

Decoding^{the} TOEFL[®] iBT

托福考试 专项高分突破

【美】Michael A. Putlack

【加】Stephen Poirier ©编著

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Decoding the TOEFL[®] iBT LISTENING:

- can be used by learners who are taking classes and also by individuals who are studying by themselves
- contains eight chapters, each of which focuses on a different listening question
- includes one actual test at the end of the book
- contains passages of varying lengths, including full-length passages
- is composed of passages and question types that are the same difficulty levels as those found on the TOEFL[®] iBT

LISTENING
听力



中国对外翻译出版公司

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· 北京 ·

Decoding the TOEFL iBT Listening Advanced

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Introduction

For many learners of English, the TOEFL® iBT will be the most important standardized test they ever take. Unfortunately for a large number of these individuals, the material covered on the TOEFL® iBT remains a mystery to them, so they are unable to do well on the test. We hope that by using the *Decoding the TOEFL® iBT* series, individuals who take the TOEFL® iBT will be able to excel on the test and, in the process of using the book, may unravel the mysteries of the test and therefore make the material covered on the TOEFL® iBT more familiar to themselves.

The TOEFL® iBT covers the four main skills that a person must learn when studying any foreign language: reading, listening, speaking, and writing. The *Decoding the TOEFL® iBT* series contains books that cover all four of these skills. The *Decoding the TOEFL® iBT* series contains books with three separate levels for all four of the topics as well as the *Decoding the TOEFL® iBT Actual Test* books. These books are all designed to enable learners to utilize them to become better prepared to take the TOEFL® iBT. This book, *Decoding the TOEFL® iBT Listening Advanced*, covers the listening aspect of the test. It is designed to help learners prepare for the Listening section of the TOEFL® iBT.

Decoding the TOEFL® iBT Listening Advanced can be used by learners who are taking classes and also by individuals who are studying by themselves. It contains eight chapters, each of which focuses on a different listening question, and one actual test at the end of the book. Each chapter contains explanations of the questions and how to answer them correctly. It also contains passages of varying lengths, including full-length passages, and it focuses on asking the types of questions that are covered in the chapter. The passages and question types in *Decoding the TOEFL® iBT Listening Advanced* are the same difficulty levels as those found on the TOEFL® iBT. Individuals who use *Decoding the TOEFL® iBT Listening Advanced* will therefore be able to prepare themselves not only to take the TOEFL® iBT but also to perform well on the test.

We hope that everyone who uses *Decoding the TOEFL® iBT Listening Advanced* will be able to become more familiar with the TOEFL® iBT and will additionally improve his or her score on the test. As the title of the book implies, we hope that learners can use it to crack the code on the TOEFL® iBT, to make the test itself less mysterious and confusing, and to get the highest grade possible. Finally, we hope that both learners and instructors can use this book to its full potential. We wish all of you the best of luck as you study English and prepare for the TOEFL® iBT, and we hope that *Decoding the TOEFL® iBT Listening Advanced* can provide you with assistance during the course of your studies.

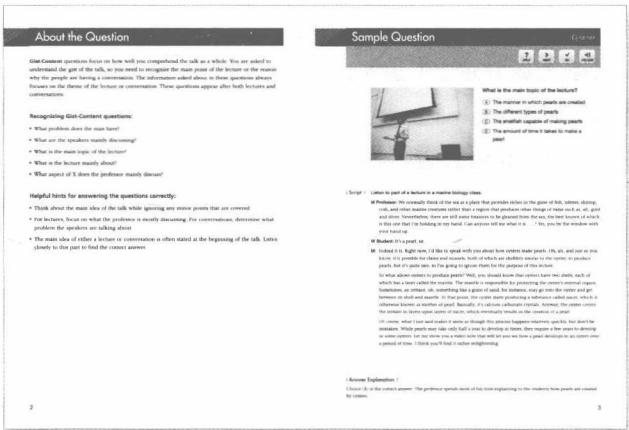
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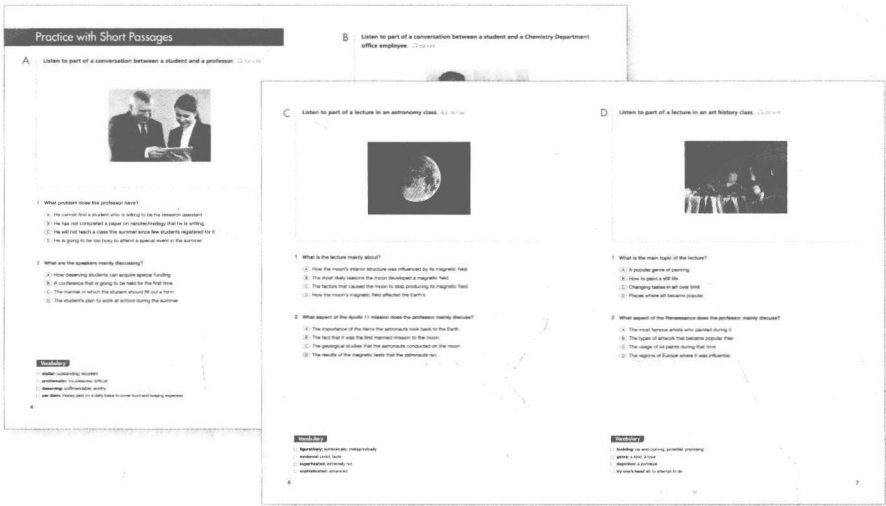
How to Use This book

Decoding the TOEFL® iBT Listening Advanced is designed to be used either as a textbook in a classroom environment or as a study guide for individual learners. There are 8 chapters in this book. Each chapter provides comprehensive information about one type of listening question. There are 4 sections in each chapter, which enable you to build up your skills on a particular listening question. At the end of the book, there is one actual test of the Listening section of the TOEFL® iBT.



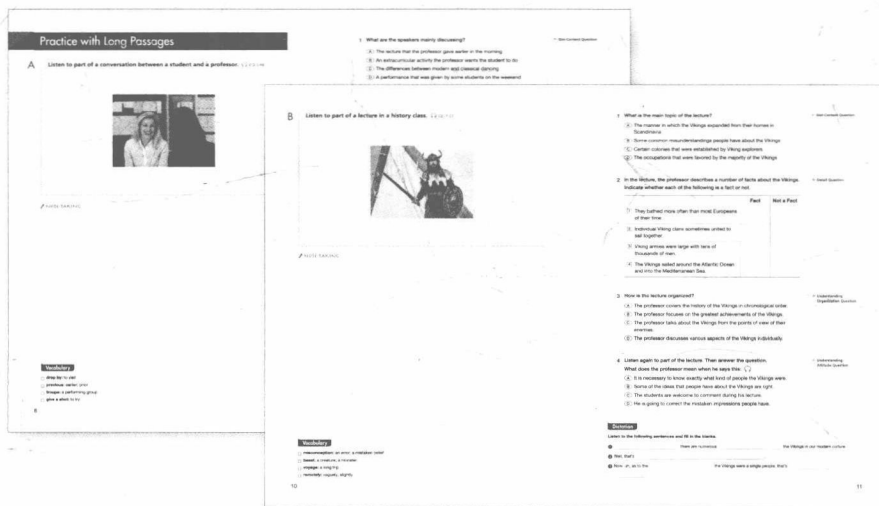
Question Type

This section provides a short explanation of the question type. It contains examples of typical questions so that you can identify them more easily and hints on how to answer the questions. There is also a short listening passage with one sample question and explanation.



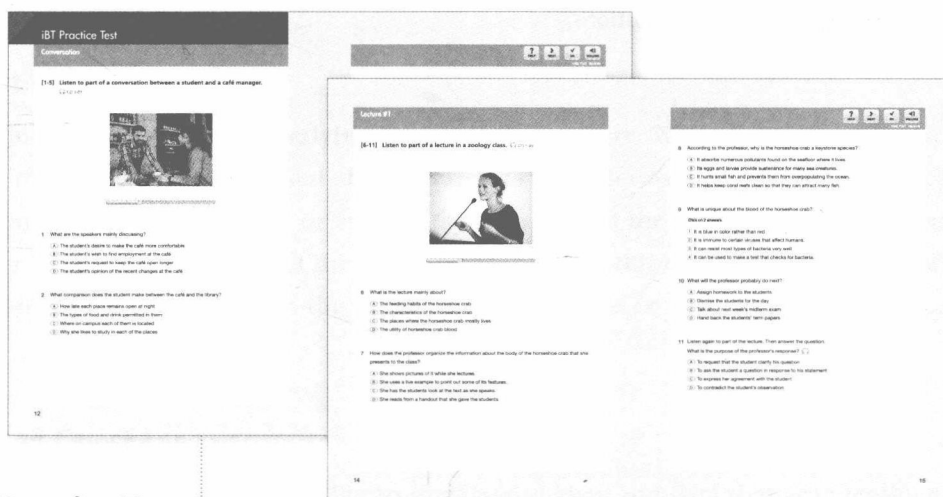
Practice with Short Passages

This section contains 4 passages. There are usually 2 conversations between 300 and 350 words long and 2 lectures between 500 and 600 words long. However, depending on the question type, there may be more conversations and fewer lectures or more lectures and fewer conversations. Each passage contains 2 questions of the type covered in the unit and has a short vocabulary section.



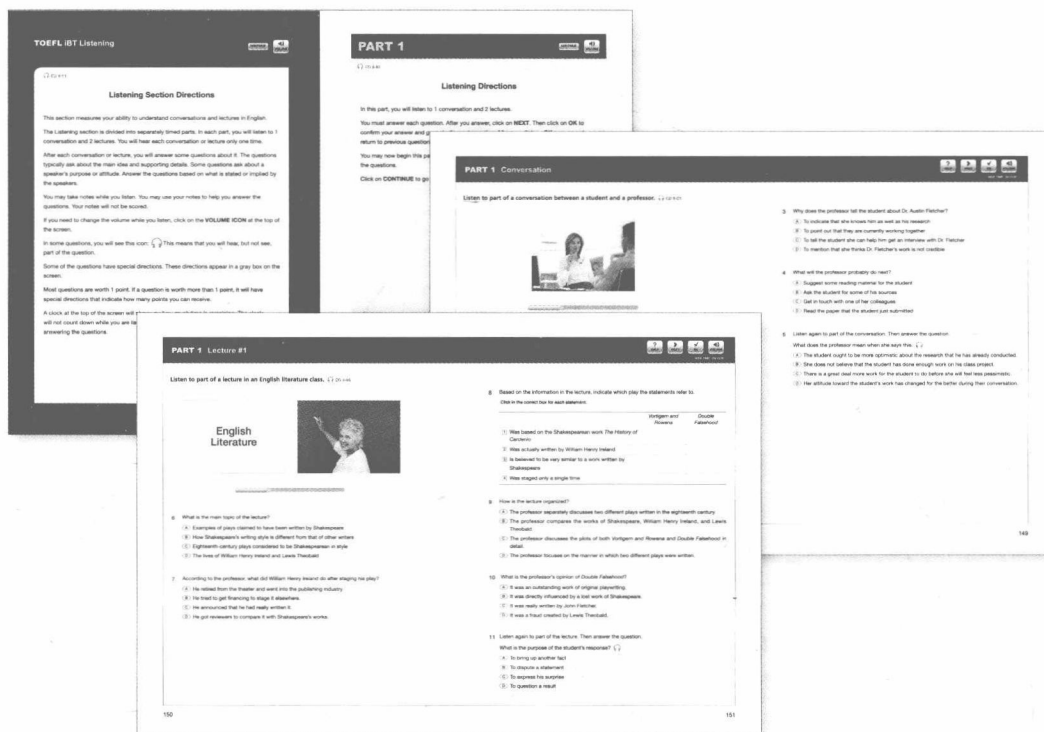
Practice with Long Passages

This section contains 2 passages. There are normally 1 conversation between 400 and 500 words long and 1 lecture between 600 and 700 words long. However, depending on the question type, there may be either 2 conversations or 2 lectures. There is at least 1 question about the type of question covered in the unit. The other questions are of various types. There are also a short vocabulary section and a dictation section to practice your listening skills.



iBT Practice Test

This section has 1 full-length conversation with 5 questions and 2 full-length lectures with 6 questions each.



■ Actual Test (at the end of the book)

This section has 3 full-length listening tests, each of which contains 1 full-length conversation with 5 questions and 2 full-length lectures with 6 questions.

About the TOEFL® iBT Listening Section

How the Section Is Organized

The Listening section basically contains two parts, each of which has one conversation and two lectures. However, it is common on the TOEFL® iBT tests held in Korea that one additional part is given. This additional part, which is often called a “dummy,” does not influence the test taker’s score.

The length of each conversation and lecture is 3 to 6 minutes. The test taker is given five questions after each conversation and six questions after each lecture. The time given for answering each set of questions is 10 minutes.

Each conversation or lecture is heard only once. The test taker can take notes while listening to the passage and refer to them when answering the questions.

Question Types

Type 1 Gist-Content Questions

Gist-Content questions cover the test taker’s basic comprehension of the listening passage. While they are typically asked after lectures, they are sometimes asked after conversations as well. These questions check to see if the test taker has understood the gist of the passage. They focus on the passage as a whole, so it is important to recognize what the main point of the lecture is or why the two people in the conversation are having a particular discussion. The test taker should therefore be able to recognize the theme of the lecture or conversation in order to answer this question correctly.

Type 2 Gist-Purpose Questions

Gist-Purpose questions cover the underlying theme of the passage. While they are typically asked after conversations, they are sometimes asked after lectures as well. Because these questions focus on the purpose or theme of the conversation or lecture, they begin with the word “why.” They focus on the conversation or lecture as a whole, but they are not concerned with details; instead, they are concerned with why the student is speaking with the professor or employee or why the professor is covering a specific topic.

Type 3 Detail Questions

Detail questions cover the test taker’s ability to understand facts and data that are mentioned in the listening passage. These questions appear after both conversations and lectures. Detail questions require the test taker to listen for and remember details from the passage. The majority of these questions concern major details that are related to the main topic of the lecture or conversation rather than minor ones. However, in some cases where there is a long digression that is not clearly related to the main idea, there

may be a question about the details of the digression.

Type 4 Making Inferences Questions

Making Inferences questions cover the test taker's ability to understand implications made in the passage and to come to a conclusion about what these implications mean. These questions appear after both conversations and lectures. These questions require the test taker to hear the information being presented and then to make conclusions about what the information means or what is going to happen as a result of that information.

Type 5 Understanding Function Questions

Understanding Function questions cover the test taker's ability to determine the underlying meaning of what has been said in the passage. This question type often involves replaying a portion of the listening passage. There are two types of these questions. Some ask the test taker to infer the meaning of a phrase or a sentence. Thus the test taker needs to determine the implication—not the literal meaning—of the sentence. Other questions ask the test taker to infer the purpose of a statement made by one of the speakers. These questions specifically ask about the intended effect of a particular statement on the listener.

Type 6 Understanding Attitude Questions

Understanding Attitude questions cover the speaker's attitude or opinion toward something. These questions may appear after both lectures and conversations. This question type often involves replaying a portion of the listening passage. There are two types of these questions. Some ask about one of the speakers' feelings concerning something. These questions may check to see whether the test taker understands how a speaker feels about a particular topic, if a speaker likes or dislikes something, or why a speaker might feel anxiety or amusement. The other category asks about one of the speaker's opinions. These questions may inquire about a speaker's degree of certainty. Others may ask what a speaker thinks or implies about a topic, person, thing, or idea.

Type 7 Understanding Organization Questions

Understanding Organization questions cover the test taker's ability to determine the overall organization of the passage. These questions almost always appear after lectures. They rarely appear after conversations. These questions require the test taker to pay attention to two factors. The first is the way that the professor has organized the lecture and how he or she presents the information to the class. The second is how individual information given in the lecture relates to the lecture as a whole. To answer these questions correctly, test takers should focus more on the presentation and the professor's purpose in mentioning the facts rather than the facts themselves.

Type 8 Connecting Content Questions

Connecting Content questions almost exclusively appear after lectures, not after conversations. These questions measure the test taker's ability to understand how the ideas in the lecture relate to one another. These relationships may be explicitly stated, or you may have to infer them from the words you hear. The majority of these questions concern major relationships in the passage. These questions also commonly appear in passages where a number of different themes, ideas, objects, or individuals are being discussed.

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Chapter 01

Gist-Content

About the Question

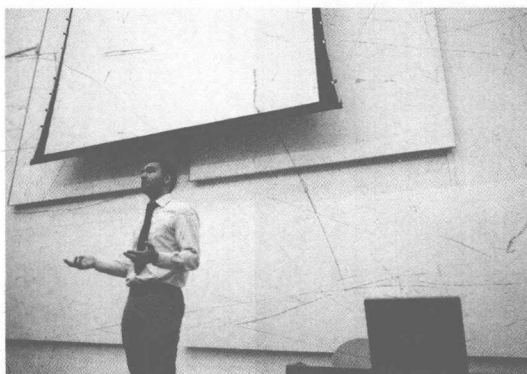
Gist-Content questions focus on how well you comprehend the talk as a whole. You are asked to understand the gist of the talk, so you need to recognize the main point of the lecture or the reason why the people are having a conversation. The information asked about in these questions always focuses on the theme of the lecture or conversation. These questions appear after both lectures and conversations.

Recognizing Gist-Content questions:

- What problem does the man have?
- What are the speakers mainly discussing?
- What is the main topic of the lecture?
- What is the lecture mainly about?
- What aspect of X does the professor mainly discuss?

Helpful hints for answering the questions correctly:

- Think about the main idea of the talk while ignoring any minor points that are covered.
- For lectures, focus on what the professor is mostly discussing. For conversations, determine what problem the speakers are talking about.
- The main idea of either a lecture or conversation is often stated at the beginning of the talk. Listen closely to this part to find the correct answer.



What is the main topic of the lecture?

- (A) The manner in which pearls are created
- (B) The different types of pearls
- (C) The shellfish capable of making pearls
- (D) The amount of time it takes to make a pearl

Script Listen to part of a lecture in a marine biology class.

M Professor: We normally think of the sea as a place that provides riches in the guise of fish, lobster, shrimp, crab, and other marine creatures rather than a region that produces other things of value such as, uh, gold and silver. Nevertheless, there are still some treasures to be gleaned from the sea, the best known of which is this one that I'm holding in my hand. Can anyone tell me what it is . . . ? Yes, you by the window with your hand up . . .

W Student: It's a pearl, sir.

M: Indeed it is. Right now, I'd like to speak with you about how oysters make pearls. Oh, uh, and just so you know, it is possible for clams and mussels, both of which are shellfish similar to the oyster, to produce pearls, but it's quite rare, so I'm going to ignore them for the purpose of this lecture.

So what allows oysters to produce pearls? Well, you should know that oysters have two shells, each of which has a layer called the mantle. The mantle is responsible for protecting the oyster's internal organs. Sometimes, an irritant, uh, something like a grain of sand, for instance, may go into the oyster and get between its shell and mantle. At that point, the oyster starts producing a substance called nacre, which is otherwise known as mother-of-pearl. Basically, it's calcium carbonate crystals. Anyway, the oyster covers the irritant in layers upon layers of nacre, which eventually results in the creation of a pearl.

Of course, what I just said makes it seem as though this process happens relatively quickly, but don't be mistaken. While pearls may take only half a year to develop at times, they require a few years to develop in some oysters. Let me show you a video now that will let you see how a pearl develops in an oyster over a period of time. I think you'll find it rather enlightening.

Answer Explanation

Choice (A) is the correct answer. The professor spends most of his time explaining to the students how pearls are created by oysters.

Practice with Short Passages

A

Listen to part of a conversation between a student and a professor.  CD 1-02



1 What problem does the professor have?

- (A) He cannot find a student who is willing to be his research assistant.
- (B) He has not completed a paper on nanotechnology that he is writing.
- (C) He will not teach a class this summer since few students registered for it.
- (D) He is going to be too busy to attend a special event in the summer.

2 What are the speakers mainly discussing?

- (A) How deserving students can acquire special funding
- (B) A conference that is going to be held for the first time
- (C) The manner in which the student should fill out a form
- (D) The student's plan to work at school during the summer

Vocabulary

- ☐ **stellar:** outstanding; excellent
- ☐ **problematic:** troublesome; difficult
- ☐ **deserving:** commendable; worthy
- ☐ **per diem:** money paid on a daily basis to cover food and lodging expenses

B

Listen to part of a conversation between a student and a Chemistry Department office employee. 🎧 CD 1-03



1 What problem does the student have?

- Ⓐ He is not being allowed to take a lab he registered for.
- Ⓑ He has to take a class at a time inconvenient for him.
- Ⓒ He is not permitted to enroll in a class until next year.
- Ⓓ He forgot to sign up for a class that he wants to take.

2 What are the speakers mainly discussing?

- Ⓐ The materials that the student needs for one of his classes
- Ⓑ Some problems regarding a class in the Chemistry Department
- Ⓒ The necessity of the student to take one of his core courses
- Ⓓ Some ways the student can convince the professor to let him take a class

Vocabulary

- ☐ **slot:** a spot; a position
- ☐ **packed:** full
- ☐ **core course:** a class that is important to a major
- ☐ **regret:** to feel bad about something



1 What is the lecture mainly about?

- (A) How the moon's interior structure was influenced by its magnetic field
- (B) The most likely reasons the moon developed a magnetic field
- (C) The factors that caused the moon to stop producing its magnetic field
- (D) How the moon's magnetic field affected the Earth's

2 What aspect of the *Apollo 11* mission does the professor mainly discuss?

- (A) The importance of the items the astronauts took back to the Earth
- (B) The fact that it was the first manned mission to the moon
- (C) The geological studies that the astronauts conducted on the moon
- (D) The results of the magnetic tests that the astronauts ran

Vocabulary

- ☐ **figuratively:** symbolically; metaphorically
- ☐ **evidence:** proof; facts
- ☐ **superheated:** extremely hot
- ☐ **sophisticated:** advanced