

托福

TOEFL

依据TOEFL命题规律
针对考生难点编写

听力测试突破

主 编 谭志明 姜登

BREAKTHROUGH
IN TOEFL
LISTENING
COMPREHENSION



世界图书出版公司

**BREAKTHROUGH IN
TOEFL
LISTENING COMPREHENSION**

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前 言

短期英语强化培训初级、中级系列教材共十一本于1995、1998年相继出版。现在我们又将把短期英语强化培训高级系列教材奉献给广大读者。它们分别是：

《托福听力测试突破》

(Breakthrough in TOEFL Listening Comprehension)

《测试成功之路》(Towards Success in TOEFL, EPT, BEC)

《高级英语阅读》(Advanced English Reading)

《高级英语快速阅读》

(Speed Reading for Advanced Students)

《高级英语听力》(Advanced English Listening)

《高级英语写作》(Advanced English Writing)

短期英语强化培训高级系列教材设计的起点是大学英语6级或本系列培训中级，结业成绩相当于TOEFL 570分或IELTS 6分以上。按国际惯例，这样的结业成绩一般被认为达到了高级英语水准，可以进入多数外国大学院校学习。因此，短期英语强化培训高级系列教材是通向国际英语标准考试的桥梁，它将使国内大学英语教学与国际英语教学直接接轨。

短期英语强化培训高级系列教材是按照教育部《出国留学人员英语强化教学大纲》修订本（1992）的高级阶段标准要求编写的，并根据近年来人们英语水平普遍有所提高的实情，编写的要求略高于该教学大纲的水平。跟初、中级系列教材一样，它充分体现了“大剂量，高时效，重交际，讲灵活”的教学指导思想和原则。

《托福听力测试突破》在编写内容与形式上自成体系，相对独

立。然而，它与此前出版的《英语听力测试》（第二册）有机联系。它根据 TOEFL 近年来的一些命题规律，针对考生的难点，将各类题型归类整理，引导学生反复操练，以期在较短的时间内提高其听力应试能力。本书以 TOEFL 听力题型为主，但部分“对话”及“短文”是针对 WSK (EPT) 考试编撰的，对 WSK 考生亦有相当重要的价值。

《测试成功之路》编撰了 10 套 TOEFL、7 套 WSK、3 套 BEC 模拟题（不含听力理解部分），选材新颖、面宽，涵盖这三种考试试题书面部分的所有基本题材和题型，所命的问题有很强的应试性、针对性。模拟题似真题而又不照抄照搬。一书在手，如虎添翼，对于参加以上三种考试的考生来说，本书不仅提供了战前演练的“活靶”，而且为他们铺平了一条通过考试的成功之路。

为了进一步提高学员的阅读理解能力和阅读速度，在《高级英语阅读》和《高级英语快速阅读》的编写过程中，我们特别注意了选材的质量和数量。质量上，强调一个“精”字，要求选文内容精粹、文辞精美、结构严谨，有一定的利用价值和代表性，便于精讲、精读、精练。数量上，突出一个“泛”字，要求选文题材广、文体宽、风格异，有一定的难度和趣味性，便于定时量化检测，便于激发学生的学习积极性。两本阅读书由于课文难度和词汇量显著增大，对学生是一个挑战。这两本书的选文也充分体现了当代英语的特点。

《高级英语听力》较之《中级英语听力》有相当大难度，课文长度有较大增加。题材以讲座、演讲等为主要内容，着重培养学生听讲座、听专题报告、记笔记等能力，以便适应国外学习与工作的需要。另外，针对学生听英语新闻困难的现象，本书选用了标准语速 VOA 或 BBC 新闻内容，以训练培养学生理解新闻的技巧和能力。作为高级听力教材，文化导入是必不可少的。因此，本书还尽可能将一些文化背景知识融合在听音材料中，力争使学员

通过训练在听力理解方面产生一个质的飞跃。

《高级英语写作》包括两大块：一是基本功练习，二是类型和技巧。前者是为了和中级写作教材衔接（因为有人可能未参加中级培训），后者则是教学的重点。它的特点是：一、容量大，全面介绍了英语写作的“四大类型”和“八大技巧”；二、应用性强，学了就能用得上；三、各部分既有学生范文模拟，又有作家作品鉴赏；四、超出一般国外英语考试题型，对学员用英语进行各种书面交际均有参考价值。

21 世纪向外语教育工作者提出了巨大的挑战，但也给我们提供了巨大的机遇。当此系列教材完成之际，我们为有这样的机遇而高兴，同时也深感未来责任之重大。由于我们的水平有限，本系列教材疵漏之处在所难免，尚有待今后陆续补正。我们再次诚恳希望广大读者和外语界同仁不吝赐教，俾使本教材渐臻完善。

高级英语强化培训系列教材在编写过程中，陕西省政协副主席、西安外国语学院前院长孙天义教授曾给予很大支持和关怀；王长友同志、王树昌同志、蒲建社同志、安光明同志也付出了辛勤的劳动；世界图书出版公司康宏磊同志给予大力支持和协助，在此一并表示诚挚的谢意！

编 者

一九九九年元月

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Chapter 1

Introduction

1) A Brief Introduction to the TOEFL Listening Comprehension

The TOEFL (Test of English as a Foreign Language) has become the most popular and well-known form of exam in many parts of the world since it started in 1963. The major purpose of the TOEFL test is to evaluate the English proficiency of the people whose native language is not English. More than 2,300 colleges and universities in the United States and Canada, as well as in some other countries where English is the language of instruction, require their applicants who are not native speakers of English to take the test. In addition, many other institutions, government agencies, and scholarship programs use TOEFL scores. All this has made the TOEFL an essential exam for those in our country who want to study in the English-speaking countries.

The TOEFL test uses a multiple-choice format and is given in a single session of about 3 hours, including the time required for admitting examinees. It consists of the TWE (Test of Written English) test and the following three sections:

Section 1. Listening Comprehension -- Measures ability to understand spoken English.

Section 2. Structure and Written Expression -- Measures ability to recognize language that is appropriate for standard writ-

ten English.

Section 3. Reading Comprehension -- Measures ability to understand non-technical reading matter.

In August, 1995, certain changes were made in the TOEFL, with the focus on listening and reading Comprehension. The changes in Section 1 are shown as follows:

	Old Form	New Form
Part A.	Single Sentences (20)	Short Conversations (30)
Part B.	Short Conversations (15)	Longer Conversations (8)
Part C.	Longer Conversations and Talks (15)	Talks (12)

From the above description, it can be seen that these changes have undoubtedly increased the level of difficulty in the Listening Comprehension section. In reality, listening and reading comprehension are the most basic and important aspects of the language study, especially the listening comprehension which has become the major factor influencing the examinees' test scores. It is for this reason that we set about compiling this textbook, which intends to help students who want to improve their listening comprehension, or who want to prepare for the TOEFL test.

2) The Outline and Aim of This Book

This book is designed to give students intensive and specific practice of the three parts in the Listening Comprehension section. It is divided into five chapters, with the first few chapters devoted to each part of the test, and the last chapter to compre-

hensive practice. **Chapter One** gives an introduction to both the TOEFL test and this book. **Chapter Two** consists of 8 sections, classified according to the types of questions in the short conversations. The purpose is to familiarize examinees with the commonly asked questions in the test so that they may be able to judge the best kind of answer from the type of question asked at the end. **Chapter Three** consists of 4 sections, divided according to the initiations for the conversations. It summarizes the major factors that often lead people to talk with each other. **Chapter Four** also consists of 4 sections, divided according to the topics discussed in the talks. It presents the kinds of content that are often related to the test. **Chapter Five** consists of five practice tests, aimed at evaluating examinees' proficiency after the previous specific exercises. Examinees will have an opportunity to test their own ability, and decide how they are going to deal with the real test later on.

Finally, we want to use the words in the next paragraph as the conclusion, pointing out the importance of practice to the actual exam, which in turn further highlights our aim in compiling this book.

No single textbook, or method, is best to help prepare a person for the TOEFL since the test is not based on a specific course of study. The TOEFL is designed to measure a person's proficiency in English, and language proficiency can only be achieved after a relatively long period of study and practice.

Chapter 2

Short Conversations

Type 1 Questions

Directions: In this section of the exercise, you will hear short conversations between two speakers. At the end of 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 provided and choose the best answer.

All the questions in this section are mainly of the following type:

- What does the second speaker (man or woman) mean?
- What does the second speaker (man or woman) imply?
- What does the second speaker (man or woman) suggest/

think/advise?

1. (A) Buying a new typewriter.
(B) Finding a new place for the typewriter.
(C) Finding a better typist.
(D) Questioning the typist.
2. (A) That he wants Barbara to go with him.
(B) That he will have a date with Barbara.
(C) That the woman cooks for the party.

$$\frac{42}{75} \div \frac{1}{3} = 56\%$$

A

- (D) That he will buy a present for Bill.
3. (A) The boss was angry with good reason.
 (B) The boss didn't understand the letter.
 (C) She wasn't at all upset.
 (D) She wanted a better design.
4. (A) Please sit down.
 (B) She doesn't want him to sit down.
 (C) She'll mind if he sits down.
 (D) She doesn't like the man.
5. (A) They're about the same as the ones made before.
 (B) They're different.
 (C) They're too dry and sweet.
 (D) They're better.
6. (A) The man can correct his mistake later.
 (B) The man answered two questions correctly.
 (C) The man can't change his answer now.
 (D) The man didn't begin the test on time.
7. (A) Four or five days.
 (B) Exactly a week.
 (C) About a week.
 (D) More than two weeks.
8. (A) He'll ask Steve when he talks to him.
 (B) He wants to make sure the weather is clear.
 (C) He doesn't know if they can get a room.
 (D) He isn't sure that there'll be space for Steve.
9. (A) She agrees that the play is a success.

- A. (B) She's less interested in tickets than in the play itself.
(C) She disagrees about the number of tickets sold.
(D) She congratulates the students for playing a good game.
10. (A) The parking places are very far away.
(B) She isn't very good at parking the car.
(C) There are enough parking places.
(D) She had no problem finding the park.
11. (A) Take a different train.
(B) Go shopping at the new store.
(C) Find a new repair shop.
(D) Buy a new car.
12. (A) He wrote it last semester.
(B) He'll finish it in a few minutes.
(C) He never does assignments early.
(D) He isn't going to write it.
13. (A) Not everyone from England likes to read all the time.
(B) People who teach English like other things besides books.
(C) The English like to read a lot and listen to music.
(D) English teachers usually like to read a lot.
14. (A) That Liz doesn't know them well.
(B) That Liz doesn't know her.
(C) That she will phone Liz if he doesn't.
(D) That she doesn't know Liz's phone number.
15. (A) She couldn't make up her mind.
(B) She doesn't have time for a job.

- (C) She'd like to have a company of her own.
(D) She has a mind of her own.
16. (A) He wants to eat immediately. *SALES*
(B) He wants to know when the game will be over.
(C) He's worried about what time it is.
(D) He's afraid he's dying.
17. (A) Calm down a little.
(B) Become a doctor.
(C) Find a better doctor.
(D) Get medical advice.
18. (A) She suggests they check in the catalog.
(B) She's not sure where the catalogue is.
(C) She doesn't know if there is such a subject.
(D) She has found this subject in the catalog.
19. (A) He doubts David's reliability. *B*
(B) He's willing to trust David. *1000000*
(C) He has confided some of his doubts to David.
(D) He thinks David will benefit from this experience.
20. (A) Her back hurt during the meeting.
(B) She agreed that it was a good meeting.
(C) The proposal should be sent back.
(D) His support would have helped this morning.
21. (A) He only watches TV.
(B) There are some rockets on top of the TV.
(C) He saw a rocket on TV.
(D) There was a TV on the ship.

22. (A) That the jacket is still new.
(B) That Steve should buy a new one.
(C) That a new jacket is quite expensive.
(D) That Steve looks ugly in the old jacket.
- A 23. (A) The man would understand if he had Frank's job.
(B) Frank could help him get a job on an airplane.
(C) Waiting on tables is an enjoyable job.
(D) She is tired of waiting for him there.
24. (A) Demand a check to cover the difference.
(B) Get a new television set.
(C) Find another repairman.
(D) Ask for an adjustment in his bill.
25. (A) It's not important how he dances.
(B) It's too crowded to dance anyway.
(C) If he's careful, no one will notice.
(D) No one knows the steps to the dance.
26. (A) She's looking for her raincoat.
(B) She's soaking her clothes.
(C) She wants to close the window.
(D) She got caught in the rain.
27. (A) He hadn't been there.
(B) He didn't like it.
(C) He didn't care.
(D) He wasn't careful.
28. (A) The winter has just begun.
(B) Once it starts, it'll snow a lot.