For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

CD-ROM INCLUDED
DUAL PLATFORM

With Answer Key

NEW! for the Computer and Paper Tests

Longman COMPLETE COURSE FOR THE TOEFL® TEST

PREPARATION FOR THE COMPUTER AND PAPER TESTS

DEBORAH PHILLIPS

Longman
longman.com

TOEFL® is the registered trademark of Educational Testing Service.
This publication is not endorsed or approved by ETS.

Installing and Launching the Program

For more material and information, please visit Tai Lieu Du Hoc www.tailieuduhoc.org

Note: Be sure to contact the lab administrator early if you plan to use this program in a computer lab.

To begin the **Longman Student** program, you must first install Java and QuickTime on the computer. Please follow the instructions for Macintosh below for installing Java, the Longman Student program, and QuickTime. For Windows, this is a one-step installation. Read these instructions completely before proceeding.

For technical support worldwide, e-mail epsupport@pearsoned.com or call our international toll-free number, 877-546-5408 between 8:00 AM and 6:00 PM EST. You may also contact our local office or visit our web site www.longman.com and follow the Pearson Education Worldwide link for more contact information.

Note: Once the program is installed, the CD-ROM must be in the CD-ROM drive when you use the program.

Windows: One-step Installation

- Put the **Longman Student CD-ROM** in the CD-ROM drive. Follow the instructions that appear on your screen.

If the program does not automatically install, follow these instructions:

- Make sure the **Longman Student CD-ROM** is in the CD-ROM drive.
- Click on the **Start Button**. Select **Run**. Select **Browse**. Select the **install** icon. Click **Open**. Click **OK**.
- When the installation is complete, begin the program.

To begin the **Longman Student** program,

- Click on **Start**.
- Select **Programs**.
- Select **Longman Student**.
- Click on the **Longman Student** icon.

Macintosh: Three-step Installation

1. **Install Java.**

- Put the **Longman Student CD-ROM** in the CD-ROM drive. Double click on the **Longman Student CD-ROM** icon on the desktop.
- Double click on the **MRJ Installer** icon and follow the instructions, clicking on **Agree** and **Install** as appropriate. When installation is complete, click on **Quit**.

Note: For operating systems older than 8.6, your computer will automatically restart after this installation.

2. **Install the Longman Student program.**

- Double click on the **Longman Student CD-ROM** icon.
- Double click on the **Longman Student Installer** icon. Follow the instructions, clicking on **Next**, **Install**, and **Done** as appropriate.

3. **Install QuickTime 5.**

- Double click on the **Longman Student CD-ROM** icon on the desktop.
- Double click on the **QuickTime Installer** icon. Follow the instructions, clicking on **Continue**, **Agree**, **Restart**, or **Quit** as appropriate.

To begin the program, double click on the ***Longman Student*** icon on the desktop.

Starting the Program

There are three ways to start this program.

1. **New User:** if you have never used the program before.
2. **Local User:** if you have already used the program on this computer.
3. **Disk User:** if you have used the program on a *different* computer and have your data stored on a floppy (data) disk.

Using the Program

This program may be used in two ways.

1. *On the same computer for each session.* The computer will automatically remember your scores and your completed questions.
   - Start your first session by selecting **New User**. Start each following session by selecting **Local User**.
   - At the end of each session, your data is automatically saved in the system data file on the computer.
2. *On different computers.* If you change computers, you must take your data with you on a floppy disk. This floppy disk will contain your scores and information about which questions you have already seen.
   - Start your first session by selecting **New User**. Start each following session by selecting **Disk User**.
   - Select **Copy Data** at the end of each session to save your data to a floppy disk.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

Longman COMPLETE COURSE FOR THE TOEFL® TEST

Preparation for the Computer and Paper Tests

Deborah Phillips

LONGMAN

TOEFL® test directions, test format, and answer screens are reprinted by permission of Educational Testing Service, the copyright owner. However, the test questions and any other testing information are provided by Addison Wesley Publishing Company, Inc. No endorsement of this publication by Educational Testing Service should be inferred.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

CONTENTS

INTRODUCTION xi

SECTION ONE: LISTENING

LISTENING DIAGNOSTIC PRE-TEST (Paper) 3

LISTENING DIAGNOSTIC PRE-TEST (Computer) 10

LISTENING INTRODUCTION 22

SHORT DIALOGUES (Paper and Computer) 25

Strategies

SKILL 1: Focus on the last line 29
SKILL 2: Choose answers with synonyms 31
SKILL 3: Avoid similar sounds 33
TOEFL EXERCISE (Skills 1–3) 35

Who, What, Where

SKILL 4: Draw conclusions about *who, what, where* 36
SKILL 5: Listen for *who* and *what* in passives 39
SKILL 6: Listen for *who* and *what* with multiple nouns 41
TOEFL EXERCISE (Skills 4–6) 43
TOEFL REVIEW EXERCISE (Skills 1–6) 44

Negatives

SKILL 7: Listen for negative expressions 45
SKILL 8: Listen for double negative expressions 47
SKILL 9: Listen for "almost negative" expressions 49
SKILL 10: Listen for negatives with comparatives 51
TOEFL EXERCISE (Skills 7–10) 53
TOEFL REVIEW EXERCISE (Skills 1–10) 54

Functions

SKILL 11: Listen for expressions of agreement 55
SKILL 12: Listen for expressions of uncertainty and suggestion 57
SKILL 13: Listen for emphatic expressions of surprise 60
TOEFL EXERCISE (Skills 11–13) 62
TOEFL REVIEW EXERCISE (Skills 1–13) 63

Contrary Meanings

SKILL 14: Listen for wishes 63
SKILL 15: Listen for untrue conditions 66
TOEFL EXERCISE (Skills 14–15) 68
TOEFL REVIEW EXERCISE (Skills 1–15) 69

Idiomatic Language

SKILL 16: Listen for two- and three-part verbs 70
SKILL 17: Listen for idioms 72
TOEFL EXERCISE (Skills 16–17) 74
TOEFL REVIEW EXERCISE (Skills 1–17) 74

For more materials and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

LONG CONVERSATIONS (Paper) 76

Before Listening
SKILL 18: Anticipate the topics 78
SKILL 19: Anticipate the questions 80

While Listening
SKILL 20: Determine the topic 82
SKILL 21: Draw conclusions about *who, what, when, where* 83
SKILL 22: Listen for answers in order 84
TOEFL REVIEW EXERCISE (Skills 18–22) 86

LONG TALKS (Paper) 87

Before Listening
SKILL 23: Anticipate the topics 89
SKILL 24: Anticipate the questions 91

While Listening
SKILL 25: Determine the topic 93
SKILL 26: Draw conclusions about *who, what, when, where* 94
SKILL 27: Listen for answers in order 95
TOEFL REVIEW EXERCISE (Skills 23–27) 97

CASUAL CONVERSATIONS (Computer) 98
SKILL 28: Understand casual conversations 100

ACADEMIC DISCUSSIONS (Computer) 103
SKILL 29: Recognize the organization 110
SKILL 30: Listen for direct and indirect details 118
SKILL 31: Visualize the passage 122
TOEFL REVIEW EXERCISE (Skills 29–31) 128

ACADEMIC LECTURES (Computer) 134
SKILL 32: Recognize the organization 140
SKILL 33: Listen for direct and indirect details 148
SKILL 34: Visualize the passage 153
TOEFL REVIEW EXERCISE (Skills 32–34) 159

LISTENING POST-TEST (Paper) 165

LISTENING POST-TEST (Computer) 171

SECTION TWO: STRUCTURE

STRUCTURE DIAGNOSTIC PRE-TEST (Paper) 185

STRUCTURE DIAGNOSTIC PRE-TEST (Computer) 192

STRUCTURE INTRODUCTION 195

THE STRUCTURE QUESTIONS (Paper and Computer) 198

Sentences with One Clause
SKILL 1: Be sure the sentence has a subject and a verb *200*
SKILL 2: Be careful of objects of prepositions 201
SKILL 3: Be careful of appositives 203

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

SKILL 4: Be careful of present participles 205
SKILL 5: Be careful of past participles 206
EXERCISE (Skills 1–5) 208
TOEFL EXERCISE (Skills 1–5) 208

Sentences with Multiple Clauses
SKILL 6: Use coordinate connectors correctly 209
SKILL 7: Use adverb *time* and *cause* connectors correctly 211
SKILL 8: Use other adverb connectors correctly 213
EXERCISE (Skills 6–8) 215
TOEFL EXERCISE (Skills 6–8) 215
TOEFL REVIEW EXERCISE (Skills 1–8) 216

More Sentences with Multiple Clauses
SKILL 9: Use noun clause connectors correctly 217
SKILL 10: Use noun clause connector/subjects correctly 219
SKILL 11: Use adjective clause connectors correctly 221
SKILL 12: Use adjective clause connector/subjects correctly 222
EXERCISE (Skills 9–12) 224
TOEFL EXERCISE (Skills 9–12) 225
TOEFL REVIEW EXERCISE (Skills 1–12) 226

Sentences with Reduced Clauses
SKILL 13: Use reduced adjective clauses correctly 227
SKILL 14: Use reduced adverb clauses correctly 230
EXERCISE (Skills 13–14) 232
TOEFL EXERCISE (Skills 13–14) 232
TOEFL REVIEW EXERCISE (Skills 1–14) 233

Sentences with Inverted Subjects and Verbs
SKILL 15: Invert the subject and verb with question words 235
SKILL 16: Invert the subject and verb with place expressions 236
SKILL 17: Invert the subject and verb with negatives 238
SKILL 18: Invert the subject and verb with conditionals 240
SKILL 19: Invert the subject and verb with comparisons 242
EXERCISE (Skills 15–19) 244
TOEFL EXERCISE (Skills 15–19) 244
TOEFL REVIEW EXERCISE (Skills 1–19) 245

THE WRITTEN EXPRESSION QUESTIONS (Paper and Computer) 247

Problems with Subject/Verb Agreement
SKILL 20: Make verbs agree after prepositional phrases 248
SKILL 21: Make verbs agree after expressions of quantity 249
SKILL 22: Make inverted verbs agree 250
SKILL 23: Make verbs agree after certain words 252
EXERCISE (Skills 20–23) 253
TOEFL EXERCISE (Skills 20–23) 253
TOEFL REVIEW EXERCISE (Skills 1–23) 254

Problems with Parallel Structure
SKILL 24: Use parallel structure with coordinate conjunctions 256
SKILL 25: Use parallel structure with paired conjunctions 257
SKILL 26: Use parallel structure with comparisons 259

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

EXERCISE (Skills 24–26) 260
TOEFL EXERCISE (Skills 24–26) 260
TOEFL REVIEW EXERCISE (Skills 1–26) 261

Problems with Comparatives and Superlatives
SKILL 27: Form comparatives and superlatives correctly 262
SKILL 28: Use comparatives and superlatives correctly 264
SKILL 29: Use the irregular *-er, -er* structure correctly 265
EXERCISE (Skills 27–29) 266
TOEFL EXERCISE (Skills 27–29) 266
TOEFL REVIEW EXERCISE (Skills 1–29) 267

Problems with the Form of the Verb
SKILL 30: After *have,* use the past participle 269
SKILL 31: After *be,* use the present participle or the past participle 270
SKILL 32: After *will, would,* or other modals, use the base form of the verb 270
EXERCISE (Skills 30–32) 271
TOEFL EXERCISE (Skills 30–32) 272
TOEFL REVIEW EXERCISE (Skills 1–32) 272

Problems with the Use of the Verb
SKILL 33: Know when to use the past with the present 274
SKILL 34: Use *have* and *had* correctly 275
SKILL 35: Use the correct tense with time expressions 276
SKILL 36: Use the correct tense with *will* and *would* 278
EXERCISE (Skills 33–36) 279
TOEFL EXERCISE (Skills 33–36) 279
TOEFL REVIEW EXERCISE (Skills 1–36) 280

Problems with Passive Verbs
SKILL 37: Use the correct form of the passive 282
SKILL 38: Recognize active and passive meanings 283
EXERCISE (Skills 37–38) 285
TOEFL EXERCISE (Skills 37–38) 285
TOEFL REVIEW EXERCISE (Skills 1–38) 286

Problems with Nouns
SKILL 39: Use the correct singular or plural noun 287
SKILL 40: Distinguish countable and uncountable nouns 288
SKILL 41: Recognize irregular plurals of nouns 290
SKILL 42: Distinguish the person from the thing 291
EXERCISE (Skills 39–42) 292
TOEFL EXERCISE (Skills 39–42) 292
TOEFL REVIEW EXERCISE (Skills 1–42) 293

Problems with Pronouns
SKILL 43: Distinguish subject and object pronouns 294
SKILL 44: Distinguish possessive adjectives and pronouns 296
SKILL 45: Check pronoun reference for agreement 297
EXERCISE (Skills 43–45) 298
TOEFL EXERCISE (Skills 43–45) 299
TOEFL REVIEW EXERCISE (Skills 1–45) 299

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

Problems with Adjectives and Adverbs
SKILL 46: Use basic adjectives and adverbs correctly 301
SKILL 47: Use adjectives after linking verbs 302
SKILL 48: Position adjectives and adverbs correctly 304
EXERCISE (Skills 46–48) 305
TOEFL EXERCISE (Skills 46–48) 306
TOEFL REVIEW EXERCISE (Skills 1–48) 307

More Problems with Adjectives
SKILL 49: Recognize *-ly* adjectives 308
SKILL 50: Use predicate adjectives correctly 309
SKILL 51: Use *-ed* and *-ing* adjectives correctly 310
EXERCISE (Skills 49–51) 311
TOEFL EXERCISE (Skills 49–51) 312
TOEFL REVIEW EXERCISE (Skills 1–51) 313

Problems with Articles
SKILL 52: Use articles with singular nouns 314
SKILL 53: Distinguish *a* and *an* 315
SKILL 54: Make articles agree with nouns 316
SKILL 55: Distinguish specific and general ideas 317
EXERCISE (Skills 52–55) 318
TOEFL EXERCISE (Skills 52–55) 319
TOEFL REVIEW EXERCISE (Skills 1–55) 319

Problems with Prepositions
SKILL 56: Recognize incorrect prepositions 321
SKILL 57: Recognize when prepositions have been omitted 322
EXERCISE (Skills 56–57) 323
TOEFL EXERCISE (Skills 56–57) 323
TOEFL REVIEW EXERCISE (Skills 1–57) 324

Problems with Usage
SKILL 58: Distinguish *make* and *do* 325
SKILL 59: Distinguish *like, alike,* and *unlike* 326
SKILL 60: Distinguish *other, another,* and *others* 327
EXERCISE (Skills 58–60) 328
TOEFL EXERCISE (Skills 58–60) 329
TOEFL REVIEW EXERCISE (Skills 1–60) 330

STRUCTURE POST-TEST (Paper) 331

STRUCTURE POST-TEST (Computer) 338

SECTION THREE: READING

READING DIAGNOSTIC PRE-TEST (Paper) 343

READING DIAGNOSTIC PRE-TEST (Computer) 350

READING INTRODUCTION 359

THE READING COMPREHENSION QUESTIONS (Paper and Computer) 368

For more information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

Questions about the Ideas of the Passage
SKILL 1: Answer main idea questions correctly 368
SKILL 2: Recognize the organization of ideas 373
TOEFL EXERCISE (Skills 1–2) 377

Directly Answered Questions
SKILL 3: Answer stated detail questions correctly 379
SKILL 4: Find "unstated" details 385
SKILL 5: Find pronoun referents 388
TOEFL EXERCISE (Skills 3–5) 392
TOEFL REVIEW EXERCISE (Skills 1–5) 395

Indirectly Answered Questions
SKILL 6: Answer implied detail questions correctly 398
SKILL 7: Answer transition questions correctly 402
TOEFL EXERCISE (Skills 6–7) 405
TOEFL REVIEW EXERCISE (Skills 1–7) 407

Vocabulary Questions
SKILL 8: Find definitions from structural clues 411
SKILL 9: Determine meanings from word parts 415
SKILL 10: Use context to determine meanings of difficult words 419
SKILL 11: Use context to determine meanings of simple words 422
TOEFL EXERCISE (Skills 8–11) 425
TOEFL REVIEW EXERCISE (Skills 1–11) 428

Overall Review Questions
SKILL 12: Determine where specific information is found 431
SKILL 13: Determine the tone, purpose, or course 435
SKILL 14: Determine where to insert a piece of information 441
TOEFL EXERCISE (Skills 12–14) 445
TOEFL REVIEW EXERCISE (Skills 1–14) 448

READING POST-TEST (Paper) 452

READING POST-TEST (Computer) 461

SECTION FOUR: WRITING

WRITING INTRODUCTION 473

The Writing Score (Paper and Computer) 474
Sample Essays 475

Before Writing 481
SKILL 1: Decode the Topic 481
SKILL 2: Develop Supporting Ideas 484

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

While Writing 487
SKILL 3: Write the Introductory Paragraph 487
SKILL 4: Write Unified Supporting Paragraphs 490
SKILL 5: Write the Concluding Paragraph 493
SKILL 6: Connect the Supporting Paragraphs in the Essay 496

After Writing 499
SKILL 7: Edit Sentence Structure 499
7A Simple Sentence Structure 499
7B Compound Sentence Structure 501
7C Complex Sentence Structure 503
SKILL 8: Edit Written Expression 506
8A Inversions and Agreement 506
8B Parallel, Comparative, and Superlative Structures 507
8C Verbs 508
8D Nouns and Pronouns 509
8E Adjectives and Adverbs 510
8F Prepositions and Usage 511

COMPLETE TEST (Paper)
Listening Comprehension 515
Structure and Written Expression 521
Reading Comprehension 528
Test of Written English 538

COMPLETE TEST (Computer)
Listening 539
Structure 551
Reading 554
Writing 563

APPENDIXES
APPENDIX A: Similar Sounds 565
APPENDIX B: Two- and Three-Part Verbs 566
APPENDIX C: Idioms 570
APPENDIX D: Prepositions 574
APPENDIX E: Word Endings 576
APPENDIX F: Irregular Verb Forms 582
APPENDIX G: Formation of the Passive 584
APPENDIX H: Irregular Plurals 586
APPENDIX I: Word Parts 587

SCORING INFORMATION
Scoring Your Pre-Tests, Post-Tests, and Complete Practice Tests 601
Charting Your Progress 603

RECORDING SCRIPT 604

ANSWER KEY 661

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

INTRODUCTION

ABOUT THIS BOOK

PURPOSE OF THE BOOK

This book is intended to prepare students for the TOEFL® (Test of English as a Foreign Language) test in both its *paper* and *computer* formats. It is based on the paper format first introduced in July 1995 and the computer format first introduced in July 1998.

Longman Complete Course for the TOEFL® Test: Preparation for the Computer and Paper Tests can be used in a variety of ways, depending on the needs of the reader:

- It can be used as the *primary classroom text* in a course emphasizing TOEFL test preparation.
- It can be used as a *supplementary text* in a more general English language course.
- It can be used as a tool for *individualized study* by students preparing for the TOEFL test outside of the ESL classroom.

WHAT IS IN THE BOOK

This book contains a variety of materials which together provide a comprehensive preparation program:

- **Diagnostic Pre-Tests** for each section, in both paper and computer formats, measure students' level of performance on each section of the TOEFL test and allow students to determine specific areas of weakness.
- **Skills and Strategies** for each of the sections of the TOEFL test provide students with clearly defined steps to improve performance on the test.
- **Exercises** provide practice of one or more skills in a non-TOEFL format.
- **TOEFL Exercises** provide practice of one or more skills in a TOEFL format.
- **TOEFL Review Exercises** provide practice of all of the skills taught up to that point in a TOEFL format.
- **TOEFL Post-Tests** for each section, in both paper and computer formats, measure the progress that students have made after working through the skills and strategies in the text.
- **Complete Tests**, in both paper and computer formats, allow the students to simulate the experience of taking actual TOEFL tests with all of the sections together in one complete test.
- **Scoring Information** allows students to determine their approximate TOEFL scores on the paper version of the Pre-Tests, Post-Tests, and Complete Practice Tests.
- **Charts** allow students to record their progress on the Pre-Tests, Post-Tests, and Complete Practice Tests.
- **Recording Scripts** allow the students to see the text of all the listening exercises and tests included on the audio cassettes/CDs.

For more materials and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

WHAT IS ON THE STUDENT CD-ROM

The Student CD-ROM, with 1,475 TOEFL-format questions and 200 additional writing practice questions, includes a variety of materials that contribute to an effective preparation program for the computer TOEFL test:

- **A Tutorial** demonstrates how to answer each type of question found on the computer TOEFL test.
- **Practice Questions** for each of the sections on the computer TOEFL test provide students with the opportunity to master each of the language skills and types of questions on the test.
- **Test Sections** for each section of the computer TOEFL test allow students to simulate the actual testing conditions of the computer TOEFL test and to measure their progress. Writing tests can be printed for feedback and review.
- **Explanations** for all test items allow students to understand their errors and learn from their mistakes.
- **Diagnostic Information** relates the test items on the CD-ROM to the language skills presented in this text.
- **Scoring and Record-Keeping** enable students to record and print out charts that monitor their progress on all the practice and test exercises.
- **Screens, Buttons, and Clicking Sequences** similar to those on the computer TOEFL test provide students with practice that simulates the actual computer TOEFL test.

WHAT IS NEW IN THE COMPLETE COURSE

Longman Complete Course for the TOEFL Test has been written to include both the computer format and the paper format of the TOEFL test.

- **Diagnostic Pre-Tests** are included in both paper and computer formats.
- **The Listening Section** includes a presentation of the Listening section of the computer TOEFL test with its new types of passages and questions, plus the presentation of the Listening Comprehension section of the paper TOEFL test. For each of the new types of listening passages on the computer test (Casual Conversations, Academic Discussions, Academic Lectures), a description, language skills, question types, practice exercises, and TOEFL exercises are presented.
- **The Structure Section** includes a presentation of the Structure section of the computer TOEFL test in addition to the presentation of the Structure and Written Expression section of the paper TOEFL test.
- **The Reading Section** includes a presentation of the Reading section of the computer TOEFL test, in addition to the presentation of the Reading Comprehension section of the paper TOEFL test. The new types of questions used to test some of the language skills on the computer TOEFL test have been included, along with the presentation of a language skill on Inserting Information.
- **The Writing Section** includes an expanded writing skills section in addition to sample essays, writing strategies, and scoring information.
- **Post-Tests** are included in both paper and computer formats.
- **Complete Tests** in both paper and computer formats are also included.

OTHER AVAILABLE MATERIALS

Additional materials are available to supplement the materials included in the text:

- **Longman Complete Course for the TOEFL® Test: — Audio Cassettes /CDs** contain recordings of the listening comprehension exercises and tests in the text.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

- **Longman Complete Course for the TOEFL® Test — User's Guide** includes an answer key with answers to all questions and a recording script with a transcription of all listening comprehension exercises and tests included on the audio cassette tapes or CDs accompanying the text.
- **Longman Preparation Course for the TOEFL® Test: Volume A — Skills and Strategies, Second Edition** provides comprehensive coverage of the language skills and test-taking strategies for the paper-format TOEFL test, including sample exercises, procedures, pre-tests, post-tests, a complete practice test, scoring information, and charts to record progress.
- **Longman Preparation Course for the TOEFL® Test: Volume A — Audio Cassettes, Second Edition** contain recordings of the listening comprehension exercises and tests in this text.
- **Longman Preparation Course for the TOEFL® Test: Volume A — User's Guide, Second Edition** includes an answer key with answers to all questions, a recording script with a transcription of all listening comprehension exercises and tests included on the audio cassette tapes or CDs accompanying the text, and teaching tips for each section of the test.
- **Longman Preparation Course for the TOEFL® Test: Volume B — Practice Tests, Second Edition** contains five paper-format TOEFL tests, tapescripts, answer keys, scoring information, and a chart to record progress.
- **Longman Preparation Course for the TOEFL® Test: Volume B — Audio Cassettes, Second Edition** contain recordings of the listening comprehension sections of the tests in Volume B.
- **Longman Preparation Course for the TOEFL® Test: CBT Volume** contains examples and practice for each of the types of passages and questions that appear on the computer version of the TOEFL test, a description of the test-taking strategies for the computer test, an expanded writing skills section, and computer-format test sections.
- **Longman Preparation Course for the TOEFL® Test: CBT Volume Audio Cassettes/CDs** contain the recordings of all the listening comprehension exercises and tests in the CBT Volume.
- **Longman Preparation Course for the TOEFL® Test: Bonus Test Disk** contains an additional test-bank of 860 questions not found on the Student CD-ROM, which can be used by schools to give contolled tests.
- **Longman Introductory Course for the TOEFL® Test, Second Edition** presents language skills and test-taking strategies for both the paper and the computer versions of the test, at a low-intermediate or intermediate level. This text starts below the level of the TOEFL test and continues up to the level of the easier questions on the test. It includes strategies and skills that are appropriate for students at this level. It also includes diagnostic pre-tests, post-tests, and complete practice tests in both paper and computer formats.
- **Longman Introductory Course for the TOEFL® Test: Audio Cassettes/CDs, Second Edition** contain recordings of the listening comprehension exercises and tests in the Introductory Course.
- **Longman Introductory Course for the TOEFL® Test: User's Guide, Second Edition** includes a recording script with a transcription of all listening comprehension exercises and tests included on the recordings accompanying the text, and an answer key with answers to all the questions in the text.

ABOUT THE TOEFL® TEST

OVERVIEW OF THE TEST

The TOEFL test is a test to measure the level of English proficiency of nonnative speakers of English. It is required primarily by English-language colleges and universities. Additionally, institutions such as government agencies, businesses, or scholarship programs may require this test. The TOEFL test currently exists in both a paper format and a computer format.

For more information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

THE PAPER VERSION

The paper version of the TOEFL test has the following sections:

- **Listening Comprehension:** To demonstrate their ability to understand spoken English, examinees must listen to various types of passages on a tape recording and respond to multiple choice questions about the passages.
- **Structure and Written Expression:** To demonstrate their ability to recognize grammatically correct English, examinees must either choose the correct way to complete sentences or find errors in sentences.
- **Reading Comprehension:** To demonstrate their ability to understand written English, examinees must answer multiple choice questions about the ideas and the meanings of words in reading passages.
- **Test of Written English (TWE):** To demonstrate their ability to produce correct, organized, and meaningful English, examinees must write an essay on a given topic in thirty minutes. The Test of Written English (TWE) is not given with every administration of the paper TOEFL test.

The following chart outlines the probable format of a paper TOEFL test. (It should be noted that on certain occasions a longer version of the paper TOEFL test is given.)

Listening Comprehension	50 questions	35 minutes
Structure and Written Expression	40 questions	25 minutes
Reading Comprehension	50 questions	55 minutes
Test of Written English (TWE)	1 essay question	30 minutes

THE COMPUTER VERSION

The computer version of the TOEFL test has the following sections:

- **Listening:** To demonstrate their ability to understand spoken English, examinees must first listen to passages on headphones as they see pictures on a computer screen and then answer various types of questions about the passages that they just heard.
- **Structure:** To demonstrate their ability to recognize grammatically correct English, examinees must look at sentences on a computer screen and either choose the correct way to complete the sentences or identify errors in the sentences.
- **Reading:** To demonstrate their ability to understand written English, examinees must read passages on a computer screen and answer various types of questions about the ideas and meanings of words in the passages.
- **Writing:** To demonstrate their ability to produce meaningful, organized, and correct English, examinees must write an essay on a given topic in thirty minutes, either on the computer or by hand.

The following chart outlines the probable format of a computer TOEFL test:

Listening	30–50 questions	40–60 minutes
Structure	20–25 questions	15–20 minutes
Reading	44–60 questions	70–90 minutes
Writing	1 essay question	30 minutes

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

WHAT YOUR TOEFL® SCORE MEANS

The paper TOEFL test is scored on a scale of 217 to 677 points, while the computer TOEFL test is scored on a scale of 0 to 300 points. There is no passing score on the TOEFL test, but various institutions have their own TOEFL score requirements. You must find out from each institution what TOEFL score is required. The following chart shows how the scores on the computer TOEFL test and the paper TOEFL test are related:

PAPER TOEFL TEST	COMPUTER TOEFL TEST
677	300
650	280
600	250
550	213
500	173
450	133
400	97
350	63
300	40

When you take the paper TOEFL Pre-Tests, Post-Tests, and Complete Test in this book, it is possible for you to estimate your TOEFL score. A description of how to estimate your score on the paper TOEFL test has been provided at the back of this book on pages 601–603.

Writing is scored on a scale of 1 to 6 on both the paper TOEFL test and the computer TOEFL test. However, the score of the writing test is handled differently on the paper test and on the computer test. On the paper test, the writing is not included in the overall TOEFL score. On the computer test, the writing score is included in the overall TOEFL score.

WHERE TO GET ADDITIONAL INFORMATION

Additional information is available in the TOEFL® Information Bulletin. This bulletin can be ordered free of charge by sending a request to the following address:

TOEFL Services
Educational Testing Service
P.O. Box 6151
Princeton, NJ 08541-6151 USA

Information about the TOEFL test can also be obtained at the TOEFL® website at http://www.toefl.org.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

TO THE STUDENT

HOW TO PREPARE FOR THE TOEFL® TEST

The TOEFL test is a standardized test of English. To do well on this test, you should therefore work in these areas to improve your score:

- You must work on improving your knowledge of the *English language skills* that are covered on the TOEFL test.
- You must understand the *test-taking strategies* specific to the version of the TOEFL test that you are taking.
- You must take *practice tests* with a focus on applying the appropriate language skills and test-taking strategies.
- You must work on *computer skills* if you are taking the computer version of the TOEFL test.

This book can familiarize you with English language skills and test-taking strategies, provide some practice of each of the versions of the test, and introduce the computer skills you will need for the computer version of the test. Additional practice for the paper test is provided in Volume B, while additional practice of the computer version of the test and the computer skills needed for this version are included in the CBT Volume and on the Student CD-ROM.

HOW TO USE THIS BOOK

This book provides a variety of materials to help you to prepare for the TOEFL test. Following these steps can help you to get the most out of this book:

- Determine which version of the TOEFL test (paper or computer) you will be taking.
- Take the appropriate Diagnostic Pre-Test at the beginning of a section. When you take the Pre-Test, try to reproduce the conditions and time pressure of a real TOEFL test: (1) Take each section of the test without interruption. (2) Work on only one section at a time. (3) Time yourself for the section to experience the time pressure that exists on the actual TOEFL test. (4) Play the listening material one time only during the test.
- After you finish a paper-format Pre-Test, you can determine your TOEFL score for that section using the table on pages 601–602. Then record the results on the chart on page 603. After you finish a computer-format Pre-Test, record the number correct on the chart on page 603.
- Complete the Diagnostic Exercise at the end of the Pre-Test. Note which skills cause you the most trouble.
- Work through the explanations and exercises for each section. Pay particular attention to the skills you had problems with in the Pre-Test.
- Each time you complete a TOEFL-format exercise, try to simulate the conditions and time pressure of a real TOEFL test. (1) For listening questions, play the listening material one time only. (2) For structure questions, allow yourself one minute for two questions. For example, you should take five minutes for an exercise with ten questions. (3) For reading passages, allow yourself one minute for one question. For example, if a reading passage has ten questions, you should allow yourself ten minutes to read the passage and answer the ten questions.
- When further practice on a specific point is included in an Appendix, a note in the text directs you to this practice. Complete those Appendix exercises on a specific point when the text directs you to these exercises and it is an area that you need to improve.
- For additional practice of the language skills in Volume A, work through the *Practice* exercises for each section on the Student CD-ROM.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

- When you have completed all the skills exercises for a section, take the appropriate Post-Test (paper or computer) for that section. For the paper-format Post-Tests, determine your TOEFL score using the table on pages 601–602 and record your results on the chart on page 603. For the computer-format Post-Tests, record the number correct on the chart on page 603.
- When you have completed the Post-Tests for each of the sections, take the appropriate Complete Test (paper or computer). For the paper-format test, determine your TOEFL score using the table on pages 601–602 and record your results on the chart on page 603. For the computer-format test, record the number correct on the chart on page 603.
- For additional test-taking practice, see Volume B for paper-format tests and the Student CD-ROM *Test* section for computer-format tests.

TO THE TEACHER

HOW TO GET THE MOST OUT OF THE EXERCISES

The exercises are a vital part of the TOEFL preparation process presented in this text. Maximum benefit can be obtained from the exercises if the students are properly prepared for the exercises and if the exercises are carefully reviewed after completion:

- Be sure that the students have a clear idea of the appropriate skills and strategies involved in each exercise. Before beginning each exercise, review the skills and strategies that are used in that exercise. Then when you review the exercises, reinforce the skills and strategies that can be used to determine the correct answers.
- As you review the exercises, be sure to discuss each answer, the incorrect answers as well as the correct answers. Discuss how students can determine that each correct answer is correct and each incorrect answer is incorrect.
- Two different methods are possible to review the listening exercises. One good way to review these exercises is to play back the listening material, pausing after each question to discuss the skills and strategies involved in determining which answer is correct and which answers are incorrect. Another method is to have the students refer to the recording script to discuss each question.
- The structure exercises in the correct/incorrect format present a challenge for the teacher. In exercises in which the students are asked to indicate which sentences are correct and which are incorrect, it is extremely helpful for the students to correct the incorrect sentences. An indication of the type of error and/or one possible correction for each incorrect sentence is included in the User's Guide. It should be noted, however, that many of the incorrect sentences can be corrected in several ways. The role of the teacher is to assist the students in finding the various ways that the sentences can be corrected.
- The exercises are designed to be completed in class rather than assigned as homework. The exercises are short and take very little time to complete, particularly since it is important to keep the students under time pressure while they are working on the exercises. Considerably more time should be spent in reviewing the exercises than in actually doing them.

HOW TO GET THE MOST OUT OF THE PRE-TESTS, POST-TESTS, AND COMPLETE TESTS

It is essential for the Pre-Tests, Post-Tests, and Complete Tests to be taken under conditions as similar as possible to actual TOEFL conditions. You should give each section of the test without interruption and under the time pressure of the actual test.

For more information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

After you have given a Pre-Test, Post-Test, or Complete Test, it is important to review the test thoroughly. The various types of tests serve different functions, so a review of these types of tests should have different emphases. While reviewing the Pre-Tests, you should encourage students to determine in which areas they are weak and need more practice. While reviewing the Post-Tests, you should emphasize the skills and strategies involved in determining the correct answer to each question. While reviewing the Complete Tests, you should emphasize overall strategies for the complete test and, of course, take this one final opportunity to review the variety of individual skills and strategies taught throughout the course.

HOW TO INCORPORATE ADDITIONAL PRACTICE INTO THE COURSE

For the most effective preparation for the TOEFL test, additional practice can be incorporated throughout a course with the **Longman Complete Course for the TOEFL Test** as its main text. This additional practice can take the form of practice of specific skills or of complete test sections or tests. The Longman TOEFL series provides ample opportunities for various types of TOEFL practice:

- Five additional paper-format tests are available in Volume B. These tests can be given periodically throughout a course that is focused on the paper version of the TOEFL test. The additional tests can be given either as complete tests or as individual test sections in listening, structure, and reading.
- Additional practice of each of the types of passages and questions on the computer version of the test are found in the CBT Volume. The exercises in the CBT Volume can be used with the entire class or can be assigned to individual students who require additional work on the passages and questions-types on the computer test (i.e., additional practice on Academic Discussions in listening, or additional practice on Insertion questions in reading).
- Considerable practice of each of the skills presented in **Longman Complete Course for the TOEFL Test** is provided in the *Practice* section of the Student CD-ROM. The practice exercises on the CD-ROM can be assigned periodically throughout a course that uses **Longman Complete Course for the TOEFL Test** as its primary text (i.e., after teaching Structure Skills 1-5 in the text, the practice exercises for Structure Skills 1-5 on the CD-ROM can be assigned.) Using the *Check Score* and *Print* functions found with the Student CD-ROM practice exercises, you can assign the Practice exercises for out-of-class assignments and have the students print out the report that shows that a particular exercise was completed, which language skills were involved, and which questions were answered correctly.
- Practice with computer-format tests is available in the *Test* section of the Student CD-ROM. The tests in this portion of the CD-ROM can be taken either as individual test sections or as complete tests. After students have taken listening, structure, or reading sections, they can use the *Check Score* and *Print* functions to produce charts showing how many questions were answered, which language skills were involved, and which questions were answered correctly and incorrectly; after they have taken a writing section, they can print out their essays for feedback and review using the *Print* function. Tests should be scheduled periodically throughout a course that is focused on the computer version of the test, either during classroom time in the school computer lab or as individual out-of-class assignments for students.
- Further practice with computer-format tests is available on the Bonus Test Disk, which contains an additional test bank of 860 questions that are found only on the disk. The additional test bank of questions on the Bonus Test Disk provides schools with a set of computer TOEFL test questions which students have not seen on the Student CD-ROM and which can therefore be used for controlled tests.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

HOW TO USE THE STUDENT CD-ROM

The Student CD-ROM contains *practice exercises, section tests,* and *complete tests* for the students to complete. The results of these exercises and tests are recorded within the computer program, or they may be printed out to hand in or to be kept in a notebook.

The *practice exercises* can be assigned throughout the course after the related sections in the book have been completed.

CD-ROM PRACTICE EXERCISES	ASSIGN **AFTER** BOOK SECTIONS	NUMBER OF QUESTIONS
LISTENING PRACTICE		
Short Dialogues		
• *Skills 1–3*	Listening *Skills 1–3*	10 questions
• *Skills 4–6*	Listening *Skills 4–6*	10 questions
• *Skills 7–10*	Listening *Skills 7–10*	10 questions
• *Skills 11–13*	Listening *Skills 11–13*	10 questions
• *Skills 14–15*	Listening *Skills 14–15*	10 questions
• *Skills 16–17*	Listening *Skills 16–17*	10 questions
Casual Conversations		
• *Conversations 1*	Listening *Skill 28*	8 questions
• *Conversations 2*	Listening *Skill 28*	8 questions
• *Conversations 3*	Listening *Skill 28*	8 questions
• *Conversations 4*	Listening *Skill 28*	8 questions
• *Conversations 5*	Listening *Skill 28*	8 questions
Academic Discussions		
• *Discussion 1*	Listening *Skills 29–31*	5 questions
• *Discussion 2*	Listening *Skills 29–31*	5 questions
• *Discussion 3*	Listening *Skills 29–31*	5 questions
• *Discussion 4*	Listening *Skills 29–31*	6 questions
Academic Lectures		
• *Lecture 1*	Listening *Skills 32–34*	5 questions
• *Lecture 2*	Listening *Skills 32–34*	5 questions
• *Lecture 3*	Listening *Skills 32–34*	6 questions
• *Lecture 4*	Listening *Skills 32–34*	6 questions
• *Lecture 5*	Listening *Skills 32–34*	6 questions
STRUCTURE PRACTICE		
Structure		
• *Skills 1–5*	Structure *Skills 1–5*	20 questions
• *Skills 6–8*	Structure *Skills 6–8*	20 questions
• *Skills 9–12*	Structure *Skills 9–12*	20 questions
• *Skills 13–14*	Structure *Skills 13–14*	20 questions
• *Skills 15–19*	Structure *Skills 15–19*	20 questions
Written Expression		
• *Skills 20–23*	Structure *Skills 20–23*	20 questions
• *Skills 24–26*	Structure *Skills 24–26*	20 questions
• *Skills 27–29*	Structure *Skills 27–29*	20 questions
• *Skills 30–32*	Structure *Skills 30–32*	20 questions
• *Skills 33–36*	Structure *Skills 33–36*	20 questions
• *Skills 37–38*	Structure *Skills 37–38*	20 questions
• *Skills 39–42*	Structure *Skills 39–42*	20 questions
• *Skills 43–45*	Structure *Skills 43–45*	20 questions
• *Skills 46–48*	Structure *Skills 46–48*	20 questions
• *Skills 49–51*	Structure *Skills 49–51*	20 questions
• *Skills 52–55*	Structure *Skills 52–55*	20 questions
• *Skills 56–57*	Structure *Skills 56–57*	20 questions
• *Skills 58–60*	Structure *Skills 58–60*	20 questions

For more information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

CD-ROM PRACTICE EXERCISES	ASSIGN **AFTER** BOOK SECTIONS	NUMBER OF QUESTIONS
READING PRACTICE		
Easy Passages		
• *Passage 1*	Reading *Skills 1–5*	11 questions
• *Passage 2*	Reading *Skills 1–5*	11 questions
• *Passage 3*	Reading *Skills 1–5*	12 questions
Medium Passages		
• *Passage 1*	Reading *Skills 1–11*	12 questions
• *Passage 2*	Reading *Skills 1–11*	11 questions
• *Passage 3*	Reading *Skills 1–11*	11 questions
Difficult Passages		
• *Passage 1*	Reading *Skills 1–14*	11 questions
• *Passage 2*	Reading *Skills 1–14*	12 questions
• *Passage 3*	Reading *Skills 1–14*	11 questions
WRITING PRACTICE		
Before and While Writing		
• *Before and While Writing 1*	Writing *Skills 1–6*	25 questions
• *Before and While Writing 2*	Writing *Skills 1–6*	25 questions
• *Before and While Writing 3*	Writing *Skills 1–6*	25 questions
After Writing		
• *Editing Sentence Structure*	Writing *Skill 7*	20 questions
• *Inversions and Agreement*	Writing *Skill 8A*	20 questions
• *Parallel, Comparative and Superlative Structures*	Writing *Skill 8B*	20 questions
• *Verbs*	Writing *Skill 8C*	20 questions
• *Nouns and Pronouns*	Writing *Skill 8D*	20 questions
• *Adjectives and Adverbs*	Writing *Skill 8E*	20 questions
• *Prepositions and Usage*	Writing *Skill 8F*	20 questions

The *section tests* and *complete tests* can be assigned periodically throughout the course. They can be used as diagnostic pre-tests before material is introduced in the book, they can be used midway through the course to assess progress, or they can be used as post-tests at the end of the course.

CD-ROM TESTS	ASSIGN THROUGHOUT THE COURSE	NUMBER OF QUESTIONS
INDIVIDUAL SECTION TESTS		
Listening Test		
• *Listening Test One*	As a beginning pre-test	30 questions
• *Listening Test Two*	As a midway progress test	30 questions
• *Listening Test Three*	As an ending post-test	50 questions
Structure Test		
• *(tests in adaptive base)*	Throughout the course	200 questions
Reading Test		
• *Reading Test One*	As a beginning pre-test	44 questions
• *Reading Test Two*	As a midway progress test	44 questions
• *Reading Test Three*	As an ending post-test	60 questions
Writing Test		
• *(questions in a base)*	Throughout the course	18 questions
COMPLETE TESTS		
• *Complete TOEFL Test One*	As a midway progress test	100 questions*
• *Complete TOEFL Test Two*	As an ending post-test	130 questions*

*The Complete Test Structure questions come from a separate adaptive base of 200 questions.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

SECTION ONE

LISTENING

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

LISTENING DIAGNOSTIC PRE-TEST (Paper)

SECTION 1
LISTENING COMPREHENSION

Time—approximately 35 minutes
(including the reading of the directions for each part)

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section. Answer all the questions on the basis of what is stated or implied by the speakers you hear. Do not take notes or write in your test book at any time. Do not turn the pages until you are told to do so.

Part A

Directions: In Part A you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Listen to an example.

Sample Answer

Ⓐ Ⓑ Ⓒ ●

On the recording, you hear:

(man) *That exam was just awful.*
(woman) *Oh, it could have been worse.*
(narrator) *What does the woman mean?*

In your test book, you read:
(A) The exam was really awful.
(B) It was the worst exam she had ever seen.
(C) It couldn't have been more difficult.
(D) It wasn't that hard.

You learn from the conversation that the man thought the exam was very difficult and that the woman disagreed with the man. The best answer to the question, "What does the woman mean?" is (D), "It wasn't that hard." Therefore, the correct choice is (D).

Wait

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

1 ☐ 1 ☐ 1 ☐ 1 ☐ 1 ☐ 1 ☐ 1 ☐ 1

1. (A) The coffee is much better this morning.
   (B) The coffee tastes extremely good.
   (C) The coffee isn't very good.
   (D) This morning he definitely wants some coffee.

2. (A) The two classes meet in an hour and a half.
   (B) The class meets three hours per week.
   (C) Each half of the class is an hour long.
   (D) Two times a week the class meets for an hour.

3. (A) A few minutes ago, the flight departed.
   (B) The fight will start in a while.
   (C) They are frightened about the departure.
   (D) The plane is going to take off soon.

4. (A) He hasn't yet begun his project.
   (B) He's supposed to do his science project next week.
   (C) He needs to start working on changing the due date.
   (D) He's been working steadily on his science project.

5. (A) At the post office
   (B) In a florist shop
   (C) In a restaurant
   (D) In a hospital delivery room

6. (A) The professor drowned the cells in a lab.
   (B) The lecture was long and boring.
   (C) The professor divided the lecture into parts.
   (D) The biologist tried to sell the results of the experiment.

7. (A) She needs to get a driver's license.
   (B) Two pieces of identification are necessary.
   (C) The man should check to see if he needs credit.
   (D) A credit card can be used to get a driver's license.

8. (A) Housing within his budget is hard to locate.
   (B) It's hard to find his house in New York.
   (C) He can't afford to move his house to New York.
   (D) Housing in New York is unavailable.

9. (A) The boss was working on the reports.
   (B) He would have to finish the reports before the end of next month.
   (C) He was directed to stay late and finish some work.
   (D) He could finish the reports at home.

10. (A) The boisterous students made the teacher mad.
    (B) The teacher angered the students with the exam results.
    (C) The students were angry that the teacher was around.
    (D) The angered students complained to the teacher.

11. (A) The prices are reasonable.
    (B) The store is too far out of town.
    (C) He would like the woman to repeat what she said.
    (D) He agrees with the woman.

12. (A) It's rained unusually hard this year.
    (B) There hasn't been any rain for many years.
    (C) It's been many years since it rained.
    (D) He doesn't like rain.

13. (A) He needs to do a better job writing questions.
    (B) He certainly must make his writing better.
    (C) Without the questions, he cannot write the answers.
    (D) He needs to understand the written questions better.

GO ON TO THE NEXT PAGE

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

14. (A) The agent was standing in line with his passport.
(B) The line to get new passports is very long.
(C) The woman must wait her turn to get her passport checked.
(D) He can check her passport instead of the agent.

15. (A) He couldn't finish closing the library book.
(B) He hadn't finished the library assignment, but he was close.
(C) He was working on the assignment when the library closed.
(D) His homework was incomplete because the library wasn't open.

16. (A) All the lawyer's preparation did no good.
(B) The lawyer prepared nothing for the case.
(C) It wasn't work for the lawyer to prepare for the case.
(D) The lawyer didn't work to prepare for the case.

17. (A) The history class begins next week.
(B) He thinks the papers should be turned in next week.
(C) He has already done the paper for next week.
(D) The papers are not due next week.

18. (A) He's not really happy.
(B) The contractor's work was satisfactory.
(C) He would rather work with the contractor himself.
(D) He was already contacted about the work.

19. (A) The man should try another type of paper.
(B) The man should locate a typist tomorrow morning.
(C) The man should make a tape in the morning.
(D) The man should complete the paper without help.

20. (A) She'd like some pie.
(B) It's easy to buy it.
(C) The task the man's working on isn't difficult.
(D) It's easier to prepare pie than do what the man is doing.

21. (A) He reported that the time for the budget meeting had been set.
(B) He is always late in submitting his accounting figures.
(C) He never manages to budget his time well.
(D) He is never too late in turning in his reports.

22. (A) The repairs that the mechanic had indicated were already made.
(B) The car is going to need a lot of repairs.
(C) Buying a new car would be quite expensive.
(D) The mechanic extended the repair warranty.

23. (A) Betty wrote the letter as directed.
(B) The directions were given to Betty in a letter.
(C) Betty will follow the instructions later.
(D) Betty worked exactly as instructed.

24. (A) Walter had a lack of success with his business.
(B) Walter failed in business.
(C) Walter's new company is doing rather well.
(D) Walter hoped to succeed in business.

25. (A) He should put the organ in the closet.
(B) The closet has already been organized.
(C) He needs to rearrange the closet.
(D) He wishes the closet were closer.

26. (A) She didn't do the work.
(B) She gave the assignment her best effort.
(C) She finished the assignment even though it was difficult.
(D) She gave the man a signal.

GO ON TO THE NEXT PAGE

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

27. (A) She said some terrible things.
    (B) She didn't say anything nice.
    (C) She didn't have any nice things.
    (D) She said really wonderful things.

28. (A) New employees are rarely initiated into the company.
    (B) New workers don't generally undertake actions on their own.
    (C) New employees are initially rated.
    (D) It's rare for employees to make new suggestions.

29. (A) The woman is more than a week late.
    (B) The children would have wrecked the house later.
    (C) The woman was so late that she was a wreck.
    (D) He's glad that she was not any later.

30. (A) He had not gone to the store.
    (B) He was still at the market.
    (C) He was going to take care of the shopping.
    (D) He always went to the market.

GO ON TO THE NEXT PAGE

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

Part B

Directions: In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Remember, you are not allowed to take notes or write in your test book.

31. (A) She's a senior.
    (B) She's a junior.
    (C) She's a transfer student.
    (D) She's a graduate student.

32. (A) How to transfer to a junior college
    (B) How to find his way around campus
    (C) What courses are required for a literature major
    (D) Who won the campus election

33. (A) Three
    (B) Five
    (C) Eight
    (D) Ten

34. (A) American literature
    (B) World literature
    (C) Literary analysis
    (D) Surveying

35. (A) In a book
    (B) From a television program
    (C) During a trip that she took
    (D) From a lecture

36. (A) To communicate with other dolphins
    (B) To recognize objects in the water
    (C) To learn human language
    (D) To express fear

37. (A) Five
    (B) Fifteen
    (C) Fifty
    (D) Five hundred

38. (A) It is limited.
    (B) It is greater than human intelligence.
    (C) It is less than previously thought.
    (D) We are beginning to learn how much they have.

GO ON TO THE NEXT PAGE

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

Part C

Directions: In this part of the test, you will hear several talks. After each talk, you will hear some questions. The talks and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Here is an example.

On the recording, you hear:

(narrator) *Listen to an instructor talk to his class about painting.*
(man) *Artist Grant Wood was a guiding force in the school of painting known as American regionalist, a style reflecting the distinctive characteristics of art from rural areas of the United States. Wood began drawing animals on the family farm at the age of three, and when he was thirty-eight one of his paintings received a remarkable amount of public notice and acclaim. This painting, called "American Gothic," is a starkly simple depiction of a serious couple staring directly out at the viewer.*

Now listen to a sample question.

Sample Answer

Ⓐ Ⓑ Ⓒ ●

(narrator) *What style of painting is known as American regionalist?*

In your test book, you read:
(A) Art from America's inner cities
(B) Art from the central region of the United States
(C) Art from various urban areas in the United States
(D) Art from rural sections of America

The best answer to the question, "What style of painting is known as American regionalist?" is (D), "Art from rural sections of America." Therefore, the correct choice is (D).

Now listen to another sample question.

Sample Answer

Ⓐ Ⓑ ● Ⓓ

(narrator) *What is the name of Wood's most successful painting?*

In your test book, you read:
(A) "American Regionalist"
(B) "The Family Farm in Iowa"
(C) "American Gothic"
(D) "A Serious Couple"

The best answer to the question, "What is the name of Wood's most successful painting?" is (C), "American Gothic." Therefore, the correct choice is (C).

Remember, you are not allowed to take notes or write in your test book.

Wait

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

39. (A) To protect its members
(B) To save the natural environment
(C) To honor the memory of John Muir
(D) To improve San Francisco's natural beauty

40. (A) For less than a year
(B) Only for a decade
(C) For more than a century
(D) For at least two centuries

41. (A) San Francisco
(B) All fifty states
(C) The Sierra Nevadas
(D) The eastern United States

42. (A) All over the world
(B) In the entire United States
(C) Only in California
(D) Only in the Sierra Nevadas

43. (A) Students signing up for athletic teams
(B) Students going on a tour of a university campus
(C) Students playing various sports
(D) Students attending a university dedication ceremony

44. (A) Membership on an athletic team
(B) Enrollment in an exercise class
(C) A valid student identification card
(D) Permission from a faculty member

45. (A) To the tennis courts
(B) To the arena
(C) To the gymnasium
(D) To the Athletic Department office

46. (A) Go to the Art Center
(B) Sign up for sports classes
(C) Visit the exercise room
(D) Watch a football game

47. (A) Science
(B) Art
(C) Literature
(D) Music

48. (A) They are completely different.
(B) They are somewhat similar but have an essential difference.
(C) They are exactly the same in all respects.
(D) They are unrelated.

49. (A) Objective
(B) Idealistic
(C) Philosophical
(D) Environmental

50. (A) Heredity
(B) Environment
(C) Idealism
(D) Natural laws

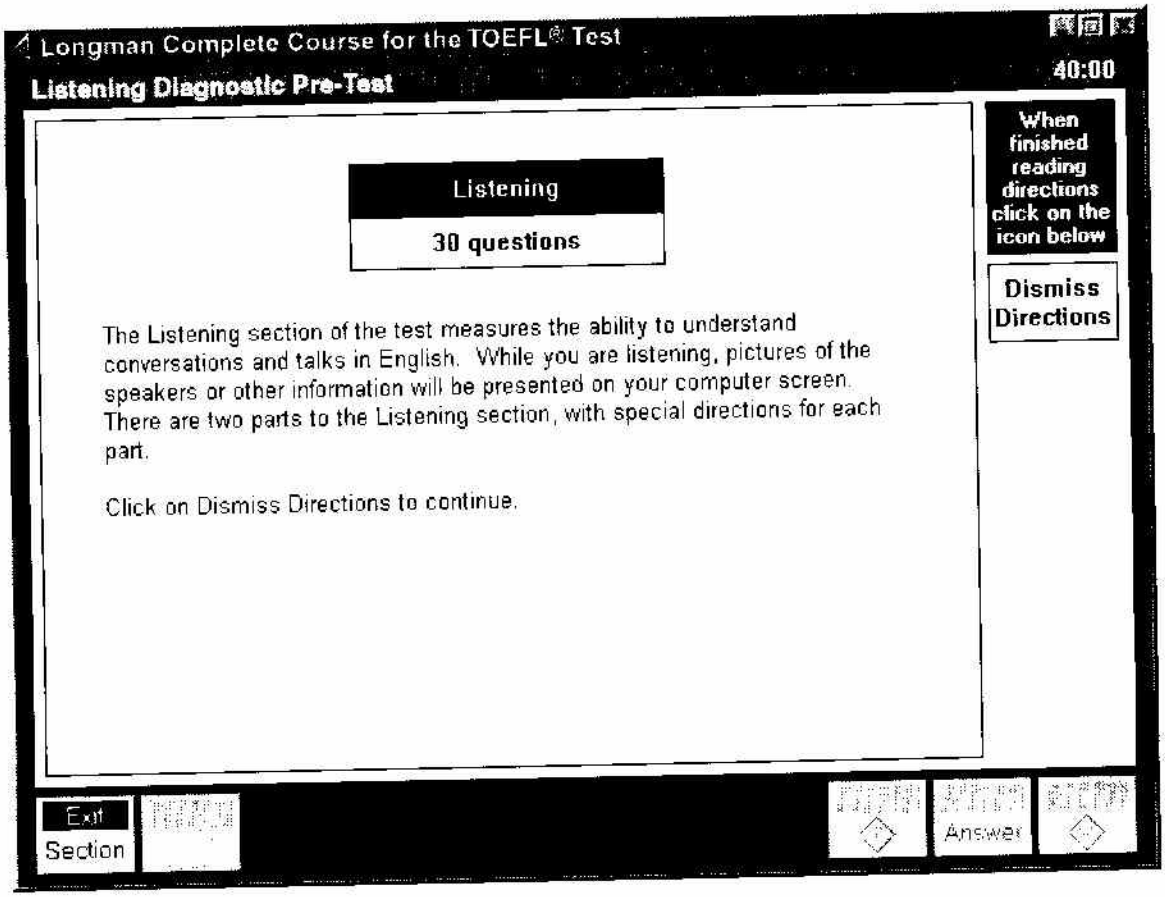
This is the end of the Listening Diagnostic Pre-Test.

Circle the number of each of the questions that you answered incorrectly or were not sure of in Part A. Then, you will see which skills you should be sure to review.

1. SKILLS 2 and 3
2. SKILL 2
3. SKILLS 2 and 3
4. SKILL 2
5. SKILL 4
6. SKILLS 2 and 3
7. SKILL 2
8. SKILLS 2 and 3
9. SKILL 6
10. SKILLS 2 and 5
11. SKILL 11
12. SKILL 7
13. SKILL 2
14. SKILL 6
15. SKILLS 2 and 7
16. SKILL 2
17. SKILL 12
18. SKILL 7
19. SKILL 12
20. SKILL 17
21. SKILLS 7 and 16
22. SKILLS 2 and 3
23. SKILLS 2 and 17
24. SKILL 8
25. SKILLS 2, 3, and 14
26. SKILL 16
27. SKILL 10
28. SKILLS 3 and 9
29. SKILL 15
30. SKILL 13

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

LISTENING DIAGNOSTIC PRE-TEST (Computer)



For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

Longman Complete Course for the TOEFL® Test

Listening Diagnostic Pre-Test 39:52

Question Directions -- Part A

In Part A of the Listening section, you will hear short conversations between two people. In some of the conversations, each person speaks only once. In other conversations, one or both people speak more than once. Each conversation is followed by one question about it.

Each question in this part has four answer choices. You should click on the best answer to each question. Answer the questions on the basis of what is stated or implied by the speakers.

After you click on Next and Confirm Answer, the next question will be presented.

Click on Dismiss Directions to continue.

When finished reading directions click on the icon below

Dismiss Directions

Exit Section

Answer

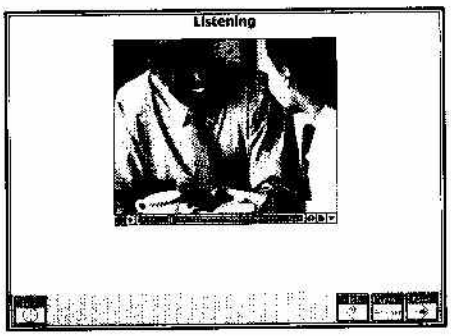
For more material and information, please visit Tai Lieu Du Hoc at www.mailieudoc.org

1. What does the woman mean?
   - ◯ She is too scared to try it.
   - ◯ She would like another opportunity.
   - ◯ Her time is very scarce.
   - ◯ She has gone skiing for the last time.

2. What does the man mean?
   - ◯ He was given the wrong key.
   - ◯ The key was on top of the clock.
   - ◯ It was lucky that he got the key.
   - ◯ The key was at his feet.

3. What does the woman say about Professor Nash?
   - ◯ She can see him very clearly.
   - ◯ He speaks loudly.
   - ◯ He's very soft-spoken.
   - ◯ She didn't speak to him.

4. What does the man mean?
   - ◯ He parked the car to buy the tickets.
   - ◯ He left the car where he shouldn't have.
   - ◯ He got a speeding ticket.
   - ◯ He didn't park the car.

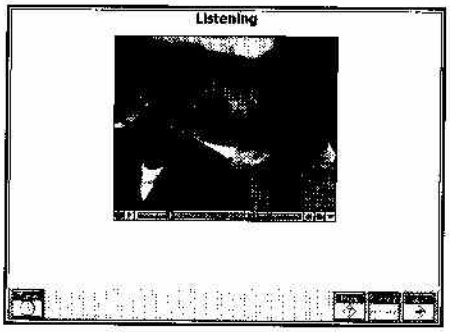


5. What does the man say about Sally?
   - ◯ She prepared him for what he was going to do.
   - ◯ She was unprepared for what she had to do.
   - ◯ She probably didn't spend much time on her presentation.
   - ◯ She was really ready for her presentation.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

6. What does the woman mean?
   - ◯ The tuition increase was unexpected.
   - ◯ She was prepared for the tuition increase.
   - ◯ She doesn't believe that fees were increased.
   - ◯ She believes that tuition will not go up.

7. What does the man mean?
   - ◯ He'd like the woman to repeat herself.
   - ◯ The woman should talk to a physician.
   - ◯ He shares the woman's opinion.
   - ◯ What the woman said was unimportant.



8. What does the woman say about the employees?
   - ◯ Some of them are lying down.
   - ◯ Some of them will lose their positions.
   - ◯ Some of them are choosing part-time jobs.
   - ◯ Some of them laid their newspapers down.

9. What did the woman believe?
   - ◯ That the man had been in class
   - ◯ That the man didn't have the notes
   - ◯ That she didn't need the notes
   - ◯ That the lecture had been canceled

10. What does the man mean?
    - ◯ He really enjoyed the conference.
    - ◯ He'll be able to go to the conference.
    - ◯ He couldn't attend the conference.
    - ◯ He heard everything at the conference.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

Longman Complete Course for the TOEFL® Test

Listening Diagnostic Pre-Test 29:00

Question Directions -- Part B

In Part B of the Listening section, you will hear several longer conversations and talks. Each conversation or talk is followed by several questions. The conversations, talks, and questions will not be repeated.

The conversations and talks are about a variety of topics. You do not need special knowledge of the topics to answer the questions. Rather, you should answer each question on the basis of what is stated or implied by the speakers in the conversations or talks.

For most of the questions, you will need to click on the best of four possible answers. Some questions will have special directions. The special directions will appear in a box on the computer screen.

After you click on Next and Confirm Answer, the next question will be presented.

Click on Dismiss Directions to continue.

When finished reading directions click on the icon below

Dismiss Directions

Exit Section

Answer

For more materials, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

Questions 11–12

11. What happened to Carl?
    - ◯ He made the football team.
    - ◯ His arm was in a cast.
    - ◯ He got lost in the stadium.
    - ◯ He hurt his leg.

12. How did Carl break his leg?
    - ◯ He was playing football.
    - ◯ He was on a ski trip.
    - ◯ He had an accident at a sporting event.
    - ◯ He tripped over some crutches.

Questions 13–15

13. What do the students have to prepare?
    - ◯ A series of questions
    - ◯ A psychological self-evaluation
    - ◯ A theoretical model
    - ◯ A psychology exam

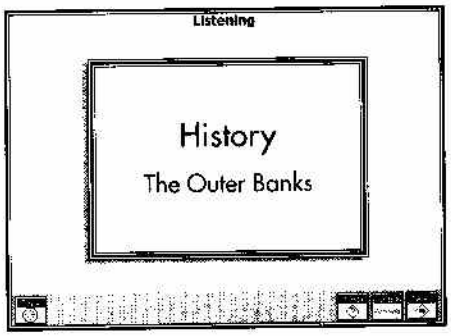
14. How many people must respond to the questionnaire?
    - ◯ 5
    - ◯ 15
    - ◯ 50
    - ◯ 150

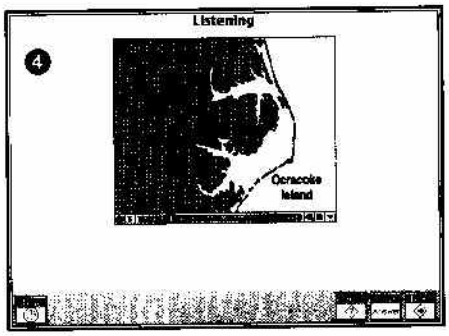
15. What does the man NOT want to do?
    - ◯ Prepare the questionnaire
    - ◯ Get the questionnaire answered
    - ◯ Analyze the data
    - ◯ Write the report

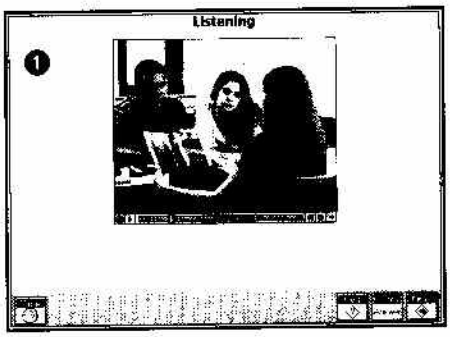
For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

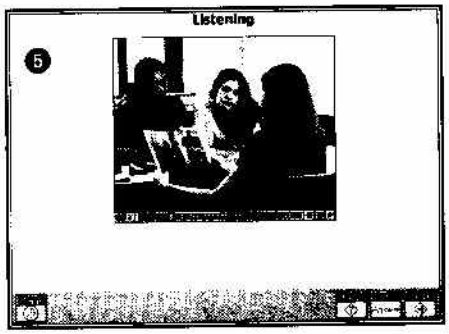
Questions 16–20

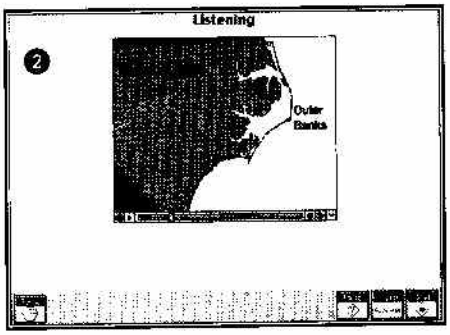
Listen to a discussion about a history course. The discussion is on the Outer Banks.

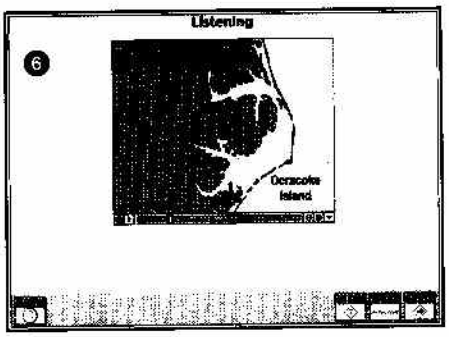


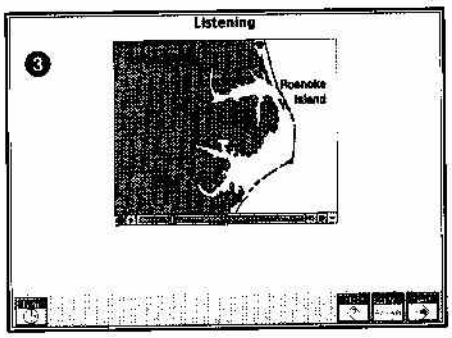


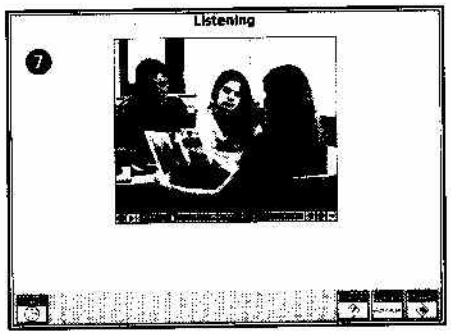












For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

16. What are the students doing?

- ◯ Preparing for a presentation
- ◯ Reviewing a list of study questions
- ◯ Drawing maps for a project
- ◯ Planning a trip to the Outer Banks

17. With what places are these people associated?

Click on a word or phrase. Then click on the empty box in the correct column. Use each word or phrase only once.

Blackbeard	Wright Brothers	Lost Colonists
Roanoke Island	Ocracoke Island	Kitty Hawk

18. When did these people live?

Click on a word or phrase. Then click on the empty box in the correct column. Use each word or phrase only once.

Blackbeard	Wright Brothers	Lost Colonists
sixteenth century	eighteenth century	twentieth century

19. What is stated about the inhabitants of the Lost Colony?

Click on 2 answers.

- ☐ They came from England.
- ☐ They disappeared a decade after their arrival.
- ☐ They were never found.
- ☐ They were eventually found.

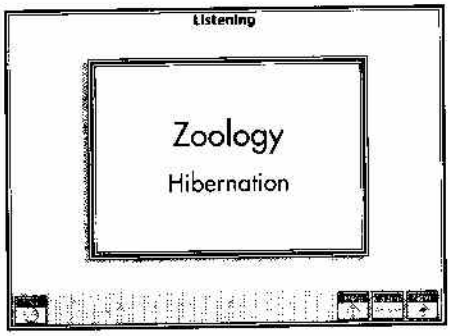
20. How long was the longest flight that the Wright Brothers took on December 3, 1903?

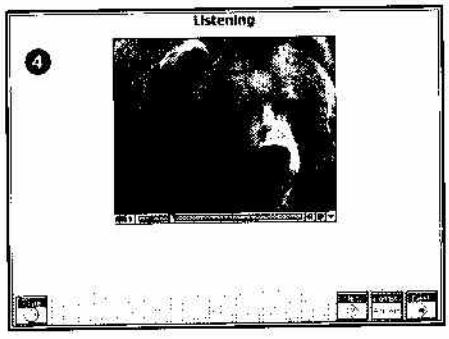
- ◯ 12 seconds
- ◯ 59 seconds
- ◯ 12 minutes
- ◯ 59 minutes

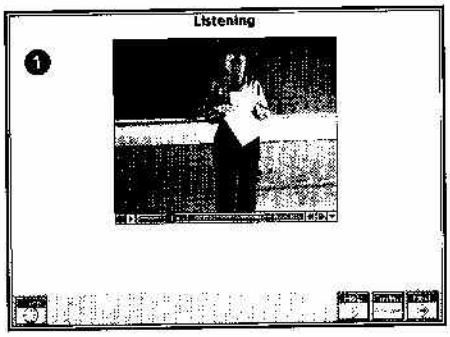
For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

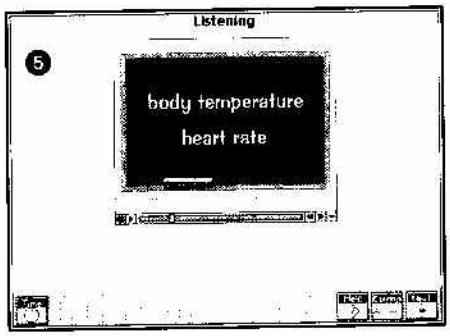
Questions 21–25

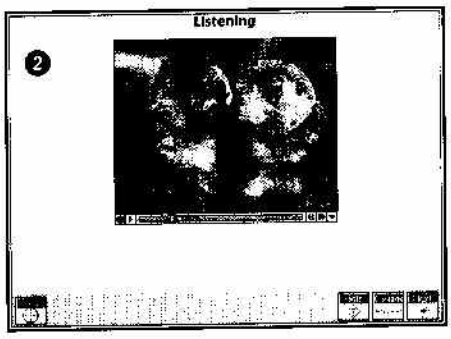
Listen to a lecture in a zoology class. The professor is talking about hibernation.

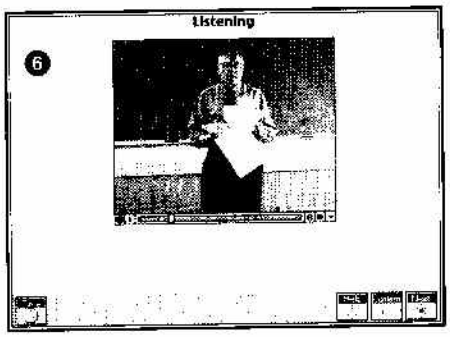


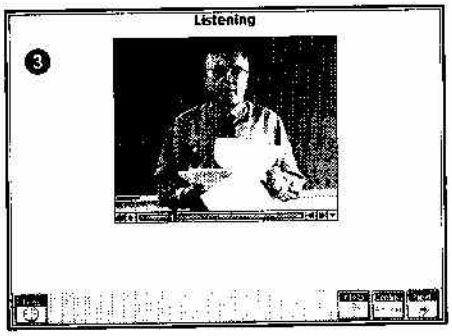












For more material and information, please visit Tai Liu Du Hoc at www.filiedubhoc.org

21. What is NOT mentioned by the professor as a way that various types of animals prepare for the cold weather?

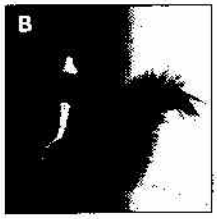
- ◯ Some head to southern climates.
- ◯ Some increase their activity.
- ◯ Some hibernate, at least partially.
- ◯ Some build warmer dens or nests.

22. What is NOT stated in the lecture about Groundhog Day?

- ◯ It is based on folklore about the groundhog.
- ◯ It is in March.
- ◯ It determines whether or not winter is over.
- ◯ It requires observation of whether or not a groundhog returns to its burrow.

23. Which of the following is NOT a good hibernator?

Click on a drawing.



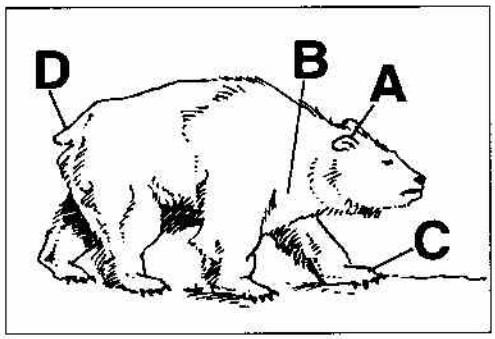
24. What happens to body temperature and heart rate during hibernation?

Click on 2 answers.

- ☐ Body temperature increases.
- ☐ Body temperature decreases.
- ☐ Heart rate increases.
- ☐ Heart rate decreases.

25. What part of the bear wakes up first from hibernation?

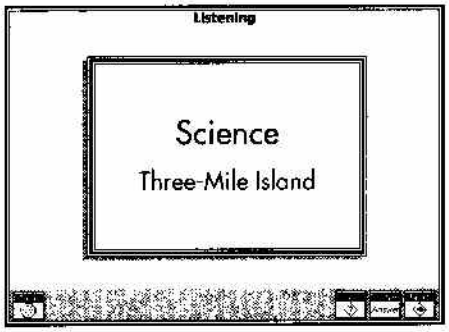
Click on the correct letter.

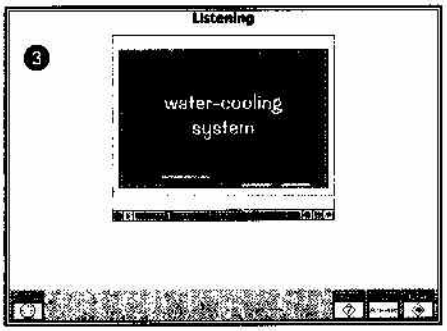


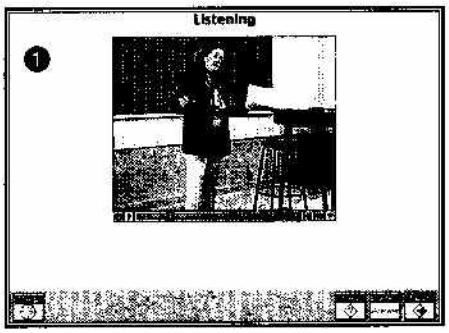
For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

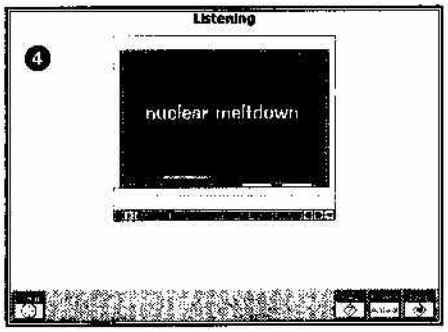
Questions 26–30

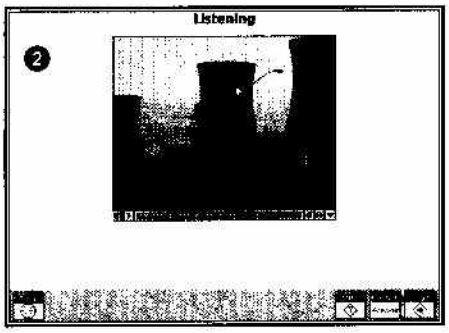
Listen to a lecture in a science class. The professor is talking about Three-Mile Island.

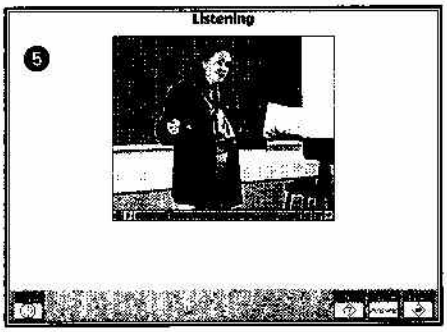












For more material and information, please visit Tailieu Du Hoc at www.tailieudhoc.vn

26. What do the initials PWR stand for?
- ◯ Potential water resource
- ◯ Potential water reactor
- ◯ Pressurized water resource
- ◯ Pressurized water reactor

27. How many PWRs are there on Three-Mile Island?
- ◯ One
- ◯ Two
- ◯ Three
- ◯ Four

28. What does the lecturer say about the PWRs during the accident?
- ◯ There were no problems with the PWRs.
- ◯ There was a problem with only one of the PWRs.
- ◯ There were problems with one PWR after another.
- ◯ There were problems in more than one PWR at the same time.

29. What errors did the operators make?
- ◯ They thought that there was too much water.
- ◯ They thought that the water was too cold.
- ◯ They thought that there was too little water.
- ◯ They thought that the water was too hot.

30. The professor explains a series of events. Put the events in the order in which they occurred.

Click on a sentence. Then click on the space where it belongs. Use each sentence one time only.

The cooling water was shut off.

A partial meltdown occurred.

Instruments were misread.

The cooling valve stuck open.

1 [ ]

2 [ ]

3 [ ]

4 [ ]

Circle the number of each of the questions on the test that you answered incorrectly or were unsure of. Then you will see which skills you should be sure to focus on.

1. SKILL 2	11. SKILL 28	21. SKILL 33
2. SKILL 3	12. SKILL 28	22. SKILL 33
3. SKILL 7	13. SKILL 28	23. SKILL 34
4. SKILL 5	14. SKILL 28	24. SKILL 33
5. SKILL 10	15. SKILL 28	25. SKILL 34
6. SKILL 8	16. SKILL 30	26. SKILL 33
7. SKILL 11	17. SKILL 29	27. SKILL 33
8. SKILL 16	18. SKILL 29	28. SKILL 33
9. SKILL 13	19. SKILL 30	29. SKILL 33
10. SKILL 14	20. SKILL 30	30. SKILL 32

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

LISTENING

Listening is tested in the first section on both the paper TOEFL test and the computer TOEFL test. This section consists of a number of different types of listening passages, each followed by one or more questions. The paper and the computer listening sections are **similar** in the following ways:

- *some of the passages*
- *some of the language skills*

The paper and the computer listening sections are **different** in the following ways:

- *some of the passages*
- *some of the language skills*
- *the use of visuals*
- *the number of questions*
- *the amount of time*
- *the control of time between questions*
- *the procedures and strategies*

LISTENING ON THE PAPER TOEFL® TEST

On the paper TOEFL test, the first section is called Listening Comprehension. This section consists of fifty questions (though some tests may be longer). You will listen to recorded materials and respond to multiple-choice questions about the material. You must listen carefully because you will hear the recording one time only and the material on the recording is not written in your test book.

1. **Short Dialogues** are two-line dialogues between two speakers, each followed by a multiple-choice question. You will listen to each short dialogue and question on the recording and then choose the best answer to each question from the four choices in your test book. The 30 short dialogues and 30 questions about them make up Part A of the paper TOEFL test.
2. **Long Conversations** are 60–90 second conversations on casual topics between students, each followed by a number of multiple-choice questions. You will listen to each long conversation and each of the questions that accompany it on the recording and then choose the best answer to each question from the four choices in your test book. The two conversations and the seven to nine questions that accompany them make up Part B of the paper TOEFL test.
3. **Talks** are 60–90 second talks about school life or on academic subjects, each followed by a number of multiple-choice questions. You will listen to each lecture and each of the questions that accompany it on the recording and then choose the best answer to each question from the four choices in your test book. The three lectures and the 11–13 questions that accompany them make up Part C of the paper TOEFL test.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudhoc.org

GENERAL STRATEGIES FOR LISTENING COMPREHENSION
(Paper TOEFL® Test)

1. **Be familiar with the directions.** The directions on every paper TOEFL test are the same, so it is not necessary to spend time reading the directions carefully when you take the test. You should be completely familiar with the directions before the day of the test.
2. **Listen carefully to the passages.** You should concentrate fully on what the speakers are saying on the recording because you will hear the recording one time only.
3. **Know where the easier and the more difficult questions are generally found.** Within each part of the Listening Comprehension section on the paper test, the questions generally progress from easy to difficult.
4. **Be familiar with the pacing of the test.** You have 12 seconds between each question on the recording, so you must answer each question within 12 seconds and then be prepared for the next question on the recording.
5. **Never leave any answers blank on your answer sheet.** Even if you are not sure of the correct response, you should answer each question. There is no penalty for guessing.
6. **Use any remaining time to look ahead at the answers to the questions that follow.** When you finish with one question, you may have time to look ahead at the answers to the next question.

LISTENING ON THE COMPUTER TOEFL® TEST

On the computer TOEFL test, the first section is called the Listening section. This section consists of 30–50 questions. In this section, you will listen to recorded material, look at visual cues, and respond to various types of questions about the material. You must listen carefully because you will hear the recorded material one time only and the recorded material does not appear on the computer screen.

Four types of passages may appear in the Listening section of the computer TOEFL test:

1. **Short Dialogues** consist of two- to four-line dialogues between two speakers. Each dialogue is accompanied by a context-setting visual and is followed by one multiple-choice question. You will listen to each short dialogue as you see a context-setting visual on the screen. Then you will listen to a question as you see the question and four answer choices on the screen. The 11–17 short dialogues and questions about them make up Part A on the computer TOEFL test.
2. **Casual Conversations** consist of five- to seven-line conversations on casual topics between students. Each conversation is accompanied by a context-setting visual and is followed by two or three multiple-choice questions. You will listen to each casual conversation as you see a context-setting visual on the screen. Then you will listen to each question as you see the question and the four answer choices on the screen. The two to four conversations and the questions that accompany them are found in Part B on the computer TOEFL test.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

3. **Academic Discussions** consist of 120–150 second discussions on academic topics by two to five speakers. Each discussion is accompanied by a number of context-setting and content visuals and is followed by three to six questions of varying types. You will listen to each academic discussion as you see a series of context-setting and content visuals on the screen. Then you will listen to each question as you see the various types of questions and answers on the screen. The one or two academic discussions and the questions that accompany them are found in Part B on the computer TOEFL test.
4. **Academic Lectures** consist of 120–150 second lectures on academic topics by university professors. Each lecture is accompanied by a number of context-setting and content visuals and is followed by three to six questions of varying types. You will listen to each academic lecture as you see a series of context-setting and content visuals on the screen. Then you will listen to each question as you see the various types of questions and answers on the screen. The two to four academic lectures and the questions that accompany them are found in Part B on the computer TOEFL test.

Part A on the computer TOEFL test consists of only short dialogues, while Part B consists of a mixture of casual conversations, academic discussions, and academic lectures.

The Listening section of the computer TOEFL test is *computer adaptive.* This means that the difficulty of the questions that you see is determined by how well you answer the questions. The section begins with a medium-level question, and the questions that follow will get easier or harder depending on whether or not you answer the questions correctly.

GENERAL STRATEGIES FOR THE LISTENING SECTION
(Computer TOEFL® Test)

1. **Be familiar with the directions.** The directions on every computer TOEFL test are the same, so it is not necessary to spend time reading the directions carefully when you take the test. You should be completely familiar with the directions before the day of the test.
2. **Be familiar with computer adaptivity.** This section of the computer TOEFL test is adaptive. This means that you will start with a medium-level question, and the difficulty of the questions will increase or decrease depending on whether or not your answers are correct.
3. **Set the volume carefully before you start the Listening section.** You have the opportunity to choose the volume that you would like before you start the section.
4. **Dismiss the directions as soon as they come up.** The time starts when the directions come up. You should already be familiar with the directions, so you can click on **Dismiss Directions** as soon as it appears and save all your time for the questions.
5. **Listen carefully to the spoken material.** You will hear the spoken material one time only. You may not repeat the spoken material during the test.
6. **Use the visuals to help you focus on the context.** As you listen to the spoken material, you will see visual materials on the screen. The visual information may help you to understand the context for the spoken material as well as the content of the spoken material as you listen.
7. **Pace yourself between questions.** You control when the spoken material is played. You may take as much time as you need between questions.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudhoc.org

8. **Think carefully about a question before you answer it.** You may not return to a question later in the test. You only have one opportunity to answer a given question.
9. **Click on an answer on the computer screen when you have selected an answer.** You may still change your mind at this point and click on a different answer.
10. **Click on Next and then click on Confirm Answer to record your answer.** After you click on the Confirm Answer button, you cannot go back and change your answer. A new question will appear, and you may not return to a previous question.
11. **Do not spend too much time on a question you are unsure of.** If you truly do not know the answer to a question, simply guess and go on. The computer will automatically move you into a level of questions that you can answer.
12. **Be very careful not to make careless mistakes.** If you carelessly choose an incorrect answer, the computer will move you to an easier level of questions. You will have to waste time working your way back to the appropriate level of questions.
13. **Monitor the time carefully on the title bar of the computer screen.** The title bar indicates the time remaining in the Listening section, the total number of questions in the section, and the current number.
14. **Do not randomly guess at the end of the section to complete all the questions in the section before time is up.** In a computer adaptive section such as the Listening section, random guessing to complete the section will only lower your score.

SHORT DIALOGUES

(PAPER TOEFL® TEST AND COMPUTER TOEFL® TEST)

Short dialogues appear on both the paper TOEFL test and the computer TOEFL test. Though short dialogues are slightly different in format on the two tests, they both test the same language skills. The paper and computer short dialogues are **similar** in the following ways:

- *the language skills tested*
- *the type of question used*
- *the number of people talking*

The paper and computer short dialogues are **different** in the following ways:

- *the possible number of lines of dialogue*
- *the use of context-setting visuals to accompany the dialogues*
- *the control of the timing between questions*
- *the presentation of the question*

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

SHORT DIALOGUES ON THE PAPER TOEFL® TEST

Short dialogues are found in Part A in the Listening Comprehension section of the paper TOEFL test. For each of the 30 short dialogues in this part of the test, you will hear a two-line dialogue between two speakers followed by a multiple-choice question. After you listen to the dialogue and the question, you must choose the best answer to the question from your test book. Look at an example of a short dialogue from the paper TOEFL test.

Example from the Paper TOEFL Test

On the recording, you hear:

(man) *This physics course couldn't be any harder.*
(woman) *I'll say!*
(narrator) *What does the woman mean?*

In your test book, you read:

(A) She has something to say to the man.
(B) She doesn't think the physics course is hard.
(C) She agrees with the man.
(D) She'd like to discuss the physics course.

In the dialogue, when the woman says *I'll say*, she is showing that she *agrees* with what the man just said. Answer (C) is therefore the best answer to this question.

PROCEDURES FOR THE SHORT DIALOGUES
(Paper TOEFL® Test)

1. **As you listen to each short dialogue, focus on the second line of the conversation.** The answer to the question is generally found in the second line.
2. **Keep in mind that the correct answer is probably a restatement of a key word or idea in the second line of the dialogue.** Think of possible restatements.
3. **Keep in mind that certain structures and expressions are tested regularly in the short dialogues.** Listen for these structures and expressions:
   - structures *(passives, negatives, wishes, conditions)*
   - functional expressions *(agreement, uncertainty, suggestion, surprise)*
   - idiomatic expressions *(two-part verbs, three-part verbs, idioms)*
4. **Keep in mind that these questions generally progress from easy to difficult.** This means that questions 1 through 5 will be the easiest and questions 26 through 30 will be the hardest.
5. **Read the answers and choose the best answer to each question.** Remember to answer each question even if you are not sure of the correct response. Never leave any answers blank.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu

6. **Even if you do not understand the complete dialogue, you can still find the correct answer.**
   - If you only understand a few words or ideas in the second line, choose the answer that contains a restatement of those words or ideas.
   - If you do not understand anything at all in the second line of the conversation, choose the answer that sounds the most different from what you heard.
   - Never choose an answer because it sounds like what you heard in the dialogue.
7. **Be prepared for the next question.** You have only 12 seconds between questions.

SHORT DIALOGUES ON THE COMPUTER TOEFL® TEST

Short dialogues appear in Part A of the Listening section of the computer TOEFL test. For each of the short dialogues in this part of the test, you will see a context-setting visual as you listen to a two- to four-line dialogue between two speakers. After you see the visual and listen to the dialogue, you will see the question and the four answer choices on the computer screen. You must click on the best answer choice on the computer screen. Now look at an example of a short dialogue from the computer TOEFL test.

Example from the Computer TOEFL® Test

You see on the computer screen:

You hear:

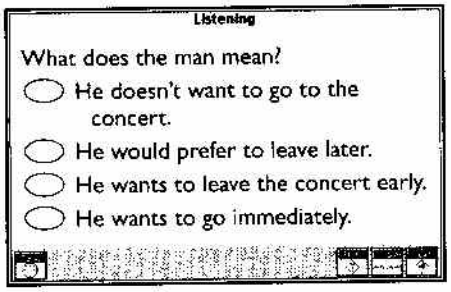
(woman) *Do you want to leave now for the concert or wait until later?*

(man) *Let's leave now. I'd prefer to get there a bit early.*

After the dialogue is complete, the question and answer choices appear on the computer screen as the narrator states the question. This question is a regular multiple-choice question that asks what the man means.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

You see on the computer screen:



You hear:

(narrator) *What does the man mean?*

In the dialogue, the man says *Let's leave now.* This means that *he wants to go immediately.* The last answer is the best answer to this question, so you should click on the last answer.

PROCEDURES FOR THE SHORT DIALOGUES
(Computer TOEFL® Test)

1. **Listen carefully to the short dialogue.** You may listen to the dialogue one time only.
2. **Use the visual to help you focus on the context.** A context-setting visual appears on the screen at the beginning of each short dialogue. It shows you who is talking and where they are talking.
3. **As you listen to each short dialogue, focus on the last line of the dialogue.** The answer to the question is generally found in the last line of the dialogue.
4. **Listen to the question following the short dialogue as you read it on the screen.** Each listening question is both spoken and written on the computer screen.
5. **Keep in mind that the correct answer is probably a restatement of a key word or idea in the last line of the dialogue.** Think of possible restatements of the last line of the dialogue.
6. **Keep in mind that certain structures and expressions are tested regularly in the dialogues.** Listen for these structures and expressions:
   - structures *(passives, negatives, wishes, conditions)*
   - functional expressions *(agreement, uncertainty, suggestion, surprise)*
   - idiomatic expressions *(two-part verbs, three-part verbs, idioms)*
7. **Even if you do not understand the complete dialogue, you can still find the correct answer.**
   - If you only understand a few words or ideas in the last line, choose the answer that contains a restatement of those words or ideas.
   - If you do not understand anything at all in the last line of the conversation, choose the answer that sounds the most different from what you heard.
   - Never choose an answer because it *sounds like* what you heard in the dialogue.
8. **Click on an answer on the computer screen when you have selected an answer.** You may still change your mind at this point and click on a different answer.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudulhoc.org

9. **Click on Next. Then click on Confirm Answer to record your answer.** After you click on this button, you cannot go back and change your answer.
10. **Be prepared for the next question.** After you click on Confirm Answer, the next question begins automatically.

Next, you should move on to the language skills. The following language skills will help you to implement these strategies and procedures with the short dialogues on both the paper TOEFL test and the computer TOEFL test.

STRATEGIES

SKILL 1: FOCUS ON THE LAST LINE

The short dialogues involve conversations between two people, each followed by a question. It is important to understand that the answer to this type of question is most often (but not always!) found in the last line of the conversation.

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(man) *Billy really made a big mistake this time.*
(woman) *Yes, he forgot to turn in his research paper.*
(narrator) *What does the woman say about Billy?*

In your test book or on the computer screen, you read:

(A) It was the first time he made a mistake.
(B) He forgot to write his paper.
(C) He turned in the paper in the wrong place.
(D) He didn't remember to submit his assignment.

The last line of this dialogue indicates that Billy *forgot to turn in his research paper,* and this means that he *didn't remember to submit* it. The best answer is therefore answer (D).

The following chart outlines the most important strategy for the short dialogues:

STRATEGY #1: FOCUS ON THE LAST LINE

1. The last line of the dialogue probably contains the answer to the question.
2. Listen to the first line of the dialogue. If you understand it, that's good. If you don't understand it, don't worry because it probably does not contain the answer.
3. Be ready to focus on the last line of the dialogue because it probably contains the answer. Repeat the last line in your mind as you read through the answers in the text.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

EXERCISE 1: In this exercise, you should focus on the last line of the dialogue, read the question, and then choose the best answer to that question. Remember that you can probably answer the question easily with only the last line.

1. (man) *Can you tell me if today's matinee is a comedy, romance, or western?*
   (woman) *I have no idea.*
   (narrator) *What does the woman mean?*
   (A) She has strong ideas about movies.
   (B) She prefers comedies over westerns and romances.
   (C) She doesn't like today's matinee.
   (D) She does not know.

2. (woman) *Was anyone at home at Barb's house when you went there to deliver the package?*
   (man) *I rang the bell, but no one answered.*
   (narrator) *What does the man imply?*
   (A) Barb answered the bell.
   (B) The house was probably empty.
   (C) The bell wasn't in the house.
   (D) The house doesn't have a bell.

3. (woman) *You just got back from the interview for the internship. How do you think it went?*
   (man) *I think it's highly unlikely that I got the job.*
   (narrator) *What does the man suggest?*
   (A) It's unlikely that he'll go to the interview.
   (B) He thinks he'll be recommended for a high-level job.
   (C) The interview was apparently quite unsuccessful.
   (D) He had an excellent interview.

TOEFL EXERCISE 1: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should focus carefully on the last line.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE 1.

1. (A) He is leaving now.
   (B) He has to go out of his way.
   (C) He will not be leaving soon.
   (D) He will do it his own way.

2. (A) He locked the door.
   (B) He tried unsuccessfully to get into the house.
   (C) He was able to open the door.
   (D) He left the house without locking the door.

3. (A) She doesn't like to listen to turkeys.
   (B) She thinks the dinner sounds special.
   (C) She especially likes the roast turkey.
   (D) She'd prefer a different dinner.

4. (A) He'll be busy with her homework tonight.
   (B) He can't help her tonight.
   (C) He's sorry he can't ever help her.
   (D) He'll help her with her physics.

5. (A) Her eyes hurt.
   (B) She thought the lecture was great.
   (C) The class was boring.
   (D) She didn't want to watch Professor Martin.

6. (A) Not all the bills have been paid.
   (B) They don't have enough credit to pay the bills.
   (C) What she said on the phone was not credible.
   (D) He used a credit card to pay some of the bills.

7. (A) She'll call back quickly.
   (B) She'll definitely be back by 4:00.
   (C) She'll give it back by 4:00.
   (D) She'll try to return fast.

8. (A) She hasn't seen Tim.
   (B) Tim was there only for a moment.
   (C) Tim was around a short time ago.
   (D) Tim will return in a minute.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudhoc.org

9. (A) She doesn't like the place he chose.
   (B) She doesn't want to get into the car.
   (C) She's glad the spot is reserved.
   (D) They can't park the car there.

10. (A) There's plenty to eat.
    (B) The refrigerator's broken.
    (C) The food isn't in the refrigerator.
    (D) He's not sure if there's enough.

SKILL 2: CHOOSE ANSWERS WITH SYNONYMS

Often the correct answer in a short dialogue is an answer that contains synonyms (words with similar meanings but different sounds) for key words in the conversation.

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(woman) *Why is Barbara feeling so happy?*
(man) *She just started working in a real estate agency.*
(narrator) *What does the man say about Barbara?*

In your test book or on the computer screen, you read:

(A) She always liked her work in real estate.
(B) She began a new job.
(C) She just bought some real estate.
(D) She bought a real estate agency.

In this dialogue, the key word *started* means *began*, and the key word *working* refers to *job*. The best answer to this question is therefore answer (B).

The following chart outlines a very important strategy for short dialogues:

STRATEGY #2: CHOOSE ANSWERS WITH SYNONYMS

1. As you listen to the last line of the dialogue, focus on key words in that line.
2. If you see any synonyms for key words in a particular answer, then you have probably found the correct answer.

EXERCISE 2: In this exercise, underline key words in the last line of each short dialogue. Then underline synonyms for these key words in the answers, and choose the best answer to each question. Remember that the best answer is probably the answer that contains synonyms for the key words in the last line of the dialogue.

1. (woman) *Did you see the manager about the job in the bookstore?*
   (man) *Yes, and I also had to fill out an application.*
   (narrator) *What does the man mean?*

   (A) He got a job as bookstore manager.
   (B) The bookstore was not accepting applications.
   (C) He saw a book about how to apply for jobs.
   (D) It was necessary to complete a form.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

2. (man) *We're planning to leave for the trip at about 2:00.*
(woman) *Couldn't we leave before noon?*
(narrator) *What does the woman ask?*

(A) If they could leave at noon
(B) If it is possible to go by 12:00
(C) Why they can't leave at noon
(D) If they could leave the room

3. (man) *Was the concert well-received?*
(woman) *The audience applauded for a long time after the performance.*
(narrator) *What does the woman say about the concert?*

(A) The performance went on for a long time.
(B) There was applause throughout the performance.
(C) The people clapped on and on after the concert.
(D) The audience waited for a long time for the concert to begin.

TOEFL EXERCISE 2: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should look for synonyms for key words in the last line.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE 2.

1. (A) The final exam was harder than the others.
(B) There were two exams rather than one.
(C) He thought the exam would be easier.
(D) The exam was not very difficult.

2. (A) He's not feeling very well.
(B) He's rather sick of working.
(C) He's feeling better today than yesterday.
(D) He'd really rather not answer the question.

3. (A) The company was founded about a year ago.
(B) It was just established that he could go into business.
(C) The family is well-established.
(D) The business only lasted a year.

4. (A) He did not look at the right schedule.
(B) The plane landed in the right place.
(C) The plane arrived on time.
(D) He had to wait for the plane to land.

5. (A) She'd rather go running.
(B) She doesn't want to go into the pool.
(C) She'll change clothes quickly and go swimming.
(D) She needs a sweatsuit to go running.

6. (A) The firefighters saved the homes for last.
(B) A firefighter saved the hillside last night.
(C) The homes on the hillside were burned.
(D) The houses weren't destroyed.

7. (A) There's enough soup.
(B) The spices are adequate.
(C) She thinks the soup's too salty.
(D) The man should add more salt and pepper.

8. (A) He was lucky to receive a grant for his studies.
(B) He used his fortune to pay his fees.
(C) He is a scholar at a college with low fees.
(D) He paid to get a scholarship.

9. (A) It profited from previous mistakes.
(B) It earned a lot of money.
(C) This was the last year that it would make a profit.
(D) It was not so successful.

10. (A) Chuck's bank account has too much money in it.
(B) He thinks Chuck has the wrong kind of bank account.
(C) He thinks that Chuck is on his way home from the bank.
(D) There isn't enough money in Chuck's account.

For more material and information, please visit Tai Lieu Du Hoc at www.

SKILL 3: AVOID SIMILAR SOUNDS

Often the incorrect answers in the short dialogues are answers that contain words with similar sounds but very different meanings from what you hear on the recording. You should definitely avoid these answers.

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(man) *Why couldn't Mark come with us?*
(woman) *He was searching for a new apartment.*
(narrator) *What does the woman say about Mark?*

In your test book or on the computer screen, you read:

(A) He was in the department office.
(B) He was looking for a place to live.
(C) He was working on his research project.
(D) He had an appointment at church.

The key words in the last line of the dialogue are *searching* and *apartment*. In answers (C) and (D), the words *research* and *church* sound like *search*, so these answers are incorrect. In answers (A) and (D), the words *department* and *appointment* sound like *apartment*, so these answers are incorrect. The best answer is therefore answer (B).

The following chart outlines a very important strategy for the short dialogues:

STRATEGY #3: AVOID SIMILAR SOUNDS
1. Identify key words in the last line of the dialogue.
2. Identify words in the answers that contain similar sounds, and do not choose these answers.

NOTE: In Appendix A there are drills to practice distinguishing similar sounds. You may want to complete these practice drills before trying the following exercises.

EXERCISE 3: In this exercise, underline key words in the last line of each short dialogue. Then underline words with sounds similar to these key words in the answers, and choose the best answer to each question. Remember that the best answer is probably the answer that does not contain words with sounds that are similar to the sounds of the key words in the last line of the dialogue.

1. (woman) *I heard that Sally just moved into a new, big house near the beach.*
(man) *But Sally doesn't have a cent!*
(narrator) *What does the man mean?*

(A) Sally has no sense of responsibility.
(B) Sally sent her friend to the house.
(C) Sally has no money.
(D) Sally is on the set with her.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

2. (woman) *Did they get the new car they wanted?*
   (man) *No, they lacked the money.*
   (narrator) *What does the man mean?*

   (A) They locked the map in a car.
   (B) They looked many times in the car.
   (C) It cost a lot of money when the car leaked oil.
   (D) They didn't have enough money to buy another car.

3. (man) *Have you finished packing yet?*
   (woman) *You should call the porter to get the suitcases.*
   (narrator) *What does the woman mean?*

   (A) It's important to pack the suitcases.
   (B) They need help carrying their bags.
   (C) The man should pack his suit in case he needs it.
   (D) The suitcases are quite portable.

TOEFL EXERCISE 3: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be careful to avoid answers with similar sounds.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE 3.

1. (A) She has to wait for some cash.
   (B) The waiter is bringing a glass of water.
   (C) The lawn is too dry.
   (D) She needs to watch out for a crash.

2. (A) The sweater's the wrong size.
   (B) The man's feet aren't sweating.
   (C) The sweater makes the man seem fat.
   (D) The sweet girl doesn't feel right.

3. (A) He has been regularly using a computer.
   (B) He communicates with a Boston company.
   (C) He regularly goes to communities around Boston.
   (D) He has been traveling back and forth to Boston.

4. (A) He thought the lesson didn't matter.
   (B) He couldn't learn the lesson.
   (C) He learned a massive number of details.
   (D) He didn't like most of the lesson.

5. (A) Some animals started the first fire.
   (B) Animals are killed by forest fires.
   (C) In the first frost, animals die.
   (D) Frost can kill animals.

6. (A) Twenty pairs of shoes are on sale.
   (B) The shoe salesclerk spent twenty dollars on pears.
   (C) The shoes cost twenty dollars.
   (D) The shoes could be repaired for twenty dollars.

7. (A) Tom tended to dislike biology lab.
   (B) Attendance wasn't necessary at biology lab.
   (C) Tom went to biology lab.
   (D) There was a tendency to require biology lab.

8. (A) The meal will be served at noon.
   (B) The males should be driven there by noon.
   (C) He's expecting the ice to melt before noon.
   (D) The letters ought to be delivered at 12:00.

9. (A) The weather will probably get worse later.
   (B) The newspaper headlines described a bad storm.
   (C) There was news about a headstrong man.
   (D) He had a new bed.

10. (A) If she could do the grocery shopping
    (B) If she prefers cooked vegetables or salad
    (C) If she could help prepare the salad
    (D) If she minds shopping for vegetables

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudiho.org

TOEFL EXERCISE (Skills 1–3): In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE (SKILLS 1–3).

1. (A) He would like some iced coffee.
   (B) He wants to stop drinking coffee.
   (C) A drink seems like a good idea.
   (D) He needs to drink something to stop his coughing.

2. (A) She would prefer a sunny day.
   (B) The park is too crowded.
   (C) She would like a place that is not so loud.
   (D) She cannot walk because she's too old.

3. (A) He should open an account.
   (B) He should take a ride on a ship.
   (C) He should try to keep the cost cheap.
   (D) He should try something monotonous to get to sleep.

4. (A) The department is not changing the requirements.
   (B) He hasn't heard anything about the change.
   (C) The changes are believable.
   (D) What has happened is incredible to him.

5. (A) The wait has taken close to an hour.
   (B) They were stranded in their car.
   (C) Most of the people have been in line for hours.
   (D) They made a line in the sand.

6. (A) The instructor is selecting several passages.
   (B) The conductor is fair to the passengers.
   (C) The stamp collector is conducting his business.
   (D) The riders are paying for the train trip.

7. (A) The managers will take the train to the program.
   (B) A program to develop new managers will commence soon.
   (C) The new management program is very weak.
   (D) The program will be maintained to the letter.

8. (A) The fire started to attack the building.
   (B) The firefighter stared at the attacker.
   (C) The fire probably began at the top of the building.
   (D) The firefighter started to attack the fire.

9. (A) He assured the woman that he knew the truth.
   (B) He is sure that it isn't new.
   (C) He thought that the woman was aware of what happened.
   (D) He soon will know the truth.

10. (A) The art professor is not one of his fans.
    (B) His drawings were amazing.
    (C) The catches that he made were fantastic.
    (D) His sketches showed a fantasy world.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

WHO, WHAT, WHERE

SKILL 4: DRAW CONCLUSIONS ABOUT *WHO, WHAT, WHERE*

It is common in the short dialogues to ask you to draw some kind of conclusion. In this type of question the answer is not clearly stated; instead you must draw a conclusion based on clues given in the dialogue. One kind of conclusion that is common in this part of the test is to ask you to determine *who* the speaker is, based on clues given in the dialogue.

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(woman) *Can you tell me what assignments I missed when I was absent from your class?*
(man) *You missed one homework assignment and a quiz.*
(narrator) *Who is the man?*

In your test book or on the computer screen, you read:

(A) A newspaper editor
(B) A police officer
(C) A teacher
(D) A student

The clues *class, homework,* and *quiz* in the dialogue tell you that the man is probably a *teacher.* Answer (C) is therefore the correct answer.

Another type of conclusion that is common in the short dialogues is to determine *what* will probably happen next, based on clues given in the dialogue.

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(woman) *Are you going to read those books here in the library?*
(man) *I think I'd rather check them out now and take them home.*
(narrator) *What will the man probably do next?*

In your test book or on the computer screen, you read:

(A) Sit down in the library
(B) Look for some more books
(C) Return the books to the shelves
(D) Go to the circulation desk

The man mentions *books* and says that he would like to *check them out now.* Since the *circulation desk* is where you go to check books out from a library, the man will probably go to the circulation desk next. The correct answer is therefore answer (D).

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu.com

A final type of conclusion that is common in the short dialogues is to determine *where* the conversation probably takes place, based on clues given in the conversation.

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(woman) *Are you going into the water, or are you just going to lie there on the sand?*
(man) *I think I need to put on some suntan lotion.*
(narrator) *Where does this conversation probably take place?*

In your test book or on the computer screen, you read:

(A) At a beauty salon
(B) At the beach
(C) In a sandbox
(D) At an outdoor restaurant

The clues *water, sand,* and *suntan lotion* in the dialogue tell you that this dialogue probably takes place at the *beach.* Answer (B) is therefore the correct answer.

The following chart outlines the key point that you should remember about this type of question:

CONCLUSIONS ABOUT *WHO, WHAT, WHERE*
It is common for you to be asked to draw one of the following conclusions in the short dialogues: 1. *WHO is probably talking?* 2. *WHAT will s/he probably do next?* 3. *WHERE does the dialogue probably take place?*

EXERCISE 4: In this exercise, read each short dialogue and question, underline the clues that help you answer the question, and then choose the best answer. You will have to draw conclusions about *who, what,* and *where.*

1. (man) *I'd like to deposit this check in my account, please.*
(woman) *Would you like any cash back?*
(narrator) *Who is the woman?*

(A) A store clerk
(B) A bank teller
(C) An accountant
(D) A waitress

2. (woman) *Have you deposited your paycheck yet?*
(man) *No, but that's next on my list of errands.*
(narrator) *What will the man probably do next?*

(A) Earn his paycheck
(B) Write a check for a deposit on an apartment
(C) Go to a bank
(D) Make a list of errands to run

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

3. (man) *Did you get the bread, eggs, and milk?*
   (woman) *Now we need to stand in line at the checkout counter.*
   (narrator) *Where does this conversation probably take place?*
   (A) In a restaurant
   (B) At a bakery
   (C) On a farm
   (D) In a market

TOEFL EXERCISE 4: In this exercise, listen carefully to each short dialogue and question on the recording and then choose the best answer to the question. You will have to draw conclusions about *who, what,* and *where.*

NOW BEGIN THE RECORDING AT TOEFL EXERCISE 4.

1. (A) In a photography studio
   (B) In a biology laboratory
   (C) In an office
   (D) In the library

2. (A) He's a pilot.
   (B) He's a flight attendant.
   (C) He's a member of the ground crew.
   (D) He works clearing land.

3. (A) Wash the dishes immediately
   (B) Use as many dishes as possible
   (C) Wash the dishes for as long as possible
   (D) Wait until later to clean up

4. (A) In a bank
   (B) In a restaurant
   (C) At a service station
   (D) In a beauty salon

5. (A) A salesclerk in a shoe store
   (B) A shoe repairperson
   (C) A party caterer
   (D) A salesclerk in a fixtures department

6. (A) On a playground
   (B) In a parking lot
   (C) At a zoo
   (D) In a photo studio

7. (A) Respond to the mail
   (B) Put the letters in a file
   (C) Create a pending file
   (D) File the answers she received to the letters

8. (A) In an airplane
   (B) In a police car
   (C) In a theater
   (D) At a fireworks exhibit

9. (A) Take care of Bob
   (B) Invite Bob to dinner
   (C) Let Bob know that they accept his invitation
   (D) Respond to the woman's question

10. (A) A pharmacist
    (B) A dentist
    (C) A teacher
    (D) A business manager

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu.com

SKILL 5: LISTEN FOR *WHO* AND *WHAT* IN PASSIVES

It is sometimes difficult to understand *who* or *what* is doing the action in a passive sentence. This problem is often tested in the short dialogues.

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(man) *Did Sally go to the bank this morning?*
(woman) *Yes, she did. She got a new checking account.*
(narrator) *What does the woman imply?*

In your test book or on the computer screen, you read:

(A) Sally wrote several checks.
(B) Sally wanted to check up on the bank.
(C) A new checking account was opened.
(D) Sally checked on the balance in her account.

In this dialogue, the woman uses the active statement *She got a new checking account,* which means that *Sally opened a checking account.* The correct answer uses the passive structure that *a new checking account was opened* to express the same idea. Therefore, the best answer to the question above is answer (C).

You should note the following about passive sentences in the short dialogues:

PASSIVE STATEMENTS

1. If the dialogue contains a *passive* statement, the answer to the question is often an *active* statement.
2. If the dialogue contains an *active* statement, the answer to the question is often a *passive* statement.

NOTE: Check carefully *who* or *what* is doing the action in these questions.

EXERCISE 5: In this exercise each of the correct answers is either a passive restatement of an active sentence or an active restatement of a passive sentence. Read each short dialogue and underline the key active or passive statement. Then read the question and choose the best answer to the question. Be careful about *who* and *what* with these passives.

1. (woman) *Alice needs to pay her tuition today.*
(man) *But her tuition has already been paid.*
(narrator) *What does the man imply?*

(A) Alice's education has paid off.
(B) Alice's tuition needs to be paid.
(C) Alice has already paid her fees.
(D) Alice has already received the money.

For more materials and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

2. (man) *Have you been taking good care of the lawn?*
   (woman) *I watered it only this morning.*
   (narrator) *What does the woman mean?*

   (A) She drank some water on the lawn this morning.
   (B) She waited for him on the lawn this morning.
   (C) The lawn has already been watered today.
   (D) She wanted a new lawn this morning.

3. (man) *Did you hear the news about the child who was lost in the park?*
   (woman) *Yes, and I heard that she was just found!*
   (narrator) *What does the woman mean?*

   (A) Someone located the girl.
   (B) She heard about the new park from the child.
   (C) The child found her lost pet.
   (D) The child was the last one in the park.

TOEFL EXERCISE 5: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of passives.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE 5.

1. (A) If the restaurant is on the corner
   (B) If the man would like to go to the restaurant
   (C) If the vegetables are fresh
   (D) If vegetarian food can be obtained

2. (A) He admitted that he wanted to go to law school in the fall.
   (B) The law school accepted him as a student.
   (C) The law professor admitted that he would be a student in the fall semester.
   (D) He would be admitted to law school after the fall semester.

3. (A) Mark's plants were cared for in his absence.
   (B) Mark's plan was to be out of town.
   (C) Mark was careful about his plans for the out-of-town trip.
   (D) She was careful while Mark was gone.

4. (A) The lights in the trees were destroyed in the storm.
   (B) The storm damaged the trees.
   (C) The falling trees destroyed a store.
   (D) In the light the destruction of the storm could be seen.

5. (A) She was broke from skiing.
   (B) She went skiing in spite of her accident.
   (C) Her leg was hurt on a skiing trip.
   (D) Her skis were broken in the mountains.

6. (A) The road the horses took was long and hard.
   (B) It was hard to find the hidden houses.
   (C) The riders worked the horses too much.
   (D) It was hard for people to ride the horses for long.

7. (A) He didn't want the coffee that the woman ordered.
   (B) He wasn't sure if the woman wanted coffee.
   (C) He assumed the woman had ordered coffee.
   (D) He was unaware that coffee had already been ordered.

8. (A) The car was in the left parking lot at the airport.
   (B) The friends parked their car at the airport.
   (C) The airport couldn't hold a lot of cars.
   (D) There were a lot of cars to the left of the parking lot.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudulhoc.org

9. (A) The students pointed at Mac.
   (B) Mac was present when the other students made the appointment.
   (C) The class representative suggested Mac to the other students.
   (D) Mac was chosen by his classmates to represent them.

10. (A) After the earthquake, the insurance company came out to inspect the damage.
    (B) The insurance company insisted that the building be repaired to meet earthquake safety standards.
    (C) The inhabitants paid their premiums after the earthquake.
    (D) The insurance company paid for the earthquake damage.

SKILL 6: LISTEN FOR *WHO* AND *WHAT* WITH MULTIPLE NOUNS

When there is more than one noun in a sentence in the short dialogues, it is common for the answers to confuse which noun does what.

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(man) *Do you know who is in the band now?*
(woman) *I heard that Mara replaced Robert in the band.*
(narrator) *What does the woman say about the band?*

In your test book or on the computer screen, you read:

(A) Robert became a new member of the band.
(B) Robert took Mara's place in the band.
(C) Mara didn't have a place in the band.
(D) Mara took Robert's place in the band.

In the woman's response to the man's question, she talks about two people (*Mara* and *Robert*), and these two people are confused in the answers. Because *Mara replaced Robert*, this means that *Mara took Robert's place* in the band. The best answer is therefore answer (D).

The following chart outlines the key point that you should remember about questions with multiple nouns:

WHO AND *WHAT* WITH MULTIPLE NOUNS
When there are multiple nouns in a sentence, it is common for the answers to confuse which noun does what.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

EXERCISE 6: In this exercise, underline the confusing nouns in each short dialogue. Then, read the question and choose the best answer to that question. Remember to think very carefully about who is doing what.

1. (man) *Why is Bill not at work this week?*
   (woman) *His doctor made him take a week off.*
   (narrator) *What does the woman mean?*

   (A) The doctor decided to take some time off from work.
   (B) The doctor told Bill he wasn't too weak to work.
   (C) Bill was mad when the doctor took some time off.
   (D) Bill took a vacation on his doctor's orders.

2. (man) *Why is Paul going back home this summer?*
   (woman) *He's returning to Vermont for his sister's wedding.*
   (narrator) *What does the woman mean?*

   (A) Paul is getting married this summer.
   (B) Paul's sister is returning from Vermont to get married.
   (C) Paul will be there when his sister gets married this summer.
   (D) Paul's sister is coming to his wedding in Vermont.

3. (man) *Did you hear that John's uncle died?*
   (woman) *Yes, and John was named beneficiary in his uncle's will.*
   (narrator) *What does the woman mean?*

   (A) John received an inheritance when his uncle died.
   (B) It's a benefit that John's name is the same as his uncle's.
   (C) John knows that his uncle will come to the benefit.
   (D) John's uncle gave him a beneficial name.

TOEFL EXERCISE 6: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of who is doing what.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE 6.

1. (A) The passenger waited at the corner.
   (B) The passenger looked for a taxi at the corner.
   (C) The cab driver waited for the passenger.
   (D) The passenger cornered the waiting taxi driver.

2. (A) It was hard for her to hear Jane last night.
   (B) Jane gave a harp recital last night.
   (C) Jane was playing hard while she was hurt.
   (D) She played the harp last night for Jane.

3. (A) The baby sister went to bed quite early.
   (B) The children were forced to go to bed early.
   (C) The baby-sitter made the bed after the children got up.
   (D) The baby-sitter did not stay up late.

4. (A) The man taught his son about football.
   (B) The boy is receiving the ball from his dad.
   (C) The ball is being tossed into the air by the boy.
   (D) The man is playing with the ball in the sun.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudhoc.org

5. (A) The students were told to go listen to the speaker.
   (B) The professor attended that evening's lecture.
   (C) The students were given directions to the lecture.
   (D) The professor was directed to the lecture hall.

6. (A) The manager went to the supply room.
   (B) The clerk set supplies on the floor.
   (C) The clerk went to the supply room at the manager's request.
   (D) The clerk backed into the manager in the supply room.

7. (A) The librarian was quite reserved with the students for two days.
   (B) Within two days the librarian had the books for the students.
   (C) The librarian reserved the books for the students.
   (D) The students put the books on hold for two days.

8. (A) The chairman decided that Tony would serve on the board for another year.
   (B) The chairman elected the board.
   (C) The board decided Tony could be chairman after one year.
   (D) Tony became chairman for one more year.

9. (A) The judge defended the murderer.
   (B) The judge tried to protect the defendant from the murderer.
   (C) The judge said that the defendant was a criminal.
   (D) The defense couldn't make a judgment about the criminal.

10. (A) The woman should announce the names of the committee members.
    (B) He is thankful to be appointed to the committee.
    (C) He is sure about the time of the appointment with the committee.
    (D) The woman will serve on the committee.

TOEFL EXERCISE (Skills 4–6): In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE (SKILLS 4–6).

1. (A) In a department store
   (B) In a stationery store
   (C) At the post office
   (D) At the airport

2. (A) The teacher gave the students a hand.
   (B) The term papers were turned in.
   (C) The students got the papers from the office.
   (D) The teacher handed the papers to the students.

3. (A) The attendant checked the oil in Mark's car.
   (B) Mark checked to see if he had enough oil in his car.
   (C) Mark checked with the service station attendant.
   (D) Mark wrote a check to pay for the oil.

4. (A) A delivery man
   (B) A famous chef
   (C) A clerk in a fast-food restaurant
   (D) An airline steward

5. (A) They need new print for the additional copies.
   (B) They can make extra copies if necessary.
   (C) Printers are needed for the additional copies.
   (D) Additional copies are needed immediately.

6. (A) The professor bought two books.
   (B) The students had to purchase two books.
   (C) The students sold two books to the professor.
   (D) The students were required to read two books by the professor.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

7. (A) The doctor returned to the office.
   (B) Jim asked the doctor to come to the office.
   (C) The doctor will not return until next week.
   (D) Jim was told to come back.

8. (A) Go to work in the lab
   (B) Sample the work from the lab
   (C) Have the samples delivered
   (D) Send a note to the lab

9. (A) Mary became the new class president.
   (B) Sue took her place as class president.
   (C) In place of Mary, Sue became senior class president.
   (D) The senior class president replaced Sue and Mary.

10. (A) The panel was analyzed on the television program.
    (B) A committee evaluated recent political events.
    (C) The program featured a psychoanalyst.
    (D) The panel discussed the television program.

TOEFL REVIEW EXERCISE (Skills 1–6): In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.

NOW BEGIN THE RECORDING AT TOEFL REVIEW EXERCISE (SKILLS 1–6).

1. (A) He seemed to be rather hungry.
   (B) She was quite angry at him.
   (C) He was trying to hang the posters.
   (D) She believes he was mad.

2. (A) The parents are going to stay up late.
   (B) The parents have given Hannah her allowance.
   (C) Lately, the parents have not been so loud.
   (D) Hannah does not have to go to bed early.

3. (A) At a department store
   (B) At a service station
   (C) At a collection agency
   (D) In a delivery room

4. (A) She just broke some eggs.
   (B) They need to eat fast.
   (C) She is serious about the boat.
   (D) He has a choice to make.

5. (A) It was urgent that Ellen do her best.
   (B) He really urged Ellen to do more.
   (C) He was encouraged by Ellen to try harder.
   (D) Ellen told him that she was trying to do better.

6. (A) The car stalled on the road.
   (B) Someone took the car.
   (C) Rob sold his car.
   (D) Rob heard someone steal his car.

7. (A) Buying the bigger container
   (B) Putting the milk in the cart
   (C) Taking a carton that is smaller
   (D) Getting the milk tomorrow instead

8. (A) The receptionist welcomed the businesspeople.
   (B) The man created a shipping and receiving business.
   (C) The businesspeople were rather greedy.
   (D) The businesspeople greeted the receptionist.

9. (A) The police officer was stationed near the tourist.
   (B) The tourist was forced to accompany the police officer.
   (C) The tourist became mad at the police station.
   (D) The tourist stated that the police officer never came.

10. (A) He hasn't seen her ideas.
    (B) It was a terrible deal.
    (C) He doesn't like the idea.
    (D) It sounds magnificent to him.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudulhoc.org

NEGATIVES

SKILL 7: LISTEN FOR NEGATIVE EXPRESSIONS

Negative expressions are very common in the short dialogues, and the most common kind of correct response to a negative statement is a positive statement containing a word with an opposite meaning.

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(man) *How did they get to their grandmother's house in Maine in only five hours?*
(woman) *They didn't drive slowly on the trip to Maine.*
(narrator) *What does the woman say about the trip?*

In your test book or on the computer screen, you read:

(A) They drove rather quickly.
(B) They couldn't have driven more slowly.
(C) They wanted to travel slowly to Maine.
(D) They didn't drive to Maine.

The correct answer is answer (A). If they *didn't* drive *slowly* to Maine, this means that they drove rather *quickly*. Notice that the correct answer uses *quickly*, the opposite of *slowly*. The answers that use *slowly* are not correct.

The following chart outlines the types of negative expressions that you should be careful of:

TYPES OF NEGATIVE EXPRESSIONS		
Expression	Example	Correct Answer
Regular negative: *not* or *n't*	Tom is *not sad* about the results.	*not sad* = *happy*
Other negatives: *nobody, none, nothing, never*	*Nobody* arrived *on time.* Sal *never works hard.*	*nobody ... on time* = *late* *never works hard* = *lazy*
Negative prefixes: *un-, in-, dis-*	The patient was *insane.*	*insane* = *not sane* = *crazy*

EXERCISE 7: In this exercise, underline the negative in the last line of each short dialogue. Then read the question and choose the best answer to that question. Remember that the best answer is one that uses an opposite meaning.

1. (man) *I can't seem to get the door unlocked.*
(woman) *That isn't the right key for the door.*
(narrator) *What does the woman mean?*

(A) The key in the drawer is on the right.
(B) The man should write the message on the door.
(C) The man has the wrong key.
(D) The right key isn't in the drawer.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

2. (man) *Were you pleased with last week's convention?*
   (woman) *Nothing went as planned.*
   (narrator) *What does the woman mean?*

   (A) The convention was disorganized.
   (B) She didn't plan to attend the convention.
   (C) She planned the convention last week.
   (D) She wasn't pleased with the last week of the convention.

3. (woman) *Are you planning to go to college next year?*
   (man) *I'm really unsure about the idea.*
   (narrator) *What does the man mean?*

   (A) He definitely wants to go to college.
   (B) He is certain about his plans.
   (C) He's hesitant about attending college.
   (D) His idea is to go to college.

TOEFL EXERCISE 7: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of negative expressions.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE 7.

1. (A) She is very busy.
   (B) She has lots of free time.
   (C) It is not necessary to take out the trash.
   (D) She will do it if she has time.

2. (A) The interview is very important.
   (B) He is worried about the interview.
   (C) What he's wearing to the interview is important.
   (D) He is not concerned about the interview.

3. (A) He has almost all the notes.
   (B) His attendance was perfect.
   (C) He went to all the lectures but one.
   (D) He missed more than one psychology class.

4. (A) They passed the library at 6:00.
   (B) The library opens at 6:00 in the summer.
   (C) The library closes at 6:00.
   (D) You can't check out more than six books in the summer.

5. (A) Water the plants once a day.
   (B) Give the plants no more water.
   (C) Water the plants often while the man is gone.
   (D) Give the plants a limited amount of water.

6. (A) The service satisfied her.
   (B) The food was worse than the service.
   (C) She thought the service was bad.
   (D) Neither the food nor the service was satisfying.

7. (A) He told his kids to leave.
   (B) He seriously wanted the woman to go.
   (C) He was joking when he told the woman to leave.
   (D) He left with the woman.

8. (A) The project will take all their effort.
   (B) They have no other work to do.
   (C) It's impossible to finish.
   (D) They aren't even close to finishing the project.

9. (A) She doesn't mind an hour more.
   (B) She'd rather stay more than an hour.
   (C) It's better to stay than go.
   (D) She prefers to leave.

10. (A) The service at the hotel wasn't too good.
    (B) This hotel gave excellent service.
    (C) The service at the hotel could have been improved.
    (D) This hotel's service was the same as the service at other hotels.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu.com

SKILL 8: LISTEN FOR DOUBLE NEGATIVE EXPRESSIONS

It is possible for two negative ideas to appear in one sentence, and the result can be quite confusing.

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(man) *I can't believe the news that I heard about the concert.*
(woman) *Well, it isn't impossible for the concert to take place.*
(narrator) *What does the woman say about the concert?*

In your test book or on the computer screen, you read:

(A) There's no possibility that the concert will take place.
(B) The concert will definitely not take place.
(C) The concert might take place.
(D) The concert can't take place.

The correct answer to this question is answer (C). If it *isn't impossible* for the concert to take place, then it is possible, and the modal *might* indicates possibility.

The following chart outlines the situations where double negatives can occur:

DOUBLE NEGATIVES		
Situation	Example	Meaning
negative word (e.g., *not, no, none*) and a negative prefix (e.g., *in-, un-, dis-*)	He didn't like the *unclean* office.	did *not* like *unclean* office = liked clean office
two negative verbs	It *isn't snowing*, so they *aren't going* to the mountains.	implies that they would go if it were snowing
neither or *not* ... *either*	Sue *didn't like* the movie, and *neither did* Mark.	both did not like the movie

EXERCISE 8: In this exercise, underline the two negatives in the last line of each short dialogue. Then read the question and choose the best answer to that question. Remember that two negatives can make the sentence positive.

1. (man) *Paula, you worked so hard setting up the field trip.*
   (woman) *I hope no one's unhappy with the arrangements.*
   (narrator) *What does Paula mean?*

   (A) She hopes everyone will be pleased.
   (B) She knows no one is happy with what she has done.
   (C) She's arranged to take a trip because she's unhappy.
   (D) Everyone's happy with the condition of the field.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

2. (woman) *How was your history exam?*
   (man) *I didn't study enough, so I didn't do well.*
   (narrator) *What does the man mean?*

   (A) He studied a lot and passed.
   (B) He failed in spite of his effort.
   (C) He got a good grade even though he didn't study.
   (D) His grade was poor because of inadequate preparation.

3. (man) *Were your friends able to get tickets for the concert?*
   (woman) *Mark couldn't get tickets for the concert, and neither could Paul.*
   (narrator) *What does the woman mean?*

   (A) Although Mark couldn't get both tickets, Paul did.
   (B) Both were unable to obtain tickets.
   (C) Neither Mark nor Paul wanted to go to the concert.
   (D) Mark tried to get tickets, but Paul didn't.

TOEFL EXERCISE 8: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of double negatives.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE 8.

1. (A) He'll definitely be elected.
   (B) The election is now complete.
   (C) She has high hopes for his chances.
   (D) It may happen.

2. (A) Both parts of his game were bad.
   (B) He served better than he volleyed.
   (C) Some parts of his game were better than others.
   (D) He played rather well.

3. (A) It is a surprise that he was prepared.
   (B) He was not ready, as usual.
   (C) He prepared a really big surprise.
   (D) His strong preparation came as no surprise.

4. (A) She felt good enough to go out.
   (B) She went out to get some medicine.
   (C) She felt like dancing, so she went out with everyone.
   (D) She stayed home because she was sick.

5. (A) She has problems that others aren't aware of.
   (B) Others aren't aware of her problems.
   (C) She knows she's been a problem.
   (D) She doesn't have a care in the world.

6. (A) Steve wanted to finish his paper, and so did Paul.
   (B) Both Steve's and Paul's papers were incomplete.
   (C) Steve and Paul were busy doing their term papers.
   (D) When Steve wasn't able to finish his paper, Paul couldn't help.

7. (A) It wasn't George's responsibility to pay the bill.
   (B) Bill was irresponsible about paying George's rent.
   (C) George acted carelessly by not taking care of the bill.
   (D) George took responsibility for the unpaid bill.

8. (A) It's fortunate that he was accepted.
   (B) It's good that he wasn't admitted.
   (C) Fortunately, the university didn't admit him.
   (D) It's too bad he was rejected.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudulhoc.org

9. (A) The first essay was better than the second.
   (B) The first and second drafts couldn't be better.
   (C) The second draft of the essay was much better than the first.
   (D) Both versions were poorly written.

10. (A) Roger has been bothered.
    (B) Roger wasn't the least bit disturbed.
    (C) The problems have had little effect on Roger.
    (D) Roger hasn't been disturbed.

SKILL 9: LISTEN FOR "ALMOST NEGATIVE" EXPRESSIONS

Certain expressions in English have "almost negative" meanings. These expressions are common in the short dialogues.

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(woman) *Were you able to pay the electric bill?*
(man) *I had barely enough money.*
(narrator) *What does the man imply?*

In your test book or on the computer screen, you read:

(A) He had plenty of money for the bill.
(B) He did not have enough money for the bill.
(C) He paid the bill but has no money left.
(D) He was unable to pay the bill.

In the man's statement, the word *enough* indicates that there was *enough*, so he *paid the bill*. However, it was *barely* enough, so he almost did not have enough and certainly *has no money left*. The correct answer is therefore answer (C).

The following chart outlines common "almost negative" expressions:

COMMON ALMOST NEGATIVE EXPRESSIONS		
Meaning	**Expression**	**Example**
almost none	*hardly, barely, scarcely, only*	There is *hardly* any food in the refrigerator.
almost never	*rarely, seldom*	He *rarely* drives to work.

EXERCISE 9: In this exercise, underline the "almost negative" expression in the last line of each short dialogue. Then read the question and choose the best answer. Remember that the best answer is one that means that it *is true* but it is *almost not* true.

1. (man) *I hear that Mona's been offered the manager's job.*
   (woman) *But she has hardly any work experience!*
   (narrator) *What does the woman say about Mona?*
   (A) Mona hasn't worked hard.
   (B) Mona's experience has been hard.
   (C) Mona's job as manager is hard.
   (D) Mona hasn't worked for very long.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

2. (woman) *How much time did Sam spend on his paper for economics class?*
   (man) *Sam has seldom taken so much time on a research paper.*
   (narrator) *What does the man mean?*

   (A) Sam usually spends this much time on his schoolwork.
   (B) Sam has rarely worked so hard.
   (C) Sam took too much time on this paper.
   (D) Sam should've worked harder on this paper.

3. (woman) *Does Steve usually park his car there?*
   (man) *Only once has he parked his car in that lot.*
   (narrator) *What does the man mean?*

   (A) He parks his car there once in a while.
   (B) He's parked his car there a lot.
   (C) He only leaves his car there for short periods of time.
   (D) He left his car there on just one occasion.

TOEFL EXERCISE 9: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of "almost negative" expressions.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE 9.

1. (A) There's little rain in July.
   (B) In July it never rains.
   (C) It rains hard in July.
   (D) When it rains in July, it rains hard.

2. (A) The university accepted three students.
   (B) None of the students is going to the university.
   (C) John was not accepted.
   (D) Two were not admitted.

3. (A) Although he did pass, Mark's exam grade wasn't too good.
   (B) Mark failed his history exam.
   (C) The highest grade on the history exam went to Mark.
   (D) Professor Franks didn't pass Mark on the history exam.

4. (A) He often has long waits in Dr. Roberts's office.
   (B) He must wait patiently for Robert.
   (C) Dr. Roberts is generally punctual.
   (D) He doesn't mind waiting for Dr. Roberts.

5. (A) Betty often takes vacations in winter.
   (B) Betty prefers to take vacations in winter.
   (C) Occasionally Betty works one week during vacation.
   (D) A winter vacation is unusual for Betty.

6. (A) He rarely spends time on his courses.
   (B) He's an excellent student.
   (C) He never studies.
   (D) His books are always open.

7. (A) He finished the exam in plenty of time.
   (B) He was scared he wouldn't finish.
   (C) He used every possible minute to finish.
   (D) He was unable to complete the exam.

8. (A) This was a very long staff meeting.
   (B) This was the only staff meeting in a long time.
   (C) The meeting lasted only until one o'clock.
   (D) The one staff meeting should've lasted longer.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu.com

9. (A) Meat tastes delicious to him when it's cooked rare.
   (B) He isn't sure if the meal is delicious.
   (C) This meat is the best he's tasted in a long time.
   (D) He'd like to eat some meat from this delicatessen.

10. (A) He broke his arm trying to move it.
    (B) He only hurt the broken arm.
    (C) He only tries to move the broken arm.
    (D) There's no pain if he rests quietly.

SKILL 10: LISTEN FOR NEGATIVES WITH COMPARATIVES

Negatives can be used with comparatives in the short dialogues of the TOEFL test. A sentence with a negative and a comparative has a superlative, or very strong, meaning.

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(woman) *What do you think of the new student in math class?*
(man) *No one is more intelligent than she is.*
(narrator) *What does the man say about the new student?*

In your test book or on the computer screen, you read:

(A) She is not very smart.
(B) He is smarter than she is.
(C) Other students are smarter than she is.
(D) She is the smartest student in the class.

The man responds to the woman's question with the negative *No* and the comparative *more intelligent*, and this combination has a superlative meaning, *the smartest*. The best answer is therefore answer (D).

The following chart outlines comparisons that you should be careful of when they are used with negatives:

COMPARATIVES WITH NEGATIVES		
Comparative	Example	Meaning
more	*No* one is *more* beautiful than she is.	She is *the most* beautiful.
-er	He couldn't be happier.	He is *extremely* happy.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

EXERCISE 10: In this exercise, underline the negative and the comparative in the second line of each short dialogue. Then read the question and choose the best answer to that question. Remember that the best answer is one that expresses a superlative, or very strong, idea.

1. (woman) *Have you gotten over your cold yet?*
   (man) *I couldn't be feeling any better today.*
   (narrator) *What does the man mean?*
   (A) He's feeling terrific.
   (B) He felt a lot worse today.
   (C) He's not feeling too well today.
   (D) He's a bit better today.

2. (woman) *What did you think of Mike when you first met him?*
   (man) *He couldn't have been more unfriendly.*
   (narrator) *What does the man mean?*
   (A) Mike was extremely friendly when he met him.
   (B) Mike could have met him sooner.
   (C) Mike didn't seem to like him at all.
   (D) When he met Mike, he didn't have a friend.

3. (man) *Did you see Theresa's grade on the math exam? It was unbelievable!*
   (woman) *No one else could have done better.*
   (narrator) *What does the woman mean?*
   (A) Theresa could've gotten a higher grade.
   (B) Anyone could get a good grade.
   (C) Theresa got the highest grade.
   (D) A high grade is impossible for anyone.

TOEFL EXERCISE 10: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of comparatives with negatives.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE 10.

1. (A) She's not very happy.
   (B) She didn't do very well on the exam.
   (C) She could be somewhat happier.
   (D) She's delighted with the results.

2. (A) Paula is always lazy.
   (B) Paula didn't work very hard this semester.
   (C) Paula made a strong effort.
   (D) Paula could have worked harder.

3. (A) The prices were great!
   (B) The prices were too high.
   (C) She didn't buy much because of the prices.
   (D) The prices could have been lower.

4. (A) She is not very smart.
   (B) She always tells him everything.
   (C) He doesn't know her very well.
   (D) She's extremely intelligent.

5. (A) The patient absolutely didn't need the surgery.
   (B) The necessity for the surgery was unquestionable.
   (C) The surgeon felt that the operation was necessary.
   (D) It was essential that the surgery be performed immediately.

6. (A) They were not very lucky.
   (B) No one was hurt.
   (C) The accident was unfortunate.
   (D) She wanted to have better luck.

7. (A) Nothing was very difficult.
   (B) The exam wasn't at all easy.
   (C) The exam couldn't have been easier.
   (D) The exam had nothing difficult on it.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudhoc.com

8. (A) She wants that job very much.
   (B) No one is going to get the job.
   (C) Everybody else wants that job as much as she does.
   (D) She is not sure about taking the job.

9. (A) She was second in the race.
   (B) She was almost the slowest person in the race.
   (C) She won the race.
   (D) She was not faster than anyone else.

10. (A) This math project was extremely complex.
    (B) This math project was less complicated than the last.
    (C) They seldom complete their math projects.
    (D) Complicated math projects are often assigned.

TOEFL EXERCISE (Skills 7–10): In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE (SKILLS 7–10).

1. (A) She can try a little harder.
   (B) There is a lot more that she can do.
   (C) She's doing the best that she can.
   (D) It is impossible for her to do anything.

2. (A) She's always been late for the bus.
   (B) The bus has always been late.
   (C) The bus only left on time once.
   (D) Only on this trip has the bus been on time.

3. (A) There wasn't enough soup to go around.
   (B) We had so much soup that we couldn't finish it.
   (C) Everyone got one serving of soup, but there wasn't enough for seconds.
   (D) Everyone around the table had a lot of soup.

4. (A) She does want to see the movie.
   (B) It's extremely important to her to go.
   (C) She doesn't want to go there anymore.
   (D) She really couldn't move there.

5. (A) She handed the paper in on time.
   (B) She was able to complete the paper, but she didn't turn it in.
   (C) The paper was a complete mess, so she didn't turn it in.
   (D) The paper was unfinished.

6. (A) Neither Tim nor Sylvia is taking care of Art.
   (B) Sylvia likes modern art even less than Tim does.
   (C) Sylvia doesn't care for anything Tim does.
   (D) Sylvia and Tim agree in their opinion of modern art.

7. (A) They always work hard in the afternoon.
   (B) They don't do much after lunch.
   (C) After noon they never work.
   (D) It's never hard for them to work in the afternoon.

8. (A) It's hard for him to work when it gets warm.
   (B) Whenever it gets warm, he turns on the air-conditioner.
   (C) The air-conditioner only works when it isn't needed.
   (D) He likes to use the air-conditioner when it is warm.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

9. (A) He did really poorly.
   (B) He's felt worse before.
   (C) The results could not have been better.
   (D) He's not too unhappy with the results.

10. (A) With so many members present, the committee couldn't reach a decision.
    (B) The committee should've waited until more members were present.
    (C) The issue shouldn't have been decided by all the committed members.
    (D) The issue wasn't decided because so many members were absent.

TOEFL REVIEW EXERCISE (Skills 1–10): In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.

NOW BEGIN THE RECORDING AT TOEFL REVIEW EXERCISE (SKILLS 1–10).

1. (A) In a doctor's office
   (B) At a bar
   (C) In a travel agency
   (D) In a business office

2. (A) She bought some sheets.
   (B) She got a new piece of clothing.
   (C) She couldn't find anything because she's too short.
   (D) She was sure to greet her boss.

3. (A) The hotel was all right, except for the poor view.
   (B) The view from the hotel room was spectacular.
   (C) She would have preferred a better hotel.
   (D) Only a few hotels would have been better.

4. (A) Take a nap
   (B) Try the rest of the work
   (C) See a doctor
   (D) Have a bite to eat

5. (A) She's an exacting person.
   (B) She can't be expected to give you four of them.
   (C) She generally forgives others.
   (D) She isn't exact about what she gives to others.

6. (A) She's unable to take her vacation this year.
   (B) Her vacation next week has been postponed.
   (C) She'll go on vacation next week.
   (D) She'll return from vacation in a week.

7. (A) The waitress was sitting in the back of the restaurant.
   (B) They were waiting for a seat in the restaurant.
   (C) The customers had a table in the back.
   (D) The waitress sat down behind the table.

8. (A) It's hard for the market to sell its fruit.
   (B) All of the fresh fruit at the market is hard.
   (C) She hardly ever goes to the market to buy fresh fruit.
   (D) There was a scarcity of fresh fruit at the market.

9. (A) The man should never be late for school.
   (B) The man can always return to school.
   (C) The man should never go back to school.
   (D) If the man's late to school, he should go through the back door.

10. (A) She can't bear to try.
    (B) She is a daring person.
    (C) She doesn't want the man even to try.
    (D) She is challenging the man to make the effort.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudhoc.com

FUNCTIONS

SKILL 11: LISTEN FOR EXPRESSIONS OF AGREEMENT

Expressions of agreement are common in the short dialogues, so you should become familiar with them. The following example shows agreement with a *positive* statement.

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(man) *I think that the hypothesis is indefensible.*
(woman) *So do I.*
(narrator) *What does the woman mean?*

In your test book or on the computer screen, you read:

(A) She is unsure about the hypothesis.
(B) The hippopotamus is behind the fence.
(C) She thinks that the hypothesis can be defended.
(D) She agrees with the man.

The expression *So do I* is an expression that shows agreement with a *positive* statement, so the woman means that she *agrees* with the man. The best answer is therefore answer (D).

Other expressions are used to show agreement with negative statements.

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(woman) *I don't think that our history teacher is very interesting.*
(man) *Neither do I.*
(narrator) *What does the man mean?*

In your test book or on the computer screen, you read:

(A) He disagrees with the woman.
(B) He thinks the history teacher is interesting.
(C) He shares the woman's opinion.
(D) He doesn't think the woman's idea is good.

The expression *Neither do I* is an expression that shows agreement with a negative statement, so the man *shares the woman's opinion.* The best answer is therefore answer (C).

The following chart lists common expressions that show agreement. You should become familiar with these expressions:

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

EXPRESSIONS OF AGREEMENT	
Agreement with Positive Statements	Agreement with Negative Statements
So do I. *Me, too.* *I'll say!* *Isn't it!* *You can say that again!*	*Neither do I.* *I don't either.*

EXERCISE 11: In this exercise, underline the expression of agreement in each short dialogue. Then read the question and choose the best answer to that question. Remember that the best answer is one that shows agreement.

1. (woman) *These paintings are really fascinating!*
   (man) *Aren't they!*
   (narrator) *What does the man mean?*
   (A) These paintings aren't very interesting.
   (B) He isn't fascinated by these paintings.
   (C) He isn't sure how he feels.
   (D) He finds these paintings quite interesting.

2. (woman) *I don't really care for the way the building was renovated.*
   (man) *I don't either.*
   (narrator) *What does the man mean?*
   (A) He thinks the building was not renovated.
   (B) He has the same opinion of the building as the woman.
   (C) He doesn't care about the renovation of the building.
   (D) He suggests being careful in the renovated building.

3. (man) *I think that both candidates for county supervisor are unqualified.*
   (woman) *Me, too.*
   (narrator) *What does the woman mean?*
   (A) She agrees with the man.
   (B) She thinks he should become county supervisor.
   (C) She thinks the candidates are qualified.
   (D) She has no opinion about the candidates for county supervisor.

TOEFL EXERCISE 11: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should pay attention to expressions of agreement.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE 11.

1. (A) The trip would cost too much.
   (B) She doesn't think that a trip would be a good idea.
   (C) She would like to take two trips rather than one.
   (D) She would also like to take a trip.

2. (A) He would like to see the elections for town council.
   (B) He agrees that Matt should be elected.
   (C) He thinks the elections should take place next month.
   (D) He disagrees with the woman.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu

3. (A) She is not sure which course she should take.
   (B) She's not sure if she should take a trip to France.
   (C) She knows that she is not ready for intermediate French.
   (D) She wants to take neither beginning nor intermediate French.

4. (A) The man should repeat what he said.
   (B) The man said something foolish.
   (C) She thinks that the food is the best she has ever tasted.
   (D) She agrees that the food is pretty bad.

5. (A) This party hasn't been any fun at all.
   (B) He wonders if the woman enjoyed herself.
   (C) He wants to know what she said.
   (D) He's enjoyed himself tremendously.

6. (A) She condones what happened.
   (B) She does not like what the man said.
   (C) She agrees with the man about what happened.
   (D) She says that she did not do it.

7. (A) He thinks the parties aren't loud.
   (B) He says that the neighbors don't have many parties.
   (C) He agrees that the upstairs neighbors are noisy.
   (D) The loud parties don't bother him.

8. (A) She doesn't like this meal too much.
   (B) This food tastes wonderful to her.
   (C) She's not sure if she likes it.
   (D) She can't stand this meal.

9. (A) She agrees that getting the car was not a good idea.
   (B) She imagines that she would like to have a similar car.
   (C) She thinks that the man is mistaken about the car.
   (D) She thinks the man has no imagination.

10. (A) He would like the woman to repeat what she said.
    (B) He thinks that one semester is enough time for the course.
    (C) He also thinks that the course should be extended.
    (D) He would like to take the course two semesters from now.

SKILL 12: LISTEN FOR EXPRESSIONS OF UNCERTAINTY AND SUGGESTION

Expressions of uncertainty and suggestion are common in the short dialogues, so you should become familiar with them. The following example shows an expression of uncertainty.

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(man) *Do you know anything about the final exam in physics?*
(woman) *It's going to be rather difficult, isn't it?*
(narrator) *What does the woman mean?*

In your test book or on the computer screen, you read:

(A) The exam is not going to be too difficult.
(B) She's positive that it's going to be hard.
(C) She thinks that it might be hard.
(D) She has no idea about the exam.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

The tag question *isn't it* changes a definite statement into a statement that shows uncertainty, so the best answer is one that expresses uncertainty. The best answer to this question is answer (C) because the words *thinks* and *might* express uncertainty.

Other expressions that are common in the short dialogues are expressions of suggestion.

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(man) *I'll never have time to type my paper tomorrow.*
(woman) *Why not do it now?*
(narrator) *What does the woman suggest?*

In your test book or on the computer screen, you read:

(A) Finishing the paper today
(B) Not working on the paper now
(C) Never typing the paper
(D) Taking time out from the paper now

In this example, the expression *Why not* is an expression of suggestion, so the woman suggests *doing it now.* In this suggestion, the woman is referring to the paper that the man needs to type, so the best answer is answer (A).

The following chart lists common expressions that show uncertainty and suggestion:

EXPRESSIONS OF UNCERTAINTY AND SUGGESTION	
Uncertainty	Suggestion
. . . isn't it (tag)? *As far as I know.* *As far as I can tell.*	*Why not . . . ?* *Let's . . .*

EXERCISE 12: In this exercise, underline the expression of uncertainty or suggestion in each short dialogue. Then read the question and choose the best answer to that question. Remember that the best answer is one that shows uncertainty or suggestion.

1. (man) *Do you know what time they're leaving for the city?*
(woman) *They have to leave at four o'clock, don't they?*
(narrator) *What does the woman mean?*

(A) She's not completely sure when they are leaving.
(B) They are returning from the city at about 4:00.
(C) She knows when they are leaving.
(D) She doesn't have any idea when they are leaving.

2. (woman) *I'm so thirsty from all this walking.*
(man) *Let's stop and get a drink.*
(narrator) *What does the man suggest?*

(A) They should stop drinking.
(B) They should go for a walk.
(C) They should walk thirty miles.
(D) They should take a break and have a drink.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu

3. (man) *Is the exam still scheduled for 3:00 on Thursday?*
   (woman) *As far as I know.*
   (narrator) *What does the woman mean?*
   (A) The exam is far away.
   (B) She knows that the exam schedule has been changed.
   (C) She is sure that the exam is set for Thursday.
   (D) She thinks she knows when the test is.

TOEFL EXERCISE 12: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of expressions of uncertainty and suggestion.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE 12.

1. (A) He's sure about which chapters they are to read.
   (B) He thinks he knows what the assignment is.
   (C) He has to tell her how far she should go.
   (D) The professor told them to read the chapters after the exam.

2. (A) The man should take the pie out.
   (B) The man should try something else.
   (C) The man shouldn't try cherry pie.
   (D) The man should feel sorry.

3. (A) He knows the movie starts at 8:00.
   (B) He is not quite sure when the movie begins.
   (C) He thinks the start of the movie has been changed.
   (D) He will start the movie himself at 8:00.

4. (A) Not doing the dishes now
   (B) Leaving the house with the dishes
   (C) Leaving later so that they can do the dishes now
   (D) Washing the dishes before they leave

5. (A) She's told Matt he'll go far.
   (B) Matt has far from enough talent.
   (C) She told Matt to roll farther.
   (D) She believes Matt has the ability for the part.

6. (A) They should go to the hospital.
   (B) Mary should visit the man.
   (C) The woman should try not to break her leg.
   (D) They should go on a trip with Mary.

7. (A) She knows where the children are.
   (B) The children have finished playing ball.
   (C) She's going to the park to find the children.
   (D) She believes that the children are in the park.

8. (A) The man should try to borrow some from a neighbor.
   (B) The man should take a check to Tom.
   (C) The man should work on his math assignment with Tom.
   (D) The man should check behind the door.

9. (A) He thinks the bill is due in the middle of the month.
   (B) The bill is approximately fifteen dollars.
   (C) He knows when they should pay the bill.
   (D) The bill is going to be fifteen days late.

10. (A) They should postpone their decision until morning.
    (B) They should go to sleep in the new house.
    (C) They should not buy such a big house.
    (D) They should decide where to go to sleep.

For more materials and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

SKILL 13: LISTEN FOR EMPHATIC EXPRESSIONS OF SURPRISE

Emphatic expressions of surprise are common in the short dialogues, so you should become familiar with them. When surprise is expressed, it implies that the speaker did not expect something to be true.

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(woman) *Did you see Paul driving around in his Mustang?*
(man) *Then he DID get a new car.*
(narrator) *What had the man thought?*

In your test book or on the computer screen, you read:

(A) Paul would definitely get a Mustang.
(B) Paul did not know how to drive.
(C) Paul did not like Mustangs.
(D) Paul would not get a new car.

In this dialogue the emphatic form *he did get* is used to show the man's surprise that Paul got a new car. It means that the man expected that Paul *would not get* a new car, so the best answer is answer (D).

The following chart outlines various ways to express emphatic surprise:

EXPRESSIONS OF EMPHATIC SURPRISE			
Verb	Emphatic Form	Example	Meaning
be	*be*, with emphasis	Then he *is* here!	I thought he was not here.
modal	modal, with emphasis	Then you *can* go!	I thought you could not go.
present tense	*do(es)*, with emphasis	Then you *do* play tennis!	I thought you did not play tennis.
past tense	*did*, with emphasis	Then she *did* read it.	I thought she had not read it.
perfect tense	*have*, with emphasis	Then he *has* gone there.	I thought he had not gone there.

EXERCISE 13: In this exercise, underline the expression of emphatic surprise in each short dialogue. Then read the question and choose the best answer to that question. Remember that the best answer is one that shows surprise.

1. (man) *I just got 600 on the TOEFL test!*
(woman) *Then you did pass.*
(narrator) *What had the woman assumed?*

(A) The man had not passed.
(B) The man would pass easily.
(C) The man had already passed.
(D) The man got the score he was expected to get.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu.com

2. (woman) *Would you like to go skiing this weekend?*
   (man) *So you can ski!*
   (narrator) *What had the man assumed?*
   (A) The woman was a good skier.
   (B) The woman was going skiing this weekend.
   (C) The woman did not know how to ski.
   (D) The woman did not intend to go skiing.

3. (man) *I just got this letter from my sister.*
   (woman) *So the mail has come already.*
   (narrator) *What had the woman assumed?*
   (A) The man's sister never wrote to him.
   (B) The mail had not yet arrived.
   (C) The mail always came early.
   (D) The mail had already arrived.

TOEFL EXERCISE 13: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of expressions of emphatic surprise.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE 13.

1. (A) Greg always comes to parties.
   (B) Greg would come to the party later.
   (C) Greg was unable to attend the party.
   (D) Greg would stay at the party for only a moment.

2. (A) The woman always rode her motorcycle to school.
   (B) The woman was not coming to school today.
   (C) The woman was an expert motorcycle rider.
   (D) The woman did not know how to ride a motorcycle.

3. (A) The man was not a very good cook.
   (B) The man never invited friends over for dinner.
   (C) The man would never invite him over for dinner.
   (D) The man was an excellent cook.

4. (A) The woman had run more than three miles.
   (B) The woman always got lots of exercise.
   (C) The woman ran for three hours in the morning.
   (D) The woman had not gotten much exercise.

5. (A) He had been somewhere else.
   (B) He had been in the library.
   (C) He had been working on his research project.
   (D) He would start working on his project in five hours.

6. (A) He had changed apartments.
   (B) He did not like his new apartment.
   (C) He was still in his old apartment.
   (D) He had moved from a house to an apartment.

7. (A) The woman did not like desserts.
   (B) The woman ate sweets regularly.
   (C) The woman would not share her chocolate cake.
   (D) The woman had eaten his piece of cake.

8. (A) The man was going to study hard.
   (B) The man already had a driver's license.
   (C) The man would not take the test.
   (D) The man had already taken the test.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

9. (A) She had registered in physics.
   (B) She would go to physics class later.
   (C) She had already taken a physics class.
   (D) She had not enrolled in physics.

10. (A) The pipes were not clear.
    (B) The plumber would be late.
    (C) The plumber had already cleared the pipes.
    (D) The pipes did not need to be cleared.

TOEFL EXERCISE (Skills 11–13): In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE (SKILLS 11–13).

1. (A) She plans to talk a lot this month.
   (B) She has a lot to say about the phone bill.
   (C) The bill is high because she has a lot to say.
   (D) She agrees with the man.

2. (A) Bill had never really been sick.
   (B) Bill was too sick to come to class.
   (C) Bill was sick of calculus class.
   (D) Bill had forgotten about the calculus class that morning.

3. (A) The man should go out tonight.
   (B) The man should stay home and relax.
   (C) The man should work on the paper tonight.
   (D) The man should go out Monday instead.

4. (A) The cafeteria was open in the morning.
   (B) The cafeteria did not serve breakfast.
   (C) The breakfast in the cafeteria was not very tasty.
   (D) The woman never ate breakfast in the cafeteria.

5. (A) He believes that it is acceptable to park there.
   (B) The parking lot is too far from their destination.
   (C) He knows that they won't get a ticket.
   (D) He knows where the parking lot is.

6. (A) He would be glad to say it over again.
   (B) He would like the woman to repeat what she said.
   (C) He says that he would like to take the class again.
   (D) He's happy the class is over, too.

7. (A) He finished all the problems.
   (B) He doesn't believe what the woman said.
   (C) He was able to finish some of the problems.
   (D) Both he and the woman were unsuccessful on the math problems.

8. (A) The man had mailed the package.
   (B) The man had forgotten to go to the post office.
   (C) The man had given the package to the woman to mail.
   (D) The man remembered the package after he went to the post office.

9. (A) They should take both cars.
   (B) The woman should try not to be afraid.
   (C) The woman should buy a bigger car.
   (D) They should go together in his car.

10. (A) He wants to know if the muffins taste good.
    (B) He thinks the muffins were recently prepared.
    (C) The muffins are not really fresh.
    (D) He's sure that the muffins were just made.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudulhoc.org

TOEFL REVIEW EXERCISE (Skills 1–13): In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.

NOW BEGIN THE RECORDING AT TOEFL REVIEW EXERCISE (SKILLS 1–13).

1. (A) Write a message to the man
   (B) Make some phone calls
   (C) Respond to the man's questions
   (D) Get a new phone installed
2. (A) She's not sure if she's free.
   (B) She's marked it on her calendar.
   (C) She'll write a check for the calendar.
   (D) Her calendar says she has to have a meeting at 3:00.
3. (A) He barely rode the bicycle.
   (B) He didn't have enough money.
   (C) The bicycle didn't need to be paid for.
   (D) He paid for the bicycle.
4. (A) She fixed the television.
   (B) Bob made the television work.
   (C) The woman looked at Bob on television.
   (D) Bob works for the woman.
5. (A) He helped her say what she couldn't say.
   (B) She was unable to say anything about him.
   (C) He hasn't helped her very much.
   (D) What he said was very helpful.
6. (A) The man should spend more time on registration.
   (B) The man should walk more quickly through registration.
   (C) The man should send in his registration materials.
   (D) The man should try to avoid registering next semester.
7. (A) He couldn't find Paula's phone number, so he didn't call her.
   (B) He couldn't give Paula the list over the phone.
   (C) When he went to call Paula, he couldn't find the list.
   (D) He couldn't recollect the number that was on the list.
8. (A) She couldn't take her luggage to the store.
   (B) She stored her luggage at the train station.
   (C) She carried her luggage from the train station to the store.
   (D) There were no lockers for her bags.
9. (A) The woman had taken a different major.
   (B) The woman had chosen psychology as a major.
   (C) The woman was uninformed.
   (D) The woman needed to see a psychiatrist.
10. (A) She would like the man to repeat what he said.
    (B) She thinks the exam could have been a little more difficult.
    (C) She shares the same opinion of the exam as the man.
    (D) She believes that the exam was easy.

CONTRARY MEANINGS

SKILL 14: LISTEN FOR WISHES

Conversations about wishes can appear in the short dialogues. The important idea to remember about wishes is that a wish implies that *the opposite of the wish is true.*

For more materials and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(woman) *It's too bad that you have to stay here and work during the school break.*
(man) *I really wish I could go with you and the others to Palm Springs.*
(narrator) *What does the man mean?*

In your test book or on the computer screen, you read:

(A) Maybe he will go with the others on the trip.
(B) He is unable to go on the trip.
(C) He's happy to be going on the trip.
(D) He's going on the trip, but not with the others.

In this dialogue the man *wishes* that he *could go* with the others on the trip, so the implied meaning is that he is *unable to go.* The correct answer is therefore answer (B).

The following chart outlines the key points that you should know about wishes:

KEY INFORMATION ABOUT *WISHES*		
Point	**Example**	**Meaning**
• An *affirmative* wish implies a *negative* reality.	I wish I *had time* to help.	= no time to help
• A *negative* wish implies an *affirmative* reality.	I wish I *did not have time* to help.	= time to help
• A *past* tense verb implies a *present* reality.	I wish he *were* at home.*	= is not at home
• A *past perfect* tense verb implies a *past* reality.	I wish he *had been* at home.	= was not at home

*Remember that *were* is used instead of *was* in wishes. I wish I *were* going.

EXERCISE 14: In this exercise, underline the wish in each short dialogue. Then read the question and choose the best answer to that question. Remember that the best answer is one that implies the opposite of what is said.

1. (man) *Do you think we'll be able to have the picnic today?*
(woman) *I wish the sky weren't so cloudy.*
(narrator) *What does the woman mean?*

(A) The sky is not very cloudy.
(B) The sky yesterday was cloudier than it is today.
(C) The sky is too cloudy.
(D) The sky is rather clear.

2. (woman) *Did you enjoy the Thanksgiving dinner?*
(man) *I wish I hadn't eaten so much.*
(narrator) *What does the man mean?*

(A) He didn't eat very much.
(B) He plans on eating a lot.
(C) He thinks he is eating a lot.
(D) He ate too much.

For more material and information, please visit Tai Lieu Du Hoc at www.

3. (man) *Are you coming to the party tonight?*
   (woman) *I wish I could.*
   (narrator) *What does the woman mean?*
   (A) She is coming to the party.
   (B) She might come to the party.
   (C) She will try to come to the party.
   (D) She is not coming to the party.

TOEFL EXERCISE 14: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should remember that a wish implies an opposite meaning.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE 14.

1. (A) The line is short.
   (B) There are not very many people in front of them.
   (C) The line in front of them is too long.
   (D) Not many people want to get tickets to the concert.

2. (A) The woman told him about the ticket.
   (B) He wanted the woman to get a ticket.
   (C) He was happy to find out about the ticket.
   (D) The woman did not tell him about the ticket.

3. (A) She is not working too many hours next week.
   (B) She doesn't have enough hours next week.
   (C) She is working too many hours next week.
   (D) She likes working so much.

4. (A) The department did not change the requirements.
   (B) She likes the new requirements.
   (C) She changed her apartment just before graduation.
   (D) She does not like the changes that the department made.

5. (A) He is going to the theater.
   (B) He doesn't have enough money.
   (C) He isn't afraid to go.
   (D) He doesn't want to spend the money.

6. (A) Harry did not prepare enough for the exam.
   (B) Harry studied hard for the exam.
   (C) He has not heard anything about Harry.
   (D) He had a bet with Harry.

7. (A) The algebra course that she is taking is not her favorite.
   (B) She doesn't need to take the algebra course.
   (C) She has a good schedule of courses this semester.
   (D) She's good at math, but she's taking the algebra course anyway.

8. (A) He was able to find a cheap apartment.
   (B) His apartment is too expensive.
   (C) He doesn't like the apartment's location.
   (D) The apartment is cheap because of its location.

9. (A) He arrived early at the auditorium.
   (B) He got one of the best seats in the auditorium.
   (C) He was not early enough to get a seat at the front.
   (D) He prefers sitting at the back.

10. (A) He'd like to work on his social skills at the game.
    (B) He wishes he could work on his term paper for sociology.
    (C) He can't attend the game because of his schoolwork.
    (D) Sociology is less important to him than football this weekend.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

SKILL 15: LISTEN FOR UNTRUE CONDITIONS

Conversations containing conditions can appear in the short dialogues. The important idea to remember about conditions is that a condition implies that the *opposite of the condition is true.*

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(man) *Do you think that you'll be able to go to the party?*
(woman) *If I had time, I would go.*
(narrator) *What does the woman say about the party?*

In your test book or on the computer screen, you read:

(A) Maybe she'll go.
(B) She has time, so she'll go.
(C) She is going even if she doesn't have time.
(D) It's impossible to go.

In this question, the condition *If I had time* implies that the opposite is true: The woman does not have time for the party, so *it's impossible to go.* Therefore, the best answer to this question is answer (D).

The following box outlines the key points that you should know about untrue conditions:

KEY INFORMATION ABOUT *UNTRUE CONDITIONS*		
Point	**Example**	**Meaning**
• An *affirmative* condition implies a *negative* reality. • A *negative* condition implies an *affirmative* reality.	If she *were at home*, she could do it.* If she *weren't at home*, she could do it.	= not at home = at home
• A *past* tense implies a *present* reality. • A *past perfect* verb implies a *past* reality.	If I *had* money, I would buy it. If I *had had* money, I would have bought it.	= do not have money = did not have money
• *Had* can be used without *if*.	*Had I had* money, I would have bought it.**	= did not have money

*Remember that *were* is used instead of *was* in untrue conditions: "If I *were* there, I would help."
**This has the same meaning as "If I had had money...." Note that the subject and "had" are inverted.

For more material and information, please visit Tai Lieu Du Hoc at www.

EXERCISE 15: In this exercise, underline the condition in each short dialogue. Then read the question and choose the best answer to that question. Remember that the best answer is one that implies the opposite of what is said.

1. (man) *Are you going to have something to eat?*
   (woman) *If the food looked fresh, I would eat some.*
   (narrator) *What does the woman mean?*
   (A) She is not going to eat.
   (B) The food looks fresh.
   (C) She doesn't like fresh food.
   (D) She already ate something.

2. (woman) *The flight must have taken longer than usual.*
   (man) *Had the flight left on time, we would not have arrived so late.*
   (narrator) *What does the man say about the flight?*
   (A) It arrived early.
   (B) It was unusually short.
   (C) It left on time.
   (D) It departed late.

3. (man) *Are you sure you want to go out? You do not seem to be feeling very well.*
   (woman) *If there were some aspirin in the medicine cabinet, I would not need to go to the drugstore.*
   (narrator) *What does the woman mean?*
   (A) She really is feeling fine.
   (B) There is plenty of aspirin in the medicine cabinet.
   (C) It is necessary to get some aspirin.
   (D) She does not need to go out.

TOEFL EXERCISE 15: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of untrue conditions.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE 15.

1. (A) The woman did not need to call him.
   (B) The woman called to let him know about the meeting.
   (C) He's not glad that the woman called.
   (D) He already knew about the meeting when the woman called.

2. (A) The man often drives too quickly.
   (B) The police do not stop the man too much.
   (C) The man drove rather slowly.
   (D) The police should not stop the man so often.

3. (A) She's so happy they don't have to work on Friday.
   (B) It would be nice if they could finish their work on Friday.
   (C) She wonders if the man would be nice enough to come in to work in her place on Friday.
   (D) It's too bad they must work on Friday.

4. (A) She did not put enough postage on the letter.
   (B) The letter arrived last week.
   (C) The letter did not need more postage.
   (D) She did not put any postage on the letter.

5. (A) He has a dog.
   (B) He doesn't pay attention to dogs.
   (C) He wishes he had a dog.
   (D) Dogs do not need much attention.

6. (A) They knew they had to prepare for the exam.
   (B) They didn't prepare for the exam.
   (C) As soon as they knew about the exam, they began to prepare for it.
   (D) They knew that the preparation for the exam would take a lot of time.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

7. (A) It costs too much for him to go.
   (B) He agrees to go with them.
   (C) He is unworried about the cost of the restaurant.
   (D) The restaurant is rather inexpensive.

8. (A) When Joe saw the car coming, he tried to get out of the way.
   (B) Joe was able to get out of the way because he saw the car coming.
   (C) Joe jumped out of the way of the oncoming car.
   (D) Because Joe didn't see the car coming, he couldn't get out of the way.

9. (A) The woman didn't come.
   (B) The woman wanted to be there.
   (C) The woman was going to leave immediately.
   (D) The woman was not really there.

10. (A) Kathy didn't work as hard as possible because she didn't know what the reward was.
    (B) Kathy couldn't have put more effort into the project to win the prize.
    (C) Kathy won first prize because of her hard work on the art project.
    (D) Kathy worked so hard that she knew first prize was hers.

TOEFL EXERCISE (Skills 14–15): In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE (SKILLS 14–15).

1. (A) She enjoys violent movies.
   (B) She would have preferred a more violent movie.
   (C) She thinks the film was too violent.
   (D) She enjoyed the movie.

2. (A) He left the windows open.
   (B) The rain did not get in.
   (C) He forgot to close the windows.
   (D) The rain got into the house.

3. (A) Her family is unable to come to graduation.
   (B) It is possible that her family will come.
   (C) Her parents are coming to the ceremonies.
   (D) She is not graduating this year.

4. (A) He is going to miss the conference.
   (B) He will take his vacation next week.
   (C) He will attend the conference.
   (D) He won't miss his vacation.

5. (A) He enjoys chemistry lab.
   (B) He doesn't have chemistry lab this afternoon.
   (C) He isn't taking chemistry class.
   (D) He has to go to the lab.

6. (A) They filled up the gas tank at the last service station.
   (B) Although they filled up the tank, they still ran out of gas.
   (C) Even though they didn't stop at the service station, they didn't run out of gas.
   (D) They ran out of gas because they didn't stop at the gas station.

7. (A) His schedule is not really heavy.
   (B) He needs to add a few more courses.
   (C) He enrolled in more courses than he really wants.
   (D) He will register for a lot of courses next semester.

8. (A) She never took the bus to work.
   (B) She regularly takes the bus.
   (C) She doesn't know how to get to work.
   (D) She gets lost on the bus.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudhoc.com

9. (A) She bought some eggs at the store.
   (B) She doesn't have any eggs to lend him.
   (C) He can borrow some eggs.
   (D) She didn't go to the store.

10. (A) Teresa is feeling a lot better.
    (B) The doctor didn't prescribe the medicine.
    (C) Teresa didn't follow the doctor's orders.
    (D) Teresa did exactly what the doctor said.

TOEFL REVIEW EXERCISE (Skills 1–15): In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.

NOW BEGIN THE RECORDING AT TOEFL REVIEW EXERCISE (SKILLS 1–15).

1. (A) Drinking the hot tea
   (B) Making more tea in a few minutes
   (C) Letting the tea cool off a bit
   (D) Having the tea immediately

2. (A) In a bus station
   (B) In a store
   (C) In a restaurant
   (D) In a theater

3. (A) He's unhappy to end the semester.
   (B) He's glad to be finishing school.
   (C) He couldn't be happier to begin the semester.
   (D) The end of the semester is making him feel sad.

4. (A) The storm destroyed the house.
   (B) The house blocked the trees.
   (C) The stormy weather caused the trees to fall.
   (D) During the storm, someone knocked on the door of the house.

5. (A) The team hasn't won often.
   (B) He usually doesn't pay attention to the football team.
   (C) It's out of the ordinary for the team to lose.
   (D) He usually hears about the football games.

6. (A) He went to the office every morning.
   (B) He was not working.
   (C) He had to arrive at work earlier than 8 o'clock.
   (D) He had a job.

7. (A) He did not enjoy his vacation as much as possible.
   (B) He got lost on his vacation.
   (C) The vacation was really enjoyable.
   (D) He did not really lose his passport.

8. (A) It will take eight hours to get to Riverdale on the bus.
   (B) He believes he knows the correct bus.
   (C) He doesn't know where Riverdale is.
   (D) He assures the woman that he knows the way to Riverdale.

9. (A) The laboratory assistant completed one experiment.
   (B) The laboratory assistant couldn't finish one experiment.
   (C) The laboratory assistant didn't want to do more experiments.
   (D) None of the experiments could be completed.

10. (A) She would like the man to repeat what he said.
    (B) The semester is really over!
    (C) The semester will never end.
    (D) She has the same wish as the man.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

IDIOMATIC LANGUAGE

SKILL 16: LISTEN FOR TWO- AND THREE-PART VERBS

Two- and three-part verbs appear in some questions in the short dialogues. These verbs are expressions that include a verb and one or more particles (such as *in*, *on*, or *at*); the particle changes the meaning of the verb. Questions involving two- and three-part verbs can be difficult for students because the addition of the particle changes the meaning of the verb in an idiomatic way.

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(man) *What time does the meeting start?*
(woman) *Didn't you hear that it was called off by the director?*
(narrator) *What does the woman say about the meeting?*

In your test book or on the computer screen, you read:

(A) The director called a meeting.
(B) The director phoned her about the meeting.
(C) The director called the meeting to order.
(D) The director canceled the meeting.

In this question, the two-part verb *called off* has a different meaning from the verb *call*, which means *phone*. The two-part verb *call off* means *cancel*, so the best answer is answer (D).

NOTE: A list of common two- and three-part verbs and exercises using these verbs appear in Appendix B. You may want to study these two- and three-part verbs before you try the following exercises.

EXERCISE 16: In this exercise, underline the two- or three-part verb in each short dialogue. Then read the question and choose the best answer to that question. Remember that the best answer is one that is related to the meaning of the two- or three-part verb and might not seem to be related to the meaning of the verb without the particle.

1. (man) *Did you have your history exam today?*
(woman) *No, the professor put it off for another week.*
(narrator) *What does the woman say about the exam?*

(A) She would like to put it out of her mind.
(B) The professor canceled it.
(C) It was moved to another location.
(D) It was delayed.

2. (woman) *Do we have any more soap?*
(man) *We've run out of it. Someone will have to go to the store.*
(narrator) *What does the man mean?*

(A) He will run to the store.
(B) He needs soap to wash himself after running.
(C) There is no more soap.
(D) They have a store of soap at home.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudhoc.com

3. (man) *I need to take the written test to renew my driver's license.*
   (woman) *Then, you'll have to brush up on the laws.*
   (narrator) *What does the man need to do?*
   (A) Reapply for his driver's license.
   (B) Sweep around the lawn.
   (C) Learn the laws for the first time.
   (D) Review the information that will be on the test.

TOEFL EXERCISE 16: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of two- and three-part verbs.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE 16.

1. (A) Phone their neighbors
   (B) Call to their neighbors over the fence
   (C) Help the neighbors move in
   (D) Visit their neighbors

2. (A) The course is becoming more interesting.
   (B) The course used to be more interesting.
   (C) The course is about the same as it was.
   (D) He's not as bored in the class as the woman.

3. (A) Her headache is getting worse.
   (B) She felt better this morning than now.
   (C) She seems to be feeling better now.
   (D) She is just getting another headache now.

4. (A) The man should stop breaking his cigarettes in half.
   (B) The man should decrease the number of cigarettes he smokes.
   (C) The man should cut the ends off his cigarettes.
   (D) The man should stop smoking completely.

5. (A) The client presented his case to the lawyer.
   (B) The client was upset about the lawyer's rejection.
   (C) The client was annoyed because the lawyer returned the suitcase.
   (D) The client made the lawyer unhappy about the case.

6. (A) She gets along with lots of people.
   (B) She gets back at people who cross her.
   (C) She gets rid of people she doesn't want to spend time with.
   (D) She tries to get ahead of everyone else.

7. (A) He must try to find the children.
   (B) It is necessary for him to clean up after the children.
   (C) The children need to be watched.
   (D) He's going to see what the children have done.

8. (A) They are going on strike.
   (B) They are lying down on the job.
   (C) They are being released from their jobs.
   (D) They are relaxing too much at the factory.

9. (A) He is betting that the football team will win.
   (B) He really wants to succeed.
   (C) It is not so difficult to play on the football team.
   (D) He pulled a muscle while playing football.

10. (A) She's unsure why she tolerates the man.
    (B) She doesn't know where she put her keys.
    (C) She is actually the one who put the keys in the car.
    (D) She can't understand why the man did what he did.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

SKILL 17: LISTEN FOR IDIOMS

Idioms appear in some questions in the short dialogues. Idioms are special expressions in a language that all speakers of the language know; these special expressions describe one situation in life but are applied to many different areas of life. Idiom questions can be difficult for students because they seem to be describing one situation when they are really describing a different situation.

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(man) *Tom is a full-time student and is holding down a full-time job.*
(woman) *He's really burning the candle at both ends.*
(narrator) *What does the woman say about Tom?*

In your test book or on the computer screen, you read:

(A) He's lighting a candle.
(B) He's holding the candle at the top and the bottom.
(C) He's doing too much.
(D) He's working as a firefighter.

In this question, the idiom *burning the candle at both ends* has nothing to do with candles and nothing to do with burning or fires, so answers (A), (B), and (D) are not correct. Instead, this idiom is an expression that is used in a situation when someone is trying to do more than he or she really can do; after all, a candle usually only burns at one end, so a candle that burns at two ends is *doing too much.* Therefore, the best answer to the question above is answer (C).

NOTE: A list of common idioms and exercises using these idioms appear in Appendix C. You may want to study these idioms before you try the following exercises.

EXERCISE 17: In this exercise, underline the idiom in each short dialogue. Then, read the question and choose the best answer to that question. Remember that the best answer is one that might not seem to be related to the idiom in the last line.

1. (man) *I have to take advanced biology from Professor Stanton next semester.*
(woman) *Don't worry about it. It's a piece of cake.*
(narrator) *What does the woman mean?*

(A) The man should try a piece of cake.
(B) The man should worry about the course.
(C) The man shouldn't take part in the course.
(D) The course is easy.

2. (woman) *Thanks for changing the oil and putting air in the tires.*
(man) *It's all in a day's work.*
(narrator) *What does the man mean?*

(A) It will take him a whole day to do the job.
(B) This is a regular part of his job.
(C) He can do the work at the end of the day.
(D) He's too busy today to do the work.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudhoc.com

3. (man) *What was it like while the president was giving his speech?*
(woman) *You could hear a pin drop.*
(narrator) *What does the woman mean?*

(A) The president dropped his pen.
(B) The audience was very quiet.
(C) The speech contained several puns.
(D) The president discussed dropping a bomb.

TOEFL EXERCISE 17: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of idioms.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE 17.

1. (A) The man's never late.
(B) It's good that the man was fifteen minutes late.
(C) It's never good to be late for class.
(D) It's good that the man went to class, on time or not.

2. (A) The woman's work is all in her head.
(B) The woman has to do two experiments rather than one.
(C) It's a good idea to work together.
(D) The biology experiment concerns two-headed animals.

3. (A) She has no time to work now.
(B) She doesn't want to work on the report either.
(C) It's best to get it over with now.
(D) There's no time to present the report now.

4. (A) She's very lucky to get the last book.
(B) She's sorry she can't get the book today.
(C) She always has good luck with books.
(D) She just wanted to look at the book.

5. (A) The man doesn't like eating in restaurants.
(B) She doesn't really like that restaurant.
(C) Each of them has his own restaurant.
(D) Everyone has different tastes.

6. (A) She'll do it immediately.
(B) It is not possible to do it.
(C) The man should have told her sooner.
(D) She would have done it if the man had asked.

7. (A) Abbie used a feather in his art project.
(B) He was knocked down.
(C) He was really surprised.
(D) Abbie's father knocked on the door.

8. (A) They are taking a boat trip together.
(B) The six chapters are all about the boat.
(C) Everyone has to do the same thing.
(D) The man will read while he's on the boat.

9. (A) She is taller than the others.
(B) She put her science project on top of the others.
(C) She has a really good head on her shoulders.
(D) She's the best of them all.

10. (A) The man needs to improve his penmanship.
(B) The man doesn't really need to apply for the scholarship.
(C) The man needs to fill out the application with dots and crosses.
(D) The man needs to pay attention to every detail.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

TOEFL EXERCISE (Skills 16–17): In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE (SKILLS 16–17).

1. (A) She gets lots of take-out dinners.
   (B) She and her roommate alternate cooking responsibilities.
   (C) Her roommate cooks more often than she does.
   (D) Her roommate does the cooking while she does other chores.

2. (A) He resembles his father.
   (B) He has a chipped tooth.
   (C) He lives one block from his father.
   (D) He and his father were playing a game with blocks.

3. (A) She's going somewhere else.
   (B) She does not like football.
   (C) She has a lot of work to do.
   (D) She is getting sick.

4. (A) He put his foot where he should not have.
   (B) He put the food that the teacher gave him into his mouth.
   (C) He said something embarrassing.
   (D) He told the teacher that his foot was hurt.

5. (A) She'd like the man to delay his trip.
   (B) She prefers that the man leave a few minutes earlier than he planned.
   (C) She wants to know if the man will stay in the market for only a few minutes.
   (D) She'd like to talk to the man for a few minutes.

6. (A) The man might start a fire in the park.
   (B) The man parked his car near the fire.
   (C) The man's thinking of doing something dangerous.
   (D) The man's playing a game in the park.

7. (A) The machines do not act very well.
   (B) The machines don't really bother her.
   (C) She would like them to stop the noise.
   (D) She wishes the machines would cut the wood.

8. (A) Fred has a dog that barks a lot.
   (B) Fred has hidden the money in a tree.
   (C) Fred has backed into a tree.
   (D) Fred has made a mistake.

9. (A) She will give him any help he needs.
   (B) He has to give away what he doesn't need.
   (C) He should not give up.
   (D) He should give back what he borrowed.

10. (A) She'd rather go swimming than do the homework.
    (B) The chemistry homework is really difficult.
    (C) She's doing the homework by the swimming pool.
    (D) The stream is drying up.

TOEFL REVIEW EXERCISE (Skills 1–17): In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.

NOW BEGIN THE RECORDING AT TOEFL REVIEW EXERCISE (SKILLS 1–17).

1. (A) There's no more wood inside.
   (B) The wood in the fireplace should be put outside.
   (C) There's a fire outside.
   (D) He needs to bring some wood outside.

2. (A) She worked late at a conference.
   (B) Her meeting was canceled.
   (C) She called a conference at work.
   (D) She was late to a conference.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu.hoc.org

3. (A) In a hospital
   (B) At a police station
   (C) At the beach
   (D) In a locker room

4. (A) There was too much room on the dance floor.
   (B) He enjoyed the room where they went dancing.
   (C) The dance floor was too crowded.
   (D) The club needed more rooms for dancing.

5. (A) He could not understand the fax machine.
   (B) He wrote the letter that was sent.
   (C) The fax machine was easy for him to use.
   (D) He was not very good with figures.

6. (A) The woman hit her head on a nail.
   (B) The woman hit his new car.
   (C) The woman was exactly right.
   (D) The woman bought the new car.

7. (A) He would like the woman to help him find his paper.
   (B) He wants the woman to put the paper away.
   (C) He needs the woman to review the paper.
   (D) He would like the woman to write the paper for him.

8. (A) Information about the problem is unavailable.
   (B) No one has been informed.
   (C) Everybody knows what is going on.
   (D) Nobody is aware that the problem is serious.

9. (A) He did not sleep well.
   (B) He never woke up this morning.
   (C) The alarm failed to go off.
   (D) He needed a loud alarm to wake up.

10. (A) The pilot made an emergency landing.
    (B) The pilot was forced to leave the plane in a hurry.
    (C) The pilot fielded questions about the forced landing.
    (D) The plane was damaged when it landed forcefully.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

LONG CONVERSATIONS

(PAPER TOEFL® TEST)

Two long conversations, each followed by a number of multiple-choice questions, appear in Part B of the Listening Comprehension section of the paper TOEFL test. You will hear the conversations and the questions on a recording; they are not written in your test book. You must choose the best answer to each multiple-choice question from the four choices that are written in your test book.

The conversations are often about some aspect of school life (how difficult a class is, how to write a research paper, how to register for a course). The conversations can also be about topics currently in the news in the United States (desalination of the water supply, recycling of used products, damage from a storm or some other type of natural phenomenon).

Example from the Paper TOEFL® Test

On the recording, you hear:

(narrator) ***Questions 1 through 4.*** *Listen to a conversation between a professor and a student.*

(man) *Hello, Professor Denton. Are you free for a moment? Could I have a word with you?*

(woman) *Come on in, Michael. Of course I have some time. These are my office hours, and this is the right time for you to come and ask questions. Now, how can I help you?*

(man) *Well, I have a quick question for you about the homework assignment for tomorrow. I thought the assignment was to answer the first three questions at the top of page 67 in the text, but when I looked, there weren't any questions there. I'm confused.*

(woman) *The assignment was to answer the first three questions at the top of page 76, not 67.*

(man) *Oh, now I understand. I'm glad I came in to check. Thanks for your help.*

(woman) *No problem. See you tomorrow.*

Questions:

1. On the recording, you hear:

   (narrator) *Who is the man?*

   In your test book, you read:
   (A) A professor
   (B) An office worker
   (C) Professor Denton's assistant
   (D) A student

2. On the recording, you hear:

   (narrator) *When does the man come to see Professor Denton?*

   In your test book, you read:
   (A) During regular class hours
   (B) Just before class time
   (C) As soon as class is finished
   (D) During office hours

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu

3. On the recording, you hear:

   (narrator) *Why does the man come to see Professor Denton?*

   In your test book, you read:
   (A) To turn in an assignment
   (B) To ask a question
   (C) To pick up a completed test
   (D) To explain why he did not attend class

4. On the recording, you hear:

   (narrator) *What incorrect information did the man have?*

   In your test book, you read:
   (A) The date the assignment was due
   (B) The page number of the assignment
   (C) The length of the assignment
   (D) The numbers of the assignment questions

The first question asks you to determine who the man is. Since the man opens the conversation with *Professor Denton* and he asks about the page number of an assignment for tomorrow, he is probably a student. The best answer to this question is therefore answer (D). The second question asks about when the man comes to see the professor. The professor says that *These are my office hours*, so the best answer to this question is answer (D). The third question asks why the man comes to see the professor. Since the man says *I have a quick question for you*, the best answer to this question is answer (B). The last question asks what incorrect information the man had. The man thought that the assignment was on page 67 and not on page 76, so he was mistaken about the *page number* of the assignment. The best answer to this question is answer (B).

PROCEDURES FOR THE LONG CONVERSATIONS
(Paper TOEFL® Test)

1. **If you have time, preview the answers to the questions.** While you are looking at the answers, you should try to do the following:
   - Anticipate the **topics** of the conversations you will hear.
   - Anticipate the **questions** for each of the groups of answers.
2. **Listen carefully to the first line of the conversation.** The first line of the conversation often contains the main idea, subject, or topic of the conversation, and you will often be asked to answer such questions.
3. **As you listen to the conversation, draw conclusions about the situation of the conversation: who is talking, where the conversation takes place, or when it takes place.** You will often be asked to make such inferences about the conversation.
4. **As you listen to the conversation, follow along with the answers in your test book and try to determine the correct answers.** Detail questions are generally answered in order in the conversation, and the answers often sound the same as what is said on the recording.
5. **You should guess even if you are not sure.** Never leave any answers blank.
6. **Use any remaining time to look ahead at the answers to the questions that follow.**

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

The following skills will help you to implement these procedures in the long conversations on the paper TOEFL test.

BEFORE LISTENING

SKILL 18: ANTICIPATE THE TOPICS

It is very helpful to your overall comprehension if you know what topics to expect in the long conversations. You should therefore try to anticipate the topics you will be hearing. For example, are the conversations about some aspect of school life, or some type of social issue, or a trip someone is planning? A helpful strategy is therefore to look briefly at the answers in the test book, before you actually hear the conversations on the recording, and try to determine the topics of the conversations that you will hear.

EXERCISE 18: Look at the answers to the five questions together, and try to anticipate the topic of the conversation for those five questions. (Of course, you cannot always determine exactly what the topic is, but you often can get a general idea.) Questions 1 through 5 have been answered for you.

1. (A) Find *work on campus*
   (B) *Work* in the *employment office*
   (C) Help *students* find *jobs*
   (D) Ask the woman questions
2. (A) In the library
   (B) In a classroom
   (C) In a campus office
   (D) In an apartment
3. (A) No more than ten
   (B) At least twenty
   (C) Not more than twenty
   (D) Up to ten
4. (A) Every morning
   (B) Afternoons and weekends
   (C) When he's in class
   (D) Weekdays
5. (A) Fill out a form
   (B) Give her some additional information
   (C) Tell her some news
   (D) Phone her

What is the topic of the conversation for questions 1 through 5?

looking for a job on campus

You can guess this because of the following clues:

- *work on campus*
- *employment office*
- *students*
- *jobs*

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudhoc.com

6. (A) Just before a vacation
   (B) Just after the end of a school semester
   (C) At the end of the summer
   (D) Just after a break from school

7. (A) A trip to visit the Eskimos
   (B) A trip the woman is planning to take
   (C) A trip the man has already taken
   (D) A camping trip the man and woman took

8. (A) Three hours
   (B) Three complete days
   (C) Three classes
   (D) Three weeks

9. (A) Sleeping outside on the ground
   (B) Spending time in a sauna or hot tub
   (C) Relaxing at the lodge
   (D) Enjoying excellent food

10. (A) She'd be scared, but she'd like to try.
    (B) She can't wait.
    (C) It would be quite exciting for her.
    (D) She'd prefer not to try.

What is the topic of the conversation for questions 6 through 10?

_____

11. (A) All kinds of pollution
    (B) How acid rain has harmed the earth
    (C) Pollution from cars and factories
    (D) The causes and possible effects of acid rain

12. (A) Nuclear power
    (B) Electricity
    (C) Burning coal and oil
    (D) Solar power

13. (A) From sulfur dioxide and water vapor
    (B) From sulfur dioxide and nitrogen oxide
    (C) From nitric acid and sulfur dioxide
    (D) From water vapor and nitric acid

14. (A) Only in North America
    (B) At the North and South Poles
    (C) In parts of several northern continents
    (D) In equatorial areas

15. (A) She should protect herself from the rain.
    (B) She should clean up the water supply.
    (C) She should read a novel.
    (D) She should get more information about acid rain.

What is the topic of the conversation for questions 11 through 15?

_____

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

SKILL 19: ANTICIPATE THE QUESTIONS

It is very helpful to your ability to answer individual questions with the long conversations if you can anticipate what the questions will be and listen specifically for the answers to those questions.

Example from the Paper TOEFL® Test

In your test book, you read:

(A) In the airport
(B) In the library
(C) In the dormitory
(D) In the travel agent's office

You try to anticipate the question:

Where does the conversation probably take place?

In this example, you can be quite certain that one of the questions will be about where the conversation takes place. Since you are sure that this is one of the questions, you can listen carefully for clues that will give you the answer. This example shows that a helpful strategy is therefore to look briefly at the answers in the test book, before you actually hear the conversations on the recording, and try to determine the questions that you will be asked to answer.

EXERCISE 19: Study the following answers and try to determine what the questions will be. (You should note that perhaps you will only be able to predict part of a question, rather than the complete question.) If you cannot predict the question in a short period of time, then move on to the next group of answers. Question 1 has been answered for you.

1. Question: What does (someone) want to do? _____
   (A) Find work on campus
   (B) Work in the employment office
   (C) Help students find jobs
   (D) Ask the woman questions

2. Question: _____
   (A) In the library
   (B) In a classroom
   (C) In a campus office
   (D) In an apartment

3. Question: _____
   (A) No more than ten
   (B) At least twenty
   (C) Not more than twenty
   (D) Up to ten

4. Question: _____
   (A) Every morning
   (B) Afternoons and weekends
   (C) When he's in class
   (D) Weekdays

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu

5. Question: _____
   (A) Fill out a form
   (B) Give her some additional information
   (C) Tell her some news
   (D) Phone her

6. Question: _____
   (A) Just before a vacation
   (B) Just after the end of a school semester
   (C) At the end of the summer
   (D) Just after a break from school

7. Question: _____
   (A) A trip to visit the Eskimos
   (B) A trip the woman is planning to take
   (C) A trip the man has already taken
   (D) A camping trip the man and woman took

8. Question: _____
   (A) Three hours
   (B) Three complete days
   (C) Three classes
   (D) Three weeks

9. Question: _____
   (A) Sleeping outside on the ground
   (B) Spending time in a sauna or hot tub
   (C) Relaxing at the lodge
   (D) Enjoying excellent food

10. Question: _____
    (A) She'd be scared, but she'd like to try.
    (B) She can't wait.
    (C) It would be quite exciting for her.
    (D) She'd prefer not to try.

11. Question: _____
    (A) All kinds of pollution
    (B) How acid rain has harmed the earth
    (C) Pollution from cars and factories
    (D) The causes and possible effects of acid rain

12. Question: _____
    (A) Nuclear power
    (B) Electricity
    (C) Burning coal and oil
    (D) Solar power

13. Question: _____
    (A) From sulfur dioxide and water vapor
    (B) From sulfur dioxide and nitrogen oxide
    (C) From nitric acid and sulfur dioxide
    (D) From water vapor and nitric acid

14. Question: _____
    (A) Only in North America
    (B) At the North and South Poles
    (C) In parts of several northern continents
    (D) In equatorial areas

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

15. Question: _____
    (A) She should protect herself from the rain.
    (B) She should clean up the water supply.
    (C) She should read a novel.
    (D) She should get more information about acid rain.

WHILE LISTENING

SKILL 20: DETERMINE THE TOPIC

As you listen to each long conversation, you should be thinking about the topic (subject) or main idea for each conversation. Since the first one or two sentences generally give the topic, you should be asking yourself what the topic is while you are listening carefully to the first part of the conversation.

Example from the Paper TOEFL® Test

On the recording, you hear:

(man) *You can't believe what I just got!*
(woman) *I bet you got that new car you've always wanted.*
(man) *Now, how in the world did you figure that out?*

You think:

The topic of the conversation is the new car that the man just got.

EXERCISE 20: Listen to the first part of each of the conversations, and decide on the topic of each conversation.

NOW BEGIN THE RECORDING AT EXERCISE 20.

1. What is the topic of Conversation 1?

   _____

2. What is the topic of Conversation 2?

   _____

3. What is the topic of Conversation 3?

   _____

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu

SKILL 21: DRAW CONCLUSIONS ABOUT *WHO, WHAT, WHEN, WHERE*

As you listen to each long conversation, you should be trying to set the situation in your mind. You should be thinking the following thoughts:

- ***Who*** *is talking?*
- ***When*** *does the conversation probably take place?*
- ***Where*** *does the conversation probably take place?*
- ***What*** *is the source of information for the conversation?*

Example from the Paper TOEFL® Test

On the recording, you hear:

(man) *Why do you have so many books?*
(woman) *I need them for my paper on George Washington. Do you know how I can check them out?*
(man) *Yes, you should go downstairs to the circulation desk and fill out a card for each book.*

You think:

Who is probably talking? (two students)
Where are they? (in the library)
What course are they discussing? (American History)

EXERCISE 21: Listen to the first part of each of the conversations and try to imagine the situation. Then answer the questions in the text.

NOW BEGIN THE RECORDING AT EXERCISE 21.

Conversation 1

1. Who is probably talking? _____
2. Where does the conversation take place? _____

Conversation 2

1. Who is probably talking? _____
2. When does the conversation take place? _____
3. What is the source of the man's information? _____

Conversation 3

1. Who is probably talking? _____
2. When does the conversation take place? _____
3. What is the source of the information? _____

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

SKILL 22: LISTEN FOR ANSWERS IN ORDER

There are two possible methods to use while you listen to a long conversation:

- *You can just listen to the conversation (and ignore the answers).*
- *You can follow along with the answers while you listen.*

Some students prefer to just listen to the conversation while it is being spoken, and if that method works well for you, then that is what you should do. Other students find that they can answer more questions correctly if they read along with the answers while the conversation is being spoken. Because the detail questions are answered in order, it is possible to read along while you listen to the conversation on the recording.

Example from the Paper TOEFL® Test

On the recording, you hear:

(man) *Can I help you?*
(woman) *I'm interested in opening an account.*
(man) *Well, we have several different types of accounts: checking accounts, savings accounts, money market accounts, time deposit accounts.*
(woman) *It's a checking account that I am interested in.*
(man) *I can help you with that. First, you have to fill out a form, and then I need to see some identification. That's about all there is to it.*
(woman) *That sounds easy enough. Thanks for your help.*

In your test book, you read (same time):

1. (A) A checking account
   (B) A savings account
   (C) A money market account
   (D) A time deposit account

2. (A) A form
   (B) An account
   (C) A piece of identification
   (D) A check

On the recording, you hear:

(narrator) 1. *What type of account does the woman want?*
2. *What does the man need for her to show him?*

When you read the answers to the first question, you can anticipate that the first question is: *What type of account?* As you listen, you determine that the woman wants *a checking account.* Therefore, you can anticipate that the best answer to the first question is (A).

When you read the answers to the second question, you can anticipate that the second question is going to ask *What thing...?* In the conversation, the man asks her to fill out a *form* and show some *identification,* so as you are listening you can anticipate that the correct answer to the second question is either (A) or (C). When you hear the question, you can determine that the best answer is answer (C).

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

TOEFL EXERCISE 22: Listen to each complete conversation and answer the questions that follow.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE 22.

1. (A) Find work on campus
   (B) Work in the employment office
   (C) Help students find jobs
   (D) Ask the woman questions

2. (A) In the library
   (B) In a classroom
   (C) In a campus office
   (D) In an apartment

3. (A) No more than ten
   (B) At least twenty
   (C) Not more than twenty
   (D) Up to ten

4. (A) Every morning
   (B) Afternoons and weekends
   (C) When he's in class
   (D) Weekdays

5. (A) Fill out a form
   (B) Give her some additional information
   (C) Tell her some news
   (D) Phone her

6. (A) Just before a vacation
   (B) Just after the end of a school semester
   (C) At the end of the summer
   (D) Just after a break from school

7. (A) A trip to visit the Eskimos
   (B) A trip the woman is planning to take
   (C) A trip the man has already taken
   (D) A camping trip the man and woman took

8. (A) Three hours
   (B) Three complete days
   (C) Three classes
   (D) Three weeks

9. (A) Sleeping outside on the ground
   (B) Spending time in a hot tub
   (C) Relaxing at the lodge
   (D) Enjoying excellent food

10. (A) She'd be scared, but she'd like to try.
    (B) She can't wait.
    (C) It would be quite exciting for her.
    (D) She'd prefer not to try.

11. (A) All kinds of pollution
    (B) How acid rain has harmed the earth
    (C) Pollution from cars and factories
    (D) The causes and possible effects of acid rain

12. (A) Nuclear power
    (B) Electricity
    (C) Burning coal and oil
    (D) Solar power

13. (A) From sulfur dioxide and water vapor
    (B) From sulfur dioxide and nitrogen oxide
    (C) From nitric acid and sulfur dioxide
    (D) From water vapor and nitric acid

14. (A) Only in North America
    (B) At the North and South Poles
    (C) In parts of several northern continents
    (D) In equatorial areas

15. (A) She should protect herself from the rain.
    (B) She should clean up the water supply.
    (C) She should read a novel.
    (D) She should get more information about acid rain.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

TOEFL REVIEW EXERCISE (Skills 18–22): In this exercise, you will use all of the information that you learned in Skills 18 through 22.

Before the recording begins, you should read over the answers to questions 1 through 15 and do the following:

- *Anticipate the topics you will hear.*
- *Anticipate the questions.*

While you are listening to the conversations, you should do the following:

- *Listen for the topic in the first lines.*
- *Draw conclusions about the situation (who, what, when, where).*
- *Listen for the answers in order.*

NOW BEGIN THE RECORDING AT TOEFL REVIEW EXERCISE (SKILLS 18–22).

1. (A) To a concert
   (B) To a rehearsal
   (C) To a lecture
   (D) To the library

2. (A) One
   (B) Two
   (C) Three
   (D) Four

3. (A) The bus does not go directly to the Music Building.
   (B) The bus goes very slowly to the Music Building.
   (C) The bus sometimes does not come.
   (D) The bus will not arrive for a while.

4. (A) Walk
   (B) Wait for the bus
   (C) Miss the lecture
   (D) Think of another plan

5. (A) Boring
   (B) Fantastic
   (C) Lengthy
   (D) Faithful

6. (A) By car
   (B) By plane
   (C) By train
   (D) By bicycle

7. (A) She went directly to Yellowstone.
   (B) She spent a few weeks in Laramie.
   (C) She stopped at the Devil's Tower National Monument.
   (D) She made a few stops before going on to Yellowstone.

8. (A) Laramie
   (B) Devil's Tower National Monument
   (C) Old Faithful
   (D) Wyoming

9. (A) Hear again about Yellowstone
   (B) Take a trip to Yellowstone
   (C) Get a job in a national park
   (D) Move to Yellowstone

10. (A) How and when we celebrate Thanksgiving
    (B) The traditional Thanksgiving dinner
    (C) When Thanksgiving began
    (D) Abraham Lincoln

11. (A) With colonists in Massachusetts
    (B) Alone and thinking about how Thanksgiving developed
    (C) With a big Thanksgiving dinner
    (D) In an untraditional manner

12. (A) The terrible winter
    (B) The corn harvest
    (C) The development of Thanksgiving Day
    (D) For getting the whole family together

13. (A) At many different times
    (B) In July
    (C) Any time in November
    (D) On a Thursday in November

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

LONG TALKS

(PAPER TOEFL® TEST)

Three talks, each followed by a number of multiple-choice questions, appear in Part C of the Listening Comprehension section of the paper TOEFL test. You will hear the talks and the questions on a recording; they are not written in your test book. You must choose the best answer to each question from the four choices that are written in your test book. Like the conversations in Part B, the talks are often about some aspect of school life or topics currently in the news. It is also very common for the talks to be shortened versions of lectures from courses taught in American colleges and universities.

Example from the Paper TOEFL® Test

On the recording, you hear:

(narrator) ***Questions 1 through 4.*** *Listen to a talk about the settlement of America.*

(woman) *The settling of the vast farmlands in central North America was delayed at least partly because of an error by one man. In the early nineteenth century, Lieutenant Zebulon Pike of the U.S. Army was sent out to explore and chart the huge expanses of land in the center of the continent. When he returned from his explorations, he wrote a report in which he erroneously stated that the vast plains in the central part of the continent were desertlike, comparable to the Sahara in Africa. In reality, however, these vast plains contained some of the most fertile farmland in the world. Because of Pike's mistake, the maps of the day depicted the central part of what is today the United States as a vast desert rather than the excellent and available farmland that it was. This mistaken belief about the nature of those lands caused settlers to avoid the central plains for years.*

Questions:

1. On the recording, you hear:

   (narrator) *What is the topic of this talk?*

   In your test book, you read:
   (A) Zebulon Pike's career
   (B) A mistake that influenced the settlement of America
   (C) A report for the army
   (D) The farmlands

2. On the recording, you hear:

   (narrator) *How did Pike describe the area that he explored?*

   In your test book, you read:
   (A) As a desert
   (B) As usable for army purposes
   (C) As located in the Sahara
   (D) As available for farmland

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

3. On the recording, you hear:

   (narrator) *What was this area really like?*

   In your test book, you read:
   (A) It was a vast desert.
   (B) It was covered with farms.
   (C) It was excellent farmland.
   (D) It was similar to the Sahara.

4. On the recording, you hear:

   (narrator) *This talk would probably be given in which of the following courses?*

   In your test book, you read:
   (A) Agricultural Science
   (B) American History
   (C) Geology of the United States
   (D) Military Science

The first question asks about the topic of the talk. The topic of the talk is found in the first sentence of the talk: *The settling of the vast farmlands in central North America was delayed at least partly because of an error by one man.* Therefore, the best answer to the question is (B). The second question is a detail question that asks how Pike described this area. It is stated in the talk that Pike *wrote a report in which he erroneously stated that the vast plains in the central part of the continent were desertlike....* Therefore, the best answer to this question is (A). The third question is an additional detail question that asks what the area was really like. Because the talk indicates that *in reality... these vast plains contained some of the most fertile farmland in the world,* the best answer to this question is (C). The fourth question is an inference question. It asks in which course this lecture would probably be given. The word *probably* indicates to you that the question is not answered directly in the talk. You must draw a conclusion from the information in the talk to answer this question. Because this talk refers to *the early nineteenth century* and discusses the *settling of the vast farmlands in central North America,* it would probably be given in an American History course. The best answer to this question is (B).

PROCEDURES FOR THE LONG TALKS
(Paper TOEFL® Test)

1. **If you have time, preview the answers to the questions.** While you are looking at the answers, you should try to do the following:
   - Anticipate the **topics** of the talks you will hear.
   - Anticipate the **questions** for each of the groups of answers.
2. **Listen carefully to the first line of the talk.** The first line of the talk often contains the main idea, subject, or topic of the talk, and you will often be asked this type of question.
3. **As you listen to the talk, draw conclusions about the situation of the talk: who is talking, where or when the talk takes place, which course this lecture might be given in.** You will often be asked to make such inferences about the talk.
4. **As you listen to the talk, follow along with the answers in your test book and try to determine the correct answers.** Detail questions are generally answered in order in the talk, and the answers often sound the same as what is said on the recording.
5. **You should guess even if you are not sure.** Never leave any answers blank.
6. **Use any remaining time to look ahead at the answers to the questions that follow.**

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

The following skills will help you to implement these procedures in the long talks on the paper TOEFL test.

BEFORE LISTENING

SKILL 23: ANTICIPATE THE TOPICS

It is very helpful to your overall comprehension if you know what topics to expect in the long talks. You should therefore try to anticipate the topics that you will be hearing (as you did with the long conversations). For example, are the talks about American history, or literature, or some aspect of school life? A helpful strategy is therefore to look briefly at the answers in the test book, before you actually hear the talks on the recording, and try to determine the topics of the talks that you will hear.

EXERCISE 23: Look at the answers to the five questions together, and try to anticipate the topic of the talk for those five questions. (Of course, you cannot always determine exactly what the topic is, but you often can get a general idea.) Questions 1 through 5 have been answered for you.

1. (A) During a *biology* laboratory session
   (B) In a biology study group
   (C) On the *first day of class*
   (D) Just before the final exam
2. (A) Once a week
   (B) Two times a week
   (C) Three times a week
   (D) For fifteen hours
3. (A) To do the first laboratory assignment
   (B) To take the first *exam*
   (C) To study the laboratory manual
   (D) To read one chapter of the text
4. (A) Room assignments
   (B) Exam topics
   (C) *Reading assignments*
   (D) The first lecture
5. (A) *Exams and lab work*
   (B) Reading and writing assignments
   (C) Class participation and grades on examinations
   (D) Lecture and laboratory attendance

What is the topic of the talk for questions 1 through 5?

the requirements of a biology class

You can guess this because of the following clues:

- *biology*
- *first day of class*
- *reading assignments*
- *exam(s)*
- *lab work*

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

6. (A) What caused the Ring of Fire
   (B) The volcanoes of the Ring of Fire
   (C) Hawaiian volcanoes
   (D) Different types of volcanoes

7. (A) The Ring of Fire
   (B) The characteristics of volcanoes in the Ring of Fire
   (C) The volcanoes of Hawaii
   (D) Mauna Loa

8. (A) In Hawaii
   (B) In the United States
   (C) Along the Ring of Fire
   (D) Within the Ring of Fire

9. (A) They are not so violent.
   (B) They are located along the Ring of Fire.
   (C) They contain a lot of gas.
   (D) They contain thick lava.

10. (A) A volcano on the Ring of Fire
    (B) An island in Hawaii
    (C) A long, low volcanic mountain
    (D) An explosive volcano

What is the topic of the talk for questions 6 through 10?

_____

11. (A) An artist
    (B) A tour guide
    (C) An Indian
    (D) Orville Wright

12. (A) Several
    (B) Sixty thousand
    (C) Sixteen million
    (D) Millions and millions

13. (A) The National Air and Space Museum
    (B) The Museum of Natural History
    (C) The American History Museum
    (D) The Smithsonian Arts and Industries Building

14. (A) The American History Museum
    (B) The Smithsonian Arts and Industries Building
    (C) The Washington Museum
    (D) The National Air and Space Museum

15. (A) To the White House
    (B) To the Smithsonian
    (C) To the mall
    (D) To various other museums

What is the topic of the talk for questions 11 through 15?

_____

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

SKILL 24: ANTICIPATE THE QUESTIONS

It is very helpful to your ability to answer individual questions with the long talks if you can anticipate what the questions will be and listen specifically for the answers to those questions (as you did with the long conversations).

Example from the Paper TOEFL® Test

In your test book, you read:

(A) For three weeks
(B) For three days
(C) For three months
(D) For three hours

You try to anticipate the question:

How long does (something) last?

In this example, you can be quite certain that one of the questions will be about how long something lasts. Since you are sure that this is one of the questions, you can listen carefully for clues that will give you the answer. This example shows that a helpful strategy is therefore to look briefly at the answers in the test book, before you actually hear the talks on the recording, and try to determine the questions that you will be asked to answer.

EXERCISE 24: Study the following answers and try to determine what the questions will be. (You should note that perhaps you will only be able to predict part of a question, rather than the complete question.) If you cannot predict the question in a short period of time, then move on to the next group of answers. Question 1 has been answered for you.

1. Question: When does the talk probably take place?
   (A) During a biology laboratory session
   (B) In a biology study group
   (C) On the first day of class
   (D) Just before the final exam

2. Question: _____
   (A) Once a week
   (B) Two times a week
   (C) Three times a week
   (D) For fifteen hours

3. Question: _____
   (A) To do the first laboratory assignment
   (B) To take the first exam
   (C) To study the laboratory manual
   (D) To read one chapter of the text

4. Question: _____
   (A) Room assignments
   (B) Exam topics
   (C) Reading assignments
   (D) The first lecture

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

5. Question: _____
   (A) Exams and lab work
   (B) Reading and writing assignments
   (C) Class participation and grades on examinations
   (D) Lecture and laboratory attendance

6. Question: _____
   (A) What caused the Ring of Fire
   (B) The volcanoes of the Ring of Fire
   (C) Hawaiian volcanoes
   (D) Different types of volcanoes

7. Question: _____
   (A) The Ring of Fire
   (B) The characteristics of volcanoes in the Ring of Fire
   (C) The volcanoes of Hawaii
   (D) Mauna Loa

8. Question: _____
   (A) In Hawaii
   (B) In the United States
   (C) Along the Ring of Fire
   (D) Within the Ring of Fire

9. Question: _____
   (A) They are not so violent.
   (B) They are located along the Ring of Fire.
   (C) They contain a lot of gas.
   (D) They contain thick lava.

10. Question: _____
    (A) A volcano on the Ring of Fire
    (B) An island in Hawaii
    (C) A long, low volcanic mountain
    (D) An explosive volcano

11. Question: _____
    (A) An artist
    (B) A tour guide
    (C) An Indian
    (D) Orville Wright

12. Question: _____
    (A) Several
    (B) Sixty thousand
    (C) Sixteen million
    (D) Millions and millions

13. Question: _____
    (A) The National Air and Space Museum
    (B) The Museum of Natural History
    (C) The American History Museum
    (D) The Smithsonian Arts and Industries Building

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

14. Question: _____
    (A) The American History Museum
    (B) The Smithsonian Arts and Industries Building
    (C) The Washington Museum
    (D) The National Air and Space Museum

15. Question: _____
    (A) To the White House
    (B) To the Smithsonian
    (C) To the mall
    (D) To various other museums

WHILE LISTENING

SKILL 25: DETERMINE THE TOPIC

As you listen to each long talk, you should be thinking about the topic (subject) or main idea for the talk (as you did with the long conversations). Since the first sentence is generally a topic sentence, you should be asking yourself what the topic is while you are listening carefully to the first part of the talk.

Example from the Paper TOEFL® Test

On the recording, you hear:

(man) *The major earthquake that occurred east of Los Angeles in 1971 is still affecting the economy of the area today.*

You think:

The topic of the talk is the effect of the 1971 earthquake on Los Angeles today.

EXERCISE 25: Listen to the first part of each of the talks, and decide on the topic of each talk.

NOW BEGIN THE RECORDING AT EXERCISE 25.

1. What is the topic of Talk 1?

_____

2. What is the topic of Talk 2?

_____

3. What is the topic of Talk 3?

_____

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

SKILL 26: DRAW CONCLUSIONS ABOUT *WHO, WHAT, WHEN, WHERE*

As you listen to each talk, you should be trying to set the situation in your mind (as you did with the long conversations). You should be thinking the following thoughts:

- ***Who** is talking?*
- ***When** does the talk probably take place?*
- ***Where** does the talk probably take place?*
- ***What** course is the talk concerned with?*
- ***What** is the source of information for the talk?*

Example from the Paper TOEFL® Test

On the recording, you hear:

(woman) *The next stop on our tour of Atlanta will be the original home of Coca-Cola, at 107 Marietta Street. Coca-Cola was manufactured at this location until early in September of 1888.*

You think:

Who is probably talking?	(a tour guide)
Where are they?	(in Atlanta)
When does the talk take place?	(in the middle of a tour)

EXERCISE 26: Listen to the first part of each of the talks and try to imagine the situation. Then, answer the questions in the text.

NOW BEGIN THE RECORDING AT EXERCISE 26.

Talk 1

1. Who is probably talking? _____
2. Where does the talk probably take place? _____
3. When does the talk probably take place? _____
4. What course is being discussed? _____

Talk 2

1. Who is probably talking? _____
2. Where does the talk probably take place? _____
3. When does the talk probably take place? _____
4. What course is being discussed? _____

Talk 3

1. Who is probably talking? _____
2. Where does the talk take place? _____
3. When does the talk take place? _____

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

SKILL 27: LISTEN FOR ANSWERS IN ORDER

There are two possible methods to use while you listen to the talks.

- *You can just listen to the talk (and ignore the answers).*
- *You can follow along with the answers while you listen.*

Some students prefer to just listen to the talk while it is being spoken, and if that method works well for you, then that is what you should do. Other students find that they can answer more questions correctly if they read along with the answers while the talk is being given. Because the detail questions are answered in order, it is possible to read along while you listen to the talk on the recording.

Example from the Paper TOEFL® Test

On the recording, you hear:

(woman) *The Great Chicago Fire began on October 8, 1871, and according to legend began when a cow knocked over a lantern in Mrs. O'Leary's barn. No matter how it began, it was a disastrous fire. The preceding summer had been exceedingly dry in the Chicago area, and the extreme dryness accompanied by Chicago's infamous winds created an inferno that destroyed 18,000 buildings and killed more than 300 people before it was extinguished the following day.*

On the recording, you hear:

(narrator) 1. *According to legend, where did the Great Chicago Fire begin?*
2. *Which of the following is **not** true about the Great Chicago Fire?*

In your test book, you read (same time):

1. (A) In a barn
   (B) In Mrs. O'Leary's home
   (C) In a cow pasture
   (D) In a lantern factory

2. (A) The dry weather prior to the fire made it worse.
   (B) It happened during the summer.
   (C) Chicago's winds made it worse.
   (D) It killed many people.

When you read the answers to the first question, you can anticipate that the first question is: *Where did something happen?* As you listen, you determine that the fire began *in Mrs. O'Leary's barn.* Therefore, you can anticipate that the best answer to the first question is (A).

If you read the answers to the second question while you listen to the talk, you can determine that answers (A), (C), and (D) are true. Answer (B) is not true: the fire did not begin in the summer, it began in *October,* which is in autumn. Therefore, answer (B) is the best answer to the question *Which of the following is **not** true about the Great Chicago Fire?*

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

TOEFL EXERCISE 27: Listen to each complete talk and answer the questions that follow.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE 27.

1. (A) During a biology laboratory session
   (B) In a biology study group
   (C) On the first day of class
   (D) Just before the final exam

2. (A) Once a week
   (B) Two times a week
   (C) Three times a week
   (D) For fifteen hours

3. (A) To do the first laboratory assignment
   (B) To take the first exam
   (C) To study the laboratory manual
   (D) To read one chapter of the text

4. (A) Room assignments
   (B) Exam topics
   (C) Reading assignments
   (D) The first lecture

5. (A) Exams and lab work
   (B) Reading and writing assignments
   (C) Class participation and grades on examinations
   (D) Lecture and laboratory attendance

6. (A) What caused the Ring of Fire
   (B) The volcanoes of the Ring of Fire
   (C) Hawaiian volcanoes
   (D) Different types of volcanoes

7. (A) The Ring of Fire
   (B) The characteristics of volcanoes in the Ring of Fire
   (C) The volcanoes of Hawaii
   (D) Mauna Loa

8. (A) In Hawaii
   (B) In the United States
   (C) Along the Ring of Fire
   (D) Within the Ring of Fire

9. (A) They are not so violent.
   (B) They are located along the Ring of Fire.
   (C) They contain a lot of gas.
   (D) They contain thick lava.

10. (A) A volcano on the Ring of Fire
    (B) An island in Hawaii
    (C) A long, low volcanic mountain
    (D) An explosive volcano

11. (A) An artist
    (B) A tour guide
    (C) An Indian
    (D) Orville Wright

12. (A) Several
    (B) Sixty thousand
    (C) Sixteen million
    (D) Millions and millions

13. (A) The National Air and Space Museum
    (B) The Museum of Natural History
    (C) The American History Museum
    (D) The Smithsonian Arts and Industries Building

14. (A) The American History Museum
    (B) The Smithsonian Arts and Industries Building
    (C) The Washington Museum
    (D) The National Air and Space Museum

15. (A) To the White House
    (B) To the Smithsonian
    (C) To the mall
    (D) To various other museums

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

TOEFL REVIEW EXERCISE (Skills 23–27): In this exercise, you will use all of the information that you learned in Skills 23 through 27.

Before the recording begins, you should read over the answers to questions 1 through 12 and do the following:

- *Anticipate the topics you will hear.*
- *Anticipate the questions.*

While you are listening to the talks, you should do the following:

- *Listen for the topic in the first sentence.*
- *Draw conclusions about the situation (who, what, when, where).*
- *Listen for the answers in order.*

NOW BEGIN THE RECORDING AT TOEFL REVIEW EXERCISE (SKILLS 23–27).

1. (A) Other librarians
   (B) Undergraduate students
   (C) Students who are not in the business department
   (D) Graduate business students
2. (A) It opens at 7:00 a.m.
   (B) It closes at 7:00 p.m.
   (C) It closes at midnight.
   (D) It is always open.
3. (A) Computer area and business materials
   (B) Magazines and newspapers
   (C) Business department and library staff offices
   (D) First and second floors of the library
4. (A) Go home
   (B) Return to class
   (C) Work on the computers
   (D) Tour the library
5. (A) A student in health services
   (B) A drug abuse lecturer
   (C) A dermatologist
   (D) A representative of the tobacco industry
6. (A) How to reduce nicotine and other addictions
   (B) How stress affects the skin
   (C) The effects of alcohol on health
   (D) How to achieve optimal health
7. (A) Alcohol
   (B) Nicotine
   (C) Caffeine
   (D) A reduced supply of blood
8. (A) It increases the flow of blood to the skin.
   (B) It causes increased consumption of alcohol.
   (C) It prevents the skin from receiving enough nourishment.
   (D) It causes stress.
9. (A) Before the Civil War
   (B) At the end of the Civil War
   (C) At the beginning of the twentieth century
   (D) Within the last decade
10. (A) The Civil War ended.
    (B) The U.S. government issued a large amount of paper currency.
    (C) The price of gold plummeted.
    (D) The value of gold became inflated.
11. (A) The president
    (B) The president's brother
    (C) The president's brother-in-law
    (D) The president's wife
12. (A) Issue greenbacks
    (B) Sell gold
    (C) Corner the gold market
    (D) Hold its gold reserves

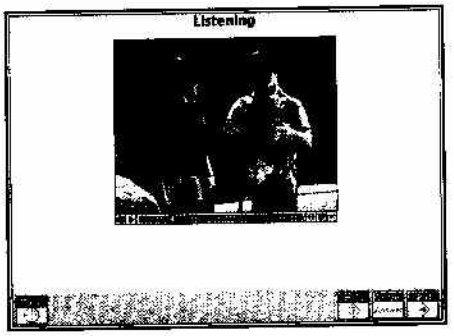
For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

CASUAL CONVERSATIONS
(COMPUTER TOEFL® TEST)

Casual conversations appear in Part B of the Listening section of the computer TOEFL test. For each of the casual conversations in this part of the test, you will see a context-setting visual as you listen to a five- to seven-line conversation between two speakers. After you see the visual and listen to the conversation, you will see a series of two or three multiple-choice questions and the four answer choices for each question on the computer screen. You must click on the best answer choice to each question on the computer screen. Look at an example of a casual conversation from the computer TOEFL test.

Example from the Computer TOEFL® Test

You see on the computer screen:

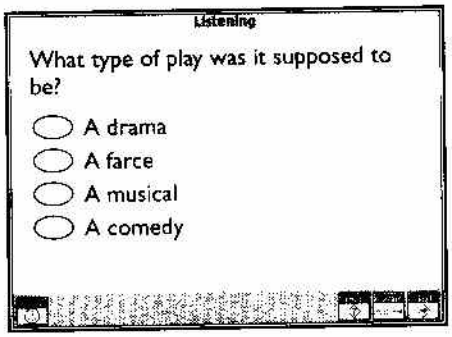


You hear:

(woman) *Did you see the school play last night?*
(man) *I did, and it was pretty funny.*
(woman) *The play was funny? I thought it was supposed to be a serious drama.*
(man) *It was supposed to be serious, but it turned out to be funny, for the wrong reasons.*
(woman) *Why? What happened?*
(man) *One of the actors kept forgetting his lines.*
(woman) *I guess it is hard to have a serious play if an actor doesn't remember what he's supposed to say.*

After the conversation is complete, the first question and answer choices appear on the computer screen as the narrator states the question. This question is a regular multiple-choice question that asks about the type of play.

You see on the computer screen:



You hear:

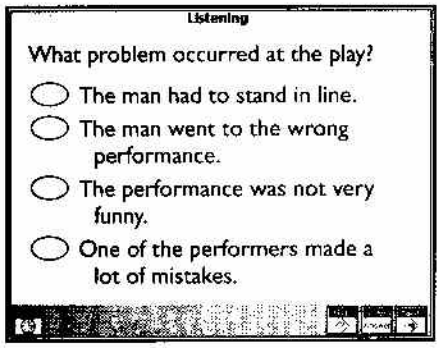
(narrator) *What type of play was it supposed to be?*

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu

In the conversation, the woman says that she thought *it was supposed to be a serious drama,* and the man replies that *it was supposed to be serious.* From this, it can be determined that the play was supposed to be a *drama.* The first answer is the best answer, so you should click on the first answer.

After you have finished with the first question, another question appears on the computer screen. This question is a multiple-choice question that asks about the problem that occurred.

You see on the computer screen:



You hear:

(narrator) *What problem occurred at the play?*

In the conversation, the man states that *one of the actors kept forgetting his lines.* From this, it can be determined that *one of the performers made a lot of mistakes.* The last answer is the best answer, so you should click on the last answer.

PROCEDURES FOR THE CASUAL CONVERSATIONS (Computer TOEFL® Test)

1. **Listen carefully to the casual conversation.** You may listen to the conversation one time only.
2. **Use the visual to help you focus on the context.** A context-setting visual appears on the screen at the beginning of each casual conversation. It shows you who is talking and where they are talking.
3. **Focus on the overall meaning of the casual conversation rather than on specific words or expressions.** The questions following a casual conversation generally test your overall comprehension of the conversation rather than the meaning of a specific word or expression.
4. **Listen to each question following the casual conversation as you read it on the screen.** Each listening question is both spoken and written on the computer screen.
5. **Do not panic if you do not understand every word of the casual conversation.** You can still answer the questions correctly without understanding each word of the conversation.
6. **Click on an answer on the computer screen when you have selected an answer.** You may still change your mind at this point and click on a different answer.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

7. **Click on Next. Then click on Confirm Answer to record your answer.** After you click on this button, you cannot go back and change your answer.
8. **Be prepared for the next question.** After you click on Confirm Answer, the next question begins automatically.

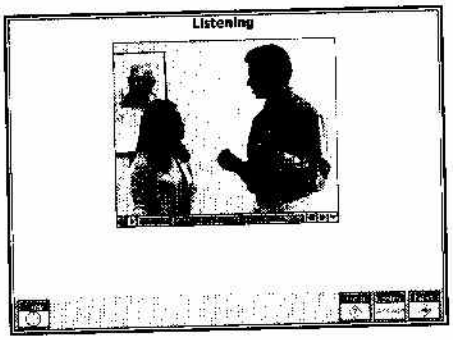
The following language skill will help you to implement these procedures with the casual conversations on the computer TOEFL test.

SKILL 28: UNDERSTAND CASUAL CONVERSATIONS

As you listen to each casual conversation in Part B of the computer TOEFL test, you should be thinking about the overall ideas and the supporting details in the casual conversation. Questions that accompany casual conversations most commonly test the overall ideas of the conversation (i.e., *what are the man and woman discussing* and *what do they finally decide to do*, or *what is the woman's problem* and *what does the man suggest*), but they may also test supporting details from the passage (i.e., *what time will they leave*, or *how many assignments are there*). It is unusual for the questions that accompany a casual conversation to depend on the meaning of a specific vocabulary word, or idiom, or grammatical structure as the questions that accompany the short dialogues often do.

TOEFL EXERCISE 28: Look at the picture as you listen to each casual conversation. Do not look at the questions or answer choices until the conversation is complete. (On the computer TOEFL test, you will not be able to see the questions or answer choices during the conversation.)

Questions 1–3



1. Where is the man going?
   - ◯ To listen to a concert
   - ◯ To give a performance
   - ◯ To attend a class
   - ◯ To take part in a practice

2. How often does the orchestra meet for practice?
   - ◯ Once each week
   - ◯ Twice each week
   - ◯ Three times each week
   - ◯ Four times each week

3. How many musical instruments does the woman play?
   - ◯ Zero
   - ◯ One
   - ◯ Two
   - ◯ Three

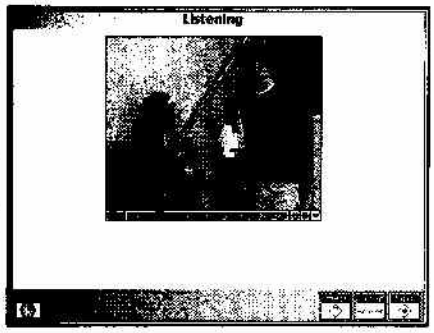
For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu.com

Questions 4–5

4. What is the woman confused about?
   - ◯ Where to get the syllabus
   - ◯ How many papers to write
   - ◯ When the papers are due
   - ◯ Where to find the professor

5. What do they decide to do?
   - ◯ Ask at the next class
   - ◯ Write a paper before the next class
   - ◯ Follow the course syllabus
   - ◯ See the professor immediately

Questions 6–8



6. What is true about the man?
   - ◯ He has a car.
   - ◯ He has a parking sticker.
   - ◯ He will never drive to school.
   - ◯ He intends to get a car.

7. What does the woman say about parking on campus?
   - ◯ There are enough spaces.
   - ◯ It's hard to find space.
   - ◯ All students have permanent parking stickers.
   - ◯ The lots are difficult to find.

8. What does the man say that he needs?
   - ◯ A daily parking sticker
   - ◯ A different type of car
   - ◯ A permanent parking sticker
   - ◯ A private parking space

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

Questions 9–11

9. What was true about the exam?
   - ◯ It had fifteen true-false questions.
   - ◯ It was sixty minutes long.
   - ◯ It had only one type of question.
   - ◯ It took two hours.

10. How did the man feel about the true-false questions?
   - ◯ He minded doing them.
   - ◯ He liked them less than the essays.
   - ◯ He didn't think they were too bad.
   - ◯ He didn't know the answers to them.

11. How did the woman do on the essay questions?
   - ◯ She was rushed when she wrote them.
   - ◯ She didn't know the answers.
   - ◯ She had enough time to finish them.
   - ◯ She wrote her answers clearly.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu.com

ACADEMIC DISCUSSIONS

(COMPUTER TOEFL® TEST)

Academic discussions appear in Part B of the Listening section of the computer TOEFL test. For each of the academic discussions in this part of the test, you will see a series of context-setting and content visuals as you listen to a 120–150 second discussion by two to five speakers. After you see the visuals and listen to the discussion, you will hear a series of questions as you see each question and its answer choices on the computer screen. You must click on the best answer choice to each question on the computer screen.

A variety of types of questions are possible in this part of the test. Some of these types of questions may follow a discussion:

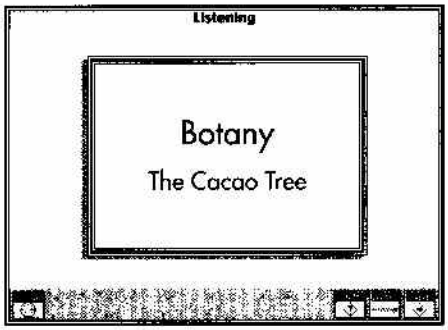
1. **Multiple-Choice Questions with One Correct Answer** ask you to select the best answer from four choices based upon the information given in the discussion. A multiple-choice question with one correct answer may ask about the main idea or a directly or indirectly answered detail from the passage.
2. **Multiple-Choice Questions with Two Correct Answers** ask you to select the two correct answers from four choices based upon the information given in the discussion. A multiple-choice question with two correct answers may ask about directly or indirectly answered details from the passage.
3. **Graphic Questions with Four Letters** ask you to click on one of four letters on a graphic that answers a question. A graphic question with four letters may ask about a directly or indirectly answered detail from the passage.
4. **Questions with Four Graphics** ask you to click on one of four graphics that answers a question. A question with four graphics may ask about a directly or indirectly answered detail from the passage.
5. **Matching Questions** ask you to match three categories of information from the passage with details from each of the categories. A matching question generally asks about the organization of ideas in the passage.
6. **Ordering Questions** ask you to put four pieces of information in the correct procedural or chronological order. An ordering question generally asks about the overall organization of ideas in the passage.

The following example of an academic discussion shows each of these types of questions. (On the actual computer TOEFL test, you will probably not see all of these types of questions accompanying one academic discussion.)

For more material information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

Example from the Computer TOEFL® Test

You see on the computer screen: | You hear:



(narrator) *Listen to a discussion in a botany class. The discussion is on the cacao tree.*

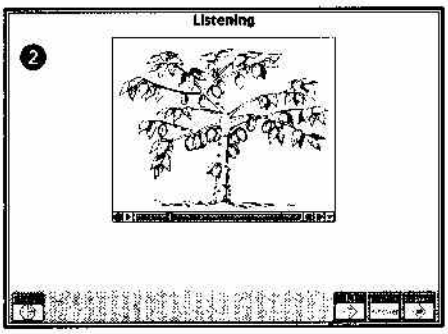
(instructor) ❶ *Today, we're going to talk about the cacao tree and some of the products we get from this tree. Just what products do we get from the cacao tree? Joe?*

(Joe) *The products we get from the cacao tree are some of my favorites: cocoa and chocolate.*

(instructor) *And where are cacao trees found? Ellen?*

(Ellen) *Cacao trees are native to the coastal areas of Mexico, Central America, and South America. Today, in addition to Mexico, Central, and South America, cacao trees are also found along the west coast of Africa and on a number of tropical islands.*

(instructor) *Yes, it's true that cacao trees are found in coastal areas of Central and South America as well as in Africa.* ❷ *Let's look at this cacao tree. Can you describe the cacao tree for me? Taylor?*



(Taylor) *You can see that the cacao tree has long, thick, shiny leaves; it's a type of evergreen tree.*

(instructor) *What does it mean that it's an evergreen tree?*

(Taylor) *An evergreen is any plant that keeps its leaves throughout the year. Many people think that only pines and firs are evergreens, but in reality, many plants with broad leaves are evergreens. Plants with thin, narrow leaves are generally not evergreen.*

(instructor) *And what about the fruit of the cacao tree? Joe?*

(Joe) *The fruit of the cacao tree is the size of a large cucumber and can be a variety of colors, depending on the type of tree.*

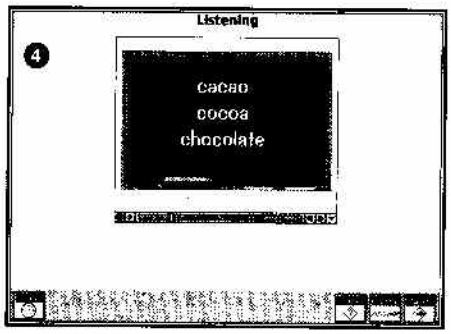
For more material and information, please visit Tai Lieu Du Hoc at www.tailieudhoc.com

(instructor) ❸ *And where does chocolate come from? From which part of the tree? Ellen?*

(Ellen) *Chocolate actually comes from the seeds of the fruit. Each piece of fruit contains a number of seeds. The seeds are roasted and then ground, and this gives us chocolate.*

(instructor) *And what is cocoa? How does cocoa differ from chocolate? Taylor?*

(Taylor) *As Ellen explained, chocolate is the product that comes from the seeds of the cacao tree. To get chocolate, the seeds are first roasted and then ground. Cocoa is made from chocolate. Chocolate has a high fat content, and cocoa is chocolate that has had most of the fat removed.*



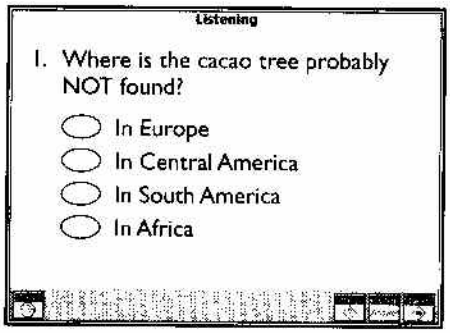
(instructor) ❹ *It's very easy to confuse the words* cacao, cocoa, *and* chocolate. *Can you summarize what cacao, cocoa, and chocolate are, Joe?*

(Joe) *Yes,* cacao, *which is spelled C-A-C-A-O, is the name of the tree,* chocolate *is the roasted and ground seeds of the fruit of the cacao tree, and* cocoa, *which is spelled C-O-C-O-A, is a product that results when much of the fat is removed from chocolate.*

(instructor) *Very good. You all seem to understand this material very well. That's all for today.*

After the discussion is complete, the first question and answer choices appear on the computer screen as the narrator states the question. This question is a *multiple-choice question with one correct answer* that asks about a location.

You see on the computer screen:



You hear:

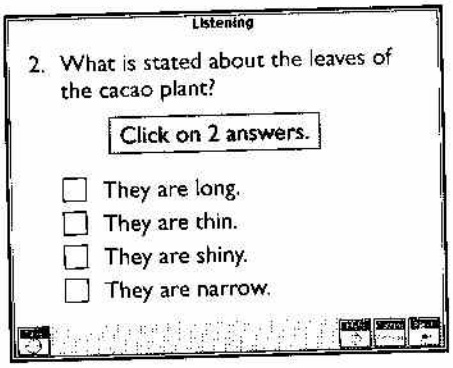
(narrator) *Where is the cacao tree probably not found?*

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

In the discussion, Ellen states that *cacao trees are native to the coastal areas of Mexico, Central America, and South America* and that *cacao trees are also found along the west coast of Africa.* From this, it can be determined that the cacao tree is found in all of the locations listed in the answers except *Europe*, so the first answer is the best answer to this question. You should click on the first answer to this question.

The next question is a *multiple-choice question with two correct answers.* In this type of question, you must choose two answers rather than one.

You see on the computer screen:



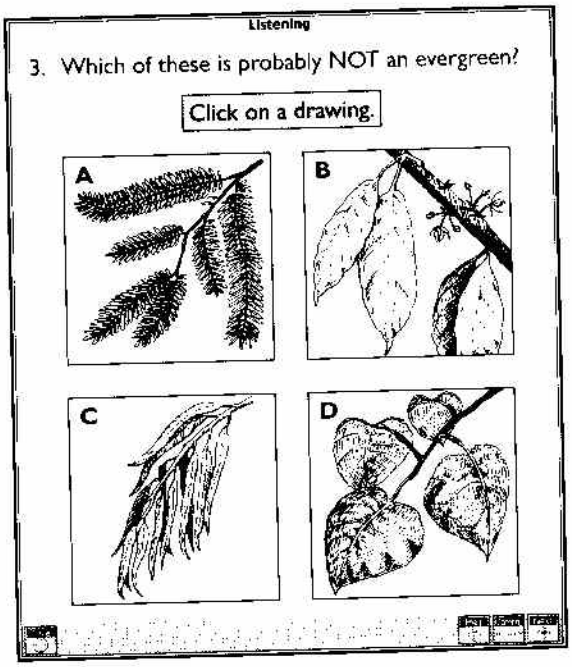
You hear:

(narrator) *What is stated about the leaves of the cacao plant?*

In the discussion, Taylor states that *the cacao tree has long, thick, shiny leaves.* This means that the leaves of the cacao plant are *long* and *shiny*, so the first and third answers are the best answers to this question. You should click on both answers to this question.

The next question is a *question with four graphics.* You must click on the graphic that answers the question.

You see on the computer screen:



You hear:

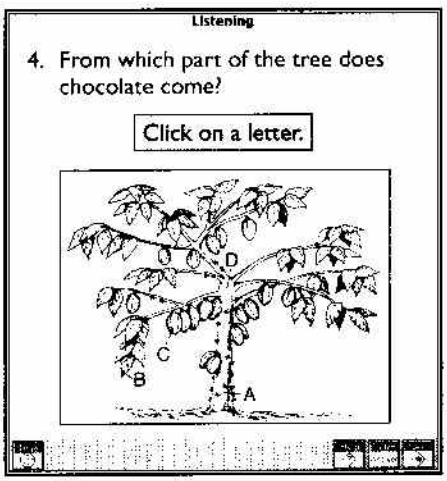
(narrator) *Which of these is probably NOT an evergreen?*

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu

In the discussion, Taylor states that *plants with thin, narrow leaves are generally not evergreen.* From this, it can be determined that the plant with narrow leaves in drawing (C) is probably not an evergreen. You should click on drawing (C) to answer this question.

The next question is a *graphic question with four letters.* You must click on the letter on the graphic that answers the question.

You see on the computer screen:



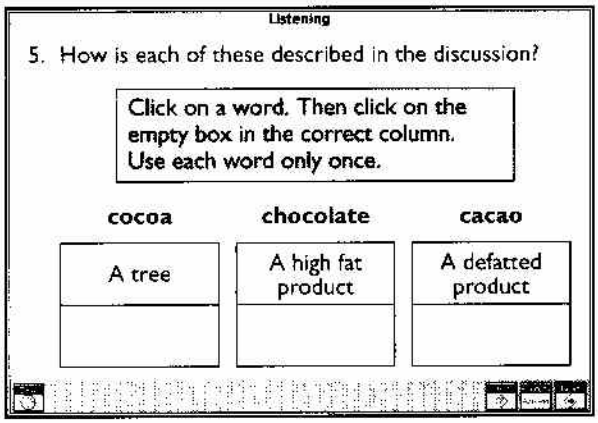
You hear:

(narrator) *From which part of the tree does chocolate come?*

In the discussion, Ellen states that *chocolate actually comes from the seeds of the fruit.* Letter C, on the fruit, is therefore the best answer to this question. You should click on letter C to answer this question.

The next question is a *matching question.* You must click on each of the words and then click on the box where it belongs.

You see on the computer screen:



You hear:

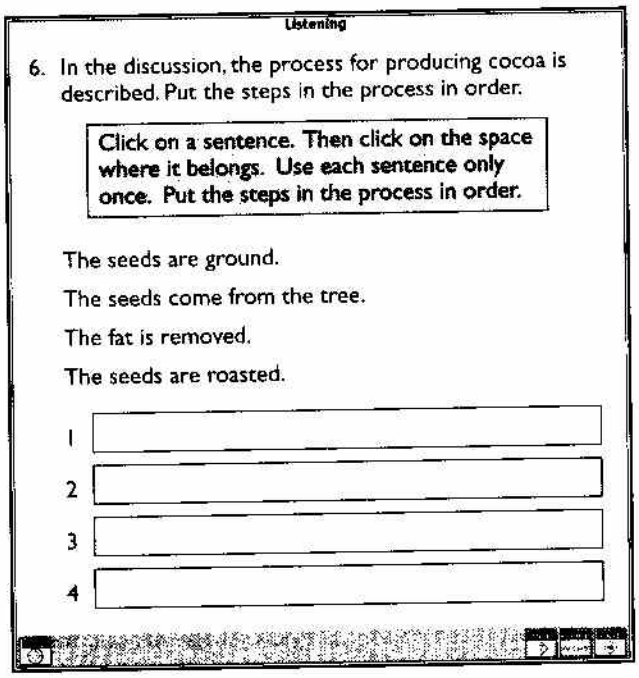
(narrator) *How are each of these described in the discussion?*

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

In the discussion, Taylor states that *chocolate is the product that comes from the seeds of the cacao tree* and that *chocolate has a high fat content, and cocoa is chocolate that has had most of the fat removed.* From this, it can be determined that cacao is a tree, chocolate is a high fat product, and cocoa is a defatted product.

The next question is an *ordering question.* You must click on each of the sentences and then click on the box where it belongs.

You see on the computer screen:



You hear:

(narrator) *In the discussion, the process for producing cocoa is described.*

In the discussion, Taylor states that *to get chocolate, the seeds are first roasted and then ground* and that *cocoa is chocolate that has had most of the fat removed.* From this, it can be determined that first the seeds come from the tree, then the seeds are roasted, next the seeds are ground, and finally the fat is removed.

PROCEDURES FOR THE ACADEMIC DISCUSSIONS
(Computer TOEFL® Test)

1. **Listen carefully to the academic discussion.** You may listen to the discussion one time only.
2. **Use the first visual to help you focus on the context.** The first visual appears on the screen at the beginning of each academic discussion. It shows you how many people are talking and where they are talking. Anywhere from two to five people could be taking part in an academic discussion.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu.com

3. **Focus on the overall meaning of the academic discussion rather than on specific words or expressions.** The questions following an academic discussion generally test your overall comprehension rather than the meaning of a specific word or expression.
4. **Relate the remaining visuals to the academic discussion.** The remaining visuals are related to the portion of the discussion that you hear as you see the visual.
5. **Listen carefully to each question following the academic discussion as you read it on the screen.** Each listening question is both spoken and written on the computer screen.
6. **Understand the ordering of the questions that accompany an academic discussion.** The answers to the questions that accompany a discussion are generally found in order in the discussion. The answer to the first question will generally be found closer to the beginning of the discussion, and the answer to the last question will generally be found closer to the end of the discussion.
7. **Do not panic if you do not understand all of the details of the academic discussion.** You can still answer the questions correctly without understanding each detail of the discussion.
8. **Click on an answer on the computer screen when you have selected an answer.** You may still change your mind at this point and click on a different answer.
9. **Click on Next. Then click on Confirm Answer to record your answer.** After you click on this button, you cannot go back and change your answer.
10. **Be prepared for the next question.** After you click on Confirm Answer, the next question begins automatically.

Next you should move on to the language skills. The following language skills will help you to implement these procedures with the academic discussions on the computer TOEFL test.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

SKILL 29: RECOGNIZE THE ORGANIZATION

As you listen to each academic discussion in Part B of the computer TOEFL test, you should be thinking about the organization of the passage because questions about the organization of the passage quite commonly accompany the academic discussions. The types of questions that test the organization of the passage are *matching* questions and *ordering* questions. Matching questions are used to test your understanding of the organization of a classification passage that discusses the various types or categories of a given topic. Ordering questions are used to test your understanding of the organization of a process or chronological passage that discusses either how something is accomplished or a series of historical events. Look at an example of part of a discussion with a classification organization, followed by a matching question.

Example 1 from the Computer TOEFL® Test

On the computer, you hear:

(narrator) *Listen to a part of a discussion by students taking a geology class. The discussion is on types of rocks.*

(man 1) *For the quiz today, we need to understand what the various types of rocks are.*

(woman) *Yes. The main categories of rocks are igneous, sedimentary, and metamorphic.*

(man 2) *I think I understand igneous rocks. Igneous rocks are rocks that are formed from extremely hot magma. But what are the other two types of rocks?*

(man 1) *Sedimentary rocks consist of older rocks and once-living material; these materials are compounded into rocks with layers, or strata, and become sedimentary rocks.*

(woman) *Now for the third kind of rocks, which are metamorphic rocks. Metamorphic rocks are rocks that were originally igneous or sedimentary but were transformed by intense heat or pressure.*

You think:

This passage *classifies* various types of rocks.

You see the question:

What is the key characteristic of each of these types of rocks?

Click on a phrase. Then click on the empty box in the correct column. Use each phrase only once.

igneous rocks	sedimentary rocks	metamorphic rocks
Formed in layers	Were transformed by heat or pressure	Formed from burning magma

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu

In the discussion, the students state that *igneous rocks... formed from extremely hot magma*, that *sedimentary rocks* are *rocks with layers, or strata*, and that *metamorphic rocks... were transformed by intense heat or pressure*. From this, it can be determined that igneous rocks formed from burning magma, that sedimentary rocks formed in layers, and that metamorphic rocks were transformed by heat or pressure.

Now look at an example of a part of a discussion with a process organization, followed by an ordering question.

Example 2 from the Computer TOEFL® Test

On the computer, you hear:

(narrator) *Listen to a part of a discussion in a physics class. The class is discussing how the space shuttle is propelled into orbit.*

(instructor) *Today, we'll be talking about the space shuttle and how it is propelled into orbit. First of all, can you tell me where the shuttle gets its power? Jack?*

(Jack) *The shuttle has three sources of power. It has its main engines, of course, and it also has smaller engines in the shuttle and boosters attached to it.*

(instructor) *And how does the shuttle actually get into orbit? Can you explain the process, Cathy?*

(Cathy) *First, the main engines and the boosters work together to lift the shuttle off the ground.*

(instructor) *Then, what happens to the boosters?*

(Cathy) *The boosters separate from the shuttle and parachute back to Earth.*

(instructor) *Now, Greg, after the shuttle has lifted off the ground, how does it get into orbit?*

(Greg) *After the boosters have dropped off, the main engines power the shuttle until it is almost at orbital velocity.*

(instructor) *Then how does the shuttle actually get into orbit?*

(Greg) *That's when the smaller engines kick in and push the shuttle into orbit.*

You think:

This passage explains the *process* by which the shuttle is propelled into space.

You see the question:

The process by which the shuttle is propelled into space is explained in the discussion. Put the steps in the process in order.

Click on a sentence. Then click on the space where it belongs. Use each sentence one time only.

The main engines put the shuttle almost into orbit.

The main engines and boosters lift the shuttle.

The smaller engines push the shuttle into orbit.

The boosters separate and parachute to Earth.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

1 _____

2 _____

3 _____

4 _____

In the discussion, the students state that *first, the main engines and the boosters work together to lift the shuttle off the ground,* that *the boosters separate from the shuttle and parachute back to Earth,* that *the main engines power the shuttle until it is almost at orbital velocity,* and that *the smaller engines...push the shuttle into orbit.* From this, it can be determined that first the main engines and boosters lift the shuttle, next the boosters separate and parachute to Earth, then the main engines put the shuttle almost into orbit, and finally the smaller engines push the shuttle into orbit.

Now look at an example of a part of a lecture with both classification and chronological organization, followed by both a matching question and an ordering question.

Example 3 from the Computer TOEFL® Test

On the computer, you hear:

(narrator) *Listen to a part of a discussion by a group of students taking a music class. The discussion is on early periods of music.*

(woman 1) *There are four periods of music that we need to be familiar with. The first period was the Medieval period, from 1100 to 1300. The Medieval period was the period when organized instrumental music began.*

(man) *And after the Medieval period was the Renaissance period, which was the age of polyphonic church music. This period lasted for 300 years.*

(woman 2) *So the Renaissance period lasted from 1300 to 1600. Then which period was next?*

(woman 1) *After the Renaissance period there was the Baroque period from 1600 to 1750, followed by the Classical period from 1750 to 1850.*

(man) *And what type of music was featured in each of these periods?*

(woman 1) *The Baroque period featured the beginnings of opera and oratorio.*

(woman 2) *And the Classical period was the age of symphonies and concertos.*

You think:

This passage presents types or *classifications* of music in *chronological order.*

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudohoc.com

You see the question:

The students discuss a number of periods of music. Put the periods of music into the order in which they occurred.

Click on a phrase. Then click on the space where it belongs. Use each phrase one time only.

Baroque period
Renaissance period
Classical period
Medieval period

1 [ ]
2 [ ]
3 [ ]
4 [ ]

In the discussion, the students mention *the Medieval period, from 1100 to 1300, the Renaissance period, which... lasted from 1300 to 1600, the Baroque period from 1600 to 1750,* and *the Classical period from 1750 to 1850.* From this, it can be determined that first there was the Medieval period, then the Renaissance period, next the Baroque period, and finally the Classical period.

You see the question:

Match the period of music to the type of music that was featured during that period.

Click on a phrase. Then click on the empty box in the correct column. Use each phrase only once.

Renaissance period	**Baroque period**	**Classical period**
Symphonies	Church music	Opera

In the discussion, the students mention *the Renaissance period, which was the age of polyphonic church music,* and state that *the Baroque period featured the beginnings of opera* and that *the Classical period was the age of symphonies.* From this, it can be determined that the Renaissance period featured church music, the Baroque period featured opera, and the Classical period featured symphonies.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

EXERCISE 29: Listen to each academic discussion, and try to determine how the information in the passage is organized.

1. a. What type of organization is used in the first passage?
   - ◯ classification
   - ◯ ordering (process or chronology)
   - ◯ both classification and ordering

   b. What are the main points in the organization?

   _____

   _____

   _____

2. a. What type of organization is used in the second passage?
   - ◯ classification
   - ◯ ordering (process or chronology)
   - ◯ both classification and ordering

   b. What are the main points in the organization?

   _____

   _____

   _____

3. a. What type of organization is used in the third passage?
   - ◯ classification
   - ◯ ordering (process or chronology)
   - ◯ both classification and ordering

   b. What are the main points in the organization?

   _____

   _____

   _____

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu.info

TOEFL EXERCISE 29: Listen to each passage, and answer the questions that accompany it.

Questions 1–2

Listen to a discussion by a group of students taking a meteorology class. The discussion is on the formation of hail.

1. In the discussion, the students explain the initial stages in the formation of a hailstone from a drop of water. Summarize the process by putting the steps in order.

   Click on a sentence. Then click on the space where it belongs. Use each sentence one time only.

   It picks up water.
   It falls within the cloud.
   It rises within a cloud.
   It freezes for the first time.

   1 _____
   2 _____
   3 _____
   4 _____

2. In the discussion, the students explain how a hailstone hits the earth. Summarize the process by putting the steps in order.

   Click on a sentence. Then click on the space where it belongs. Use each sentence one time only.

   It becomes too heavy.
   It falls to the ground.
   It rises and falls repeatedly in the cloud.
   It adds new layers of ice.

   1 _____
   2 _____
   3 _____
   4 _____

For more materials and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

Questions 3–5

Listen to a discussion in a physiology class. The discussion is on types of fractures.

3. How many breaks in the bone are there in each of these fractures?

Click on a phrase. Then click on the empty box in the correct column. Use each phrase only once.

double fracture	multiple fracture	single fracture
One break	Two breaks	Numerous breaks

4. How is each of these fractures described?

Click on a phrase. Then click on the empty box in the correct column. Use each phrase only once.

compound fracture	simple fracture	greenstick fracture
Complete fracture with no broken skin	Partial fracture	Complete fracture with broken skin

5. How serious is each of these fractures?

Click on a phrase. Then click on the empty box in the correct column. Use each phrase only once.

simple fracture	compound fracture	greenstick fracture
Less serious	Serious	More serious

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudhoc.com

Questions 6–7

Listen to a discussion by a group of students taking a law class. The students are discussing Clarence Darrow.

6. With what event was each of the defendants associated?

Click on a name. Then click on the empty box in the correct column. Use each expression only once.

John Scopes	Loeb and Leopold	Eugene Debs
Pullman strike	Evolution in the classroom	Murder trial

7. A historical series of events in the life of Clarence Darrow is presented in the discussion. Put the events in the correct chronological order.

Click on a sentence. Then click on the space where it belongs. Use each sentence one time only.

He arbitrated a coal strike.
He defended the murderers of a teenager.
He took part in the Monkey Trial.
He defended the railway union president.

1 _____
2 _____
3 _____
4 _____

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

SKILL 30: LISTEN FOR DIRECT AND INDIRECT DETAILS

As you listen to each academic discussion in Part B of the computer TOEFL test, you should focus on the details from the passage and indirect information that can be inferred from these details because questions about direct and indirect details quite commonly accompany the academic discussions. Multiple-choice questions are used to test direct and indirect details, and these multiple-choice questions may have one correct answer or two correct answers. Look at an example of a part of an academic discussion, followed by a multiple-choice question about a direct detail. This question has one correct answer.

Example from the Computer TOEFL® Test

On the computer, you hear:

(narrator) *Listen to a part of a discussion by a group of students taking an astronomy class. The discussion is on our galaxy.*

(man 1) *...And how large is our galaxy, do you know?*
(woman) *I believe the text said that our galaxy has a radius of 35,000 light years.*
(man 2) *Then that would be a diameter of 70,000 light years.*
(man 1) *And where is our sun positioned in the galaxy?*
(woman) *Our sun is orbiting at an average distance of 29,000 light years from the center of the galaxy...*

You think:

This passage gives *direct and indirect details* about our sun and our galaxy.

You see the question and the answers:

How wide is our galaxy?

- ◯ 29,700 light years
- ◯ 35,000 light years
- ◯ 54,400 light years
- ◯ 70,000 light years

In the discussion, the speakers state that *our galaxy has a radius of 35,000 light years,* which is *a diameter of 70,000 light years.* This means that our galaxy is *70,000 light years* wide, so the last answer is the best answer to this question.

Now look at an example of a multiple-choice question about a direct detail. This question has two correct answers.

You see the question:

What is stated about our sun?

Click on 2 answers.

- ☐ It orbits around the center of the galaxy.
- ☐ It has a diameter of 35,000 light years.
- ☐ It is just under 30,000 light years from the center of the galaxy.
- ☐ It has a radius of 29,000 light years.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu.com

In the discussion, the woman states that *our sun is orbiting at an average distance of 29,000 light years from the center of the galaxy.* This means that our sun *orbits around the center of the galaxy* and that it *is just under 30,000 light years from the center.* The first and third answers are therefore the best answers to this question.

Now look at an example of a multiple-choice question about an indirect detail. This question has one correct answer.

> You see the question:
>
> What can be inferred about our sun?
>
> ◯ It is close to the center of our galaxy.
> ◯ It moves erratically throughout the galaxy.
> ◯ It is almost as large as our galaxy.
> ◯ It is in the outer portion of our galaxy.

In the discussion, the speakers state that *our galaxy has a radius of 35,000 light years* and that *our sun is orbiting at an average distance of 29,000 light years from the center.* From this, it can be inferred that our sun *is in the outer portion of our galaxy.* The last answer is therefore the best answer to this question.

EXERCISE 30: Listen to each academic discussion, and try to focus on the direct and indirect details in the passage.

1. What are some of the **direct details** in the first passage?

   a. About when the performance is: _____

   b. About the characters they are playing: _____

   c. About the scene they are performing: _____

   What are some of the **indirect details** that can be inferred from the passage?

   d. About how familiar they are with their lines: _____

   e. About what they will do next: _____

2. What are some of the **direct details** in the second passage?

   a. About how iron pyrite is like gold: _____

   b. About the composition of iron pyrite: _____

   c. About the reaction of iron pyrite to heat: _____

   d. About the derivation of the word *pyrite*: _____

   What are some of the **indirect details** that can be inferred from the passage?

   e. About the people who mistook iron pyrite for gold: _____

   f. About the reaction of gold to heat: _____

   g. About the use of gold to create fires: _____

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

3. What are some of the **direct details** in the third passage?

   a. About who named California: _____

   b. About where the name California first appeared: _____

   c. About what the fictional California was like: _____

   d. About the inhabitants of the fictional California: _____

   What are some of the **indirect details** that can be inferred from the passage?

   e. About when California was named: _____

   f. About the real land of California: _____

TOEFL EXERCISE 30: Listen to each passage, and answer the questions that accompany it.

Questions 1–5

Listen to a discussion by some students who are taking a drama class. They are discussing their class project on the play *Our Town*.

1. When is the students' performance?
   - ◯ In three days
   - ◯ In ten days
   - ◯ In a few weeks
   - ◯ In three months

2. Which of these is not a character in the scene?
   - ◯ Emily
   - ◯ George
   - ◯ Thornton Wilder
   - ◯ The Stage Manager

3. It is most likely that the students are how familiar with their lines?
   - ◯ They haven't even looked at their lines.
   - ◯ They have read over their lines.
   - ◯ They have each memorized their own lines.
   - ◯ They have each memorized everyone's lines.

4. What is stated about the scene?

   Click on 2 answers.

   - ☐ It takes place before a wedding.
   - ☐ It takes place during a wedding.
   - ☐ George and Emily are getting married.
   - ☐ George and Emily are wedding guests.

5. What are the students probably going to discuss next?

   Click on 2 answers.

   - ☐ Other plays
   - ☐ Costumes
   - ☐ Characters
   - ☐ Props

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu

Questions 6–12

Listen to a discussion about a geology class. The students are discussing iron pyrite.

6. In what way is iron pyrite similar to gold?
   - ◯ In color
   - ◯ In shape
   - ◯ In composition
   - ◯ In reaction to heat

7. It is implied in the discussion that what type of people thought iron pyrite was gold?
   - ◯ Adventurous people
   - ◯ Foolish people
   - ◯ Wealthy people
   - ◯ Practical people

8. What is iron pyrite composed of?

   Click on 2 answers.

   - ☐ Gold
   - ☐ Sulfur
   - ☐ Pyrite
   - ☐ Iron

9. How does iron pyrite react to heat?

   Click on 2 answers.

   - ☐ It creates smoke.
   - ☐ It emits a bad smell.
   - ☐ It becomes golden.
   - ☐ It develops a shine.

10. How does gold most likely react to heat?
    - ◯ It develops a cubical shape.
    - ◯ It smokes and smells.
    - ◯ It does not have a strong reaction.
    - ◯ It turns into iron pyrite.

11. Where did the word *pyrite* come from?
    - ◯ From a Latin word meaning "gold."
    - ◯ From a Latin word meaning "far."
    - ◯ From a Greek word meaning "iron."
    - ◯ From a Greek word meaning "fire."

12. What can be inferred from the discussion about gold in ancient cultures?
    - ◯ It was not mined.
    - ◯ It was not used to start fires.
    - ◯ It was valued less than iron pyrite.
    - ◯ It was called fool's gold.

Questions 13–18

Listen to a discussion in a history class. The discussion is on the history behind the name *California*.

13. Who gave the area of North America known as California its name?
    - ◯ An explorer
    - ◯ An Amazon
    - ◯ A knight
    - ◯ The son of a knight

14. In which of these years was the area of North America known as California most likely given its name?
    - ◯ In 1435
    - ◯ In 1535
    - ◯ In 1635
    - ◯ In 1735

15. How was the name *California* first used?
    - ◯ As the name of a fictional place
    - ◯ As the name of an Amazon tribe
    - ◯ As the name of an explorer's ship
    - ◯ As the name of a knight's son

16. What was the fictional California like?

    Click on 2 answers.

    - ☐ It was in the Americas.
    - ☐ It was an island.
    - ☐ It was full of explorers.
    - ☐ It had lots of gold.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

17. What is not stated in the discussion about the inhabitants of the fictional California?
    - ◯ They were women.
    - ◯ They were Amazons.
    - ◯ They were warriors.
    - ◯ They were explorers.

18. What can be inferred about the California that Cortes visited?

    Click on 2 answers.

    - ☐ It did not have Amazons.
    - ☐ It did not have any gold.
    - ☐ It was not an island.
    - ☐ It did not have any inhabitants.

SKILL 31: VISUALIZE THE PASSAGE

As you listen to each academic discussion in Part B of the computer TOEFL test, you should try to visualize what you hear in the passage because visual questions about what is being described in the passage quite commonly accompany the academic discussions. There are two types of visual questions that may accompany an academic discussion. One type of visual question shows you four drawings and asks you to click on the one drawing of the four that answers a question. The other type of visual question shows you one drawing with four letters on it and asks you to click on the one letter of the four that answers a question. Look at an example of a part of a discussion and a visual question with four drawings.

Example 1 from the Computer TOEFL® Test

On the computer, you hear:

(narrator) *Listen to a part of a discussion in a botany class. The discussion is on a type of flower called a calendula.*

(man) *The next type of flower that we need to discuss is the calendula.*

(woman) *The calendula? I've never heard of that. What does it look like?*

(man) *It's a very common kind of garden flower in the United States; you've probably seen lots of them. The calendula has yellow or orange petals, and the petals grow in six to ten concentric circles around its center.*

You think:

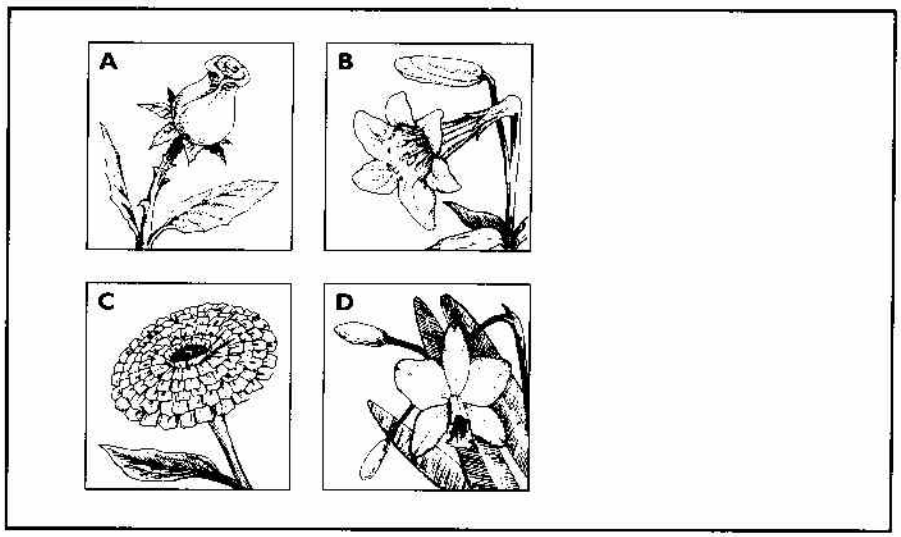
This passage describes something that I should try to *visualize.*

You see the question:

Which of the following flowers is most likely a calendula?

Click on a drawing.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudulhoc.com



In the discussion, the man states that *the calendula has yellow or orange petals, and the petals grow in six to ten concentric circles around its center.* Answer C, with petals in concentric circles around the center, is therefore the best answer to this question.

Now look at an example of a part of a discussion and a visual question with one drawing and four letters.

Example 2 from the Computer TOEFL® Test

On the computer, you hear:

(narrator) *Listen to a part of a discussion in a phonology class. The discussion is about how the English /t/ sound is produced.*

(instructor) *The next sound we'll talk about is the /t/ sound. What type of sound is the /t/ sound? Hannah?*

(Hannah) *The /t/ sound is an alveolar sound. This means that the /t/ sound is formed when the tip of the tongue is placed against the alveolar ridge and then is suddenly removed.*

(instructor) *And where is the alveolar ridge?*

(Hannah) *The alveolar ridge is the ridge in the mouth just behind the top front teeth.*

(instructor) *That's exactly right. If you practice forming a /t/ sound, you can feel the tip of your tongue against the alveolar ridge....*

You think:

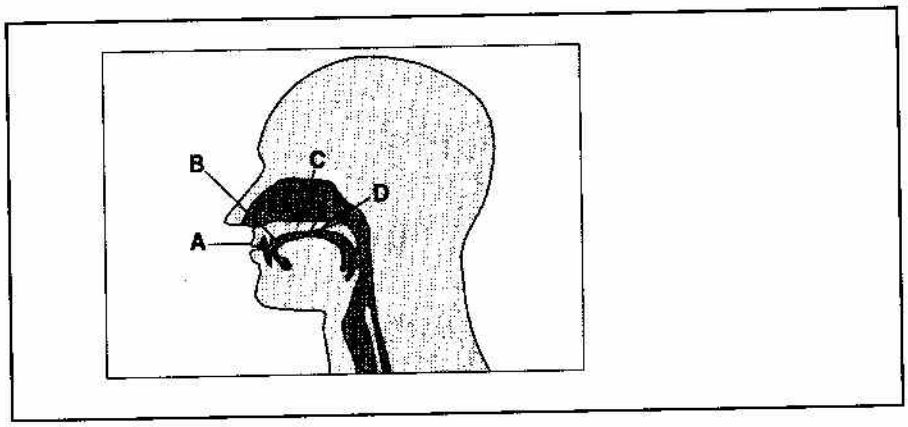
This passage has something that I should try to *visualize.*

You see the question:

Where is the alveolar ridge?

Click on a letter.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org



In the discussion, Hannah states that *the alveolar ridge is the ridge in the mouth just behind the top front teeth.* Answer B, on the ridge behind the top front teeth, is the alveolar ridge and is therefore the best answer to this question.

EXERCISE 31: Listen to each academic discussion, and try to visualize the information in the passage.

1. How do you visualize the two theories about the behavior of storms?

   a. Redfield's theory

   b. Espy's theory

2. How do you visualize an opossum?

   a. A mother with a very young baby

   b. A mother with an older child

   c. An adult in a defensive position

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu

3. How do you visualize Chimney Rock?

a. Its actual shape

b. Its location in relation to the Platte River

c. Its location in relation to the Rocky Mountains

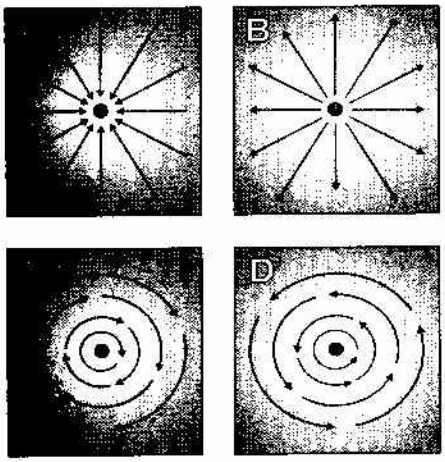
TOEFL EXERCISE 31: Listen to each passage, and answer the questions that accompany it.

Questions 1–3

Listen to a discussion by a group of students in a meteorology class. The discussion is on theories about the behavior of storms.

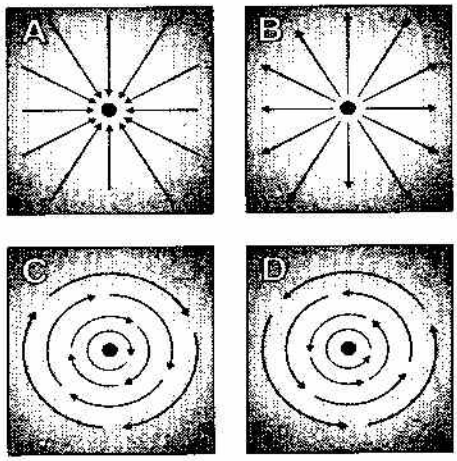
1. How did Redfield believe that the winds in storms behave?

Click on a drawing.



2. How did Espy believe that the winds in storms behave?

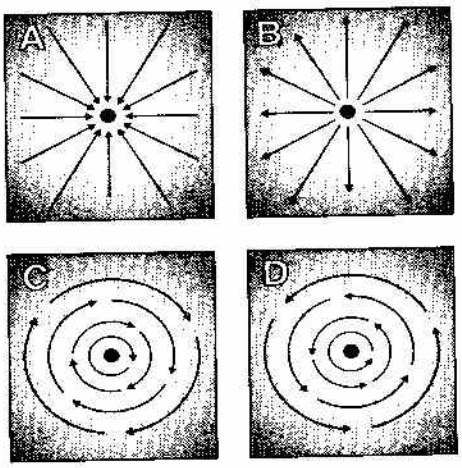
Click on a drawing.



For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

3. Which of these diagrams most closely represents what winds actually do during a storm?

Click on a drawing.

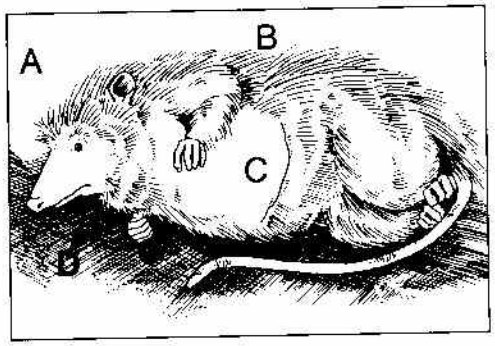


Questions 4–6

Listen to a group of students discussing information from a zoology class. The discussion is on the opossum.

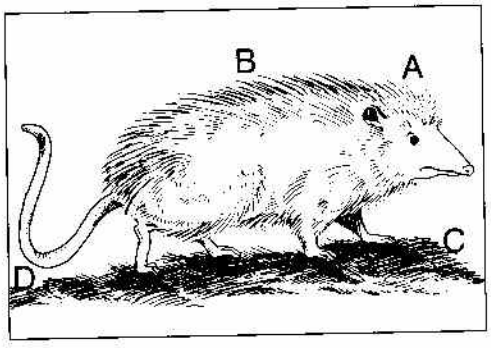
4. Where would a one-month-old baby opossum most likely be found?

Click on a letter.



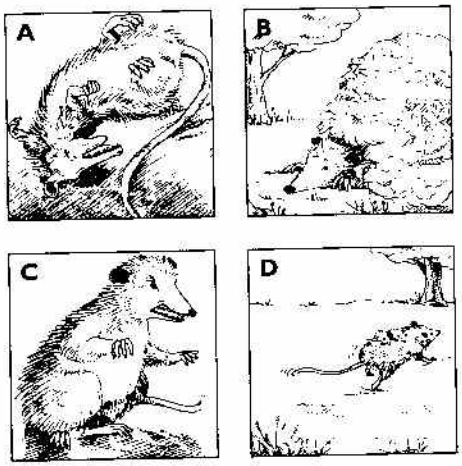
5. Where would a three-month-old opossum most likely be while its mother is walking around?

Click on a letter.



6. What does an opossum do when it is threatened?

Click on a drawing.



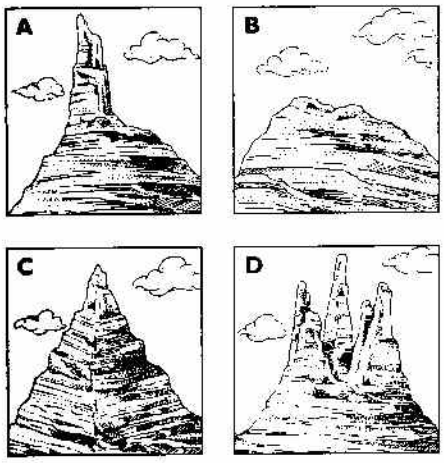
For more material and information, please visit Tai Lieu Du Hoc at www.tailieudulhoc.org

Questions 7–9

Listen to a discussion from an American history class. The discussion is on Chimney Rock.

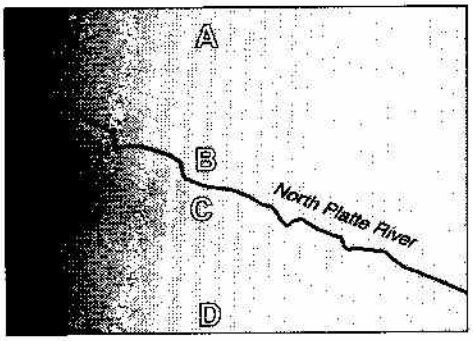
7. Which of these most closely resembles Chimney Rock?

Click on a drawing.



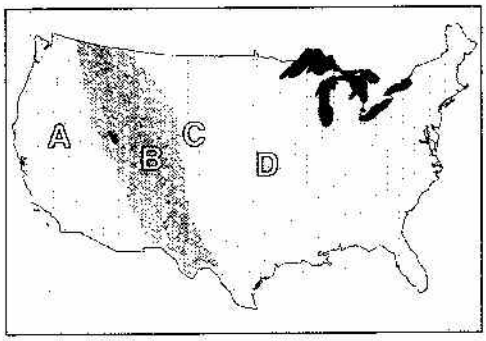
8. Where is Chimney Rock located in relation to the Platte River?

Click on a letter.



9. Where is Chimney Rock in relation to the Great Plains and the Rocky Mountains?

Click on a letter.

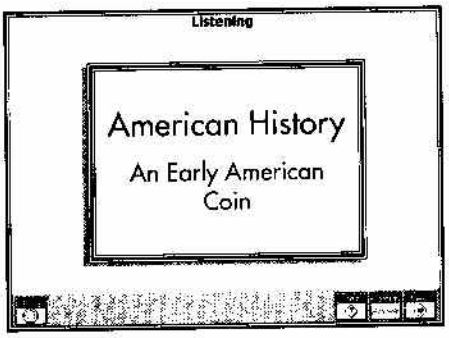


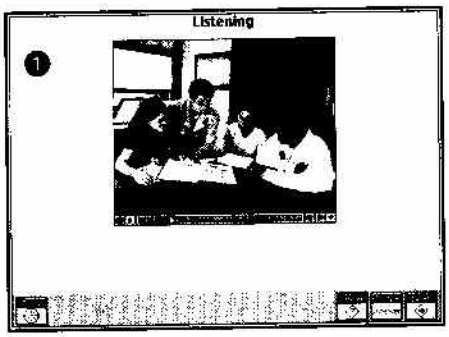
For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

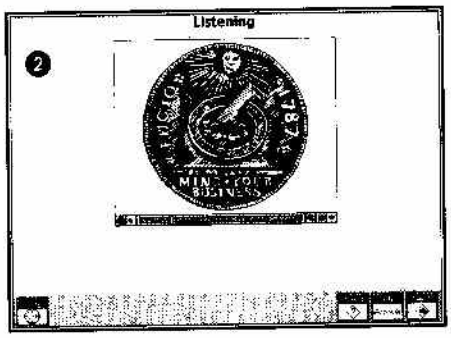
TOEFL REVIEW EXERCISE (Skills 29–31)

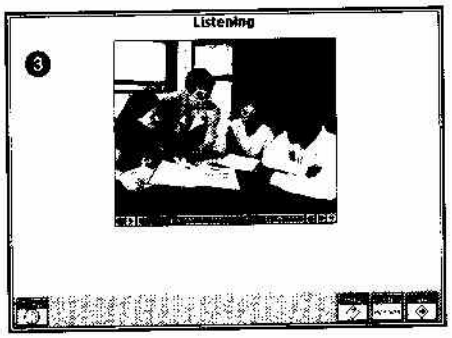
Questions 1–5

Listen to a discussion in an American history class. The discussion is about an early American coin.









For more material and information, please visit Tai Lieu Du Hoc at www.

1. By what two names is this coin known?

Click on 2 answers.

- ☐ The "I Fly" coin
- ☐ The Fugio coin
- ☐ The "Mind Your Business" coin
- ☐ The Franklin coin

2. When was this coin first issued?

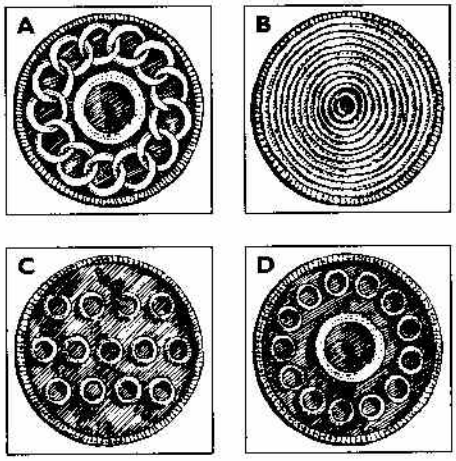
- ◯ In the 16th century
- ◯ In the 17th century
- ◯ In the 18th century
- ◯ In the 19th century

3. For which part of the coin was Franklin given credit?

Click on a letter.

4. What do the circles on the back of the coin look like?

Click on a drawing.



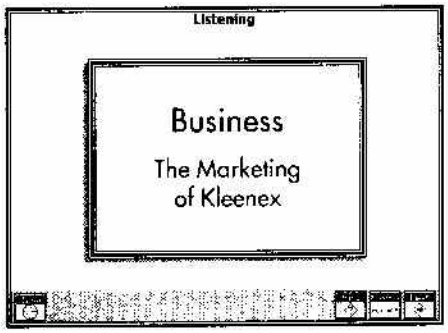
5. What words are on the back of the coin?

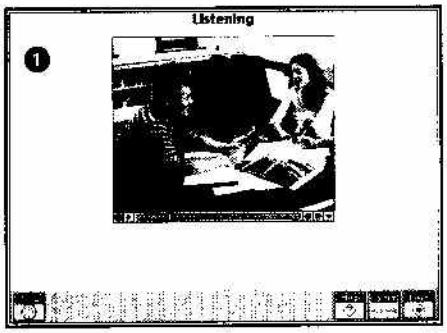
- ◯ Fugio
- ◯ Mind your business
- ◯ The 13 colonies
- ◯ We are one

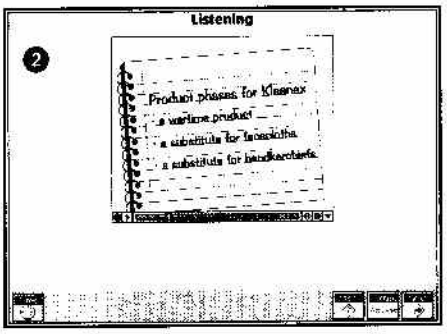
For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

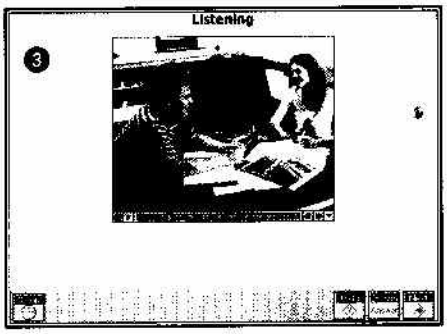
Questions 6–10

Listen to a group of students discussing a presentation for a business class. The discussion is on the marketing of Kleenex.









For more material and information, please visit Tai Lieu Du Hoc at www.tailieudulhoc.org

6. What are the students doing?
   - ☐ Reviewing class lecture notes
   - ☐ Preparing for a presentation
   - ☐ Writing a paper
   - ☐ Preparing for an exam

7. Match the use of the product to the period of time when that use predominated.

   Click on a word or phrase. Then click on the empty box in the correct column. Use each word or phrase one time only.

facecloth	handkerchief	gas mask
Before 1920	In the 1920s	In the 1930s

8. What was the situation at Kimberly-Clark at the end of World War I?

   Click on 2 answers.

   - ☐ It had a large surplus of its product.
   - ☐ It needed to develop a new product.
   - ☐ It no longer needed to market its product.
   - ☐ It needed to begin marketing its product.

9. How did Kimberly-Clark learn that its product had a use as a handkerchief?
   - ☐ From customer letters
   - ☐ From research scientists
   - ☐ From marketing experts
   - ☐ From famous actresses

10. Match the use of the product to the marketing strategy associated with that use.

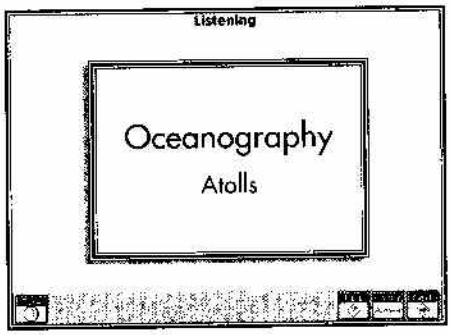
    Click on a word. Then click on the empty box in the correct column. Use each word one time only.

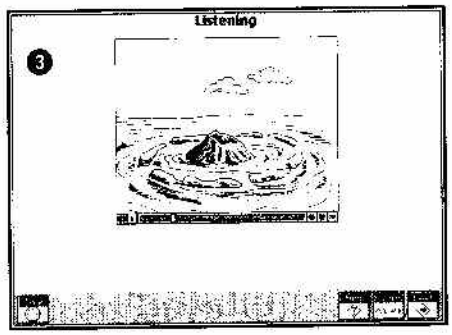
bandages	facecloths	handkerchiefs
Famous actresses	No marketing	Consumer testing

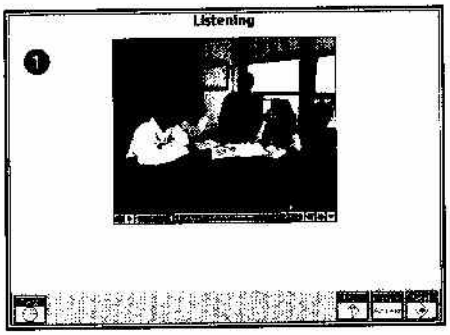
For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

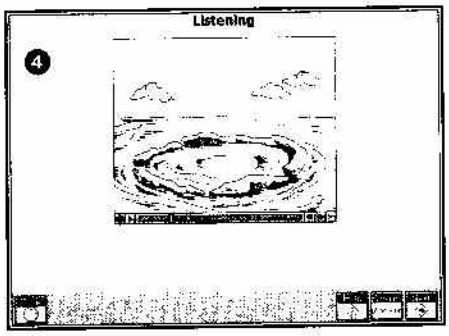
Questions 11–15

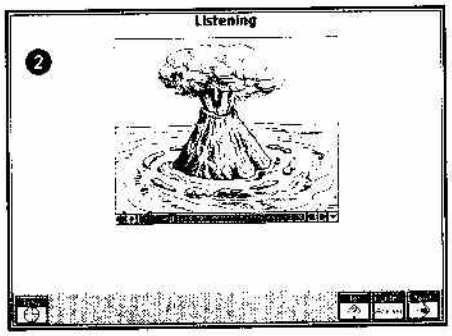
Listen to a discussion by a group of students in an oceanography class. The discussion is on atolls.

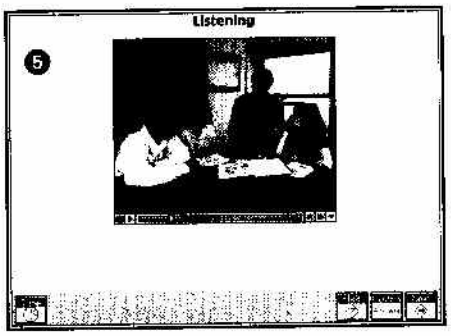












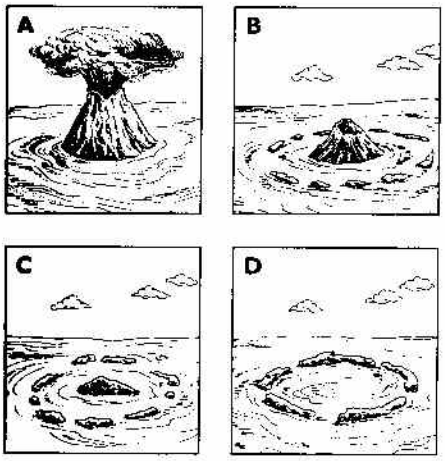
For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu

11. What is an atoll made of?

- ◯ A combination of coral and algae
- ◯ A combination of algae and volcanic ash
- ◯ Only of algae
- ◯ Only of coral

12. Which of these is an atoll?

Click on a drawing.



13. Where do atolls tend to grow?

Click 2 answers.

- ☐ In tropical areas
- ☐ In arctic areas
- ☐ In warm water
- ☐ In cool water

14. In the discussion, the process of the formation of atolls is discussed. Summarize the process by putting the steps in order.

Click on a sentence. Then click on the space where it belongs. Use each sentence one time only.

Coral begins to grow.

A volcanic island forms.

The volcano disappears underwater.

The volcano erodes.

1 [ ]

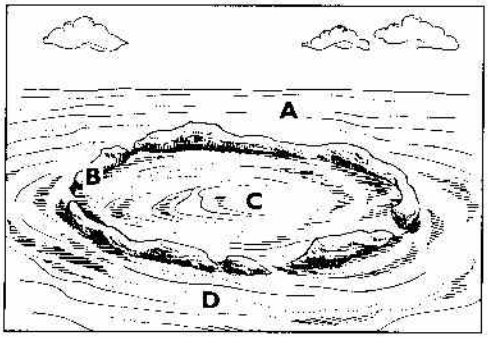
2 [ ]

3 [ ]

4 [ ]

15. Where is the lagoon?

Click on a letter.



For more information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

ACADEMIC LECTURES

(COMPUTER TOEFL® TEST)

Academic lectures appear in Part B of the Listening section of the computer TOEFL test. For each of the academic lectures in this part of the test, you will see a series of context-setting and content visuals as you listen to a 120–150 second lecture by a university professor. After you see the visuals and listen to the lecture, you will hear a series of questions as you see each question and its answer choices on the computer screen. You must click on the best answer choice to each question on the computer screen.

A variety of types of questions are possible in this part of the test. Some of these types of questions may follow a lecture:

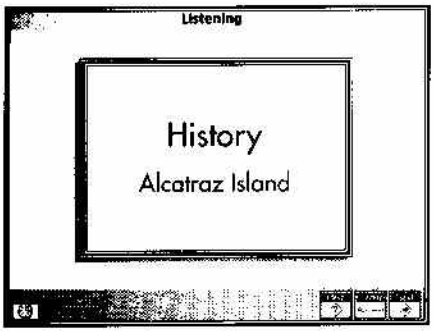
1. **Multiple-Choice Questions with One Correct Answer** ask you to select the best answer from four choices, based upon the information given in the passage. A multiple-choice question with one correct answer may ask about the main idea or a directly or an indirectly answered detail from the passage.
2. **Multiple-Choice Questions with Two Correct Answers** ask you to select the two correct answers from four choices, based upon the information given in the passage. A multiple-choice question with two correct answers may ask about directly or indirectly answered details from the passage.
3. **Graphic Questions with Four Letters** ask you to click on one of four letters on a graphic that answers a question. A graphic question with four letters may ask about a directly or an indirectly answered detail from the passage.
4. **Questions with Four Graphics** ask you to click on one of four graphics that answers a question. A question with four graphics may ask about a directly or an indirectly answered detail from the passage.
5. **Matching Questions** ask you to match three categories of information from the passage with details from each of the categories. A matching question generally asks about the organization of ideas in the passage.
6. **Ordering Questions** ask you to put four pieces of information in the correct procedural or chronological order. An ordering question generally asks about the overall organization of ideas in the passage.

The following example of an academic lecture shows each of these types of questions. (On the actual computer TOEFL test, you will probably not see all of these types of questions accompanying one academic lecture.)

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu

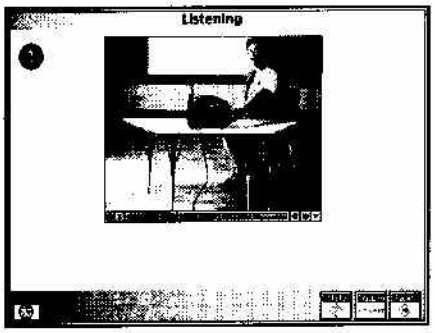
Example from the Computer TOEFL® Test

You see on the computer screen:

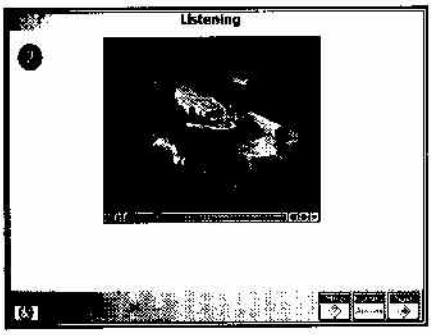


You hear:

Listen to a lecture in a history class. The professor is talking about the history of Alcatraz Island.

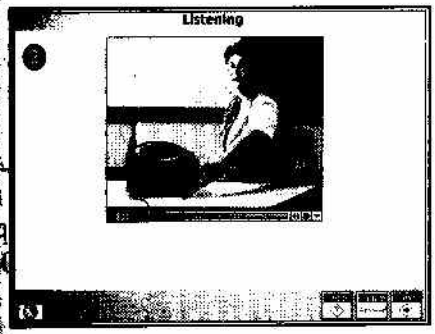


❶ *Alcatraz is a large, rocky island in San Francisco Bay. It was named in 1775 by a Spanish explorer who first saw the rocky island when it was covered with pelicans. He named the island after the pelicans — the word* Alcatraz *is actually a derivation of the Spanish word for pelican.*



❷ *You can see Alcatraz Island in this photo. The island was acquired by the United States in 1848, when it was turned over to the military. It was first made into a fort to protect San Francisco because of its location due north of San Francisco just inside the entrance to San Francisco Bay. It was later turned into a military prison, and it remained part of the military system until 1934, when it was changed into a federal prison.*

Alcatraz served as a federal prison for twenty-nine years from 1934 until the prison was closed in 1963. During the time that it served as a federal prison, a number of famous prisoners served time there, including Al Capone, Machine Gun Kelly, and Robert Stroud, who was better known as the Birdman of Alcatraz because of the studies he conducted there on birds.

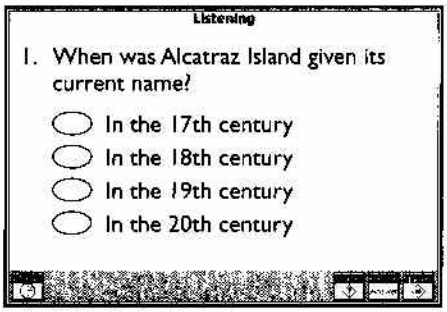


❸ *In 1963, the prison at Alcatraz was shut down, and, for the next nine years, the entire island was closed off and no one was allowed to go there. Then, in 1972, Alcatraz became part of the National Park system, and today the island is open to anyone who wishes to venture out there.*

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

After the lecture is complete, the first question and answer choices appear on the computer screen as the narrator states the question. This question is a *multiple-choice question with one correct answer* that asks about a period of time.

You see on the computer screen:



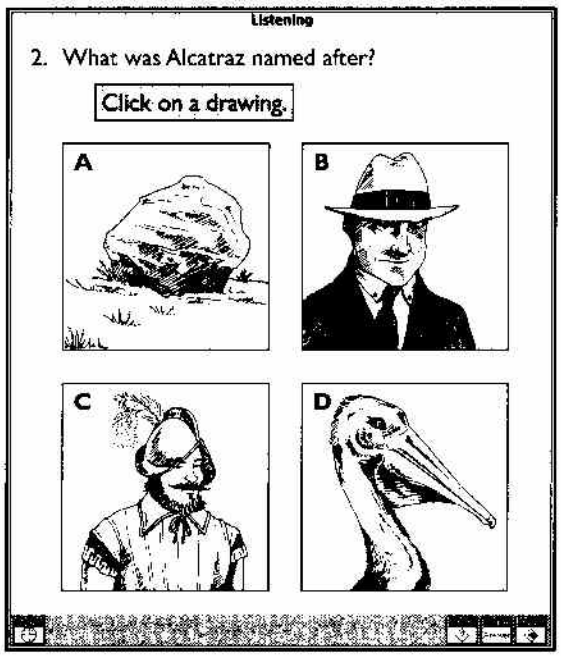
You hear:

(narrator) *When was Alcatraz Island given its current name?*

In the lecture, the professor states that Alcatraz *was named in 1775 by a Spanish explorer.* This means that the Spanish explorer named the island Alcatraz in the eighteenth century. The second answer is the correct answer, so you should click on this answer.

The next question is a *question with four graphics.* You must click on the graphic that answers the question.

You see on the computer screen:



You hear:

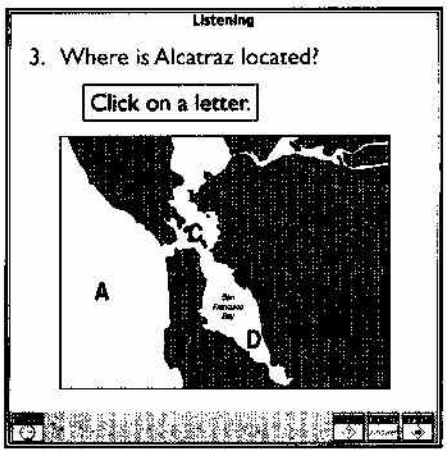
(narrator) *What was Alcatraz named after?*

In the lecture, the professor states that *he named the island after the pelicans.* Drawing D, a pelican, is therefore the best answer to this question, so you should click on Drawing D to answer the question.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu

The next question is a *graphic question with four letters.* You must click on the letter on the graphic that answers the question.

You see on the computer screen:



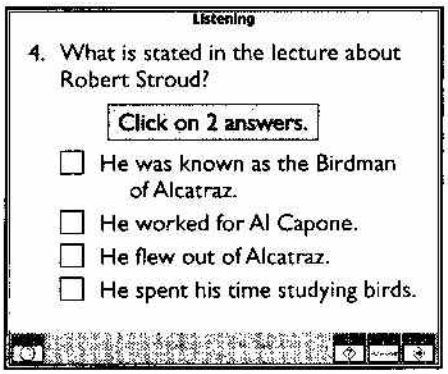
You hear:

(narrator) *Where is Alcatraz located?*

In the lecture, the professor mentions *its location due north of San Francisco just inside the entrance to San Francisco Bay.* Answer C, which is due north of San Francisco and just inside the entrance to the bay, is therefore the best answer to this question.

The next question is a *multiple-choice question with two correct answers.* You must choose the two answers that are correct.

You see on the computer screen:



You hear:

(narrator) *What is stated in the lecture about Robert Stroud?*

In the lecture, the professor mentions *Robert Stroud, who was better known as the Birdman of Alcatraz because of the studies he conducted there on birds.* This means that Robert Stroud *was known as the Birdman of Alcatraz* and that he *spent his time studying birds.* The first and last answers are therefore the best answers to this question, so you should click on the first and last answers to this question.

The next question is a *matching question.* You must click on each of the phrases and then click on the box where it belongs.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

You see on the computer screen:

Listening

5. How long did Alcatraz fulfill each of these functions?

Click on an phrase. Then click on the empty box in the correct column. Use each phrase only once.

9 years	29 years	86 years
Belonged to the military	Was a federal prison	Was closed to everyone

You hear:

(narrator) *How long did Alcatraz fulfill each of these functions?*

In the lecture, the professor states that *the island was acquired by the United States in 1848, when it was turned over to the military* and that *it remained part of the military system until 1934.* The professor also states that *Alcatraz served as a federal prison for twenty-nine years* and that *for the next nine years, the entire island was closed off and no one was allowed to go there.* From this, it can be determined that Alcatraz belonged to the military for 86 years, that it was a federal prison for 29 years, and that it was closed to everyone for 9 years. You should click on each period of time and then click on the box where it belongs to answer this question.

The next question is an *ordering question.* You must click on each of the phrases and then click on the box where it belongs.

You see on the computer screen:

Listening

6. Put these people in the order in which they most likely arrived at Alcatraz.

Click on a phrase. Then click on the space where it belongs. Use each phrase only once.

A tourist
A federal prisoner
A Spanish explorer
A military prisoner

1
2
3
4

You hear:

(narrator) *Put these people in the order in which they most likely arrived at Alcatraz.*

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudulhoc.org

In the lecture, the professor mentions the following: *1775* and *a Spanish explorer; 1848, when it was turned over to the military; a federal prison...from 1934 until...1963;* and *1972* and *the National Park system.* From this, it can be determined that the most likely order that these people arrived at Alcatraz was first a Spanish explorer, then a military prisoner, next a federal prisoner, and finally a tourist.

PROCEDURES FOR THE ACADEMIC LECTURES
(Computer TOEFL® Test)

1. **Listen carefully to the academic lecture.** You may listen to the lecture one time only.
2. **Use the first visual to help you focus on the context.** The first visual appears on the screen at the beginning of each academic lecture. It shows you that a professor is giving a lecture in an academic lecture hall.
3. **Focus on the overall meaning of the academic lecture rather than on specific words or expressions.** The questions following an academic lecture generally test your overall comprehension rather than the meaning of a specific word or expression.
4. **Relate the remaining visuals to the academic lecture.** The remaining visuals are related to the portion of the lecture that you hear as you see the visual.
5. **Listen carefully to each question following the academic lecture as you read it on the screen.** Each listening question is both spoken and written on the computer screen.
6. **Understand the ordering of the questions that accompany an academic lecture.** The answers to the questions that accompany a lecture are generally found in order in the lecture. The answer to the first question will generally be found closer to the beginning of the lecture, and the answer to the last question will generally be found closer to the end of the lecture.
7. **Do not panic if you do not understand all of the details of the academic lecture.** You can still answer the questions correctly without understanding each detail of the lecture.
8. **Click on an answer on the computer screen when you have selected an answer.** You may still change your mind at this point and click on a different answer.
9. **Click on Next. Then click on Confirm Answer to record your answer.** After you click on this button, you cannot go back and change your answer.
10. **Be prepared for the next question.** After you click on Confirm Answer, the next question begins automatically.

Next you should move on to the language skills. The following language skills will help you to implement these procedures with the academic lectures on the computer TOEFL test.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

SKILL 32: RECOGNIZE THE ORGANIZATION

As you listen to each academic lecture in Part B of the computer TOEFL test, you should be thinking about the organization of the passage because questions about the organization of the passage quite commonly accompany the academic lectures. The types of questions that test the organization of the passage are *matching* questions and *ordering* questions. Matching questions are used to test your understanding of the organization of a classification passage that discusses the various types or categories of a given topic. Ordering questions are used to test your understanding of the organization of a process or chronological passage that discusses either how something is accomplished or a series of historical events. Look at an example of a part of a lecture with a classification organization, followed by a matching question.

Example 1 from the Computer TOEFL® Test

On the computer, you hear:

(narrator) *Listen to a part of a lecture in a health class. The professor is talking about burns.*

(professor) *Today, I'll be talking about different kinds of burns....*

First degree burns are characterized by some redness to the surface of the skin as well as pain and swelling....

In second degree burns, the upper layers of skin are reddish and damaged, and there is evidence of loss of body fluids....

In third degree burns, the skin is whitish or charred, and there is damage to tissues beneath the skin....

You think:

This passage *classifies* information about various types of burns.

You see the question:

What characterizes each of these types of burns?

Click on a phrase. Then click on the empty box in the correct column. Use each phrase only once.

tissue damage beneath the skin	pain and swelling	damage to upper skin layers
1st degree burn	2nd degree burn	3rd degree burn

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudulhoc.org

In the lecture, the professor states that *first degree burns are characterized by...pain and swelling*, that *in second degree burns, the upper layers of skin are reddish and damaged*, and that *in third degree burns,...there is damage to tissues beneath the skin*. From this, it can be determined that tissue damage beneath the skin occurs in third degree burns, pain and swelling occur in first degree burns, and damage to upper skin layers occurs in second degree burns.

Now look at an example of a part of a lecture with a chronological organization, followed by an ordering question.

Example 2 from the Computer TOEFL® Test

On the computer, you hear:

(narrator) *Listen to a part of a lecture in a class on the history of aviation. The lecture is on early ballooning.*

(professor) *Today, I'll be discussing some major events in the early history of ballooning. The first important event took place in June of 1783, when the Montgolfier brothers of France sent up a large, smoke-filled cloth balloon without any passengers....*

Only a few months later in the same year, French scientist Jean François Pilâtre de Rozier became the first person to go up in a balloon....

Two years later, French balloonist Jean-Pierre Blanchard and American doctor John Jeffries made the first balloon flight across the English Channel....

It was not until 1793 that the first balloon ascent in the United States took place when Jean Pierre Blanchard gave a demonstration in front of a large crowd that included President George Washington....

You think:

This passage presents a series of historical events in *chronological order.*

You see the question:

The professor describes a series of events. Put the events in order.

Click on a phrase. Then click on the space where it belongs. Use each phrase one time only.

The first balloon trip across the English Channel
An unmanned, smoke-filled balloon
The first balloon ascent in the United States
The first manned balloon ascent

1 [ ]
2 [ ]
3 [ ]
4 [ ]

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

In the lecture, the professor mentions the following: *June of 1783* and *a large, smoke-filled cloth balloon without any passengers; only a few months later in the same year* and *the first person to go up in a balloon; two years later* and *the first balloon flight across the English Channel;* and *1793* and *the first balloon ascent in the United States.* From this, it can be determined that first there was an unmanned, smoke-filled balloon, then there was the first manned balloon ascent, next there was the first balloon trip across the English Channel, and finally there was the first balloon ascent in the United States.

Now look at an example of a part of a lecture with both classification and chronological organization, followed by both a matching question and an ordering question.

Example 3 from the Computer TOEFL® Test

On the computer, you hear:

(narrator) *Listen to part of a lecture in a geography class. The lecture is on major rivers of the world.*

(professor) *Today, I'll be talking about the major rivers and river systems of the world. The four longest are the Nile River in Africa, which is 4,145 miles long, the Amazon River in South America, which is 4,007 miles long, the Mississippi River system in North America, which is 3,710 miles long, and the Yangtze River in China, which is 3,436 miles long. . . .*

You think:

This passage *classifies* information about different rivers. It also *orders* the rivers by length.

You see the question:

The professor discusses major rivers of the world. Put these rivers in order, from longest to shortest.

Click on a name. Then click on the space where it belongs. Use each name one time only.

The Mississippi River
The Yangtze River
The Amazon River
The Nile River

1 [ ]
2 [ ]
3 [ ]
4 [ ]

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu

In the lecture, the professor mentions *the Nile River..., which is 4,145 miles long, the Amazon River..., which is 4,007 miles long, the Mississippi River system..., which is 3,710 miles long,* and *the Yangtze River..., which is 3,436 miles long.* From this, it can be determined that the order of the rivers from longest to shortest is the Nile River, the Amazon River, the Mississippi River, and the Yangtze River.

You see the question:

Match each river to its location.

Click on a phrase. Then click on the empty box in the correct column. Use each phrase only once.

Amazon River	Yangtze River	Nile River
China	Africa	South America

In the lecture, the professor mentions *the Nile River in Africa, the Amazon River in South America,* and *the Yangtze River in China.* From this, it can be determined that the Amazon River is in South America, the Yangtze River is in China, and the Nile River is in Africa.

EXERCISE 32: Listen to each academic lecture, and try to determine how the information in the passage is organized.

1. a. What type of organization is used in the first passage?
   - ◯ classification
   - ◯ ordering (process or chronology)
   - ◯ both classification and ordering

   b. What are the main points in the organization?

   _____

   _____

   _____

For more material information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

2. a. What type of organization is used in the second passage?
   - ◯ classification
   - ◯ ordering (process or chronology)
   - ◯ both classification and ordering

   b. What are the main points in the organization?

   _____

   _____

   _____

3. a. What type of organization is used in the third passage?
   - ◯ classification
   - ◯ ordering (process or chronology)
   - ◯ both classification and ordering

   b. What are the main points in the organization?

   _____

   _____

   _____

TOEFL EXERCISE 32: Listen to each passage, and answer the questions that accompany it.

Questions 1–2

Listen to a lecture in a geography class. The professor is talking about lakes.

1. How are each of these lakes described in the lecture?

Click on a name. Then click on the empty box in the correct column. Use each name only once.

Lake Superior	Caspian Sea	Lake Baikal
Largest lake	Deepest lake	Largest freshwater lake

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu

2. How was each of these lakes formed?

Click on a name. Then click on the empty box in the correct column. Use each name only once.

Lake Superior	Caspian Sea	Lake Baikal
Cut off from the oceans	Carved out by glaciers	Created over a fault in the crust

Questions 3–5

Listen to a lecture in an archeology class. The professor is talking about the formation of fossils.

3. In the lecture, the professor describes how the process of fossilization gets started. Summarize the process by putting the steps in order.

Click on a sentence. Then click on the space where it belongs. Use each sentence one time only.

Soft tissues decompose.
Hard tissues become buried.
An animal dies.
Hard tissues remain.

1 _____
2 _____
3 _____
4 _____

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

4. In the lecture, the professor explains what happens to the buried bones. Summarize the process by putting the steps in order.

Click on a sentence. Then click on the space where it belongs. Use each sentence one time only.

Minerals eventually replace the bones.
Layers of sediment cover the bones.
Minerals from the ground water enter the bones.
The bones sink to the level of the ground water.

1 [ ]
2 [ ]
3 [ ]
4 [ ]

5. In the lecture, the professor explains what happens after the hard tissue has fossilized underground. Summarize the process by putting the steps in order.

Click on a sentence. Then click on the space where it belongs. Use each sentence one time only.

The remains may be pushed close to the surface.
The fossilized remains are buried.
Humans may discover the remains.
The earth moves the buried remains.

1 [ ]
2 [ ]
3 [ ]
4 [ ]

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

Questions 6–8

Listen to a lecture in a nutrition class. The professor is talking about olive oil.

6. In the lecture, the professor describes the cold-press process. Summarize the process by putting the steps in order.

Click on a sentence. Then click on the space where it belongs. Use each sentence one time only.

Virgin olive oil results.
The crushed olives are repressed.
The olives are pressed for the first time.
Cold-pressed olive oil results.

1 [ ]
2 [ ]
3 [ ]
4 [ ]

7. What are the different grades of olive oil?

Click on a phrase. Then click on the empty box in the correct column. Use each phrase only once.

light olive oil	virgin olive oil	pure olive oil
Olive oil of the highest quality	Olive oil affected by heating	Olive oil mixed with other oils

8. What are the different types of oil produced by the cold-press process?

Click on a phrase. Then click on the empty box in the correct column. Use each phrase only once.

cold-pressed olive oil	virgin olive oil	extra virgin olive oil
From the first pressing, with lower acid	From the first pressing, with higher acid	From a later pressing

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

SKILL 33: LISTEN FOR DIRECT AND INDIRECT DETAILS

As you listen to each academic discussion in Part B of the computer TOEFL test, you should focus on the details from the passage and indirect information that can be inferred from these details because questions about direct and indirect details quite commonly accompany the academic lectures. Multiple-choice questions are used to test direct and indirect details, and these multiple-choice questions may have one correct answer or two correct answers. Look at an example of a part of an academic lecture, followed by a multiple-choice question about a direct detail. This question has one correct answer.

Example from the Computer TOEFL® Test

On the computer, you hear:

(narrator) *Listen to a part of a lecture in an astronomy class. The lecture is on Halley's comet.*

(professor) *Halley's comet, which passes by our planet every 76 years, last came by our planet in 1986....*

This comet was named after astronomer Edmund Halley, who correctly predicted its return in 1758, sixteen years after his death....

You think:

This passage gives *direct and indirect details* about Edmund Halley and Halley's comet.

You see the question and the answers:

What is stated in the lecture about Halley's comet?

- ◯ It last came by in 1976.
- ◯ It comes by once every 76 years.
- ◯ It did not appear between 1758 and 1986.
- ◯ It gave its name to an astronomer.

In the lecture, the professor states that *Halley's comet... passes by our planet every 76 years.* This means that *it comes by once every 76 years.* The second answer is therefore the best answer to this question.

Now look at another example of a multiple-choice question about a direct detail. This question has two correct answers.

You see the question:

What does the lecturer say about Edmund Halley?

Click on 2 answers.

- ☐ He lived to the age of 76.
- ☐ He was an astronomer.
- ☐ He made an accurate prediction.
- ☐ He viewed the comet in 1758.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.com

In the lecture, the professor mentions *astronomer Edmund Halley, who correctly predicted its return.* This means that Edmund Halley *was an astronomer* and *made an accurate prediction.* The second and third answers are therefore the best answers to this question.

Now look at an example of a multiple-choice question about an indirect detail. This question has one correct answer.

> You see the question:
>
> In what year did Edmund Halley most likely die?
>
> ◯ In 1742
> ◯ In 1758
> ◯ In 1774
> ◯ In 1986

In the lecture, the professor mentions *1758, sixteen years after his death.* From this, it can be determined that Edmund Halley most likely died sixteen years prior to 1758, in 1742. The first answer is therefore the best answer to this question.

EXERCISE 33: Listen to each academic lecture, and try to focus on the direct and indirect details in the passage.

1. What are some of the **direct details** in the first passage?

   a. About conifers: _____

   b. About the percent of trees that are conifers: _____

   c. About the oldest tree: _____

   d. About the biggest trees: _____

   e. About the evolution of conifers: _____

   f. About how evergreens differ from deciduous trees: _____

   What are some of the **indirect details** that can be inferred from the passage?

   g. About where conifers are found: _____

   h. About the giant redwoods: _____

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

2. What are some of the **direct details** in the second passage?
   a. About who is listening to the lecture: _____
   b. About the period of time discussed in the lecture: _____
   c. About the rules related to clothing: _____
   d. About the rules related to places to go: _____

   What are some of the **indirect details** that can be inferred from the passage?
   e. About the lifestyle of the teachers in the lecture: _____
   f. About where the teachers would spend evenings: _____

3. What are some of the **direct details** in the third passage?
   a. About how Venus compares to the Moon: _____
   b. About the highest temperatures on Venus: _____
   c. About the causes of the heat on Venus: _____
   d. About the components of Venus's atmosphere: _____
   e. About the components of Venus's clouds: _____
   f. About the causes of the brightness of Venus: _____

   What are some of the **indirect details** that can be inferred from the passage?
   g. About the size of Venus in relation to other planets: _____
   h. About the brightness of Venus in its full phase: _____
   i. About the clouds that surround Venus: _____

TOEFL EXERCISE 33: Listen to each passage, and answer the questions that accompany it.

Questions 1–8

Listen to a lecture in a botany class. The professor is talking about conifers.

1. What is true about all conifers?
   ◯ They have colorful flowers.
   ◯ Their leaves are wide.
   ◯ Their wood is red.
   ◯ They bear cones.

2. What percent of the world's trees are conifers?
   ◯ 20
   ◯ 33
   ◯ 50
   ◯ 67

3. It is implied in the lecture that most conifers are found in which hemisphere?
   ◯ The northern hemisphere
   ◯ The southern hemisphere
   ◯ The eastern hemisphere
   ◯ The western hemisphere

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudulieu.org

4. What is true about the biggest and oldest trees?

Click on 2 answers.

- ☐ They are both found in the same state.
- ☐ They are both hundreds of feet high.
- ☐ They are both types of conifers.
- ☐ They are both over 4,000 years old.

5. Which of the following is most likely a giant redwood?

- ◯ A tree that weighs 2,000 pounds
- ◯ A tree that is 250 feet tall
- ◯ A tree with wide, flat leaves
- ◯ A tree with huge cones

6. What can be inferred from the lecture?

Click on 2 answers.

- ☐ All conifers are evergreens.
- ☐ Some conifers are not evergreens.
- ☐ All conifers have needles.
- ☐ Some conifers do not have needles.

7. Why did needle-shaped leaves evolve?

- ◯ Because of a shortage of water
- ◯ Because of an overabundance of water
- ◯ Because of a shortage of sunlight
- ◯ Because of an overabundance of sunlight

8. What can be determined from the lecture about different types of trees?

Click on 2 answers.

- ☐ Evergreen trees lose and replace their leaves at specific times in the year.
- ☐ Evergreen trees lose and replace their leaves throughout the year.
- ☐ Deciduous trees lose and replace their leaves at specific times in the year.
- ☐ Deciduous trees lose and replace their leaves throughout the year.

Questions 9–14

Listen to a lecture in an education class. The professor is talking about early teachers.

9. Who is listening to this lecture?

- ◯ Experienced teachers
- ◯ Students of American history
- ◯ School administrators
- ◯ Future teachers

10. The rules discussed in this lecture relate to what period of time?

- ◯ Late in the 18th century
- ◯ Early in the 19th century
- ◯ Early in the 20th century
- ◯ Late in the 20th century

11. It is implied in the lecture that the teachers discussed in the lecture had what kind of lifestyle?

- ◯ Very liberated
- ◯ Extremely controlled
- ◯ Rather varied
- ◯ Quite adventurous

12. What rules about clothing are discussed in the lecture?

Click on 2 answers.

- ☐ The style of the trousers
- ☐ The color of the cloth
- ☐ The length of the skirts
- ☐ The type of material

13. Where would a teacher from the era discussed in the lecture most likely be at 9:00 in the evening?

- ◯ At home
- ◯ In the library
- ◯ At school
- ◯ On a date

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

14. Where were the teachers in the lecture forbidden to go?

Click on 2 answers.

- ☐ To stores
- ☐ To bars
- ☐ To friends' houses
- ☐ To ice cream shops

Questions 15–22

Listen to a lecture in an astronomy class. The professor is talking about Venus.

15. It can be inferred from the lecture that Venus is how large in relation to the other planets in our solar system?

- ◯ It is the second largest planet.
- ◯ It is the fourth largest planet.
- ◯ It is the fifth largest planet.
- ◯ It is the sixth largest planet.

16. How does Venus compare with the Moon?

- ◯ From Earth, they appear similar in size.
- ◯ They have similar temperatures.
- ◯ From Earth, they both appear to have phases.
- ◯ They both have similar cloud cover.

17. What can be inferred about Venus when it is in a full phase?

- ◯ It is not visible from Earth.
- ◯ It is not at its brightest.
- ◯ It reaches its hottest temperatures.
- ◯ It is hidden behind the Moon.

18. What are the highest temperatures on Venus?

Click on 2 answers.

- ☐ 500 degrees Centigrade
- ☐ 500 degrees Fahrenheit
- ☐ 900 degrees Centigrade
- ☐ 900 degrees Fahrenheit

19. Why is it hot on Venus?

Click on 2 answers.

- ☐ Because of its brightness
- ☐ Because of its nearness to the Sun
- ☐ Because of its shape
- ☐ Because of its atmosphere

20. What is implied in the lecture about the clouds that surround Venus?

- ◯ They are very thick.
- ◯ They are invisible from Earth.
- ◯ They are similar to the clouds surrounding Earth.
- ◯ They have been discovered only recently.

21. Which of the following are true, according to the lecture?

Click on 2 answers.

- ☐ Venus's atmosphere is made of carbon dioxide.
- ☐ Venus's atmosphere is made of sulfuric acid.
- ☐ Venus's clouds are made of carbon dioxide.
- ☐ Venus's clouds are made of sulfuric acid.

22. Why is Venus so bright?

- ◯ Because its inner core is so hot.
- ◯ Because its atmosphere is so thin.
- ◯ Because its clouds magnify the planet's inner light.
- ◯ Because its clouds reflect a lot of sunlight.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudhoc.com

SKILL 34: VISUALIZE THE PASSAGE

As you listen to each academic lecture in Part B of the computer TOEFL test, you should try to visualize what you hear in the passage because visual questions about what is being described in the passage quite commonly accompany the academic lectures. There are two types of visual questions that may accompany an academic lecture. One type of visual question shows you four drawings and asks you to click on the one drawing of the four that answers a question. The other type of visual question shows you one drawing with four letters on it and asks you to click on the one letter of the four that answers a question. Look at an example of a part of a lecture and a visual question with four drawings.

Example 1 from the Computer TOEFL® Test

On the computer, you hear:

(narrator) *Listen to a part of a lecture in a class on American culture. The lecture is on the history of the bicycle.*

(professor) *...In 1870, a new type of bicycle came into fashion. This bicycle was called a high-wheeler. It had two wheels: a huge front wheel five feet in diameter and a much smaller rear wheel a foot and a half in diameter...*

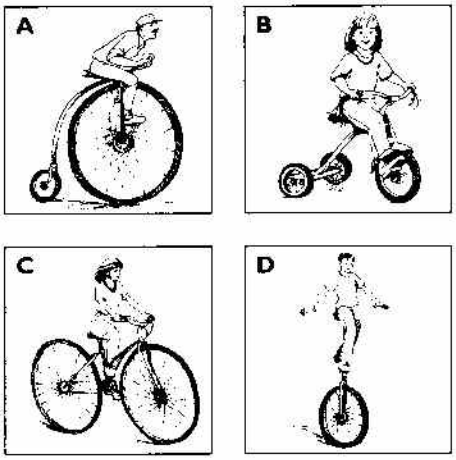
You think:

This passage describes something that I should try to *visualize.*

You see the question:

Which of the following bicycles is most likely a high-wheeler?

Click on a drawing.



In the lecture, the professor states that a *high-wheeler... had two wheels: a huge front wheel... and a much smaller rear wheel.* Answer A, a bicycle with a large front wheel and a smaller rear wheel, is therefore the best answer to this question.

Now look at an example of a part of a lecture and a visual question with one drawing and four letters.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

Example 2 from the Computer TOEFL® Test

On the computer, you hear:

(narrator) *Listen to a part of a lecture in a zoology class. The lecture is on a kind of bird known as a lovebird.*

(professor) *... The next bird I'll be talking about is a type of parrot that is commonly called a lovebird. As you can probably guess, this bird is called a lovebird because it lives in pairs and demonstrates great affection for its partner....*

Something unusual about lovebirds is the method that they use to carry grass and straw to their nest. They don't carry the grass and straw in their beaks, in their claws, or under their wings. Instead, they pick up pieces of grass and straw in their tail feathers and carry the material to their nest in this way....

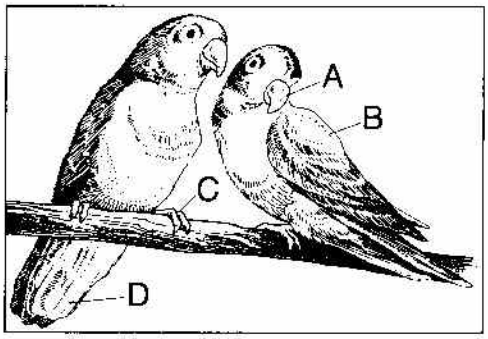
You think:

This passage describes something that I should try to *visualize.*

You see the question:

Where would a lovebird most likely carry pieces of grass or straw?

Click on a letter.



In the lecture, the professor states that *they pick up pieces of grass and straw in their tail feathers.* Answer D, on the bird's tail feathers, is therefore the best answer to this question.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieudhoc.com

EXERCISE 34: Listen to each academic lecture, and try to visual the information in the passage.

1. How do you visualize the Iroquois village?

   a. An Iroquois house

   b. Where the clan is identified

   c. The stockade that surrounds the village

2. How do you visualize a plant affected by tropism?

   a. A plant affected by phototropism

   b. A plant affected by geotropism

   c. A plant affected by hydrotropism

3. How do you visualize the sinkhole and its contents?

   a. The sinkhole today

   b. The weapon found in the sinkhole

   c. Where the weapon was found in the sinkhole

For more materials information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

d. Where the water level was 12,000 years ago

e. Where the trap was found

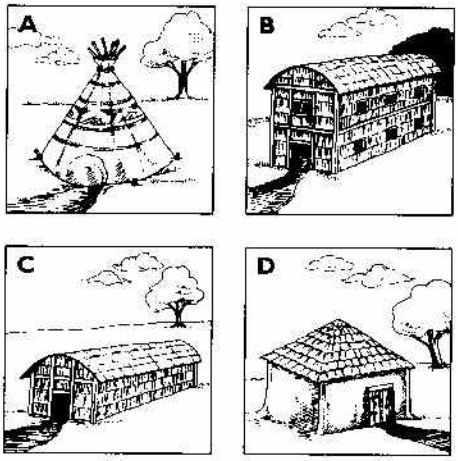
TOEFL EXERCISE 34: Listen to each passage, and answer the questions that accompany it.

Questions 1–3

Listen to a lecture in a course on Native American studies. The lecture is on Iroquois houses.

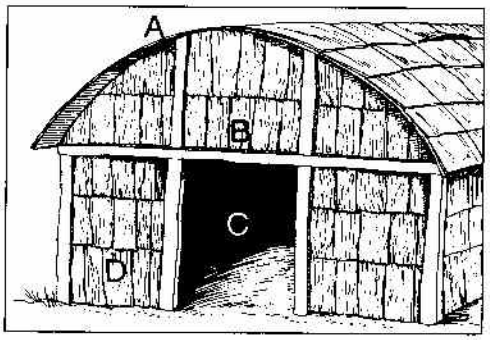
1. How does the professor describe an Iroquois house?

Click on a drawing.



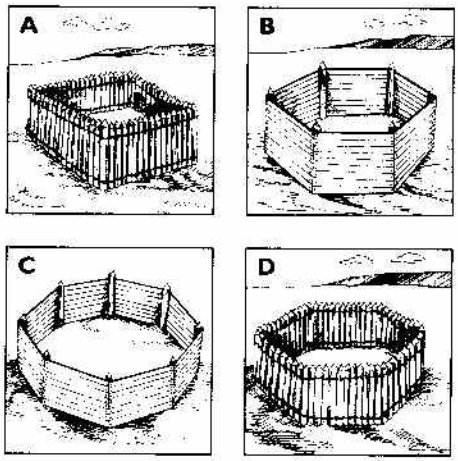
2. What part of the house indicates what clan the inhabitants belong to?

Click on a letter.



3. How does the professor describe the stockade surrounding an Iroquois village?

Click on a drawing.



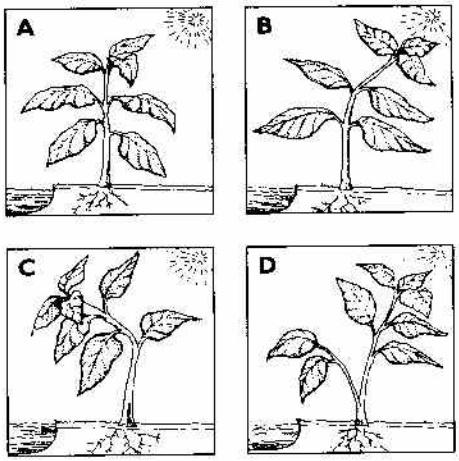
For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu

Questions 4–6

Listen to a lecture in a biology class. The lecture is on tropism in plants.

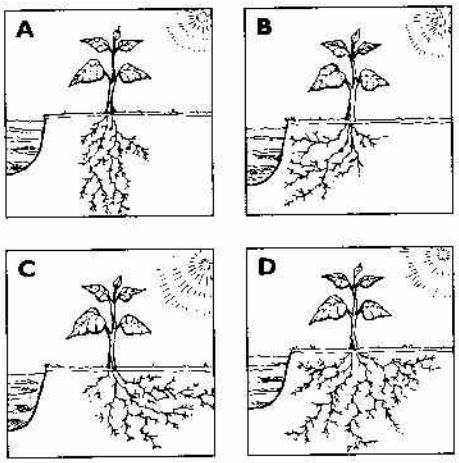
4. Which of these plants is exhibiting phototropism?

Click on a drawing.



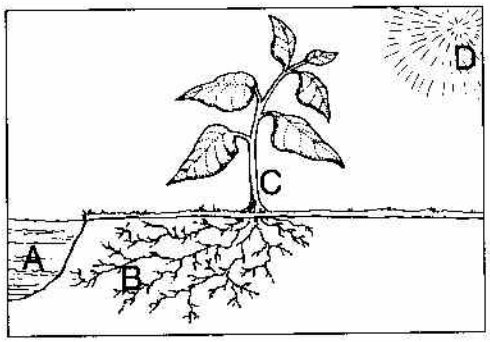
5. Which of these root systems is exhibiting geotropism?

Click on a drawing.



6. What is the stimulus for hydrotropism?

Click on a letter.

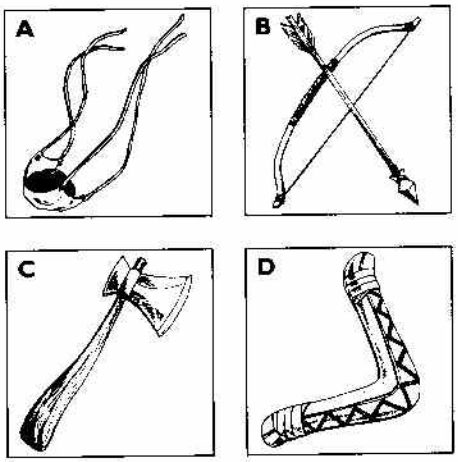


Questions 7–10

Listen to a lecture in an archeology class. The lecture is on some archeological finds at Little Salt Spring.

7. What type of weapon was found at the sinkhole?

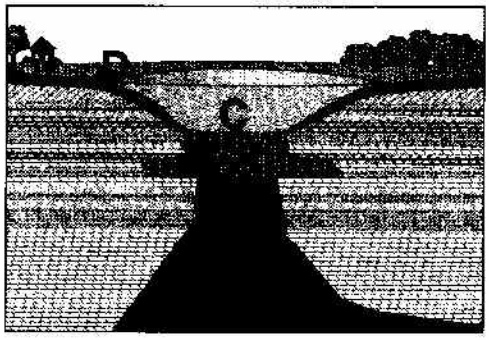
Click on a drawing.



For more materials and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

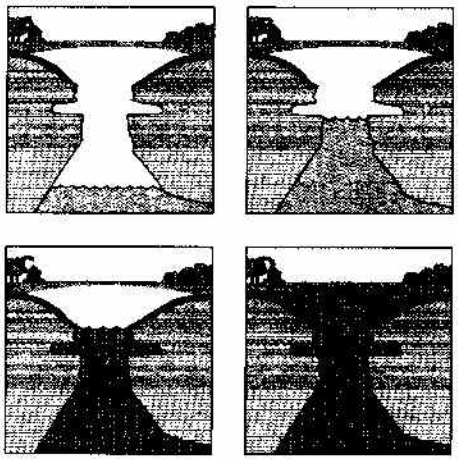
8. Where was the weapon found?

Click on a letter.



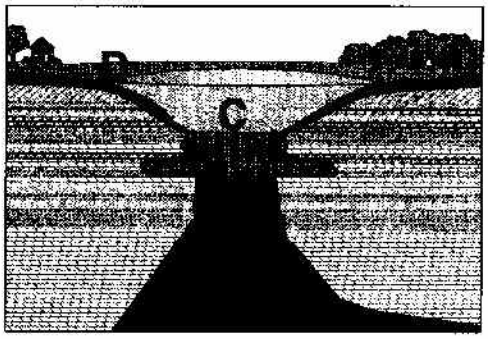
9. Where was the water level 12,000 years ago?

Click on a drawing.



10. Where was the trap found?

Click on a letter.

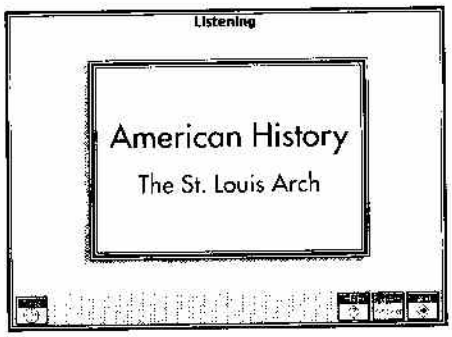


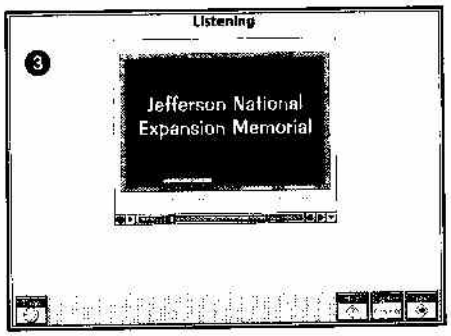
For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

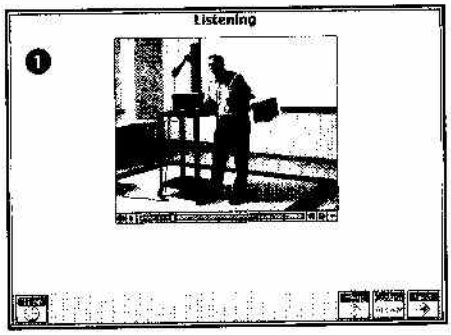
TOEFL REVIEW EXERCISE (Skills 32–34)

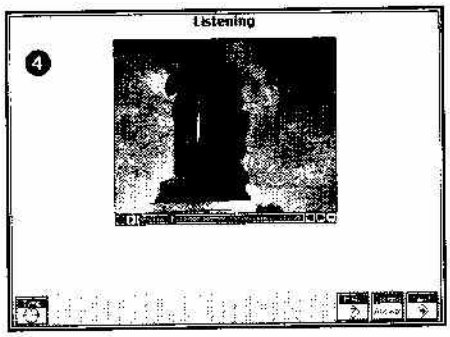
Questions 1–5

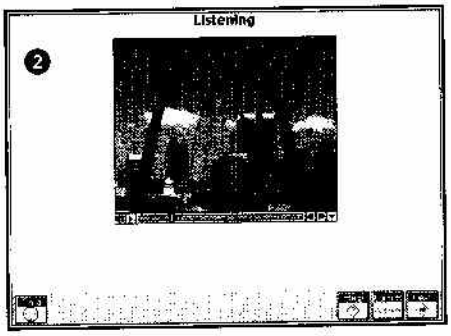
Listen to a lecture in an American history class. The lecture is on the St. Louis Arch.

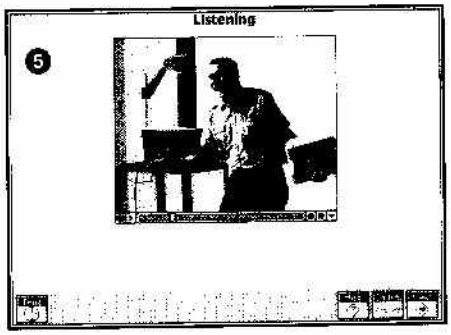












For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

1. What does the professor say about the arch?

Click on 2 answers.

- ☐ It is over 600 feet high.
- ☐ It is made of stainless steel.
- ☐ Its legs alone do not support it.
- ☐ It has solid legs.

2. Where is each of these features of the arch located?

Click on a word. Then click on the empty box in the correct column. Use each word only once.

trams	museum	observatory
At the top	In the legs	Under the ground

3. Why is the arch named after Jefferson?

- ◯ He was responsible for building the arch.
- ◯ He lived in St. Louis.
- ◯ He was responsible for expanding the country.
- ◯ He traveled with Lewis and Clark.

4. It is implied in the lecture that it is approximately what distance between St. Louis and the Pacific Northwest?

- ◯ 1,000 miles
- ◯ 2,000 miles
- ◯ 4,000 miles
- ◯ 8,000 miles

5. The professor explains a historical series of events. Put the events in order.

Click on a sentence. Then click on the space where it belongs. Use each sentence one time only.

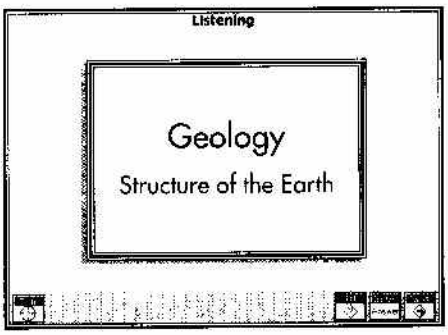
Thousands of settlers set out from St. Louis.
The arch was built.
Jefferson became president.
Lewis and Clark set out to explore the west.

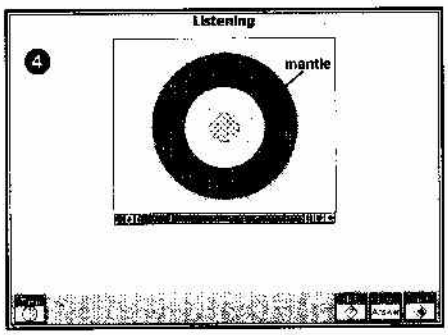
1 ☐
2 ☐
3 ☐
4 ☐

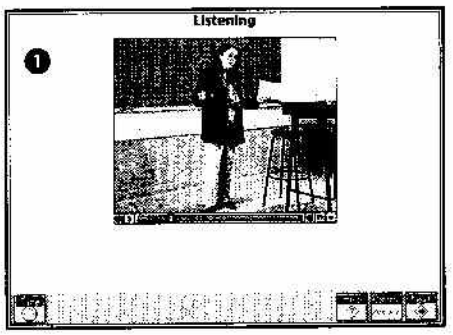
For more material and information, please visit Tai Lieu Du Hoc at www.tailieudulhoc.org

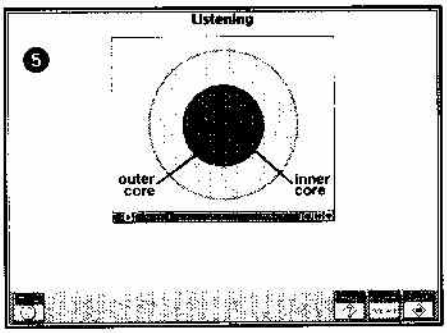
Questions 6–10

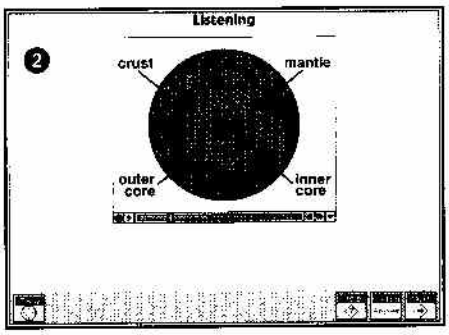
Listen to a lecture in a geology class. The lecture is on the structure of the earth.

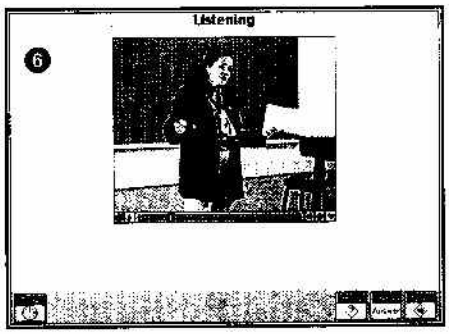


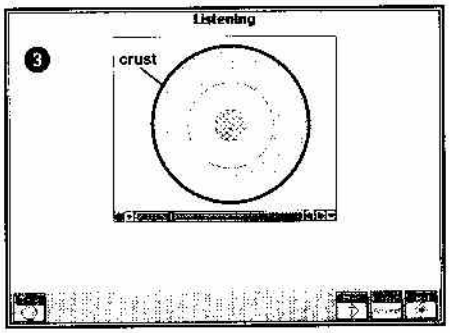












For more materials and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

6. How thick is the crust?

Click on 2 answers.

- ☐ It is 4 miles thick under the oceans.
- ☐ It is 4 miles thick under the land masses.
- ☐ It is 20 miles thick under the oceans.
- ☐ It is 20 miles thick under the land masses.

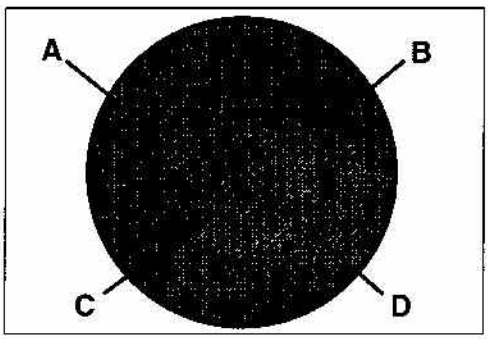
7. What are each of the layers composed of?

Click on a word or phrase. Then click on the empty box in the correct column. Use each word or phrase only once.

outer core	mantle	inner core
Compressed minerals	Stony silicates	Liquid minerals

8. Which layer is 1,800 miles wide?

Click on a letter.



9. What minerals are in the core?

Click on 2 answers.

- ☐ Nickel
- ☐ Quartz
- ☐ Silicates
- ☐ Iron

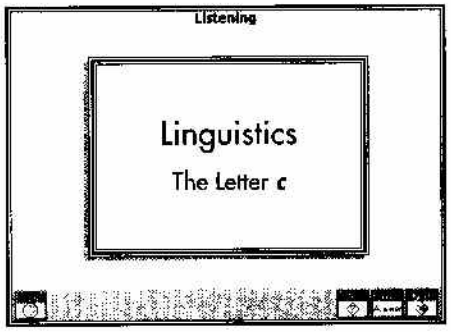
10. Approximately how far is it from the surface of the earth to its center?

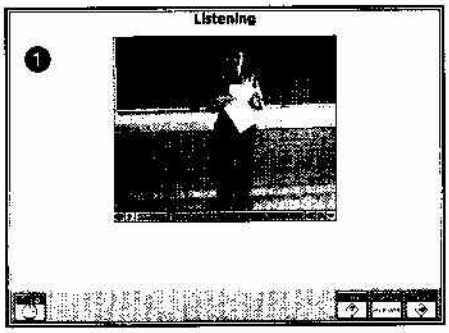
- ◯ 1,800 miles
- ◯ 4,000 miles
- ◯ 10,000 miles
- ◯ 20,000 miles

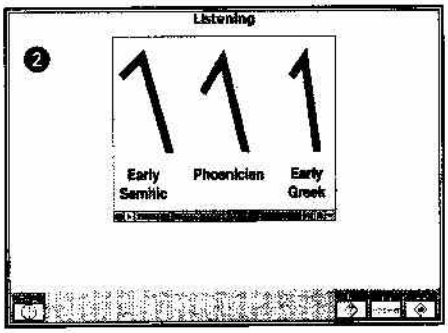
For more material and information, please visit Tai Lieu Du Hoc at www.tailieudu

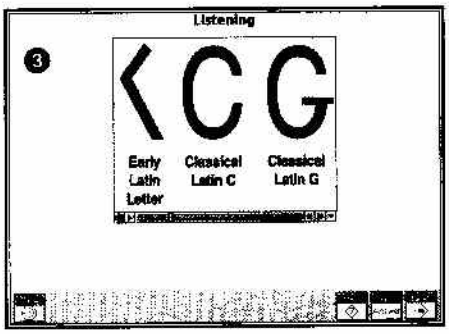
Questions 11–16

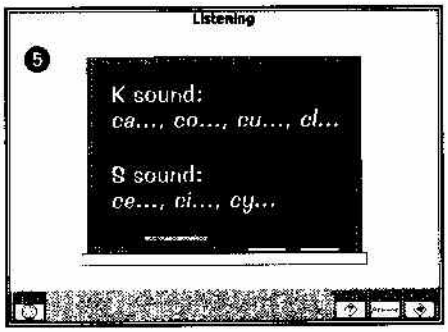
Listen to a lecture in a linguistics class. The professor is talking about the history of the letter *c*.

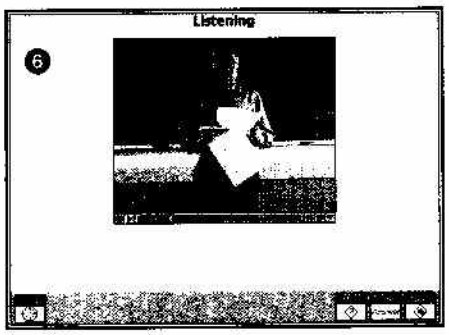








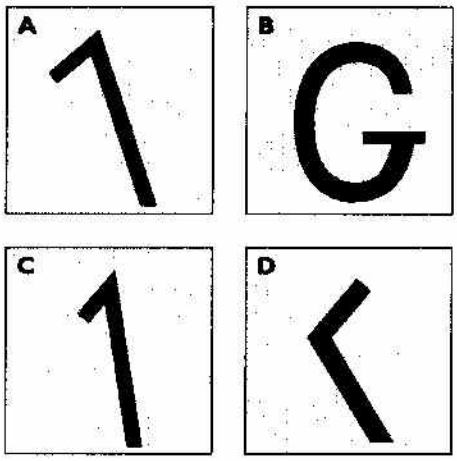




For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

11. Which of the following letters was NOT a predecessor of the letter *c*?

Click on a picture.



12. How was the third letter of the alphabet pronounced in Phoenician and early Greek?

- ◯ Like a ***k***
- ◯ Like a ***g***
- ◯ Like an ***s***
- ◯ Like a ***c***

13. In which language was the letter ***g*** created?

- ◯ Phoenician
- ◯ Early Greek
- ◯ Early Latin
- ◯ Classical Latin

14. The letter ***c*** took on an ***s*** sound because of an influence from which language?

- ◯ Saxon
- ◯ Greek
- ◯ French
- ◯ Phoenician

15. Which of the following English words begin with an ***s*** sound?

Click on 2 answers.

- ☐ Coxswain
- ☐ Cytoplasm
- ☐ Curmudgeon
- ☐ Cephalization

16. The professor discusses stages in the history of the third letter of the alphabet. Put the following historical stages in order.

Click on a sentence. Then click on the space where it belongs. Use each sentence one time only.

It had only a ***k*** sound.

It had only a ***g*** sound.

It had both a ***k*** and an ***s*** sound.

It had both a ***k*** and a ***g*** sound.

1 ☐

2 ☐

3 ☐

4 ☐

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

LISTENING POST-TEST (Paper)

SECTION 1
LISTENING COMPREHENSION
Time—approximately 35 minutes
(including the reading of the directions for each part)

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section. Answer all the questions on the basis of what is stated or implied by the speakers you hear. Do not take notes or write in your test book at any time. Do not turn the pages until you are told to do so.

Part A

Directions: In Part A you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Listen to an example.

On the recording, you hear:

(man) *That exam was just awful.*
(woman) *Oh, it could have been worse.*
(narrator) *What does the woman mean?*

In your test book, you read:
(A) The exam was really awful.
(B) It was the worst exam she had ever seen.
(C) It couldn't have been more difficult.
(D) It wasn't that hard.

Sample Answer
(A)
(B)
(C)
●

You learn from the conversation that the man thought the exam was very difficult and that the woman disagreed with the man. The best answer to the question, "What does the woman mean?" is (D), "It wasn't that hard." Therefore, the correct choice is (D).

Wait

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

1 □ 1 □ 1 □ 1 □ 1 □ 1 □ 1 □ 1

1. (A) He'll correct the exams this afternoon.
   (B) The exam will be at noon.
   (C) He will collect the exams at 12:00.
   (D) The tests will be graded by noon.

2. (A) Martha applied for a visa last month.
   (B) Martha's visa will last for only a month.
   (C) Martha arrived last month without her visa.
   (D) One month ago Martha got her visa.

3. (A) The professor described what the students should do.
   (B) There was a long line to register for the required class.
   (C) It is a requirement for each professor to teach at least one course.
   (D) The professor required the class to prepare an outline.

4. (A) Chuck had improved.
   (B) This visit was better than the last.
   (C) Chuck looked at him in the hospital.
   (D) Chuck didn't seem to be doing very well.

5. (A) She thinks the tuition should be raised.
   (B) The semester's tuition is quite affordable.
   (C) She doesn't have enough money for her school fees.
   (D) She has more than enough for tuition.

6. (A) He thinks he got a good grade.
   (B) The history grades were all C or above.
   (C) No one got history grades.
   (D) There were no high scores.

7. (A) The parking lots were full before 10:00.
   (B) It was impossible to start class by 10:00.
   (C) He parked the car before class at 10:00.
   (D) The possibility of finding a place to park increased.

8. (A) She's found a new ring.
   (B) She needs to help him find something.
   (C) She's shopping for a carpet.
   (D) She's thankful she has a rag.

9. (A) In a department store
   (B) In a bank
   (C) In an accounting firm
   (D) In a checkout line

10. (A) Jane usually visits San Francisco for her vacations.
    (B) Jane's cousin often visits San Francisco.
    (C) Whenever there's a holiday, Jane's cousin goes to San Francisco.
    (D) Whenever there's a holiday, Jane leaves San Francisco.

11. (A) He'd really like to have something to eat.
    (B) Because he's weak, he can't eat.
    (C) It's been weeks since he's had anything to eat.
    (D) He hasn't felt like eating for weeks.

12. (A) Traffic should not be allowed.
    (B) She thinks that the traffic should stay outside.
    (C) She agrees that the traffic is noisy.
    (D) She'll stay outside with the man.

13. (A) The headings for today's reading assignment.
    (B) The chance to make the headlines.
    (C) Her reading ability.
    (D) The daily newspaper.

14. (A) The bus trip is only five minutes long.
    (B) The man missed the bus by five minutes.
    (C) The man should hurry to catch the bus.
    (D) The bus was five minutes late.

15. (A) It's not possible to pass the class.
    (B) She'll definitely fail.
    (C) It's always possible.
    (D) She shouldn't say anything about the class.

GO ON TO THE NEXT PAGE

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

16. (A) She gave Tom money to pay the rent.
(B) She was given money for the rent.
(C) Tom borrowed money for the rent.
(D) She had some money to lend.

17. (A) The cake is extremely good.
(B) He never tasted the cake.
(C) He wished he hadn't tasted the cake.
(D) The cake has never been very good.

18. (A) At the corner she ran into another car.
(B) She ran to Carl because she cared.
(C) She unexpectedly met one of her relatives.
(D) Carl was running from place to place.

19. (A) She shouldn't leave her purse here.
(B) She's probably in the apartment.
(C) Her purse must not be in the apartment.
(D) She left without taking her purse.

20. (A) The landlord failed to collect rent on the first of last month.
(B) The tenants absolutely must pay rent at the beginning of the month.
(C) The landlord will not fail to collect your rent on the first of next month.
(D) It is important to call the landlord about rent on the first of the month.

21. (A) Taking the car out for a test drive
(B) Listening to the noises
(C) Fixing the car herself
(D) Getting the car repaired

22. (A) Martha's jobs are easy.
(B) It's easy to hold two jobs.
(C) It's better for Martha to have two jobs.
(D) Martha should slow down.

23. (A) The plane took off just after he arrived.
(B) He arrived just after the plane took off.
(C) He wasn't in time to catch the plane.
(D) He arrived too late to catch the plane.

24. (A) He agrees with the woman's suggestion.
(B) Parking is not free on the weekend.
(C) It is not necessary for them to park.
(D) He thinks they don't have to pay.

25. (A) He is eager to leave his job.
(B) He is unhappy at the thought of retiring.
(C) He couldn't be unhappier about retiring.
(D) He is retiring too soon.

26. (A) He got the car he really wanted.
(B) He didn't get a new car.
(C) The car that he got was not his first choice.
(D) He didn't really want a new car.

27. (A) Mr. Drew pointedly asked the president about the committee.
(B) The president pointed to Mr. Drew's head.
(C) Mr. Drew became head of the new commission.
(D) Mr. Drew was committed to the president's appointments.

28. (A) She felt inferior.
(B) She wasn't furious.
(C) She felt there should have been more fairness.
(D) She was extremely angry.

29. (A) The man would do the dishes.
(B) The plates did not need to be washed.
(C) The man would not be ready to go.
(D) The dishes would not be done.

30. (A) He knew that grapes were cheaper than cherries.
(B) He didn't know that grapes were cheaper than cherries.
(C) He bought grapes because they were cheaper than cherries.
(D) He didn't buy either grapes or cherries because of the price.

GO ON TO THE NEXT PAGE

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

Part B

Directions: In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Remember, you are not allowed to take notes or write in your test book.

31. (A) Attend a football game alone
    (B) Go to a sporting event
    (C) Eat in the cafeteria and study
    (D) See a play

32. (A) It's the final game of the season.
    (B) It's better than the drama department's play.
    (C) It's a very important game.
    (D) It's close to the cafeteria.

33. (A) A play
    (B) A game
    (C) A study group meeting
    (D) Dinner in the cafeteria

34. (A) Saturday night
    (B) After dinner in the cafeteria
    (C) Sunday afternoon
    (D) Maybe next weekend

35. (A) Trash orbiting Earth
    (B) A trip by an astronaut to the Moon
    (C) The overabundance of garbage on Earth
    (D) Becoming space scientists

36. (A) From a lecture
    (B) In a magazine article
    (C) In a book
    (D) On a television program

37. (A) 17,000 pounds
    (B) 3,000 tons
    (C) 3,000 pounds
    (D) 300 tons

38. (A) She will be able to travel in space.
    (B) The problem will take care of itself.
    (C) Scientists will find solutions to the problem.
    (D) The junk will fall to Earth.

GO ON TO THE NEXT PAGE

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

Part C

Directions: In this part of the test, you will hear several talks. After each talk, you will hear some questions. The talks and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Here is an example.

On the recording, you hear:

(narrator) *Listen to an instructor talk to his class about painting.*
(man) *Artist Grant Wood was a guiding force in the school of painting known as American regionalist, a style reflecting the distinctive characteristics of art from rural areas of the United States. Wood began drawing animals on the family farm at the age of three, and when he was thirty-eight one of his paintings received a remarkable amount of public notice and acclaim. This painting, called "American Gothic," is a starkly simple depiction of a serious couple staring directly out at the viewer.*

Now listen to a sample question.

Sample Answer

(narrator) *What style of painting is known as American regionalist?*

In your test book, you read:
(A) Art from America's inner cities
(B) Art from the central region of the United States
(C) Art from various urban areas in the United States
(D) Art from rural sections of America

Ⓐ Ⓑ Ⓒ ●

The best answer to the question "What style of painting is known as American regionalist?" is (D), "Art from rural sections of America." Therefore, the correct choice is (D).

Now listen to another sample question.

Sample Answer

(narrator) *What is the name of Wood's most successful painting?*

In your test book, you read:
(A) "American Regionalist"
(B) "The Family Farm in Iowa"
(C) "American Gothic"
(D) "A Serious Couple"

Ⓐ Ⓑ ● Ⓓ

The best answer to the question, "What is the name of Wood's most successful painting?" is (C), "American Gothic." Therefore, the correct choice is (C).

Remember, you are not allowed to take notes or write in your test book.

Wait

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

39. (A) On the first day of class
(B) In the middle of the semester
(C) At the end of class
(D) In the final week of the semester

40. (A) Later today
(B) By Friday of this week
(C) In two weeks
(D) In three weeks

41. (A) Journal and magazine articles
(B) Books from outside the library
(C) Books listed in student journals
(D) Both books and journals

42. (A) Two
(B) Three
(C) Five
(D) Seven

43. (A) In winter
(B) In spring
(C) In summer
(D) In fall

44. (A) Seasonable, with warm summers and cold winters
(B) Fairly constant and moderate
(C) Very humid
(D) Extremely hot year-round

45. (A) They come from the Southwest.
(B) They come most days of the year.
(C) They are the hardest during the night.
(D) They increase the humidity.

46. (A) Preparing for a trip
(B) Writing a report about the weather
(C) Beginning a study of the weather
(D) Buying warm clothes for a trip

47. (A) Modern American Authors
(B) United States History
(C) American Democracy
(D) Nineteenth-Century American Literature

48. (A) The death of Abraham Lincoln
(B) The beauty of American democracy
(C) The raising of plants
(D) The maturity of poetry

49. (A) It's a poem about the author.
(B) It's a poem about Abraham Lincoln.
(C) It's a collection of twelve poems that remained unchanged.
(D) It's a volume of poetry that grew with its author.

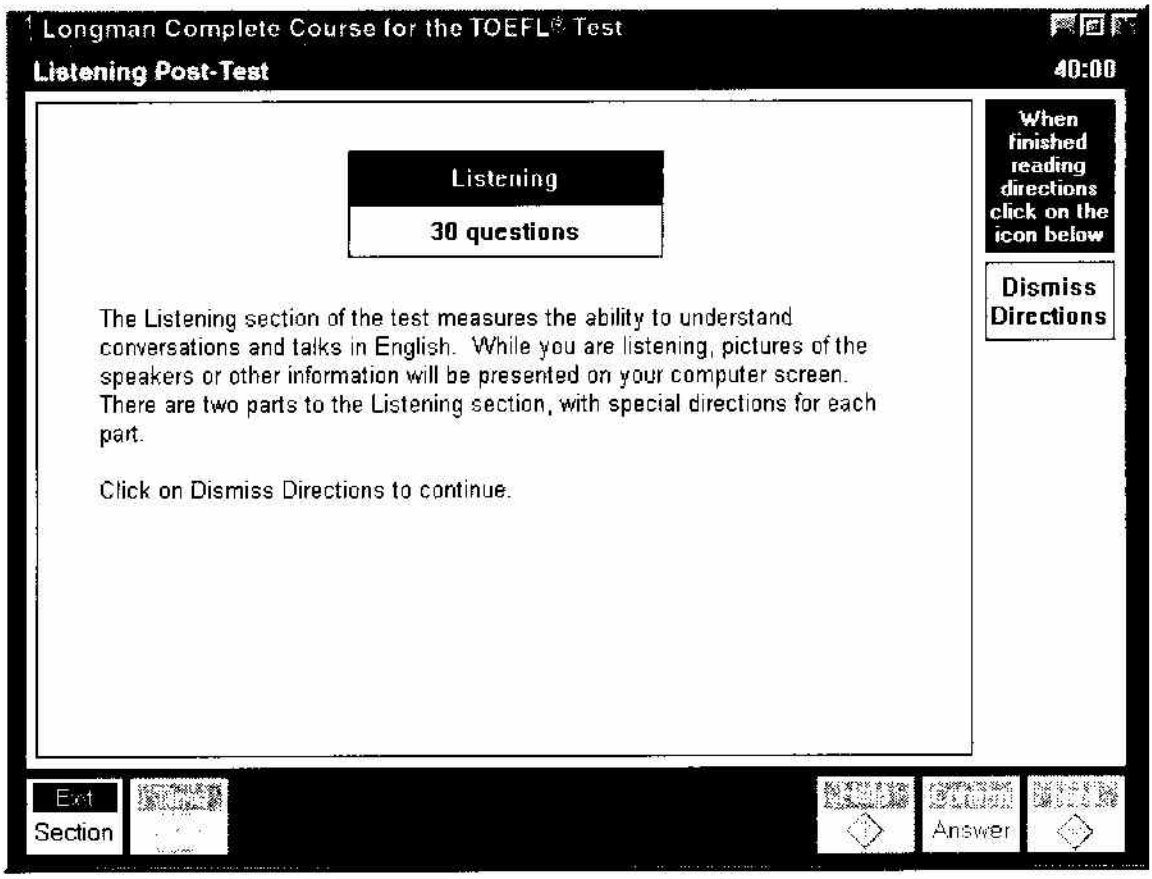
50. (A) "Leaves of Grass"
(B) "Song of Myself"
(C) "When Lilacs Last in the Dooryard Bloomed"
(D) "American Democracy"

This is the end of Section 1.
Stop work on Section 1.

Turn off the recording.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

LISTENING POST-TEST (Computer)



For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

Longman Complete Course for the TOEFL® Test

Listening Post-Test 39:52

Question Directions -- Part A

When finished reading directions click on the icon below

Dismiss Directions

In Part A of the Listening section, you will hear short conversations between two people. In some of the conversations, each person speaks only once. In other conversations, one or both people speak more than once. Each conversation is followed by one question about it.

Each question in this part has four answer choices. You should click on the best answer to each question. Answer the questions on the basis of what is stated or implied by the speakers.

After you click on Next and Confirm Answer, the next question will be presented.

Click on Dismiss Directions to continue.

Exit Section

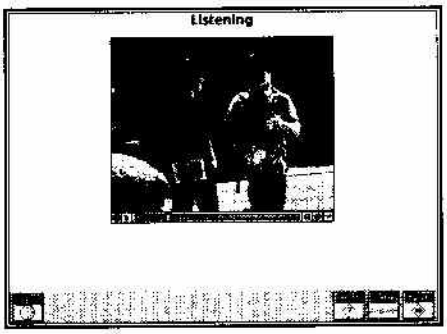
Answer

For more material and information, please visit TaiLieuDuHoc at www.tailieuduhoc.org

1. What does the man mean?
   - ◯ He needs to complete the math assignment first.
   - ◯ He'll be ready in a couple of hours.
   - ◯ He is going to history class now.
   - ◯ He was ready a few minutes ago.

2. What does the woman mean?
   - ◯ It's hard to lock the room.
   - ◯ Her cloak was delivered on time.
   - ◯ Someone struck the crockery and broke it.
   - ◯ It is now midday.

3. What does the man mean?
   - ◯ They were in the regular room.
   - ◯ The key was misplaced.
   - ◯ He's taking a different class.
   - ◯ He has the key to the classroom.



4. What does the woman mean?
   - ◯ She has no time to go to class.
   - ◯ They are already late for class.
   - ◯ She has to be on time for class.
   - ◯ It's too early to go to class.

5. What does the man mean?
   - ◯ The professor gives quizzes regularly.
   - ◯ The woman is really quite prepared.
   - ◯ It is unusual for this professor to give quizzes.
   - ◯ He doesn't think there's a class today.

For more material and information please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

6. What does the woman mean?
   - ◯ She knows where to take the next check.
   - ◯ She's not certain how much rent is.
   - ◯ She's not quite sure when to pay the rent.
   - ◯ She knows how far away the apartment is.

7. What does the man say about his nieces and nephews?
   - ◯ They were disappointed.
   - ◯ They didn't get any gifts.
   - ◯ They were unexcited.
   - ◯ They were really pleased.

8. What does the woman mean?
   - ◯ She's wearing a new dress.
   - ◯ She's exhausted.
   - ◯ She's ready to study for hours.
   - ◯ She has studied about the war for hours.

9. What does the man say about the party?
   - ◯ He went to it.
   - ◯ He knew about it.
   - ◯ He gave it.
   - ◯ He didn't know about it.

10. What did the man believe about the woman?
    - ◯ That she wouldn't take the trip
    - ◯ That she would go to the beach
    - ◯ That she really liked the beach
    - ◯ That she would take a break from her studies

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

Longman Complete Course for the TOEFL® Test

Listening Post-Test 29:00

When finished reading directions click on the icon below

Dismiss Directions

Question Directions -- Part B

In Part B of the Listening section, you will hear several longer conversations and talks. Each conversation or talk is followed by several questions. The conversations, talks, and questions will not be repeated.

The conversations and talks are about a variety of topics. You do not need special knowledge of the topics to answer the questions. Rather, you should answer each question on the basis of what is stated or implied by the speakers in the conversations or talks.

For most of the questions, you will need to click on the best of four possible answers. Some questions will have special directions. The special directions will appear in a box on the computer screen.

After you click on Next and Confirm Answer, the next question will be presented.

Click on Dismiss Directions to continue.

Exit Section

Answer

For more materials and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

Questions 11–12

11. What problem does the man have?
    - ◯ He was absent from class.
    - ◯ He missed his doctor's appointment.
    - ◯ He has messy handwriting.
    - ◯ He will miss class later in the week.

12. What problem does the woman have?
    - ◯ Her notes are not very neat.
    - ◯ She doesn't have any notes.
    - ◯ She is sick.
    - ◯ She will be absent from class.

Questions 13–15

13. How often does the chess club meet?
    - ◯ Every week
    - ◯ Every three weeks
    - ◯ Every few months
    - ◯ Two times a year

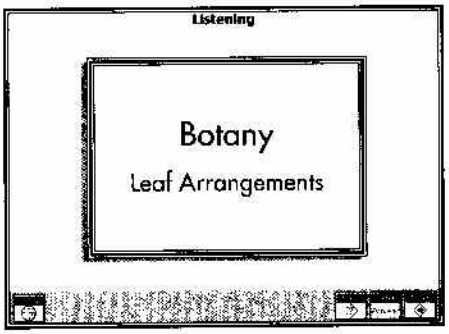
14. How often are tournaments held?
    - ◯ Every week
    - ◯ Every three weeks
    - ◯ Every few months
    - ◯ Two times a year

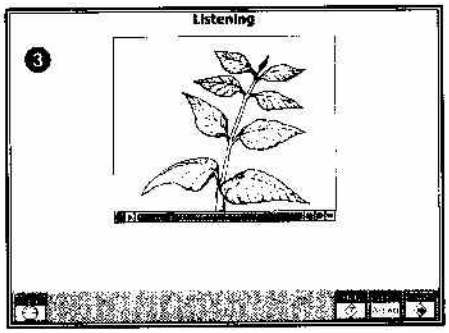
15. Who competes in the tournaments?
    - ◯ All the members of the school's chess club
    - ◯ Players from various schools
    - ◯ Anyone who wants to participate
    - ◯ The best member of the school's chess club

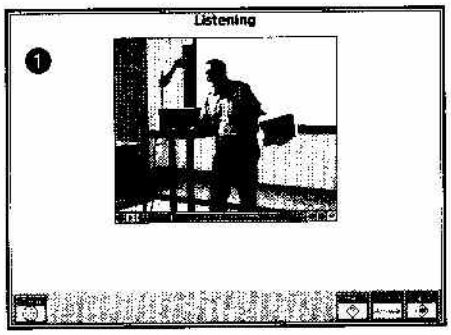
For more materials and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

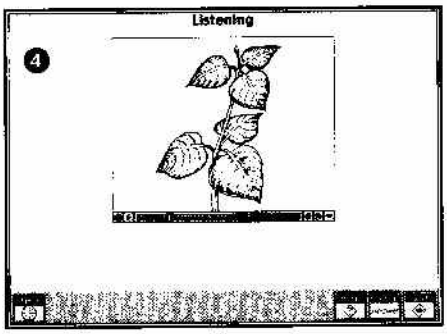
Questions 16-20

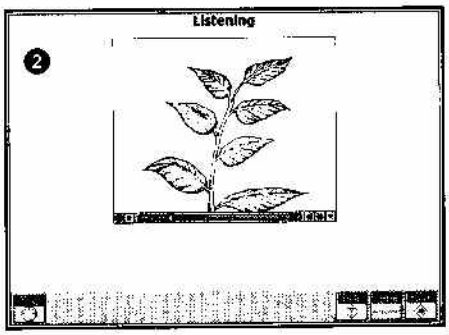
Listen to a lecture in a botany class. The professor is talking about leaf arrangements.











For more material and information, please visit Tai Lieu Du Hoc at www.tailieudhoc.org

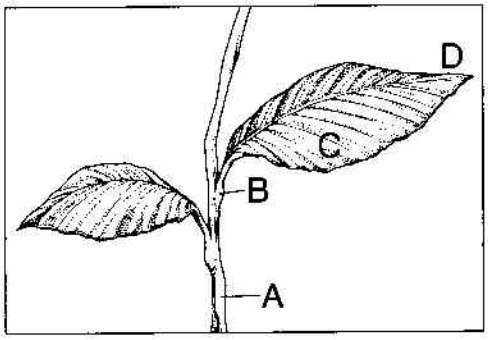
16. The professor discusses four types of leaf arrangements. Match the type of leaf arrangement to its description.

Click on a word. Then click on the empty box in the correct column. Use each word only once.

opposite	alternate	whorled
One leaf per node	Two leaves per node	Three leaves per node

17. Identify the node.

Click on the correct letter.



18. The professor describes how common these leaf arrangements are. Match the leaf arrangement to its description.

Click on a word. Then click on the empty box in the correct column. Use each word only once.

opposite	alternate	whorled
Least common	Neither most nor least common	Most common

19. What does the professor say about the botanical garden?

Click on 2 answers.

- ☐ It belongs to the university.
- ☐ It has quite a limited number of plants.
- ☐ The plants are not labeled.
- ☐ It has examples of all three leaf structures.

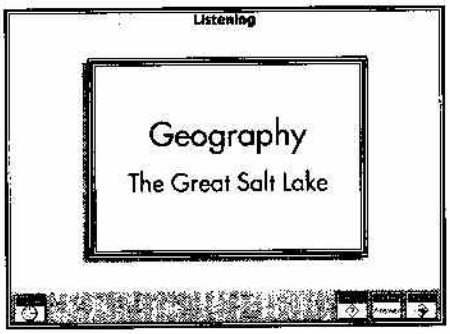
20. How many examples do the students have to find for their assignment?

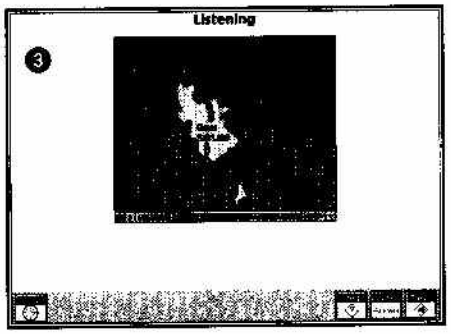
- ◯ 3
- ◯ 6
- ◯ 9
- ◯ 12

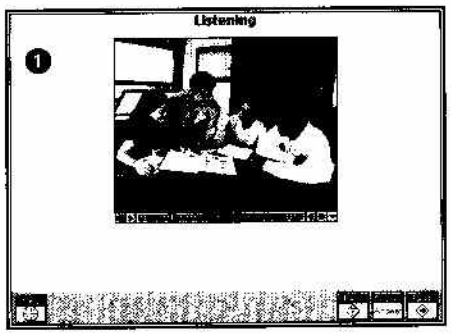
For more materials and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

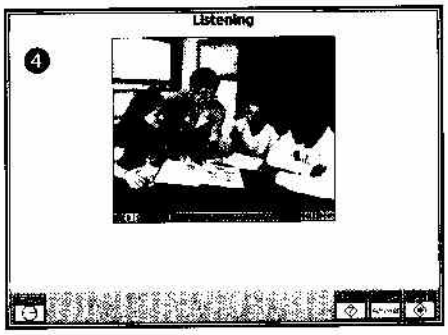
Questions 21–25

Listen to a discussion from a geography class. The discussion is about the Great Salt Lake.









For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

21. When did Lake Bonneville come into existence?

- ◯ 10,000 years ago
- ◯ 100,000 years ago
- ◯ 1,000,000 years ago
- ◯ 10,000,000 years ago

22. How does the Great Salt Lake compare in size to Lake Bonneville?

- ◯ The Great Salt Lake is much larger.
- ◯ The Great Salt Lake is about equal in size.
- ◯ The Great Salt Lake is slightly smaller.
- ◯ The Great Salt Lake is much smaller.

23. What is stated in the lecture about the water in the two lakes?

Click on 2 answers.

- ☐ The Great Salt Lake is a saltwater lake.
- ☐ The Great Salt Lake is a freshwater lake.
- ☐ Lake Bonneville was a saltwater lake.
- ☐ Lake Bonneville was a freshwater lake.

24. In which direction does the water in the rivers flow?

Click on the correct answer.

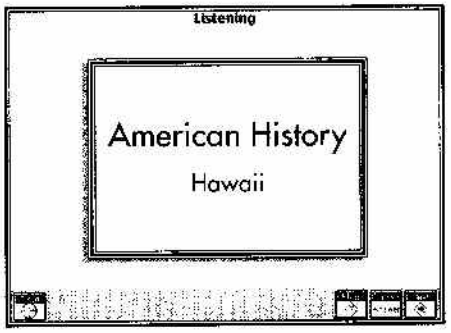
25. How much salt has built up in the Great Salt Lake?

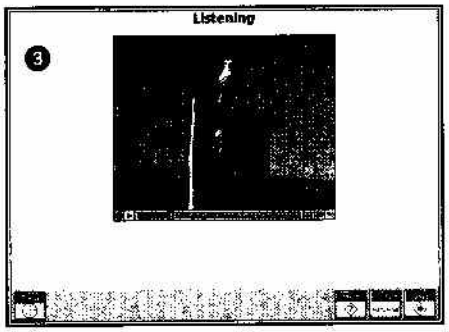
- ◯ 6 tons
- ◯ 600 tons
- ◯ 6 million tons
- ◯ 6 billion tons

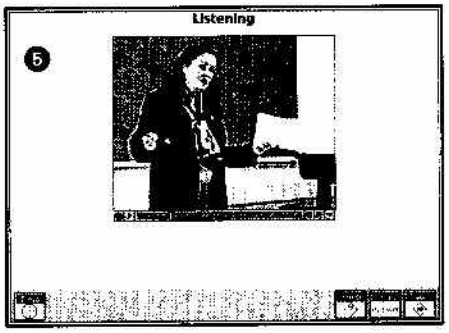
For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

Questions 26–30

Listen to a lecture in an American history class. The professor is talking about Hawaii.







For more material and information, please visit Tai Lieu Du Hoc at www.tailieudhoc.vn

26. When did each person live?

Click on a name. Then click on the empty box in the correct column. Use each name only once.

Kamehameha	James Cook	Liliuokalani
End of the 18th century	Beginning of the 19th century	End of the 19th century

27. What does the professor say about James Cook?

- ◯ He was the Earl of Sandwich.
- ◯ He fought to unite the islands under one king.
- ◯ He served as one of the kings of Hawaii.
- ◯ He named the islands after a British earl.

28. The professor explains a series of events. Put the events in order.

Click on a sentence. Then click on the space where it belongs. Use each sentence one time only.

The monarchy disappeared.

Kamehameha became king.

The islands had different monarchs.

Liliuokalani became queen.

1 [ ]

2 [ ]

3 [ ]

4 [ ]

29. What did Liliuokalani believe, according to the professor?

- ◯ That the monarchy should end
- ◯ That the monarch's power should be limited
- ◯ That someone else should be monarch
- ◯ That the monarch should have complete power

30. Which of the following did NOT happen to Liliuokalani?

- ◯ She became queen in 1891.
- ◯ She ruled Hawaii until the end of her life.
- ◯ She received a pension from the government.
- ◯ She was removed from power.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

ANSWER KEY

LISTENING

LISTENING DIAGNOSTIC PRE-TEST (Paper)

1. C	11. D	21. B	31. A	41. C
2. B	12. A	22. B	32. C	42. B
3. D	13. B	23. D	33. C	43. B
4. A	14. C	24. C	34. C	44. C
5. B	15. D	25. C	35. D	45. D
6. B	16. A	26. A	36. B	46. A
7. B	17. B	27. D	37. C	47. C
8. A	18. A	28. B	38. D	48. B
9. C	19. D	29. D	39. B	49. A
10. A	20. C	30. A	40. C	50. C

LISTENING DIAGNOSTIC PRE-TEST (Computer)

1. 2	5. 4	9. 1	13. 1
2. 1	6. 2	10. 3	14. 3
3. 3	7. 3	11. 4	15. 2
4. 2	8. 2	12. 3	16. 2

17. *Roanoke Island: Lost Colonists*
Ocracoke Island: Blackbeard
Kitty Hawk: Wright Brothers

18. *16th century: Lost Colonists*
18th century: Blackbeard
20th century: Wright Brothers

19. 1, 3	22. 2	25. B	28. 2
20. 2	23. B	26. 4	29. 1
21. 4	24. 2, 4	27. 2	

30. *The cooling valve stuck open.*
Instruments were misread.
The cooling water was shut off.
A partial meltdown occurred.

EXERCISE 1

1. D 2. B 3. C

TOEFL EXERCISE 1

1. A	3. D	5. C	7. D	9. D
2. C	4. B	6. A	8. C	10. A

EXERCISE 2

1. D 2. B 3. C

TOEFL EXERCISE 2

1. D	3. A	5. C	7. B	9. B
2. A	4. C	6. D	8. A	10. D

EXERCISE 3

1. C 2. D 3. B

TOEFL EXERCISE 3

1. C	3. D	5. B	7. C	9. A
2. A	4. B	6. C	8. D	10. C

TOEFL REVIEW EXERCISE (Skills 1–3)

1. C	3. D	5. A	7. B	9. C
2. A	4. D	6. D	8. C	10. B

EXERCISE 4

1. B 2. C 3. D

TOEFL EXERCISE 4

1. B	3. D	5. B	7. A	9. C
2. A	4. B	6. C	8. C	10. A

EXERCISE 5

1. C 2. C 3. A

TOEFL EXERCISE 5

1. D	3. A	5. C	7. C	9. D
2. B	4. B	6. C	8. B	10. D

EXERCISE 6

1. D 2. C 3. A

TOEFL EXERCISE 6

1. C	3. B	5. A	7. D	9. C
2. B	4. B	6. C	8. D	10. D

TOEFL EXERCISE (Skills 4–6)

1. C	3. A	5. B	7. D	9. A
2. B	4. C	6. B	8. C	10. B

TOEFL REVIEW EXERCISE (Skills 1–6)

1. D	3. B	5. C	7. A	9. B
2. D	4. D	6. B	8. A	10. D

EXERCISE 7

1. C 2. A 3. C

TOEFL EXERCISE 7

1. A	3. B	5. D	7. B	9. D
2. D	4. C	6. C	8. A	10. B

EXERCISE 8

1. A 2. D 3. B

TOEFL EXERCISE 8

1. D	3. B	5. C	7. C	9. D
2. A	4. D	6. B	8. D	10. A

EXERCISE 9

1. D 2. B 3. D

TOEFL EXERCISE 9

1. A	3. A	5. D	7. C	9. C
2. D	4. C	6. A	8. A	10. D

EXERCISE 10

1. A 2. C 3. C

TOEFL EXERCISE 10

1. D	3. A	5. A	7. B	9. A
2. C	4. D	6. B	8. A	10. A

For more materials information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

TOEFL EXERCISE (Skills 7–10)

1. C	3. C	5. D	7. B	9. A
2. B	4. B	6. D	8. C	10. B

TOEFL REVIEW EXERCISE (Skills 1–10)

1. A	3. B	5. C	7. C	9. B
2. B	4. A	6. C	8. D	10. D

EXERCISE 11

1. D 2. B 3. A

TOEFL EXERCISE 11

1. D	3. A	5. D	7. C	9. A
2. B	4. D	6. C	8. B	10. C

EXERCISE 12

1. A 2. D 3. D

TOEFL EXERCISE 12

1. B	3. B	5. D	7. D	9. A
2. B	4. A	6. A	8. A	10. A

EXERCISE 13

1. A 2. C 3. B

TOEFL EXERCISE 13

1. C	3. A	5. A	7. A	9. D
2. D	4. D	6. C	8. C	10. A

TOEFL EXERCISE (Skills 11–13)

1. D	3. C	5. A	7. D	9. D
2. B	4. A	6. D	8. B	10. B

TOEFL REVIEW EXERCISE (Skills 1–13)

1. B	3. D	5. C	7. A	9. A
2. A	4. B	6. C	8. D	10. C

EXERCISE 14

1. C 2. D 3. D

TOEFL EXERCISE 14

1. C	3. C	5. B	7. A	9. C
2. D	4. D	6. A	8. B	10. C

EXERCISE 15

1. A 2. D 3. C

TOEFL EXERCISE 15

1. B	3. D	5. C	7. A	9. B
2. A	4. A	6. B	8. D	10. A

TOEFL EXERCISE (Skills 14–15)

1. C	3. A	5. D	7. C	9. B
2. B	4. C	6. D	8. B	10. C

TOEFL REVIEW EXERCISE (Skills 1–15)

1. C	3. B	5. A	7. A	9. A
2. D	4. C	6. B	8. B	10. D

EXERCISE 16

1. D 2. C 3. D

TOEFL EXERCISE 16

1. D	3. C	5. B	7. C	9. B
2. A	4. B	6. A	8. C	10. A

EXERCISE 17

1. D 2. B 3. B

TOEFL EXERCISE 17

1. D	3. C	5. D	7. C	9. D
2. C	4. B	6. A	8. C	10. D

TOEFL EXERCISE (Skills 16–17)

1. B	3. D	5. A	7. C	9. C
2. A	4. C	6. C	8. D	10. B

TOEFL REVIEW EXERCISE (Skills 1–17)

1. A	3. C	5. A	7. C	9. D
2. B	4. C	6. C	8. C	10. A

EXERCISE 18 (answers may vary)

Questions 1 through 5: *looking for a job on campus*
Questions 6 through 10: *a trip taken during a school vacation*
Questions 11 through 15: *one type of pollution, acid rain*

EXERCISE 19

1. *What*...to do?
2. *Where* does the conversation probably take place?
3. *How many*...?
4. *How often*...?
5. *What*...to do?
6. *When* does the conversation probably take place?
7. *What kind of trip* is it?
8. *How long?*
9. *What were they doing* during the trip?
10. *How does she feel about*...?
11. *What is the topic* of the conversation?
12. *What* energy source?
13. *How* is...formed?
14. *Where*...?
15. *What* should she do?

EXERCISE 20

Conversation 1: *looking for a part-time job on campus*
Conversation 2: *a kayaking trip that the man took on the Klamath River*
Conversation 3: *one kind of pollution called acid rain*

EXERCISE 21 (Answers may vary)

Conversation 1
1. *a student and an employment office worker*
2. *in the campus employment office*

Conversation 2
1. *two students*
2. *during the spring semester, right after spring break*
3. *a trip that he just took*

Conversation 3
1. *two students*
2. *sometime during the semester*
3. *an article that the man read*

TOEFL EXERCISE 22

1. A	4. B	7. C	10. D	13. B
2. C	5. D	8. B	11. D	14. C
3. C	6. D	9. A	12. C	15. D

TOEFL EXERCISE (Skills 18–22)

1. C	4. A	7. D	10. A	13. D
2. B	5. B	8. C	11. C	
3. D	6. A	9. B	12. B	

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

EXERCISE 23 (Answers may vary)

Questions 1 through 5: *the requirements of a biology class*
Questions 6 through 10: *the volcanoes in the Ring of Fire or Hawaii*
Questions 11 through 15: *a tour of the Smithsonian*

EXERCISE 24

1. *When* does the talk probably take place?
2. *How often*...?
3. *What* are the students told?
4. *What*...?
5. *What*...?
6. *What is the topic* of the talk?
7. *What is the topic* of the talk?
8. *Where*...?
9. *What is true* about volcanoes?
10. *What* is...?
11. *Who is the speaker?*
12. *How many?*
13. *Which* museum?
14. *Which* museum?
15. *Where* are they going next?

EXERCISE 25 (Answers may vary)

Talk 1: the first day of class in Biology 101
Talk 2: the volcanoes of Hawaii
Talk 3: a tour of the Smithsonian

EXERCISE 26 (Answers may vary)

Talk 1
1. *Professor Martin*
2. *in biology class*
3. *on the first day of class*
4. *Biology 101*

Talk 2
1. *a professor*
2. *in a university class*
3. *sometime during the semester*
4. *maybe geology (because the topic is volcanoes)*

Talk 3
1. *a tour guide*
2. *in Washington, D.C.*
3. *in the middle of a tour*

TOEFL EXERCISE 27

1. C	4. C	7. C	10. C	13. B
2. B	5. D	8. C	11. B	14. D
3. D	6. B	9. A	12. D	15. A

TOEFL REVIEW EXERCISE (Skills 23–27)

1. D	4. D	7. A	10. C
2. D	5. C	8. C	11. C
3. A	6. B	9. B	12. D

TOEFL EXERCISE 28

1. 4	4. 2	7. 2	10. 3
2. 3	5. 1	8. 3	11. 1
3. 1	6. 4	9. 2	

EXERCISE 29 (Answers may vary)

1. a. ordering (process)
   b. process of the formation of hail
   - *A drop of water rises and falls repeatedly within a cloud.*
   - *Each time it rises and falls, it adds a new layer of ice.*
   - *After it builds up enough layers, it becomes too heavy.*
   - *Then, it falls to the earth.*
2. a. classification
   b. classification by number of fractures:
   - *single fracture (one fracture)*
   - *double fracture (two fractures)*
   - *multiple fracture (numerous fractures)*

   classification by types of fractures:
   - *simple fracture (complete fracture, not through the skin)*
   - *compound fracture (complete fracture, through the skin)*
   - *greenstick fracture (partial fracture, with bending)*

   classification by degree of seriousness
   - *greenstick fracture (less serious)*
   - *simple fracture (serious)*
   - *compound fracture (more serious)*
3. a. both classification and ordering (chronology)
   b. classification of types of trials:
   - *Eugene Debs (trial of a union leader)*
   - *Loeb and Leopold (murder trial)*
   - *John Scopes (evolution trial)*

   chronological ordering of events:
   - *1895: trial of Eugene Debs, president of the railroad workers union (Pullman Strike)*
   - *1902: arbitration of the Pennsylvania Coal strike*
   - *1924: trial of Loeb and Leopold for the murder of a teenager*
   - *1925: trial of John Scopes for teaching evolution (Monkey Trial)*

TOEFL EXERCISE 29

1. *It rises within a cloud.*
   It freezes for the first time.
   It falls within the cloud.
   It picks up water.
2. *It rises and falls repeatedly in the cloud.*
   It adds new layers of ice.
   It becomes too heavy.
   It falls to the ground.
3. *One break: single fracture*
   Two breaks: double fracture
   Numerous breaks: multiple fracture
4. *Complete fracture with no broken skin: simple fracture*
   Partial fracture: greenstick fracture
   Complete fracture with broken skin: compound fracture
5. *Less serious: greenstick fracture*
   Serious: simple fracture
   More serious: compound fracture
6. *Pullman Strike: Eugene Debs*
   Evolution in the classroom: John Scopes
   Murder trial: Loeb and Leopold
7. *He defended the railway union president.*
   He arbitrated a coal strike.
   He defended the murderers of a teenager.
   He took part in the Monkey Trial.

EXERCISE 30 (Answers may vary)

1. a. *in three weeks*
   b. *the Stage Manager, George, Emily*
   c. *before George and Emily's wedding*
   d. *slightly familiar (just started learning lines)*
   e. *discuss costumes and props and then run through the scene (one suggests this, and the other two agree)*
2. a. *looks like gold, with a shiny golden color*
   b. *a compound of iron and sulfur*
   c. *it smokes and develops a strong odor*
   d. *from the Greek word for 'fire'*
   e. *they were fools (from fool's gold)*

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

f. *it does not smoke or develop a strong odor (iron pyrite smokes and smells, and gold does not have the same kind of reaction)*
g. *it does not start fires easily (iron pyrite was used to start fires, and gold could not be used that way)*

3. a. *a Spanish explorer*
b. *in a best-selling Spanish fantasy series*
c. *an island full of gold*
d. *Amazons, who were powerful female warriors*
e. *sometime between 1500 and 1550 (in the first half of the sixteenth century)*
f. *no Amazons and not an island (no inhabitants like those in the fictional work, and an incorrect assumption that California was an island)*

TOEFL EXERCISE 30

1. 3	5. 2, 4	9. 1, 2	13. 1	17. 4
2. 3	6. 1	10. 3	14. 2	18. 1, 3
3. 2	7. 2	11. 4	15. 1	
4. 1,3	8. 2, 4	12. 2	16. 2, 4	

EXERCISE 31

(Various answers are possible.)

TOEFL EXERCISE 31

1. D	3. D	5. B	7. A	9. C
2. A	4. C	6. A	8. C	

TOEFL REVIEW EXERCISE (Skills 29–31)

1. 2, 4
2. 3
3. D
4. A
5. 4
6. 2
7. *Before 1920: gas mask*
In the 1920s: facecloth
In the 1930s: handkerchief
8. 1, 4
9. 1
10. *Famous actresses: facecloths*
No marketing: bandages
Consumer testing: handkerchiefs
11. 1
12. D
13. 1, 3
14. *A volcanic island forms.*
Coral begins to grow.
The volcano erodes.
The volcano disappears underwater.
15. C

EXERCISE 32 (Answers may vary)

1. a. classification
b. classification by outstanding characteristic:
- *Caspian Sea (largest lake)*
- *Lake Baikal (deepest lake)*
- *Lake Superior (largest freshwater lake)*

classification by type of formation:
- *Caspian Sea (cut off from oceans)*
- *Lake Superior (carved out by glaciers)*
- *Lake Baikal (created over a fault)*

2. a. ordering (process)
b. process of the formation of fossils:
- *An animal dies.*
- *Soft tissues decompose.*
- *Hard tissues remain.*
- *Hard tissues become buried.*
- *Layers of sediment cover the bones.*
- *The bones sink to the level of the ground water.*
- *Minerals from the ground water enter the bones.*
- *Minerals eventually replace the bones.*

3. a. both classification and ordering (process)
b. classification by types of olive oil:
- *extra virgin olive oil (cold-pressed from the first pressing, lower acid)*
- *virgin olive oil (cold-pressed from the first pressing, higher acid)*
- *cold-pressed olive oil (cold-pressed from a later pressing)*
- *pure olive oil (heat processed)*
- *light olive oil (a mix of olive oil and some other type of oil)*

process for making cold-pressed olive oil:
- *The olives are pressed for the first time.*
- *Virgin olive oil results.*
- *The crushed olives are repressed.*
- *Cold-pressed olive oil results.*

TOEFL EXERCISE 32

1. *Largest lake: Caspian Sea*
Deepest Lake: Lake Baikal
Largest freshwater lake: Lake Superior
2. *Cut off from the oceans: Caspian Sea*
Carved out by glaciers: Lake Superior
Created over a fault in the crust: Lake Baikal
3. *An animal dies.*
Soft tissues decompose.
Hard tissues remain.
Hard tissues become buried.
4. *Layers of sediment cover the bones.*
The bones sink to the level of the ground water.
Minerals from the ground water enter the bones.
Minerals eventually replace the bones.
5. *The fossilized remains are buried.*
The earth moves the buried remains.
The remains may be pushed close to the surface.
Humans may discover the remains.
6. *The olives are pressed for the first time.*
Virgin olive oil results.
The crushed olives are repressed.
Cold-pressed olive oil results.
7. *Olive oil of the highest quality: virgin olive oil*
Olive oil affected by heating: pure olive oil
Olive oil mixed with other oils: light olive oil
8. *From the first pressing, with lower acid: extra virgin olive oil*
From the first pressing, with higher acid: virgin olive oil
From a later pressing: cold-pressed olive oil

EXERCISE 33 (Answers may vary)

1. a. *trees with cones instead of flowers*
b. *one-third*
c. *a conifer, a 4,000-year-old bristlecone pine in California*
d. *conifers, giant redwoods in California several hundred feet tall and weighing 2,000 tons*
e. *evolved as a reaction to drought*
f. *Conifers lose and replace their needles throughout the year, deciduous trees shed their leaves in one season.*
g. *in the northern hemisphere (in North America and Siberia)*
h. *very big (several hundred feet tall and weighing 2,000 tons)*

2. a. *students in an introductory education course*
b. *early twentieth century*
c. *no colorful clothing, no skirts above the ankle*
d. *no bars, no ice cream parlors*

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

c. *very strict (had to follow lots of rules)*
f. *at home (had to be at home by 8:00)*

3. a. *both visible from Earth*
b. *500 degrees Centigrade, or 900 degrees Fahrenheit*
c. *its closeness to the Sun and its atmosphere*
d. *made of carbon dioxide*
e. *made of sulfuric acid*
f. *the Sun reflecting off the clouds*
g. *the 6th largest (almost the same size as the earth, the 5th largest)*
h. *not at its brightest when full (at its brightest when a crescent)*
i. *must be thick (the clouds hide the surface of Venus)*

TOEFL EXERCISE 33

1. 4	6. 2, 4	11. 2	16. 3	21. 1, 4
2. 2	7. 1	12. 2, 3	17. 2	22. 4
3. 1	8. 2, 3	13. 1	18. 1, 4	
4. 1, 3	9. 4	14. 2, 4	19. 2, 4	
5. 2	10. 3	15. 4	20. 1	

EXERCISE 34 (Various answers are possible.)

TOEFL EXERCISE 34

1. C	3. D	5. A	7. D	9. C
2. B	4. B	6. A	8. B	10. C

TOEFL REVIEW EXERCISE (Skills 32–34)

1. 1, 2
2. *At the top: observatory*
In the legs: trams
Under the ground: museum
3. 3
4. 2
5. *Jefferson became president.*
Lewis and Clark set out to explore the west.
Thousands of settlers set out from St. Louis.
The arch was built.
6. 1, 4
7. *Compressed minerals: inner core*
Stony silicates: mantle
Liquid minerals: outer core
8. C
9. 1, 4
10. 2
11. B
12. 2
13. 4
14. 3
15. 2, 4
16. *It had only a* ***g*** *sound.*
It had both a ***k*** *and a* ***g*** *sound.*
It had only a ***k*** *sound.*
It had both a ***k*** *and an* ***s*** *sound.*

LISTENING POST-TEST (Paper)

1. D	11. A	21. D	31. B	41. D
2. D	12. C	22. D	32. C	42. D
3. A	13. D	23. A	33. A	43. B
4. D	14. C	24. D	34. D	44. B
5. C	15. C	25. A	35. A	45. B
6. D	16. B	26. C	36. D	46. A
7. A	17. A	27. C	37. B	47. D
8. C	18. C	28. D	38. C	48. B
9. B	19. B	29. D	39. B	49. D
10. A	20. B	30. B	40. C	50. B

LISTENING POST-TEST (Computer)

1. 1	4. 1	7. 4	10. 1	13. 1
2. 4	5. 3	8. 2	11. 4	14. 4
3. 2	6. 3	9. 4	12. 1	15. 2

16. *One leaf per node: alternate*
Two leaves per node: opposite
Three leaves per node: whorled
17. B
18. *Least common: whorled*
Neither most nor least common: opposite
Most common: alternate
19. 1, 4
20. 3
21. 3
22. 4
23. 1, 4
24. D
25. 4
26. *End of the eighteenth century: James Cook*
Beginning of the nineteenth century: Kamehameha
End of the nineteenth century: Liliuokalani
27. 4
28. *The islands had different monarchs.*
Kamehameha became king.
Liliuokalani became queen.
The monarchy disappeared.
29. 4
30. 2

STRUCTURE

STRUCTURE DIAGNOSTIC PRE-TEST (Paper)

1. D	4. B	7. A	10. C	13. D
2. D	5. C	8. A	11. A	14. B
3. D	6. C	9. B	12. A	15. A

16. B	*are*	29. C	*and*
17. C	*became*	30. B	*was designed by*
18. B	*was declared*	31. B	*short courses*
19. A	*the brightest star*	32. D	*moved*
20. C	*rest*	33. A	*actor*
21. C	*materials*	34. C	*live*
22. B	*previously*	35. C	*result of*
23. C	*used*	36. B	*the project*
24. D	*their*	37. B	*profitable*
25. A	*imported*	38. D	*been mined*
26. C	*the*	39. C	*other*
27. C	*their*	40. B	*making*
28. D	*amount*		

STRUCTURE DIAGNOSTIC PRE-TEST (Computer)

1. 3	*recorded*	11. 3	
2. 2	*was*	12. 2	*number*
3. 4		13. 2	*officially opened*
4. 3	*them*	14. 4	
5. 3		15. 1	*A typical*
6. 2	*but*	16. 2	*made*
7. 2	*larger than*	17. 2	
8. 4		18. 2	*relies on*
9. 4	*died*	19. 3	*expensive*
10. 3	*razed*	20. 1	

EXERCISE 1

1. I	missing subject	(could be *he went*)
2. C		
3. I	missing verb	(could be *is available*)
4. I	double verb	(*has* and *provides*)
5. C		

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

APPENDIX A: **Similar Sounds**

DIRECTIONS: In each exercise first read the group of words aloud with the correct pronunciation. Then listen to the statements, each of which contains one of the words. Finally, choose the letter of the word you have heard.

NOW BEGIN THE RECORDING AT EXERCISE A1.

EXERCISE A1

A. pit	C. pat	E. pout
B. pet	D. put	F. pot

EXERCISE A2

A. heat	C. hut	E. height
B. hit	D. hot	F. hate

EXERCISE A3

A. cat	C. cot	E. kite
B. cut	D. caught	F. coat

EXERCISE A4

A. bill	C. bull	E. bale
B. bell	D. ball	F. bowl

EXERCISE A5

A. cap	C. cup	E. cop
B. cape	D. keep	F. cope

EXERCISE A6

A. bead	C. bed	E. bud
B. bid	D. bad	F. bowed

EXERCISE A7

A. neat	C. net	E. knot
B. night	D. nut	F. note

EXERCISE A8

A. seek	C. sack	E. sock
B. sick	D. soak	F. sake

EXERCISE A9

A. seed	C. sad	E. side
B. said	D. sawed	F. sighed

EXERCISE A10

A. heal	D. hail	G. howl
B. hill	E. hole	H. whole
C. haul	F. hall	I. hull

EXERCISE A11

A. beat	D. bat	G. bait
B. bit	E. but	H. bite
C. bet	F. bought	I. boat

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

APPENDIX B: **Two- and Three-Part Verbs**

DIRECTIONS: Each of the following sentences contains a two- or three-part verb in italics. Read the sentence and try to understand the italicized expression. Then, find the meaning of the expression in the list that follows the exercise, and write the letter of the answer on the line.

EXERCISE B1

_____ 1. He's been smoking too much. He really needs to ***cut down.***

_____ 2. The company had to ***cut off*** the electricity because the bill was unpaid.

_____ 3. He kept teasing me, so finally I told him to ***cut it out.***

_____ 4. He is working hard because he really wants to ***get ahead*** in his career.

_____ 5. She is such a nice person that she is easily able to ***get along*** with everyone.

_____ 6. Could you explain a little more clearly? I really don't understand what you are trying to ***get at.***

_____ 7. When he stole some money from her, she really wanted to do something to ***get back at*** him.

_____ 8. We have enough money to ***get by*** for a few months; we won't have a lot of extras, but we will survive.

_____ 9. She was sick for several weeks, but now she has started to ***get over*** it.

_____ 10. There are too many clothes in my closet. I need to ***get rid of*** some of them.

DEFINITIONS—Exercise B1	
A. stop it	**F.** manage
B. get revenge against	**G.** advance
C. recover from	**H.** throw away
D. decrease it	**I.** stop the supply of
E. be friendly	**J.** imply

EXERCISE B2

_____ 1. He read the untrue stories about himself in the newspaper, but he tried not to react. He just tried to ***brush it off.***

_____ 2. I haven't played Scrabble in quite some time. I'll have to ***brush up on*** the rules before we play.

_____ 3. While we were walking in the mountains, we were lucky enough to ***come across*** a waterfall. It was quite a surprise to find such a beautiful thing.

_____ 4. She is not feeling well; she thinks she is about to ***come down with*** the flu.

_____ 5. While I'm on my trip, do you think you could ***look after*** my cats?

_____ 6. The police detective was not sure how the crime was committed. She decided to ***look into*** it further.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

_____ 7. Here is my application. Could you take a few moments to ***look it over?***

_____ 8. The brother always used to ***pick on*** his younger sister. His favorite tricks were to pull her hair, tease her, or scare her.

_____ 9. You have tried on three dresses, but you can't afford all of them. You'll have to ***pick out*** just one.

_____ 10. Could you ***pick*** me ***up*** after school today? I'll wait for you out in front of the school.

DEFINITIONS—Exercise B2	
A. take care of	**F.** bother
B. review; relearn	**G.** not let it have an effect
C. choose	**H.** unexpectedly find
D. get sick with	**I.** come and get
E. look at it briefly	**J.** investigate

EXERCISE B3

_____ 1. We have some new neighbors. I think I'll ***call on*** them later this afternoon.

_____ 2. The principal had to ***call off*** the class on Tuesday because the teacher was sick.

_____ 3. The politician should ***call for*** a decrease in taxes.

_____ 4. Why don't you ***call*** me ***up*** about 9:00? I'll be waiting by the phone.

_____ 5. I don't need this bicycle any more. It's not worth too much money, so I think I'll just ***give*** it ***away.***

_____ 6. Here's the book I borrowed from you, and now I think I should ***give*** it ***back.***

_____ 7. I've done all I can. I just can't do anything more. I ***give up.***

_____ 8. The teacher has to ***put off*** the exam until next week because the students are not prepared.

_____ 9. She has to ***put on*** her coat before she goes out into the cold winter weather.

_____ 10. He's such a mean man that it's difficult to ***put up with*** him.

DEFINITIONS—Exercise B3	
A. donate	**F.** cancel
B. visit	**G.** delay
C. tolerate	**H.** telephone
D. request; suggest	**I.** dress in
E. return	**J.** surrender

For more materials information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

EXERCISE B4

_____ 1. I was scared last night because someone tried to ***break into*** my house.

_____ 2. He and she have been friends for more than two years, but now they've decided to ***break off*** their relationship.

_____ 3. I'm really excited to be selected as master of ceremonies. I've never done this before, but I'm really going to try to ***carry it off***.

_____ 4. After her husband was killed in an accident, she tried hard to ***carry on*** with her life.

_____ 5. I'm going to ***hold off*** taking my vacation. I was scheduled to take my vacation this week, but I'll take it next month instead.

_____ 6. My boss told me that my work had been very good recently and that she wanted me to ***keep it up***.

_____ 7. Many of the employees of the company are worried; they've heard a rumor that the company is going to ***lay off*** a number of employees.

_____ 8. While I was at the market, I was surprised to ***run into*** a friend I hadn't seen in months.

_____ 9. If I didn't buy milk at the store, we would ***run out of*** it at breakfast in the morning.

_____ 10. That boy has been playing baseball all day. I know he's going to ***wear out*** soon.

DEFINITIONS—Exercise B4	
A. postpone	**F.** completely use the supply of
B. succeed	**G.** end
C. fire	**H.** unexpectedly meet
D. tire	**I.** continue
E. unlawfully enter	**J.** continue

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

EXERCISE B5

_____ 1. The newspapers tend to ***play up*** sensational stories if they want to improve their circulation.

_____ 2. He knew that it would be difficult to win the tournament, but he worked hard to ***pull it off.***

_____ 3. She tends to ***show off*** a lot. She's very beautiful, and she wants everyone to notice her.

_____ 4. He was supposed to come at 9:00, but he didn't ***show up*** until 10:00.

_____ 5. Do you know when the wedding will ***take place?*** I heard that it would be next June.

_____ 6. Neither my roommate nor I like to do the dishes, so we ***take turns.***

_____ 7. I don't know how to play golf, but it's a sport that I would like to ***take up.***

_____ 8. He applied for the job, but the manager decided to ***turn down*** his application because he was not really qualified.

_____ 9. The students must ***turn in*** their papers on Thursday. The teacher has said that the papers can't be even one day late.

_____ 10. Because I swim so many hours every day, I sometimes feel that I'm going to ***turn into*** a fish.

DEFINITIONS—Exercise B5	
A. try to attract attention	**F.** refuse
B. submit	**G.** succeed
C. happen	**H.** begin (a hobby)
D. increase the significance of	**I.** become
E. arrive	**J.** alternate

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

APPENDIX C: **Idioms**

DIRECTIONS: Each of the following sentences contains an idiom in italics. Read the sentence and try to understand the idiom. Then find the meaning of the idiom in the list that follows, and write the letter of the answer on the line.

EXERCISE C1

_____ 1. He's holding down two jobs and attending school. He's really ***burning the candle at both ends.***

_____ 2. She's buying a lot of new furniture before she even has a job. She's ***putting the cart before the horse.***

_____ 3. Every time he opens his mouth, he immediately regrets what he said. He's always ***putting his foot in his mouth.***

_____ 4. He's not telling me exactly what happened. He's ***beating around the bush.***

_____ 5. She wanted to get that man's phone number, but she wasn't sure of his last name or where he lived. It was like ***looking for a needle in a haystack.***

_____ 6. He's always too fast and out of control on his motorcycle. He's ***playing with fire.***

_____ 7. She keeps asking if I was the one who was spreading rumors about her, but I wasn't. She's ***barking up the wrong tree.***

_____ 8. He took the best portions for himself and didn't leave enough for the others. He's just ***looking out for number one.***

_____ 9. She's been working on that assignment for over two months, and I don't think she's ever going to finish it. She's ***taking forever and a day.***

_____ 10. She has to go to the bank, and while she's out she'll stop and visit her friend. She's ***killing two birds with one stone.***

_____ 11. He was admitted to Harvard, and he would have gone there but he forgot to send in the appropriate form in time. He has really ***missed the boat.***

_____ 12. I know that you thought that this part of the program was difficult, but wait until you see the next part. You're ***jumping out of the frying pan and into the fire.***

DEFINITIONS—Exercise C1	
A. making a mistake	**G.** missed an opportunity
B. accomplishing two things at once	**H.** saying embarrassing things
C. doing something dangerous	**I.** speaking indirectly
D. doing things in the wrong order	**J.** doing something difficult
E. going from bad to worse	**K.** taking a really long time
F. doing too much	**L.** thinking only about himself

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

EXERCISE C2

_____ 1. His only two choices are to give up his free time or to pay a lot of money, and he doesn't like either choice. He's ***between a rock and a hard place.***

_____ 2. She got 100 percent on the exam and the other students were below 70 percent. She's ***head and shoulders above the rest.***

_____ 3. Every day he fixes meals, cleans the apartment, and goes to the market. It's ***all in a day's work.***

_____ 4. She's a well-known lawyer, a good skier, a great cook, and a painter. She's a ***jack-of-all-trades.***

_____ 5. Every time he puts the toys away, the children just take them out again. Keeping the house clean when the children are there is ***like trying to swim upstream.***

_____ 6. Anytime I need help I go to her because I know she'll help me any way she can. She's ***one in a million.***

_____ 7. He thought he was going to have to come into the office and work on both Saturday and Sunday, but now he doesn't have to. He's ***off the hook.***

_____ 8. She and her classmates all have to read five chapters, write a paper, and prepare for an exam this week. They're ***all in the same boat.***

_____ 9. He and his brother have the same hair, the same eyes, the same smile, and the same expressions. They're ***like two peas in a pod.***

_____ 10. When I saw him with an older man, I just knew that the man had to be his father. He's ***a chip off the old block.***

_____ 11. She's had so much to do to get ready for the trip that she's been running around all day. Now she's ***on her last legs.***

_____ 12. I can't think of the answer, but it will come to me in just a minute. It's ***on the tip of my tongue.***

DEFINITIONS—Exercise C2	
A. very tired	**G.** in the same situation
B. the best	**H.** nothing out of the ordinary
C. exactly alike	**I.** accomplished at many things
D. really wonderful	**J.** an idea that is not in words
E. really difficult or frustrating	**K.** not responsible any longer
F. just like his father	**L.** without any good options

For more useful information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

EXERCISE C3

_____ 1. Do you think you could help me out with the math homework? ***Two heads are better than one.***

_____ 2. What was it like when the announcement of the disaster came over the radio? ***You could have heard a pin drop.***

_____ 3. We could either go out to dinner tonight or stay home and cook. ***Six of one, half dozen of the other.***

_____ 4. I know you like the food at this restaurant, but I just don't care for it. ***To each his own.***

_____ 5. I got to the bank just one minute after closing time. ***Just my luck.***

_____ 6. My boss has asked me to respond immediately to this fax. ***No sooner said than done.***

_____ 7. Don't worry about what the boss just said to you. ***His bark is worse than his bite.***

_____ 8. It seems impossible for me to go to graduate school because I just can't afford it. But I'm going to try. ***Where there's a will, there's a way!***

_____ 9. Everything seems to be going the way that it should. ***So far, so good!***

_____ 10. Just think that because you locked your keys in the car, you got to meet that nice, handsome, young locksmith. ***Every cloud has a silver lining!***

_____ 11. I've got to accept the fact that it's going to take more than seven years of school if I want to become a doctor. After all, ***Rome wasn't built in a day.***

_____ 12. She loves my wardrobe, but I wish I had her clothes. ***The grass is always greener on the other side of the fence.***

DEFINITIONS—Exercise C3	
A. It was really quiet.	**G.** Bad things are accompanied by good.
B. It's good to work together.	**H.** You always want what you don't have.
C. It's been going well up to now.	**I.** Everyone has a different opinion.
D. I'm not so fortunate.	**J.** His words are worse than his actions.
E. It doesn't matter.	**K.** If you want something, you can do it.
F. It will be done immediately.	**L.** Everything takes time.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

EXERCISE C4

_____ 1. He finally got a job; he couldn't continue to sit around doing nothing. He had to ***turn over a new leaf.***

_____ 2. When he told his mother that he didn't need to study for the exam because he knew he would get a good grade, his mother responded, ***"Don't count your chickens before they're hatched."***

_____ 3. When I asked my friend to do some of my work for me, she replied that I would have to ***stand on my own two feet.***

_____ 4. You've been offered this job, and the offer may not remain on the table for too long, so you'd better take this one while you have the chance. You need to ***strike while the iron is hot.***

_____ 5. When you guessed that I would get the promotion, you ***hit the nail right on the head.***

_____ 6. Before you accept the position, you should find out everything you can about the company. You should ***look before you leap.***

_____ 7. She was appointed to the environmental protection committee, and she's really excited because this is something she's been interested in for some time. This is something she can ***sink her teeth into.***

_____ 8. If you want to be the one who gets noticed at work, you need to ***dot all the i's and cross all the t's*** on every task that you do.

_____ 9. You need to learn to relax. Every time there's a lot of work to do, you just ***run around like a chicken with its head cut off.***

_____ 10. I really prepared for that exam. It should ***be a piece of cake.***

_____ 11. She thinks she should confess what she did, but no one really seems interested in knowing. Instead, she decides to ***let sleeping dogs lie.***

_____ 12. He never has to work for anything because his parents will give him anything he asks for. He seems to ***have been born with a silver spoon in his mouth.***

DEFINITIONS—Exercise C4	
A. start over again	**G.** were exactly right
B. be extremely easy	**H.** depend on something you don't have
C. do it myself	**I.** be spoiled
D. pay attention to every detail	**J.** get really involved in
E. think before you act	**K.** take advantage of a good opportunity
F. leave something alone	**L.** act overly nervous and excited

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

APPENDIX D: **Prepositions**

DIRECTIONS: Study the list of prepositions. Then underline the prepositions in each sentence. Circle the prepositional phrases (prepositions + modifiers + objects). The number in parentheses indicates how many prepositions you should find in each group of sentences.

PREPOSITIONS				
about	*behind*	*except*	*on*	*under*
above	*below*	*for*	*onto*	*underneath*
across	*beneath*	*from*	*outside*	*unlike*
after	*beside*	*in*	*over*	*until*
against	*between*	*inside*	*past*	*up*
along	*beyond*	*into*	*since*	*upon*
among	*by*	*like*	*through*	*versus*
around	*despite*	*near*	*throughout*	*with*
as	*down*	*of*	*to*	*within*
at	*during*	*off*	*toward*	*without*

EXERCISE D1 (21 prepositions)

1. Advocacy of technology as the panacea for our environmental woes is not without its detractors.
2. State Highway 227 runs east of U.S. Highway 101, from San Luis Obispo in the north to Arroyo Grande in the south.
3. All four components of the Milky Way appear to be embedded in a large, dark corona of invisible material.
4. Over the last three decades, we have seen a consistent worldwide decline in membership of private-sector international trade union federations.
5. There is not complete agreement on the correlation of the various cultures and the glacial sequence, but many think that the Villafranchion, characterized by crudely worked pebble tools, roughly spherical in form, belongs in the early phase of the First Glacial period.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

EXERCISE D2 (34 prepositions)

1. A combination of factors appear to have led to the decline of the beetle, all of them directly or indirectly due to human influence but none conclusively proven.
2. At ground level, ozone is produced by a photochemical interaction of the Sun with gases such as nitrogen oxides and unburnt hydrocarbons.
3. The Army of the Potomac under General George Meade and the Army of Northern Virginia under General Robert E. Lee had stumbled upon each other four days earlier at the edge of this little Pennsylvania county seat of 2,400 inhabitants.
4. With this sudden and vast wealth, by the turn of the century, Trinity Church was an ecclesiastical empire with 8,500 communicants and nine chapels scattered around New York City besides the main church itself.
5. Through modern film footage, this video production retraces the route followed by Meriwether Lewis and William Clark during their epochal two-year (1804–1806), eight-thousand-mile round-trip journey by keelboat, on horseback, on foot, and by canoe up the Missouri River, across the Continental Divide, and down the Snake and Columbia Rivers to the Pacific Ocean.

EXERCISE D3 (35 prepositions)

1. During the era from the end of the Civil War to about 1890, there was a land settlement boom within the United States.
2. By coincidence, the Finnish results were released at the same time that an American study confirmed the cancer-fighting potential of a chemical in broccoli known as sulforaphane.
3. At windswept Kitty Hawk, along North Carolina's Outer Banks, the Wright Brothers National Memorial pays tribute to the brothers and their historic first flight on December 17, 1903.
4. A wide central hall, running past the Garden Court, from one end of the building to the other, has four large cases of souvenirs from both palaces, including a program printed for President Warren G. Harding's visit.
5. Like historians raiding an archive of ancient texts, two atmospheric scientists are sifting through old satellite data, looking for a means of extending ozone records back in time in order to prove or disprove a hypothesis; on the basis of ground measurements made in Antarctica since the 1950s, researchers believe that the annual Antarctic ozone hole first appeared in a mild form during the late 1970s and then grew worse in the 1980s.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

APPENDIX E: **Word Endings**

Word endings in English often tell you how a word is used grammatically in English; therefore, it is very important for you to recognize some common word endings. If you recognize a word ending on a word that you do not know, you can tell how the word should be used grammatically, even if you do not understand the meaning of the word.

EXERCISE E1: ***Noun (Thing) Endings***

The following *noun (thing)* endings are very common in English. It is important for you to study them and become familiar with them.

NOUN (THING) ENDINGS			
-ism	socialism	***-ment***	government
-nce	excellence	***-ty***	beauty
-ness	sadness	***-age***	marriage
-ion	information	***-ship***	friendship

Using one of the endings above, change each of the following words into a *noun (thing)*:

1.	member	_____	9.	alcohol	_____
2.	kind	_____	10.	permanent	_____
3.	real	_____	11.	mile	_____
4.	move	_____	12.	confuse	_____
5.	human	_____	13.	leader	_____
6.	elect	_____	14.	sudden	_____
7.	break	_____	15.	improve	_____
8.	intelligent	_____	16.	equal	_____

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

EXERCISE E2: ***Noun (Person) Endings***

The following *noun (person)* endings are very common in English. It is important for you to study them and become familiar with them.

NOUN (PERSON) ENDINGS			
-er	employer	**-ist**	tourist
-or	actor	**-cian**	musician

Using one of the endings above, change each of the following words into a *noun (person):*

1. teach	_____	9. perfection	_____
2. type	_____	10. program	_____
3. beauty	_____	11. electricity	_____
4. ideal	_____	12. invest	_____
5. invent	_____	13. build	_____
6. clinic	_____	14. natural	_____
7. special	_____	15. advice	_____
8. ranch	_____	16. mathematics	_____

EXERCISE E3: ***Adjective Endings***

The following *adjective* endings are very common in English. It is important for you to study them and become familiar with them.

ADJECTIVE ENDINGS			
-ent	excellent	**-ive**	expensive
-ant	important	**-ous**	dangerous
-ful	careful	**-al**	natural
-ic	economic	**-able**	capable
-less	careless	**-ible**	possible

Using one of the endings above, change each of the following words into an *adjective:*

1. heart	_____	9. courage	_____
2. nature	_____	10. use	_____
3. athlete	_____	11. enthusiasm	_____
4. mystery	_____	12. motion	_____
5. help	_____	13. tradition	_____
6. impress	_____	14. change	_____
7. intelligence	_____	15. permanence	_____
8. comfort	_____	16. attract	_____

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

EXERCISE E4: ***Verb Endings***

The following verb endings are very common in English. It is important for you to study them and become familiar with them.

VERB ENDINGS			
-en	soft*en*	**-ize**	memor*ize*
-ate	popul*ate*	**-ify**	not*ify*

Using one of the endings above, change each of the following words into a *verb:*

1.	dark	_____	9.	different	_____
2.	final	_____	10.	identity	_____
3.	just	_____	11.	light	_____
4.	separation	_____	12.	glamour	_____
5.	short	_____	13.	person	_____
6.	intense	_____	14.	sweet	_____
7.	investigation	_____	15.	liberal	_____
8.	industrial	_____	16.	demonstration	_____

EXERCISE E5: ***Adverb Ending***

The following *adverb* ending is very common in English. It is important for you to become familiar with it.

ADVERB ENDING	
-ly	real*ly*

Using the ending above, change each of the following words into an *adverb:*

1.	final	_____	9.	great	_____
2.	careful	_____	10.	complete	_____
3.	obvious	_____	11.	eager	_____
4.	recent	_____	12.	absolute	_____
5.	strong	_____	13.	correct	_____
6.	perfect	_____	14.	sudden	_____
7.	fearful	_____	15.	doubtful	_____
8.	quick	_____	16.	regular	_____

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

EXERCISE E6: ***All Endings Together***

Identify each of the following words as a *noun-thing* (NT), a *noun-person* (NP), an *adjective* (ADJ), an *adverb* (ADV), or a *verb* (V).

____	1. heighten	____	11. desertification	____	21. speechless
____	2. forgetful	____	12. submissive	____	22. tremendously
____	3. imperialism	____	13. nocturnal	____	23. liability
____	4. effusively	____	14. establishment	____	24. counselor
____	5. cashier	____	15. impertinent	____	25. civic
____	6. columnist	____	16. impertinently	____	26. sensitize
____	7. aggravate	____	17. togetherness	____	27. ambiance
____	8. glamorous	____	18. pharmacist	____	28. justification
____	9. vintage	____	19. craftsmanship	____	29. interpretive
____	10. statistician	____	20. manageable	____	30. personify

EXERCISE E7: ***All Endings Together***

Circle the letter of the word that correctly completes each sentence.

1. The ____ of the news could not be stressed enough.
   (A) important (B) importance (C) importantly
2. The detective ____ that the maid committed the robbery.
   (A) theorized (B) theoretician (C) theoretic
3. It is ____ that they live so close to the school.
   (A) convenience (B) convenient (C) conveniently
4. The patient responded ____ to the medication.
   (A) weaken (B) weakness (C) weakly
5. The psychologist explained his ideas on ____ interaction.
   (A) social (B) society (C) socialize
6. Not everyone wants a job as a ____.
   (A) mortal (B) mortally (C) mortician
7. You should not ____ the problem.
   (A) minimal (B) minimize (C) minimally
8. Because of a traffic ____, he had to appear in court.
   (A) violate (B) violator (C) violation
9. The children ran ____ toward the entrance of the park.
   (A) excitedly (B) excited (C) excitement
10. The company was unable to ____ enough profit to stay in business.
    (A) generator (B) generate (C) generation

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

11. She picked up a piece of _____ rock.
    (A) volcano (B) vulcanize (C) volcanic
12. He responded _____ to the rude question.
    (A) explosively (B) explosion (C) explosive
13. Because your medical problem is serious, you need to see a _____.
    (A) specialize (B) special (C) specialist
14. The coach was able to _____ the athletes to perform better.
    (A) motivate (B) motivator (C) motivation
15. He was not concerned about the _____ of his actions.
    (A) careless (B) carelessness (C) carelessly
16. This portion of the report should be completed _____ of the other part.
    (A) independence (B) independent (C) independently
17. The view of the mountains was _____.
    (A) magnify (B) magnificent (C) magnification
18. It was necessary for the speaker to _____ her message.
    (A) clarify (B) clarity (C) clarification
19. The _____ of the village was the soldiers' primary goal.
    (A) liberate (B) liberation (C) liberal
20. He gave an _____ incorrect answer to the question.
    (A) obvious (B) obviously (C) obviate

EXERCISE E8: ***All Endings Together***

The following sentences contain a number of underlined words. Each of the underlined words *may* or *may not* be correct. Circle the underlined words that are incorrect, and make them correct.

1. The police inspect organized an intensively search for the robber.
2. The newspaper reporter did not exact appreciate the negation comments about her article.
3. He became penniless and homeless when a seriousness ill made him unable to work.
4. On the old college campus, the ivy-covered walls of the colonial buildings create an aura of gentility and tradition.
5. Maya Angelou is a poem, composition, and author of two autobiographically works, *I Know Why the Caged Bird Sings* and *My Name*.
6. The process of Americanization encouragement immigrants to assimilation American attitudes, cultural, and citizenship.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

7. During the previously war, the national defense establish found itself in greatness need of linguists.

8. The escalate of hostilities between the two nations has proven far more seriousness than analyze had previously expected.

9. Social is becoming increasingly dependence on complex computers for the arrange of its affairs.

10. If someone has an educator in the humanities, he or she is prepared to deal with abstractions or complex and to feel comfortably with subtleties of thought.

11. It is possibly to demonstrate that the mathematical odds for success of the program increase dramatically with the additional of increased financial backing.

12. It would be fatally for the administration to underestimate the determine of the protesters to have the new law overturned.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

APPENDIX F: **Irregular Verb Forms**

DIRECTIONS: Fill in the boxes with the correct forms of the verb.

EXERCISE F1

	VERB	PAST	PARTICIPLE		VERB	PAST	PARTICIPLE
1.		beat	beaten	25.		fought	fought
2.	become		become	26.	find		found
3.		began	begun	27.		fit	fit
4.	bet		bet	28.	fly	flew	
5.	bite	bit		29.	forget		forgotten
6.	blow	blew		30.	forgive	forgave	
7.	break		broken	31.		froze	frozen
8.	bring		brought	32.	get		gotten
9.		built	built	33.	give	gave	
10.	buy	bought		34.	go	went	
11.	catch		caught	35.		grew	grown
12.		chose	chosen	36.		had	had
13.	come		come	37.	hear		heard
14.	cost	cost		38.	hide	hid	
15.		cut	cut	39.		hit	hit
16.	dig		dug	40.	hold	held	
17.	do	did		41.	hurt	hurt	
18.	draw	drew		42.	keep		kept
19.		drank	drunk	43.		knew	known
20.	drive	drove		44.		led	led
21.	eat		eaten	45.	leave	left	
22.	fall	fell		46.		lent	lent
23.		fed	fed	47.	let		let
24.	feel	felt		48.		lost	lost

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

	VERB	PAST	PARTICIPLE		VERB	PAST	PARTICIPLE
49.	make	made		68.		sang	sung
50.		meant	meant	69.	sink		sunk
51.	meet	met		70.	sit	sat	
52.	pay		paid	71.		slept	slept
53.	prove		proven	72.	speak	spoke	
54.		put	put	73.	spend		spent
55.	quit		quit	74.		stood	stood
56.		read	read	75.		stole	stolen
57.	ride	rode		76.	swim	swam	
58.	ring	rang		77.	take		taken
59.		rose	risen	78.	teach	taught	
60.	run	ran		79.	tear		torn
61.	say	said		80.		told	told
62.		saw	seen	81.	think	thought	
63.		sold	sold	82.		threw	thrown
64.	send		sent	83.		understood	understood
65.		shot	shot	84.	wear		worn
66.	show		shown	85.		won	won
67.		shut	shut	86.	write	wrote	

For more useful information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

APPENDIX G: **Formation of the Passive**

DIRECTIONS: In the following exercises, sentences are shown in both *active* and *passive*. Fill in the blanks in the sentences with whatever is needed to complete the sentences.

EXERCISE G1

ACTIVE	PASSIVE
1. He *writes* many letters.	Many letters _____ by him.
2. He *wrote* many letters.	Many letters _____ by him.
3. He *has written* many letters.	Many letters _____ by him.
4. He *had written* many letters.	Many letters _____ by him.
5. He *would write* many letters.	Many letters _____ by him.
6. He *would have written* many letters.	Many letters _____ by him.
7. He *is writing* many letters.	Many letters _____ by him.
8. He *was writing* many letters.	Many letters _____ by him.
9. He *will write* many letters.	Many letters _____ by him.
10. He *will have written* many letters.	Many letters _____ by him.
11. He *is going to write* many letters.	Many letters _____ by him.
12. He *should write* many letters.	Many letters _____ by him.

EXERCISE G2

ACTIVE	PASSIVE
1. Soon the armies _____ the battle.	The battle will be fought by the armies soon.
2. The company is going to buy the equipment.	_____ by the company.
3. Someone _____ in the yard.	A hole was being dug in the yard.
4. The referee had already blown the whistle.	The whistle had _____.
5. Parents _____ good values.	Children should be taught good values by parents.
6. She keeps her valuable jewelry in the safe.	_____ in the safe.
7. The enemy's torpedoes _____.	The ship was sunk by the enemy's torpedoes.
8. What you said hurt me.	I _____ hurt by _____.
9. Someone _____ now.	The children are being fed now.
10. You should not have said it so strongly.	_____ so strongly.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

EXERCISE G3

ACTIVE	PASSIVE
1. _____ elections _____.	Elections will be held next month by the club.
2. The team won the game in the final seconds.	_____ in the final seconds.
3. Someone is taking photographs of the wedding.	Photographs _____ _____.
4. Someone _____.	The passport had already been stolen.
5. She reads the incoming mail daily.	The incoming mail _____ daily.
6. _____ should not _____ the electricity.	The electricity should not have been shut off.
7. People had bet a lot of money on the game.	A lot _____ on the game.
8. No one _____ in several weeks.	The car has not been driven in several weeks.
9. She would spend many hours on the project.	_____ on the project.
10. They _____ at a large profit.	The house could have been sold at a large profit.

EXERCISE G4

ACTIVE	PASSIVE
1. The guards were bringing the prisoner into court.	The prisoner _____ into court.
2. The agent _____.	The tourists are going to be met by the agent.
3. She _____ several times.	That dress had already been worn several times.
4. Someone tore his clothing during the fight.	_____ during the fight.
5. We are doing everything we can think of.	Everything _____.
6. No one _____.	The money will not ever be found.
7. He would have told me what happened.	I _____ what happened.
8. Someone _____ so much.	The horse should not have been ridden so much.
9 A fisherman caught a shark close to shore.	A shark _____ close to shore.
10. No one _____ really did.	What he really did is not known.

For more more information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

APPENDIX H: **Irregular Plurals**

DIRECTIONS: Study the irregular plurals in the chart in Skill 41. Then indicate whether each of the following is correct (C) or incorrect (I).

EXERCISE H1

_____	1. one men	_____	9. several naughty children
_____	2. lots of data	_____	10. an in-depth analyses
_____	3. a surprising hypothesis	_____	11. one hundred alumni
_____	4. one fast-growing fungi	_____	12. lots of bright tooth
_____	5. various criterion	_____	13. various exotic cacti
_____	6. a few mice	_____	14. two required thesis
_____	7. each syllabi for the class	_____	15. the earth's axis
_____	8. a young deer	_____	16. lots of woolly sheep

EXERCISE H2

_____	1. both types of fungus	_____	9. a pair of strong ox
_____	2. a new curricula	_____	10. the X and Y axes
_____	3. two large foot	_____	11. two different theses
_____	4. a new bacteria	_____	12. each beautiful women
_____	5. one terrible crisis	_____	13. a recent alumnus
_____	6. a big, fat salmon	_____	14. two delicious fish
_____	7. many kinds of stimuli	_____	15. the only radius
_____	8. one tiny mouse	_____	16. a scientific syntheses

EXERCISE H3

_____	1. both lengthy syllabus	_____	9. an unexpected diagnoses
_____	2. some strict criteria	_____	10. an aching teeth
_____	3. a fat goose	_____	11. each nuclei of the atom
_____	4. some new hypotheses	_____	12. several fresh trout
_____	5. both young child	_____	13. a thorny cactus
_____	6. a green-colored bacilli	_____	14. each filthy feet
_____	7. many natural phenomenon	_____	15. surrounded by parenthesis
_____	8. each fish in the aquarium	_____	16. some fast-moving deer

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

APPENDIX I: **Word Parts**

Word parts in English can often give you a clue about the meaning of a word; therefore, it is very important for you to recognize some common word parts. If you recognize one of the word parts in a word that you do not know, you can often get a pretty good idea about the meaning of a word.

EXERCISE I1: ***What You Do***

The following word parts describe things you *do*. Study these word parts because they appear in numerous words in English.

WHAT YOU DO					
PART	MEANING	EXAMPLE	PART	MEANING	EXAMPLE
cede/ceed	(go)	proceed	***rupt***	(break)	erupt
cred	(believe)	credit	***scrib/scrip***	(write)	describe
graph	(write)	autograph	***sect***	(cut)	bisect
ject	(throw)	eject	***ven***	(come)	intervene
mit/miss	(send)	emit	***ver***	(turn)	divert
mute	(change)	commute	***viv***	(live)	survive
port	(carry)	deport			

Using the word parts above to help you, match the definitions on the right with the words on the left.

_____ 1. *emissary*	A.	ideology or *belief*
_____ 2. *rupture*	B.	cause to *turn*
_____ 3. *intersection*	C.	the result of a *change*
_____ 4. *porter*	D.	*write* hastily and messily
_____ 5. *permutation*	E.	*break* in accustomed friendly relations
_____ 6. *convention*	F.	study of hand*writing*
_____ 7. *vivacious*	G.	meeting where many people *come* together
_____ 8. *avert*	H.	something that is *thrown*
_____ 9. *exceed*	I.	keenly *alive* and brisk
_____ 10. *credo*	J.	person who is *sent* to deliver a message
_____ 11. *scribble*	K.	person who *carries* baggage
_____ 12. *graphology*	L.	where one road *cuts* through another
_____ 13. *projectile*	M.	*go* beyond expectations

For more information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

EXERCISE I2: ***Where and When***

The following word parts describe *where* or *when* things happen. Study these word parts because they appear in numerous words in English.

WHERE			WHEN		
PART	MEANING	EXAMPLE	PART	MEANING	EXAMPLE
cir	(around)	*cir*culate	***ante***	(before)	*ante*rior
ex	(out)	*ex*it	***fore***	(before)	*fore*tell
in	(in)	*in*clude	***fin***	(end)	*fin*ish
re	(back)	*re*turn	***pre***	(before)	*pre*vious
sub	(under)	*sub*way	***post***	(after)	*post*pone
tele	(far)	*tele*phone			
trans	(across)	*trans*atlantic			

Using the word parts above to help you, match the definitions on the right with the words on the left.

_____ 1. *refund*	A.	cut *into* something
_____ 2. *subordinate*	B.	occurring *before* the expected time
_____ 3. *forefather*	C.	room that serves as an *entrance* to a larger room
_____ 4. *transgress*	D.	give money *back*
_____ 5. *postern*	E.	apparatus for sending a message over a *distance*
_____ 6. *incision*	F.	*conclusion* of a program
_____ 7. *premature*	G.	*go across* a limit or boundary
_____ 8. *expel*	H.	circular course *around* an area
_____ 9. *antechamber*	I.	occupying a *lower* class, rank, or status
_____ 10. *telegraph*	J.	relative who came *before* you
_____ 11. *finale*	K.	force someone to go *out* of a place
_____ 12. *circuit*	L.	*back* door to a church

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

EXERCISE I3: ***Parts of the Universe and Parts of the Body***

The following word parts describe parts of the *universe* or parts of the *body*. Study these word parts because they appear in numerous words in English.

UNIVERSE			BODY		
PART	MEANING	EXAMPLE	PART	MEANING	EXAMPLE
geo	(earth)	geology	***corp***	(body)	*corp*oration
terr	(earth)	territory	***card***	(heart)	*card*iology
hydr	(water)	*hydr*oplane	***derm***	(skin)	*derm*atologist
aqua	(water)	*aqua*tic	***man***	(hand)	*man*ual
astr	(star)	*astr*onaut	***dent***	(teeth)	*dent*ist
pyr	(fire)	*pyr*otechnics	***ped/pod***	(feet)	*ped*estrian
			cap	(head)	*cap*tain

Using the word parts above to help you, match the definitions on the right with the words on the left.

_____	1. *geocentric*	A. an under*seas* explorer
_____	2. *dentures*	B. a series of raised levels of *earth*
_____	3. *podiatry*	C. relating to the *heart* and blood vessels
_____	4. *capstone*	D. figure of a *star* (*) used as a reference mark
_____	5. *dermatitis*	E. having the *earth* as the center
_____	6. *corpulent*	F. *hand*cuffs
_____	7. *aquanaut*	G. treatment of *foot* problems
_____	8. *hydraulic*	H. having a fleshy *body*
_____	9. *cardiovascular*	I. *top* or final rock used to complete a structure
_____	10. *terrace*	J. apparatus for measuring *high temperatures*
_____	11. *pyrometer*	K. inflammation of the *skin*
_____	12. *manacles*	L. operated by *water* under pressure or in motion
_____	13. *asterisk*	M. false *teeth*

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

EXERCISE I4: ***Human States***

The following word parts describe *human states*. Study these word parts because they appear in numerous words in English.

HUMAN STATES					
PART	MEANING	EXAMPLE	PART	MEANING	EXAMPLE
am	(love)	*am*iable	***path***	(feeling)	sym*path*y
phil	(love)	*Phil*adelphia	***mania***	(crazy)	*mania*c
bene	(good)	*bene*fit	***phobia***	(fear)	claustro*phobia*
eu	(good)	*eu*phemism	***psycho***	(mind)	*psycho*logy
mal	(bad)	*mal*content	***bio***	(life)	*bio*logy
dys	(bad)	*dys*function	***mor***	(death)	*mor*tal

Using the word parts above to help you, match the definitions on the right with the words on the left.

_____ 1. *euphoric*	A. *fear* of high places
_____ 2. *moribund*	B. part of the earth's crust where *living* beings exist
_____ 3. *pathetic*	C. stealing as a result of an *emotional disturbance*
_____ 4. *malign*	D. any severe form of *mental* disorder
_____ 5. *enamored*	E. reduced ability or *lack of* ability to read
_____ 6. *acrophobia*	F. *lover* of books
_____ 7. *benevolent*	G. in a *dying* state
_____ 8. *biosphere*	H. speak *negatively* and harmfully about
_____ 9. *kleptomania*	I. feeling especially *happy*
_____ 10. *dyslexia*	J. evoking pity or *compassion*
_____ 11. *bibliophile*	K. in *love*
_____ 12. *psychosis*	L. wanting to do *good* to others

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

EXERCISE I5: ***People and Their Senses***

The following word parts describe *people* or their *senses*. Study these word parts because they appear in numerous words in English.

PEOPLE			SENSES		
PART	MEANING	EXAMPLE	PART	MEANING	EXAMPLE
pater	(father)	*patriarch*	***spec***	(see)	*spectator*
mater	(mother)	*maternity*	***vis/vid***	(see)	*visit/video*
frater	(brother)	*fraternal*	***scope***	(see)	*telescope*
domin	(master)	*domination*	***phon***	(hear)	*telephone*
jud	(judge)	*judgment*	***aud***	(hear)	*audience*
anthro	(people)	*anthropology*	***dic***	(say)	*dictate*
demo	(people)	*democracy*	***loc/loq***	(speak)	*eloquent*

Using the word parts above to help you, match the definitions on the right with the words on the left.

_____	1. *cacophony*	A.	exerting *authority* or influence
_____	2. *judiciary*	B.	*see* in your mind
_____	3. *fraternize*	C.	being ruled or headed by a *woman*
_____	4. *spectacle*	D.	discordant *sound*
_____	5. *audiology*	E.	exceedingly *talkative*
_____	6. *patrimony*	F.	system of *courts* in a country
_____	7. *periscope*	G.	pertaining to a particular *people* or locality
_____	8. *dominant*	H.	instrument to *view* obstructed objects
_____	9. *anthropoid*	I.	farewell *speech* at a graduation ceremony
_____	10. *loquacious*	J.	science of *hearing*
_____	11. *visualize*	K.	estate inherited from a *father* or ancestors
_____	12. *valedictory*	L.	associate in a friendly or *brotherly* way
_____	13. *matriarchal*	M.	impressive *sight* or *view*
_____	14. *endemic*	N.	resembling a *human being*

For more materials and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

EXERCISE I6: ***Size and Amount***

The following word parts describe *sizes* or *amounts*. Study these word parts because they appear in numerous words in English.

SIZE			AMOUNT		
PART	MEANING	EXAMPLE	PART	MEANING	EXAMPLE
min	(small)	*min*imum	***ambi***	(both)	*ambi*valent
micro	(small)	*micro*phone	***multi***	(many)	*multi*ple
macro	(large)	*macro*economics	***poly***	(many)	*poly*gon
mega	(large)	*mega*phone	***omni***	(all)	*omni*potent
magn	(large)	*magn*ify	***auto***	(self)	*auto*matic

Using the word parts above to help you, match the definitions on the right with the words on the left.

_____	1. *autonomous*	A.	*tiny* plant or animal
_____	2. *magnum*	B.	*great number* of persons or things
_____	3. *minuscule*	C.	able to eat *all* types of food
_____	4. *microorganism*	D.	universe as a *whole*
_____	5. *polyglot*	E.	*very small*
_____	6. *ambidextrous*	F.	*self*-governing
_____	7. *omnivorous*	G.	able to speak or write *many* languages
_____	8. *macrocosm*	H.	*giant* stone
_____	9. *multitude*	I.	*large* bottle, for wine or champagne
_____	10. *megalith*	J.	able to use *both* hands

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

EXERCISE I7: *Number*

The following word parts describe *numbers*. Study these word parts because they appear in numerous words in English.

NUMBER					
PART	MEANING	EXAMPLE	PART	MEANING	EXAMPLE
sol	(one)	*solo*	***quad***	(four)	*quad*ruplets
uni	(one)	*uni*que	***oct***	(eight)	*oct*opus
mono	(one)	*mono*logue	***dec***	(ten)	*dec*ade
bi	(two)	*bi*cycle	***cent***	(hundred)	*cent*ury
du	(two)	*du*et	***mil***	(thousand)	*mil*limeter
tri	(three)	*tri*ple	***semi***	(half)	*semi*final

Using the word parts above to help you, match the definitions on the right with the words on the left.

_____ 1. *bifocals*	A. mythical horselike animal with *one* horn
_____ 2. *quadrennial*	B. card game played by *one* person
_____ 3. *millennium*	C. *eighty*-year-old person
_____ 4. *solitaire*	D. *partly* alone and *partly* shared
_____ 5. *tripartite*	E. *hundredth* anniversary
_____ 6. *duplex*	F. train on *one* track
_____ 7. *decathlon*	G. eyeglass lenses with *two* parts
_____ 8. *unicorn*	H. occurring every *four* years
_____ 9. *octogenarian*	I. athletic contest involving *ten* events
_____ 10. *centennial*	J. period of a *thousand* years
_____ 11. *monorail*	K. building divided into *two* houses
_____ 12. *semiprivate*	L. divided into *three* sections

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

EXERCISE I8: ***Opposites***

The following word parts describe *opposites*. Study these word parts because they appear in numerous words in English.

OPPOSITES					
PART	MEANING	EXAMPLE	PART	MEANING	EXAMPLE
anti	(against)	*anti*war	***im***	(not)	*im*perfect
contra	(against)	*contra*st	***il***	(not)	*il*legal
mis	(error)	*mis*spell	***in***	(not)	*in*correct
un	(not)	*un*true	***ir***	(not)	*ir*regular
dis	(not)	*dis*like			

Using the word parts above to help you, match the definitions on the right with the words on the left.

_____	1. *illiterate*	A.	immoral act
_____	2. *inedible*	B.	separate from
_____	3. *contradict*	C.	medicine to counteract the effects of poison
_____	4. *dissociate*	D.	childish
_____	5. *immature*	E.	unable to be cured or solved
_____	6. *misdeed*	F.	unable to read or write
_____	7. *irremediable*	G.	deny or say the opposite
_____	8. *unarmed*	H.	unable to be eaten
_____	9. *antidote*	I.	without weapons

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

EXERCISE I9: ***All Word Parts Together***

Study the word list at the top of each box. Then read each sentence and place the letter of an appropriate word in the sentence. You should use each word one time only, without changing the form.

A. WHO ARE THESE CHARACTERS?

A. *autobiographer*	E. *introvert*	I. *polygamist*
B. *benefactor*	F. *manicurist*	J. *psychopath*
C. *corpse*	G. *misanthrope*	K. *spectator*
D. *expatriate*	H. *mortician*	L. *triathlete*

1. Someone who lives *outside* of his or her own country is a(n) _____.
2. Someone who works beautifying the *hands* and nails of others is a(n) _____.
3. Someone who *hates other people* is a(n) _____.
4. Someone who works preparing *dead* people for burial is a(n) _____.
5. Someone who is a dead *body* is a(n) _____.
6. Someone who is *writing* the story of his or her *own life* is a(n) _____.
7. Someone who is married to *more than one* person is a(n) _____.
8. Someone who competes in *three* related sports is a(n) _____.
9. Someone who *watches* while others perform is a(n) _____.
10. Someone who does *good* deeds for others is a(n) _____.
11. Someone who, because of *mental illness,* acts without morals is a(n) _____.
12. Someone who *turns* all his or her feelings *inward* is a(n) _____.

B. WHAT IS IT USED FOR?

A. *aqueduct*	E. *microdot*	I. *terrarium*
B. *hydrant*	F. *missile*	J. *telescope*
C. *kaleidoscope*	G. *monocle*	K. *tripod*
D. *megaphone*	H. *submarine*	L. *unicycle*

1. A(n) _____ is useful when you want to travel *underwater.*
2. A(n) _____ can be used if you want to *see* something from *far* away.
3. A(n) _____ is a little difficult to ride because it has only *one* wheel.
4. A(n) _____ contains *water* that can be used to fight fires.
5. A(n) _____ is used to *send* some explosives to the enemy.
6. A(n) _____ can be used when you want to *grow plants* indoors.
7. A(n) _____ is a *tiny* spot that contains lots of information; spies have been known to use this.
8. A(n) _____ helps you see well out of *one* eye.
9. A(n) _____ is useful if you want to make *a big sound.*
10. A(n) _____ was constructed in olden times to *carry water* from place to place.
11. A(n) _____ lets a child look and *see* a variety of shapes and colors.
12. A(n) _____ is a *three-footed* stand that can be used to support a camera.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

C. WHAT ARE THESE THINGS REALLY LIKE?

A. *antebellum*	E. *illegible*	I. *minute*
B. *audiovisual*	F. *infinite*	J. *misfired*
C. *euphonious*	G. *invisible*	K. *portable*
D. *extraterrestrial*	H. *irreversible*	L. *subterranean*

1. A(n) _____ television is one that can be *carried.*
2. Ink that is _____ can*not* be *seen* without a special lamp.
3. A(n) _____ decision is one that can*not* be *changed* back to what it was.
4. Handwriting that is _____ is *difficult to read.*
5. A(n) _____ source of water is one that is located *underground.*
6. A(n) _____ weapon is one that was shot in the *wrong way.*
7. A(n) _____ house is one that was built *before* the war.
8. Films or other _____ teaching materials can be both *seen* and *heard.*
9. Details that are _____ are really, really *small* and *unimportant.*
10. Music that is _____ is really *pleasant sounding.*
11. A(n) _____ supply of money is one that is *never-ending.*
12. A(n) _____ rock is one that came to earth *from outer space.*

D. WHAT ON EARTH ARE YOU DOING?

A. *circumvent*	E. *dissect*	I. *premeditate*
B. *decapitate*	F. *exhale*	J. *prevent*
C. *dehydrate*	G. *interject*	K. *reverse*
D. *disinter*	H. *minimize*	L. *transmit*

1. If you _____ something, you take the *water* out of it.
2. If you _____ something, you *move around* it to avoid it.
3. If you _____ a murder, you think about it *before* you do it.
4. If you _____ something, you *turn* it in the *opposite* direction.
5. If you _____ someone, you cut his or her *head* off.
6. If you _____ something, you try to make it seem *smaller* and *less important.*
7. If you _____ when you are smoking, you breathe *out.*
8. If you _____ a few ideas into a conversation, you *throw* them *in* quickly.
9. If you _____ a body, you take it *out of the ground.*
10. If you _____ something, you *cut* it in *two.*
11. If you _____ something, you take action *beforehand* to stop it from occurring.
12. If you _____ a message, you *send* it *from one place to another.*

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

E. DO YOU KNOW PEOPLE LIKE THIS?

A. *ambivalent*	E. *incredulous*	I. *maternal*
B. *amorous*	F. *indomitable*	J. *omnipotent*
C. *antiquated*	G. *introspective*	K. *subtle*
D. *bilingual*	H. *magnanimous*	L. *unselfish*

1. Someone who is _____ has power and control over *everything*.
2. Someone who is _____ can*not believe* what is happening.
3. Someone who is _____ is always *looking inside* for answers.
4. Someone who is _____ acts in a *motherly* fashion.
5. Someone who is _____ is always falling *in love*.
6. Someone who is _____ can*not* be *subjugated*.
7. Someone who is _____ acts in an *under*stated way.
8. Someone who is _____ does what is best *for others*.
9. Someone who is _____ speaks *two* languages.
10. Someone who is _____ comes from an *earlier* time.
11. Someone who is _____ does *not* take *either* side in a discussion.
12. Someone who is _____ would generously give *everything he or she has* to others.

F. HOW'S YOUR HEALTH?

A. *antibiotic*	E. *epidemic*	I. *revive*
B. *biopsy*	F. *epidermis*	J. *postmortem*
C. *cardiogram*	G. *euthanasia*	K. *psychosomatic*
D. *dentifrice*	H. *malignant*	L. *semiconscious*

1. If you are only *half* awake or aware, you are _____.
2. When *all the people* in an area get a disease, it is a(n) _____.
3. When someone is almost dead and is brought *back* to *life*, the doctor has been able to _____ him or her.
4. A(n) _____ is done when *living* tissue is cut out of a body in order to study it.
5. A(n) _____ tumor is one that is found to be cancerous, or *bad*.
6. You should use a _____ on your *teeth* to keep them healthy.
7. A doctor will use a _____ to test the health of a patient's *heart*.
8. A substance that is used *against* harmful *living* organisms is an _____.
9. A(n) _____ illness occurs when someone *thinks* he or she is sick but really is not.
10. The outer layer of a patient's *skin* is called the _____.
11. If a person is really suffering from an incurable disease, sometimes a loved one might use _____ to put him or her to death for his or her own *good*.
12. *After* someone has *died*, a(n) _____ is conducted.

For more information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

G. HOW DO YOU DO THIS?

A. *circumnavigate*	E. *intercede*	I. *reject*
B. *contravene*	F. *postdate*	J. *remit*
C. *inscribe*	G. *preview*	K. *subvert*
D. *inspect*	H. *recede*	L. *transplant*

1. To _____ a book, you *look* at it *ahead of time*.
2. To _____ a tree, you take it out of the ground and *move* it *to another place*.
3. To _____ a machine, you *look into* it very carefully and check for problems.
4. To _____ a check, you write a date that is *after* today's date.
5. To _____ a payment, you *send* it in.
6. To _____ someone, you *under*mine the support that he or she has.
7. To _____ in a problem, you *go* right *into* the middle of it.
8. To _____ a fish that you catch, you *throw* it *back*.
9. To _____ a book, you *write* a message *in* it.
10. To cause something to _____, you make it *go back*.
11. To _____ in a bad situation, you act *against* it or do the *opposite* of what is happening.
12. To _____ an island, you sail all the way *around* it.

H. WHO NEEDS FRIENDS LIKE THESE?

A. *abrupt*	E. *immutable*	I. *malevolent*
B. *apathetic*	F. *inaudible*	J. *misinformed*
C. *domineering*	G. *injudicious*	K. *monotonous*
D. *immoral*	H. *judgmental*	L. *morbid*

1. A friend who is _____ wants *bad* things to happen to others.
2. A friend who is _____ always makes *judgments* (often negative) about others.
3. A friend who is _____ always insists on *controlling* every solution.
4. A friend who is _____ can*not* be *heard* when he or she speaks.
5. A friend who is _____ does *not feel* strongly about anything.
6. A friend who is _____ is only concerned with *death*.
7. A friend who is _____ can *never* be persuaded to *change*.
8. A friend who is _____ does *not* make wise or well-thought-out *decisions*.
9. A friend who is _____ does *not* do the *correct* or *right* thing.
10. A friend who is _____ *cuts* off others when they try to speak or act.
11. A friend who is _____ *never has* the *correct* facts.
12. A friend who is _____ always speaks in the *same tone* of voice.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

I. CAN YOU GUESS WHAT IT IS?

A. *antecedent*	E. *controversy*	I. *mutation*
B. *autograph*	F. *foreword*	J. *octave*
C. *benediction*	G. *manuscript*	K. *postscript*
D. *biography*	H. *misnomer*	L. *soliloquy*

1. If you refer to something that came *before*, it is a(n) ____.
2. If you give a *speech* all *by yourself* in a play, it is a(n) ____.
3. Words *written* at the *end* of a letter make up a(n) ____.
4. If you ask a famous person to *write* his name *himself*, you get his ____.
5. At the beginning of the book, *before* the main part of the text, you may find a(n) ____.
6. If you *write* the story of someone's *life*, you write a(n) ____.
7. A musical interval that is *eight* notes apart is a(n) ____.
8. If you *write* something by *hand*, it is a(n) ____.
9. If two people argue *against* each other, they have a(n) ____.
10. If you *say* a few *good* words to close a ceremony, you give a(n) ____.
11. A sudden *change* in the offspring of a plant or animal is a(n) ____.
12. If you call something by an *incorrect name*, it is a(n) ____.

J. YOU'RE IN BUSINESS?

A. *autocratic*	E. *export*	I. *patron*
B. *bankrupt*	F. *magnate*	J. *semiannual*
C. *bilateral*	G. *monopoly*	K. *subsidiary*
D. *demographics*	H. *multimedia*	L. *visionary*

1. A branch company that comes *under* the control of the parent company is called a(n) ____.
2. When *one* company has control of a particular field of business, it has a(n) ____.
3. A(n) ____ agreement is an equal agreement for *both* sides.
4. Before marketing a product, you must check the ____, the characteristics of the *people* you want to sell to.
5. To send goods *out* of the country is to ____ them.
6. If a company is completely *broke* and has no money or resources left, it is ____.
7. A(n) ____ leader makes all the decisions *alone*.
8. If you have a sale every *six months*, it is a(n) ____ sale.
9. Advertising that is in newspapers, on radio, and on television is ____ advertising.
10. If you believe that "the customer is always right," then you might call a customer a(n) ____.
11. The type of leader who can *see* what is coming in the future and be prepared for it is a(n) ____.
12. A person of *great* influence and importance in a field of business is a(n) ____.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

K. DO YOU SUFFER FROM THIS?

A. *circumlocution*	E. *dyspepsia*	I. *prejudice*
B. *contradiction*	F. *egomania*	J. *pyromania*
C. *disrespect*	G. *irrationality*	K. *solitude*
D. *duplicity*	H. *monomania*	L. *zoophobia*

1. Someone who does *not think* logically suffers from _____.
2. Someone who likes _____ prefers to be *alone.*
3. Someone who is *afraid* of animals suffers from _____.
4. Someone who acts with _____ makes up his or her mind *before* the facts are known.
5. Someone who is able to focus on *only one* thing suffers from _____.
6. Someone who suffers from _____ has a *mental problem* and believes that he or she is the only important person in the world.
7. Someone who has something *wrong* with his or her digestive system suffers from _____.
8. Someone who *speaks indirectly* about something uses _____.
9. Someone who is guilty of *double*-dealing and deception is guilty of _____.
10. Someone who deals with others with _____ does *not* act *politely* with them.
11. Someone who *says* one thing one day and the *opposite* the next day is guilty of a(n) _____.
12. Someone who likes to start *fires* and watch them burn and destroy suffers from _____.

L. CAN YOU FIGURE THIS OUT?

A. *amity*	E. *credibility*	I. *matricide*
B. *aquaculture*	F. *geopolitics*	J. *paternalism*
C. *astrology*	G. *hydrolysis*	K. *telepathy*
D. *astrophysics*	H. *macrobiotics*	L. *vitality*

1. If you are a good *friend* to people, then you believe in _____.
2. If you divide a compound into other compounds by taking up the elements of *water,* you use _____.
3. If you *kill your mother,* you are guilty of _____.
4. If you grow things in *water,* then you make use of _____.
5. If you lead a business or a country as if you are a *father,* then you believe in _____.
6. If you are *lively* and *active,* then you have _____.
7. If you are interested in the physical properties of the *stars,* then you are interested in _____.
8. If you are *believable,* then you have _____.
9. If you want to *lengthen* your *life* by means of a vegetarian diet, then you believe in _____.
10. If you believe that the *stars* and other heavenly bodies influence your life, you believe in _____.
11. If you use mental _____, you are able to understand what someone is thinking or *feeling* from *far* away.
12. If you are interested in the effect of the layout of the *land* on the power and sovereignty of a country, then you are interested in _____.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

SCORING INFORMATION

SCORING YOUR PAPER PRE-TESTS, POST-TESTS, AND COMPLETE PRACTICE TEST

When your paper TOEFL test is scored, you will receive a score between 20 and 68 in each of the three sections (Listening Comprehension, Structure and Written Expression, and Reading Comprehension). You will also receive an overall score between 217 and 677. You can use the following chart to estimate the scores on your paper Pre-Tests, Post-Tests, and Complete Practice Test.

NUMBER CORRECT	CONVERTED SCORE SECTION 1	CONVERTED SCORE SECTION 2	CONVERTED SCORE SECTION 3
50	68	–	67
49	67	–	66
48	66	–	65
47	65	–	63
46	63	–	61
45	62	–	60
44	61	–	59
43	60	–	58
42	59	–	57
41	58	–	56
40	57	68	55
39	57	67	54
38	56	65	54
37	55	63	53
36	54	61	52
35	54	60	52
34	53	58	51
33	52	57	50
32	52	56	49
31	51	55	48
30	51	54	48
29	50	53	47
28	49	52	46
27	49	51	46
26	48	50	45
25	48	49	44
24	47	48	43
23	47	47	43
22	46	46	42
21	45	45	41

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

NUMBER CORRECT	CONVERTED SCORE SECTION 1	CONVERTED SCORE SECTION 2	CONVERTED SCORE SECTION 3
20	45	44	40
19	44	43	39
18	43	42	38
17	42	41	37
16	41	40	36
15	41	40	35
14	37	38	34
13	38	37	32
12	37	36	31
11	35	35	30
10	33	33	29
9	32	31	28
8	32	29	28
7	31	27	27
6	30	26	26
5	29	25	25
4	28	23	24
3	27	22	23
2	26	21	23
1	25	20	22
0	24	20	21

You should first use the chart to determine your converted score for each section. Suppose that you got 30 correct in the first section, 28 correct in the second section, and 43 correct in the third section. The 30 correct in the first section means a converted score of 51. The 28 correct in the second section means a converted score of 52. The 43 correct in the third section means a converted score of 58. (See the chart below.)

	SECTION 1	SECTION 2	SECTION 3
NUMBER CORRECT	30	28	43
CONVERTED SCORE	51	52	58

Next, you should determine your overall score in the following way:

1. Add the three converted scores together. $51 + 52 + 58 = 161$
2. Divide the sum by 3. $161/3 = 53.7$
3. Then multiply by 10. $53.7 \times 10 = 537$

The overall TOEFL score in this example is 537.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

CHARTING YOUR PROGRESS

Each time you take a Pre-Test, Post-Test, or Complete Practice Test, you should record the results in the chart that follows. In this way, you will be able to keep track of the progress you make.

PAPER TOEFL TESTS

Fill in your score on each test section as you take it. Then after you have taken all three sections of a particular test, compute your overall score and add it to the chart.

	LISTENING COMPRE-HENSION	STRUCTURE AND WRITTEN EXPRESSION	READING COMPRE-HENSION	OVERALL SCORE
PRE-TEST				
POST-TEST				
COMPLETE PRACTICE TEST				

COMPUTER TOEFL TESTS

Keep track of the number correct on each test section as you take it.

	LISTENING	STRUCTURE	READING
PRE-TEST			
POST-TEST			
COMPLETE PRACTICE TEST			

For more textbook and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

RECORDING SCRIPT

LISTENING DIAGNOSTIC PRE-TEST (Paper)

Part A, page 3

1. *(woman)* Are you enjoying your coffee?
   (man) It tastes extremely bitter this morning!
   (narrator) WHAT DOES THE MAN MEAN?
2. *(woman)* Can you tell me how often the philosophy class meets?
   (man) It meets twice a week, for an hour and a half each time.
   (narrator) WHAT DOES THE MAN MEAN?
3. *(man)* I'm tired of just sitting here!
   (woman) Relax. I'm sure that the flight will depart within a few minutes.
   (narrator) WHAT DOES THE WOMAN MEAN?
4. *(woman)* The science project is due next week.
   (man) I suppose I'll have to start working on it now.
   (narrator) WHAT DOES THE MAN MEAN?
5. *(man)* I'd like to order a dozen roses. Do you deliver?
   (woman) Yes. We can deliver anywhere in the city by this afternoon.
   (narrator) WHERE DOES THIS CONVERSATION PROBABLY TAKE PLACE?
6. *(woman)* Did you enjoy the biology lecture?
   (man) The professor droned on and on about cell division.
   (narrator) WHAT DOES THE MAN MEAN?
7. *(man)* What do I need to cash a check?
   (woman) I have to see a driver's license and a credit card.
   (narrator) WHAT DOES THE WOMAN MEAN?
8. *(woman)* Have you been able to find an apartment yet?
   (man) It's difficult to find affordable housing in New York.
   (narrator) WHAT DOES THE MAN MEAN?
9. *(woman)* Why were you so late in getting home from work?
   (man) My boss had me finish all the month-end reports.
   (narrator) WHAT DOES THE MAN MEAN?
10. *(man)* Ms. Jones did not look too happy as she left her classroom.
    (woman) She was angered by her rowdy students.
    (narrator) WHAT DOES THE WOMAN MEAN?
11. *(woman)* The prices at this store are really outrageous!
    (man) You can say that again!
    (narrator) WHAT DOES THE MAN MEAN?
12. *(woman)* I don't like this weather very much.
    (man) We haven't see rain like this for many years!
    (narrator) WHAT DOES THE MAN MEAN?
13. *(man)* Professor Martin, what do you think of the composition that I turned in last week?
    (woman) Without question, you need to improve the quality of your writing.
    (narrator) WHAT DOES PROFESSOR MARTIN SAY ABOUT THE STUDENT?
14. *(woman)* Where should I go next?
    (man) You must stand in this line so that the agent can check your passport.
    (narrator) WHAT DOES THE MAN MEAN?
15. *(man)* Did Paul get his work done?
    (woman) He couldn't finish the assignment because the library was closed.
    (narrator) WHAT DOES THE WOMAN SAY ABOUT PAUL?
16. *(woman)* The lawyer spent hours and hours working on that case.
    (man) It's true that he prepared hard for the case, but his work was for nothing.
    (narrator) WHAT DOES THE MAN MEAN?
17. *(woman)* Do you know when the papers for Professor Jenkins' history class are due?
    (man) They're due next week, aren't they?
    (narrator) WHAT DOES THE MAN MEAN?
18. *(woman)* Are you happy with the work that the contractor did on your house?
    (man) I'm rather dissatisfied with it.
    (narrator) WHAT DOES THE MAN MEAN?
19. *(man)* I can't find a typist to finish my term paper by tomorrow morning.
    (woman) Why not do it yourself?
    (narrator) WHAT DOES THE WOMAN SUGGEST?
20. *(man)* I can't get this television set connected to the cable.
    (woman) Oh, it's as easy as pie.
    (narrator) WHAT DOES THE WOMAN MEAN?
21. *(man)* Is Bob doing a good job in the office?
    (woman) He never manages to turn in his budget reports on time.
    (narrator) WHAT DOES THE WOMAN SAY ABOUT BOB?
22. *(man)* Has the auto mechanic told you how much work the car needs?
    (woman) He indicated that the repairs would be quite extensive.
    (narrator) WHAT DOES THE WOMAN MEAN?
23. *(woman)* Did Betty listen to what her boss said?
    (man) She followed the directions to the letter.
    (narrator) WHAT DOES THE MAN MEAN?

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

24. *(woman)* How's Walter doing in his new business?
(man) Well, he hasn't exactly been unsuccessful.
(narrator) WHAT DOES THE MAN MEAN?

25. *(woman)* Are you going to organize that closet this morning?
(man) I wish I didn't have to.
(narrator) WHAT DOES THE MAN MEAN?

26. *(man)* Did Sally finish that difficult assignment?
(woman) She gave up before she really got started.
(narrator) WHAT DOES THE WOMAN SAY ABOUT SALLY?

27. *(woman)* What did Peggy say about the job I did?
(man) She couldn't have said nicer things.
(narrator) WHAT DOES THE MAN SAY ABOUT PEGGY?

28. *(man)* Your new secretary seems to be doing a great job.
(woman) Rarely do new employees take such initiative.
(narrator) WHAT DOES THE WOMAN MEAN?

29. *(woman)* Did you enjoy taking care of the children all afternoon?
(man) If you had gotten here any later, I'd have been a wreck.
(narrator) WHAT DOES THE MAN MEAN?

30. *(man)* I just got back from the market.
(woman) So you did do the shopping!
(narrator) WHAT HAD THE WOMAN ASSUMED ABOUT THE MAN?

Part B, page 7

Questions 31–34

(narrator) Listen to a conversation on a university campus.

(man) You seem to know your way around campus. Have you been here long?

(woman) I'm a senior literature major. I'll be graduating next June.

(man) Your major is literature? Mine is, too. But I'm just beginning my work in my major. I just transferred to this university from a junior college. Perhaps you could tell me about the courses you've got to take for a literature major.

(woman) Well, for a literature major you need to take eight courses, three required courses and five electives. First, you have to take "Survey of World Literature, Parts One and Two." This is really two courses, and it'll take two semesters, and it's required for all literature majors. The other course required for all literature majors is "Introduction to Literary Analysis."

(man) You mean, if I want to specialize in American literature, I still must take two semesters of World literature?

(woman) Yes, because the two semesters are required for all literature majors.

(man) But I only want to study American literature!

(woman) At least you can take all of your five elective courses in the area that you want.

(man) That's what I'll do, then.

31. WHAT IS THE WOMAN'S STATUS AT THE UNIVERSITY?
32. WHAT DOES THE MAN WANT TO LEARN FROM THE WOMAN?
33. HOW MANY TOTAL COURSES MUST A STUDENT TAKE FOR A LITERATURE MAJOR?
34. THE MAN WILL PROBABLY TAKE HIS ELECTIVE COURSES IN WHICH AREA?

Questions 35–38

(narrator) Listen to a conversation between two friends.

(woman) Wasn't that a fascinating lecture on dolphins? I didn't know that dolphins traveled in such large groups, or were able to communicate with other members of their group with those whistle-like sounds.

(man) And they also use clicks as a sort of sonar.

(woman) I really couldn't understand that part of the lecture. You could?

(man) Yes, the dolphins use clicks to identify objects in the water; they can even identify tiny objects more than 100 meters away using these clicks. Scientists believe that a dolphin may even have a sonar-like image in its brain of a distant object so that it can identify the object long before the dolphin can actually see the object.

(woman) So the dolphins use these clicks mostly to identify objects in the water?

(man) I think so, and they have considerably more ability to do this than humans do.

(woman) It is hard to believe that, in addition to these sonar clicks, dolphins are actually learning some human language.

(man) Yes, I believe that the lecturer said that some dolphins had already learned around fifty human commands, and that those dolphins were able to understand not only individual words but words clustered together in sentences!

(woman) Dolphins must certainly be amazing animals to do all of that.

(man) I'm sure they are, and we're only just beginning to find out how intelligent they are.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

35. WHERE DID THE WOMAN LEARN ABOUT DOLPHINS?
36. WHY DO DOLPHINS USE CLICKS?
37. APPROXIMATELY HOW MANY HUMAN COMMANDS HAVE SOME DOLPHINS LEARNED?
38. WHAT DOES THE MAN SAY ABOUT DOLPHIN INTELLIGENCE?

Part C, page 8

Questions 39–42

(narrator) Listen to a welcome address by a member of a club.

(woman) Welcome to this introductory meeting for new members of the Sierra Club. The Sierra Club is an organization whose goals are centered on the protection of the environment. It was founded in 1892 in San Francisco by naturalist John Muir, who was intent on preserving the natural beauty and harmony of the Sierra Nevadas in eastern California.

Today the Sierra Club boasts almost 200,000 members in all fifty states of the United States. Through activities such as conferences, lectures, exhibits, and films, the organization works to continue the effort begun by John Muir. The Sierra Club also publishes a weekly newsletter, a bimonthly magazine, and various books.

39. WHAT IS THE MAIN OBJECTIVE OF THE SIERRA CLUB?
40. APPROXIMATELY HOW LONG HAS THE SIERRA CLUB BEEN IN EXISTENCE?
41. WHAT AREA WAS JOHN MUIR ESPECIALLY INTERESTED IN SAVING?
42. WHERE DOES THE SIERRA CLUB HAVE MEMBERS?

Questions 43–46

(narrator) Listen to a talk by a university employee.

(man) The next stop on our campus tour for new freshmen is the university sports complex. This university has extensive sports facilities and is dedicated to providing maximum student access to these facilities.

On the right you can see the university stadium, which is used for football and soccer as well as track and field. The gymnasium straight ahead contains the arena that is used for basketball and gymnastics. The gymnasium also includes an up-to-date exercise room with a large variety of the latest equipment; the exercise room is open to any student with valid student I.D., not just members of athletic teams. The pool complex is behind the gymnasium, and that is also open for general student use, except when the swim team, the diving team, or the water polo team is practicing.

To the left, you can see the tennis courts and outdoor volleyball courts. It is possible to take instruction classes in these sports, or you are welcome to sign up for court time at the Athletic Department office if you just want to play with some of your friends.

These are just some of the sports facilities that are available to you here, but I think you can see that this university makes an effort to provide the best opportunity for its students to take part in sports. Now, let's continue on to the Art Center.

43. WHO IS PROBABLY LISTENING TO THIS TALK?
44. WHAT IS NEEDED TO GET INTO THE EXERCISE ROOM?
45. WHERE SHOULD A STUDENT GO TO RESERVE A TENNIS COURT?
46. WHAT WILL THE STUDENTS PROBABLY DO NEXT?

Questions 47–50

(narrator) Listen to a talk given by a professor.

(woman) Today's lecture is on the difference between the two literary styles of realism and naturalism. These two styles have in common a faithfulness to actual experience and a mistrust of idealism.

Although they do have several similarities, realism and naturalism should be clearly differentiated. The realist objectively reports on events, with the accuracy of the description as the prime motive. The naturalist, on the other hand, has more of a philosophic bent; naturalist writings express the writer's philosophy that human actions are determined by natural laws such as heredity and environment.

47. THIS TALK WOULD PROBABLY BE GIVEN IN WHICH OF THE FOLLOWING COURSES?
48. WHAT POINT IS THE SPEAKER TRYING TO MAKE ABOUT REALISM AND NATURALISM?
49. WHICH OF THE FOLLOWING BEST DESCRIBES REALISM?
50. WHICH OF THE FOLLOWING DOES NOT INFLUENCE HUMAN ACTIONS, ACCORDING TO NATURALIST IDEAS?

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

LISTENING DIAGNOSTIC PRE-TEST (Computer)

Part A, page 11

1. *(man)* How would you like to go skiing this weekend?
   (woman) I was kind of scared the last time I tried it, but I'd like another chance to try it again.
   (narrator) WHAT DOES THE WOMAN MEAN?
2. *(woman)* You couldn't get into your apartment? Why not?
   (man) The key they gave me wouldn't fit into the lock.
   (narrator) WHAT DOES THE MAN MEAN?
3. *(man)* Is Professor Nash a good lecturer?
   (woman) He doesn't speak very loudly, but otherwise he's great.
   (narrator) WHAT DOES THE WOMAN SAY ABOUT PROFESSOR NASH?
4. *(woman)* You got a ticket? How did that happen?
   (man) The car was parked in a no-parking zone.
   (narrator) WHAT DOES THE MAN MEAN?
5. *(woman)* Did you see Sally's presentation?
   (man) I sure did.
   (woman) Was she prepared for her presentation? I'm not sure she spent much time working on it.
   (man) Trust me. She couldn't have been more prepared.
   (narrator) WHAT DOES THE MAN SAY ABOUT SALLY?
6. *(man)* Can you believe that tuition has gone up for next year?
   (woman) I can believe it. The fee increase wasn't exactly unexpected.
   (narrator) WHAT DOES THE WOMAN MEAN?
7. *(woman)* I can't believe how fast the professor spoke during the lecture on physiology.
   (man) You can say that again!
   (narrator) WHAT DOES THE MAN MEAN?
8. *(man)* So you have a part-time job on the newspaper?
   (woman) Well, I do for now. But I've heard that some of the employees are getting laid off. I hope I still have a job after that.
   (narrator) WHAT DOES THE WOMAN SAY ABOUT THE EMPLOYEES?
9. *(woman)* Could I borrow your notes from yesterday's lecture?
   (man) Sorry, I'd let you borrow my notes if I had them, but I don't.
   (woman) Then you weren't in class yesterday either.
   (narrator) WHAT DID THE WOMAN BELIEVE?
10. *(woman)* The conference last weekend was really great!
    (man) I heard that it was. I really wish I had been able to go.
    (narrator) WHAT DOES THE MAN MEAN?

Part B, page 14

Questions 11–12

(man) Did you see Carl?
(woman) Yes, I did. His leg was in a cast, and he was on crutches.
(man) Do you know what happened to him?
(woman) I heard that he tripped and fell down the stadium steps at the football game last Saturday evening.
(man) That's how he broke his leg? He tripped and fell down in the stadium?
(woman) That's just what happened.

11. WHAT HAPPENED TO CARL?
12. HOW DID CARL BREAK HIS LEG?

Questions 13–15

(woman) This is an interesting assignment we have for psychology class.
(man) Interesting? It's going to be a lot of work.
(woman) What's so hard about it? We just have to make up a survey questionnaire related to theories from the class.
(man) Making up a survey questionnaire isn't so hard. But we have to find 50 people to fill out the questionnaire and then write up a report analyzing the data.
(woman) It'll be easy to find 50 people to fill out the questionnaire. We can do that in one afternoon at the Student Union. That actually sounds like fun to me.
(man) That's good. I don't mind preparing the questionnaire and analyzing the data, but getting 50 people to answer the questionnaire does not seem like fun to me.

13. WHAT DO THE STUDENTS HAVE TO PREPARE?
14. HOW MANY PEOPLE MUST RESPOND TO THE QUESTIONNAIRE?
15. WHAT DOES THE MAN NOT WANT TO DO?

Questions 16–20

(narrator) Listen to a discussion about a history course. The discussion is on the Outer Banks.
(woman 1) We certainly have a lot of questions to review for our history exam.
(man) Yes, we do, but we're almost finished. We only have two questions to go.
(woman 2) Only two more questions? That's great. Let's get going on them, and we'll be finished preparing for this exam soon… Now, what's the next question on the study list?

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

(woman 1) The next question on the study list asks about famous historical places on the Outer Banks.

(woman 2) The Outer Banks? Where are the Outer Banks?

(man) Look at the map in the book. The Outer Banks are a series of islands stretching along the coast of North Carolina.

(woman 1) Now, the question asks about famous historical places on the Outer Banks. Can you come up with any?

(man) Let's see. There's the Lost Colony on Roanoke.

(woman 1) Can you see Roanoke Island on the map? That was where the Lost Colony was located.

(woman 2) Wait a minute. The Lost Colony? What was the Lost Colony?

(man) The Lost Colony was the group of settlers from England that landed on Roanoke Island in 1587. When a supply ship returned there three years later, the colonists had disappeared. To this day, no one knows what happened to them.

(woman 1) Okay, I think Roanoke Island is one good answer to a question about famous historical places on the Outer Banks. Now, what about Ocracoke Island? Isn't Ocracoke Island famous for something?

(woman 2) All I know about Ocracoke Island is that it's where Blackbeard had his hideout.

(man) Blackbeard, the pirate?

(woman 2) Yes. Blackbeard had his hideout on Ocracoke Island, early in the eighteenth century. He used to move up and down the coast from his hideout on Ocracoke and attack ships and steal their goods.

(woman 1) Okay, so we've got historical places on Roanoake Island and Ocracoke Island for answers to the question. Can you come up with any other historical places on the Outer Banks?

(man) What about the Wright brothers? Didn't they make their flights on the Outer Banks?

(woman 2) Yes, it was at Kill Devil Hill, outside of Kitty Hawk, that the Wright brothers made their flights.

(man) On December 7, 1903, they managed to get a power-driven plane in the air, for just a short time. But the plane was flying.

(woman 2) Their first flight was only 12 seconds long. They tried four flights on the same day, and by the end of the day, they got the plane to stay up for fifty-nine seconds, almost a full minute.

(woman 1) Okay. I think we have enough information to answer that question. We've got historical places on Roanoke Island, Ocracoke Island, and Kitty Hawk.

(man) I agree. Why don't we leave the question on the Outer Banks and move on to another question?

(woman 2) That's great! There's only one more question on our study list. After we finish that question, we'll be done with the list.

16. WHAT ARE THE STUDENTS DOING?
17. WITH WHAT PLACE ARE THESE PEOPLE ASSOCIATED?
18. WHEN DID THESE PEOPLE LIVE?
19. WHAT IS STATED ABOUT THE INHABITANTS OF THE LOST COLONY?
20. HOW LONG WAS THE LONGEST FLIGHT THAT THE WRIGHT BROTHERS TOOK ON DECEMBER 3, 1903?

Questions 21–25

(narrator) Listen to a lecture in a zoology class. The professor is talking about hibernation.

(professor) When it begins getting cold in the north as winter approaches, different types of animals deal with the approach of the cold weather in different ways. Some animals move south to warmer weather, some animals increase their activity to stay warm, and other animals hibernate during the cold weather. Today, we'll be discussing this third category of animals, the animals that hibernate. These are the animals like groundhogs and bears that go into a state of unconsciousness during the cold winter months.

The first animal we'll look at is the groundhog. The groundhog is one of the best-known hibernators. It goes into its burrow four or five feet underground sometime in the fall, and it doesn't come out until spring. A groundhog stays in its underground burrow for the entire winter, without coming out. Because the groundhog hibernates so completely, it's the groundhog that has achieved prominence in our folklore as the animal that is responsible for determining whether or not winter is over and it's safe to come out of hibernation.

According to folklore, the groundhog will come out of the burrow where it's hibernating on Groundhog Day in February. If winter is over, the groundhog will remain out of its burrow, but if winter is going to last for a while longer, the groundhog will see its shadow and scurry back into its burrow.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

We've discussed the groundhog, which hibernates throughout the cold weather. Other animals that hibernate in a similar fashion are bats and squirrels. Now we'll look at the bear, which hibernates in a different manner.

Bears do not hibernate as completely as groundhogs, bats, or squirrels. In the southern half of the United States, bears do not hibernate at all because the weather doesn't get cold enough for them to hibernate. In the northern half of the United States, bears may not stay in hibernation for the entire winter. They may come out of their hibernation during the winter and wander about before returning to hibernation.

A very important point that I'd like you to understand is that hibernation is different from sleep, and these differences between sleep and hibernation are seen in body temperature and heart rate. The main characteristics of hibernation, which are very different from sleep, are that body temperature and heart rate decrease significantly.

When an animal comes out of hibernation, the heart rate and body temperature increase to the levels normal during waking hours. During the period when a large animal such as a bear is coming out of hibernation, the animal's entire body does not warm at once.

The area around the heart warms up first. As the heart warms up, it begins beating at its normal rate, and it is then able to pump blood around the rest of the body and heat up the rest of the body.

These are the main points that we need to cover about hibernation. Now, we'll take a short break before moving on to the next subject.

21. WHAT IS NOT MENTIONED BY THE PROFESSOR AS A WAY THAT VARIOUS TYPES OF ANIMALS PREPARE FOR THE COLD WEATHER?
22. WHAT IS NOT STATED IN THE LECTURE ABOUT GROUNDHOG DAY?
23. WHICH OF THE FOLLOWING IS NOT A GOOD HIBERNATOR?
24. WHAT HAPPENS TO BODY TEMPERATURE AND HEART RATE DURING HIBERNATION?
25. WHAT PART OF THE BEAR WAKES UP FIRST FROM HIBERNATION?

Questions 26–30

(narrator) Listen to a lecture in a science class. The professor is talking about Three-Mile Island.

(professor) Today, I'll be talking about an accident at a nuclear power plant. The accident I'll be discussing is the one that occurred at Three-Mile Island in 1979. By the end of the lecture, you should understand what factors contributed to the accident there.

You can see Three-Mile Island in this photograph. The nuclear reactor at Three-Mile Island is in the middle of a river in the state of Pennsylvania. This nuclear reactor has two PWRs, which means that it has two pressurized water reactors. The problem that occurred in 1979 was in the Number Two pressurized water reactor.

Now we're going to discuss what happened in the Number Two reactor at Three-Mile Island.

The important thing to understand about the accident was that there was a series of problems rather than a single problem.

The series of problems occurred in the water-cooling system. The initial problem was that a cooling system valve stuck open and cooling water ran out.

Unfortunately, the problem did not end when the cooling valve stuck open because operators misinterpreted the instrument readings. They knew there was a problem. They thought the cooling system had too much water rather than too little water. Because they thought that there was too much water, they shut off the emergency cooling water. As a result, there was no water to cool the nuclear reactor.

There wasn't a complete nuclear meltdown when the emergency cooling water was turned off, but there was a partial nuclear meltdown. A nuclear meltdown would exist if the uranium in the fuel core melted completely. In this situation, heat built up in the fuel core until the uranium began to melt, but it didn't melt down completely.

I hope you can understand the series of events that led to the problem at Three-Mile Island. It all started with the stuck valve in the cooling system and was exacerbated by the misinterpreted readings and the improper shutdown of the emergency cooling system.

Fortunately, the meltdown that did occur was only partial and not complete.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

26. WHAT DO THE INITIALS PWR STAND FOR?
27. HOW MANY PWRS ARE THERE ON THREE-MILE ISLAND?
28. WHAT DOES THE LECTURER SAY ABOUT THE PWRS DURING THE ACCIDENT?
29. WHAT ERRORS DID THE OPERATORS MAKE?
30. THE PROFESSOR EXPLAINS A SERIES OF EVENTS. PUT THE EVENTS IN THE ORDER IN WHICH THEY OCCURRED.

SHORT DIALOGUES (Paper and Computer)

TOEFL EXERCISE 1, page 30

1. *(woman)* How soon will you be leaving?
   (man) I'm on my way now.
   (narrator) WHAT DOES THE MAN MEAN?
2. *(man)* Was Steve able to get into the house?
   (woman) I left the door unlocked for him.
   (narrator) WHAT DOES THE WOMAN ASSUME STEVE DID?
3. *(man)* The dinner special is roast turkey with mashed potatoes and gravy, and apple pie for dessert.
   (woman) That doesn't sound good to me.
   (narrator) WHAT DOES THE WOMAN MEAN?
4. *(woman)* Could you help me with my physics homework tonight? I'm really having trouble with it.
   (man) Sorry, I'm busy tonight.
   (narrator) WHAT DOES THE MAN IMPLY?
5. *(man)* What did you think of Professor Martin's lecture on the migratory habits of whales?
   (woman) I couldn't keep my eyes open.
   (narrator) WHAT DOES THE WOMAN MEAN?
6. *(woman)* Have this month's bills been paid, or is that something we need to take care of now?
   (man) I paid the phone and electricity, but not the credit cards.
   (narrator) WHAT DOES THE MAN MEAN?
7. *(man)* Will you be able to get back from running all your errands by four o'clock?
   (woman) I'll be back as quickly as I can.
   (narrator) WHAT DOES THE WOMAN SAY THAT SHE'LL DO?
8. *(man)* Have you seen Tim? I really need to talk with him about the phone bill.
   (woman) Well,... he was here just a minute ago.
   (narrator) WHAT DOES THE WOMAN SAY ABOUT TIM?
9. *(man)* There's a car parked in my spot even though the sign says that this space is reserved.
   (woman) I guess we'll have to park somewhere else.
   (narrator) WHAT DOES THE WOMAN MEAN?
10. *(woman)* Do we have enough food for all the guests who are attending the reception this evening?
    (man) The refrigerator's about to burst.
    (narrator) WHAT DOES THE MAN MEAN?

TOEFL EXERCISE 2, page 32

1. *(woman)* What did you think of the final exam in algebra?
   (man) It was too easy!
   (narrator) WHAT DOES THE MAN MEAN?
2. *(woman)* How are you feeling today?
   (man) I'm really feeling rather sick.
   (narrator) HOW IS THE MAN FEELING?
3. *(man)* Has your family been in business for quite some time?
   (woman) No, the family business was just established last year.
   (narrator) WHAT DOES THE WOMAN SAY ABOUT THE FAMILY BUSINESS?
4. *(woman)* Did you have to wait at the airport for a long time?
   (man) No, the plane landed right on schedule.
   (narrator) WHAT DOES THE MAN MEAN?
5. *(man)* Do you want to join me in the pool?
   (woman) Oh, I'll just run and put my suit on.
   (narrator) WHAT DOES THE WOMAN IMPLY?
6. *(man)* Last night's fire burned the entire hillside.
   (woman) At least the homes were saved.
   (narrator) WHAT DOES THE WOMAN MEAN?
7. *(man)* Should I add more salt and pepper to the soup?
   (woman) No, I think there's enough.
   (narrator) WHAT DOES THE WOMAN MEAN?
8. *(woman)* How are you able to pay your college fees?
   (man) I was fortunate to get a scholarship.
   (narrator) WHAT DOES THE MAN MEAN?
9. *(man)* How successful was the corporation last year?
   (woman) It made quite a big profit.
   (narrator) WHAT DOES THE WOMAN SAY ABOUT THE CORPORATION?
10. *(woman)* Chuck is on his way to the bank now, isn't he?
    (man) Yes, he is. He thinks his bank account is overdrawn.
    (narrator) WHAT DOES THE MAN MEAN?

TOEFL EXERCISE 3, page 34

1. *(man)* How long until you'll be ready to leave?
   (woman) First, I need to water the grass.
   (narrator) WHAT DOES THE WOMAN MEAN?
2. *(man)* Do you think I should buy this sweater?
   (woman) But it doesn't really seem to fit right.
   (narrator) WHAT DOES THE WOMAN MEAN?
3. *(woman)* Is Walter's job near here?

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

(man) Walter's been commuting to Boston on a regular basis.
(narrator) WHAT DOES THE MAN SAY ABOUT WALTER?

4. *(woman)* Did Bob memorize every detail in the chapter?
(man) He wasn't able to master the lesson.
(narrator) WHAT DOES THE MAN SAY ABOUT BOB?

5. *(man)* It's so sad what happened to the animals.
(woman) Yes, it is. Whenever there's a forest fire, many animals die.
(narrator) WHAT DOES THE WOMAN MEAN?

6. *(woman)* Do you want to take a look in this store?
(man) You bet. The shoes are on sale for twenty dollars a pair!
(narrator) WHAT DOES THE MAN MEAN?

7. *(woman)* Why didn't Tom come with us this afternoon?
(man) He was attending a required biology lab.
(narrator) WHAT DOES THE MAN MEAN?

8. *(woman)* Why are you waiting here by the front door?
(man) The mail should arrive at noon, and I'm expecting something important.
(narrator) WHY IS THE MAN WAITING?

9. *(woman)* Do you think it'll rain today?
(man) I heard on the news that a bad storm is heading in.
(narrator) WHAT DOES THE MAN MEAN?

10. *(woman)* Is there any way I could help you with dinner?
(man) Would you mind chopping vegetables for salad?
(narrator) WHAT DOES THE MAN ASK THE WOMAN?

TOEFL EXERCISE (Skills 1–3), page 35

1. *(woman)* Let's stop and get something to drink.
(man) Some coffee would be nice.
(narrator) WHAT DOES THE MAN MEAN?

2. *(man)* Let's go for a walk in the park.
(woman) No, not today. It's too cloudy and cold.
(narrator) WHAT DOES THE WOMAN MEAN?

3. *(man)* I have trouble sleeping at night.
(woman) You could try counting sheep.
(narrator) WHAT DOES THE WOMAN SUGGEST TO THE MAN?

4. *(woman)* Have you heard that the department is changing the graduation requirements for our major?
(man) Yes, and I just can't believe it!
(narrator) WHAT DOES THE MAN MEAN?

5. *(man)* I think we're going to be here for a while.
(woman) But we've been standing in line for almost an hour!
(narrator) WHAT DOES THE WOMAN MEAN?

6. *(woman)* The conductor is coming down the aisle.
(man) Yes, he is collecting the train fare from the passengers.
(narrator) WHAT IS HAPPENING?

7. *(woman)* Have you heard about the new management training program?
(man) It will start later this week.
(narrator) WHAT DOES THE MAN MEAN?

8. *(man)* Does anyone know where the fire got started?
(woman) It must have started in the attic.
(narrator) WHAT DOES THE WOMAN MEAN?

9. *(woman)* Aren't you going to tell me exactly what happened?
(man) I assumed that you already knew the truth.
(narrator) WHAT DOES THE MAN MEAN?

10. *(man)* Have you seen any of the sketches Dave did for his art professor?
(woman) I've seen some of them, and they were fantastic!
(narrator) WHAT DOES THE WOMAN SAY ABOUT DAVE?

TOEFL EXERCISE 4, page 38

1. *(woman)* I didn't bring my laboratory manual today.
(man) You can share mine. Today we're conducting the experiment on photosynthesis, and we can work together.
(narrator) WHERE DOES THIS CONVERSATION PROBABLY TAKE PLACE?

2. *(man)* This is flight 707 requesting permission to land.
(woman) Flight 707, you are cleared for landing.
(narrator) WHO IS THE MAN?

3. *(woman)* Do you want to do the dishes now or later?
(man) I'd rather put them off as long as possible.
(narrator) WHAT WILL THE MAN PROBABLY DO?

4. *(man)* How much of a tip should I leave?
(woman) Oh, a dollar's plenty. The service wasn't very good.
(narrator) WHERE DOES THIS CONVERSATION PROBABLY TAKE PLACE?

5. *(woman)* Can I pick up my shoes on Tuesday? I need them for a party that night.
(man) They should be fixed by then.
(narrator) WHO IS THE MAN?

6. *(woman)* Did you get pictures of the lions?
(man) Yes, and now let's go to the other side of the park. I want to see the exotic birds.

For more information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

(narrator) WHERE DOES THIS CONVERSATION PROBABLY TAKE PLACE?

7. *(man)* Could you put the letters in the pending file now?
(woman) Yes. Then I can answer them tomorrow.
(narrator) WHAT WILL THE WOMAN PROBABLY DO TOMORROW?

8. *(man)* The lights are flashing, and everyone's going in.
(woman) We should take our seats now before the second act starts.
(narrator) WHERE DOES THIS CONVERSATION PROBABLY TAKE PLACE?

9. *(woman)* Have you responded to Bob's dinner invitation yet?
(man) I'll take care of it right away.
(narrator) WHAT WILL THE MAN PROBABLY DO NEXT?

10. *(man)* Can you fill this prescription for me?
(woman) If you leave the prescription, I can have it filled in about ten minutes.
(narrator) WHO IS THE WOMAN?

TOEFL EXERCISE 5, page 40

1. *(man)* Would you like to go to the new restaurant on the corner?
(woman) Is that the one that serves vegetarian food?
(narrator) WHAT DOES THE WOMAN WANT TO KNOW?

2. *(man)* Has Harry heard from the law school yet?
(woman) Yes, he was admitted by the law school for the fall semester.
(narrator) WHAT HAPPENED TO HARRY?

3. *(man)* Mark said that you were a lot of help.
(woman) Well, I took care of his plants while he was out of town.
(narrator) WHAT DOES THE WOMAN MEAN?

4. *(woman)* Do you know what happened during the lightning storm?
(man) Yes, several trees were destroyed.
(narrator) WHAT DOES THE MAN MEAN?

5. *(man)* Did you see Sally? Her leg's in a cast.
(woman) Yes, I know. She told me that she broke her leg skiing in the mountains.
(narrator) WHAT HAPPENED TO SALLY?

6. *(woman)* The horses are not in very good shape now.
(man) They were ridden too long and too hard.
(narrator) WHAT DOES THE MAN MEAN?

7. *(woman)* Why didn't you order coffee?
(man) I thought it had already been ordered.
(narrator) WHAT DOES THE MAN MEAN?

8. *(man)* How are your friends going to get home from the airport after their trip?
(woman) Their car was left in the airport lot.
(narrator) WHAT DOES THE WOMAN MEAN?

9. *(man)* Has the class chosen a representative?
(woman) The other students appointed Mac class representative.
(narrator) WHAT DOES THE WOMAN MEAN?

10. *(woman)* Wasn't the building damaged in the earthquake?
(man) Yes, it was. And when this happened, the inhabitants were paid by the insurance company.
(narrator) WHAT DOES THE MAN MEAN?

TOEFL EXERCISE 6, page 42

1. *(man)* The passenger arrived in a taxi.
(woman) Yes, and then she had the taxi driver wait at the corner.
(narrator) WHAT DOES THE WOMAN MEAN?

2. *(man)* Did you go to the concert last night?
(woman) Yes, it was great, and I got to hear Jane play the harp.
(narrator) WHAT DOES THE WOMAN MEAN?

3. *(woman)* Did the children like the new baby-sitter?
(man) Not really, because she made them go to bed early.
(narrator) WHAT DOES THE MAN MEAN?

4. *(man)* Why is that man throwing the ball so carefully?
(woman) He is tossing the ball to his young son.
(narrator) WHAT DOES THE WOMAN SAY ABOUT THE FATHER AND SON?

5. *(man)* Did the professor tell her students about the lecture this evening?
(woman) Yes, she directed her students to attend it.
(narrator) WHAT DOES THE WOMAN MEAN?

6. *(woman)* I cannot find the clerk.
(man) The floor manager sent him back to the supply room.
(narrator) WHAT HAPPENED, ACCORDING TO THE MAN?

7. *(woman)* Will the students be able to get hold of the books that they need?
(man) The librarian had them reserve the books for two days.
(narrator) WHAT DOES THE MAN MEAN?

8. *(man)* Were elections held last night, as scheduled?
(woman) Yes, and the board elected Tony chairman for another year.
(narrator) WHAT DOES THE WOMAN MEAN?

9. *(woman)* At the trial the defendant was found guilty.
(man) Yes, the judge called the defendant a murderer.
(narrator) WHAT DOES THE MAN MEAN?

10. *(woman)* Have the names of the new committee members been announced?

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

(man) Congratulations! You've been appointed to serve on the committee.
(narrator) WHAT DOES THE MAN MEAN?

TOEFL EXERCISE (Skills 4–6), page 43

1. *(woman)* Can I help you?
(man) I need two stamps and a padded mailing envelope, please.
(narrator) WHERE DOES THIS CONVERSATION PROBABLY TAKE PLACE?

2. *(man)* Why were the students coming to the teacher's office?
(woman) They had to hand in their papers.
(narrator) WHAT DOES THE WOMAN MEAN?

3. *(man)* Did Mark stop at the service station?
(woman) Yes, he had the attendant check the oil in his car.
(narrator) WHAT DOES THE WOMAN MEAN?

4. *(woman)* I'd like a burger and fries, please.
(man) To stay, or to go?
(narrator) WHO IS THE MAN?

5. *(woman)* Maybe we should make some more copies now, just in case.
(man) Additional copies can be printed as needed.
(narrator) WHAT DOES THE MAN MEAN?

6. *(man)* What did the professor ask the students to do?
(woman) He required them to buy two books.
(narrator) WHAT DOES THE WOMAN MEAN?

7. *(woman)* Did Jim see a doctor this morning?
(man) Yes, and the doctor told him to return to the office to see him next week.
(narrator) WHAT DOES THE MAN MEAN?

8. *(man)* Have you sent the tissue samples to the laboratory?
(woman) Not yet, but I'll get it done in the next half hour.
(narrator) WHAT WILL THE WOMAN PROBABLY DO NEXT?

9. *(man)* Has there been a change in senior class president?
(woman) Yes, Mary replaced Sue in that position.
(narrator) WHAT DOES THE WOMAN MEAN?

10. *(man)* Did you find that television program interesting?
(woman) I certainly did. The current political situation was analyzed effectively by the panel.
(narrator) WHAT DOES THE WOMAN MEAN?

TOEFL REVIEW EXERCISE (Skills 1–6), page 44

1. *(man)* Why do you think Peter said that?
(woman) I think he was really angry.
(narrator) WHAT DOES THE WOMAN SAY ABOUT PETER?

2. *(man)* Why is Hannah so happy?
(woman) Her parents have allowed her to stay up late.
(narrator) WHAT DOES THE WOMAN MEAN?

3. *(woman)* I'd like some unleaded gas, please.
(man) Would you like me to fill it up?
(narrator) WHERE DOES THE MAN PROBABLY WORK?

4. *(man)* What do you suggest for breakfast?
(woman) Well, you could have cereal or eggs, or both.
(narrator) WHAT DOES THE WOMAN MEAN?

5. *(woman)* Did Ellen help you a lot with your training?
(man) She really urged me to do my best.
(narrator) WHAT DOES THE MAN MEAN?

6. *(man)* Did you hear what happened to Rob's car last night?
(woman) Yeah, I heard that it was stolen.
(narrator) WHAT DOES THE WOMAN MEAN?

7. *(woman)* We need to get some milk for tomorrow morning. What about this carton?
(man) Maybe we should get the large one instead of the small one.
(narrator) WHAT DOES THE MAN SUGGEST?

8. *(man)* What happened when the businesspeople arrived in the office?
(woman) Well, first they were greeted by the receptionist.
(narrator) WHAT DOES THE WOMAN MEAN?

9. *(woman)* Did you see that? The police officer was talking to the tourist.
(man) Yes, and then he made the tourist come to the station.
(narrator) WHAT DOES THE MAN MEAN?

10. *(woman)* Do you want to go up to Carmel for the weekend?
(man) That seems like a terrific idea to me!
(narrator) WHAT DOES THE MAN MEAN?

TOEFL EXERCISE 7, page 46

1. *(man)* Are you going to take out the trash?
(woman) I have no time to do it.
(narrator) WHAT DOES THE WOMAN MEAN?

2. *(woman)* Are you worried about the interview?
(man) It's unimportant to me.
(narrator) WHAT DOES THE MAN MEAN?

3. *(woman)* Do you have all the notes for Psychology 101?
(man) I didn't miss a single lecture.
(narrator) WHAT DOES THE MAN MEAN?

4. *(woman)* Do you know the library's summer hours? I need to go there this evening.
(man) It's never open past six o'clock in the summer.
(narrator) WHAT DOES THE MAN MEAN?

5. *(woman)* How often should I water the plants while you're gone?
(man) No more than once a week.
(narrator) WHAT SHOULD THE WOMAN DO?

For more [illegible] information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

6. *(man)* Did you enjoy your meal? That restaurant is very famous.
(woman) The food was good, but I was dissatisfied with the service.
(narrator) WHAT DOES THE WOMAN MEAN?

7. *(woman)* Do you think that Bob really wanted me to go home?
(man) He wasn't kidding when he told you to leave.
(narrator) WHAT DOES THE MAN SAY ABOUT BOB?

8. *(woman)* Can we finish this project before closing time?
(man) If we work on nothing else.
(narrator) WHAT DOES THE MAN MEAN?

9. *(man)* Would you mind staying an hour more?
(woman) I'd rather not.
(narrator) WHAT DOES THE WOMAN SAY ABOUT STAYING?

10. *(woman)* Would you recommend the hotel where you stayed in New York?
(man) The hotel provided service that was unequaled!
(narrator) WHAT DOES THE MAN SAY ABOUT THE HOTEL?

TOEFL EXERCISE 8, page 48

1. *(man)* Do you think Ron Rogers will be elected?
(woman) Well, it's not completely impossible.
(narrator) WHAT DOES THE WOMAN IMPLY ABOUT RON?

2. *(woman)* How was your tennis match today?
(man) I didn't serve well, and I didn't volley well either.
(narrator) WHAT DOES THE MAN SAY ABOUT HIS TENNIS GAME?

3. *(man)* Was Gary prepared for the debate?
(woman) It is no surprise that he was unprepared.
(narrator) WHAT DOES THE WOMAN SAY ABOUT GARY?

4. *(man)* Did you go out dancing with everyone else last night?
(woman) I was not feeling well, so I didn't go out.
(narrator) WHAT DOES THE WOMAN MEAN?

5. *(woman)* Do you think Paula understands what she's done?
(man) She isn't unaware of the trouble she's caused.
(narrator) WHAT DOES THE MAN SAY ABOUT PAULA?

6. *(man)* Did your friends finish the term paper for history class?
(woman) Steve wasn't able to finish it, and Paul wasn't either.
(narrator) WHAT DOES THE WOMAN MEAN?

7. *(man)* Can you believe that George walked out of the restaurant without paying for his share of the meal?
(woman) It was irresponsible of him not to pay the bill.
(narrator) WHAT DOES THE WOMAN MEAN?

8. *(man)* What happened when Harry applied to Milhouse University?
(woman) It was unfortunate that he wasn't admitted to the university.
(narrator) WHAT DOES THE WOMAN SAY ABOUT HARRY?

9. *(woman)* What did you think of the essay that I wrote?
(man) The first draft of the essay wasn't well written, and the second wasn't much better.
(narrator) WHAT DOES THE MAN MEAN?

10. *(man)* Has Roger been disturbed by all of the recent problems?
(woman) He hasn't been unaffected.
(narrator) WHAT DOES THE WOMAN MEAN?

TOEFL EXERCISE 9, page 50

1. *(woman)* Do you expect a lot of rain this month?
(man) It hardly ever rains in July.
(narrator) WHAT DOES THE MAN MEAN?

2. *(man)* Were all three students accepted to the university?
(woman) Only John was accepted.
(narrator) WHAT DOES THE WOMAN MEAN?

3. *(man)* Did Mark do well in Professor Franks's class?
(woman) Mark barely passed the history exam that Professor Franks gave.
(narrator) WHAT DOES THE WOMAN MEAN?

4. *(woman)* I can't believe how long we've been here.
(man) Dr. Roberts almost never keeps his patients waiting long.
(narrator) WHAT DOES THE MAN MEAN?

5. *(man)* I can't believe Betty is not at work this week!
(woman) Only rarely does Betty take a vacation in winter.
(narrator) WHAT DOES THE WOMAN MEAN?

6. *(man)* Does Steve study very much?
(woman) He hardly ever opens a book.
(narrator) WHAT DOES THE WOMAN SAY ABOUT STEVE?

7. *(woman)* Was the philosophy exam very long?
(man) I scarcely had time to finish it.
(narrator) WHAT DOES THE MAN MEAN?

8. *(man)* I was so bored at the staff meeting!
(woman) Seldom have staff meetings lasted this long.
(narrator) WHAT DOES THE WOMAN MEAN?

9. *(woman)* Are you enjoying the barbecue?

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

(man) Only rarely have I tasted such delicious meat.
(narrator) WHAT DOES THE MAN MEAN?

10. *(woman)* Does your broken arm hurt very much?
(man) Only if I try to move.
(narrator) WHAT DOES THE MAN MEAN?

TOEFL EXERCISE 10, page 52

1. *(man)* Are you pleased with the exam results?
(woman) I couldn't be happier.
(narrator) WHAT DOES THE WOMAN MEAN?

2. *(woman)* Is Paula lazy, as usual, this semester?
(man) She's never tried harder.
(narrator) WHAT DOES THE MAN MEAN?

3. *(man)* Was it a good sale? Did you buy a lot?
(woman) Prices couldn't have been any lower.
(narrator) WHAT DOES THE WOMAN SAY ABOUT THE SALE?

4. *(woman)* What do you think of Betsy?
(man) I don't know a more intelligent woman.
(narrator) WHAT DOES THE MAN SAY ABOUT BETSY?

5. *(woman)* Did the patient really need the surgery?
(man) It couldn't have been more unnecessary.
(narrator) WHAT DOES THE MAN MEAN?

6. *(man)* Did any of you get hurt in the accident?
(woman) We couldn't have been luckier.
(narrator) WHAT DOES THE WOMAN IMPLY?

7. *(woman)* How do you think you did on the final exam in biology?
(man) Nothing could have been more difficult than that exam!
(narrator) WHAT DOES THE MAN MEAN?

8. *(man)* Are you ready to accept the new position?
(woman) Nobody wants that job more than I do.
(narrator) WHAT DOES THE WOMAN MEAN?

9. *(man)* How did you do in the race?
(woman) Only one person was faster.
(narrator) WHAT DOES THE WOMAN MEAN?

10. *(woman)* Do you think that the math project this semester was easy?
(man) Seldom has a math project been more complicated.
(narrator) WHAT DOES THE MAN MEAN?

TOEFL EXERCISE (Skills 7–10), page 53

1. *(man)* Do you think you could try a little harder?
(woman) It's impossible for me to do more.
(narrator) WHAT DOES THE WOMAN MEAN?

2. *(man)* What are you so upset about?
(woman) Not once on this trip has the bus left on time.
(narrator) WHAT DOES THE WOMAN MEAN?

3. *(man)* Was there enough soup to go around?
(woman) There was barely enough soup for everyone at the table.
(narrator) WHAT DOES THE WOMAN MEAN?

4. *(man)* Do you really want to move to Florida?
(woman) I couldn't want anything more!
(narrator) WHAT DOES THE WOMAN MEAN?

5. *(man)* Did you turn in your research paper for history class?
(woman) I couldn't turn it in because it was incomplete.
(narrator) WHAT DOES THE WOMAN MEAN?

6. *(woman)* Do you think that your friends enjoyed their trip to the Museum of Modern Art?
(man) Sylvia doesn't care for modern art, and neither does Tim.
(narrator) WHAT DOES THE MAN MEAN?

7. *(woman)* Can your friends go with us this afternoon, or do you think they will be too busy?
(man) They hardly ever work in the afternoon.
(narrator) WHAT DOES THE MAN SAY ABOUT HIS FRIENDS?

8. *(woman)* Do you think we could turn the air-conditioner on? I'm really uncomfortable?
(man) The air-conditioner never works when it gets warm.
(narrator) WHAT DOES THE MAN IMPLY?

9. *(woman)* I heard that your exam results were not too bad.
(man) Actually, I've never done worse.
(narrator) WHAT DOES THE MAN MEAN?

10. *(man)* Did the committee come to a decision about the parking problem?
(woman) The committee shouldn't have decided the issue when so many members weren't present.
(narrator) WHAT DOES THE WOMAN MEAN?

TOEFL REVIEW EXERCISE (Skills 1–10), page 54

1. *(man)* What should I do to get over this?
(woman) You should drink plenty of fluids, take this medicine once every eight hours, and return here to my office next week.
(narrator) WHERE DOES THIS CONVERSATION PROBABLY TAKE PLACE?

2. *(man)* Did you find anything at the store?
(woman) I just bought a great shirt!
(narrator) WHAT DOES THE WOMAN MEAN?

3. *(man)* Did you enjoy the hotel where you stayed in Hawaii?
(woman) The view of the ocean couldn't have been better.

For more information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

(narrator) WHAT DOES THE WOMAN MEAN?

4. *(woman)* You look like you're not feeling too well.
(man) Actually, I'm just kind of tired. All I need is a bit of rest.
(narrator) WHAT WILL THE MAN PROBABLY DO NEXT?

5. *(woman)* Do you think that Mary will forgive me for what I did?
(man) She isn't exactly an unforgiving person.
(narrator) WHAT DOES THE MAN SAY ABOUT MARY?

6. *(man)* Has Martha already gone on vacation?
(woman) She can't take her vacation until next week.
(narrator) WHAT DOES THE WOMAN SAY ABOUT MARTHA?

7. *(man)* I'm looking for some people who just came into the restaurant.
(woman) The waitress seated them at a table in the back.
(narrator) WHAT DOES THE WOMAN MEAN?

8. *(man)* Let's go to the market and get some fresh fruit.
(woman) I was there this morning, and the market scarcely had any.
(narrator) WHAT DOES THE WOMAN SAY ABOUT THE MARKET?

9. *(man)* I'm thinking about taking a few classes at the local adult school.
(woman) It's never too late to go back to school.
(narrator) WHAT DOES THE WOMAN MEAN?

10. *(man)* I don't think I can make it all the way to the top of the mountain.
(woman) I dare you to try!
(narrator) WHAT DOES THE WOMAN MEAN?

TOEFL EXERCISE 11, page 56

1. *(man)* I'd like to take a trip down the coast this weekend.
(woman) Me, too.
(narrator) WHAT DOES THE WOMAN MEAN?

2. *(woman)* I would like to see Matt elected to the town council next month.
(man) So would I.
(narrator) WHAT DOES THE MAN MEAN?

3. *(man)* I'm not sure if I should take beginning or intermediate French next semester.
(woman) Neither am I.
(narrator) WHAT DOES THE WOMAN MEAN?

4. *(man)* The food in the cafeteria is not exactly the best food I have ever tasted.
(woman) You can say that again!
(narrator) WHAT DOES THE WOMAN MEAN?

5. *(woman)* This party certainly has been fun!
(man) I'll say!
(narrator) WHAT DOES THE MAN MEAN?

6. *(man)* I'm not about to condone what she did!
(woman) I'm not either.
(narrator) WHAT DOES THE WOMAN MEAN?

7. *(woman)* Those people upstairs always have such loud parties.
(man) Don't they!
(narrator) WHAT DOES THE MAN MEAN?

8. *(man)* This meal is really delicious!
(woman) Isn't it!
(narrator) WHAT DOES THE WOMAN MEAN?

9. *(man)* I can't imagine what he was thinking about when he bought that car.
(woman) Neither can I!
(narrator) WHAT DOES THE WOMAN MEAN?

10. *(woman)* This should be a two-semester course. One semester is just not enough time to learn all the material.
(man) You can say that again!
(narrator) WHAT DOES THE MAN MEAN?

TOEFL EXERCISE 12, page 59

1. *(woman)* Are we supposed to read all ten chapters before the exam?
(man) As far as I can tell, we are.
(narrator) WHAT DOES THE MAN MEAN?

2. *(man)* You're out of apple pie!
(woman) Sorry. Why not try the cherry pie?
(narrator) WHAT DOES THE WOMAN SUGGEST?

3. *(woman)* Do you know when the movie starts?
(man) It starts at 8:00, doesn't it?
(narrator) WHAT DOES THE MAN MEAN?

4. *(woman)* We can't leave now. We have to do the dishes.
(man) Let's leave the dishes until later.
(narrator) WHAT DOES THE MAN SUGGEST?

5. *(man)* Do you think Matt has enough talent for the role?
(woman) As far as I can tell.
(narrator) WHAT DOES THE WOMAN MEAN?

6. *(woman)* Did you hear that Mary's in the hospital with a broken leg?
(man) Let's go visit her.
(narrator) WHAT DOES THE MAN SUGGEST?

7. *(man)* Where are the children?
(woman) They've gone to the park to play ball, haven't they?
(narrator) WHAT DOES THE WOMAN MEAN?

8. *(man)* I need some graph paper for my math assignment.
(woman) I'm all out. Why don't you check with Tom next door?
(narrator) WHAT DOES THE WOMAN SUGGEST?

9. *(woman)* Is the utilities bill due on the first or the fifteenth?
(man) On the fifteenth, as far as I know.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

(narrator) WHAT DOES THE MAN MEAN?

10. *(man)* We need to decide whether or not we are going to buy that house.
(woman) It's such a big decision. Let's sleep on it before we decide.
(narrator) WHAT DOES THE WOMAN SUGGEST?

TOEFL EXERCISE 13, page 61

1. *(man)* Greg should be here any moment.
(woman) Then, he is coming to the party!
(narrator) WHAT HAD THE WOMAN ASSUMED?

2. *(woman)* My motorcycle is over there. That's how I got to school today.
(man) So you can ride a motorcycle.
(narrator) WHAT HAD THE MAN ASSUMED?

3. *(man)* I'm having a few friends over for dinner tonight. Would you like to come?
(woman) So you do know how to cook!
(narrator) WHAT HAD THE WOMAN ASSUMED?

4. *(woman)* I'm so tired from all that exercise.
(man) Then, you did run three miles this morning.
(narrator) WHAT HAD THE MAN ASSUMED?

5. *(man)* I just spent five hours working on my research project.
(woman) Bob, you were in the library.
(narrator) WHAT HAD THE WOMAN ASSUMED ABOUT BOB?

6. *(man)* I just finished carrying the last piece of furniture.
(woman) Then, you have moved into a new apartment!
(narrator) WHAT HAD THE WOMAN ASSUMED ABOUT THE MAN?

7. *(woman)* Would you like to share some of this piece of chocolate cake?
(man) So you do eat sweets.
(narrator) WHAT HAD THE MAN ASSUMED?

8. *(man)* I'm studying now for my driver's license test.
(woman) Then, you will take the test this afternoon.
(narrator) WHAT HAD THE WOMAN ASSUMED?

9. *(woman)* I'm heading off to physics class now.
(man) Then you did register for that course!
(narrator) WHAT HAD THE MAN ASSUMED ABOUT THE WOMAN?

10. *(woman)* The plumber just left.
(man) Then the pipes have been cleared.
(narrator) WHAT HAD THE MAN ASSUMED?

TOEFL EXERCISE (Skills 11–13), page 62

1. *(man)* The phone bill is certainly high this month!
(woman) I'll say!
(narrator) WHAT DOES THE WOMAN MEAN?

2. *(woman)* I saw Bill in calculus class this morning.
(man) Then he's not sick anymore.
(narrator) WHAT HAD THE MAN ASSUMED?

3. *(man)* I don't know how I'm going to get this paper done by Monday.
(woman) Why not stay home tonight instead of going out?
(narrator) WHAT DOES THE WOMAN SUGGEST?

4. *(woman)* The cafeteria is closed in the mornings.
(man) So, the cafeteria doesn't serve breakfast!
(narrator) WHAT HAD THE MAN ASSUMED?

5. *(woman)* Do you think we can park in that lot without getting a ticket?
(man) As far as I know.
(narrator) WHAT DOES THE MAN MEAN?

6. *(woman)* I'm so glad to be finished with that class!
(man) You can say that again!
(narrator) WHAT DOES THE MAN MEAN?

7. *(woman)* I couldn't finish any of the math problems that Professor Allen assigned for today.
(man) Neither could I.
(narrator) WHAT DOES THE MAN MEAN?

8. *(man)* I just got back from the post office.
(woman) Then, you did remember to mail the package!
(narrator) WHAT HAD THE WOMAN ASSUMED?

9. *(woman)* I'm afraid there won't be enough space in my car.
(man) Let's take my car instead; it's bigger than yours.
(narrator) WHAT DOES THE MAN SUGGEST?

10. *(woman)* These muffins taste really great.
(man) They were freshly made this morning, weren't they?
(narrator) WHAT DOES THE MAN MEAN?

TOEFL REVIEW EXERCISE (Skills 1–13), page 63

1. *(man)* Here are all your phone messages.
(woman) I need to respond to these right away.
(narrator) WHAT WILL THE WOMAN PROBABLY DO NEXT?

2. *(man)* Can we meet next Tuesday at 3:00?
(woman) I'll have to check my calendar.
(narrator) WHAT DOES THE WOMAN MEAN?

3. *(woman)* Did you have enough to pay for the bicycle?
(man) Only barely.
(narrator) WHAT DOES THE MAN MEAN?

4. *(man)* Did the television get fixed?
(woman) I had Bob look at it, and now it works.
(narrator) WHAT DOES THE WOMAN MEAN?

For more information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

5. *(man)* Did your new assistant do a good job today?
(woman) I couldn't say that he was helpful.
(narrator) WHAT DOES THE WOMAN SAY ABOUT THE ASSISTANT?

6. *(man)* Walk-through registration took me three hours to complete.
(woman) Why not try registering by mail next semester?
(narrator) WHAT DOES THE WOMAN SUGGEST?

7. *(woman)* Were you able to get in touch with Paula?
(man) I wasn't able to give her a call because her number was unlisted.
(narrator) WHAT DOES THE MAN MEAN?

8. *(man)* Did you have a problem when you arrived at the train station?
(woman) There was nowhere to store my luggage.
(narrator) WHAT DOES THE WOMAN MEAN?

9. *(woman)* I just sent in my forms to the psychology department.
(man) So you are going to major in psychology!
(narrator) WHAT HAD THE MAN ASSUMED?

10. *(man)* That exam couldn't have been more difficult!
(woman) I'll say!
(narrator) WHAT DOES THE WOMAN MEAN?

TOEFL EXERCISE 14, page 65

1. *(man)* Do you think we'll be able to get tickets for the concert?
(woman) I wish there weren't so many people in line in front of us.
(narrator) WHAT DOES THE WOMAN MEAN?

2. *(woman)* I'm sorry I didn't tell you about the parking ticket.
(man) I wish you had told me about it.
(narrator) WHAT DOES THE MAN MEAN?

3. *(man)* Did you see the work schedule for next week?
(woman) I wish I didn't have to work so many hours then.
(narrator) WHAT DOES THE WOMAN IMPLY?

4. *(man)* Are you happy with the changes in the requirements for graduation?
(woman) I wish the department had not made the changes.
(narrator) WHAT DOES THE WOMAN MEAN?

5. *(woman)* Are you going to the theater with us this weekend?
(man) I wish I had enough money to go.
(narrator) WHAT DOES THE MAN IMPLY.

6. *(woman)* Did you hear how Harry did on the astronomy exam?
(man) I bet he wishes he had studied harder.
(narrator) WHAT DOES THE MAN MEAN?

7. *(man)* Do you have a good schedule of classes this semester?
(woman) I wish I didn't need to take this algebra course. I'm not very good at math.
(narrator) WHAT DOES THE WOMAN IMPLY?

8. *(woman)* Your apartment is in a really great location!
(man) But I wish I had been able to find something cheaper.
(narrator) WHAT DOES THE MAN MEAN?

9. *(woman)* Why are you sitting all the way in the back of the auditorium?
(man) I wish I hadn't arrived so late. Then I could have gotten a better seat.
(narrator) WHAT DOES THE MAN IMPLY?

10. *(woman)* Are you going to the football game this weekend?
(man) I wish I could, but I have to work on my sociology paper.
(narrator) WHAT DOES THE MAN MEAN?

TOEFL EXERCISE 15, page 67

1. *(woman)* I'm glad I called and told you about the meeting.
(man) If you had not called me, I would not have known.
(narrator) WHAT DOES THE MAN MEAN?

2. *(man)* I always seem to get stopped by the police.
(woman) If you drove more slowly, the police would not stop you so often.
(narrator) WHAT DOES THE WOMAN MEAN?

3. *(man)* Do you know that some offices are closed next Friday?
(woman) Wouldn't it be nice if we didn't have to work on Friday?
(narrator) WHAT DOES THE WOMAN MEAN?

4. *(woman)* I don't think that the letter that I mailed last week arrived.
(man) If you had put enough postage on it, the letter would have arrived.
(narrator) WHAT DOES THE MAN MEAN?

5. *(woman)* Do you have a pet dog?
(man) I would like to have one, if it didn't require so much attention.
(narrator) WHAT DOES THE MAN MEAN?

6. *(man)* Did the other students know we were having a psychology exam today?
(woman) Had they known about the exam, they would've prepared for it.
(narrator) WHAT DOES THE WOMAN SAY ABOUT THE OTHER STUDENTS?

7. *(woman)* We're all going out to a great restaurant tonight. Do you want to come with us?
(man) If it didn't cost so much, I would.
(narrator) WHAT DOES THE MAN MEAN?

8. *(woman)* Do you think Joe saw the car coming around the corner so fast?

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

(man) Had he seen the car coming, he would've been able to get out of the way.
(narrator) WHAT DOES THE MAN MEAN?

9. *(woman)* I really don't want to be here now.
(man) If you didn't want to be here, then why are you here?
(narrator) WHAT DID THE MAN ASSUME?

10. *(man)* Kathy couldn't have known that the first prize in the contest was a trip to Hawaii.
(woman) She would've worked harder on her art project if she had known what first prize was.
(narrator) WHAT DOES THE WOMAN MEAN?

TOEFL EXERCISE (Skills 14–15), page 68

1. *(man)* Did you enjoy the film?
(woman) I wish it had not been so violent.
(narrator) WHAT DOES THE WOMAN MEAN?

2. *(woman)* Did you remember to close the windows before we left?
(man) If I had left the windows open, the rain would have gotten in.
(narrator) WHAT DOES THE MAN MEAN?

3. *(man)* Are your parents able to come to the graduation ceremonies?
(woman) I wish they were able to come.
(narrator) WHAT DOES THE WOMAN MEAN?

4. *(woman)* Are you going on vacation next week?
(man) I would miss the conference if I took my vacation next week.
(narrator) WHAT DOES THE MAN MEAN?

5. *(woman)* You have chemistry lab this afternoon, don't you?
(man) Yes, and I really wish I didn't have to go there.
(narrator) WHAT DOES THE MAN MEAN?

6. *(man)* How could they have run out of gas?
(woman) Had they filled up the tank at the last service station, they wouldn't have run out of gas.
(narrator) WHAT DOES THE WOMAN MEAN?

7. *(woman)* You have such a heavy schedule this semester.
(man) I really wish I had not registered for so many courses.
(narrator) WHAT DOES THE MAN MEAN?

8. *(man)* Do you take the bus to work every day?
(woman) If I didn't take the bus, I don't know how I would get there.
(narrator) WHAT DOES THE WOMAN MEAN?

9. *(man)* Do you have any eggs that I could borrow? I need them for a dish I'm preparing.
(woman) I wish I had bought some when I was at the store.
(narrator) WHAT DOES THE WOMAN MEAN?

10. *(woman)* How is Teresa feeling?
(man) If she had taken the medicine that the doctor prescribed, she might be feeling a lot better.
(narrator) WHAT DOES THE MAN MEAN?

TOEFL REVIEW EXERCISE (Skills 1–15), page 69

1. *(man)* This tea is awfully hot.
(woman) Why not wait a few minutes?
(narrator) WHAT DOES THE WOMAN SUGGEST?

2. *(woman)* I'd like two tickets to the six o'clock show, please.
(man) That will be ten dollars.
(narrator) WHERE DOES THIS CONVERSATION PROBABLY TAKE PLACE?

3. *(woman)* Are you glad that the semester's about over?
(man) I'm not exactly sad that it's ending.
(narrator) WHAT DOES THE MAN MEAN?

4. *(woman)* How much damage did the storm do?
(man) The trees behind the house were knocked down.
(narrator) WHAT DOES THE MAN MEAN?

5. *(woman)* I hear the football team lost again.
(man) As usual.
(narrator) WHAT DOES THE MAN MEAN?

6. *(man)* I have to be at the office at 8:00 every morning.
(woman) Then, you did get a job!
(narrator) WHAT HAD THE WOMAN ASSUMED ABOUT THE MAN?

7. *(woman)* How was your vacation in the islands?
(man) If I had not lost my passport, I would have enjoyed it a lot more.
(narrator) WHAT DOES THE MAN MEAN?

8. *(woman)* Can you tell me which bus I should take to get to Riverdale?
(man) The number 8 bus, I think.
(narrator) WHAT DOES THE MAN INDICATE?

9. *(man)* Did the laboratory assistant get a lot done?
(woman) He couldn't finish more than one experiment.
(narrator) WHAT DOES THE WOMAN MEAN?

10. *(man)* I really wish the semester would end soon!
(woman) You can say that again!
(narrator) WHAT DOES THE WOMAN MEAN?

TOEFL EXERCISE 16, page 71

1. *(man)* The new neighbors have just moved in.
(woman) Maybe we should call on them.
(narrator) ACCORDING TO THE WOMAN, WHAT SHOULD THEY DO?

2. *(woman)* You know, I'm really enjoying this class now.
(man) I am, too. At first it was kind of boring, but now it's turning into something fascinating.

For more information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

(narrator) WHAT DOES THE MAN MEAN?

3. *(man)* I heard you had a bad headache this morning.
(woman) Yes, but I think I'm getting over it now.
(narrator) WHAT DOES THE WOMAN MEAN?

4. *(man)* I'd like to stop smoking, but it's really hard for me.
(woman) Well, at least you should try to cut down.
(narrator) WHAT DOES THE WOMAN MEAN?

5. *(man)* Why was the client unhappy?
(woman) The lawyer turned down his case.
(narrator) WHAT DOES THE WOMAN MEAN?

6. *(woman)* I really like Marsha.
(man) Me, too. She is just so friendly with everyone.
(narrator) WHAT DOES THE MAN SAY ABOUT MARSHA?

7. *(woman)* Are you going out or staying here tonight?
(man) I can't go out. I have to look after the children.
(narrator) WHAT DOES THE MAN MEAN?

8. *(woman)* Did you see in the paper this morning that one section of the factory is closing down today?
(man) Yes, and some of the workers will be laid off.
(narrator) WHAT DOES THE MAN SAY ABOUT THE WORKERS?

9. *(woman)* I heard that you're trying out for the football team. Won't that be difficult?
(man) Yes, but I'm really going to try to pull it off.
(narrator) WHAT DOES THE MAN MEAN?

10. *(man)* I locked the keys in the car again.
(woman) Oh, I don't know why I put up with you.
(narrator) WHAT DOES THE WOMAN MEAN?

TOEFL EXERCISE 17, page 73

1. *(man)* I was fifteen minutes late for class today.
(woman) Better late than never.
(narrator) WHAT DOES THE WOMAN MEAN?

2. *(woman)* Do you want to work on the biology experiment together?
(man) Two heads are better than one.
(narrator) WHAT DOES THE MAN MEAN?

3. *(man)* I really don't want to work on the report now.
(woman) There's no time like the present.
(narrator) WHAT DOES THE WOMAN MEAN?

4. *(man)* I just sold the last copy of that book this morning. You'll have to try again next week.
(woman) Just my luck.
(narrator) WHAT DOES THE WOMAN MEAN?

5. *(man)* I know you like this restaurant, but I just don't like the food here.
(woman) To each his own.
(narrator) WHAT DOES THE WOMAN MEAN?

6. *(man)* Would it be possible for you to drop these letters in the mailbox for me?
(woman) No sooner said than done.
(narrator) WHAT DOES THE WOMAN MEAN?

7. *(woman)* Did you hear that Abbie won the art scholarship?
(man) You could have knocked me down with a feather.
(narrator) WHAT DOES THE MAN MEAN?

8. *(man)* I have to read all six chapters this weekend.
(woman) We're all in the same boat.
(narrator) WHAT DOES THE WOMAN MEAN?

9. *(woman)* Anne's project for the science fair was incredible.
(man) She's really head and shoulders above the rest.
(narrator) WHAT DOES THE MAN SAY ABOUT ANNE?

10. *(man)* I can't believe how many forms I have to fill out to apply for the scholarship.
(woman) Yes, and you should be sure to dot all the i's and cross all the t's.
(narrator) WHAT DOES THE WOMAN MEAN?

TOEFL EXERCISE (Skills 16–17), page 74

1. *(man)* Do you do the cooking every night?
(woman) No, my roommate and I take turns.
(narrator) WHAT DOES THE WOMAN MEAN?

2. *(man)* Did you meet Hank's father at the game last night?
(woman) Yes, I did. You know, Hank's really a chip off the old block.
(narrator) WHAT DOES THE WOMAN SAY ABOUT HANK?

3. *(man)* Do you want to go to the football game with us tonight?
(woman) No, thanks. I think I'm coming down with something.
(narrator) WHAT DOES THE WOMAN MEAN?

4. *(woman)* I can't believe what Hal said to the teacher!
(man) Yeah, he really put his foot in his mouth.
(narrator) WHAT DOES THE MAN SAY ABOUT HAL?

5. *(man)* I'm going to the market now.
(woman) Could you hold off going for a few minutes? I'd like to go with you.
(narrator) WHAT DOES THE WOMAN MEAN?

6. *(man)* I got a parking ticket, but I don't think I want to pay it.
(woman) You know, you're really playing with fire.
(narrator) WHAT DOES THE WOMAN MEAN?

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

7. *(man)* The noise from those machines is really bothering me.
(woman) Yeah, I wish we could just ask them to cut it out.
(narrator) WHAT DOES THE WOMAN MEAN?

8. *(man)* Did Fred tell you his theory about who took the money?
(woman) Yes, and I really think he's barking up the wrong tree.
(narrator) WHAT DOES THE WOMAN MEAN?

9. *(man)* This course is too hard for me. I think I'll just drop it.
(woman) Even though it's hard, you should keep at it as long as you can.
(narrator) WHAT DOES THE WOMAN TELL THE MAN?

10. *(man)* How's the chemistry homework coming?
(woman) It's like trying to swim upstream.
(narrator) WHAT DOES THE WOMAN MEAN?

TOEFL REVIEW EXERCISE (Skills 1–17), page 74

1. *(woman)* Could you put some more wood in the fireplace?
(man) I'll have to bring some in from outside.
(narrator) WHAT DOES THE MAN IMPLY?

2. *(man)* Alice, I thought you were working late tonight.
(woman) I was supposed to, but my conference was called off.
(narrator) WHAT HAPPENED TO ALICE?

3. *(woman)* Why are you getting out of the water?
(man) The lifeguard motioned that we should move in that direction.
(narrator) WHERE DOES THE CONVERSATION PROBABLY TAKE PLACE?

4. *(woman)* Did you enjoy the evening at the nightclub?
(man) I wish there had been a little more room on the dance floor.
(narrator) WHAT DOES THE MAN MEAN?

5. *(man)* I just sent off the letter that you wrote.
(woman) Then, you did figure out how to use the fax machine.
(narrator) WHAT HAD THE WOMAN ASSUMED ABOUT THE MAN?

6. *(woman)* I guessed that you would buy that new car.
(man) And you hit the nail on the head.
(narrator) WHAT DOES THE MAN MEAN?

7. *(woman)* Is that your research paper for English Lit.?
(man) Yes, and it's almost finished. Do you think you could look it over for me?
(narrator) WHAT DOES THE MAN WANT?

8. *(man)* Has everyone been informed?
(woman) No one is unaware of the situation.
(narrator) WHAT DOES THE WOMAN MEAN?

9. *(woman)* Did you sleep well last night?
(man) If the alarm were not so loud, I would never have woken up.
(narrator) WHAT DOES THE MAN MEAN?

10. *(woman)* I could not believe the story in the news about the problem with the airplane.
(man) Yeah, I saw it, too! The pilot was forced to land the plane in a field.
(narrator) WHAT DOES THE MAN MEAN?

LONG CONVERSATIONS (Paper)

EXERCISE 20, page 82

1. *(narrator)* The first part of Conversation 1 is:
(man) I'm looking for a part-time job on campus.
(narrator) WHAT IS THE TOPIC OF CONVERSATION 1?

2. *(narrator)* The first part of Conversation 2 is:
(woman) Hi, Jack. It's good to see you again. Are you ready to get down to business again after spring break?
(man) Not really, but I guess I don't really have too much choice, do I? And it's going to be particularly hard to get back to work since I just had the most fantastic vacation ever.
(woman) Really? What did you do?
(man) I went kayaking on the Klamath River.
(narrator) WHAT IS THE TOPIC OF CONVERSATION 2?

3. *(narrator)* The first part of Conversation 3 is:
(man) Did you read the article that the professor assigned for tomorrow's class? It was really interesting.
(woman) No, not yet. What was it about?
(man) It was about pollution, specifically one kind of pollution called acid rain.
(narrator) WHAT IS THE TOPIC OF CONVERSATION 3?

EXERCISE 21, page 83

Conversation 1

(narrator) Listen to the beginning of Conversation 1, and try to imagine the situation.
(man) I'm looking for a part-time job on campus.
(woman) Then you've come to the right place. The campus employment office is here just to help students like you find jobs on campus.
(man) I'm glad to hear that, because I really need to start earning some money.

1. WHO IS PROBABLY TALKING?
2. WHERE DOES THE CONVERSATION TAKE PLACE?

Conversation 2

(narrator) Listen to the beginning of Conversation 2, and try to imagine the situation.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

(woman) Hi, Jack. It's good to see you again. Are you ready to get down to business again after spring break?
(man) Not really, but I guess I don't really have too much choice, do I? And it's going to be particularly hard to get back to work since I just had the most fantastic vacation ever.
(woman) Really? What did you do?
(man) I went kayaking on the Klamath River.

1. WHO IS PROBABLY TALKING?
2. WHEN DOES THE CONVERSATION TAKE PLACE?
3. WHAT IS THE SOURCE OF THE MAN'S INFORMATION?

Conversation 3

(narrator) Listen to the beginning of Conversation 3, and try to imagine the situation.
(man) Did you read the article that the professor assigned for tomorrow's class? It was really interesting.
(woman) No, not yet. What was it about?
(man) It was about pollution, specifically one kind of pollution called acid rain.

1. WHO IS PROBABLY TALKING?
2. WHEN DOES THE CONVERSATION TAKE PLACE?
3. WHAT IS THE SOURCE OF THE INFORMATION?

TOEFL EXERCISE 22, page 85

Questions 1–5

(narrator) Listen to the following conversation about a part-time job.
(man) I'm looking for a part-time job on campus.
(woman) Then you've come to the right place. The campus employment office is here just to help students like you find jobs on campus.
(man) I'm glad to hear that, because I really need to start earning some money.
(woman) Let me ask you some questions to help determine what kind of job would be best. First of all, how many hours a week do you want to work?
(man) I need to work at least ten hours a week, and I don't think I can handle more than twenty hours with all the courses I'm taking.
(woman) And when are you free to work?
(man) All of my classes are in the morning, so I can work every weekday from noon on. And of course I wouldn't mind working on the weekends.
(woman) I'll try to match you up with one of our on-campus student jobs. Please fill out this form with some additional information about your skills, and leave the form with me today. Then you can call me back tomorrow, and maybe I'll have some news for you.
(man) Thanks for your help.

1. WHAT DOES THE MAN WANT TO DO?
2. WHERE DOES THE CONVERSATION PROBABLY TAKE PLACE?
3. HOW MANY HOURS OF WORK DOES THE MAN WANT PER WEEK?
4. WHEN CAN THE MAN WORK?
5. WHAT DOES THE WOMAN TELL THE MAN TO DO TOMORROW?

Questions 6–10

(narrator) Listen to a conversation between two friends.
(woman) Hi, Jack. It's good to see you again. Are you ready to get down to business again after spring break?
(man) Not really, but I guess I don't really have too much choice, do I? And it's going to be particularly hard to get back to work since I just had the most fantastic vacation ever.
(woman) Really? What did you do?
(man) I went kayaking on the Klamath River.
(woman) Kayaking?
(man) Yes, you know what a kayak is, don't you? It's a long, narrow boat, the kind first used by the Eskimos. It's quite popular now on white-water rivers.
(woman) Oh, I know what a kayak is. I was just surprised that you would take a trip like that. Weren't you scared?
(man) At first, I was. But after I learned some techniques for maneuvering the kayak, it wasn't so bad. We didn't start out on the river. We had three whole days of instruction in a shallow pool first. Then, when we finally got out on the river, I felt ready for it.
(woman) Did you spend the nights camping outside on the ground? That alone would make the trip unappealing to me.
(man) Oh, no. The accommodations were fantastic. Each person on the trip had a private cabin, and the facilities included a hot tub, a lodge where you could have a drink and relax, and a top-notch cafeteria with great food.
(woman) Now, that part of the trip does sound good to me. But I don't think I'd like the part that involves riding through rough water in a small kayak.
(man) Oh, you should try it; I know you'd like it. I'm going to do it again myself, as soon as I can afford to spend the time and the money.
(woman) Well, better you than me.

6. WHEN DOES THE CONVERSATION PROBABLY TAKE PLACE?
7. WHAT ARE THE MAN AND WOMAN DISCUSSING?

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

8. HOW MUCH INSTRUCTION DID THE MAN HAVE BEFORE GOING OUT ON THE RIVER?
9. WHICH OF THE FOLLOWING IS NOT PART OF THE KAYAKING TRIP?
10. HOW DOES THE WOMAN FEEL ABOUT TAKING A KAYAKING TRIP?

Questions 11–15

(narrator) Listen to a conversation between two classsmates.

(man) Did you read the article that the professor assigned for tomorrow's class? It was really interesting.

(woman) No, not yet. What was it about?

(man) It was about pollution, specifically one kind of pollution called acid rain.

(woman) Why is it called acid rain?

(man) It's called acid rain because the rain or some other kind of precipitation has been polluted with acid.

(woman) Where does the acid come from?

(man) From cars or factories, anything that burns coal or oil. These are made up mostly of sulfur dioxide and nitrogen oxides, which react with water vapor to form sulfuric acid or nitric acid.

(woman) You mean that when coal or oil is burned, acid gets formed. And when it rains or snows, the acids fall back on earth.

(man) Exactly. That's why it's so dangerous. Acid rain has been falling over areas of northern America and northern Europe, and if this isn't checked, the effect on the water supply and plant and animal life could be disastrous.

(woman) This is something important. I really need to read that article.

11. WHAT IS THE TOPIC OF THIS CONVERSATION?
12. WHAT ENERGY SOURCES CAUSE ACID RAIN?
13. HOW IS SULFURIC ACID FORMED?
14. ACCORDING TO THE MAN, WHERE IS ACID RAIN A PROBLEM?
15. WHAT ACTION DOES THE WOMAN THINK SHE SHOULD TAKE NEXT?

TOEFL REVIEW EXERCISE (Skills 18–22), page 86

Questions 1–4

(narrator) Listen to a man asking a woman for directions.

(man) Can you tell me how to get to the Music Building from here? I have a lecture to attend there.

(woman) Oh, are you new to campus?

(man) Yes, I just got here last night.

(woman) Well, to get to the Music Building, you have two choices. If you want to go right now you can walk straight down this street until you're past the Commons, and then turn right. The Music Building will be straight ahead.

(man) How long will it take to get there?

(woman) About twenty minutes.

(man) What's my other choice?

(woman) If you don't mind waiting around for a while, you can take the shuttle bus. The bus only takes about five minutes to get there.

(man) But I have to wait for the bus?

(woman) That's right.

(man) Well, I guess I might as well walk.

1. WHERE DOES THE MAN WANT TO GO?
2. HOW MANY DIFFERENT ROUTES TO THE MUSIC BUILDING DOES THE WOMAN SUGGEST?
3. WHAT IS THE PROBLEM WITH TAKING THE SHUTTLE BUS?
4. WHAT DOES THE MAN FINALLY DECIDE TO DO?

Questions 5–9

(narrator) Listen to a woman talk to a friend about her vacation.

(man) How was your trip to Wyoming last summer?

(woman) It was fantastic. Some of the most beautiful scenery in the country is in Wyoming.

(man) Where did you go in Wyoming?

(woman) We drove by Devil's Tower National Monument, and we spent a few days in Laramie. But we spent most of our vacation in Yellowstone National Park.

(man) You went to Yellowstone? I wish I could've gone! I've heard that Yellowstone is just magnificent.

(woman) It's the oldest and largest national park in the United States. And it's got spectacular waterfalls, hot springs, and geysers.

(man) Did you see Old Faithful?

(woman) Of course we saw Old Faithful. It's the best known of the geysers there. We couldn't visit Yellowstone without seeing Old Faithful.

(man) Do you think you'll be taking another vacation in Yellowstone again? If you do, I'd like to go next time.

5. HOW DOES THE WOMAN DESCRIBE HER WYOMING VACATION?
6. HOW DID THE WOMAN PROBABLY TRAVEL ON VACATION?
7. WHICH OF THE FOLLOWING DID THE WOMAN DO ON VACATION?
8. WHICH OF THE FOLLOWING IS A WELL-KNOWN SIGHT IN YELLOWSTONE?
9. WHAT WOULD THE MAN LIKE TO DO?

Questions 10–13

(narrator) Listen to a conversation between two friends.

(man) How are you going to spend this year's Thanksgiving vacation?

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

(woman) I'm going to spend it with my family. We celebrate very traditionally. We go to my grandparents' house and have a big Thanksgiving dinner. It's really the only time in the year that my whole family gets together.

(man) In my family we just have a big feast, too. We don't really stop and think about how Thanksgiving Day developed, how new colonists in Massachusetts had a three-day feast to give thanks for surviving the first terrible winter and for gathering their first corn harvest the following year.

(woman) Did you know that the original Thanksgiving Day was celebrated in July?

(man) No, I thought Thanksgiving had always been in November.

(woman) The first Thanksgiving was celebrated on July 30, 1623. After that, Thanksgiving was celebrated at many different times. It wasn't until 1863 that Abraham Lincoln declared the last Thursday in November as a day of thanksgiving, and this holiday has been celebrated in November ever since.

10. WHAT IS THE SUBJECT OF THIS CONVERSATION?
11. HOW WILL THE WOMAN SPEND THANKSGIVING?
12. WHAT WERE THE MASSACHUSETTS COLONISTS THANKFUL FOR?
13. ACCORDING TO THE SPEAKER, WHEN IS THANKSGIVING CELEBRATED TODAY?

LONG TALKS (Paper)

EXERCISE 25, page 93

1. *(narrator)* The first part of Talk 1 is:

(woman) Welcome to Biology 101. I'm Professor Martin, and this is your laboratory assistant, Peter Smith.

1. *(narrator)* WHAT IS THE TOPIC OF TALK 1?

2. *(narrator)* The first part of Talk 2 is:

(man) In yesterday's class, we discussed the volcanoes located in the area known as the Ring of Fire, an area which basically encircles the Pacific and includes the United States's Mount St. Helens as well as Japan's Mt. Fuji and Argentina's Aconcagua, the highest mountain in the Western Hemisphere. Most of the world's approximately 500 active volcanoes are located along the Ring of Fire, and the eruptions that take place there are among the most violent in the world.

Today, we are going to discuss the volcanoes of Hawaii, which are quite different from the volcanoes in the Ring of Fire.

2. *(narrator)* WHAT IS THE TOPIC OF TALK 2?

3. *(narrator)* The first part of Talk 3 is:

(woman) I hope you've enjoyed your visit so far in Washington, D.C. Today, we're going on a tour of the Smithsonian.

3. *(narrator)* WHAT IS THE TOPIC OF TALK 3?

EXERCISE 26, page 94

Talk 1

(narrator) Listen to the beginning of Talk 1, and try to imagine the situation.

(woman) Welcome to Biology 101. I'm Professor Martin, and this is your laboratory assistant, Peter Smith. This course meets twice a week for lecture and once a week for laboratory assignments.

1. WHO IS PROBABLY TALKING?
2. WHERE DOES THE TALK PROBABLY TAKE PLACE?
3. WHEN DOES THE TALK PROBABLY TAKE PLACE?
4. WHAT COURSE IS BEING DISCUSSED?

Talk 2

(narrator) Listen to the beginning of Talk 2, and try to imagine the situation.

(man) In yesterday's class, we discussed the volcanoes located in the area known as the Ring of Fire, an area which basically encircles the Pacific and includes the United States's Mount St. Helens as well as Japan's Mt. Fuji and Argentina's Aconcagua, the highest mountain in the Western Hemisphere. Most of the world's approximately 500 active volcanoes are located along the Ring of Fire, and the eruptions that take place there are among the most violent in the world.

Today, we are going to discuss the volcanoes of Hawaii, which are quite different from the volcanoes in the Ring of Fire.

1. WHO IS PROBABLY TALKING?
2. WHERE DOES THE TALK PROBABLY TAKE PLACE?
3. WHEN DOES THE TALK PROBABLY TAKE PLACE?
4. WHAT COURSE IS BEING DISCUSSED?

Talk 3

(narrator) Listen to the beginning of Talk 3, and try to imagine the situation.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

(woman) I hope you've enjoyed your visit so far in Washington, D.C. Today, we're going on a tour of the Smithsonian.

1. WHO IS PROBABLY TALKING?
2. WHERE DOES THE TALK TAKE PLACE?
3. WHEN DOES THE TALK TAKE PLACE?

TOEFL EXERCISE 27, page 96

Questions 1–5

(narrator) Listen to a talk given by a professor.

(woman) Welcome to Biology 101. I'm Professor Martin, and this is your laboratory assistant, Peter Smith. This course meets twice a week for lecture and once a week for laboratory assignments.

The text for this course is *Introduction to Biological Sciences*, by Abramson. You should get the text and read the first chapter before the next class. You will also need to get the laboratory manual that accompanies the text.

I've passed out a copy of the course syllabus. This syllabus lists the reading assignments and exam dates. Note that we will cover one chapter a week for each of the next fifteen weeks in the semester, and there will be three exams throughout the course.

Grades in this course are based on your exam grades and your grades on the laboratory assignments. Are there any questions?

1. WHEN DOES THIS TALK PROBABLY TAKE PLACE?
2. HOW OFTEN WILL PROFESSOR MARTIN GIVE LECTURES?
3. WHAT IS THE ASSIGNMENT FOR THE NEXT CLASS?
4. WHAT INFORMATION IS GIVEN IN THE SYLLABUS?
5. WHAT WILL THE PROFESSOR USE TO DETERMINE THE FINAL COURSE GRADES?

Questions 6–10

(narrator) Listen to a lecture given by a professor.

(man) In yesterday's class, we discussed the volcanoes located in the area known as the Ring of Fire, an area which basically encircles the Pacific and includes the United States's Mount St. Helens as well as Japan's Mt. Fuji and Argentina's Aconcagua, the highest mountain in the Western Hemisphere. Most of the world's approximately 500 active volcanoes are located along the Ring of Fire, and the eruptions that take place there are among the most violent in the world.

Today, we are going to discuss the volcanoes of Hawaii, which are quite different from the volcanoes in the Ring of Fire. Hawaiian volcanoes are not located along the Ring of Fire and are therefore not caused by the movement of the Earth's plates against each other. Instead, Hawaii is located in the middle of the Ring of Fire, above a massive plate rather than where two plates meet. The result is that Hawaiian volcanoes are much gentler than those in the Ring of Fire: Hawaiian volcanoes have much less gas in them, which causes less explosive eruptions, and the lava in Hawaiian volcanoes is thinner, which results in mounds that are long and low rather than high and steep because the lava flows farther and builds mounds gradually with long, low slopes. Mauna Loa, the name of one of Hawaii's most famous volcanoes, actually means "long mountain."

6. WHAT WAS THE TOPIC OF YESTERDAY'S LECTURE?
7. WHAT IS THE TOPIC OF TODAY'S LECTURE?
8. WHERE ARE MOST OF THE WORLD'S ACTIVE VOLCANOES LOCATED?
9. WHAT IS CHARACTERISTIC OF HAWAII'S VOLCANOES?
10. WHAT IS MAUNA LOA?

Questions 11–15

(narrator) Listen to a talk about the Smithsonian.

(woman) I hope you've enjoyed your visit so far in Washington, D.C. Today, we're going on a tour of the Smithsonian. The Smithsonian is actually several museums, each with a different focus, situated together on a mall. These museums in total have more than sixty million items on exhibit. The first Smithsonian museum we'll visit is the Museum of Natural History, which has various types of stuffed animals, and exhibits showing the lifestyles of early American Indians and Eskimos. From the Museum of Natural History, we'll go on to the National Air and Space Museum, where we'll see displays that show the development of flight. In this museum you can see the airplane that Orville Wright used to make his first flight and the airplane that Charles Lindbergh used to cross the Atlantic. After we visit those two museums as a group, you'll have free time to visit some of the other Smithsonian museums: the Museum of American History, the Smithsonian Arts and Industries Building, and the various art museums located on the

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

Smithsonian Mall. After our trip to the Smithsonian today, we'll go on to the White House and Capitol Building tomorrow.

11. WHO IS PROBABLY GIVING THIS TALK?
12. HOW MANY ITEMS ARE ON EXHIBIT IN THE SMITHSONIAN MUSEUMS?
13. ACCORDING TO THE TALK, WHICH MUSEUM HAS EXHIBITS OF EARLY ESKIMOS?
14. WHICH MUSEUM WILL THEY VISIT AS A GROUP?
15. WHERE WILL THEY GO TOMORROW?

TOEFL REVIEW EXERCISE (Skills 23–27), page 97

Questions 1–4

(narrator) Listen to a talk by a librarian.

(woman) Hello and welcome to the library. I'm Ms. Martin, the assistant librarian, and this is the library orientation tour for new graduate students in the business department. If you are not a newly admitted graduate student or your major is not business, then you are in the wrong place.

Now let's get started. I'm sure you understand that, as graduate students, you will be required to do a tremendous amount of research. Here at the library, we try to make this process as easy as possible for you. The library is open for extensive hours, from 7:00 a.m. until midnight seven days a week, so that you will have access to library research facilities almost any time that you want. During final exam week, the library is open twenty-four hours a day, and there are library staff members available to help you whenever the library is open.

During this tour, we will be concentrating on two areas of the library. The first area is the computerized search facilities, which are located on the second floor of the library. On the computer systems located in this area, you can conduct computer searches for books as well as articles in magazines, newspapers, and journals. On the floor above the computer area are reference materials devoted specifically to business. In this area, you can find references for books and periodicals related to business and annual reports on major corporations.

Now that we have completed this little introduction, we are ready to start the tour. Please follow me.

1. WHO IS MS. MARTIN TALKING TO?
2. WHAT ARE THE LIBRARY'S HOURS DURING FINAL EXAM WEEK?
3. WHAT TWO AREAS WILL THE TOUR CONCENTRATE ON?
4. WHAT ARE THE STUDENTS PROBABLY GOING TO DO NEXT?

Questions 5–8

(narrator) Listen to a talk in a lecture series.

(man) This is the fourth lecture in a series of Personal Health Care lectures presented by Student Health Services. I'm Dr. Hall, a dermatologist, and tonight I will be speaking about the effects of stress on the skin.

The relationship between skin problems and stress is rather complicated: skin problems often accompany stress, but it is not the stress itself that directly causes the skin problems. Instead, it is the side effects of stress, such as the use of alcohol, tobacco, and caffeine, that are often to blame.

Alcohol consumed in large quantities can cause problems with the skin by increasing the flow of blood to the skin; this makes the skin feel warmer and can really worsen the itching that accompanies conditions such as hives or rosacea. Nicotine and caffeine, on the other hand, cause problems by reducing the supply of blood to the skin; this in turn keeps the skin from being properly nourished.

Thank you very much for your attention, and I hope that you will return next week for the next lecture in the series.

5. WHO IS THE SPEAKER?
6. WHAT IS THE TOPIC OF THE TALK?
7. WHICH OF THE FOLLOWING CAN WORSEN ITCHING?
8. HOW DOES CAFFEINE IRRITATE THE SKIN?

Questions 9–12

(narrator) Listen to a lecture given by a professor.

(woman) In today's class, we will be discussing the nineteenth century crash of the gold market. When the U.S. gold market crashed on September 24, 1869, the day became known as Black Friday. What set the stage for the crash was the excessive amount of paper currency issued by the government to finance the Civil War. At the end of the war, speculators in New York tried to capitalize on the inflated price of gold in relationship to paper currency by cornering the gold market. Their effort to corner the market was based on what turned out to be false assurances from the president's brother-in-law that the United States government

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

would not sell off any of its gold reserves. When the U.S. Treasury announced $4 million in gold sales, the bottom fell out of the gold market and the price of gold crashed.

9. WHEN WAS THE DAY KNOWN AS BLACK FRIDAY?
10. WHAT HAPPENED ON THE DAY KNOWN AS BLACK FRIDAY?
11. WHO SUPPLIED THE GOLD SPECULATORS WITH FALSE INFORMATION?
12. WHAT DID THE GOLD SPECULATORS WANT THE U.S. GOVERNMENT TO DO?

CASUAL CONVERSATIONS (Computer)

TOEFL EXERCISE 28, page 100

Questions 1–3

(woman) Where are you heading now? You seem to be in a bit of a hurry.
(man) I'm on my way to the Music Building. I have a rehearsal in about fifteen minutes.
(woman) A rehearsal? For what?
(man) I play in the university orchestra, and there are orchestra rehearsals three times a week.
(woman) You play in the orchestra? What instrument do you play?
(man) I actually play two instruments. I play the violin in the orchestra, and I also play the piano.
(woman) I can't believe you can play two instruments. I can't even play one.

1. WHERE IS THE MAN GOING?
2. HOW OFTEN DOES THE ORCHESTRA MEET FOR PRACTICE?
3. HOW MANY MUSICAL INSTRUMENTS DOES THE WOMAN PLAY?

Questions 4–5

(woman) Do you know how many papers we're going to have to write in this course? I'm a little confused about this.
(man) The professor said in class that there would be two papers.
(woman) That's what he said in class, but the syllabus says that there are three papers.
(man) Oh, that's right. I did see that on the syllabus. I can understand why you're confused. I am, too.
(woman) I think we had better ask the professor about this at the next class. It's important.
(man) Yes, it is. We do need to know for sure how many papers we have to write.

4. WHAT IS THE WOMAN CONFUSED ABOUT?
5. WHAT DO THEY DECIDE TO DO?

Questions 6–8

(man) Can you tell me about parking on campus? I don't have a car yet, but I've decided to get one.
(woman) Parking is kind of difficult on campus because there just aren't enough spaces for all the people who want to park. You do know that if you're going to park on campus, you'll need a parking sticker?
(man) A parking sticker? What kind of parking sticker?
(woman) Well, if you're only going to park on campus once in a while, you can get a daily sticker each day that you park. But if you're going to be parking on campus often, then you really should get a permanent sticker.
(man) Well, I guess I need a permanent sticker then.

6. WHAT IS TRUE ABOUT THE MAN?
7. WHAT DOES THE WOMAN SAY ABOUT PARKING ON CAMPUS?
8. WHAT DOES THE MAN SAY THAT HE NEEDS?

Questions 9–11

(man) What a hard exam that was!
(woman) It wasn't just hard—it was long. I couldn't believe that we had fifty true-false questions plus two essay answers to write, all in only an hour.
(man) I didn't mind the true-false questions. In fact, I kind of enjoyed them. But I don't like writing essay answers, so I really didn't like an exam with two essays to write.
(woman) Well, I did mind the true-false questions. I spent too much time on them, and then I didn't have enough time to write the essays. I knew the answers to the essays, but I wrote the information so quickly that I'm not sure if my answers made any sense.
(man) I guess we'll just have to wait and see how we did when we get the exams back. After all, everyone in the class had the same time limit we did.

9. WHAT WAS TRUE ABOUT THE EXAM?
10. HOW DID THE MAN FEEL ABOUT THE TRUE-FALSE QUESTIONS?
11. HOW DID THE WOMAN DO ON THE ESSAY QUESTIONS?

For more information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

ACADEMIC DISCUSSIONS (Computer)

EXERCISE 29, page 114
TOEFL EXERCISE 29, page 115

Questions 1–2

(narrator) Listen to a discussion by a group of students taking a meteorology class. The discussion is on the formation of hail.

(woman 1) Okay, I think we understand how snow and rain are formed. Now, we need to discuss the formation of hail.

(man) What is hail exactly? How does it differ from snow and rain?

(woman 2) Hail is really frozen drops of rain.

(man) And how do the drops of rain get frozen?

(woman 1) They get frozen when they are pushed up into higher elevations where it is colder.

(man) And how does that happen?

(woman 2) Hailstones develop in cumulonimbus clouds that have grown very tall. They can actually be as tall as six miles.

(man) That's right. The cumulonimbus clouds are so tall that they are much warmer at the bottom than at the top.

(woman 1) And sometimes air currents blow drops of water in a cloud up higher into the cloud.

(man) Where it's colder, so the drops freeze into ice.... Do the drops fall to the earth then?

(woman 2) Usually not just after one trip up. Usually the drops are not heavy enough then to fall to the earth.

(man) So the drops rise and fall a number of times within the cloud.

(woman 1) And each time a drop rises and falls, it adds another layer of ice.

(man) So a hailstone actually has a number of layers of ice on it? One layer for each time that it is pushed up and freezes again.

(woman 2) Yes, and after it builds up enough layers, it gets too heavy.

(man) And that's when it falls to earth.

(woman 2) Exactly.

1. IN THE DISCUSSION, THE STUDENTS EXPLAIN THE INITIAL STAGES IN THE FORMATION OF A HAILSTONE FROM A DROP OF WATER. SUMMARIZE THE PROCESS BY PUTTING THE STEPS IN ORDER.
2. IN THE DISCUSSION, THE STUDENTS EXPLAIN HOW A HAILSTONE HITS THE EARTH. SUMMARIZE THE PROCESS BY PUTTING THE STEPS IN ORDER.

Questions 3–5

(narrator) Listen to a discussion in a physiology class. The discussion is on types of fractures.

(instructor) Now, we're going to review the information on various types of fractures, or broken bones. Yesterday, we talked about three types of fractures. Do you remember what they were? Clair?

(Clair) They were simple, compound, and greenstick fractures.

(instructor) Yes, exactly. Now can you tell me how a simple fracture and a compound fracture differ? Are they different because of the number of fractures? Dave?

(Dave) No, the difference between a simple and a compound fracture refers to how much damage there is to the tissue around the broken bone rather than the number of breaks in the bone. In a simple fracture, the bone is broken, but there is little damage to the tissue around the bone. In a compound fracture, the bone is broken and there's a lot of damage to the tissue around the broken bone.

(instructor) How much tissue damage is there in a compound fracture? Gail?

(Gail) In a compound fracture, the broken bone comes through the skin.

(instructor) So, when we talk about the difference between a simple and a compound fracture, this doesn't refer to the number of breaks in a bone; instead, it refers to the amount of tissue damage. How do we refer to the number of breaks in a bone? Clair?

(Clair) To talk about the number of breaks in a bone, we talk about a single, a double, or a multiple break. A single fracture means one break, a double fracture means two breaks, and a multiple fracture means more than two breaks.

(instructor) Okay, I hope this distinction is clear, that we talk about single and double fractures to refer to the number of fractures and simple and complex fractures refer to how much tissue damage there is around the break. Now, we have just one more type of fracture to discuss, and that's the greenstick fracture. Dave, can you tell me who generally suffers from greenstick fractures?

(Dave) Greenstick fractures are usually found in children.

(instructor) That's true. And what is a greenstick fracture? Gail?

(Gail) A greenstick fracture means that the bone bends and maybe it breaks part of the way, but it doesn't break all the way through. The name "greenstick" refers to a young green plant that might bend instead of breaking.

(instructor) So, is a greenstick fracture a very serious fracture? Clair?

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

(Clair) No, a greenstick fracture is usually the least serious type of fracture because the bone is not broken all the way through. The compound fracture, where the broken bone comes through the skin, is the most serious type of fracture.

3. HOW MANY BREAKS IN THE BONE ARE THERE IN EACH OF THESE FRACTURES?
4. HOW ARE EACH OF THESE FRACTURES DESCRIBED?
5. HOW SERIOUS IS EACH OF THESE FRACTURES?

Questions 6–7

(narrator) Listen to a discussion by a group of students taking a law class. The students are discussing Clarence Darrow.

(man 1) We need to know about Clarence Darrow and some of his more famous cases. Why don't we go over this now?

(woman) Okay, I know that Clarence Darrow was a famous lawyer. What were some of his most famous cases?

(man 2) He was famous for the Eugene Debs case, and the Loeb-Leopold case, and the Scopes trial.

(woman) He was also famous for his part in resolving a coal strike.

(man 1) Okay, let's go over each of these cases and make sure we understand them. The first one was the Eugene Debs case in 1895. Darrow defended Debs, who was the president of the railroad workers union, after the railroad workers went on strike.

(man 2) Wasn't the strike by the railroad workers called the Pullman strike?

(man 1) Yes, it was; it was named after the Pullman, which was a type of railroad car.

(woman) The next situation was the Pennsylvania coal strike in 1902. Clarence Darrow was asked by the president of the United States to arbitrate the coal strike.

(man 1) So this wasn't actually a trial; it was an arbitration.

(woman) That's true. Now, there are two other trials we need to know about: the Loeb-Leopold trial and the Scopes trial.

(man 2) The Loeb-Leopold trial was in 1924. This was a very famous murder trial.

(woman) And Clarence Darrow was the defense attorney in this trial?

(man 2) Exactly.

(woman) Now, the last case we need to be familiar with is the Scopes trial, but I don't know much about that.

(man 1) The Scopes trial in 1925—also known as the Scopes Monkey trial—was about evolution, about whether mankind evolved from monkeys.

(woman) And who was Scopes?

(man 1) Scopes was a high school biology teacher who was charged with breaking the law because he taught evolution in school.

(woman) And Clarence Darrow was the defense attorney in this trial?

(man 1) Yes, he was.

(man 2) I think we have covered the information we need to know about Darrow. We know about three of the trials in which he served as defense attorney.

(woman) And we also know about the strike he helped to arbitrate.

6. WITH WHAT EVENT WAS EACH OF THE DEFENDANTS ASSOCIATED?
7. A HISTORICAL SERIES OF EVENTS IN THE LIFE OF CLARENCE DARROW IS PRESENTED IN THE DISCUSSION. PUT THE EVENTS IN THE CORRECT CHRONOLOGICAL ORDER.

EXERCISE 30, page 119
TOEFL EXERCISE 30, page 120

Questions 1–5

(narrator) Listen to a discussion by some students who are taking a drama class. They are discussing their class project on the play *Our Town*.

(Bill) We need to get going on our class project for drama class. We have to present a scene from one of the plays we're studying in class, in costume and with props. Our performance is in only three weeks, and that's not very much time for all we have to do.

(Tina) Let's see. We've already decided on a scene. We're going to do one of the scenes from Thornton Wilder's play *Our Town*.

(Chuck) And we know who's going to play each part. Bill, you're going to be the Stage Manager—that's a big part in this play. Tina, you're going to play Emily, and I'm going to play George. We're going to do a scene from the part of the play that takes place before George and Emily's wedding. I've already started learning my lines. What about you two?

(Bill) I've already started working on my lines.

(Tina) And I'm familiar with mine, too. I think we're ready to read through the scene together.

(Chuck) Why don't we discuss what we're going to do about costumes and props first, and then we can run through the scene together.

(Tina) That sounds like a good idea.

(Bill) I think so, too.

1. WHEN IS THE STUDENTS' PERFORMANCE?
2. WHICH OF THESE IS NOT A CHARACTER IN THE SCENE?

For more material, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

3. IT IS MOST LIKELY THAT THE STUDENTS ARE HOW FAMILIAR WITH THEIR LINES?
4. WHAT IS STATED ABOUT THE SCENE?
5. WHAT ARE THE STUDENTS PROBABLY GOING TO DISCUSS NEXT?

Questions 6–12

(narrator) Listen to a discussion about a geology class. The students are discussing iron pyrite.

(woman 1) The next type of mineral we need to talk about is iron pyrite.

(man) Iron pyrite? Isn't that what's also called fool's gold?

(woman 1) Yes, it is.

(woman 2) Why is iron pyrite called fool's gold?

(man) It's called fool's gold because it can look something like gold, and some people who found iron pyrite thought they had found gold.

(woman 1) So iron pyrite sort of looks like gold? What exactly does it look like?

(man) It can be shiny golden in color, but its crystals have a different shape from gold crystals. Iron pyrite crystals are cubical in shape, while crystals of gold are not.

(woman 2) How does iron pyrite get its shiny golden color if it's not made of gold?

(woman 1) I know the answer to that. Iron pyrite gets its shiny golden color from the mix of elements in it.

(man) Iron pyrite is made from a mix of elements?

(woman 1) Yes, iron pyrite is a compound of iron and sulfur, so it's very different from gold because it's made of this compound.

(woman 2) And it's also quite different from gold in how it reacts to heat. Iron pyrite has a strong reaction to heat.

(man) Why? What happens when iron pyrite is heated?

(woman 2) When iron pyrite is heated, it smokes and develops a strong odor.

(man) And gold doesn't have that kind of reaction to heat?

(woman 1) No, it doesn't.

(woman 1) Do you know where the name *pyrite* came from?

(man) I think I know that. It came from the Greek word for fire, didn't it?

(woman 1) Yes, it did. If you strike iron pyrite with metal, then it produces sparks. Some ancient cultures used to use iron pyrite to start fires. They couldn't use gold that way.

(man) So iron pyrite did have some use, even if it really wasn't gold.

6. IN WHAT WAY IS IRON PYRITE SIMILAR TO GOLD?
7. IT IS IMPLIED IN THE DISCUSSION THAT WHAT TYPE OF PEOPLE THOUGHT IRON PYRITE WAS GOLD?
8. WHAT IS IRON PYRITE COMPOSED OF?
9. HOW DOES IRON PYRITE REACT TO HEAT?
10. HOW DOES GOLD MOST LIKELY REACT TO HEAT?
11. WHERE DID THE WORD *PYRITE* COME FROM?
12. WHAT CAN BE INFERRED FROM THE DISCUSSION ABOUT GOLD IN ANCIENT CULTURES?

Questions 13–18

(narrator) Listen to a discussion in a history class. The discussion is on the history behind the name *California*.

(instructor) Today, we'll be talking about California and where California got its name. First of all, who was it who actually gave California its name? Lynn?

(Lynn) California was given its name by a Spanish explorer.

(instructor) And which Spanish explorer gave California its name? Rick?

(Rick) It was Spanish explorer Hernan Cortes who gave California its name. Cortes visited the lower part of California in the first half of the sixteenth century and named the area California.

(instructor) How did Cortes decide on the name *California*? Did he just make the name up, or did he take it from another source? Pam?

(Pam) He got the name *California* from a series of stories that were popular in Spain at the time.

(instructor) And what kind of series contained a place called California? Lynn?

(Lynn) The series was a fantasy serial that was a best-seller at the time. It was about a knight and his son who traveled the world looking for new lands and new adventures. One of the places that came across in the story was an unusual place called California.

(instructor) And what was California like in the best-selling stories?

(Rick) In the stories, California was an island that was populated by Amazons.

(Pam) The Amazons were all women.

(Lynn) And they were tall and powerful warriors.

(Rick) And the only metal on the island was gold.

(Pam) So all the utensils and ornaments were made out of gold.

(Lynn) And the female warriors wore armor made of gold and carried weapons made of gold.

(instructor) So Cortes named the place that he visited California because he thought it was like the fictional place from the fantasy series, even though he didn't see any inhabitants resembling those of the fictional California. He incorrectly assumed that it was an island, like the fictional place, and I think he

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

hoped that it was also full of gold, like the fictional California.

13. WHO GAVE THE AREA OF NORTH AMERICA KNOWN AS CALIFORNIA ITS NAME?
14. IN WHICH OF THESE YEARS WAS THE AREA OF NORTH AMERICA KNOWN AS CALIFORNIA MOST LIKELY GIVEN ITS NAME?
15. HOW WAS THE NAME *CALIFORNIA* FIRST USED?
16. WHAT WAS THE FICTIONAL CALIFORNIA LIKE?
17. WHAT IS NOT STATED IN THE DISCUSSION ABOUT THE INHABITANTS OF THE FICTIONAL CALIFORNIA?
18. WHAT CAN BE INFERRED ABOUT THE CALIFORNIA THAT CORTES VISITED?

EXERCISE 31, page 124
TOEFL EXERCISE 31, page 125

Questions 1–3

(narrator) Listen to a discussion by a group of students in a meteorology class. The discussion is on theories about the behavior of storms.

(instructor) We have just one more topic to cover before we finish for today. I'd like to look at some early theories about how storms develop. The two men I'd like to discuss are William Redfield and James Espy. Redfield and Espy were two American meteorologists from the nineteenth century, and they had differing theories on how storms behave. Espy argues that centripetal force was at work in storms. Can anyone explain what direction these winds would be moving if centripetal force were involved? Anne?

(Anne) Centripetal force would cause winds to be moving inward from all directions toward the center of the storm. But that's not what really happens, is it?

(instructor) No, Espy's theory was that centripetal force pushed the winds of a storm inward toward the center from all directions. Espy's theory has not proven to be very accurate. Now, who was involved in a debate with Espy in the nineteenth century? Lee?

(Lee) Redfield was the other meteorologist. Did he agree or disagree with Espy?

(instructor) Redfield disagreed with Espy. Redfield argued that the winds in a storm rotated around the center of the storm in a counterclockwise direction. Can you explain Redfield's ideas to me? Chris?

(Chris) Redfield believed that the winds in a storm rotated around the center of the storm, so the winds would be moving in a circular path. And he believed that the winds move in a counterclockwise direction, which means that they move in the opposite direction from the direction that a clock moves.

(instructor) That's a good description of Redfield's ideas about how the winds in a storm behave. Now, for the most important question. We've already said that Espy's theory on how the winds in a storm behave wasn't very accurate. What about Redfield's theory? Was his theory accurate or inaccurate? Anne?

(Anne) I think that Redfield's description was quite close to what actually happens in a storm.

(instructor) Exactly.

1. HOW DID REDFIELD BELIEVE THAT THE WINDS IN STORMS BEHAVE?
2. HOW DID ESPY BELIEVE THAT THE WINDS IN STORMS BEHAVE?
3. WHICH OF THESE DIAGRAMS MOST CLOSELY REPRESENTS WHAT WINDS ACTUALLY DO DURING A STORM?

Questions 4–6

(narrator) Listen to a group of students discussing information from a zoology class. The discussion is on the opossum.

(man 1) The next animal we need to discuss is the opossum. The opossum is another kind of marsupial.

(woman) A marsupial? What's a marsupial?

(man 2) A marsupial is an animal that carries its young in a pouch.

(woman) Oh, like a kangaroo.

(man 2) Exactly.

(woman) And how long do young opossums stay in their mother's pouch?

(man 1) For about two months. Then, when the babies are about two months old, they come out of their mother's pouch, but they don't go very far. For the next few months, they go everywhere with their mother

(man 2) They just ride along on their mother's back.

(woman) So young opossums spend the first two months in their mother's pouch and the next two months hanging on her back?

(man 1) That's right. Now, aren't opossums animals that play dead?

(man 2) Yes, they are.

(woman) And that's why we talk about playing 'possum if we're talking about pretending that we're asleep or dead.

(man 2) Exactly.

(man 1) So when an opossum is frightened by an attacker, it doesn't run away?

(man 2) That's right. It just rolls over on its back, kind of curls up, and pretends that it's dead.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

(woman) I guess it's just hoping that the attacker will think it's dead and will go away and leave it alone.

4. WHERE WOULD A ONE-MONTH-OLD BABY OPOSSUM MOST LIKELY BE FOUND?
5. WHERE WOULD A THREE-MONTH-OLD OPOSSUM MOST LIKELY BE WHILE ITS MOTHER IS WALKING AROUND?
6. WHAT DOES AN OPOSSUM DO WHEN IT IS THREATENED?

Questions 7–9

(narrator) Listen to a discussion from an American history class. The discussion is on Chimney Rock.

(instructor) What I want to discuss next is Chimney Rock. What can you tell me about Chimney Rock?

(woman 1) Chimney Rock was one of the major landmarks for pioneers traveling west in the nineteenth century.

(man) It was on the Oregon Trail. Pioneers on the Oregon Trail would stop at Chimney Rock because it was close to the Platte River. It was a good place to stop because of the water supply.

(instructor) And what does Chimney Rock look like?

(woman 2) Chimney Rock is a giant spire of sandstone on top of a large mound.

(woman 1) It kind of looks like a large candle on top of a birthday cake.

(man) A very large candle; it's 500 feet high.

(instructor) And where is Chimney Rock located?

(woman 2) As we said before, it's on the Oregon Trail close to the Platte River; it's just south of the Platte River, actually.

(woman 1) And it's on the Great Plains, so the area around it is flat. That's one reason why it is so noticeable.

(man) But it's not in the middle of the Great Plains. It's close to where the Great Plains run into the Rocky Mountains.

(instructor) And what did it mean to the pioneers when they saw Chimney Rock?

(woman 2) When the pioneers saw Chimney Rock, it meant that they had almost finished the long trip across the prairie.

(woman 1) It also meant that they were almost at the next stage of their trip, the Rocky Mountains.

7. WHICH OF THESE MOST CLOSELY RESEMBLES CHIMNEY ROCK?
8. WHERE IS CHIMNEY ROCK LOCATED IN RELATION TO THE PLATTE RIVER?
9. WHERE IS CHIMNEY ROCK LOCATED IN RELATION TO THE GREAT PLAINS AND THE ROCKY MOUNTAINS?

TOEFL REVIEW EXERCISE (Skills 29–31), page 128

Questions 1–5

(narrator) Listen to a discussion in an American history class. The discussion is about an early American coin.

(instructor) Today we're going to talk about a coin from early in the history of the United States. It was the first coin issued by the United States government, and it was issued in 1787. This coin was known by two names: it was known as both the Fugio coin and the Franklin coin. First of all, can you tell me why it was called the Fugio coin? Laura?

(Laura) It was called the Fugio coin because it had the word *fugio* on the front of the coin. Fugio is a Latin word which means "I fly."

(instructor) And this coin was also called the Franklin coin. Why was it called the Franklin coin? Was Benjamin Franklin on it?

(Doug) No, it was called the Franklin coin because Franklin was given credit for the wording on the coin.

(instructor) Now, let's look at the front of the coin. Can you describe the front of it for me? Sarah?

(Sarah) The front of the coin has a sundial in the middle with a sun shining down on the sundial.

(instructor) Yes, both a sun and a sundial are there. And what else? Laura?

(Laura) There's a date along one side and the word *fugio* along the other side. And then there's some wording at the bottom.

(instructor) And what words are along the bottom?

(Doug) The wording along the bottom is *Mind your business*. The coin is called the Franklin coin because Franklin is given credit for this wording.

(instructor) Now let me describe the back of the coin for you because we don't have a photograph of the back of the coin. On the back of the coin, there's a large circle made up of thirteen linked circles, and in the middle of the circle are the words *We are one*.

(Sarah) So there are thirteen circles linked into one circle on the back?

(instructor) Yes, and do you understand the symbolism of the thirteen circles linked on the back of the coin?

(Laura) I think so, particularly with the words *We are one*. This design on the back of the coin symbolizes the thirteen original colonies linked into one country.

(Doug) That's a very appropriate idea for the first coin issued by the United States after the country won its independence.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

1. BY WHAT TWO NAMES IS THIS COIN KNOWN?
2. WHEN WAS THIS COIN FIRST ISSUED?
3. FOR WHICH PART OF THE COIN WAS FRANKLIN GIVEN CREDIT?
4. WHAT DO THE CIRCLES ON THE BACK OF THE COIN LOOK LIKE?
5. WHAT WORDS ARE ON THE BACK OF THE COIN?

Questions 6–10

(narrator) Listen to a group of students discussing a presentation for a business class. The discussion is on the marketing of Kleenex.

(man 1) Our presentation for marketing class is in a few days. Let's see what information we have come up with.

(woman) Okay. Our topic for the presentation is the marketing of Kleenex early in its history. We're supposed to show how the early marketing of Kleenex helped to turn it into such a successful product.

(man 2) There seem to be three clear phases in the early history of Kleenex. First, its use during World War I, second its use as a substitute for facecloths during the 1920s, and third, its use as a substitute for handkerchiefs during the 1930s. For the presentation, how about if I talk about the first phase, the use of Kleenex during World War I.

(man 1) And I'll talk about the second phase, its use as a substitute for facecloths.

(woman) And that leaves me with the third phase, the use of Kleenex as a substitute for handkerchiefs.

(man 2) Now, don't forget that we're supposed to focus on the marketing of the product during each of the phases, not just the history.

(man 1) Okay, why don't we review the key points for each of these phases now, with an emphasis on the marketing of the product during each phase.

(woman) Sounds like a good idea to me.

(man 2) So, I'll go first. The first phase of the product was its use during World War I. Cotton was in short supply during the war, so the Kimberley-Clark company developed Kleenex for use in bandages and gas masks. During this first phase, the company did not need to worry about marketing the product. Because it was during a war, there was very high demand for the product.

(man 1) Now, for the second phase. After the war, the company had a huge surplus of Kleenex, and it had to market the product. During the 1920s, Kimberly-Clark decided to market Kleenex as a high-end and glamorous substitute for facecloths. It used famous actresses in its marketing, and women who wanted to be glamorous like the celebrities used Kleenex in place of facecloths.

(woman) Now, on to the third phase. While Kimberly-Clark was marketing Kleenex only for use as a facecloth, a number of people began writing in to the company saying that there was another use for Kleenex besides its use as a facecloth: Kleenex was even more useful as a replacement for handkerchiefs. In 1930, the company's marketing department decided to conduct consumer testing to determine if the product should be presented as a facecloth or as a handkerchief. The results of the consumer testing showed that a large majority thought Kleenex was more useful as a handkerchief than as a facecloth.

6. WHAT ARE THE STUDENTS DOING?
7. MATCH THE USE OF THE PRODUCT TO THE PERIOD OF TIME WHEN THAT USE PREDOMINATED.
8. WHAT WAS THE SITUATION AT KIMBERLY-CLARK AT THE END OF WORLD WAR I?
9. HOW DID KIMBERLY-CLARK LEARN THAT ITS PRODUCT HAD A USE AS A HANDKERCHIEF?
10. MATCH THE USE OF THE PRODUCT TO THE MARKETING STRATEGY ASSOCIATED WITH THAT USE.

Questions 11–15

(narrator) Listen to a discussion by a group of students in an oceanography class. The discussion is on atolls.

(instructor) In this course, we have discussed a number of the ocean's unusual features. Today, we're going to discuss atolls and how they're formed. First, can you tell me what an atoll is? Beth?

(Beth) An atoll is a ring-shaped mass of coral and algae.

(instructor) That's right. An atoll is made of coral and algae. And where are atolls found? Jim?

(Jim) Atolls are found in tropical and subtropical areas of the ocean, where the water temperature is fairly warm. The coral and reef-building algae grow best in fairly warm water.

(instructor) Now, let's look at how atolls are formed. We'll look at a series of three diagrams and discuss what is happening in each. This diagram shows the first step in the process. What does the diagram show? Linda?

(Linda) This diagram shows a new volcanic island that has formed.

(instructor) And what's growing around the volcanic island?

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

(Linda) A coral reef is growing around this new volcanic island.

(instructor) Now let's look at the second diagram. Beth, can you describe what's happening in this diagram?

(Beth) The second diagram shows that the volcanic island has started to erode—it's worn down.

(instructor) And what's happened with the coral reef while the volcanic island has eroded?

(Beth) The coral reef has continued to grow.

(instructor) Now let's look at the third diagram in the series. What's happening in this diagram? Jim?

(Jim) In this diagram, you can see that the volcanic island has worn down so far that it's below the level of the ocean. The coral has built up even further, so the coral is above the water, and the remains of the volcano are under water.

(instructor) Yes, and it's at this stage when the ring of coral is called an atoll. The volcano has sunk, and there's a pool of water inside the atoll. Now, what do we call the pool of water that remains inside an atoll? Linda?

(Linda) The pool of water inside the atoll is called a lagoon.

(instructor) That's correct. The body of water inside an atoll is called a lagoon. You seem to understand quite clearly how atolls result when coral reefs around volcanic islands continue to grow as the volcanic islands themselves diminish. That's all for today. I'll see you next class.

11. WHAT IS AN ATOLL MADE OF?
12. WHICH OF THESE IS AN ATOLL?
13. WHERE DO ATOLLS TEND TO GROW?
14. IN THE DISCUSSION, THE PROCESS OF THE FORMATION OF ATOLLS IS DISCUSSED. SUMMARIZE THE PROCESS BY PUTTING THE STEPS IN ORDER.
15. WHERE IS THE LAGOON?

ACADEMIC LECTURES (Computer)

EXERCISE 32, page 143
TOEFL EXERCISE 32, page 144

Questions 1–2

(narrator) Listen to a lecture in a geography class. The professor is talking about lakes.

(professor) Today, we're going to look at three of the world's largest lakes, the Caspian Sea, Lake Superior, and Lake Baikal. Each of these lakes was formed in a different way, and these three lakes clearly demonstrate the three major ways that a lake can form.

The first lake I'm going to discuss is the Caspian Sea, which is the largest inland body of water in the world. The Caspian Sea is a saltwater lake between Europe and Asia. It's believed that this lake was originally connected to the world's oceans, which would account for its saltwater content. As the earth's plates moved, this arm of the ocean was cut off.

The next lake I'm going to discuss is Lake Superior, which is one of the Great Lakes in North America and is the largest freshwater lake in the world. Lake Superior, along with the other Great Lakes, was formed by glaciers. Glaciers covered the northern part of North America until 10,000 years ago and were responsible for carving out the Great Lakes, including Lake Superior.

The third lake I'm going to discuss is Lake Baikal, which is in Russia. Lake Baikal formed when the earth's crust broke apart at a fault. Because Lake Baikal formed over a split in the earth's crust, it is a very deep lake, the deepest lake in the world. Lake Baikal is so deep that, even though its surface area is much smaller than the surface area of Lake Superior, it could hold the water of all the Great Lakes combined.

1. HOW ARE EACH OF THESE LAKES DESCRIBED IN THE LECTURE?
2. HOW WAS EACH OF THESE LAKES FORMED?

Questions 3–5

(narrator) Listen to a lecture in an archeology class. The professor is talking about the formation of fossils.

(professor) Fossils are generally considered to be the remains of plants and animals that have turned to stone. There are a number of processes by which a living organism can be converted to a fossil, but each of the known processes generally have a number of characteristics in common.

After an animal dies, its soft tissues break down. After the soft tissues have decomposed, only the hard parts of the body, such as the bones and teeth, remain.

Over a long period of time, the hard tissue becomes buried under layers of sediment. As more layers of sediment cover the hard tissue, it becomes buried more and more deeply.

When the bones are buried deep in the earth, they come into contact with ground water, and a change begins to

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

occur. Minerals from the ground water seep into the bones and, over long periods of time, the minerals eventually replace the bones. This is the actual step when fossilization occurs, when minerals from the ground water have replaced the actual hard tissue from the original body.

The buried fossilized remains, which are buried deep within the earth, may then make their way back to the surface. As the earth moves, the remains are pushed around. If they get closer to the surface, they may either actually reach the surface, where they can been seen, or get near enough to the surface, where they can be dug out.

3. IN THE LECTURE, THE PROFESSOR DESCRIBES HOW THE PROCESS OF FOSSILIZATION GETS STARTED. SUMMARIZE THE PROCESS BY PUTTING THE STEPS IN ORDER.
4. IN THE LECTURE, THE PROFESSOR EXPLAINS WHAT HAPPENS TO THE BURIED BONES. SUMMARIZE THE PROCESS BY PUTTING THE STEPS IN ORDER.
5. IN THE LECTURE, THE PROFESSOR EXPLAINS WHAT HAPPENS AFTER THE HARD TISSUE HAS FOSSILIZED UNDERGROUND. SUMMARIZE THE PROCESS BY PUTTING THE STEPS IN ORDER.

Questions 6–8

(narrator) Listen to a lecture in a nutrition class. The professor is talking about olive oil.

(professor) Today, I'll be talking about various types of olive oil and the processes by which they are produced. Olive oil can be produced by a cold process or by a heated process; the highest quality oils are produced by the cold-press process.

Let me explain the cold-press process. Olive oil can be made without heat by pressing very ripe olives. Because no heat is used in this process, the color and taste of the olive oil is not affected. What results from this first pressing of the olives is called virgin olive oil. You may also have heard of extra virgin olive oil. Like virgin olive oil, extra virgin olive oil is from the first cold pressing. Extra virgin olive oil is made from special olives with a low acid content. Thus, extra virgin olive oil has a lower acid level than virgin oil, but they both come from the first cold pressing of the olives.

After the olives have been pressed once, they are pressed again, numerous times. Olive oil that comes from a later pressing is called cold-pressed olive oil; it is not called virgin olive oil because it comes from a later pressing.

Now, we'll talk about pure olive oil. Some olive oil is called pure olive oil rather than virgin oil or cold-pressed olive oil. If an olive oil is called pure olive oil, this means that it contains only olive oil, but it was not obtained through a cold-press process. A product called pure olive oil has often been obtained from a heat process, which has an effect on the color and taste of the oil.

The final type of olive oil I'd like to mention briefly is light olive oil. When the label of a bottle of olive oil says that it is light olive oil, this probably means that the oil in the bottle is not pure olive oil. Some other type of oil has been added to the olive oil to lighten the taste.

6. IN THE LECTURE, THE PROFESSOR DESCRIBES THE COLD-PRESS PROCESS. SUMMARIZE THE PROCESS BY PUTTING THE STEPS IN ORDER.
7. WHAT ARE THE DIFFERENT GRADES OF OLIVE OIL?
8. WHAT ARE THE DIFFERENT TYPES OF OIL PRODUCED BY THE COLD-PRESS PROCESS?

EXERCISE 33, page 149
TOEFL EXERCISE 33, page 150

Questions 1–8

(narrator) Listen to a lecture in a botany class. The professor is talking about conifers.

(professor) Today, I'll be talking about conifers, which are the type of trees, such as pines, that have cones instead of colorful flowers. About a third of the world's trees are conifers, and the vast majority of conifers are found in the great conifer forests of North America and Siberia.

Both the oldest and the biggest trees in the world belong to the conifer family. The oldest known living tree is a four-thousand-year-old bristlecone pine, which is located in California. The giant redwoods, which are also found in California, are the largest trees; they can be several hundred feet tall and weigh as much as 2,000 tons. An interesting note about the giant redwoods is that, even though the trees are so large, they have relatively small cones.

What is true of most, but not all, conifers is that they are evergreens with needle-like leaves. The needle-like shape to tree leaves evolved as a reaction to drought. When compared

For more materials and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

with a flat leaf, a needle presents a much smaller surface area, which decreases the amount of water lost through the leaves. Because most conifers are evergreens, they lose and replace their needles throughout the year, rather than shedding all their leaves in one season, as deciduous trees do.

1. WHAT IS TRUE ABOUT ALL CONIFERS?
2. WHAT PERCENT OF THE WORLD'S TREES ARE CONIFERS?
3. IT IS IMPLIED IN THE LECTURE THAT MOST CONIFERS ARE FOUND IN WHICH HEMISPHERE?
4. WHAT IS TRUE ABOUT THE BIGGEST AND OLDEST TREES?
5. WHICH OF THE FOLLOWING IS MOST LIKELY A GIANT REDWOOD?
6. WHAT CAN BE INFERRED FROM THE LECTURE?
7. WHY DID NEEDLE-SHAPED LEAVES EVOLVE?
8. WHAT CAN BE DETERMINED FROM THE LECTURE ABOUT DIFFERENT TYPES OF TREES?

Questions 9–14

(narrator) Listen to a lecture in an education class. The professor is talking about early teachers.

(professor) All of you are enrolled in this introductory education course because you want to become teachers. I'd like to introduce this course with a little information about the life of a teacher a century ago. I hope you'll appreciate how much the life of a teacher has changed over the past century.

Early in the twentieth century, the life of a teacher was quite different from what it is now. There were very strict rules that governed every aspect of the teacher's life. The rules were not just about how a teacher could conduct herself in the classroom and on the school grounds. There were also numerous rules that governed just about everything a teacher did.

Here are some of the rules. Teachers had to follow strict rules about their appearance; they were sometimes told not to wear colorful clothing, not to dye their hair or wear it loose, and not to wear their skirts above the ankle. Teachers' whereabouts during after-school hours were also strictly regulated; there were rules forbidding teachers to go to bars and to ice cream parlors, there were rules requiring teachers to be at home after 8:00 in the evening, and there were rules forbidding them to leave town without permission. Just about any action a teacher wanted to take could be regulated. Teachers could be forbidden to smoke or to drink; they were also sometimes forbidden to spend time with men or to marry if they wanted to remain teachers.

9. WHO IS LISTENING TO THIS LECTURE?
10. THE RULES DISCUSSED IN THIS LECTURE RELATE TO WHAT PERIOD OF TIME?
11. IT IS IMPLIED IN THE LECTURE THAT THE TEACHERS DISCUSSED IN THE LECTURE HAD WHAT KIND OF LIFESTYLE?
12. WHAT RULES ABOUT CLOTHING ARE DISCUSSED IN THE LECTURE?
13. WHERE WOULD A TEACHER FROM THE ERA DISCUSSED IN THE LECTURE MOST LIKELY BE AT 9:00 IN THE EVENING?
14. WHERE WERE THE TEACHERS IN THE LECTURE FORBIDDEN TO GO?

Questions 15–22

(narrator) Listen to a lecture in an astronomy class. The professor is talking about Venus.

(professor) Today, we'll be discussing the planet Venus, which is the second planet in our solar system and is almost the same size as our Earth, which is the fifth largest planet in the solar system.

The planet Venus is easily visible in the sky from Earth, although not always as a complete globe. It goes through phases, just like the Moon. Sometimes it's fully visible, like a full moon, sometimes it's half visible, and sometimes it is only a small crescent. It's actually at its brightest when it's a crescent.

Venus is a very hot planet. The temperature there can reach almost to 500 degrees centigrade, or 900 degrees Fahrenheit. It's so hot on Venus for two primary reasons: first, it's hot because of its closeness to the Sun, and second, it's hot because of its atmosphere. Its atmosphere is almost entirely carbon dioxide, which holds in the heat from the Sun extremely well.

Venus is also well-known for the clouds that cover it. As you know, Venus is visible to us on Earth, but it's not actually the planet that we see; it's the clouds. The surface of Venus can't be seen, even with a telescope, because of the clouds that surround the planet. The clouds on Venus are very different from the clouds on Earth. Earth's clouds are made of water vapor, but on Venus there is no water. The clouds on Venus are actually made of sulfuric acid. These clouds help to contribute to the

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

brightness of Venus in our sky. When Venus appears to shine so brightly, it's because the light of the sun is reflecting off of Venus's clouds of sulfuric acid.

15. IT CAN BE INFERRED FROM THE LECTURE THAT VENUS IS HOW LARGE IN RELATION TO THE OTHER PLANETS IN OUR SOLAR SYSTEM?
16. HOW DOES VENUS COMPARE WITH THE MOON?
17. WHAT CAN BE INFERRED ABOUT VENUS WHEN IT IS IN A FULL PHASE?
18. WHAT ARE THE HIGHEST TEMPERATURES ON VENUS?
19. WHY IS IT HOT ON VENUS?
20. WHAT IS IMPLIED IN THE LECTURE ABOUT THE CLOUDS THAT SURROUND VENUS?
21. WHICH OF THE FOLLOWING ARE TRUE, ACCORDING TO THE LECTURE?
22. WHY IS VENUS SO BRIGHT?

EXERCISE 34, 155
TOEFL EXERCISE 34, page 156

Questions 1–3

(narrator) Listen to a lecture in a course on Native American studies. The lecture is on Iroquois houses.

(professor) Iroquois houses were very sophisticated buildings known as long houses. These houses were long, single-story houses with U-shaped roofs. They were windowless, but they did have some vents in the roof.

There was a doorway at the end of a longhouse, and above the doorway was a carving of an animal. This carved animal just above the doorway indicated the clan, or family, that the group living inside belonged to. The insignia above the doorway might be a turtle if the inhabitants were part of the clan of the turtle, or it might be a bear if the inhabitants were a part of the clan of the bear.

An Iroquois village consisted of a number of these longhouses. Around an Iroquois village, there was usually a stockade, which is a defensive wall or barrier made of wooden posts. The stockade around an Iroquois village was typically hexagonal in shape, which means that it was six-sided. It had vertical wood posts around the outside of the stockade, and these posts had sharpened ends pointing upward for further protection.

1. HOW DOES THE PROFESSOR DESCRIBE AN IROQUOIS HOUSE?
2. WHAT PART OF THE HOUSE INDICATES WHAT CLAN THE INHABITANTS BELONG TO?
3. HOW DOES THE PROFESSOR DESCRIBE THE STOCKADE SURROUNDING AN IROQUOIS VILLAGE?

Questions 4–6

(narrator) Listen to a lecture in a biology class. The lecture is on tropism in plants.

(professor) Today, I'll be talking about the concept of tropism as it relates to plants. Tropism, for those of you who don't know, refers to a bending of a plant or a part of a plant, in response to an outside stimulus.

There are three important kinds of tropism. They are phototropism, geotropism, and hydrotropism. In each of these kinds of tropism, a plant, or a part of the plant, bends in response to a different kind of outside stimulus.

First, we'll discuss phototropism. The outside stimulus in phototropism is light. When a plant is affected by phototropism, it grows in the direction of a light source such as the Sun.

The second kind of tropism is geotropism. In geotropism, the outside stimulus is gravity. In a plant affected by geotropism, the affected part of the plant grows directly downward because of the pull of gravity. When a plant is affected by geotropism, it's often the root structure that's affected.

The final kind of tropism that I'll discuss today is hydrotropism. When hydrotropism affects a plant, this means that the plant is drawn toward water. A plant under the effect of hydrotropism will grow in the direction of its water source.

4. WHICH OF THESE PLANTS IS EXHIBITING PHOTOTROPISM?
5. WHICH OF THESE ROOT SYSTEMS IS EXHIBITING GEOTROPISM?
6. WHAT IS THE STIMULUS FOR HYDROTROPISM?

Questions 7–10

(narrator) Listen to a lecture in an archeology class. The lecture is on some archeological finds at Little Salt Spring.

(professor) Little Salt Spring in Florida has provided some very important archeological finds. Little Salt Spring was once believed to be just a shallow lake, but then a deep sinkhole with almost vertical sides was discovered beneath the lake. Twelve thousand years ago, the water level was much lower, down to the level of the sinkhole, and the sinkhole provided drinking water for humans and animals. In the sinkhole,

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

archeologists have discovered a number of items that give clues to the lifestyle of the inhabitants around the sinkhole 12,000 years ago.

I'd like to talk about two of the important archeological discoveries from the sinkhole. One was a weapon, and the other was an animal trap. These discoveries provide insight into the type of hunter society that lived around the sinkhole.

The weapon that was found was a boomerang, which is a very ancient type of weapon. The boomerang was found deep in the sinkhole. It was on a ledge in the vertical side of the sinkhole. The boomerang that was found in Little Salt Spring is the world's oldest known boomerang.

The second discovery was an animal trap that consisted of wooden stakes dug into the earth at the edge of the sinkhole. This animal trap was at the top of the sinkhole, where the sinkhole meets the lake. In ancient times, when the water level was down at the level of the sinkhole, animals would come to the sinkhole to drink. The inhabitants of the area had built a trap at the top of the sinkhole to trap animals that came there to drink.

7. WHAT TYPE OF WEAPON WAS FOUND AT THE SINKHOLE?
8. WHERE WAS THE WEAPON FOUND?
9. WHERE WAS THE WATER LEVEL 12,000 YEARS AGO?
10. WHERE WAS THE TRAP FOUND?

TOEFL REVIEW EXERCISE (Skills 32–34), page 159

Questions 1–5

(narrator) Listen to a lecture in an American history class. The lecture is on the St. Louis Arch.

(professor) Today, we'll be looking at a structure that is popularly called the St. Louis Arch. We'll be looking at how it was constructed and, more importantly, why it was constructed and what it commemorates.

In this photo you can see the 630-foot high stainless steel arch. It's remarkable for its engineering; it has no inner form; instead it is dependent on its two hollow legs for support. There are trams inside the legs to take visitors to an observatory at the top of the arch.

Most people call it the St. Louis Arch because it is in St. Louis, but its real name is the Jefferson National Expansion Memorial. It's a memorial because it was built in memory of the expansion of the nation beyond St. Louis. It's named after Jefferson because it was under the presidency of Thomas Jefferson that the greatest expansion of the country took place.

In 1804, several years after the start of Jefferson's presidency, Lewis and Clark set out from St. Louis to explore new territories to the west. Their expedition was a 4,000-mile trip from St. Louis to the Pacific Northwest and back that lasted a little more than two years. In the years following the expedition of Lewis and Clark, thousands of pioneers set off from St. Louis and headed west.

It was to honor this period of expansion that the arch was constructed. The arch itself was designed to represent a gateway, or a doorway, to the west. At the base of the arch there's a subterranean museum. This museum is named the Museum of Westward Expansion because it honors all the pioneers who headed west from St. Louis. In the middle of the museum is a statue of the president who was responsible for much of this expansion, Thomas Jefferson.

1. WHAT DOES THE PROFESSOR SAY ABOUT THE ARCH?
2. WHERE ARE EACH OF THESE FEATURES OF THE ARCH LOCATED?
3. WHY IS THE ARCH NAMED AFTER JEFFERSON?
4. IT IS IMPLIED IN THE LECTURE THAT IT IS APPROXIMATELY WHAT DISTANCE BETWEEN ST. LOUIS AND THE PACIFIC NORTHWEST?
5. THE PROFESSOR EXPLAINS A HISTORICAL SERIES OF EVENTS. PUT THE EVENTS IN ORDER.

Questions 6–10

(narrator) Listen to a lecture in a geology class. The lecture is on the structure of the earth.

(professor) Today, I'm going to give you a brief overview of the structure of the earth. The earth is made up of a number of layers. From the outside to the inside, the main layers are the crust, the mantle, and the core.

Let's look at a diagram of the earth's main layers. The crust is the thin outer layer, then there is the mantle, and finally there's the core, which is divided into the outer core and the inner core.

First, let's talk about the crust. The crust is a thin, hard layer of rock. As

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

you can see in the diagram, the crust is quite thin. The crust is about 20 miles thick under land masses. Under the oceans, the crust is even thinner. The crust is only about 4 miles thick under the oceans.

Now, let's talk about the mantle. The mantle makes up the greatest part of the earth. The mantle is about 1,800 miles deep. It's made of stony materials that were created from silicate minerals. The mantle is a huge mass of stony material.

Now, we'll look at the core, which actually has two distinct parts, the outer core and the inner core. Neither the outer core nor the inner core is as wide as the mantle; the outer core is less than 1,400 miles wide, and the inner core has a radius of 800 miles. The outer core is a layer of liquid metal; it definitely has liquid nickel and iron, and it may have other substances. The outer core is the only liquid layer. The inner core is composed of nickel and iron, as the outer core is, but the inner core is not a liquid layer like the outer core. It is extremely hot at the inner core, but there's also an extreme amount of pressure on the minerals in the inner core that keeps them firm rather than liquid.

That is all for our overview of the various layers that make up the earth. We'll be having a quiz on the material next class, so be prepared.

6. HOW THICK IS THE CRUST?
7. WHAT ARE EACH OF THE LAYERS COMPOSED OF?
8. WHICH LAYER IS 1,800 MILES WIDE?
9. WHAT MINERALS ARE IN THE CORE?
10. APPROXIMATELY HOW FAR IS IT FROM THE SURFACE OF THE EARTH TO ITS CENTER?

Questions 11–16

(narrator) Listen to a lecture in a linguistics class. The professor is talking about the history of the letter *c*.

(professor) The letter *c* in today's English has two very different pronunciations. It can be pronounced like a *k*, as in the words *car, can,* or *coal*. It can also be pronounced like an *s*, as in the words *cent, circle,* or *cease*. Let's look at the history and development of the letter *c* to understand how these two very different pronunciations for one letter came to be.

Precursors of the letter *c* existed as the third letter of a number of early alphabets. Look at the letters from these early alphabets, from early Semitic, from Phoenician, and from early Greek. These letters were the predecessors of the letter *c*. They were each the third letter in their respective alphabets, and they were all formed with a shorter and a longer line meeting at a sharp angle. In each of these languages, the letter was pronounced with a hard *g* sound, as in *go* or *get*. This letter did not have an *s* or *k* sound.

As languages developed, this early *c* was used for both the *g* sound as in *go* and *get* and the *k* sound as in *kite* or *kid*. The angular letter seen here from early Latin had two sounds, a *k* sound and a *g* sound. By the classical Latin period, these two sounds were differentiated. The early Latin angular letter was rounded to create the letter *c* of today; this letter was pronounced with a *k* sound. A new letter was created by adding a line to the *c*. This new letter had a *g* sound. Thus, in classical Latin, the letter *c* was pronounced only with a *k* sound.

The final change was the addition of the *s* sound to the letter *c*. This happened because of the French influence on English. There was a major influence of French on the English language with the victory of the Normans over the Saxons in Britain in 1066. Because of this French influence, the letter *c* took on the *s* sound in addition to the *k* sound that it already had.

Let's look at this chart of the pronunciation of the letter *c*. At this point in the English language, the letter *c* has a *k* sound when it precedes the vowels *a, o, u,* or a consonant such as *l*. The letter *c* generally has an *s* sound in front of the vowels *e, i,* and *y*.

To summarize, there were four stages in the development of the pronunciation of the third letter of the alphabet. In the beginning, the third letter of the alphabet was pronounced with a *g* sound. Then, in early Latin, the third letter had two sounds, *g* and *k*. In later Latin, a new letter was created for the *g* sound, and the letter *c* had only a *k* sound. Finally, because of the French influence on English, the letter *c* also took on an *s* sound.

11. WHICH OF THE FOLLOWING LETTERS WAS NOT A PREDECESSOR OF THE LETTER C?
12. HOW WAS THE THIRD LETTER OF THE ALPHABET PRONOUNCED IN PHOENICIAN AND EARLY GREEK?

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

13. IN WHICH LANGUAGE WAS THE LETTER *G* CREATED?
14. THE LETTER *C* TOOK ON AN *S* SOUND BECAUSE OF AN INFLUENCE FROM WHICH LANGUAGE?
15. WHICH OF THE FOLLOWING ENGLISH WORDS BEGIN WITH AN *S* SOUND?
16. THE PROFESSOR DISCUSSES STAGES IN THE HISTORY OF THE THIRD LETTER OF THE ALPHABET. PUT THE FOLLOWING HISTORICAL STAGES IN ORDER.

LISTENING POST-TEST (Paper)

Part A, page 165

1. *(woman)* Are the exams corrected yet?
(man) No, but they'll be corrected by noon.
(narrator) WHAT DOES THE MAN MEAN?

2. *(woman)* Has Martha's visa arrived yet?
(man) I think it arrived last month.
(narrator) WHAT DOES THE MAN MEAN?

3. *(man)* What did the professor do in the first class? I missed it because I was late.
(woman) She outlined the course requirements.
(narrator) WHAT DOES THE WOMAN MEAN?

4. *(woman)* How did Chuck look when you visited him in the hospital?
(man) He's looked better.
(narrator) WHAT DOES THE MAN MEAN?

5. *(man)* How much was tuition increased for next month?
(woman) More than I can afford.
(narrator) WHAT DOES THE WOMAN MEAN?

6. *(woman)* How were the grades on the history exam.
(man) No one got above a C.
(narrator) WHAT DOES THE MAN MEAN?

7. *(woman)* You know, this is the second time this week that you've been late to class!
(man) It was impossible to find a place to park before the ten o'clock class!
(narrator) WHAT DOES THE MAN MEAN?

8. *(man)* Can I help you find something?
(woman) Yes, thank you. I need to get a new rug.
(narrator) WHAT DOES THE WOMAN MEAN?

9. *(woman)* I'd like to open an account.
(man) Would you like a savings account or an interest-bearing checking account?
(narrator) WHERE DOES THIS CONVERSATION PROBABLY TAKE PLACE?

10. *(woman)* Why does Jane spend so much time in San Francisco?
(man) She has a cousin there, so she likes to visit, especially during the holidays.
(narrator) WHAT DOES THE MAN MEAN?

11. *(woman)* Are you really hungry?
(man) I feel like I haven't eaten in weeks.
(narrator) WHAT DOES THE MAN MEAN?

12. *(man)* The traffic outside is really loud!
(woman) I'll say!
(narrator) WHAT DOES THE WOMAN MEAN?

13. *(man)* Have you seen the headlines yet today?
(woman) I haven't had a chance to read a word.
(narrator) WHAT ARE THEY PROBABLY DISCUSSING?

14. *(man)* I'm not ready yet, and it's going to take me a while longer.
(woman) You'd better hurry. Take five minutes too long, and you'll miss the bus.
(narrator) WHAT DOES THE WOMAN MEAN?

15. *(woman)* I think it's impossible for me to pass this class.
(man) You should never say "impossible."
(narrator) WHAT DOES THE MAN MEAN?

16. *(man)* Why were you thanking Tom?
(woman) He lent me enough money to pay the rent.
(narrator) WHAT DOES THE WOMAN MEAN?

17. *(woman)* Are you enjoying the dessert?
(man) Never have I tasted such delicious cake!
(narrator) WHAT DOES THE MAN SAY ABOUT THE CAKE?

18. *(man)* Why are you so late getting here?
(woman) Oh, I ran into my cousin Carl, and we stayed and talked for a while.
(narrator) WHAT DOES THE WOMAN MEAN?

19. *(woman)* Do you know where Debbie is?
(man) Her purse is still here, so she must still be in the apartment.
(narrator) WHAT DOES THE MAN SAY ABOUT DEBBIE?

20. *(man)* Do you know when rent is due?
(woman) The landlord collects it on the first of the month, without fail.
(narrator) WHAT DOES THE WOMAN MEAN?

21. *(woman)* My car is making some funny noises.
(man) Why not take it to a mechanic?
(narrator) WHAT DOES THE MAN SUGGEST TO THE WOMAN?

22. *(man)* Martha's holding down two jobs at the same time.
(woman) She'd better take it easy.
(narrator) WHAT DOES THE WOMAN MEAN?

23. *(woman)* Did you get to the airport in plenty of time?
(man) There was scarcely enough time to get there.
(narrator) WHAT DOES THE MAN IMPLY?

24. *(woman)* You should put some money in the parking meter.
(man) Parking fees aren't necessary on the weekend, are they?
(narrator) WHAT DOES THE MAN MEAN?

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

25. *(man)* How is your boss feeling about his retirement?
(woman) Oh, he isn't too unhappy to be retiring.
(narrator) WHAT DOES THE WOMAN IMPLY ABOUT HER BOSS?

26. *(woman)* Oh, I see you have a new car.
(man) I wish I had been able to buy the car I really wanted.
(narrator) WHAT DOES THE MAN MEAN?

27. *(woman)* Did you hear the president's announcement this morning?
(man) Yes, the president appointed Mr. Drew head of the newly formed commission.
(narrator) WHAT DOES THE MAN MEAN?

28. *(man)* Were you upset by what Richard said to you?
(woman) I couldn't have been more infuriated!
(narrator) WHAT DOES THE WOMAN MEAN?

29. *(man)* Let me just get these last plates put away. Then, I'll be ready to go.
(woman) So you did do the dishes.
(narrator) WHAT HAD THE WOMAN ASSUMED?

30. *(woman)* Why did you get that kind of fruit?
(man) I wouldn't have bought these cherries had I known that grapes were so cheap.
(narrator) WHAT DOES THE MAN MEAN?

Part B, page 168

Questions 31–34

(narrator) Listen to a conversation between two friends who are making plans.

(woman) Do you have any plans this weekend?
(man) There's so much to choose from on campus that I'm not sure what I'm going to do.
(woman) The football game's on Saturday night, and I'm going with a group of friends. Do you want to go with us?
(man) Of course I'd like to go to the football game: it's the biggest game of the season. And it sounds like fun to go with a large group of people.
(woman) Good. We'll be meeting at the cafeteria for dinner at six o'clock on Saturday night, and then we'll go on to the game together.
(man) That takes care of my plans for Saturday night. But now I need to make a decision about Sunday afternoon. The music department is sponsoring a concert then, and I'd really like to hear that concert. But there's also a play being presented by the drama department that I really wanted to see. It's too bad those two events are at the same time.
(woman) You know, if you go to the game on Saturday night and a concert or play on Sunday, that doesn't leave much time for studying.
(man) Oh, well. Maybe I can do that the weekend after this one.

31. WHAT IS THE WOMAN PLANNING TO DO SATURDAY?
32. WHY DOES THE MAN WANT TO GO TO THE FOOTBALL GAME?
33. WHAT IS AT THE SAME TIME AS THE MUSIC DEPARTMENT'S CONCERT?
34. WHEN DOES THE MAN PLAN TO STUDY?

Questions 35–38

(narrator) Listen to a conversation between a man and a woman.

(woman) Have you ever thought about all the tons of garbage that's out in space circling the Earth?
(man) Tons of garbage circling the Earth? What do you mean?
(woman) I saw a television program about it last night, and according to the program, there's about 3,000 tons of metal out there in space, traveling at speeds around 17,000 miles per hour.
(man) Where did all this garbage come from?
(woman) Well, it comes from all those space missions that have gone up since 1957. Every time a rocket ship goes up into space, it leaves a lot behind, and this stuff goes into orbit around the Earth: booster rockets, solar panels, remnants of satellites, and even nuclear reactors.
(man) Isn't it dangerous to have all this stuff out there?
(woman) Some space scientists are worried about possible collisions between this orbiting junk and spaceships, particularly manned spacecrafts; however, so far there haven't been any such accidents.
(man) Well, I hope that they're going to do something about this, both for the sake of safety and for the sake of the environment.
(woman) Me, too. I know that right now the problem is being studied by numerous scientists; hopefully, they'll be able to find solutions before the problem gets too much worse.

35. WHAT ARE THE MAN AND WOMAN DISCUSSING?
36. WHERE DID THE WOMAN LEARN ABOUT THIS PROBLEM?
37. APPROXIMATELY HOW MUCH METAL IS IN ORBIT IN SPACE?
38. WHAT DOES THE WOMAN HOPE WILL HAPPEN?

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

Part C, page 169

Questions 39–42

(narrator) Listen to a sociology professor talk to her class.

(woman) Before I start today's sociology lecture, I'd like to talk with you about the papers that you should be working on. As you know, the topic for the paper is the relationship between gun control and violence. The paper itself is due in two weeks, but I would like to see your outlines by Friday of this week so that I can be sure that you are on the right track with the assignment.

You need to do some research for this paper, so you should be spending some time in the library. I would like you to have at least three books and at least three recent journal articles as sources.

The paper should be five pages long; in addition to the five pages of composition, you should have a title page and a one-page reference list of the sources that you used in preparing the paper.

39. WHEN DOES THIS TALK PROBABLY TAKE PLACE?
40. WHEN IS THE PAPER DUE?
41. WHAT TYPES OF REFERENCES SHOULD BE USED IN WRITING THE PAPER?
42. HOW MANY TOTAL PAGES SHOULD BE IN THE PAPER, INCLUDING THE TITLE PAGE AND THE REFERENCE LIST?

Questions 43–46

(narrator) Listen to a talk about Hawaii.

(man) For those of you taking part in the trip to Hawaii next week, I'd like to give you a little information about the weather that you can expect there.

You can expect the average daily temperature there to be about 80 degrees Fahrenheit or 26 degrees Celsius. This is the average daily temperature in the springtime, when we will be there; it is interesting to note that it only gets a few degrees warmer in the summer and a few degrees cooler in the winter.

One important factor that keeps the temperature so constant and moderate in Hawaii is the trade winds. These are winds that blow in on the northeast, or windward, side of the islands on an almost daily basis; the trade winds blow through the islands an average of slightly more than 300 days per year, and they are the strongest during the heat of the afternoon and turn into a cooling breeze in the evening. The trade winds also keep the humidity down, which makes the weather even more pleasant.

I hope this information will help you to understand the weather conditions that you're going to encounter next week on your trip; it should also help you decide what types of clothes you should be packing for your trip.

43. IN WHAT SEASON OF THE YEAR WILL THE TRIP TAKE PLACE?
44. WHAT IS THE WEATHER LIKE IN HAWAII?
45. WHAT IS TRUE ABOUT THE TRADE WINDS?
46. WHAT WILL THE PEOPLE LISTENING TO THE TALK PROBABLY BE DOING SOON?

Questions 47–50

(narrator) Listen to an instructor talk to her class about Walt Whitman.

(woman) The topic of today's lecture is Walt Whitman, an American poet and author of the renowned collection of poems *Leaves of Grass*. This volume of poems is a celebration of America, full of pride in the United States and reverence for the goals of American democracy.

Whitman began writing *Leaves of Grass* in the middle of the nineteenth century, and the first edition appeared in 1855 with only twelve poems. Several other editions of *Leaves of Grass* appeared throughout Whitman's lifetime with additional poems; *Leaves of Grass* grew and matured right along with Whitman.

The longest and best-known poem in *Leaves of Grass* is "Song of Myself," which appeared in the first edition. The poem "When Lilacs Last in the Dooryard Bloomed" was added to a later edition. This poem was written at the time of Abraham Lincoln's death in 1865 and contained Whitman's reflections on that event. Lincoln's death occurred in April, in the spring, in a season of new life. This poem reflects that spring can be at the same time a period of death and a period of rebirth.

47. THIS LECTURE WOULD PROBABLY BE A PART OF WHICH COURSE?
48. WHAT IS THE MOST COMMON THEME IN *LEAVES OF GRASS*?
49. WHAT BEST DESCRIBES *LEAVES OF GRASS*?
50. WHICH IS THE LONGEST AND BEST-KNOWN POEM BY WHITMAN?

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

LISTENING POST-TEST (Computer)

Part A, page 172

1. *(man)* Are you ready to work on the history paper?
   (woman) I will be, in a couple of minutes. I have to finish the math problems before I start on history.
   (narrator) WHAT DOES THE MAN MEAN?
2. *(man)* Do you know what time it is?
   (woman) I just heard the clock strike noon.
   (narrator) WHAT DOES THE WOMAN MEAN?
3. *(woman)* Why did the class move to a different room?
   (man) We couldn't get into our regular classroom. Someone lost the key to it.
   (narrator) WHAT DOES THE MAN MEAN?
4. *(man)* Should we leave for class now?
   (woman) But it's not time for class yet.
   (narrator) WHAT DOES THE WOMAN MEAN?
5. *(woman)* I hope we don't have a quiz today. I'm not really very prepared on the material for today.
   (man) I don't think we will. This professor rarely, if ever, gives quizzes.
   (narrator) WHAT DOES THE MAN MEAN?
6. *(man)* Is the rent check due on the first of the month?
   (woman) It is, as far as I know.
   (narrator) WHAT DOES THE WOMAN MEAN?
7. *(woman)* Did your nieces and nephews like the gifts you got for them?
   (man) They couldn't have been more excited when they saw what I got.
   (narrator) WHAT DOES THE MAN SAY ABOUT HIS NIECES AND NEPHEWS?
8. *(man)* Have you been studying for long?
   (woman) For hours, and I'm all worn out.
   (narrator) WHAT DOES THE WOMAN MEAN?
9. *(woman)* Did you go to the party last night?
   (man) If I had known about it, I would have.
   (narrator) WHAT DOES THE MAN SAY ABOUT THE PARTY?
10. *(man)* What are you doing during break next week?
    (woman) I'll be staying at the beach with my family.
    (man) So you did decide to take the trip after all.
    (narrator) WHAT DID THE MAN BELIEVE ABOUT THE WOMAN?

Part B, page 175

Questions 11–12

(man) I have a problem, and I hope you can help me out.
(woman) What's your problem?
(man) I need to be absent from class on next Friday because I have a doctor's appointment, and I'll need to borrow someone's notes.
(woman) Well, you can certainly borrow mine, if you don't mind my messy handwriting.
(man) Thanks very much. Notes in messy handwriting are much better than no notes at all.

11. WHAT PROBLEM DOES THE MAN HAVE?
12. WHAT PROBLEM DOES THE WOMAN HAVE?

Questions 13–15

(woman) Do you enjoy playing chess?
(man) Yes, I really do.
(woman) Well, you might think about joining the chess club. I belong to it, and it's a lot of fun.
(man) What does the chess club do?
(woman) The members get together once a week for friendly competitions. Then each semester, the three best players from the club compete in a tournament with players from other schools.
(man) The meetings once a week sound like a lot of fun, but I don't think I'm ready to take part in a tournament against other schools.
(woman) Well, why don't you come with me this Wednesday and try out one of the weekly meetings? You can come to the meetings for a while and then see if you're ready to compete in a tournament in a few months.

13. HOW OFTEN DOES THE CHESS CLUB MEET?
14. HOW OFTEN ARE TOURNAMENTS HELD?
15. WHO COMPETES IN THE TOURNAMENTS?

Questions 16–20

(narrator) Listen to a lecture in a botany class. The professor is talking about leaf arrangements.

(professor) Today we're going to talk about phyllotaxy. Phyllotaxy is a scientific term that refers to the arrangement of leaves on the stem of a plant. On most plants, leaves are arranged in a definite pattern. It is very unusual for a plant to have randomly placed leaves. One of the main reasons leaves on a plant stem are arranged in an orderly way is to ensure that each leaf is exposed to the maximum amount of light with a minimum amount of interference from other leaves.

The first type of leaf arrangement is the alternate arrangement. You can see this type of leaf arrangement in the diagram. In this type of leaf arrangement, there is only one leaf at each node, which is the spot where the leaf is attached to the stem.

The next type of leaf arrangement is the opposite arrangement, which you

For more information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

can see in the diagram. In this type of leaf arrangement, there are two leaves at each node, and these two leaves are opposite each other on the stem. This type of leaf arrangement is not as common as the alternate arrangement, with one leaf at each node.

The last type of leaf arrangement that we're going to look at is called the whorled leaf arrangement. This type of leaf arrangement is the least common of all. It is not as common as either the opposite or the alternate arrangement. In this type of arrangement, three or more leaves are attached to the stalk of the plant at the same node. In the diagram, you can see three leaves at the same node; it's also possible for there to be more than three leaves at the same node, and the leaf arrangement would still be considered a whorled arrangement.

Now that we have looked at these three different types of leaf arrangements, I have an assignment for you. Your assignment is to visit the university's botanical garden. Were you aware that this university has quite an extensive botanical garden? In the botanical garden, there are examples of many different kinds of plants, and each plant is labeled with the name of the plant as well as other information about the plant. For your assignment, you're to find three examples of each of these different types of leaf structures, write down the names of the plants that have these leaf structures, and turn in your lists on Friday. It will be quite easy for you to find examples of the alternate leaf structure because, as I said before, this is the most common type of leaf structure. It will be a bit more difficult to find examples of the opposite structure, but by far the most difficult leaf arrangement for you to find will be the whorled structure because this leaf arrangement is so rare. You'll have to spend some time finding examples of the whorled leaf arrangement in our botanical garden. See you on Friday with your lists.

16. THE PROFESSOR DISCUSSES FOUR TYPES OF LEAF ARRANGEMENTS. MATCH THE TYPE OF LEAF ARRANGEMENT TO ITS DESCRIPTION.
17. IDENTIFY THE NODE.
18. THE PROFESSOR DESCRIBES HOW COMMON THESE LEAF ARRANGEMENTS ARE. MATCH THE LEAF ARRANGEMENT TO ITS DESCRIPTION.
19. WHAT DOES THE PROFESSOR SAY ABOUT THE BOTANICAL GARDEN?
20. HOW MANY EXAMPLES DO THE STUDENTS HAVE TO FIND FOR THEIR ASSIGNMENT?

Questions 21–25

(narrator) Listen to a discussion from a geography class. The discussion is about the Great Salt Lake.

(instructor) Today we're going to talk about two lakes, the Great Salt Lake and Lake Bonneville. Most people are quite familiar with the Great Salt Lake, but not everyone is quite as familiar with Lake Bonneville.

First of all, let's look at a map that shows both the Great Salt Lake and Lake Bonneville. Now, Gwen, what can you tell me about the Great Salt Lake and Lake Bonneville?

(Gwen) Lake Bonneville was a lake during prehistoric times. The Great Salt Lake is the largest surviving remnant of the prehistoric Lake Bonneville.

(instructor) Yes, and how old is Lake Bonneville?

(Gwen) Lake Bonneville came into existence a million years ago.

(instructor) And how big was it?

(Gwen) It was an enormous lake that covered about 20,000 square miles.

(instructor) Gwen has explained that the Great Salt Lake is a small remnant of Lake Bonneville and that Lake Bonneville was 20,000 square miles in size. Now, Nick, just how big is the Great Salt Lake?

(Nick) The present Great Salt Lake is much smaller than Lake Bonneville was. The Great Salt Lake covers about 1,700 square miles. This seems like a rather large lake today, but it is much smaller than the lake that preceded it.

(instructor) Exactly. The Great Salt Lake is much smaller than Lake Bonneville, less than 10% of the size of Lake Bonneville, in fact. And there is another big difference between the two lakes, besides the size. It has to do with the water. Can you tell me how the water in the Great Salt Lake differs from the water in Lake Bonneville? Pat?

(Pat) A big difference between Lake Bonneville and the Great Salt Lake is that Lake Bonneville was a freshwater lake, while the Great Salt Lake (as you can tell from is name) is a saltwater lake.

(instructor) Exactly. Now let's look at the reasons why this lake has become a saltwater lake and, in fact, has water much saltier than ocean water. And what is it that makes the Great Salt Lake so salty, Gwen?

(Gwen) What makes the Great Salt Lake so salty is that it has no outlet. Three

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

rivers feed into it, the Bear River, the Weber River, and the Jordan River. These rivers carry a million tons of minerals and salts into the Great Salt Lake each year.

(instructor) And what about these three rivers, the Bear River, the Weber River, and the Jordan River? Nick?

(Nick) These rivers feed into the Great Salt Lake. They don't provide any outlet from the lake.

(instructor) And how does this make the lake so salty? Pat?

(Pat) There's no way for these minerals and salts to exit from the lake because the lake has no outlet. The water that flows into the lake from these three rivers evaporates and leaves the salts.

(instructor) And how much salt is there in the lake today?

(Pat) Over the lifetime of the lake, six billion tons of salts have built up. That is why the Great Salt Lake has a much higher salt content than the oceans.

(instructor) Excellent. You seem to understand the important points about the Great Salt Lake and Lake Bonneville. Now let's move on to another topic.

21. WHEN DID LAKE BONNEVILLE COME INTO EXISTENCE?
22. HOW DOES THE GREAT SALT LAKE COMPARE IN SIZE TO LAKE BONNEVILLE?
23. WHAT IS STATED IN THE LECTURE ABOUT THE WATER IN THE TWO LAKES?
24. IN WHICH DIRECTION DOES THE WATER IN THE RIVERS FLOW?
25. HOW MUCH SALT HAS BUILT UP IN THE GREAT SALT LAKE?

Questions 26–30

(narrator) Listen to a lecture in an American history class. The professor is talking about Hawaii.

(professor) Today we're going to talk about the last monarch to rule in the land that today makes up the United States. This last monarch was a queen; she was Queen Liliuokalani of Hawaii. To understand Queen Liliuokalani's situation, I'm going to give you some background about the history of Hawaii before I discuss Queen Liliuokalani. The two people I'd like to discuss to help you to understand Queen Liliuokalani's situation are Captain James Cook and King Kamehameha.

Captain James Cook arrived in the Hawaiian Islands in 1778 and gave the islands the name Sandwich Islands in honor of a British nobleman, the Earl of Sandwich. When Captain Cook arrived in the islands near the end of the eighteenth century, various islands in the chain were under the control of different native kings.

The next person we're going to look at is King Kamehameha. Kamehameha spent almost thirty years uniting the Hawaiian Islands under one ruler, and by 1810, a few decades after Captain Cook's arrival, all of the islands were united under one king, King Kamahameha. King Kamehameha was the first ruler to reign over all of the islands together. He ruled over all the islands until 1819. A number of other kings of the Hawaiian Islands followed Kamehameha during the nineteenth century.

Now we'll discuss Queen Liliuokalani, the last monarch of Hawaii. Liliuokalani became queen after her brother, King Kalakaua, died in 1891. Liliuokalani was the first and only female monarch to rule the Hawaiian Islands, and she was the final monarch of Hawaii. Liliuokalani became queen during a period when a large percentage of the population believed that it was better to have a democratic government than a monarchy. Liliuokalani refused to consider ending the monarchy and also refused to consider limiting the power of the monarchy and initiating a democratic government. In 1893, two years after she became queen, she developed a constitution granting complete power to the monarch. At that point, she was removed from the monarchy. Over the next few years, there were a number of plots to try to reinstitute the monarchy. By 1898, Liliuokalani had renounced her claim to the royal throne of Hawaii. She received a pension from the government and returned to her royal estates, where she lived out her life for the next 20 years with the title of queen but without the authority as the last monarch of the Hawaiian Islands.

I know that the Hawaiian names are a bit difficult to remember, but I hope you understand the important main points, that it was King Kamehameha who unified the Hawaiian Islands under one monarch and it was Queen Liliuokalani who was the final monarch of the Hawaiian Islands. That's all for today.

26. WHEN DID EACH PERSON LIVE?
27. WHAT DOES THE PROFESSOR SAY ABOUT JAMES COOK?
28. THE PROFESSOR EXPLAINS A SERIES OF EVENTS. PUT THE EVENTS IN ORDER.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

29. WHAT DID LILIUOKALANI BELIEVE, ACCORDING TO THE PROFESSOR?
30. WHICH OF THE FOLLOWING DID NOT HAPPEN TO LILLUOKALANI?

LISTENING COMPLETE TEST (Paper)

Part A, page 515

1. *(woman)* Carla said that you were rather rude.
(man) It's unfair of her to say that about me.
(narrator) WHAT DOES THE MAN MEAN?

2. *(man)* I don't think this painting is very good.
(woman) It's better than the first one, isn't it?
(narrator) WHAT DOES THE WOMAN SAY ABOUT THE PAINTING?

3. *(woman)* Your graduation ceremony is this afternoon.
(man) I can't believe it. I've graduated at last!
(narrator) WHAT DOES THE MAN MEAN?

4. *(woman)* I got this dress for only five dollars!
(man) Five dollars! How did you get it so cheap?
(narrator) WHAT DOES THE MAN MEAN?

5. *(man)* I just got my third parking ticket this week.
(woman) Why don't you try putting more money in the parking meter when you park your car?
(narrator) WHAT DOES THE WOMAN SUGGEST THAT THE MAN DO?

6. *(woman)* Were you able to get hold of the book that you wanted?
(man) I couldn't. At the bookstore, they told me that it wasn't available yet.
(narrator) WHAT DOES THE MAN MEAN?

7. *(woman)* Professor Mitchell's lecture certainly went on and on for quite some time.
(man) I thought he was never going to finish.
(narrator) WHAT DOES THE MAN IMPLY ABOUT THE LECTURE?

8. *(man)* You don't have the notes from yesterday's physics class?
(woman) No, I don't. Do you think I could borrow yours?
(narrator) WHAT DOES THE WOMAN MEAN?

9. *(man)* You said that you wanted to go shopping this afternoon. What do you want to get?
(woman) I think I'd like to get my dad a new wallet for his birthday.
(narrator) WHAT DOES THE WOMAN MEAN?

10. *(woman)* You didn't go into the pool, even for a quick dip?
(man) I put my big toe in and decided that the water was too cold for me.
(narrator) WHAT DOES THE MAN MEAN?

11. *(man)* Do you know where your sweater is?
(woman) I think I left it at my sister's house, but I'm not sure.
(narrator) WHAT DOES THE WOMAN MEAN?

12. *(man)* I need for you to work on these new accounting reports.
(woman) But I scarcely have time to finish the ones I already have.
(narrator) WHAT DOES THE WOMAN IMPLY?

13. *(woman)* How much longer do you think you're going to stay on that exercise machine?
(man) I give up!
(narrator) WHAT DOES THE MAN MEAN?

14. *(woman)* Look at those waves coming in. They're as huge as I've ever seen them.
(man) You can say that again!
(narrator) WHAT DOES THE MAN MEAN?

15. *(man)* Are you ready for the political science exam today? I stayed up all night studying for it.
(woman) Didn't you know that the professor put it off until next week?
(narrator) WHAT DOES THE WOMAN MEAN?

16. *(woman)* I haven't turned in my schedule change form yet. Do you think that's a problem?
(man) You haven't turned it in yet? It's absolutely essential that you turn the form in immediately.
(narrator) WHAT DOES THE MAN MEAN?

17. *(woman)* I'd like to try on some rings, please.
(man) Do you prefer rings in gold or silver?
(narrator) WHERE DOES THIS CONVERSATION PROBABLY TAKE PLACE?

18. *(man)* Look at this. You made an awful lot of long distance calls last month.
(woman) I called my family even more than usual. That's why the bill's so much higher than usual.
(narrator) WHAT ARE THE MAN AND WOMAN PROBABLY DISCUSSING?

19. *(man)* What do you think of your new boss?
(woman) I couldn't be more impressed with him.
(narrator) WHAT DOES THE WOMAN MEAN?

20. *(woman)* Mike, do you know when the recital starts?
(man) It starts at three o'clock, doesn't it?
(narrator) WHAT DOES MIKE MEAN?

21. *(woman)* If your tooth is hurting you so much, perhaps you should see your dentist right away.
(man) I don't really want to, but I guess I don't have much choice.
(narrator) WHAT WILL THE MAN PROBABLY DO NEXT?

22. *(man)* I need to buy some stamps.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

(woman) Then you'd better get to the post office quickly, because it closes at five o'clock.
(narrator) WHAT CAN BE INFERRED FROM THE CONVERSATION?

23. *(woman)* Do you know how I can find the journal article that we're supposed to read for class tomorrow?
(man) The professor copied it and put it on reserve in the library.
(narrator) WHAT DOES THE MAN MEAN?

24. *(woman)* I really think you should try to be a little calmer.
(man) If I were any calmer, I'd be asleep.
(narrator) WHAT DOES THE MAN MEAN?

25. *(man)* I don't think that news report can possibly be true.
(woman) Neither do I!
(narrator) WHAT DOES THE WOMAN MEAN?

26. *(woman)* Has management decided on a new policy for pay raises?
(man) It's still up in the air. I think it will be discussed again at the meeting next Friday.
(narrator) WHAT DOES THE MAN MEAN?

27. *(woman)* I can't believe it's snowing today.
(man) It wasn't exactly unexpected.
(narrator) WHAT DOES THE MAN MEAN?

28. *(man)* How do you think you did on the literature exam that you had this morning?
(woman) I really wish I could take it over again.
(narrator) WHAT DOES THE WOMAN IMPLY?

29. *(woman)* You didn't have to wait outside. You could've just opened the door and walked right in.
(man) So the door was not locked!
(narrator) WHAT HAD THE MAN ASSUMED?

30. *(man)* My guess is that you're leaving the office now and heading straight home.
(woman) You've hit the nail on the head!
(narrator) WHAT DOES THE WOMAN SAY ABOUT THE MAN?

Part B, page 518

Questions 31–34

(narrator) Listen as a man and woman discuss a haircut.

(woman) Hi, Bob. Your hair looks nice. It's a bit shorter than usual, isn't it?

(man) A bit shorter? I don't think so. It's a lot shorter. When I look in the mirror, I don't even know who is looking back at me.

(woman) So you got your hair cut, but you didn't get the haircut that you wanted?

(man) This is not even close to the haircut that I wanted. I asked to have hair trimmed just a little bit, and the hairstylist really went to town. When I looked down at the floor, there were piles of hair, my hair, on the floor. I couldn't believe it!

(woman) Well, what did you say to the hairstylist?

(man) What could I say? The hair was already cut off. I couldn't exactly say, "Please put it back on," although that's exactly what I did want to say.

(woman) Well, at least your hair'll grow back soon.

(man) That's what everyone is saying to me, "It'll grow back, it'll grow back. But it won't grow fast enough to make me happy.

(woman) Maybe after you get used to it, you'll like it a bit more.

31. WHAT SEEMS TO BE TRUE ABOUT BOB'S HAIRCUT?
32. HOW DOES BOB SEEM TO FEEL ABOUT HIS HAIRCUT?
33. WHAT DID BOB SEE ON THE FLOOR?
34. WHAT DO PEOPLE KEEP SAYING TO BOB?

Questions 35–38

(narrator) Listen to a conversation about a man's great-grandmother.

(man) I talked to my great-grandmother on the phone this morning.

(woman) Your great-grandmother? Do you talk with her often?

(man) I try to call her at least once a week. She's a really wonderful woman, and she's over eighty-five years old. I enjoy talking to her, because she's so understanding and because she gives me good advice.

(woman) What advice did she have for you today?

(man) (laughs) She told me to be careful because a big storm is coming.

(woman) She said that a big storm is coming? Is she a weather forecaster?

(man) Not exactly. She says that she can feel it in her bones when a storm is coming. I know it sounds funny, but when she feels it in her bones that a storm is coming, she's usually right.

(woman) That's not actually so funny. When people get older, the tissue around their joints can become stiff and swollen. Just before a storm, the air pressure often drops, and this drop in air pressure can cause additional pressure and pain in swollen joints. So when your great-grandmother tells you she thinks a storm is coming, she probably has some aching in her joints from the decreasing air pressure.

(man) Then, I had better pay more attention to my great-grandmother's weather forecasts!

For more information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

35. HOW OFTEN DOES THE MAN USUALLY TALK TO HIS GREAT- GRANDMOTHER?
36. WHAT DID THE MAN'S GREAT-GRAND-MOTHER TELL HIM ON THE PHONE THIS MORNING?
37. WHERE DOES THE MAN'S GREAT-GRAND-MOTHER SAY THAT SHE FEELS A STORM COMING?
38. WHAT WILL THE MAN PROBABLY DO IN THE FUTURE?

Part C, page 519

Questions 39–42

(narrator) Listen to a talk by a tour guide in the Everglades National Park.

(man) Today we're going to be taking a tram tour through part of the Everglades National Park. Quite probably we'll be seeing a number of crocodiles sunning themselves by the side of the water or poking their heads up through the water. Needless to say, we will not be getting off the tram at any time until we leave the area because of the danger posed by the crocodiles.

By the way, you've probably heard of the expression "crying crocodile tears." It is common to say that someone is crying crocodile tears when he or she is pretending to be sad or full of regret. Crocodiles always appear to have tears in their eyes, but they are not crying because of sadness, or even pretended sadness. Instead, a crocodile uses its tear ducts to get rid of extra salt from its body. A crocodile does not sweat the same way that humans do and must get rid of extra salt through tears. So if you see a crying crocodile, do not think that it's feeling sad; it is basically sweating through its eyes.

Look! Over there on the right. There are two large crocodiles on the water's edge, right next to the fallen trees. You can get out your cameras and take pictures from here on the tram, but no, you cannot get off the tram to get any closer.

39. WHERE DOES THIS TALK TAKE PLACE?
40. WHAT DOES THE EXPRESSION "CRYING CROCODILE TEARS" MEAN WHEN IT IS USED TO DESCRIBE HUMANS?
41. WHY DO CROCODILES HAVE TEARS IN THEIR EYES?
42. WHAT DOES THE TOUR GUIDE RECOMMEND?

Questions 43–46

(narrator) Listen to the following lecture by a university professor.

(woman) Please take your seats now because I would like to begin today's lecture.

Today, we will be discussing one of the more elegant and distinct forms of nineteenth-century transportation—the clipper ship.

Clipper ships of the nineteenth century were the graceful, multisailed, oceangoing vessels that were designed for maximum speed. They were given the name "clipper" ship in reference to the fact that they "clipped along" at such a fast rate of speed.

Clipper ships were constructed with a large number of sails in order to maximize their speed. They often had six to eight sails on each of the masts, and ships commonly had three and perhaps four masts. The speeds that they achieved were unbelievably fast for the era; clipper ships could, for example, accomplish the amazing feat of traveling from New York to San Francisco in less than a hundred days.

Clipper ships first came into use in the United States in the 1840s. They were originally intended to make the trip from New York, around the tip of South America, and on to China in order to transport tea to the United States. Once gold was discovered in California in 1848, clipper ships were immediately put into use to carry large numbers of gold prospectors and large amounts of mining supplies from the East Coast to California. With the success of the American clipper ships, the British began their own fleet of clipper ships to transport goods from the far reaches of the British Empire.

That's all for today's class. Don't forget that there's a written assignment due on Friday.

43. IN WHICH COURSE WOULD THIS LECTURE MOST PROBABLY BE GIVEN?
44. WHAT IS THE MOST LIKELY MEANING OF THE EXPRESSION "TO CLIP ALONG"?
45. WHAT WERE CLIPPER SHIPS FIRST USED FOR IN THE UNITED STATES?
46. WHAT DOES THE PROFESSOR REMIND THE STUDENTS ABOUT?

Questions 47–50

(narrator) Listen to the following talk by a drama coach to a group of actors.

(man) I know that some of you are feeling more than a little nervous about tonight's performance, and I want you to understand that this is quite a natural feeling. You are going to be on a stage in front of a lot of people tonight, and it's normal to be experiencing some nerves. I would like to help you to understand these feelings

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

and not to let them interfere with your performance.

What you are experiencing is called stage fright. Stage fright is the fear that develops before you give a performance in front of an audience. Stage fright is not just experienced by actors and actresses; it can also be experienced by musicians, athletes, teachers—anyone who performs in front of a group of people. It occurs before a performance when a performer is concerned about looking foolish in front of others. Just before tonight's performance, if you are feeling a bit tense, if your knees are shaking, if your stomach has butterflies in it, and if you are thinking about how bad your performance could be, then you have a major case of stage fright.

To control stage fright, you can work to control both the physical reactions and the negative thoughts. To combat the physical reactions, you can try techniques such as deep breathing, muscle relaxation, or even just laughing to relieve some of the pressure. To combat the negative thoughts, you should force yourself to focus on what you have to do rather than on what other people are going to think.

That's all I have to say for now. I'll see you back here at six o'clock because the performance starts at eight o'clock. Just remember that if you begin to feel at all nervous, try some deep breathing to relax and focus your thoughts on the performance that you are about to give. See you this evening.

47. WHO WOULD PROBABLY NOT EXPERIENCE STAGE FRIGHT IN THEIR WORK?
48. WHAT PHYSICAL REACTION MIGHT SOMEONE WHO IS EXPERIENCING STAGE FRIGHT COMMONLY HAVE?
49. HOW CAN SOMEONE COMBAT THE NEGATIVE THOUGHTS ASSOCIATED WITH STAGE FRIGHT?
50. WHEN SHOULD THE ACTORS ARRIVE AT THE THEATER?

LISTENING COMPLETE TEST (Computer)

Part A, page 540

1. *(woman)* Have you looked at the chemistry problem?
   (man) No, I haven't, have you?
   (woman) Yes, and it was impossible to comprehend it.
   (narrator) WHAT DOES THE WOMAN MEAN?

2. *(man)* Do you have the book that you borrowed from Jim? I need to use it.
   (woman) No, sorry. I don't. I already returned it to Jim.
   (narrator) WHAT DOES THE WOMAN MEAN?

3. *(man)* Where are you going now?
   (woman) I'm heading to a talk by Dr. Barton.
   (man) Oh, what's the talk on?
   (woman) There's going to be a solar eclipse later this month. Dr. Barton's giving a talk on what to expect during the eclipse.
   (narrator) WHO IS DR. BARTON MOST LIKELY TO BE?

4. *(woman)* That exam's going to be really difficult.
   (man) It is. We have a lot of work to prepare for it.
   (woman) Let's get going on it now.
   (narrator) WHAT DOES THE WOMAN SUGGEST?

5. *(man)* Did you enjoy the theater performance last night?
   (woman) It wasn't all I had hoped for.
   (narrator) WHAT DOES THE WOMAN SAY ABOUT THE PERFORMANCE?

6. *(woman)* Do you understand what we're supposed to do for tomorrow?
   (man) Not really. The professor barely talked about the assignment.
   (narrator) WHAT DOES THE MAN MEAN?

7. *(man)* There's a great new exhibit at the museum. Do you want to go?
   (woman) Do you know if we have to pay a fee to see the exhibit?
   (man) Not as far as I know.
   (narrator) WHAT DOES THE MAN MEAN?

8. *(woman)* That lecture on the realities of entrepreneurship in the twenty-first century was really fascinating, wasn't it?
   (man) I'm not sure if it was or not. I didn't understand a word.
   (narrator) WHAT DOES THE MAN MEAN?

9. *(man)* I forgot to send the scholarship application in on time.
   (woman) You really missed the boat!
   (narrator) WHAT DOES THE WOMAN SAY TO THE MAN?

10. *(man)* John will pick us up at 7:30 for the concert. That should give us plenty of time to get there.
    (woman) So John is going after all!
    (narrator) WHAT HAD THE WOMAN EXPECTED?

11. *(woman)* Did you enjoy the trip?
    (man) Not really. If the water hadn't been so rough and the boat hadn't rolled around so much, I would've enjoyed it more.
    (narrator) WHAT DOES THE MAN MEAN?

For more information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

Part B, page 543

Questions 12–14

(man) Do you want to go out to Clark's Restaurant tonight?

(woman) I'd like to go out, but maybe not to Clark's.

(man) Why not Clark's? The food's great there.

(woman) Well, I really like the food at Clark's, but the meals are just too big for me.

(man) How about if we share a meal since they're so big?

(woman) That sounds like a good idea. Half of a dinner from Clark's is just the right amount for me.

12. WHAT DOES THE MAN WANT TO DO?
13. WHAT DOES THE WOMAN NOT LIKE ABOUT CLARK'S?
14. WHAT DO THEY FINALLY DECIDE TO DO?

Questions 15–17

(woman) Do you know how I can get a copy of my transcript? I need one for a scholarship I'm applying for.

(man) Yes, I do. You can get a copy of your transcript from the registrar's office.

(woman) I just go to the registrar's office and ask for a copy of my transcript and I'll get one?

(man) Well, it's not quite that easy. You need to go to the registrar's office and fill out a form, a transcript request form. Then you turn in the form with a five dollar fee.

(woman) So I have to fill out a form and pay a fee. Then will I get the transcript?

(man) You turn in the form and pay a fee, and then you have to wait several days for the transcript to be processed before you can get it.

15. WHY DOES THE WOMAN NEED HER TRANSCRIPT?
16. WHAT DOES THE WOMAN NEED TO DO?
17. WHEN CAN THE WOMAN GET THE TRANSCRIPT?

Questions 18–21

(narrator) Listen to a lecture in a government class. The professor is talking about Washington, D.C.

(professor) Today we'll be talking about the city of Washington, D.C. First of all, let me give you a little background about its name. The original name of the city was Washington City; it was, of course, named after the first president of the United States, George Washington. In later years, the name was changed to the District of Columbia, and today it is most commonly called Washington, D.C., where D.C. is the abbreviated form of District of Columbia.

There are two points that I would like to make about Washington, D.C. First of all, this city is unusual in the United States because it is the only U.S. city that is not part of any state. Second of all, this city was the only U.S. city which, for quite some time, was not self-governing.

Now, let's look at a map of Washington, D.C. as we discuss the first point. In the early years of the country, the founding fathers believed that the capital of the United States should not be part of any state. When a location was chosen for the capital city, two states were asked to give up land for a capital city. You can see on the map that the District of Columbia was originally a square, with the Potomac River cutting through the square. The area to the northeast of the Potomac originally belonged to the state of Maryland, and the area to the southwest of the Potomac originally belonged to the state of Virginia. In the middle of the nineteenth century, the portion of the square that had previously belonged to Virgina, the portion to the southwest of the Potomac, was returned to the state of Virginia. Today the District of Columbia is no longer a square. Instead, the District of Columbia is the portion of the square to the northeast of the Potomac.

The second unusual point that I would like to make about Washington D.C. is that, for most of its history, it was not a self-governing city. When the city was established, it was decided that its government would be appointed by the president of the United States; the citizens of Washington, D.C, would not elect their own city government. In addition, the citizens of Washington, D.C. for quite some time had no representation in Congress, and they were ineligible to vote for the president of the United States. The citizens of Washington, D.C. were given the right to vote for their government only relatively recently. Citizens of Washington, D.C. were first eligible to vote for the president of the United States in the 1964 election; they did not have a representative in Congress until 1970, and they did not elect their own city officials until 1974.

Please read the chapter on Washington, D.C. in your textbook and answer the questions at the end of the chapter before next class. I'll see you then.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

18. WHICH NAME HAS NOT BEEN USED FOR THE CITY DISCUSSED IN THE LECTURE?
19. THE CITY OF WASHINGTON, D.C. BELONGS TO WHICH STATE?
20. IDENTIFY THE PART OF THE MAP THAT USED TO BELONG TO WASHINGTON, D.C. BUT NO LONGER DOES.
21. WHAT IS STATED IN THE LECTURE ABOUT THE GOVERNMENT OF WASHINGTON, D.C.?

Questions 22–25

(narrator) Listen to a discussion about a geography lecture. The discussion is on weather fronts.

(man 1) We need to discuss the information from our geography class about weather fronts. First of all, what is a weather front?

(woman 1) A weather front is a leading or front end of a mass of air. This mass of air could be cold or warm.

(man 2) If the mass is cold air, then it's called a cold front.

(woman 2) And if the mass of air is warm air, then it's called a warm front.

(man 1) And where do the different types of air masses come from?

(woman 1) Cold air masses come from polar air.

(man 2) This means that cold air fronts come from the north in the northern hemisphere and from the south in the southern hemisphere.

(woman 2) Warm air masses come from the tropics. They move north from the equator in the northern hemisphere and south from the equator in the southern hemisphere.

(man 1) Now, let's look at the diagram of a warm front. What happens at a warm front?

(woman 1) At a warm front, warm air moves slowly over cooler air.

(man 2) When this happens, there's a layer of low grey clouds, and it rains or snows steadily.

(woman 2) And the cloud and wet weather at a warm front can last for days at a time.

(man 1) Let's look now at a cold front. There's a diagram of a cold front here.

(woman 1) At a cold front, fast-moving cold air cuts under the warm air.

(man 2) The warm air is pushed up rapidly, and this sudden movement causes violent weather.

(woman 2) Exactly. At a cold front, there can be strong winds and thunderstorms. The storms caused by a cold front arrive quickly and leave quickly.

(man 1) Finally, let's summarize what we need to understand about weather fronts. There are two types of fronts, cold fronts and warm fronts.

(woman 1) In both of these types of fronts, the cold air is under the warm air.

(man 2) In a warm front, the warm air moves slowly over the cold front, and there is ongoing rain or snow.

(woman 2) An in a cold front, the cold air moves suddenly under the warm air, and there is violent weather that moves rapidly into and out of an area.

(man 1) That sounds like all we need to know about weather fronts. See you in class.

22. WHAT IS A WEATHER FRONT?
23. WHERE DO FRONTS ORIGINATE?
24. WHAT IS STATED ABOUT A WARM FRONT?
25. WHAT IS STATED ABOUT A COLD FRONT?

Questions 26–30

(narrator) Listen to a lecture in a gemology class. The professor is talking about the history of gem-cutting.

(professor) Today I'll be talking about different styles of gem-cutting, particularly about how these different styles developed historically. The various styles of gems that I'll be talking about are the cabochon, the table cut, the rose cut, and the brilliant cut.

The first style of gem-cutting, which you can see in this drawing, is the cabochon. The cabochon is a rounded shape, without facets. The cabochon style is quite old. It was the earliest style used to finish gems. The cabochons in these drawings are shown from the side. A cabochon could be a simple cabochon, with a rounded top and a flat bottom, or it could be a double cabochon, which is rounded on both the top and the bottom. It was discovered early on that powders of harder materials such as diamonds could be used to polish gemstones, and many ancient cultures used this method to finish gems.

The cabochon cut was not a faceted cut. A facet, for those of you who do not know, is a flat surface cut into a gem. It's not clear when faceting of stones first developed. Stones were faceted as early as the fifteenth century in Europe, and they may have been faceted earlier than that in other cultures.

Now, we'll look at one of the earliest styles of faceted gems, the table cut. You can see a table cut stone, from the top and from the side, in these drawings. Early stones faceted in this way were probably not actually cut but were polished to this shape, using powders of harder stones such as diamonds. Some stones, including diamonds, occur naturally in an eight-sided double pyramid. To create a table cut from an eight-sided double

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

pyramid, it's necessary only to polish a flat surface on the top of one side of the naturally occurring eight-sided shapes.

The next stage in the development of gem-cutting is the rose cut. In a rose cut, a stone is actually cut rather than polished. This was one of the earliest methods of faceting the entire surface of a diamond, or other gem. The rose cut involved cutting up to 32 triangular facets on the top of a diamond and a flat surface on the bottom. This type of cut was beneficial because it maintained much of the original stone. However, it does not reflect light in a way that maximizes the stone's shine and brilliance. Because it does not reflect light as well as other cuts, the rose cut is no longer used much today.

The last type of cut we'll look at is the brilliant cut. The brilliant cut came into use after the other styles. You can see a brilliant cut from the top and the side. The brilliant cut is faceted on the side and top and also on the bottom. A stone with a brilliant cut in the correct proportions reflects the maximum amount of light out through the top of the stone and creates a stone that, as its name indicates, shines the most brilliantly. This style of stone is used quite often today because it's so reflective.

We have seen four different styles of gems today, in the order that they were developed historically. Two of them, the cabochon and the table cut, are polished rather than cut to create the style, while the other two are actually cut. Before next class, please look over the photos of gems at the end of the chapter and identify the style of each stone.

26. WHAT ARE THE CHARACTERISTICS OF EACH OF THESE GEMSTONES?
27. WHICH STYLES OF STONES WERE POLISHED AND NOT CUT?
28. THE PROFESSOR EXPLAINS THE ORDER THAT EACH OF THESE STYLES OF GEMS APPEARED IN HISTORY. PUT THE STYLES OF GEMS IN THEIR HISTORICAL ORDER.
29. WHICH STYLE OF GEM IS NO LONGER USED BECAUSE IT DOES NOT REFLECT LIGHT WELL?
30. WHAT IS THE ASSIGNMENT FOR THE NEXT CLASS?

APPENDIX

APPENDIX EXERCISE A1

1. He **put** his head on the pillow.
2. His **pet** rat got out of the cage.
3. The soup was cooking in a **pot** on the stove.
4. When the child didn't get what he wanted, he began to **pout**.
5. When you wash your face, you should **pat** it gently to dry it.
6. When he bit into a cherry, his tooth struck a **pit**.

APPENDIX EXERCISE A2

1. The water was too **hot** to enjoy.
2. He was impressed by the **height** of the building.
3. He **hit** the ball as hard as he could.
4. They lived in a grass **hut** near the beach.
5. The **heat** was too much for him.
6. He was filled with **hate** because of what happened.

APPENDIX EXERCISE A3

1. The children were trying to fly their **kite**.
2. He went to sleep on a **cot**.
3. There is a **cat** stuck up in a tree.
4. Because of the cold, she decided to wear her **coat**.
5. He **cut** the sandwich in half.
6. I **caught** a cold last week.

APPENDIX EXERCISE A4

1. She had a **bowl** of cereal for breakfast.
2. The **bill** needs to be paid immediately.
3. The **bell** announces the start of classes.
4. The farmer gave the horses a **bale** of hay.
5. The **bull** ws standing in the field.
6. I had a **ball** at the party.

APPENDIX EXERCISE A5

1. A **cop** stopped at the scene of the accident.
2. She pulled on her **cape** before going out in the snow.
3. I am afraid that I just can't **cope** with all these problems.
4. He pulled the **cap** down over his eyes.
5. A **cup** of broth would taste good now.
6. He needs to **keep** on trying.

APPENDIX EXERCISE A6

1. It's too **bad** the weather isn't better.
2. The rose **bud** was a soft pink color.
3. She's been in **bed** for over twelve hours.
4. One large **bead** came off of her dress.
5. He made a **bid** on the property.
6. The musician **bowed** after the performance.

APPENDIX EXERCISE A7

1. The weather is much cooler at **night**.
2. They need a new **net** to play badminton.
3. The **note** just arrived in the mail today.
4. He tied the two strings together in a tight **knot**.
5. She keeps her room extremely **neat**.
6. Her specialty in the kitchen is a **nut** pie.

For more material and information, please visit Tai Lieu Du Hoc at www.tailieuduhoc.org

APPENDIX EXERCISE A8

1. All she wants is to **soak** in the tub.
2. The sandwich is in a paper **sack**.
3. The parents are staying together for the **sake** of the children.
4. The politician will **seek** another term in office.
5. She's relaxing because she feels rather **sick** today.
6. He put his right **sock** on his foot.

APPENDIX EXERCISE A9

1. She parts her hair on the right **side**.
2. He **sawed** the large log into smaller pieces.
3. What happened last night was too **sad**.
4. She **sighed** when she heard the news.
5. The **seed** that she planted has begun to sprout.
6. I can't believe what was **said**.

APPENDIX EXERCISE A10

1. The office is down the **hall**.
2. The rabbit jumped into a **hole** in the ground.
3. She climbed up to the top of the **hill**.
4. He ate the **whole** piece of cake.
5. She tried to **haul** the heavy suitcases up the steps.
6. Suddenly a wolf began to **howl**.
7. The **hull** of the ship needs to be repaired.
8. The rain was accompanied by some **hail**.
9. The wound has not yet begun to **heal**.

APPENDIX EXERCISE A11

1. The **boat** was docked in the harbor.
2. The strongest hitter picked up a **bat**.
3. Before the game the woman made a **bet**.
4. He needs some **bait** to go fishing.
5. Her heart skipped a **beat**.
6. No one **but** Tom has shown up yet.
7. At the store she **bought** some vegetables.
8. he took a large **bite** of the apple.
9. It does not matter one single **bit**.