新托福
高分听力

TOEFL

题型剖析　思路揭秘
真题实战　事半功倍

王晓燕 编著

全书试题材料以真题回顾
核心资源，来源权威。

新托福高分听力

Listening

王晓燕 编著

新托福高分听力

王晓燕　编著

Xin Tuofu Gaofen Tingli

新托福听力概述

第一节 新托福听力考试形式和内容

一、考试形式

新托福听力考试以对话和讲座两种形式出现。每个对话后有五个题目，每个讲座后有6个题目需要解答。以一个对话和两个讲座为一个部分，不加试的情况下出现两个部分，也就是两个对话和四个讲座，考试时间为60分钟，总共34题；如果出现加试，那么就需要在90分钟内完成3个对话和6个讲座共51题。但无论加试与否，最终只批改两个对话和四个讲座共34题。 在此要提醒考生，由于我们事先不知道哪些是加试题，所以需要认真对待每一个题目。

在大多数讲座或对话后至少有一道回放题。在此题中，考生将再次听到讲座或对话中的一部分，然后考生将根据所听内容回答--道选择题。

二、考试内容

对话部分的考试内容主要分为两种：学习讨论和服务咨询。

学习讨论常常发生在学生和学生、学生和辅导老师或者教授之间。比如在课堂或考试中遇到不清楚的地方向老师咨询、申请作业延期、和辅导老师安排课程等等。在这部分中比较容易出现一些和具体课程相关的术语，引起理解上的困难。

服务咨询内容涵盖学生生活中的各个方面，如租房服务、找工作、图书馆借书指导、各种证件申请或者补办等等。这部分相对生活化，比较容易想象。讲座部分还原真实上课情景，内容涉及各个学科，文理兼备，如生物学、地理学、地质学、天文学、环境、文学、艺术、人类学等等。这些内容里有很多考生不熟悉的单词和知识点，但考试并不需要考生具备相应的背景知识，掌握了基本的单词和表达方式就能理解文章大意。一般重要的术语都会在文章中以各种方式出现相应的解释。但注意在平时多积累各方面的课外知识无疑会对做题很有帮助。

不管是对话还是讲座，由于非常追求真实场景的还原，所以会在文章中出现停顿、重复、犹豫、信息修改、学生提问打断老师讲话等课堂中会发生的情况，因此文章并不一定一顺到底。考生在听题时允许做笔记，用于做题时的参考。虽然做题时不一定完全依靠笔记，但做笔记对于听力考试来说最重要的是帮助考生做到注意力集中，抓住说话人的思路和文章的结构，这对口语和写作考试也是大有帮助的。

越得心应手，对于学术文章的把握也会有一览众山小的感觉。具体而言，对于打算用三个月准备托福考试的同学来说，要充分利用本书中的语音光盘进行"有声学习"，就是用"精听"的方法，务必达到但凡听过的文章没有生词，没有一个长难句，更没有不清楚的文章结构。达到这个层面上的精听练习才是效率最高和最有效的。

第四，背景知识系统。由于新托福考试的听力理解内容与北美的社会文化背景和文化历史传统密不可分，因此本书的背景知识部分可以帮助考生了解相关的背景和专业术语，这对快速理解文章、提高答题速度和准确率至关重要。

第五，笔记方法高效。新托福听力考试通常一篇长对话是 2~3 分钟，课堂演讲是 4~6 分钟，在不能看题的前提下，很难用脑子记忆听到的全部内容，所以一定要记笔记。书中特意介绍了记笔记的策略和四种常见的记笔记方法，教会考生推敲出题规律，边听边判断什么地方有题，因为记的过程不是逐字逐句都记，而是有题的地方才记。另外书中还系统总结了"速记符号"和"缩略词"等，帮助考生培养一种高效的速记能力。

总之，本书设计的"熟悉题型→相关词汇→背景知识→听力练习→笔记速记"这五步学习过程环环相扣，必定会让考生的复习变得高效而富有层次。经过如此系统的复习之后，达到理想的分数是水到渠成的。

"操千曲而后晓声，观千剑而后识器。"听力的学习就是如此。本书提供的大量新托福听力素材正是为考生搭建了一个通往成功的路径。

最后，祝广大考生取得优异的成绩，早日实现留学梦想！

王晓燕

|目 录|

新托福听力概述

第一节　新托福听力考试形式和内容

一、考试形式

　　新托福听力考试以对话和讲座两种形式出现。每个对话后有五个题目，每个讲座后有6个题目需要解答。以一个对话和两个讲座为一个部分，不加试的情况下出现两个部分，也就是两个对话和四个讲座，考试时间为60分钟，总共34题；如果出现加试，那么就需要在90分钟内完成3个对话和6个讲座共51题。但无论加试与否，最终只批改两个对话和四个讲座共34题。在此要提醒考生，由于我们事先不知道哪些是加试题，所以需要认真对待每一个题目。

　　在大多数讲座或对话后至少有一道回放题。在此题中，考生将再次听到讲座或对话中的一部分，然后考生将根据所听内容回答一道选择题。

二、考试内容

　　对话部分的考试内容主要分为两种：学习讨论和服务咨询。

　　学习讨论常常发生在学生和学生、学生和辅导老师或者教授之间。比如在课堂或考试中遇到不清楚的地方向老师咨询、申请作业延期、和辅导老师安排课程等等。在这部分中比较容易出现一些和具体课程相关的术语，引起理解上的困难。

　　服务咨询内容涵盖学生生活中的各个方面，如租房服务、找工作、图书馆借书指导、各种证件申请或者补办等等。这部分相对生活化，比较容易想象。讲座部分还原真实上课情景，内容涉及各个学科，文理兼备，如生物学、地理学、地质学、天文学、环境、文学、艺术、人类学等等。这些内容里有很多考生不熟悉的单词和知识点，但考试并不需要考生具备相应的背景知识，掌握了基本的单词和表达方式就能理解文章大意。一般重要的术语都会在文章中以各种方式出现相应的解释。但注意在平时多积累各方面的课外知识无疑会对做题很有帮助。

　　不管是对话还是讲座，由于非常追求真实场景的还原，所以会在文章中出现停顿、重复、犹豫、信息修改、学生提问打断老师讲话等课堂中会发生的情况，因此文章并不一定一顺到底。考生在听题时允许做笔记，用于做题时的参考。虽然做题时不一定完全依靠笔记，但做笔记对于听力考试来说最重要的是帮助考生做到注意力集中，抓住说话人的思路和文章的结构，这对口语和写作考试也是大有帮助的。

第二节　新托福听力考试界面
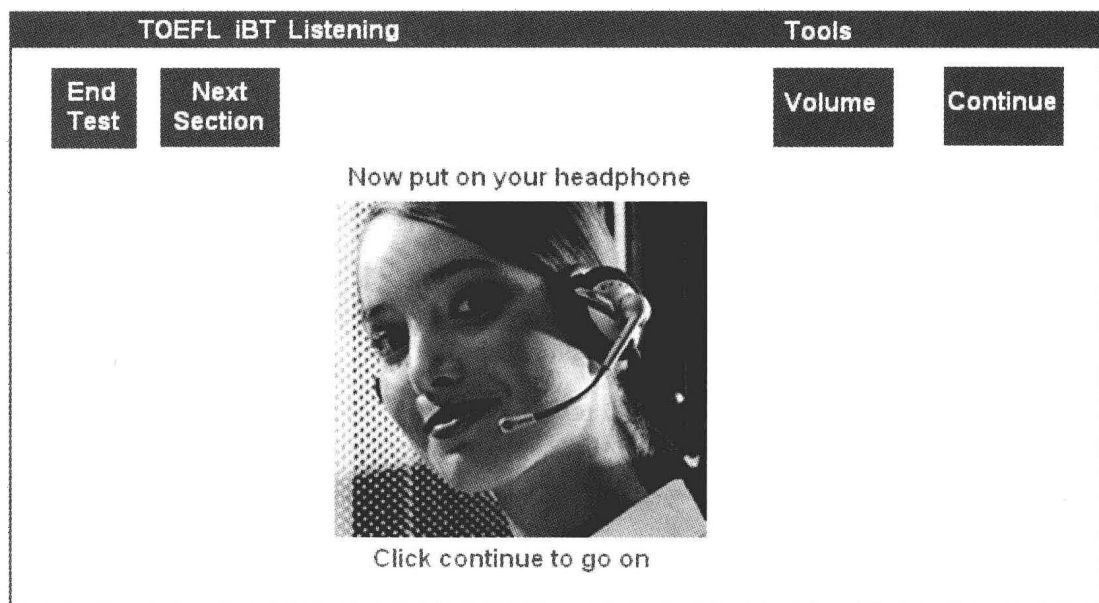
听力考试开始后，出现一个戴着耳机的学生的画面，提示考生配戴耳机，点击 Continue 进入下一个画面。
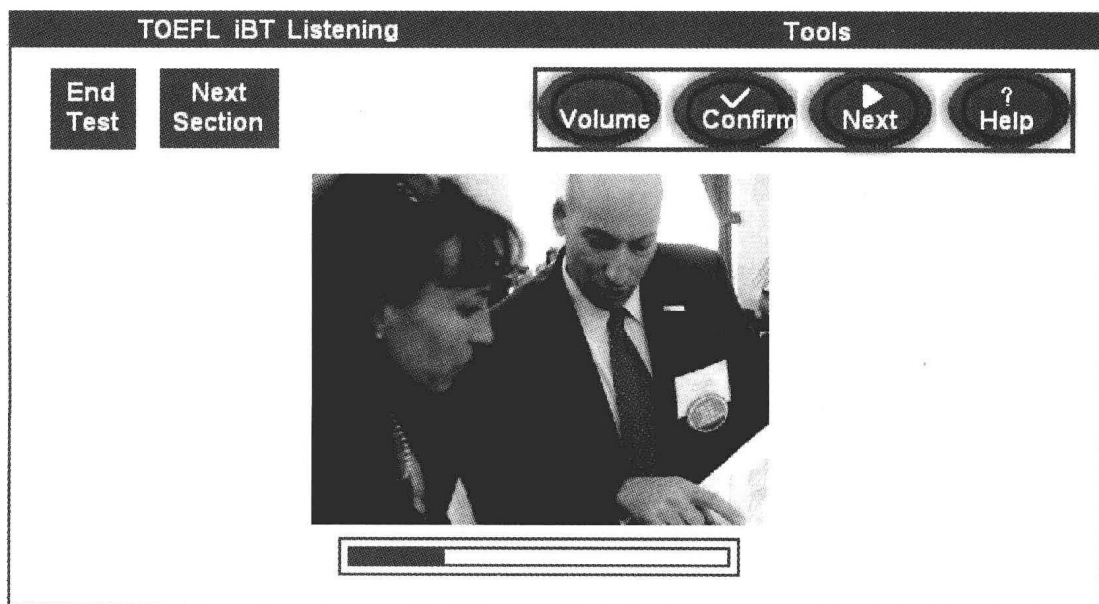
对话材料开始后，出现双方对话的场景，通过下方的提示条可以看出对话播放的进程。
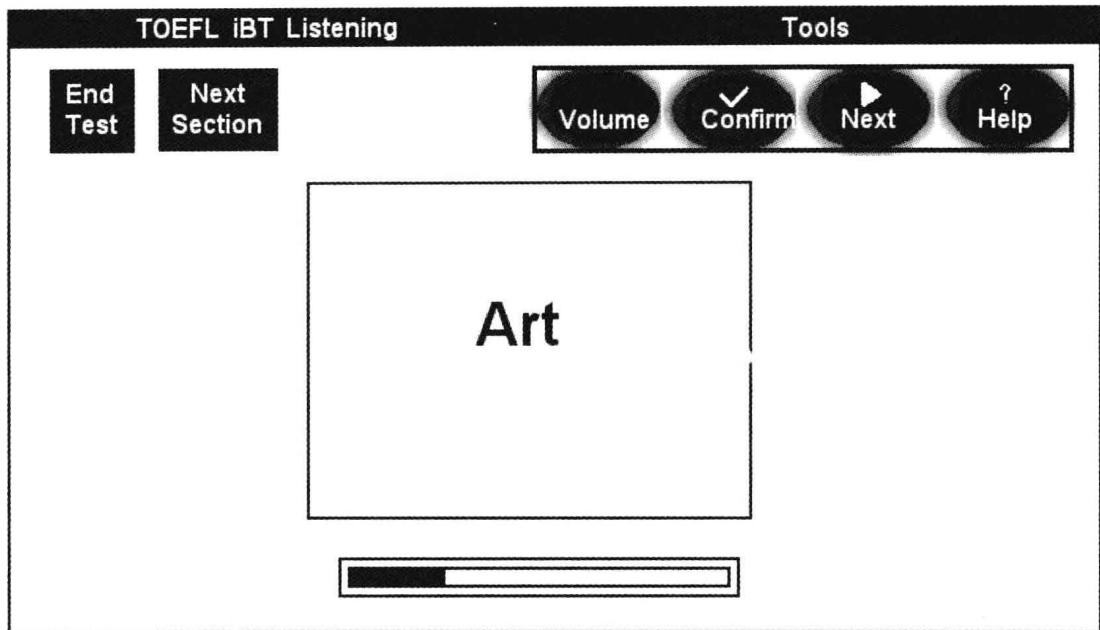
讲座的部分开始后，屏幕上会首先提示考生接下来听到的讲座的内容范畴，然后开始播放录音内容。

在接下来的一节中，将详细剖析新托福听力考试中出现的常见题型，每种题型分别从题型概述、解题思路和样题分析等方面加以阐述。

第三节 新托福听力的 7 种题型

一、主旨题

1. 题型概述

iBT 听力主旨题考查把握谈话或演讲的主要内容的能力。对于任何一篇长段内容，首先务必要把握的是文章的主旨和结构，只有主旨确定了，才有可能进一步去理解细节，做推断。

主旨题的特点通常是对一个谈话或演讲的主要内容的综合概括。在一段长演讲中，通常会有两个或以上的主要表述内容，但这些内容往往是相互关联的，它们互相补充构成一个完整的主题。

2. 典型提问模式

新托福听力主旨题的问题常常以特殊疑问词开头，例如：

（1）Why did the man go to see the professor?

（2）What are the man and the woman discussing?

（3）What is the woman's problem?

（4）*What is the lecture mainly about?*

（5）*What is the professor mainly discussing?*

（6）*What aspect of... does the instructor mainly discuss?*

3. 解题思路

（1）主旨题考查的是听力材料的整体内容，所以应当首先排除那些只涉及局部听力材料的选项。

（2）根据手中的笔记，对信息进行归纳总结，确定与笔记最为贴切的主题。

4. 样题分析

Example

Excerpt from a longer listening passage:

Professor:

So the Earth's surface is made up of these huge segments, these tectonic plates. And these plates move, right? But how can, uh, motion of plates, do you think, influence climate on the Earth? Again, all of you probably read this section in the book, I hope, but, uh, uh, how... how can just motion of the plates impact the climate?

... when a plate moves, if there's landmass on the plate, then the landmass moves too, okay? That's why continents shift their positions. Because the plates they're on move. So as a landmass moves away from the equator, its climate would get colder. So, right now we have a continent—the landmass Antarctica—that's on a pole.

So that's dramatically influencing the climate in Antarctica. Um, there was a time when most of the landmasses were closer to a pole; they weren't so close to the Equator. Uh, maybe 200 million years ago Antarctica was attached to the South American continent, oh and Africa was attached too and the three of them began moving away from the equator together.

... In the Himalayas, that was where two continental plates collided. Two continents on separate plates. Um, when this, uh, Indian, uh, uh, plate collided with the Asian plate, it wasn't until then that we created the Himalayas. When we did that, then we started creating the type of cold climate that we see there now. Wasn't there until this area was uplifted.

So again, that's something else that plate tectonics plays a critical role in. Now these processes are relatively slow; the, uh, Himalayas are still rising, but on the order of millimeters per year. So they're not dramatically influencing climate on your—the time scale of your lifetime. But over the last few thousands of—tens of thousands of years, uh—hundreds of thousands of years—yes, they've dramatically influenced it.

Uh, another important thing—number three—on how plate tectonics has influenced

climate is how it's influenced—we talked about how changing landmasses can affect atmospheric circulation patterns, but if you alter where the landmasses are connected, it can impact oceanic, uh, uh, uh, circulation patterns.

Um, so, uh, these other processes, if—if we were to disconnect North and South America right through the middle, say, through Panama that would dramatically influence climate in North and South America—probably the whole globe. So suddenly now as the two continents gradually move apart, you can have different circulation patterns in the ocean between the two. So, uh, that might cause a dramatic change in climate if that were to happen, just as we've had happen here in Antarctica to separate, uh, from South America.

题目：

What is the main topic of the talk?

A. The differences in climate that occur in different countries.

B. How movement of the earth's plates can affect climate.

C. Why the ocean has less effect on climate than previously thought.

D. The history of the climate of the region where the college is located.

解析：

教授首先提出了"板块运动是如何影响地球的"，后面再用南极洲和喜马拉雅山脉作为例子来解释板块运动对气候的影响。B 选项是答案，它概括了这段话的主要内容。

二、细节题

1. 题型概述

新托福听力中的细节是指具体的信息，例如说话人提及的事实、描述、定义和例子等。

细节题的特点是要求考生重现对话或讲座中的具体信息，不需要做过多的推测。基于 ETS 考查的内容是和主旨有关的重要细节，我们在听的过程中需要把握的往往是和考点相联系的重要信号词，比如说表示因果的 so, thus 等词对应于细节题中常考查的因果关系。

2. 典型提问模式

（1）What does the woman suggest the man do?

（2）What help did the young man receive? Click on two answers.

（3）Select the diagram that represents...?

（4）According to the instructor, what characteristic should... have?

（5）How did the professor introduce...?

（6）According to the speaker, what does... mean?

（7）According to the professor, why is A superior to B?

3. 解题思路

（1）回答问题时参看笔记。记住：新托福考试不会考查时间、地点一类的小细节。笔记内容应该包括讲话或对话的重要细节。

（2）不要因为某个选项中含有讲座或对话中的几个原词就将其认定为正确选项，那些往往是干扰项。

（3）如果无法确定正确选项，就选择一个与讲座或对话的主题最符合的选项。

4. 样题分析

Example

Excerpt from a longer listening passage:

Professor:

Uh, other things that glaciers can do is, uh, as they retreat, instead of depositing some till, uh, scraped-up soil, in the area, they might leave a big ice block and it breaks off and as the ice block melts it leaves a depression which can become a lake. These are called kettle lakes. These are very critical ecosystems in this region, um, because... uh... uh... they support some unique biological diversity, these kettle lakes do.

The Great Lakes are like this, they were left over from the Pleist—from the Pleistocene glaciers, uh, the Great Lakes used to be a lot bigger as the glaciers were retreating, some of the lakes were as much as a hundred feet higher in elevation. The beach of a former higher stage of Lake Erie was about fifty miles away from where the beach—the current beach of Lake Erie is right now. So I just wanted to tell you a little bit more about glaciers and some positive things, uh, that we get from climate change, like the ecosystems that develop in these kettle lakes, and how we can look at them in an environmental perspective...

题目：

（1）What are kettle lakes?

    A. Lakes that form in the center of a volcano.

    B. Lakes that have been damaged by the greenhouse effect.

    C. Lakes formed by unusually large amounts of precipitation.

    D. Lakes formed when pieces of glaciers melt.

（2）How did the glaciers affect the Great Lakes?

    A. They made the Great lakes smaller.

    B. They made the Great Lakes deeper.

    C. They reduced the biodiversity of the Great Lakes.

    D. They widened the beaches around the Great Lakes.

解析：

第（1）题的答案是 D 选项。在演讲开始时，教授解释了水壶湖泊的形成过程。请记

住，一些新术语往往在细节题中出现。第（2）题的答案是 B 选项。在后面的演讲中教授说，"……五大湖过去曾经大很多，冰川退去后，一些湖深了 100 多英尺。"

三、意图题

1. 题型概述

意图题有两种：一种是与主旨相关的，例如 What is the purpose of the talk? 这种形式已经在主旨题中有所列举；另外，有些意图题只与部分对话或讲座的内容相关，此类题目主要考查考生对语言交流的实际掌握能力，听出讲话者所呈现的目的。

意图题的特点是，其问题通常问的是某个短语或句子的作用。有些题目需要考生再听一次部分对话或讲座的内容，说话人通常不会直接说出自己的目的，而是用间接的表达。

2. 典型提问模式

（1）Why does the student say this?

（2）Why does the student say…?

（3）Why does the student mention…?

（4）Why does the professor talk about…?

（5）Why does the instructor ask the class about…?

3. 解题思路

（1）在听对话时要关注对话中一致性的主题。例如：在教授的办公室内，一个学生在写两篇关于冰川的论文，希望能得到教授的帮助。两者的对话内容涉及冰川的一些信息，但这则对话中统一的主题却是学生希望在论文写作方面能得到教授的帮助，而不是陈述关于冰川的信息。

（2）在有关学生需要帮助的对话中，学生经常试图解决一个问题。理解学生的问题所在及其解决办法将有助于考生回答意图题。

4. 样题分析

Example

N = Narrator　S = Student　P = Professor

N: Listen to a conversation between a professor and a student.

S: I was hoping you could look over my note cards for my presentation… just to see what you think of it.

P: Okay, so refresh my memory: what's your presentation about?

S: Two models of decision making.

P: Oh, yes—the classical and the administrative model.

S: Yeah, that's it.

P: And what's the point of your talk?

S: I'm gonna talk about the advantages and disadvantages of both models.

P: But what's the point of your talk? Are you going to say that one's better than the other?

S: Well, I think the administrative model's definitely more realistic. But I don't think it's complete. It's kind of a tool... a tool to see what can go wrong.

P: Okay, so what's the point of your talk? What are you trying to convince me to believe?

S: Well, uh, the classical model—you shouldn't use it by itself. A lot of companies just try to follow the classical model, but they should really use both models together.

P: Okay, good. So let me take a look at your notes here... oh typed notes... wow, you've got a lot packed in here. Are you sure you're going to be able to follow this during your talk?

S: Oh, sure, that's why I typed them, because otherwise... well, my handwriting's not very clear.

题目：

Why does the student visit the professor?

A. To get some note cards for his presentation.

B. To show her some examples of common errors in research.

C. To review the notes for his presentation with her.

D. To ask for help in finding a topic for his presentation.

解析：

谈话说的是学生请教授看看他的课堂演讲笔记，因此这个问题的答案是 C 选项。

四、态度题

1. 题型概述

考生需要判断出说话人对讨论过的人或事的看法或感觉，主要考查考生对语言交流的实际掌握能力，听出讲话者所呈现的态度。

态度题特点：有些题目需要考生再听一次部分对话或讲座的内容，正确答案往往不是文中的直接表述，说话人的态度通常是影响深刻、高兴、感兴趣、惊讶、焦虑等。

2. 典型提问模式

（1）Select the sentence that best expresses how the student probably feels?

（2）What is the student's attitude toward...?

（3）What is the speaker's opinion of...?

（4）What does the professor think of...?

（5）What is the professor's point of view concerning...?

（6）What can be inferred about the student?

（7）What is the professor's attitude toward...?

（8）What is the professor's opinion of...?

（9）What can be inferred about the student when she says this 🎧? (replay)

（10）What does the woman mean when she says this 🎧? (replay)

3. 解题思路

听录音时注意说话人的语气：说话人听起来是内疚的，困惑的，还是充满热情的？语气可以帮助考生回答此类问题。

4. 样题分析

Example

Excerpt from a conversation between a male student and his female advisor.

N = Narrator　A = Advisor　S = Student

N: In this part of a longer conversation, they are discussing the student's job.

A: Well, good. So, bookstore isn't working out?

S: Oh, bookstore's working out fine. I just... I... this pays almost double what the bookstore does.

A: Oh wow!

S: Yeah. Plus credit.

A: Plus credit.

S: And it's more hours, which... The bookstore's... I mean it's a decent job. Everybody I work with... that part's great; it's just... I mean I'm shelving books and kind of hanging out and not doing much else... If it weren't for the people, it'd be totally boring.

题目：

What is the student's attitude toward the people he currently works with?

A. He finds them boring.

B. He likes them.

C. He is annoyed by them.

D. He does not have much in common with them.

解析：

在这个例子中，很容易混淆学生对他的工作以及跟他一起工作的人的态度。学生厌倦的是工作，而不是与他工作的人。所以答案是 B 选项。

五、推断题

1. 题型概述

原文没有直接表达的，需要考生进行推测的信息；预测则是需要考生根据说话人所说的话推测出其未来的行为。

推断题特点：有些题目需要考生再听一次部分对话或讲座的内容，文中一般没有直接提及的信息。

2. 典型提问模式

（1）What does the speaker imply about...?

（2）What can be inferred about...?

（3）What is probably true about...?

（4）What can be inferred from the talk?

（5）What will the woman probably do next?

（6）What will the students probably do next?

（7）What will the professor probably discuss next?

3. 解题思路

在某些题目里，考生需要利用讲座或对话当中的细节作出结论；在另外一些情况下，讲座者可能旁敲侧击地提到某些事物，并不直接表达其意思。在大多数情况下，正确答案往往使用了原文中未提到的词汇。

4. 样题分析

Example

Excerpt from a lecture of a professor.

Professor:

Dada is often considered under the broader category of Fantasy. It's one of the early directions in the Fantasy style. The term "Dada" itself is a nonsense word—it has no meaning... and where the word originated isn't known. The "philosophy" behind the "Dada" movement was to create works that conveyed the concept of absurdity—the artwork was meant to shock the public by presenting the ridiculous absurd concepts. Dada artists rejected reason, or rational thought. They did not believe that rational thought would help solve social problems. . .

... When he turned to Dada, he quit painting and devoted himself to making a type of sculpture he referred to as a "ready-made"... probably because they were constructed of readily available objects... At the time, many people reacted to Dadaism by saying that the works were not art at all... and in fact, that's exactly how Duchamp and others conceived of it—as a form of "NON-art", or ANTI-art.

Duchamp also took a reproduction of DaVinci's famous painting, *the Mona Lisa*, and he drew a mustache and goatee on the subject's face. Treating this masterpiece with such disrespect was another way Duchamp was challenging the established cultural standards of his day.

题目：

What does the professor imply about the philosophy of the Dada movement?

A. It was not taken seriously by most artists.

B. It varied from one country to another.