,000 prize money as ransom.

(D) The press made a big deal of it because Charles Lindbergh was so famous.

15. **Why did Lindbergh decide to attempt his historic flight?**

(A) He wanted to try out his new plane.

(B) He thought of it as a challenge.

(C) He needed the prize money.

(D) He made bet with a friend that he could do it.

16. **Which of the following is not one of Lindbergh's qualifications as a pilot, according to the lecture?**

(A) Serving as a pilot in World War I

(B) Army Air Corps Reserve

(C) Being named best pilot in his class

(D) Flying mail in the United States

17. **According to the lecture, all of the following describe "The Spirit of St. Louis" EXCEPT**

(A) It carried a lot of fuel.

(B) It was an especially safe plane.

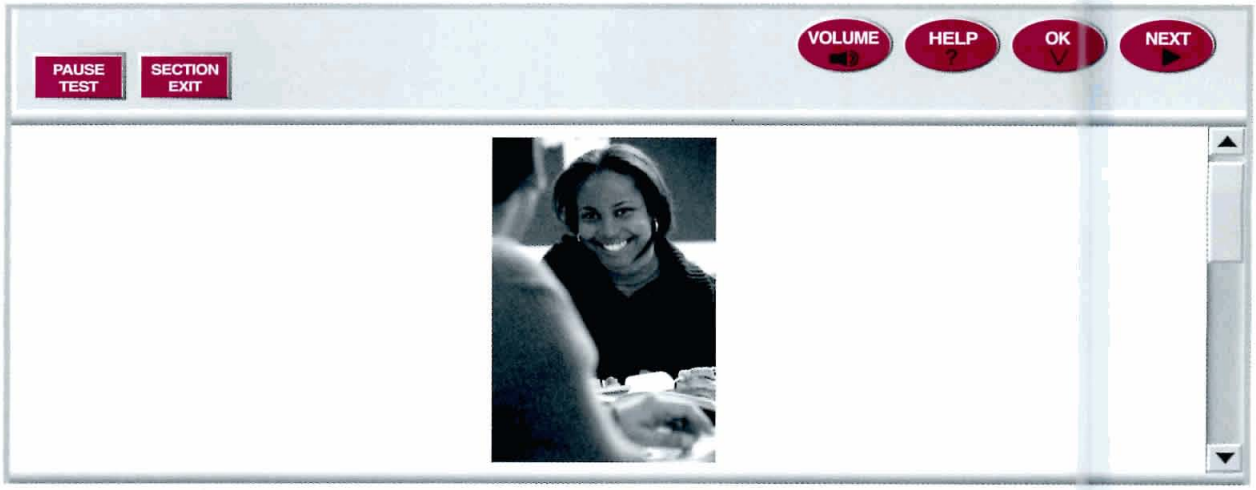
(C) It was designed in part by Lindbergh.

(D) It was an exceptionally fast plane.

College Dining (Conversation)

Questions 18~22:

Listen to a conversation between a student and a college administrator.



Taking Notes

18. What is the student's problem?

(A) He can't cook and can't afford to join a dining club.
(B) He needs to eat at hours when the dining clubs aren't open.
(C) There are no spots left in the campus kitchens.
(D) He can't afford to join the dining commons.

19. Why is the student concerned about the dining commons hours?

(A) Because he has to eat breakfast every day.
(B) He needs to eat an early lunch to get to sports practice on time.
(C) He needs to eat at unusual hours because of his class schedule.
(D) He wants to make sure there are separate hours for underclassmen and upperclassmen.

20. According to the administrator, when is breakfast served at the dining commons?

(A) Everyday from five until eight
(B) Weekdays from five-thirty until eight
(C) Weekdays from seven-thirty until nine
(D) Weekends from seven-thirty until nine-thirty

21. What percent of people who eat at the dining commons are juniors and seniors?

(A) 30%
(B) 40%
(C) 70%
(D) 100%

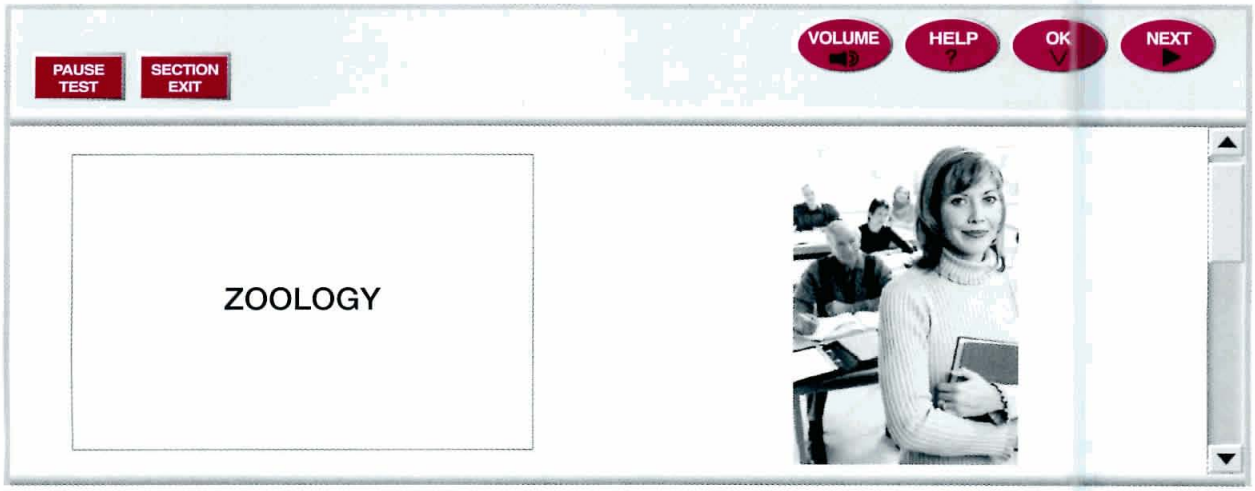
22. What does the student decide to do?

(A) Join the dining commons
(B) Try the dining commons once
(C) Try a dining club once
(D) Take a cooking class

Komodo Dragons (Lecture)

Questions 23~28:

Listen to the following lecture in a zoology class. The professor is talking about Indonesia's Komodo dragons.



Taking Notes

23. What is the main topic of the talk?

(A) Komodo dragons
(B) Komodo islands
(C) The Komodo dragon's diet
(D) Komodo dragon's fighting techniques

24. According to the professor, what are some of the traits of the dragons?

Click 3 answers.

(A) They have venomous saliva.
(B) They are strong swimmers.

(C) They are cannibalistic.

(D) They can eat humans.

(E) The females fight during mating season.

25. **According to the lecture, what is the environment of the Komodo islands like?**

(A) Lush and green

(B) Dry and barren

(C) Full of tourists

(D) Full of crocodiles and alligators

26. **According to the lecture, what is one technique the Komodo dragon uses for hunting?**

(A) They puncture the heart of their prey with their claws.

(B) They spring onto their prey from a tree.

(C) They spit venom into the eyes of their prey.

(D) They use their saliva to give their prey an infection.

27. **According to the professor, why do young dragons live in trees?**

(A) To hunt for prey

(B) To stay cool

(C) To find food

(D) To avoid being eaten

28. **Why does the professor say this:**

(A) She wants the students to tell her what they want to know about the animals.

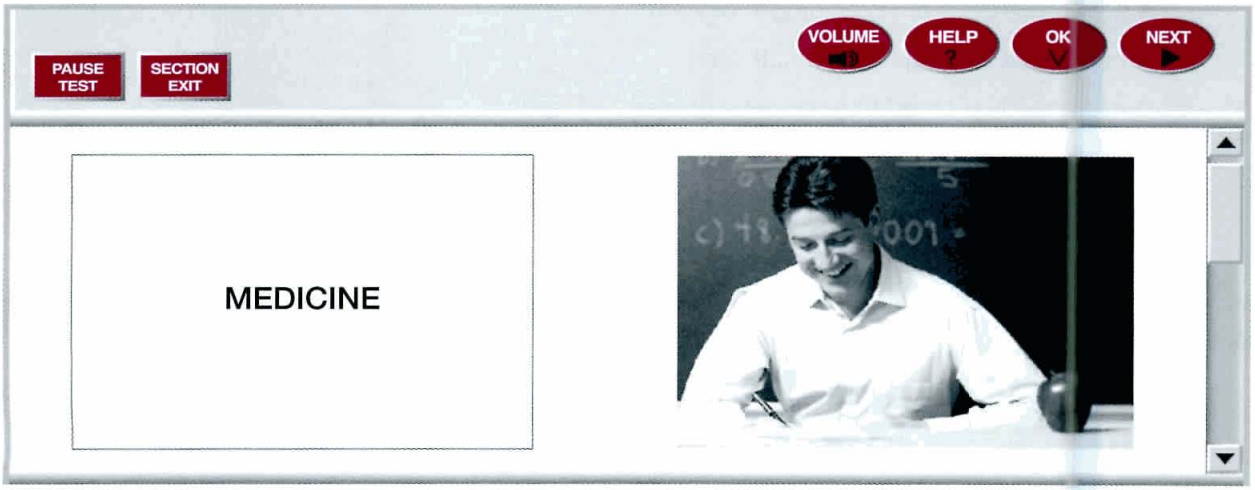
(B) She's indicating that she's collecting her thoughts.

(C) She can't remember the main reason why she's giving a lecture on Komodo dragons.

(D) She wants the students to talk about what they've read about Komodo dragons.

Carbon Monoxide (Lecture)

Questions 29~34:
Listen to the following lecture which takes place in a premed class. The lecturer discusses carbon monoxide poisoning.



Taking Notes

29. What is the purpose of the lecture?

Ⓐ To show that carbon monoxide poisoning is not common
Ⓑ To describe carbon monoxide poisoning and its effects
Ⓒ To describe why carbon monoxide poisoning is so dangerous
Ⓓ To show how carbon monoxide attaches itself to blood cells

30. What are the symptoms of carbon monoxide poisoning?

Click 2 answers.

Ⓐ Headaches
Ⓑ Fatigue

Ⓒ Fever

Ⓓ Vomiting

31. **How does carbon monoxide kill people?**

Ⓐ It prevents them from breathing in oxygen.

Ⓑ It prevents their lungs from functioning.

Ⓒ It prevents their blood from carrying oxygen.

Ⓓ It shuts down the brain.

32. **How is carbon monoxide formed?**

Ⓐ People exhale it.

Ⓑ It forms in cold weather.

Ⓒ It is produced by plants.

Ⓓ It is produced by burning fuels.

33. **How can doctors diagnose carbon monoxide poisoning?**

Ⓐ Most people with flulike symptoms have carbon monoxide poisoning.

Ⓑ They need to ask people about their use of heaters and appliances.

Ⓒ People with carbon monoxide poisoning will have yellowish skin.

Ⓓ Doctors can't diagnose or treat carbon monoxide poisoning.

34. **Why is carbon monoxide called "the silent killer"?**

Ⓐ Because carbon monoxide deaths go unreported

Ⓑ Because carbon monoxide has no smell

Ⓒ Because carbon monoxide doesn't cause coughing like most poisonous gases

Ⓓ Because carbon monoxide poisoning has no telltale symptoms

06

Web TOEFL Listening Test

>>>

* U.S. Immigration (Lecture)
* Journalistic Bias (Lecture)
* Campus Housing (Conversation)
* Chickenpox (Lecture)
* Boring Professor (Conversation)
* Henry Ford (Lecture)

PAUSE TEST | SECTION EXIT | VOLUME | OK | NEXT | 00 : 08 : 25

Listening Section Directions

This section measures your ability to understand conversations and lectures in English. You will hear each conversation or lecture only one time. After each conversation or lecture, you will answer some questions about it.

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

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U.S. Immigration (Lecture)

Questions 1~6:

Listen to part of a lecture in a history class. The professor is lecturing on U.S. immigration.

Taking Notes

1. **What is the main purpose of the lecture?**
   - (A) To understand why people choose to immigrate
   - (B) To provide an overview of U.S. history
   - (C) To outline the four major waves of immigration to the U.S.
   - (D) To discuss immigration to the U.S. from Europe

2. **Which of the following is Mr. Carlton most likely to be?**
   - (A) The President of the university
   - (B) A history professor specializing in the slave trade
   - (C) The grandchild of a slave
   - (D) A political activist

3. **Which of the following was an important reason for the 3rd wave of immigration?**

(A) The threat of World War I

(B) The Irish Potato Famine

(C) Castro coming into power

(D) The rumor of gold mines in the U.S.

4. **Why does the professor mention a "push" and "pull?"**

(A) To understand the delicate balance of civilization and nature

(B) To explain the reasons for immigration

(C) To account for the immigrants' need for their own property

(D) To show how families were split up because of immigration

5. **According to the lecture, which of the following is NOT a major group of immigrants?**

(A) Mexicans

(B) Cubans

(C) British

(D) Italians

6. **What is the professor's attitude toward immigration?**

(A) Unbiased

(B) Passionate

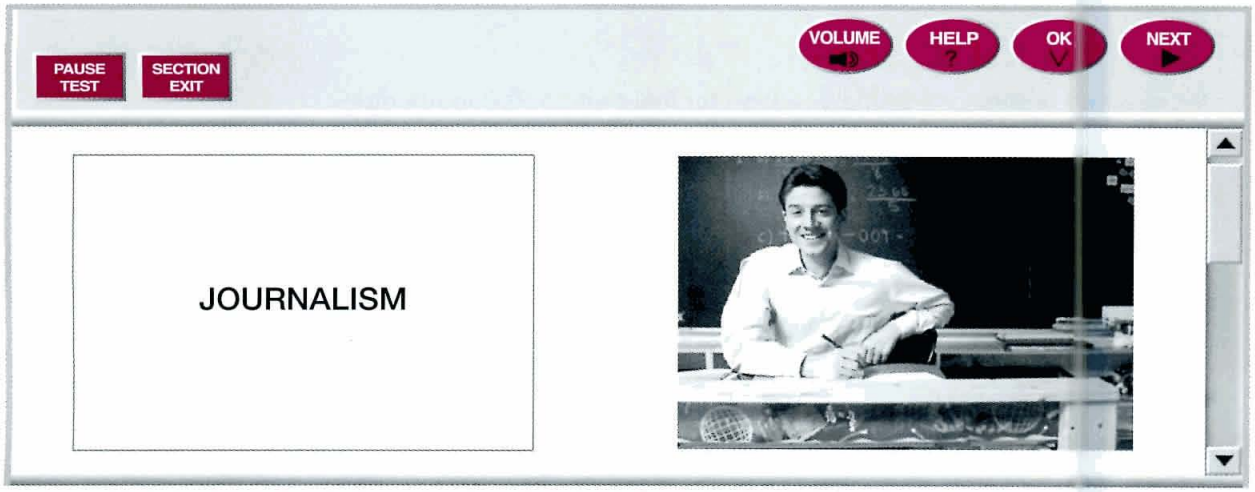
(C) Supports restricting immigration

(D) Supports open immigration

Journalistic Bias (Lecture)

Questions 7~12:

Listen to the following lecture taking place during a broadcast journalism course. Today's topic focuses on journalistic bias.



Taking Notes

7. What is the main topic of conversation?

(A) The role of sportscasters as boosters for their sports and teams
(B) The career of Howard Cosell
(C) Sportscasters who have had clear biases
(D) The boxing career of Muhammad Ali

8. What rationale does the professor give for talking about bias in sportscasting in particular?

(A) Because it is the easiest to see
(B) Because it would seem to be least significant
(C) Because she admires Howard Cosell's stances so much
(D) Because it allows her to talk about the role of advertising in journalistic bias

9. **Who was Graham McNamee?**

   (A) An early radio sportscaster

   (B) A Chicago Cubs supporter

   (C) President of ABC

   (D) A boxer involved in an especially brutal bout

10. **What is the professor's primary reason for mentioning Roone Arledge?**

   (A) Because he was president of ABC sports

   (B) Because he was a clear supporter of the Chicago Cubs

   (C) Because he didn't fire Howard Cosell

   (D) Because he was the first to allow his sportscasters to be critical

11. **According to the talk, what is one of the reasons Howard Cosell is "really the strongest example of how sportscasters can have a specific point of view that's political, and really carries some weight"?**

   (A) He refused to go to Vietnam.

   (B) He was a broadcaster on Monday Night Football.

   (C) He refused to cover boxing after seeing a very violent bout.

   (D) He supported Cassius Clay.

12. **Why was Clay's heavy weight title taken away?**

   (A) Because he was anti-Semitic

   (B) Because he changed his name

   (C) Because Howard Cosell recommended it

   (D) Because he refused to go to Vietnam

Campus Housing (Conversation)

Questions 13~17:
Listen to a student and a campus housing advisor discussing the student's plans for the next year.

Taking Notes

13. Why does the student want to live off campus?
    - (A) It is more convenient.
    - (B) It is quieter.
    - (C) It is less expensive.
    - (D) It is closer to the library.

14. According to the housing advisor, what is the advantage of the quiet dorms over off-campus housing?
    - (A) It is more convenient.
    - (B) It is quieter.
    - (C) It is less expensive.
    - (D) It is closer to the library.

15. **Why is the student unsure about living in the quiet dorms?**

(A) He thinks they're too expensive.

(B) He wants to live with friends.

(C) He's concerned he won't get a room there.

(D) They aren't conveniently located.

16. **Where is Brown Hall?**

(A) By the campus store

(B) Across from the gym

(C) Near where the student's classes are

(D) By the library

17. **According to the housing advisor, how much would the student spend per month to live off campus?**

(A) About $200

(B) About $500

(C) About $1,000

(D) About $1,850

Chickenpox (Lecture)

Questions 18~23:

Listen to part of a discussion in a health seminar. The professor is discussing chickenpox.

Taking Notes

18. What is the main purpose of the discussion?

(A) To describe the symptoms of chickenpox and shingles
(B) To describe the cure for chickenpox
(C) To describe the vaccination for chickenpox
(D) To describe chickenpox and shingles are related

19. When does an attack of the shingles occur?

(A) When the varicella-zoster virus infects a nerve root
(B) When the varicella-zoster virus infects the brain
(C) When chickenpox cannot be cured and is prolonged
(D) When the infected patient takes aspirin

20. **Which of the following is true about chickenpox and shingles?**

Click 2 answers.

(A) They usually occur simultaneously.
(B) They are caused by the same virus.
(C) They often occur in children.
(D) They both cause skin irritation.

21. **What is the best treatment for children who are infected with chickenpox?**

(A) Lotions to relieve itching
(B) An FDA approved vaccine
(C) Aspirin and water
(D) Special drugs

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

22. **What does the woman mean by "you name it?":**

(A) She assumes everyone knows the other infected body parts.
(B) She wants the rest of the class to list body parts.
(C) She doesn't remember which other body parts were infected.
(D) Her entire body was infected.

23. **What can be inferred about the students?**

(A) They agree with each other.
(B) The woman believes the man is speaking inaccurately.
(C) The man is purposely provoking the woman.
(D) The woman has convinced the man that she is right.

Boring Professor (Conversation)

Questions 24~28:

Listen to a woman complain to her advisor about a class.

Taking Notes

24. According to the student, what is wrong with Dr. Warren's lectures?

(A) They're too long.
(B) They're too crowded.
(C) They're too boring.
(D) They're too difficult.

25. What does the advisor suggest that the student do to stay alert in class?

(A) Get more sleep
(B) Sit in the front of the classroom
(C) Ask a lot of questions
(D) Read about the lecture topic before class

26. **Why does the student need good grades?**

(A) She wants to get a scholarship.

(B) She plans to join the Peace Corps.

(C) She plans to go to business school.

(D) She wants to stay on the dean's list.

27. **What does the advisor suggest the student should consider doing after college?**

(A) Take a break and go travel

(B) Go right to grad school and get it over with

(C) Join the Peace Corps

(D) Get some experience in the business world

28. **What is the student feeling when she says this:**

(A) She's angry because she'll have to work hard to get a business degree.

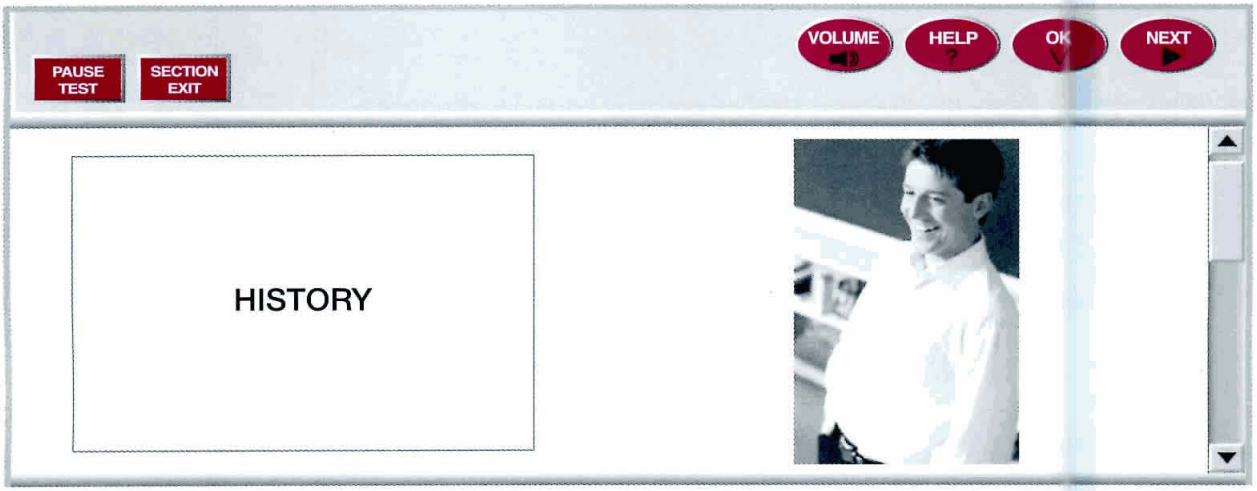
(B) She's frustrated because she's feeling tired and can't concentrate.

(C) She's excited that she'll be finished with college soon.

(D) She's upset because she feels as if she has to go to graduate school.

Henry Ford (Lecture)

Questions 29~34:
Listen to the conversation taking place in history class. The lecturer talks about Henry Ford, founder of the Ford Motor Corporation.



Taking Notes

29. What is the main purpose of the talk?

(A) To give an overview of the Ford Motor Company
(B) To show how Ford became interested in cars
(C) To describe how Ford became successful
(D) To demonstrate that Ford was an excellent business manager

30. How did Ford support his new bride while they lived on the farm?

(A) He fixed machines.
(B) He ran a sawmill.
(C) He made cars.
(D) He raced cars.

31. According to the lecture, how did Ford get the idea to build a car?

(A) He saw one in Detroit.
(B) He saw a machine called the Silent Otto.
(C) He built a machine called the Quadricycle.
(D) His wife suggested it.

32. What types of cars did the Ford Motor Company originally produce?

(A) Racecars
(B) Sedans
(C) Model T's
(D) Quadricycles

33. What did Henry Ford contribute to American culture?

Click 3 answers.

(A) He used and influenced the spread of assembly-line production.
(B) He encouraged the development of better roads.
(C) He invented the modern automobile.
(D) He raised wages for factory workers.
(E) He designed the first gasoline-powered engine.

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

34. What is the professor referring to when he says this:

(A) He is making an outlandish statement to see if the class is paying attention.
(B) He is pointing out that Ford had great influence.
(C) He wants the students to come up with their own conclusions about Ford.
(D) He is implying that it's strange that one person can have so much influence.

07

Web TOEFL Listening Test

>>>

* Dr. Seuss (Lecture)
* Broken Computer (Conversation)
* Eli Whitney (Lecture)
* Columbia River (Lecture)
* Time Management (Conversation)
* Coal (Lecture)

PAUSE TEST | SECTION EXIT | VOLUME | OK | NEXT | 00 : 08 : 25

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Dr. Seuss (Lecture)

Questions 1~6:

Listen to an informal talk taking place in the student union. The lecturer focuses on Dr. Seuss.

Taking Notes

1. What is the main purpose of the talk?
   - (A) To give an idea of the person behind Dr. Seuss's books
   - (B) To show why Doctor Seuss was so successful
   - (C) To show why children like the books of Dr. Seuss
   - (D) To describe the works of Dr. Seuss

2. According to the lecture, what made books written by Dr. Seuss different from earlier children's books?
   - (A) They rhymed.
   - (B) They were illustrated.
   - (C) They did not have a clear moral.
   - (D) They were more challenging.

3. **Why does Dr. Seuss say he loves rhyme?**

(A) Because it reminds him of ships and trains

(B) Because his mother used to sing rhyming songs

(C) Because it allows him to write books with just a few words

(D) Because he really wanted to be a poet

4. **Which of the following is true of Dr. Seuss's time at Dartmouth?**

(A) He dropped out.

(B) He was editor of the humor magazine.

(C) He was a very serious student.

(D) He wrote his first book there.

5. **What did Dr. Seuss do during World War II?**

(A) He worked in advertising.

(B) He wrote The Cat in the Hat.

(C) He drew cartoons for Life.

(D) He drew political cartoons.

6. **How did Dr. Seuss get the idea to write his first children's book?**

(A) He was listening to a ship's engine.

(B) A friend who worked as a publisher encouraged him to write it.

(C) A publisher dared him to write a book with 225 words or less.

(D) He was visiting his father.

Broken Computer (Conversation)

Questions 7~11:

Listen to part of a conversation between a student and a campus computer store representative.

Taking Notes

7. What is the main topic under discussion?

   (A) The woman's bad computer habits
   (B) The expensive nature of current technology
   (C) The man's work ethic
   (D) The problems of the woman's computer

8. According to the conversation, what is the main cause of the laptop's problems?

   (A) Exposing the computer to food crumbs
   (B) Overuse of the computer through studying too much
   (C) The woman moves the computer around overly much.
   (D) The computer's warranty has ran out.

9. How is the woman going to get the money to pay the bill?

(A) She will work overtime.

(B) She will borrow the money from her brother.

(C) She will use the money she was saving for a trip.

(D) She will get the money from her savings account.

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

10. What is the woman's attitude:

(A) Anger

(B) Resignation

(C) Surprise

(D) Despair

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

11. Which word best describes the woman's emotion:

(A) Sarcasm

(B) Denial

(C) Grief

(D) Concern

Eli Whitney (Lecture)

Questions 12~17:

Listen to the following lecture that is being given in history class. The professor talks about Eli Whitney and his invention, the cotton gin.

Taking Notes

12. What is the main purpose of the discussion?

(A) To show that the cotton gin was not a profitable invention
(B) To describe how Eli Whitney came to invent the cotton gin
(C) To describe the technical aspects of the cotton gin in detail
(D) To give an overview of how the cotton industry functions

13. How did the invention of the cotton gin lead to the expansion of slavery?

(A) More slaves were needed to pick cotton.
(B) More slaves were needed to build cotton gins.
(C) More slaves were needed to operate the cotton gins.
(D) More slaves were needed to make clothes from the cotton.

14. **How does the cotton gin work?**

(A) It uses static electricity to remove the cotton seeds.

(B) It pulls the cotton into long, thin strands, making the seeds easy to remove.

(C) It uses a comb-like tool to brush out the cotton seeds.

(D) It forces the cotton through a space too narrow for the seeds.

15. **According to the lecture, why were cotton plantations at the point of bankruptcy?**

(A) Cotton was too expensive to grow.

(B) Cotton was too expensive to process.

(C) Cotton was not the preferred fabric.

(D) Cotton could only be grown in certain climates.

16. **Prior to the invention of the cotton gin, how long does the professor say it took to separate a "point" of cotton from its seeds?**

(A) One hour

(B) Two hours

(C) Five hours

(D) Ten hours

17. **Why did Eli Whitney not profit from his invention, according to the lecture?**

(A) He didn't apply for a patent quickly enough.

(B) He generously showed others how to make a cotton gin.

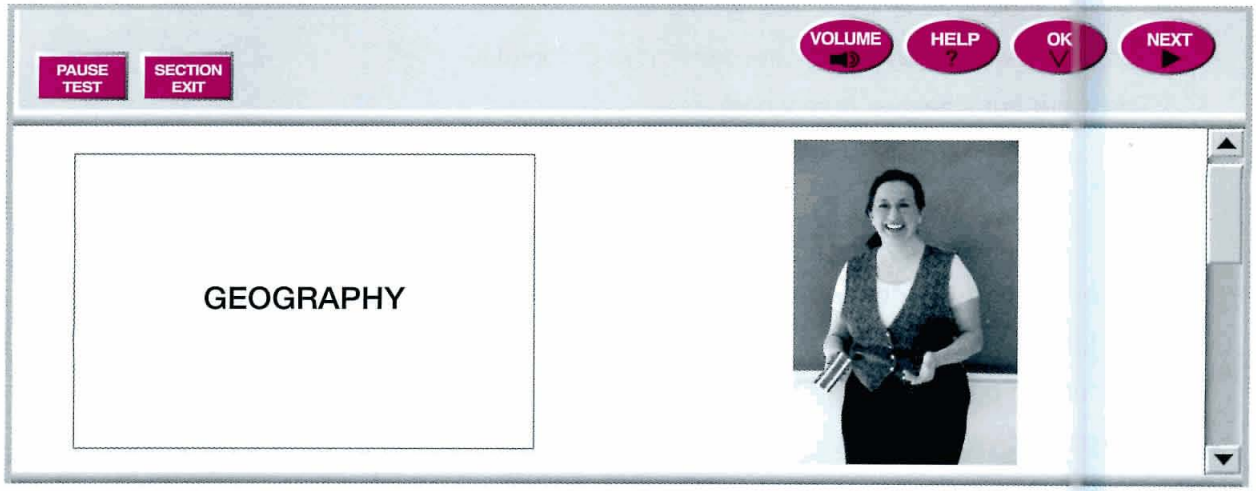
(C) People got around the law giving Whitney the rights to the cotton gin.

(D) Catherine Greene insisted on getting most of the profits.

Columbia River (Lecture)

Questions 18~23:

Listen to the following discussion taking place in a geography class. Today's topic is the Columbia River.



Taking Notes

18. What is the main purpose of the discussion?

(A) To give an overview of the history of the Columbia River
(B) To discuss the Columbia River and its dams
(C) To give an overview of the dams' affect on salmon
(D) To describe the affect of the Columbia River on the environment

19. What claims does the professor make about the Grand Coulee Dam?

Click 2 answers.

(A) It's the largest concrete dam in North America.
(B) It provides hundreds of jobs.

Ⓒ It generates half of all the electricity used in the Pacific Northwest.

Ⓓ It's the third largest hydroelectric generator in the world.

20. **Which of the following does the professor state in the discussion?**

Ⓐ The Columbia is no longer a free-flowing river.

Ⓑ People are worried about how the dams have changed the river.

Ⓒ The water from the river is very pure.

Ⓓ The river is a major site for tourism.

21. **What does the professor say about the dams along the river?**

Ⓐ All of the dams are alike.

Ⓑ Salmon can bypass some of the dams.

Ⓒ The dams generate half of the hydroelectric power in the United States.

Ⓓ Construction of the dams was very difficult.

22. **What can be inferred about the professor's view of the dams?**

Ⓐ They are the best thing that could have happened to the area.

Ⓑ They never should have been built.

Ⓒ They provide a model for how other states can generate nonpolluting forms of energy.

Ⓓ They provide many advantages but also have negative consequences.

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

23. **What did the professor mean by this:**

Ⓐ There is a picture of a fish ladder in the students' textbook.

Ⓑ The structures serve the similar purpose as regular ladders.

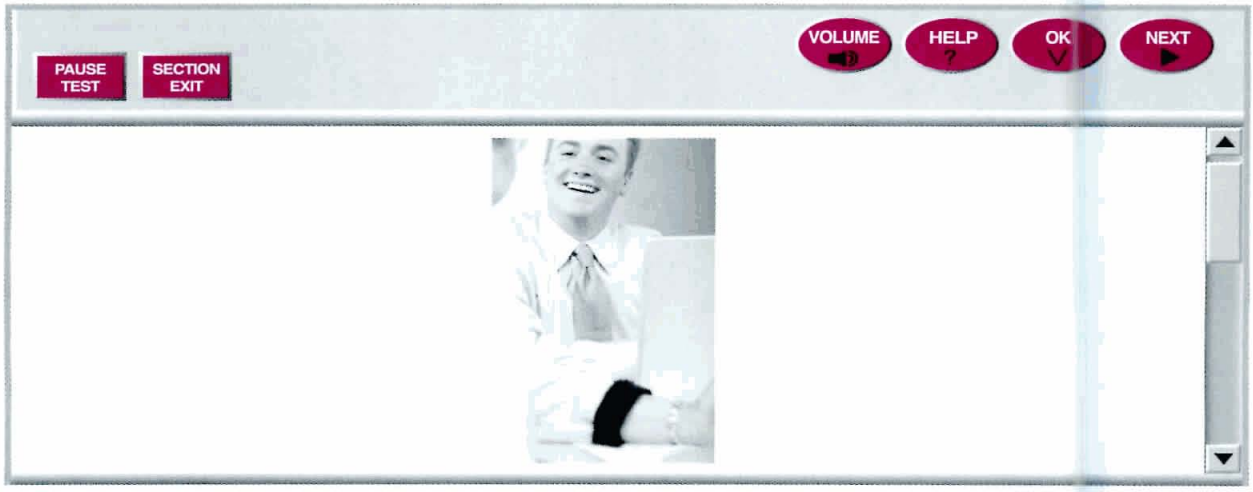
Ⓒ Future geographers generally understand some engineering concepts.

Ⓓ The professor has already explained enough about dams to make it clear.

Time Management (Conversation)

Questions 24~28:

Listen to a conversation between a student and a counselor at the Dean of Students Office.



Taking Notes

24. What does the counselor recommend the student do?

(A) Stop going to the library
(B) Study more
(C) Become an accountant
(D) Take a time management class

25. What is the student's initial attitude about the counselor's suggestion?

(A) He thinks it will be a waste of time.
(B) He is terrified to go.
(C) He is very interested.
(D) He doesn't think the counselor has understood his problem.

26. When does the student change his mind about the counselor's suggestion?

(A) When the counselor tells him it will be free

(B) When the counselor threatens to call his parents

(C) When the counselor compares time management to accounting

(D) When the counselor gives an example of what the student might learn

27. When does the class take place?

(A) At the end of the semester

(B) During the vacation

(C) At the beginning of the semester

(D) Every month

28. Why does the student think he will do poorly on his finals?

(A) Because he missed a lot of classes

(B) Because he has to work a fulltime job

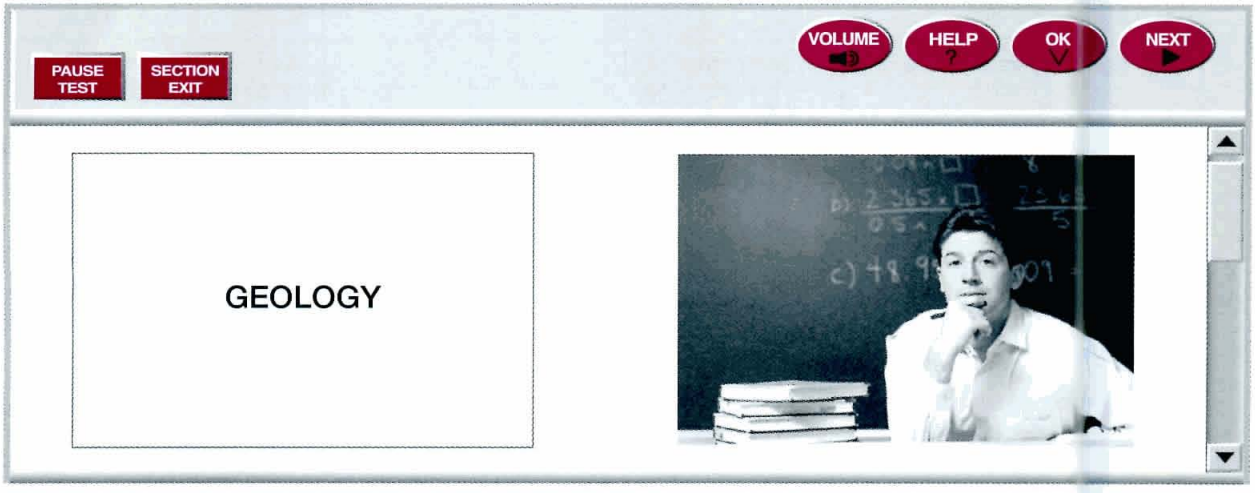
(C) Because he can't find any more time to study

(D) Because he waited too long to start studying

Coal (Lecture)

Questions 29~34:

Listen to the following talk taking place during a geology seminar. Today's topic is coal.



Taking Notes

29. What is the main purpose of the lecture?

(A) To describe how coal is formed
(B) To describe the different uses of coal
(C) To give an overview on the history of coal mining
(D) To describe the coal mining process

30. According to the lecturer, how is coal unique as a mineral?

(A) It can be easily crushed into powder.
(B) It is not smooth.
(C) It is made of organic matter.
(D) It can be mined from the surface.

31. **Which of the following are essential conditions for coal to form?**

Click the appropriate box for each answer.

	Yes	No
(A) Sediments cover dead plants before they decompose completely.		
(B) Mountains form.		
(C) Many layers build up on top of each other.		
(D) Peat areas are exposed to sunlight.		
(E) Sea level rises and falls.		

32. **According to the lecture, what can be inferred about coal?**

(A) It is mostly used to produce power.

(B) It is inexpensive to use.

(C) It is mostly mined from underground.

(D) It is not a mineral.

33. **Which form of coal does the professor say is not "of interest to the energy industry"?**

(A) Anthracite

(B) Lignite

(C) Graphite

(D) Bituminous coal

34. **What does the professor mean when he says this:**

(A) The ice ages dramatically changed the geology of the earth.

(B) Natural gas, petroleum and coal all date to that period.

(C) The formation of coal tells us so much about the earth's history.

(D) It gives us a good model of the results of global warming.

08

Web TOEFL Listening Test

>>>

* Charles Schulz (Lecture)
* ID for Library (Conversation)
* Hurricanes (Lecture)
* Visiting Home (Conversation)
* Andersonville (Lecture)
* Monetary Policy (Lecture)

PAUSE TEST | SECTION EXIT | VOLUME | OK | NEXT | 00 : 08 : 25

Listening Section Directions

This section measures your ability to understand conversations and lectures in English. You will hear each conversation or lecture only one time. After each conversation or lecture, you will answer some questions about it.

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

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

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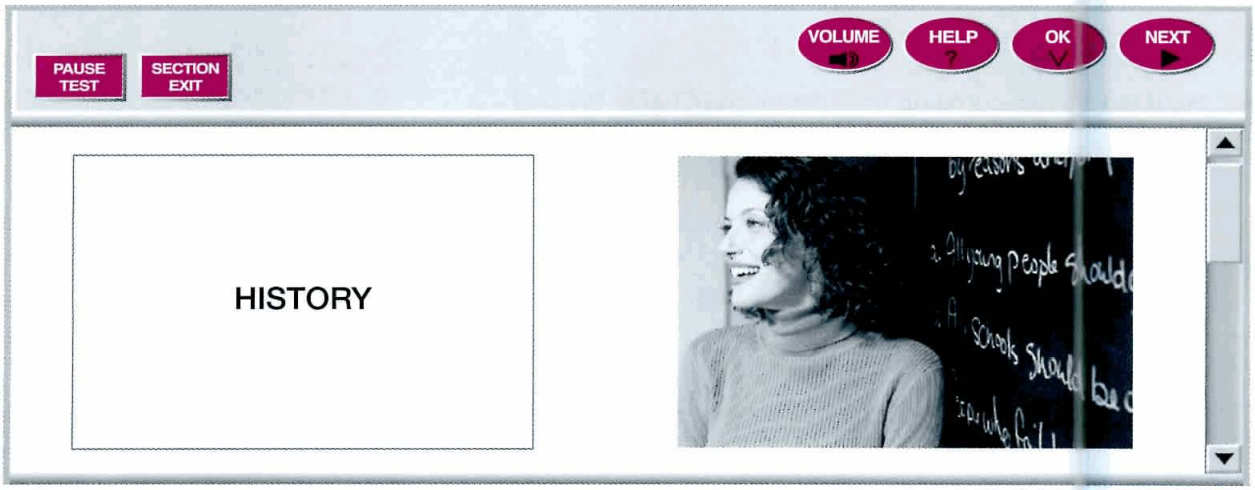
Note : In the Listening Section of the actual test, you will both hear and read the questions.

Charles Schulz (Lecture)

Questions 1~6:

Listen to the following talk taking place in an art history class. The lecturer focuses her talk on the famous cartoonist Charles Schulz.



Taking Notes

1. What is the main purpose of the lecture?
   - (A) To describe how Schulz came up with the idea for the Peanuts strip
   - (B) To show how Schulz came up with the name Charlie Brown
   - (C) To explain why Schulz changed the name from Li'l Folks to Peanuts
   - (D) To show how Schulz got into cartooning

2. When did the first installment of Peanuts run?
   - (A) The 1930s
   - (B) The 1940s
   - (C) The 1950s
   - (D) The 1960s

3. **Which Peanuts character played a musical instrument?**

   (A) Lucy

   (B) Linus

   (C) Schroeder

   (D) Pigpen

4. **How did Schulz come up with the name, Charlie Brown?**

   (A) He made it up.

   (B) It was his brother's name.

   (C) It was his friend's name.

   (D) It was a name suggested by his father.

5. **What was the first newspaper that published Schulz's work?**

   (A) Timeless Topix

   (B) St. Paul Pioneer Press

   (C) United Feature Syndicate

   (D) New York Times

6. **What can you infer about how the professor feels about Schulz when she says this:**

   (A) She thinks that he's overrated.

   (B) She feels that his characters were likeable but the comic strip didn't have a message.

   (C) She respects his talent and feels that he earned his accolades.

   (D) She likes Peanuts but doesn't feel that cartooning is a real art form.

ID for Library (Conversation)

Questions 7~11:

Listen to a conversation between a student and the librarian.

Taking Notes

7. **Where is this conversation taking place?**

   (A) Bookstore
   (B) Classroom
   (C) Library
   (D) Restaurant

8. **What is the student writing a report on?**

   (A) The disappearance of gorilla habitat
   (B) The way that gorillas fit into social groups
   (C) The way gorillas communicate
   (D) The way gorillas use tools to find food

9. **Why can't the student take out the books she's chosen?**

(A) Her name isn't showing up in the computer database.

(B) She doesn't have a photo ID with her.

(C) The books are only for use in the library.

(D) She doesn't have her student ID with her.

10. **When does the student have to turn in her report?**

(A) In one hour

(B) Later that evening

(C) On the following afternoon

(D) In three days

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

11. **Why does the student say this:**

(A) She has no idea where her friend is.

(B) She doesn't think she'll be able to finish her report in one night.

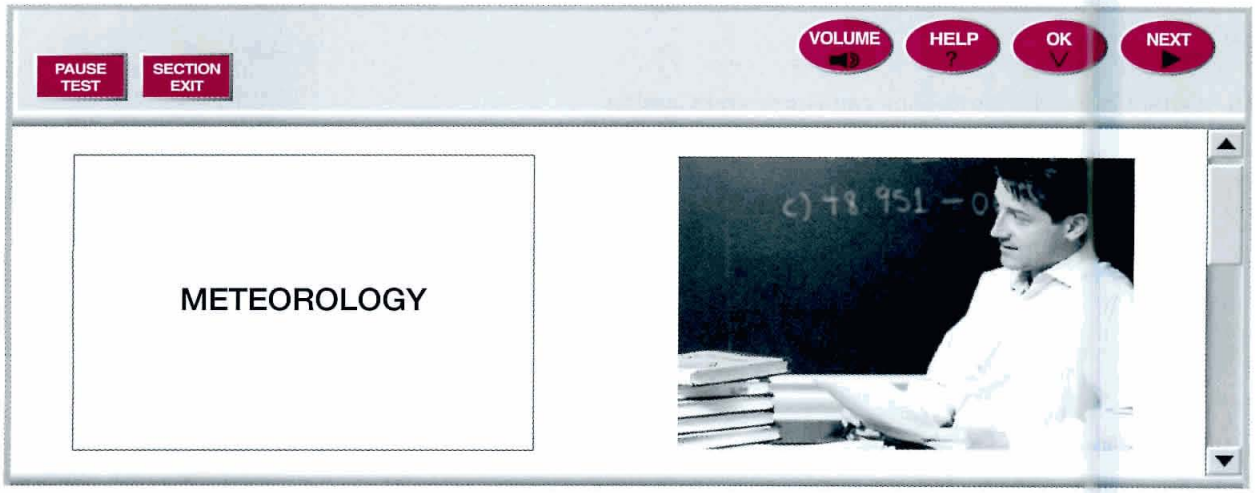
(C) She doesn't think the school will issue her a new ID this late at night.

(D) She's not exactly sure where she left her ID card.

Hurricanes (Lecture)

Questions 12~18:

Listen to the following discussion taking place during a meteorological seminar. Today's topic focuses on hurricanes.



Taking Notes

12. What is the main purpose of the lecture?

(A) To warn the public on the destructive damage hurricanes may cause
(B) To teach people how to prepare for hurricanes
(C) To tell the story of certain infamous hurricanes
(D) To give an overview and a few examples of hurricanes

13. Why do hurricanes tend to form over warm water?

(A) Because they happen in the summer
(B) Because the warm water fuels the storm
(C) Because they only happen in the Caribbean and Gulf of Mexico
(D) Because warm-water areas usually have low pressure

14. According to the lecture, which is the most dangerous part of a hurricane?

(A) The eye
(B) The eye wall
(C) The outer edge
(D) The left side

15. Where does the professor say Hurricane Camille hit?

(A) Southern Florida
(B) New Orleans
(C) Mississippi Gulf Coast
(D) Georgia

16. According to the lecturer, why were hurricanes only given female names until recently?

(A) Because, like women, the storms were unpredictable
(B) Because only women get to name the storms
(C) Because the storms are so destructive
(D) Because of the equal rights groups

17. Which of the following does not play a role in determining how much damage a hurricane does?

(A) Whether the left or right side hits
(B) Whether it's in the Northern or Southern Hemisphere
(C) The category of the storm
(D) Whether it hits at low or high tide

18. What is the minimum wind speed in a hurricane?

(A) 40 mph
(B) 74 mph
(C) 155 mph
(D) 200 mph

Visiting Home (Conversation)

Questions 19~23:

Listen to a conversation between a female student and a coworker at the library.

Taking Notes

19. Why is James surprised to see Carmen at the library today?

(A) He thought she would be visiting her mother.
(B) He thought she had a new job at a travel agency.
(C) It isn't her usual shift.
(D) He didn't know she worked there.

20. What problem is Carmen's family having?

(A) Her father was fired from his job.
(B) Her father is in the hospital with a stress-related condition.
(C) Her mother has a tumor.
(D) Her mother passed away.

21. **Why will Carmen call James's friend?**

(A) She wants to get some information about tumors.

(B) She wants someone to substitute for her at work.

(C) She wants to find out about inexpensive airfare.

(D) She wants to talk to someone who is a good listener.

22. **What does James tell Carmen about the library's leave policy?**

(A) Students don't get paid leave.

(B) Students accumulate paid personal leave.

(C) Only fulltime workers get paid personal leave.

(D) He doesn't know what the leave policy is for student workers.

23. **How would you describe Carmen and James's relationship?**

(A) Romantic

(B) Friendly

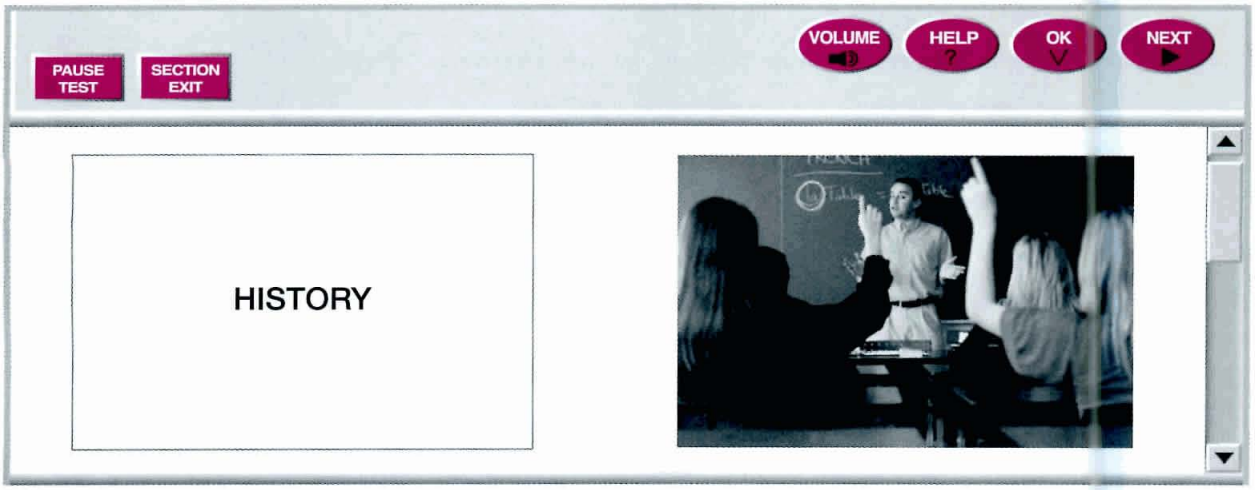
(C) Professional

(D) Tense

Andersonville (Lecture)

Questions 24~29:

Listen to part of a discussion in history class. The professor is discussing the Civil War prison, Andersonville.



Taking Notes

24. What is the main purpose of the professor's talk?

(A) To give an overview of different infamous prisons
(B) To describe why Andersonville was such a model prison
(C) To discuss a Civil War prison and its circumstances
(D) To discuss Ulysses S. Grant's prisoner exchange policy

25. What is the main reason Andersonville had such poor conditions?

(A) The Confederate food sources had all been depleted.
(B) The Confederates wanted to use psychological warfare on the Union.
(C) An outbreak of disease has just begun in the United States.
(D) The prison was forced to house more prisoners than expected.

26. **According to the professor, which are thought to be the reasons the U.S. government ceased the prisoner exchange program?**

Check the appropriate box for each answer.

	Yes	No
(A) The Union did not have any more Confederate prisoners.		
(B) The South refused to exchange black prisoners.		
(C) The North did not want to provide the South with reinforcements.		
(D) The exchange process was too lengthy and complicated.		
(E) The prisoners in Andersonville were too malnourished to be of use.		

27. **According to the professor, what does the fact that Andersonville was expanded in June 1864 demonstrate?**

(A) That the Confederates were making an effort to accommodate more prisoners

(B) That the Confederates have poor prison planning skills

(C) That the Confederates were doing better in the war than expected

(D) That the Confederates were refused what was necessary until the last moment

28. **What is the professor's opinion about the deplorable conditions at Andersonville?**

(A) He thinks many measures could've been taken to make things more sanitary.

(B) He thinks the director the prison is at fault, like the Nazis in WWII.

(C) He thinks nothing could have been done to make things different.

(D) He thinks the Union was to blame for the conditions.

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

29. **What is the student attempting to do:**

(A) To add facts to support the professor's statements

(B) To point out a loophole in the professor's argument

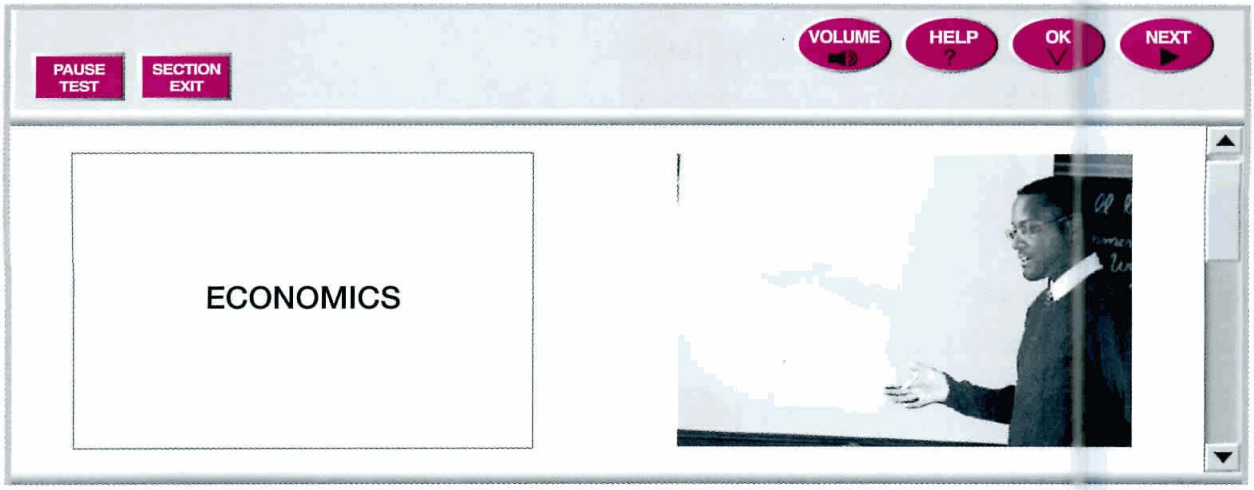
(C) To express confusion over what the professor has stated

(D) To rephrase the professor's statements for the benefit of the class

Monetary Policy (Lecture)

Questions 30~35:

Listen to part of a lecture in an economics class. The topic is monetary policy.



Taking Notes

30. What is the main purpose of the lecture?

(A) To give an introduction to the dynamics of monetary policy
(B) To warn of the dangers of high inflation
(C) To explain the shortcomings of monetary policy
(D) To describe the current state of the economy

31. According to the lecture, what are two ways high inflation can hinder economic growth?

Click 2 answers.

(A) It can distort economic decisions because of the uncertainty of returns.
(B) People may hedge against inflation instead of pursuing other economic activities.
(C) People will tend to save more than they spend.

(D) People will spend less on consumer goods and cause others to become unemployed.

32. **What does the professor say is the cause of high inflation?**

(A) Attempts to expand the economy beyond the long run growth path

(B) Constant raising and lowering of interest rates

(C) The public's indecision on whether to save, borrow, or spend

(D) Complications in the planning of businesses and households

33. **What does the professor say about monetary policy effects on output and employment?**

(A) Monetary policy can change output and employment in the long-run.

(B) Monetary policy can change output and employment in the short-run.

(C) Monetary policy has no effect output and employment.

(D) Monetary policy can affect output and employment by controlling inflation.

34. **Which of the following does the professor say is a delicate balance?**

(A) Low interest rates vs. high inflation

(B) Keeping the U.S. currency strong vs. pleasing homebuyers

(C) Borrowing vs. debt

(D) Maximum employment and output vs. stability

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

35. **What can be inferred from the professor's statement:**

(A) The Fed is out of the government's control.

(B) The Fed is a victim of the current government's policies.

(C) The Fed does not have to worry about pleasing politicians.

(D) The Fed is a private organization.

09

Web TOEFL Listening Test

>>>

* Walt Disney (Lecture)
* Supreme Court (Lecture)
* Late Books (Conversation)
* Early U.S. Literature (Lecture)
* Crowded Lecture Hall (Conversation)
* Huntington's Disease (Lecture)

PAUSE TEST | SECTION EXIT | VOLUME | OK | NEXT | 00 : 08 : 25

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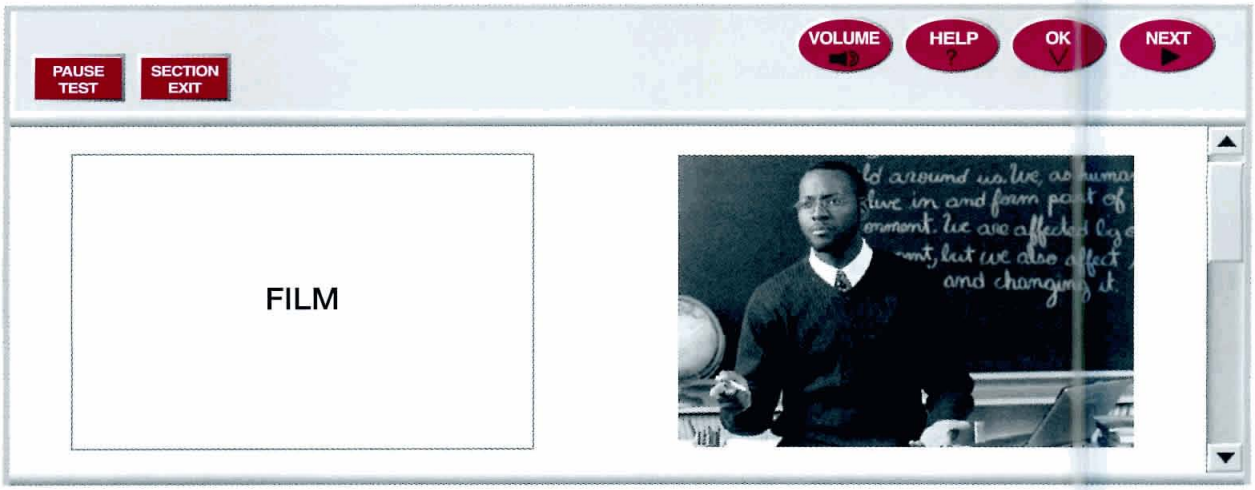
Walt Disney (Lecture)

Questions 1~6:
Listen to part of a lecture in a film history class.



Taking Notes

1. **What is the main purpose of the lecture?**
   - (A) To explain the films shown the night before
   - (B) To show all the ways Walt Disney's work was groundbreaking
   - (C) To give an overview of Walt Disney's life
   - (D) To describe the history of animation

2. **According to the lecture, where did the concept of Mickey Mouse stem from?**
   - (A) From a pet mouse Disney used to own
   - (B) From mice that lived in the building Disney once worked in
   - (C) From another cartoon he saw on television
   - (D) From his childhood observations on the farm

3. **Which of the following is true about Walter Elias Disney?**

Click 2 answers.

(A) He created the first all-color cartoon.
(B) He was born on a farm in Missouri.
(C) He was responsible for singing and dancing on television.
(D) He attended art school in Chicago.

4. **What purpose did the mirrors serve for the Disney artists?**

(A) They reminded them of their dreams.
(B) They guided them in drawing realistic emotions.
(C) They allowed them to remain honest.
(D) They helped to overcome difficulties.

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

5. **Why does the professor say:**

(A) He believes his class has been watching Disney films since they were young.
(B) The material was covered in the last lecture.
(C) The themes were present in the screening the light before.
(D) He believes the themes are obvious and self-evident.

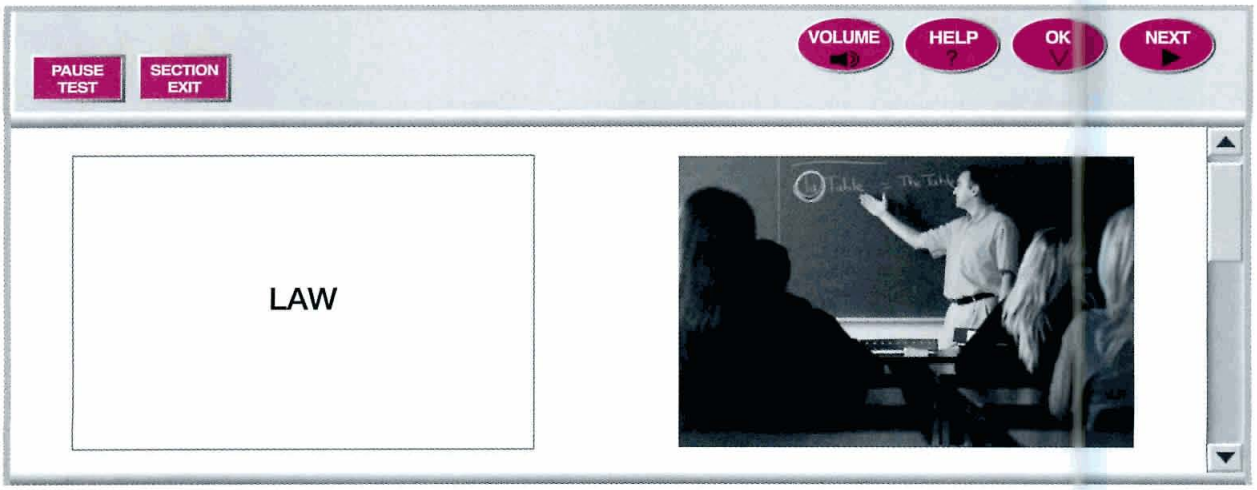
Listen again to part of the lecture. Then answer the question.

6. **What, most likely, is the professor's attitude when he says this:**

(A) Satisfied
(B) Surprised
(C) Displeased
(D) Furious

Supreme Court (Lecture)

Questions 7~12:
Listen to part of a discussion in a pre-law class. The professor is discussing the Supreme Court of the United States.



Taking Notes

7. What is the main purpose of the discussion?
   - (A) To describe the impact of the Supreme Court on U.S. history
   - (B) To show how important the Supreme Court is to a person's everyday life
   - (C) To describe how the members of the Supreme Court are appointed
   - (D) To explain the makeup and function of the Supreme Court

8. Which of the following is a power of the Supreme Court?
   - (A) The ability to pass laws
   - (B) The ability to decide whether laws are constitutional
   - (C) The ability to choose their own jurisdiction
   - (D) The ability to appoint Justices

9. **Why does the professor mention an affirmative action case?**

(A) To show the effects of a Supreme Court decision on American society

(B) To show the benefits of having a separate judicial branch

(C) To show that not all cases are heard by the Supreme Court

(D) To show that Supreme Court decisions are not always popular

10. **Why are Justices' statements regarding Supreme Court cases important?**

(A) They affect future court decisions.

(B) They affect the way the President executes laws.

(C) They can be used to make the Supreme Court retry a case.

(D) They can be used to remove a Justice from office.

11. **In mentioning Plessy v. Ferguson, what is the professor trying to prove?**

(A) That Supreme Court decisions can be overturned

(B) That Supreme Court decisions can change American society

(C) That Supreme Court decisions don't need to please voters

(D) The Supreme Court decisions are subject to Congress' approval

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

12. **Why does the professor say:**

(A) To tell everyone to turn in their homework assignments

(B) To prepare the class for a pop quiz

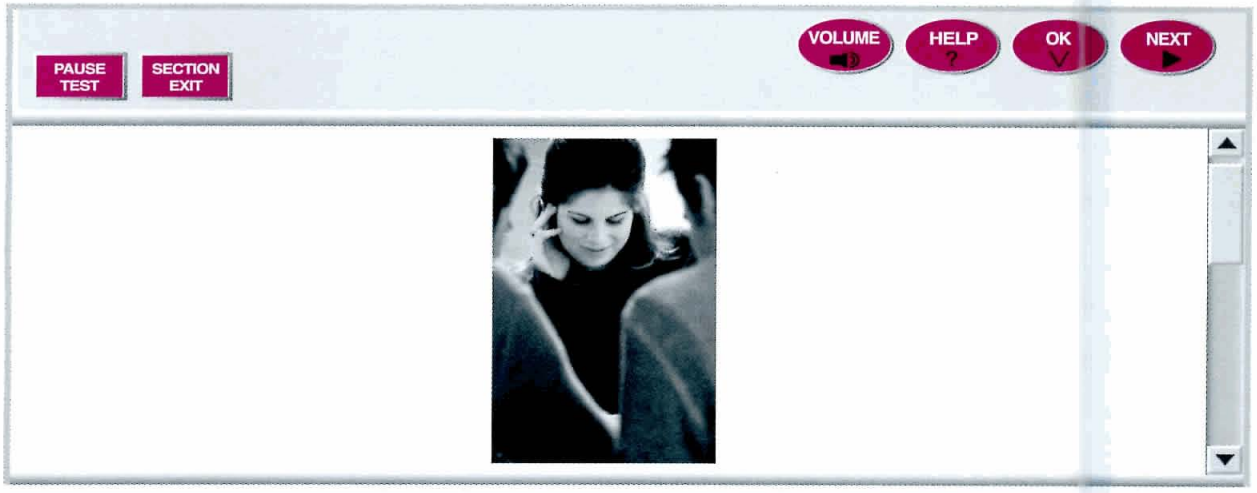
(C) To encourage the students to answer his questions

(D) To highlight the importance of studying hard

Late Books (Conversation)

Questions 13~17:

Listen to a conversation between a student and a librarian.



Taking Notes

13. What is the main topic under discussion?

(A) Different library policies
(B) The effects of irresponsible actions on the student body
(C) The merits of library policy
(D) The penalty for overdue books

14. What does the man initially think is the punishment for three overdue books?

(A) Double the fine
(B) One month of restricted access at the library
(C) Revocation of his library card
(D) Suspension from school

15. **Why was the man unaware of the punishment for his overdue books?**

(A) The library policies have recently been changed.

(B) The librarian forgot to warn him.

(C) He did not read library regulations when he should have.

(D) The notification got lost in the mail.

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

16. **How does the woman feel about library policy:**

(A) She thinks it is too lenient.

(B) She thinks it is fair.

(C) She thinks it is too harsh.

(D) She has no opinion about the policy.

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

17. **What can be inferred about the student:**

(A) The librarian has convinced him that his actions were wrong.

(B) He is planning to break the rules.

(C) He still does not agree with library policy.

(D) He remembers the terms of the signed agreement.

Early U.S. Literature (Lecture)

Questions 18~23:

Listen to part of a lecture in a history seminar. The professor is discussing American literature during the Revolutionary period.

Taking Notes

18. **What is the main purpose of the lecture?**

(A) To show why British literature was more popular than American literature
(B) To explain why American literature took 50 years to develop
(C) To describe American literature's unique aspects
(D) To describe how American literature dominated the British market

19. **Why does the professor mention General Washington?**

(A) To show how the political victory came at great cost
(B) To show the uncertain nature of American identity
(C) To show that American writers ought to have a lot of material to write about
(D) To show how political victory inspired cultural independence

20. **Which of the following is NOT a reason for a lack of American Revolutionary literature?**

(A) The lack of editorial assistance
(B) The lack of economic gain for writers
(C) The lack of an audience
(D) The lack of desire on the part of writers

21. **Why does the professor mention Benjamin Franklin?**

(A) To show how Americans needed to be educated in literature
(B) To show how even famous figures were involved in piracy
(C) To show how America slowly began to form an identity
(D) To show how the face of American publishing began to change

22. **What is true of early stages of American literature?**

Choose the appropriate box for each answer.

	Yes	No
(A) Authors still reflected British ways of thinking.		
(B) There was little desire to create a distinctly American style.		
(C) Its development was hindered by strong copyright laws.		
(D) Its development was hindered by reprinting of British works.		
(E) Tough economic conditions made publishing difficult.		

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

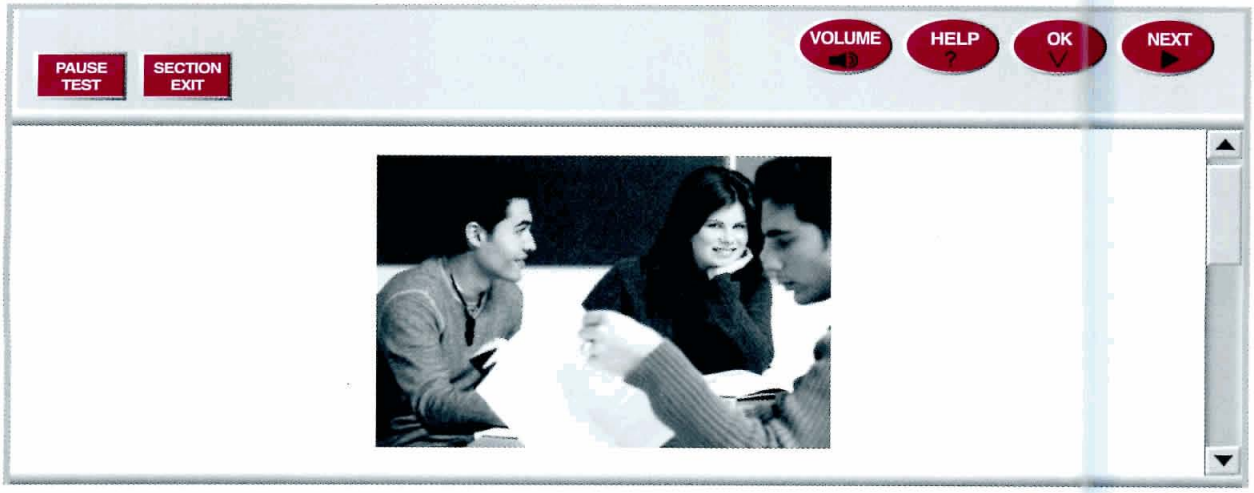
23. **Which best describes the professor's attitude:**

(A) Weary
(B) Shocked
(C) Disappointed
(D) Amused

Crowded Lecture Hall (Conversation)

Questions 24~28:

Listen to a conversation between a student and a university administrator.



Taking Notes

24. **Why is the Folklore class so popular this semester?**

(A) It is known to be easy.

(B) It is the only Anthropology course being offered.

(C) It is the last time Professor Dundes will teach the class.

(D) Professor Dundes usually focuses on research.

25. **What is the problem the student has with his class?**

(A) He is on the wait list.

(B) He wants to audit the class.

(C) The lecture hall is too crowded.

(D) He wants to get a seat in the front.

26. **Why is the administrator surprised to hear that the lecture hall is too small?**

(A) Because it is a large lecture hall

(B) Because lecture halls are assigned based on the number of students

(C) Because most lecture halls are crowded

(D) Because Professor Dundes's classes aren't usually so popular

27. **Who are the extra students attending the class?**

(A) Students on the waitlist

(B) Professor Dundes's graduate students

(C) Students who signed up late

(D) Students from another anthropology course

28. **What does the administrator promise to do for the student?**

(A) Reserve a larger lecture hall

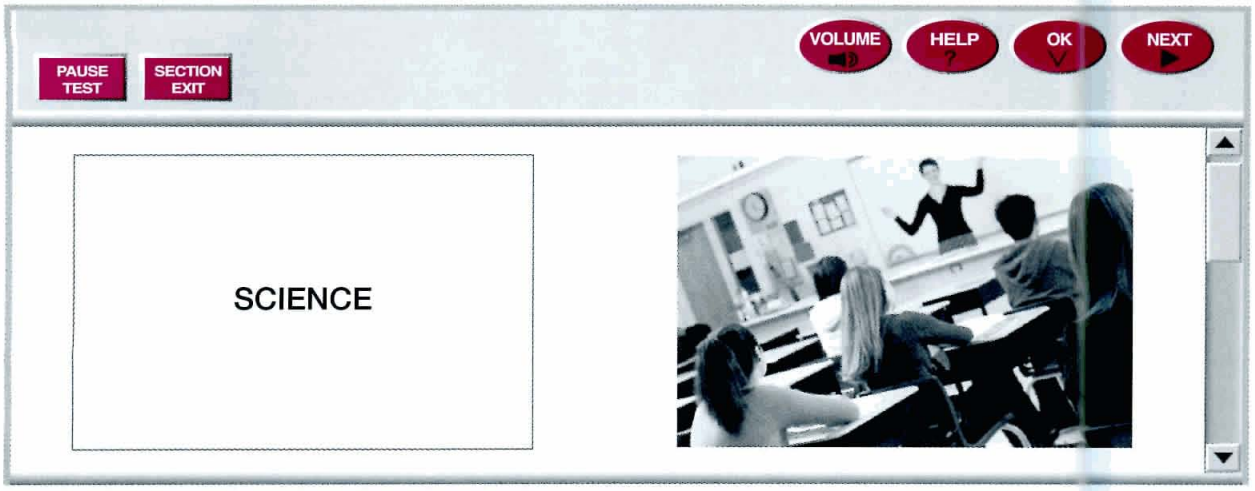
(B) Prohibit the waitlisted students from attending the lecture

(C) Transfer him to a smaller class

(D) Talk to the professor

Huntington's Disease (Lecture)

Questions 29~34:
Listen to the following discussion taking place during a science course. Today's topic is Huntington's disease.



Taking Notes

29. Why does the professor focus on Huntington's disease?

(A) Because it has both mental and physical symptoms
(B) Because it is hereditary
(C) Because it serves as a good example to explore the uses of genetic medicine
(D) Because it illustrates people's biases against sick people

30. What does the professor say about the cause of Huntington's disease?

(A) The cause is still unknown.
(B) It is caused by an abnormal gene.
(C) The disease is more common in men.
(D) It is caused by old age.

31. **According to the lecturer, which of the following is true about the occurrence of Huntington's disease?**

(A) In a large percentage of cases, there is no family history of the disease.

(B) It is only common in the United States.

(C) It is as common in children as in adults.

(D) About one in 100,000 people have the disease.

32. **Which of the following is not a problem regarding genetic testing, according to the lecture?**

(A) It's expensive.

(B) Health insurance doesn't cover genetic testing.

(C) People may lose their insurance if they test positive.

(D) Prenatal testing isn't always accurate.

33. **Why does the professor say that testing a fetus for Huntington's using DNA markers doesn't give "a very satisfying result"?**

(A) Because it cannot say whether a child will develop Huntington's disease

(B) Because it requires blood or tissue from too many relatives

(C) Because it doesn't determine whether the parents will develop the disease

(D) Because it can't say for certain that a child won't develop the disease

34. **Which would the professor most likely say is a way in which genetic medicine currently helps people at risk of Huntington's disease?**

(A) It offers helpful treatments.

(B) It offers a reliable prenatal test for pregnant women.

(C) It differentiates Huntington's disease from other mental illnesses.

(D) It can tell those who want to know if they will develop the disease.

10

Web TOEFL Listening Test

>>>

* Indian Wars (Lecture)
* Election of 1920 (Lecture)
* Financial Aid (Conversation)
* Ralph Waldo Emerson (Lecture)
* Missed Classes (Conversation)
* Ice Age (Lecture)

PAUSE TEST | SECTION EXIT | VOLUME | OK | NEXT | 00 : 08 : 25

Listening Section Directions

This section measures your ability to understand conversations and lectures in English. You will hear each conversation or lecture only one time. After each conversation or lecture, you will answer some questions about it.

The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Asnwer the questions based on what is stated or implied by the speakers.

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

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

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

Most questions are worth one point. A question worth more than one point will have special instruction indicating how many points you can receive.

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

You will have 20 minutes to answer the questions in this section. A clock at the top of the screen will show you how much time is remaining. The clock will not count down while you are listening to test material.

Note : In the Listening Section of the actual test, you will both hear and read the questions.

Indian Wars (Lecture)

Questions 1~6:

Listen to the following lecture in an American history class. The lecturer focuses on the beginnings of the Indian Wars. The term "Indian" has been replaced by the term "Native American." The wars between Native Americans and European-American settlers, however, are still referred to as the Indian Wars.

Taking Notes

1. **What is the main idea of the lecture?**
   - (A) Native Americans in the western territories had rich cultures.
   - (B) Wagon trains were the main way that settlers traveled west.
   - (C) Westward expansion of settlers led to conflict with Native Americans.
   - (D) Native Americans and settlers often agreed to peace treaties that served both parties.

2. **What does the professor imply about the government's policy on dealing with Native Americans?**
   - (A) It was fair because Native Americans were given land further west.
   - (B) It was necessary to grow the nation's economy.
   - (C) It is similar to policies the U.S. has today.
   - (D) It was cruel and unfair.

3. According to the discussion, why did the Native Americans go to war with the white people?

(A) The Native Americans were defending their land.

(B) The settlers were killing too many buffalo the Native Americans depended on.

(C) The Native Americans were better warriors than the settlers.

(D) The settlers didn't give the Native Americans their annual payment.

4. Why were the Great Plains Native Americans nomadic?

(A) They were constantly forced to move by the American government.

(B) They followed the buffalo herds that provided them with food.

(C) They moved south during the winter.

(D) They followed wagon trains that were carrying the settlers west.

5. According to the discussion, why did Native Americans try to destroy settlers' wagon trains?

(A) The Native Americans thought that the settlers were evil.

(B) The Native Americans thought that the wagon trains were war trains.

(C) The Native Americans didn't want settlers to come into their lands.

(D) The wagon trains were scaring off the buffalo.

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

6. What does the professor mean by this:

(A) The students should have already read about this in their textbook.

(B) The students most likely are familiar with this battle because it's very famous.

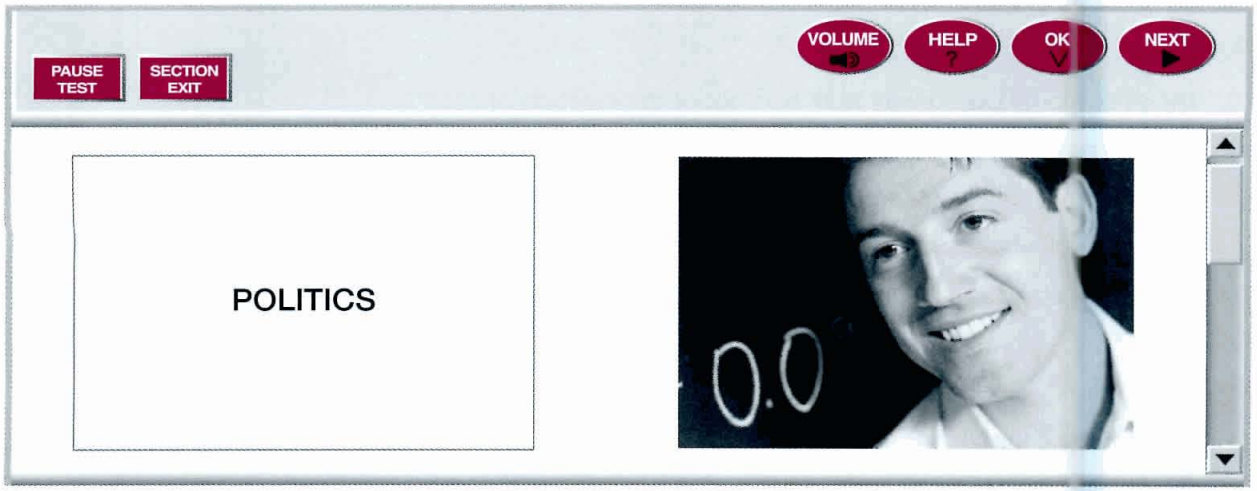
(C) The students know about this through a required course in Native American history.

(D) The students have participated in a reenactment of this battle.

Election of 1920 (Lecture)

Questions 7~12:

Listen to part of a lecture in a political science class. The professor is lecturing on the election of 1920.



Taking Notes

7. What is the main purpose of the talk?

(A) To show how Harding returned to the government
(B) To give an overview of Wilson's policies during his term of office up to 1920
(C) To show why Harding became President in 1920
(D) To describe the political situation during the election of 1920

8. According to the lecture, why was the election of 1920 a turning point in American politics?

(A) It brought an end to radio's primacy in reporting elections.
(B) It brought an end to active foreign policy.
(C) It brought an end to conservative thinking.
(D) It brought an end to Americans importing goods.

9. **How did Harding's campaign help him win the election?**

(A) He promised a return to normalcy, which is what the public desired.

(B) He opened the White House to the public, which gained the nation's trust.

(C) He had a good slogan - "Return the nation to the people."

(D) He repeatedly debated James Cox.

10. **Which of the following was NOT true about the election of 1920?**

(A) Women were allowed to vote.

(B) The election was made public on the radio.

(C) A presidential candidate was sick.

(D) It took place after World War I.

11. **Who became the Vice President in 1920?**

(A) Woodrow Wilson

(B) James Cox

(C) Warren Harding

(D) Calvin Coolidge

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

12. **What is the professor's attitude when he says:**

(A) He is criticizing a newspaper for its mistake.

(B) He believes his students are ungrateful.

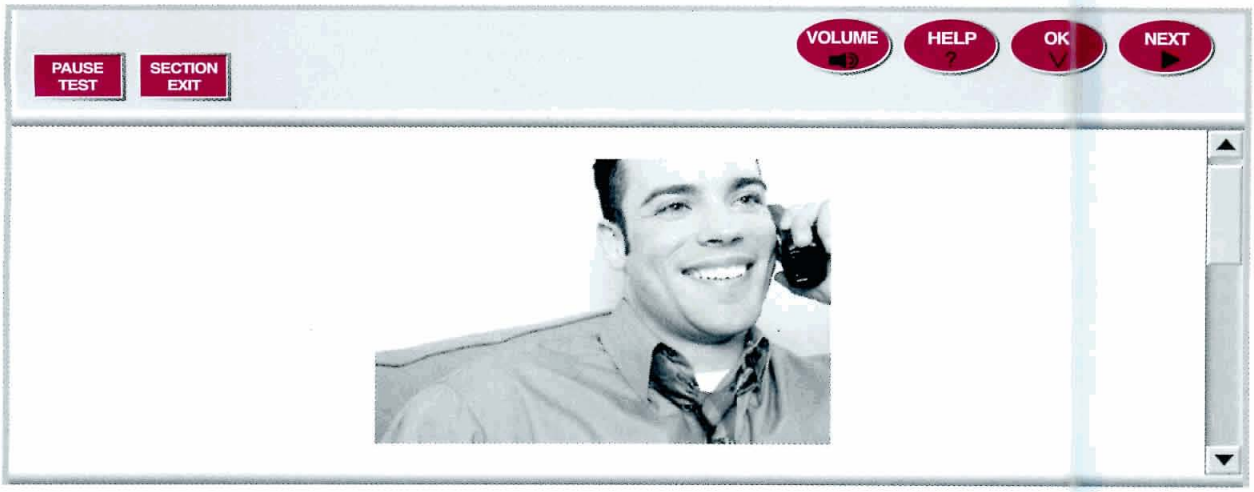
(C) He believes radios are bad for society.

(D) He believes the present is more convenient than the past.

Financial Aid (Conversation)

Questions 13~17:

Listen to a phone conversation between a student and a financial aid administrator.



Taking Notes

13. What does the student want to know?

(A) How to begin paying off his loans
(B) How much he is allowed to borrow
(C) How much he has borrowed
(D) How to go about finding a student job

14. What time is the man's appointment?

(A) One o'clock
(B) Two o'clock
(C) Two thirty
(D) Three thirty

15. **Where is the financial aid office located?**

(A) Next to the big red brick building

(B) Next to the dining hall

(C) Behind the physics building

(D) Next to the campus bookstore

16. **Why does the administrator encourage the student to make an appointment?**

(A) Because she doesn't know the answer to his question

(B) Because his question is too detailed to answer over the phone

(C) Because she can't find his file

(D) Because she isn't allowed to give out any information over the phone

17. **With whom is the student's appointment?**

(A) Miss Dugan

(B) Miss Howard

(C) Miss Howard's secretary

(D) The first available counselor

Ralph Waldo Emerson (Lecture)

Questions 18~23:

Listen to part of a lecture in an American literature course.

Taking Notes

18. **What is the main purpose of the lecture?**

   (A) To discuss Emerson's religious beliefs

   (B) To discuss the popularity of Emerson's work

   (C) To discuss Emerson's role in forming an American cultural identity

   (D) To give an overview on Emerson's life

19. **According to the lecture, what is transcendentalism?**

   (A) It is the name of Plato's parallel plane.

   (B) It is a higher state of being based on intuitive awareness.

   (C) It is a literary club founded by Emerson.

   (D) It is a practice of meditation.

20. According to the lecturer, what are two things that are true about Emerson's speeches at Harvard?

Click 2 answers.

(A) It was very well received among the younger students.
(B) It shocked some members of the church.
(C) It called for moral and spiritual rebirth.
(D) It started the transcendental movement.

21. According to the lecturer, why did Emerson resign as a minister of a church?

(A) His sermons shocked too many people.
(B) His main love was writing.
(C) His father was already a minister.
(D) He didn't believe God was found in a system.

22. In what way was Emerson's Nature like the American Revolution?

(A) It served to further free the U.S. from European ties.
(B) It had to battle to receive public approval.
(C) It stemmed from a desire for freedom.
(D) It created tensions between the U.S. and England.

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

23. What can be inferred from the passage:

(A) Emerson's family had a lot of enemies.
(B) Emerson's family lived in a war zone.
(C) Emerson's family lived near the ocean.
(D) Emerson's family was very poor.

Missed Classes (Conversation)

Questions 24~28:

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

Taking Notes

24. **What is the main topic of this discussion?**

(A) The man's work experience with the professor
(B) The difficulty of learning statistics
(C) The woman's excuses for missing class
(D) The woman's absences and the need to catch up

25. **What is the teaching assistant's recommendation to the student?**

(A) Drop the class
(B) Talk to the professor
(C) Set up extra tutoring sessions
(D) Skip the exam

26. What does the teaching assistant agree to do if the professor gives the student an extension?

(A) Give the woman an A
(B) Give the woman tutoring sessions
(C) Give the woman practice questions
(D) Talk to the professor on the woman's behalf

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

27. Why does the student say:

(A) She is embarrassed to tell her teaching assistant.
(B) She is unsure of the answer.
(C) She does not understand the question.
(D) She is unhappy that he would ask that question.

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

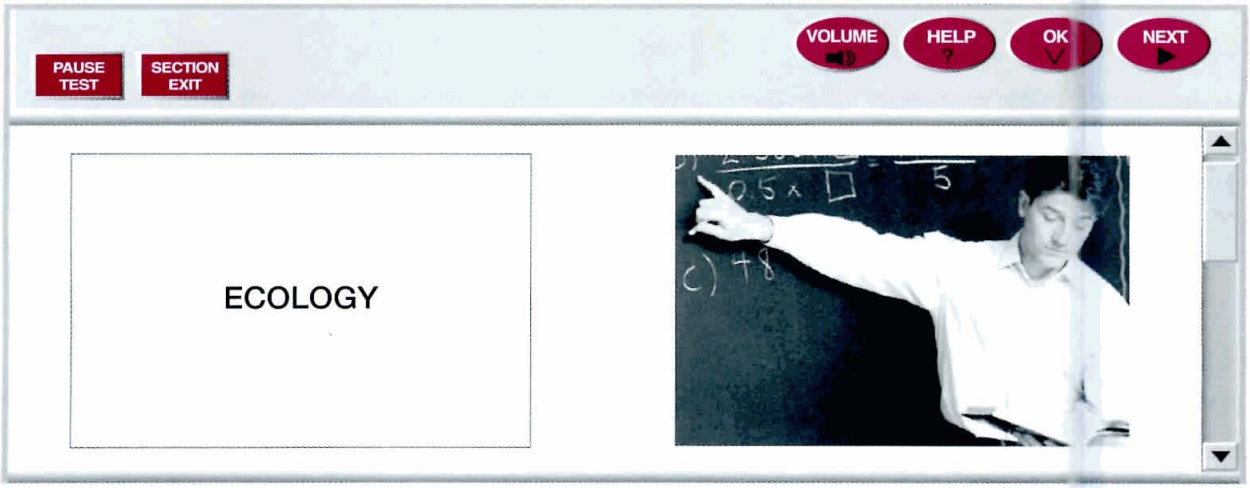
28. What can be inferred about the teaching assistant:

(A) He believes the woman is lying.
(B) He needs a moment to find the telephone.
(C) He is overwhelmed by what the student tells him.
(D) He is in a rush.

Ice Age (Lecture)

Questions 29~34:

Listen to the following talk, which takes place in an ecology class. The professor is discussing the ice age.



Taking Notes

29. What is the main purpose of the professor's talk?

(A) To emphasize the incorrectness of the term "the Ice Age"
(B) To describe cooling periods and why they occur
(C) To describe glaciers and their formation
(D) To describe the conditions of the Ice Age

30. Which of the following is the approximate length of the shorter type of ice age?

(A) 1,000 - 10, 000 years
(B) 10,000 - 100,000 years
(C) 100,000 - 1,000,000 years
(D) 1,000,000 - 100,000,000 years

31. What is defined as the "Ice Age?"

(A) The last glaciation

(B) The longest glaciation

(C) The coldest glaciation

(D) The largest glaciation

32. According to the professor, when did people first start to believe in the idea of an ice age?

(A) It has long been a commonly held idea.

(B) In the 1840s.

(C) In the 1920s.

(D) In the 1970s.

33. According to the lecture, when did Milankovitch's hypothesis gain broad support?

(A) 1800s

(B) 1920s

(C) 1950s

(D) 1970s

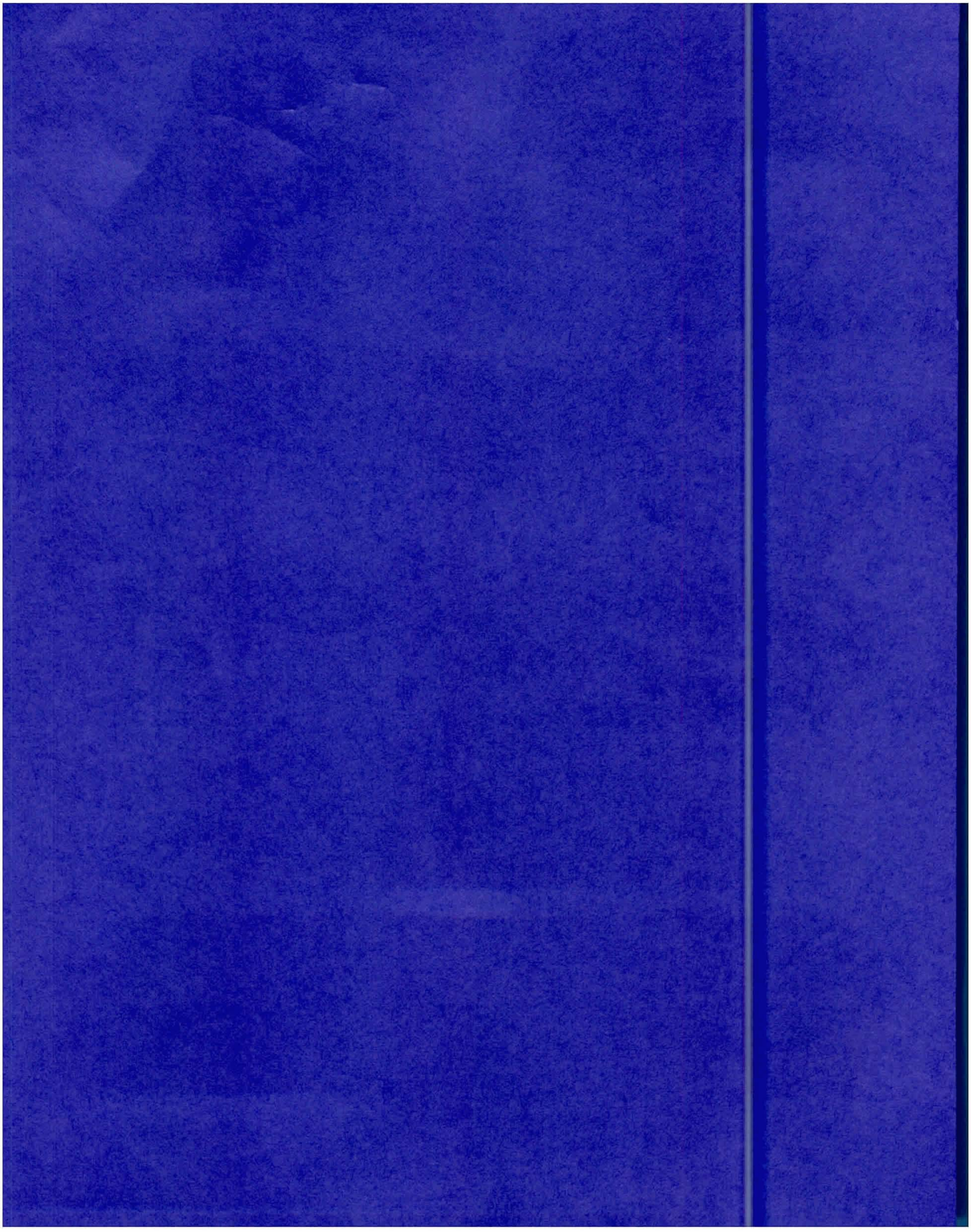
34. What is probably the professor's reasoning in asserting that atmospheric composition as a cause of ice ages "might be more important for us as humans and probably as ecologists"?

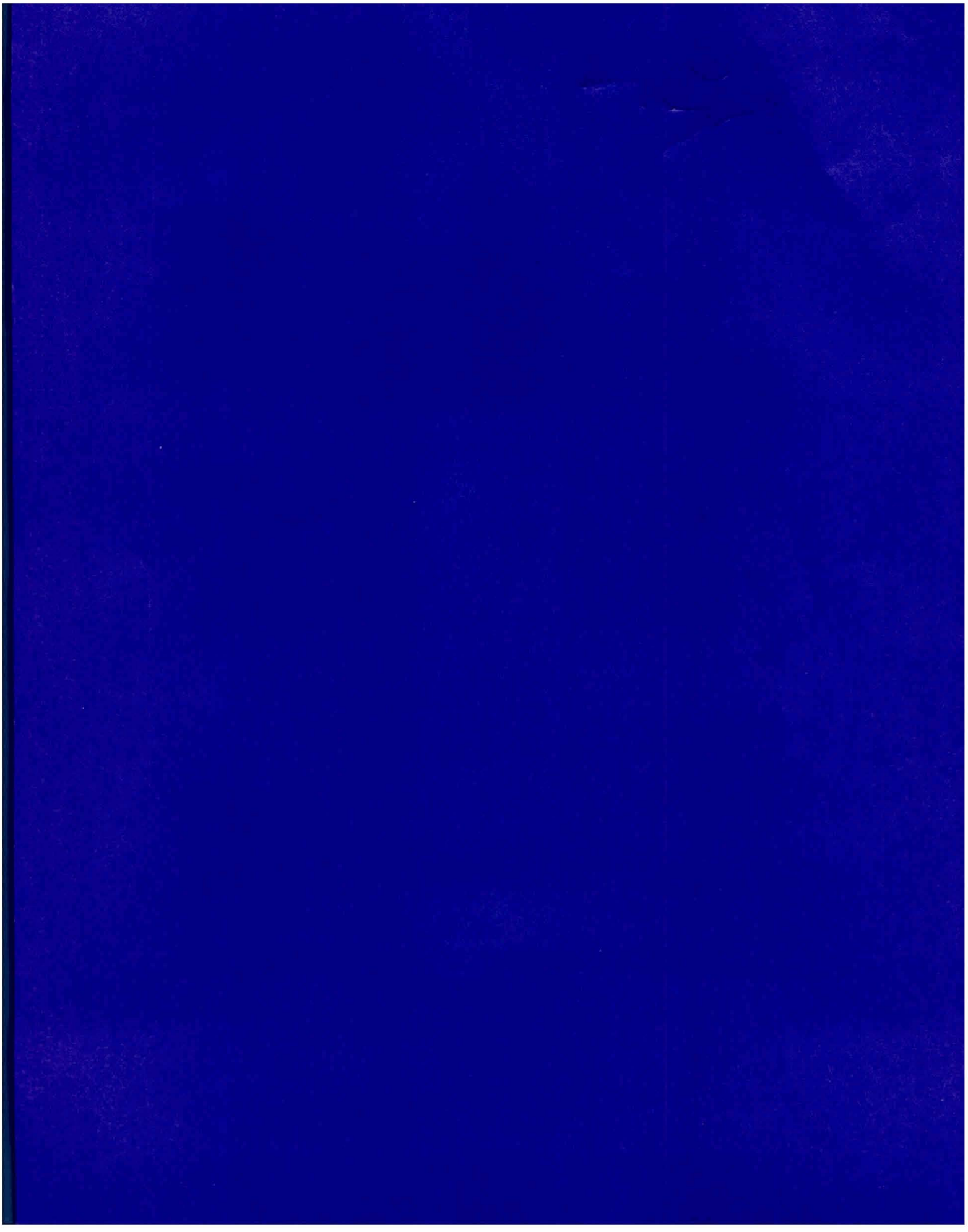
(A) Because it is hypothesized to have caused the "Snowball Earth"

(B) Because it has to do with gases produced by humans

(C) Because it is most likely to cause a global ice age

(D) Because it is more concrete than the changes in the Earth's orbit





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