

# T EFL

● 本书可作为学习OG的最佳伴侣，是托福考生的必备参考资料。

# 托福考试 官方指南解析

● 金鑫 编著

● 听力/阅读全解析  
● 命题思路深挖掘

● 解题方法巧归类  
● 思路灵活多样化

● 重要考点详分析  
● 事半功倍得高分



北京语言大学出版社

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**T**  **EFL**



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托福考试是进入国外大学深造的敲门砖，优秀的托福成绩会为我们进入理想的学校提供更多的机会。作为一名从业十年的托福老师，我一直和广大托福考生一起奋斗在备考的第一线，也一直在尽最大的努力通过自己托福教学的经验帮助更多的学生进入世界名校。

《托福考试官方指南》(The Official Guide to the TOEFL Test, 简称OG)作为托福考试唯一命题中心ETS出版的权威指南，在学生的考试准备过程中起着举足轻重的作用。但是，OG中对考试的介绍只是提纲挈领的，对于题目的解析也比较简单，没有系统性、规律性的题型归类和解题方法，也没有专门适合中国考生的备考指导和答题技巧。对于考生来说，这无疑是个很大的缺憾。为了满足这个需求，这是我第二次为OG做出全方位的深度解析，与旧版解析不同的是，本书针对OG里面所出现的文章与题目给予了更加详细的解释，并增加了新版OG中新增内容的剖析。本书紧抓ETS命题思路，致力于帮助考生更好地掌握托福考试的答题方法以及理解问题的角度，在备考的过程中少走弯路。

听力部分中，OG中每一道听力题目都有详细的解析。解题关键句在听力原文中进行标注，并和正确答案一一对应，以相当直观的形式呈现出来，简洁明了，同时辅以中文解答，帮助考生训练在听力过程中捕捉重点信息的能力。“听力思路与考点总结”列举出关键性的、规律性的词句，需要在听力过程中重点关注，对后面的解题有重要的提示作用，往往是考点所在。

阅读部分中，OG中每一篇阅读文章同样都配有精细的讲解。每篇文章都给出了文章结构框架和重点词汇，能够对理解文章内容和解题起到有效的辅助作用。书中对题目进行了归类，并总结了各类题型的经典解题方法；考生

可以将这些方法推而广之，应用到具体的解题当中。此外，关键词和定位句将题目和原文建立起直接的对应联系，解题思路实用又简捷，同时总结了正确选项和错误选项的特征，帮助考生提高解题速度。

本书是理论大纲和实战经验的结晶，是浓缩的精华，相信对考生备考托福有核心的指导性作用。不过需要说明的一点是，本书没有包含口语和写作两部分，主要是因为这两部分属于语言输出性题目，非一日之功，不是学习一些纯粹的技能就能提高的，建议考生通过吸收大量的语料来提高口语和写作能力。本书中不再赘述。

人生最幸福的事情就是为了梦想而奋斗，而托福考试是我们触及梦想的第一步。只有在理解了考试命题思路的同时，运用恰当的方法，才能获得最终的成功。我希望通过阅读这本书，考生能够在深入了解托福考试的基础上，有效改善逻辑思维能力，这种能力的培养对进入国外学校继续深造有着深远的意义。

很感谢一直以来支持与关爱我的同事们和朋友们、感谢我的学生们，正是你们促使我在托福教学的道路上不断地努力、不断地进步。

亲爱的考生朋友，如果你对某些题目或者某些方法有进一步的见解与想法，欢迎随时和我联系。祝你们都考出好成绩，早日进入自己理想的学校！

编者

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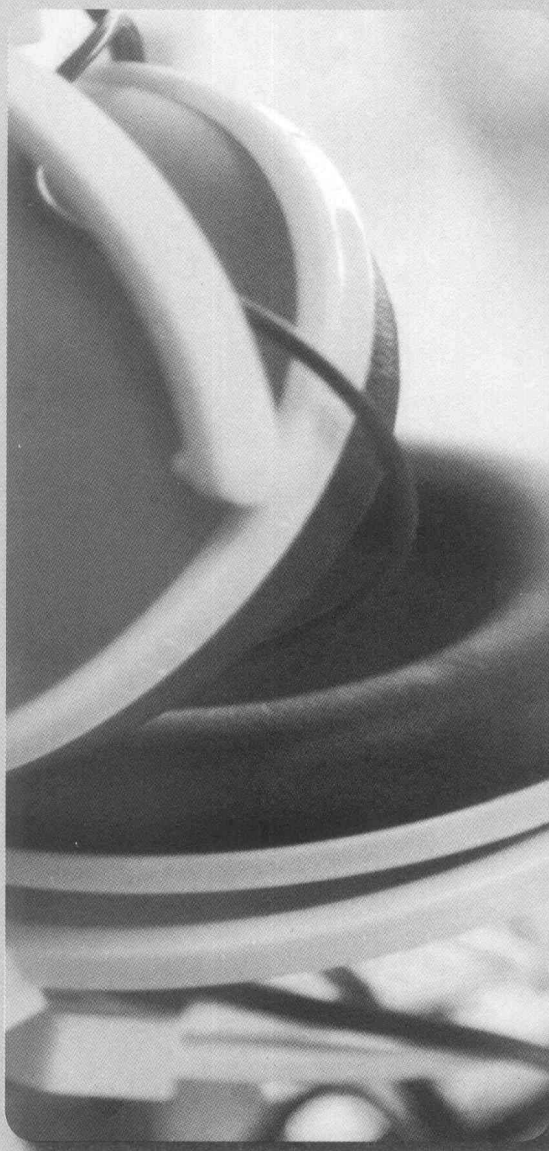
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# *TOEFL iBT* LISTENING

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托福考试官方指南解析

**听力部分**

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# Listening Practice Sets

## Practice Set 1

### 对话 || 关于气象变化的论文写作

#### 题目解析

1

Why does the man go to see his professor?

- (A) To ~~borrow~~<sup>①</sup> some charts and graphs<sup>②</sup> from her
- (B) To ask her to explain some statistical procedures
- (C) To talk about a report he is writing ←
- (D) To discuss a grade he got on a paper

**Professor**

Sure, John. What did you wanna talk about?

**Student**

Well, I have some quick questions about how to write up the research project I did this semester—about climate variations.

选项(A), ①对话中未提到过任何关于“borrow...”的信息, 故此选项错误。②“charts and graphs”都是细节信息, 不能成为主旨题的正确选项。

选项(B)中的“statistical procedures”这个概念对话中并未提及。对话中提到的是“statistical tests”, 且属于细节信息, 故不是正确答案。

选项(D)中的“grade”是对话中未提及的内容, 一定错误。

**听力技巧:** 在听力部分, ETS经常用原文中并未出现的一些信息作为题目的迷惑选项, 此类选项必错。该类选项中未被提及的内容在以下题目中均已用删除线标明, 以后不再重复说明。

2

Listen again to part of the conversation.

Then answer the question.

Why does the professor say this?

- (A) To question the length of the paper
- (B) To offer encouragement**
- (C) To dispute the data sources
- (D) To explain a theory

**Professor**

You know, you have to remember now that you're the expert on what you've done. So, think about what you'd need to include if you were going to explain your research project to someone with general or casual knowledge about the subject, like...like your parents. That's usually my rule of thumb: would my parents understand this?

**Student**

OK. I get it.

**Professor**

I hope you can recognize by my saying that how much you do know about the subject.

由 “You know, you have to remember now that you're the expert on what you've done. So, ...” 这两句话我们可以知道，教授所强调的是学生要有信心，把自己当做该课题的研究专家，然后考虑报告里到底还应该加一些什么内容。因此，在教授说 “I hope you can recognize by my saying that how much you do know about the subject” 这句话时，仍然是要强调她所表达的中心意思。只有选项(B)的内容与此相关，故正确。

(A)(D)两选项中删除线所标内容在对话中完全未提及，故教授说话的目的不可能与这两项的内容相关。选项(C)中的data sources是对话中间部分提及的内容，而本题考点出现在前半部分，此内容位置与考点位置不对应，因此不能成为本题的正确答案。

3

What information will the man include in his report?

Climate charts (**include**)

Interviews with meteorologists

(**not include**)

Journal notes (**include**)

Statistical tests (**include**)

**Student**

Right. I understand. I was wondering if I should also include the notes from the research **journal** you suggested I keep?

**Professor**

**Yes, definitely.** You should use them to indicate what your evolution in thought was through time. So, just set up, you know, what was the purpose of what you were doing—to try to understand the climate variability of this area—and what you did, and what your approach was.

**Student**

OK. So, for example, I studied meteorological records; I looked at **climate charts**; I used different methods for analyzing the data, like certain statistical tests; and then I discuss the results. Is that what you mean?

**Professor**

Yes, that's right. You should include all of that. The **statistical tests** are especially important. And also be sure you include a good reference section where all your published and unpublished data came from, 'cause you have a lot of unpublished climate data.

本题是对细节信息的考查。

4

Why does the professor tell the man about the appointment at the doctor's office?

- (A) To demonstrate a way of remembering things
- (B) To explain why she needs to leave soon
- (C) To illustrate a point that appears in his report
- (D) To emphasize the importance of good health

首先请注意一个表达：Something just came into my mind and went out the other side = forgetful。学生说“我总是记不住事情”，对此教授解释道“这种事也经常发生在我身上，所以我想出一个非常好的记忆管理方法。我总是带一个小便签本，把我不想忘的问题和想法随手写下来。比如说，上次我陪我的女儿和她的小孩去看医生……”因此，教授提到去看医生的目的是为了说明一种防止忘记事情的方法，即把事情写在便签本上。选项(A)正确。

5

What does the professor offer to do for the man?

- (A) Help him collect more data in other areas of the state

**Student** = forgetful

Hmm...something just came into my mind and went out the other side.

**Professor**

That happens to me a lot, so I've come up with a pretty good memory management tool. I carry a little pad with me all the time and jot down questions or ideas that I don't want to forget. For example, I went to the doctor with my daughter and her baby son last week, and we knew we wouldn't remember everything we wanted to ask the doctor, so we actually made a list of five things we wanted answers to.

- (B) Submit his research findings for publication
- (C) Give him the doctor's telephone number
- (D) Review the first version of his report
- the report. With everything else it should be a pretty good indicator of the climate in this part of the state.
- Professor**

Sounds good. I'd be happy to **look over a draft version** before you hand in the final copy, if you wish.

**Student**

Great. I'll plan to get you a draft of the paper by next Friday. Thanks very much.

请注意两组同义表达：look over = review; draft version = first version

## 听力思路及考点总结

1. Uh, excuse me, Professor Thompson. I know your office hours are tomorrow, but I was wondering if you had a few minutes free now to discuss something.

★ But之后的内容往往是考点。

★ I was wondering if之后的内容要注意听，往往是考点。

2. Sure, John. What did you wanna talk about?

这种疑问句后的内容要注意听。原文中对这个疑问句的回答是第一题的正确答案。

3. Yes, that's right. You should include all of that. The statistical tests are especially important.

★ “You should...”是一种典型的建议句型。建议句型在听力中出现时，往往成为考点。

常考到的建议句型还有：

Have you done...?

You might (also)...

If I were you (in your shoes), I would...

It doesn't hurt if you do...

Why not do...?

★ “...are especially important.” 这种句子一定要听清楚，它本身就在强调这个内容是重要的，必为考点。

4. I'd be happy to look over a draft version before you hand in the final copy, if you wish.

在这种句型中，“if you wish”之前的内容经常成为考点。

## Practice Set 2

### 讲座 || 哲学·古希腊哲学家亚里士多德的伦理理论——快乐

#### 题目解析

1

What is the main purpose of the lecture?

- (A) To illustrate the importance of extrinsic values
- (B) To explain Aristotle's views about the importance of teaching
- (C) To explain why people change what they value
- (D) To discuss Aristotle's views about human happiness**

OK. Another ancient Greek philosopher we need to discuss is Aristotle—Aristotle's ethical theory. What Aristotle's ethical theory is all about is this: **he's trying to show you how to be happy—what true happiness is.**

Now, Why is he interested in human happiness? It's not just because it's something that all people want or aim for. It's more than that. But to get there, we need to first make a very important distinction. Let me introduce a couple of technical terms: extrinsic value and intrinsic value.

教授先讲extrinsic value 和 intrinsic value的区别，目的是为了解释之后的主题happiness。整个讲座都是围绕着happiness这个主题进行的，故本题答案为选项(D)。

选项(A) ...extrinsic values和选项(B) ...teaching均为讲座中的细节信息，不可以成为主旨题的正确答案。



2

The professor gives examples of things that have value for her. Indicate for each example what type of value it has for her.

Teaching (**Intrinsic**)

Exercise (**Extrinsic**)

Health (**Both Extrinsic and Intrinsic**)

Playing a musical instrument (**Intrinsic**)

Exercise. There may be some people who value exercise for itself, but I don't. I value exercise because if I exercise, I tend to stay healthier than I would if I didn't. So I desire to engage in exercise, and **I value exercise extrinsically...not for its own sake, but as a means to something beyond it. It brings me good health.**

Health. Why do I value good health? Well, here it gets a little more complicated for me. Um, health is important for me because I can't...do other things I wanna do—play music, teach philosophy—if I'm ill. So health is important to me—has value to me—as a means to a productive life. But health is also important to me because I just kind of like to be healthy—it feels good. It's pleasant to be healthy, unpleasant not to be. So to some degree I value health both for itself and as a means to something else: productivity. **It's got extrinsic and intrinsic value for me.**

Then there's ~~some things~~ that are just valued for themselves. I'm a musician, not a professional musician; I just play a musical instrument for fun. Why do I value playing music? Well, like most amateur musicians, **i only play because, well, I just enjoy it. It's something that's an end in itself.**