

How to  
Master Skills for the

# TOEFL

新托福考试专项进阶  
——初级听力

*Listening*  
*Basic*

Monika N. Kushwaha | Jasmine C. Swaney | Christine F. Houck | E2K

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iBT

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## 新托福考试专项进阶——初级听力

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# Introduction

## A. Information on the TOEFL® iBT

### 1. The Format of the TOEFL® iBT

Section	Number of Questions	Timing	Score
<b>Reading</b>	<ul style="list-style-type: none"> <li>• <b>3~5 Passages</b> <ul style="list-style-type: none"> <li>– approximately 700 words each</li> <li>– 12~14 questions per passage</li> </ul> </li> </ul>	60~100 min.	30 points
<b>Listening</b>	<ul style="list-style-type: none"> <li>• <b>2~3 Conversations</b> <ul style="list-style-type: none"> <li>– 12~25 exchanges each (3 min.)</li> <li>– 5 questions per conversation</li> </ul> </li> <li>• <b>4~6 Lectures</b> <ul style="list-style-type: none"> <li>– 500~800 words each (3~5 min.)</li> <li>– 6 questions per lecture</li> </ul> </li> </ul>	60~90 min.	30 points
<b>BREAK</b>		10 min.	
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• <b>2 Independent Tasks</b> (preparation: 15 sec. / response: 45 sec.) <ul style="list-style-type: none"> <li>① 1 personal experience</li> <li>② 1 personal choice/opinion</li> </ul> </li> <li>• <b>2 Integrated Tasks: Read-Listen-Speak</b> (preparation: 30 sec. / response: 60 sec.) <ul style="list-style-type: none"> <li>① 1 campus situation topic <ul style="list-style-type: none"> <li>– reading: 75~100 words (45 sec.)</li> <li>– conversation: 150~180 words (60~80 sec.)</li> </ul> </li> <li>② 1 academic course topic <ul style="list-style-type: none"> <li>– reading: 75~100 words (45 sec.)</li> <li>– lecture: 150~220 words (60~90 sec.)</li> </ul> </li> </ul> </li> <li>• <b>2 Integrated Tasks: Listen-Speak</b> (preparation: 20 sec. / response: 60 sec.) <ul style="list-style-type: none"> <li>① 1 campus situation topic <ul style="list-style-type: none"> <li>– conversation: 180~220 words (60~90 sec.)</li> </ul> </li> <li>② 1 academic course topic <ul style="list-style-type: none"> <li>– lecture: 230~280 words (90~120 sec.)</li> </ul> </li> </ul> </li> </ul>	20 min.	30 points
<b>Writing</b>	<ul style="list-style-type: none"> <li>• <b>1 Integrated Task: Read-Listen-Write</b> (20 min.) <ul style="list-style-type: none"> <li>– reading: 230~300 words (3 min.)</li> <li>– lecture: 230~300 words (2 min.)</li> <li>– a summary of 150~225 words</li> </ul> </li> <li>• <b>1 Independent Task</b> (30 min.) <ul style="list-style-type: none"> <li>– a minimum 300-word essay</li> </ul> </li> </ul>	50 min.	30 points

## 2. What Is New about the TOEFL® iBT?

- (1) The TOEFL® iBT is delivered through the Internet in secure test centers around the world at the same time.
- (2) It tests all four language skills and is taken in the order of Reading, Listening, Speaking, and Writing, with a 10-minute break in the middle.
- (3) The test is 4.0~4.5 hours long, and all of the four test sections will be completed in one day.
- (4) Note-taking is allowed throughout the entire test, including the Reading section. At the end of the test, all notes are collected and destroyed at the test center.
- (5) Compared with the computer-based test (CBT) and paper-based test (PBT), the TOEFL® iBT has no Structure section. Grammar is tested indirectly on questions and tasks in each section.
- (6) In the Listening section, one lecture may be spoken with a British or Australian accent.
- (7) There are integrated tasks requiring test takers to combine more than one language skill in the Speaking and Writing sections.
- (8) In the Speaking section, test takers wear headphones and speak into a microphone when they respond. The responses are recorded and transmitted to ETS's Online Scoring Network.
- (9) In the Writing section, test takers must type their responses. Handwriting is not possible.
- (10) Test scores will be reported online. Test takers can see their scores online 15 business days after the test and also receive a copy of their score report by mail.

The Listening section of the TOEFL® iBT measures test takers' ability to understand spoken English in English-speaking colleges and universities. This section has 2~3 conversations that are 12~25 exchanges (about 3 minutes) long and 4~6 lectures that are 500~800 words (3~5 minutes) long. Each conversation is followed by 5 questions and each lecture by 6 questions. Therefore, test takers have to answer 34 to 51 questions in total. The time allotted to the Listening section is 60 to 90 minutes, including the time spent listening to the conversations and lectures and answering the questions.

### 1. Types of Listening Passages

#### (1) Conversations

- \_ Between a student and a professor or a teaching assistant during office hours
- \_ Between a student with a person related to school services such as a librarian, housing director, bookstore employee, etc.

(2) Lectures

- \_ Monologue lectures delivered by a professor unilaterally
- \_ Interactive lectures with one or two students asking questions or making comments
- \* One lecture may be spoken with a British or Australian accent.

## 2. Types of Questions

### Listening for Main Ideas

(1) Listening for Main Ideas

- \_ This type of question asks you to identify the overall topic or main idea of a lecture or conversation.

(2) Listening for Main Purpose

- \_ This type of question asks you why the speakers are having a conversation or why a lecture is given.

(3) Listening for Major Details

- \_ This type of question asks you to understand specific details or facts from a conversation or lecture.

### Understanding the Function of What Is Said

(4) Understanding the Function of What Is Said

- \_ This type of question asks you why a speaker mentions some point in the conversation or lecture.
- \_ This involves replaying part of the listening passage.

(5) Understanding the Speaker's Attitude

- \_ This type of question asks you what a speaker's feelings, opinions, or degree of certainty is about some issue, idea, or person.
- \_ This may involve replaying part of the listening passage.

### Understanding Organization

(6) Understanding Organization

- \_ This type of question asks you how the listening passage is organized or how two portions of the listening passage are related to each other.

(7) Connecting Content

- \_ This type of question asks you to classify or sequence information in a different way from the way it was presented in the listening passage.

(8) Making Inferences

- \_ This type of question asks you to draw a conclusion based on information given in the listening passage.

### **3. Question Formats**

There are four question formats in the Listening section:

- (1) Traditional multiple-choice questions with four answer choices and one correct answer
- (2) Multiple-choice questions with more than one answer
- (3) Questions that ask test takers to make the order of events or steps in a process
- (4) Questions that ask test takers to match objects or text to categories in a chart



# How to Use This Book

*How to Master Skills for the TOEFL® iBT Listening Basic* is designed to be used either as a textbook for a TOEFL® iBT listening preparation course or as a tool for individual learners who are preparing for the TOEFL® test on their own. With a total of 8 units, this book is organized to prepare you for the test with a comprehensive understanding of the test and thorough analysis of every question type. Each unit consists of 8 parts and provides a step-by-step program that provides question-solving strategies and the development of test-taking abilities. Here is a description of each unit.

## 1 Overview

This part is designed to prepare you for the type of question the unit covers. You will be given a full description of the question type and its application in the passage. You also will be given some useful tips as well as an illustrated introduction and sample.

**Unit 1 Listening for Main Ideas**

**Overview**

Understanding the main idea of a lecture or a conversation is to identify the overall topic or basic idea of the contents. It may be expressed explicitly in the head of the contents or stated indirectly throughout the whole of the contents. In the latter case, you need to generalize or synthesize the information in the given contents.

- Focus on the beginning part of the lecture or conversation.
- Listen carefully to the key words that can lead you to the main idea.
- Try to verify the main idea with examples, explanations, and summaries.
- Try to figure out what problem and solution the speakers are talking about in the conversation.
- Avoid answers which cover only a small portion of the listening or which are not relevant to the listening.
- Avoid answers which are too general, and make the most of your notes.

1. What problem does the man have?  
2. What are the speakers mainly discussing?  
3. What is the main topic of the lecture?  
4. What is the lecture mainly about?  
5. What aspect of it does the professor mainly discuss?

**Sample iBT Question**

What is the main topic of the lecture?

(A) Mitochondria  
(B) Chromosomes  
(C) Mitosis  
(D) Parent cells

Today, we are going to discuss mitosis. Mitosis is the process of cell division. As a result of cell division, two daughter cells are produced from a single parent cell. The daughter cells are identical to one another and to the original parent cell. Mitosis involves four phases, called prophase, metaphase, anaphase, and telophase. Let's look at prophase first.

The answer to the above question is (C) because at the beginning of the lecture, the speaker says that he is going to talk about mitosis. Mitosis is cell division that takes place at the beginning of a lecture.

## 2 Listening Skill Practice

This part of the book offers you the basic techniques you need in order to become a smart listener. In each unit, you will be given well-prepared instructions on some of the fundamental listening skills you need, such as content, word recognition, linking, chunking, and intonation. As you build your knowledge, this part will increasingly give you the confidence you need in order to get a high score on the TOEFL iBT listening section.

**Unit 1 Listening Skill Practice**

**Content words** are words that have the most information in a sentence. These words include nouns, main verbs, adjectives, adverbs, question words, and demonstratives. In English, content words are usually emphasized. Stressed syllables in content words are longer, louder, and higher in pitch than unstressed ones.

**Nouns:** student, professor, topic, biology, etc.  
Your teacher looks to start of classes with quizzes.

**Main verbs:** discuss, talk, mean, surround, go, etc.  
He studies the evolution of communication and the nature of meaning.

**Adjectives:** interesting, amazing, difficult, good, etc.  
It was a difficult task to complete by Sunday.

**Adverbs:** thoroughly, slowly, consequently, therefore, however, etc.  
The situation is slowly improving, and people are noticing.

**Question words:** who, what, when, where, why, how, which  
Why don't you go see a doctor?

**Demonstratives:** this, that, these, those  
Needless to say, we did not get much sleep that night.

1. University students pay a lot of money for their education.  
2. Do you think it is harder to speak or to hear a new language?  
3. There will be two written tests and one oral test during this semester.  
4. Students participate in an intern program during summer vacation.

**A. Underline the content words in the following sentences. Then, listen to each sentence, and check your answers. (2 words)**

**Example:** University students pay a lot of money for their education. (2 words)

1. We went over the course requirements last time. (2 words)  
2. Each place on the earth has different patterns of weather events. (2 words)  
3. She wants to help children by doing a fundraising campaign. (2 words)  
4. They can take other students who need help for the preparation of the course and the test. (2 words)

**B. Listen to the following dialog, and underline the content words. You must find more than thirty content words. (2 words)**

W: Would you tell me why it is so important to understand Greek mythology in your class?  
M: I don't know why I talked with a piece about the birth of Aphrodite.  
W: Hey, Cindy, Greek myths are not simple and funny old stories. They have lots of characters and events which have fertilized our love, culture, and environment for two thousand years. So, you can get the essential feeling from that topic for your work just like the former great writers did.

**C. Listen to part of a lecture, and fill in the blanks with suitable content words. (2 words)**

As you know, the \_\_\_\_\_ was \_\_\_\_\_, especially Florence in the \_\_\_\_\_ part of Italy. It gradually \_\_\_\_\_ in many places throughout the 1500s. However, for many years, or even centuries, Italian opera was thought to be \_\_\_\_\_ and many rich Italian composers \_\_\_\_\_ at their works.



### 3 Basic Drill

The purpose of this part is for you to make sure you understand the new types of questions that were described in the overview. You will be given a chance to confirm your understanding in short lectures and conversations before starting on the practice exercises. You will listen to some simple lectures or conversations, answer the questions, and then choose the correct phrases after listening a second time.

**Basic Drill**

**A. Listen to a conversation and answer the questions.**

1. What are the speakers mainly discussing?

A. Why the speaker is taking the shuttle  
B. Where the speaker's next class is  
C. The speaker's class schedule  
D. The location of the speaker's class

Listen again, and choose the correct words.

W: I wish that the (shower / shuttle) bus would hurry and get here. I'm going to be late for my next class.  
M: Why don't you just walk there instead? Or is your class just too far away to get there on time? (maybe / maybe?)  
W: (Unfortunately / Fortunately), my class is on the other side of campus. If I (walked / walked) there, it would take about (thirteen / twelve) minutes to arrive.  
M: Well, I guess it is impossible to walk. Well, I'll see you in my next class. (my home class / my home class). To see you later.

2. What are the speakers mainly discussing?

A. Mr. Jenkins' newest project  
B. The speaker's term paper  
C. How to write a first draft  
D. The way the speaker writes

Listen again, and choose the correct words.

W: Mr. Jenkins, I've finished the first draft of my (time paper / term paper) and was hoping you could check it over for me.  
M: You're (already / already) done? That may be the fastest anyone's ever (completed / completed) a first draft.  
W: Well, I had to get started early on my project. So, is it possible for you to look it over / look at it and tell me what needs to be (returned / returned)?  
M: Sure, but I don't have time now. How about if I return it to you (next week / next week)?

**B. Listen to a lecture and answer the questions.**

1. What is the main topic of the talk?

A. How Napoleon died  
B. Napoleon's first battle  
C. Why Napoleon became well known  
D. Napoleon's relationship to Waterloo

Listen again, and choose the correct words.

There is a small town in Belgium (just / just) called Waterloo. This small town became very (famous / famous) because of Napoleon's last battle / last battle. A lot of the soldiers who fought there were killed and injured at Waterloo. As a result, the town (lost / lost) was (destroyed / destroyed) from the (Napoleon's / Napoleon's) throne and sent to Saint Helena, where he died in 1821.

2. What is the talk mainly about?

A. Radiation from the sun  
B. The functions of air  
C. The location of water vapor  
D. The range of the atmosphere

Listen again, and choose the correct words.

The atmosphere is a mixture of different gases / different liquids and particles. We usually can't (see / see) it. The atmosphere is very (useful / useful) to our lives, and we cannot live without it. Air is (very / very) (important / important) to our lives, and we cannot live without it. Air is (very / very) (important / important) to our lives, and we cannot live without it. Air is (very / very) (important / important) to our lives, and we cannot live without it.

### 4 Practice with Short Passages

This part is the first of the practice exercises in each unit. It is a halfway step before practicing with the long lectures and conversations. A graphic organizer will help you understand the material, and definitions of difficult words are also given to help you solve the questions. You first solve the questions and then fill in the blanks after listening a second time.

**Practice with Short Passages**

**A. Listen to a conversation and answer the questions.**

1. What is the main problem?

A. He lost his campus map.  
B. He is late for his class.  
C. He cannot find his classroom.  
D. He cannot find the room on the map.

2. How did the man solve his problem?

A. He went to the administrator's office to ask the way.  
B. He just found the way accidentally.  
C. He got help from how to get there.  
D. A female student showed him because she was going the same way.

3. Listen again, and fill in the blanks.

M: Hi. Do you know where \_\_\_\_\_ is? I'm late.  
W: Sorry. \_\_\_\_\_ maybe I can help you. Follow me. There is a campus map. Okay. Here it is. Let's see. Room 907. Oh. We are heading the same way. Just follow me. I will show you the way.  
M: Thanks a lot. It's really \_\_\_\_\_ on the campus. What class do you have in that room?  
W: Right. I had the same problem last year. The teacher's name is James Smith.  
M: I have \_\_\_\_\_.  
W: Oh, really? I had the same class last year. The teacher is very strict, isn't he? But he gives good grades.

**B. Listen to a lecture and answer the questions.**

1. What is the main problem?

A. He cannot do his homework on time.  
B. Mathematical ideas are difficult for him.  
C. He did not receive a good grade.  
D. He did not read the textbook before the test.

2. What does the man have to do to get a good grade?

A. Listen to the lectures carefully and do well on the homework.  
B. Only study the summaries of the lectures.  
C. He cannot get a good grade because the test is so hard.  
D. He has to study the textbook and the summaries of the lectures carefully.

3. Listen again, and fill in the blanks.

M: I am going to have \_\_\_\_\_ this semester. I am a little bit \_\_\_\_\_ that subject because I am \_\_\_\_\_ math.  
W: Mathematical ideas? Don't worry. I had that class last semester. The lectures were very \_\_\_\_\_ and the teacher made the students \_\_\_\_\_ the course. You did too.  
M: Well, I don't know. What's the best advice?  
W: \_\_\_\_\_ if you \_\_\_\_\_ the lectures and \_\_\_\_\_ the test. \_\_\_\_\_ will be \_\_\_\_\_ of his lecture every class. If you study them thoroughly, you will \_\_\_\_\_ read the textbook. I was bad at math, but I got a good grade.  
M: I see. Thank you so much for your advice. It has really helped me.

### 5 Practice with Long Passages

This part is the second of the practice exercises in each unit. As in the previous section, a graphic organizer is offered, and important words are listed to help increase your understanding. You first solve the questions and then fill in the blanks after listening a second time. You can also make sure that you understand everything by using the summary below.

**Practice with Long Passages**

**A. Listen to a conversation and answer the questions.**

1. What are the students talking about?

A. Applying for a course  
B. Participating in after school activities  
C. Having tutors for the course  
D. Getting a teacher's recommendation letter

2. What is the Academic Skills Center?

A. It's similar to a private school.  
B. It's a place where people can learn technical skills.  
C. It's a special school program for advanced students.  
D. It's a free service that the school provides to students who need tutoring.

**B. Listen to a lecture and answer the questions.**

1. What is the main topic of the talk?

A. The importance of studying hard  
B. The importance of having a tutor  
C. The importance of having a recommendation letter  
D. The importance of having a tutor

2. What is the speaker's main point?

A. The importance of having a tutor  
B. The importance of having a recommendation letter  
C. The importance of having a tutor  
D. The importance of having a recommendation letter

3. What is the speaker's main point?

A. The importance of having a tutor  
B. The importance of having a recommendation letter  
C. The importance of having a tutor  
D. The importance of having a recommendation letter

## 6 Integrated Listening & Speaking

The TOEFL® iBT is different from previous tests in that it is more integrated than ever. So in this part, you are given the chance to experience the iBT style study by linking your listening skills with your speaking skills. Listen to the lectures again, and answer the questions. But remember! This time you have to say the answers. There is no writing.

**Integrated Listening & Speaking**

In this section, you will study speaking with the previous lectures you just listened to. First, you will hear the lecture you listened to previously. Then you will be asked to answer some questions based on the listening sections. But remember you have to say the answers. There is no writing.

**A**

1. What does the course require a student to do to receive a good grade?

(1) It requires doing \_\_\_\_\_

(2) The major course requirements are \_\_\_\_\_

2. What does a student first have to do before class?

(1) Students need to \_\_\_\_\_ before class

(2) \_\_\_\_\_ is the first thing to do

3. What do students have to do when they disagree with each other?

(1) They should \_\_\_\_\_

(2) \_\_\_\_\_ is the first thing they have to do

**B**

1. What are the students mostly confused about?

(1) They often get confused about \_\_\_\_\_ and \_\_\_\_\_

(2) The confusion is mostly about \_\_\_\_\_ and \_\_\_\_\_

2. What is climate?

(1) It is a \_\_\_\_\_

(2) Climate is a \_\_\_\_\_

3. How does the climate change?

(1) The climate changes \_\_\_\_\_

(2) It changes \_\_\_\_\_

## 7 Mini TOEFL iBT

This part gives you a chance to experience an actual TOEFL® iBT test. You will be given two passages with 3 questions each. The topics are similar to those on the actual test, as are the questions.

**Mini TOEFL iBT**

**Unit 1**

**Section 1**

1. What is the main topic of this conversation?

(1) The lecture is very difficult, and both students need help.

(2) Learning is a form to give a very pleasant experience for both.

(3) They are planning for spring break together.

(4) New life at college is a challenge for both.

2. Why did they decide to see the RA?

(1) To help other students.

(2) To receive information.

(3) To introduce themselves to other students.

(4) To plan spring break together.

3. Listen again to part of the conversation, and answer the question. (1)

Why does Student B say that?

(1) Student A doesn't understand what Student B said.

(2) He cannot hear what Student A said.

(3) He is actually nervous about college life.

(4) He does not see college life.

**Section 2**

4. What is the lecture mainly about?

(1) Peasants' great masterpiece

(2) Peasants' great talent

(3) The famous World War

(4) The brutality of war

5. According to the lecture, why do the most well-known scholars still find the meaning of the painting beyond their understanding?

(1) Peasants composed the painting in only two months.

(2) The background of Guernica was so brutal.

(3) The painting has a complexity of symbolism.

(4) The setting was made during the Second World War.

6. Listen again to part of the lecture, and answer the question. What does the professor imply when she says that?

(1) The painting expresses the brutality of war directly.

(2) The painting shows people during peacetime.

(3) The painting does not show the brutality.

(4) The painting contains real images of war, but it contains many symbols of the war.

## 8 Vocabulary Review

This part offers you a chance to review some of the words and phrases you need to remember after finishing each unit. Vocabulary words for each unit are also provided at the back of the book to help you prepare for each unit.

**Vocabulary Review**

**A**

discreet	briefly	approval	regions	decade
recommender	recommender	recommender	recommender	recommender
specific	specific	specific	specific	specific

1. \_\_\_\_\_ detailed and exact

2. \_\_\_\_\_ a period of ten years

3. \_\_\_\_\_ a suggestion that someone should have or use something because it's good

4. \_\_\_\_\_ to examine thoroughly

5. \_\_\_\_\_ shortly, in a concise manner

6. \_\_\_\_\_ to destroy the peace or tranquility of something; sometimes used

7. \_\_\_\_\_ a phrase to a more advanced stage

8. \_\_\_\_\_ a time or place favorable for achieving a purpose

9. \_\_\_\_\_ to mix different elements together

10. \_\_\_\_\_ to pull or twist suddenly in order to move or remove

11. \_\_\_\_\_ to take part in or to join in

12. \_\_\_\_\_ a strong and continuing burning anger

13. \_\_\_\_\_ a formal or official statement that something is acceptable

14. \_\_\_\_\_ to put something in a particular place to be seen

**B**

Let me introduce	On the contrary	It's really hard to
No later than	Let's talk about	I am not really good at

1. \_\_\_\_\_ the next class session, your topics must be approved by the \_\_\_\_\_

2. \_\_\_\_\_ science \_\_\_\_\_

3. \_\_\_\_\_ global warming, for example, changed a lot in the Arctic in recent years

4. \_\_\_\_\_ four major requirements during the course

5. \_\_\_\_\_ find the weaknesses on the website

6. \_\_\_\_\_ tests that

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# PART

## Basic Comprehension

Basic comprehension of the listening passage is tested in three ways: listening for main ideas, listening for main purpose, and listening for major details. Listening for the main ideas is to identify the overall topic of the contents while listening for the main purpose is to search for the reason behind the contents. In detail questions, you must understand and remember explicit details or facts from a lecture or conversation.

- **Unit 1 Listening for Main Ideas**  
Climatology / Geography / Art / History
- **Unit 2 Listening for Main Purpose**  
Psychology / Biology / History / Sports
- **Unit 3 Listening for Major Details**  
Botany / English Literature / Art



**Unit**

**1**

Listening for Main Ideas



# 1 Listening for Main Ideas

## Overview

### ■ Introduction

Understanding the main idea of a lecture or a conversation is to identify the overall topic or basic idea of the contents. It may be expressed explicitly in the head of the contents or stated indirectly throughout the whole of the contents. In the latter case, you need to generalize or synthesize the information in the given contents.

### ■ Useful Tips

- Focus on the beginning part of the lecture or conversation.
- Listen carefully to the key words that can lead you to the main idea.
- Try to verify the main idea with examples, explanations, and summaries.
- Try to figure out what problem and solution the speakers are talking about in the conversation.
- Avoid answers which cover only a small portion of the listening or which are not relevant to the listening.
- Avoid answers which are too general, and make the most of your notes.

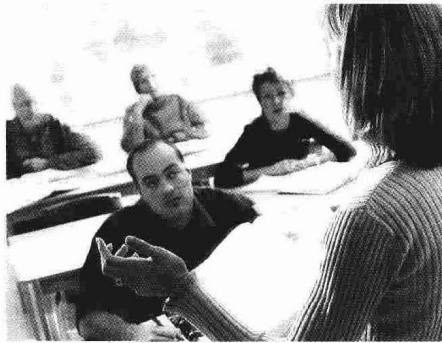
### ■ Question Types

1. What problem does the man have?
2. What are the speakers mainly discussing?
3. What is the main topic of the lecture?
4. What is the lecture mainly about?
5. What aspect of X does the professor mainly discuss?



## Sample iBT Question

1-01



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

- (A) Identical cells
- (B) Chromosomes
- (C) Mitosis
- (D) Parent cells

### Script

Today, we are going to discuss mitosis. Mitosis is the process of cell division. As a result of cell division, two daughter cells are produced from a single parent cell. The daughter cells are identical to one another and to the original parent cell. Mitosis includes four phases, called prophase, metaphase, anaphase, and telophase. Let's look at prophase first.

#### Correct Answer

The answer for the above question is (C) because at the beginning of the lecture, the teacher mentions that he is going to talk about mitosis. Usually you can find main ideas at the beginning of lectures.