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超简单

6天轻松拿下 托福听力



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将考试题目比重、题目类型、所占分值、时间通通整理归纳。

■ 题型最真实

版面根据托福机考画面设计，完美模拟真正托福考试。

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TOEFL
亚洲托福考生
听力训练的
必备辅导书！

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Winning TOEFL Listening Step 2

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Introduction to TOEFL iBT

TOEFL iBT (internet-based TOEFL) is designed to measure how well non-native speakers of English read, listen, speak, and write in English. The test has four sections: reading, listening, speaking, and writing. Each section of the test is worth 30 points and the highest possible score on the iBT is 120 points (30 points x 4 sections). Most questions are worth 1 point each, but some of the questions in each section are worth more than 2 points.



→ For more information, visit the ETS website (www.ets.org).

Listening Section

(1) About the listening material

In the listening section, test takers are asked to listen to 4 or 6 lectures and 2 or 3 conversations. The length of each material varies from 500 to 800 in words, or 3 to 5 minutes in listening time.

Number of Passages	Types of Material	Test Time
6	4 Lectures 2 Conversations	60 min
9	6 Lectures 3 Conversations	90 min

There are two major types of listening material covering a wide range of topics that students need to listen in academic environment:

- Lecture: a talk given by a professor or a discussion with students on an academic subject in the classroom setting
- Conversation: a student talking to a professor, teaching assistant, school staff or employee about a situation related to student life

All material is recorded in natural spoken English from North America and other English-speaking parts of the world.

(2) About the questions

After listening to each material, several questions follow to test the test takers' ability in the following areas:

**WINNING
TOEFL
LISTENING**

- **Basic Comprehension:** ability to understand the main topic and idea of the material and detail information
- **Connecting Information:** ability to understand organization of the material, connect content and make inferences
- **Pragmatic Understanding:** ability to understand the function of what is said and recognize the speaker's attitude

In order to test these areas, there are six major types of questions asked in the TOEFL iBT listening section.

Question Type	Explanation	Related Unit
Basic Comprehension		
Main topic / idea	Asks about the overall topic or the central idea of the material	Unit 1
Supporting / Specific Details	Asks about specific information that are important points within the material	Unit 2
Connecting Information		
Organization	Asks about the overall structure and flow of the material	Unit 3
Content	Asks about the relationship and reasoning of specific information within the material	Unit 4
Pragmatic Understanding		
Function	Asks about the purpose or meaning of specific information or phrases	Unit 5
Stance and Attitude	Asks about the attitude or implied meanings of the speaker	Unit 6

Winning TOEFL Listening ••

It has 6 units, and each unit includes 6 lectures and 3 conversations in various lengths. This book is designed for students who are beginners in academic listening. Therefore, the level of difficulty and the length of the listening material have been modified from the original materials seen on the actual TOEFL.

Each unit of this book deals with a specific academic topic and situation that appear

frequently on the TOEFL:

	LECTURE TOPICS	CONVERSATION TOPICS
Unit 1	Natural Science	Class Activities and Registration
Unit 2	History	School Admission
Unit 3	Applied Science	Student Housings
Unit 4	Education and Language	Student Jobs
Unit 5	Nature and Society	Student Activities
Unit 6	Arts and Culture	School Policies and Facilities

Each unit consists of:

Introduction → Practice I, II → Test 1, 2, 3 → Listening Helper

Each section has the following subsections.

Introduction

(1) Key Expressions

Key Expressions are provided to help students become familiar with frequently used expressions in academic settings. Each unit carries different set of expressions that may be used with specific intentions. Students should pay attention to these expressions as signals for more important information while they are listening.

(2) Target TOEFL iBT Questions

This part is to prepare students with frequently asked question types in the TOEFL iBT listening test. Students are encouraged to listen for type of information that is more likely to appear in the questions. Each unit focuses on the following TOEFL iBT question types:

Unit 1	Main Idea and Topic Questions
Unit 2	Specific Detail Questions
Unit 3	Organization Questions
Unit 4	Content Questions
Unit 5	Function Questions
Unit 6	Attitude Questions

Practice I, II

The main purpose of this section is to lead students to listen to short passages (170 words in average) and find answers for target questions. Additional exercises with specific tasks follow to strengthen students' skills for keyword listening and summarization.

(1) Warm Up

This part is provided as a pre-listening exercise. Students are asked to choose one of the words inside the bracket to complete each sentence (reflecting the topic of the following listening material). The purpose of this exercise is to familiarize students with the content of the lectures or discussions in the practice section.

(2) Part I: Practice 1, 2, 3 – With dictation exercises

In this part, students are asked to answer one target question for each listening material. Then the following dictation exercises ask students to listen again to fill in the blanks in the script provided. These exercises are designed to help students practice listening skills on linking sounds and sound confusions.

(3) Part II: Practice 4, 5, 6 – With summary exercises

In this part, students are asked to answer 2–3 questions including target questions for each listening material. Then the following summary exercises ask students to listen again to complete the summary notes. These exercises are designed to lead students to understand the overall flow of the material and be able to extract its key information.

(4) Vocabulary

Each practice question is provided with the list of key vocabulary. This list can be studied before students listen to the material in order to enhance students' understanding. It can also be reviewed afterward in the Listening Helper section.

Test 1, 2, 3

In this section, students are required to listen to longer material (240 words in average) and answer 3–5 questions including each unit's target questions. This section is an opportunity for students to apply their skills acquired from the unit into more intensive practice.

Listening Helper

This part is provided to help students review and strengthen their knowledge of essential vocabulary. Students are asked to read or listen to each statement and complete it with the correct vocabulary. Each statement and the vocabulary have been taken from the practice section.

Actual Test

At the end of all 6 units, one set of actual test is provided. In this section, there are 6 listening materials (4 academic lectures and 2 conversations) followed by 3–5 questions. Although the lengths and the difficulty of the material have been modified to meet beginner's level, students are encouraged to take this section as an actual test taking opportunity.

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UNIT
01

**Academic Lectures:
Natural Science
Conversations**

•• Key Expressions

The speaker may use certain expressions as a signal to talk about the main topic or idea of the lecture.

- | | |
|--------------------------------------|--------------------------------------|
| • What I'd like to discuss now is... | • Are you familiar with...? |
| • Let's look more closely at... | • Do you know...? |
| • I want to explain... | • The interesting thing is... |
| • Today, we're going to examine... | • I'd like to begin by discussing... |

•• Target TOEFL iBT Questions

Academic lectures

What is the main topic of the lecture / discussion?

What does the speaker mainly discuss?

What is the main idea of the lecture?

Conversations

What is the conversation mainly about?

What are the speakers mainly discussing?

Why does the student go to the registrar's office?

Warm Up

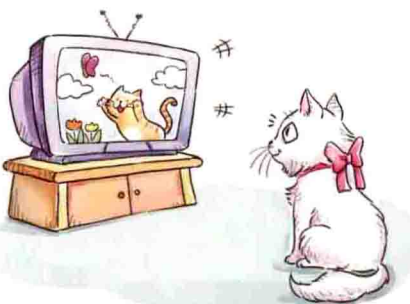


First, circle one of the words inside the bracket to complete each sentence with your own choice. Then listen to the recording to check the correct answer.

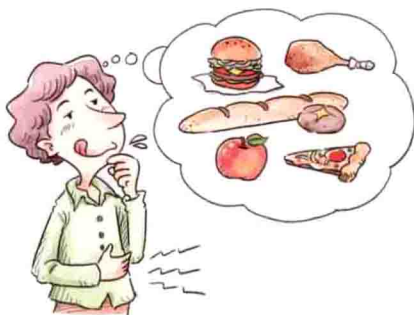
1. Flowers completed most of their evolutionary process in (30 / 13) million years.



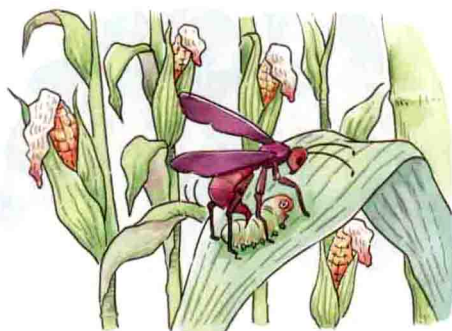
2. Cats can see the world only in shades of (blue and yellow / black and white).



3. When we are hungry, thinking about food sends signals to our (brain / digestive organs).



4. Corn plants in the field often get invaded by (caterpillars / wasps).



Part I



Practice 1

02_U1_P1.mp3

A Listen to part of a talk given in a biology class. Pay attention to the main topic or idea and answer the question.

Q. What is the main idea of the lecture?

- (A) The evolution of flowers is completely unknown.
- (B) Flowers evolved in quite a short period of time.
- (C) Among scientists, biologists work the fastest.
- (D) Flowering plants actually appeared 30 million years ago.

B Listen again and fill in the blanks.

Prof(W): Scientists say flowers first _____ on Earth about 140 million years ago. Then, by about 30 million years later, flowers completed _____ their evolutionary processes. Well, the interesting thing is that to a biologist, 30 million years of time is _____, so the evolutionary process of flowers is _____ to be very fast. That's why a group of scientists are now trying to solve the mystery _____ flowers' fast evolution. _____ to solve this mystery is to make a full _____ of a plant called "Amborella". The Amborella is a very important plant for the scientists because it is the _____ flowering plant. And now, many scientists hope that it can provide _____ clues about flowers' _____ and evolution.

- evolutionary **adj.** of the history of the development of a biological group
- genetic map a graphic representation of the structure of a single gene
- flowering plant a plant that produces flowers and fruit



Practice 2

03_U1_P2.mp3

A Listen to part of a lecture in a science class. Pay attention to the main topic or idea and answer the question.

Q. What is the main topic of the lecture?

- (A) Ambushing predators
- (B) Detecting a cat's movement
- (C) Colorblind animals
- (D) Cats' vision

B Listen again and fill in the blanks.

Prof(M): Now, let's turn our attention to how cats _____ . Some people consider cats to be _____. It is because cats see the world in _____ of blue and yellow, much _____ people who are red-green colorblind, so maybe cats' color vision isn't _____ as humans. However, cats' vision has _____ to detect movement. Have you seen a cat pounce when _____ moves? Then you've probably also _____ that it doesn't move when the toy _____ still. That's because cats are ambush predators. This means that cats _____ still and _____ moving prey. That's how ambush predators _____ their prey. Also, the position of the cat's eyes, _____ on the front of the head, makes the cat _____ judging distance.

- colorblind **adj.** being partly or totally unable to recognize one or more colors
- shade **n.** the gradation of darkness
- evolve **v.** to develop or achieve gradually
- detect **v.** to discover the existence or presence of a thing
- pounce **v.** to make a sudden approach
- still **adj.** not moving
- ambush **n.** hiding in order to attack by surprise
- predator **n.** an animal that lives by killing and eating other animals
- prey **n.** animals hunted or killed by another animal for food



Practice 3

04_U1_P3.mp3

A Listen to part of a conversation in a school office. Pay attention to the main situation and answer the question.

Q. What is the conversation mainly about?

- (A) The difficulty of being a first year student
- (B) The problems with studying for a course
- (C) How to make course selections
- (D) Looking for places on campus

B Listen again and fill in the blanks.

M: Hi, there.

W: Oh, hi. I am having some _____ with my course _____. Can you help me?

M: Sure. What seems to be the problem?

W: Um ... everything, actually. You see, I'm a first year student and I _____ understand the course names. I mean, the codes and numbers...

M: Well, I understand. Many first year students have _____ with it.

W: I'm glad to hear that. _____ I know I'm not the only one.

M: So tell me what _____ courses you want to take. Then I'll help you find them in the course _____.

W: Thanks.

• selection

n. the act of making choices; a carefully chosen collection of things