

新托福考试备考丛书

总策划：邹晓东

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# 新托福考试 听力专项突破模拟试题

泰德时代新托福考试研究中心 编著



内附配套软件光盘一张

 中国人民大学出版社



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## 图书在版编目(CIP)数据

新托福考试听力专项突破模拟试题 / 泰德时代新托福考试研究中心编  
著. —北京: 中国人民大学出版社, 2005 (新托福考试备考丛书)  
ISBN 7-300-07006-X

I. 新... II. 泰... III. 英语—听说教学—高等教育—习题  
IV. H319.9-44

中国版本图书馆 CIP 数据核字 (2005) 第 148893 号

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出版发行: 中国人民大学出版社

社 址: 北京中关村大街 31 号 邮政编码 100080

电 话: 010-62511242 (总编室) 010-62511239 (出版部)

010-82501766 (邮购部) 010-62514148 (门市部)

010-62515195 (发行公司) 010-62515275 (盗版举报)

网 址: <http://www.crup.com.cn>

<http://www.ttrnet.com> (人大教研网)

经 销: 新华书店

印 刷: 三河市长城印刷有限公司

开 本: 889 × 1194 毫米 1/16 版 次: 2006 年 1 月第 1 版

印 张: 18.625 印 次: 2006 年 1 月第 1 次印刷

字 数: 142 000 定 价: 118.00 元

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# 总 序

经过近两年的精心筹划和紧张有序的编写工作，本套根据美国教育考试服务中心（ETS）惟一授权给泰德时代集团的新托福考试专用备考课件 LanguEdge™ 及备考资料编写而成的《新托福考试备考丛书》终于付梓出版了。2005 年 9 月 ETS 在美国率先正式开考新一代托福考试（TOEFL iBT，以下简称“新托福”），我国各种层次的新托福教师培训计划以及考生复习和备考课程也是呼之欲出，这势必带动在新的外语学习理念引导下的新一轮英语学习热潮。传统的托福考试历经 40 年，很大程度上有效地测试出莘莘学子的英语知识能力和应用水平，为他们的事业成长铺平道路，可谓功不可没。但随着社会的发展，时代的进步，北美英语国家高校对国际学生英语运用能力有了进一步要求，而传统的托福考试从设计理念和实际操作上都显得相对滞后，暴露出不太切合语言实际应用的语言教学观念以及测试形式和手段的一些不足之处。在此状况下，新托福总结得失，改弦易辙，应运而生，将成功地完成推陈出新的使命。

新事物的产生必定要适应新的社会需求，必定建立在人们对事物新的认识基础上。具体说来，我们认为有必要就以下几个方面特点做出概括性的思考，相信这对新托福考试的广大应试者是大有裨益的。

我们认为，ETS 对传统托福考试进行改革，研制推出新托福考试，这首先是时代和社会发展的需要。随着全球经济与政治一体化的进程，国际间文化交流日趋频繁，英语作为国际通用语言，其应用范围不断扩大，话语权愈发突出。美国历来是实用主义盛行的移民国家，其教育体制中对语言的工具性特征一直十分地强调。在这样的文化语境中，高等院校受教育者在北美大学学业语境中使用英语进行实际的交流，更成为他们成功地完成学业的必要条件。我们知道，托福考试的目的是测试非英语国家学生的英语语言能力，使他们能够在北美英语国家的高等院校中顺利完成学业。经历了过去几十年的应试培训和考试实践，人们发现，传统的托福考试注重应试者对英语语言知识的系统把握和理解，在很大程度上割裂了各种单项语言技能之间在语义和文化上的循环联系，不利于准确地测试出考生综合应用英语进行大学校园学业和生活交际的能力，同时考试形式也逐渐程式化，容易使应试者产生语言理解以外的意识活动，考试结果也就不能满足高等院校在新的时代和社会境遇中对考生的英语综合应用水平的期待。因而，改革托福考试，推出新一代的托福考试，限定语言应用的社会语境范围，增加难度，综合测评，就成了势在必行的任务。认识到这一点对备考新托福的考生有很大好处，他们可以扩大学习视野，在自己职业生涯的较高层次上策划安排自己的英语学习和应试计划，从而摆脱对应试技巧的过分依赖和幻想，脚踏实地地不断提高自己的英语综合应用能力和学业语言交际水平。

其次，新托福考试利用计算机考试的优势，尽可能全面地测试应试者听、说、读、写各种技能的综合理解与应用能力，表现了对语言的认识和语言教学理念的一次重大更新。说明确一些，就是用交际语言教学理念替代认知型的结构主义语言教学理念。传统

的托福考试依托的语言测试理念认为,语言整体是由不同独立的语言要素和成分构成,可以通过设计有针对性的测试项目加以分别测试。显然,这样的思路首先把语言视为可认知的知识形式,把语言当作某种知识客体,当作分析和掌握的对象,这势必导致对语言各项技能的分门别类的测试模式,阻断了语言的输入和输出在语义和文化统筹下的有机循环过程,使语言学习停留在记忆、理解和判断正误的阶段,难以进入语言的交际和应用领域。这样,应试者的高分在很大程度上表现出来的是对语言结构和形式的认知能力和理解能力 (linguistic competence),而不是语言的表达和交际能力 (communicative competence)。而新托福考试的语言教学理念注重的正是后者。语言的表达和交际能力不仅表现为语言的形式能力 (formal competence) 和理解能力,而更重要的是体现在语言应用者的社会文化能力 (sociocultural competence),篇章能力 (discourse competence) 和交际策略能力 (strategic competence) 方面。而且,这些能力都是表现在有意义的语言输出过程中的。基于此认识,新托福考试在题型方面的最大变化就是实现听、说、读、写四项技能在同一主题意义的统筹下真正的有机综合循环的测试。关于具体的题型解说,读者可进入到本套丛书的具体章节中寻求深入的了解。这里对新托福考试的语言教学理念做出扼要的阐释,目的在于使广大应试者在打好语言基础和集中备考过程中能够及时转变自己的语言学习观念,在日常学习中特别注重对听说能力和书面归纳能力的培养,自觉地锻炼由点带面,由文化内容带动语言形式,由语句段落到篇章,由语言输入到语言输出,由形式认知到应用交际的英语综合应用能力。

另一方面,我们高兴地注意到,新托福考试反映的语言教学理念和题型变化与当前我国正进行的大学英语教学改革方向是完全一致的。国家教育部 2003 年颁布试行的《大学英语课程教学要求》明确规定:“大学英语的教学目标是培养学生英语综合应用能力,特别是听说能力,使他们在今后的工作和社会交往中能用英语有效地进行口头和书面信息交流。”实际上,在我国社会英语学习日趋深入,水平逐渐提高的今天,这个目标突出语言的实际综合运用能力,也是各种不同层次、不同目的、不同领域的英语学习者努力的方向。新托福考试注重综合技能整体成长的指导思想中所蕴含的正是这样一种教学的理念:以学生对主题意义认知为引导,由有声模仿,形式记忆,内容认知,输出巩固,文化习得,社会交际运用等学习活动组成的反复循环递进的过程。这要求英语学习者避免把语言学习过程知识化和结构化,尽量在听、说、读、写各种语言技能有意义的互动过程中完成学习任务,形成语言交际能力,达到文化建构。这是英语学习的正确途径。须知,以语言运用为目的,通过各种语言技能综合动态的学习过程真正锻炼培养出英语的实际综合运用能力,这才是新托福考试胜算的真正保证。

本套《新托福考试备考丛书》从“基础训练系列”、“专项突破系列”和“考前冲刺系列”三个层面展开。除应试者必读的《新托福考试指南及模拟试题》外,每个层面都分别按新托福考试中听、说、读、写四个种类的题型提供有针对性的辅导、示范和解说。其中,“基础训练系列”着重应试者语言基础的培养,同时在章节的安排和材料的选用方面都有意识针对新托福考试可能要求掌握的基础的语言知识和技能,使应试者既能够加宽和巩固基础的英语实用能力,同时又增强信心,看到自己备考新托福考试的努力方向。“专项突破系列”贴近新托福考试,围绕听、说、读、写四个必考专项提供原创模拟考试材料,辅以简明扼要的辅导和解说,

目的在于使应试者通过大量的模拟试题实践，充分熟悉新托福考试的形式和内容范围，做到心中有数，同时借此大幅度提高自己的英语综合运用能力和应试能力。“考前冲刺系列”提供系列仿真题供考生预先测试自己的应试能力并估计自己的得分区域，以便找出弱项，实施有的放矢的强化和调整。备考过程中，不同英语水平层次的应试者可根据自己的情况决定起点，采用不同层面的备考材料。

编写此类大型丛书绝非易事，况且，这项工作关系到千千万万有志出国深造的年轻学子，对此我们不敢有丝毫的马虎和倦怠。在编写过程中，我们得到来自各个方面，特别是美国教育考试服务中心（ETS）的大力协助和支持。自2001年ETS与泰德时代集团确定战略合作（在中国大陆及港澳地区）关系以来，ETS独家授权泰德时代集团出版和发行了《托福全真试题集》（2003年9月）、《托福历年全真试题（1996-2003）》（2004年6月）、《新GRE官方指南及全真试题》（2004年1月）以及《TSE全真试题》（2004年10月），填补了中国市场的空白；ETS还将新托福考试专用备考课件LanguEdge和大量的备考资料授权给泰德时代集团，多次派出专家到泰德时代集团进行访问、交流和培训，使我们不但掌握备考工具和大量的第一手资料，同时，对于新托福考试所倡导和引领的新的教学理念和测评方法有了深入的了解、理解和正确的把握，并在本丛书的编写过程中进行准确和恰当的应用。为此，我们向ETS表示衷心的感谢。我们要特别感谢各位“基础训练系列”分册的主编，他们认真负责的工作态度和辛勤劳动保证了各分册的编写质量，使其后的工作得以为继。泰德时代集团组织外国专家编写了模拟试题的有关材料并录音，我们在此向这些外国专家深表谢意。

最后，我们向出版本书的出版社表示衷心的感谢，他们出色的编辑和认真细致的文字工作为本套丛书增添了光彩，使之最终得以及时顺利地出版。

总策划

2005年12月

于北京亚运村泰德时代集团总部

总主编

2005年12月

于北京大学燕北园

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## ▶ Listening Comprehension Section Directions

This section measures your ability to understand conversations and lectures in English. You will hear each conversation or lecture only one time. After each conversation or lecture, you will answer some questions about it. The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Answer the questions based on what is stated or implied by the speakers.

You may take notes while you listen. You may use your notes to help you answer the questions. Your notes will not be scored.

If you need to change the volume while you listen, click on the **Volume** icon at the top of the screen.

In some questions, you will see this icon: . This means that you will hear, but not see part of the question.

Some of the questions have special directions. These directions appear in a gray box on the screen.

Most questions are worth one point. If a question is worth more than one point, it will have special directions that indicate how many points you can receive.

You must answer each question. After you answer, click on **Next**. Then click on **OK** to confirm your answer and go on to the next question. After you click on **OK**, you cannot return to previous questions.

You will have 20 minutes to answer the questions in this section. A clock at the top of the screen will show you how much time is remaining. The clock will not count down while you are listening to test material.

**Note:** In the **Listening Section** of the actual test, you will both hear and read the questions.

### Conversation

#### Narrator

*Listen to part of a conversation between two students.*

**1. What happened to Corina's map?**

- ☐ A She threw it out because she thought she could find her classes without it.
- ☐ B She already found all her classes so she threw it out.
- ☐ C She didn't take notice of the map since she thought she wouldn't need it again and she lost it.
- ☐ D Someone else needed the map, so she lent it to him.

**2. Why is Corina lucky that she asked Ken?**

- ☐ A Because Ken is very good with directions.
- ☐ B Because Ken had a class in that classroom, so he knew where it was.
- ☐ C Because Ken had his map, so he could show her how to get there.
- ☐ D Because Ken was in the same class as Corina.

**3. What does Ken do for Corina?**

- ☐ A Draw a map and give her instructions on how to get there.
- ☐ B Borrow a map from someone else and give her instructions on how to get there.
- ☐ C Give her instructions on how to get there.
- ☐ D Lend his map to her and give her instructions.

**4. Which number is for the history classroom?**

- ☐ A 401.
- ☐ B 401A.
- ☐ C 104.
- ☐ D 104A.

**5. Why does Corina say this:**

- ☐ A She likes commanding people.
- ☐ B She wasn't listening earlier and is now telling Ken she is listening.
- ☐ C She wants to let Ken know she is ready to receive the instructions.
- ☐ D So Ken will start walking first and she can follow him.

## Lecture Geography

**Narrator**

*Listen to part of a lecture in a Geography class.*

**6. What does the professor mean when she says this:**

- ☐ A She means that in the last class some students probably had trouble reading maps.
- ☐ B She means that this is the geography class so the students are expected to have lots of experience reading maps.
- ☐ C She means that some students look confused as she begins talking about maps.

D She means that he is wondering whether any of the students are having trouble reading maps.

7. What is the main idea of the lecture?

- A The history of maps.
- B How to read maps.
- C Why maps are important.
- D Mapping techniques.

8. Why was the map of Canada distorted?


- A The map maker made a mistake.
- B The map maker had a disagreement with his company and so drew the map inaccurately.
- C The map maker was trying to express his viewpoint by making an inaccurate map.
- D The map was being read inaccurately.

## Narrator

*Listen again to part of the lecture. Then answer the question.*

9. Why does the professor say this: 

- A She is using an illustration to show why flat maps will always be distorted.
- B She has a habit of trying to smooth out oranges.
- C She wants to let the students know that the world can be smoothed out onto a flat surface, but with great difficulty.
- D One of the students isn't paying attention and is trying to smooth out an orange, so the professor is trying to catch his attention.

10. Why does the professor say this: 

- A The professor is uncertain of her statement so she is asking the students' opinion.
- B The professor wants to know what is modern so she is asking the students.
- C She wants to make sure the students agree, so she's waiting for their answer.
- D She is simply emphasizing her point by asking a rhetorical question, there is no need to answer.

11. Which of the following applies to those who made maps in the past? Click on 3 answers.

- A They were sworn to secrecy.
- B They had to work in rooms with very little light.
- C They worked in isolation.
- D They could only tell a small number of people about the maps.
- E They protected their work with their life.

## Lecture History

### Narrator

*Listen to part of a lecture in a History class.*

### Narrator


*Listen again to part of the lecture. Then answer the question.*

12. Why does the student say this: 

- A She has seen a movie about the history of the tower, so she knows about the history behind it.
- B There are exhibits along the cobbled streets that show what happened in the past in the tower.
- C The grim and gray atmosphere allows one to imagine what has gone on in the past, and so they can "see" what has happened.
- D There will be a video presentation for the class to see what has happened in the past.

13. In the lecture, the student lists some of the things people staked their lives for who were executed or held as prisoners in the Tower of London. Indicate whether each of the following is one of them. Click in the correct box for each phrase.

|                              |     |    |
|------------------------------|-----|----|
| A Religions                  | Yes | No |
| B Wealth                     |     |    |
| C Power                      |     |    |
| D Loyalty                    |     |    |
| E Failure to produce an Heir |     |    |

14. What does the professor mean when he says this: 

- A He wants to summarize the history of the Tower of London first, and perhaps discuss some details later on.
- B He doesn't think it is necessary to discuss the issues involved.
- C The students only need to understand a summary of the history of the Tower of London.
- D There is no time to cover everything, so the most important thing is to get a basic history outline.

15. Who built the Tower of London?

- A Henry VIII.
- B William of Normandy.
- C England's King Edward.
- D Richard II.

16. How did the Bishop of Durham escape from the prison?

- A He was one of the designers of the prison, so he knew the best route to escape.

- B He bribed the guards to give him his freedom.
- C He made a plan with his servants to push the bags of money out of the window and he hid in one of the bags.
- D He held a huge banquet to get the guards drunk and then he slid out through a window.

17. Which of the following statements is true?

- A The Tower of London came to include a zoo for the purpose of displaying animals, to entertain the kings.
- B Animals that were captured were held in the Tower of London that later turned into a zoo.
- C Exotic animals were given as gifts from kings around the world and put in the Tower of London.
- D A lion was brought to the Tower of London and a special Tower was then built to house it.

## Conversation

### Narrator

*Listen to part of a conversation between a student and an accommodation officer.*

18. What is the student's problem?

- A He does not have a mobile phone.
- B His friends don't want him to live with them anymore, so he needs a new place.
- C He was planning on living in the dormitory, but there are no places left.
- D He doesn't want to live with a family or rent a house with others.

### Narrator

*Listen again to part of the conversation. Then answer the question.*

19. Why does the accommodation officer say this: 

- A She is trying to change the subject because she doesn't think there will be any places.
- B She is very nosy and wants to know about the student's business.
- C She is making conversation as she looks for the information.
- D She needs to know where the student is from and see who he can live with.

20. What can the accommodation officer do for the student? Click on 2 answers.

- A Give the student's name and number to a friend.
- B Put the student's name down in case someone is looking for a flatmate in the future.
- C Put the student's name on the waiting list.
- D Replace someone else's spot in the dormitory for the student's name.

21. When can people contact the student by phone?

- A After 9:30pm.

- B Before 10am.
- C After 8:30pm.
- D Before 9:30am.

22. Which of the following is NOT true according to the conversation?

- A The student is staying with some friends right now.
- B The place where the student is living now is too far from the university.
- C There is a bulletin board outside the cafeteria and the library.
- D The student has a mobile phone, but he doesn't want to give the number to the accommodation officer.

## Lecture Anthropology

### Narrator

*Listen to part of a lecture in an Anthropology class.*

23. Which of the following statements is true?

- A The Incas are the first people in South America the class has studied.
- B The class will study about the Maya people next week.
- C The class has already studied Mayas.
- D The Incas are the only group the class will study about.

24. Why does the professor say this:

- A The professor wants the students to know that if one were to meet an Inca, he would find that the Inca is a very exciting person.
- B The professor feels learning about ancient cultures is fascinating, so she feels it's mysterious and exciting.
- C The professor is only saying this to catch the class' interest.
- D The professor hopes to meet an Inca one day and believes it will be mysterious and exciting.

### Narrator

*Listen again to part of the lecture. Then answer the question.*

25. Why does the professor say this:

- A She wants to know if the class likes learning about ancient cultures.
- B She is asking for the class' opinion, to see if they want to learn about the Incas too.
- C She made this comment after seeing the expression on one of the students' face, she could tell they were enjoying the class.
- D She is simply making a statement about how much she enjoys talking about ancient cultures.

26. Which is one of the great mysteries about the Incas?

- A It is unknown where they originated from.

- B Their law system is a mystery because it was so effective.
- C It is a mystery why there were no thieves in the domain of Inca.
- D No one knows why the Inca lord had to marry his sister.

27. What did the special labor program by the Incas involve?

- A Everyone worked 60 or 70 days for the Inca lord, depending on how big his family was.
- B Everyone worked on their own farms but then contributed a large part to the temple.
- C Everyone took turns practicing religious customs in the temple each year.
- D Everyone took turns building for the city and working for the temple farms.

28. Why did the Inca domain fall?

- A The ruler was not concerned about the invading Spaniards, so didn't take action to stop them.
- B The ruler did not want to become a Catholic.
- C The Spaniards spread a deadly disease to the Incas, and their weapons were far superior.
- D The ruler was lied to by his diviners.

## Lecture Astronomy

### Narrator

*Listen to part of a lecture in an Astronomy class.*

29. Which is the question that motivated the professor's lecture?

- A What is a black hole?
- B What happens if a star is greater than the sun?
- C What happens if a person got stuck in a black hole?
- D What is Cygnus X-1?

30. In which order does the professor speak about the following topics?

- A Star, White Dwarf, Neutron, Black Hole, Cygnus X-1.
- B Cygnus X-1, White Dwarf, Neutron, Star, Black Hole.
- C Neutron, Black Hole, White Dwarf, Cygnus X-1, Star.
- D Neutron, Star, Cygnus X-1, White Dwarf, Black Hole.

31. Why does the professor say this: 

- A He doesn't know the answer and wants his students to answer.
- B This is not his favorite topic so he will talk about something else.
- C This was their homework from last class.
- D If one of the students can answer, then the professor knows they understood the lesson.

32. Why do stars shine?

- A Because of the struggle between gravity and nuclear forces.

- B Because of the reflection of the sun.
- C Because of the reflection of the moon.
- D Because of the struggle between the moon and nuclear forces.

## Narrator

*Listen again to part of the lecture. Then answer the question.*

33. Why does the professor say this: 

- A The professor is not finished talking about Cygnus X-1, but the question raised earlier applies at this point of the discussion.
- B The students are getting ready to leave because they see that class time is up.
- C The professor doesn't know how to explain the rest of the information about Cygnus X-1.
- D The professor is eager to answer the question at the beginning, so puts the discussion on hold.

34. What is the main idea of this lecture?

- A Why Cygnus X-1 is special?
- B How White Dwarfs are formed?
- C What are black holes and how they are found?
- D How Neutron Stars are formed?



# 答案 与 解析

## Conversation

这是两个学生对话的一部分，下面我们进行逐题分析。

### 1. 选 C。

本题问：Corina 的地图怎么了？这是一道细节题，根据对话 Corina 说的第 2 句话 “I lost mine last week. I thought I didn't need it, ...” 可知 Corina 的地图上周丢了，她本来以为不再需要地图了，由此可见，选项 C 为本题的正确答案。对话里没有说地图是被扔掉的，也没有说 Corina 把地图借给了别人，所以选项 A、B、D 都不正确。

### 2. 选 B。

本题问：为什么说 Corina 问 Ken 上课地点是幸运的？这是一道细节题，根据 Ken 所说的 “Oh, well you're lucky I know where that one is.” 可知 Ken 知道 Corina 问的地方在哪里。另外通过 “I actually got lost finding it last time!” 可知 Ken 也找过那个地方，所以本题的答案是选项 B。选项 A 不是 Ken 说 Corina 幸运的直接原因；选项 D 缺乏依据，因为对话没有表现出 Ken 和 Corina 同班；选项 C 与 “I didn't bring my little map with me” 不相符。

### 3. 选 A。

本题问：Ken 为 Corina 做了什么？这是一道细节题，通过 “Here I'll draw one out for you” 可知 Ken 为 Corina 画了一幅地图，由此可知选项 B、D 不对。另外对话有很大一部分都是 Ken 在告诉 Corina 怎么走到她要去的地方，但选项 C 只回答了问题的一部分，所以本题的答案是选项 A。

### 4. 选 B。

本题问：历史课教室的房间号码是多少？这是一道细节题，通过 “Here, it's my History class, room 401A.” 可知教室的房间号码是 401A，所以本题的答案是选项 B。

### 5. 选 C。

本题是一道单选复听题，问：为什么 Corina 说 “Go! I'm listening.” 这句话？“Go! I'm listening.” 是口头语，可译为 “开始吧，我在听呢。” 这样我们就不难理解，Corina 说这句话的目的是想告诉 Ken 她已经准备好了，所以本题的答案是选项 C。

## Lecture Geography

这是地理课上的一段讲解，下面我们进行逐题分析。

### 6. 选 B。

这是一道单选复听题，问：教授说 “You've all been reading maps for a long time, and I hope by now none of you have trouble reading maps.” 是什么意思？通过后面一句话 “but at this level, reading maps should be no problem” (但是在你们这样的水平，看地图应该没有什么问题了) 可见选项 B (这是地理课，你们是地理课上的学生，你们都应该很会看地图了) 是最符合本题的答案。选项 A、C、D 在这段对话中都找不到具体的细节支持。