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新托福听力

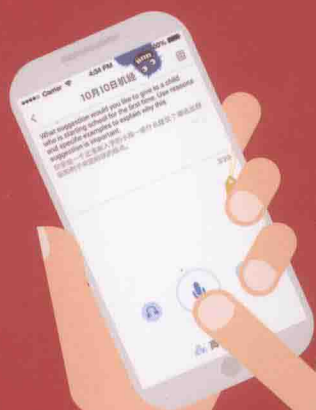
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21天

搞定

新托福听力

修订版

马骏 编著



小马科技微信公众号



托福21天APP



小马托福APP

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前言 Preface



当学生们问及迅速突破托福听力的方法时，我的回答总是“听写”两个字，大家听后都会非常失望。为什么呢？因为听写似乎不是迅速提高听力的方法。

是的，每个人都希望得到一个迅速突破托福听力的方法。人们都知道听写能提高听力，但是不认可这是个迅速的方法。其实，有些人并没有真正尝试过“听写”这种方法，他们只是把自己的不愿意当成不能。

我在离开“新东方”的前一年做了一个尝试。我自己创办了一个名为“听写训练营”的听力单项班（有兴趣的同学可以上网搜搜，我已经在“小马过河”推出免费版本了）。该班的课程设置为三周时间（21天）。2010年我开设了6个这样的班。“听写训练营”的学员收获颇多，他们的听力成绩平均为25分。我把“听写训练营”的成功方法复制到网络上，从此“投靠”“听写训练营”的考生络绎不绝。

21天的听写训练的秘密到底是什么？其实很简单，我每次留给学员的作业只是一个MP3的听力录音，由于没有了文本，学员们被逼着在当天晚上和第二天白天历经十几个小时完成听写工作。第二天我用整节课讲解前一天留为作业的文章，并且让同学们当天晚上重新听写再加跟读。实践证明，21天的听写训练是成功的。21天是可以改变你的听力水平的，只要你相信并愿意付出！

现在我离开了新东方，从此也离开了我热爱八年的讲台。我无憾的事情有两个：（1）创办了“小马过河”备考社区——使千万考生离开老师也可以备考；（2）出版了《21天搞定新托福听力》——这本凝聚了我八年教学精华的听写训练书籍，使之得以传播。网上仍然流传着很多我的讲课视频和笔记，在网络发达的时代大家可以自由检索。我很庆幸自己在2006年时投身互联网的学习，在摸爬滚打了五年后，我找到了可以帮助更多考生的方法。通过纸质的媒介加上网络媒介，大家一定可以获取更好的学习资源。在“小马过河”网，有我对《21天搞定新托福听力》的理论介绍及经学生们整理的我的最后一版听力课堂笔记。欢迎同学、同事们阅读，并让我们借此进行学习交流，共同提高。

我热爱新东方，热爱教书，热爱我曾经的学员。

听写是提高听力的唯一途径。

别问了，你就听吧！

马骏

2015年9月

本书使用须知



本书将 21 天的训练划分为 5 个章节，每个章节对应一周的时间，每天的训练包含 4 个填空训练和 5 个听写训练。填空训练旨在训练考生对于单词的识别能力，而听写训练旨在强化考生的句子识别能力。需要指出的是，听写训练中的步骤 3 是为听力基础较弱的考生设计的，它可以更好地帮助考生在听写之前把握文章的大意。为了方便考生更为有效地利用本书，笔者在每个单元的前三个听写训练中加入步骤 3 以达到被动式听写训练的效果，而对于后两个听写训练，笔者建议考生可以尝试主动式听写训练模式（跳过上述的步骤 3 直接进行句子识别）。当然，根据个人水平的不同，考生可以自行选择适合自己的训练模式，比如基础较高的同学可以对 5 篇听写训练文章中的 3 篇采用主动式听写模式而对其余 2 篇采取被动式训练；基础稍差的同学可以先对这 5 篇文章全部采取被动式听写模式，并随着实力的提高做出相应的调整，以此类推。此外，每篇文章的标题均设有相应学术类背景标号，如第一天的听写训练 4 有关“鸟”的文章是听写训练中生物学的第 4 篇，则标注为“听写训练 4: Bird——Bio/4”，其余各类学术背景以此类推。

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语音识别训练 21 天计划

时间	场景专题	初级练习	高级练习
第一个 4 天：生物学 + 校园			
1	生物学	4	5
2	生物学	4	5
3	生物学 + 校园	4	3 (生) + 2 (校)
4	复习		
第二个 4 天：生物学 + 校园 + 地球科学 + 语言学			
5	生物学 + 校园 + 地球科学	3 (生) + 1 (校)	5 (地)
6	地球科学 + 校园	3 (地) + 1 (校)	5 (地)
7	地球科学 + 校园 + 语言学	2 (地) + 2 (校)	2 (地) + 3 (语)
8	复习		
第三个 4 天：人体生理心理 + 人类学 + 商业 + 校园			
9	人体生理心理 + 校园 + 人类学	2 (人体) + 1 (校) + 1 (人类)	5 (人体)
10	人类学	4 (人类)	3 (人类) + 2 (人体)
11	商业 + 校园	4 (校)	1 (校) + 4 (商)
12	复习		
第四个 4 天：历史			
13	历史	4	5
14	历史	4	5
15	历史	4	5
16	复习		
最后一个 5 天：历史 + 天文 + 校园			
17	历史	4	5
18	历史 + 校园	1 (历) + 3 (校)	5
19	历史 + 校园	4 (校)	5
20	历史 + 校园 + 天文	1 (校) + 3 (天)	1 (校) + 3 (天) + 1 (历)
21	复习		

Chapter I

第一天 生物学

(填空训练 1—4 听写训练 1—5)

填空训练 1 Reptile—Bio/1

Step 1: 词汇预习 (3 minutes)

迅速掌握以下单词的词义, 以便更好地把握文章的整体内容。

1. sprawling	伸展的	7. camel	骆驼
2. mammal	哺乳动物	8. fore foot	前脚
3. lizard	蜥蜴	9. hind foot	后脚
4. climb	爬	10. gait	步法
5. tail	尾巴	11. reptile	爬行动物
6. zoology	动物学	12. muscle	肌肉

Step 2: 实战演练 (5 minutes)

先听文章再做题, 严格按照时间限制和考试要求独立完成下面的题目, 然后参照答案标出错题。

Questions:

1. What is the main topic being discussed?
 - A. How humans move.
 - B. How different animals walk and run.
 - C. Which animals are the fastest.
 - D. How muscles are developed in mammals.
2. What do the students learn from the diagram?
 - A. The pattern in which lizards move their feet.
 - B. The relative size of different kinds of lizards.
 - C. The function of lizards' tails.
 - D. The reason that some lizards can climb walls.
3. What is special about how lizards walk and run?
 - A. They are able to move quickly in high temperatures.
 - B. They keep their bodies completely straight.
 - C. They always move at the same speed.
 - D. Their bodies move from side to side.
4. What determines the length of the steps lizards take?
 - A. Which feet they use.
 - B. Which climate they live in.
 - C. How they bend their bodies.
 - D. How many breaths they take between steps.
5. According to the discussion, what is a disadvantage for an animal whose feet extend out from the side of its body?
 - A. It cannot gather food quickly enough.
 - B. It cannot run and breathe at the same time.
 - C. It cannot swim in deep water.
 - D. It cannot climb trees.

Correct Answer: 1. B 2. A 3. D 4. C 5. B

Step 3: 单词识别 (10 minutes)

- 1) 第一遍, 边听文章边填空 (注意一定要连贯地将文章完整播放完), 训练自己的单词识别能力和耳手协调能力。
- 2) 第二遍, 边听文章边查缺补漏 (要求同上), 将第一遍没听出来或者来不及填写的空补上并认真检查所填单词或词组的拼写是否正确。
- 3) 暂停播放, 核对答案后将错误的空标注出来。默读文章并思考 Step 2 中的错题, 找出错误原因。
- 4) 第三遍, 边听文章边思考文章的逻辑结构, 以便从整体上把握文章的内容。



Listen to a discussion between two students as they study for a Zoology exam.

M: Now let's see professor Stone spent a lot of time talking about how animals walk and run. I remember she started by describing how humans move, and later we went over the 1 _____ of different two-legged and four-legged animals. Like cats, camels, lizards...

W: Wait. I think I missed the class when you went over how lizards move. At least, I don't have any notes on it.

M: Well, we talked in class about how modern 2 _____ like lizards run. I think I even copied the diagram the professor drew on the board. Here it is. Now, look at this. Lizards run with what's called as sprawling gait, their feet are well out on either side of their body and they move diagonally 3 _____ feet together. The left fore foot with the right hind foot and the right fore foot with the left 4 _____ foot. They use this way of moving when they're going slowly or quickly. When they move, they 5 _____ their bodies from side to side. And they time this bending so that it increases the length of their steps.

W: Okay. That makes sense. But I remember reading that, in general, animals 6 _____ so that their feet are right under their bodies. But I don't see why?

M: That's because even though the 7 _____ gaits suits lizards pretty well, there's a major disadvantage to this 8 _____. Reptiles can't run and breathe at the same time. They stop briefly between short breaths of anywhere from 2 to 12 strides because when they move from side to side, the 9 _____ of the left and right sides 10 _____ at different times. To 11 _____ though, these muscles have to contract at the same time. Mammals don't have this problem because they don't move from side to side. Their 12 _____ are in a different position.

Correct Answer: 1. gaits 2. reptiles 3. opposite 4. hind 5. bend 6. evolve 7. sprawling
8. arrangement 9. muscles 10. contract 11. breathe 12. feet

Step 4: 词汇汇总 (7 minutes)

认真把握下列单词, 重点关注自己不会及不熟悉的生词。

1. describe	描述	7. develop	发育
2. note	笔记	8. pattern	模式
3. diagram	图表	9. feet	(pl.) 脚
4. increase	增加	10. relative	相关的
5. briefly	简洁清晰地	11. size	大小
6. move	移动	12. different	不同的

Step 3: 逐句翻译 (20 minutes)

先逐句翻译原文 (如下所示), 再对照参考翻译逐句纠错, 对文章进行初步把握。

1. Before we start our first lab, I'd like to tell you a little bit about the workbook we'll be using.
2. The first thing I'd like to point out is that the workbook contains a very large amount of material — far more than you could ever handle in a single semester.
3. What you're supposed to do is choose the experiments and activities that you want to do — within a certain framework, of course.
4. Part of my job is to help you make your choices.
5. Next, I'd like to mention that in each workbook chapter, there are usually two subsections.
6. The first is called “Experiments” and the second is called “Activities”.
7. In the “Experiments” section, the workbook gives full instructions for all the experiments, including alternate procedures.
8. Choose the procedure you wish — there's plenty of equipment available.
9. In the “Activities” section, you will find suggestions for projects that you can do on your own time.
10. You'll see that there are usually no detailed instructions for the activities ...
11. ...you're supposed to do them your own way.
12. If there are no questions, let's turn to Chapter One now.

Suggested Translation:

1. Before we start our first lab, I'd like to tell you a little bit about the workbook we'll be using.
在我们第一次实验课开始前, 我要给你们讲讲将要用到的练习册。
2. The first thing I'd like to point out is that the workbook contains a very large amount of material — far more than you could ever handle in a single semester.
首先我要指出的是这本练习册包含有很大的练习材料——远远超出了你们在单独的一学期内能够处理的量。
3. What you're supposed to do is choose the experiments and activities that you want to do — within a certain framework, of course.
你们需要做的就是 在一定的范围之内选择想做的试验和活动。
4. Part of my job is to help you make your choices.
我的工作之一就是帮助你们做出选择。
5. Next, I'd like to mention that in each workbook chapter, there are usually two subsections.
其次, 我想指出的是练习册的每个章节通常由两个部分组成。
6. The first is called “Experiments” and the second is called “Activities”.
第一部分叫作“实验”, 第二部分叫作“活动”。
7. In the “Experiments” section, the workbook gives full instructions for all the experiments, including alternate procedures.
在“实验”部分, 练习册提供了所有实验的详细说明, 包括依次的步骤。
8. Choose the procedure you wish — there's plenty of equipment available.
选择你想采用的步骤——这里有充足的设备可供使用。
9. In the “Activities” section, you will find suggestions for projects that you can do on your own time.
在“活动”部分, 你可以找到你在业余时间可尝试项目的相关建议。

10. You'll see that there are usually no detailed instructions for the activities ...

通常，活动部分的说明不会很详细……

11. ...you're supposed to do them your own way.

……你需要用你自己的方式去完成它们。

12. If there are no questions, let's turn to Chapter One now.

如果没有疑问了，我们现在翻到第一章。

Step 4: 句子识别 (30 minutes)

- 1) 逐句播放文章的音频，利用每句暂停的间隔直接将听到的英文句子翻译成中文，全部完成后对照 Step 3 的翻译。
- 2) 逐句播放文章的音频，利用每句暂停间隔将听到的英文句子完整地写出来，全部完成后对照 Step 3 的英文原句。
- 3) 将文章的音频完整播放一遍，思考全文的逻辑结构，以求深入理解文章内容，然后重新思考 Step 2 的错题并找出错因。

Step 5: 词汇汇总 (7 minutes)

认真把握下列单词，重点关注自己不会及不熟悉的生词。

1. lab	实验	9. usually	通常
2. handle	处理	10. instruction	说明
3. be supposed to	需要做	11. alternate	依次
4. choose	选择	12. procedure	步骤
5. activity	活动	13. plenty	足够的
6. framework	框架	14. available	可获得的
7. chapter	章节	15. detailed	详细的
8. choice	选择		



填空训练 2

Insect Behavior—Bio/2

Step 1: 词汇预习 (3 minutes)

迅速掌握以下单词的词义，以便更好地把握文章的整体内容。

1. hatch	孵出	9. predator	捕食者
2. larvae	幼虫	10. nest	巢
3. pupae	蛹	11. queen	蚁后
4. mandible	下颚	12. colony	群落
5. life cycle	生命周期	13. ant	蚂蚁
6. mate	交配	14. lay	产下
7. capture	捕捉	15. develop	发育
8. species	种类		

Step 2: 实战演练 (5 minutes)

先听文章再做题, 严格按照时间限制和考试要求独立完成下面的题目, 然后参照答案标出错题。

Questions:

- What are the students mainly discussing?
 - The life cycle of slave maker ants.
 - Mating behavior among certain species of ants.
 - A kind of ant that gets others to do its work.
 - How ant eggs develop into larvae.
- What do the students say about ant pupae?
 - They hatch from the egg in a few days.
 - They are eaten by adult ants.
 - They have long mandibles.
 - They can be captured by slave maker ants.
- What do Amazon ants need other ant species to do for them?
Click on 2 answers.
 - Provide their food.
 - Hatch their eggs.
 - Defend them against predators.
 - Dig their nests.
- How can an entire colony of ants become “slaves”?
 - A slave-maker queen mates with one of them.
 - A slave-maker queen takes over their colony.
 - Their eggs are carried away to a slave-maker ant’s colony.
 - Their eggs are destroyed by slave-maker ants.
- What happens to most of the eggs of a slave-maker queen?
 - The queen destroys them before they become larvae.
 - The queen abandons them in a distant colony.
 - They mature into adult slave-makers in the queen’s colony.
 - They are captured by slave-makers of another colony.

Correct Answer: 1. C 2. D 3. AD 4. D 5. C

Step 3: 单词识别 (10 minutes)

- 第一遍, 边听文章边填空 (注意一定要连贯地将文章完整播放完), 训练自己的单词识别能力和耳手协调能力。
- 第二遍, 边听文章边查缺补漏 (要求同上), 将第一遍没听出来或者来不及填写的空补上并认真检查所填单词或词组的拼写是否正确。
- 暂停播放, 核对答案后将错误的空标注出来。默读文章并思考 Step 2 中的错题, 找出错误原因。
- 第三遍, 边听文章边思考文章的逻辑结构, 以便从整体上把握文章的内容。



Listen to a discussion between two students who are reviewing their notes from a lecture on Insect Behavior.

M: Let's see we should probably start our review in the four stages the ants go to. You know when they developing from the eggs.

W: Yeah. Ah... I wrote that down somewhere on my notes.

M: I got right here! Let's see, they start off the egg, the ant lays the eggs after... I don't remember exactly how long they turn...

W: Oh yeah, yeah here says it. The eggs are very tiny and they 1 _____ in a few days and become 2 _____.

M: And then they turn into the 3 _____. That's one not move at all and then they...

W: Oh! Oh! Oh! I remember something interesting about the pupae stage that's before they are fully mature and they can get captured by other ants and they become sort of 4 _____ in other ant colonies.

M: Yeah, Doctor Lucy even used the term slave-maker ants, they're the slave-maker ants that go into other nests and steal the pupae. So when the pupae grow into adults they are like the slave of the other ants.

W: And these slaves, they actually do the work as the other ants would have to do themselves.

M: Right!

W: But now most of the slave-maker ants they could do the work for themselves couldn't they?

M: I guess so, but then there are those Amazon ants. Remember those?

W: Um... The Amazon ants, oh, those were the slave-maker ants that are actually depended on the ants they slaved. Now why was that again?

M: Let me see, here it is. The size of their mandible, yeah, it was because they have these really long curvy mandibles.

W: Oh, yeah! Those are the jaws.

M: Right! And these 5 _____ are so big that the Amazon ants can't even get their own food or dig nests for themselves. So they need the slaves to get the food and dig the nests for them.

W: That makes sense! Now could we go back to the part on how they capture the slaves? We were talking before about how some slave-maker ants go into other nest and bring back pupae to become slaves. But they can also take over a whole colony, right?

M: Yeah. Yeah. The 6 _____ ant after she mates, she is carrying her own eggs and what she does is she goes into another colony of another species. She takes over the colony and those other ants the slaves start working for her and then she lays her eggs.

W: But the colony she 7 _____ is already got its own queen, so...

M: Yeah, if she doesn't 8 _____, the slave maker ant will kill that queen and then when she has own eggs, they become adults and they become slave maker ants too.

W: And then they go out invade other ants, nests for pupae to bring back and then slave.

Correct Answer: 1. hatch 2. larvae 3. pupae 4. slaves 5. mandibles 6. queen 7. invades
8. cooperate

Step 4: 词汇汇总 (7 minutes)

认真把握下列单词，重点关注自己不会及不熟悉的生词。

1. invade	入侵	14. exactly	确切地
2. behavior	行为	15. tiny	小的
3. adult	成年的	16. move	移动
4. provide	提供	17. fully	完全地
5. defend	防御	18. term	术语
6. dig	挖	19. slave	奴隶
7. entire	全部的	20. actually	事实上
8. destroy	消灭	21. steal	偷
9. abandon	放弃	22. guess	猜
10. distant	远的	23. remember	记得
11. mature	成熟	24. depend on	依赖于
12. review	复习	25. curvy	弯曲的
13. stage	阶段	26. cooperate	合作



听写训练 2 (被动式)

Pest——Bio/2

Step 1: 词汇预习 (3 minutes)

迅速掌握以下单词的词义，以便更好地把握文章的整体内容。

1. pest	害虫	7. termite	白蚁
2. insect	昆虫	8. treatment	疗法
3. poison	毒药	9. toxic	有毒的
4. laboratory	实验室的	10. residue	残留物
5. pet	宠物	11. experiment	实验
6. cockroach	蟑螂		

Step 2: 实战演练 (5 minutes)

先听文章再做题，严格按照时间限制和考试要求独立完成下面的题目，然后参照答案标出错题。

Questions:

39. What is the talk mainly about?
 A. Fire prevention. B. Pest control.
 C. House construction. D. Toxic chemicals.
40. According to the speaker, what makes the new system better than other treatments?
 A. It's cheaper. B. It's safer.
 C. It's quicker. D. It's readily available.
41. Why are the houses covered with tents?
 A. To keep the heat inside. B. To prevent insects from escaping.
 C. To reduce the risk of fire. D. To keep the wood dry.
42. Why does the speaker mention that construction wood is dried by heat?
 A. To show that the treatment will not cause fire.
 B. To emphasize the dangers of the old method.
 C. To explain a step in the new technique.
 D. To illustrate a compromise between old and new systems.

Correct Answer: 39. B 40. B 41. A 42. A

Step 3: 逐句翻译 (20 minutes)

先逐句翻译原文（如下所示），再对照参考翻译逐句纠错，对文章进行初步把握。

- Word comes from California of a new weapon in the war on household pests.
- Two scientists working for a firm in Anaheim, California, have developed a method to eliminate insects without using dangerous chemicals.
- The new poison? Hot air.
- The basic idea is that insects cannot adjust to temperatures much above normal.
- In laboratory experiments, cockroaches and termites can't survive much more than a quarter of an hour at 125 degrees Fahrenheit, or about 50 degrees centigrade.
- The new method involves covering a house with a huge tent and filling it with air heated to around 65 degrees centigrade.
- Hot air is forced in with fans, and the tent keeps the heat inside the house.
- Since termites try to escape by hiding in wooden beams, the heat treatment must be continued for a